

REPORT OF MINUTES

BOARD OF TRUSTEES REGULAR MEETING

**BAY de NOC COMMUNITY COLLEGE
Board Room CB 201D
Escanaba, MI**

July 23, 2025

- I CALL TO ORDER:** The meeting was called to order at 5 p.m. ET by Chair Nick Chenier.
- II ROLL CALL:** Roll call was taken by Laura Johnson, Assistant Board Secretary.
- Members present: Eric Lundin, Wendy Middaugh, Katie VanEnkevort Joy Hopkins, Steve Soderman, Terri Mileski, Nick Chenier
- Members absent: None
- Administration: Beth Berube, Travis Blume, Vicki DeGrand, Cindy Gallagher, Nerita Hughes, Jonathan Lane, Marc Maycunich, Penny Pavlat, Amy Reddinger, Patrick Reinhard, Matt Stewart, Jason Sullivan
- Recorder: Laura Johnson, Assistant Board Secretary
- Instructors: Caitlin Capodilupo Sandra Croasdell, Mary Kemink, Amber Kinonen
- III CITIZEN
INTRODUCTIONS
AND COMMENTS:** None
- IV APPROVAL OF
AGENDA:** The Action Item Nursing Curriculum was removed from the agenda, and it was approved by unanimous consent.
- V DECLARATION OF
INTEREST:** None
- VI MINUTES:** The meeting minutes from the Regular Meeting on May 21, 2025, the Special Meetings on June 2, June 11, and June 18, 2025, and the Special Meeting closed sessions from June 11 and June 18, 2025, were presented for approval.

It was moved by Eric Lundin and seconded by Wendy Middaugh to:

“Approve the meeting minutes from the Regular Meeting on May 21, 2025, the Special Meetings on June 2, June 11, and June 18, 2025, and the Special Meeting closed sessions from June 11 and June 18, 2025, as presented.” No discussion.
Motion carried unanimously.

VII PRESENTATIONS:

A TRIO Update:

Matt Stewart, Director of TRIO Student Support Services, provided an update on the TRIO program.

The TRIO Student Support Services program provides opportunities for academic and career development for first-generation or low-income college students, or college students with a documented disability. TRIO has been funded at Bay College for 32 years and served 3,600 students.

The TRIO staff can serve 160 students each year. Although there are application-based limits, students can benefit from TRIO services for four years. Eligible Bay students must also meet one of the three criteria: first-generation, low-income, or have a documented disability. Additionally, students must be U.S. citizens or eligible for federal financial aid and show academic need. Seventy-four percent of Bay students are eligible for TRIO Services, with 96% of eligible applicants being accepted for services.

TRIO staff provide program required services of tutoring, academic advising, FAFSA help, financial literacy, and assistance transferring and obtaining funding at four-year schools. Additional services that can be provided but are not required, include personal or career counseling, career services, cultural and academic events, mentoring, assistance with life challenges (i.e., referrals to services), and other activities that meet the design of the program. Services provided by TRIO must be different than what is offered to students that are not served by the TRIO program.

Last year, Bay TRIO staff offered 18 social events, 18 workshops that covered topics such as study habits, transfer, and financial literacy. Off-site activities included campus tours of several four-year schools, a leadership conference in Traverse City, and taking

26 students to Chicago for cultural activities. Annual dinners celebrate first generation students and students with a GPA of 3.0 and over with featured speakers.

TRIO is staffed by four employees at the Escanaba campus and one employee at the Iron Mountain campus. Most services are offered at the Iron Mountain campus, but for events that are only available at the Escanaba campus, gas cards are offered to students who may want to travel to the Escanaba campus.

The program is graded on the following five metrics: Number of Students Served, Persistence, Good Academic Standing, Graduation Rate, and Graduation and Transfer Rate.

| Metric | Baseline | Goal | 2023-2024 Results |
|---|----------|------|-------------------|
| # Served | N/A | 160 | 160 |
| Persistence (includes returning, grads, transfers) | 62% | 70% | 87.5% |
| Good Academic Standing (2.0 GPA or better) | 70% | 80% | 91.8% |
| Graduation (w/in 4 years of entering program) | 30% | 38% | 66.7% |
| Grad and Transfer (w/in 4 years and must grad and transfer in the same academic year or at the beginning of the next) | 6% | 12% | 21.8% |

TRIO students are 2.2X more likely to graduate and 3.6x more likely to graduate and transfer than eligible students who are not supported by TRIO.

The Council for Opportunity in Education reports that for every \$1 in federal funds spent on TRIO, \$13 is returned to the GDP (gross domestic product).

The TRIO grant at Bay was recently selected to be refunded for 2025-2030 and provides \$1.8 million to the College for that time. Since the Higher Education Act has not been amended since 2008, Congress must reappropriate those funds every year. The Trump Administration defunded TRIO in the FY26 'Skinny' budget

proposal but that has not been passed by Congress. Bay's TRIO funding is secure through August 2026.

Matt responded to trustees' questions that the baseline numbers come from the number of students eligible for TRIO Student Success Support services but have not been served and removing programs that provide similar services. TRIO has a very small budget to help students with emergency financial need so most assistance is offered through helping them find other options or service referrals.

B Nursing Update:

Dr. Amy Reddinger, VP of Academics and Educational Equity stated that the application for accreditation of the Practical Nursing (PN) program at both campuses is in process to meet the August 8 submission deadline. Allied Health is also preparing for the Accreditation Commission for Education in Nursing (ACEN) site visit in October.

Dr. Patrick Reinhard, Dean of Allied Health provided an update on proposed changes to nursing program curriculum. The presentation slides are attached.

Trustees thanked Dr. Reinhard for his work to correct the trajectory of the nursing program despite the challenges he inherited. The Board hopes to see the proposed changes for approval and expects everyone to work together and instructors to model behavior expected of students.

Trustees Eric Lundin and Nick Chenier added that COVID can no longer be the excuse to offer online nursing courses and encouraged in-person over online courses. A 50/50 online vs. in-person modality ratio is not acceptable. Terri Mileski added that in her experience as an educator, there is no substitute for in-person (peer to peer) learning experiences and that all the nursing concerns are correctable.

Nick added that instructors' direct interaction with students distinguishes Bay from other schools. Students can get an education from any other school online.

Joy Hopkins shared from her experience in healthcare, that it is difficult for students to get a well-rounded clinical experience in small hospitals because there are limited patients. Dr. Reinhard is considering how to offer a preceptor program and increasing

simulation experiences to supplement clinical experience and better prepare nursing students for their patients.

VIII PRESIDENT'S REPORT:

Academics:

Dr. Amy Reddinger, VP of Academics and Educational Equity reported:

- Dr. Reddinger and the Deans are reviewing data from Institutional Research to understand programs and their student success more deeply and broadly.
- Dr. Reddinger is the liaison for institutional accreditation and working on the interim report due October 1 to HLC. This work includes focus on three items noted in the assurance review, especially program assessment. The interim report will be reviewed by a third party before it is submitted to HLC.
- Dr. Reddinger is leading Rural Guided Pathways which focuses on moving Bay College to a 3.0 school to align goals with what happens when students leave Bay (i.e., job placement, income, success beyond Bay). A team will attend a Rural Guided Pathways session in Louisville, KY in October that will focus on program review.

Congratulations were extended to Dr. Reddinger for her appointment to the national organization, American Association of Community College's Commission on Small and Rural Colleges.

Foundation:

Vicki DeGrand, Executive Director of Foundation & Alumni Relations reported:

- The 34th annual Foundation Golf outing was held on July 17, with great community support. Proceeds support student scholarships and have helped 441 students throughout the years. Although the amount raised is not final, the Athletic Department reported over \$12,000 in proceeds from their live and silent auctions.
- The Foundation has \$650,000 for 2025-2026 academic scholarships. So far, 438 students applied.

Travis Blume, VP of Student Affairs responded to a question that Admissions and Financial Aid selects the Board of Trustees scholarship recipients after the application process.

IM Campus:

Jason Sullivan, Executive Director of Iron Mountain campus reported:

- The renewal millage ballot question to support the Iron Mountain campus will be decided on August 5. The support from the Escanaba campus has been great and Dr. Hughes' vision for the Iron Mountain campus has begun to take shape with momentum growing in the Dickinson County community. Dr. Hughes, Jason Sullivan, Cindy Gallagher, and Caroline Carlson have been making presentations about Bay College in Dickinson County throughout the community.
- Jim Cousino, Dean of Business, Technology, & Workforce Development is bringing the EMT/Paramedic program and three evening business classes to the Iron Mountain campus. The business classes will be offered on campus one night a week and online the other evenings.
- A second Lunchtime Live event took place on July 22, with over 80 people attending. A Lift-Off event also took place that day for 25 students. The event prepares students for the fall semester and is a good way to connect them to campus before the first day of class.

Information Technology:

Jonathan Lane, Director of Information Technology reported:

- The ERP transition from Jenzabar to Ellucian Colleague is underway. Training with end users has begun and having users start from baseline with the system and move forward is very important.

Dr. Hughes added that Laura Johnson has taken on the role of project co-lead for scheduling and communication. The project has been internally named Hello Colleague.

Jonathan responded to a question that the recent Microsoft SharePoint security breach did not affect the College.

Strategic Partnerships:

Cindy Gallagher, VP of Workforce Innovation & Strategic Partnerships reported:

- The U.P. Construction Council Articulation Agreement signing took place on campus on June 25. Dean Jim Cousino was instrumental in accomplishing the agreement with 10 labor unions to provide the 22 articulation agreements signed with Bay College.

The agreement sets a new standard for recognizing the rigor and relevance of U.S. Dept. of Labor-approved apprenticeship programs. Apprentices who have completed a registered program will receive advanced standing toward an associate degree from Bay College – leaving only 15 general education credits to complete.

Requests from Lower Michigan and Wisconsin are being fielded about how this agreement was accomplished. Steve Soderman and Terri Mileski added that response from the community is very positive.

- A new partnership with the Delta Area Transit Authority (DATA) should be in place for fall semester to provide scheduled transportation one day a week from student housing to local retailers for groceries and basic needs.

Student Affairs:

Travis Blume, VP of Student Affairs reported:

- The first fall move-in date to student housing is July 31 for volleyball and cross-country athletes.
- Lift-Off sessions were reintroduced due to the Strategic Enrollment Management (SEM) work with Ferrilli's enrollment gap analysis. Just-in-time orientations were created rather than one at the end of the summer.
- Realignment of Student Affairs and enrollment areas have joined the departments and resulted in collaborative work and strategic improvements in recruiting, enrolling, retaining, and graduating students.
- The overflow housing for students will move from the Super 8 to the Econo Lodge located across the street from campus housing. The change results from the purchasing process to put out a request for proposals and the bid was awarded to the Econo Lodge.

Human Resources:

Beth Berube, Director of Human Resources reported:

- The Strategic Pillar team Cultivate a Culture of Care and Well - Being is focusing on professional development. Michelle Chaillier, Manager of People & Organization Effectiveness, began her role in January 2025, helping coordinate and collaborate professional development across campus. She became an official StrengthsFinder Coach and launched StrengthsFinder and Gallup training for employees.

- A full-time automotive instructor has been hired and begins employment on August 11. An Administrative Assistant for Academic Affairs has also been hired.
- The College's overall attrition rate for full and regular part-time staff employees for last year is 10% with a 90% retention rate, despite quite a few retirements.

***Institutional
Effectiveness:***

Penny Pavlat, Director of Institutional Effectiveness reported:

- Tanner Brown, Data Analyst continues to enhance dashboard offerings and college-wide support.
- McKenzie Fox-Potter was hired two months ago as Grants Project Navigator under the Go Big grant. She is reviewing the College's grants and current grant processes and made connections with the State to confirm applicable regulations and requirements. She will also support Sherri Viau, Senior Accountant, and is developing a central list of grants to identify the accounts the grant funds are allocated, grant progress, and reporting deadlines.
- The Strategic Pillar Amplify Institutional Value and Brand Identity began their monthly meetings.
- IE staff will offer a Data Summit this fall for employees to have discussions and learn about our data.
- IE staff held a training on Excel pivot tables and will offer a session on Excel look-up tables on August 1, to help with data literacy.
- The Strategic Pillar Adopt Future-Ready Technology team is offering process map training with plans to build a college-wide shared calendar/timeline.
- IE is listening to all Ellucian ERP (Hello Colleague) sessions to understand how to support all areas with data.
- Tanner Brown is leading the Data Governance Committee, so decisions are made with input from module managers and users.

Penny responded to Steve Soderman's question that AI can be used for some programming but not yet for analytics. Colleague Live's analytics will be used before other analytics tools are explored.

President's Office:

President Hughes added to the previous dialogue about the prevalence of online classes, that the Deans are analyzing course modality offerings and working to offer a balance in response to

students' expressed preferences as well as making sure students are getting what they need in content and delivery. The variety of times for courses offered is also important for the high number of part-time and adult students.

Institutional Effectiveness is considering the way online course participation is measured. Are we measuring one student taking one online course or all online courses? We need a better way to capture these numbers. The College also needs to shift from the comfort of online that occurred during COVID to how to best serve students.

Dr. Hughes attended the American Association of Community College's Presidents Academy Summer Institute last year and found that presidents' familial support was encouraged to attend to benefit from professional development to strengthen support of their president. The Board encouraged Dr. Hughes' daughter to attend the 2025 PASI and heard a letter from her read by Dr. Hughes thanking the Board for the opportunity and the beneficial experience. Trustees expressed appreciation for Ms. Byrd-Griffin's support of Dr. Hughes and attending the Institute.

Dr. Hughes will complete the Aspen Presidents Fellowship in September 2025. Her work throughout the Fellowship has been focused on progressing the College from College 1.0 and 2.0 stages to a College 3.0 mindset which focuses on how Bay College makes sure that students are getting what they need. This work shifts strategic metrics of our retention goal based on a reform agenda assignment from her Aspen Coach to strive for the Aspen prize winner's goal, and a more realistic goal, of 65%. The persistence metric will also likely be dialed back to 75%. Structured pathways and student success supports such as intrusive advising, will also be embedded in the reform agenda that can make sure students have the supports they need. The Fellowship final product is the reform agenda which will align with our strategic plan. The reform agenda will be shared with the Board, and it does not need board approval.

**IX BUSINESS OFFICE
REPORTS:**

There were no financial reports due to the audit underway.

**X BOARD COMMITTEE &
REQUIRED ACTION:**

None

XI BOARD ACTION:

A Transaction Reports: There were no questions or comments on the Transaction Reports.

On a motion made by Joy Hopkins and seconded by Eric Lundin:

“The Financial Transactions for the months ending May 31 and June 30, 2025, stand approved as presented to place on file.” No discussion.

Roll Call:

Ayes: Wendy Middaugh, Katie VanEnkevort Joy Hopkins, Steve Soderman, Terri Mileski, Eric Lundin, Nick Chenier

Nays: None

Abstentions: None

Motion carried unanimously.

B Board Committees: The Board Committee assignments were updated to reflect Katie VanEnkevort’s appointment and were presented for approval.

It was moved by Joy Hopkins and seconded by Wendy Middaugh to:

“Approve the Board of Trustees committee assignments as presented.” No discussion. Motion carried unanimously.

C Strategic Plan Revisions:

Dr. Hughes shared an additional revision to the Key Objective under the Cultivate a Culture of Care & Well-Being Strategic Pillar with trustees. The revision is attached.

It was moved by Joy Hopkins and seconded by Katie VanEnkevort to:

“Approve the foundational language revisions to the Bay College Strategic Plan and the Core Outcome to increase student retention to 13.2% instead of 23.2% as presented.” No discussion. Motion carried unanimously.

XII UNFINISHED BUSINESS:

None

XIII NEW BUSINESS:

None

XIV MCCA UPDATE:

Dr. Hughes, Wendy Middaugh, and Nick Chenier will attend the MCCA Summer Conference July 29-August 1.

XV OTHER:

Terri Mileski shared that as an employee at Bay Pines Correctional Center, she sees nursing instructor Sandra Croasdell doing an outstanding job working with Bay Pines students as she works toward certification in psychiatric nursing.

XVI ADJOURNMENT:

It was moved by Joy Hopkins and seconded by Katie VanEnkevort to:

“Adjourn the meeting.” No discussion. Motion carried unanimously. The meeting adjourned at 6:48 p.m. ET.

Laura L. Johnson
Assistant Board Secretary

Completion
Date

Approval Date

Nicholas M. Chenier
Chair

Approval Date

The content of the *NCLEX® Test Plan* is organized into four major Client Needs categories. Two of the four categories are further divided into a total of six subcategories:

NCSBN Test Plan

Client Needs

All content categories and subcategories reflect client needs across the life span in a variety of settings.

Percentage of Items
from each
Category/Subcategory

Safe and Effective Care Environment

The nurse promotes the achievement of client outcomes by providing and directing nursing care that enhances the care delivery setting in order to protect clients, family/significant others and other health care personnel.

- *Coordinated Care* – the practical/vocational nurse collaborates with the health care team members to facilitate effective client care.

18-24%

- *Safety and Infection Control* – protecting clients, family/significant others and health care personnel from health and environmental hazards.

10-16%



Test Plan Continued

Health Promotion and Maintenance

The nurse provides and directs nursing care of the client and family/significant others that incorporates the knowledge of expected growth and development principles; prevention and/or early detection of health programs; and strategies to achieve optimal health.

6-12%

Psychosocial Integrity

The nurse provides and directs nursing care that promotes and supports the emotional, mental and social well-being of the client and family/significant others experiencing stressful events, as well as clients with acute or chronic mental illness.

9-15%

Test Plan Continued

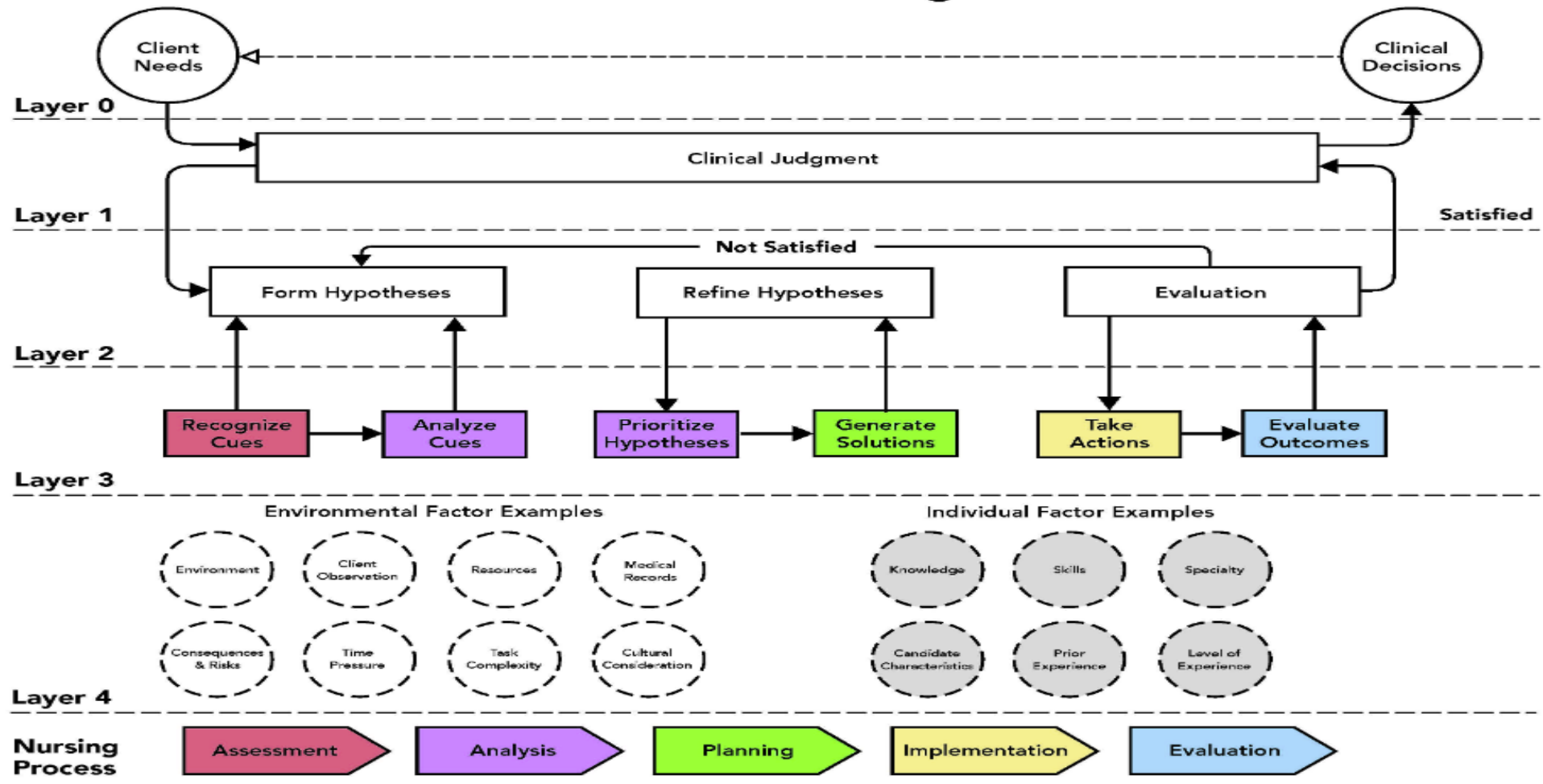
Physiological Integrity

The nurse promotes physical health and wellness by providing care and comfort, reducing client risk potential and managing health alterations.

- *Basic Care and Comfort* – providing comfort and assistance in the performance of activities of daily living. 7-13%
- *Pharmacological Therapies* – providing care related to the administration of medications and monitors clients who are receiving parenteral therapies. 10-16%
- *Reduction of Risk Potential* – reducing the likelihood that clients will develop complications or health problems related to existing conditions, treatments or procedures. 9-15%
- *Physiological Adaptation* – managing and providing care to clients with acute, chronic, or life-threatening physical health conditions. 7-13%

End Goal for Bed-Side Care

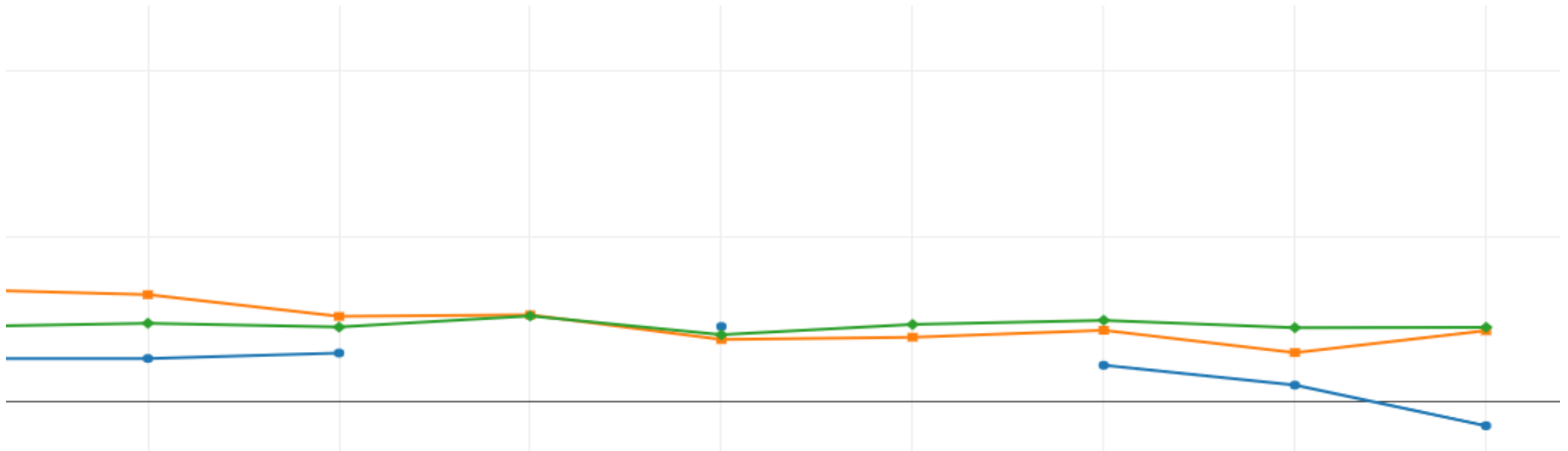
The NCSBN Clinical Judgment Model



Longitudinal Median of Test Plan Performance by Topic

Longitudinal Medians: Client Needs — Coordinated Care, Annual

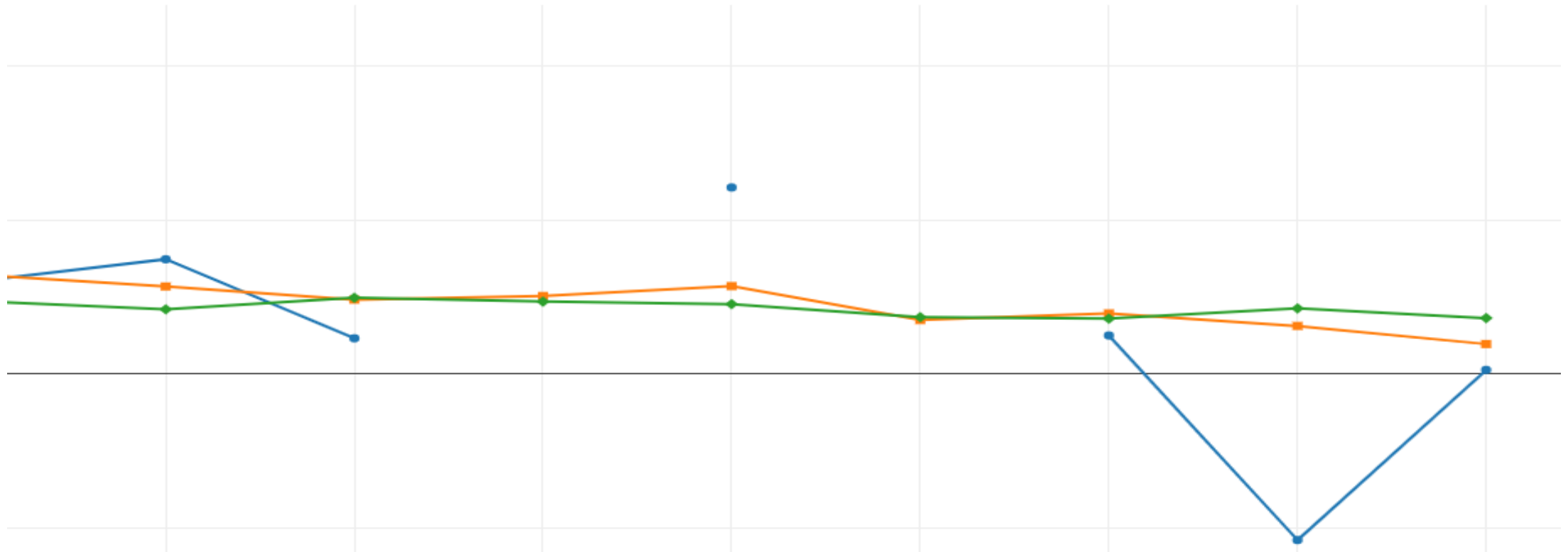
—●— Your Graduates —■— Michigan —◆— USA



Longitudinal Median of Test Plan Performance by Topic

Longitudinal Medians: Client Needs — Safety and Infection Control, Annual

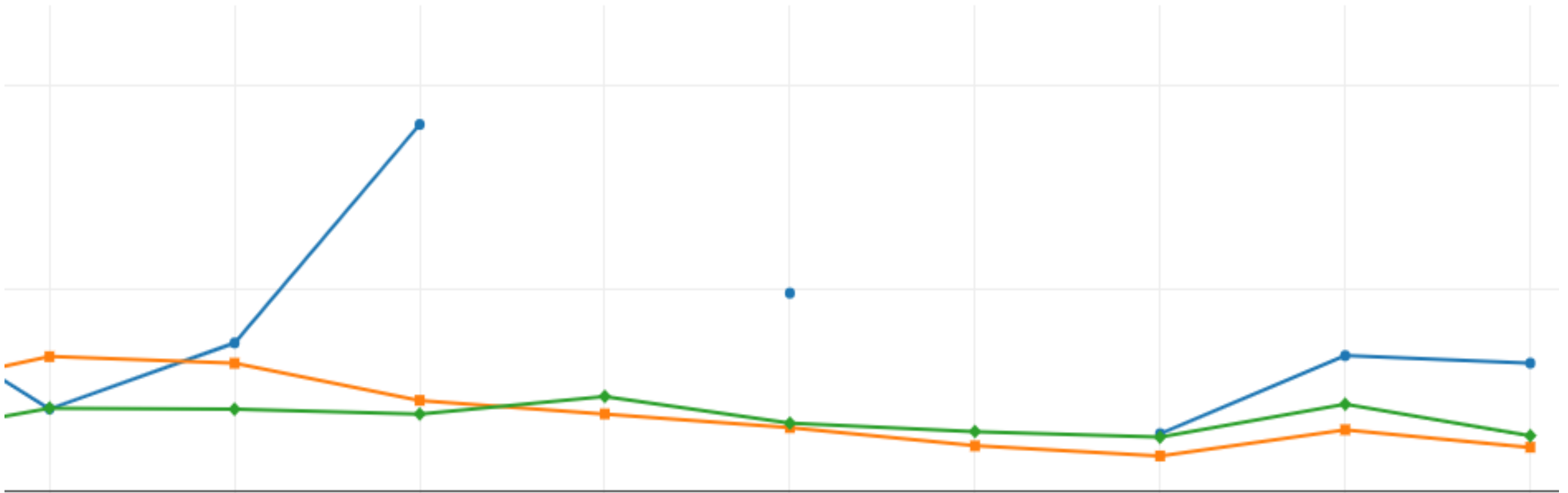
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Longitudinal Median of Test Plan Performance by Topic

Longitudinal Medians: Client Needs — Health Promotion and Maintenance, Annual

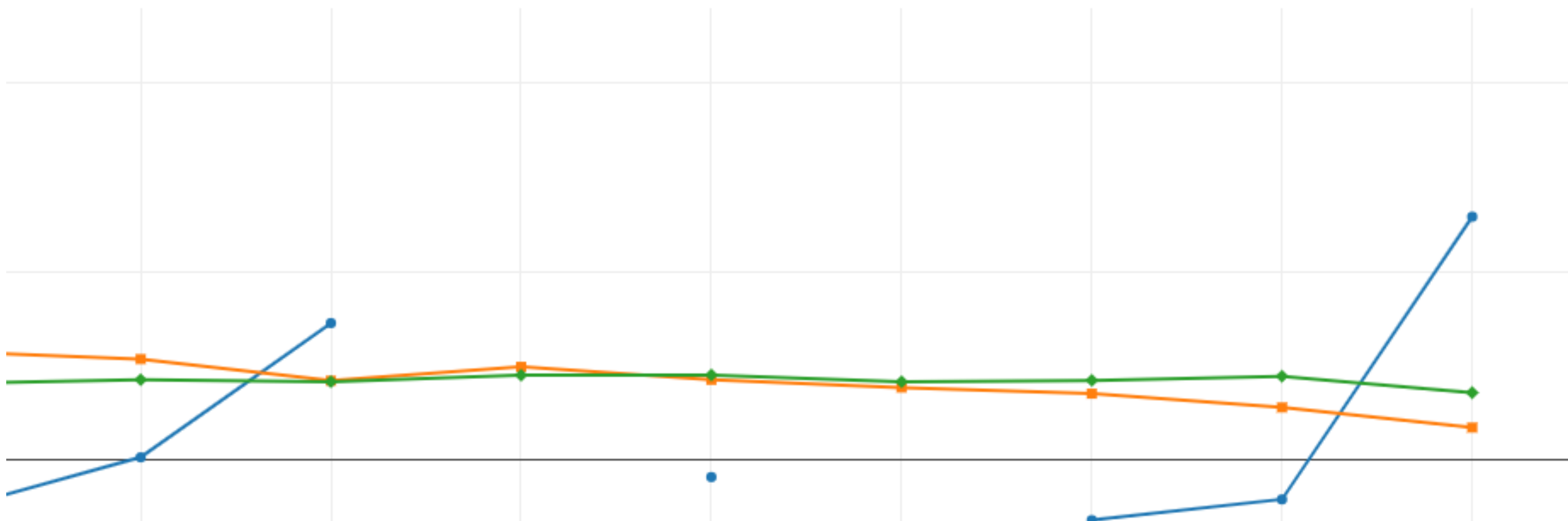
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Longitudinal Median of Test Plan Performance by Topic

Longitudinal Medians: Client Needs — Psychosocial Integrity, Annual

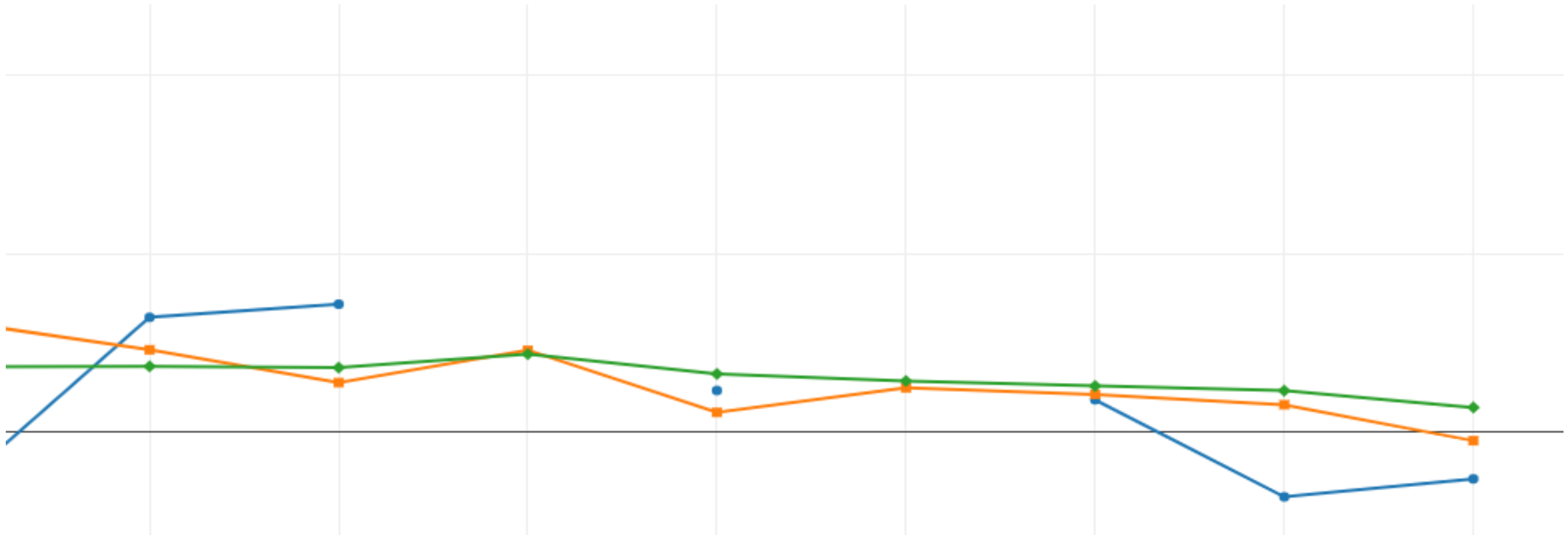
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Longitudinal Median of Test Plan Performance by Topic

Longitudinal Medians: Client Needs — Basic Care and Comfort, Annual

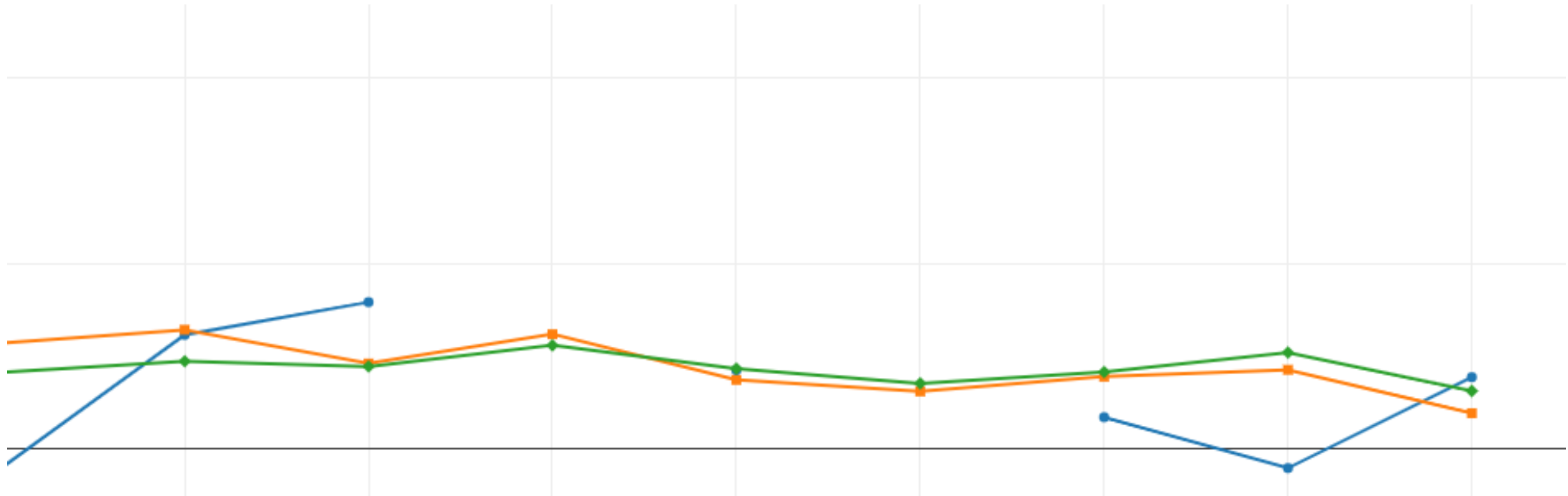
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Longitudinal Median of Test Plan Performance by Topic

Longitudinal Medians: Client Needs — Pharmacological Therapies, Annual

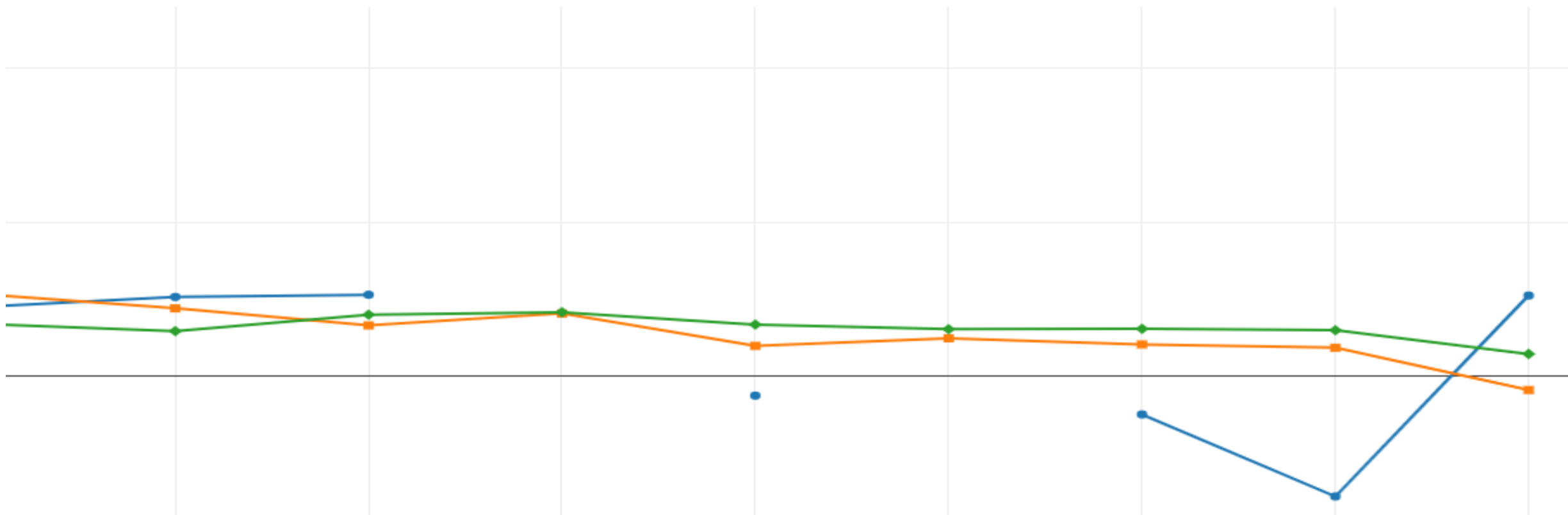
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Longitudinal Median of Test Plan Performance by Topic

Longitudinal Medians: Client Needs — Reduction of Risk Potential, Annual

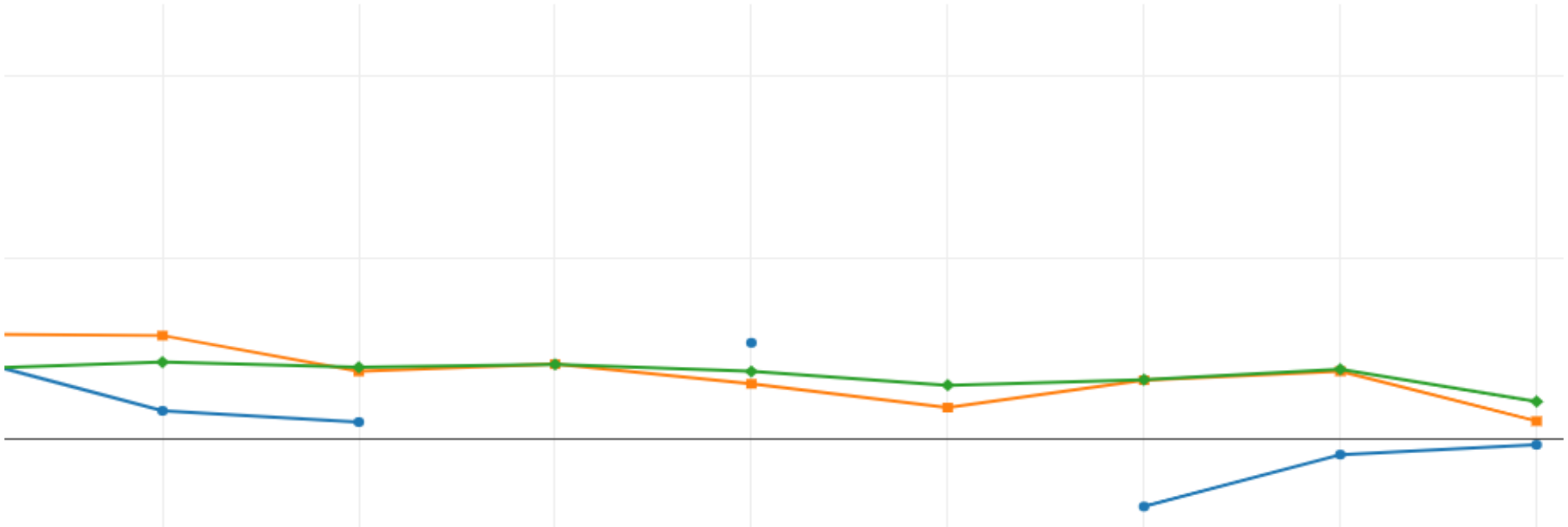
—●— Your Graduates —■— Michigan —◆— USA



Longitudinal Median of Test Plan Performance by Topic

Longitudinal Medians: Client Needs — Physiological Adaptation, Annual

—●— Your Graduates —■— Michigan —◆— USA



Michigan Board of Nursing Curriculum Req

- Michigan requires Licensed Practical Nurse (LPN) candidates to complete a state-approved practical nursing program which is generally **not less than 40 weeks** in duration. This program includes coursework in both theory and clinical practice that complies with specific regulations (R 338.10306, R 338.10307, and R 338.10309). The curriculum also covers a core set of topics defined by the Michigan Board of Nursing for LPN students (R 338.10301(k))

Completion Rates for PN Program

Taken from our Program Information Page

- December 2017 - Iron Mountain Campus Graduates: 76.47%*
- December 2017 - Escanaba Campus Graduates: 66.67%*
- August 2018 - Escanaba Campus Graduates: 50%*
- August 2019 - Escanaba Campus Graduates: 33.33%*
- August 2020 - Iron Mountain Campus Graduates: 72.73%*
- August 2020 - Escanaba Campus Graduates: 16.67%*
- August 2021 - Iron Mountain Campus Graduates: 71.43%**
- August 2021 - Escanaba Campus Graduates: 6.67%**
- August 2022 - Iron Mountain Campus Graduates: 58.33%**
- August 2022 - Escanaba Campus Graduates: 33.33%**
- August 2023 - Iron Mountain Campus Graduates: No Students
- August 2023 - Escanaba Campus Graduates: 38.46%**

NCLEX Pass Rates

| Period | Total Number of Graduates Tested | Number Passing | Passing Rate |
|------------------|----------------------------------|----------------|--------------|
| 2024-2025 Annual | 17 | 15 | 88.24% |
| 2023-2024 Annual | 10 | 8 | 80.00% |
| 2022-2023 Annual | 16 | 11 | 68.75% |
| 2021-2022 Annual | 7 | 6 | 85.71% |
| 2020-2021 Annual | 10 | 8 | 80.00% |
| 2019-2020 Annual | 9 | 8 | 88.89% |
| 2018-2019 Annual | 23 | 21 | 91.30% |
| 2017-2018 Annual | 33 | 29 | 87.88% |
| 2016-2017 Annual | 23 | 20 | 86.96% |
| 2015-2016 Annual | 69 | 65 | 94.20% |
| 2014-2015 Annual | 74 | 67 | 90.54% |

Data Semi-annual

| | | | |
|--------------------|----|----|---------|
| 2024-Fall | 6 | 6 | 100.00% |
| 2024-Spring | 5 | 5 | 100.00% |
| 2023-Fall | 5 | 3 | 60.00% |
| 2023-Spring | 11 | 7 | 63.64% |
| 2022-Fall | 5 | 4 | 80.00% |
| 2022-Spring | 1 | 1 | 100.00% |
| 2021-Fall | 6 | 5 | 83.33% |
| 2021-Spring | 4 | 3 | 75.00% |
| 2020-Fall | 6 | 5 | 83.33% |
| 2020-Spring | 6 | 5 | 83.33% |
| 2019-Fall | 3 | 3 | 100.00% |
| 2019-Spring | 6 | 6 | 100.00% |
| 2018-Fall | 17 | 15 | 88.24% |
| 2018-Spring | 25 | 22 | 88.00% |

Hanover Research – Key Findings

- Faculty Concerns: Provide additional professional development opportunities. Focus on diverse learning styles, student support strategies, including timely response to queries from students.
- Program Modality and Length: Extend the program to provide a better balance between coursework and hands-on experiences. Increase the number of face-to-face classes. Use a centralized system (LMS?) for dissemination of information. All participants in the research preferred face-to-face instruction vs. online
- Offer more opportunities for Hands-on Experiences: Same as above but also ensure both faculty and facility staff are engaged in the student learning process. Have open lab time available for practice

Hanover Research- Faculty and Adjuncts

- Participants consistently identify faculty and clinical instructors as the most negative aspects of the nursing program.
 - Forgetting to assign midterms
 - Publicly disparaging students
 - Clinical instructors assigning paper or computer tasks instead of providing hands-on experiences
 - Toxic learning environment-faculty are not held to the standards they are demanding of the students
 - Quality of instruction varies greatly by instructor, with some instructors' abrasive behavior overshadowing the education

Hanover Research-Program Structure & Curriculum

- Students like the idea of an accelerated program. However, they unanimously agree that more lab or hands-on experience is essential
- One practicing nurse states that the program prepares students to pass the NCLEX, but it fails to equip them with the necessary practical skills
- Participants would like to have more simulation training
- The whole college process was stressful because of a lack of communication. Felt they had to fight to find info R/T finances
- Respondents emphasized the importance of peer relationships and support
- Overall student experience is rated as low. Primarily related to faculty.

Hanover Research- (hard to read) Student Comment

- “I knew nursing school was going to be hard regardless of what school I attended. I think that Bay’s nursing program, it was, in my opinion, very unorganized. A lot of the times, the students were trying to stand up for ourselves and advocate for ourselves and the teachers would basically belittle us. It seemed they would just say, ‘Well, some people aren’t cut out to be a nurse,’ and we were all like, ‘We want to be nurses, so we’re asking you a question to help us, but we’re not really getting any help.’

Current PN Curriculum

- ENGL 101 - Rhetoric & Composition
- PSYC 201 - Introduction to Psychology
- BIOL 104 - Human Biology
- HLTH 140 - Dosage Calculation
- NURS 106 - Physiological Adaptation for the Practical Nurse
- NURS 109 - Practical Nursing Pharmacology
- NURS 110 - Essentials of Practical Nursing
- NURS 111 - Essential Practical Nursing Skills Lab
- NURS 112 - Essentials of Practical Nursing Clinic
- NURS 133 - Practical Nursing of the Adult
- NURS 135 - Practical Nursing of Adult Clinic
- NURS 146 - Practical Nursing of the Maternal Child Unit
- NURS 147 - Practical Nursing of the Maternal Child Unit Clinic
- NURS 149 - Practical Nursing Capstone

Proposed Curriculum

| | |
|-------------|---|
| Pre-Nursing | ENGL 101 – Rhetoric & Composition |
| Pre-Nursing | PSYC 201 – Introduction to Psychology |
| Pre-Nursing | BIOL 104 – Human Biology |
| Pre-Nursing | Math 107 – Liberal Arts Math |
| Semester 1 | NURS 1101 – Fundamentals of Nursing Theory |
| Semester 1 | NURS 1102 – Fundamentals of Nursing skills |
| Semester 1 | NURS 1103 – Fundamentals of Nursing Clinical |
| Semester 1 | NURS 1104 – Practical Nursing Pharmacology |
| Semester 2 | NURS 1201 – Medical-Surgical I Theory |
| Semester 2 | NURS 1202 – Medical-Surgical Skills Lab |
| Semester 2 | NURS 1203 – Medical-Surgical Clinical |
| Semester 2 | NURS 1204 - Leadership and Behavioral Health Theory |
| Semester 3 | NURS 1301 – Medical-Surgical II Theory |
| Semester 3 | NURS 1302 - Medical-Surgical II Skills |
| Semester 3 | NURS 1303 – Medical-Surgical II Clinical |
| Semester 3 | NURS 1304 – Maternal/Child Nursing Theory |
| Semester 3 | NURS 1305 – Maternal/Child Skills Lab |
| Semester 3 | NURS 1306 – Maternal/Child Clinical |
| Semester 3 | NCLEX-PN Comprehensive Review (Pass/Fail) |

Proposed RN Program 1

| | | |
|-----------------------|--|----------|
| Pre-Nursing I | ENGL 101 – Rhetoric & Composition | 3 |
| Pre-Nursing I | PSYC 201 – Introduction to Psychology | 3 |
| Pre-Nursing I | BIOL 213 – Anatomy & Physiology I | 4 |
| Pre-Nursing I | Math 107 – Liberal Arts Math | 4 (14) |
| Pre-Nursing II | Biol 214 - Anatomy & Physiology II | 4 |
| Pre-Nursing II | Comm 103 – Interpersonal Communication | 3 |
| Pre-Nursing II | Hlth 206 – Pharmacology | 4 |
| Pre-Nursing II | Socy 206 – Death and Dying | 3 (14) |
| Semester 1 | RN 103 – Foundations Nursing Theory* | 4 |
| Semester 1 | RN 104 -Foundations Nursing Skills* | 2 |
| Semester 1 | RN 105 – Foundations of Nursing Clinical * | 2 |
| Semester 1 | RN 110 – Nursing Informatics Theory | 3 |
| Semester 1 | RN 112 – Leadership/Care Management Theory | 3 (14) |

Proposed RN Program 2

| | | |
|-------------------|---|----------|
| Semester 2 | RN 210 – Medical-Surgical Nursing Theory | 4 |
| Semester 2 | RN 211 – Medical-Surgical Nursing Skills | 1 |
| Semester 2 | RN 212 – Medical-Surgical Nursing Clinical | 3 |
| Semester 2 | RN 230 - Maternal/Child Nursing Theory | 4 |
| Semester 2 | RN 231 - Maternal/Child Nursing Skills | 1 |
| Semester 2 | RN 230 - Maternal/Child Nursing Clinical | 1 (14) |
| Semester 3 | RN 310 – Medical-Surgical II Theory | 4 |
| Semester 3 | RN 311 – Medical-Surgical II Skills | 1 |
| Semester 3 | RN 312 – Medical-Surgical II Clinical | 2 |
| Semester 3 | RN 320 - Behavioral Health Theory | 3 |
| Semester 3 | RN 321 - Behavioral Health Clinical | 2 |
| Semester 3 | RN 322 – RN Competencies | 1 |
| Semester 3 | RN 323 – Applied RN Practice | 1 |
| Semester 3 | NCLEX Review – 40 hours pass/fail | 0 (14) |

Current RN Curriculum Term 1/2

- First Semester
 - BIOL 213 - Anatomy & Physiology I
 - COMM 103 - Interpersonal Communication
 - ENGL 101 - Rhetoric & Composition
 - MATH 105 - Intermediate Algebra
 - NURS 104 - Professional Nursing Readiness and Success
- Second Semester
 - BIOL 214 - Anatomy & Physiology II
 - HLTH 206 - Essential Pharmacology
 - NURS 202 - Physical Assessment
 - NURS 203 - Foundational Nursing Theory
 - NURS 204 - Foundational Nursing Skills
 - NURS 208 - Application of Foundational Nursing
 - NURS 210 - Applied Nursing Informatics

Current RN Curriculum Term 3/4

- Third Semester
 - **BIOL 276 - Pathophysiology**
 - NURS 212 - Adult Acute Care Nursing Theory
 - NURS 214 - Adult Acute Care Nursing Skills
 - NURS 216 - Application of Adult Acute Care Nursing
 - **PSYC 201 - Introduction to Psychology**
- Fourth Semester
 - NURS 218 - Behavioral Health Dynamics
 - NURS 220 - Application of Behavioral Health Dynamics
 - NURS 235 - Obstetrical and Pediatric Nursing Theory
 - NURS 237 - Obstetrical and Pediatric Nursing Skills
 - NURS 239 - Application of Obstetrical and Pediatric Nursing
 - NURS 245 - Leadership and Care Management

Current RN Curriculum Term 5

- Fifth Semester
- [NURS 222 - Advanced Nursing Theory](#)
- [NURS 224 - Advanced Nursing Skills](#)
- [NURS 226 - Application of Advanced Nursing](#)
- [NURS 251 - Applied Registered Nursing Practice](#)
- [NURS 252 - Registered Nurse Competencies](#)
- [NURS 253 - Registered Nurse Seminar](#)

NURS 251 (we do not provide this experience) This is the final clinical rotation in the ADN program and designed to specifically evaluate student competency in entry level practice as a Registered Nurse. Students will apply the knowledge, skills, and attitudes attained throughout their studies and experiences within the nursing program in the delivery of nursing care to patients across the lifespan and the healthcare continuum in various settings through participation in a precepted clinical experience.

NURS 253 (This is not a recognized nursing class) This course is designed to specifically evaluate ADN student attainment of end-of-program student learning outcomes related to nursing knowledge and attitudes, and to prepare students to successfully challenge the NCLEX RN exam. Emphasis is placed on self-identification of knowledge deficits and development of a targeted remediation plan in addition to required attendance at a live NCLEX RN review.

15 Students

Current Policy on Reentry

| Course | Title | Instructor | Year |
|--------------------|---|-------------------------|------|
| BIOL 214 01B 20 | Anatomy and Physiology II | Morency, Marc | 2324 |
| BIOL 104 02 90 | Human Biology | Morency, Marc | 2324 |
| PSYC 201 02 90 | Introduction to Psychology | Morandini, Aaron C. | 2324 |
| PSYC 201 04 90 | Introduction to Psychology | Cutler, Gregory H. | 2324 |
| COMM 103 02 90 | Interpersonal Communication | Sexton, Winifred L. | 2324 |
| BIOL 276 01 90 | Pathophysiology | LaBeau, Marc R. | 2324 |
| MATH 105C 03 10 | Intermediate Algebra with Support | Pilon, Marc J. | 2324 |
| BIOL 104 01 | Human Biology | Johnson, Laurie | 2324 |
| PSYC 201 05 90 | Introduction to Psychology | Hendrick, Crystal L. | 2324 |
| BIOL 104 02 10 | Human Biology | Johnson, Laurie A. | 2324 |
| COMM 103 02B 10 | Interpersonal Communication | Strom, Renee E. | 2324 |
| COMM 103 09 90 | Interpersonal Communication | Parmet, Penney K. | 2324 |
| PSYC 201 06 90 | Introduction to Psychology | Cutler, Gregory H. | 2324 |
| BIOL 213 01 | Anatomy and | LaBeau, Marc | 2324 |
| BIOL 104 01B | Human Biology | Morency, Marc | 2324 |
| PSYC 206 01 90 | Social Psychology | Cutler, Gregory H. | 2324 |
| PSYC 201 02 90 | Introduction to Psychology | Cutler, Gregory H. | 2324 |
| MATH 105C 01 20 | Intermediate Algebra with Support | Pilon, Marc J. | 2324 |
| PSYC 201 06 90 | Introduction to Psychology | Morandini, Aaron C. | 2324 |
| COMM 103 08 90 | Interpersonal Communication | Hansen, David L. | 2324 |
| PSYC 201 01 90 | Introduction to Psychology | Cresap- Blomquist, | 2324 |

17 Students

Current Policy on Reentry

| | | | |
|---------------------|--|--|------|
| 190 | Psychology | P. | |
| MATH 105C 01 20 | Intermediate Algebra with Support | Pilon, Marc J. | 2324 |
| COMM 103 02 90 | Interpersonal Communication | Sexton, Winifred L. | 2324 |
| PSYC 201 04 90 | Introduction to Psychology | Cutler, Gregory H. | 2324 |
| BIOL 104 01 90 | Human Biology | Morency, Marc | 2324 |
| BIOL 276 01 90 | Pathophysiology | LaBeau, Marc R. | 2324 |
| BIOL 104 01 90 | Human Biology | Morency, Marc | 2324 |
| BIOL 104 01B 10 | Human Biology | Morency, Marc | 2324 |
| COMM 103 02 10 | Interpersonal Communication | Sexton, Winifred L. | 2324 |
| BIOL 104 02 90 | Human Biology | Morency, Marc | 2324 |
| BIOL 104 01 90 | Human Biology | Morency, Marc | 2324 |
| BIOL 104 02B 10 | Human Biology | LaBeau, Marc R. | 2324 |
| COMM 103 01 10 | Interpersonal Communication | Sexton, Winifred L. | 2324 |
| MATH 105C 03 10 | Intermediate Algebra with Support | Pilon, Marc J. | 2324 |
| PSYC 201 02B 10 | Introduction to Psychology | Cutler, Gregory H. | 2324 |
| BIOL 104 01B 20 | Human Biology | Morency, Marc | 2324 |
| BIOL 104 01 90 | Human Biology | Morency, Marc | 2324 |
| BIOL 103 01 90 | Essential Biology | Morency, Marc | 2324 |
| BIOL 213 01B 90 | Anatomy and Introduction to Psychology | Morency, Marc Cutler, Gregory H. | 2324 |
| MATH 105C 02B 10 | Intermediate Algebra with Support | Hinzman, Kenneth E. | 2324 |
| BIOL 213 01B 90 | Anatomy and | Morency, Marc | 2324 |
| BIOL 104 02 | Human Biology | Johnson, Laurie | 2324 |

21 Students

Current Policy on Reentry

| | | | |
|-----------------|-----------------------------------|--------------------|------|
| PSYC 201 07 90 | Introduction to Psychology | Cresap-Blomquist, | 2324 |
| MATH 105C 01 20 | Intermediate Algebra with Support | Pilon, Marc J. | 2324 |
| BIOL 276 01 90 | Pathophysiology | LaBeau, Marc R. | 2324 |
| COMM 103 01B 20 | Interpersonal Communication | Strom, Renee E. | 2324 |
| BIOL 104 02 10 | Human Biology | Johnson, Laurie A. | 2324 |
| PSYC 201 02B 10 | Introduction to Psychology | Cutler, Gregory H. | 2324 |
| BIOL 213 01 | Anatomy and | LaBeau, Marc | 2324 |
| BIOL 213 02 | Anatomy and | LaBeau, Marc | 2324 |
| BIOL 214 01 10 | Anatomy and Physiology II | LaBeau, Marc R. | 2324 |
| BIOL 214 01 10 | Anatomy and Physiology II | LaBeau, Marc R. | 2324 |
| BIOL 276 01 90 | Pathophysiology | LaBeau, Marc R. | 2324 |
| COMM 103 06 90 | Interpersonal Communication | Parment, Penney K. | 2324 |
| BIOL 213 03B | Anatomy and | LaBeau, Marc | 2324 |
| BIOL 213 01 | Anatomy and | LaBeau, Marc | 2324 |
| BIOL 213 01 | Anatomy and | LaBeau, Marc | 2324 |
| BIOL 213 03B | Anatomy and | LaBeau, Marc | 2324 |
| BIOL 213 01 | Anatomy and | LaBeau, Marc | 2324 |
| BIOL 276 01 90 | Pathophysiology | LaBeau, Marc R. | 2324 |
| BIOL 276 01 90 | Pathophysiology | LaBeau, Marc R. | 2324 |

RN Graduation Numbers

- 2014-2015 = 54
- 2015-2016 = 66
- 2016-2017 = 24
- 2017-2018 = 63
- 2018-2019 = 89
- 2019-2020 = 69 (46/69) 66.67%
- 2020-2021 = 49 (23/26) 77.55%
- 2021-2022 = 57 (28/29) 82.46%
- 2022-2023 = 49 (24/25) 85.7%
- 2023-2024 = 25 (4/21) 100%
- 2024-2025 = 23 (13/10) 95.7%

Proposed Changes for Fall 2025

- All Nursing courses taught on campus
- HESI content mastery exams and comprehensive exams will count as no more than 10% of a student's course grade, unless it is used as the final cumulative exam for the course, in this case it will not exceed 20% of the grade
- A decision has been made to utilize all products from Elsevier, in both programs. This semester will be a transition away from non-Elsevier products. Because the faculty are not working during the summer it is anticipated that this will not be 100% this fall. The goal will be to reach that goal by the fall of 2026
- I have asked the faculty to consider all general education courses as non-nursing for the purposes of allowing students who fail reentry to the nursing program
- We will work with the academic and support team to implement peer to peer tutoring. In the past there has been conversation about this role only filled by a Registered Nurse. While we will continue to try and hire for the NLA, there is significant literature to support peer to peer and no regulatory reason not to pursue this model
- Faculty have used the testing center extensively for exams, especially, HESI. They will start proctoring their exams, on campus, and with all students taking it at the same time

Bay College Strategic Plan

Our Strategic Foundation

At the foundation of Bay College's strategic vision is a deep commitment to empowering individuals, expanding opportunity, and delivering high-quality education for all. This foundation is crucial as it aligns with the evolving demographics of our community, the needs of our students, and employer demands for a workforce reflective of the broader society.

Our college initiatives ensure everyone, regardless of background, has access to educational opportunities. By embedding these principles into all strategic pillars—from Brand Identity to Technological Adoption—we create a comprehensive approach that impacts curriculum design, support systems, and partnerships, ensuring all college activities foster a learning environment.

This holistic integration guarantees that Bay College champions an educational model that is as empowering as it is exemplary, preparing our community to succeed in a 21st-century world.

STRATEGIC PILLARS

1. Amplify Institutional Value & Brand Identity

This strategic pillar focuses on articulating Bay College's unique brand identity and value proposition to transform the institution's perception at both local and regional levels, reinforcing its role as a pivotal driver of educational excellence and economic progress.

By effectively communicating its value and impact, Bay College will strengthen its influence and standing in the region as a leader in delivering quality education and driving economic development.

Tailored, strategic communications will increase engagement among all college partners, fostering a vibrant community committed to supporting the institution's goals.

Goal:

- To position Bay College as a leading, innovative, and regionally influential institution through a strengthened brand identity and strategic communications.

Key Objectives:

- Develop and implement an integrated brand strategy under the theme "One Bay" that clearly articulates Bay College's core values and strengths. Highlight distinctive aspects such as innovative programs, successful alumni, and significant community impacts. This approach will firmly position Bay College as a unique and vital entity within the higher education landscape.
- Design a communication strategy tailored to meet the specific expectations and needs of all key partners, including current and prospective students, faculty, the board, industry partners, and the wider community. This strategy will ensure that all messages are relevant, engaging, and effectively convey the college's value to each audience segment.
- Amplify Bay College's public image through marketing and public relations initiatives that spotlight the institution's commitment to inclusivity, innovation, and community involvement. By strategically highlighting real-world successes and outcomes, we will enhance the college's reputation, making it a top choice for prospective students and partners.

Core Outcomes:

- Increase student enrollment (3%) and retention (23.2%)
- Enhance partnerships with industry, community, and K-12 systems (10%)
- Greater media visibility and positive public perception (10%)
- Recognition as a model for rural innovation and inclusion in higher education (FY27)

2. Design a Holistic Student Experience

Bay College is committed to implementing an adaptive and responsive educational journey that recognizes the diverse backgrounds and goals of our student community.

This pillar focuses on refining all aspects of the student experience—from initial enrollment to graduation—to ensure a seamless and supportive experience. Streamlining administrative procedures, will reduce unnecessary complexities and enhance overall efficiencies.

Goal:

- To improve student success by enhancing engagement, satisfaction, and support throughout the academic journey.

Key Objectives:

- Create a streamlined, intuitive enrollment process that meets prospective students at their current stage—whether they are in the community, in high school, attending another college, returning to education, or arriving from another state.
- Develop and launch a tailored advising system that focuses on individual student goals, academic pathways, and career aspirations to ensure personalized guidance throughout their educational journey.
- Increase the availability and variety of support services, including tutoring, career counseling, and mental health resources, to address a wide range of student needs and challenges and support them through graduation.

Core Outcomes

- Higher term-to-term persistence (5%).
- Improve student experience metrics (i.e. satisfaction surveys, instructor evaluations).
- Greater credential attainment within expected timeframes.

3. Cultivate a Culture of Care & Well-Being

At Bay College, our employees are the cornerstone of our educational mission. “Cultivating a culture of care and employee-well-being” is dedicated to nurturing a supportive work environment that values the health, well-being, and professional growth of every employee.

This pillar aims to foster an inclusive and positive organizational culture. By implementing support systems, flexibility, and professional development opportunities, we strive to ensure that all employees are empowered to contribute to our community's growth and success.

Goal:

- To cultivate a thriving and supportive work environment that enhances employee well-being, engagement, and organizational effectiveness.

Key Objectives:

- Implement ongoing ~~DEIB initiatives supports~~ and foster a workplace environment that celebrates ~~diversity~~ and encourages open dialogue and mutual respect among all employees.
- Develop and promote wellness programs that address both mental and physical health, alongside flexible work arrangements that help maintain work-life balance and job satisfaction.

- Provide continuous learning and development opportunities tailored to the needs and career goals of staff and faculty, ensuring they remain at the forefront of educational excellence and innovation.

Core Outcomes

- Higher employee retention rates (90%).
- Increase employee engagement survey scores.
- Attract more competitive applicant pools for open positions.

4. Build Industry-Responsive Partnerships

Bay College is dedicated to building strong, mutually beneficial local, regional and national partnerships with K-12, business & industry sectors, community organizations and the community at large.

This initiative seeks to closely align the college's educational programs with the evolving needs of the local and regional economy, ensuring that graduates are well-prepared to fill existing and emerging job roles.

Through these strategic collaborations, Bay College aims to enhance practical training opportunities for students and directly contribute to addressing the skills gap in the region.

Goal:

- To align education with workforce needs, producing job-ready graduates and driving regional economic development through strong industry partnerships.

Key Objectives

- Build robust collaborations with local businesses to tailor academic curricula and training programs, ensuring they meet the specific needs of current and emerging industries, enhancing student readiness and employer satisfaction.
- Significantly increase opportunities for internships, apprenticeships, and hands-on project collaborations, giving students valuable real-world experience that directly complements their academic pursuits.
- Regularly update and adapt academic offerings in response to evolving industry feedback and labor market trends, ensuring that programs remain relevant and graduates are highly employable.

Core Outcomes

- Higher graduate employment and wage outcomes.
- Increase employer satisfaction with workforce readiness.

- Stronger curricula alignment with labor market trends.
- Expand apprenticeships and internship opportunities.

5. Adopt Future-Ready Technology

This pillar aims to integrate the latest technologies to revolutionize the educational landscape and administrative functions.

This initiative focuses on enhancing the digital infrastructure to improve the quality of teaching, learning, and daily operations, positioning the college as a leader in educational innovation.

By adopting new technologies, Bay College will not only streamline its processes but also create an attractive environment for tech-savvy students and faculty, ultimately elevating the college's profile as a forward-thinking institution.

Goal:

- To modernize Bay College's educational and operational infrastructure to enhance learning, increase efficiency, and attract tech-forward students, staff, and faculty.

Key Objectives

- Integrate state-of-the-art digital tools and platforms across the curriculum to enhance the interactivity and effectiveness of both teaching and learning experiences, ensuring students and faculty benefit from the latest educational technologies.
- Streamline all administrative processes by implementing automation and digitalization strategies, thereby reducing manual efforts, enhancing accuracy, and freeing up resources for more critical educational functions.
- Develop comprehensive programs aimed at boosting technological proficiency for both students and employees, equipping them with essential digital skills necessary for success in today's technology-driven world.

Core Outcomes

- Higher student satisfaction and course completion rates.
- Reduce administrative processing times and operational costs.
- Increase enrollment and retention of tech-focused learners (3%).
- Improve faculty and recruitment in STEM and digital innovation fields.