

Middle States Commission on Higher Education

Design Plan 2011 - 2013



**Helene Fuld College of Nursing
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I. Introduction

History and Overview of the College

Helene Fuld College of Nursing has been educating nurses for over sixty years. Since its establishment in 1945, Helene Fuld College of Nursing (a private, not-for profit institution) has been offering men and women of diverse racial, ethnic, and socioeconomic backgrounds the opportunity to enhance their education and improve their nursing practice. The College has a long history of admitting, retaining, and graduating students from underrepresented minority groups and/or students from disadvantaged or low-income backgrounds. The tradition continues today and is evidenced by more than 4,500 nurses who have graduated from the College with the Associate in Applied Science degree in Nursing.

Helene Fuld College of Nursing has a history of being in the forefront of change; it was the first school in the country to offer licensed practical nurses the opportunity to become diploma registered nurses in one year (1964), one of the first hospital-based (North General Hospital) schools to offer the associate degree (1975), the first hospital-based associate degree program to achieve National League for Nursing accreditation (1981), and the first to become Middle States accredited (1988). In 2007, the College separated from North General Hospital and became an independent college.

The College provides upward mobility to a largely minority population. Ninety-three percent of currently enrolled students are members of minority groups, 84 percent are female, and 16 percent are male. In the past five years, fall enrollment has ranged from 342 students to 418. Roughly fifty percent of the students attend full-time and the rest attend on a part-time basis.

Located in Harlem, one of the most dynamic and revitalized communities in New York City, the College is easily accessible from all five boroughs, and draws students from adjacent New York State counties, New Jersey, Connecticut, and Pennsylvania.

The College's campus consists of 34,000 square feet of space on the third and fourth floors of the Bethel Gospel Assembly church, which is located at the corner of 120th Street and Madison Avenue in New York City.

Unique to the mission of the College is its career ladder approach. Recognizing nursing as a multi-level career, the College is committed to advancing experienced licensed practical nurses to the associate degree registered nurse level in one to two years by attending either full- or part-time. Graduates of the College are awarded an Associate in Applied Science (AAS) degree and are prepared to pass the NCLEX-RN examination required by the National Council of State Boards of Nursing and the New York State Education Department, Division of Professional Licensing Services. Graduates practice within the context of the New York State Definition of Registered Professional Nursing and the National League for Nursing's *Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing* (2010).

Revenue generated from tuition and fees is the College's primary source of revenue. Currently, the operating budget is \$6,761,858.

The College's Board of Trustees consists of 16 trustees who have expertise in the areas of education, business, finance, fundraising, nursing, and community affairs. The chief executive officer of the College has the title of President and reports to the Board of Trustees. She is an ex-officio trustee of the Board and since 2007 has been a voting trustee.

The College currently employs 16 full-time and 23 adjunct faculty who teach nursing, liberal arts and science courses. All faculty members hold a minimum of a master's degree in their area of specialization. All nursing faculty hold current registered nurse licensure in New York State. A majority of the faculty have obtained their graduate degrees from colleges and universities in the New York metropolitan area including Fordham University, Teacher's College at Columbia University, New York University, and Hunter College of the City University of New York. The faculty are supported by 19 staff members, including directors, administrators, and support staff. The staff and faculty are an ethnically diverse group of experienced professionals who are academically and clinically prepared to meet the mission and goals of the College.

Preliminary Planning

In August 2010, Dr. Margaret Wines, the President of the College, appointed the Vice President for Academic Affairs, Wendy Robinson, to be the chair of the Self-Study Steering Committee. After discussions with college administrators, it was decided that to ensure that the Self-Study process incorporate the most thorough understanding of the College's resources and processes, Steering Committee membership would include College directors, administrators, and course coordinators. It was also decided that Steering Committee members would, for the most part, chair the Study Work Teams. Dr. Wines asked the chair and another member of the Steering Committee, Leolinda Mangaoang, to attend the Self-Study Institute sponsored by the Middle States Commission on Higher Education (MSCHE) that was held in November 2010.

II. Nature and Scope of the Self-Study

Self-Study Model

The Steering Committee selected the Comprehensive Self-Study Model and will report on each standard. The standards will be organized to reflect groupings that are most appropriate to Helene Fuld College of Nursing's programs, services, and institutional resources.

The Steering Committee will ensure that the Study Work Teams evaluate changes that have been made over the past five years since the Periodic Review Report was written and that the Self-Study report incorporates plans that are being made for the future expansion of the College. The Committee has determined that the Comprehensive Model best reflects the structure and goals of the College, including changes and initiatives such as:

- Drafting a five-year strategic plan for 2012 – 2017;
- Planning for the upper level baccalaureate degree program in nursing for which we are awaiting approval from the New York State Department of Education;
- Renovating and expanding the College’s physical facilities including the Learning Center (library and information resource center), and science laboratory to accommodate the baccalaureate program, and to enhance services;
- Incorporating online education into selected course offerings;
- Continuing to incorporate improvements in educational offerings, assessment processes, course content, and administrative services to reflect the needs of the student population and health care organizations in the New York City region; and
- Enhancing technology college-wide, particularly in academic offerings.

Steering Committee Goals and Responsibilities

Helene Fuld College of Nursing’s Self-Study Steering Committee is charged with creating and maintaining an effective process for the completion of the Self-Study. The goals and responsibilities of the committee are:

Goals:

- Lead the Helene Fuld community through a Self-Study process which is effective and mindful of the teaching, learning, and institutional needs of the College, and which is attentive to its missions and goals;
- Promote a comprehensive assessment that results in a model for continuous self-improvement and provides a means of self-analysis;
- Promote a culture within the College that facilitates open and honest dialog among all college constituents; and
- Create a Self-Study process that is inclusive of all constituents and stakeholders and that leads to a report that demonstrates an understanding of the entire institution.

Responsibilities:

- Establish a calendar of regularly scheduled meetings;
- Develop a communication structure to facilitate institution-wide awareness of the Self-Study process;
- Facilitate the development of the Study Work Teams; and
- Advance fact-based investigations for the Self-Study process.

III. Steering Committee, and Study Work Team Structure and Membership

Steering Committee

Helene Fuld College of Nursing's goal is to conduct a comprehensive Self-Study with participation from all constituencies and stakeholders. To accomplish this, a Steering Committee has been assembled to include representation from all major areas of the College. The membership also reflects the staff's diversity of age, gender, race, and ethnicity.

The following table lists the Self-Study Steering Committee Membership.

Steering Committee Members	Position at the College
Wendy Robinson (Chair)	Vice President for Academic Affairs, Assistant Professor, Nursing
Adenike Aboyade-Cole	Chief Financial Officer
Indrajeet Singh Chauhan	Director of the Learning Center
Justine Fitzgerald	Assistant Professor, English
Lorraine Greene	Associate Professor, Coordinator for Parent-Child Health Nursing
Paul Gyabaa-Amponsah	Assistant Professor, Coordinator for Biological Sciences
Michelle Hernandez	Director of External Affairs
Leolinda Mangaoang	Assistant Professor, Coordinator for Medical-Surgical Nursing II
Sandra Senior	Director of Student Services
Barbara Taylor	Director of Development
Celeste Wallin	Director of Administration
Margaret (Peggy) Wines (ex-officio member of Steering Committee)	President, Professor, Nursing

Study Work Team Structure and Membership

The Steering Committee carefully distributed the work of addressing the 14 Standards of Excellence among ten work teams. This decision was made due to the small number of faculty and staff at the College, and the understanding that smaller teams would allow for more active dissemination of information and less disruption to ongoing educational and administrative work at the College. The structure facilitates clear communication between the Steering Committee and the Study Work Teams. The majority of the Steering Committee members are chairing a Study Work Team.

Study Work Teams represent administrators, faculty, staff, and adjunct faculty. Faculty and staff were asked to join Study Work Teams based on their interests and areas of expertise. Staff members who were not assigned to work directly on a team will otherwise participate in the self-study process. Due to the rapid turnover of our students, they will not directly serve on teams but will be consulted and kept apprised of the progress that is being made.

The chairs and co-chairs of the ten Study Work Teams are:

Study Work Team	Chairs/Co-Chairs	Standard(s)
Mission and Goals	Wendy Robinson	Standard 1
Planning, Resource Allocation, Institutional Renewal and Resources	Adenike Aboyade-Cole	Standards 2 & 3
Leadership and Governance	Celeste Wallin	Standard 4
Administration	Wendy Robinson	Standard 5
Integrity	Michelle Hernandez	Standard 6
Institutional Assessment	Celeste Wallin	Standard 7
Student Admissions, Retention and Support Services	Sandra Senior	Standards 8 & 9
Faculty	Lorraine Greene, Indrajeet Singh Chauhan	Standard 10
Educational Offerings, General Education, and Related Educational Activities	Leolinda Mangaoang, Justine Fitzgerald	Standards 11, 12 & 13
Assessment of Student Learning	Wendy Robinson	Standard 14

Communications

The Steering Committee will ensure that all constituents of the College remain informed about the self-assessment process during the Self-Study period. In addition, the Self-Study Teams may survey stakeholders to address the charge questions. Periodically, members of the Board of Trustees, community leaders, students, and members of the health care community will be solicited for feedback.

Study Work Teams will access and share self-study resources via Google Docs. Full-time faculty and directors will be updated at the monthly faculty meetings, with all faculty and staff receiving the minutes from these meetings. Periodic reports will be delivered at meetings of the Board of Trustees. Students will be informed about the Self-Study process verbally during college orientation and will be kept apprised of the self-study process through an electronic newsletter on the College's website. Interested persons external to the College will also be able to access self-study information on the electronic newsletter.

IV. Study Work Teams Charge Questions

Charge Question Development

Purpose statements and charge questions were developed as follows:

All team members reviewed the MSCHE documentation on developing charge questions as described in *Self-Study: Creating a Useful Process and Report*. The chairs for each Study Work

Team then led their teams through *Standards for Accreditation and Characteristics of Excellence in Higher Education: Standards for Accreditation*, in order to more fully understand the scope of their respective assignments.

Each Study Work Team developed questions which were reviewed by the Steering Committee. The Steering Committee collectively considered whether each question was meaningful and measurable, and whether it could lead to insightful research about practices and processes at the College. The Steering Committee provided feedback on each team, and if needed, edited the questions. The Steering Committee approved all charge questions that were included in this design plan.

Standard 1: Mission and Goals

The institution’s mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution’s stated goals are consistent with the aspirations and expectations of higher education and clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

Study Work Team Purpose: This team is charged with reviewing the College's mission and goals. The team will examine whether the mission is reflected in every aspect of the College and whether the mission and goals are communicated to all constituents. The team will also determine whether the mission statement and goals are aligned with emerging health care trends and New York City's health care needs.

Standard 1: Mission and Goals Study Work Team	
Chair: Wendy Robinson	Vice President for Academic Affairs, Assistant Professor, Nursing
Members:	
Bernice Banschick	Instructor, Nursing
Lorraine Greene	Associate Professor, Coordinator for Parent-Child Health Nursing

Charge Questions:

1. How do the College's mission and goals reflect emerging health care trends?
2. How are the major themes of the mission reflected in the institution's goals?

3. How does the institution determine whether it is achieving each aspect of its mission and goals?
4. Is the institution admitting the types of students identified in its mission?

Standards 2 & 3: Planning, Resource Allocation, and Institutional Renewal and Resources

Standard 2: Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Standard 3: Institutional Resources

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution’s mission and goals are available and accessible. In the context of the institution’s mission, the effective and efficient uses of the institution’s resources are analyzed as part of ongoing outcomes assessment.

Study Work Team Purpose: This team is charged with assessing the planning endeavor of the College and how it supports the mission and goals of the College. In addition, the team will evaluate whether the resources are optimally allocated to provide opportunities for achieving the mission of the College.

Standards 2 & 3: Planning Resource Allocation, and Institutional Renewal and Resources Study Work Team	
Chair: Adenike Aboyade-Cole	Chief Financial Officer
Members:	
Mutiat Alagbe	Bursar
Linda Ende	Associate Professor, Coordinator for Psychiatric-Community Mental Health Nursing
Michelle Hernandez	Director of External Affairs
Kimberly Lipscomb	Human Resources Benefits Manager
Barbara Taylor	Director of Development

Charge Questions:

1. To what extent is the relationship between the strategic plan and the budget development process understood by all constituents and how effectively are the plans communicated to them?
2. Are the College's resources (human, financial, technological, facilities) sufficient to achieve the mission and goals of the institution?
3. Are the College's resources optimally allocated to various units to achieve the mission and goals of the institution?
4. How do institutional priorities support academic excellence and student success? Should these links be strengthened and how does the planning process ensure that they are addressed and implemented?
5. How will the process of planning and resource allocation address future improvements and anticipated changes at the College?
6. Are the suggestions for improvement under other standards considered in the strategic plan and are there adequate resources to implement these improvements?
7. What proof can the College provide to show that financial controls are in place and in line with the mission of the College?

Standard 4: Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Study Work Team Purpose: This team is charged with reviewing the leadership and governance structure of the College. The team will assess the growth and composition of the board since the College separated from North General Hospital in 2007 and will assess how effectively the governance and leadership advances the College's institutional planning and mission. The team will examine the way shared governance is practiced and how effective it is in supporting the College.

Standard 4: Leadership and Governance Study Work Team	
Chair: Celeste Wallin	Director of Administration
Members:	
Emily Edwards	Assistant Professor, Nursing
Sylvia Modeste	Adjunct Instructor, Nursing
Barbara Taylor	Director of Development

Charge Questions:

1. How has the College (i.e., governing board, administration, and faculty) evolved over the last four years since the College separated from North General Hospital? How has the financial and academic health of the institution changed since it became a free-standing institution?
2. Is the composition of the Board of Trustees adequate for the current and future operation and academic growth of the College? Do individual members possess professional expertise in nursing education, health care delivery, public health policy, minority medical education, etc.?
3. What is the committee structure of the Board? How effective are they in carrying out their discrete responsibilities? How could committee activity be expanded and improved?
4. How do the Board of Trustees and administration review their roles and assess their effectiveness?
5. How do the members of the Board of Trustees provide philanthropic support to the College? Do members share potential resources and contacts with staff and fellow trustees seeking philanthropic support?

Standard 5: Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

Study Work Team Purpose: The team is charged with examining whether the administrative structure, services, and processes facilitate learning, planning, and the implementation of institutional responsibilities and goals.

Standard 5: Administration Study Work Team	
Chair: Wendy Robinson	Vice President for Academic Affairs, Assistant Professor, Nursing
Members:	
Adenike Aboyade-Cole	Chief Financial Officer
Heather Lashley	Instructor, Coordinator for Medical-Surgical Nursing I
Celeste Wallin	Director of Administration

Charge Questions:

1. What are the processes for reviewing and improving administrative operations? How effective are these processes?
2. What is the staffing in each department? Is the staffing adequate? How clearly defined are the qualifications and expectations for each position? How does the administration measure and ensure that each position's standards are met?
3. In what ways and for what reasons have staffing patterns and reporting lines changed within the past five years? How appropriate were those changes?
4. What has been the impact of recent administrative changes?

Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Study Work Team Purpose: This team is charged with reviewing the College's stated policies and procedures and with determining how effectively they are communicated to the students, faculty, staff, alumni, and stakeholders. This team seeks to analyze how well the College adheres to ethics and professional standards. The team will assess the institution's conduct and make recommendations, when deemed necessary, for continuous improvement to ensure that the College is efficient in carrying out its mission and goals.

Standard 6: Integrity Study Work Team	
Chair: Michelle Hernandez	Director of External Affairs
Members:	
Emily Edwards	Assistant Professor, Nursing
Ayo Oladeru	Accountant I/Payroll Manager
Andrine Thomas	Financial Aid Counselor

Charge Questions:

1. How consistently does the institution follow through on its stated policies in communicating with students, faculty and staff?
2. What evidence is there that the institution adheres to principles of academic freedom? Have there been challenges to academic freedom principles? If so, how has the institution responded?
3. How are the needs of all constituencies of the institution considered in terms of curricular improvement?
4. What patterns, if any, are evident within faculty, staff, and student grievances over the past three years? What steps, if any, has the institution taken in response to these patterns?

Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluated its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Study Work Team Purpose: This Study Work Team is charged with reviewing the process by which the College assesses its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Standard 7: Institutional Assessment Study Work Team	
Chair: Celeste Wallin	Director of Administration
Members:	
Michael Anzelone	Assistant Professor, Biological Sciences
Heather Lashley	Instructor, Coordinator for Medical-Surgical Nursing I
Sneha Shukla	Learning Center Assistant

Charge Questions:

1. How well do faculty and administrators understand what institutional assessment is and why it is important?
2. Does the College have a systematic plan for evaluating its programs and outcomes? Is the plan being followed and is the program being assessed according to the plan? Are there any elements that are missing?
3. How well does documentation of assessment policies, structures, plans, methods, results, and use of results demonstrate coherence among assessment efforts?
4. How effective is the College's institutional assessment plan? Does the assessment of institutional effectiveness incorporate results from student learning outcomes assessments as well as assessment of results in other areas? Are these related to areas of emphasis in the institution's plans and the priorities for resource allocation and budgeting?
5. How effective is the College's master plan for the campus/facility? What is or should be included in it?

Standards 8 & 9: Student Admissions, Retention, and Support Services

Standard 8: Student Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

Standard 9: Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Study Work Team Purpose: This team is charged with evaluating the various processes and functions that support the College’s goals for the students. These processes include admissions, counseling, and academic support services. The team is also entrusted with determining the effect of these services on student achievement and how these services are perceived by students.

Standards 8 & 9: Student Admissions, Retention, and Support Services Study Work Team	
Chair: Sandra Senior	Director of Student Services
Members:	
Indrajeet Singh Chauhan	Director of the Learning Center
Linda Ende	Associate Professor, Coordinator for Psychiatric-Community Mental Health Nursing
Karla Fallon	Director of Counseling Services
Justine Fitzgerald	Assistant Professor, English
Patric George	Instructor, Biological Sciences
Gladys Pineda	Associate Director of Student Services

Charge Questions:

1. How are the College's admissions policies and procedures meeting the goals of the institution?
2. What do demographic trends suggest will be the future of the College's student base? How is the institution positioning itself to handle the demographic changes?
3. How does the College provide support to enrolled students who are identified as being “at risk”? How effective are these support services?
4. How does the College assess the relevance of each support service? Is there any service that needs to be modified, added or removed?

Standard 10: Faculty

The institution’s instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Study Work Team Purpose: The team is charged with determining the degree to which the faculty is involved in the assessment, evaluation, and improvement of the academic program. The team will examine how the institution supports teaching excellence and growth and development of its faculty. The team will also examine whether criteria for appointment, retention, and promotion are clearly delineated and equitable across departments.

Standard 10: Faculty Study Work Team	
Co-Chairs: Lorraine Greene Indrajeet Singh Chauhan	Associate Professor, Coordinator for Parent-Child Health Nursing Director of the Learning Center
Members:	
Justine Fitzgerald	Assistant Professor, English
Paul Gyabaa-Amponsah	Assistant Professor, Coordinator for Biological Sciences

Charge Questions:

1. How are the faculty involved in the assessment, development, and improvement of the academic program?
2. How does the institution support growth and development of its faculty?
3. How do faculty roles and responsibilities differ between disciplines?
4. How are criteria for appointment, retention, and promotion delineated? What evidence is exists that demonstrates that they are equitable across departments?
5. How is teaching excellence assessed? What standards are used in faculty evaluations?

<p>Standards 11, 12 & 13: Educational Offerings, General Education, and Related Educational Activities</p> <p>Standard 11: Educational Offerings</p> <p>The institution’s educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.</p>
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Standard 12: General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Standard 13: Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Study Work Team Purpose: This work team is charged with evaluating and assessing the content, rigor, and effectiveness of the College's academic offerings and related educational activities. The team will examine whether current offerings and activities are sufficient and appropriate to meet the mission and goals of the College.

Standards 11, 12 & 13: Educational Offerings and Related Activities Study Work Team	
Co-Chairs: Leolinda Mangaoang Justine Fitzgerald	Assistant Professor, Coordinator for Medical-Surgical Nursing II Assistant Professor, English
Members:	
Heather Buccello	Assistant Professor, Nursing
Paul Gyabaa-Amponsah	Assistant Professor, Coordinator for Biological Sciences
Melissa Ramos	Instructor, Nursing

Charge Questions:**Standard 11: Educational Offerings**

1. How does the institution communicate expected student learning outcomes? Are these communications easily accessible? How effective are the communications?
2. How does the College assess the appropriateness of academic content and rigor?
3. What methods are in place to ensure that students have opportunities to synthesize and reflect on their learning?
4. How does the experience of students who only enroll in nursing courses (those who transfer all their liberal arts and science courses) compare with that of students who complete all required courses at the College?

Standard 12: General Education

1. How does the College assess graduating students’ competencies in written and oral communication?
2. What changes to the general education curriculum have been made in the last five years and what was the impetus for that change?
3. What competency levels does the institution measure? If they are not being met, how does the institution address this? In what ways has the institution utilized assessment results to modify the educational program and services?
4. What improvements have been documented as a result of changes or modifications to the educational program and services? What can be done in the future?

Standard 13: Related Educational Activities

1. What programs does the College offer for underprepared students? How successful are these programs? Are these programs a worthwhile utilization of resources?
2. Does the College offer distance learning opportunities in the form of hybrid or online courses? How does student achievement in distance learning environments compare with students who attend course on site?

<p>Standard 14: Assessment of Student Learning</p> <p>Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution’s students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.</p>
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Study Work Team Purpose: The team is charged with examining whether students are achieving each objective and outcome for the courses they undertake, and whether they are achieving program objectives and outcomes.

Standard 14: Assessment of Student Learning Study Work Team	
Chair: Wendy Robinson	Vice President for Academic Affairs, Assistant Professor, Nursing
Members:	
Michael Anzelone	Assistant Professor, Biological Sciences
Bernice Banschick	Instructor, Nursing

Standard 14: Assessment of Student Learning Study Work Team (cont.)	
Members:	
Heather Lashley	Instructor, Coordinator for Medical-Surgical Nursing I
Melissa Ramos	Instructor, Nursing

Charge Questions:

1. How effectively do all academic and support programs document curriculum or program outcomes?
2. How does the institution inform students about how to achieve expected learning outcomes?
3. Are assessments of student learning of adequate quality? How does assessment evidence relate to the program's learning outcomes?
4. How have assessment results led to decisions or changes about teaching, planning, and budgeting?

V. Inventory of Self-Study Resource List

- Admissions information
- Annual budget
- Assessment data and trends from Assessment Technologies Institute testing
- Audited financial statements and management letters
- Board of Trustees meeting minutes
- Bachelor of Science program documents (Abstract, Application, Master Plan Amendment, and Self-Study)
- By-Laws of the Student Government
- Committee meeting minutes
- End of Program Evaluations
- *Faculty and Staff Handbook*
- Faculty Organization By-Laws
- Financial reports (IPEDS)
- Five-year trends for End of Course Evaluations, Clinical Evaluations, and Cumulative Quarterly Summaries
- *Helene Fuld College of Nursing Catalog*
- Helene Fuld College of Nursing Mission and Goals Statement (in Catalog and on the College's website)
- Helene Fuld College of Nursing website
- Institutional by-laws
- Learning Center Evaluations

- Middle States *Annual Institutional Profile* (2008 – 2009, 2009 – 2010, 2010 – 2011)
- Middle States *Periodic Review Report 2008*
- Middle States *Progress Report 2010*
- National League for Nursing Accrediting Commission's *Systematic Plan for Program Evaluation and Assessment of Outcomes*
- National League for Nursing Accrediting Commission's Standards and Criteria
- National League for Nursing Accrediting Commission *Self-Study Report 2008*
- New York State Education Department NCLEX-RN Program Reports
- Organizational chart
- *Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing*, developed by the National League for Nursing (2010)
- Promotional brochures
- Six-Month Graduate Follow-Up Surveys
- Student orientation materials

VI. Timeline for the Self-Study and Evaluation

November 2010

- Two college representatives attend the Middle States Self-Study Institute in Philadelphia, Pennsylvania.

December 2010

- Two college representatives attend the Middle States Annual Meeting in Philadelphia, Pennsylvania.

January 2011

- A Steering Committee is formed.
- The Steering Committee selects the Self-Study design and groups the standards.
- The Steering Committee assigns chairs for each Study Work Team.
- Faculty and staff join Study Work Teams.

February - April 2011

- The Steering Committee assigns responsibilities for creating the Design Plan.
- The Study Work Teams develop team purposes and charge questions.
- The Steering Committee reviews and edits the team purposes and charge questions.
- The Steering Committee drafts the Design Plan and submits it to the MSCHE Staff Liaison, Dr. Ellie Fogarty.
- The Steering Committee submits its itinerary for the Self-Study preparation visit to Dr. Ellie Fogarty.

May 2011

- MSCHE Staff Liaison, Dr. Ellie Fogarty, conducts a Self-Study preparation visit.
- The Steering Committee assigns the creation of a MSCHE Self-Study web page and informs the College community of self-study developments.

June 2011

- The Steering Committee analyzes the information it receives from the results of Dr. Fogarty's preparation visit.
- The Steering Committee incorporates any changes into the Design Plan.
- The Steering Committee submits the final Design Plan to Dr. Ellie Fogarty, for approval.
- The Steering Committee places the final Design Plan on the College website for the College community to review.

August - December 2011

- Study Work Teams work on the Self-Study report and submit progress updates to the Steering Committee.

January - February 2012

- Study Work Teams send preliminary reports to the Steering Committee and receive feedback from the Committee.
- MSCHE selects an evaluation team chair and the College approves the selection.
- The Steering Committee sets a date for the evaluation team chair's preliminary visit and evaluation team visit.

March - April 2012

- MSCHE selects evaluation team members and the College states whether there are any conflicts of interest.
- Study Work Teams send preliminary reports to the Steering Committee and receive feedback from the Committee.

May - June 2012

- Study Work Teams send final reports to the Steering Committee.
- The Steering Committee prepares a draft of the Self-Study report.

September 2012

- The Steering Committee finalizes the first draft of the Self-Study report.
- The Steering Committee discusses the first draft of the Self-Study report with the Board of Trustees, faculty, and staff.
- The Steering Committee places the first draft of the Self-Study report on the College's website for the College community to review.

October 2012

- The Board of Trustees, faculty, staff, and the College community review the first draft of the Self-Study report.

November 2012

- The Steering Committee sends the draft to the evaluation team chair.
- The Steering Committee analyzes responses to the draft and writes the final Self-Study document.
- The evaluation team chair makes his/her preliminary visit.

December 2012

- The Steering Committee presents the final Self-Study document to the Board of Trustees, faculty, staff, and the College community.
- The Steering Committee places the final document on the College's website.

January - February 2013

- The Steering Committee sends the final Self-Study document to the evaluation team and to Dr. Ellie Fogarty at least six weeks prior to the evaluation team visit.

Spring 2013

- The evaluation team visits the College.
- The evaluation team prepares their report.
- The Steering Committee responds to the evaluation team report.
- MSCHE takes action.

VII. Format for the Self-Study and Editorial Guidelines

Guidelines for Formatting Submissions

1. All documents should be saved in Microsoft Word 97-2003 and stored in Google Docs.
2. Page Layout:
 - Use one-inch margins on all sides
 - Use single-spaced format for narrative sections
 - Sentences should be left-justified (default setting)
 - Use one blank line after a heading and one blank line between paragraphs
 - Use the tab key to indent paragraphs 1/2 inch (one tab)
 - Use the tab key to indent numbered or bulleted items 1 inch (two tabs)
3. Font:
 - Times New Roman should be used for all documents
 - 12-point font should be used for regular prose sections
 - 14-point font in **BOLD** should be used for all main headings and titles
 - 12-point font in *Italics* and Underlined should be used for all subheadings

Guidelines on Formatting, Capitalization, etc.

- When referring to Helene Fuld College of Nursing, either use the full name of the college, “Helene Fuld,” or use “the College” (The word ‘the’ should not be capitalized unless it is the first word in a sentence and the word ‘college’ should be capitalized if it is referring to Helene Fuld but not if it is prefaced by a word other than ‘the’ such as ‘another’).
- Hyphenate ‘full-time’ and ‘part-time’ but do NOT use hyphens in ‘fundraising.’
- Numbers less than ten should be written out. Numerals should be used for numbers over 10. Always spell out numbers if they begin a sentence.
- The word ‘percent’ should be used in text but the symbol for it (%) can be used in charts and graphs.
- The word ‘Internet’ should be capitalized, the word ‘website’ is one word, and ‘email’ is not hyphenated.

VIII. Profile of the Evaluation Team

Several aspects of Helene Fuld College of Nursing’s distinctive program and setting should be considered when members are selected for the visiting team. Helene Fuld College of Nursing is an independent, single-purpose, not-for-profit institution that provides the opportunity, through a career-ladder approach, for men and women who are licensed practical nurses to further their education to the associate degree registered nurse level. The College is set in a uniquely diverse urban community and has a large percentage of students who were born in other countries.

Helene Fuld College of Nursing will benefit from an evaluation team that has a chair and members who have experience with colleges that have the following characteristics:

- Small enrollment in an urban setting;
- Private, not-for-profit, single-purpose institution;
- Non-traditional students (many of the students are older, are parents, and are economically challenged);
- Nursing program;
- Ethnically diverse faculty, staff, and student populations; and
- Belief in the career ladder approach for professional advancement.

IX. Organization of the Self-Study Report

The Self-Study Report will contain the following sections:

- I. Table of Contents
- II. Executive Summary and Eligibility Certification Statement
- III. Introduction
 - A. Overview and History of the College
 - B. Institutional Profile
 - C. Nature and Scope of the Self-Study Process
 - D. Objectives of the Self-Study
 - E. Organization of the Self-Study Process
 1. Organization of the Steering Committee and Study Work Teams
 2. Process for Developing the Self-Study report
- IV. Study Work Team Chapters
 - A. Mission and Goals
 - B. Planning, Resource Allocation, Institutional Renewal and Resources
 - C. Leadership and Governance
 - D. Administration
 - E. Integrity
 - F. Institutional Assessment
 - G. Student Admissions, Retention, and Support Services
 - H. Faculty
 - I. Educational Offerings, General Education, and Related Educational Activities
 - J. Assessment of Student Learning
- V. Conclusion and Summary of Recommendations
 - A. Strengths
 - B. Areas for Improvements
 - C. Summary of Recommendations
- VI. List of Supporting Documents
- VII. Appendices