

October 4, 2006

Rebecca A. Jones
Chancellor
West Suburban College of Nursing
3 Erie Court
Oak Park, IL 60302

Dear Chancellor Jones:

Thank you for providing AQIP with the current *Systems Portfolio* for West Suburban College of Nursing. Enclosed, you will find two paper copies of the complete *Systems Appraisal Feedback Report*, the first portion of which is an Executive Summary that may be useful for groups that do not need the full detail. The second section provides detail about the strengths and opportunities that were identified by the Appraisal team. Please take the time to examine *both* the strengths *and* opportunities, so that your institution can celebrate and build on its strengths and understand and explore its opportunities for improvement. The members of the Appraisal team, all knowledgeable about continuous quality improvement, devoted many hours to appraising your *Systems Portfolio* to ensure that their feedback would represent the consensus of the entire group and could serve as thoughtful, actionable guidance. To reap maximum benefit from it, you and your colleagues should also plan to invest substantial time in discussing and considering the team's observations and advice, and in identifying the actions that will move your institution forward.

Your *Systems Portfolio* will undoubtedly serve as a model for other colleges and universities. We applaud the effort you put into its development up to this point, and expect you to continue to refine, expand and publish (on paper, or, even better, on your website) updates of your *Portfolio*. This will enable you to communicate effectively to both internal and external stakeholders what your institution is trying to do, what processes it is using to get there, how it is currently performing, and how it strives systematically to improve. Widely studied, the current version of your *Systems Portfolio* can be an important lever for institutional change. Please make the electronic link to it prominent on your institutional home page, and send the URL to Mary Fleming (mfleming@hlcommission.org) so that she can add the link to our AQIP website.

We are emailing your institution's AQIP Liaison a copy of this letter and an electronic version of the *Systems Appraisal Feedback Report*. Please circulate these materials widely, and keep notes on the use you make of this feedback — with whom you share it, what discussions arise from it, actions you take as a result, etc. In the next 12 months at your next AQIP Strategy Forum you will be sharing this experience with other veteran AQIP institutions, all eager to learn how others are using their feedback effectively to shape strategies and drive additional improvement.

Let me draw you attention to one aspect of this *Feedback Report* that will probably not please you. The Systems Appraisal team could not find satisfactory evidence (in your Systems Portfolio or any other documentation pointed to by your Index to the Portfolio) that you currently satisfy Core Component 1d of Criterion One of the Higher Learning Commission's *Criteria for Accreditation*. They raised this as an "accreditation issue" in their Strategic and Accreditation Issues section, which appears early in your feedback report. Please read carefully their specific comments, for you need to determine whether this issue is apparent or real, and decide what to do about it.

- If the issue is apparent, and you already possess hard, persuasive evidence to demonstrate that you currently meet this accreditation requirement, then you have nothing to worry about, and you need

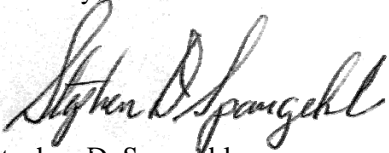
- merely fill us in on what you could have shown the Appraisal team to reassure us that all is well. Don't fret about what the Portfolio might have demonstrated, and don't waste time and energy
- allocating blame for what was omitted. AQIP views every institution's Systems Portfolio as a developing resource, so you just need to make sure that the next revision of yours includes what the last one missed.
- If the issue is real, and the team's concern points to an existing problem, vacuum, or inadequacy that you need to address further, please get to work on it immediately, so that you will quickly move your institution to a position where you can demonstrate to the Higher Learning Commission your compliance with this requirement. If AQIP can be helpful in this, by pointing out means to address or rectify the concern, or by networking you into other institutions or recourses that have been helpful in similar situations, don't hesitate to call on us. Understand that we are on your side, anxious to do all we can to make sure you are in a strong position to demonstrate that your institution meets all of the *Criteria for Accreditation*.

At present, AQIP relies on the two-day Quality Checkup to let institutions demonstrate that they have rectified any "gaps" in the evidence that they meet the *Criteria for Accreditation*. A team of AQIP Peer Reviewers will visit your institution for a Quality Checkup one or two years before to the academic year in which you are scheduled for Reaffirmation of Accreditation, an opportunity for you to demonstrate to those peer visitors what wasn't clear to the Systems Appraisers. In the meanwhile, if you have any questions about how to proceed in putting to rest this "accreditation issue" please call me at 800-621-7440, ext. 106.

I know this *Report* will give additional fuel to West Suburban College of Nursing's already strong commitment to quality. Both AQIP and the Higher Learning Commission continue to look forward to ongoing reports of progress and success. If you have not already scheduled one, we will soon contact you regarding your next Strategy Forum, at which we will ask you to focus on the results of this Appraisal and your other planning information to identify the major strategic issues that will drive the creation and pace of your institution's future Action Projects. Unlike your first Strategy Forum, this next one will focus on helping you make your strategic priorities so clear that you can go back to campus confident that you can generate a steady stream of Action Projects that move you toward your goals.

Thank you again for all the hard work you have put into creating your Systems Portfolio. We hope that the Feedback report provides you with useful information that will help guide your quality movement forward.

Sincerely,



Stephen D. Spanghel
Director, Academic Quality Improvement Program

SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

WEST SUBURBAN COLLEGE OF NURSING

October 4, 2006



Academic
Quality Improvement
Program

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Table of Contents

Executive Summary	3
Elements of the Feedback Report	4
Strategic and Accreditation Issues	6
Using the Feedback Report	8
Critical Characteristics Analysis	9
Category Feedback	11
<i>Helping Students Learn</i>	11
<i>Accomplishing Other Distinctive Objectives</i>	14
<i>Understanding Students' and Other Stakeholders' Needs</i>	16
<i>Valuing People</i>	18
<i>Leading and Communicating</i>	20
<i>Supporting Institutional Operations</i>	23
<i>Measuring Effectiveness</i>	24
<i>Planning Continuous Improvement</i>	26
<i>Building Collaborative Relationships</i>	28

EXECUTIVE SUMMARY FOR WEST SUBURBAN COLLEGE OF NURSING

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight West Suburban College of Nursing's achievements and to identify challenges yet to be met.

Category One. WSCN continues to be responsive to regulatory bodies and licensing entities by adapting curriculum, equipment and facilities to better prepare students to meet any newly established standards. While students are advised as to which (program) option might meet their needs, there is an opportunity to further develop this selection and matching process.

Category Two. WSCN is to be commended for having processes in place for identifying, assessing and reviewing potential distinctive objectives beyond "helping students learn." The challenge for this category is twofold: 1) commitment of the RHC leadership to the AQIP process which has been well articulated by the College in this systems portfolio, and 2) success in obtaining appropriate data which will loop to actual improvements.

Category Three. The Strategic Enrollment Management model has helped to streamline the relationships between departments in the school which support the student from initial enrollment through their classroom experience.

Category Four. The College collects workforce demographics and tries to ensure in the search process that new employees reflect the demographics of its stakeholders, particularly the students. A process for "raising up" the new employees needed now or in the future or for retaining its qualified faculty and staff would help the College meet its human resource goals.

Category Five. WSCN is to be commended for clear leadership and communication within the college. Processes are in place to have the mission, vision, and values aligned. Leadership development and succession plans are in place. There is evidence that data have been gathered and have been instrumental in producing change. Attention should be given to the gaps identified in communication. The communication lines between WSCN and RHC should be examined to ensure alignment of mission, vision, and values.

Category Six. A clear and comprehensive set of support service processes appears to be understood. A focused effort on improving results reporting and analyses is critical to understanding changes needed to support institutional operations.

Category Seven. The mechanics of data collection and storage are in place. However, it is important to look at this category as measuring the effectiveness of processes across the institution, especially those processes described in Category One.

Category Eight. The Systems Portfolio sets forth numerous results by which WSCN has been implementing institutional strategies and action plans. The team of reviewers is concerned that too many processes, committees, consultants, and data collection methods may interfere with continuous improvement planning.

Category Nine. It is clear that WSCN has a long history with collaborations and is successful in making them work. A next step is for WSCN to document what they are good at and build that into planning for, and evaluating, future collaborations

Accreditation issues and Strategic challenges for West Suburban College of Nursing are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

ELEMENTS OF WEST SUBURBAN COLLEGE OF NURSING'S FEEDBACK REPORT

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

Executive Summary. Summative statements agreed upon by the Systems Appraisal Team based upon the institution's achievements and challenges in regards to each of the nine AQIP Categories. Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

Strategic and Accreditation Issues Analysis: Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

Critical Characteristics: Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

Category Feedback: The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report. At the end of the list of strengths and opportunities for each Category is the team's consensus assessment of the institution's stage of development on that particular Category. This section consists of a series of statements reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and

systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

Issues Affecting Compliance with the *Criteria for Accreditation*. An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institutions under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team has identified gaps in the evidence West Suburban College of Nursing has presented to demonstrate that it complies with the Five *Criteria for Accreditation*. In the team's judgment, areas exist where you have *not yet* provided evidence that you meet one or more Core Components of the Commission's Five *Criteria for Accreditation*, or where the evidence you have presented suggests you might have difficulties, now or in the future, in meeting these expectations. The team is not suggesting that you currently fail to comply with the *Criteria*, but simply that you need to present additional evidence of compliance prior to the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation. AQIP will provide you with courses of action you can follow to provide this additional assurance. The issues regarding accreditation that the team identified are:

A The restructuring of governance and administrative organization places ownership of the mission, financial and strategic decisions on the West Suburban College of Nursing and Resurrection Health Care Boards and CEOs. The Chancellor has the role of operational implementation and the West Suburban College of Nursing Advisory Board provides educational recommendations.

In the Systems Portfolio, reference is made to tapping the “synergy” of the Resurrection Health System. The definition of “synergy” is that both sides achieve an effect which each, individually is incapable. The Systems Portfolio gives one side of the synergism, which is from the College, but not the side of RHS. The team is concerned that a disconnect may exist between the decision-makers at RHS and those providing instruction and support services at the College. This disconnect could affect the college in achieving its mission. *See Higher Learning Commission Criterion 1d: The organization’s governance and administrative structure promote effective leadership and support collaborative process that enables the organization to fulfill its mission.*

Issues Affecting Future Institutional Strategies. The Systems Appraisal Team identified the following strategic issues to assist WSCN in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP’s expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that WSCN will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

In Category One (Helping Students Learn), the College describes inputs in great detail (technologies, advisement processes, admission standards, etc.). However, the College may want to indicate the defined measurable goals and objectives for student learning and link them to expected outcomes. Careful documentation of the measures being used, both direct and indirect, to determine what students are learning and analysis of the results of these measures will help the institution with program improvement.

At the time of preparing the Systems Portfolio, WSCN was just beginning a new three-year strategic planning process and no data for results are available. Consequently, the team did not respond in writing to any of the “Result” sections for Category 2. Careful collection of longitudinal data and a revisit by WSCN to categories 2R1, 2R2 and 2R3, perhaps as part of an action plan agenda item, will

help in guiding decisions in the long-term as well as informing with evidence the effectiveness of the strategic plan for meeting the College's mission and vision.

The current environment in which the College exists provides a unique setting by which potential employees of the future can be recruited, educated, and mentored in leadership. WSCN would be encouraged to develop implementation of recruiting and retention processes that will positively impact the curriculum design and its implementation with the consistent presence of a qualified academic dean and qualified core doctoral faculty.

College personnel are to be commended for the very heavy work demonstrated in preparation of this portfolio. The systems appraiser team was concerned, however, that too many processes, committees, consultants, and data collection methods are uncoordinated and poorly linked. Perhaps continuing and stable leadership in the College will bring coherence to continuous planning improvement efforts.

USING THE FEEDBACK REPORT

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then

be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of West Suburban College of Nursing, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes West Suburban College of Nursing distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

Item Critical Characteristic

- O1a West Suburban College of Nursing (WSCN) is a Catholic, specialty, upper division institution for students with previous degrees and/or transfer general education courses, providing undergraduate and graduate nursing and health science education as part of the Resurrection Health Care system.
- O1b The vision of the College is to set the standard for professional nursing and health science education in the community.
- O1c The mission of the College is to prepare students for professional nursing careers by providing undergraduate and graduate learning experiences, service learning, and scholarly endeavors, based on a solid liberal arts education in a Catholic health care environment.
- O1d WSCN's mission and values of compassion, accountability, respect, excellence, and service are the underpinning for college strategic assessment and academic strategic

and assessment plans. Both of these are congruent with the mission, values and plan of Resurrection Health Care (RHN), the College's parent organization and sponsor.

- O1e WSCN has transitioned from an affiliation with Wheaton College to regional and specialty accreditation, and recently as a single purpose specialty college without university partnership, accredited by the North Central Association and National League for Nursing.
- O1f The College plans to build on the affiliation with RHC, having experienced many changes including the health care system alliance as a member of a large Catholic health care system and operating as a stand-alone institution since 2003.
- O2a WSCN offers two programs with several entry routes: a BSN (Generic, RN-BSN, and Fast Track) with instruction delivered primarily via traditional face-to-face method that includes Internet support; and MSN (Traditional Master of Science in Nursing, Accelerated Combined Degree, RN to MSN, and Post Master's Certificate) delivered both traditionally and fully online.
- O2b Four graduate nursing majors, developed since 2005, are offered by the College that are delivered both traditionally and fully online with no current student enrollment.
- O3a The student base is diverse, primarily white and full time, and strategic plans call for growth and expansion to approximately 200 students in the next 3-5 years.
- O3b WSCN's target market is based on program offerings: generic, RN-BSN program, and Fast Track supported by traditional and online delivery systems.
- O5a WSCN is infusing its operations with technology, identifying key collaborators to outsource technology for important program outcomes assessment and online delivery, achievement and remediation support, and administrative functions.
- O5b Collaborations with other organizations and businesses include transfer guides from the Illinois Articulation Agreement Program, Resurrection Health Care (RHC) for enhanced student clinical learning opportunities and operational support, and other health care agencies to provide experience in specialties.
- O6 WSCN is a small institution with 31 faculty and staff, primarily white and female, with Doctorate and Masters level education in full-time positions.
- O7 Facilities are housed on several floors of the West Suburban Medical Center and the original 1914 College building, where growth contributes to a shortage of classroom space and competition with other activities has become a major issue.

- O8 WSCN identifies three important academic health center competitors for students, namely Rush University Medical Center, University of Illinois at Chicago and Loyola Health System.
- O9a WSCN has identified three key opportunities: growth, academic environment and RHC synergy as a focus in meeting its long-term goals.
- O9b WSCN identifies four key vulnerabilities: a rapid change environment, competition market share, resources, and health professions shortage of qualified faculty.

CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these “strengths and opportunities” sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP CATEGORY 1: HELPING STUDENTS LEARN

Helping Students Learn identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of West Suburban College of Nursing that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:

Item Critical Characteristic

- O1b The vision of the college is to set the standard for professional nursing and health science education in the community.
- O1c The mission of the College is to prepare students for professional nursing careers by providing undergraduate and graduate learning experiences, service learning, and scholarly endeavors, based on a solid liberal arts education in a Catholic health care environment.
- O2a WSCN offers two programs with several entry routes: a BSN (Generic, RN-BSN, and Fast Track) with instruction delivered primarily via traditional face-to-face method that includes Internet support; and MSN (traditional Master of Science in Nursing, Accelerated Combined Degree, RN to MSN, and post Master’s certificate) delivered both traditionally and fully online.
- O2c The undergraduate program, revised in 2003 to incorporate the community-based curriculum from the USDHHS *Health People 2010* document and pilot courses for a graduate program offered in 2005, distinguishes the institution from competitors and will allow them to identify key features that will support the diverse populations they serve.

Here are what the Systems Appraisal Team identified as West Suburban College of Nursing’s most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
IC1	0	While the learning objectives for students are systematically developed with clear linkages from the college goals to program objectives, the outcomes could be linked to the college or program goals more directly.
1C2	SS	Student learning expectations are outlined in Clinical Evaluation Tools (CETs). By requiring mastery based on national benchmarks, faculty members assure students’ progress toward goals and outcomes.
1C4b	S	Clinical sites for students’ field experiences offer a wide variety of ethnic and economic level exposure as part of the Community Based Nursing curricula.

1C4d	SS	Assessment of student learning takes the form of a multi-trait/multi-method strategy, or triangulation, blending information and methods from multiple sources.
1P1	S	WSCN takes an integrated approach to the implementation of new courses and programs. WSCN utilizes key stakeholders such as students, faculty clinical affiliates and stakeholders from RHC to ensure that courses are relevant and current with changes in the nursing field.
1P1-3	S	Processes are in place for determining common learning objectives and specific program learning objectives in a curriculum which meets multiple statutory and accreditation requirements.
1P3	O	General Education courses offered by students seeking admission to college programs are evaluated in terms of the Illinois Articulation Initiative (IAI); there is no evidence of a method to evaluate courses not included in the IAI.
1P4		No response given.
1P6	O	Students are required to complete tests measuring their mastery of course content and may be required to retake a test if the score does not meet the benchmark established by the faculty; there is no indication as to the impact on the test scores on the students' ability to progress in the program nor is it apparent how testing and assessment of students are linked to changes in programs and in course content.
1P11	O	WSCN changed its organizational structure, councils and committees; and WSCN subsequently assessed the goals and progress of these groups. It is important to show how these process changes have improved the student learning systems.
1P11	S	Processes are in place for determining BSN and MSN assessment measures at all levels of the curriculum.
1P12	S	WSCN surveys employers of graduates and the graduates themselves at intervals after graduation to evaluate clinical preparation and skills.
1P13	S	Measures of student performance are identified, collected regularly, and analyzed.

1R1-IR4	O	WSCN identifies assessment outcome measures used before and after 2005. While valid comparisons are made using data before and after that date, a stronger data base (five years of data) will give better reliability for making curricular and operational decisions.
1R1-1R4	S	WSCN has recently reviewed all its data collection mechanisms and processes. WSCN has outsourced its testing and reporting needs, integrated existing data into a new data bases and technologies, modified testing measures, and eliminated some old self reported data. Faculty and staff are regularly trained in the use of the new information; and reports are integrated into curricular decision-making.
111	S	WSCN is to be commended for using internal evidence in student learning, as well as evidence from established national benchmarks, for making organizational and curricular changes in 2005.

AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of West Suburban College of Nursing that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:

Item Critical Characteristic

- O1f The College plans to build on the merger with RHC, having experienced many changes including the health care system alliance as a member of a large Catholic health care system and operating as a stand-alone institution since 2003.
- O5a WSCN is infusing its operations with technology, identifying key collaborations to outsource technology for important program outcomes assessment and online delivery, achievement and remediation support, and administrative functions.

O5b Collaborations with other organizations and businesses include transfer guides from the Illinois Articulation Agreement Program, Resurrection Health Care (RHC) for enhanced student clinical learning opportunities and operational support, and other health care agencies to provide experience in specialties.

Here are what the Systems Appraisal Team identified as West Suburban College of Nursing's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
2C1	S	WSCN has clearly set its distinctive objectives. WSCN envisions setting the standard for professional nursing and health science education within an integrated Catholic health care system in metropolitan Chicago.
2P1	S	A process has been defined for identifying distinctive objectives by which a College Strategic Plan is developed anew every three years.
2P2	S	Expectations related to distinctive objectives are set forth in targets and milestones in the SAP and are carried over into individual performance plans for administration, faculty and staff personnel.
2P4	S	Processes are defined for reporting, assessing, and reviewing whether targets and milestones have been accomplished. Goals for the next year are revised and developed based on these processes.
2P5	O	It is not clear who sets and measures the milestones connected with operational integration with RHC. It is important to clarify how this integration is being monitored in order to avoid problematic assumptions in the future.
2I1	O	Based on results from previous strategic plans, the deans are currently working on a new faculty workload policy with accompanying performance and promotion criteria that will include a track for master's and doctoral prepared faculty.
2I2	S	Targets for improvement have been set for the 2005-2008 Strategy/Assessment Plan.

AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Understanding Students' and Other Stakeholders' Needs examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of West Suburban College of Nursing that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:

Item Critical Characteristic

- O2a WSCN offers two programs with several entry routes: a BSN (Generic, RN-BSN, and Fast Track) with instruction delivered primarily via traditional face-to-face method that includes Internet support; and MSN (Traditional Master of Science in Nursing, Accelerated Combined Degree, RN to MSN, and Post Master's Certificate) delivered both traditionally and fully online.
- O2b Four graduate nursing majors, developed since 2005, are offered by the College and are delivered both traditionally and fully online with no current student enrollment.
- O3a The student base is diverse, primarily white and full time, and strategic plans call for growth and expansion to approximately 200 students in the next 3-5 years.
- O5b Collaborations with other organizations and businesses include transfer guides from the Illinois Articulation Agreement Program, Resurrection Health Care (RHC) for enhanced student clinical learning opportunities and operational support, and other health care agencies to provide experience in specialties.

Here are what the Systems Appraisal Team identified as West Suburban College of Nursing's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.

Item S/O Comment

- 3P1 S WSCN uses data from student satisfaction surveys, as well as from student achievement tests to evaluate opportunities for improvement in the curriculum and in instruction.
- 3P2 SS The Strategic Enrollment Management model has helped to streamline the relationships between departments in the school which support the student from initial enrollment through their classroom experience.
- 3P5 O WSCN is successful in responding to information collected from community. A next step would be to develop and document a process which demonstrates how this information feeds into educational programs and offerings.
- 3P7 O Student and stakeholder satisfaction is determined by retention and feedback. While satisfaction is measured, no process for improvement of satisfaction through use of the information gathered is described. A process to use the information gathered to impact decisions and provide feedback to stakeholders may improve the satisfaction indicators.
- 3R1 O Results of student satisfaction data processes indicate low satisfaction with how students are treated as "important consumers," and adequacy of labs, equipment, and career services. Since all of these factors impact how students learn, WSCN is encouraged to convert these findings into specific AQIP Action Projects.
- 3R2 OO While increased College enrollment may be one indicator of relationship building with students, other indicators may be helpful in determining success of outreach efforts. For example, short surveys of students attending programs for prospective students, attendance at town Hall meetings with follow-up focus groups may provide additional information on the success of relationship building with students.
- 3R3 OO Faculty results indicate dissatisfaction with their working environment, particularly related to facilities, equipment, and time for research and practice. Indicators display a downward trend that may be critical to

future success of the college. Attention to these considerations could assist the college in retention of qualified faculty and staff.

3R4 O No response given.

3R5 O No response given.

AQIP CATEGORY 4: VALUING PEOPLE

Valuing People explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of West Suburban College of Nursing that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:

Item Critical Characteristic

- O1d WSCN's mission and values of compassion, accountability, respect, excellence, and service are the underpinning for college strategic assessment and academic strategic and assessment plans. Both of these are congruent with the mission, values and plan of Resurrection Health Care, the college's parent organization and sponsor.
- O1e WSCN has experienced considerable transition from an affiliation with Wheaton College to regional and specialty accreditation, and recently as a single purpose specialty college without university partnership, accredited by the North Central Association and National League for Nursing.
- O2c The undergraduate program, revised in 2003 to incorporate the community-based curriculum from the USDHHS *Health People 2010* document and pilot courses for a graduate program offered in 2005, distinguishes the institution from competitors and will allow them to identify key features that will support the diverse populations they serve.
- O6 WSCN is a small institution with 31 faculty and staff, primarily white and female; all full time faculty hold either a Doctorate or Masters Degree.

O7 Facilities are housed on several floors of the West Suburban Medical Center and the original 1914 College building, where growth contributes to a shortage of classroom space and competition with other activities has become a major issue.

Here are what the Systems Appraisal Team identified as West Suburban College of Nursing's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
4C1	O	WSCN has experienced turnover in the dean position. Attention to the effectiveness of the existing orientation for all employees, but particularly for those entering the academic dean positions, may be critical during the transitions the college is experiencing.
4C2	SS	Students have the opportunity to spend a considerable amount of time in the work environment in which their career might very likely take place, and faculty and staff have close practical application because the College is housed within the West Suburban Medical Center campus. This provides a unique environment for effective learning experiences by both students and employees.
4P1	S	WSCN has criteria and processes in place to insure that employees are well qualified for their positions and will fit into the culture. Processes that support effective hiring practices may ensure workforce stability and impact employee satisfaction.
4P2	O	While WSCN conducts an annual review of needs to determine personnel changes, no process is described to recruit or retain qualified employees other than interviews and orientation after hire. A process for hiring and retaining qualified people in positions might enable WSCN to focus energy on planned growth and facilities needs.
4P4	O	It appears that WSCN has emerging faculty and staff development opportunities. Given the cross-functional demands on faculty (and staff), more institutionally sponsored development programs could strengthen the faculty and staff and enhance employee satisfaction.
4P5		No response given.
4P6	S	A Personnel Evaluation System (PADS) used by RHC system-wide, links college mission and core values to job functions, and subsequently

integrates college mission with performance expectations. The emerging process of defining performance expectations and reporting accomplishments may support accountability efforts and employee production and morale.

- 4P7 No response given.
- 4P9 O Employee satisfaction surveys do not contain information sorted in a way to prompt action by a department. WSCN might consider other methods of obtaining actionable information on employee satisfaction. Using other methods might increase the likelihood that “best practices” are enhanced, problems are appropriately addressed, and information is available in a format that is useful.
- 4P10 No response given.
- 4R1 O WSCN faculty expressed dissatisfaction with time for research and clinical practice, physical facilities, equipment, college resources and instructional technology. A plan to address areas of faculty dissatisfaction which involves faculty input and specific objectives might lead to improvement in these areas.
- 4R2, 4R3, 4R4 No response given
- 4I1 No response given.

AQIP CATEGORY 5: LEADING AND COMMUNICATING

Leading and Communicating addresses how your institution’s leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of West Suburban College of Nursing that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:

Item Critical Characteristic

- O1c The mission of the College is to prepare students for professional nursing careers by providing undergraduate and graduate learning experiences, service learning, and scholarly endeavors, based on a solid liberal arts education in a Catholic health care environment.
- O1d WSCN's mission and values of compassion, accountability, respect, excellence, and service are the underpinning for college strategic assessment and academic strategic and assessment plans. Both of these are congruent with the mission, values and plan of Resurrection Health Care, the college's parent organization and sponsor.
- O1f The College plans to build on the merger with RHC, having experienced many changes including the health care system alliance as a member of a large Catholic health care system and operating as a stand-alone institution since 2003.
- O3a The student base is ethnically diverse, primarily female and full time, and Strategic Plans call for growth and expansion to approximately 200 students in the next 3-5 years.
- O5b Collaborations with other organizations and businesses include transfer guides from the Illinois Articulation Agreement Program, Resurrection Health Care (RHC) for enhanced student clinical learning opportunities and operational support, and other health care agencies to provide experience in specialties.
- O6 WSCN is a small institution with 31 faculty and staff, primarily white and female; all full time faculty hold either a Doctorate or Masters Degree.
- O9a WSCN has identified three key opportunities: growth, academic environment and RHC synergy as a focus in meeting its long-term goals.
- O9b WSCN identifies four key vulnerabilities: a rapid change environment, competition market share, resources, and health professions shortage of qualified faculty.

Here are what the Systems Appraisal Team identified as WSCN's most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
5C1	S	WSCN has in place a set of councils and committees intended to provide WSCN-wide input into decision-making and planning. Evaluation of the effectiveness of this structure is conducted every three years.
5C2	SS	Performance evaluations align each employee's work with WSCN's strategic plan. Each committee, council, and organization also focuses on the Strategic Plan and the Assessment Plan.

5P1	S	Direction from key administrators is aligned with the mission, vision, and values of WSCN. Annual reports are organized in terms of the mission, vision, and values so the entire College is focused upon these items and progress on goals related to them is easily followed.
5P5	S	Communication within WSCN occurs on a consistent basis at all levels and is varied in delivery to ensure all information is disseminated in a timely fashion.
5P5	OO	The upward process of communication between the institution and the RHC and the WSMC is not clear. Developing processes that allow all members of the institution to have opportunity for input on the Strategic Plan will increase the alignment of the mission and effectiveness in carrying out the goals.
5P7	O	Leadership development, team building, and communication are the key processes for leadership development. A systematic plan for developing leadership at WSCN may ensure that abilities are developed that would support institutional goals.
5P8	S	College mission, vision, and values are communicated to all candidates for leadership positions and reinforced during annual performance evaluations and staff orientations.
5P9	O	While objectives, metrics and targets are identified (Figure 5-7), the objective, metric and target do not appear to be related. More description about the objective from the SAP and how the measure meets the objective would sharpen the focus of improvement efforts.
5R1	O	Data presented suggests that the organization is less effective in communication and decision-making in 2004 than in 2002. These data can be used to reflect on changes that have been taking place with the opportunity to make helpful changes.
5I1	S	WSCN is deepening its commitment to improving communication across all stakeholders through its implementation of a new College council and committee structure. These campus-wide meetings have a focus on team and relationship building across departments and stakeholders. Success measures of these new initiatives include timely dissemination of this information to the community through its various delivery methods.

AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

Supporting Institutional Operations addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of West Suburban College of Nursing that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:

Item Critical Characteristic

- 01 WSCN plans to build on the affiliation with RHC, having experienced many changes including the health care system alliance as a stand-alone institution since 2003.
- 05 WSCN is infusing its operations with technology, identifying key collaborators to outsource technology for important program outcomes assessment and online delivery, achievement and remediation support, and administrative functions.
- 05 Collaborations with other organizations and business include transfer guides from the Illinois Articulation Agreement Program, Resurrection Health Care (RHC) for enhanced student clinical learning opportunities and operational support, and other health care agencies to provide experience in specialties.

Here are what the Systems Appraisal Team identified as West Suburban College of Nursing's most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
6P1	O	While WSCN lists methods and tools to identify support services, no process for using the information gathered is defined. A process that prioritizes need and integrates results into improvement efforts may assist the college in effective decisions with significant impact.
6P2		No response given.
6P3	O	A clear and comprehensive set of support service processes appears to be understood. The opportunity exists to use the student and stakeholder

needs data noted in 6P1 to manage key student and administrative support services.

- 6R2 S Results for administrative support service processes appear to be used for continuous improvement within the institution. Data regarding the effectiveness of operations is reviewed by committees and the College Council and have been integrated into planning for a master calendar and a master facilities plan. They are benchmarked against national databases for facilities and faculty and staff salaries.
- 6R3 No response given.
- 6I1 S With limited trend data, the College has been able to identify needs and address them in areas of peer tutoring, staff assignments, and a new loan forgiveness program.

AQIP CATEGORY 7: MEASURING EFFECTIVENESS

Measuring Effectiveness examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of West Suburban College of Nursing that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:

Item Critical Characteristic

- O1d WSCN's mission and values of compassion, accountability, respect, excellence, and service are the underpinning for college strategic assessment and academic strategic and assessment plans. Both of these are congruent with the mission, values and plan of Resurrection Health Care, the College's parent organization and sponsor.
- O1e WSCN has experienced considerable transition from an affiliation with Wheaton College to regional and specialty accreditation, and recently as a single purpose specialty college without university partnership, accredited by the North Central Association and National League for Nursing.

- O5a WSCN is infusing its operations with technology, identifying key collaborators to outsource technology for important program outcomes assessment and online delivery, achievement and remediation support, and administrative functions.
- O9b WSCN identifies four key vulnerabilities: a rapid change environment, competition market share, resources, and health professions shortage of qualified faculty.

Here are what the Systems Appraisal Team identified as West Suburban College of Nursing's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
7C2	O	WSCN recognizes that the methods and results of tracking effectiveness in the classrooms and in the institution as a whole need to be better understood by more stakeholders. A process could be developed to help stakeholders know how to obtain and use this information.
7P2	O	Information systems have been developed to meet internal operating needs and external reporting requirements. There does not appear to be a systematic method for determining needs of data collection. A focus on regular data gathering and analysis of these needs could help WSCN to set priorities for new resources.
7P3	O	The institution is aware of the need for comparative data and appears to be comparing itself with other institutions. A method of aggregating the comparative data along with a summary of the results, such as a fact book, would help the institution get a sense of its strengths and weaknesses.
7P4	O	While a variety of data are collected and disseminated, it is unclear how data are analyzed, whether by an assessment officer, other administrative personnel, or committees of stakeholders.
7P5	O	There does not appear to be a process for determining which data are selected, analyzed and distributed or a method for determining their value to users of effectiveness in continuous improvement processes.
7R1	O	The linking of data and related analyses to college goals, objectives, and benchmarks would enhance their value to users and ease documentation or progress.

AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

Planning Continuous Improvement examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of West Suburban College of Nursing that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:

Item Critical Characteristic

- O1d WSCN's mission and values of compassion, accountability, respect, excellence, and service are the underpinning for college strategic assessment and academic strategic and assessment plans. Both of these are congruent with the mission, values and plan of Resurrection Health Care, the college's parent organization and sponsor.
- O1e WSCN has experienced considerable transition from an affiliation with Wheaton College to autonomous regional and specialty accreditation, and recently as a single purpose specialty college without university partnership, accredited by the North Central Association and the National League for Nursing.
- O9a WSCN has identified three key opportunities: growth, academic environment and RHC synergy as a focus in meeting its long-term goals.

Here are what the Systems Appraisal Team identified as West Suburban College of Nursing's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
8C1	S	West Suburban College of Nursing envisions setting the standard for professional and nursing health science education within an integrated Catholic health care system in metropolitan Chicago.
8P1	S	Strategic planning is conducted by a committee with broad-constituent membership. The plan is integrated with WSCN and RHC plans. College-wide review of the draft plan occurs and assessment strategies are designed before the plan is put in place.

- 8P3 S Aspects of AQIP Action Plans and Portfolio development flow from the Strategic Plan. Action Plans are in place to address finances, enrollment management, integration with RHC, advising and remediation, service learning, and expansion.
- 8P5 O All strategic plan metrics, targets and milestones were to be compiled and reviewed by all boards, committees, councils and organizations at the end of academic year 2006. Choices for measures and performance projects could be made clearer by addressing the question of “how” they were selected.
- 8P8 S A College Institutional Effectiveness Committee insures that planning occurs, assessment occurs, that data are utilized in decision-making, and that the College is fulfilling its mission and vision, and living its values.
- 8R1 S The Systems Portfolio sets forth numerous results by which WSCN has been implementing institutional strategies and action plans. Results include accomplishments through the AQIP Action Projects.
- 8R1 O While WSCN is to be commended for the breadth of data being gathered, results from a study of the impact of change on the institution and analysis of consequences, including cost-benefit analyses, would better support governance decision-making.
- 8R2 OO Figure 8-2 for projections and targets/milestones appears to be missing from the Systems Portfolio.
- 8R3 O Historical trends and patterns, with significant change timelines, together with new measures of planning effectiveness, could assist the College in managing planning development.
- 8I1 O While collection and analysis of data from the past two planning cycles are to be commended; it is not clear what criteria were used by which to determine “opportunities” and “challenges.” Opportunities for what? Challenges for whom? How did these data loop back to the mission and vision? How where the findings linked to the other eight categories?

AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

Building Collaborative Relationships examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of West Suburban College of Nursing that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:

Item Critical Characteristic

- O1a WSCN is a Catholic, specialty, upper division institution for students with previous degrees and/or transfer general education courses, providing undergraduate and graduate nursing and health science education as part of the Resurrection Health Care system.
- O1b The vision of the college is to set the standard for professional nursing and health science education in the community.
- O1f The College plans to build on the merger with RHC, having experienced many changes including the health care system alliance as a member of a large Catholic health care system and operating as a stand-alone institution since 2003.
- O5b Collaborations with other organizations and businesses include transfer guides from the Illinois Articulation Agreement Program, Resurrection Health Care (RHC) for enhanced student clinical learning opportunities and operational support, and other health care agencies to provide experience in specialties.

Here are what the Systems Appraisal Team identified as West Suburban College of Nursing's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
9C1	S	WSCN's key collaboration is with Resurrection Health Care which is the source of shared space, administrative services, clinical opportunities, for students, and employment opportunities for graduates. Other effective collaborations are in place with a professional assessment research bureau and a consortium of hospital owned colleges.

- 9P1 O Although WSCN seeks collaborations with area institutions of higher education and health care agencies as a means to meeting its recruitment and graduate placement goals, the value of these relationships would be clearer if such relationships were documented as being valued, and they were integrated into the strategic planning process.
- 9P2 O No process is defined to assess the effectiveness of collaborations with external agencies. Such a process can help the college prioritize its own relationship and provide a basis for decision-making to meet the needs of collaborators.
- 9I2 O WSCN refers to targets related to synergy, but does not describe these targets. Because of the importance of the relationship with RHC, it would be helpful for both entities to document the process of collaboration, track the results, and collectively set targets for improvement. This systematic approach would help WSCN and RHC capitalize on a possible synergistic relationship.