

STANDARD III: STUDENTS

The teaching and learning environment is conducive to student academic achievement.

Criterion 9: Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the nursing education unit purposes.

9a. Congruency, availability and accessibility of student policies with the governing organization and nursing education unit, including but not limited to: non-discrimination; selection and admission; academic progression; student evaluation/grading; retention; withdrawal/dismissal; graduation requirements; grievance/complaints and appeal procedures; financial aid; transfer of credit; recruitment; health requirements; and validation of prior learning/articulation.

Policies are statements of position that guide behavior of students, faculty and staff. All nursing students are expected to comply with the student policies of both the College and the Nursing Division. ARCC student policies are addressed in the Student Handbook (2007-2008) and in the Academic Catalog (publications will be available at the site visit), Students receive these publications at orientation sessions and they are available at all times in the Educational Services office. The Student Handbook describes institutional policies and procedures including academic policies, student conduct code, judicial processes, student record policy and discrimination and harassment policies. The handbook also includes a description of student life, student activities and services available to support student learning. Policies are also described in the Academic Catalog.

In addition to the College policies, the Nursing Division has developed nursing student policies, which are found in the Nursing Program General Information Packet, Nursing Student Handbook, and course syllabi. The information packet is given or mailed to students when they request information about admission into the Nursing Program, and is available on-line. Counselors are available to review the packet with students. The handbook is distributed and explained to students at the nursing student orientation that is required for all nursing students prior to beginning the nursing courses. Each student is required to sign a Student Accountability Form which verifies they are aware and responsible for information in the Nursing Student Handbook. Course syllabi identify course policies and are distributed to students in each nursing course. Table 9.1 describes the location of college and nursing policies in the most current editions of each publication.

Table 9.1: Location of Student Policies*

Policy	Academic Catalog	Student Handbook	Nursing Information Packet	Nursing Handbook
Admission	Pages 7-10	Page 6	Pages 4-9	
Academic Progress	Pages 14-15	Page 11		Pages 6-10
Attendance	Page 16	Page 11		Pages 8-9
Code of conduct	Page 26	Page 33		Pages 7-8,15-18
Dismissal		Pages 31, 34-35		Pages 7, 17
Financial aid	Pages 18-20, 23	Pages 8, 17		Page 26-27
Grading	Page 13	Page 12		Page 9
Graduation	Pages 17 and 29	Page 12		Page 11
Grievances Complaints		Pages 23-24		Page 9
Clinical Requirements				Pages 12-14
Non-discrimination	Page 5	Pages 25-26		Page 6
Readmission		Page 6		Page 18
Transfer of credit	Pages 32-37	Pages 13		

*Policies are also found in the College Policy and Procedure Manual

Nursing Division policies are reviewed for consistency with ARCC and MnSCU policies. Course syllabi often reference college and nursing publications to insure consistency. In the event of differences, a statement is made identifying that course policies take precedence. (See Nursing 2254 spring 2008 syllabus.)

9b. Rationale for policies that differ from the governing organization policies.

There are some cases in which the Nursing Division has developed more stringent policies than the college policies. The College has an open door policy for admission. This means that Minnesota residents who have graduated from an accredited high school or have successfully completed a General Education Development (GED) examination are eligible for admission. There are no minimum grade point average requirements. Applicants to the Nursing Program must have a minimum cumulative GPA of 2.75. The College does not require minimum scores on standardized exams, such as

the ACT, for admission. The Nursing Program requires that students achieve a minimum composite score of 19 on the ACT.

The Nursing Division also has more stringent requirements for satisfactory academic progress. The College policy for academic progression is outlined in the Student Handbook, page 11. The minimum GPA is related to the number of credits earned. In the nursing program, students must earn at least a “C” in nursing courses and in program requirement courses. The Nursing Division also has a readmission policy and leave of absence policy if a student exits the program for any reason.

Minnesota law requires that any person who provides direct contact with patients or residents of health care facilities licensed by the Minnesota Department of Health must pass a “Background study clearance.” The Nursing Division verifies that students have completed the background check before being permitted to participate in clinical experiences. In other cases, clinical facility requirements dictate nursing division policy; examples are the requirements for CPR certification, immunizations and annual Mantoux testing.

Currently, students who receive a “D” or lower grade are readmitted to the Nursing Program the next semester the course is offered, on a space available basis, unless the student chooses to exit the program. There is a policy relating to medical or hardship leave of absence for which a student must apply, which would allow a student to readmit later than the next semester the course is offered. A student may be readmitted to the nursing program once. This is reflected in the graduation rate of students within 150% of program length, reported in Table 23.2: Graduation rate.

9c. Process by which policies are changed and communicated to students.

New policies or policy changes that are implemented after publication of the Nursing Student Handbook or the course syllabus are emailed to nursing students via their metnet accounts. The revised Nursing Student Handbook (Class of 2009) states:

“All nursing students are required to initiate a campus email account for the purpose of communication with faculty and program support. Email is the official means of communication for the nursing program. Course information, program announcements, registration information, etc. are sent via email frequently. Students are responsible for all information sent via their college email and are expected to check accounts daily.”

The student email accounts are available at no charge through MetNet. Students may use the academic petition procedure to request waivers for stated policies.

9d. Admission and academic progression policies are established by faculty who teach in the associate degree program and are congruent with the nursing education unit purposes and governing organization.

This is addressed under 9b.

Analysis: The differences in institutional and nursing program policies are justified by the academically challenging nature of the Nursing Program. It is hoped that the more stringent policies will help ensure student success in the program and in securing licensure as a registered nurse. In some cases, policies are instituted at the request of the clinical facilities or the state board of nursing. The Nursing Division and the College uphold the non-discrimination policy. Equal educational opportunities are afforded to all nursing students who have been admitted to the Nursing Program.

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Criterion 10: Students have access to support services administered by qualified individuals that include, but are not limited to: health, counseling, academic advisement, career placement and financial aid.

10a. Availability of student support services.

The College provides a number of services to support the academic and personal success of students on both campuses. The Academic Support Centers open daily Monday – Friday at 8 a.m. Closing time varies (by campus and day of the week) from 6:30 – 8:00 p.m. Student services are available to all students; however, some programs have specific criteria for participation. Support services offered by the College are identified in the Academic Catalog, College Policies and Procedures Manual, Student Handbook, Nursing Information Packet, Nursing Student Handbook, course syllabi and the ARCC Website. Advising is also available via [AskUs](#), a web-based feature that allows students to have their questions answered 24 hours a day, seven days a week. Users may search the FAQs or submit a question and receive an email response.

Support services begin when students express interest in the College and apply for application. Assessment testing is provided to determine the student's readiness for college courses and placement in appropriate courses. All students must complete assessment testing in reading, English composition and mathematics prior to enrollment. Students who place into the lowest-level course (Reading 0190) must enroll in this course during their first semester.

New student orientation provides students with information needed to succeed. Students learn about college services, course planning, college policies, and registration during orientation. They are also given college publications that describe available services. An additional orientation is provided for nursing students prior to their beginning the nursing courses.

The Academic Support Center provides free peer tutoring, study skills, consultations and workshops to assist students to succeed in courses such as mathematics, writing, biology, economics, computer science and chemistry. Tutoring related to nursing skills is provided in the nursing lab by the nursing lab assistant and student tutors.

The Trio Student Support Services Program, located on the Coon Rapids Campus, is a federally funded Student Support Service grant program which provides additional services. To qualify for the services, students need to be first-generation college students and/or moderate income, and/or have a physical or learning disability. Services provided include academic advising, enrollment in selected classes, tutoring, career exploration, mentoring, cultural and social activities and student success workshops. The mentoring program and the student success workshops are open to all students regardless of their eligibility for the program.

Students with documented disabilities may receive academic support services from Access Services. The specific services provided by Access Services include: early registration, academic aids, interpreters, advocacy, referral and support. Appropriate accommodations are made in nursing courses, as well as general education courses, when documentation is provided through Access Services. The name and phone number of the Director of Access Services is included in each course syllabus.

The Academic Support Center on the Cambridge Campus and the Testing Center on the Coon Rapids Campus serve students by providing placement testing, as well as alternative, career and make-up testing. To qualify for the alternative testing, a student must have a documented learning or physical disability.

Students seeking assistance with career planning may use the resources of the Career Center. Printed materials, videos, computer programs and on-line resources are available to help students explore their interests, values and decision-making skills. Counselors are also available to assist students in accessing resources. Positions available to nursing students and nursing graduates are posted on the nursing bulletin boards.

Students may be encouraged to seek out support services during Progression Committee conferences. This is documented on the meeting minutes and/or on the nursing student contract. Counseling and Advising Services staff assists students with their personal and academic concerns, with the goal of allowing students to be successful in both their college careers and personal lives. Counseling and Advising

Services accept appointments and walk-ins for academic/education counseling, career counseling, on-line advising (AskUs) and personal counseling.

The College does not provide a health services for students. Students purchase their own health insurance. An insurance plan designed for MnSCU students is available for students through the information desk on the Cambridge Campus and the Student Center on the Coon Rapids Campus. International students are required to purchase insurance through this plan as part of the International Student Admission process. College policy states that accidents and injuries requiring medical care are referred to Mercy Hospital in Coon Rapids or Cambridge Hospital in Cambridge.

The Multicultural Center provides diversity training and programming, maintains active outreach programs, and offers events that address cultural diversity in a global society. The Multicultural Club encourages students of any culture interested in exploring diverse cultures, to get involved through cultural programming and community experiences. Providing information about ethnic background is optional and confidential. The office of Diversity and Multicultural Affairs enhances the involvement of underrepresented and underserved students and promotes a campus community that embraces, celebrates and creates inclusive learning environments. Both campuses of ARCC offer materials and services for English Language Learners (ELL) and for students for whom English is a Second Language (ESL). In the [Academic Support Center](#), students may use a dedicated ELL/ESL computer terminal to practice reading, writing and speaking skills or take a free class.

Veteran services are provided through the Military Education Resource Center, which provides referral services and general assistance for all veterans and their families.

Students are surveyed regarding their satisfaction with student support services. This data is reported in Table 17.3 Student satisfaction with Learning Resources.

10b. Academic/experiential qualification of individuals responsible for student services

Student services administrators meet MnSCU qualifications. Academic qualifications of student support personnel are listed in Tables 10.1 to 10.4.

Table 10.1: **Counseling and Advising/qualifications**

Name	College	Degree	Major
Mary Raeker-Rebek <i>Dean</i>	College of St. Benedict 1982 University of Notre Dame 1987, 1988	BA MA, Ph.D	Psychology Counseling/Psychology
Nancy Elk <i>Counselor</i>	Brigham Young	BS, MEd	Ed. Psychology w/emphasis in Counseling
Jill Harrison <i>Counselor</i>	University of MN Trinity Lutheran College MN State University-Mankato	BA BS MS	Psychology Biblical Studies Counseling & Student Personnel, emphasis in College Student affairs
John Hennen <i>Counselor</i>	University of MN University of St. Thomas	BA MA EdD	Psychology Counseling and student personnel Educational Leadership
MaryAnn Larios <i>Counselor</i>	College of St. Benedict Arizona State University Walden University	BA MC PhD	Interior Design Master of Counseling Human Services
Kate Hostnick-Harper <i>Advisor</i>	St. Cloud State University	BA	Science and Social work w/Human Relations Minor
Daniel Gettel <i>Advisor</i>	U of M – Morris Eastern Michigan Univ.	BA MA	Psychology Guidance and Counseling, with emphasis: College Student Personnel
Anita Jeziah <i>Advisor</i> (Perkin's program coord.)	Inver Hills Community College Crown College University of MN	AA BA M.Ed	Human Services Christian Education Human Resource Development
Erin Harley <i>ESL/ELL EAP advisor</i>	U of Wisconsin-Madison St. Mary's University University of MN	BA MA MA	Sociology and English instruction Educational Psychology, Counseling and student Personnel Psychology
Melissa Schultz <i>Multicultural advisor</i>	St. Mary's University	BA MA	Psychology Counseling & Psychological services
Scott Bay <i>Access Services</i>	U of Wisconsin-Oshkosh	BSEd, MSEd	Special Education

Table 10.2: **Academic Support Center/qualifications**

Name	College	Degree	Major
Jan Pomeroy	ARCC	AA	ARCC Business Mgmt. Currently attending to receive Masters in Organizational Leadership
	Bethel College	BA	
MaryAnn Harris	College of St. Joseph - Indiana	BA	Sociology
Fredi Ketchum	U of Minnesota		German Ed & World History
Dan Baumbach	U of W – Eau Claire	BA	Philosophy w/Math Minor

Table 10.3: **Trio Student Support Center/qualifications**

Name	College	Degree	Major
Cindy Nutter	ARCC	AA	Organizational Studies Counseling Psychology
	Bethel College	BA	
	Prescott College	MA	
Thom Nordin	Bemidji State University	BS	Applied Psychology w/Sociology Minor
Wanda Purdie	Luther College, Iowa	BA	Sociology/Art Financial Services Tests and Measurements Techn Education, Teaching Methods and Evaluation. Educational Philosophy
	RCTC	CERT	
	Winona State Univ.	4 courses Tech.Teaching License	
	MN State U– Mankato University of Iowa	4 courses Graduate level course	
Lynette Shelton	Fond du Lac Tribal and Community College	AA/AAS	Human Services
	St. Scholastica – Duluth	BSW	Social Work

Table 10.4: **Upward Bound Student Support Center/qualifications**

Name	College	Degree	Major
Lisa Harris	George Fox University	BS	Psychology-research emphasis Counseling Psychology
	Bethel College	MA	
Ryan Olson	St. Cloud State Univ.	BS	Elementary Education
Robert Cancino	MN State Univ-Mankato	BS	Elementary Education with a specialty in Spanish.
Joelle Schuman	Luther College	BA	Psychology Community Counseling
	MN State U - Mankato	MA	
Maichuoa Yang	St. Olaf College (transferred to the U for junior year) U of Minnesota	In last year of undergrad	Anthropology, with minor in Comparative Race & Ethnicity

Analysis: Student support services at Anoka-Ramsey Community College are available to students and support personnel meet qualifications for their duties. Nursing faculty have the opportunity to refer students to appropriate support personnel to ensure academic success.

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Criterion 11: Policies concerned with educational and financial records are established and followed.

11a. Procedures for maintenance of education records.

11b. Procedures for maintenance of financial records.

Student records include public and private information including personal, academic, background and financial information. The College has established policies and procedures regarding the security and maintenance of student records. The procedure is in accordance with federal regulations, Minnesota statutes, the Family Educational rights and Privacy Act (FERPA)

<http://www.ed.gov/print/policy/gen/guid/fpco/ferpa/index.html>

and the Minnesota Government Data Practices Act (MGDPA)

<http://www.house.leg.state.mn.us/hrd/pubs/dataprac.pdf>

The procedure includes:

- The length of time information will be maintained
- The method for destroying information
- Identification of the position responsible for information oversight

The College policy related to record retention is Policy 1A.13: Public and Private Information; Procedure 1A13/11: Record Maintenance and Retention. Available on-line at <http://www.anokaramsey.edu/about/policies/1a13.cfm> . The procedure for the policy is Procedure 1A.13/11 and can be found on the College website:

http://www.anokaramsey.edu/about/policies/1a13_11.cfm

Policy 2A.1: Data Practices addresses practices that pertain to student rights and release of records with and without consent. This policy can be accessed on-line at

<http://www.anokaramsey.edu/about/policies/2a1.cfm> .

A review of college policy relating to maintenance of student records was done in April 2005, by the Registrar, Director of Student Services and Assistant Registrar. This review was submitted to the Director of Human Resources in September 2005, and approved by the President's Council in February 2006. It was then sent to various constituent groups within the College for a two-week comment period. The current policy was

approved in September 2006. Any changes to the Record Retention Schedule must be approved by the Minnesota Historical Society, the Attorney General's Office and the Legislative Auditor's Office before implementation at the College (as footnoted in the Policy and Procedure manual, Procedure 1A.13/11 for Policy 1A.13). The Record Retention schedule is held in Human Resources.

The Nursing Division keeps records of nursing courses and clinical requirement documentation (such as CPR certification, health records and criminal background checks) for nursing students for five years. Records for current Coon Rapids Campus students and graduates of one year ago are kept in the program secretary's office located in the nursing suite. This office is locked when the Secretary is not present. Records for graduates of the previous four years are kept in a locked storage room located in room B235. Records for students at the Cambridge Campus are kept in a locked file cabinet in the nursing office, E204. Student records are shredded after five years. All students may review their own files and request copies of documents, although they are not allowed to remove them from the nursing office.

The Minnesota Board of Nursing rule 6301.1000 states:

"The director must have identified arrangements for secure storage of students' academic records or transcripts for the next 50 years in the event the program closes if the approval of the program is revoked."

<http://www.revisor.leg.state.mn.us/arule/6301/1000.html>

Hard copies of student records are kept by the Admissions and Records Office for five years from date of application and electronic transcripts are kept permanently in the ARCC system database.

Analysis: All policies related to student records are established, published and followed.