



THE CHRIST COLLEGE
OF NURSING AND HEALTH SCIENCES

Learn, Grow, Become

**Self - Study Report
for
Initial Candidacy**

**September
2008**

Executive Summary

Learn, Grow, Become



**EXECUTIVE SUMMARY
and REQUEST FOR CANDIDACY**



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EXECUTIVE SUMMARY and REQUEST FOR CANDIDACY

Dedicated to providing quality healthcare education The Christ College of Nursing and Health Sciences holds as its core values *Caring, Collaboration, Integrity, and Excellence*. These values serve as the very foundation from which the College has come into being and continue to serve steadfastly as the College, as well as its students, faculty, and staff pursue learning, growing, and becoming.

Born in a tradition of caring, The Christ Hospital School of Nursing (TCHSN) found its origins in the outgrowth of The Elizabeth Gamble Deaconess Home Association's ministering to the sick in the late 1800s. Recognizing the need for trained nurses paved the way for admitting qualified young women, even though not deaconesses, and the establishment of The Christ Hospital School of Nursing in 1902. Since its inception 106 years ago, the School grew in size and sophistication to meet the changing healthcare needs of the region. Marked by excellence, the school enjoyed a reputation for educating nurses of the highest caliber graduating 5,878 registered nurses whose caring, compassion, and quality skills have impacted the region, the nation, and the world.

In response to changing trends in the health care industry and the profession of nursing the faculty and administration of TCHSN determined it essential that the School evolve into a new, independent institution of higher learning. This transition to The Christ College of Nursing and Health Sciences, spanning 4 years – from its naissance in 2002 to its inaugural opening in 2006 – has truly been a collaborative, integrity-laden venture that has incorporated elements of self-study and reflection at each juncture – from program proposal in December 2003 to Ohio Board of Nursing and Ohio Board of Regents approval and authorization in 2005 to engaging in the eligibility process with the Higher Learning Commission in 2006 and 2007.

While engaging in continuous self-reflection over the course of these five years the College has now embarked on a very specific, focused process using the HLC Criteria for Accreditation as its point of reference. This Executive Summary provides an overview of the major findings and conclusions determined by the college community as it has realized its self-study goals of learning, growing, and becoming through: 1) involving the entire college community and other relevant constituencies; 2) assessing its strengths and limitations through introspection and reflection

utilizing the HLC criteria; 3) identifying potential ways to enhance its strengths and address its limitations; and 4) evaluating its progress in transitioning from a diploma school to a college.

The complete self-study report offers reflective analysis and evidence that The Christ College of Nursing and Health Sciences, while only in its third year as a college but building on the one hundred and six year tradition of excellence of its predecessor, has made significant progress in establishing itself as a collegiate institution. The college believes that it continues to meet the Commission's twelve *Eligibility Requirements* and fulfills the five *Criteria for Accreditation*. Through this self-study process the college has also identified areas for continued improvement, which cause it to commit even more boldly to its mantra to learn, to grow, and to become. With submission of this report The Christ College respectfully requests *Initial Candidacy* with the Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools.

Eligibility Process

Eligibility Interview – December 7, 2005

Letter of Intent – May 17, 2006

Preliminary Information Form – May 17, 2007

Eligibility Requirements

- 1. Hold an appropriate legal status to operate as an organization offering higher learning in one of the states or sovereign nations within the North Central region, and have the legal authority to award higher education degrees and any other educational offerings wherever and however delivered.**

The Christ College of Nursing and Health Sciences holds the appropriate legal status to operate as an organization offering higher learning within the State of Ohio, a state within the nineteen-state North Central region.

- The organization conducts all educational activities in Cincinnati, Ohio.
- The college holds a certificate of incorporation from the Ohio Secretary of State dated August 23, 2003, as well as articles of incorporation and appointment of statutory agent filed August 20, 2003.
- The College Board of Directors is charged with oversight of all educational, financial, and legal aspects of the college.
- The Board has appointed a president to serve as chief

executive officer who is responsible for monitoring and reporting to the Board all information related to the fiscal health of the institution, as well as directing institutional efforts in compliance with state, federal, and accrediting agency requirements.

- The Christ College holds a Certificate of Provisional Authorization dated March 17, 2005 from the Ohio Board of Regents to operate as an organization offering higher learning in the State of Ohio and has the legal authority to award an Associate of Applied Science in Nursing degree. Subsequent required progress reports have been submitted with the third of three submitted December 19, 2007. Communication received from the Board of Regents March 20, 2008 states "...the staff determined that it would not review any progress reports or institutional reauthorization proposals until after July 1, 2008. Institutions that have submitted these reports remain in good standing."
- Originally granted conditional approval by the Ohio Board of Nursing effective January 20, 2005, the college submitted its three requisite progress reports and hosted a site visit March 5 – 6, 2008. Full approval was granted by the Board effective May 15, 2008.

2. Publish and make available to students and the broader public statements of mission approved by its governing board defining clearly the nature and purpose of the higher learning provided by the organization and the students for whom it is intended.

The college has adopted mission, vision, values, and goals statements developed by the faculty and administration that identify the institution as a member of the higher learning community whose core purpose is to provide *quality healthcare education at the associate degree level*.

- The mission, vision, values, and goals statements were developed by the faculty council of the diploma program in ad hoc AD Planning council meetings and approved in November 2002.
- All statements were approved by the Board of Directors in January 2004.
- All statements were ratified by The Christ Hospital Board of Trustees, sole member of The Christ College, in May 2004.
- The mission, vision, values, and goals statements are published in the college Catalog and on the college website www.thechristcollege.org.

- The stated purpose of learning provided by the college is identified in the mission documents as “...*quality health care education at the associate degree level ... to prepare graduates capable of providing effective health care services to diverse populations in a dynamic healthcare environment.*”
- The curriculum, firmly grounded in the mission and vision of the college, provides an integrated approach to holistic learning that prepares students to enter the nursing profession, the community, and the world as competent, well-rounded, critically thinking individuals. The associate of applied science degree allows for an entry-level position within the workforce and profession while positioning graduates for educational mobility in pursuit of advanced degrees.

3. Have students enrolled in degree programs before achieving candidacy or have graduated students from its degree programs before achieving accreditation.

The Christ College of Nursing and Health Sciences awards the associate of applied science in nursing degree as authorized by the Ohio Board of Regents. The associate of applied science degree prepares students for entry into specific occupations (nursing) and is designed to articulate with four-year bachelor degree programs.

- The college entered its inaugural class in August 2006. Total enrollment numbered 195. An additional six non-degree seeking students registered for general education classes. Students are given the choice to complete the prescribed nursing curriculum in two or three years. Enrollment in the two-year track numbered 181 matriculated students. Occasionally, students begin the two-year prescribed curriculum and then choose to enter the three-year curriculum due to personal circumstances.
- Fall 2007 enrollment totaled 338 matriculated students and 6 non-degree students.
- The college graduated 139 students from its nursing program in June 2008.

4. Document governance and administrative structures that legally enable the organization to protect its institutional and educational integrity.

Operation, control, and management responsibilities of the college’s governing board are specified in the operating bylaws, Articles of Incorporation and Resolutions. The oversight for all institutional, business, and academic practices emanates from the College Board of Directors. The president of the college fulfills all duties outlined in the

bylaws of the college by reporting directly to the board.

- Full authority and responsibility for the implementation of the policies, rules, and regulations of the College Board, the Board of Regents, and the Ohio Board of Nursing, as well as such accrediting bodies as the Higher Learning Commission and the National League for Nursing Accrediting Commission is delegated to the president as the institution's chief executive officer.
- The College Assembly serves the purpose to develop, implement, and evaluate the mission, values, vision, and goals of the college in accordance with the philosophy of the governing board and contemporary trends in higher education, nursing and health care. Appropriate recommendations are forwarded to the Board of Directors.

5. Document that it has core values and strategic priorities that assure its graduates will be capable of contributing to the communities in which they live and work.

The college specifies its purpose *to prepare graduates capable of providing effective healthcare services to diverse populations in a dynamic healthcare environment* and further clarifies its intentions for preparing students with the knowledge, values, and skills required for contemporary professional practice and civic lives through its goals, core values, and strategic priorities.

- The college's goals:
 - Provide a collaborative learning environment that addresses the individual needs of a diverse student population;
 - Integrate knowledge from general education and discipline-specific studies to establish a foundation for further learning;
 - Employ faculty who demonstrate excellence in education through quality instruction, community service, and scholarly endeavors;
 - Provide a value-based education experience that prepares graduates to participate responsibly in a dynamic, diverse society;
 - Provide curricular offerings relevant to current market demands and health care needs; and
 - Ensure academic excellence through on-going evaluation.
- These goals are captured in the institution's core values:
 - *Caring* : to have respect for life and concern for the preservation of human dignity; to accept the diversity of cultures and origins characterizing the global

- community
 - *Collaboration*: to work cooperatively; to function as a multidisciplinary team to achieve common goals
 - *Integrity*: to be honest, fair, trustworthy, and genuine; to adhere to ethical, legal and professional standards
 - *Excellence*: to function at the highest level of performance; to demonstrate commitment to quality outcomes and continuous improvement, predominantly in the areas of teaching and learning.
- Strategic Plan 2008 – 2011 initiatives are grounded in the college’s goals and core values and designed to enable the college to fulfill its vision *to excel in healthcare education in order to promote the health of society*:
 - Achieve financial viability for the college
 - Develop a strong branding campaign of the college as an independent educational institution
 - Expand the Student Services Division
 - Ensure rigorous, excellent General Education program
 - Document financial control systems and decision-making processes between the college and its sole member
 - Ensure technology is state-of-the-art and pervasive.
- The college offers a well-rounded, holistic curriculum rooted in the humanities and sciences, which realistically prepares graduates for a complex, changing work world and responsible citizenship in a dynamic, diverse world.
- The curriculum design is a unique integrated course of study that emphasizes academic excellence and clinical competence, while simultaneously fostering attributes of caring and societal awareness. A seamless inclusion of a coherent general education foundation ensures a breadth of knowledge to promote intellectual inquiry.
- The college offers complementary programs, services, and activities that promote student learning and involvement, serving to promote skill development in the practice and profession of nursing as well as leadership skills, personal development, self-discipline, and confidence, thereby contributing to a well-rounded curriculum.
- In addition to completing the planned curriculum, all degree-seeking students are required to complete three hours of service to the college community each academic year.
- Student Senate, the professional student organization SNACC, and community service activities endorsed by the college cultivate such skills as leadership, commitment, cooperation,

and collaboration through teamwork. These opportunities reinforce the core values and goals of the institution, particularly providing a value-based education; thus preparing graduates to participate responsibly in their professional and civic lives.

6. Demonstrate that it has engaged qualified academic personnel essential to assure effective curriculum, instruction, and academic programs.

The Christ College of Nursing and Health Sciences, consistent with its goal to *employ faculty who demonstrate excellence in education through quality instruction, community service and scholarly endeavors* employs a highly qualified faculty who have earned degrees appropriate to the associate degree level of instruction, represent a variety of undergraduate and graduate programs, represent diversity, and demonstrate competence in their appropriate specialty area.

- Projected faculty demographics for the 2008 – 2009 academic year include 30 full-time and 8 part-time positions. Four faculty members have doctoral degrees, one possesses a first professional Doctor of Veterinary Medicine, thirty have earned masters degrees, and three clinical nursing faculty have bachelors degrees in nursing and are pursuing advanced degrees.
- As a single-purpose institution, the college's faculty, both general education and nursing, work as a collective for the stated educational mission, goals, and objectives of the college.
- The College Assembly rules and regulations guide faculty in all governance procedures and policy matters.
- Course and divisional faculty groups work collaboratively in designing, developing, and evaluating curricular offerings and outcomes measurement.

7. Demonstrate the ownership of or responsibility for assuring access to the learning resources and support services necessary to facilitate the learning expected of its enrolled students.

The Christ College strives to *provide a collaborative learning environment that addresses the individual needs of a diverse student population*. In so doing, a variety of learning resources and support services are offered to facilitate students' success throughout their educational experience.

- The Learning Resources Committee, a standing committee of the College Assembly is charged with the maintenance of learning resources and management of related policies.

- Eight technologically equipped classrooms accommodate the majority of didactic instructional interaction with students.
- The computer lab, managed by a full-time technical support specialist, provides computer workstations with DVD and CD-ROM readers, internet access, printing capabilities and various software programs including test instruction and delivery programs.
- Library services are provided through a contractual relationship with the Christ Hospital and the James N. Gamble Library. The library, located on the campus of The Christ Hospital, offers an array of services for students, faculty, and staff.
- A fully equipped multi-purpose science laboratory and three nursing skills labs provide students with the opportunity to learn and practice essential knowledge and skills in hands-on, faculty facilitated environments.
- The college offers traditional student services that assist students in achieving their educational goals – Admissions, Academic Advising, Registration, Financial Aid Services, counseling services, and limited student health services.
- The Learning Support Services of the Christ College provides several unique offerings to support student learning and student success. Opportunities include: individual and group tutoring, round table discussions, and a mandatory one-credit hour course designed to facilitate each student's successful transition to college and achievement of educational goals. One new support service introduced with the 2007 – 2008 academic year is the Writing Center – established with the goals of assisting student's communication skills and supporting the college's *writing across the curriculum* initiative.

8. Provide documentation of existing and future financial capacity.

For over a century the financial situation of The Christ Hospital School of Nursing (predecessor to The Christ College of Nursing and Health Sciences) has been consistently sound. All budgeting and accounting procedures have been found to be congruent with established standards and good practices. The budgetary process for the college emanates from the president who has responsibility for developing and administering the annual capital and operating budgets and subsequently making appropriate and timely recommendations to the board. Financial resources for the college include revenues from tuition and fees; reimbursement via medical education pass-through from the federal government (Medicare); support from its sole member, The Christ Hospital; and to a lesser extent from temporary and permanently

restricted funds of the college (formerly of the School of Nursing). Understanding the importance of financial independence, the college has contracted the services of a Director of Development.

- The Christ College of Nursing and Health Sciences is a not-for-profit corporation whose sole member is The Christ Hospital.
- The college's audit is integrated with the hospital's which includes supplemental information regarding the college.
- Independent auditor reports for the years ending June 30, 2005 and June 30, 2006 included the hospital's internal control over Federal Awards programs (The Christ Hospital School of Nursing) including Federal Pell Grant program, Federal Family Education Loan program, and the Nursing Student Loan program. The auditor's reports opined there were neither material weaknesses nor reportable conditions identified.
- An independent auditor report for the year ending June 30, 2007 again opined there were neither material weaknesses nor reportable conditions identified.
- The Ohio Board of Regents' audit of financial aid records for the 2007 fiscal year determined compliance with federal and state reporting standards. The final report rendered there were zero errors or a 0.0% overall error rate.
- The U.S. Department of Veterans Affairs' compliance survey in May 2008 found records to be "outstanding...organized, current and complete. There were no discrepancies noted during the course of the survey."
- Primary reserve ratios representing the length of time the college could operate using its expendable reserves for fiscal years 2007 and 2008 are 0.66 and 0.50 respectively.
- The financial planning and budget projections of the college are in alignment with the college's mission, purpose and goals in that the college provides monetary/fiscal resources necessary for delivering high-quality instruction and the services and infrastructure to support the academic/ educational goals of students as well as the professional and personal livelihoods of faculty and staff.

9. Provide students with electronic or print documents that outline educational program requirements appropriate in terms of length, content, and required learning outcomes for the credential awarded.

The college provides both printed and electronic documents to

students, prospective students, and the public for the purpose of providing the most current information regarding academic programs and support services.

- The College Catalog includes statements of mission, program requirements, course descriptions, admissions and registration policies and procedures, learning resources, nursing program outcomes, and staff and faculty information. The college catalog, student handbook, and nursing program handbook are all available in print and/or on-line at www.thechristcollege.org .
- Degree requirements and core competencies for the college's associate of applied science in nursing program adhere to the policies and standards of the Ohio Board of Regents, the Ohio Board of Nursing, and the National League for Nursing Accrediting Commission in preparing graduates for professional practice and licensure.
- General Education curricular courses serve as a foundation to the student's collegiate education and worldview. The general education courses are in compliance with the Ohio Board of Regents curriculum standards as well as the general education articulation and transfer module.
- Nationally, associate degree nursing programs range from 68 – 73 semester credit hours. The Christ College requires 72 semester hours comprising 41 Nursing and 31 General Education credits.

10. Document that it presents itself to the public and prospective and enrolled students fairly and accurately with up-to-date information published electronically or in print about admissions, credit transfer, costs and refunds, financial aid, and the accreditation status of the organization and its programs.

The Christ College of Nursing and Health Sciences presents itself to the public and its students in a variety of media. Information regarding the college is available in the college catalog both in print and on the college website www.thechristcollege.org . Informational brochures and flyers such as summary of expenses and fees, faculty and staff roster, answer people, FAQs, and course offerings are mailed with informational/admission packets. Additionally, many of these insert flyers are available on the college website.

- Consistent with college's goal to integrate knowledge from general education and discipline-specific studies to establish a foundation for further learning and the division of general education's goal to foster lifelong learning, the Christ College values the previous educational experiences of its applicants

and matriculating students. Accordingly, transfer credits may be accepted for successfully completed college courses with content that parallels the college's curriculum.

- Signature courses (GEN 101, FA 101, and PHI 103) have been identified to reinforce the institution's commitment to cultivating an interest in lifelong learning and expanding students' knowledge base beyond the technical domain of nursing. Signature courses are not available for exemption, thus all matriculating students must successfully complete these courses for graduation.
- The Christ College offers one program, the associate of applied science in nursing, with three entry options: 2 year track, 3 year track, and the LPN-RN transition. General policies regarding admissions are consistent across the three. The LPN-RN transition course requires proof of active, unencumbered, unrestricted licensure to practice as an LPN/LVN.
- Tuition and fees schedules are incorporated with the College Catalog in the admissions packet and on-line.
- The Christ College of Nursing and Health Sciences publishes a college catalog, student handbook and Nursing Program handbook as the primary documents for informing the public and its current and prospective students. The college catalog is published bi-annually while the student handbook and nursing program handbooks are published annually. Informational fact sheets and flyers are distributed as necessary. All publications are available on the college's website. Policy changes or updates are posted as they become available on the college's website.

11. Document that it provides its students, administrators, faculty, and staff with the policies and procedures informing them of their rights and responsibilities within the organization.

The oversight for all institutional business and academic practices emanates from the college board of directors. The president of the college reports directly to the board in all these matters. Policies related to the college and its governance structures are located in the college manual and faculty handbook. Policies relating directly to students are published in the college catalog and student handbook. Additionally, all publications are available on-line at the college's website. Students, faculty, administrators, and staff are informed of their rights and responsibilities within the organization through formal orientation sessions as well as the official organizational documents referenced above.

- Policy formulation, review, revision and approval originate with

the governance structure of the College Assembly. This approach to governance stems from a process of shared governance whereby key stakeholders in the institution (students, faculty, staff, administration, and the Board of Directors) take part in the decision-making processes.

- Specific committees are charged with responsibilities related to determining academic and program policies/procedures, curriculum planning, evaluation, et al.
- Proposed policies are presented to the Board of Directors for final approval.
- Students are provided opportunities to participate in governance with input into policy development, curriculum planning and evaluation through Student Senate, representation on select standing committees, completion of course and program evaluation surveys, and completion of the college's Student Satisfaction Inventory.
- Student complaints or grievances are processed in compliance with the Student Grievance procedure outlined in the student handbook.

12. Present evidence of ongoing planning that includes a realistic action plan for achieving accreditation with the Commission within the period of time set by Commission policy.

In the fall of 2000, preliminary discussions and data collection were begun by the administration of The Christ Hospital School of Nursing and The Christ Hospital. These conversations resulted in the administration and faculty of The Christ Hospital School of Nursing taking a bold step in charting the school's future by proposing that a new, independent institution be developed: The Christ College of Nursing and Health Sciences. Initial planning processes begun in the 2002 – 2003 academic year culminated in the creation and adoption of Articles of Incorporation and the appointing of the college's Board of Directors. Strategic planning, encompassing a 5 – year projected outlook, was designed to guide the institution's inception, edification and subsequent growth. Realization of this plan came to fruition in August 2006 with the opening of The Christ College of Nursing and Health Sciences and enrollment of its first class.

Acknowledging its achievements thus far, the college recognized the imperativeness of continuing to be forward looking. In July 2007, the administration, heeding the Board's directive embarked on a new strategic planning process. With input from internal and external constituents the Strategic Plan 2008 – 2011 emerged identifying six key initiatives directed toward continued innovation in providing a distinctive, academically rigorous, and student-centered quality

education. These six initiatives and their progress as of May 2008 are summarized here:

- Financial Viability
 - maintenance of maximum enrollment
 - a 94.3% retention rate for the inaugural class entering in August 2006
 - increase in fundraising by 65% over fiscal year 2007
- Strong Branding
 - external audiences determined
 - internal constituent surveys completed
 - SWOT analysis completed
- Expansion of Student Services
 - development of job descriptions for admissions counselor and guidance counselor positions
 - submission and approval for 2.0 FTEs in FY 2009
 - hiring of both positions for the 2008 – 2009 academic year
- Rigorous, Excellent General Education program
 - development and implementation of the Learning Center
 - implementation of the English placement exam
 - development and implementation of the Writing Center
 - continued development of the academic advising program
 - approval for additional general education FTEs
- Clarification of Financial Control Systems and Decision Making Processes between TCCNHS and TCH
 - organizational charts aligned
 - identification of liaison relationship between institutions
- State-of-the-Art and Pervasive Technology
 - advanced technology simulation for nursing skills lab
 - extensive technology review for classroom and e-learning options, video/audio conferencing, and wireless technology

Heeding the initial charge of the Board of Directors to seek affiliation with the Higher Learning Commission of the North Central Association of Colleges and Schools the president and administrative team of the college initiated the initial steps in establishing eligibility with the Commission including attending the NCAHLC annual meetings in 2005, 2006, 2007, and 2008; conducting faculty and staff workshops in November 2005, March 2006, and May 2006; participating in an Eligibility Interview with HLC in December 2005; submitting the Letter of Intent in May 2006; and submitting the Preliminary Information Form in May 2007.

Ongoing efforts toward affiliation have incorporated institutional work on assessment of student learning in conjunction with continued self reflection and a focused self-study involving the concerted efforts of

the entire college community. Outgrowths of this process have been an accounting of the achievements the college has made since its inception, its progress in transitioning from a diploma granting school to a collegiate institution of higher learning, the cultural shift realized by administration and faculty in terms of student learning and assessment, and a focused renewal of its ongoing quest for excellence and self improvement.

Focused Self-Study

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

The college meets this criterion because:

- The mission documents were created through the collective efforts of the faculty in collaboration with the Board of Directors.
- There is commitment to the core of the college mission, “to prepare graduates capable of providing effective healthcare services to diverse populations.”
- The mission statements are widely publicized in institutional documents as well as on the college website.
- The mission recognizes the diversity of the populations graduates will serve.
- The college has implemented a non-discriminatory admissions policy, selecting applicants “blindly”.
- The mission pervades the institution, being the foundation for the college’s strategic plan, the conceptual framework, the *College Process for Assessing Student Learning*, as well as the foundation for the goals of the Nursing and General Education divisions.
- The mission of each standing committee of the College Assembly is rooted in the institutional mission.
- The college’s institutional structures clearly support collaboration and shared governance.
- Its integrity is ensured by the college’s compliance with the standards set forth by its various regulatory bodies, as well as by the policies established by the college itself.

The college identifies these areas for growth consistent with Criterion One:

- Clarification of some of the terminology used in the mission statement.
- Continued growth in embedding the mission in the daily life of the college.
- Continued conversation on ways to work to make the mission statement more visible.
- Better clarification and identification of the college's constituencies.

Criterion Two: The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

The college meets this criterion because:

- The very naissance of the college was the result of a willingness to look honestly at trends in healthcare and nursing. The college continues to examine critically emerging changes within the field of healthcare and education.
- The Board and college remain engaged in forward thinking and planning with the recent 2008 – 2011 Strategic Plan.
- The college is financially strong and has the financial resources to provide the staff and services necessary to fulfill its mission.
- There is ongoing evaluation of the college's educational resources, as an example the work of the technology task force and its extensive proposal for technological upgrades.
- Ongoing evaluation is taken seriously, as evidenced through collection of input from the Noel-Levitz Student Satisfaction Inventory, Faculty Performance Appraisals, Graduate and Employer Surveys, and through this self-study process.
- Substantial progress has been made in the areas of student learning and assessment of outcomes as evidenced in the development of the *College Process To Assess Student Learning*, and the institutional portfolio.
- The college has demonstrated responsiveness to student learning needs with the establishment of the English Placement Exam and the *Writing Across the Curriculum* program.

The college identifies these areas for growth consistent with Criterion Two:

- Ongoing planning to address current physical space limitations.
- Planning for the future financial viability of the college and possible suspension of the Tuition Benefit Agreement.
- Continued expansion and application with respect to the college's technology infrastructure.
- Ongoing development of cohesive processes for assessment and evaluation inclusive of student learning, support services, and institutional infrastructures and processes.

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

The college meets this criterion because:

- The college is seriously addressing the need to develop processes to enable it to accurately assess student learning outcomes.
- The institution itself, as well as the divisions of nursing and general education has clearly articulated goals rooted in the college mission.
- The college and nursing program conceptual frameworks provide the foundation for the curriculum which clearly articulates the centrality of general education.
- The college has developed a variety of methodologies to evaluate student performance which will aid in assessing whether the institution is meeting its learning outcomes.
- The college employs a highly credentialed and experientially qualified faculty with a wide variety of connections to professional organizations.
- The curriculum was developed by the faculty and is under the constant review of the Curriculum Committee as well as the Learning Assessment Committee.
- Innovative teaching methodologies are encouraged such as the use of the ANGEL Learning Management System, and I-Clicker technology.
- The college supports academic pursuits and ongoing development of faculty through allocation of funds,

endorsement of development opportunities, and provision of on-site conferences and workshops.

- Data gathered from students give indication that effective learning environments have been created at the college.
- Resources are in place to support student learning, such as the academic advising program, Learning Support Services including the Learning Center and the Writing Center, the nursing skills lab, the science lab, and the computer lab.

The college identifies these areas for growth consistent with Criterion Three:

- Continued evolution of a culture of assessment with ongoing efforts to develop a strong process to assess student learning.
- Building on baseline data collection thus far, continued efforts toward development of comprehensive and cohesive processes for data analysis and trending.
- Expansion of the college's commitment to faculty development through investigation of release time options and broader representation of topics for on-site conferences and workshops.
- Exploration of course scheduling options and expanded course offerings that might better meet the needs of non-traditional students.
- Assessment of how the facility might be improved to enhance the learning environment.
- Enhancement to the division of Student Services; clarifying its mission and its relation to other divisions within the institution.
- Encouraging faculty to make full use of the learning resources currently available.
- Expansion in the assessment of student learning to incorporate learning both inside and outside of the classroom.

Criterion Four: The organization promotes a life of learning for its faculty, administration, staff and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

The college meets this criterion because:

- The college's strong focus on general education combined with its discipline-specific studies creates a well-rounded academic

experience.

- Institutional policies and practices support a culture of learning.
- Budgetary allocations demonstrate the college's commitment to its mission through investment in learning resources and professional development.
- Students attest to the college valuing a life of learning through acknowledgement of faculty as role models, instructional activities as motivating, and support services as fostering intellectual inquiry and lifelong learning.
- Commitment to lifelong learning is demonstrated through the actions of faculty, staff, alumni and donors through support of scholarships for students and graduates.
- Co curricular activities promote development of life skills, responsible citizenship, professional accountability, global awareness, and social responsiveness.
- The newly designed *College Process to Assess Student Learning* will aid the college in its ongoing efforts to assess and evaluate the usefulness of its curricula.
- General education is committed to expanding student horizons and preparing students to work in a world that is global, diverse, and highly technological.
- Core curricular courses provide students with foundational knowledge and experiential opportunities to explore concepts necessary for responsive participation and contribution to the world in which they live and work.
- Nursing curricula, built on core competencies established by the National League for Nursing, progressively allows for students' mastery of the knowledge and skills necessary for applied practice.
- Policies related to academic freedom, academic honesty, and codes of conduct provide clear expectations for faculty, staff, and students supporting the responsible acquisition and application of knowledge.

The college identifies these areas for growth consistent with Criterion Four:

- Expansion of the college's commitment to faculty scholarship and service through investigation of release time options.

- Further development of its commitment to lifelong learning through elective course offerings designed toward facilitating a seamless transition to advanced degrees.
- Continued efforts in environmental scanning and assessment of resource availability in sustaining current offerings and fostering a realistic vision for the future.
- Continued review and refinement of curricular offerings with respect to program intensity, student expectations, admissions criteria, and student diversity considerations.
- Further articulation of its understanding of acquisition, discovery, and application of knowledge as consistent with the mission of the college. Review and refinement of policies and statements related to academic freedom, academic honesty, and intellectual property rights.

Criterion Five: As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

The college meets this criterion because:

- The college's primary constituency is students with student learning at the core of its mission.
- The college seeks input from students in a variety of ways including course evaluations, clinical site evaluations, Student Satisfaction Inventories, and through student focus groups associated with this self-study process.
- The financial stability of the college and the strong financial commitment from its sole member provides for the necessary infrastructure to fulfill its mission and to not only engage with, but be responsive to constituent needs.
- Resources provide adequate faculty and staff to engage with students.
- Learning needs of matriculated students are assessed through both the English and Life Science's pre-assessments.
- Faculty and staff input are assured through the college's shared governance model and membership on various standing committees.
- The College Board, with representation by its sole member, meets regularly with the college president.
- Graduate and Employer surveys have been developed to elicit

feedback relative to the demonstrated acquisition of the necessary academic, professional, and life skills requisite to successful employment, professional practice, social responsibility, and lifelong learning.

- Affiliations with regional healthcare agencies provide mutual short and long term benefits. Clinical practice affiliations contribute to student development of professional, social, and global consciousness and broaden the college's presence in the external community. Additionally, these real world work environments connect students to future employers and employers to future employees.
- Development of articulation agreements with other institutions of higher learning enhances the mobility of learners through transferability of credits.
- Pursuit of regional accreditation demonstrates responsiveness to all of its stakeholders through validation that the college lives up to its mission, adheres to the highest of standards, and maintains integrity in all that it does.
- Financial support provided by the Elizabeth Gamble Deaconess Home Association, the Christ Hospital, the Alumni Association, private and corporate donors, and the faculty and staff are testament to the value and respect afforded the college.

The college identifies these areas for growth consistent with Criterion Five:

- Maintenance of a realistic vision for the future and clarification of the constituencies the college serves incorporating continued data collection and trending to determine responsiveness and building of new relationships that foster mutual benefits, all the while remaining cognizant of the relevance to the college's mission and values and realistic allocation of resources.
- Continued focus on technology improvements to better serve teaching and learning needs.
- More cohesive and intentional processes to collect, review, prioritize, and respond to constituent input thus providing a clearer and more objective measure of the value placed on the institution.
- Continued development of a branding identity and campaign to highlight the college's quality and uniqueness.

Institutional Core Values Affirm HLC Cross – Cutting Themes

Four cross-cutting themes are presented by the HLC as “highlighting the primary attributes of effective and high-performing organizations.” These themes of orientation to the future, focus on learning, internal and external connectedness, and distinctiveness provide a lens to view the connections across and among the five criteria. As it lives its commitment to the core values of *caring, collaboration, integrity, and excellence*, The Christ College affirms its direction as a *future-oriented, learning focused, connected, and distinctive* organization in realizing its vision to *excel in healthcare education in order to promote the health of society*.

The Future-Oriented Organization

- **Is driven by the mission**

The mission of The Christ College of Nursing and Health Sciences is to provide quality healthcare education at the associate degree level. True to that mission, the purpose of the college is to prepare graduates capable of providing effective healthcare services to diverse populations in a dynamic healthcare environment. In fulfilling its purpose the college strives to provide a collaborative learning environment, integrate knowledge from general education and discipline-specific studies, employ quality faculty, provide a value-based education, provide current and relevant curricular offerings, and ensure excellence through ongoing evaluation. Its core values ensure that all actions and decisions of the college will be guided by *caring, collaboration, integrity and excellence*.

As a single-purpose institution offering an associate of applied science in nursing degree, the college’s primary focus is on applied, career-oriented education built upon a core general education that is rooted in the humanities and sciences. As such, all decisions from development of organizational infrastructures, to the innovative design of a distinctive curriculum, to integrating quality general education and nursing faculty have been grounded in mission. Shared governance structures exist to develop, implement, and evaluate the college’s mission, vision, values, and goals throughout its daily operations. All that the college does grows out of its sense of mission and purpose. The *Strategic Plan 2008 – 2011* is firmly rooted in its mission and core values. Likewise, the *College Process to Assess Student Learning* has at its core the mission of the college.

As stated in the self-study, while the language used in the mission statement might need some clarification, there is strong commitment to the core of the mission; that is, *to provide quality healthcare education, and to prepare graduates capable of providing effective healthcare services to diverse populations in a dynamic healthcare environment*.

- **Engages in planning**

Engagement in effective strategic planning initiatives has been evidenced through the very emergence of The Christ College. With the foresight and vision of its predecessor as its driving force the college engaged in initial strategic planning initiatives focused on short term goals designed for the college's inception, edification, and subsequent growth. Initially, institutional energies focused on transitioning from the diploma school to the collegiate model it is today, realizing the vision of its predecessor and remaining true to its mission and core values. Indeed, the design of its uniquely, integrated curriculum providing foundational general education threaded throughout the nursing program, was, and continues to be a collaborative planning venture between both the divisions of nursing education and general education.

With firm establishment of the college, the administration, board, and faculty embarked on a new strategic planning process – grounded in mission, driven by its vision *to excel in healthcare education in order to promote the health of society*, and committed to its core values. Strategic Plan 2008 – 2011 confronts new opportunities ranging from financial viability to expanding student services to ensuring rigorous academics and keeping pace with an ever expanding technological world. Recognizing that plans are only as broad-reaching as an ever-changing landscape allows, the college is cognizant and mindful that changes or modifications may be made and that future planning must incorporate relevance to mission, as well as realistic allocation of resources.

- **Understands social and economic changes**

Again, the college's transition process itself is an outgrowth of its predecessor's ability to assess future trends and needs. Based on analysis of changing trends in healthcare and the nursing profession, in conjunction with the desires of prospective students for greater opportunities to advance degrees and transfer credits, it was determined essential to establish an independent collegiate institution.

Ongoing strategic planning has incorporated landscape surveys of area institutions of higher education as well as input from key constituencies including the board, alumni, students, faculty, staff, and regional employers. All with the intent for positioning the college both strategically and realistically. Curricular development plans continually assess both the higher education and the healthcare and nursing horizons for accuracy, relevance, and forward thinking. Faculty, administrator, and student representation on local, regional, and national committees and professional organizations assures a vigilant eye for trends in evidence-based practice, teaching and learning, and innovative pedagogy.

Economic and financial implications confronted the college and its students during the transition process. Without regional accreditation, the college could not offer students federal financial aid. Consequently, significant planning was undertaken to assure underwriting of scholarships and tuition benefits for students. Alumni fund raising efforts and substantial donor gifts as well as the generous support of the Elizabeth Gamble Deaconess Home Association has afforded the college a full complement of students and students a quality education. To further its fiscal capability the college has contracted with a full-time development director and has realized significant increases in donations. Assuring financial viability with a goal of budget neutral by 2013 is one of the key strategic initiatives of Strategic Plan 2008 – 2011.

- **Integrates new technology**

With transition to the college the technology infrastructure has seen significant expansion. SONISweb, Scholastic Online Information Systems, has brought admissions, registration, and advising processes in line with 21st century technology. ANGEL, the college's e-learning management system, assists in maintaining the quality of current and future course options and offerings. Technology upgrades to the nursing skills lab include additions of simulation manikins that allow for clinical simulations with students in an interactive environment. Additionally, online library resources such as JSTOR and Project Muse enhance student learning resources and their availability.

Strategic planning calls for assuring state-of-the-art and pervasive technology. Constructed in 2001, the college building was initially equipped with technologically advanced classrooms. The Technology Ad hoc Committee, with input from faculty and students has outlined several necessary upgrades to the current facilities and systems. After exploring new and emerging technologies for use in education, visiting several other educational institutions, and in conversation with vendors, the task force submitted a proposal for some significant improvements designed to keep the college on the leading edge of technology. Some costly capital requests for these enhancements for fiscal year 2009 were not approved. However, approval is anticipated upon resubmission for fiscal year 2010.

As a commuter college with a student population of primarily non-traditional students encompassing a wide geographic area, the college continues to explore online learning options.

- **Focuses on the futures of its constituents**

Student success is at the core of the college's mission. The integrated curricular design promotes the development of

leadership, collaborative teamwork, responsible citizenship, professional accountability, global awareness, and social responsiveness. Learning Support Services, innovative teaching strategies, and resource allocation are reflective of the college's core values of *caring* and *excellence*. All processes and efforts on the part of the college and its faculty and staff are directed to insuring highly qualified and competent graduates who will both live and work responsibly in their communities. Instilled with its core value of *integrity*, the college's work is about being responsible to higher education, to the profession of nursing, to the healthcare community, and to the community at large. Coinciding with its commitment to student success and its accountability to constituencies the college supports the future capacity of its faculty and staff through a commitment to ongoing professional development.

In the spirit of *collaboration* and in support of lifelong learning the college's LPN to RN transition course, based on the Ohio Nursing Articulation Model (ONAM), and the provision of classroom space and technology to the RN to BSN course provided to Christ Hospital employees by the University of Cincinnati, attend to the future of constituents. So to, do the college's efforts in developing articulation agreements with regional colleges and universities, thus facilitating transfer of credits into advanced degree programs. Hiring and mentoring of bachelor degree-prepared clinical nursing instructors has been a hallmark of the nursing program – fostering and advancing the nursing profession in general and nurse educators in particular. Recent partnerships have been developed with two local universities' graduate programs whereby nursing faculty precept graduate students specializing in nursing education.

The Learning Focused Organization

- **Assesses student learning**

Perhaps the most significant indicator that the college is a learning-focused organization is its commitment to explore the ever - changing world of higher education. The college is committed to developing the best possible processes for assessing student learning, helping to ensure *excellence*. Through participation in several national conferences and workshops faculty are beginning to embrace a culture of assessment. Creation of a new standing committee of the College Assembly – the Learning Assessment Committee – speaks very significantly to this cultural shift. Recent adoption of the *College Process to Assess Student Learning* and the development of a pilot project for assessment in academic year 2008 – 2009 serve as the stepping stone to integrating formalized assessment into the culture of the college.

- **Supports learning**

Support of student learning is evidenced in the college's goals and its provision of adequate support services and resources. The integrated curricular design facilitates students' assimilation and transfer of knowledge to skill development and applied practice. Academically credentialed and experientially qualified faculty members are committed to teaching and learning. The physical facility, while stretched to capacity, provides an effective learning environment. The college facility is well equipped with a state-of-the-art skills lab, a quality science lab, and a computer lab. Learning Support Services inclusive of the Learning Center and the Writing Center provide students with ongoing guidance and assistance in meeting their educational goals. Library resources both hard copy and electronic enhance student learning and foster inquiry.

Ongoing evaluation of courses and services feeds institutional learning and serves to advance improvements. Institutional support for faculty and staff learning is evidenced in fiscal allocations in support of professional development as well as tuition assistance in pursuit of advanced degrees and certifications. Partnerships such as the RN to BSN program, graduate student mentoring, and the LPN to RN transition module support the learning of external constituents.

- **Supports scholarship**

The college demonstrates its support for scholarship through encouraging faculty to pursue advanced degrees and/or continuing education. The benefits program provides eligible faculty with up to \$4000 annually for educational pursuits including doctoral degrees.

In addition, the school has purchased subscriptions to JSTOR, Project MUSE, and OVID to assist faculty and students in pursuing the latest in scholarly writing. Scholarship embraces the collective talents of all faculty members. Individual faculty participation in scholarship activities are encouraged as well as active participation in professional organizations.

Writing Across the Curriculum activities foster and support scholarship and critical inquiry in students. Exposure to evidenced-based practices both in the classroom and in clinical practice sites further reinforces the application of scholarship for students.

- **Creates the capacity for lifelong learning**

The college's General Education philosophy states that *education is a dynamic, life-long process that stimulates intellectual, social, emotional, and spiritual development. General education is central*

to the educational process. Through required signature courses and a general education residency requirement the learner's knowledge base is expanded to facilitate effective communication, evolve and promote intellectual inquiry, and develop professional, social and global consciousness. To that end every effort is made to provide students with the necessary skills. Coursework and class discussions are designed to stimulate intellectual inquiry and critical thinking. Students have the opportunity to engage in critical thinking exercises through *Writing Across the Curriculum* assignments, as well as other types of written and oral exercises.

Students are exposed to diversity of thought in such courses as sociology, ethics, and world religions. This diversity of thinking challenges students to continue to explore, and to become more professionally, socially and globally aware. Co curricular activities such as Student Senate, the Student Nurse Association of Christ College (SNACC), and various community service projects provide students with real-life opportunities to hone these skills and to make connections from classroom to life.

- **Strengthens organizational learning**

The Christ College is an intentionally learning organization. Its very origin was born out of the learning of its predecessor culminating in a vision for the future. As such, the college is deeply embedded in the process of learning for the institution's continuous improvement. Indeed, the core values of *integrity* and *excellence* demand an ongoing inventory of its effectiveness.

Environmental scans, landscape surveys, and solicited input from key constituents contributed to the development of the current 2008 – 2011 Strategic Plan. Learning from students is evolved through course evaluations, student surveys, student input into select committees, and through informal dialogue. Learning from faculty and staff is invited through participation on standing committees, through divisional meetings, and in dialogue with divisional deans. Additionally, this self-study process has truly been a learning, and affirming experience for all.

Significant areas of learning gleaned from this process and recognized by the college as areas for growth include further refinement of processes to ensure data is appropriately interpreted and analyzed. And concurrently, to develop a system of prioritization along with strategies to respond to findings. Moreover, the college is just beginning to think in terms of learning outcomes and recognizes the necessity of continued focus on sustaining a culture of assessment. In addition, with respect to student learning, the college needs to look at learning beyond the classroom.

The Connected Organization

- **Serves the common good**

The words “*Summo Commisso Missi*”, engraved on the College Seal speak to the very heart of nursing – On Highest Mission Sent. Indeed, they speak to the very heart of the college itself, evident in its mission *to provide quality healthcare education and in its purpose to prepare graduates capable of providing effective healthcare services to diverse populations in a dynamic healthcare environment*. The core values *caring, collaboration, integrity and excellence* provide the blueprint for the college in achieving its vision *to excel in healthcare education in order to promote the health of society*. Through the excellence of its nursing program and its general education courses the institution prepares students to enter the world as excellent, compassionate healthcare providers with a very high degree of integrity. To the college there is no greater calling.

- **Serves constituents**

The community is served as the college prepares not only highly skilled and competent healthcare providers for the future but globally aware and socially responsive citizens.

Students are served through the excellence of the academic and clinical programs, as well as the student support services provided.

Faculty and staff are served through fair and equitable pay and benefits, especially those benefits which relate to ongoing learning and professional development. The shared governance model also provides faculty with a sense of engagement in the institution’s life.

The college’s Board of Directors and its sole member are well served as the college works to carry out its mission and strategic plan.

Engagement with regional healthcare agencies provides mutual benefits both long and short term. Students benefit through opportunities to develop skills, competencies, professional behaviors and professional, social, and global consciousness through real life experiences and interactions. The college benefits through broadening its presence in the community. Healthcare agencies benefit from the high standards of professional behaviors and service of students. Additionally, these partnerships connect students to future employers and employers to potential employees.

- **Creates a culture of service**

Nursing is a service-oriented profession. The college curriculum, particularly the clinical nursing courses embed service opportunities by their very nature. Co curricular activities further support service to the community for both students and faculty. Students are required to complete three hours of community service each year, whether to the college or to the community. One specific example that attests to the creation of a culture of service arises from the Student Breakfast Club focus groups as part of this self-study process. Students acknowledged that the college's service requirement and associated activities do provide opportunities for involvement. However, they further identified a desire for more social events intermingling faculty and students and for greater engagement with the community – incorporating a community service position within student senate and cooperative efforts between students and the college in securing community service opportunities.

- **Collaborates**

True to its core value of *collaboration*, the institution's sense of internal connectedness is validated through its conceptual framework model describing general education as foundational to the educational experience and demonstrating its threadedness throughout the nursing curriculum. This threaded connection between general education and nursing education not only provides opportunities for collaboration, but indeed necessitates collaborative interaction among divisions and faculty.

Internal connectedness has been fostered through pedagogical discussions between general education and nursing faculty members. Faculty members from across disciplines are working collaboratively to author papers. Seasoned faculty members serve as mentors to new faculty members. Annual divisional retreats provide the opportunity for faculty to collaborate on planning efforts for the coming year, as well as to address problems in a collegial manner.

Shared governance and participation on standing committees and ad hoc task groups provides collaborative interactions between faculty, administrators, staff, and students. This entire self-study process has been a collaborative effort across the college community.

Collaboration with external constituents is evidenced through the cooperative efforts of the college administration in working toward the development of articulation agreements designed to seamlessly transition students to other institutions of higher learning. These efforts have been rewarded with two local institutions acknowledging acceptance of the college's credits

prior to recognized accreditation.

As discussed previously, cooperative efforts between the college, the Christ Hospital, and the University of Cincinnati provides accommodations for hospital employees to benefit from an on-site RN to BSN program. Further collaborative relationships provide nursing faculty preceptors for local graduate students pursuing master's degrees in nursing education.

The college further collaborates in the broader community through representation on the Greater Cincinnati Health Council, the Southwestern Skills Lab Consortium, and the Education Advisory Council of the Ohio Board of Nursing.

- **Engages in healthy internal communication**

The college's organizational structure clearly outlines appropriate channels for communication. However, being a small institution has allowed administrators to engage in an open door policy. Valuing *collaboration*, the college's shared governance model encourages members of the faculty and staff to engage openly and honestly in dialogue. Engagement of the entire college community was facilitated through focus group sessions as a key strategy in this self-study process. Faculty, staff, and student feedback to these sessions and their findings support enhanced communication across the college community.

The Distinctive Organization

- **Has an unambiguous mission.**

This self-study process has reaffirmed that the mission is the core of all college operations. From the strategic plan to the *College Process to Assess Student Learning* the college is mission-driven and mission-centered. Data collected from students as well as faculty give evidence that the mission's core is understood – *preparing graduates capable of providing effective healthcare services to diverse populations.*

While there is some confusion about the meaning of some of the words and phrases in the mission statements there is no doubt about the college's commitment to the mission and its core values.

- **Appreciates diversity**

An appreciation for diversity is interlaced throughout the college's mission statements and public proclamations. Its purpose is *to prepare graduates capable of providing effective healthcare services to diverse populations.* To that end one goal of the college

is to *provide a value-based education experience that prepares graduates to participate responsibly in a dynamic, diverse society.* Furthermore, the college holds as a core value *Caring: to have respect for life and concern for the preservation of human dignity; to accept the diversity of cultures and origins characterizing the global community.* These affirmations are further carried out in the purpose of general education *to provide broad-based knowledge relevant to assuming responsible citizenship in a dynamic, diverse world.* The nursing program's mission further attests to this valuing of diversity in that it serves *to foster attributes of caring and societal awareness,* and holds as a program outcome that graduates will *implement caring interventions in response to the diverse needs and inherent value of person.* These principles, avowed to in writing are actualized throughout the practices and policies of the institution.

The college's non-discrimination policy makes very clear the college's desire to welcome a diverse student population, as well as a diverse faculty and staff. This self-study has demonstrated, from the perspective of pure numbers, that its demographics are consistent with the metropolitan area it serves. While there are no clearly distinct diversity initiatives – the college implements nondiscriminatory policies and selects applicants “blindly” – various recruitment strategies do specifically target typical minority groups related to nursing education – African-Americans, Hispanics, and men. Compared to the demographic statistics of Ohio's Statewide Nursing Workforce Survey the college's student population exceeds the statewide average for men and African-Americans in nursing.

General education coursework exposes students to a diversity of beliefs and thoughts. Most specifically, the additions of elective courses, SOC 102, Sociological Perspectives on U.S. Diversity, SOC 103, Sociological Perspectives on Global Diversity, PHI 205, Introduction to World Religions, and ENG 205/206, World Views. Nursing courses embrace student diversity by encouraging student reflection upon the meaning of health, illness, and healthcare within their culture of origin. Additionally, students broaden their scope of knowledge and understanding of transcultural considerations in applying the nursing process and implementing caring interventions.

Diversity in thought and inquiry is supported through the college's policies on academic freedom and students rights and responsibilities. Diversity in student learning needs has given rise to the Learning Support Services' Learning and Writing Centers as well as the college's newly devised academic accommodations policy.

- **Is accountable**

The college demonstrates its accountability through its compliance with all legal and regulatory conditions as required by both the Ohio Board of Regents and the Ohio Board of Nursing. Espousing its core values of *excellence* and *integrity* validation of its accountability is being sought through the *collaborative* efforts of the college community in seeking voluntary regional accreditation

The newly devised *College Process To Assess Student Learning* and its pilot implementation with the 2008 – 2009 academic year will enable to the college to hold itself accountable to its stated institutional learning outcomes.

Financial accountability to the Board, The Christ Hospital, the alumni, and the many donors is maintained through quarterly financial reports to the College Board of Directors, an accounting of development funds by the Director for Development, and financial accountings of the Alumni Association. Additionally, an accounting of the tuition benefit disbursements is provided to the Elizabeth Gamble Deaconess Home Association through the Financial Aid department.

Accountability to students is evidenced in the day-to-day practices of the institution and its representatives. Published policies and procedures and access to due process through the grade appeal and grievance procedures afford students with the assurance that the institution operates with *integrity*.

- **Is self-reflective**

Throughout its 106 year history the Christ Hospital School of Nursing has been self-reflective. Self-reflection and honest appraisal provided the learning necessary to foster its growth and transition to The Christ College. Since its inception the college has participated in self review and evaluation throughout its transition. Lastly, the college's engagement in this self-study process has demonstrated that it has the capacity to engage in serious and productive appraisal. The process has allowed for the college and its constituents to assess its strengths and limitations through introspection and reflection, to identify potential ways to enhance its strengths and explore opportunities for growth, and to appraise the progress made in transitioning to a quality institution of higher learning. Utilizing the five criteria as a reference point has provided the college the opportunity to explore questions and issues which might not otherwise have surfaced. Through this self-study the college community has rededicated itself to *learning, growing and becoming* through intentional processes of assessment, evaluation, and continuous improvement.

- **Is committed to improvement**

Were it not for its commitment to improvement the college's predecessor would not have enjoyed its dynamic presence in the community for over one hundred years. That commitment to improvement is even more important today in an environment of rapid change and increasing competition.

This self-study has given evidence that, even within its two-year history, the college has been open to changing and improving. Development of assessment and evaluation processes will only serve to enhance the college's presence in the years to come and allow it to realize its vision *to excel in healthcare education in order to promote the health of society*.

Commitment to improvement permeates the organization and its processes. From a recently constructed physical facility to technological advances in support of teaching and learning. The college promotes and fosters critical self-evaluation in its students, faculty, staff and administration. Students are challenged through assessment and evaluation measures, as well as through acquisition of the skills requisite to lifelong learning, to continually improve. Faculties seek new learning opportunities in pedagogy and instructional methods. Through assessment of student learning faculty gain insights into their effectiveness as teachers. Annual performance appraisals and administrative consultation offer faculty and staff insights into ways to improve on their abilities to live the mission of the college.



THE CHRIST COLLEGE
OF NURSING AND HEALTH SCIENCES