

LAKEVIEW COLLEGE OF NURSING

Annual College Assessment Report Academic Year 2015-2016



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Introduction

The Lakeview College of Nursing (LCN) College Assessment Report (CAR) is a summary of the evaluation process outlined in the College Assessment Plan (CAP). This report reflects activity from August 1, 2015, through August 1, 2016. A tremendous amount of work occurred in 2015-2016 to improve the NCLEX-RN pass rates.

The year began with the elimination of the Director of Assessment and the start of the College Assessment Team, however early in the spring semester, assessment returned to a campus-wide effort. To ensure program effectiveness, all areas of the campus community must work together. Some of the work that was accomplished became a part of the 2015-2016 CAR while other lengthy documents supplement this report. Also, in 2016-2017 the Administrative Team made student learning and institutional quality improvement the focus of assessment.

The 2016-2017 CAP will be framed within a quality improvement model and will continue to align with the Mission and Strategic Plan. The administrative team and the Director of Assessment prepared for this shift by participating in the Higher Learning Commission's Assessment Academy.

To keep the CAR at a respective length, additional reports are available to document quality improvement over the past academic year, Appendices A through D. Appendix A informed the Board of the 2015-2016 accomplishments and action plan for NCLEX Success. The action plan and continued efforts were updated in the 5-year Continuous Improvement Progress Report (CIPR). Appendix C reflects the Colleges compliance with the Illinois Department of Nursing's Remediation Plan. Finally, Appendix D provides a description of the quality improvement activities and the oversight and feedback of Higher Learning Commission's representatives as we implemented institution-wide changes.

Copies of the annual CAR report will be distributed to LCN Board of Directors, and to the administrative team, faculty, and staff. Acronyms used in this report are placed at the end of this report.

SECTION I

Mission, Vision, & Values

The College Assessment Plan aligns with the mission and goals of Lakeview College of Nursing.

Mission and Goals

The LCN educational program is designed to meet the individual or diverse needs of men and women from a broad range of ages and backgrounds. A primary focus throughout the program is to promote caring attitudes and behaviors in the professional nurse. The curriculum is designed to provide a liberal and professional educational foundation essential for competent practice with ethical judgment, creative and critical thinking; for understanding a multicultural society within the context of individual needs and his/her environment; for utilizing nursing theory and research; for promoting personal and professional growth; and for enhancing motivation for continuing education.

The graduate will be prepared at the baccalaureate level in nursing to function as a generalist who can utilize the nursing process in caring for a diverse, multicultural society in a variety of healthcare settings. The graduate will be prepared to assume the responsibilities of a direct provider, planner/coordinator, manager, contributor to the nursing profession and health care team. The baccalaureate program is designed to prepare the graduate for professional nursing practice within the legal framework of the Illinois Nurse Practice Act.

Philosophy

Members of the Lakeview College of Nursing faculty are committed to the following beliefs concerning: individuals, environment, health, nursing, nursing education, and caring.

Individuals have adaptive capabilities by which they attempt to manipulate the physical, biological, psychological, social, cultural, and spiritual resources of their internal and external environment to promote well-being. As open systems, individuals adapt and evolve in mutual interaction with other systems. Individuals relate within the context of self, family, group, community, and society; are endowed with unique qualities, and have a basic need for respect and recognition of personal worth. Individuals have the right to participate in decisions affecting their wellness.

The *Environment* is composed of internal and external dimensions. The individual's unique perceptions and response to this phenomenon distinguish individuals from one another. Individuals interact with their environment in a dynamic process which requires adaptation. Interactions include regulating, promoting, modifying, maintaining, and monitoring the relationships between the individual and the environment.

Health is defined as a perceived state of well-being influenced by developmental and personal experience. The quality of health is contingent upon the individual's ability to adapt to or change the internal or external environment. Well-being involves coping in ways which promote optimal growth and functioning. The individual can overcome, accept and adapt, or succumb to illness. When an individual requires assistance to support, restore, or enhance personal capabilities for living or meeting life crises, there is a legitimate need for nursing intervention.

Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human responses, and advocacy in the care of individuals, families, communities, and populations (ANA, 2008). Nursing is concerned with human experience, behavior, feelings, and the influence of social forces resulting from interaction with the internal and external environment. Nursing's scope of practice encompasses autonomous and collaborative care of individuals of all ages, families, groups, and communities, sick or well and in all settings. Nursing includes the promotion of health, prevention of illness, and the care of ill, disabled and dying people. Advocacy, promotion of a safe environment, research, participation in shaping health policy and in patient and health systems management, and education are also key nursing roles. The scope of practice is not limited to specific tasks, functions or responsibilities but includes direct care giving and evaluation of its impact, advocating for patients and health, supervising and delegating to others, leading, managing, teaching, undertaking research and developing health policy for health care systems. (International Council of Nursing <http://www.icn.ch/abouticn.htm>).

As a discipline and profession, nursing has a unique body of knowledge and provides a vital service for individuals and their environment. Nursing is accountable for nursing practice based on a Code of Ethics, Standards of Practice, and evidence-based research. The professional nurse provides healthcare

based on the problem-solving methodology of the nursing process; assumes an active role for the improvement of healthcare; and facilitates individuals, families, groups, and communities to meet their healthcare needs throughout the lifespan. Nursing activities are relational and contextual and may be structured or unstructured. These activities require clinical judgment skills; diagnostic and monitoring skills; helping, coaching, teaching, counseling, and communication skills; and, understanding of cultural diversity. Nursing is concerned with coordinating family, group, community, and professional resources to augment healthcare of the individual (AACN, 2008).

Liberal Nursing Education is essential for the professional nurse to live a fulfilling life, act in public interest locally and globally, and contribute to the nursing profession throughout his or her career (AACN, 2008). Faculty respect and model the knowledge of a liberal education in the classroom and clinical settings. The faculty believes in an atmosphere where self-awareness, critical thinking, creativity, and leadership are paramount. Each student can develop a professional identity and commitment to continued personal and professional growth.

Baccalaureate nursing education has its roots in the humanities and sciences as well as in nursing knowledge; combined, these serve as the basis for nursing practice. References to nursing theories and models enhance understanding of the phenomena of nursing, its nature, and scope. Education is viewed as a lifelong experience and is the result of teaching and learning processes which occur in formal and informal settings. Career mobility maximizes the individual student's potential for personal and professional growth and is facilitated through an educational process that reflects flexible programming for traditional and nontraditional students. The teaching and learning processes involve both the teacher and learner in a collaborative effort to identify learning needs and resources. The teacher facilitates the student's search for knowledge by creating an atmosphere, which fosters critical thinking, self-awareness, creativity, and leadership. The student shares equal responsibility for his or her personal and professional growth by jointly planning goals, objectives, and evaluating outcomes. The quest for knowledge is the hallmark of the nursing profession through a commitment to research and continuing education.

Caring is the essence, the central unifying focus, which characterizes nursing. In caring the nurse demonstrates a commitment to the welfare of self, individuals, families, groups, and communities in a relationship with a diverse, multicultural population. Caring is viewed as attitudes, behaviors, and values that take on a spiritual dimension. Caring behaviors are symbolic and have different meanings within and between different cultures.

Values

Adaptability, Caring, Excellence, Integrity, and Service are the College values.

Adaptability is the process of modifying behavior as indicated by changing circumstances as evidenced by flexibility and accommodation of changing, evolving and unpredictable situations involving self, individuals, families, groups, and communities. Adaptability is the ability of the nurse to respond quickly to unexpected events, utilize problem-solving, contribute to innovative solutions, and to think creatively. Adaptability is building a sense of community within and outside the College through understanding and appreciating a diverse, multicultural society.

Caring as a central paradigm of nursing enables one to transcend self and serve all people. Caring considers the holistic nature of people and the complexity of the human condition. In caring, the nurse

demonstrates a commitment to the welfare of self, individuals, families, groups, and communities. Caring is viewed as attitudes, behaviors, and values that take on a spiritual dimension. Attitudes and values that send a message of support, empathy, genuineness, and commitment to another are integral to this concept.

Excellence is the quality of being superior or very good at what one does and applying that quality in all actions to generate optimal and recognizable outcomes. Excellence is represented through the implementation of quality improvement initiatives, purposeful management of resources, promotion of lifelong learning, and fostering care delivery models that raise the level of nursing practice.

Integrity is the commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. Integrity demonstrates trustworthiness by being honest, dependable, and reliable along with the ability to apply ethical standards of the profession.

Service is the process of selfless giving to others that provide benefit to individuals, families, groups, community, and society. Central to this concept is a reflection on the experience which offers the opportunity to discover which practices can influence particular outcomes.

SECTION II

Key Goal A: Create an environment where the entire college community works together to create an institution of educational excellence.

Shared Governance

The College operates within a commitment to shared governance framework to strive for educational excellence. Faculty, staff, students, administrators, Board, and community members are involved in the College decision-making process and ongoing quality improvement efforts.

Committees Level

Faculty, staff, students, administration, and Board engage in decision making actions through their active participation on College committees. Committee members vote to revise, rescind, or adopt new policies.

Department Level

Each department contributes to the development of the annual budget through the submission of a budget proposal. The budget proposals include prioritized requests that become a part of the annual budget.

Individual Level

Faculty and students provide individual feedback to improve teaching and learning. At the end of each semester, faculty assesses their course outcomes and resources through course evaluations. Faculty makes recommendations for improvement or address needs for additional resources.

Students provide input through multiple avenues including the Student Government Association, Student Forums, surveys, and course evaluations. The information gathered is provided to the Curriculum and Professional Development committees who in turn aggregate the information to determine a need to address gaps in curriculum, revise policies, or to provide additional professional

development opportunities. The Dean of Nursing uses the input for budget development and faculty evaluation.

College Assessment Plan

The administrative team uses the goals from the departments and committees, to develop a College Assessment Plan (CAP) and aligns it with the Mission and Strategic Plan. The purpose of the CAP is to ensure the ongoing quality improvement of the institution.

Key Goal B: Faculty, staff, and students contribute to decisions affecting the goals and strategic planning for LCN.

The major academic policy changes for 2015-2016 included the revision of the curriculum and attendance policies, the adoption of the N210 Foundations passing grade B or higher, the integration of the Kaplan standardized testing package, the revised drug testing policy, and the replacement of the HESI A² admission test with the Kaplan admission testing.

The revised curriculum included new student learning graduate outcomes, philosophy, graduation requirements, course descriptions, and course student learning outcomes.

Key Goal C: The mission, goals, and program expectations are consistent with national standards and expectations.

The faculty, staff, administration, and Board of Directors review the mission and philosophy of the program. LCN is preparing for an accreditation site visit in 2018 with the Higher Learning Commission and the President, Dean of Nursing, Director of Assessment, Director of Enrollment/Registrar, and Director of Student Success attended the annual conference in March 2016. Efforts to prepare for the visit will increase in 2016-2017.

Key Goal A: Administrators, faculty, staff, and students agree that sufficient resources are in place to support an environment that facilitates teaching, service, practice, and research consistent with program outcomes.

Budget Development

LCN operates under a balanced budget. The budget process is decentralized, and budget heads are expected to formulate and monitor their budgets with input from department employees. The President and Board of Directors review monthly financials and yearly reports. The yearly audit revealed no issues with the fiscal resources.

Resources: Faculty

The student/faculty ratio in the classroom, online classes, laboratory setting, and clinical setting is reflected at a reasonable rate. The Board of Directors, President, and Dean of Nursing review the annual budget to ensure that there is an adequate number of the faculty to meet the needs of students at both locations. Online classes with high enrollment are assigned additional faculty to ensure that each student is receiving feedback in a timely fashion. Clinical ratios for faculty/student have a goal of 1:8 but are not higher than 1:10.

Resources: Clinical Partners

LCN appreciates rich partnerships with community and clinical agencies and routinely conducts an evaluation of clinical sites by both faculty and students each semester. Clinical contracts are reviewed, and partnership agreements are pursued as an ongoing practice to aspire to provide a variety of learning experiences for the students.

LCN established 208 clinical partnerships of which 78 are currently active. New partnerships included: Strong Beginnings Early Learning Daycare, Prince of Peace Daycare, and St. John's Hospital.

Resources: Teaching and Learning

LCN keeps technology, equipment, and supplies up to date. The faculty has input by making recommendations for new technology, equipment, and supplies by budget composition and purchase acquisitions. Lab Coordinators have direct input into the requests for the simulation and skills lab.

Resources: Scholarships

LCN is fortunate enough to assist students with scholarships to offset the cost of attendance. Currently, \$91,530.00 was awarded to 150 nursing students at both locations. Ten LCN faculty and staff support the scholarship program, by donating to the scholarship fund through payroll deduction.

Resources: Partnerships

LCN aspires to sustain partnerships that support teaching and learning. The Dean of Nursing and Coordinator of Marketing/Recruitment review on an ongoing basis current articulation agreements and partnership agreements to ensure that all agreements remain current. The DACC and EIU articulation agreements were updated in 2015-2016. Also, LCN completed an articulation agreement with DACC for a 3 + 1 BSN program. Student transcripts are reviewed to determine the need for additional articulation agreements.

LCN and EIU maintained a significant partnership to provide academic and nonacademic support services to students on the Charleston campus. Academic services include the EIU library, tutoring, career services, and study strategies. Through the LCN and EIU partnership, Charleston students have access to healthcare, recreational, and housing services.

Key Goal B: Action plans are in place to upgrade and expand educational resources needed to sustain a level of excellence set by faculty.

Long-term action plans are in place to ensure ongoing upgrades in technology, library, and SIMS resources.

Key Goal C: Evidence of effective administrative direction in carrying out LCN's mission, vision, and goals.

LCN operated under a balanced budget for the 2015-2016 academic year. Budgeting is a decentralized process that encourages input from all faculty and staff to each department head. The annual audit revealed no areas of concern and revealed evidence of revenue exceeding expenditures. The administration has pursued grant funds for growth of buildings and resources. Annual salaries and employee benefits are reviewed on an annual basis to evaluate and ensure competitiveness to retain faculty and staff.

Key Goal D: The recruitment, retention, and promotions of faculty, staff, and students promote excellence and foster the attainment of the mission and goals.

Faculty and Staff

LCN employs the necessary number of faculty and academic staff to support the program's mission, goals and expected outcomes. Faculty needs are reviewed annually by the Dean of Nursing and proposed for the next operating budget. LCN continues to advertise to generate a pool of qualified faculty for clinical and didactic teaching.

Recruitment and Retention of Faculty: Salary Increases

LCN has been able to provide salary increases over several years ranging from 3-3.5%. The Table 1 below displays the increases in salaries as well as adjunct and overload rates. Table 1 presents faculty salary increases for 2015-2016.

**Table 1
Faculty Salary Increases**

Salary Increase	2015	2016
Full-time Faculty	3.5%	3%
Adjunct Rate/Overload Rate	\$880	\$890

Recruitment and Retention of Faculty: Tuition Reimbursement

Tuition reimbursement of 100% is available to employees pursuing higher degrees or specializations. LCN expended \$41,183 (2014), \$53,465 (2015), and has budgeted \$63,480 for 2016 in tuition reimbursement. Several employees are pursuing doctorate degrees.

Recruitment and Retention of Faculty: Faculty Development

In 2015-2016, faculty development and in-services were brought in-house to benefit *all* faculty for professional development opportunities. The budgeted allocation of faculty development and in-services totaled \$31,000 in 2015 and \$50,400.00 in 2016.

During the 2015-2016 academic year, three faculties and one staff pursued advanced degrees and received tuition reimbursement. LCN invests annually in continuing education and professional development activities for faculty. Table 2 provides the topics of the eight professional development opportunities provided in 2015-2016 to all faculty.

Table 2

2015-2016 Faculty Professional Development

2016		
April 28-29, 2016	NCLEX Camp for Nurse Educators	Donna Ignatavicius, RN, MSN DI Associates, Inc.
April 15, 2016	Lakeview Research Day Men in Nursing	Eli Heicher MSN, RN
February 26, 2016	Kaplan – Categorizing Test Questions	Rebecca Potter, RN, MSN KAPLAN Representative
January 5, 2016	Test Blueprinting and Item Writing for Faculty Success	Mary Krieger, MSN, CNE Nurse Tim, Inc.
January 4-5, 2016	Kaplan - Testing	Rebeca Potter, RN, MSN KAPLAN Representative
January 4, 2016	Engaging Learners through Active Teaching Strategies	Mary Krieger, MSN, CNE Nurse Tim, Inc.
2015		
November 6, 2015	Lakeview Research Day Generational Nursing “Nose Rings to Wedding Rings.”	Faith Roberts, MSN, RN <i>Director Magnet/Professional Practice and Parish Nursing, Carle Foundation Hospital</i>
September 25, 2015	ExamSoft, Training	Sofia Morales, Representative
August 2015	ExamSoft Training	Representative

Additional professional development activities are chosen by individual faculty as needed. LCN pays for NurseTim, an online modality for nurse educators to obtain CEU’s to support the ongoing professional development of nursing faculty. Nine faculty members completed NurseTim webinars in 2015-2016.

Recruitment and Retention of Faculty: Promotion

In 2015-2016, no faculty applied for promotion in rank.

Key Goal E: Institutional resources are sufficient to support the advancement of teaching, research, and creative partnerships consistent with the mission and goals.

Table 3 illustrates the significant investment in resources and academic support that LCN made over the last three years to strengthen the nursing program’s teaching and learning outcomes.

Table 3
Program Improvement Investment

BUDGET PLAN	2014	2015	2016	NOTES
Instructional Supplies	\$21,050.00	\$39,050.00	\$39,050.00	Course development, materials, simulation and lab supplies
Conference and Meeting Expenses	\$12,800.00	\$31,000.00	\$50,400.00	Faculty in-services, conferences, and professional development
Travel-Faculty	\$14,000.00	\$17,000.00	\$18,000.00	Travel for faculty conferences and professional development
Capital Outlay	\$9,700.00	\$21,000.00	\$21,000.00	Lab and simulation equipment
Assessment	\$105,042.00	\$114,100.00	\$143,890.00	Kaplan, Student Satisfaction Surveys (EBI, Noel Levitz), NCSBN Review Course
Tuition Reimbursement	\$77,280.0	\$63,480.00	\$63,480.00	Faculty doctoral degrees/administration advance degrees
Computer Software	\$68,950.00	\$86,925.00	\$105,045.00	Academic support, on-line resources, academic platform
Academic Support - Tutoring	\$0	\$10,710.00	\$58,150.00	Student tutoring, boot camps
Other	\$0	\$8,000.00	\$20,000.00	HLC Assessment Academy, External Reviewer
TOTAL	\$308,822.00	\$391,265.00	\$519,015.00	

Lakeview College of Nursing's fiscal and physical resources continue to support the nursing program in fulfilling its mission, goals and expected program outcomes. The College uses strategic planning; College Assessment Plan and annual reports, and the formation of an annual operating budget to assure the allocation of sufficient resources.

Fiscal Resources

LCN's financial resources are sufficient enough to support all operating costs. The main financial resources come from students' tuition and fees. Table 4 presents the last three years audited financial data as reported to the Higher Learning Commission during the annual institutional data report. The

Composite Financial Indicator of 3 means the College has the direct resources for stability and transformation to support the mission, goals and expected outcomes.

Table 4
Annual HLC Institutional Report

	FY 2015	FY 2014	FY 2013
Unrestricted Expenses	\$4,147,624	\$4,108,309	\$3,892,147
Unrestricted Revenue	\$4,961,978	\$5,551,354	\$5,580,153
Composite Financial Indicator (CFI)	3.00	3.00	3.00

Endowment. A major advantage of the future financial base and solvency of the College is the value of the endowment of \$6,049,038, December 31, 2015. The yearly interest from the endowment may be used for general operating purposes with approval by the Board of Directors. The College has been fortunate, and this has not been necessary for several years and allowed for the growth of the endowment.

Scholarship. For the past several years, LCN has expanded the scholarship program through increased efforts among external stakeholders. Over the past ten years, no transfer was made therefore monies in the operating budget have been used to fund scholarships to accrue more interest and further increase the scholarship fund. The value of the restricted scholarship fund is \$2,115,370, and the recent developed unrestricted scholarship fund value is \$1,505,223 as of December 31, 2015.

Auxiliary. The interest accrued from the Auxiliary fund is available for the College to use for operational purposes. To increase the Auxiliary Fund, the College has not made this transfer for several years. The value as of December 31, 2015, was \$596,608.

Physical Facilities, Technology, Equipment, and Supplies

The physical space, technology, equipment, and supplies are sufficient to enable the program to fulfill the mission, goals, and expected outcomes at both campus locations. The physical facilities of the Danville campus consist of three classrooms, simulation and skills lab, a 28-seat computer lab, library, chemistry lab, conference room, student lounge, and student study areas. The recently remodeled simulation and skills lab is equipped with three high-fidelity simulators (adult, pediatric, and baby) and seven beds with six newly purchased mannequins. Faculty offices typically house 1-2 faculty members and are equipped with necessary equipment.

The physical facility of the Charleston campus consists of two large classrooms, simulation and skills lab, a 30-seat computer lab, conference room, student lounge, and study areas. The recent constructed simulation and skills lab is equipped with three high-fidelity simulators (adult, pediatric, and baby) and eight beds with recently purchased mannequins. Charleston faculty offices are spacious and typically house 2-3 faculty members. These offices are equipped with the necessary equipment.

Review of the fiscal and physical resources occur throughout the year through monthly financial statements, scheduling reports, and annual assessment reports.

Key Goal F: Documents and publications accurately reflect the mission, goals, and accomplishments of the faculty, students, administrators, and alumni used to inform stakeholders.

The faculty and student handbooks are updated on a yearly basis and are published for review on the college website. Any changes to policies are disseminated to faculty and students and updated on the website as those changes occur. Included on the college website, for current and prospective students, are the admission requirements, satisfactory academic progression policies, and graduation requirements.

The Director of Assessment conducts multiple surveys to evaluate the program outcomes and expectations. Results of these surveys are shared with the faculty, administration, and Board of Directors.

Key Goal A: Undergraduate program outcomes and competencies reflect recognized standards of educational excellence and are grounded in relevant professional practice expectations.

During the summer 2016 program review, it was determined that the program outcomes, level objectives, and course outcomes were not stated or in alignment with *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008). Faculty revised LCN's organizing concepts for the curriculum as well as developed new graduate outcomes for the BSN program. These new graduate outcomes incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and *QSEN Competencies* from the American Association of Colleges of Nursing (2016).

Key Goal B: Teaching and learning practices facilitate student attainment of program outcomes and consistent with the needs of the learner and expertise of the faculty.

Faculty Expertise:

Currently, 97% of faculty holds an MSN level or higher degree. There is only one faculty member at this time whose highest degree is a BSN degree. However, this faculty member's nursing experience aligns with the area in which she teaches. Faculty areas of expertise align with the courses they teach.

The faculty member without a master's degree functions as the Lab Coordinator for the Danville Campus and regularly assists with skills lab instruction under the direction of the Dean or full-time faculty.

Teaching Methodology

Faculty uses a variety of teaching methodologies that address diverse learner needs. As shown in Table 5 below, a majority of the faculty use four or more teaching strategies in the classroom (CLA), lab, and clinical (CLI) setting

Teaching Effectiveness: Course Evaluation

At the end of each course, students have the opportunity to give input on teaching effectiveness by completing the end of the course evaluation. Evaluations are aggregated and provided to the professional development committee to analyze faculty needs for additional training on teaching methodology. Table 6 below shows aggregated results from the 2015-2016 course evaluations. As illustrated by Table 6, in the 2015-2016 academic year overall student perceptions raised following a previous two-year decline.

Table 6
Faculty Outcome: Student Satisfaction with teaching effectiveness

Question	2012-2013	2013-2014	2014-2015	2015-2016
Course assignments were clearly explained	87.08	80.00	74.50	80.18
Teaching methodology were valuable learning aids.	85.00	74.19	72.45	75.95
The exams reflected important concepts of the course.	87.66	77.00	75.45	80.18
Class sessions were clear and organized	80.92	79.63	70.31	74.50
Demonstrated a strong command of the subject matter	82.03	82.07	75.68	76.68
Demonstrated interest and enthusiasm for nursing, the subject, and teaching	87.33	83.71	77.00	77.9
The instructor dealt with me in a fair and impartial manner	86.92	84.67	86.14	81.72
The faculty was concerned about student progress	86.17	83.55	75.00	78.09
Promoted an atmosphere conducive to work and learning	85.75	81.21	78.22	79.36
Care plans were returned within 7 days	75.75	62.89	63.63	64.63
Faculty responsiveness to student concerns?	83.25	80.72	72.22	77.54
Accessibility of faculty outside of class?	85.92	82.72	80.72	77.04
Are emails returned within 24 hours during the work week?	82.25	75.96	80.27	76.95
Relates concepts to the real world?	85.33	87.27	83.22	82.40
Draws on experience of students	85.33	85.13	81.63	78.45
Engage students in discussion?	84.50	82.79	80.95	79.72
Lecture effectively.	78.00	76.76	69.90	70.68
Effectively sequence the content of course.	82.25	80.72	75.90	76.27
Interact with students 1:1	86.00	85.82	79.05	76.45
Average Student Satisfaction	84.10	80.35	76.70	77.12

As shown in Table 6, in 2015-2016 students rated four areas above 80% specifically on the clarity of assignments, exam content, fair treatment, and relating learning to the real world. Although many of the areas indicated an increase of student satisfaction, return time of assignments, and effective lecturing continues to be areas of concern.

Teaching Effectiveness: EBI

The EBI obtains feedback on student satisfaction from last semester students. The EBI contains items on 15 satisfaction factors as shown in Table 7 below.

Table 7
EBI Factors of Student Satisfaction

EBI Factor	2015-2016	2014-2015	2013-2014	2012-2013
Factor 1. Satisfaction: Quality of Nursing Instruction	3.69	3.91	4.12	4.82
Factor 2. Satisfaction: Work and Class Size	4.29	4.46	4.39	5.4
Factor 3. Satisfaction: Course Lecture and Interaction	4.37	4.59	4.81	5.58
Factor 4. Satisfaction: Facilities and Administration	3.99	4.21	4.18	4.95
Factor 5. Satisfaction: Classmates	4.65	4.89	5.1	5.12
Factor 6. Satisfaction: Advisor	4.85	5.27	4.99	NA
Factor 7. Learning: Professional Values	4.77	5.34	5.45	5.83
Factor 8. Learning: Core Competencies	4.66	5.13	5.16	5.62
Factor 9. Learning: Technical Skills	4.64	5.12	5.35	5.83
Factor 10. Learning: Core Knowledge	4.56	5.06	5.09	5.57
Factor 11. Learning: Role Development	4.61	5	4.95	5.53
Factor 12. Overall Satisfaction	3.35	3.46	4.41	4.94
Factor 13. Overall Learning	4.65	4.83	5.17	5.69
Factor 14. Overall Program Effectiveness	4.03	4.18	4.01	4.74

EBI results from four academic years are presented in Table. The results indicated 2015-2016 a decline in all student satisfaction factors from the 2014-2015 academic year. Also, Table 7 showed a three-year decline in eight out of the 14 factors.

Teaching Effectiveness: Preceptors

Lakeview College of Nursing continues to use preceptors in a variety of clinical settings, but in all cases, they work with a Master's prepared faculty member and a Master's prepared Course Coordinator. Since the self-study of 2010, Laboratory Coordinators positions have been implemented on each campus. These coordinators are minimally a BSN prepared Registered Nurse. They are assigned to work in the nursing skills and simulation labs for N201 Health Assessment of Individuals in States of Well-Being and N210 Nursing Foundations. Laboratory Coordinators are also used in the simulation areas to provide additional support to students and faculty during simulated case scenarios; which are used throughout the program.

Nurse preceptors, who are employed in a variety of health care settings, are also used in select clinical settings within the program. These preceptors work under the direction of the clinical nurse faculty member. The preceptors are responsible for maintaining communication with the course instructors, course coordinators, and for providing feedback on student performance. It is the responsibility of the

course instructor to review feedback from the preceptors so that accurate student evaluation of performance can be assessed.

Academic Support Services

Assessment of resources and services are conducted using the EBI Exit survey during the spring and fall semesters and every two years with the Noel-Levitz Student Satisfaction Inventory. Senior students take the EBI in their last semester. The surveys measure student satisfaction with the library, technology, distance education support and admission, and advising. The EBI and Noel-Levitz provide quantitative data which allows for identifying trends and qualitative data that gives a better understanding of student experiences with services.

Both inventories allow for specific program questions to be added. In 2016-2017 questions on online technical support services will be added to the EBI. The program's academic online software provides online technical support to students and faculty via direct access to technicians by email, online chat or by phone and indirectly through tutorials and webinar support. At this time there is no data collection of online technical support services.

Questions about the adequacy of academic support services will be included on the revised course evaluation forms. The revised forms will provide faculty a mechanism to evaluate the academic support for individual courses.

Academic Support Services: Tutoring

Tutoring is available to all students at Lakeview College of Nursing and has been increasing more available over the past few semesters. Providing tutoring services, supplemental instruction, and lab services that involve didactic assistance has been a priority for the faculty of Lakeview. The availability of tutoring is communicated to students by multiple means such as; email, verbal communication in the classroom setting, through electronic academic improvement plans, as suggested during advisor appointments, and through clinical skills remediation sessions. Students receive scheduled dates and times of tutoring through their LCN emails. An example of the schedule is provided in Table 8, below.

Table 8
Tutoring Schedule

Day of the Week	Campus Location	Time
Monday	Charleston	2p-5p
Tuesday	Danville	2p-5p
Wednesday	Charleston	3p-5p
Thursday	Danville	2p-5p
Friday	Alternating Campuses	11a-4p

Academic Support Service: Remediation

When a student scores below a 77 percent on an assignment, test, or quiz, the instructor electronically submits an Academic Improvement Plan (AIP). The AIP details the strategies for improvement that a student should complete within a given timeframe. Included on the AIP are options for an instructor

to require the student to meet with a tutor and his/her advisor. The faculty is encouraged to suggest other tutoring or supplemental opportunities such as meeting with the Lab Coordinators to review concepts. Tutoring and remediation services continue to be evaluated by the faculty to ensure strategies are implemented that will increase student learning.

End of program Kaplan predictor test score and NCLEX-RN success:

The Kaplan predictor examination was implemented in the 2015-2016 academic year. The preliminary data was analyzed. The data indicated the following:

- If a benchmark of 61% was met on the Kaplan predictor examination, giving the student a 94.16% probability of passing the NCLEX-RN on the first attempt, then 53% of test takers would be targeted for remediation before testing. This would have the potential of achieving a higher pass rate.
- If a benchmark of 54% was met on the Kaplan predictor examination, giving the student an 87.38% probability of passing the NCLEX-RN on the first attempt, then 13% of test takers would be targeted for remediation before testing. This would have the potential of achieving a higher pass rate.
- If a benchmark of 49% was met on the Kaplan predictor examination, giving the student an 82.12% probability of passing the NCLEX-RN on the first attempt, then 0% of test takers would be targeted for remediation before testing. This would have the potential of achieving an 83% pass rate.

The faculty used the preliminary findings to set a benchmark for the Kaplan predictor test of a score of 61% for spring 2016. Students had two opportunities to successfully pass the Kaplan predictor exam with a score of 61%. Students who did not achieve a minimum of 61% on the exam were required to take and demonstrate completion of the three-week National Council of State Boards of Nursing (NCSBN) online review course. The Kaplan predictor exam score will continue to be used as an assessment tool to measure the new graduate outcomes that were developed during the comprehensive curriculum review of 2016.

Key Goal C: Baccalaureate curriculum is built on a strong liberal arts/science foundation supporting the nursing curriculum.

The nursing program requires the completion of 60 hours of prerequisite general education. The math and sciences make up almost 40% of general education credit hours. The other 60% of credit hours are generated from the humanities and social sciences. Students applying to LCN must earn a minimum of a 2.50, on a four-point grading scale, cumulative grade point average (GPA) in the required prerequisites to meet admission criteria. Along with other admission criteria, all students had to meet a 77% on the Kaplan entrance examination's reading score. In 2015-2016, 170 applicants met or exceeded the LCN admission requirements and were granted admission. The average GPA of these incoming students admitted was 3.125.

Key Goal D: The learning environment fosters innovative pedagogies that result in lifelong learning.

LCN maintains relationships through articulation agreements and contracts with clinical agencies that are reviewed and renewed on an ongoing basis. Relationships with clinical agencies continue to grow, and new opportunities are pursued to facilitate clinical learning.

During the 2015-2016 academic year, two faculties and one staff member continued to be engaged in education to pursue a terminal degree. Life-long learning is valued by the LCN community and instilled in the students. During the 2015-2016 academic year, 135 alumni requested transcripts for the purpose of pursuing a graduate degree.

Key Goal E: The undergraduate curricula is designed and delivered to maximize student attainment of program outcomes.

LCN's BSN program is structured to be progressive and align with *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008). Before entering the baccalaureate nursing program, students are required to complete sixty credit hours of prerequisite coursework. This coursework builds foundational knowledge needed for baccalaureate nursing education. The prerequisites required a focus on the natural, biological, and chemical sciences, mathematics, humanities and psychosocial aspects of higher learning.

During the curriculum review and revision period of 2011-2015, faculty identified the need for a second medical-surgical course. Faculty determined the limited number medical/surgical theory and clinical exposure reduced the students' ability to retain critical knowledge and skills essential to caring for higher acuity clients. Therefore, development of a second medical-surgical course, N303, Nursing of the Adult Client II was initiated in 2012. The course was first offered to students in the curriculum during the summer semester 2015.

During a comprehensive curriculum review of 2016, with the assistance of a nationally known curriculum consultant, Donna Ignatavicius, faculty identified the need to update the nursing program curriculum to improve student outcomes. The revised curriculum was developed to integrate the AACN's *Baccalaureate Essentials*, *QSEN Competencies*, and national baccalaureate educational trends.

The revised curriculum directed a greater number of credits to be allotted toward theory and clinical experience in courses that have been identified as critical to student success. These courses include N210 Nursing Foundations, N301 Nursing of the Adult Client I, N303 Nursing of the Adult Client II, and N403 Nursing of the Adult Client III. N210 Nursing Foundations is a fundamental course where students begin to build critical thinking skills, acquire technical nursing skills, and gain knowledge of nursing theory. N301, N303, and N403 are all medical-surgical courses that progressively lead the student through the care of patients with chronic, stable health conditions to care for the emergent patient with multisystem health concerns. With the implementation of the revised curriculum in fall 2016, N408 will be a concept synthesis course with a clinical component as well. This course will reinforce the concepts and clinical reasoning acquired throughout the medical-surgical courses.

The nature of the revised curriculum allows the student the ability to provide more patient-centered care (a *QSEN* Competency) that is focused on clinical prevention and population health (*Essential VII*). When moving through the program, students can apply the theoretical knowledge they are gaining in the classroom to make sound clinical decisions in the care of patients with progressively higher acuity health problems. The revised curriculum was voted on and approved by the faculty, the Administrative Team, and the Board, with a planned implementation date of Fall 2016.

Key Goal F: Academic policies and practices are fairly and systemically implemented to facilitate student success.

All policies are reviewed on a yearly basis, and changes are made as necessitated. The process of policy change is followed by the use of a policy change request form. Institutional policies are reviewed annually by the College committees and include input from faculty, staff, administrative team, students, and the Board of Directors. Any changes made to existing academic policies, or addition of new academic policies, are communicated electronically to all current and incoming students as well as revised in the student handbook and published on the college website. The faculty handbook is updated on a yearly basis and disseminated to faculty and published on the college website.

Key Goal A: Program evaluation data is aggregated, analyzed, and trended with internal and external information.

The nursing program is very involved in data collection and analysis for the identification of indicators of student success and areas for program improvement.

Matriculation, Attrition, Retention, and Graduation Rates

Each year, the Director of Enrollment/Registrar collects the Matriculation, Attrition, Retention, and Graduation (MARG) data. This data is compared to previous years. The goal is that attrition rates do not exceed 25%. The MARG data for 2015-2016 is as follows:

Table 9
Matriculation, Attrition, Retention, and Graduation Rate

Academic Year	2011-12	2012-13	2013-14*	2014-15*	2015-16*
Matriculates	136	184	162	177	139
Attrition	18 (13%)	26 (14%)	24 (15%)	19 (11%)	11 (8%)
Retention	118 (87%)	165 (90%)	142 (88%)	152 (86%)	128 (92%)
Graduation	118 (87%)	165 (90%)	140* (86%)	150* (85%)	86* (62%)

Data Source: Office of Registrar – MARG Report (end of summer 2016)

*incomplete

As illustrated in Table 9, LCN retention rate consistently remains above 85%.

NCLEX Pass Rate

Table 10
2011-2016 Pass Rate Outcomes

Campus	2011	2012	2013	2014	2015	2016
Danville Passed	86%	87%	74%	73%	69%	71%
Charleston Passed	86%	84%	78%	73%	77%	58%
Danville Failed	14%	13%	26%	27%	31%	29%
Charleston Failed	14%	16%	22%	27%	23%	42%
Total LCN Test-Takers	116	130	134	138	147	135
NCLEX-RN YEAR RATE	86%	85%	77%	73%	73%	64%

As illustrated in Table 10, the pass rate continued to decline in 2015-2016. As this report documents, there were many efforts initiated in 2015-2016 to improve the NCLEX pass rates.

Employment Outcomes

Historically, LCN collected data on employment rates using a questionnaire given to students a week before graduation. The rise in demand for BSN nurses is demonstrated by the number of students who are offered employment pre-licensure. As illustrated in Table 11, more than half of the 2015-2016 graduates achieved employment before licensure.

Table 11

Before Employment	December 2015 and May 2016	Graduation Rate
	Number of graduates	123
	Number of incomplete surveys	8
	Number of graduates used for employment data (# of graduates minus incomplete surveys)	115
	Number of graduates employed at graduation	63
	Number of graduates in active job search	52
	Percent of graduates employed out of those in an active job search	55%

Graduates will be surveyed six months post-graduation to gather additional employment data.

Faculty Outcomes:

LCN faculty outcomes for teaching, scholarship, and service are consistent with the nursing program's accomplishment of the institution's teaching mission. The aggregated faculty benchmarks are outlined in the College Assessment Plan. In 2016, faculty revised the outcomes to reflect and reinforce a greater emphasis on teaching and preparing students for entry into the nursing workforce. Also, the 2016 revisions clarified benchmarks and measurements.

As illustrated in Table 12, two of the four faculty outcomes (professional organization involvement and engagement in scholarship) have measurable benchmarks. The outcomes cannot be measured together and are separate for the purpose of determining student satisfaction and quality of teaching.

As shown in Table 12, in 2015-2016 faculty met the outcome related to professional organizational membership by 100% and exceeded the 30% benchmark for engagement in scholarship with the 55% participation.

Table 12
Faculty Outcomes
2015-2016

Benchmarks	2015-2016
Achieve 100% of faculty involvement in professional organizations	100%
30% of faculty is engaged in advanced scholarship in obtaining a terminal degree or certification in nursing education	55% of FT
85% of students will be satisfied with the quality of teaching using the EBI, Noel-Levitz, and course evaluations.	EBI 3.91 on instructional effectiveness Noel-Levitz: I-6.81 S-3.76 Gap-3.05
Student course evaluations will be at or above 4.0* on a 5.0* scale for items related to quality of teaching and learning for students	77.12% indicated satisfied or extremely satisfied

Table 12 presents results of the annual EBI survey measuring student's satisfaction with the quality of instruction. Students are asked to rate their satisfaction on a Likert scale using seven levels of satisfaction: 1-Very poor, 2-Poor, 3-Fair, 4-Good, 5-Very good, 6-Excellent, and 7-Exceptional. Once the data is aggregated, a performance description is assigned based on the mean rating: Superior: Mean \geq 6.7; Excellent: Mean \geq 5.62; Good: Mean \geq 4.54; Fair: Mean \geq 3.46; Poor: Mean \geq

2.38; Very Poor: Mean \geq 1.3; Extremely Poor: Mean $<$ 1.3. As presented in Table 1, the mean student rating of the quality of instruction met the minimum of the Good performance description in 2015/2016.

LCN conducts the Noel-Levitz biennially. Table 12 shows the 2015/2016 survey results of student satisfaction with instructional effectiveness. The Noel-Levitz compares the students' perception of the importance [I] of an item with their level of satisfaction [S] with it. The difference between the importance of an item and the student's level of satisfaction is considered a performance gap [G]. The size of the performance gap indicates whether or not an institution is meeting student expectations. A small gap indicates students perceive their expectations are being met. The program tracks the performance gap as a measure of improvement.

As noted in Table 12, a significant performance gap between student expectations and student satisfaction with instructional effectiveness. While the EBI and Noel-Levitz surveys provide indirect evidence of teaching effectiveness, the data cannot be integrated to demonstrate that faculty met the set benchmark of 85%. Therefore, the 2016 revision established measurable outcomes that faculty will use to identify areas for improvement. LCN continues to ensure teaching effectiveness by providing professional development, as well as, through the peer and supervisor evaluation process.

Research

LCN supports nursing research and scholarship. No research proposals were submitted to the Human Subjects Committee in 2015-2016. Faculty and students attended Research Day, November 2015 and April 2016, to foster an appreciation for nursing research.

Excellence

LCN currently has an Honor Society program which aspires to become part of Sigma Theta Tau International (STTI). Each semester, there is an honor society induction dinner attended by faculty, administration, and inductees. In 2015-2016, 33 students were inducted into the Pinnacle Honor Society, and 57 were inducted into the LCN Honor Society.

Practice

Several LCN faculty members continue to maintain clinical practice as active RN's.

Service

Faculty:

Faculty members are encouraged to participate in service activities at the local, state, and national levels. Faculty serves on community volunteer projects and organization. Faculty members can participate on state and national professional nursing organizations and are supported in officer positions and on the Board Committee.

Students:

LCN faculty and students engage in service learning projects within the community. Each semester, students in N408-Capstone Course conduct Legacy Projects in the local community to provide a variety of services, such as health education, a collection of food and supplies, monetary donations, or community awareness to promote healthy behaviors. Students support this project through research of the local area and needs of the population of the area at that time. The student's work supports the college value of service and supports the mission, vision, and philosophy of Lakeview College of

Nursing. In the 2016-2017 revision of the curriculum, the Legacy Project will be moved to N404 Population and Global Health (formerly Community).

SECTION III

The college assessment report provides a detailed summary of activities as well as program outcomes. This annual report is provided to the board of directors each year and is available to the college community. LCN continues to promote the values of adaptability, caring, excellence, integrity, and service as discussed throughout this report.

Weaknesses identified and addressed in 2015-2016:

During the comprehensive curriculum review of 2016, faculty noted that exam question categorization was being inconsistently done. Several reasons for this were identified; the most prominent of which were the following:

- A curriculum that was not aligned to the NCLEX-RN Test Plan, making it difficult to ensure test questions were adequate to test the level of knowledge required for student success on the NCLEX.
- A lack of policy/procedure for progressively assessing student learning across the nursing program
- Implementation of several software programs at one time during the previous year (including LCN's exam software) without proper education for the faculty
- While working on the curriculum revision of 2016, several faculty development needs were identified. The most critical needs identified included education regarding revision of the curriculum to align with accrediting body standards as well as the 2016 NCLEX-RN Test Plan. Additionally, the need for faculty development on enhanced teaching strategies and use of current technology (especially with Exam Soft) was also identified.

Strengths and achievements in 2015-2016:

- Mapped 2016 NCLEX-RN Test Plan to identify assessment gaps
- Revised Organizing Concepts and Philosophy
- Integrated *QSEN Competencies* (AACN, 2016), and key concepts of *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).
- Developed new graduate outcomes
- Revised core program plan to include re-assignment of credit hours and re-naming of courses
- Revised course descriptions and course student learning outcomes
- Distribution of content among the core medical/surgical courses to enhance progression of student learning through the program
- New faculty testing plan, according to Bloom's Taxonomy to enhance the progression of student learning through the program. The new testing plan was approved by the faculty with implementation to begin in the fall 2016 semester. As part of the test construction process, faculty will ensure each test question is categorized to assess the progression of student learning throughout the semester per LCN's Testing Plan. Additionally, at the end of the semester, the curriculum committee will review exam summary reports in Exam Soft to ensure compliance with the categorization of exams. Revision of exam questions will be on-going.

- In 2016, following the restructuring of the curriculum and revision of program outcomes, course descriptions, and course student learning outcomes, faculty developed weekly lesson plans for every nursing course. Lesson plans included concepts to be taught, weekly student learning outcomes that aligned with the course student learning outcomes, assignments, lab/clinical/simulation activities, and evaluation methods related to the content being taught that week.
- Faculty revised the anecdotal weekly clinical evaluation forms to include student learning outcomes that aligned with the didactic outcomes listed on weekly lesson plans. Aligning the two tools allows for the review of the adequacy of clinical sites and the assessment of students' ability to practically apply the knowledge learned in the didactic portion of the course. Faculty encouraged peers during this revision process to draft weekly outcomes on both tools using Bloom's Taxonomy language. This allows students and faculty to assess students' progression through the program.

The College Assessment Plan (CAP) elements have been assessed, and the results of the assessment reported in this College Assessment Report (CAR) for the academic year 2015-2016. Also, this CAR has addressed the specific areas for improvement from the 2014-2015 CAR. The 2015-2016 CAR will be reviewed by the Board of Directors and the Faculty Organization; additional recommendations may be made which will be addressed in the CAR report for 2016-2017.

The faculty, staff, and administrative team will use the upcoming academic year to re-evaluate both the CAP and the CAR effectiveness in addressing the identified areas for overall improvement, specifically in regards to the NCLEX preparedness of our graduates. The planned changes to the CAP will be to incorporate a framework of institutional quality improvement and to shift the program's focus of assessment to student learning. The continued participation in HLC's Assessment Academy will provide the support and feedback to administration, faculty, and staff as we move forward.

 Vicky Welge, MS.Ed, LCPC
 Director of Assessment, Title IX/ADA

Date: _____

Approved By:

 Sheila Mingee, MBA, MSED
 College President

Date: _____

 Diane Buss, MSN, RN
 Chair, Board of Directors

Date: _____

LISTING OF ABBREVIATIONS, ACRONYMS, & DEFINITIONS USED IN REPORT

ADA	Americans with Disabilities Act
BSN	Bachelor of Science in Nursing
BOD	Board of Directors
CAP	College Assessment Plan
CAR	College Assessment Report
CD	Compact Disc
CEO	Chief Executive Officer
CFO	Chief Financial Officer
CHA	Charleston Campus
CPR	Cardio-Pulmonary Resuscitation
DAN	Danville Campus
EEO	Equal Employment Opportunity
EIU	Eastern Illinois University
FACTS	Management Company: Business Solutions for Education
FERPA	Family Educational Rights and Privacy Act
FY	Fiscal Year
HESI	Health Education Systems, Inc.
HIPPA	Health Information Portability and Accountability Act
IBHE	Illinois Board of Higher Education
ISAC	Illinois State Assistance Commission
IPEDS	Illinois Postsecondary Education Data System
LCN	Lakeview College of Nursing
LCNAO	Lakeview College of Nursing Alumni Organization
LSN	Lakeview School of Nursing
LSNAO	Lakeview School of Nursing Alumni Organization
NCLEX	National Council Licensure Examination
NCSBN	National Council of States Boards of Nursing
NLN	National League for Nursing
NLNAC	National League for Nursing Accrediting Commission
NSNA	National Student Nurse Association
RN CAT	Registered Nurse Computer Adaptive Testing
SGA	Student Government Association
SNA	Student Nurse Association
SONIS	Student Online Information System