

**Higher Learning
Commission:
A Commission of the
North Central Association**

Self-Study Report

**Site Visit
March 2-4, 2015**



COX COLLEGE
CoxHealth

1423 North Jefferson Avenue, Springfield, MO 65802

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Cox College

Institutional History and Context

Cox College (CC) is a private, non-profit single purpose college accredited to provide academic programming in a variety of allied health fields. It is an affiliate of Lester E. Cox Medical Centers (CoxHealth), located in Springfield, MO. The College began as the Burge School of Nursing in 1907, transitioned to Lester L Cox College of Nursing and Health Sciences in 1995 and then to Cox College in 2008. The rich history and affiliation with CoxHealth has created a unique culture for the college.

The college offers Associate, Baccalaureate, and Master degrees and certificate programs in a variety of allied health fields. The Interprofessional Undergraduate Division offers: Associate of Science in Medical Assisting (ASMA), Associate of Science in Nursing (ASN), Associate of Science in Radiography (ASR), Bachelor of Science in Diagnostic Imaging (BSDI), Bachelor of Science in Nursing (BSN), as well as certificate programs in Medical Billing and Coding and Medical Transcription. The Interprofessional Graduate Division offers: Master of Science in Nursing (MSN), Master of Science in Nutrition Diagnostics/Dietetic Internship (MND/DI), and Master of Science in Occupational Therapy (MOT), as well as post-masters certificates in Family Nurse Practitioner and Nurse Educator. All programs offered at CC are designed fulfill the college's mission to meet the educational needs of students and the health care community.

The Interprofessional Education Center provides a continuum of learning for students and the health care community: entry level and advanced academic programs, professional development and continuing education as well as a Certified Nursing Assistant program and a Nurse Re-Entry program created to allow non-practicing nurses to return to the workforce.

All of the program offerings at CC have a health care focus requiring knowledge generation and application. Therefore, all programs require didactic, laboratory and clinical coursework to develop competency. Courses are offered in seated, online, and hybrid formats.

The college also provides support services to meet customer needs such as a full service library, on-campus store, financial aid counselors and resources, business office, and an academic resource center for tutoring and student success strategies.

The mission (Cox College is committed to excellence by meeting the educational needs of students and the health care community) defines the customers and drives the work of the college. One of the greatest strengths of the college is the ability to be agile enough to adapt to customer and stakeholder needs while providing a quality product/graduate. While larger colleges and universities struggle with being responsive to customer needs, CC has been able to listen to the customer, take reasonable risks, and make significant change; this is exemplified throughout the self-study.

CC has defined its core competency as agility enabling the fulfillment of our mission: to meet the educational needs of students and the health care community. The culture of CC is grounded in the mission and core values, and pillars organize our work bringing the mission to life. A small college feel is valued by customers and the workforce, creating a sense of community and collegiality.

Responses to Previous Challenges

Cox College submits response to previous challenges raised by the Commission. Specifically, in 2005, the Commission determined a total of eight challenges via combination of the College's self-study and the Commission site visit. Seven challenges were deemed to "need attention" from the College; one challenge was deemed to "require follow-up" from the Commission. Each challenge is noted below, as is the College's response to each challenge. A table following the challenges and responses summarizes strides to which the College has gone.

1. College should have a means of ensuring appropriate documents are updated when changes occur to the Mission, Vision, and Values

Response: In 2011, the College created the position of Director of Alumni Relations and Marketing; peripheral duties included maintenance of appropriate documents for accuracy of Mission, Vision, and Values. In 2013, this position was elevated to Executive Director of College Communications and Development; one responsibility is oversight of College materials containing Mission, Vision, and Values statements.

2. College should continue and/or enhance faculty development

Response: Since 2005, additional funds have been allocated; per faculty member, roughly \$500 is available. Typically, a given faculty member travels once every couple years, thereby having roughly \$1000 that can go towards professional development. In addition, CoxHealth offers up to \$1200 annually for continuing education, and the College has a tuition reimbursement / loan forgiveness program. Further, many internal development opportunities exist across the College, including teaching seminars, webinars, and technology demonstrations.

3. College should delineate and coordinate programmatic and institutional data collection

Response: After multiple iterations of a position to oversee programmatic and institutional data collection, these responsibilities were added to the new (2014) position of Vice President of College Services and Institutional Research. This position works in concert with the Vice President of Academic Affairs and Institutional Effectiveness to centrally collect, analyze, and utilize various data.

4. College should make plans to have a separate audit

Response: The College began requesting a separate audit in 2011. Separate audits for the College were performed for Fiscal Years 2012 and 2013; the plan is to continue separate audits, and appropriations for those audits have been included in budgets. Audits for the two most recent fiscal periods are part of Materials Set II.

5. College should consider moving hospital programs of Radiography, Sonography, and Medical Technology into the College

Response: The College partnered with CoxHealth to move the hospital programs of Radiography and Sonography into the College. Since doing so, the Radiography program has developed into an Associate of Science degree, and Sonography has developed into one of the specialty areas of the Bachelor of Science in Diagnostic Imaging. The College's 2014-18 Strategic Plan includes a 2015 goal of exploring additional collaboration with existing CoxHealth professional/educational programs.

6. College should develop a plan to remodel space on the second floor Terrace

Response: A remodel of the Terrace has resulted in vital academic space that is utilized heavily. A total of three classrooms and the Academic Resource Center (ARC) are now located in the Terrace, as are small study and storage rooms. This space has been essential in helping allow enrollment growth while ensuring student needs are met.

7. College should develop a plan to ensure faculty personnel files are kept up to date

Response: The College has recognized this need on multiple levels and has implemented an annual review of faculty personnel files. This review is coordinated by the Executive Secretary and the Faculty Support Specialist, in conjunction with department chairs, division deans, and any other appropriate parties. This review has become essential to meet multiple accrediting body requirements, and all faculty personnel files are maintained in a locked file cabinet in the office of the Executive Secretary.

8. College does not show evidence for a comprehensive, integrated learning assessment plan that includes general education

Response: During the 2005 HLC site visit, the College was found to be lacking clear, differentiated institutional measures, tools, and benchmarks. Departments/Programs did well in collecting and utilizing appropriate data, but the College, as a whole, lacked a consistent and overarching approach. Many factors contributed to this issue, including excessive turnover in various administrative positions, significant enrollment increases, and a lack of communication/effectiveness across committees.

The College has worked with the Commission to make strides in assessment; progress and monitoring reports were submitted in 2008 and 2010. In 2008, the General Education Assessment Committee was created; in 2011, this committee evolved into the Institutional Effectiveness Committee, which assumed responsibility for assessment of general education learning outcomes and competencies. More recently, learning assessment matrices have been developed, as have general education crosswalks and grids. The crosswalks clearly matched general education outcomes and competencies with those of each department/program. The grids identified the courses that assessed each general education learning outcome and competency. The crosswalks and grids provided the foundation for the development of learning assessment matrices. The matrices provided an accessible, central location for data storage and dismantled data silos. The matrices also included tools and targets for general education and department/program-specific outcomes and competencies. While assessment methods may vary by department/program, and even by course, the matrices, crosswalks, and grids have been developed to intentionally reach across the institution and facilitate college-wide utilization.

As mentioned in the introductory paragraph of this section, the following table summarizes the progress made in addressing specific challenges.

Summary of Progress in Assessment

HLC-Identified Need	Assessment Progress			
2005	2005-2007 (New President July 2007)	2008-2010 (New VPAA 2008, Exited 2010; DIR exited 2008 & 2009)	2011-2013 (New VPAA 2011, Exited 2011; New President 2013)	2014-2018 (New VPAA & VPCSIR)
Delineation and differentiation of institutional measures, tools, and benchmarks	<p>Identified underdeveloped plan for ensuring and measuring institutional effectiveness (2005)</p> <p>Identified need to develop systematic data review plan (2005)</p> <p>Workshop to review and refine program (department)-specific learning outcomes (2007)</p>	<p>Refined general education learning outcomes and competencies (2008)</p> <p>Creation of general education specialist position and General Education Assessment Committee (2008)</p> <p>Creation of assessment coordinator position and IEC (2009)</p> <p>HLC progress reports on assessment of student learning</p> <p>Development of learning outcomes and competencies for philosophy, psychology, and sociology (2010)</p> <p>Baldrige categories crosswalked with HLC new accreditation criteria (2009-2010)</p>	<p>Key performance indicators (KPIs) reviewed and refined (2011)</p> <p>SMART goals added to the balanced scorecard (BSC; 2011)</p> <p>Creation of (PMT) (2011) and submission of MQA (2011, 2012)</p> <p>General education program crosswalks developed (2011)</p> <p>Reviewed structure and function of the IEC</p> <p>HLC focused visit on assessment of student learning (2011)</p> <p>HLC self-study process started (2012)</p> <p>Adoption of Performance Improvement Model (PIM) (2011)</p>	<p>KPIs and BSC transitioned to new strategic plan with prioritized tasks organized by goals and categories</p> <p>General education program crosswalks transitioned to Excel matrices to improve data collection, trending, and use</p> <p>Continuation of HLC self-study process</p> <p>Organizational chart restructured</p>

<p>Development of a comprehensive, integrated learning assessment plan, including assessment of general education</p>	<p>Identified need to develop a plan for assessing general education learning outcomes and academic aptitude (2005)</p>		<p>Assessment Coordinator position eliminated and VPAA position restructured to include responsibility for assessment of student learning</p> <p>Systematic assessment pillar added to goals</p> <p>Began and ended development of Master Data Inventory (MDI) (2012-2013)</p>	<p>Creation of VPCS position to include responsibility for assessing learning environments and student support services</p>
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Criterion One.

Mission



COX COLLEGE
CoxHealth

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

Mission Statement

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

Vision

Cox College: Leaders in health care education

Strategic Planning Pillars

- Education Programs
- Customer Experience
- Workforce Experience
- Business Practices
- Systematic Assessment Practices

College Goals

- To provide quality educational programs
- To provide a quality customer experience
- To provide a quality workforce experience
- To achieve quality business practices
- To collect data and utilize systematic assessment practices

College Core Values

- Student First – We believe in providing a learning environment that promotes student inspiration, support and academic achievement.
- Highest Quality – We believe in providing an educational experience utilizing cutting edge technology and evidence-based curriculum.
- Communication – We believe in shared, transparent communication that is respectful and responsible.
- Nothing is Impossible – We believe in working together, taking reasonable risks, and daring to change so that the impossible becomes possible.
- Lifelong Learning – We believe that professional curiosity develops over a lifetime based on self-evaluation, effective questioning and critical analysis of information.

1.A. The institution's mission is broadly understood within the institution and guides its operations.

The mission of excellence Cox College defines customers and drives the work of the college. The mission guides decision making and is clearly articulated, with visibility throughout the institution and in college publications. The mission is displayed in classrooms, meeting areas, and is a predominant feature on the college website. College business cards for workforce include the mission statement and each member of the workforce has the mission, vision, core values, and goals attached to their name badge. The mission, vision, core values, and goals are the touchstone for all activity at the college.

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

The current mission, vision, core values, and goals were developed in 2010 as part of a greater strategic planning process. In November 2010, a strategic planning committee was created with representation from administration, faculty, staff, and students. Information was gathered through surveys and group discussions held during the August 2010 convocation. With this feedback, the committee made changes to the mission, vision, core values, and goals while providing progress reports to the workforce allowing for additional feedback and revisions. The recommended changes, provided by the committee, were submitted to both the college leadership council and the board of trustees for final approval.

This collaborative process developing the mission and strategic plan is evidence of the culture at Cox College – a culture of interdisciplinary collaboration with value placed on shared decision making at every level. Ongoing input from across the college workforce allowed for diverse opinions to shape the mission providing a better end product that truly represented the college. The collaborative process provided a mechanism for communication and workforce buy-in. The current mission statement reflects the input from throughout the college and recognizes the shared commitment of both individuals and departments to provide excellence in all areas leading to a focused commitment of meeting the needs of our primary customers: students and the health care community.

Table 1.1 depicts the evolution of the college’s mission since the last Higher Learning Commission site visit. As the college developed health science programs, the college’s focus was increasingly on interprofessional education and the agility to meet the needs of the health care community. One of the greatest strengths of the college is the ability to be agile enough to adapt to customer and stakeholder needs while maintaining excellence. The mission, vision, core values and goals are the touchstone for all activity at the college, with the college mission being the foundation by which every decision is measured.

Table 1.1. Evolution of Mission, Vision, and Values

Document	2004	2007-2008	2011-present
College Vision	Cox College is leading the way in nursing and health sciences education.	Cox College is committed to leading the way in nursing and health sciences education.	Cox College: Leaders in health care education
College Mission	Cox College is a student-centered college dedicated to preparing culturally competent health care providers committed to serving their community, the profession and transforming the future of health care.	Cox College is a student-centered and college dedicated to preparing culturally competent health care providers committed to serving their community, the profession and transforming the future of health care.	The college is committed to excellence by meeting the educational needs of students and the health care community.
College Core Values		Student First – we believe in providing students opportunities and support to succeed	Student First: We believe in providing a learning environment that promotes student inspiration, support

		<p>and be accountable for their own learning.</p> <p>Highest Quality – we believe in providing the highest quality education in nursing and health sciences at competitively fair prices that represent the best possible value.</p> <p>Communication – we believe in honest, open, and transparent communication.</p> <p>Nothing is Impossible – we believe in working together, taking reasonable risks, and daring to change so that the impossible becomes possible.</p>	<p>and academic achievement.</p> <p>Highest Quality: We believe in providing an educational experience utilizing cutting edge technology and evidence-based curriculum.</p> <p>Communication: We believe in shared, transparent communication that is respectful and responsible.</p> <p>Nothing is Impossible: we believe in working together, taking reasonable risks, and daring to change so that the impossible becomes possible.</p> <p>Lifelong learning: We believe that professional curiosity develops over a lifetime based on self-evaluation, effective questioning and critical analysis of information.</p>
College Pillars/goals		<p>To provide quality educational programs.</p> <p>To provide a quality customer experience.</p> <p>To provide a quality employee experience.</p> <p>To achieve quality business practices</p>	<p>To provide quality educational programs</p> <p>To provide a quality customer experience</p> <p>To provide a quality workforce experience</p> <p>To achieve quality business practices</p> <p>To collect data and utilize systematic assessment practices</p>

Table 1.2 demonstrates the integration and influence of the college mission on either individual departmental mission statements or philosophies.

Table 1.2. College and Departmental Mission/Philosophy Statements

Cox College	Mission: Cox College is committed to excellence by meeting the educational needs of students and the health care community.
Undergraduate Division	Mission: The mission of Cox College’s undergraduate education programs is to prepare health care professionals whose practice is informed by theory and research.
Nursing	Mission: To provide excellence in educational programs that prepares nurses at the associate and baccalaureate levels.
Radiologic Sciences and Imaging (RSI)	Philosophy: Radiologic Sciences and Imaging programs are designed to provide students with a quality environment promoting professionalism, effective communication, critical thinking, and imaging skills within the

	<p>areas of diagnostic imaging. RSI encourages students to become active learners through a vigorous environment that promotes a variety of learning experiences for professional growth and lifelong learning. Students completing the diagnostic imaging programs will have the knowledge and skill set to successfully enter the workforce credentialed in their chosen professional discipline, while meeting the needs of the health care community</p>
Administrative Clinic Professions (ACP)	<p>Philosophy: Administrative Clinic Professions programs are designed to provide students a quality educational environment that promotes professionalism, effective communication, critical thinking and specific skill sets within the chosen areas of study. The Administrative Clinic Professions encourages students to become active learners through a variety of learning experiences. The programs provide classroom instruction and practicum experiences that adequately prepare students for their specific professional disciplines.</p>
Graduate Division	<p>Mission: The mission of Cox College’s graduate education programs is to prepare advanced level health care practitioners for interprofessional leadership.</p>
Master of Science in Nursing	<p>Mission: To provide excellence in educational programs that prepares nurses at the master’s levels.</p>
Master of Science in Nutrition Diagnostics/Dietetic Internship (MND/DI)	<p>Mission: The Cox College Master of Science in Nutrition Diagnostics/Dietetic Internship is dedicated to excellence in the preparation of competent dietetic professionals committed to serving their communities, their profession and to transforming the future of nutrition in health care.</p>

Table 1.3 demonstrates examples of departmental decisions that exemplify the department mission and, by extension, the college mission.

Table 1.3. Departmental Decisions Supporting College and Department Missions

Cox College Mission	<p>Cox College is committed to excellence by meeting the educational needs of students and the health care community.</p>
Undergraduate Division	<ul style="list-style-type: none"> • Articulation agreements with OTC, Drury, Evangel, Cottey College, BBC • Review and update of Admission criteria to pre-licensure nursing programs in 2014 • Integrating an interprofessional model by modifying current courses to cross-listed courses. This will allow all disciplines to work in courses together.
Undergraduate Nursing Departments: ASN, BSN, and RN to BSN	<ul style="list-style-type: none"> • ASN curriculum change to Concept Based Learning based on evidence – implementation Spring 2016 • Transition to Interprofessional Simulation Center based on evidence • Updating current nursing skills checklists for college-wide use

	<ul style="list-style-type: none"> • HESI policy changes based on current evidence • Transition to an entirely online RN to BSN degree completion plan to meet the needs of non-traditional students • Dual degree collaboration with Drury for nursing classes in Cabool • Haiti cross-cultural course/trip and Camp Barnabas service learning experience
RSI Department	<ul style="list-style-type: none"> • Transition from certificate degree to ASR • Transition from certificate degrees in specialty imaging to a BSDI degree • Addition of BSDI Interprofessional Leadership track • Vascular screenings with WHVC. • Student community service involvement in “Meals a Million” feeding program.
ACP Department	<ul style="list-style-type: none"> • Program updates based on recent ICD-9-CM to ICD-10-CM/PCS transition. • AHIMA approval of the Coding certificate • Added an evening cohort for Medical billing/coding to meet the needs of the students who work full-time • Added a medical transcription editing course for changes in the transcription industry
Graduate Division	<ul style="list-style-type: none"> • Exploring means to incorporate Interprofessional education into graduate coursework • Investigating the addition of an Interprofessional Healthcare Education Program • Developing a Graduate Fellow Program
Graduate Nursing	<ul style="list-style-type: none"> • Addition of Family Nurse Practitioner Program • RN to MSN option
MND/DI Department	<ul style="list-style-type: none"> • MND/DI advisory group committee /investigating a combined master’s in nutrition/ integrative wellness /dietetic internship • MND/DI faculty meet monthly with CoxHealth Food & Nutrition administrators – a collaborative meeting for ongoing integration of education and clinical practice • MND/DI faculty provide ongoing training/CEU’s for Food & Nutrition staff/preceptors for professional growth and career laddering re: Nutrition Diagnostics

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

Academic Programs

Cox College reiterates its mission is by examining the excellence of the health care professional who received his/her education at Cox College. Most students are required to take a licensure exam to practice within their chosen field. Table 1.4 demonstrates that Cox College graduates are consistently competitive with the national averages. In addition, these pass rates are indicators of the excellent health care professional that will be working in the health care community.

Table 1.4. Cox College Pass Rates vs. National Averages

Term/Year of Graduation	NCLEX-RN® First time pass rate		NCLEX-RN® First time pass rate		ARRT (Radiography) First time pass rate		RD (Registered Dietitian) First time pass rate	
	BSN Cox College	BSN National	ASN Cox College	ASN National	ARRT Cox College	ARRT National	RD Cox College	RD National
Spring 2013	91.30%	85.82%	100%	80.95%	100%	89.60%	100%	86%
Spring 2012	91.23%	94.01%	96.77%	91.86%	100%	93%	89%	85%
Spring 2011	90.91%	92.67%	91.94%	90.64%	89%	92.70%	100%	87%
Spring 2010	92.57%	91.89	90.91%	89.18%	100%	92.40%	63%	85%

In addition to the degree programs offered, Cox College also offers a wide variety of continuing education courses, both at CoxHealth and regionally, through the Education Center. Enrollment for these courses is generated through the Cox College website, as well as through direct mail. There is a variety of offerings for continuing education credit as well as professional advancement. In an effort to increase certification among nurses at CoxHealth, Cox College hosts training courses to assist in obtaining certifications in specialty areas. In order to register for the courses offered through the Education Center, students go to the Cox College website. This process has streamlined registration.

Table 1.5 shows the multiple educational opportunities Cox College offers to both students and the community.

Table 1.5. Educational Opportunities at Cox College

Cox College Academic Programs	
<i>Interprofessional Undergraduate Division</i>	<i>Interprofessional Research and Graduate Division</i>
Medical Billing and Coding (certificate)	Master of Science in Nursing
Medical Transcription (certificate)	Master of Science in Nutrition Diagnostics
Associate of Science in Medical Assisting	Master of Science in Nutrition Diagnostics/ Dietetic Internship
Associate of Science in Nursing	Master of Science in Occupational Therapy
Associate of Science in Radiography	
Bachelor of Science in Diagnostic Imaging	
Bachelor of Science in Nursing	
Continuing Education and Life Support	
Advanced Cardiac Life Support	
Basic Life Support	
Neonatal Resuscitation Provider	
Nurse Assistant	
Nurse Re-Entry	
Pediatric Advance Life Support	

Statistics related to the Education Center’s contribution to the college mission since becoming part of the college in 2013:

- The American Heart Association approved training center trained 11,101 students
- More than 4,096 CoxHealth employees utilized the life support courses

- More than 1,369 CoxHealth employees utilized professional advancement courses
- Over 3,479 CME/CE hours were offered to nurses and physicians in the CoxHealth system

The Education Center has both short and long range plans to grow and diversify their offerings in order to continue to meet the needs of students and the health care community.

The interprofessional simulation center was developed as a response to the growing high fidelity simulation needs of students. Access to clinical sites is often challenging, and students are not able to provide care for all of the different types of patients in their clinical experiences. The simulation center meets that need. Currently, five high fidelity simulation manikins, including obstetric, infant, and pediatric simulators are available. Students perform assessments and interventions on these patient simulators and are able observe patient response. The simulation center has proven to be beneficial to various nursing units at CoxHealth. Currently, the Neonatal Transport, Labor and Delivery, Psychiatric Services, and Critical Care teams/units use the simulation center for their staff training and re-orientation. Cox College encourages all patient care departments at CoxHealth to utilize the interprofessional simulation center for training needs.

Student Support Services

Cox College provides comprehensive support for all students. Student support services uphold the mission of meeting the educational needs of students. The goal of each department providing student support is to facilitate progression for students throughout their time at Cox College. In an effort to exemplify the core value of student first, the institution relocated office locations for various members of the workforce. Services such as admissions, financial aid, records and registration, etc. are now located on the first floor of the college.

Table 1.6 notes various services offered by student support departments within the college.

Table 1.6. Overview Student Services at Cox College

Department/Facility	Service Provided
Academic Resource Center	<ul style="list-style-type: none"> • Tutoring services • ADA Accommodations • Writing Center • Interventions for struggling students • Counseling
theStore@CoxCollege	<ul style="list-style-type: none"> • Facilitate textbook purchasing through MBS direct • Clinical Uniforms • Clinical and Classroom supplies
Library	<ul style="list-style-type: none"> • Two library locations • Extended hours • Access to EBSCOHost on all student portals
Academic Advising	<ul style="list-style-type: none"> • All students have a faculty member as an academic advisor • Early intervention for struggling students • Course Registration • Designated general education advisor
Student engagement opportunities	<ul style="list-style-type: none"> • Student Government Association (SGA) • Student Nurses Association (SNA) • Radiologic Sciences Student Association (RSSA)

	<ul style="list-style-type: none"> • Students in both nursing and radiography programs have the opportunity to travel to the state capital to meet with legislators
Technology Support	<ul style="list-style-type: none"> • IT specialists provide support to students and faculty • Extended hours to better meet the needs of both students and faculty
Financial Aid	<ul style="list-style-type: none"> • Assist students in filling out the FAFSA • Collect and verify FAFSA documents • Determine federal aid eligibility • Notify students of scholarship opportunities • Assist with Entrance Counseling and Master Promissory Note completion for federal direct student loans • Orientate on student loan eligibility • Offer in class financial literacy and default prevention throughout the academic year • Offer Exit Counseling and loan repayment options prior to graduation • Offer individual federal financial planning for program students • Extended office hours to meet student schedules
Admissions Department	<ul style="list-style-type: none"> • Admissions counselors facilitate an easy transition from prospective student to an enrolled student • Educate students on program offering. • Facilitate student orientation and recruitment events.

Academic Resource Center

The Academic Resource Center (ARC) provides support for students in academic, personal, and social development. The ARC helps students in transitioning to college foundations such as study strategies, note taking, test taking proficiencies, time management skills, learning style assessments, and relaxation techniques, as well as providing guidance in dealing with stress, anxiety, and personal concerns. The ARC also periodically offers workshops and seminars on: textbook reading, researching and writing research papers/reports, and APA style.

The ARC is located on the second floor of the college and provides a variety of informational forms and brochures to students and faculty: student employment, early warning/early intervention, disability accommodation, and student clubs and organizations. Students may suggest ideas or make comments via a suggestion box. The ARC's goal is to encourage success strategies for both college and life.

The early warning/early intervention program takes place within the first five (5) weeks of classes, during the fall and spring semesters. The ARC utilizes a proactive format to aid students in need of additional study opportunities and resources. All students are encouraged to use the support services available through the ARC.

The Drury University Writing Center is also available to Cox College students. The Writing Center is located in Olin Library, Room 204.

Cox College offers supportive counseling services provided by a professional counselor to all current students, at no cost. Students are encouraged to seek counseling when they first experience signs of distress or other issues they would like to discuss in a confidential setting. A counselor is available by appointment through the ARC. When counselors are not available on campus, students are referred to community agencies and resources.

theStore@CoxCollege

In an effort to decrease the cost of textbooks and ease the delivery of books to students, Cox College partnered with MBS Textbook Exchange, Inc. MBS offers an online platform for students to utilize when ordering their textbooks. In addition to facilitating the order of clinical uniforms, theStore@CoxCollege offers both clinical and classroom supplies, as well as logo apparel, diploma frames, food, and over the counter medications. Graduation regalia is also purchased through theStore@CoxCollege.

Library

The library has locations at both Cox North (College campus location) and Cox South (main clinical location). The librarians are available to help students and faculty find current literature to support best practices for health care providers. The library also serves as a valuable tool for physicians and nurses within CoxHealth. Found on the library section of the website are various informational resources for assisting students with their clinical and academic research, through literature databases (CINAHL, MEDLINE) and full-text online journals and books. This link is also available on the college's student portal. Librarians are available to teach and orient students to utilize these resources. These resources will assist students in accessing the most current evidence-based literature to further their knowledge and care of their patients.

Enrollment Profile

Table 1.7 exemplifies college's current enrollment profile. Further identification of the Cox College student may be found in Criterion 1.C.1.

Table 1.7. Cox College Enrollment Profile

COX COLLEGE THREE YEAR ENROLLMENT PROFILE			
	Fall 2014	Fall 2013	Fall 2012
TOTAL ENROLLMENT	874	887	838
New Admissions	194	226	237
Undergraduate Enrollment	793	824	756
Graduate Enrollment	81	63	82
OTHER FACTS			
FALL 2014 ENROLLMENT COMPOSITION OF DEPARTMENTS			
Departments/Programs	#	%	
Administrative Clinic Professions	48	5.4%	
Medical Assisting	15	1.7%	
Medical Billing/Coding	30	3.4%	
Medical Transcription	3	0.3%	
Associate of Science in Nursing	141	16%	
Bachelor of Science in Nursing	206	24%	
BSN-A	28	3.2%	
BSN-E	178	20%	
RN to BSN	134	15%	

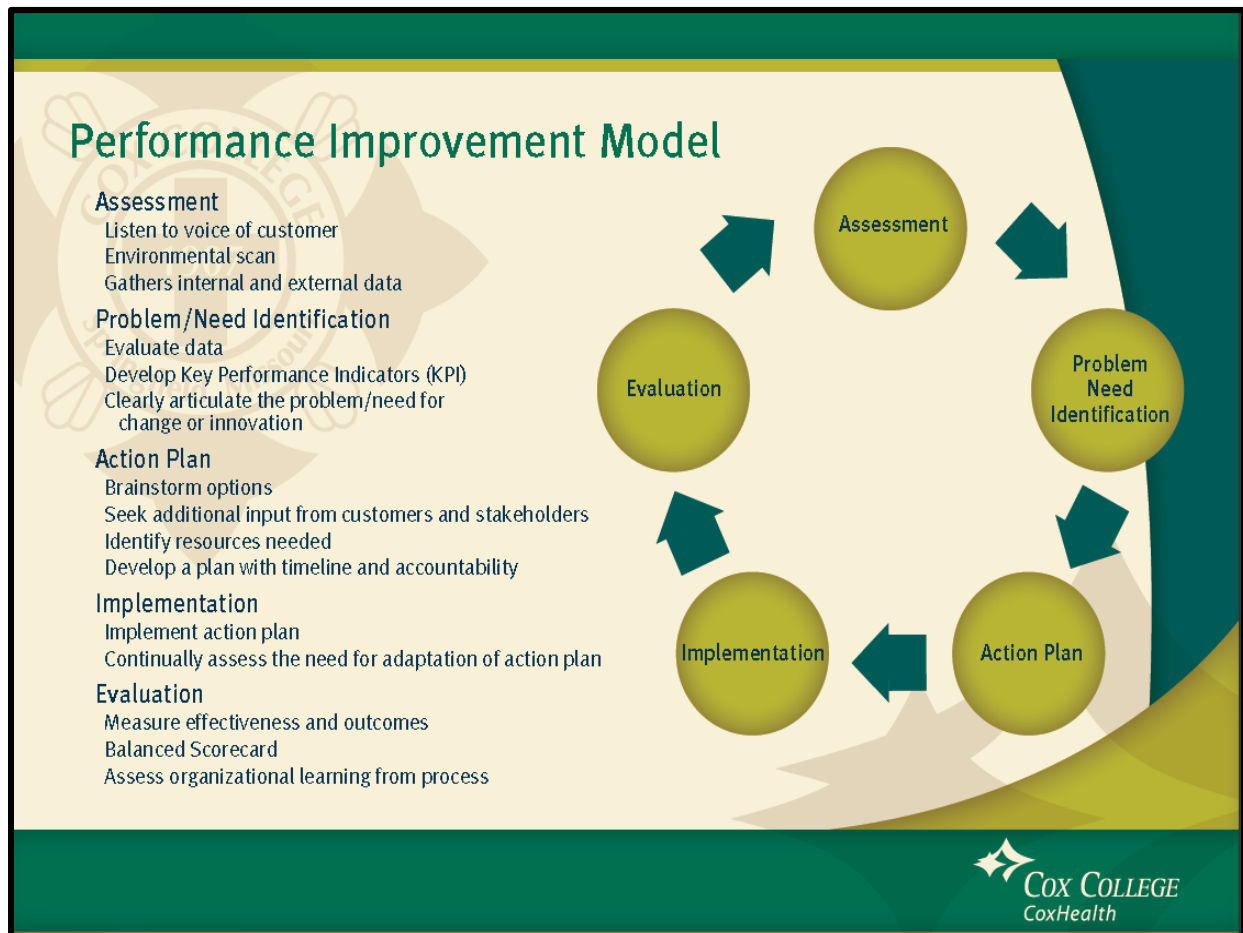
Radiologic Sciences and Imaging	92	10.5%	
Associate of Science in Radiography	42	4.8%	
Bachelor of Science in Diagnostic Imaging	50	5.7%	
Completion Track	23	2.6%	
Computed Tomography	4	0.4%	
Diagnostic Medical Sonography	7	0.8%	
Echocardiography Extension	2	0.2%	
Interprofessional Leadership	0	0%	
Interventional Radiography	4	0.4%	
Magnetic Resonance Imaging	4	0.4%	
Mammography	6	0.6%	
Master of Science in Nursing	63	7.2%	
Family Nurse Practitioner	46	5.2%	
Nurse Educator	7	0.8%	
Non-degree seeking	10	1.1%	
Post-Masters Certificates	2	0.2%	
Family Nurse Practitioner	2	0.2%	
Nurse Educator	0	0%	
Master of Science in Nutrition Diagnostics/Dietetic Internship	16	1.8%	
Master of Science in Occupational Therapy	0	0%	
FALL 2014 HIGHEST ENROLLMENT PROGRAMS			
Top Two Undergraduate Programs	#	Top Two Graduate Programs	#
Bachelor of Science in Nursing	178	Master of Science in Nursing: FNP	46
Associate of Science in Nursing	141	Master of Science in Nutrition	16

1.A.3. The institution's planning and budgeting priorities align with and support the mission.

Cox College is committed to the achievement of its mission, goals, and expected outcomes through stewardship of fiscal and physical resources. These resources are reviewed, revised, and improved as needed through annual processes to assess the capability and capacity needs. All internal departments adhere to a budgetary process established by Cox College. Department chairs/directors will gather input from the workforce as to the needs of students and make requests based on that feedback. The budgetary requests are presented to the College Leadership Council (CLC) for allocation of resources based on these requests. The priority consideration in all budgeting decisions is the core value of student first. The college is committed to stewardship of resources in order to maintain excellence for students.

Cox College uses a zero-based budgeting process combined with customer enrollment data and workforce input to guide the CLC in the development of a proposed operating budget. When customer data indicates change is necessary, the college responds by equipping the workforce with the necessary personnel, knowledge, and skills to implement the change effectively. The Performance Improvement Model (PIM) is used to: assess situations (budgetary or otherwise), identify change or innovation, develop and implement action plan(s), and evaluate. The PIM is utilized to meet the goals of the college, which are to provide: quality educational programs, quality customer experience, quality workforce experience, achieve quality business practices, and systematic assessment practices. Cox College has seen many changes since 2005 based on needs of students. These include: renovations to and creation of additional classrooms, designation of an Academic Resource Center (ARC), and the addition of multi-media equipment. Cox College has an innovative simulation area that has expanded with the acquirement of

K300, L300, and K400 areas located in the former hospital at the Cox North Campus. This area is now called the interprofessional simulation center and includes simulation labs, skills labs, and the virtual hospital. This space provides excellent learning opportunities for students.



Additional information can be found in section 5.C.1.

1.B. The mission is articulated publicly.

1.B.1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

The Cox College mission is reflected in the vision as college administration, faculty, and staff strive to be “leaders in health care education”. Agility is essential in order to adapt and provide quality education that meets the needs of students and the health care community. This is one way in which the college lives the mission. The goals of Cox College help to guide the workforce in creating a quality product and evaluating the effectiveness for quality improvement.

The college mission statement is published in a variety of formats to which the public has easy access. The mission can be found throughout the Cox College website, on marketing and recruitment materials, and in both the student handbook and college catalog. The Cox College Facebook page also displays the

mission statement. The mission statement can be also viewed in each classroom as well as the lobby, hallways, lounges, and waiting areas of the college. Additionally, all workforce business cards display the mission statement.

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

Cox College defines its mission documents to include the following: handbooks (faculty and student), college catalog, and annual report(s). As living documents, the mission, vision and core values are reviewed periodically to ensure clarity and congruence with accreditation requirements. This allows for the evaluation of the response to market trends and needs, as well as the expectations of stakeholders. The mission statement and the college core values was most recently reaffirmed and formed the foundation of the current 2014-2018 Strategic Plan. Faculty, staff, students all participated in development of the strategic plan which includes elements essential to fulfilling the college mission and core values and serve to make operational some elements of that mission.

The mission of Cox College is supported by five core values: student first, highest quality, communication, nothing is impossible and lifelong learning. An example of these core values are interwoven in the current strategic plan, quality educational programs pillar, recognizes the importance of Interprofessional Education (IPE) which involves students in the collaborative experience of providing patient-centered care. The immediate goal is to define IPE and design pilot courses with long term goal being full integration of IPE across all college programs. It is through this collaborative experience that students utilize knowledge and research to facilitate and deliver appropriate patient-centered care.

Cox College encourages and supports both faculty and student creative works and research. Research at Cox College is directed through the CoxHealth Corporate Integrity Department and moderated by the Dean of Interprofessional Research and Graduate Studies. The CoxHealth Corporate Integrity Department is responsible for the oversight of a number of programs and boards: 1) the Corporate Compliance Program, 2) the Institutional Review Board (IRB), and 3) the Ethics Program. The IRB is directly responsible for ensuring the integrity and ethical responsibility of any research initiatives at the college falling within their jurisdiction. Currently, the Dean of Interprofessional Research and Graduate Studies serves as chair of the IRB. Recognition of research and creative work are published annually in the Cox College Annual Report. Additional information regarding the application of research and creative works is found Criterion 2.E.

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

The mission documents of Cox College are clear in identifying and supporting the nature, scope, and intended constituents of its higher education program and services. Cox College offers Associate, Baccalaureate and Master of Science degrees and certificates in Nursing and Health Sciences. With the addition of the Education Center, the college will provide a continuum of learning for students and the health care community: entry level and advanced academic programs, professional development and continuing education.

In fall 2013, a new college-wide committee was created to address issues related to distance learning. The eLearning Advisory Committee includes the Director of eLearning & Educational Design, the Vice President of Academic Affairs and Institutional Effectiveness, two students, two faculty who teach online, and two staff members enrolled in an online educational program. The mission of the eLearning Advisory Committee is to promote and improve the quality of hybrid and online education as well as student learning through best practice, recurring evaluation, and standards of excellence.

The student portal provides students with online access to the following: library services, records and registration, document tracking, grades, courses, course schedules, syllabi, textbook ordering, financial aid, billing statement, payment plan options, refund policy, college e-mail, college catalog, student handbook, academic calendar, and a job search function. Online orientation is currently being piloted.

1.C. The institution understands the relationship between its mission and the diversity of society.

Cox College examines the following in relation to diversity: age, economics, ethnicity, gender, geographical area, race, and intellect. Intellectual diversity examines fields of expertise (areas in which graduate degree(s) was earned). Table 1.8 shows the intellectual diversity of the college workforce based on employment at publication of the current college catalog.

Table 1.8. Degrees and Expertise Represented at Cox College

Degree/Field of Expertise	
Associate of Arts or Science	3
Bachelor of Arts or Science	33
Master Degrees	
Arts	1
Business Administration	3
Education	6
Health Administration	1
Information Science and Library Technology	3
Library Science	1
Organizational Leadership	3
Public Administration	1
Science	5
Nursing	33
Nurse Practitioner	1
Women's Health Nurse Practitioner	1
Doctoral Degrees	
Education	2
Executive Leadership	1
Nursing Practice	1
Philosophy	3

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

Cox College understands that the diversity within the community is increasing; however, as depicted in the chart below (Figure 1.1), the college still falls behind the curve in relation to diversity. The challenge

becomes educating students on the vast diversity that exists beyond Greene County – to prepare students who are globally and culturally competent.

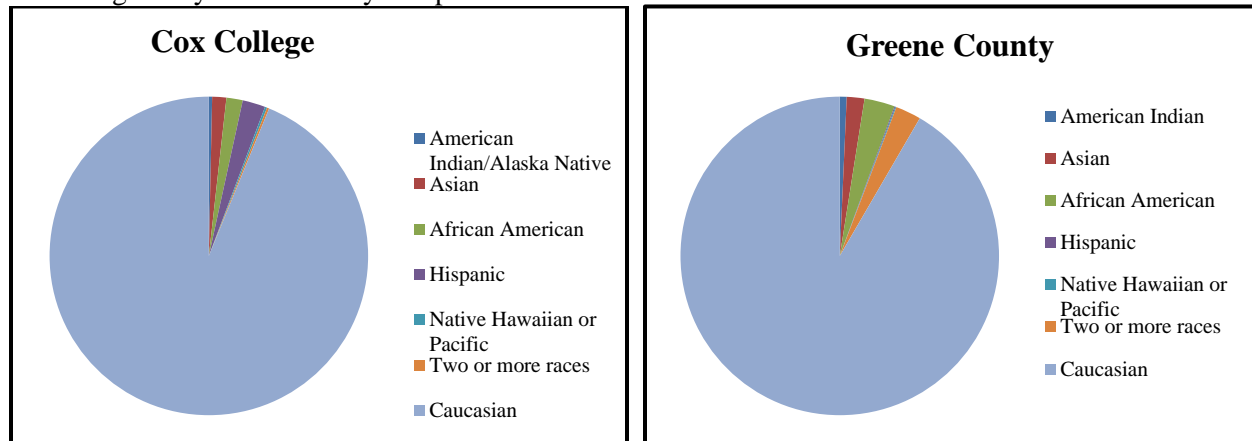


Figure 1.1. Ethnic distribution of Cox College and Greene County

In addition to the above charts, the racial demographics for the 22-county service area of CoxHealth are 93.1% Caucasian, 1.2% African-American, .74% American Indian, .56% Asian American, and 2.8% Hispanic.

The college’s mission states a commitment to meeting the educational needs of students and the health care community. As a small, single purpose institution, Cox College has the ability to be agile enough to adapt to customer and stakeholder needs. Additionally, the college continues to increase awareness of the diversity regionally, nationally, and globally. One example is Diversity Week held annually at Cox College. Activities are designed to promote awareness among students, faculty, and staff. Although these activities vary from year-to-year, they remain focused on meeting the diverse needs of the population such as depressed economic area, gender, age, ethnicity, and nontraditional students.

Enrollment Profile and Student Demographics

The student body resembles the ethnic distribution of Greene County Figure 1.1. Cox College recognizes a lack of diversity and strives to provide opportunities for students to become global citizens who are culturally proficient. These opportunities include trips to Haiti, a cultural immersion opportunity in India, and Diversity Week. Also, instruction regarding cultural sensitivity is woven throughout the curriculum. Additional information regarding student demographics are noted below:

- 74% of students receive some form of financial aid
- 53% of undergraduate students are over the age of 25
- 89% of the student population is female
- Student-to-faculty ratio is 11:1

Multiple collaboration and articulation agreements exist with area colleges and universities to reach different demographics and rural communities. An innovative collaboration between Cox College and Drury University began in 2012 offering dual degree programs at the Drury University branch campus in Cabool, MO. The dual degree program offers students an opportunity to simultaneously earn a Bachelor of Science in Nursing (BSN) or an Associate of Science Degree in Medical Assisting (ASMA) from Cox College and a Bachelor of Science in Health Science from Drury University. This program provides opportunities for students from an economically depressed area with limited access to health care educational programs to become leading health care providers in South-Central Missouri, as well as

increase their earning potential. Other program and articulation agreements that allow Cox College to meet the varied needs of its regional society are noted below.

Table 1.9. Cox College New Program Creation and Articulation Agreements

Academic Year	Programs and Articulation Agreements Implemented
2008-2009	<ul style="list-style-type: none"> • Associate of Science in Medical Assisting • Nurse Re-entry Program • Cottey College Agreement (BSN-A)
2009-2010	<ul style="list-style-type: none"> • Master of Science in Nursing • Nurse Assistant Program • Ozark Technical Community College (A+ to BSN Entry and RN to BSN) • Drury University Dual Degree Agreement (BSN/BA)
2010-2011	<ul style="list-style-type: none"> • Associate of Science in Radiography • Specialty Imaging Certificates: Computed Tomography, Interventional Radiography, Magnetic Resonance Imaging, Diagnostic Medical Sonography, Echocardiography, and Mammography • Master of Science in Nursing Family Nurse Practitioner Track • RN to Master of Science in Nursing program • Baptist Bible College Agreement (ASN weekend program)
2011-2012	<ul style="list-style-type: none"> • Bachelor of Science in Diagnostic Imaging • Drury University Dual Degree Agreement in Cabool, MO • Partnership with South East Missouri College of Health Sciences (RN to BSN/MSN)
2012-2013	<ul style="list-style-type: none"> • Master of Science in Nutrition Diagnostics/Dietetic Internship • Master of Science in Nutrition Diagnostics • Master of Science in Occupational Therapy • Drury University Dual Degree Agreement in Monett, MO

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

The Cox College workforce continues to broaden in diversity measures: 12.8% male; 87.2% female, 3% hold an associate degree; 30% hold a bachelor degree; 51% hold a master’s degree; 7% hold a doctoral degree; and 9% hold no degree.

The broad array of specialties held by the workforce include: 48.1% nursing, 1.3% accounting, 6.2% organizational leadership, 4.9% information systems, 1.3% public administration, 7.4% education, 4.9% business administration, and 25.9% general studies.

Cox College recognizes increased awareness of diversity activities is needed on multiple levels (city, community, and global). These are illustrated through various commitments to numerous local community and societal projects such as: United Way Day of Caring, Community Partnership of the Ozarks (Hope Connection), Big Brothers/Big Sisters (Lunch Buddy Program), The Women’s Center (Diaper Drive), and the North Springfield Betterment Association. The college also provides global projects in Haiti and India through community organizations. Students, faculty, staff, and administration are involved in these various projects promoting a cohesive awareness of diversity at all levels. These

opportunities focus on developing an understanding of diverse cultures through a supervised experience in the Haitian and Indian countries in order to increase the students' awareness of international diversity.

Cox College was approached by Drury University with an opportunity to participate in the creation of a dual degree program for their branch campus in Cabool, Missouri. This joint effort concentrated on recruiting students in an economically distressed region offering health care education to those meeting application requirements. The Cabool campus serves an eight county area: Texas, Howell, Wright, Douglas, Ozark, Dent, Pulaski, and Phelps counties. According to the US Bureau of Labor Statistics, this area's nursing workforce is significantly below the state average. Population projections reflect the potential for an increase in medically underserved due to a lack of health care professionals in this area. The nursing workforce within these four counties is 22% lower per 1,000 persons than the state average. The ability to increase the number of nurses is dependent on the proximity of the educational opportunities within the community where potential candidates reside. Currently, the closest accredited bachelor degree in nursing program is 76 miles away in Springfield, Missouri, and the closest accredited associate degree nursing program is 35 miles away in West Plains, Missouri.

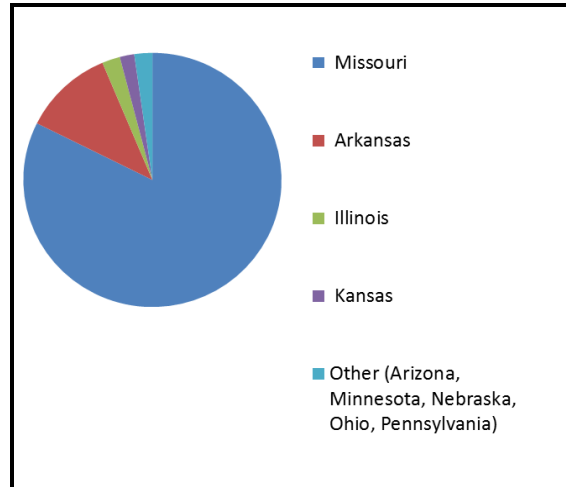


Figure 1.2. Distribution of Cox College Clinical Sites by State

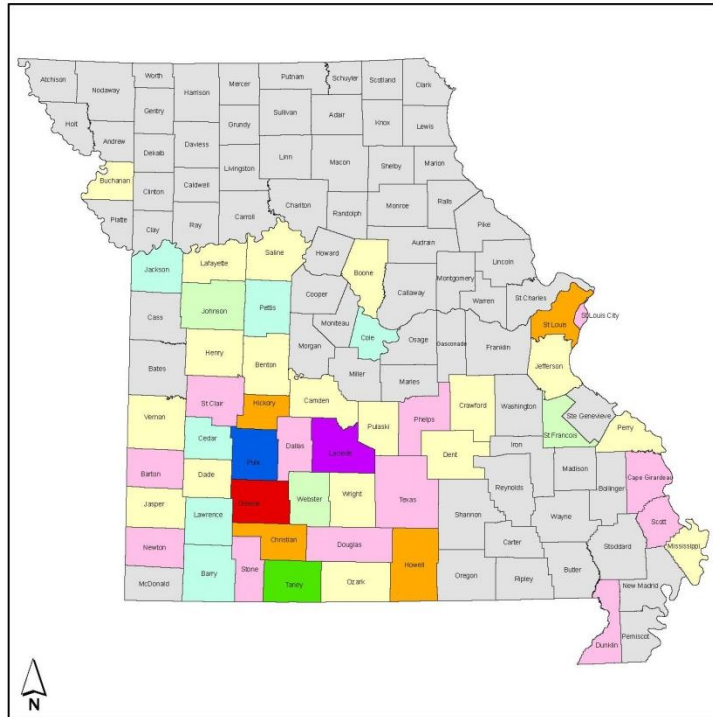
Cox College maintains a number of cooperative agreements with institutions both throughout the state of Missouri and a smaller number in other states (Figure 1.2).

The establishment of cooperative agreements with hospitals, health departments, long term care facilities, public schools, and other institutions allows the college to meet the needs of students by providing the opportunity to complete clinical rotations in closer proximity to the student's residence. Combined with online instruction, these agreements meet the educational needs of a larger population of students and ultimately the communities in which they serve. This has led Cox College to establish cooperative agreements not only in southwest Missouri but also throughout the state (see Figure 1.3).

In an effort to increase diversity awareness, all employees of CoxHealth are required to complete diversity training and reorientation on an annual basis through the HealthStream eLearning platform. Through this annual training, employees are provided continual education regarding the changing needs of diverse populations within the community. Cox College offers an elective course (Role of Culture in Health Care) for students with the focus on diversity within health care fields and professions. This course provides an open avenue for discussion and evaluation of diverse ideas, cultures, and thinking. In addition, Cox College welcomes faculty, staff and students to participate through an open forum book club called Common Reader. Several special events/presentations enhancing this course are provided each semester. Topics have included medical ethics, patient safety, medical errors, and end of life issues.

The college workforce is directly involved with local and regional organizations and regularly participates and collaborates in a wide variety of events. For example, both the college Bursar and Admissions department work with the following organizations:

- Missouri Workforce Development – Both displaced workers and economically disadvantaged adults often come to Cox College through the Missouri Career Center which offers assistance in job searches and employment needs. Trained staff provides assistance to potential students by providing products and services to help them find an educational career path that meets their interests and needs.
- Missouri State Vocational Rehabilitation – This institution places individuals with disabilities into programs that match their ability to a career path.
- Veterans Administration Vocational Rehabilitation – Authorized by Congress under Title 38 of the United States Code, Chapter 31, this program assists Veterans with service-connected disabilities to prepare for, locate, and maintain suitable jobs.



Cox College Clinical Site Count Per County

Map Content Produced November, 2014

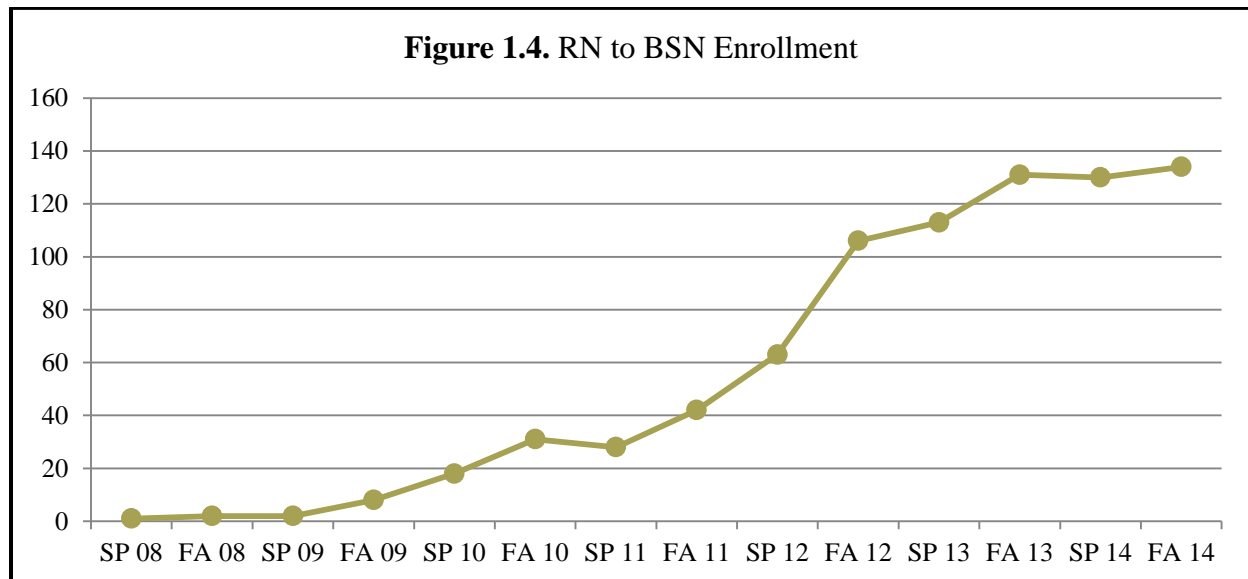
Data contained within this map sourced from Cox College Clinical Outreach Department; Current as of October, 2014

Figure 1.3. Geographical Distribution of Clinical Sites in the State of Missouri

The Community Advisory Council (CAC) of Cox College was established “to create a forum for dialogue between members of the community and the college to enhance responsiveness to the mission”. This council includes: President, Vice President of Academic Affairs, Vice President of College Services, Academic Deans, Executive Director of Communications & Development, Director of Admissions, Director of Healthcare Education & Outreach, Retired Alumni, practicing health professionals, CoxHealth recruitment, Springfield Public Schools representatives, Career Center representative, and a Greene County Health Department representative. This council meets biannually or as needed.

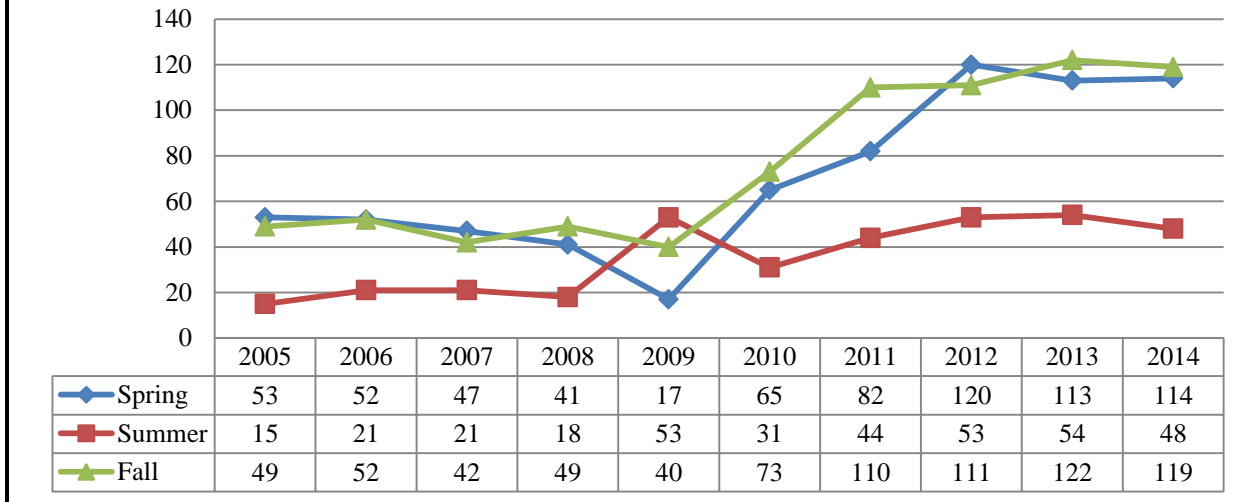
Two areas the institution has noticed increased growth is in the admission of males in the college’s academic programs, and the enrollment of students in online educational offerings, specifically the RN to BSN program.

Changing demographics requires addressing the needs of these individuals. The RN to BSN program is designed to meet the needs of the working adult learner. Also, there has been an identified need to educate or reintroduce nurses who hold a nursing education but have not practiced in recent years. Because of this need, the Education Center has designed a nurse reentry program specifically for those individuals.



Today’s employment trends indicate more men entering health care professions. Therefore, the institution has enhanced marketing materials/publications to attract both genders.

Figure 1.5. Male Enrollment at Cox College



The college also offers a variety of educational scholarships acknowledging diverse needs including but not limited to students from ethnically diverse backgrounds unable to afford the cost of education, rural students pursuing a nursing career (Madge Mills Arthur Nursing Scholarship Fund), and minorities (Brisley-Phillips Scholarship).

1.D. The institution’s mission demonstrates commitment to the public good.

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

With the addition of the Education Center, the college provides a continuum of learning for students and the health care community. In 2008, discussions were initiated and continued for two years regarding the future of the Education Services Department (now the Education Center) at CoxHeath. As result of a one-on-one “Listening Tour” and interviews with stakeholder groups such as Information Technology, Nursing Education, Human Resources, etc., the former college president presented the concept of integrating the department into the college to the CoxHealth administrative leadership group in August 2010. Continued conversation and planning resulted the reallocation of some full time departmental employees to the above mentioned departments. The final model was presented at January 2012 college-wide Convocation. Approval for the integration was obtained from the College Leadership Council (CLC) and the Board of Trustees (BOT). The core value of lifelong learning is supported and enhanced by the addition of the Education Center.

Education Center offerings focus on continued educational development through life support training, specialty medical programs, conferences, seminars, and continuing education credit. The Education Center is an official training center for the American Heart Association (AHA) and home to over 380 instructors. The training center supports life support instructors and programs in the regional health care community and the general public. Areas of support include Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS), Pediatric Emergency Assessment and Stabilization, Neonatal Resuscitation, and Fetal Monitoring.

In 2013, 11,101 people from 22 counties were served in AHA BLS, ACLS and PALS training programs. This was a 21.7% increase over the previous year. The AHA instructors served reside in the health care workforce, local school districts, businesses, universities, emergency medical services, manufacturing, law enforcement, fire and rescue districts, federal government agencies and armed forces. The Education Center supports neighboring colleges and universities by partnering with them to provide AHA credentialing to faculty and students. These include students from Cox College as well as Missouri State University, Ozarks Technical Community College, Drury University, Missouri Southern State University, Crowder College and well as many smaller, local community colleges.

The following table depicts the number of instructors and providers that attended the following programs at the Education Center facility in 2013.

Table 1.10. Life Support and Specialty Courses (Instructors & Providers for 2013)

Program Area	Student Attendance
ACLS (Instructor, Prep Class, Live class, and Hybrid Programs)	785
BLS (Instructor, Live Class and Hybrid Programs)	2,870
PALS (Instructor and Live Class)	312
AWHONN Fetal Monitoring	35
NRP (Neonatal Resuscitation Program)	94
Total	4,096

The Education Center offers non-degree programs for entry into the health care field such as the Nurse Assistant Program and the RN Re-Entry Program. Other programs that assist health care professionals in advancing at work include 12 Lead for Acute Coronary Syndrome, Cardiac Dysrhythmia recognition and treatment, and Non-Violent Crisis Intervention. Certification preparation is also offered for various healthcare fields.

The Education Center supports professional advancement by providing Continuing Medical Education (CME), Missouri Nursing Association (MONA), Respiratory, Trauma, and American College of Sports Medicine (ACSM) continuing education credits. In 2013, 569 CME hours were offered to 2,350 physicians. Continuing education units (CEU) were also offered through MONA, with 210.91 CEUs offered to 2,129 nurses.

The Simulation Center has transitioned from the Nursing Resource Center where skill development was the main focus into an interprofessional simulation center with an enhanced focus on critical thinking, collaboration, and problem solving through patient care scenarios. The decision to develop simulation experiences was initially made to support skills of nursing students in a realistic environment before entering the actual health care setting. In 2009, plans were developed to expand the simulation area to include the L300 area of Cox North Hospital. The L300 area was former Intensive Care Unit for Cox North Hospital and offers a realistic environment for students to learn. This space includes patient care areas, simulation manikins, five rooms with video capabilities, and three debriefing rooms with live streaming capabilities. The Simulation Center strives to provide staff expertise, multi-functional space, advanced technology, and equipment to conduct successful simulation scenarios for all Cox College programs. This supports the college's commitment to an interprofessional model of learning.

The Simulation Center also provides services that allow CoxHealth to train and re-credential new and existing employees. For example, the labor and delivery department utilizes the Simulation Center to host their annual training event. The Neonatal Intensive Care Unit offers several training sessions for their transport team. The Simulation Center also provides a realistic learning environment for the Nurse Assistant program and the RN Re-Entry Program. In addition to being used by Cox College students and

faculty, this interprofessional center is utilized by health care workers from across the community for team training, credentialing, and various certification practices. For example, the Simulation Center provides professional development for the nurses of Springfield Public Schools to include skill station experiences and scenarios.

Every semester the Simulation Center organizes a mock disaster scenario for the community at large. Partnering with the Area Health Education Center (AHEC), 30-40 “victims” are assessed and treated after a mock mass casualty incident is staged in the Springfield area. The Mock Disaster scenario provides an excellent opportunity for students to participate in an interprofessional learning environment with members of the community. Other participants in this activity include CoxHealth chaplain services, CoxHealth security, CoxHealth volunteers, medical residents from the Family Medical Care Center (FMCC), and Cox College alumni.

Participation in Community, Health, and Wellness Opportunities

- *Stroke Clinic*: As part of National Stroke Month each spring, Cox Health's Stroke Center invites the community to learn more about risk factors and the steps to prevent a stroke during the annual Stroke Prevention Screening. Cox College students participate in this free community stroke screening assisting in risk assessment, blood pressure check, heart rate check, cholesterol screening, education, and more.
- *Lunch Buddies*: The Lunch Buddies program is an affiliate program of Big Brothers Big Sisters of the Ozarks (BBBS). At the beginning of the school year, a prescreened adult is matched with a child through BBBS. The mentor has lunch with their mentee once a week at their school in order to promote a positive school experience for the child. This program has resulted in improved school attendance, positive peer and adult relationships, a positive attitude, and academic enrichment. Cox College has twelve members of the workforce that serve as Lunch Buddies.
- *CARDIAC Kids*: Nursing students are involved with the CARDIAC (Coronary Artery Risk Detection In Area Children) Kids program in regional schools. CARDIAC Kids is a screening program that helps identify children and their parents who are at risk for heart disease and diabetes. The students enrolled in the Community & Public Health Nursing course spend their required clinical hours with the CARDIAC Kids program assisting with screenings and assessments (taking measurements). Fifth-grade students in the Springfield and Monett areas are screened for high blood pressure, body mass index, cholesterol, triglycerides, HDL cholesterol, and LDL cholesterol. 'Reverse' cholesterol screenings of the parents of at-risk children are also offered free of charge to increase awareness of any adverse risk factors they may have.
- *Heart Walk*: Cox College participates in the annual heart walk sponsored by American Heart Association. This walk is designed to bring awareness of both cardiovascular diseases and strokes.
- *Flu Vaccines*: Cox College participated in free community flu vaccine injections for a number of years. The Flu Coalition is a longstanding partnership including CoxHealth, the Greene County Medical Society, Jordan Valley Community Health Center, Mercy of Springfield, Ozarks Community Hospital, and the Springfield-Greene County Health Department. For the past two years, Cox College has been part of a team consisting of faculty and nursing students who set-up mobile vaccine stops along the major roads throughout the city based on geographical need. The students volunteer either a full or half day to participate and administer injections. More than 1,000 doses of flu vaccine were administered by the Flu Coalition last year (Fall 2013).
- *United Way Day of Caring*: Cox College participates each August in the United Way Day of Caring. The Cox College team joins with approximately 1,700 community volunteers in numerous projects around the city under the planning of United Way. In 2013, there were more than 150 projects available for volunteers, including painting, window washing, roof repair, lawn

maintenance, sorting donations, handing out school supplies, etc.

- *Meals-A-Million*: “Friends Against Hunger” is a nonprofit organization focused on feeding the hungry in the United States and worldwide. Each fall Cox College students, faculty, and staff volunteer to help package meals for residents in the Ozarks. This event takes place at the Springfield Expo Center and provides more than 350,000 meals for distribution both locally and throughout southern Missouri.

Regional Community Outreach

- *Natural Disasters*: In May 2011 and May 2013, tornados struck the cities of Joplin, Missouri and Moore, Oklahoma, respectively. Students and faculty provided aid by sorting and distributing donated food, clothing, and other goods, as well as clearing debris from the storms.
- *Camp Barnabus*: For the past three summers, students in the Associate of Science in Nursing program have had the opportunity to work as student nurses at this camp for special needs children. A faculty member designed the course *Camp Nursing: Caring for Champions* that allows students to work in collaboration with faculty and other health care team members providing care for these children in camp environment. Students incorporate a variety of nursing skills: obtaining health histories, health assessments, vital signs, preparing and administering medication, documentation, gastrostomy tube feedings, urinary catheterizations, blood glucose monitoring, nebulizer treatments, and basic first aid. The course objectives are as follows:
 - Apply growth and development principles to Pediatric special needs population
 - Adapt health assessment techniques related to the cognitive, developmental, and psychosocial level of the child
 - Collaborate with parents to develop plan of care for child while at camp
 - Demonstrate evidence of self-direction and assertiveness as part of the health care team
 - Provide safe and competent care including medication administration
 - Appropriately communicate concerns to faculty and other health team members as needed
- *Special Olympics*: CoxHealth partnered with the Missouri Special Olympics committee to provide medical services for the events. Cox College nursing students and faculty provided first aid support at the events and served as a medical presence at each event for basic first aid.
- *CoxHealth Libraries*: The CoxHealth Libraries provide health care informational resources for both Cox College and CoxHealth. Their services include in-depth reference, which involves searching literature databases; journal/book collection and research; Internet searches; and point-of-need (individualized training) services. In addition, the library assists governmental agencies with specialized health care information when requested.

Global Community Outreach

- *Haiti*: Through an elective course (Cross Cultural Health Care), students develop an understanding of diverse cultures through both classroom activities and a supervised field experience within the country of focus: Haiti. Addressed through this course are the six phenomena of cultural diversity (communication, space, time, social, environmental, and biological) as well as issues of gender, religion, race, and socioeconomic diversity. The field experience exposes students to health issues, needs, and services throughout the country. This 10-12 day trip to Haiti also allows students to present health care education programs.
- *Calcutta, India*: Through the Bachelor of Science in Nursing’s communities course, a group of students and faculty expanded the global outreach of Cox College by travelling to Calcutta, India and working with Mercy Hospital in outlying villages and far reaching areas of the city to satisfy the clinical portion of the course. Students provided basic services such as blood pressure checks and health screenings. They also visited a local nursing school and participated in a clinic at a boarding school for the blind where more than 170 children live.

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

Cox College's educational responsibilities take primacy over other purposes in two fundamental ways: first, Cox College remains diligent in its focus on Mission; second, much of Cox College's revenue stream goes directly into the education of students. Substantial portions of numerous Criteria describe the college's educational responsibilities and focus on Mission; a few examples include curriculum oversight and implementation by faculty, an academic chain of command, and a committee structure that is very collegiate in nature.

Financially, Cox College is a tax-exempt, non-profit institution through affiliation with CoxHealth. Monies generated from tuition, fees, donations, and grants are used for educational and operational expenses (tuition and fees), to assist students in funding their education (donations), and for their dedicated purpose (grants). The college's fiscal health has improved significantly since 2007, and the college dedicates most revenue to educational expenses, including faculty and staff salaries. As Cox College has improved its financial strength, CoxHealth has decreased specific aspects of monetary oversight, provided the college maintains its projected annual bottom line. Financial audits for the two most recent available fiscal years are included with Appendix B, and additional financial information is available at any time. Currently, Cox College is considered a hospital-based institution; as such, Cox College is undergoing separate incorporation, which will become official October 1, 2015. This process is being facilitated by both CoxHealth and Cox College, including the college's addition of its Vice President of Business and Finance; this administrative position is dedicated to the college's financial strength, thereby allowing current college personnel to continue their educational focus.

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

Cox College strives to remain engaged with its external constituencies and communities of interest. Due to the role Cox College graduates play in providing health care in southwest Missouri, the surrounding communities serve as an external constituency. External constituencies also include prospective students as well as prospective employers of Cox College graduates. In addition, the college has formal relationships with several other institutions of higher learning as outlined in Table 1.9. These institutions are also external constituencies of Cox College. Cox College maintains various institutional memberships in select professional organizations. These memberships assist Cox College in maintaining awareness of specialty accreditation criteria, professional opportunities for students and graduates, etc., and they are also included as an external constituency. Communities of interest can be more broadly defined to include all external constituencies as previously mentioned as well as internal groups of Cox College: students, faculty, staff, administrators, alumni, and trustees.

In order for Cox College to fulfill its mission of meeting the educational needs of students and the health care community, it is imperative to clearly understand those needs. The college utilizes a variety of approaches for accomplishing this including various advisory councils, a clearly outlined process by which new programs are considered and ultimately implemented, and close collaboration with other institutions of higher learning to develop needed articulation plans. These articulation plans assist students in southwest Missouri in their pursuit of health care education that might not be readily available to them otherwise. In addition, the ability to pursue health care education ultimately provides health care employees in underserved areas. For example, the articulation agreement with Drury University includes

a program in Cabool, Missouri, allowing students to attain a Bachelor of Science in Nursing without commuting to Springfield. Graduates of this program will then be available to help meet the health care needs of individuals within their own community. These articulation agreements are outlined in Table 1.9. The alumni of Burge School of Nursing and Cox College serve as resources keeping the college abreast of emerging educational needs of its constituents.

The college also utilizes a number of advisory councils to ensure the educational needs of the community are being met. As previously mentioned, the Community Advisory Council (CAC) (whose objective is the creation of a forum for dialogue between members of the community and the College to enhance responsiveness to the mission) is the main link between the college and the community. An example comes from the minutes of the October 2012 CAC meeting when a representative from the Missouri Career Center requested additional information about the college's nurse re-entry program, citing the needs of several clients who were nurses but who had not worked in nursing for several years. While collaboration with these members of the community has proven to be beneficial in assuring the college is accomplishing its mission, the presence of the advisory council also serves as an opportunity for expanded collaboration with the external constituents of Cox College.

In addition to the college-wide Community Advisory Council, the college also benefits from several program specific advisory councils.

Table 1.11. Program Specific Advisory Councils

Program	Membership	Frequency of Meetings	Purposes
Associate of Science in Radiography	Faculty Representation Undergraduate Dean Student Representation Community Representation Cox Health Representation	Annually	Report graduate, alumni, and employer survey results. Communicate program effectiveness data for the year and any program updates to various constituents. Provide a forum to receive suggestions for program improvement from any committee member.
Diagnostic Medical Sonography	Faculty Representation Administrative Representation Student Representation Graduate Representation Employer Representation Physician Representation Community Representation	Annually	Assist program and sponsor personnel in formulating and periodically revising appropriate goals and learning domains. Monitor needs and expectations of potential employers. Ensure program responsiveness to

			change
Medical Billing and Coding	VPAA Undergraduate Dean Department Chair Faculty Representation CoxHealth Representation Community Representation	Annually	Provide guidance regarding community needs and effectiveness of Medical Billing and Coding Program
Medical Assisting	Department Chair Program Director Ferrell Duncan Clinic Representation	Annually	Provide forum for suggestions and improvements to the Medical Assisting Program. Provide current enrollment, graduation, employment, and RMA examination results.
Master of Science in Nutrition Diagnostics	VPAA Graduate Dean Department Chair Faculty Representation CoxHealth Representation Community Representation	Once or twice per year	Advise in the development and evaluation of the curriculum, program policies, and experiences. Recommend or identify potential affiliations, resource faculty, and researchable learning experiences for dietetic interns. Evaluate adherence to the Academy of Nutrition and Dietetics Standards of Education and Code of Ethics Review and revise program philosophy and goals Participate in the annual program review of goal achievement
Master of Science in Occupational Therapy	Specific membership to be determined, but will include college	Will meet at least two times/year with more frequent meetings	Specific purposes will be identified, but the overall purpose will be

	personnel, potential employers, occupational therapists, and ultimately alumni.	anticipated with program implementation.	to provide a forum to ensure the program is meeting student and community needs.
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The college has a clearly articulated process for implementing new programs of study that corresponds with the overall Performance Improvement Model (PIM) utilized by the college. This process helps ensure the college is fulfilling its mission of meeting the educational needs of students and the health care community. Table 1.12 summarizes this process.

Table 1.12. Program Development Process and Performance Improvement Model (PIM)

Program Development Process		PIM
Step 1	Organization of study group to assess for program need	Assessment
Step 2	Collection of data and environmental scan at Division level (Grad/Undergrad)	Assessment
Step 3	Proposal submitted to CAAC and administration	Problem Identification
Step 4	First review of proposal by CAAC. Additional information or a business plan may be requested.	Problem Identification
Step 5	Business plan developed listing enrollment projections, revenue, cost, and faculty needs	Action Plan
Step 6	Second review of proposal by CAAC. May grant approval or disapproval for the program.	Action Plan
Step 7	If approved by the CAAC, proposal goes to CLC for approval.	Action Plan
Step 8	After approval by the CLC, proposal goes to the Board of Trustees	Action Plan
Step 9	If approved by Board of Trustees, proposal is submitted to HLC for approval and to programmatic accrediting body if needed	Action Plan
Step 10	Program is implemented	Implementation
Step 11	Post implementation review	Evaluation

This process has been utilized on several occasions. Table 1.13 provides examples of needs identified within the community leading to program additions at Cox College.

Table 1.13. Examples of Community Needs Assessment and College Response

Identified Need	Cox College Response
An accelerated option in southwest Missouri for individuals holding a non-nursing baccalaureate degree who desire a career in nursing.	Development and implementation of accelerated BSN program for individuals holding a non-nursing baccalaureate degree. Cox College remains the only institution in southwest Missouri that offers this option. Students are accepted one time per year and graduate performance on NCLEX-RN has been outstanding.
A dietetic internship in southwest Missouri preparing individuals to sit for the Registered Dietitian exam and ultimately culminating in attainment of a master’s degree.	Cox College began offering a dietetic internship in 2006 which was the first such program in southwest Missouri. In 2013, this program transitioned to a combined Master of Science in Nutrition Diagnostics/Dietetic Internship program allowing students to complete a dietetic internship and attain a master’s degree simultaneously. All dietetic intern graduates have successfully passed the registry exam for dietitians.
An Associate of Science in Radiography degree that meets recently revised national standards.	In 2010, Cox College incorporated a certificate radiography program previously administered by CoxHealth and transitioned it into an Associate of Science in Radiography (ASR) degree program of study. Graduates of this program consistently pass the registry exam for their profession on their first attempt.
A Master of Science in Occupational Therapy degree and program in southwest Missouri.	The Master of Science in Occupational Therapy (MSOT) program is the most recent to go through the program development process. The MSOT is the first entry-level MSOT program to be offered in southwest Missouri. Applications are being accepted for students who will begin their program of study in fall 2015 pending the hire of a Department Chair/Program Director.

Cox College works collaboratively with other institutions of higher learning to assist students in meeting their health care education needs. The purpose of the articulation agreements among these institutions is to provide a seamless avenue in which qualified students can enter their program of choice at Cox College. These articulation agreements are outlined in Table 1.9 and establish in writing the purpose, terms, and qualifications of each agreement.

The alumni of Burge School of Nursing and Cox College continue to be a valuable resource. In 2011, the position of Director of Alumni/Marketing was added to the college workforce in an effort to more intimately engage this resource. In 2013, the individual holding the position of Director of Alumni/Marketing transitioned to the current position of Executive Director of College Communications and Development. In addition to other efforts to more closely engage alumni, the college is exploring options that can be integrated into the website to facilitate communication and engagement with this audience.

Criterion 1 Analysis

Strengths	Opportunities for Improvement	Action Plans
<ul style="list-style-type: none"> • Mission is articulated on all marketing materials and throughout the College website • Agility – the ability to respond to meet the educational needs of students and the health care community • Multiple program specific advisory councils which provide information and feedback allowing for continuous improvement • A clear, delineated process by which new educational programs are added to Cox College 	<ul style="list-style-type: none"> • Examine increasing the role of the College’s Community Advisory Council • Examine departmental mission statements to better align with the College Mission Statement 	<ul style="list-style-type: none"> • Increase involvement of Alumni • Incorporate the Mission Statement into all external agreements and contracts



Criterion Two.

Integrity: Ethical and Responsible Conduct

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

Cox College is committed to ensuring ethical and responsible conduct throughout the institution. Numerous college publications, policies, and processes help to guide the conduct and practices of the college faculty, staff, administration, and board of trustees. The integrity of the institution is routinely evaluated both internally and externally. Several specialized accrediting bodies regularly examine the practices of the college at the programmatic level. Various internal processes also guide the ethical and responsible conduct of the college.

Financial Integrity

Cox College's fiscal accountability is driven by the fiscal policies and processes outlined by the college. These policies and processes are monitored and documented by the Comptroller with ultimate accountability residing with the College Leadership Council (CLC) and the Board of Trustees (BOT). The BOT reviews and approves the financial report on a quarterly basis. Several specific mechanisms are in place to ensure financial integrity and transparency:

- The fiscal year budget is developed by the CLC and approved by the BOT.
- Monthly financial reports are provided to CLC and quarterly to the BOT.
- Internal financial audits are conducted routinely in conjunction with CoxHealth; internal auditors are available to evaluate processes as deemed necessary.
- An annual comprehensive financial aid audit is conducted by an external accounting firm (BKD, Springfield, MO) as part of the CoxHealth audit.
- The CLC, which oversees the financial practices of the college, represents a comprehensive cross-section of the institution including, staff senate, faculty senate, administration, and student representation.
- Each departmental budget is developed independently from other departmental budgets ensuring no department is dependent on another for financial support.
- The college budget in entirety is available to the entire college workforce on the college intranet.

Cox College also retains the infrastructure necessary to fairly and appropriately address financial issues affecting our principal stakeholders, students:

- *Student Billing Appeals:* A billing appeals process and billing appeals committee is in place to review contested paid or outstanding billing charges to students. Appeals are reviewed by the Billing Appeals Committee which meets within the first full business week of each month to review appeals submitted by the last business day of the prior month. The student will be notified in writing of the committee's decision within 14 calendar days.
- *Student Financial Aid Appeals:* Students who fail to meet the satisfactory academic progress standards are ineligible to receive financial aid. Students who have been denied financial aid for failing to meet satisfactory academic progress standards have the right to appeal his/her situation to the Financial Aid Appeals Committee. Situations that may warrant an appeal include injury or illness to the student, the death of a relative, or other special circumstances.

Academic Integrity

The faculty are understood to be the defenders of academic integrity within the institution. This position, as held by the college, is described in the Faculty Handbook which states: "*The guiding philosophy of this handbook is that faculty have primary responsibility for the academic integrity of the college's*

educational programs. Faculty purview encompasses such areas as curriculum, academic standards, promotion and graduation requirements, academic advising, pedagogy, remediation and scholarship. Faculty are actively involved in admissions, student services, budgeting and alumni activities. By fulfilling these roles with diligence and responsibility, the faculty not only promote their own professional growth but also help Cox College to thrive.” Given that faculty are the primary defenders of academic integrity, many college standards affecting this matter are housed in the faculty handbook:

- Faculty Academic Freedom
- Faculty Code of Ethical Conduct
- Faculty Professional Responsibilities, Ethical Principles, Standards of Conduct
- Faculty Appraisal/Evaluation Process, Guidelines and Procedures

Academic functions of the college are subject to a deliberate system of shared governance and internal accountability. This is evident in several academic procedures at the college:

- Changes to academic policies require support from College Academic Affairs Committee (CAAC) and CLC, both of which include representation of college administration, staff, faculty, and students.
- Meetings of CAAC and CLC are open to any member of the college workforce.
- Minutes of CAAC and CLC are published internally and available to any member of the college workforce.
- Faculty are empowered to influence academic policies through the Faculty Senate and, if necessary, the Faculty Senate may appeal directly to the college president and BOT.

In order to encourage an environment of academic honesty and transparency, faculty are guaranteed the right to academic freedom. This position is defined in detail in the Faculty Handbook: *“Academic freedom is the specific right of scholars and teachers within a college or university to pursue knowledge, to speak, to write and to conduct research activities without unreasonable or unwarranted restriction. It includes the freedom to be evaluated as a scholar or a teacher on the basis of legitimate intellectual criteria, not on personal views or beliefs, political preference, religious or other individual affiliations, except as said views and preferences could be demonstrated to adversely affect intellectual and professional achievement and performance. Academic freedom also includes the right and the responsibility of faculty members to conduct their activities in a spirit of collegiality, collaboration and respect for all members of the academic community.”* In support of this position, the Faculty Handbook guarantees faculty freedom to:

- Research and publish
- Develop course content
- Criticize and seek alteration of institutional regulations

Additional professional responsibilities, ethical principles, and standards of conduct for faculty are also published in the Faculty Handbook (page 14). Similarly, the processes for preserving the academic integrity of students are published in the College Catalog and Student Handbook. Scholastic integrity, cheating, plagiarizing, falsifying, and colluding are all defined.

Transparency in the communication of academic policies is important to Cox College. General expectations and program specific academic performance requirements are distributed to all students. For the sake of transparency, academic performance expectations are provided to students in the College Catalog, the Student Handbook, and replicated in course syllabi. Policies regarding application,

admission, progression, probation, suspension, dismissal, and graduation are all provided in full to the students.

Cox College encourages communication between students, faculty, and administration to report problems, request assistance, and seek clarification of any issue or dispute that affects students' well-being at Cox College. Cox College's Complaint (Grievance) Resolution Process provides an effective way for students to bring forward concerns (Student Handbook, 54). The Complaint Resolution Process is applied to situations in which students claim to have been:

- Denied opportunities provided to other students
- Held to standards different from those applied to other students in the same course or clinical group
- The recipient of the unequal or erroneous application of a departmental or Cox College policy
- Disciplined or dismissed from Cox College, or an academic program, without due process

Personnel Policies and Processes

It is the practice of Cox College to promote an environment free from discrimination, prejudice, and preferential treatment. This philosophy is maintained through a variety of processes designed to ensure fair and equal management of all human resources at the college:

- *Non-discrimination policy:* "Cox College does not discriminate on the basis of age, sex, color, disability, marital status, race, religion, ethnic or national origin. The college is committed to a policy that all qualified persons shall have access to its programs and facilities."
- *Recruitment and Hiring:* The process for recruitment is implemented based on assessed need and follows the CoxHealth Human Resources (HR) policies and processes. This includes acting in accordance with all regulations issued within the American's with Disability Act. CoxHealth HR reviews all eligible applications and forwards the qualified applicants to the college for further review. Interview questions are generally standardized and based on college core values. Prior to hiring, a credentials check, drug screen, and reference check are conducted. All new employees attend a two day CoxHealth orientation which includes discussions of benefits, FMLA, grievance, and discipline. This is followed by a one day college-specific orientation.
- *Employee Performance Review:* As part of the performance review process, each Cox College employee is required to participate in annual HealthStream reorientation education to ensure compliance with regulatory requirements. This process is standardized and applicable to each member of the workforce with position specific requirements included. Employees utilize the Performance Manager software for their annual reviews.
- *Termination Appeal:* In the event that an employee of the college is dismissed, that employee may appeal the termination. The procedure is designed to ensure the highest level of integrity. The employee first notifies the Human Resource (HR) department of the appeal. The HR department will assemble a five (5) person committee made up of three (3) managers and two (2) non-managers. No member of this committee may be from the employee's department. Both the dismissed employee and the terminating supervisor may call witnesses to speak at the hearing. The committee makes a recommendation to the Vice President of HR. Typically, the Vice President will support the committee's recommendation; however; the vice president may overrule the committee.
- *Grievance:* The Cox College grievance procedure is formally described in the Student Complaint Resolution Process, an official policy of the college. The intent of this procedure is to: "assure due process in the event of a student complaint in either academic or non-academic areas". The Complaint Resolution Process is appropriate for situations in which students allege to have been: 1) Denied opportunities provided to other students, 2) Held to standards different from those

applied to other students in the same course or clinical group, 3) The recipient of the unequal or erroneous application of a departmental or Cox College policy, and/or 4) Disciplined or dismissed from Cox College, or an academic program, without due process. The student complaint is initially delivered directly to the VPAA and reviewed by the Complaint Resolution Team (CRT). If the complainant is dissatisfied with the decision of the CRT, he/she may appeal directly to the college president.

- *Faculty Workload:* Teaching assignments for faculty are based on a standardized procedure defined in the faculty handbook. Workload assignments are distributed in the spring. All workload assignments are housed by the appropriate department chair but are open to review by other members of the academic department.

Auxiliary Functions

The auxiliary activities of Cox College include several active student organizations and regular community events. While not directly contributing to the mission of the institution, these activities enhance the student experience and enrich the workforce environment.

Active student organizations include the Student Government Association, Student Nursing Association, Radiologic Sciences Student Association, Student Ambassadors, and for graduates of Cox College, the Alumni Association. The integrity of these auxiliary organizations is protected with several common features:

- Student organizations are established only with prior approval and support of the Executive Director of Communications and Development.
- Organization bylaws are reviewed and approved by the Executive Director of Communications and Development.
- All student organizations are advised and monitored by a sponsoring employee of the college workforce.
- All student organizations must apply for renewal through the Executive Director of Communications and Development.

The process through which student organizations are formed, maintained, and monitored is in a state of transition. In 2011, the position of Director of Alumni/Marketing was added to the college workforce in an effort to more intimately engage college alumni. Since that time, this position has also assumed responsibility of monitoring all student organizations. In 2013, the position of Director of Alumni/Marketing transitioned to the current position of Executive Director of College Communications and Development. Expected changes for the near future include publication of organization by-laws in the Student Handbook, final organization approval through CLC, and formalizing an annual review/renewal process.

Cox College workforce and students routinely participate in community events: United Way Day of Caring, Meals-A-Million, Stuff the Bus, Diaper Drive, The Hope Connection, and many more. These community events are generally initiated by individuals or single departments recruiting participation throughout the college. Communication about the events is open to the entire college when appropriate. Most auxiliary functions, such as these listed, do not require administrative approval and are not considered college-sponsored events.

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

Cox College presents itself to the public through various publications freely available on the college website (www.coxcollege.edu). The college website is organized and maintained through the effort of the Executive Director of College Communications and Development in collaboration with faculty and staff representatives. Updates and changes to the website are directed to these users. The website is purposefully designed for transparency and easy navigation. Essential information – such as programs, program requirements, costs, and accreditation relationships – are quickly available with only a few clicks or less. Information published through the website includes:

- Admission requirements for both undergraduate and graduate programs, with instructions and application deadlines
- Course requirements for individual programs and degrees are listed by the academic program
- Estimated annual cost of attendance, including tuition and fees
- Cox College's accreditation status with the Higher Learning Commission and other discipline-specific accrediting bodies
- A complete list of all college employees, including faculty, staff, and administration, is available to the public online; title and contact information is provided
- The college's status as "private" is provided on the homepage of the website
- All individuals serving on the college BOT are included on the college website
- Public notices include information about the FERPA policy, ADA policy, Clery Act, Tobacco-Free Facilities, Accommodation Notice, Non-Discrimination Policy, Safety and Security
- College mission, annual report, and a history of the college

College Catalog

The College Catalog, which is available on the website, provides an abundance of information relevant to the public, our students, and the college workforce. For ease of access, much of the information provided in the College Catalog is duplicated on the website. The catalog contains these items along as well as other relevant material:

- An overview of the college
- Statements of our mission, vision, goals, and values
- Departmental organization
- Accreditation
- Complete list of programs with corresponding course of study
- Complete program requirements
- Complete course listing and course descriptions
- Academic calendar
- Privacy Rights of students (FERPA, HIPAA, Non-Discrimination, etc.)
- Financial aid
- Student Organizations
- Academic policies and processes

Student Handbook

The Student Handbook, which is available on the website and Student Portal, provides more detailed information about:

- Student Code of Conduct and Code of Ethics
- Services available for students
- Safety and Security: security escort service, campus alert system (SchoolReach), inclement weather protocols, etc.
- Academic policies and expectations

Annual Report

The Annual Report, available on the web site, provides an overview of the accomplishments of the previous year. Reports from specific departments within the college are included as an appendix of the Annual Report along with appropriate institutional data.

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

The purpose and authority of the Cox College Board of Trustees (BOT) is defined by Article 1 of the BOT Bylaws: *“This Board is organized exclusively for educational, charitable and benevolent purposes as a part of CoxHealth of Springfield, Missouri, a benevolent organization. It is responsible for the operation, regulation and management of the affairs of the College and may assign such responsibilities as are necessary for the intelligent exercise of professional judgment to competent administrators and faculty.”* Authority of the college BOT to operate, regulate and manage the institution is delegated by the CoxHealth Board of Directors.

The BOT consists of sixteen (16) trustees. Eight trustees are selected from the CoxHealth Board of Directors and remaining eight are selected from the community at large. As defined in the bylaws, the Board may include three (3) ex-officio members, including the college president, an administrative representative of CoxHealth, and an administrative representative of Drury University, College of Continuing Professional Studies. New members of the Board are selected upon recommendation of current members of the BOT with input from and consultation with the college president. With self-incorporation of the college pending fall 2015, the membership of the BOT will be shifted to enhance community membership. Student representation is also expected.

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

Through its deliberations, the BOT possesses and exercises authority to oversee and direct actions for the preservation and enhancement of the college. In policy and practice, the BOT works to:

- Approve institutional policies relating to financial matters, academic programs, faculty and student affairs, college facilities, and equipment
- Ensure high academic and professional standards and to comply with all standards established by accrediting bodies
- Oversee the fiscal affairs of the college in compliance with budgetary and financial requirements

- Approve policies, processes for faculty management, recruitment and retention of faculty, staff and students
- Provide support in maintaining appropriate accreditation and program approvals
- Support all other activities necessary to maintain and sustain the growth and viability of the college

Specific examples of these deliberations are reflected in the meeting minutes of the BOT. Recent actions exemplifying the BOT's commitment to enhancing and sustaining the institution include:

- Approval of the Bachelor of Science in Diagnostic Imaging degree program
- Approval of the Master of Science in Nutrition Diagnostics degree program
- Approval of the Master of Science in Occupational Therapy degree program
- Approval of the revised college organizational chart

On a quarterly basis the BOT meets to review and approve scheduled agenda items: quarterly financial reports, faculty and administrative contracts, graduate candidates, college goals, college budget, tuition and fees, and the College Annual Report to the BOT. These scheduled agenda items are in addition to various college initiatives routinely presented to the BOT for consideration and approval. Recent items of note include: interstate authorization, college-wide committee restructuring, personnel adjustments, self-study support, and guidance on self-incorporation.

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

The membership of the BOT is deliberately designed to represent both internal and external constituents. The Bylaws of the BOT state, *"Eight (8) members – Trustees- shall be selected from the CoxHealth Board of Directors, Chairman's Council or the CoxHealth Advisory Board and eight (8) members- Trustees- shall be selected from the community."* Additionally, the BOT may include three (3) ex-officio members, including the college president, an administrative representative of CoxHealth, and an administrative representative of Drury University, College of Continuing Professional Studies. This balanced composition enhances the ability of the BOT to understand and invest in the needs of the college, CoxHealth, and the community at large. Membership of the BOT is shifting to include greater community representation, and a student membership is also expected.

The BOT's decision-making considerations are often based on the recommendations of the college president and/or the College Leadership Council (CLC). These recommendations – whether general, educational, or financial – are formulated with consideration of the interests of internal and external constituencies. This is evident in the college's Performance Improvement Model (PIM), which begins with assessment: listening to the voice of the customer, environmental scans, and gathering of internal and external data. Examples include:

- Support and endorsement of new academic programs, such as the Bachelor of Science in Diagnostic Imaging (BSDI) and Master of Science in Occupational Therapy (MSOT)
- Support and endorsement of online instruction
- Support and endorsement of outreach and dual programs

Various BOT members also meet regularly with community members to invite and address community interests. This is one of the stated duties of individual Trustees: *"Represent and promote the best interests*

of the College in all areas of influence enjoyed by each individual Trustee, including continued development both of financial resources and student candidates for enrollment.” (Article III. Section 8)

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

Board Trustees are expected to lead the College with the highest level of integrity, to avoid conflicts of interest, and to quickly disclose when such a conflict may exist. This is addressed in part by the Board Conflict of Interest Statement: “*A Trustee shall be considered to have a conflict of interest if (a) such Trustee has existing or potential financial or other interest which impair or might reasonably appear to impair such member’s independent, unbiased judgment in the discharge of his or her responsibilities to the College, or (b) such Trustee is aware that a member of his or her family (which for purposes of this paragraph shall include a spouse, parents, siblings, children, and any other relative) is an officer, director, employee, member, partner, trustee, or controlling stockholder, has such existing or potential financial or other interests. All Trustees shall disclose to the Board any possible conflict of interest at the earliest practicable time. No Trustee shall vote on any matter under consideration at a Board or committee meeting, in which such Trustee has a conflict of interest. The minutes of such meeting shall reflect that a disclosure was made and that the Trustee who is uncertain whether a conflict of interest may exist in any matter may request the Board or committee to resolve the question by majority vote*” (Article IV). The integrity of the BOT is further protected by the mix of both internal CoxHealth affiliates and external community members.

If the integrity of any individual board member is seen to be compromised, they may be subject to removal by a majority vote (Article IV). Additional safeguards ensuring the autonomy and integrity of the BOT include: 1) all meetings of the BOT are convened at the College, as opposed to community locations (Article I), and 2) the annual BOT self-evaluation procedure (Article III. Section 8).

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

While the BOT does have absolute policy-making authority in the college, the daily operations of the college are managed by the college administration. This is evidenced by:

- BOT supports but does not routinely suggest academic or financial initiatives
- Financial reports, budgets, budget items, contracts, academic and business policies, college goals, and the Strategic Plan are all initiated by the college and presented to the BOT for review and approval

College faculty members are the principal drivers in virtually all academic matters. For example, program curriculum is first designed and approved by the program curriculum committees which are composed exclusively of program faculty. Further evidence that the faculty ultimately oversee academic matters includes the College Statement of Academic Freedom in the Faculty Handbook, which defines academic freedom as: “*...the specific right of scholars and teachers within a college or university to pursue knowledge, to speak, to write and to conduct research activities without unreasonable or unwarranted restriction.*” Included in this assurance of academic freedom is the freedom of faculty to develop and present course content according to their professional expertise. This statement and the entirety of the Faculty Handbook are approved by the BOT.

The academic philosophy of the college, as stated in the Faculty Handbook and approved by the BOT, is that faculty purview encompasses such areas as curriculum, academic standards, promotion and graduation requirements, academic advising, pedagogy, remediation and scholarship. The faculty are empowered to influence all academic matters through membership on college-wide committees and on Faculty Senate.

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

Cox College has policies and written expectations concerning honesty and truth in teaching and learning. Cox College focuses on student learning, respect for individuality, freedom of expression, shared decision making, and evidence based practice as a few of the guiding concepts for teaching and learning. This philosophy is specifically driven by three of the institution's core values:

- Student First – We believe in providing a learning environment that promotes student inspiration, support and academic achievement.
- Highest Quality – We believe in providing an educational experience utilizing cutting edge technology and evidence-based curriculum.
- Communication – We believe in shared, transparent communication that is respectful and responsible.

Academic Freedom

Cox College maintains an open commitment to academic freedom. This freedom is guaranteed to faculty by the Statement of Academic Freedom as described in the Faculty Handbook:

“Academic freedom is the specific right of scholars and teachers within a college or university to pursue knowledge, to speak, to write and to conduct research activities without unreasonable or unwarranted restriction. It includes the freedom to be evaluated as a scholar or a teacher on the basis of legitimate intellectual criteria, not on personal views or beliefs, political preference, religious or other individual affiliations, except as said views and preferences could be demonstrated to adversely affect intellectual and professional achievement and performance. Academic freedom also includes the right and the responsibility of faculty members to conduct their activities in a spirit of collegiality, collaboration and respect for all members of the academic community.

Faculty members are entitled to full freedom in research and publication of research results, subject to the adequate performance of their designated academic duties. Faculty members are expected to conduct their assigned courses in a manner consistent with stated course objectives and course content and credit as approved by the curriculum team and consistent with scheduled meeting times. Within this framework, faculty members are entitled to freedom in the classroom in developing content and discussing topics appropriate to the above.

Each faculty member is a citizen, a member of a learned profession, and an officer of an educational institution. When a faculty member speaks or writes as a citizen, he or she is exempt from institutional censorship or discipline. As scholars and educational officers, however, faculty should remember that the public may judge the profession and the institution by the utterances of individual faculty members. Hence, individual faculty members should strive for accuracy, should exercise appropriate restraint, should show respect for opinions that differ from their own, and should make it clear that they are not speaking for the institution as a whole.

Each faculty member has the right to criticize and seek alteration of institutional regulations and policies through legal and existing shared governance means. The protection of academic freedom extends to all faculty members with fulltime or part-time appointments to the institution regardless of rank, position, credentials or title.

Roles of faculty cannot be separated from the responsibilities that are unique to the mission of the college. However, in no way will the negotiation of faculty roles within the college be construed to justify any intrusion into the individual faculty member's academic freedom, especially as that freedom pertains to individual research, expertise and expression in the classroom.

The college subscribes to the principles defined in the statement of Freedom and Responsibility approved on October 31st, 1970, by the Council of the American Association of University Professors (AAUP)''

This commitment to academic freedom is evident not only in principle, but also in practice. In a survey of faculty (Fall 2013) the overwhelming consensus was that the institution does in fact support an environment of academic freedom and truth in teaching and learning:

- Are you aware of the definition of academic freedom and the code of ethical conduct as provided in the current Faculty Handbook? 72% responded "yes".
- Cox College promotes and supports academic freedom for faculty. 87.5% responded "yes".
- Cox College promotes and supports honesty in teaching. 84.4% responded "yes".
- Cox College promotes and supports honesty in learning. 81.3% responded "yes".

Scholastic Integrity

Students at Cox College are required to maintain the highest level of honesty in academic matters. As published in the student handbook, scholastic integrity involves the following behaviors:

- All examinations, quizzes, tests and assignments are expected to be the work of the student alone (unless otherwise assigned or approved). This includes both seated and online courses.
- Class settings are maintained to provide an environment conducive to learning where students are responsible for their own behavior and for contributing to the learning environment.
- Students are expected to avoid the appearance of academic dishonesty. This includes cheating, plagiarizing, falsifying and colluding.

Faculty at Cox College are provided with special tools to monitor and confirm scholastic integrity:

- Turnitin® is a web-based program which allows faculty to check student submissions for originality by checking for plagiarism and improper citation. Originality reports are generated and student submissions are saved in their original form.
- BioSigID® is a biometric-based online signature used for identity verification. For online testing, students are required to confirm their identity by inputting their biometric signature.
- eCollege® is the institution's learning management system available for all college courses. For online testing, the eCollege® testing platform allows faculty to view the time at which the student opens an exam, completes an exam, and compares exam outcomes – all of which can be valuable in identifying student collusion.

Freedom of Expression

At Cox College, students, faculty, and staff are at all times guaranteed the freedom to respectfully express their perspectives and pursue truth in teaching and learning, even outside of the classroom:

- Faculty Senate provides faculty an outlet for sharing their convictions and collaborating with other faculty on college concerns. The Senate is empowered by the BOT to bring their positions to college administration. Freedom of expression is an essential cornerstone in the philosophy of the senate. This is evident in that each member of the senate agrees to: 1) express opinions that are focused on issues and processes rather than people, 2) respect the rights of every other member to express dissent in a safe environment (without fear of retribution), and 3) respect confidentiality regarding comments made by senate members and/or issues or consideration (Faculty Handbook, page 8). The Faculty Senate Chair and Chair-elect are both voting members of CLC.
- In January of 2014, a Staff Senate was formed to provide an opportunity for Cox College staff to voice and discuss college issues and/or concerns in accordance with the Staff Senate mission. The mission of the Staff Senate is to provide a forum for staff participation in the college governance that fosters open communication, professional development, team building, and provides support and service that is in concert with the college's vision, mission, purposes and core values. The Staff Senate Chair and Chair-elect are both voting members of CLC.
- The college Student Government Association (SGA) exists as a voice for the student body. SGA promotes leadership development and is a vehicle for student input into programs, policies and interactions of the college. (College Catalog, 18) Any student may start a student organization that supports the mission of the college. The SGA president (or representative) is a voting member of CLC.

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

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

Cox College has a continual quest for the responsible discovery and application of knowledge. The Department of Interprofessional Research and Graduate Studies was recently formed as the center of research. The Dean of Interprofessional Research and Graduate Studies serves as both the leader and encourager of research at the college. The Faculty Senate is also in the process of developing a refined workload model designed to address scholarship, research, and accountability. Currently, research at Cox College is directed through the CoxHealth Corporate Integrity Department as further described in 2.E.1.

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

Recent changes in the college organizational chart have allowed for the reorganization of the processes regarding the supporting and overseeing of scholarship and research at the institution. The Department of Interprofessional Research and Graduate Studies was established in an effort to create a framework for supporting research and guiding scholarly practice. The Dean of Interprofessional Research and Graduate Studies is responsible for oversight and implementation of this process.

Proposed changes to the faculty workload model are also intended to create a system of shared accountability in research and scholarship. Currently, scholarship and research are initiated and performed

at the discretion of the faculty member without workload consideration or accountability. A proposed model may include contracted time for research and scholarship and will require the faculty to report their activities to their respective supervisor. Faculty Senate has initiated the process of developing this proposal.

Support Services

Educational programs at the college do not currently include a thesis or dissertation; nonetheless, plentiful resources are available to faculty, staff, and students, to promote integrity in the discovery and dissemination of knowledge.

- The Academic Resource Center (ARC) regularly conducts workshops and seminars on research paper and report writing. Assistance in reference citation is also available.
- CoxHealth Libraries provide all faculty, staff, and students access to a substantial collection of books, journals, and digital resources. The Library also supplies educational materials on the appropriate use of publications and advice for evaluating the integrity of a publication. Several tutorials, references, and research guides are available.

As previously stated, research at Cox College is directed through the CoxHealth Corporate Integrity Department and moderated by the Dean of Interprofessional Research and Graduate Studies. The CoxHealth Corporate Integrity Department is responsible for the oversight of a number of programs and boards: 1) the Corporate Compliance Program, 2) the Institutional Review Board (IRB), and 3) the Ethics Program. The Institutional Review Board (IRB) is directly responsible for ensuring the integrity and ethical responsibility of any research initiatives at the college falling within their jurisdiction.

Institutional Review Board

The CoxHealth IRB is responsible for reviewing all research studies conducted using CoxHealth patients, employees, volunteers, and students. CoxHealth only allows studies to be conducted at its facilities by physicians, employees, and students of CoxHealth and its affiliates (Cox College). In order to conduct a research study involving persons associated with CoxHealth, at least one investigator must be a member of the active medical staff, employee, student at a CoxHealth affiliated school, volunteer or an entity which CoxHealth has a Cooperative Review Agreement.

The CoxHealth IRB provides numerous standards protecting the integrity of research conducted by the Cox College workforce. Standards comply with Food and Drug Administration regulation 21 CFR 56, United States Department of Health and Human Services regulation 45 CFR 46, and other federal standards of research. Standards maintained by the CoxHealth IRB include:

- Research investigator guidelines
- Definition of research requiring IRB oversight
- Definition of human subject research
- Selection and responsibilities of IRB board members
- Informed consent process and guides
- Health Insurance Portability and Accountability Act (HIPAA), privacy, and confidentiality guides
- Noncompliance policies

The IRB also provides standards defining the framework for how the IRB operates, documents required for review by the IRB, criteria to approve a research request, member responsibilities, actions that can be taken, how notification will be provided for those actions taken, and other guidance. The CoxHealth IRB publishes a general checklist IRB members may use when reviewing proposed research and renewing

research. Currently, Cox College's Dean of Interprofessional Research and Graduate Studies serves as chair of the IRB.

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

An abundance of information resources are available to Cox College students, including access to confidential patient health records. Given the sensitive nature of these resources, Cox College protective of these resources and ensures their ethical use.

All students are required to read and sign the Confidentiality & Security Agreement (Student Handbook). This form provides extensive instruction on the appropriate and ethical use of both Cox College and CoxHealth resources. In this agreement the student makes several commitments:

- I will treat all patients and/or business information that I see, hear, or receive, as confidential and privileged information.
- I will NOT use Cox College's or CoxHealth's electronic technology/computer systems to access academic or medical records of my family, friends, peers or co-workers. I realize that inappropriate access of academic or medical records will result in disciplinary action up to and including termination of employment and/or withdrawal from school. Workforce members and/or students who were given access to the Cox College and/or CoxHealth computer systems will have their access immediately terminated.
- I will NOT use the academic or patient information of Cox College or CoxHealth for research purposes, without prior approval from the Cox College/CoxHealth IRB Board or the student's, faculty's, staff's, patient's written authorization that has been approved by the College and/or Corporate Privacy Officer or Privacy Site Coordinator.
- If, as a student or faculty member, I use CoxHealth's patient information for research, I will enter the disclosures in the CoxHealth HIPAA Accounting of Disclosures database. I realize that failure to document these disclosures is a violation of federal law and will result in disciplinary action. To access this form go to the CoxHealth IntraWeb, select E-Forms and then select HIPAA accounting of disclosures. Follow the online menu.
- I understand that CoxHealth's medical records are the property of CoxHealth and I may NOT retain or remove any patient information either in paper or electronic form without the written authorization of the Corporate Privacy Officer or Privacy Site Coordinator.
- I understand that I am personally responsible for my sign-on name and password. I understand that my sign-on is the equivalent of my signature and I am responsible for all work done under my sign-on.
- The use of the picture and/or video feature on cellular phones is strictly prohibited.

The Confidentiality & Security Agreement includes several other statements related to the appropriate use of information resources. The content of agreement is available to students in the Student Handbook. Additional guidance on the ethical use of college information resources is readily available within the college.

- Source referencing and citation guidance is provided through the ARC and NetTutor. Access to these resources is available at the physical locations of the ARC and Library, as well as on the college website, the student portal, and the online student orientation module.
- Copyright and plagiarism educational material is provided through the Library. Access to these resources is available at the physical locations of the Library, as well as on the college website, the student portal, and the online student orientation module.

- HIPAA education is also supplied through the online student orientation module.

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

Students at Cox College are required to maintain the highest level of honesty in academic matters. This position is described in the Student Handbook.

The college has developed standards for both academic and non-academic matters. All students are expected to act in a manner consistent with these standards. In addition, students are expected to adhere to the code of ethics and appropriate standards of practice established by their specific programs. Cheating, plagiarism or other forms of academic misconduct are not tolerated. It is the responsibility of each student to ensure that his/her study and participation in the academic process is so conducted that there can be no question concerning his/her integrity. It is the responsibility of each student also to report the unethical behavior of a fellow student or colleague to the faculty member in order to protect the safety of the public and ensure the integrity of the program and profession.

All students are expected to consistently exhibit scholastic integrity. A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Academic dishonesty is relevant to the evaluation of the student's level of performance and will result in disciplinary action.

Cheating, plagiarizing, falsifying, and colluding are all defined in detail in the Student Handbook. Scholastic integrity is also defined to include the following behaviors:

- All examinations, quizzes, tests and assignments are expected to be the work of the student alone (unless otherwise assigned or approved). This includes both seated and online courses
- Class settings are maintained to provide an environment conducive to learning where students are responsible for their own behavior and for contributing to the learning environment
- Students are expected to avoid the appearance of academic dishonesty. This includes cheating, plagiarizing, falsifying and colluding.

Cox College has defined consequences for violations of the academic integrity policies.

- Any student assignment that is found to violate scholastic integrity will be assigned a zero.
- Students may be placed on disciplinary probation for scholastic misconduct (including but not limited to plagiarism or dishonesty). College Catalog page 26.
- Student may be dismissed from Cox College for academic misconduct including, but not limited to plagiarism or dishonesty. College Catalog page 26

Criterion 2 Analysis

Strengths	Opportunities for Improvement	Action Plans
<ul style="list-style-type: none"> • The purpose and powers of the Board is well-defined in its bylaws • The BOT has a well-documented history of supporting CC in its academic and business initiatives • Mechanisms are in place to ensure financial integrity and transparency. • Academic functions are coordinated through shared governance and internal accountability 	<ul style="list-style-type: none"> • The autonomy of the BOT is not assessed outside of the BOT • The roles and responsibilities of newly formed academic departments, department chairs, and academic councils has not yet been fully defined in terms of shared governance at the college 	<ul style="list-style-type: none"> • Present the HLC accreditation criteria to the Board on the premise that Board bylaws and practices may need to be amended to more completely meet the expectations of the HLC • Relationships between newly formed departments and councils will be discussed at CLC

Criterion Three.

Teaching and Learning: Quality, Resources, and Support



COX COLLEGE
CoxHealth

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

Cox College is a private, not for profit, single-purpose institution offering associate, bachelor, and master degree options as well as certificate programs in health related fields of study. The definition of quality is found within the college's mission: excellence. Indicators of excellence in meeting the educational needs of students and the health care community are evident in student satisfaction scores, job placement, and board/certification pass rates. The mission, vision, and core values of the college drive the educational offerings while defining quality.

Table 3.1. Mission, Vision, and Core Values

Cox College Mission, Vision, and Core Values	
Mission	CC is committed to excellence by meeting the educational needs of students and the health care community
Vision	Leaders in health care education.
Core Values	Student First
	Highest Quality
	Communication
	Nothing is Impossible
	Life Long Learning

Cox College provides comprehensive, integrated educational programs which prepare graduates for an ever evolving health care environment. For example, both the nursing and diagnostic imaging programs utilize a career ladder model allowing students the opportunity to further their education within their chosen field of study.

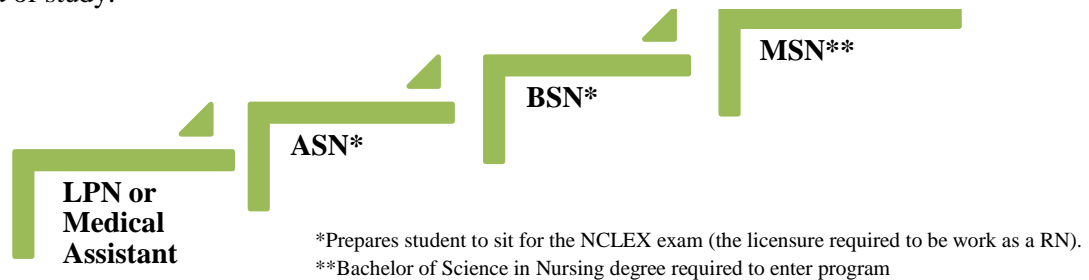


Figure 3.1. Nursing Career Ladder Model

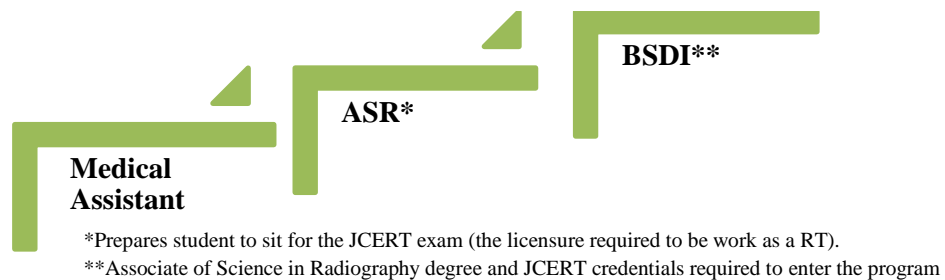


Figure 3.2. Diagnostic Imaging Career Ladder Model

The Undergraduate Division offers entry level programs including two certificate programs: Medical Billing and Coding and Medical Transcription; an Associate of Science in Medical Assisting (ASMA), Associate of Science in Nursing (ASN), Associate of Science in Radiography (ASR); Bachelor of Science in Nursing (BSN). The Undergraduate Division also offers a Bachelor of Science in Diagnostic Imaging (BSDI) for any imaging professional credentialed by the American Registry of Radiologic Technologists or American Registry for Diagnostic Medical Sonography. The Graduate Division offers a Master of Science in Nutrition Diagnostics (MSND), Master of Science in Nutrition Diagnostics with a Dietetic Internship (MSND/DI), Master of Science in Nursing (MSN), and a Master of Science in Occupational Therapy (MSOT).

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

Cox College defines “current” as both a pursuit and maintenance of accreditation and appropriate board approvals. These bodies mandate that programs are current with their educational standards and provide guidance in continued program assessment and improvement; a list of these bodies is in Table 3.2.

Table 3.2. Specialty Accreditors and Approval Boards

Cox College Specialty Accreditors and Approval Boards	
State	Missouri Department of Education
	Missouri Board of Nursing
Program Specific	Higher Learning Commission (HLC)
	National League for Nursing Accrediting Commission (NLN-AC)
	Commission on Collegiate Nursing Education (CCNE)
	Joint Review Committee on Education in Radiologic Technology (JRCERT)
	Commission on Accreditation for Dietetic Education (CADE) American Health Information Management Association (AHIMA).

Levels of performance are based upon the certificate or degree requirements as specified by the program competencies set forth by accreditation standards. An example of this programmatic assessment process is exemplified in the Associate of Science in Radiography (ASR) program. The Joint Review Commission on Education in Radiologic Technology (JRCERT) requires radiography programs to “articulate its purposes; to demonstrate that it has adequate human, physical, and financial resources effectively organized for the accomplishment of its purposes; to document its effectiveness in accomplishing these purposes; and to provide assurance that it can continue to meet accreditation standards”. In many cases, the level of performance required by students is based on the degree or certificate requirements mandated by the relevant programmatic accrediting bodies. Following the JRCERT accreditation process, the ASR program is required to maintain minimal educational and quality assurance standards. Compliance with these standards is reviewed and reported to JRCERT annually. The currency of the ART program is therefore assured through compliance with national standards defined by JRCERT.

Measuring the level of performance within programs is accomplished by the comparison between general education outcomes, which are consistent across all programs, and the corresponding programmatic competencies. Table 3.3 shows the comparison between one general education outcome and its corresponding ASR program goal.

Table 3.3. General Education Outcomes with Corresponding ASR Program Goals

Cox College General Education		Associate of Science in Radiography (ASR) Program		
Outcome	Competency	Goals	Student Learning Outcomes	Tools/Targets
1. Students will communicate effectively in written & oral forms	1. Write with accuracy using correct grammar & style 2. Present information orally with accuracy & clarity 3. Understand & apply the elements of report writing	Goal 3: Graduates will communicate effectively with patients, technologists, and physicians.	Students will demonstrate effective oral communication skills. Student will demonstrate effective written communication skills.	≥90% of students will receive ≥95% on their RAD 140 Ethics Project.

Along with these accreditation and approval bodies, Cox College has implemented a program review process (see Table 25 in criterion 4) which provides institutional oversight for the current educational offerings. Each program collects data and reports to its respective accrediting and/or approval body. The process for institutional reporting of this programmatic data and other data relating to the preset general education outcomes is currently being developed. Responsibility for assessing the general education outcomes in programs throughout the college is given to the Institutional Effectiveness Committee (IEC), led by the Vice President of Academic Affairs and Institutional Effectiveness.

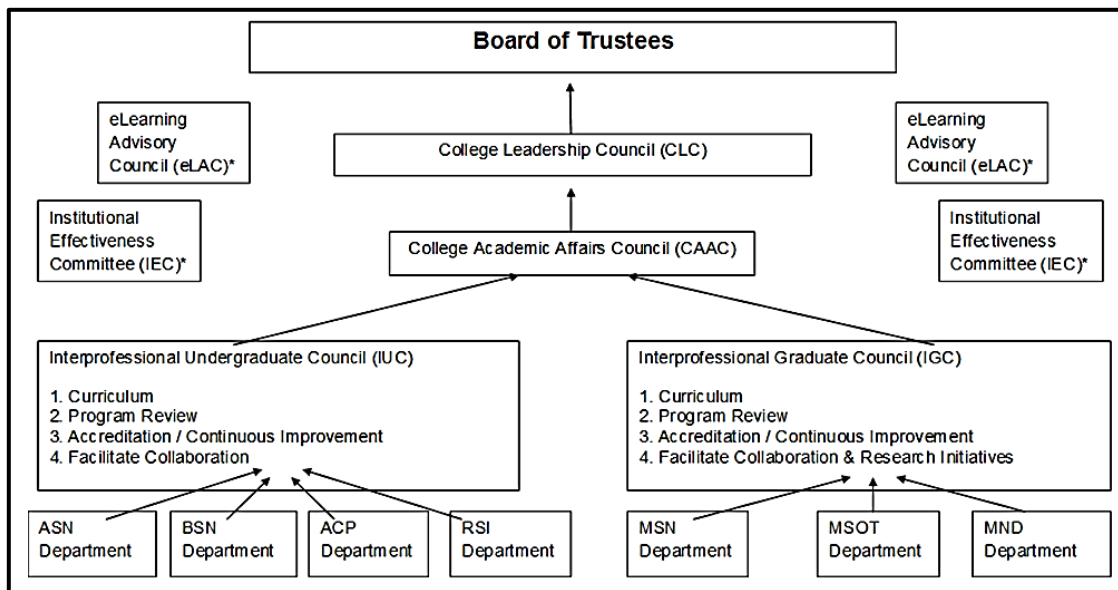


Figure 3.3. Institutional Reporting Structure

A systematic curriculum review and revision process is another method used to ensure that programs and courses are current and require levels of student performance necessary to the degree or certificate program. Curriculum is the core of the education provided by Cox College and must be reviewed to maintain quality and timeliness. Program curriculum committees review curricula from accrediting bodies, professional organizations, and approval bodies, and utilize course evaluations for current and best practices or curricular gaps. Program advisory boards and committees are used to evaluate best practices in the field, as well as consider external stakeholders in program assessment and outcomes. Any programmatic changes proposed by these groups are brought to the respective department for approval and taken by the department chair to the respective division council. The division dean then presents the changes for final approval to the College Academic Affairs Committee. Major curriculum revision or proposal of new programs may require approval by the Board of Trustees.

Cox College considers the needs of perspective employers and the health and education needs of the community through the Community Advisory Council (CAC) when developing programs and curriculum. The CAC includes members of the community, college leadership, faculty, staff, and alumni.

Student input and student outcomes are also indicators used by the college for programmatic evaluation. Cox College utilizes job placement data from graduate surveys, student retention rates, board pass rates, and customer satisfaction through GAP scores on the Noel-Levitz Student Satisfaction Inventory® survey (SSI). Job placement rates for calendar year 2013 are shown below in Table 3.4. It is evident the vast majority of graduates obtain jobs related to their area of study, and there is much anecdotal evidence to suggest this occurs prior to graduation. A noteworthy item about Table 3.4., is that it represents unduplicated numbers. For instance, even if a student obtained a job and is continuing his/her education the student can be counted only one time and in only one category.

Table 3.4. Job Placement Rates in Calendar Year 2013

Cox College Graduate Job Placement Rates January 1 - December 31, 2013								
Program Name	Number of Graduates	Training Related Jobs	Non training related jobs	Further Education	Unavailable for Employment	Available but not employed	Unknown	Total
Associate of Science in Nursing (ASN)	56	47		6		3		56
Bachelor of Science in Nursing (BSN)	87	68		13		2	4	87
Master of Science in Nursing (MSN)	23	14		1	2	2	4	23
Associate of Science in Medical Assisting (ASMA)	5	1		3		1		5
Associate of Science in Radiography (ASR)	20	18		2				20
Bachelor of Science in Diagnostic Imaging	1	1						1

(BSDI)								
Diagnostic Imaging Certificate	20	11		1			8	20
Dietetic Internship Certificate	10	8	1				1	10
Medical Billing & Coding	15	12		1			2	15
Medical Transcription	4	2		2				4
Totals	241	182	1	29	2	8	19	241

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

Cox College articulates learning goals in college catalog, available on the college website. All degree and certificate programs have unique outcomes, competencies, goals, tools, and targets to measure general education outcomes. One competency stated in the college catalog within the Associate of Science in Nursing (ASN) program is, *“Upon completion of the program of study, the ASN graduate will be able to... Employ effective communication skills in interactions with clients, their family members and the healthcare team.”* This program competency directly correlates with the first college general education outcome: “Students will communicate effectively in written and oral forms” (see the General Education Outcome Crosswalk in the Appendices).

The college differentiates learning goals for degreed programs in a similar method. The learning goals are specified for each program and degree level in the college catalog. When examining the competencies stated for the degreed nursing programs, the associate, bachelor, and master level programs state different learning goals or competencies that more specifically define the stated general education outcome: student communication.

- ASN: Employ effective communication skills in interactions with clients, their family members and the healthcare team.
- BSN: Communicate effectively using verbal, written, and interpersonal skills among colleagues, individuals, families, groups and communities.
- MSN: Communicate effectively with multiple stakeholders about professional and health care systems issues using a variety of strategies.

These statements show the differentiation between learning goals of degree levels using the general education outcome as the foundation for each step in learning. One opportunity for improvement is to articulate and align learning goals across degree levels in different programs. An example is using sets of similar targets and tools to more closely align the assessment of general education outcomes in multiple programs offering an associate degree at the college.

Cox College uses general education outcomes, discussed in 3.A.1., to consistently measure and compare programs of varied disciplines and degrees while using competencies with specific targets and measures through each program of study. The college collects data at a programmatic level to maintain accreditation and/or board approval. Institutional data gathering as a whole has been challenging due to the inconsistency of both data collected and data reported.

The institutional data collection and comparison process is evolving. With changes in college leadership during the past four years, various plans have been developed and changed over time. The Vice President of Academic Affairs, hired in June of 2014, chairs the Institutional Effectiveness Committee which is responsible for college-wide data collection. This committee is currently reviewing the institutional process. A matrix of general education outcomes has been created to address the gap in institutional data collection by identifying the programmatic data that is currently collected. This matrix standardizes the way data is displayed and measured college-wide, bringing data out of its programmatic silos and allowing for interprofessional review within the institution.

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

Cox College provides a variety of educational programs using multiple delivery methods to meet the educational needs of students and the health care community. Regardless of the mode of delivery, location, or enrollment track, quality remains consistent. This is evidenced through the Bachelor of Science in Nursing program in which a student may enter through one of four methods: Early Decision Option, BSN Entry, BSN Accelerated, RN to BSN. Each results in the same Bachelor of Science in Nursing degree. Each degreed program within the college uses the same general education outcomes and further defines outcomes, competencies, and learning goals to its specific program. Table 3.5 shows the comparison between one general education outcome and its corresponding BSN outcome/goal.

Table 3.5. General Education Outcomes with Corresponding BSN Program Goals

Cox College BSN Nursing Department - General Education Outcomes				
General Education	Objectives	Department Outcome(s)/ Goal(s)	Tools	Targets
1. Students will communicate effectively in written & oral forms	1. Write with accuracy using correct grammar and style	Competency #2 Communicates effectively using verbal, written, and interpersonal skills among colleagues, individuals, families, groups and communities.	Capstone Final Laboratory Evaluation	100% of students in capstone perform at level 2 or 3 on final lab evaluation for communication (BSN-E & BSN-A)
	2. Present information orally with accuracy and clarity		1 Year Employer Survey	95% of respondents strongly agree or agree that graduates communicate effectively (BSN-E & BSN-A)
	3. Understand and apply the elements of report writing			

Students may participate in seated, hybrid, or online courses. Cox College defines these modes as:

- Seated – a course in which instruction occurs in a face-to-face environment and may include technology enhancements. Use of technology such as Learning Management System (LMS) does not significantly reduce the time of face-to-face instruction.
- Online – with rare exception, a course in which instruction occurs exclusively in an online learning environment through a learning management system (LMS).
- Hybrid – a course in which instruction occurs in both face-to-face and online environments.

Classes taught across multiple modes of delivery (shown in the Table 3.6) maintain consistent learning goals and objectives by utilizing the same faculty, standardized syllabi, and the same curricula. All undergraduate and graduate programs provide hospital and community clinical practicums for hands-on and simulated skills practice.

Table 3.6. Courses Taught Across Multiple Modes Academic Year 2014

Course ID		Course presentation type		
Spring 2014				
BIOL	206	LEC	ONL	---
CCPL	100	LEC	ONL	---
ENG	150	LEC	ONL	---
NRSI	404	LEC	ONL	HYBRID
Fall 2014				
COMM	101	LEC		HYBRID
ENGL	207	LEC	ONL	---
ENGL	150	LEC	ONL	---
IP	502	LEC	ONL	---
MACC	100	LEC	ONL	HYBRID
MACC	315	LEC	ONL	HYBRID
NRSI	200	LEC	ONL	---
NRSI	204	LEC	ONL	---
NRSI	206	LEC	ONL	---
NRSI	306	LEC	ONL	---
NRSI	400	LEC	ONL	---
NRSI	404	LEC	ONL	HYBRID
NRSI	207	LEC	ONL	---
SDI	457	LEC	ONL	---
MSN	614		ONL	HYBRID

Some Cox College courses are taught contractually through Drury University branch campuses located in Springfield and Cabool, Missouri. The consistency and quality of these courses are held to the same standards.

Students complete course and instructor evaluations at the end of each semester. These evaluations are collected and analyzed confidentially by the college Information Technology department and provide one source of measuring the quality and goals of each course regardless of mode. Additionally, SSI surveys are sent to a large sample of students each spring allowing for the evaluation of a variety of college services, programs and learning goals. These surveys are compiled and reviewed by the college workforce each year and actions plans are created for improvement.

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

Cox College demonstrates a commitment to excellence through intellectual inquiry and the acquisition, application and integration of broad learning and skills by meeting the educational needs of students and the health care community, as specified in the college mission statement. This is accomplished through educational programs beginning with general education requirements. These requirements build the foundation for application, learning, and the skills needed to clinically contribute to the community and the world in which students live and work. The programs offered use these requirements as a foundation of knowledge and scaffold to build upon intellectual inquiry, scholarship, and adaptation to an ever-changing environment.

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

Cox College demonstrates the general education courses are appropriate to the institution's mission by comparing general education outcomes with those specific to each program offered (see the General Education Crosswalk in the Appendices). These outcomes validate the educational offerings and degree levels the college provides are integrated, comprehensive educational programs preparing graduates for an ever changing health care environment.

Cox College is a single-purpose institution preparing health care practitioners in a chosen field of study. The college does not currently have the resources to provide general education courses. Therefore, Cox College has contracted with Drury University, a regionally accredited private university, to provide faculty who develop and deliver general education courses. The general education requirements vary by program to meet the foundational education needs for practice students preparing for health care career. Each degreed program within the college uses the same general education outcomes and further defines outcomes, competencies, and learning goals to its specific program. This upholds the suitability of the general education program throughout all degree levels at the college.

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

Cox College articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements through the college catalog. This is demonstrated through the Radiologic Sciences & Imaging (RSI) departmental programs and their respective credentialing pathways for accreditation within the Bachelor of Science in Diagnostic Imaging (BSDI) degree. The purpose of these programs is stated in their departmental philosophy:

“Radiologic Sciences and Imaging (RSI) programs are designed to provide students a quality educational environment that promotes professionalism, effective communication skills, critical thinking skills, and imaging skill sets within the areas of Diagnostic Imaging.”

The content and intended learning outcomes are found in the college catalog for all specializations under the BSDI entry level courses. The framework of the general education program is to provide all students the tools needed to cultivate critical thinking, reasoning, and problem solving skills as they become practitioners in a health care field. These tools develop a foundation for lifelong learning and application for scientific discovery.

Cox College has identified seven general education outcomes. These outcomes set the framework for the college philosophy concerning the essential skills and attitudes every student should possess:

1. Communicate effectively in written and oral forms.
2. Think critically; using analytical and logical reasoning.
3. Utilize scientific inquiry.
4. Read with comprehension.
5. Demonstrate intellectual awareness of societal functions and responsibilities.
6. Consider philosophical and or ethical perspectives.
7. Value learning as a lifelong process.

3.B.3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Cox College upholds five core values as defined on the college website exemplifying how the institution engages students in collecting, analyzing, and communicating information. For example, the Student First core value demonstrates student engagement through inspiring students toward academic achievement, and the Communication core value provides a transparent environment in which to communicate information effectively. The college's commitment to student representation is demonstrated throughout college-wide committees and decision-making bodies, further enhancing the communication between faculty, staff, and students. For example, the College Leadership Council provides one seat for student representation selected from the college's Student Government Association. The Lifelong Learning core value develops self-evaluation through effective questioning and critical analysis by the collection of information through professional curiosity and the many tracks available to students for entry points into degree programs.

The core values of Highest Quality and Nothing is Impossible provide the path for mastering modes of inquiry and creative work through working together, taking reasonable risks, and using cutting edge technology. One example is the Cox College Simulation Center's use of interactive, high-fidelity manikins and remote faculty observation allowing students to collaborate and build vital assessment skills with indirect faculty contact. The Lifelong Learning core value demonstrates a mechanism with which to develop skills adaptable to changing environments through self-evaluation, critical analysis of information, and continuing education.

To understand how general education spans the curriculum at all degree levels, one common thread was followed through the certificate, associate, bachelor, and master level programs. The Anatomy & Physiology course was examined across all levels to show latitude. All students participate in collecting, analyzing, and mastering modes of inquiry through the natural and applied sciences found within the Anatomy & Physiology course(s).

At the certificate level, Medical Transcription students complete Human Anatomy & Physiology for Health Sciences (HSCC 101). One course objective states, "*Describe selected human disease in terms of*

definitions, causes, signs and symptoms, diagnostic procedures, and possible treatments for each of the body systems.” A common theme can be followed with the human disease process throughout all Anatomy & Physiology courses offered through Cox College. In Anatomy (BIO 205) and Physiology (BIO 206), taken by both associate and bachelor level students, one objective states, *“Understand and apply knowledge of the human cells, tissues, organs and systems and their respective functions as they pertain to ideal human health.”* Students in master level programs are required to take Advanced Physiology & Pathophysiology (MSN 504). One course objective states, *“Utilize critical thinking and decision-making skills to identify and articulate linkages between the pathophysiological basis of disease processes, client characteristics and client needs, within the health care delivery system.”*

While the college does not identify core competencies at each degree level, each level does meet goals and objectives that model the general education outcomes within each program at every level. To further improve the method in which the institution differentiates between levels, core competencies are identified to further augment each degree level.

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

Cox College students and workforce participate in numerous volunteer events throughout every semester. Each event provides opportunities to serve in and learn about surrounding communities and cultural needs. Two examples are Meals-A-Million and United Way Day of Caring. Meals-A-Million is a nonprofit organizational event that feeds the hungry within the United States and worldwide. The United Way Day of Caring assists local non-profit agencies in the completion of projects the organization has been unable to complete. Both non-profit agencies provide for the underserved populations.

Students are provided multiple opportunities to gain knowledge about human and cultural diversity through courses that increase familiarity of diversity within the United States and around the world. Attention is also given to issues such as religion, racial, and socioeconomic diversity. Courses taught offering cultural diversity education are:

SOCI 101 Introduction to Sociology
SOCI 304 Global Awareness and Cultural Diversity
IPL 406 Advanced Ethical and Legal Practice in Healthcare
NRSI 202 Foundations of Professional Nursing
NRSI 208 Foundations of Professional Nursing – Accelerated
NRSI 302 Adult Medical Surgical Nursing
MSN 506 Ethical and Legal Practice in Health Care

Cox College also offers the courses Spanish for Health Care Workers, Cross Cultural Healthcare, and Role of Culture in Health Care. Spanish for Health Care Workers introduces the health care worker to various ways of communicating with Spanish-speaking individuals associated with a health care facility. Cross Cultural Health Care develops an understanding of diverse cultures by looking at culture and health care through classroom activity and through a supervised field experience within a country of focus (Haiti). The Role of Culture in Health Care course features the concepts of theory, research, health promotion, culture, legal/ethics, professional role development, and health care policy as related to culturally sensitive and respectful nursing care. This course targets specific behaviors and attitudes of the population in general and health care workers specifically regarding the predominant cultures found in the four state areas of Arkansas, Kansas, Missouri, and Oklahoma.

Cox College offers an elective course focused on the diversity within health care fields and professions. This course provides an open avenue for discussion and evaluation of diverse ideas, cultures, and thinking. Cox College welcomes faculty, staff and students to participate through an open forum book club called Common Reader. Several special events/presentations enhancing this course are provided each semester. Topics have included medical ethics, patient safety, medical errors, and end of life issues.

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

The mission, vision, values, and goals of Cox College support and encourage faculty and student scholarship, creative work, and discovery of knowledge by a commitment to excellence in meeting the educational needs of students and the health care community. Through the core values of *Nothing is Impossible* and *Lifelong Learning*, Cox College is committed to contributions in the area of research, scholarship, and creative works through active faculty and student engagement. To this end, the college is exploring, implementing, and extending opportunities for faculty and students to engage in interprofessional education (IPE). IPE occurs when the teaching environment provides the participants an opportunity to learn with, from, and about each other. The graduate division is transforming and enhancing student research to include evidence based practice projects. IPE initiatives are documented in the 2014 Strategic Plan. One initiative example is an annual research day that allows students to present their research and learn about research initiatives within the institution.

One example of an interprofessional learning opportunity at the college includes the diabetic panel discussion based upon the aforementioned Common Reader. In the spring 2014 semester, the panel was comprised of a diabetic nurse educator, a psychologist, a biologist, a Master of Science in Nutrition Diagnostics/Dietetic Internship student, and an Associate of Science in Radiography student and community member both whom are diagnosed with diabetes. The discussion format allowed for a wide range of questions and responses, opportunities for interprofessional dialogue, and learning between practitioners across both the health care system and the faculty and students of the college.

Cox College's commitment in the area of scholarship and creative works is exemplified through faculty and student contributions including professional presentations, grant writing, publications, and research. Examples of recent scholarly work can be found in the Cox College Annual Board Reports. Students have opportunities to contribute to these works via internships, clinical practice, and through use of the Simulation.

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

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

Required faculty-to-student ratios help to provide an optimal educational experience for students. At Cox College these ratios extend to the clinical component of the curriculum as well as online courses. Due to increased enrollment over the past several years, Cox College has put forth great effort to maintain ratios outlined by college policy and accrediting bodies. To ensure ratios remain consistent even at a time of

increasing enrollment, Cox College has aggressively recruited and retained qualified and experienced instructors. Table 3.7 provides a summary of these ratios.

Table 3.7. Student Faculty Ratios Per Program

	ASN		BSN		RN-BSN		MND		ASR		ACP		BSDI		MSN:FNP	
	Required	Actual	Required	Actual	Required	Actual	Required	Actual	Required	Actual	Required	Actual	Required	Actual	Required	Actual
Clinical	1:8	1:9	1:8	1:8	1:8	1:8	1:4	1:3	1:1	1:1	N/A	N/A	1:1	1:1	1:6	1:6
Online	1:20	1:24	1:20	1:23	1:20	1:23	N/A	N/A	1:24	1:24	1:20	1:30	1:20	1:21	1:20	1:20
Seated	1:40	No Cap	1:40	1:43	1:40	1:43	No Cap	1:8	1:24	1:23	1:16	1:16	No Cap	1:8	N/A	N/A

Cox College has a policy and process for the recruitment and hiring of faculty which can be found in Section V of the Faculty Handbook. This allows Cox College to ensure that faculty members are properly credentialed with the ability to perform required duties. Every qualified candidate seeking a full-time faculty position, upon approval from the search team, will interview with the faculty, respective dean, the Vice President of Academic Affairs (VPAA) and/or the college president.

The rank promotion process is in Appendix M of the Faculty Handbook. The rank promotion application is a document faculty members must complete and submit along with annual appraisals to be considered for advancement. It is recommended faculty members maintain a portfolio divided into teaching, service, and scholarship for submission with the application. Rank promotion is determined by the appropriate dean, the Rank Promotion team, VPAA, and college president, if sufficient accomplishments have occurred in all critical areas to warrant promotion to the next academic rank.

Faculty members are an integral part of cultivating current curriculum as well as encouraging student performance. A number of faculty members are included on the College Academic Affairs Council (CAAC), which is responsible for reviewing processes and policies regarding academic issues. Along with the CAAC, faculty has representation on both the Institutional Effectiveness Committee (IEC) and the Process Management Team (PMT). Both the IEC and PMT examine ways increase student performance.

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

All instructors associated with Cox College maintain current credentials in their respective disciplines. As mentioned 3.C.1., the college has a recruitment and hiring policy focused on hiring educators who have high proficiency and adequate experience to aid in the academic quality of programs. The faculty candidates are required to complete a CoxHealth application and submit a curriculum vitae, transcripts, and letters of reference. The CoxHealth Human Resources Department is the primary source of verifying credentials.

All faculty members are required to provide official copies of academic transcripts. These are kept in a personnel file located in the executive secretary’s office as well as a digital copy that is kept by the faculty support specialist. On the Cox College website, each faculty member’s credentials (highest degree completed) are displayed next to their name.

Table 3.8. Faculty Compliance With Required Credentials

Program	Preferred Required Credential	Compliance
ACP	AHIMA Certification	3/3 – 100%
ASN	Master’s Degree	12/12 – 100%

BSN	Master's Degree	12/12 – 100%
RN-BSN	Master's Degree	7/7 – 100%
MSN:FNP	Doctoral Degree or Terminal Degree	2/5 – 40%
ASR	Bachelor's Degree	3/3 – 100%
BSDI	Certification in specific modality	3/3 – 100%
MND	No specific requirements (Program Director must have Master's Degree)	1/1 – 100%

The table above illustrates that the college has gone beyond the minimum qualifications required by each accrediting body and focused on the preferred qualifications. The Master of Science in Nursing (MSN) program's Family Nurse Practitioner (FNP) track faces changing regulations from the state, and as of December 2014, all five of the MSN faculty members will have or will be pursuing a doctoral degree.

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

To assure students who are attending Cox College receive a quality education, faculty members are evaluated annually to ensure a high quality education is being provided. Section V of the Faculty Handbook outlines the policy and process for faculty evaluations. This includes both full time (FTE) and adjunct faculty appraisals. The FTE instructor evaluations are conducted to assess faculty performance in all areas of responsibility defined in their respective position descriptions including teaching, scholarship, and service. These appraisals are not only used to ensure a high quality education is being provided but also for salary and contractual issues. The entire annual appraisal process encompasses different evaluation tools such as course and faculty/student evaluations.

The annual faculty appraisal is initiated when the respective chair notifies the faculty member to arrange a date for the appraisal conference. The faculty member submits an updated vitae and self-appraisal to the chair at least one week prior to the conference. Self-appraisals are to include teaching portfolio items and peer evaluations. Following the appraisal conference, the faculty member is provided with a copy of the completed appraisal and the original becomes part of the faculty member's personnel file.

The adjunct faculty appraisals are initiated by the Vice President of College Services and Institutional Research (VPCSIR) early in the spring semester. The adjunct faculty are faculty who are contracted through Drury University. They follow a more specific appraisal process that consists of the VPCSIR and the Dean of Graduate and Continuing Education at Drury University providing an Evaluation of General Education Faculty form for each faculty member teaching during that academic year.

Both the annual faculty appraisal and the adjunct faculty appraisal play a key role in the rank promotion process for instructors within both Cox College and Drury University.

Instructors also participate in end-of-course evaluations. At the end of each course, two electronic evaluations are sent to each student via email from the Information Technology (IT) department. One evaluation is to evaluate the course and the other the instructor. The evaluations are submitted online, and once collected the forms are stored with the IT department with reports sent to department chairs. The evaluations are reviewed by the chairs and distributed to the corresponding faculty members. This process allows students the ability to anonymously evaluate both the instructor and the course. This also provides faculty members the opportunity to improve their teaching style and approach, if necessary.

Cox College has an audit system in place for online courses. This allows for supervision and observation of both instructor and student performance. For privacy issues, only the director of eLearning and Educational Design, respective deans, and department chairs are allowed access to this course audit system. Use of this system allows the college another option for evaluation to ensure students are receiving the appropriate education.

The Student Satisfaction Inventory (SSI) evaluates faculty members based on the voices of the students. The SSI is a survey that is randomly distributed to students at the end of the semester. The SSI compares student satisfaction levels with expectations and is evaluated against national norms. Many of the questions pertain to the functionality of Cox College: registration, recruitment, financial aid, and support services. Other components relate directly to instructors: academic advising, instructional effectiveness, and service excellence. The results are given to the Vice President of College Services and Institutional Research and distributed randomly to selected faculty members whose students completed the survey. The surveys are mailed to Noel-Levitz® Higher Education Consulting, the creator of the survey, who then issues Cox College a detailed and nationally comparative report allowing for the analysis of the respective areas for opportunity and improvement.

3.C.4. The institution has process and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

A key component to professional development centers around maintaining knowledge and skills ensuring instructional content is current and engaging. Cox College recognizes that faculty must inspire students, serve as role models, and exemplify the core value of Lifelong Learning. Prior to annual faculty appraisals in the spring, all full-time faculty members must submit an updated copy of their curriculum vitae to the appropriate faculty chair.

Cox College reported 54 full-time faculty members in the spring of 2014, of which 47 have a graduate level degree or are currently working toward a graduate degree in their respective field. Some faculty members conduct various scholarly activities, while others maintain practical skills by participating in clinical hours within their respective discipline. Cox College does not offer a tenure program for faculty members, but a rank promotion program is available allowing faculty members the opportunity to expand their impact on students and the college as a whole. The breakdown of various ranks for Cox College faculty is displayed below in Table 3.9.

Table 3.9. Faculty Ranks

	Professors	Associate Professor	Assistant Professor	Instructors
Number	2	3	32	17

Cox College has resources in place to ensure instructors are adept in their teaching roles. Faculty members have many opportunities for development offered both individually and at the program level. The Director of eLearning and Educational Design offers one-on-one training as well as group training for technology and instructional design. Development topics have included, Techniques to Engage the Classroom, Top 10 Online Teaching Tools, Copyright, Adult Learning Principles, and Writing Effective Test Questions. Development may also come from webinars, online journals, conferences, and accrediting body specific offerings. A blog titled “*Teaching & Learning Café*” is available internally for the workforce and includes teaching tips from all facets including the college’s Simulation Center. Software such as SoftChalk® assists faculty in designing interactive curriculum for online learning.

Cox College makes a continual effort in support of professional development among faculty members. Each annual budget includes monies allocated for various conferences and seminars, and as of January 2014, the college implemented a new process for professional development and conference travel. The college now pays for all conference/seminar and travel expenses minus meals and any personal expenses. This process was implemented in response to workforce requests, removing barriers centered on traveling to conferences and seminars. Both Cox College and CoxHealth have tuition reimbursement programs in place assisting workforce in the advancement of their education.

All new full-time faculty are assigned senior faculty members to serve as a mentors during the first year of employment. This mentoring program provides collegial leadership and guidance for new faculty. Paired with a college-wide orientation, these programs strive to assist new faculty members in their professional development/training.

The workforce participates in several orientations. Faculty members are required to attend more orientations, but each serves a specific purpose for the new employees. The first orientation is the CoxHealth New Employee Orientation. This system-wide, two day orientation instructs new employees on the CoxHealth culture, policies, and processes, Health Insurance Portability and Accountability Act (HIPAA) training, and benefits information. The next orientation that all college employees must attend is the Cox College Orientation. This orientation familiarizes new employees with the college and its various departments and offers support new employees stepping into new roles. For staff members, this is the last orientation required. Faculty members may participate in either a full day Faculty Orientation or a two hour Adjunct Orientation depending on their specific status. In some instances, CoxHealth may also require additional nursing orientation dependent upon the individual's pervious training.

At the beginning of the fall and spring semesters, Cox College holds a college-wide convocation. Convocation allows the entire college workforce to hear and discuss pertinent college issues as the new academic year/semester begins. Coffee with Colleagues is an educational event occurring monthly during the academic year. This event allows faculty members to discuss, present, and share ideas related to program concepts, teaching tools, and educational philosophies.

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

Both Cox College and its faculty strive to make academic success and student commitment a priority by providing a learning environment that promotes inspiration, support, and academic achievement. Appendix E of the Faculty Handbook directs all instructors “to maintain a minimum of five (5) clock hours of on campus office hours each week. These required on campus office hours shall be spread across multiple days each week in order to accommodate student access.” The scheduled office hours for each faculty member are provided to the corresponding department chair, dean, and faculty support specialist. Office hours are also posted outside faculty offices, in the course syllabus, and on the college network drive.

Faculty contracts also outline required student accessibility. This information is found under the workload section of the contract, and reiterates the five clock hour minimum of weekly office hours. The contract further states the day(s) and time(s) of office hours will be identified within one (1) week of the first day of each semester. Faculty members are also accessible to students through email, adhering to a 24-hour response time policy.

Cox College has measured instructor accessibility and engagement with students using the Noel-Levitz® Student Satisfaction Inventory (SSI). This survey examines student satisfaction to identify areas of college excellence as well as areas in need of improvement. In Figure 3.4 below, data reveal Cox College

faculty have exceeded the national average for overall availability to students in three of the past four years. As a reminder with the SSI, lower scores indicate more positive results.

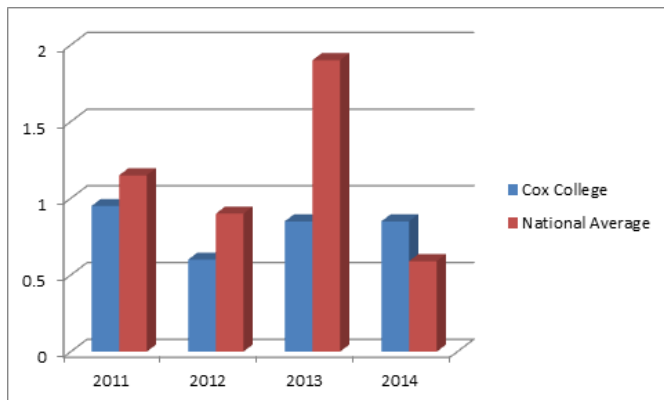


Figure 3.4. Question 65 of the Noel-Levitz® Student Satisfaction Inventory (SSI). “Faculty are usually available after class and during office hours.”

The scores for SSI question #65: “Faculty are usually available after class and during office hours” indicate faculty members at Cox College continually excel in accessibility and engagement with students. Cox College strives to remain below the national average. Faculty create a culture emphasizing accessibility and engagement with their students. Availability outside of the classroom continues to be considered a priority for faculty, allowing the college to remain below the national average for faculty availability.

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

Cox College staff members also exemplify the core value of Lifelong Learning. The college makes a continual effort in support of professional development among staff members. Each annual budget includes monies allocated for various conferences and seminars, and as of January 2014, the college implemented a new process for professional development and conference travel. The college now pays for all conference/seminar and travel expenses minus meals and any personal expenses. This process was implemented in response to workforce requests, removing barriers centered on traveling to conferences and seminars. Both Cox College and CoxHealth have tuition reimbursement programs in place assisting workforce in the advancement of their education.

Educational qualifications for staff vary depending on the position. Since fall 2012, all new employees are required to have a bachelor level degree (existing staff members not holding bachelor level degree are not required to pursue a degree). Even though a bachelor level degree is the current minimum qualification, a majority of staff have continued to pursue advanced degrees. Table 3.10, illustrates educational advancement among staff members indicating the majority have or are working toward some form of a graduate degree.

Table 3.10. Academic Degrees of College Staff

Total Employees	AS/AA	Percent AS/AA	BA/BS	Percent BA/BS	Grad	Percent Grad	Doctoral	Percent Doctoral
46	4	9%	22	48%	19	41%	1	2%

Staff members sustaining student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development and, examples are found in the departments of admissions, financial aid, records and registration, and student support services:

- Within the admissions department, each staff member either holds or is pursuing a graduate-level degree within his/her respective discipline. The admissions department frequently uses webinars and journal articles to understand and develop effective recruitment strategies for Cox College. The admissions department participates in conferences and seminars, and each is a member of the Missouri Association for Admission Counselors.
- Members of the financial aid department provide students up-to-date information regarding loan repayment as well as scholarship opportunities. To ensure information provided is current, financial aid staff attends both regional and state-wide conferences in the spring and fall semesters comprised of financial aid specialists. The financial aid department utilizes webinars and online conferences to stay abreast of federal and state aid information and changes affecting both students and the college.
- The records and registration department attend a comprehensive academic management system (CAMS®) conference biannually to learn more efficient ways to assist students with enrollment. The registrar attends the Missouri Association for Collegiate Registrars and Admission Officers (MACRAO) conference yearly providing opportunity for collaboration with enrollment management leaders from various Missouri higher education institutions. Webinars are also utilized for training and skill development for the records and registration team.
- Student support services (Academic Resource Center) provides tools for academic success: study strategies, note taking tips, tutoring, test taking proficiencies, time management skills, learning styles assessments, and relaxation techniques, and they also provide guidance in dealing with stress, anxiety, and personal concerns. To ensure students are receiving exceptional support staff members participate in webinars focusing on various issues such as disability and successful study tips. The Director of Student Support attends the American Disability Act Conference ensuring the college is committed to and adept at providing reasonable accommodations for all students.

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

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

Cox College provides support services to meet the educational needs of students and the health care community such as College Services (admissions, records and registration, financial aid, academic resource center, library, clinical outreach, and college store) and Academic Affairs (undergraduate and graduate divisions, e-learning and educational design, information technology, simulation, professional advancement, and community outreach). The institution focuses on student success by exemplifying the core value of Student First in its instruction and interaction with students, whether faculty or staff.

The Student Satisfaction Inventory (SSI) has shown that a determinant for student satisfaction is a sense of belonging at the college. Cox College strives to provide high quality student support and personal interaction in order to create this environment. Student input is essential in fulfilling the Student First core value, performance improvement, and college innovation. Data is collected through multiple measures:

- Student evaluations of clinical sites, courses, and faculty
- Environmental scans
- Needs assessments
- SWOT analyses
- Surveys (exit, program completion, one and five year graduate, employer, and SSI)
- Student Government Association (SGA) resolutions and surveys
- Documentation from grievance resolution and other student proceedings
- Open forums
- Student and workforce participation in community involvement opportunities
- Student and workforce participation college/system-wide committees, councils, teams, and task forces
- Community advisory councils (college and programmatic)
- Alumni input
- Suggestion boxes for students and stakeholder anonymous feedback
- Daily interactions providing informal opportunities to elicit student concerns, preferences, and suggestions for innovation

The SSI data reveals an overall satisfaction with student centeredness, campus climate, registration effectiveness, recruitment/financial aid, service excellence, and campus life. The college strives to ensure that student and stakeholder satisfaction is high and complaints are remediated efficiently and effectively.

Continuous Quality Improvement (CQI) is a tool used to examine processes for efficiency throughout CoxHealth extending to the college. As needed, Cox College develops teams comprised of faculty, staff, and students to review processes. Two recent examples of utilizing this tool are found within college service areas:

- To reduce the SSI gap scores relating to the question, “I seldom get the run around,” CQI was utilized to examine the admissions process (from initial contact until enrolled) through the eyes of the student. Each step of the admissions process was examined including recruitment, financial aid, information technology, transcript evaluation, academic advising, and enrollment. As a result the following changes were initiated: wording on the college application was revised for clarity; quicker access to the student portal for both prospective and admitted students was provided; new student orientation format was revised; financial aid deadlines were published on both the website and student portal; Frequently Asked Questions (FAQs) for students regarding the financial aid process was developed and published; and recording and tracking of data was improved.
- Due to the lack of a structured communication process between faculty, students, the Academic Resource Center, and other college departments, the Health Education System, Inc. (HESI) testing policy was examined. CQI was initiated due to the number of incompletes given at the end of the semester due to poor communication regarding the HESI re-testing and remediation process. The incomplete grade impacted students’ financial aid, bill payment, and progression. The following improvements were implemented: student accountability, streamlined re-testing processes, and data needed for students to progress within their program (grades, financial aid, registration, etc.).

To promote the college core value attitudes and behaviors, each month the College Leadership Council (CLC) commends workforce members who go above-and-beyond expectations for any of the college's core values of student first, highest quality, communication, nothing is impossible, and lifelong learning. The process is as follows:

Nomination

- Anyone may nominate; simply complete the nomination form and submit to the executive secretary.
- Forms can be found at the front desk, the intranet, the faculty and student portals, and on the college website.

Selection

- CLC will review nominations and select a monthly recipient, provided nominations are made.

Recognition

- Recipients will receive a front row parking spot for one month, a \$20 gift certificate, and recognition on the college webpage.
- All nominees will be recognized and thanked via college-wide e-mail from the president.

The attentiveness for maintaining a student first approach is demonstrated in college processes and the ongoing search for new and supportive technologies. Cox College committees frequently examine different technologies for improvement in student learning, effective teaching, and overall student support. The college demonstrates agility by its openness to technological changes in order to better meet the needs of students and the health care community.

Cox College's commitment to student and stakeholder needs is exemplified in small class size and flexibility of instruction. The college provides three educational delivery methods in order to meet the educational needs of students and the health care community: online, hybrid, and seated.

The college utilizes multiple programs to increase student retention. This can be seen in two varied examples:

- Cox College targets grant funding received from the Missouri Department of Higher Education Loan Default program toward both retention and student fiscal responsibilities such as tutoring resources, financial literacy, and loan re-payment accountability. This initiative requires students to meet with a financial aid counselor immediately following registration.
- The common reader program enhances collaboration and interprofessional education within the college as a whole. Student success activities such as reading, writing, and critical thinking, are an integral part of the program which provides a communal bond between students and the college workforce. The common reader program offers a shared educational experience for both the general education students and program-specific students, providing a connection across the college while meeting the educational goals and college mission.

Cox College has partnered with MBS Direct, one of the nation's foremost textbook management and distribution companies, to meet needs of students. Various advantages are now available for students: 24/7 customer service; two-day delivery; textbook options (new/used, rental, e-books); guaranteed buybacks; and flexible payment options.

The Academic Resource Center (ARC) provides student support services in both academics and personal development. The ARC offers individual or group study strategies, test taking proficiencies, tutoring, time management/organizational skills, learning styles assessment, stress management, relaxation

techniques, test proctoring, and personal counseling. The ARC serves as the accommodation office for services as mandated by the Americans with Disabilities Act of 1990 and revisions to the Act.

Cox College provides student tutoring via two options: NetTutor®, an online tutoring service; and individual/group tutoring sessions arranged through the ARC. As of May 2014, a total of 585 students had utilized NetTutor®, with the math/science and writing/paper review being the areas of primary focus. The ARC provides face-to-face tutoring for dosage calculation, pharmacology, and health assessment courses. Additionally, one tutor serves as a lab assistant for anatomy classes, with multiple tutees. Using three primary tutors, 53 students were tutored in the fall semester of 2013 for a total of 51 hours, 10 minutes. Using two primary tutors, 69 students were tutored in the spring semester of 2014 for a total of 72.5 hours. Utilizing the first “writing center” tutor in the ARC, five students received tutoring on APA formatting and writing stylistics, for a total of 11 hours. While NetTutor® is a great option for online students or for students who need to access the tutoring environment during hours when face-to-face tutors are not available, the student body at large considers face-to-face tutoring necessary, particularly for classes in nursing programs. The offering of face-to-face tutoring assists in retention efforts as well as loan default prevention. Table 3.11 lists the use of ARC services beyond the above information.

Table 3.11. Use of ARC Services

Event (specifically located in the ARC)	Fall 2013	Spring 2014*
Accommodation Concerns & Tests	87	63
Common Reader	5	2
Counseling	22	4
Faculty Referrals	43	15
Notary	3	4
Papers/Résumé Review (APA review)**	65	5
Security Concerns	13	11
Special Events	20	16
Tutoring	10	4
Workshops & Webinars (Regular Meetings Not Included)	15	4
ACE tests	14	24
Dosage Calc. tests	9	3
HESI tests	102	61
PATHO tests	65	40
TEAS tests	27	9

**From the beginning of the Spring 2014 semester until the report was compiled.*

***Papers were initially reviewed and critiqued by ARC staff; however, in Spring 2014, a “writing center” tutor was added. Note that in the fall semester, 65 papers and resumes were reviewed, but in the spring semester the ARC staff answered specific APA formatting questions while allowing NetTutor® and the new writing center tutor to do the critiquing of papers.*

Students may also access the writing and math tutoring options available at both Drury University and Ozarks Technical Community College through a Cox College collaboration agreement.

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

Cox College invites new and returning students to participate in a Welcome Day held one week prior to the start of the semester. Welcome Day offers several activities for students: history of the college; understanding college and program-specific requirements; a how-to demonstration of student email and eCollege®; applying for a photo ID badge; individualized sessions with registration and financial aid staff; assigning of advisors; and college tours. The day concludes with a meet and greet for faculty and students allowing opportunity for questions. If feasible, the student and advisor will meet to discuss a proposed plan of study.

The college further addresses the needs of students entering specific programs with orientations for each program offered (ASN, BSN, ASR, MA, MND, and MSN). These orientations provide students with an APA workshop, a review of student handbooks, a critical thinking test, a review of program-specific plans of study, and overall program expectations. The college also offers a one-credit, introductory course designed to ensure a successful college experience. Cox College Promotes Learning (CCPL 100) is designed to improve student success and retention by building strong academic skills through study techniques in areas such as test taking, critical thinking, and organization methods.

The college's biannual Open House provides prospective students and families an opportunity to visit with faculty, staff, and current students while experiencing the culture and atmosphere of the college. Attendees (average 300) experience the college's simulation center, observe radiography students utilizing operating room equipment, see demonstrations by Medical Billing/Coding students, explore online courses in a virtual classroom, and tour the entire college. Attendees who complete a college application at Open House have the application fee waived.

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

Student Satisfaction Inventory (SSI) data indicates that Cox College students rank academic advising as the most important area of their academic pursuit. The college revised academic advising to include opportunities for faculty members to improve skills needed to meet student advisory needs. Students are paired with an academic advisor, and the two collaborate from admission through graduation.

The academic advisor promotes academic growth and development through educational experience. The advisor assists students in assessing interests and abilities, educational ambitions, and develops both short and long range goals to meet the student's objectives. Advisors answer questions related to the student's program of study, clarify policies and processes, discuss educational and career options, and monitor academic progress. Both the student and advisor assume active roles in the entire advising process.

Once a student has been accepted into a specific program, an academic advisor is assigned to assist with the student's proposed plan of study. The student meets with the academic advisor to register for courses each semester. The advisor monitors the student's academic progress and serves as a referral source for other concerns. It is recommended that students not achieving satisfactory progress within a course meet with their academic advisor as soon as possible. Faculty members have access to the Faculty Handbook, which includes the advising process as well as other helpful information regarding academic advising.

A full-time general education specialist provides academic advising for all general education students. The general education specialist is the advisor for all students not yet accepted into a specific program of study. The availability of a full-time general education advisor has resulted in increased general education enrollment numbers.

3.D.4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).

As Cox College increases its online course offerings, availability of cutting-edge technology transforms both teaching and learning. Simulation is important in providing an interactive learning environment for hands-on education.

Cox College embraces an interprofessional model of learning. Interprofessional education is best demonstrated through the development of the simulation center. The simulation center is designed to provide “real-life” situations and environments in which students enrolled in all college programs interact and engage collaboratively to develop effective communication skills. Simulation activities (a snap shot of Spring 2014 is provided in Table 3.12.) prepare students to practice as a contributing member of a multi-disciplinary health care team. The simulation center provides various interprofessional learning opportunities including teamwork, communication, collaboration, and conflict resolution. Additionally, the simulation center hosts activities for CoxHealth and community organizations for the education and credentialing of their respective workforce.

Table 3.12. Simulation Center Activities Spring 2014

Activity Type	Program	Sessions	Participant Total	Participant Medical Assistant	Participant Radiography	Participant Ultrasound	Participant RN	Participant Other*
Simulation Scenarios	Nursing	100	1071				1071	
	ASR	1	45		45			
	MND	3	24					24
	Medical Asst.	1	9	9				
Competency	Nursing	27	593				593	
Skill Instruction/ Practice	CNA	7						28
	Medical Asst.	9	82	82				
	Nursing	113	3003				3003	
	Ultrasound	24	143			143		
Virtual IV	Nursing	Open	2				2	
Skills Lab Practice	Nursing	Open	337				337	
Workforce	NICU Transport	6	9				4	5
Classroom Activities	Nursing	3	111				111	
Community	Springfield Public School Nurses Disaster Scenario	1	60				60	40

Simulation experiences have proven beneficial for students by improving confidence, critical thinking, academic satisfaction, and cognitive development. Comprised of a virtual hospital, simulation lab, and skills labs, the simulation center strives to:

- Enhance learning experiences of students
- Provide current materials and equipment in support of the college's program offerings
- Promote excellence in clinical skills through projects designed to create dynamic, innovative, interprofessional, and cutting-edge learning environments for students

The virtual hospital is a 28-bed unit for student learning and practice in a hospital setting. The virtual hospital simulates all the aspects of a hospital, adding realism and increasing student preparation both prior to and during clinical experiences. The facility offers faculty members opportunities to plan interprofessional learning experiences for students based on curriculum and student needs. Both volunteer and simulation patients are utilized to provide learning activities involving the care of more than one patient.

The simulation lab contains all amenities of a critical care unit including functional gases, alarms, a call system, suction, monitors, and more. Within the simulation lab is a lecture area for faculty instruction with a computer, projector, and screen. Five rooms within the simulation lab have cameras and microphones for video and audio capturing. Three debriefing rooms are available with projectors providing students the opportunity to view skill performances, self-reflect, ask questions, and receive feedback from classmates and instructors. The simulation lab control room has two stations that are networked allowing for live-streaming and viewing.

Simulation scenarios are designed for students to apply theory and knowledge to clinical practice in a safe environment. The simulation center has several high-modality medical manikins available for simulation activities: Laerdal 3G, Laerdal SimMan, Laerdal SimMan Essential, Laerdal SimJunior, Laerdal SimBaby, Gaumard Noelle, and Gaumard Hal. Many low/high fidelity medical manikins are used in scenarios allowing students to practice skills, perform assessments, administer medications, and develop critical thinking. Additional simulation training tools are available: obstetrical delivery pelvis, ostomy model, audible blood pressure training arms, torso models for injection, urinary models for catheterization, IV pumps, a chest model for heart and lung sounds, multiple EKG machines, a pediatric ventilator, a hemodialysis unit, and a code blue cart. Multiple arm and hand simulation training tools are available for students to practice skills: intravenous insertion, prn adapter, blood administration, intravenous medicine administration, and central line care. A Laerdal virtual device is available for students to use while developing successful techniques for intravenous insertions.

The simulation lab also houses three ultrasound suites each with specific equipment: Aspen, MedSim, and XP128. The Aspen is used to teach freshman radiography students the vascular landmarks of the abdomen as well as the ultrasound department protocols of the abdomen and small parts: liver, gallbladder, pancreas, kidneys, spleen, thyroid, and aorta/inferior vena cava. The MedSim is a simulation ultrasound machine containing normal anatomy and pathology cases for students to perform specific ultrasound tests. This simulator is used during the student's introduction to the liver, vasculature, gallbladder, pancreas, spleen, and kidneys. Students also use the MedSim for transabdominal and transvaginal exams. The XP128 provides students an additional machine with which to practice ultrasound protocols. The simulation center also has a portable ultrasound unit for vascular exams. This machine is utilized for teaching carotid, upper extremity, and lower extremity venous skills.

The open skills lab allows students to practice skills at their convenience. Faculty members assist the students as needed during this time. For radiography students, a de-energized radiology suite allows

students to practice positioning patients, patient safety, and equipment operation necessary for success in their respective field.

The college's learning management system (LMS), eCollege®, supports excellence in instruction by providing an accessible and flexible learning platform available for online, hybrid, or seated instruction. eCollege® allows students to access grades, submit assignments, and view presentations, as well as participate in discussion boards, document sharing, and the ability to communicate with faculty and classmates. If necessary, eCollege® will allow Cox College to continue offering classes should the physical campus be compromised or become an unsafe environment.

Cox College's wireless Internet infrastructure supports the integration of personal technology such as laptops and tablets. Educational support technology (computers, Team Boards, projectors, etc.) is available in classrooms, computer labs, and workforce offices. Students and the workforce are regularly updated on best practices for using technology and maintaining the security of personal email accounts and password-protected data in both college and outside applications. BioSigID® ensures integrity within the LMS by employing gesture biometrics – measuring the unique way a user moves his/her mouse, finger, or stylus to create a password. Once the user has authenticated his/her password, access to the testing materials is granted. BioSigID® ensures college compliance with Section 602.17 of the re-authorized Education Act of 2008, which requires an institution to have a process in place establishing that a student who registers in a distance education course is indeed the same student receiving the academic credit.

Technology for each classroom, computer lab, and conference room is inspected twice a year to ensure optimum performance to meet the needs of both students and workforce. Faculty, staff, and students have access, both on campus and via secure remote accessing, to shared drives, resources, and services, including Computerized Academic Management System (CAMS®), eCollege®, and CoxHealth's information technology help desk. CAMS® is utilized to support academic processes. Once student portal accounts are active in CAMS®, faculty and students have access to various information and functions: transcripts, billing, course offerings, registration, academic calendar, booklists, and college announcements, etc. Students access their e-mail via the student portal and are kept informed of college announcements through both the student portal and the college website.

The college has three student computer labs. All workstations provide software applications for word processing, spreadsheets, and database capabilities, as well as email, Internet, and multimedia presentations. Computer lab software also includes Stedman's Electronic Medication Dictionary and Quick Look Electronic Drug Reference.

The college utilizes the SchoolReach® to notify both the students and workforce of emergency events via text, email, and/or phone messaging. SchoolReach® maintains a notice failure log of all events for review and maintenance.

To ensure that curriculum and pedagogy are recent, rigorous, and contemporary, Cox College supports student learning through innovative instructional design and incorporation of program and general education assessments. The Director of eLearning and Educational Design assists faculty with enhancing curriculum, educating on best practices in education, and managing the college LMS by working closely with the college's information technology department.

Cox College provides a media room for faculty and staff. It is equipped with Adobe CS5.5 Master Collection®, Camtasia®, Snag It®, and SoftChalk® programs, as well as a scanner, printer, and a MacBook Pro laptop. Podcasts, videos, and interactive online labs are created in the multimedia resource room. Innovative design programs, such as SoftChalk®, allow educators to transform existing course

materials into interactive and engaging online content. Other resources available in the media room include interactive white boards, a mobile computer lab, and response cards (an audience response system used for immediate feedback during lectures or meetings). A secure video server is also available for college-wide use in uploading and sharing educational video content.

The CoxHealth Libraries are a part of an evidence-based initiative throughout the health system including Cox College. The libraries provide access to medical literature databases for retrieval of research-based information. Librarians collaborate with college faculty ensuring awareness of library resources to enhance the learning process in both literary endeavors and clinical preparations. The libraries provide resources dedicated to assisting students with APA formatting and style. Librarians provide instruction to both seated and online courses by teaching basic library skills, providing instruction for using library resources, discussion of scholarly vs. non-scholarly work, and assessment of information sources to determine credibility. The libraries also maintain an archive for both CoxHealth and Cox College. The archives are found on the Cox North campus in both the Library and the college's alumni room. Materials in the archive include photos, correspondence, financial documents, newspaper clippings, magazine articles, oral history transcripts, videos, books, nursing uniforms, nursing caps, school pins, medical equipment, plaques, and awards.

The associate and bachelor degree nursing programs benefit from a variety of clinical practice sites. Cox College receives preferential access to CoxHealth hospitals and other affiliates for clinical learning experiences. Affiliates include clinics, rehabilitation and skilled nursing facilities, psychiatric/mental health services, home health, and hospice care. Contractual agreements across southwest Missouri are maintained with agencies providing diverse clinical experiences in institutional and community-based settings: nursing homes, residential care facilities, child learning centers, public schools, clinics, and housing facilities.

Diagnostic imaging students rotate clinical sites, primarily within CoxHealth, every three weeks unless given a designated clinical site such as Freeman Health Systems in Joplin, Missouri or Missouri Baptist in Sullivan. Each site must have a student/clinical staff ratio not greater than 1:1 and a student/workstation ratio of not greater than 1:1. Students evaluate clinical sites by using the Trajecsys Report System®. Faculty members evaluate the effectiveness of each clinical site, identify problems, and determine future clinical sites by using student evaluations.

The nutrition diagnostics and dietetic internship programs provide students an opportunity to augment the knowledge base acquired from the academic setting. Using an individualized level of instruction, students participate in clinical practice sites in Springfield and surrounding areas, with CoxHealth serving as the main clinical site. Students evaluate the clinical site(s) at the end of each rotation.

Students in master level nursing courses arrange their own clinical site. Cox College maintains cooperative agreements with a number of facilities throughout southwest Missouri and northern Arkansas. The master level nursing program uses the NPST Student Tracking System®, a complete electronic student tracking system that includes patient encounter logs and reports, an evaluation and survey component for assessments, a clinical site database, curriculum mapping, secure document management, etc. Clinical faculty members perform clinical site visits within a 60 mile radius and conduct phone consultations, if outside the radius.

The college employs a Clinical Outreach Coordinator for clinical practice sites outside of CoxHealth, for students in both bachelor and master level programs.

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

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

Cox College chooses co-curricular activities that are suited to the college mission and are designed to complement the core values of Student First, Highest Quality, Communication, Nothing is Impossible, and Lifelong Learning:

- The Student Government Association (SGA) of Cox College promotes leadership development and is a vehicle for student input into programs, policies and interactions of the college. All students are assessed a \$10.00 student activity fee each semester. The SGA uses the monies generated to sponsor the biannual Graduation Brunch that precedes graduation in December and May, purchase items needed by students within the college (refrigerators and microwaves for student lounges), supplement the college's Student Emergency Fund, and assist other student groups as needed (underwrite registration costs for the Student Nurse Association officers to attend a state conference). Students have the opportunity and are encouraged to participate in the SGA. SGA participates in decision making by serving on various committees for student retention, online learning, student satisfaction and college-wide decision making, as well as submitting suggested policy changes to the College Leadership Council.
- Diversity Week serves to increase college-wide awareness by recognizing and appreciating the diversity that exists in our health care culture, as well as the regional culture. Diversity Week activities have included speakers, movies, a cultural quiz, and interactive activities (Heritage Tree, Ancestry Map) designed to increase recognition of personal prejudices and bias that exist toward others who differ in terms of regional background, religion, cultural practices, socioeconomic status, educational level, spoken language, and race.
- Student Ambassadors are a group of students invited to represent the college to promote and demonstrate quality and excellence by exemplifying the college core values. Students Ambassadors are required to maintain a 3.5 grade point average and are chosen on the basis of character, maturity, and dedication to and enthusiasm for the college. They serve as tour leaders at orientation activities, assist in individual and group icebreaker events, initiate and advance open peer relationships with incoming students, function as a peer educator and peer advisor, act as a role model for new and transfer students and their families, and support graduation and alumni activities.
- College workforce and students participate in the annual United Way Day of Caring sponsored by United Way of the Ozarks. The college is paired with an agency in need, and participants spend the day providing human resources to meet the needs of the matched organization or agency. The college has participated by providing assistance in a variety of ways that have included painting, cleaning, landscaping, reorganizing rooms/areas, and cleaning animal enclosures at the Dickerson Park Zoo.
- Each semester the simulation center hosts a mock disaster scenario. Together with the Area Health Education Center 30-60 victims are moulaged, triaged, and treated after a mock mass casualty incident/disaster occurs in the Springfield area. The mock disaster scenario provides an opportunity for Cox College students to participate in an interprofessional learning environment. Other participants include CoxHealth chaplain and security personnel, CoxHealth volunteers, medical residents from the Family Medical Care Center, and Cox College alumni.
- In 2011, faculty, staff, and students responded to emergency community needs by volunteering time to participate in the cleanup following an EF5 tornado Joplin, Missouri. Various jobs were

filled including cleanup of residences (removing the remaining structure components of homes), organizing the rubble for transport and removal, providing food and drink to volunteers, and shuttling of volunteers to the various sites within the city. In addition to the general clean-up, college volunteers also assisted in the final stages of preparing the homes built by ABC's Extreme Home Makeover.

- Radiography students become student members of the state professional society, the Missouri Society of Radiologic Technologists (MSRT). Students prepare a scientific poster board and/or a scientific research paper for submission and presentation at the MSRT annual conference held during the spring semester. At the conference, students attend at least six hours of continuing education (CEU) lectures and some student oriented events to allow for networking and professional development. Throughout the year students may also participate in other events sponsored by the MSRT and the American Society of Radiologic Technologists (ASRT): legislative lobbying and professional development.
- Students in the Master of Science in Nutrition Diagnostics/Dietetic Internship program assist registered dietitians at CoxHealth in planning and implementing National Nutrition Month activities. Each year in March, students plan promotional items to be used, develop and present educational posters on healthy eating, and offer cooking demonstrations to employees and guests of CoxHealth.
- Cox College nursing faculty and students participate in the annual Miles for Minds walk-a-thon supported by the National Alliance on Mental Illness (NAMI) Southwest Missouri. NAMI Southwest Missouri is affiliated with NAMI National and NAMI Missouri and strives to reduce the stigma of mental illness by advocating, supporting, and educating the Southwest Missouri population by spreading the word, collecting sponsorships, building teams, and raising awareness.

3.E.2. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

Cox College's simulation center creates an environment much like the setting in which students will eventually work, and where simulation will bring realistic scenarios alive. The Institute of Medicine recommends that all health care members be educated to interact effectively, efficiently, and professionally to provide patient-centered care. Cox College embraces this philosophy through continued development and expansion of the simulation center which consists of virtual hospital, simulation lab, and skills lab.

Within the simulation center, students experience teamwork, collaboration, and conflict resolution that is vital in health care today. The simulation center offers many "real-life" situations and environments where students in various health care programs have the opportunity to interact and engage in collaborative practice as well as develop effective communication.

Benefits of simulation:

- Allows students to practice skills necessary for safe patient care in a non-threatening environment
- Enhances knowledge
- Facilitates skill acquisition
- Promotes clinical judgment
- Decreases student anxiety
- Builds confidence
- Bridges theory and knowledge to clinical practice in a safe environment
- Develops critical and cognitive thinking
- Increases student satisfaction

Simulation Center provides:

- *Virtual Hospital*
With a 28-bed capacity
Centralized clerical desk area
Blood draw stations
Supply and exam rooms
- *Simulation Lab*
Patient rooms fully equipped with functioning support such as suction, oxygen, code blue button and even the patient call light
Life-size computerized manikins (Adult, Birthing Mom/baby, Child, Infant) that replicate not only human appearance but also respond to human interventions
- *Skills Lab*
Offers a safe, learning environment for students to practice the skills necessary to provide safe, quality care after graduation

The simulation center supports a multidisciplinary approach to health care. In addition to college use, the interprofessional simulation center is utilized by CoxHealth, other hospital staff from the community for team training and certifications, as well as various health related groups and organizations.

Through the elective course, Cross Cultural Healthcare, students develop an understanding of diverse cultures through both classroom activities and a supervised field experience within a country of focus: Haiti. Addressed through this course are the six phenomena of cultural diversity as well as issues of gender, religion, race, and socioeconomic diversity. The field experience exposes students to health issues, needs, and services throughout the country. This 10-12 day trip also allows students to present health care education programs.

Students have the opportunity to work as student nurses at Camp Barnabas, a camp for special needs children. A faculty member designed the course *Camp Nursing: Caring for Champions* that allows students to work in collaboration with faculty and other health care team members providing care for these children in camp environment. Students incorporate a variety of nursing skills: obtaining health histories, health assessments, vital signs, preparing and administering medication, documentation, gastrostomy tube feedings, urinary catheterizations, blood glucose monitoring, nebulizer treatments, and basic first aid.

Cox College offers an elective course with the focus of diversity within health care fields and professions. This course provides an open avenue for discussion and evaluation of diverse ideas, cultures, and thinking. Cox College welcomes faculty, staff and students to participate through an open forum book club called Common Reader. Several special events/presentations enhancing this course are provided each semester. Topics have included medical ethics, patient safety, medical errors, and end of life issues. Education Center offerings focus on continued educational development through life support training, specialty medical programs, conferences, seminars, and continuing education credit. The Education Center is an official training center for the American Heart Association (AHA) and home to over 380 instructors. The training center supports life support instructors and programs in the regional health care community and the general public. Areas of support include Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS), Pediatric Emergency Assessment and Stabilization, Neonatal Resuscitation, and Fetal Monitoring.

Cox College annually participates in numerous events within the community and oftentimes invites student participation in this co-curricular experience. For example, in August Cox College joined with

approximately 1,700 community volunteers in numerous projects around the city under the planning of United Way. In 2013, there were more than 150 projects available for volunteers, including painting, window washing, roof repair, lawn maintenance, sorting donations, handing out school supplies, etc. Table 3.13 shows the number of activities in which Cox College faculty, staff, and students have participated.

Table 3.13. Workforce Community Events

Years	Community Engagement Events	Service Events	Learning	Co-Curricular Events
2013	64	4		12
2012	17	2		8
2011	33	1		6

In order to better serve current and future students, as well as the health care community, the positions of Dean of Interprofessional Undergraduate Studies and Dean of Interprofessional Research and Graduate Studies were established. A key premise of this interprofessional education model is allowing students from different disciplines to interact within courses, learn from each other, and function collaboratively in health care teams upon graduation. Interprofessional education enhances the college’s collegial and collaborative culture and aligns with stated mission, vision, core values, and goals.

To increase the graduate student experience, a recent proposal is the addition of a Cox College Graduate Fellowship. Creating the role of graduate fellow is a natural next step in the college’s continued progression. Students in this role increase opportunities for teaching and learning, increase academic depth and breadth, and become an intellectual cornerstone for the college. The graduate fellows program is a component of the most recent college strategic plan, with the purpose of providing outstanding graduate students an opportunity to work in concert with faculty creating the foundation for an intellectual community across the institution. The graduate fellow proposal states, “the fellow will be selected based on demonstrated scholarly skills, attitudes, and interests that align with the core values, mission, goals, and needs of Cox College.” The program will provide financial and educational benefits to the fellow allowing the opportunity to practice health care education skills in apprenticeship to faculty. Fellows will work with faculty and students in a manner that will further enhance a co-curricular learning environment.

Criterion 3 Analysis

Strengths	Opportunities for Improvement	Action Plans
<ul style="list-style-type: none"> • Cox College has a wide variety of activities available for students to participate in that enriches the educational environment for our students • Recent restructuring (reorganizing departments to include interprofessional education, or IPE) promotes a culture of interprofessionalism, positioning Cox College to further enrich the educational experience. • Long-standing history of programmatic accreditations • Variety of supplemental activities for student participation 	<ul style="list-style-type: none"> • Recent restructuring allows for room for growth of new programs and further development of interprofessional activities • Recent emphasis on research at the graduate level leads to overall change in college culture, furthering opportunities for research, collaboration, and lifelong learning. • The college can more explicitly make claims in regards to the wide variety of college and program specific co-curricular activities. • Collecting institutional data • Assuring all courses have measurable objectives relating to general education outcomes • Increasing development of graduate education, including potential graduate fellowship 	<ul style="list-style-type: none"> • Publicly display institutional data • Increase presence and oversight of General Education faculty and curriculum • Increase appearance and uniformity of online courses

Criterion Four.

Teaching and Learning: Evaluation and Improvement

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

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

Cox College demonstrates responsibility for educational quality in several ways, including consistent focus on Mission, Vision, Core Values, and Goals/Pillars; academic department/program-specific accreditation or approval; organizational structure containing department chairs; development of internal review process; and additional items described within this criterion.

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

Formal and recurring reviews occur during completion of self-studies in preparation for accreditation or approval site visits. Cox College (CC) maintains a framework that tracks accreditation for all departments and programs (see Table 4.1 and core component 4.A.5) to facilitate planning and preparation for completion of self-studies and site visits. Data reviewed include department/program certification and licensure pass rates, student retention, persistence, and completion rates (see core component 4.C.2). Moreover, detailed information is found across faculty and student course and clinical evaluations, preceptor evaluations of students, one-year employer and graduate surveys, learning assessment matrices (see core components 4.A. and B.1), and other department/program-specific and institutional measures; such an example is from the baccalaureate in nursing (Table 4.2). Some additional measures are derived from CoxHealth data, such as the “*We Want To Know*” survey, scholarship/Foundation funds, and potential health care job shortages.

Table 4.1. College-Wide Accreditation/Approval Tracking Grid

Accreditation/ Approval Body	AY Last Accredited	# of Years	Reports	Next Accreditation	Self-Study or Visit	AY Most Recent Curric. Review	AY Next Curric. Review
INSTITUTION							
HLC	2005	10		2015	Both		N/A
UNDERGRADUATE DIVISION-NURSING							
MSBON	2013	5		2018	Both		N/A
UNDERGRADUATE DIVISION-ASN							
ACEN	2007	8	2010 Mid-Cycle	Fall 2015	Both	Fall 2010	2016
UNDERGRADUATE DIVISION-BSN							
CCNE	2008	10	2014 CIPR	2018	Both	Spring 2011	2016
UNDERGRADUATE DIVISION-ASR							
JRCERT	2005	8	Annual & Mid-Cycle	2014	Both	2013	Ongoing
UNDERGRADUATE DIVISION-MEDICAL ASSISTING							
AMT	2014	1	Annual	2015	Self-Study	2014	Fall 2015

UNDERGRADUATE DIVISION-BSDI ECHO							
CAAHEP JRC-DMS	2013	5	Annual	2018	Both	2012	Ongoing
UNDERGRADUATE DIVISION-BSDI SONO							
CAAHEP JRC-DMS	2013	5	Annual	2018	Both	2012	Ongoing
UNDERGRADUATE DIVISION-BILLING AND CODING							
AHIMA	June 2011	5	Annual	2016	Both	2013	Ongoing
GRADUATE DIVISION-MSN							
CCNE	2010	5		2015	Both	Ongoing	
GRADUATE DIVISION-MND							
ACEND	2010	7		2017	Both	2012 (moved to MND)	Ongoing
<i>Programs that do not require approval: CT, MRI, IR, MAMMO, and Medical Transcription</i>							

Table 4.2. BSN Example of Integrated Data to Support Quality

Evaluation	Source	Responsibility	Frequency	Evaluation Foci		
Institutional Effectiveness (Department/Program Level)				EP	LE	SS
Student Satisfaction Inventory (SSI™)	Dimensions of Student Experience	VPCS	Annual	X	X	X
Safety Survey	Environment of Care Survey	Student support services	Annual		X	
Simulation Lab	Simulation Lab Data	Simulation Director	Annual	X	X	X
Student Admission Data	Admission Pool Data Number of Applicants Average GPA of Accepted Pool Cohort Data	Director Admissions	Per Semester	X		
Student Data	# FT & PT Undergrad Students per Semester: Compared to Prior AY Based on Subgroup (Race/Ethnicity, Age, Gender) FTE – IPEDS Loan Default Rates	VPCS Financial Aid Office	Each Semester	X		
Complaint Resolution Process	# and Type of Grievances	VPAA, Deans	Annual	X	X	X
Budget	Actual and Projected	President, Comptroller, Faculty	Annual	X	X	X
Clinical Site Evaluation by Student and Faculty				EP	LE	SS
Clinical Sites by Faculty	Faculty Evaluation of Course Clinical Sites	Course Faculty	Each semester	X	X	

Clinical Sites by Student	Student End of Course Evaluation Space available Supplies and Equipment Information Sources Patient Opportunities and Access Helpfulness of Staff Positive Role Models	IT /e-college	Each semester	X	X	
Course and Faculty Evaluation				EP	LE	SS
Course by Faculty	Faculty Evaluation of Course Clinical Sites Evaluation of Prior Course-Recommended Revisions HESI Examination Data Crosswalk of Curricular Threads Examination 75% Exam Average. Competency Testing # and Type of Clinical Competencies Program Outcomes Data	Course Faculty	Each semester	X	X	X
Course by Student	Student End of Course Evaluation Course Requirements Clinical Lab Component Textbooks Grades (Expected versus Actual)Feedback Overall Course Rating	IT/e-college	Each Semester	X	X	X
Dosage Calculation Performance	# Passing Exam on 1st, 2nd, and 3rd Attempts	Nursing Faculty	Every semester	X		
Student and Faculty Evaluation by Representatives of Clinical Sites				EP	LE	SS
Student Performance Feedback by Preceptors	Clinical Site Preceptors	Course Faculty	During Semester	X	X	
Faculty/Student Performance Feedback	Clinical / Agency Site		Conclusion of each clinical course	X	X	X
Preparation for Employment				EP	LE	SS
Program Survey by Graduating Students	Program Completion Survey for Graduating Students Employment Rates	Course Faculty	Each Semester	X	X	X
NCLEX-RN 1 st Time Pass Rate	NCLEX Pass Rates per Cohort	Evaluation Team	Each Semester	X	X	X
Program Survey by Graduates	1 year Graduate Survey	VPSS	Annual	X	X	
Program Survey by Employer	1 year Employer Survey	VPSS	Annual	X	X	
Program Outcomes	Program-Specific Outcomes and competencies	Program Faculty	Annual	X	X	X

EP = Educational Programs LE = Learning Environments SS = Support Services
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Informal reviews occur during advisory and division council meetings, department/program meetings, and faculty retreats; these reviews are internal and triggered by faculty, student, or advisory council concerns. Advisory councils connect the college to the needs of students and the health care community so that the mission and vision are achieved. An example at the institutional level is the Community Advisory Council (CAC) which meets each semester, and an example at the departmental level is the Medical Billing/Coding Advisory Council which meets annually.

Ongoing department/program reviews have resulted in several improvements college-wide. In 2012, the dietetic internship began to transition from a post-baccalaureate certificate program to a graduate program/department (Master of Science in Nutrition Diagnostics, MND). The first cohort of MND students began in fall 2013. Also in 2012, CC began marketing the Bachelor of Science in Diagnostic Imaging (BSDI) degree. In the Master of Science in Nursing (MSN) department, the nine credit-hour nurse educator practicum course was replaced with a six credit-hour didactic course (MSN 615) and a three credit-hour population-specific practicum course (MSN 616). In 2014, two MSN courses were extended from eight to sixteen weeks (MSN 510 Advanced Pharmacology and MSN 504/IP 502 Advanced Physiology and Pathophysiology). One section of Advanced Physiology and Pathophysiology (IP 502) was piloted as an interprofessional (IP) course comprised of MND and MSN students, and the IP research and graduate studies division council approved replacement of the Certified Nurse Leader (CNL) track with the family psychiatric-mental health nurse practitioner track. In April 2014, the Institutional Effectiveness Committee (IEC) also began discussion about development of a general education division (GENED) to house pre-program courses and those delivered through agreement with Drury University (DU) (see core component 4.A.4). The general education specialist recently began in that role (September 2014) and has a spring semester goal of comparing grade point, enrollment, persistence, and retention data for students completing CC general education courses versus those completing general education courses elsewhere.

Historically, the primary means of formal and regular program reviews was the aforementioned department/program accreditation or approval body self-study and site visit. CC has recognized the importance of formal and regular program review; many variations of a review process have been attempted since the 2005 HLC site visit when peer consultant-evaluators noted the absence of clear, differentiated institutional measures, tools, and benchmarks. Departments/Programs did well in collecting and utilizing appropriate data, but CC, as a whole, lacked a consistent and overarching approach. Many factors contributed to this issue. The college president and Vice President of Academic Affairs (VPAA) were asked to resign early in fall 2006 and an interim administrative team assumed leadership of the college until a new president and VPAA were hired in 2007 and 2008, respectively. The Director of Institutional Effectiveness position was created in 2011 to replace the Director of Institutional Research and Assessment Coordinator, but that position was not filled. Institutional effectiveness was added to the responsibilities of the VPAA, and institutional research was added to the responsibilities of the Vice President of College Services & Institutional Research (VPCS).

The college also experienced excessive turnover in the VPAA position (six since 2006). Several new departments were added and enrollment markedly increased. As shown in Table 4.3, the college also experienced excessive turnover in leadership and faculty in its largest undergraduate departments. The lack of consistent leadership in key positions responsible for assessment, as well as excessive turnover at a time of rapid college growth, led to gaps in data collection and subsequent development of data silos that reduced access to and use of data. Because of this, committees chaired by those positions, such as VPAA, have not functioned as effectively as needed. The 2014-18 Strategic Plan includes an immediate

task to “evaluate committee structure and effectiveness” due in December 2014. The College Leadership Council (CLC) and the VPAA are reviewing the roles and responsibilities of the IEC to determine how it complements and differs from other college-wide groups.

Table 4.3. Administrative and Nursing Faculty Turnover

Academic Year	# Nursing Faculty Exiting	New President		New VPAA		New DIR*		
		Yes	No	Yes	No	Yes	No	
2006	5	Interim**						X
2007	2	X		President serving as VPAA			X	
2008	3		X	X		X		
2009	0		X		X	None		
2010	6		X		X			
2011	13		X	X				
2012	3		X	X				
2013	7	X		President serving as VPAA				
2014	7		X	X				

* DIR = Director of Institutional Research

** President and VPAA exited involuntarily; Interim administration created

Despite these factors, CC worked diligently with the HLC to make progress in assessment (see Table 4.4 and core components 4.B.2 and 4.B.3). The college submitted progress and monitoring reports to the HLC in 2008 and 2010. Feedback from these reports was used to create the General Education Assessment Committee (GEAC). The GEAC and the general education faculty, contracted through Drury University (DU), developed a plan to evaluate general education learning outcomes and competencies apart from discipline-specific courses. During the HLC focused site visit on assessment in February 2011, peer consultant-evaluators advised the college to develop an assessment plan that demonstrates how general education learning outcomes and competencies are assessed within all departments and programs. Following the focused site visit, the GEAC evolved into the IEC, and responsibility for assessment of general education learning outcomes and competencies shifted to this group. The assessment coordinator chaired the IEC and worked with the VPAA to develop the crosswalks and grids.

Table 4.4. Summary of Progress in Assessment

HLC-Identified Need	Assessment Progress			
2005	2005-2007 (New President July 2007)	2008-2010 (New VPAA 2008, Exited 2010; DIR exited 2008 & 2009)	2011-2013 (New VPAA 2011, Exited 2011; New President 2013)	2014-2018 (New VPAA & VPCSIR)
Delineation and differentiation of institutional measures, tools, and benchmarks	<p>Identified underdeveloped plan for ensuring and measuring institutional effectiveness (2005)</p> <p>Identified need to develop systematic data review plan (2005)</p> <p>Workshop to review and refine program (department)-specific learning outcomes (2007)</p>	<p>Refined general education learning outcomes and competencies (2008)</p> <p>Creation of general education specialist position and General Education Assessment Committee (2008)</p> <p>Creation of assessment coordinator position and IEC (2009)</p> <p>HLC progress reports on assessment of student learning</p> <p>Development of learning outcomes and competencies for philosophy, psychology, and sociology (2010)</p> <p>Baldrige categories crosswalked with HLC new accreditation criteria (2009-2010)</p>	<p>Key performance indicators (KPIs) reviewed and refined (2011)</p> <p>SMART goals added to the balanced scorecard (BSC; 2011)</p> <p>Creation of (PMT) (2011) and submission of MQA (2011, 2012)</p> <p>General education program crosswalks developed (2011)</p> <p>Reviewed structure and function of the IEC</p> <p>HLC focused visit on assessment of student learning (2011)</p> <p>HLC self-study process started (2012)</p> <p>Adoption of Performance Improvement Model (PIM) (2011)</p>	<p>KPIs and BSC transitioned to new strategic plan with prioritized tasks organized by goals and categories</p> <p>General education program crosswalks transitioned to Excel matrices to improve data collection, trending, and use</p> <p>Continuation of HLC self-study process</p> <p>Organizational chart restructured</p>

Development of a comprehensive, integrated learning assessment plan, including assessment of general education	Identified need to develop a plan for assessing general education learning outcomes and academic aptitude (2005)		Assessment Coordinator position eliminated and VPAA position restructured to include responsibility for assessment of student learning Systematic assessment pillar added to goals Began and ended development of Master Data Inventory (MDI) (2012-2013)	Creation of VPCS position to include responsibility for assessing learning environments and student support services
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The crosswalks clearly matched general education outcomes and competencies with those of each department/program. The grids identified the courses that assessed each general education learning outcome and competency. The crosswalks and grids provided the foundation for the development of learning assessment matrices. The matrices provided an accessible, central location for data storage and dismantled data silos. The matrices also included tools and targets for general education and department/program-specific outcomes and competencies.

Beginning in fall 2015, the internal review process (IRP) establishes a three-year cycle for review of all departments across the entire college. On the academic side, components of the IRP will include accreditation information; enrollment, completion, persistence, and retention data; student and alumni survey data; direct and indirect costs; and pertinent department-specific details. On the college services side, components will include aspects of the above data; direct and indirect costs; and pertinent department-specific data. Most numbers will come from the VPCS, as well as the Business Office. The IEC will review the data, seek additional information if needed, potentially make appropriate improvements and recommendations, and provide a monthly update to the CLC. This new review process will be intentionally transparent allowing the college to identify and address needs and opportunities, in addition to having a clear evidence trail and feedback loop.

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

CC directly evaluates all the credit that it transcripts through its grading and point system and clear guidelines for awarding credit by validation. Grades and earned credits are posted to the student’s official transcript by only the registrar or records and registration staff. The college indirectly evaluates the credit it transcripts through strategies that minimize grade inflation such as the process for changing an official course grade and exclusion of grades from the complaint resolution process (CRP).

Academic credit is directly evaluated using a point system of letter grades and grade point values in all credit-bearing courses (see Table 4.5). Credit-bearing courses, including those that have didactic and clinical components, transcript one grade. The minimum passing letter grade for undergraduate and graduate courses (“C” and “B”, respectively) is determined by faculty according to accepted academic standards. The grading scale is also determined by the faculty in each department/program based on common practice within the discipline. For example, if an MSN student earns 85% to 92% of the total

points possible on an assignment or in the course, a grade of “B” is awarded. A grade of “B” is also awarded to an MND student for earning 80% to 90% of the total points possible. All course syllabi include the grading scale and an explanation of how grades are determined. IP courses include the grading scale for each discipline in the course syllabus if they are different.

Table 4.5. Grading System and Points

Grade	Description	Explanation	Grade Points/Hour
A	Excellent	Outstanding achievement	4
B	Good	Less than outstanding achievement but better than satisfactory (average) progress toward graduation	3
C	Satisfactory (Average)	Satisfactory progress toward graduation	2
D	Poor	Less than satisfactory progress toward graduation. Counted as passing only for financial aid purposes	1
F	Failure	Failure to progress toward graduation. No credit is justified	0
P	Pass	Satisfactory performance for non-degree credit courses. No degree credit	0
CV	Credit by Validation	Credit awarded for experiential learning or by examination	0
AU	Audit	All course requirements met except taking exams and completing written papers	0
I	Incomplete	Inability to complete all course requirements for reasons beyond the student’s control. Converts to an “F” if not completed within specified time frame	0
W	Withdrawal	Dropping an individual course or complete withdrawal from the college	0

The college also directly evaluates the credit it transcripts by carefully validating experiential learning and other forms of prior learning. The experiential learning policy was revised in April 2013 to clarify guidelines for awarding credit and ensure that credit by validation is awarded appropriately. Students requesting credit for experiential learning have their request approved by their academic advisor. Following approval, students are required to create an electronic portfolio. The portfolio must describe the learning that occurred during the experience, where it occurred, and how it meets the learning outcomes and competencies of the course for which credit is requested. The portfolio also must include certifications, continuing education credits, performance evaluations, presentations, written work, and exams that demonstrate what was learned during the experience. Portfolio review is a thorough, three-tiered process that begins with submission of the application and portfolio to the faculty support specialist who forwards this information to the appropriate IP division dean. The IP division dean forwards the portfolio to a professor with expertise in the subject and/or who teaches the course for which credit is requested. The professor reviews the portfolio using a detailed rubric and makes a recommendation to the department chair or program director (tier one). The department chair or program director reviews the

portfolio and faculty evaluation rubric and makes a department/program recommendation to the IP division dean (tier two). The IP division dean reviews the portfolio for final approval (tier three) and notifies the academic advisor, bursar, and registrar. The experiential learning verification form is signed by the IP division dean, department chair or program director, academic advisor, and registrar. The academic advisor notifies the student of the acceptance of the portfolio and pending tuition and fees that will be applied to the student's account and the registrar posts credit by validation for the course on the transcript.

CC carefully evaluates the credit it awards for prior learning in general education and department/program-specific courses. Applicants receive credit by validation for MATH 150 if they earn an ACT Math score of at least 22, or if they earn an SAT Math score of at least 520. Applicants receive credit by validation for ENGL 150 if they earn an ACT English score of at least 22, or if they earn an SAT Writing score of at least 510. To receive credit by validation, applicants must have taken the ACT or SAT within five years of the date they apply for admission to CC. Applicants who have met or exceeded specific adjusted percentage scores on the English and mathematics portions of the Test of Essential Academic Skills (TEAS) exams may also obtain credit by validation. High school students may obtain credit by validation for designated subjects if their advanced placement (AP) exam score is three or above. Applicants may also obtain a total of nine credits by examination through the College Level Examination Program (CLEP) and/or challenge examinations. Students must score at or above the 50th percentile on the CLEP exam to receive credit by validation. The VPAA determines which courses are eligible for credit by examination. Students must register and pay tuition and fees for the course(s) for which credit by examination is requested. The VPAA selects the appropriate faculty member to provide the challenge examination and the student must score at least a grade of 70% on the exam in order to receive credit. CC also awards credit by validation for designated subjects to students who score four or higher on the International Baccalaureate (IB) examination.

The college also awards credit by validation to licensed practical nurses (LPNs) applying to the Associate of Science in Nursing (ASN) and Bachelor of Science in Nursing (BSN) programs. Upon admission to CC, LPN applicants are granted credit for three courses. If applying to the ASN program, the student is granted credit for BIOL 302 (Nutrition), NURS 100 (Intro to Nursing Skills), and NURS 105 (Clinical Applications I); if applying to the BSN program, the student is granted credit for BIOL 302 (Nutrition), NRSI 200 (Introduction to Professional Nursing), and NRSI 202 (Foundations for Professional Nursing). LPNs may also opt to complete the Nursing Acceleration Challenge Exam (ACE) in areas of Childbearing, Childrearing, and/or Pharmacology. Scores of at least 70% can result in credit for program-specific ASN and BSN courses. Additionally, LPNs admitted into the BSN program may choose to complete an additional ACE in Mental Health; a score of at least 70% results in credit for that program's Mental Health course.

Academic credit is indirectly evaluated by strategies to minimize grade inflation which ensures the credit posted on the official transcript accurately reflects acquired learning. One way the college minimizes grade inflation is by its process for changing an official course grade. Faculty submit a course grade change request form in the faculty portal and the records and registration staff or the registrar change the grade and recalculate the student's grade point average (GPA) and academic standing. The course grade change request form includes a free text field for faculty to describe the reason for the change. The college may wish to begin collecting information regarding the frequency of or reasons for course grade change requests to the extent that knowing the reasons for course grade changes can help identify faculty needs for education and/or support.

Additionally, faculty enter mid-term and final course grades into Comprehensive Academic Management System® (CAMS) through the faculty portal. Students access grades through the CAMS student portal.

Both portals are password-protected. As noted earlier, grades and earned credits are posted to an official transcript by only the registrar or records and registration staff.

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

Cox College (CC) has policies within its College Catalog that assure the quality of the credit it accepts in transfer. These policies include those for experiential learning and other forms of prior learning described in core component 4.A.2. Completed applications are sent by the admissions office to the general education specialist and/or department chair, depending on the specific course(s), who then determines course acceptance. Upon completion, student advising may proceed. The college accepts transfer credits from colleges and universities that are regionally accredited (e.g. North Central Association of Colleges and Schools, Higher Learning Commission). The college transfers credits from semester-based colleges or universities at credit value and from quarter-based colleges or universities at two-thirds of face value. Courses accepted in transfer must be equivalent to those at CC. The number of credits accepted for transfer and the requirements for transfer are determined by the faculty in each department/program. The number of credits accepted for transfer, requirements for transfer courses, and the process for transferring credits in each department/program are described in the College Catalog and updated periodically.

Students requesting transfer credit for general education and department/program-specific courses must submit a transfer credit request form, the course syllabus, and sample work for the course to be transferred. General education course syllabi and work submitted for transfer are evaluated by the general education specialist, and department/program-specific course syllabi and work are evaluated by the department chair or program director. Checklists are used to standardize the evaluation of course syllabi and sample work submitted for transfer credit. Once approved, the transfer courses are posted on the transcript and included in the earned hours to meet graduation requirements.

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

Authority over Prerequisites, Rigor of Courses, and Expectations for Student Learning

Cox College (CC) maintains and exercises authority over the prerequisites and rigor for courses in all departments/programs. The college does not offer dual credit courses as defined by HLC. Development and implementation of academic programs and curricula are the responsibility of department/program faculty in each division – graduate and undergraduate. New academic programs and courses are developed to meet the needs of students and the health care community. For example, the radiography and diagnostic imaging certificate programs moved from a hospital (CoxHealth) based certificate program to the college in order for students to earn a degree (Associate of Science in Radiography and Bachelor of Science in Diagnostic Imaging, respectively). The dietetic internship also transitioned to the Master of Science in Nutrition Diagnostics department to meet both regional and national needs for registered dietitians with specialized knowledge in nutrition diagnostics; and the Master of Science in Nursing (MSN) department was created at the request of the health system to meet both local and regional needs for mid-level providers (nurse practitioner track) and educators (nurse educator track).

Most program curricula discussions and revisions originate in department faculty meetings or from the respective department curriculum committee. For example, in the interprofessional (IP) undergraduate

studies division, the Associate of Science in Medical Assisting curriculum was developed to allow students to earn a degree, as well as open the possibility to gain placement into another program. In the IP research and graduate studies division, faculty developed the post-master's certificate program for the family nurse practitioner (FNP) and nurse educator (NE) tracks to increase graduates' marketability. Also, in the March 2014 MSN faculty retreat, the decision was made to replace the clinical nurse leader track with the family psychiatric-mental health nurse practitioner track to better meet local and regional needs.

Department/program faculty work with department chairs/program directors and the division deans to create new educational programs and courses, identify course prerequisites/co-requisites, and revise or delete courses. All programs and courses (including prerequisites and co-requisites) are developed by faculty based on discipline-specific accreditation standards and requirements. The registrar enters prerequisites/co-requisites into CAMS.

Faculty submit new course and course modification request forms to the department chair and/or program director. Information required for new courses includes the division, primary program, course prefix and number, title, credit hours, proposed faculty, prerequisites/co-requisites, and course presentation (didactic, lab/clinical, seated, hybrid, online), semester offered, course length, and approval signatures and dates. Information for course modifications includes course title, requesting program, modification requested, rationale for the modification, and approval signatures and dates. The course modification form does not include an option for modifying prerequisites/co-requisites; this is to maintain the academic integrity of the course and department/program. Changes to prerequisites/co-requisites would require approval from chair, dean and appropriate committee(s). When a new program is proposed or a significant revision is suggested for a current program, a similar chain of command is followed and includes accrediting/approval body affirmation, a needs assessment, an environmental scan, and analysis of strengths, weaknesses, opportunities, and threats (SWOT).

CC exercises authority over the rigor of its courses through essential curricular components and processes required by discipline-specific accreditation/approval bodies and clear expectations for student learning. A list of accreditation and approval bodies for each program is provided in Table 4.1. Detail about specialized program accreditation is provided in core component 4.A.5. Learning objectives for each course are listed in all course syllabi. Faculty monitor students' achievement of course learning objectives each semester through detailed evaluation of the course. Each department/program also monitors certification and licensure rates, as well as graduate and employer surveys, to ensure that academic programs enable graduates to meet entry-level practice standards. Input from department/program advisory councils and clinical experts is used to maintain currency and rigor of all academic programs.

Course rigor also is maintained by general education and discipline-specific student learning outcomes and competencies. Outcomes and competencies are determined by faculty and based on discipline-specific accreditation/approval standards and requirements. General education learning outcomes and competencies are matched with department/program-specific outcomes and competencies college-wide using learning assessment matrices (see core component 4.A.1).

Course rigor is supported by the faculty appraisal and evaluation process. Faculty appraisal and evaluation ensures that faculty meet performance expectations in areas of responsibility (teaching, scholarship, and service) outlined in their position descriptions. Faculty performance expectations, by extension, help solidify academic rigor and quality of instruction. Academic rigor and instructional quality are supported by monthly teaching and learning sessions, "Faculty Focus" emails, and webinars that provide information about new and best practices in higher education. CC also sends faculty to regional and national conferences to learn about best practices in teaching and learning, receive updates in

accreditation standards, and/or enhance professional development and new opportunities. For example, the IP research and graduate studies division dean; Radiologic Sciences and Imaging, Master of Science in Nursing, and Master of Science in Nutrition Diagnostics department chairs; and a member of the MSN faculty attended international and national conferences on interprofessional education (IPE) prior to forming a steering committee to develop and implement IPE at the college. Ideas for using the information gained from conferences and webinars is shared in college (e.g. convocation and “coffee with colleagues”), division, and department/program meetings.

Authority over Learning Resources and Support

CC maintains and exercises authority over access to learning resources for all departments/programs, including the academic resource center (ARC), libraries, and simulation center. Learning resources and support are evaluated annually using various surveys. Trended data from the last several years supports students’ satisfaction with academic learning environments and support services (see Table 4.6). The college’s ability to maintain adequate learning resources also is supported by the Missouri Board of Nursing’s approval for the nursing department to increase enrollment to 250 students per semester (2010); financial incentives for CoxHealth nurses to earn advanced degrees from CC (2011); and by receipt of grant funds to purchase human patient simulators and simulation equipment, hire an adjunct to expand clinical for the Bachelor of Science in Nursing-accelerated track, and hire a full-time clinical coordinator (2010, 2013). Learning resources are summarized in Table 4.7 and described in core component 3.D.1.

The ARC provides learning resources and monitors their use to facilitate student success. For example, in 2013, ARC staff noticed that students were underutilizing the online tutoring service, NetTutor®, therefore funds were shifted to cover the costs of face-to-face tutoring for high risk courses (e.g. pharmacology and physical assessment). The ARC currently offers face-to-face tutoring and NetTutor® resources for most courses. ARC staff recently obtained four new review and testing strategies texts and educational software (e.g. dosage calculation tutorials) and promoted their use by faculty and students. In spring 2014, the ARC hired one of the college’s adjunct English professors to serve as a writing center tutor to assist students with APA formatting and writing style. ARC staff also worked with NetTutor® to provide full paper reviews for students. Related to tutoring and more specific regarding instruction, a statistical breakdown is provided in Table 4.8; this student survey data is for the last three years.

Table 4.6. Summary of SSI™ Scores for Academic Support Services

Item	Importance					Satisfaction					Performance Gap				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Academic Advising	6.31	6.52	6.46	6.40	6.53	5.51	5.48	5.67	5.75	5.57	0.80	1.04	0.79	0.69	0.96
Campus Climate	6.14	6.26	6.28	6.17	6.34	4.70	5.05	5.21	5.39	5.28	1.44	1.21	1.07	0.78	1.06
Campus Support Services	6.00	6.27	6.26	6.14	6.25	5.36	5.62	5.77	5.72	5.65	0.64	0.65	0.49	0.42	0.60
Concern for Individual	6.04	6.17	6.33	6.20	6.44	4.85	4.91	5.22	5.46	5.30	1.19	1.26	1.11	0.74	1.14
Instructional Effectiveness	6.31	6.46	6.46	6.42	6.60	5.05	5.09	5.33	5.59	5.38	1.26	1.37	1.13	0.83	1.22
Recruitment & Financial Aid	6.16	6.36	6.38	6.30	6.47	4.38	4.84	5.07	5.02	5.29	1.78	1.52	1.31	1.28	1.18
Registration Effectiveness	6.17	6.34	6.36	6.26	6.43	4.85	5.17	5.28	5.41	5.46	1.32	1.17	1.08	0.87	0.97
Service Excellence	6.06	6.20	6.27	6.13	6.30	4.87	5.09	5.30	5.35	5.28	1.19	1.11	0.97	0.78	1.02
Student Centeredness	6.12	6.30	6.30	6.15	6.34	4.84	5.09	5.21	5.46	5.32	1.28	1.21	1.09	0.69	1.02

Diverse Populations						4.60	5.02	5.22	5.36	5.31				
<i>The lower the score, the greater their expectations are met.</i>														

Table 4.7. Learning Resources

Resource	Availability	Services
Counseling Services	By appointment (Forest Institute; contact liaison through the ARC)	Individual counseling Limited testing for ADA accommodations
Carol Jones Writing Center	Ozarks Technical College (OTC) Monday-Thursday 8:30 AM-6:30 PM Friday 8:30 AM-2:30 PM	All types of writing assistance
Drury Math Lab	Pearsons Room 110 at Drury University Monday 8:30 AM-5:00 PM, 8:00 PM-12:00 AM Tuesday-Thursday 8:30 AM-12:00 AM Friday 8:30 AM-4:30 PM Sunday 1:00 PM-12:00 AM	All types of math assistance
Drury Writing Center	Olin Library at Drury University Monday-Thursday and Sunday 3:00-9:00 PM	All types of writing assistance
Faculty-led tutoring	Limited availability by appointment through course coordinator or professor	
NetTutor	Accessible online 24/7 through the Student Portal	•Tutoring for all general education and department/program-specific courses •“Paper Center” online writing lab
Writing Center tutor	By appointment (English adjunct faculty; coordinated through the ARC)	All types of writing assistance

Table 4.8. SSI™ Data

Scale/Item	AY 2012			AY 2013			AY 2014		
	Import.	Sat./SD	Gap	Import.	Sat./SD	Gap	Import.	Sat./SD	Gap
Quality of Educational Programs									
8. Course content is valuable	6.64	5.75/1.19	0.89	6.80	5.63/1.43	1.17	6.68	5.74/1.27	0.94
16. Instruction in major field is excellent	6.58	5.67/1.26	0.91	6.76	5.30/1.61	1.46	6.61	5.48/1.45	1.13
39. Able to experience intellectual growth here	6.43	5.77/1.19	0.66	6.49	5.64/1.40	0.85	6.44	5.69/1.21	0.75
41. There is a commitment to academic excellence	6.40	5.73/1.21	0.67	6.59	5.59/1.50	1.00	6.48	5.57/1.46	0.91
51. Good reputation in community	6.30	5.58/1.47	0.72	6.44	5.54/1.58	0.90	6.39	5.53/1.41	0.86

Scale/Item	AY 2012			AY 2013			AY 2014		
58. Quality of instruction is excellent in most classes	6.61	5.57/1.33	1.04	6.76	5.24/1.71	1.52	6.59	5.42/1.53	1.17
61. Adjunct faculty are competent in the classroom	6.32	5.49/1.32	0.83	6.54	5.13/1.68	1.41	6.48	5.52/1.48	0.96
66. Tuition is worthwhile investment	6.57	5.00/1.68	1.57	6.73	4.80/1.97	1.93	6.57	4.81/1.75	1.76
68. Faculty are knowledgeable	6.59	5.78/1.31	0.81	6.79	5.55/1.62	1.24	6.63	5.73/1.37	0.90
Quality of Learning Environments	Import.	Sat./SD	Gap	Import.	Sat./SD	Gap	Import.	Sat./SD	Gap
2. Staff are caring and helpful	6.38	5.61/1.34	0.77	6.64	5.51/1.57	1.13	6.48	5.60/1.29	0.88
3. Faculty care about me	6.29	5.61/1.31	0.68	6.46	5.43/1.47	1.03	6.44	5.43/1.42	1.01
10. Administrators are approachable	6.00	5.31/1.40	0.69	6.24	5.15/1.65	1.09	6.10	5.33/1.43	0.77
14. Academic advisor concerned about my success	6.37	5.72/1.38	0.65	6.53	5.49/1.84	1.04	6.47	5.78/1.49	0.69
25. Faculty are fair and unbiased	6.49	5.38/1.53	1.11	6.71	5.28/1.70	1.43	6.57	5.24/1.70	1.33
29. It is an enjoyable experience to be a student on this campus	6.19	5.43/1.47	0.76	6.42	5.28/1.66	1.14	6.31	5.20/1.55	1.11
56. Student Handbook provides helpful information about campus life	5.67	5.23/1.41	0.44	5.88	5.35/1.32	0.53	5.97	5.40/1.39	0.57
59. Institution shows concern for students	6.43	5.49/1.41	0.94	6.56	5.11/1.78	1.45	6.46	5.18/1.62	1.28
63. Student disciplinary procedures are fair	6.10	5.47/1.37	0.63	6.26	5.27/1.60	0.99	6.23	5.38/1.54	0.85
Quality of Support Services	Import.	Sat./SD	Gap	Import.	Sat./SD	Gap	Import.	Sat./SD	Gap
13. Library staff are helpful and approachable	5.80	5.88/1.30	0.08	6.03	6.01/1.26	0.02	5.89	5.63/1.38	0.26
18. Library resources and services are adequate	6.07	5.80/1.23	-0.27	6.23	5.85/1.27	0.38	6.07	5.61/1.27	0.46
26. Computer labs are adequate and accessible	6.36	5.59/1.52	0.77	6.55	5.23/1.70	1.32	6.44	5.40/1.59	1.04
32. Tutoring services are readily available	6.04	5.57/1.40	0.47	6.11	5.18/1.73	0.93	6.11	5.20/1.59	0.91

Scale/Item	AY 2012			AY 2013			AY 2014		
44. Academic support services adequately meet the needs of students	6.15	5.44/1.36	0.71	6.24	5.38/1.36	0.86	6.20	5.39/1.48	0.81
54. Bookstore staff are helpful	6.30	6.08/1.41	0.22	6.30	6.32/1.12	-0.02	6.10	5.18/1.78	0.92
64. New student orientation helps students adjust to college	5.97	5.24/1.64	0.73	6.25	5.43/1.46	0.82	6.10	5.43/1.46	0.67
<i>The lower the score, the greater their expectations are met.</i>									

Information technology (IT) resources are central to the college's core value of students first. The director of IT position was created in fall 2013 to oversee all technology at the college and work with CoxHealth IT. CC also employs a system administrator and a database coordinator to ensure the needs of students, staff, and faculty are met. There is also an IT department helpline available 24/7 to assist with network computer and learning management system issues. The computer laboratories on the second, third, and fourth floors provide networked workstations with laser jet printers for student use. All workstations provide software applications for word processing, spreadsheets, email, Internet, and multi-media presentations. Wi-Fi is available throughout the college.

The library serves the college and CoxHealth as a cooperative, non-revenue generating entity. The library is central to the college's mission and widely used by students; it is considered entirely under the college's purview in terms of personnel. Student survey data for the last three years show gap scores far below the cut score for concern for items about the adequacy of library resources, services, and helpfulness of staff (see core component 3.D.1). The budget for the libraries is collaboratively developed by CC and CoxHealth; the director of library services oversees the library budget.

Library personnel consist of the director, three full-time, master's-prepared librarians, and three support staff. Library personnel serve on college-wide councils and committees, and attend department/program faculty meetings. Library personnel collaborate with department chairs, program directors, and faculty to orient new faculty and students to library services, procure printed and electronic books and journals, and create a learning environment that promotes intellectual inquiry and life-long learning. Librarians provide students with current information resources and training in information literacy through the "Ask the Librarian" link in the college's learning management system (eCollege®), learning modules, tutorials, and demonstrations of database searching in seated and online courses. Responses to questions in "Ask the Librarian" are returned within 24 hours Monday through Friday during the academic year. The library's home web page provides information about library hours, staff, locations, policies, and access to a Web-based CoxHealth online catalog (EOSi), literature databases (EBSCO and Ovid), and web links to Internet sites. The home web page is available on the CC website and accessible from CoxHealth's north and south campuses, college computer labs, and faculty offices. The home web page also is accessible to off-campus users via the Internet.

The library collection includes approximately 8,000 books and 5,000 journals (print and electronic) across allied health and education. Faculty may request the purchase of books and journals at any time during the academic year. Books are purchased as funds allow. Purchase requests for journals must be approved by department/program teams responsible for oversight of curricula due to the ongoing budget commitment of subscriptions.

The library also is licensed to access journals, electronic books, and clinical databases through EBSCOhost Publishing and Ovid Technologies (Wolters Kluwer Health). Literature and database searching resources are listed on the library's homepage on the web. Databases can be accessed without a

password on CoxHealth computers using an Internet Protocol address to connect to the Internet. An embedded password is provided in eCollege® so students no longer need a password. A user ID and password are required for students who are off campus and not working through eCollege®. Passwords are changed every semester for students and annually for faculty. Access to materials not available in the libraries is provided through interlibrary loan (ILL) agreements through DOCLINE (the National Library of Medicine’s automated ILL request routing and referral system) and OCLC (Online Computer Library Center worldwide cooperative). ILLs are processed within 24 hours and are on site within two or three days.

The state-of-the art simulation center and skills labs are located adjacent to the college. They include four units that are no longer used for patient care. The units house a virtual hospital, simulation labs, and skills labs that provide safe learning environments for students to apply and practice knowledge and skills safely. The units are full-sized with wide halls, semi-private and private patient rooms, nurses/clerical stations, blood draw stations, supply and exam rooms, waiting rooms, rest rooms, classrooms, and elevators. The simulation lab includes fully-equipped patient rooms with functioning suction and oxygen ports, code blue button, patient call light, and human patient simulators. The skills lab provides an environment that allows students to apply and practice knowledge and skills safely. Benefits of simulation include quicker knowledge and skill acquisition, improved critical thinking, enhanced clinical judgment, and increased confidence. Some areas of the simulation center are also used by staff from both the health system and community hospitals for training and certification. Simulation center and skills lab equipment is summarized in Table 4.9.

Table 4.9. Simulation Center/Skills Lab Learning Equipment

Simulation Center Rooms	Equipment
L300 Virtual Hospital (28 beds; 14 currently used) & Nursery (5 radiant warmers; 2 isolettes)	SimMan 3G SimMan Classic 1 Pediatric 5-year-old “Hal”
L400 Patient Rooms (9 rooms)	Noelle Childbirth (birthing and standard hospital beds; gurney)
K300 3 Simulation Labs (6 basic beds in the bay; 5 advanced suites; 3 ultrasound suites)	Sim Baby (warmer, crib, & isolette) Newborn “Hal” (warmer, crib, & isolette)
K300 Operating Room for C-sections and C-Arm	Nursing Anne (2) Nursing Kelly (3) Geri-Manikin
K300 Debriefing Rooms (3)	Pediatric Toddler (3) Baby (3 hard plastic) Baby(2 bendable with placenta)

Simulation Center Rooms	Equipment
Armory (10 stations) K400 Classroom #2 (capacity for 10-12) K400 Classroom #3 (capacity for 8-10) K400 Computer Lab (8 computers & 1 radiology de-energized trainer)	IV arms (11) IV hands (7) Virtual IV IM/SQ Injecta pads (5) Chester Chest Central line models Stage breast Stoma model Urinary catheterization (9 male, 10 female) Suture arms (2) Peter PICC line Blood pressure training arm Injection torso (8) MedSim female for ultrasound ZOE Advanced childbirth simulator

Authority over Faculty Qualifications

CC maintains and exercises authority over faculty qualifications for all departments/programs. Faculty are qualified to accomplish the college mission, college goals, and department/program learning outcomes. Faculty qualifications are outlined in position descriptions. Faculty roles and responsibilities are described in the position description, employment contracts, Faculty Handbook, and core component 2.B. The primary role and responsibility for faculty is teaching. However, faculty are also expected to engage in service and scholarship (including practice). Faculty are hired using an approved search plan, in conjunction with CoxHealth Human Resources, and criteria that specify the academic credentials and experience required for the position. A typical interview includes a presentation, committee interview, Dean and/or VPAA interview, and college tour. Faculty credentials and performance are evaluated annually in the spring through the appraisal process. The appraisal process includes professional development goals and a development plan to ensure that faculty remain qualified to fulfill their role. The appraisal process integrates self-evaluation, student evaluations, and evaluation by the department chair. Completed appraisals and current curriculum vitae are forwarded to the appropriate division dean. Adjunct faculty are evaluated by the appropriate department chair. The rank and promotion process also triggers review and evaluation of faculty credentials and performance.

The college contracts with DU to teach general education courses. DU is fully accredited by the HLC and hires general education faculty, reviewing credentials to ensure they meet HLC standards. Currently, 20 faculty deliver general education courses for CC. All general education faculty are master's-prepared and seven are doctorally-prepared. CC maintains oversight of the delivery of general education courses primarily through formal and informal conversations with DU and within CC, as well as student course evaluations. CC retains records of student course evaluations, which are reviewed by CC and may assist in resolving potential concerns or issues with general education faculty.

4.A.5. Cox College maintains specialized accreditation for its programs as appropriate to its educational purposes.

CC maintains specialized accreditation for its programs as appropriate to its educational purposes. Programmatic accreditations are summarized in Table 4.1. Accreditation information also is listed on

college web pages. Accreditation self-studies and approval reviews are faculty driven with leadership provided by directors/chairs, deans, and administrators.

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

CC departments and programs collect data that reflect the success of its graduates, including retention and completion rates, program outcomes, certification and licensure examination pass rates, job placement rates, and perceptions of graduates and employers about readiness for employment and job success. However, the way that data are collected, analyzed, and reported varies across departments making it difficult to evaluate at the institutional level. Additionally, gaps in data collection were identified through the self-study process. Reasons for these gaps include ineffective oversight of institutional data collection in the former office of enrollment management and excessive turnover in the VPAA role. Both the new VPCS and VPAA recognize the immediate need to identify key indicators of the success of its graduates and standardize processes for collecting, trending, analyzing, and reporting this data to more effectively evaluate its mission. This is exemplified in the most recent graduation fair survey in which all 87 graduating students representing six academic programs attended and provided answers to a survey allowing the college to measure employment, continuing educational needs, and engagement.

Table 4.10. Graduation Fair Survey - Fall 2014

	Yes	No
Have you accepted employment after graduation? <i>(employer information was gathered)</i>	63	24
Within the next year, will you be continuing your education after graduation?	43	44
In the future, are you interested in serving on a committee(s) whose focus is improving Cox College?	34	51

Despite the aforementioned gaps in connecting various data, it is clear that retention rates, certification/licensure pass rates (see Criterion 4.B.2.), and job placement rates are good. These measures of success are a credit to front-line faculty and staff, many of whom performed their duties well, especially during times of administrative turnover. With the addition of a new administrative fiscal position (VP of Business & Finance) in January 2015, CC's administrative positions are now full, which allows for greater clarity on daily responsibilities, increased opportunity for long-term planning, and decreased anxiety for staff and faculty. CC is now poised to not only address aforementioned issues, but to also become more proactive and able to seek, and potentially create, future opportunities or initiatives.

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

Cox College (CC) is committed to educational achievement and improvement through ongoing assessment of student learning at the college, program, and general education levels. At the college level, commitment to educational excellence is operationalized via connection of the Performance Improvement

Model (PIM), core competency (Agility), and commitment to Mission, Vision, Core Values, and Pillars. Connections are exemplified in committee work and strategic planning and operationalized in Table 4.11. A more detailed description of such commitment at the programmatic and general education levels follow in the sub-components.

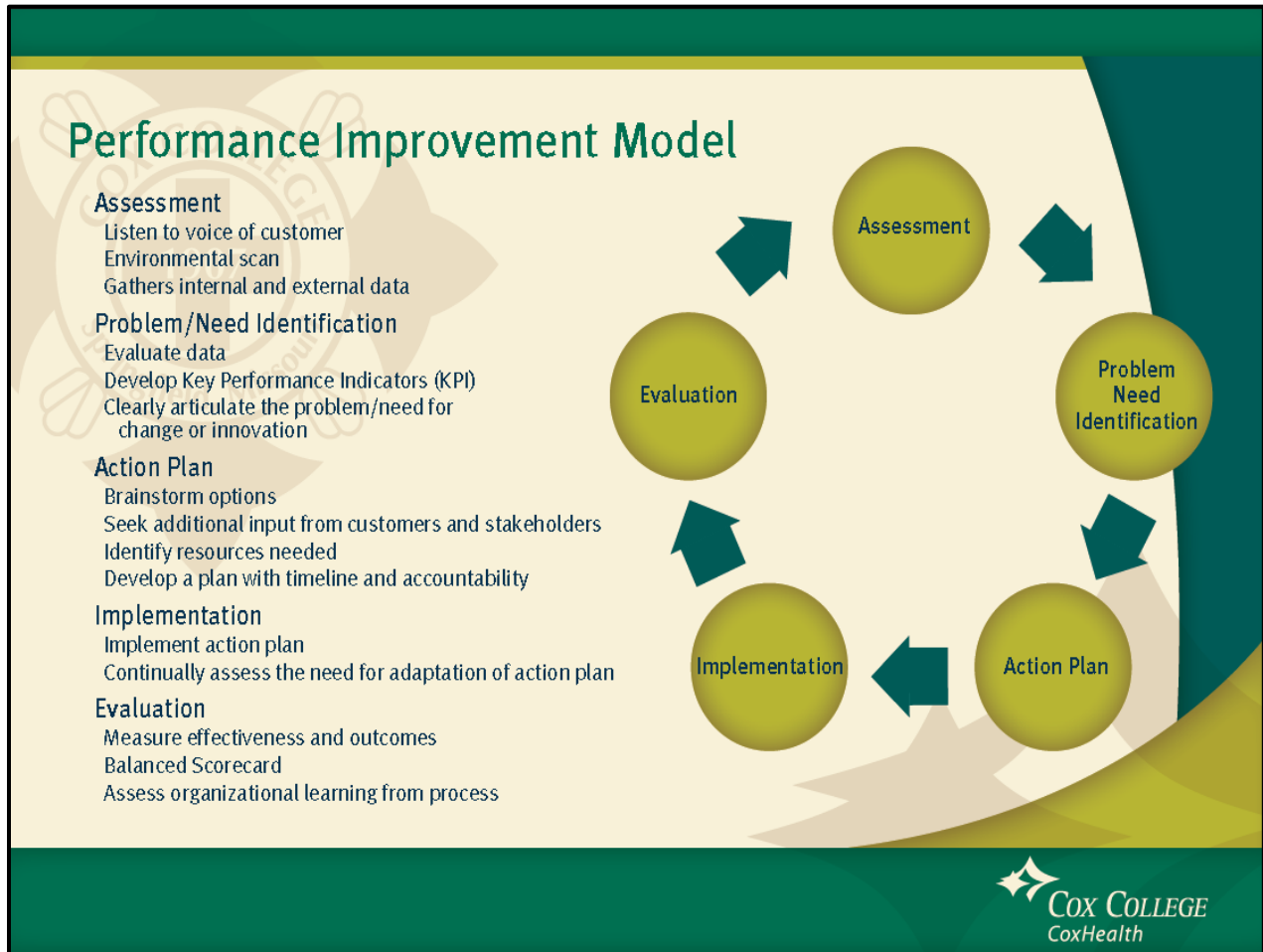


Table 4.11. Operationalization of Educational Excellence

Performance Improvement Model	Mission, Vision, Core Values, Pillars	Action
Assessment of student learning Opportunities for improvement and innovation	Input from internal and external stakeholders Systematic assessment pillar Strategic planning process	Listen to the voice of the customer Environmental scanning SWOT analyses
Identification of student learning needs and opportunities for improvement and innovation	Deliverables Quality educational programs, customer experience, and systematic assessment pillars	Measures of educational excellence and use of data to support achievement and improvement through strategic planning

Development, Implementation, and Evaluation of Action Plan	Stakeholder input with strategic planning	Analysis of data Development of timeline with accountability
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4.B.1. The institution has clearly stated goals for student learning and effective processes for assessment.

Goals for student learning are set at the curricular level by faculty who are experts in their respective fields. Curriculum is continually assessed and updated by faculty. Learning goals and objectives are clearly stated in the syllabi for each course, and student progress is evaluated through grading rubrics and scales which are also shared with students prior to evaluation. Syllabi for each course are created from a standardized format which is individualized for the class. These syllabi are available to students on eCollege®. Syllabi contain the grading scale, assignments, quiz, and test schedules for the class. Grading rubrics for each assignment are published and utilized to ensure grading is fair and comprehensive. These rubrics undergo continuous review to assure proper use in order to accurately gauge both student learning and achievement of educational goals.

Many of the stated goals for student learning are driven by program-specific accreditation, as well as faculty awareness of current and future needs for students as they enter into specific health care careers. Means of assessment vary by department and by course, in order to best prepare students for their careers, future licensure exams, or simply subsequent courses.

In addition to being evaluated by their respective faculty, students are also evaluated by the clinical staff that interacts with them in patient settings. Students also are given opportunity to evaluate their faculty and learning environment; course evaluations are online, anonymous, and open during the final two weeks of each semester. The goal is to create a feedback system where student evaluations are applied in a consistent manner that allows for effective and accurate assessment. Key assignments in courses that support the desired general education outcomes have also been identified.

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

CC intentionally utilizes various means of assessing achievement, as previously mentioned, in order to prepare students for their careers, future licensure exams, or subsequent courses. Much of the assessment is driven by program-specific accreditation, but CC maintains control over most of the means of assessment, and those means include a variety of in-class and/or online quizzes and tests, group and individual projects and presentations, regular assignments, and occasional standardized tests (e.g. Health Education Systems, Inc. – HESI). Most courses have specified mid-term and final exams, regardless of course duration. Grading is performed by CC faculty. In addition to tracking class and programmatic outcomes relative to student success, pass rates on certification and licensure examinations are also noted.

Table 4.12. Licensure/Certification Exam Pass Rates

Term/Year of Graduation	NCLEX-RN® First time pass rate		NCLEX-RN® First time pass rate		ARRT (Radiography) First time pass rate		RD (Registered Dietitian) First time pass rate	
	BSN Cox College	BSN National	ASN Cox College	ASN National	ARRT Cox College	ARRT National	RD Cox College	RD National
Spring 2013	91.30%	85.82%	100%	80.95%	100%	89.60%	100%	86%
Spring 2012	91.23%	94.01%	96.77%	91.86%	100%	93%	89%	85%
Spring 2011	90.91%	92.67%	91.94%	90.64%	89%	92.70%	100%	87%
Spring 2010	92.57%	91.89	90.91%	89.18%	100%	92.40%	63%	85%

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

Student achievement is regularly reviewed by faculty. Grades, by classes as a whole, along with course evaluation feedback, provide insight into teaching methods that are successful and those that need improvement. If appropriate, this need for improvement is noted on annual faculty evaluations, and specific suggestions also are noted. While not necessarily stemming from teaching performance issues, some faculty have embodied the PIM in terms of teaching methods and the need to improve student learning. A greater emphasis on more frequent testing, increased usage of simulation, and “flipped classrooms” are just a few examples of how information gained from assessment has been implemented to improve student learning. Additionally, feedback is sought from adjuncts and clinical preceptors in order to engage multiple stakeholders.

Furthermore, department/program-specific learning outcomes and competencies are built upon general education learning outcomes and competencies. General education learning outcomes and competencies were collaboratively developed by CC faculty and general education faculty who are contracted through DU to teach the courses. Department/program-specific learning outcomes and competencies were developed by the faculty in each department/program. The learning assessment matrices were developed collaboratively in department/program meetings following the 2011 HLC focused site visit follow-up report.

The matrices include tools and targets developed by the faculty in each department/program. The congruence between general education and department/program-specific learning outcomes and competencies allows departments/programs to collect, trend, analyze, and report data for both sets of outcomes simultaneously. The congruence also enables data to be aggregated so that student learning can be evaluated at the institutional level. Admittedly, more work is needed before the matrices can be used to their fullest potential, but their implementation is beginning to allow CC to better assess achievement of learning outcomes.

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

Required faculty-to-student ratios help to provide an optimal educational experience for students. At Cox College these ratios extend to the clinical component of the curriculum as well as online courses. Due to

increased enrollment over the past several years, Cox College has put forth great effort to maintain ratios outlined by college policy and accrediting bodies. To ensure ratios remain consistent even at a time of increasing enrollment, Cox College has aggressively recruited and retained qualified and experienced instructors to assure faculty are dedicated to teaching and carefully assessing student work, as well as maintaining office hours for student accessibility. The student handbook and College Catalog are reviewed and updated for currency each academic year, and course syllabi are reviewed and updated each semester.

Currency in clinical practice is highly valued at Cox College. All faculty are allowed one practice day per week in order to stay abreast of the latest developments in health care practice. Additionally, faculty are encouraged to seek continuing education through conferences and seminars. The institution offers financial assistance through a travel policy for faculty to attend conferences. Most, if not all, adjuncts and preceptors are also practitioners. These educators have multiple opportunities to provide insight into improving delivery of health care education ensuring instruction is directed toward excellence in practice. Departmental meetings include discussions on curricula. Adjunct faculty are invited to these meetings. Preceptors and clinical faculty provide valuable insight into how the student applies didactic knowledge to the clinical setting. Faculty expertise in specialty fields is especially important. For example, in the Family Nurse Practitioner (FNP) track of the MSN program an FNP is in charge of the curriculum.

Other instructional or instruction-related staff members participating in the above include personnel in the Academic Resource Center for test proctoring and assisting students with appropriate resources; librarians for helping students with locating course-related research information; and technology professionals to guide students through technology issues. CC also includes students on many committees/councils as a direct avenue for input. At times, student participation is low due to commuting, enrollment in only online courses, and multiple obligations outside of school.

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

Cox College (CC) is unique with the degree programs offered and the customers the institution commonly serves. When examining the demographics and academic backgrounds of students, the traditional definitions for retention, persistence, and completion may not be accurate or effective. For example, retention is often defined in terms of traditional students, typically first-time full-time; Cox College has a very small population of traditional students, so the following definitions are now used.

- *Retention Rate**: A measure of the number of students who continue in their educational program at the institution, expressed as a percentage. This is the percentage of students in a degree program who remain enrolled in the same academic program from the previous semester to the current semester.
- *Persistence Rate**: A measure of the total number of completers (students who graduate) in an educational program at the institution, at any point in time, expressed as a percentage. This is the total number of completers divided by the revised adjusted cohort**.
- *Completion (Graduation) Rate**: A measure of the total number of completers (students who graduate) in an educational program at the institution who graduate within 150% of the normal (published) time, expressed as a percentage. This is the total number of completers within 150% of the normal time divided by the revised adjusted cohort**.

**Previously, retention calculations were not collected consistently each semester; calculations were primarily completed on an annual basis. CC previously had not calculated persistence or completion.*

***Revised adjusted cohort is calculated as the total number of students who began in that specific cohort minus the number of students who have dropped from that cohort.*

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

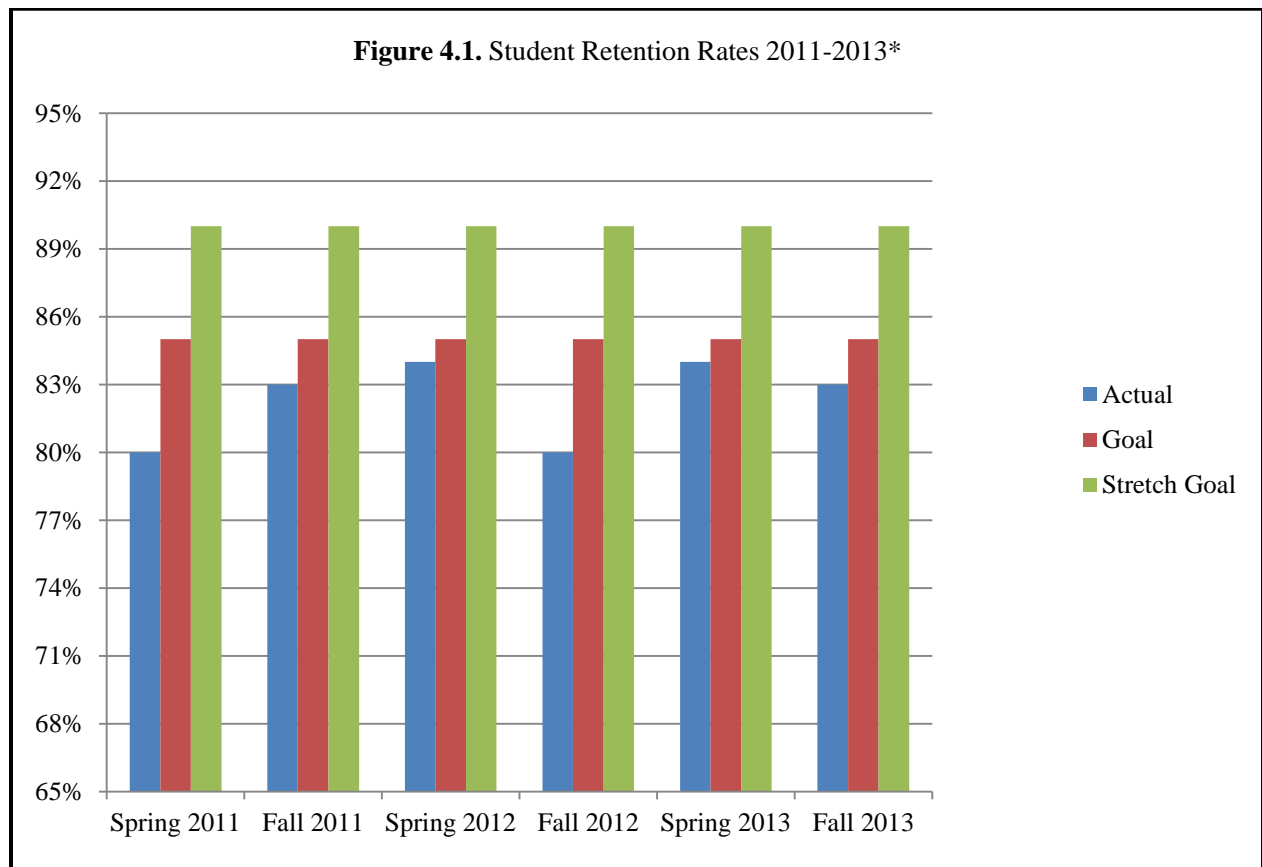
CC's mission is a commitment to excellence by meeting the educational needs of students and the health care community. Embedded within the mission is the necessity to educate health care providers who deliver exceptional care in much needed positions. To that end, rates of retention, persistence, and completion are crucial. CC offers a variety of program opportunities that provide flexibility in order to meet the needs of student populations and health care communities. This flexibility is largely due to CC's awareness of its student populations (e.g. non-traditional), and it helps lead to student retention, persistence, and completion. In other words, because CC is focused on its mission, it recognizes the needs of its students and subsequently makes educational adjustments. Degrees have been expanded to meet the needs of students in rural and urban communities through online, seated, and hybrid programs and course offerings. With the expansion of many health systems opting to attain Magnet Status, CC developed a fully online RN-BSN completion program. An even more recent example of CC meeting educational needs is the Bachelor of Science in Diagnostic Imaging, a bachelor's degree with expertise in any one of seven imaging specialties.

Retention goals were a part of the 2011-2013 Strategic Plan; the college-wide goal was 85%, with a stretch goal of 90%. Some positive retention movement occurred in certain semesters. However, during development of the 2014-2018 Strategic Plan, it was determined that CC, as an institution, was not considering a few key factors impacting retention, so three tasks were assigned: exploration of tutoring needs, exploration of student support services (e.g. peer mentoring, recognition of student volunteers), and a documented set of recommendations from the retention committee. With these now complete, the VPCS is working to develop both program-specific and institutional goals, not only for retention, but also for persistence and completion. CC understands the need for these goals for many reasons, including its dependence upon tuition.

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

Data collection and analysis have long been in the office of the Vice President of Student Services. Recently, CC revised this position's responsibilities and qualifications to become Vice President of College Services and Institutional Research, and the improvement in collection, analysis, and use of data is a primary duty of this position. Figure 4.1 depicts retention rates across CC from 2011 through 2013**.

As mentioned in 4.C.1, a lack of consistent progress in college-wide retention rates prompted a different approach in development of the 2014-2018 Strategic Plan. Additionally, the VPCS is working with academic departments to implement a more targeted approach to retention, and then develop a more effective retention plan across the institution. Specific tools and targets for persistence and completion with then follow a similar path.



**Data from annual reports. Previously, retention calculations were not collected consistently each semester; they were calculated primarily on an annual basis. CC previously had not calculated persistence or completion.*

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

As stated in 4.C.1, retention, persistence, and completion information were used along with mission, student populations, and educational offerings in order to develop baccalaureate completion programs for both registered nurses and radiographic technologists, respectively. This same data is considered at the program level when preparing for specific reaccreditations, as well as when CC determines course offerings, faculty needs, enrollment projections, and corresponding budget preparations. Many academic improvements have resulted through these program-specific pieces of information, including curriculum changes from 8-week courses to 16-week courses (e.g. MSN 510 Advanced Pharmacology), and from 16-week courses to 8-week courses (e.g. HUMN 235/NRSI 235 Common Reader). Additionally, many faculty have noticed increased student success in terms of concept comprehension and programmatic retention when use of the simulation and skills labs occurs early in the curriculum. Further improvements are evident in non-academic areas, such as targeted marketing and recruiting, and the financial aid department utilized less-than-desired retention rates, along with default rates, to secure a financial literacy grant; this award assisted with student financial education that continues to lead to positive results.

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

CC has a long history of utilizing specific processes and methodologies to collect and analyze retention, persistence, and completion data. Primarily, these have centered on program-specific accreditations. A college-wide approach is currently being implemented by the VPAA and VPCS as part of an internal review process (IRP) that will systematize assessment of institutional performance indicators and learning outcomes while being intentionally transparent. The IRP will allow the college to identify and address needs and opportunities for improvement, in addition to demonstrating a clear evidence trail showing how data are used to close the feedback loop. The IRP will include a significant focus on retention, persistence, and completion, which is part of the reason CC began more carefully defining those terms as described in the introduction to 4.C. This approach enhances goal setting, data collection, and multiple analyses as well as creating an important and effective connection between individual programs and the institution as a whole.

Criterion 4 Analysis

Strengths	Opportunities for Improvement	Action Plans
<ul style="list-style-type: none"> • Commitment to systematic assessment practices • Departments and programs collect data from multiple sources • Strong infrastructure to support assessment and quality 	<ul style="list-style-type: none"> • Clarify how data are used to close the feedback loop • Identify indicators of institutional performance • Improve access to data 	<ul style="list-style-type: none"> • Centralize data storage • Integrate department, program, and institutional data for comprehensive view of institutional effectiveness • Streamline data collection, analysis, and use



Criterion Five.

Resources, Planning, and Institutional Effectiveness



COX COLLEGE
CoxHealth

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

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

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

The resources and planning processes of Cox College are essential in fulfilling its mission of meeting the educational needs of students and the health care community through providing quality academic programs and ensuring the college can reach both its current and future goals. Through continuous planning, evaluation, and strategic allocation of its fiscal and human resources as well as its physical and technological infrastructure, Cox College is positioned to respond to the ever changing environments of both health care and higher education.

Fiscal Resources: Student tuition and fees are the primary revenue for the college. During the 2013/14 academic year, the college received \$8,388,653 in tuition and fees. College revenues and expenses are noted in Table 5.1 followed by enrollment and credit hours which result in total revenue.

Table 5.1. College Revenue and Expenses 2008 Through 2014

Budget	Total Revenue	Expenses	Margin
2014	\$8,388,653	\$7,022,686	+\$1,153,132 (14.1%)
2013	\$7,781,600	\$6,985,895	+\$795,706 (10.2%)
2012	\$7,145,230	\$6,121,668	+\$1,023,562 (14.3%)
2011	\$6,283,864	\$5,161,696	+\$1,101,836 (16%)
2010	\$4,979,737	\$4,393,718	+\$596,317 (12%)
2009	\$4,269,350	\$4,297,440	-\$28,090 (-4%)
2008	\$4,029,031	\$4,265,029	-\$235,998 (-5.9%)

Table 5.2. College Enrollment 2007 Through 2014

Term	Enrollment	Credit Hours
Spring 2014	843	9140
Spring 2013	840	9146
Spring 2012	839	8777
Spring 2011	688	7646

Spring 2010	574	6131
Spring 2009	450	5063
Spring 2008	447	4960
Fall 2014	874	9151
Fall 2013	887	9456
Fall 2012	838	8858
Fall 2011	812	8390
Fall 2010	626	7090
Fall 2009	508	5669
Fall 2008	441	5034
Fall 2007	471	5217

During the 2013/14 academic year, Cox College received monies from grants (\$41,383), endowments (\$6,812 spendable), scholarships (\$167,751), and donations (\$106,867) as well as the monies received through student tuition and fees. The college budget has experienced a 102.9% revenue increase since 2008 while the operating budget has increased by 64.66%. Table 5.3 shows tuition monies for both credit hour and specific programs. Monies received through financial aid are exemplified in Table 5.4 and new academic programs added since the last HLC accreditation visit are shown in Table 5.5. Combined these show Cox College has the fiscal and human resources and physical and technological infrastructure sufficient to meet the needs of students and the health care community.

Table 5.3. College Tuition Per Program

Cox College Tuition													
Academic Year	Per Credit Hour				Specified Program Cost <i>Costs for program specific courses only, does not include general education courses.</i>								
	General Education	Undergraduate	Graduate	Medical Billing/Coding	Medical Assisting	Radiography	Dietetic Internship	MAM/CT/IR	Medical Sonography	MRI	Medical Transcription	Nurse Re-entry	Nurse Assistant
2014/2015	\$337	\$380	\$507	\$114	\$13,962	\$13,962	Graduate Program (MND) Graduate Rate	Transitioned into the Undergrad. Rate			\$5,646	\$2,000	\$1,600
2013/2014	\$327	\$369	\$492	\$111	\$13,550	\$13,550					\$5,305	\$2,000	\$1,600
2012/2013	\$317	\$358	\$478	\$108	\$13,155	\$13,155	\$7,384	\$2,971	\$8,912	\$4,456	\$5,150	\$1,800	\$1,600
2011/2012	\$308	\$348	\$464	\$105	\$12,772	\$12,772	\$7,169	\$2,884	\$8,652	\$4,326	\$105 per hour	\$1,800	\$1,600
2010/2011	\$299	\$338	\$450	\$102	\$12,400	\$12,400	\$6,960	\$2,800	\$8,400	\$4,200	\$102 per hour	\$1,800	\$1,600

Table 5.4. Revenue From Student Financial Aid

Cox College Student Financial Aid									
AY	Grants	Federal Loans	Private Loans	Cox College Scholarships	Outside Scholarships	Totals	Number of Students for Federal Loans	Average Federal Loan per student	Student Loan Default Rate
2013/2014	\$1,752,751	\$5,874,197	\$339,054	\$290,303	\$42,897	\$8,299,203	710	\$8,274	N/A
2012/2013	\$1,733,478	\$6,268,100	\$344,020	\$215,187	\$36,617	\$8,597,403	731	\$8,575	N/A
2011/2012	\$1,679,082	\$6,586,167	\$317,697	\$283,884	\$64,816	\$8,931,647	744	\$8,852	N/A
2010/2011	\$1,534,435	\$5,389,438	\$228,560	\$224,075	\$63,811	\$7,440,319	629	\$8,568	9.2

Table 5.5. New Programs

Cox College Programs Added (2005 to present)	
Semester	Program
Summer 2014	Master of Science in Occupational Therapy
Fall 2013	Master of Science in Nutrition Diagnostics
Fall 2013	Bachelor of Science in Diagnostic Imaging
Fall 2010	Associate of Science in Radiography
Fall 2010	Master of Science in Nursing
Fall 2008	Associate of Science in Medical Assisting
Fall 2006	Dietetic Internship

The Springfield, Missouri area continues to grow steadily. The Springfield Metropolitan Statistical Area population is projected to increase 22% by the year 2025. This growth is 9.2% greater than the projected state growth. According the Bureau of Labor and Statistics, *“Occupations and industries related to health care are projected to add the most new jobs between 2012 and 2022...Total employment is projected to increase 10.8%, or 15.6 million, during the decade”*. The health care and social assistance sector will account for almost one-third of the projected job growth from 2012 to 2022. Because of these projected growth rates, Cox College stands ready to continually provide quality educational offerings and respond to future challenges and opportunities.

In order to better equip the college workforce to respond, continuing education is available through different modes: webinars, in-house development sessions, and conference/seminar attendance. Cox College makes a continual effort in support of professional development among the workforce. Each annual budget includes monies allocated for various conferences and seminars, and as of January 2014, the college implemented a new process for professional development and conference travel. The college now pays for all conference/seminar and travel expenses minus meals and any personal expenses. Additionally, both Cox College and CoxHealth have tuition reimbursement programs in place assisting workforce in the advancement of their education.

Human Resources

The Cox College workforce totals 105 members comprised of administration, academic deans, faculty, and staff.

Administration includes the President, Vice-President of Academic Affairs and Institutional Effectiveness, and the Vice President for College Services and Institutional Research. The academic

deans are comprised of both the undergraduate and the graduate divisions. College faculty consists of educators in both undergraduate and graduate divisions as well as masters prepared non-teaching librarians. The staff is made up of non-teaching personnel in areas such as admissions, financial aid, records and registration, education center, etc.

To ensure that Cox College has sufficient academic support, the college utilizes adjunct faculty to supplement course and clinical offerings. The college maintains a contractual agreement with Drury University in order to provide general education courses. Drury University oversees adjunct general education faculty approvals, with faculty files and departmental approvals on record with the Director of Faculty Services in the College of Continuing Professional Studies. These approvals follow the Higher Learning Commission's requirements: minimum of 18 hours in the content area at an advanced level and preferred master degree completion for undergraduate instruction. Cox College surveys students each semester regarding course and faculty evaluations. These evaluations are used for both faculty instruction and course content improvement.

Table 5.6. Faculty By Program Spring 2014

	FT	Vacant FT	PT	Vacant PT	Adjunct	Vacant Adjunct	Vacant PT	# of Students	Ratio Student: Faculty (Seated)	Ratio Student: Faculty (Online)	Ratio Student: Faculty (Clinical)
ASN	15	2	0	0	3	0	0	138	40:1	20:1	8:1
BSN-E/A	18	0	0	0	16	0	0	218	40:1	20:1	8:1
RN-BSN	4	0	0	0	3	0	0	129	n/a	20:1	n/a
ACP	3	0	0	0	4	0	0	59	10:1	20:1	10:1
RSI (ASR/BSDI)	6 (3 ASR/ 3 BSDI)	0	0	0	10	0	0	93 (42 ASR/ 51 BSDI)	ASR 20-22:1 BSDI 6-8:1	20:1	1:1
MND	2	0	0	0	0	0	0	8/cohort	8:1	n/a	Varies from 4:1 to 1:1
MSN	5	0	1		4-5	0		54	n/a	20:1	6:1
MSOT	1	2	0	.5	0	0	.5				
*Cox College contracts with Drury University for general education courses.											

The CoxHealth Human Resources Department oversees processes for hiring, retaining, and dismissal of workforce, as well as compliance and complaint resolution for Cox College employees. This process includes vacant position postings, applicant and reference screening, drug and criminal background checks, and credential verification. Once hired, all employees attend a two day system-wide orientation and a one day Cox College orientation. CoxHealth also provides payroll and benefit management. A full listing of the numerous benefits available to employees may be found on the CoxHealth website.

To assure that wages remain competitive, CoxHealth reviews its wage ranges and compensation program at least once annually, and more frequently as appropriate for special market positions. It is the goal of CoxHealth to establish pay ranges at the relevant labor market 50th percentile for most positions. The relative market for entry level, clerical, and maintenance positions is the local market, and the relative market for nursing, technical, and professional positions is hospitals in nearby counties. State and regional data may also be considered for difficult to fill nursing and professional positions. State, regional, and national data will be considered for middle and senior management positions. CoxHealth Human

Resources Department utilizes salary surveys from CUPA-HR specifically for Cox College. With more than 600 community colleges and specialized institutions as member organizations, the College and University Professional Association for Human Resources (CUPA-HR) helps ensure compensation packages at Cox College are competitive with those at other institutions and aids in workforce retention as noted in Table 5.7.

Table 5.7. Workforce Retention Rate

Year	Workforce Retention Rate
2013-2014	89.5%
2012-2013	89.9%
2011-2012	89%
2010-2012	93%
2009-2010	86.8%
2008-2009	82.3%

Physical Infrastructure

Cox College is housed in a 609,000 square foot hospital which is owned and partially used by CoxHealth. This space has allowed for expansion alleviating the need to build or acquire additional space off campus. As the former CoxHealth hospital, the building provides an ideal setting for educating students in health care professions.

In order to accommodate the demands of 21st Century technology, Cox College has completed electrical support and structural repairs to areas of the building. This allows for more varied uses of the instructional spaces as noted in the following tables.

Table 5.8. Classrooms and Equipment at Cox North

Location	Seats	Instructor computer w/ projection	WiFi	DVD/VCR	White Board	Student Computers	Printer
Basement 2	60	X	X	X			
Basement 3 (ED CTR)	45	X	X	X			
Basement 5	65	X	X	X			
Terrace A	34	X	X	X	X		
Terrace B	48	X	X	X	X		
Terrace C	42	X	X	X	X		
4A	36	X	X	X	X		
4B	28	X	X	X	X		
4C	24	X	X	X		X	
4D	48	X	X	X	X	X	
206 ASR	24	X	X	X		X	
220 ASR	20	X	X	X	X	X	
Computer Lab 223	20	X	X	X		X	X
Computer Lab 226	14	X	X	X	X	X	X
Computer Lab 300	12	X	X	X		X	X
220 ASR	20	X	X	X			
306-310 B&C	16	X	X	X		X	
314/316- MA	8		X			X	
K-422 Classroom #3	10	X	X	X	X	X	
K-400	38	X	X	X		X	

Classroom #1 (ED CNTR)							
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Table 5.9. Classrooms and Equipment, Simulation Center

Location	Seats	Instructor computer w/ projection	Wifi	DVD/ VCR	Student Computers	Whiteboard	Patient beds
L300 Sim Lab bay area	25-30	X	X	X		Mobile	
Debrief Rm A	8	X (interactive projector)	X			X	
Debrief Rm B	8-10	X	X	Mobile		Mobile	
Debrief Rm C	10-12	X (Interactive projector)	X			X	
K400 Classroom 2	10-12	X	X			X	
K400 Computer Lab	8		X		X	X	
K400 Classroom 3	8-10	X	X				
K300 Sim Lab	n/a						11
L300 Virtual Hospital	n/a						28
L400	n/a						11

Table 5.10. College Meeting Rooms

Location	Seats	Instructor computer w/ projection	WiFi	Additional Equipment Available Upon Request
2 nd floor conference	6-8		X	
Board Room	24	X	X	X
230	8		X	
304	6-10		X	

Table 5.11. Cox South Classrooms

Location	Seats	WiFi	White Board
Classroom 4	40	X	X
9 West	10	X	
7 East	10	X	

Technology Resources: Cox College’s information technology department is comprised of a director of information technology, a systems administrator, and a database coordinator, all who support the hardware, software, and networking requirements of students, faculty, and staff.

The college follows the CoxHealth technology (SI³) standards and utilizes a technology timetable that includes a three-year replacement plan of equipment. SI³ governance committees direct and optimize hardware and software deployed system-wide such as Windows 7 and MS 2010. Employees may use the SI³ Help Desk for problems affiliated with system-wide applications. Students, faculty, and staff e-mail accounts are created by SI³ and maintained by Cox College.

All computers in faculty and staff offices are equipped with the corporate standard hardware and software, such as Microsoft Windows 7 Enterprise, Microsoft Office 2010, Internet Explorer 8, McAfee virus protection, and TurningPoint, an interactive polling solution. Various mission specific applications are also available through CoxHealth’s Citrix server.

The college’s information technology department also maintains instructional equipment used in campus classrooms and meeting rooms, as well as in the simulation center. SI³ maintains all other CoxHealth equipment used outside of Cox College.

Three computer labs are available for student use. Labs 223 and 226 are open Monday-Friday, 7:00 a.m.-4:30 p.m. and Lab 300 is open Monday-Friday, 7:00 a.m.-9:00 p.m. The technology staff is available for student and faculty assistance Monday-Friday 6:30 a.m.-5:00 p.m. After hours, the college’s technology help desk may be contacted by emailing technology@coxcollege.edu. All workstations in the computer labs provide software applications for word processing, spreadsheet, database, and multi-media presentation creation, e-mail, Internet, and laser printer. The college uses GoPrint® for a pay-to-print solution. Each student has \$10.00 added to the GoPrint® account at the beginning of every semester. The cost for students to print is \$.10 per page, and students may print from any of the three computer labs. A student may add funds to the GoPrint® account via the pay machine located Lab 300, at the main college reception desk, or in the Bursar’s office.

In January of 2013, the college’s WiFi system was upgraded to a new Cisco® system that conforms to higher security and firewall protocols and provides a faster and more efficient system. This service has been extended to new areas of the college including K400, K300, and the L Wings of Cox North. Wireless access is available via “Cox Guest” in the library and at CoxHealth clinical sites. “Cox Guest” is provided and maintained by SI³.

The college’s technology department supports the online learning platform, eCollege®, as well as: Comprehensive Academic Management System (CAMS®), Turn-It-In®, BioSig®, ParSCORE, PERRLA software, SoftChalk®, interactive whiteboards, iClickers®, and a portable computer lab comprised of 24 laptops. Cox College’s technology department also supports and maintains SchoolReach®, an emergency alert system for rapid communication during emergencies or unique events such as inclement weather closings. SchoolReach® allows recipients options to receive notifications via e-mail, text message, and/or voicemail.

Table 5.12. Cox College Information Technology Annual Budget

Year	Budget
2014-2015	\$218,634
2013-2014	\$218,531
2012-2013	\$224,933
2011-2012	\$140,025
2010-2011	\$179,628

Other technology used by Cox College is Cerner®, the electronic patient medical record system, and EMAR, the electronic medication administration record system. Both systems are utilized throughout CoxHealth. Faculty provide instruction for students using these applications during clinical experiences. The technological infrastructure at Cox College is not only sufficient to support its operations, but it also excels in security by maintaining the privacy of students, workforce, and college information. Securing the privacy of students, patients, and employees by adhering to policies regarding the Health Insurance Portability and Accountability Act (HIPAA) and the Family Education Rights and Privacy Act (FERPA) in relation to networks, wireless devices, and passwords is a high priority for both CoxHealth's SI³ and Cox College's information technology departments. User responsibilities are regularly reviewed to strengthen security and maintain integrity.

CAMS®, an Internet based software, is the college's current academic support system allowing faculty and staff access to student billing, financial aid, and registration modules. Student and faculty portals are included in CAMS® and may be used to support academic processes: enrollment management, transcripts, grade reports, the generation of data reports used in program and institutional evaluation, etc. All faculty have "read-only" access to advisor transcripts and administrators have access to extended modules. Restrictive access is assigned at the CAMS® username level, which corresponds with corporate network authentication.

eCollege® is the learning management system for Cox College. The information technology department is responsible for educating students on the basics of using eCollege® and the technology available in the college's computer labs at the beginning of each semester. A link to the "eCollege® Quick Guide for Students" is available thru the student portal. Online testing within eCollege® utilizes a program known as BioSig®, which verifies a student's identity as required by Federal legislation. Students and faculty requiring assistance with eCollege®, after normal business hours, may contact the eCollege® Help Desk via an online helpdesk link. Students and faculty are required to communicate through the Cox College issued e-mail accounts for confidentiality and security which provide documentation, accessibility, and delivery of communication.

The college's media room equips faculty and staff with the tools to design and develop creative academic content by providing a computer workstation with dual monitors, a webcam, headset, and a printer/scanner/color copier. Recording and editing software is also available: Camtasia®, SnagIt® and Adobe CS6®. Links to videos and podcasts may be generated by uploading content to a subscription video server, HealthStream®. Faculty may also utilize laptops for student use and/or iClickers® to enhance the educational experience in the classroom. Both group and individual training for all equipment is facilitated by the director of eLearning and educational design. The director also maintains a blog, "Teaching & Learning Café Blog", which is accessible to all faculty and staff through the college Intranet. The blog provides a forum for asking questions, finding answers, posting announcements, and delivering brief continuing education.

In January 2013, the Cox College web site was redesigned to meet the needs of students and the health care community. Improvements included the addition of online registration for education center courses, the ability to apply for college admission, pay fees, and request official college transcripts. The web site is maintained internally by a committee of representatives from the education center and the college.

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

Cox College provides no elective disbursements of revenue to CoxHealth or any other another entities.

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

Cox College’s mission focuses on a commitment to excellence in meeting the educational needs of both students and the health care community. Therefore the creation of the college’s strategic plan was developed to follow a realistic timeline enabling the college to meet not only the immediate needs but also plan for the future.

Table 5.13. Cox College 2014-2018 Strategic Plan

Time Frame	Pillar One: To provide quality educational programs.	Pillar Two: To provide a quality customer experience.	Pillar Three: To provide a quality workforce experience.	Pillar Four: To achieve quality business practices.	Pillar Five: Systematic Assessment Objectives
Immediate Goals 1 yr.	<ul style="list-style-type: none"> Expand course offerings and explore new educational programs. Develop interprofessional course(s). Determine a replacement track for the MSN Clinical Nurse Leader (CNL) program. Develop a proposal to evolve HIM certificate into a BS degree. Increase simulation knowledge, integration, and overall awareness. Explore options for providing an LPN “Bridge” program. Explore options for adding a wellness track to MND program. Explore solutions 	<ul style="list-style-type: none"> Explore the creation of a testing center. Expand technology support (e.g. staffing) and support services (IT and technology). Increase Student Engagement by exploring the addition of graduate assistantships. Review & refine student orientation sessions. Explore methods for recognizing and increasing student achievement. Finalize recommendations for retention committee. 	<ul style="list-style-type: none"> Provide effective training for technology and other services (e.g. effective utilization of CAMS). Explore ongoing technology improvements (e.g. PowerFAIDS, SIS, LMS). Create a Staff Senate. Refine/develop mentoring, orientation, & documentation processes. Work force retention will be addressed by assessing faculty/staff work distribution. Explore 	<ul style="list-style-type: none"> Branding & marketing include reviewing & strengthen recruitment strategies (students)/ (workforce). Explore and implementing the marketing potential of the bookstore. Explore opportunities for workforce participation in community events. Explore physical infrastructure needs and equipment efficiencies. Prepare for Separate Incorporation. Continue local (workforce, health system) & regional conversations & 	<ul style="list-style-type: none"> Explore effective ways of centralizing & storing data. Evaluation of College Programs & Offerings by establishing a systematic cycle for departmental, program, & course assessment. Committee structure & effectiveness will also be evaluated.

	to obstacles such as software compatibility and internal network dilemmas (e.g. firewall).	<ul style="list-style-type: none"> • Explore tutoring opportunities and student support services (retaining students). 	opportunities to strengthen safety & security measures & processes.	collaboration to refine plan.	
Short Term Goals 2-3 yrs.	<ul style="list-style-type: none"> • Evaluate & expand IPE course(s). • Implement replacement track for CNL. • Explore adding other advanced degrees, including doctoral program(s). • Explore primary radiation therapy MRI & DMS. • Explore post-primary radiation therapy. • Explore collaboration with existing CoxHealth allied health professions/educational programs. • Implement simulation enhancements (integrate into curriculum, increase comfort in use, and raise and awareness). • Diversify/Grow professional advancement offerings. 	<ul style="list-style-type: none"> • Address network & firewall issues. • Explore potential for student laptops & tablets. • Support and strengthen alumni networks • Explore opportunities for student voice. 	<ul style="list-style-type: none"> • Explore ways to enhance ability to internally collaborate and to reduce barriers to effective use and delivery of an education platform (i.e. eCollege). • Engage college workforce by reviewing and enhance opportunities for workforce development & training and increase scholarly activities (e.g. research, publication). • Explore the need for additional positions. 	<ul style="list-style-type: none"> • Explore interstate authorization. • Explore marketing potential of the Simulation Center. • Replace equipment throughout the college, as needed. 	<ul style="list-style-type: none"> • Implement workforce training in archiving & accessing data. • Implement systematic cycle for departmental, program, & course assessment. • Implement degree audit.
Long-Term Goals 4-5 yrs.	<ul style="list-style-type: none"> • Fully integrate IPE throughout. • Explore & seek accreditation of simulation center. 		<ul style="list-style-type: none"> • Host/deliver conferences (e.g. Research Day). 	<ul style="list-style-type: none"> • Renovate or construct a new building. 	

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

Cox College strives to maintain appropriately qualified and trained workforce in all areas: administration, faculty, and staff as exemplified in Tables 5.14 and 5.15.

Table 5.14. Degrees and Expertise Represented at Cox College

Degree/Field of Expertise	
Associate of Arts or Science	3
Bachelor of Arts or Science	33
Master Degrees	
Arts	1
Business Administration	3
Education	6
Health Administration	1
Information Science and Library Technology	3
Library Science	1
Organizational Leadership	3
Public Administration	1
Science	5
Nursing	33
Nurse Practitioner	1
Women's Health Nurse Practitioner	1
Doctoral Degrees	
Education	2
Executive Leadership	1
Nursing Practice	1
Philosophy	3

Table 5.15. Degree Level Per Position

Area	Employees	AS/AA	BA/BS	Master	Doctoral
Administration	3	0	0	0	3
Academic Deans	2	0	0	1	1
Staff	41	3	26	11	1
Faculty	56	0	7	47	2
Total	102	3	33	59	7

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

Cox College is committed to the achievement of its mission, goals, and expected outcomes through stewardship of both fiscal and physical resources. These resources are reviewed, revised, and improved as needed through annual processes to assess the capability and capacity needs. All internal departments adhere to a budgetary process established by Cox College. Department chairs/directors will gather input from the workforce as to the needs of students and make requests based on that feedback. The budgetary

requests are presented to the College Leadership Council (CLC) for allocation of resources based on these requests. The priority consideration in all budgeting decisions is the core value of student first. The college is committed to stewardship of resources in order to maintain excellence for students. Cox College uses a zero-based budgeting process combined with customer enrollment data and workforce input to guide the CLC in the development of a proposed operating budget. When customer data indicates change is necessary, the college responds by equipping the workforce with the necessary personnel, knowledge, and skills to implement the change successfully.

Each year, Cox College initiates a budget planning timeline to effectively and efficiently evaluate the budgetary needs for the upcoming fiscal year. The timeline for the expected fiscal year 2014/2015 was as follows:

FY 2015 Budget Planning Timeline

February 2014

- CLC reviews budget goals and timeline
- CLC continues above review, finalizes if appropriate

March 2014

- CLC finalizes budget goals and timeline
- Comptroller meets with Chairs and Deans to review budget processes (March 5th)

April 2014

- All budget requests and projections due to Comptroller (April 1st)
- Extended CLC meeting for budget preparation (April 28th)

May 2014

- CLC finalizes preliminary budget
- College budget is presented to workforce (two different days and times)
- CLC reviews workforce suggestions and feedback

June 2014

- CLC finalizes budget after May presentations and reviews
- President presents budget to College Board of Trustees

In order to consistently monitor expenses, each month the comptroller sends an expense spreadsheet to the college leadership for review as well as presents the finances of the college at monthly college leadership council meetings. The comptroller also presents college finances at the quarterly Board of Trustees meetings.

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

Cox College's organizational structure, shared governance, and agility enable the institution to fulfill its mission. Together with faculty senate, staff senate, and student government association, the college's administration works to establish processes for positive decision making within the institution. Through the strategic planning process and process improvement model, Cox College creates an environment that ensures a sustainable organization.

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

The governance of Cox College is a collaborative effort among administration, faculty, staff, students and the Board of Trustees. The college also has councils and senates ensuring the shared governance structure.

The purpose of Faculty Senate is to provide a regular, systematic process for participating in shared governance and policy making in the Cox College stated mission. Each faculty member is eligible to be a part of this senate. In addition to Faculty Senate, the college staff also is eligible to participate in Staff Senate. The purpose of Staff Senate is four-fold: 1) to interact with all constituents of the college community in a courteous and respectful manner; 2) to contribute to the development of an environment that promotes performance of role functions and activities in a competent and accurate manner; 3) to assist faculty, staff, and students in achievement of personal and professional goals; and 4) to participate in the college’s efforts to provide excellence in all aspects of the academic enterprise.

All enrolled students at Cox College are members of Student Government Association. The purpose of the student government association is six-fold: 1) to support and implement the mission of the college; 2) to maintain the ethical standard of the college; 3) to foster an active sense of community and camaraderie; 4) to encourage and promote individual and team-building development; 5) to contribute to a positive learning environment; and 6) to advocate on behalf of students to college administration and faculty.

Cox College committees and councils are means by which the workforce and stakeholders have the opportunity to participate in shared governance by being informed, expressing views, and making recommendations about issues affecting the institution. Each committee/council may be comprised of administration, faculty, staff, students and community members. The following is a listing and description of the official college committees/councils:

Community Advisory Council (CAC): The purposes of the CAC are to create a forum for dialogue between members of the community and the leadership, faculty, and staff of the college, and establish a listening-post to ensure the college is appropriately responsive to the health and education needs of the community. The CAC meets twice yearly with one meeting scheduled during the fall semester (October) and one during the spring semester (April). The meetings are held at Cox College. Membership includes:

- President
- Vice President of Academic Affairs (Chair)
- Vice President of College Services
- Graduate Dean
- Undergraduate Dean
- Executive Director, Communications and Development
- Director of Admissions
- Education Outreach Director
- Practicing health care professionals
- CoxHealth recruitment representative
- Springfield Public School representatives (3)
- Missouri Career Center representative
- Greene County Health Department representative
- College alumni

College Leadership Council (CLC): The CLC provides leadership for the college and serves as the avenue for communicating between and among administrators, faculty, staff, and students. This council meets twice a month and consists of the following:

- President (Chair)
- Vice President of Academic Affairs
- Vice President of College Services
- Graduate Dean
- Undergraduate Dean
- Executive Director, Communications and Development
- Executive Secretary
- Bursar
- Comptroller
- Director of Admissions
- Director of Financial Aid
- Director of Student Support
- Director of Library Services
- Director of eLearning and Educational Design
- Director of Information Technology
- Director of Healthcare Education and Outreach
- Director of Professional Advancement
- Director of Simulation
- Registrar
- Clinical Outreach Coordinator
- The Store Manager
- College Support Coordinator
- Faculty Senate Chair and Chair-elect
- Staff Senate Chair and Chair-elect
- SGA president or designee

Graduation Committee: The Graduation Committee meets in January, April, August, and October to review the previous graduation ceremony, plan the upcoming ceremony, and present a list of possible speakers to the president for consideration. This committee consists of the following:

- Vice President of College Services (Chair)
- Registrar
- Enrollment Management Specialist
- Executive Director, Communications and Development
- Alumni
- Faculty
- Student(s)

Grants Committee: The Grants Committee provides reviews of and recommendations concerning the research, development, and submission of grants that benefit the college. The committee also reviews requests from faculty or staff for grant funding or foundation funding to assure a measure of control concerning applications. In addition, the committee provides data on grant outcomes to inform the college of important findings and results. The committee meets monthly or as called in response to a request for proposal or other urgent needs. This committee consists of the following:

- Vice President of Academic Affairs (Co-chair)
- Vice President of College Services (Co-chair)
- Graduate Dean
- Undergraduate Dean
- Director of Alumni/Marketing
- Director of Financial Aid
- Grants Manager from CoxHealth Foundation
- Professional Advancement Director
- Faculty

Process Management Team (PMT): The PMT meets monthly during the academic year to assess and measure excellence across the college using the Baldrige Framework. This team consists of the following:

- President (Co-chair)
- Institutional Effectiveness Committee Chair (Co-chair)
- Vice President of Academic Affairs
- Vice President of College Services
- Graduate Dean
- Undergraduate Dean
- Faculty
- Staff

Security Committee: The Security Committee meets monthly during the academic year to discuss areas relating to security/security risks of students and/or employees. They serve as the contact between both the CoxHealth Security and Environmental Services departments for problems relating to security or possible security breaches. This committee consists of the following:

- Director of Student Support (Chair)
- Vice President of College Services
- Registrar
- Library
- Information Technology
- Faculty
- CoxHealth Security Department

Along with the aforementioned, Cox College also has both graduate and undergraduate as well as specific academic departmental or programmatic councils which contribute to the overall shared governance. Routine functions of all official college committees include regular posting of meeting minutes on the college Intranet for all workforce and governing board information. (Three additional college-wide committees will be address in 5.B.3.)

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

Cox College's fiscal accountability is overseen by the fiscal policies and processes outlined by the college and is monitored and recorded by the comptroller as well as the college leadership council. The Board of Trustees reviews and approves the financial report on a quarterly basis. The Board of Trustees agendas and minutes reflect appropriate exercising of the Boards' complete oversight role to include finances and academics, as well as fulfillment of the Board's legal and fiduciary responsibilities.

The Board of Trustees' decision-making deliberations are often based on the recommendations of the college president and/or the college leadership council. These recommendations – whether general, educational, or financial – are formulated with consideration of the interests of internal and external constituencies. See Criterion 2C.

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

Cox College evolved from a diploma school of nursing to a single purpose college focused on the education of a health care workforce. The Performance Improvement Model (PIM), which is a product of the nursing process, is a good fit for Cox College in the decision making process. The PIM gathers assessment data to identify the problem/need for change or innovation; develops and implements action plans; and evaluates the outcomes. The PIM is used to meet the goals of the college: to provide quality educational programs; to provide a quality customer experience; to provide a quality workforce experience; to achieve quality business practices; and to collect data and utilize systematic assessment practices.

The PIM is utilized by college-wide committees to make decisions and recommendations which are then moved forwarded to the appropriate committee or council for action. The college leadership council is the decision making body of the college providing leadership for the college and its programs and serving as a forum for communication between and among administration, faculty, staff, and students as well as external stakeholders. Decisions made at the college leadership council level are carried by the college president to the Board of Trustees as needed for final ratification and/or approval.

Administration, along with the Board of Trustees, sets and reaffirms the college's mission, vision, and core values during the strategic planning process. This process includes feedback and recommendations from the college workforce, students, and CoxHealth. Administration presents opportunities for communication through a variety of methods: weekly Huddle meetings; convocations; Friday updates from the president; Coffee with Colleagues; Open Forums; and student government association meetings. Each of these meetings provide the faculty, staff, and students an opportunity to have their voices heard concerning academic requirements, policy, and the processes needed to obtain a collaborative effort in meeting the college mission.

Cox College provides other ways for faculty, staff and students to be involved in the setting of objectives for the college. Suggestion boxes placed throughout the college for both the workforce and students. The workforce suggestions are reviewed by the president and discussed at the weekly Huddle meeting while the student suggestion are presented to college administration by the student government association

leadership. Both students and workforce complete a variety of surveys each semester/year. Surveys are evaluated and processed through the PIM in order to meet the goals of the college.

Cox College has multiple committees established to address academic requirements, policy, and processes:

College Academic Affairs Committee (CAAC): The purpose of this committee is to serve as a review, recommendation, and process and policy development body to the president and college leadership council regarding academic issues. The committee meets at least twice a semester and consists of the following:

- Vice President of Academic Affairs (Chair)
- Vice President of College Services
- Graduate Dean
- Undergraduate Dean
- Department Chairs
- Director eLearning and Educational Design
- General Education Faculty
- Outgoing Faculty Senate Chair
- Student(s)

eLearning Advisory Committee (eLAC): The purpose of this committee is to promote and improve the quality of hybrid and online education, as well as student learning, through best practice, recurring evaluation, and standards of excellence. This committee meets bi-monthly and consists of the following:

- Vice President of Academic Affairs (Co-Chair)
- Director of eLearning and Educational Design (Co-Chair)
- Faculty
- Staff
- Student(s)

Institutional Effectiveness Committee (IEC): The purpose of this committee is to encourage, assist, and provide oversight in college-wide and program-specific effectiveness, including assessment of academic programs and co-curricular services. This committee consists of the following:

- Vice President of Academic Affairs (Chair)
- Vice President of College Services
- Process Management Team Representative
- Graduate Dean
- Undergraduate Dean
- General Educational Specialist
- Registrar
- Director of Admissions
- Director of Financial Aid
- Director of Student Support
- Academic Department Chairs

5.C. The institution engages in systematic and integrated planning.

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

A “commitment to excellence” is the guiding principle in processes involving students, faculty, and staff as well as the selection of board members. Cox College goals for the academic year are presented at the fall convocation and published on the college Intranet. A bi-annual convocation allows faculty and staff the opportunity for information sharing and focuses attention and resources on plans and initiatives for the academic year.

The goals and objectives for the 2014/15 academic year are as follows:

Business Goals & Objectives

- Develop marketing plan across the College, including prospects for revenue growth.
- Address infrastructure and/or equipment needs.
- Continue appropriate budgetary preparations for separate incorporation, including \$1.5 million in revenue over expenses.

Educational Programs Goals & Objectives

- Facilitate continued implementation of interprofessional education.
- Implement Master of Science in Occupational Therapy.
- Explore opportunities for enhancing/adding educational programs across any/all areas of the College.
- Determine information technology support solutions, including software and network.

Customer Experience Goals & Objectives

- Enhance/Expand student support services.
- Identify student retention initiatives.

Workforce Experience Goals & Objectives

- Increase opportunities for, and communication of, applicable workforce training.
- Refine processes related to workforce engagement and work distribution.

Systematic Assessment Goals & Objectives

- Modernize/Centralize use and storage of data.
- Establish regular cycle for departmental, program, and course assessment.
- Evaluate committee structure and effectiveness.

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

Assessment of student learning occurs on an individual level at the end of each semester through course evaluations submitted by both students and faculty. Course and student achievement data are examined by faculty annually and utilized in conjunction with best practices for curriculum development and improvement. Curriculum revisions, proposed new courses, and other academic matters affecting student success are addressed at both the undergraduate and graduate council meetings. Revisions/additions are forwarded to the College Academic Affairs Committee for both academic and budgetary input. Student

assessments at the completion of programs also provide evidence of student learning such as certification and licensure exam pass rates. The Institutional Effectiveness Committee utilizes collected data to inform students, workforce, and stakeholders with the information necessary to achieve the mission of Cox College.

The college utilizes assessment data from various customer and stakeholder groups, such as advisement councils, and environmental scans to identify student, stakeholder, and market requirements regarding educational programs and services.

In recent years, the utilization of data in both strategic and budgetary planning have resulted in both new and advanced degree offerings: the transition of the Radiologic Technologist hospital based certificate program to an Associate Degree (2011); a new Bachelor of Science in Diagnostic Imaging degree (2012); the creation of a Master of Science in Nutrition Diagnostics advancing the existing Dietetic Internship program (2013); and the addition of the Post-Master’s Certificate Programs in both Family Nurse Practitioner and Nurse Educator (2013).

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

Cox College provides numerous opportunities throughout the academic year for both internal and external voices to be heard regarding the strategic and budget planning processes. These communication avenues have been discussed at length throughout the Higher Learning Commission self-study and are vital in Cox College meeting the educational needs of students and the health care community.

Table 5.16. Internal Constituents and Communication Opportunities

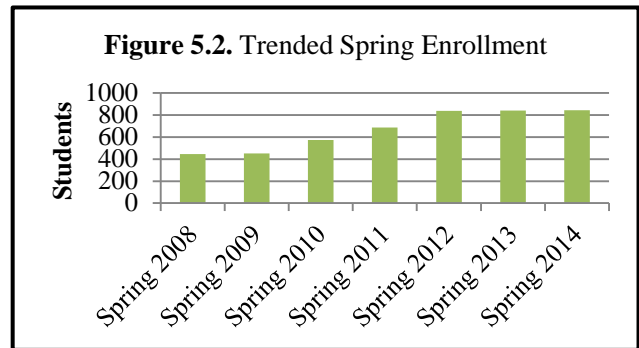
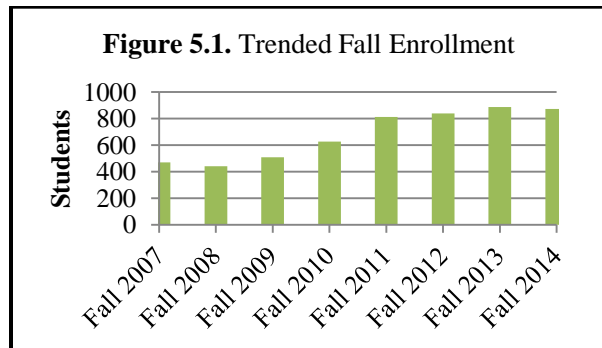
Students	<ul style="list-style-type: none"> • Facebook • Cox College website • Student Forums • Online Platform • Student Portal • Student Organizations (SGA, SNA, RSSA) • Student Suggestion Box • Student Satisfaction Inventory (SSI)
Workforce Faculty Staff Administration	<ul style="list-style-type: none"> • Coffee with Colleagues • Open Forums • Online Platform • Faculty Portal • Suggestion Box • CoxHealth We Want to Know Survey • Chronicle of Higher Education: Great Colleges Survey • Staff Senate • Faculty Senate • Huddle

Table 5.17. External Constituents and Communication Opportunities

Community CoxHealth Program Accreditation Bodies Other Educational Institutions	<ul style="list-style-type: none"> • Open House • Open Forums • Community Members on College Committees (BOT, CAC, Individual Program Advisory Councils)
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5.C.4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.

The Cox College strategic plan examines the results of a comprehensive evaluation of shifts in demographics, educational programs, stakeholder preferences, and market demands. The strategic planning process utilizes key performance indicators consisting of both current and projected enrollment. As noted in Figures 5.1 and 5.2, student enrollment has steadily increased. In 2012, Cox College was approached by Drury University with an opportunity to expand health care educational offerings at their branch campus in Cabool, Missouri. This joint effort concentrated on recruiting students in an economically distressed region offering them a health care education. The Cabool campus serves a four county area with a population of 99,000; however, the nursing workforce within this area is 22% lower per 1,000 persons than the state average. Population projections reflect the potential for an increase in medically underserved due to a lack of area health care professionals in this region. The offering of Cox College programs in Cabool, MO enables the college to reach students who are unable to attend the Springfield campus thus expanding the college’s area of influence.



With the increased demand for online education, Cox College is continually seeking to expand online course and degree offerings. In 2013, the college obtained Interstate Authorization approval from the state of Arkansas allowing residents to enroll in Cox College’s online degree offerings: RN to BSN, BSDI, and MSN.

Although the economy has fluctuated in recent years, Cox College is encouraged by the continued growth in enrollment. The need for highly educated health care professionals both within the region and throughout the county will continue as the baby boomer population ages; upon their retirement, there will be an increase in health care positions available as well as an increased need for health care practitioners for care of these individuals. The southwest Missouri area has a high concentration of baby boomers. The national average number of persons 65 years and over is 13.7%. The Springfield average is 14.5% while service areas of Monett (13.9%) and Branson (19.6%) also have increased demographics (US Census Bureau).

Due to the changes in the economy, Cox College is continually assessing its financial situation and planning for potential gaps in revenue. The college also seeks additional revenue sources through grants as well as fundraising through the CoxHealth Foundation and the Cox College alumni association. Cox College is a private, not for profit institution and does not receive state funding.

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

Cox College maintains its commitment to excellence in meeting the educational needs of students and the health care community by providing current technology which enhances educational programs. An example is the college's media room which affords faculty and staff the ability to create cutting edge, online curriculum. It is equipped with Adobe CS5.5 Master Collection®, Camtasia®, Snag It®, and SoftChalk® programs, as well as a scanner, printer, and a MacBook Pro laptop. Podcasts, videos, and interactive online labs are created in the multimedia resource room. Innovative design programs, such as SoftChalk®, allow educators to transform existing course materials into interactive and engaging online content. Other resources available in the media room include interactive white boards, a mobile computer lab, and iClickers® (an audience response system used for immediate feedback during lectures or meetings). A secure video server is also available for college-wide use in uploading and sharing educational video content.

The college's learning management system (LMS), eCollege®, supports excellence in instruction by providing an accessible and flexible learning platform available for online, hybrid, or seated instruction. eCollege® allows students to access grades, submit assignments, and view presentations, as well as participate in discussion boards, document sharing, and the ability to communicate with faculty and classmates. If necessary, eCollege® will allow Cox College to continue offering classes should the physical campus be compromised or become an unsafe environment. BioSig® was added to the LMS to ensure integrity by employing gesture biometrics – measuring the unique way a user moves his/her mouse, finger, or stylus to create a password. Once the user has authenticated his/her password, access to the testing materials is granted.

The interprofessional simulation center was developed as a response to the growing high fidelity simulation needs of students. Access to clinical sites is often challenging, and students are not able to provide care for all of the different types of patients in their clinical experiences. The simulation center meets that need. Currently, five high fidelity simulation manikins, including obstetric, infant, and pediatric simulators are available. Students perform assessments and interventions on these patient simulators and are able observe patient response. The simulation center strives to provide staff expertise, multi-functional space, advanced technology, and equipment to conduct successful simulation scenarios for all Cox College programs.

Cox College's administration, faculty, and staff address social and professional factors impacting continued fulfillment of the mission of meeting the educational needs of students and the health care community and the vision of being leaders in health care education. The U.S. Department of Labor lists health care related jobs as among the highest expected employment categories in growth of salaries and expected numbers of jobs through 2020.

The following table demonstrates that Missouri's population is more aged and economically challenged compared to the national average. Cox College recognizes that these two factors predict a higher percentage of current and future health care needs. On average, Missourians have less ethnic diversity, slightly higher levels of high school graduation but lower rates of college education than the U.S. in general.

Table 5.18. Comparative Populations and Demographic Diversity

People	Missouri	USA
Population, 2013 estimate	6,044,171	316,128,839
Population, percent change, April 1, 2010 to July 1, 2013	0.90%	2.40%
Persons under 5 years, percent, 2012	6.30%	6.40%
Persons under 18 years, percent, 2012	23.30%	23.50%
Persons 65 years and over, percent, 2012	14.70%	13.70%
White alone, percent, 2012 (a)	83.90%	77.90%
Black or African American alone, percent, 2012 (a)	11.70%	13.10%
American Indian and Alaska Native alone, percent, 2012 (a)	0.50%	1.20%
Asian alone, percent, 2012 (a)	1.80%	5.10%
Native Hawaiian and Other Pacific Islander alone, percent, 2012 (a)	0.10%	0.20%
Two or More Races, percent, 2012	2.00%	2.40%
Hispanic or Latino, percent, 2012 (b)	3.70%	16.90%
Language other than English spoken at home, age 5+, 2008-2012	6.10%	20.50%
High school graduate or higher, persons age 25+, 2008-2012	87.20%	85.70%
Bachelor's degree or higher, percent of persons age 25+, 2008-2012	25.80%	28.50%
Veterans, 2008-2012	494,876	21,853,912
Per capita money income in past 12 months (2012 dollars), 2008-2012	\$25,546	\$28,051
Median household income, 2008-2012	\$47,333	\$53,046
Persons below poverty level, percent, 2008-2012	15.00%	14.90%
(a) Includes persons reporting only one race.		
(b) Hispanics may be of any race, so also are included in applicable race categories.		
Source: US Census Bureau State & County QuickFacts		

Cox College recognizes the need for increased awareness of diversity activities is needed on multiple levels (city, community, and global). These are illustrated through various commitments to numerous local community and societal projects such as: United Way Day of Caring, Community Partnership of the Ozarks (Hope Connection), Big Brothers/Big Sisters (Lunch Buddy Program), The Women’s Center (Diaper Drive), and the North Springfield Betterment Association. The college also provides global projects in Haiti and India through organizations such as Lifeline Christian Mission and Calcutta Mercy Hospital. Students, faculty, staff, and administration are involved in these various projects promoting a cohesive awareness of diversity at all levels. These opportunities focus on developing an understanding of diverse cultures through a supervised experience in the Haitian and Indian countries in order to increase the students’ awareness of globalization.

5.D. The institution works systematically to improve its performance.

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

Cox College’s structure creates a supportive, protective, and welcoming academic environment comprised of an interactive team composed of key partners in both the college and the community. The Process Management Team (PMT) membership has the duty to lead Cox College in a direction fulfilling the college’s core values. This focus creates a pathway of excellence in the student’s educational

experience. This results in a strong, informed, and prepared class of health care providers meeting the needs of a dynamic health care community.

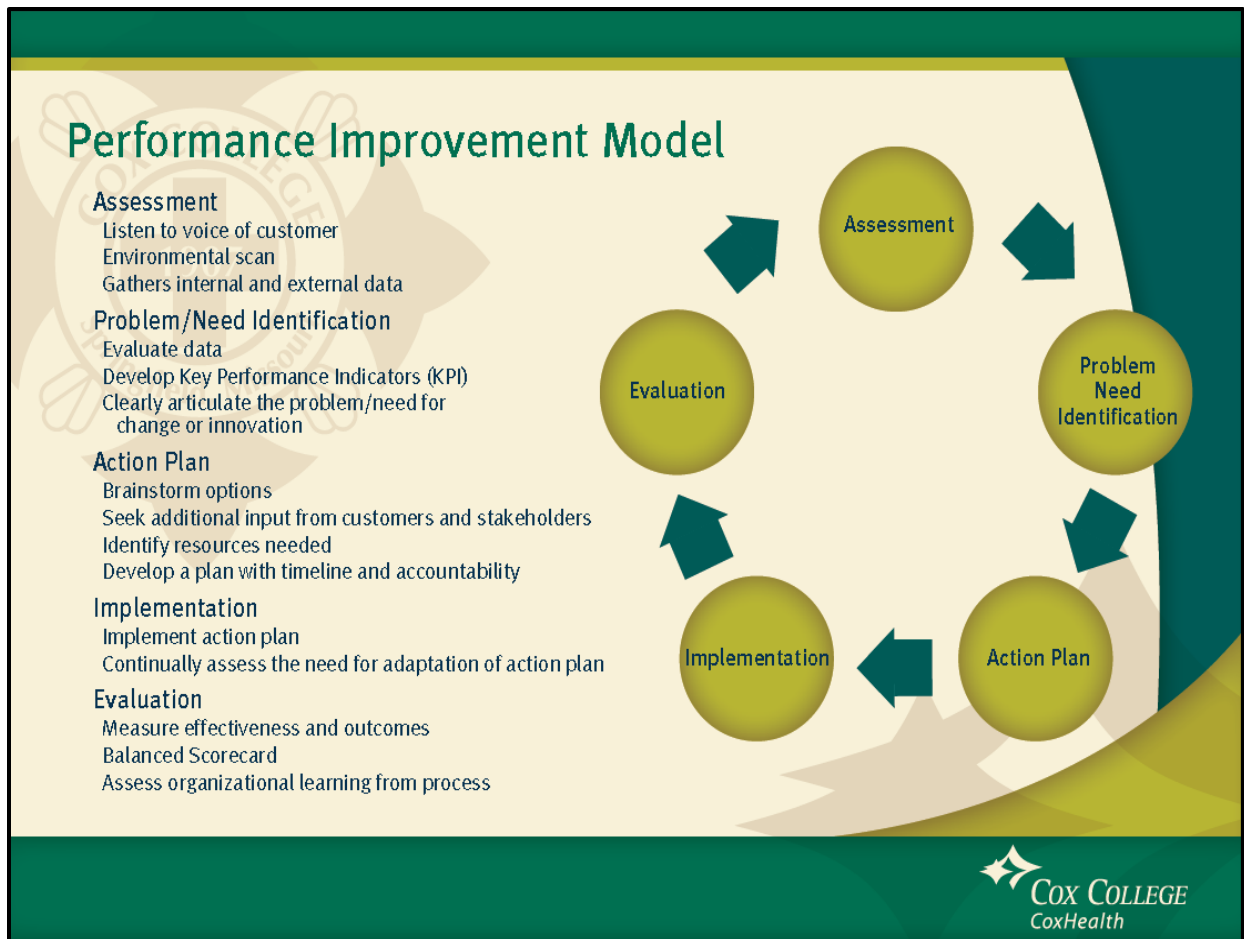
The Performance Improvement Model (PIM) demonstrates the relationship of the various committees and councils as well as individuals. The college president leads the College Leadership Council (CLC) comprised of administrators, directors, faculty, staff, and students. The president also has the responsibility of bringing pertinent information from the CLC to the Board of Trustees (BOT). The College Academic Affairs Council (CAAC) also develops policies and processes for the college and offers recommendations to the CLC or the president for evaluation and needed action.

The college's Community Advisory Council (CAC) consists of community members: health care partners, education, business, governmental agencies, alumni, employers, and consumer communities. These relationships provide for a shared foundation of planning and direction that guide the college's educational curriculum and program offerings thus meeting the community needs for excellence in health care.

Faculty Senate, Staff Senate, Undergraduate, and Graduate Councils along with other program specific councils maintain open communication by sending committee representatives to participate in PMT. This open exchange of communication has a positive effect on other college-wide committees: Institutional Effectiveness, eLearning Advisory, Retention, and Security. These committees may also submit proposals and requests to the CAAC or CLC for review and approval.

College deans, directors and chairs bring forward information to the CAAC or CLC thus enhancing the decision making process. The CLC also receives information from the Student Government Association's (SGA) president who is a voting member on the CLC. Other student body representatives are involved in various college committees and serve as college ambassadors. The Executive Director of College Communications and Development advises SGA as well as communicates with the college alumni allowing for additional student and alumni input.

Cox College's utilizes the Performance Improvement Model (PIM) for assessing current opportunities as well as potential challenges. The PIM function of opportunity/challenge identification through resolution would include the process of assessment in order to collect and analyze data both internal and external to the college. The committee or council that is examining an opportunity for improvement would generate would evaluate the information and create Key Performance Indicators (KPI) in order to monitor identified criteria. Additional stakeholders would be inclusive in this process of brainstorming, identifying additional resources, and in the creation of a plan. Once the plan is in place, an action plan would then be initiated and monitored. Outcome evaluation would be part of this value assessment process with recommendations made, instituted, and carried out with continued observation. The PIM also assists in the development of the college's strategic plan which undergoes a monthly review and report out with reevaluation and revision every three years.



Additional data gathering is performed by Cox College using a variety of approaches including assessment of its strengths, weaknesses, opportunities, and threats (SWOT). Other information is collected and analyzed through the use of We Want To Know (WWTK) surveys. The Student Satisfaction Inventories (SSI) along with course and faculty evaluations which are routinely administered at the end of each semester. Feedback is evaluated for any adjustments needed to these areas. Customary inspection of faculty licensure status is carefully maintained.

Across the college campus many examples of these aforementioned activities are found to demonstrate a continuous focus in high quality education by the provision of cutting edge technology as seen in the Cox College Simulation Center. The Simulation Center runs high fidelity and modality simulation scenarios for all college programs. Scenario evaluation tools are issued to each student after the learning experience in order to measure both scenario and facilitator effectiveness. This provides feedback to both the Simulation Center and instructor on student engagement and evaluation as to whether the experience sufficiently challenged to the student.

The nursing program has many examples of course evaluations which provide insight into the classroom learning environment as well as the clinical site experience. For example, a nursing manager of a specific hospital based clinical learning site would be informed of student survey results related to his/her area. This transparent communication process provides a responsible and respectful means to address any learning related issues. Opportunities for improvement can be professional resolved by working together. The Health Education System Incorporated (HESI) test is a predictor of NCLEX success, therefore offers

valuable information for program quality. Statistics related to on campus testing outcomes are also used for evaluation in addition to the post-graduation National Council Licensure Examination (NCLEX).

The Cox College Education Center instituted a We Want To Know (WWTK) survey in order to better evaluate the level of interdepartmental communication. This inquiry resulted in the institution of weekly meetings called “huddle”: a collective gathering of Education Center staff for sharing and bridging any information gaps. Minutes are taken, issued to each team member, and shared with college administration.

The Health Care Education and Outreach Team has been an American Heart Association Training Center (AHA) since 1997. This team has a biennial audit by the AHA. This audit contains a detailed review of all performance requirements and policies to maintain a standard of excellence as an AHA Training Center. This training center covers the southwest Missouri region and has trained 11,101 providers in 2013 (a 20% increase from the previous year) and has 360 instructors who depend on Cox College for upholding quality programs. Class evaluations are completed on all programs with evaluation summaries for all credited courses offered. Evaluations are reviewed with improvement opportunities instituted and then monitored.

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

Cox College has five pillars of quality performance that support the college’s mission, core values, and vision. Leadership in health care education is provided and maintained by offering quality educational programs, providing quality customer service, providing a quality workforce experience, maintaining quality in business practice as well as in data collection with utilization of systematic assessment practices. These five pillars translate into strategic college-wide goals and objective as noted in 5.C.1.

Each of the five pillars has separate indicators with action plans reflective of the Baldrige Criteria. They also establish a set timeline for completion and a specific job title(s) listing accountability. This is outlined in the college’s strategic plan. The five pillars are utilized as communication format by the college president to the BOT.

Cox College has many examples that demonstrate the importance of the provision of institutional effectiveness and sustainability in its practices. This includes the two-year loan default rate of the students which has decreased from 7.3% to 6.4%. This decrease occurred in September 2013 and is associated with variables used by the federal government when ranking and scoring individual institutions.

The Missouri Quality Award Feedback Report in 2012 indicated that one of the college’s strongest attributes is the utilization of the PIM. The survey group concluded the college to be very effective in identification of the following: potential recognition of blind spots, determining the college’s core competency, and pinpointing the college’s strategic challenges and advantages. They also described Cox College as having a clear understanding of its external and internal environment accomplished through careful data collection and analysis. The CLC utilized this data to create both a three year strategic plan and establish KPIs with associated action plans. Closed loop communication and transparency in information delivery is essential in forming a well-integrated system. Most importantly the report acknowledged that this increased the value of the student educational experience and contributed in meeting the community’s health care needs which is a part of the Cox College mission.

The 2012 report highlighted the core value of lifelong learning. The report details the CLC and the BOT have demonstrated a commitment to this value evidenced by administrative role-modeling on a professional level. Lifelong learning was incorporated into both job descriptions and performance evaluations thus encourage self-improvement and professional development.

The Education Center is an integral part of Cox College by providing watchful consideration to all operational experiences. Upon the transition to Cox College from CoxHealth, the prior method of course marketing, class content, registration, grading, and managerial/student communication moved from paper, pencil, and phone processes to an on-line system called Eventbrite through the Cox College website. This process offers ready access to course information including content, dates, times, locations, requirements, and credit available for the internal or external customer. This change resulted in an increase in community attendance of these programs.

Criterion 5 Analysis

Strengths	Opportunities for Improvement	Action Plans
<ul style="list-style-type: none"> • Financial viability/improvements • Shared governance and employee engagement • Agility • An existing Institutional Effectiveness Committee 	<ul style="list-style-type: none"> • Highly tuition-dependent • Improve College-wide communication • Increase student involvement on College committees 	<ul style="list-style-type: none"> • Explore external revenue streams • Revise College committee structures and process oversight • Increases proactive discussions • Institutional effectiveness review across the College