

Lakeview College of Nursing
Annual College Assessment Report
Academic Year 2010-2011

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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, 2010 through August 1, 2011. Copies of the annual CAR report are distributed to the LCN Board of Directors; members of the administrative team, faculty, and staff. Acronyms used in this report are summarized in Appendix A.

Context, Input, Process, and Product (CIPP) Model

LCN utilizes CIPP evaluation methods. The model allows for proactive evaluation for program improvement and retroactive evaluation to assess program quality. Evaluation is an ongoing, cyclical process.

- *Context evaluation* identifies the target population and assesses needs
- *Input evaluation* identifies and assesses system capabilities, alternate program strategies, and procedural designs for implementing strategies
- *Process evaluation* detects defects in the design, or implementation of the procedural design
- *Product evaluation* is an analysis of outcome correlated to objectives, context, input, and process information, allowing interpretation of results.

The CIPP model employs collection, organization, analysis, and reporting of information using the following criteria of adequacy:

Validity: information meets needs of decision makers; right data collected.

Reliability: information is reproducible

Timeliness: information is available when needed

Pervasiveness: information disseminated to appropriate decision makers

Credibility: information is trusted by those who use it.

Accountability for Program Evaluation

Various persons are accountable for evaluation at LCN. At the curriculum level, faculty and students are involved in evaluation efforts. At the program level, accountability is mixed. The Director of Assessment coordinates overall program data collection and evaluation efforts including the Noel Levitz Student Satisfaction Survey, Educational Benchmark Inc. Exit Interview Surveys, Alumni-Employer Surveys, Assessment Technology Institute (ATI) testing at various curricular points. The Director of Assessment serves as a resource person for other evaluation efforts that occur through various college committees. The following committees provide leadership and coordination of evaluation efforts: Admissions, Administrative Team, Curriculum, Faculty committees. A *Program Evaluation Matrix*, based on the CIPP model, (see Table I) provides a visual depiction of criterion assessed, data sources, methods, accountable parties, and frequency of review.

TABLE I: PROGRAM EVALUATION MATRIX

Lakeview College of Nursing Program Evaluation Matrix				
Criterion	Data Source	Methods	Assigned Responsibility	Frequency of Review
Context Component <i>Mission, Goals, & Objectives</i> The mission, philosophy, goals & objectives of the program reflect the expectations of the community of interest.	Faculty-Student Handbook Website LCN strategic plan LCN Board of Directors	Describe community of interest, analyzing how it is congruent with the mission, philosophy, & program goals. Describe marketing plan that takes into account the target student population, technologies available, factors required to meet institutional goals.	Dean Faculty Coordinator of Marketing, Recruiting Librarian Director of Administrative Services	Due for review 2012
Input Component <i>Financial & physical resources</i> Budget & policy statements reflect the LCN commitment to the ongoing management of traditional and electronically based program offerings.	Budget reports LCN strategic plan LCN policies regarding initiation & management of programs Committee minutes	Indicate how support for the development & management of traditional & electronic offerings is reflected in LCN budget. Document the LCN policies concerning the establishment, organization, funding, & management of traditional & electronic offerings.	Appropriate committee Librarian Director of Administrative Services	Financial reports reviewed at board meetings. Yearly budget requests reviewed every November by the Board of Directors. Yearly Audit (March/April)
Process Component <i>Curriculum</i> Curriculum is based on a sequentially & logically organized plan which is internally consistent & reflects standards for professional nursing.	Organizing framework Course approval forms AACN & specialty standards Biannual course review form Curriculum Committee minutes	Identify standards used to derive the curriculum Explain how professional nursing standards & guidelines for practice are used to make choices about curricular content Provide rationale for the logic & sequence used in formulating the curriculum Describe how the curriculum supports the organizing framework & reflects standards of the profession.	Curriculum Committee	Curriculum committee meets monthly and conducts biannual review of all courses.
Product Component	Performance at	Describe student & graduate	Dean	Annually at

<i>Performance</i> Surveys & other data sources reflect the achievement of graduates of traditional, electronically based, & hybrid programs & provide evidence of program effectiveness.	end of program capstone experiences	performance measures that are used by the program to indicate success in meeting the program mission, goals, & objectives.	Director of Assessment	the end of Fall and Spring semesters.
	Graduation rates	Describe how results in aggregate form are used to change or improve the program	Registrar	
	Licensure rates	Provide surveys & data forms		
	Student, alumni, & employer surveys	Document licensure pass rates Document attrition & graduation rates		
Data Action & Data Tracking Forms				

Adapted from: Suhayda, R. & Miller, J.M. (2006). Optimizing evaluation of nursing education programs. *Nurse Educator*, 31(5), 200-206.

Information explaining the CAR, the CIPP model, and accountabilities for documenting and summarizing information have been previously described (see CAR 2009-2010). Accountable parties submit annual reports to the Director of Assessment. The overall goal is to capture information on an ongoing basis, dividing the gathering of information amongst appropriate staff and faculty. Reports are comprised of six chapters which contain sections written by person(s) accountable. Introduction and summary chapters are written by the Director of Assessment. The *Elements of the Evaluation Plan* is organized in Table II.

TABLE II: ELEMENTS OF THE EVALUATION PLAN

Elements of the Evaluation Plan			
Context	Input	Process	Product
Organizational structure Mission, Goals Environmental Scan Bylaws	Human Resources: <ul style="list-style-type: none"> • Faculty • Students • Support staff Material Resources: <ul style="list-style-type: none"> • Technology • Library • Physical space Support systems <ul style="list-style-type: none"> • Students Fiscal resources <ul style="list-style-type: none"> • Internal • External Clinical resources Policies	Curriculum Students: <ul style="list-style-type: none"> • Admission • Progression • Graduation Faculty: <ul style="list-style-type: none"> • Evaluation • Development Administrator evaluation Input from faculty, staff, and administration	Student <ul style="list-style-type: none"> • Outcomes • Satisfaction Employer <ul style="list-style-type: none"> • Utilization • Satisfaction Alumni <ul style="list-style-type: none"> • Employment • Profile • Satisfaction

Adapted from: Billings, D.M. & Halstead, J.A. (1998). *Teaching in nursing: A guide for faculty*. Philadelphia: W.B. Saunders. Table 24-2 p 430.

Context Evaluation

This section addresses the outcomes (intended ends) of LCN. The College organizational structure, mission, goals, the environment, organizational bylaws, and relevant external factors provide direction for all LCN operations and are reviewed and approved in the fall semester of odd years by the Board of Directors, College Organization, and Faculty Organization. The mission, philosophy, goals, and objectives of the program reflect the expectations of the community of interest. Data sources used to measure Context Evaluation are: Faculty-Student handbooks, College website, LCN Strategic Plan, LCN Board of Directors. Methods include:

- Describing the community of interest, analyzing how it is congruent with the mission, philosophy, & program goals.
- Describing the marketing plan that takes into account the target student population, technologies available, factors required to meet institutional goals.

Table III summarizes criterion defining *Context Evaluation*, data sources, methods, persons responsible, and frequency of review for the 2010-11 CAR. Questions regarding the *Context Evaluation* section of this report may be directed to persons listed under *Assigned Responsibility*.

TABLE III: CONTEXT EVALUATION

Lakeview College of Nursing Program Evaluation Matrix				
Criterion	Data Source	Methods	Assigned Responsibility	Frequency of Review
<p>Context Component <i>Mission, Goals, & Objectives</i></p> <p>The mission, philosophy, goals & objectives of the program reflect the expectations of the community of interest.</p>	<ul style="list-style-type: none"> • Faculty-Student Handbook • Website • LCN strategic plan • LCN Board of Directors 	<ul style="list-style-type: none"> • Describe community of interest, analyzing how it is congruent with the mission, philosophy, & program goals. • Describe marketing plan that takes into account the target student population, technologies available, factors required to meet institutional goals. 	<ul style="list-style-type: none"> • Dean • Faculty • Coordinator of Marketing, Recruiting • Librarian • Director of Enrollment • Associate CEO 	Due for review 2012

Organizational Structure

The College Organizational Structure is a shared governance model, shared by the Board of Directors, College Organization, Faculty Organization, Student Government Association, and Alumni Association, with each entity operating under its own set of bylaws that support the concept of shared governance. This fosters an inclusive approach to decision making. Each entity will be described.

Board of Directors. The Board of Directors meet during the academic year to share information, approve College business, and to evaluate College activity and progress.

Progress: Review and approval of bylaws for the 2010-2011 academic year, by the LCN Board of Directors, is documented in meeting minutes. The Board of Directors reviewed and made revisions to the LCN Corporate Bylaws, (see meeting minutes).

Plan: The Board of Directors will review the LCN Corporate Bylaws and revise as needed Spring 2012.

Benchmark: agreement by $\geq 90\%$ of board members in attendance.

College Organization. The College Organization meets during the academic year to share information, secure approval for College business, and to evaluate the effectiveness of the College Organization. College Organization activities are described in meeting minutes.

Progress: The college organization has not met as a whole during the last academic year.

Plan: The College Organization will actively participate in ongoing discussion and evaluation of the college's overall effectiveness of achieving its purpose, goals, and objectives.

Benchmark: A strategic plan will be revised and updated in 2012.

Faculty Organization. The Faculty Organization met every month during the academic year (except summer) to share information. Activities are described in meeting minutes.

Progress: Activity was documented in meeting minutes and approved, with $\geq 90\%$ consensus.

Plan: continue to meet monthly during academic year.

Benchmark: agreement by $\geq 90\%$ of faculty in attendance.

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 is able to utilize the nursing process in caring for a diverse, multicultural society in a variety of healthcare settings. The major roles the graduate will be prepared to assume are: 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 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 own wellness.

The *Environment* is composed of internal and external dimensions. The individual's unique perceptions and response to this phenomenon distinguishes 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 for 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 a 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 classroom and clinical settings. The faculty believes in an atmosphere where self-awareness, critical thinking, creativity, and leadership are paramount. Each student has the opportunity to 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 an 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, that characterizes nursing. In caring the nurse demonstrates a commitment to the welfare of self, individuals, families, groups and communities in 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.

Mission and Vision

Mission: Lakeview College of Nursing has a central focus to be a dynamic center of educational excellence where the entire College community works together with integrity and cares for others. The College will be forefront in health care trends and committed to improving nursing as a profession by preparing competent, safe, caring professional nurses for leadership roles in the health care community.

Vision: Lakeview College of Nursing aspires to be the college of choice for professional nursing in Illinois and recognized nationally for commitment to public well-being through nursing excellence.

Values

Adaptability, Caring, Excellence, Integrity, and Service are the College values. Each will be described.

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Values

Adaptability, Caring, Excellence, Integrity, and Service are the College values. Each will be described.

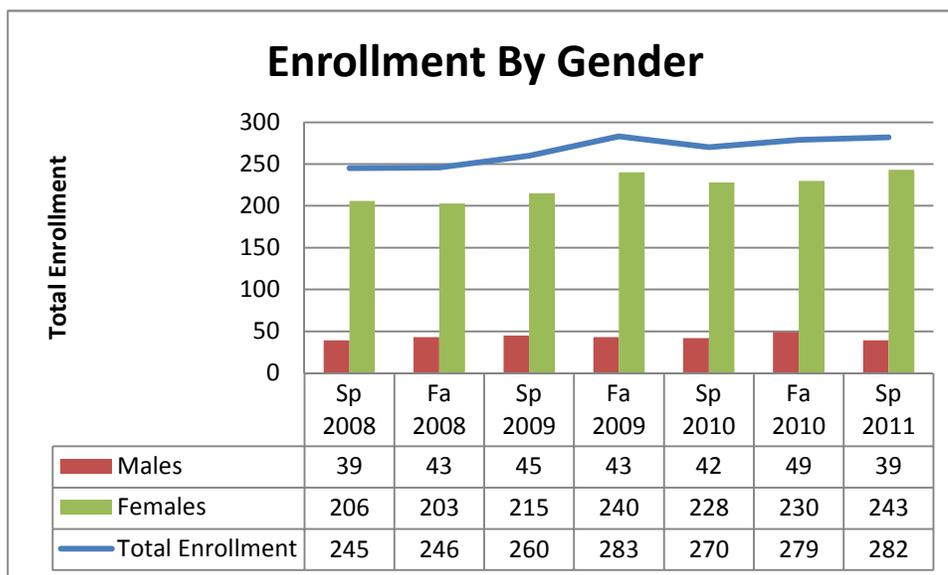
Adaptability is the process of modifying behavior as indicated to changing circumstances as evidenced by flexibility and accommodation of changing, evolving and unpredictable situations involving self, individuals, families, groups, and communities. Adaptability is the ability of the nurse to respond 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.

Progress: Males, Minorities, and English as Second Language (ESL) students are represented in College enrollment. Students during the 2010-11 year represented diverse gender, ethnic, and age groups. See Table IV and Chart I for enrollment by gender (data obtained from *SonisWeb*). Accurate data regarding ethnic background and ESL status has been difficult to obtain, as some students indicate “unknown” and/or do not specify ESL status (see *Product Evaluation* section and *Addendum* for more information on ESL status at LCN).

TABLE IV: LCN ENROLLMENT RATES BY GENDER

	SP 2008	Fa 2008	SP 2009	Fa 2009	SP 2010	Fa 2010	SP 2011
Total Enrollment	245	246	260	283	270	279	282
% Male	15.9%	17.5%	17.3%	15.2%	15.6%	12.1%	13.8%
% Female	84.1%	82.5%	82.7%	84.8%	84.4%	87.8%	86.1%

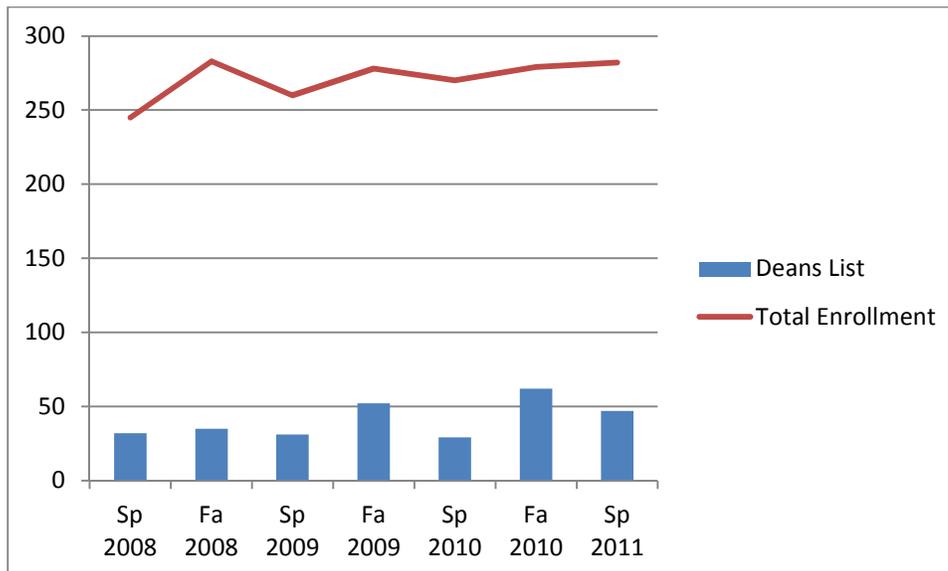
CHART I: LCN ENROLLMENT RATES BY GENDER



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 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.

Progress: *Excellence* is reflected in terms of the achievement of academic excellence in the quality of clinical performance and outcomes. Academic excellence is recognized by LCN in the form of honors. A student must earn a GPA of ≥ 3.6 on a 4.0 scale to qualify to be on the Dean's List. Retrospective data indicated some students on the Dean's List were failing NCLEX exams on first attempt.

CHART II: ENROLLMENT, DEAN'S LIST STATUS

Plan: The College will continue to monitor excellence as evidenced by student GPA, NCLEX pass rate, and Percent of Students on Dean's List.

In fall, 2008 LCN implemented the ATI Plan for Success. At the end of every semester ATI Content Mastery tests are taken by students to determine their readiness to progress in the nursing program, as well as to determine NCLEX-RN Success.

Progress: In the fall, 2008 semester 64% of students passed the first time with 95% successfully completing at the second time testing. The NCLEX pass rate for the students taking the NCLEX the first time in 2010-2011 was 89%.

Plan: Continue to implement the NCLEX-RN Plan for Success

Benchmark: All students will pass the content mastery exams with a Level 2 or 3.

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.

Progress: Student integrity in classroom and clinical setting is evaluated by compliance with the College Honor Code Policy and clinical practice standards. The Honor Code Policy requires students to sign a written pledge upon admission to the nursing program to the effect that their work will be done honestly. During the Fall 2010 semester, there was a report of collusion and creation of a comprehensive study guide for the RN Comprehensive Predictor, which is a graduation requirement. These students were given sanctions from the Dean of Nursing

Plan: Faculty Organization will annually review and/or revise policies and guidelines for examination administration. The *Turn-It-In* Plagiarism Prevention Module (www.Turnitin.com) is used to assist faculty in assessing plagiarism on written papers. The Academic Integrity Policy, which defines plagiarism, is outlined in the Faculty-Student Handbook. *Turn-It-In* training videos and written materials are available for new faculty and students (see LCN website). Expectations and use of this service is outlined in course syllabi.

Benchmark: There will be no violations of the College Honor Code Policy.

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

Progress: This new value captures how the College incorporates service learning into nursing courses. Faculty and students are encouraged to provide service to the community within the context of nursing courses or as volunteers. SGA on both campuses were involved in the community. Courses which provide Service Learning in the 2010-2011 academic year were:

TABLE V: SERVICE LEARNING ACTIVITIES

Course	Danville Campus	Charleston Campus
N301	Fair Oaks Health Fair	
N305	Community Baby Shower Fair Oaks Health Fair	Birth Companions
N308	Fair Oaks Health Fair	Health Fair
N404	Fair Oaks Health Fair	EIU Health Fair Wooly Worm Festival Blood Drive
N405	QI/Change Projects	QI/Change Projects
N408	Legacy Projects: Project Red, MILK, Raising Hope, Lucky Charm for YRFC, Alex's Lemonade Stand, Men in Nursing, Believe in Beginnings, Mitten Tree, TOYS.	Legacy Projects: Easter Baskets, Angel Tree, Cancer Baskets, Food for Haiti

Plan: for both campuses to be involved in Service Learning Projects

Benchmark: no designated benchmark at this time

Environmental Scan

Safety and Security. The Associate CEO monitors and reports security and safety incidents and/or issues.

Progress: No incidents reported for 2010-2011. Additional cameras were installed in Charleston with the building addition. The key fob system was also implemented at both campuses.

Plan: Continue to monitor the security and safety of the College. Stay in compliance with state and federal guidelines.

Benchmark: Remain in compliance with state and federal guidelines and have no reported incidents of breaches in safety or security.

Bylaws: Updated annually and published in Faculty Handbook.

Marketing

The goal of the College marketing efforts is to reach the greatest number of people through a variety of methods in order to increase enrollment and increase awareness of Lakeview College of Nursing.

Progress: The marketing priorities remain in the following ranking: 1. Basic BSN program, 2. LPN-BSN track, and 3. RN-BSN track. The target market for the program/tracks remains as follows: 1. College Students, 2. LPNs, RNs, and CNAs, and 3. High School Students.

Plan: The marketing plan utilizes a variety of approaches to share the mission of Lakeview. Face-to-face events as well as direct mail, telemarketing, e-mail, web, and other technologies are utilized to meet institutional goals.

Benchmark: Continue to meet the credit hours budgeted each semester.

Input Evaluation

Input evaluation examines the adequacy of all LCN resources, identifying barriers and constraints to the provision of appropriate and adequate resources for the college to be effective in achieving its goals and objectives. Budget & policy statements reflect the LCN commitment to the ongoing management of traditional and electronic program offerings. Data sources for measuring *Input Evaluation* include: budget reports, LCN Strategic Plan, LCN policies regarding initiation and management of programs, and committee minutes.

Table IX summarizes criterion defining *Input Evaluation*, data sources, methods, persons responsible, and frequency of review for the 2010-11 CAR. Questions regarding the *Input Evaluation* section of this report may be directed to persons listed under *Assigned Responsibility*.

TABLE VI: INPUT EVALUATION

Lakeview College of Nursing Program Evaluation Matrix				
Criterion	Data Source	Methods	Assigned Responsibility	Frequency of Review
<p>Input Component <i>Financial & physical resources</i></p> <p>Budget & policy statements reflect the LCN commitment to the ongoing management of traditional and electronically based program offerings.</p>	<ul style="list-style-type: none"> Budget reports LCN strategic plan LCN policies regarding initiation & management of programs Committee minutes 	<ul style="list-style-type: none"> Indicate how support for the development & management of traditional & electronic offerings is reflected in LCN budget. Document the LCN policies concerning the establishment, organization, funding, & management of traditional & electronic offerings. 	<ul style="list-style-type: none"> Appropriate committee Librarian Associate CEO 	Fall & Spring Semesters, Annually

The information reported was obtained from the *Human Resources Reports* prepared by the Associate CEO. The fulltime faculty number does not include the LCN Dean; some faculty members teach on both campuses.

Table X depicts staffing Fall 2010 through Summer 2011 for LCN-Danville (DAN) and LCN-Charleston (CHA) campuses:

**TABLE VII:
HUMAN RESOURCES: FACULTY, STAFF, ADMINISTRATION**

Campus	Term	Full Time	Temp. Full Time	Part Time	Teaching & Lab Assistants	Full Time		Total Employees	Total Faculty
						Full Time	Part Time		
		<i>Faculty</i>				<i>Staff & Administration</i>		<i>Total</i>	<i>Total</i>
DAN	Fa2010	10	2	13	1	9	2	37	26
CHA	Fa2010	9	3	9	5	0	1	27	26

Human Resources: Faculty and Staff are employed to accomplish the various administrative elements of the college's work, and are adequately prepared for their assigned duties. There is no specific benchmark with this CAP element. If it is determined that additional personnel are to be hired, the CEO and Associate CEO must approve and propose to the Board of Directors (BOD) for final approval. Interviews are arranged with an interview committee and a decision is forwarded to the Dean of Nursing, the CEO, and Associate CEO. New personnel are required to participate in a background check, sexual harassment training, and an orientation session.

Progress: Faculty inservices were held August 2010 and January 2011. The benchmark of student-faculty ratio in clinical settings of 1:10 was met, with most clinical groups have a 1:8 ratio as desired by the Illinois State Board of Nursing. The benchmark to have faculty expertise match classroom and/or clinical assignment was met.

Plan: Monitor workflow and continue to ensure that appropriate and adequate numbers of faculty are hired to meet the continuously increasing student enrollment.
Plan a staff retreat day each academic year.

Benchmarks: 1) Student-faculty ratio in clinical settings of 1:10
2) Faculty expertise matches classroom/clinical assignments.

Material Resources (Library, Information and Instructional Technology): staff consists of one full-time librarian (since January 2006). The LCN Librarian is also responsible for oversight of the LCN Computer Labs and Technology.

Progress: The Library offers a 28-station computer lab with printing capability for students on both the Danville and Charleston campuses, availability of a computer for every faculty member office at Danville and Charleston campuses. There are 4 computers and printing capability available in the student lounge on the Charleston campus for student use.

Scholar360 serves as the electronic platform for delivery of online and hybrid courses. *NoodleTools*, a bibliographic software program, is available to students. Ongoing *SonisWeb* training (i.e., accessing student records, schedules, financial aid records) is scheduled as needed. All LCN classrooms are equipped with instructional computers, LCD and digital overhead projection capability, DVD/VCR players. The *Einstein Clicker System* is available for faculty to utilize on both campuses; software is installed on all faculty and classroom computers. Additional software is available to students and faculty, including: *SPSS* statistical software, *Professor Nightingale Study Tips*, and *NCLEX 3500* software.

Plan: To increase in journal, textbook, and CD/video inventory assessment, replacement, and planned purchases for the library as the budget permits.

Benchmark: To offer >90% of library services of similar sized private, freestanding institutions.

College Literature: The college website is reviewed, revised, and updated on an ongoing basis for appropriateness, adequacy, and accuracy. Administrators, staff members, and faculty contribute to this process. Staff members proof the *Student and College Handbooks* to detect errors prior to publication.

Other: LCN began using simulated learning models in academic year 2007-08.

Progress: In spring, 2010 a faculty member on each campus (i.e, Danville: Steve Skimhorn, MSN, RN and Charleston: Rita Wallace, MSN, RN) were designated as METI Coordinators) receiving 4 contact hours or 96 clock hours for working with faculty and students in simulated situations. Approximately 3 faculty members per campus have received Meti training. The 2010-2011 academic year found additional courses utilizing METI-man.

Plan: to integrate METI MAN training as a part of faculty inservice week. Increase usage in LCN nursing courses, to maintain a log to track Meti-lab activity/use, and to develop policies and procedures for scheduling lab time.

Benchmark: Both campuses used the 96 clock hours for METI-Man experiences in Spring, 2010. Baby Meti was used on both campuses approximately 24 clock hours each (total=48 hours). A calendar for faculty to sign up for the use of METI-Man was created due to the increased usage of METI-Man in more courses.

TABLE VII: USE OF METI-MAN/METI-BABY BY CAMPUS

Simulator	Danville Campus	Charleston Campus
METI-Man	N210: Foundations of Nursing	N210: Foundations of Nursing
	N201: Health Assessment	N201: Health Assessment
	N301: Nursing Care of the Adult Client	N301: Nursing Care of the Adult Client
	N305: Nursing Care of the Childbearing Family N307: Patho-Pharm II	N309: Nursing Care of the Gerontological Client
	N403: Nursing Care of the Client with Complex Health Situations. N405: Leadership & Management	N403: Nursing Care of the Client with Complex Health Situations.
METI-Baby	N308: Nursing Care of the Childrearing Family	N308: Nursing Care of the Childrearing Family

Physical Space: Danville Campus Instructional Facilities and Resources.

Progress: no changes reported since 2009-10 CAR.

Plan: Continue to seek and use student input regarding improvements needed in campus instructional facilities and resources on both campuses.

Benchmark: Continued assessment of physical space every spring semester, annually.

Fiscal Resources

Progress: Required reports regarding students admitted, enrolled, and graduated were prepared by the Director of Enrollment/Registrar and submitted to the Integrated Postsecondary Education Data System (IPEDS) and the Illinois Board of Higher Education (IBHE). See *Process Evaluation* section of this report for more information on IPEDS. For the 2010-11 reporting year, the College established a number for *Total Credit Hours* as the benchmark for semester enrollment based upon the LCN-FY Budget, to depict a more meaningful benchmark.

Plan: *Total Credit Hours* is the basis for the College's fiscal year budget, therefore, it was proposed to use this figure as a measure for meeting enrollment goals. As a long-range discussion item, annual enrollment goal (long range) is 315-320 students or 9,800-10,000 credit hours.

Benchmark: Benchmark for completion and submission of all Federal and State reports was met.

Financial Aid is available to LCN students from a variety of sources.

Progress: The Student Financial Aid (SFA) office has seen an increase in applicants and earlier notification of the application results (the ISIR). This progress in part is due to ongoing communication with current and prospective students by the SFA office regarding the financial aid process, student aid programs and internal policies and procedures. Students have earlier financial aid "packaging" and "secured" funding in order to plan and prepare for their academic school year and thus better prepared for successful completion.

Plan: Staff will continue attending training opportunities offered by the Illinois Association of Student Financial Aid Administrators and the Department of Education via on-site, Webinars, and other online offerings. Staff will prepare reports as needed for federal and state scheduled program reviews in upcoming academic year. Staff will continue to seek information about scholarship opportunities; current Federal, State, and Veteran's Educational benefit programs as well as opportunities within the community to maximize funding possibilities for students.

Benchmark : Results of internal fiscal year audits, Illinois State audit, Veteran's Administration audit, all Federal-State program standard review, and Institutional criteria for student financial aid were met. The Benchmark for accurate audits with no institutional liability and increasing volume of students who complete the FAFSA as well as increase funding sources were met.

Financial Plan: Increased student enrollment has enabled the college to have a balanced for the FY2010. Benchmark of a balanced budget has been met.

Progress: No changes have been reported since the 2009-10 CAR.

Plan: Continue to monitor the FY budget and use input from faculty and staff in all future budget preparation.

Benchmark: Continue with a balanced budget.

Compensation and Benefits: The Associate CEO prepares a salary comparison sheet to guide the update of salaries. Benefits offered to all full time faculty, staff, and administrators include: Long Term Disability insurance, Life Insurance, 80-20% pay on health and dental insurance, and a retirement package (up to 5% employee match).

Progress: The Board of Directors approved the retirement match to increase to 5% effective January 1, 2011. Additionally, a salary increase of 3.5%.

Plan: During each fiscal year during the budget preparation process, current compensation/benefits for faculty and staff are reviewed.

Benchmark: Benchmark of “in accordance with similar institutions” was met.

Grants:

Progress: FY2010 (grant period July 13, 2009 through July 12, 2014): LCN applied for and received a capital grant, Independent Colleges Capital Program (ICCAP), through Illinois Board of Higher Education to build on to the Charleston Campus. The ICCAP provides private not-for-profit colleges and universities in Illinois with financial assistance for capital projects (Public Act 96-37, Section 25). The multi-year grant used a distribution formula based entirely on the fall 2008 student enrollment numbers. LCN received 23.8% of the \$1,000,000 in July 2010. The Charleston building project, estimated at \$1.6 million, 4,900 square foot expansion has been divided into two phases. Phase I focused on the east side of the building; a student study area, main office, restrooms, and a mechanical room, in addition to remodeling an existing classroom. Phase II of the project will include the addition of a nursing skills lab with a specialized section for the college’s human patient simulator, a classroom, faculty offices, and a conference/reference area.

Plan: pursue grant funding for special college needs and projects as opportunities arise.

Benchmark: Reviewed spring semester, annually. Continue to assess grant opportunities.

Off Campus Instructional Facilities and Resources (Clinical) reflect adequacy to meet and achieve course objectives for students on both campuses.

Progress Contracts with all clinical facilities meet the Health Information Portability and Accountability Act (HIPPA) privacy requirements. Ongoing evaluation from both faculty and students of the clinical facilities is both formal and informal. A clinical site evaluation tool is used and will continue to be used each semester. This tool enables faculty to make changes in facilities and clinical resources as needed.

Plan: Continue to evaluate adequacy of clinical facilities and resources each semester.

Charleston Campus Instructional Facilities and Resources

Progress: Classroom space is utilized at Sarah Bush Lincoln Health Systems (SBLHS) Educational Center and Eastern Illinois University (EIU). All classrooms (Charleston, EIU, and SBLHS) are “smart classrooms,” enabling faculty to have ready access to computers and printers, videos, CD/DVD equipment. The EIU bookstore carries LCN student textbooks, uniforms, and materials. The building addition on the Charleston campus created an additional classroom/computer lab. Ongoing assessment of cash flow, budget, and the receipt of state grant funds determine renovations or expansions on the Charleston campus.

Plan: Continue to evaluate the effectiveness of facilities and resources (facility and human) for the Charleston campus students and faculty each semester.

Benchmark: Equipment updated when necessary and as the budget allows.

Offices and computer availability for faculty are adequate for those on Danville and Charleston campus.

Progress: New computers have been purchased on a rotating basis to replace outdated computers in both the computer lab and faculty offices. Construction in the old building created one additional office, shifting the administrative team into the newly constructed area and opened an office for another full time faculty member.

Plan: The CEO, Dean, and Associate CEO will continue to assess and formulate plans to address the college’s needs, specifically for additional classroom space on Danville campus and Charleston campus.

Benchmark: Assess the cash flow and budget to allow for any renovations or expansion on either campus. Continue to assess the need for purchase of new computers as budgeted each fiscal year.

Campus facilities maintenance components are scheduled. Housekeeping/janitorial services are scheduled to maintain the daily, weekly, and overall cleanliness of campus facilities. Appropriate personnel/agencies perform the annual boiler inspection, elevator inspections, pest control, fire extinguishers, HVAC, copy machines, and security alarm system. Appropriate service contracts are planned for and purchased each year. Contracted grounds personnel maintain the upkeep of the College exterior grounds.

Progress: Inspections are annual, or as required.

Plan: The Associate CEO developed criteria by which to measure the “unforeseen maintenance expenses” element.

Benchmark: Findings from inspection reports are completed within the timeline stated. The “Preventative Maintenance” budget line item is monitored and does not exceed budgeted amount for the fiscal year.

Support Systems: At present time, student concerns/issues are heard and addressed by the Dean or appropriate committee/personnel. A suggestion box is available at each campus; suggestions are reviewed at Administrative Team meetings on a monthly basis.

Progress: Students can place suggestions in a suggestion box located on each campus. The suggestion boxes are checked and are reported to the appropriate personnel/department.

Plan: continue to check Suggestion Box at each campus, one time per month and a log of the suggestions will be documented.

Benchmark: responds to suggestions in subsequent 30 day period.

Legislative/Legal Resources. The College Board of Directors, Faculty, Staff, and Students are apprised, by legal counsel, of requirements impacting the college. The Board of Directors and/or CEO apprises State Legislators of college needs and/or concerns regarding pending legislation.

Progress: There was no litigation against LCN during the last academic year.

Plan: Continue to monitor and update policies, procedures, and practices to assure compliance with all local, state, and federal laws. Information will be reported in annual CAR.

Benchmark: No litigation against LCN.

Historical Resources. The College and the *Lakeview School of Nursing Alumni Organization* archive the historical resources of the college. The Alumni Organization office is located on the second floor of the college.

Progress: The Alumni Organization continues to work on an ongoing basis to organize the items that come into the Alumni Office. Lakeview School of Nursing graduating class composites were updated to include classes from 1921, 1922, 1937-1989. Pictures of the first male graduate and first black American graduate have been added to the pictures. The first floor south and west hall and west been designated as Alumni Hall for Lakeview School of Nursing memorabilia. Student uniforms from 1894 and 1988 are on display in the entryway into the building.

Plan: to continue to encourage alumni to be involved in archiving historical resources; items will be accessible, as appropriate.

Benchmark: no benchmark established for this criteria.

Policies. College policies are reviewed and revised on an ongoing basis by the Administrative Team. A policy revision form serves to document requests and changes made. The *Faculty and Student Handbook/Catalog* are revised on an annual basis to incorporate any changes in the college policies. College Policies are in compliance with Family Education Right to Privacy Act (FERPA), Gramm-Leach-Bliley Act (GLB), and the Americans with Disabilities Act (ADA).

Equal Employment Opportunity (EEO) regulations. Former and current versions of policies and *Student Handbook/Catalog* are maintained by the Marketing and Recruitment Dept.

Progress: Policies were reviewed/revised in Administrative Team Meetings throughout the 2010-11 calendar year.

Plan: Continue ongoing review/revision of policies.

Benchmark: The benchmark requiring 100% compliance with the law and regulations was met.

Faculty Policies are located in the *LCN Faculty Handbook* and the *College Policy Manual*. Faculty members review and revise policies as needed.

Progress: Policies were reviewed, revised on an ongoing basis 2010-11 academic year.

Plan: Continue ongoing review/updating of staff policies.

Benchmark: The benchmark requiring 100% compliance with the law and regulations was met.

Grievance Policies are located in the *LCN Faculty Handbook* and the *College Policy Manual*. Faculty members review and revise policies as needed.

Progress: The Grievance policy for Faculty/Staff was reviewed and updated Fall 2009.

Plan: Continue ongoing review and revision of staff policies.

Benchmark: The benchmark requiring 100% compliance with the law and regulations was met.

Staff Policies are reviewed, revised, and/or eliminated as needed by the Administrative Team on an ongoing process.

Progress: Policy manual review began in Spring 2010 and is ongoing.

Plan: Continue ongoing review and revision of staff policies. Work with Faculty during the revision of appropriate policies.

Benchmark: The benchmark requiring 100% compliance with the law and regulations was met.

Student Policies are evaluated and updated on an ongoing basis by the Administrative Team and various college committees. All student policies are printed in the *Student Handbook*, which is reviewed, and revised as needed each year. Student Policies are in compliance with the Family Education Right to Privacy Act (FERPA), Gramm-Leach-Bliley Act (GLB), and the Americans with Disabilities Act (ADA).

Progress: The *Student Handbook* is available online through the LCN website.

Plan: Continue ongoing review and revision of student policies. Work with Faculty, as appropriate, during the revision of policies.

Benchmark: The benchmark requiring 100% compliance with the law and regulations was met.

Process Evaluation

Process evaluation examines the adequacy of the College Educational processes. Process evaluation involves the review of faculty-written evaluations of own courses that are then reviewed by the Curriculum Committee. Curriculum is based on a sequentially & logically organized plan which is internally consistent & reflects standards for professional nursing.

Table XII summarizes criterion defining *Process Evaluation*, data sources, methods, persons responsible, and frequency of review for the 2009-10 CAR. Questions regarding the *Process Evaluation* section of this report may be directed to persons listed under *Assigned Responsibility*.

TABLE IX: PROGRAM EVALUATION

Lakeview College of Nursing Program Evaluation Matrix				
Criterion	Data Source	Methods	Assigned Responsibility	Frequency of Review
<p>Process Component Curriculum</p> <p>Curriculum is based on a sequentially & logically organized plan which is internally consistent & reflects standards for professional nursing.</p>	<ul style="list-style-type: none"> Organizing framework Course approval forms AACN & specialty standards Biannual course review form Curriculum Committee minutes 	<ul style="list-style-type: none"> Identify standards used to derive the curriculum Explain how professional nursing standards & guidelines for practice are used to make choices about curricular content Provide rationale for the logic & sequence used in formulating the curriculum Describe how the curriculum supports the organizing framework & reflects standards of the profession. 	<ul style="list-style-type: none"> Curriculum Committee 	<p>Every 2 years & as the program is modified.</p>

Curriculum Evaluation

The LCN Curriculum Committee formally evaluates the curriculum every two years. Goals of the Curriculum committee are to:

- Identify standards used to derive the curriculum
- Explain how professional nursing standards & guidelines for practice are used to make choices about curricular content
- Provide rationale for the logic & sequence used in formulating the curriculum
- Describe how the curriculum supports the organizing framework & reflects standards of the profession.

Committee activity is captured in meeting minutes. Curriculum evaluation began Spring 2007. A summary of 2010-11 activity, provided by the Curriculum Committee Chair follows:

CURRICULUM COMMITTEE ACTIVITY: 2010-2011

Progress: The AACN Ad hoc committee prepared and presented information for the CCNE visit in October 2010. A response team composed of curriculum committee members was formed to respond to the concerns raised by the CCNE visit in January 2011. The committee reviewed the student handbook and made recommendations for changes. The committee also revised the level objectives which will be implemented in the Fall 2011. Accreditation was achieved from AACN/CCNE, after submitting the responses to their concerns. The handbook, curriculum objectives, curriculum outcomes, and competencies were completed and updated this year.

The RN/BSN Completion Program is up and running. The committee has received feedback from the completion students. The recommendations have been taken into consideration and changes have been made which will take effect with the next cohort of RN/BSN completion students. Practicing RN/BSN completion students will have field experience hours instead of clinical hours, approximately 48 hours will be required for clinical courses.

Guidelines were established for classes: in class, hybrid, and on-line course. In class cannot have more 20% of the content on-line, on-line is all on-line, and hybrid is not more than 50% actual contact time is on-line. The course descriptions should reflect the type of class that students are enrolled in. A number will be assigned to help students identify the type of class when enrolling for a course.

Plan: The committee plans to review the models of nursing used within the curriculum for the 2011-2013 school years. This will be followed by a complete curriculum review with the next five years.

Benchmark: Agreement by 100% of the faculty to incorporate the revised level objectives into the course syllabi by Fall 2011.

Respectfully submitted,
Charlotte S. Connerton, RN, MSN, Curriculum Chairperson
August 9, 2011

Student Admission, Progression, & Graduation

The LCN Admissions committee meets to discuss and evaluate admissions criteria. LCN uses the HESI A2 as a scholastic aptitude assessment as one component of the selection process for admitting students. Screening qualified candidates for college admission is crucial for best matching of available resources to individuals with a minimum level of ability relevant to program study requirements. The goal is to predict those candidates with the highest likelihood of academic success in a future area of study.

The HESI A2 consists of seven academic exams, as well as a personality profile that helps identify the individual applicant's learning style.

ENGLISH

Reading Comprehension
Vocabulary and General Knowledge
Grammar

MATH

Basic Math Skills

SCIENCE

Biology
Chemistry
Anatomy & Physiology

PERSONALITY STYLE

Personality Profile
Learning Style

Integrated Post-Secondary Data System (IPEDS) Reports can be obtained from the Director of Enrollment/Registrar. The completion of all IPEDS surveys is mandatory for all institutions that participate or are applicants for participation in any Federal financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended; the completion of the surveys is mandated by 20 U.S.C. 1094, Section 487(a)(17) (NCES, 2008). Matriculation, attrition, retention, and graduation rates are depicted in Table XIII.

TABLE X:

MATRICULATION, ATTRITION, RETENTION, & GRADUATION RATES

ACADEMIC YEAR	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2009-2009	2009-2010	2010-2011
MATRICULATES	24	45	54	103	138	130	147	149	138	148
ATTRITION	5 (21%)	10 (22%)	7 (13%)	19 (18%)	10 (7%)	17 (13%)	26 (18%)	24 (16%)	21 (15%)	23 (15%)
RETENTION	19 (79%)	35 (78%)	47 (87%)	84 (82%)	128 (93%)	113 (87%)	121 (82%)	125 (84%)	117 (85%)	125 (84%)
GRADUATION	19 (79%)	35 (78%)	47 (87%)	84 (82%)	128 (93%)	113 (87%)	120 (81%)	62 (41%)	116 (84%)	25* (17%)

*This number is reflective of the 2010-2011 admission class and will be updated.

Data Source: Office of Registrar

Progress: Admissions Committee continues to use an *Admissions Rating Scale* (developed in 2007). Admission GPA remains 2.5.

Plan: continue to monitor progression and retention via IPEDs reporting.

Benchmark: Benchmark of $\geq 85\%$ retention was not met. Retention for 2010-2011 was 84%.

Faculty & Staff Development. The *Professional Development Committee* organizes faculty development activities according to needs expressed via needs assessment.

Progress: The Lakeview College of Nursing Professional Development Committee encourages faculty members to participate in a lifelong learning experience. As a result, faculty members attend scheduled meetings which include teaching in-services to improve their skills in education, communication and interpersonal relationships with students and each other. Faculty members have an obligation to attend these opportunities for professional growth. They are also encouraged to seek out additional experiences that will improve the quality of teaching they provide to Lakeview students.

In 2011, committee work related to the professional guidelines of Lakeview included the review and editing of the Faculty Handbook for the college. Committee members were assigned sections of the handbook for review and suggestions. Ultimately, the entire handbook with all edits was provided to the Dean of Nursing, who then had the new edition approved and printed.

Several faculty members presented their academic portfolios along with a request for promotion to Assistant Professor. Committee members reviewed each portfolio, after which the Chair of the Committee signed off on approval for the promotion. This in turn was sent to the Board of Directors who then approved each of these promotions.

Networking activities were scheduled including a springtime luncheon and shopping trip. During these trips faculty members were given the opportunity to become familiar with each other outside of the college, and to share experiences and network with other Lakeview educators.

The committee met at the end of the year before the annual Christmas party to discuss upcoming workshop educational opportunities for faculty members and to plan in-services throughout the rest of the year. The January faculty day in-service was planned with presentations of effective teaching strategies shared by faculty members being scheduled. The committee is also now responsible for coordinating Research Day during the Spring and Fall semesters beginning with the year 2012, and the agenda details were discussed. Continued meetings will be scheduled throughout the year.

Plan: The committee works with the Dean to provide program(s) during faculty retreat weeks in fall and spring to assess faculty needs and plan programming accordingly during the 2010-11 academic year, and seeks input from Faculty Organization regarding specific development needs for upcoming academic year.

Benchmark: one activity per semester was met.

Evaluation of Administrators, Faculty, Staff. The Dean evaluates all faculty members with input from the faculty member being evaluated, her/his peers, and students. The CEO, Dean of Nursing, and/or Associate CEO evaluate LCN staff members.

Progress: All faculty and staff were evaluated during 2010-11. All student evaluations for the classroom were numerically scored to determine if LCN was meeting the benchmark of 80% students satisfaction. Faculty whose overall factor score was below 4.0 or who had specific items on the student evaluation form were contacted to make an action plan (goals and objectives) to improve their score.

Plan: The faculty *Professional Development Committee* will evaluate need for specific programming to assist faculty to improve instructional and testing techniques.

Student Government Association (SGA):

Charleston SGA 2010 to 2011:

The Charleston SGA met on a Monthly basis throughout the year. During the Fall and Spring semester the officers met on a monthly basis. Each semester the SGA sponsored a clothing sale as a money making project.

The SGA is in charge of Mentor/Mentee program. The President and officers are in charge of assigning the mentors and mentees. The SGA also planned 3 mentor/mentee meetings per semester. Food and team games such as Einstein questions and NCLEX questions.

Submitted by

Elaine (Bunnie)Roberts RN, MS, CNE.

SGA Faculty Representative

Danville SGA 2010-2011:

January started off with new officers getting acclimated to their positions and setting up priorities for the coming year.

1. "Doctors In Hours" set up for new students to meet with upperclassman in the SGA to answer any questions new students might have.
2. Dean Wheeler hosted Breakfast with Dean in January.
3. Donations taken for Relay for Life
4. Clothing orders are on going
5. Rhys Haydon (President of SGA) attended NSNA conference and was elected Director of National Student Association. He will or has attended meetings in New York in June and one will be held in Memphis, TN in October as part of his duties.
6. The SNA bylaws were worked on and submitted to Dean Wheeler.
7. Buffalo Wild Wings fundraisers have taken place.

- 8. Lakeview College selected to commit to new Red Cross program out of 12 schools nationwide. More details to come.
 - 9. Ideas for new T-shirts have been explored.
 - 10. Fundraisers are still ongoing.
 - 11. The Buffalo Wild Wings Fundraiser – raised \$241 last time in August so more are to be held.
 - 12. New Bylaws for SGA were worked on and accepted.
 - 13. Certain members of SGA attended SNAI conventions one in Springfield Nov 18 and the other in Memphis Oct 26.
- Submitted by Mary Margaret Barkley, Danville SGA Faculty Representative

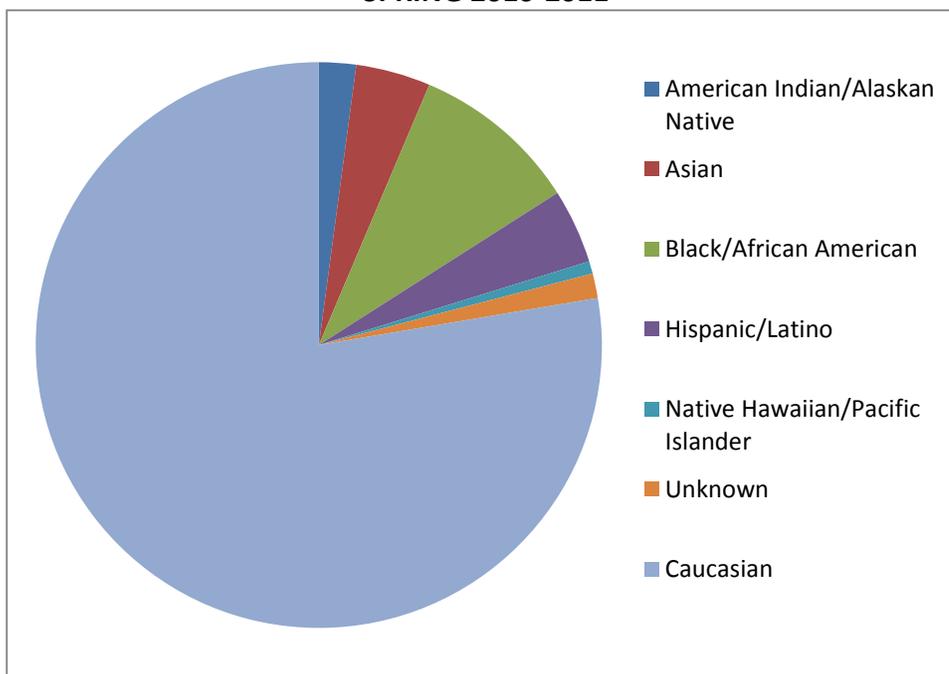
TABLE XI: LCN ENROLLMENT BY ETHNICITY

The following data was provided by the Director of Enrollment:

LCN ENROLLMENT BY ETHNICITY									
	SP06-07	F06-07	SP07-08	F07-08	SP08-09	F08-09	SP09-10	F09-10	SP10-11
Total Enrollment	233	253	245	246	260	283	270	278	280
American Indian/Alaskan Native	2	2	3	3	2	3	5	4	6
Asian	24	28	22	18	20	22	15	21	12
Black/African American	43	41	37	49	31	42	32	31	27
Hispanic/Latino	8	8	6	8	4	4	5	6	12
Unknown	3	8	1	0	1	0	3	1	4
White	153	166	176	168	202	212	210	215	219

Data source: SonisWeb

**CHART III: LCN ENROLLMENT BY ETHNICITY
SPRING 2010-2011**



Product Evaluation

Product evaluation examines the outcomes of the nursing program, whether the program has met the needs of those it serves, and what the program has attained. This is accomplished by looking at preparation for and outcomes of the licensure examination and through surveys of graduates to obtain their views on the adequacy of their nursing education and survey of employers of graduates to obtain views on graduates' preparation for professional nursing practice. Surveys & other data sources reflect the achievement of graduates of traditional, electronically based, & hybrid programs and provide evidence of program effectiveness. See Table XV for a description of Product Evaluation components.

TABLE XII: PROGRAM EVALUATION MATRIX-PRODUCT

Lakeview College of Nursing Program Evaluation Matrix				
Criterion	Data Source	Methods	Assigned Responsibility	Frequency of Review
<p>Product Component <i>Performance</i></p> <p>Surveys & other data sources reflect the achievement of graduates of traditional, electronically based, & hybrid programs & provide evidence of program effectiveness.</p>	<ul style="list-style-type: none"> • Performance at end of program capstone experiences • Graduation rates • Licensure rates • Student, alumni, & employer surveys • Data Action & Data Tracking Forms 	<ul style="list-style-type: none"> • Describe student & graduate performance measures that are used by the program to indicate success in meeting the program mission, goals, & objectives. • Describe how results in aggregate form are used to change or improve the program • Provide surveys & data forms • Document licensure pass rates • Document attrition & graduation rates 	<ul style="list-style-type: none"> • Dean • Director of Assessment • Registrar 	Annually

Adapted from: Suhayda, R. & Miller, J.M. (2006). Optimizing evaluation of nursing education programs. *Nurse Educator*, 31(5), 200-206.

Student Outcomes

LCN data suggests there is a significant amount of student body diversity. While the numbers fluctuate between ethnicity, LCN consistently has a diverse student body as reflected in Table XI (page 31). Research shows that students who speak English as a Second Language (ESL) struggle through nursing programs; barriers to success include communication, writing, and test taking abilities (Guhde, 2003; Jalili-Grenier & Chase, 1997

<http://www3.interscience.wiley.com/journal/119155632/abstract?CRETRY=1&SRETRY=0-c1>).

Curriculum and retention efforts are continually reviewed to improve the LCN retention rate, while simultaneously ensuring that students are ready for the NCLEX success. LCN data suggests the majority of students who have been academically dismissed represent a high percentage of ESL students; data will be presented in this section of the report. Data reported on student outcomes was obtained through the Admission and Records Office-Office of the Registrar using data from *SonisWeb*.

Assessment Technologies Institute (ATI) Testing

ATI is an assessment and remediation company serving schools of nursing nationwide. LCN has utilized ATI services since December 2005. ATI specializes in Internet based, nationally standardized assessments in entrance screening, critical thinking, content mastery, and National Council Licensure Examination (NCLEX[®]) preparation. LCN students participate in the ATI *Comprehensive Assessment and Review Program*, which assesses strengths, weaknesses, and provides a customized study plan which helps increase the likelihood of successfully passing state board exams (NCLEX) on the first attempt. ATI provides tools for immediate, focused remediation and reassessment. ATI tests follow the most current NCLEX blueprint; the content and format simulates the state board exams. The ATI testing program is overseen by the Director of Assessment.

Components of the ATI Comprehensive Assessment & Review Program include:

Entrance/Orientation

- Self-Assessment Inventory
- Critical Thinking Assessment---Entrance
- Quest for Academic Success Review Guide

Content Mastery Series

- Eight proctored specialty assessments
- Clinical specialty review modules
- Internet-based, non-proctored student assessments for practice & remediation
- ATI-PLAN DVD series with 28+ hours of content review

NCLEX Preparation/Exit

- Proctored Comprehensive Predictor of NCLEX success
- Non-Proctored Comprehensive Assessment: 200 questions with 800 rationales
- Ready-Set-RN NCLEX Preparation and Review Guide
- Critical Thinking Assessment---Exit

The Lakeview College Assessment Plan (CAP) and information about ATI testing services is outlined in the *Student Handbook*. All Lakeview students must register and maintain an active ATI account.

Timed, proctored ATI Testing is offered following these curricular points:

- | | |
|----------------------------|---------------------------|
| ▪ Medical-Surgical Nursing | ▪ Mental Health |
| ▪ Maternal-Newborn | ▪ Pharmacology |
| ▪ Nursing Care of Children | ▪ Community Health |
| ▪ Fundamentals | ▪ Leadership & Management |

Additional testing is offered as described:

RN Comprehensive Predictor (offered as a pre-test and post-test in N408; proctored)

Critical Thinking Entrance & Exit Exams (offered in N200 & N408; proctored)

Self Assessment Inventory (offered in N206); non-proctored test.

Timed, computerized testing allows students the opportunity to experience what the NCLEX exam will be like, before the actual NCLEX test. Some ATI test questions are posed in alternate item formats (e.g., multiple choice, matching, labeling drawings, etc.), similar to the NCLEX. Students are given practice codes to use prior to taking each proctored exam. Customized study plans are available for all students following each exam. Reports may be accessed by faculty members upon completion of each proctored exam. Aggregate results are evaluated and action plans developed with the Dean and course coordinators each semester. ATI uses two major frameworks for measurement: norm reference and criterion referenced approaches, which have been described in previous CARs.

Predicted Probability of Passing NCLEX tables, contained in *RN Comprehensive Predictor* reports, indicate a student's likelihood of passing the NCLEX. Students are required to participate and pass a *Kaplan NCLEX Review Course* before graduation.

Proficiency Level: To be classified at a given proficiency level, it is necessary for a student to attain a criterion-referenced cut score associated with that level (see *Student Handbook*). LCN students are required to achieve proficiency level 2 or 3 to pass nursing courses requiring ATI proctored testing. ATI Proficiency Levels are described in Table XVI:

TABLE XIII: ATI PROFICIENCY LEVELS

<p>LEVEL 3: Performance meeting proficiency level 3 indicates student:</p> <p>Is very likely to exceed NCLEX standards in this content area Demonstrates a higher than expected level of knowledge in this content area that confidently supports academic readiness for subsequent curricular content. Exceeds most expectations for performance in this content area. Demonstrates achievement of a level of competence needed for professional nursing practice in this content area that exceeds most expectations. Students are encouraged to engage in continuous focused review to maintain and improve knowledge of this content.</p>
<p>LEVEL 2: Performance meeting proficiency level 2 indicates student:</p> <p>Is fairly certain to meet NCLEX-RN standards in this content area Demonstrates a level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content. Exceeds minimum expectations for performance in this content area. Demonstrates achievement of a satisfactory level of competence needed for professional nursing practice in this content area.</p>
<p>LEVEL 1: Performance meeting proficiency level 1: indicates a student:</p> <p>Is likely to just meet NCLEX-RN standards in this content area. Demonstrates the minimum level of knowledge in this content area required to support academic readiness for subsequent curricular content. Meets the absolute minimum expectations for performance in this content area. Demonstrates achievement of a minimal level of competence needed for professional nursing practice in this</p>

content area.
BELOW LEVEL 1: Performance below Proficiency level 1: indicates a need for thorough review of this content area. Students are strongly encouraged to develop and complete an intensive plan of focused review.

Critical Thinking. Beginning January 2007, the College began administering the ATI *Critical Thinking Entrance Exam* to students enrolled in N200 (Theories and Issues in Nursing). In May 2008, the *Critical Thinking Exit Exam* was offered for the first time, to graduating seniors enrolled in N408 Senior Seminar. The exam assesses the following areas:

- | | | |
|-------------------|---------------|------------------|
| ▪ Self-regulation | ▪ Explanation | ▪ Inference |
| ▪ Evaluation | ▪ Analysis | ▪ Interpretation |

Students are asked to place a copy of *Critical Thinking* exam scores in their student portfolio, to identify areas for improvement, and to set goals to align with each topic area. These goals are to be referred to, and updated throughout the program. The *ATI Critical Thinking Exit Exam* has permitted analysis of percent change in critical thinking, from entrance to exit. Entrance Exam results have been used to identify potentially at-risk students for early intervention. LCN scores have indicated students tend to score low in the category of inference, which is defined by ATI as the ability to formulate hypotheses and draw conclusions based on pertinent data.

Progress: Since the *Critical Thinking Entrance Exam* was first administered in January 2007, a total of 67 students have taken both the *Critical Thinking Entrance and Exit Exam* (entrance score mean: 71.9%, median 72.5%, range 50%-90.0%; exit score mean: 75%, median 75%, range 47.5%-92.5%). Thirty-nine of the 67 students (58%) showed improvement in critical thinking on the exit exam (range: 2.5%-20%), while eighteen of the 67 students (27%) showed a drop in critical thinking; ten of the 67 students (15%) showed no change in scores on exit. A table summarizing January 2007-September 2009 entrance/exit scores, and percent change was provided in the 2008-09 CAR. Since September 2009, four students completed the *Critical Thinking Entrance Exam* and no additional students have completed the *Critical Thinking Exit Exam*.

Plan: Determine reasons why the *Critical Thinking Entrance and Exit Exams* are not being administered and whether administration of exams should be continued.

Benchmark: 68.1% (ATI Individual Mean, National). The national mean is the average of the composite scores of all test takers (within a specified sample from the ATI data pool) for this assessment. The ATI national mean includes all program types (i.e., Bachelor's, Associate's, Diploma degree programs).

Benchmark status: the *Critical Thinking Entrance and Exit Exams* have not consistently been administered on either campus during the 2010-2011 academic year. Of the 21 students on the Danville Campus who took the *Critical Thinking Entrance Exam*, 68.0% (ATI Individual Mean, National) resulted. Of the 28 students on both campuses that took the *Critical Thinking Exit Exam*, 70.3% (ATI Individual Mean, National) resulted on both campuses.

National Council of State Boards of Nursing (NCSBN) Report

The College subscribes to NCSBN reports which are received bi-annually (reporting periods are Oct-Mar; Apr-Sep). Reports are compiled and shared with the College BOD, Administrative Team, and Faculty members.

- NCSBN reports provide descriptions of LCN graduate performance on NCLEX (1st time test takers) compared to other programs (i.e., Bachelor's, Associate's, and Diploma programs) regionally & nationally.
- Percentile ranks compare median performance of grads with that of a comparison group. Ex: % rank of 84 means performance level of 84% of grads in reference group was \leq to the median performance of LCN grads.

Four main sections of the NCSBN report include:

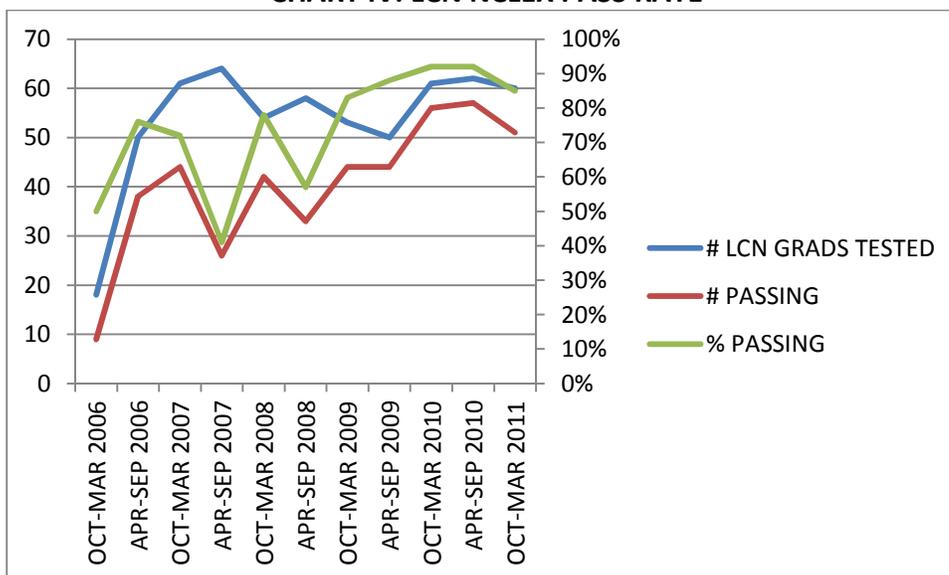
- ✓ Summary Overview
- ✓ *NCLEX–RN Test Plan Report (i.e., Client Needs)*
- ✓ Content Dimension Reports (i.e., *Nursing Process, Categories of Human Functioning, Health Alterations, Wellness/Illness Continuum, Stages of Maturity, Stress/Adaptation/Coping*)
- ✓ Test Duration-Test Plan Performance Report.

A brief summary of each section will be reported. Full NCSBN reports are available upon request from the Director of Assessment.

NCSBN: Summary Overview

NCLEX-RN® Pass Rate: The NCLEX-RN pass rate represents first-time takers and is calculated for the graduating class of students who graduated in December and May of the academic year. NCLEX-RN pass rates are used to determine areas for program improvement pertaining to admission, progression, and graduation requirements; academic advising, academic enhancement, tutoring needs (e.g. “bootcamp” lectures), and curriculum revision. NCLEX-RN pass rates, October 2005-March 2010 are summarized in Chart IV.

CHART IV: LCN NCLEX PASS RATE

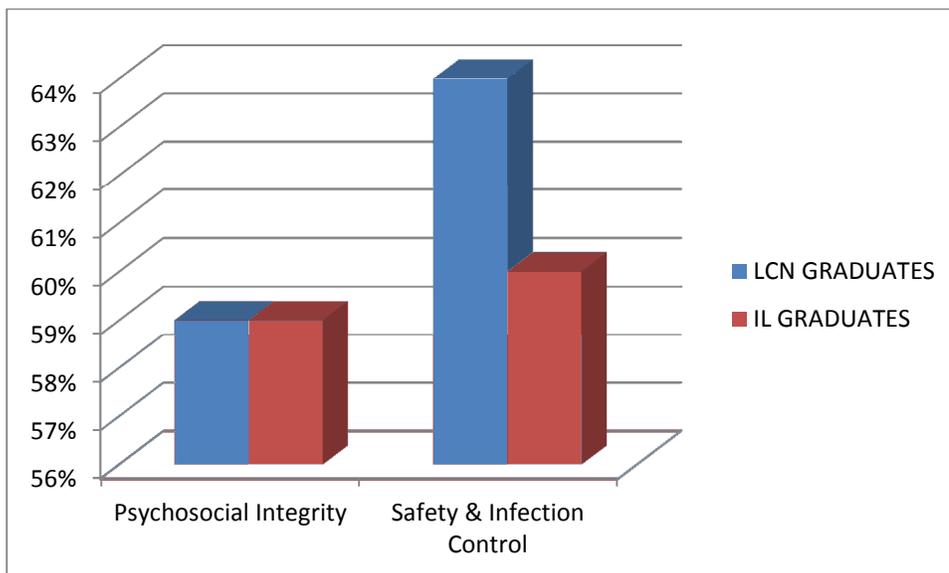


*Data Source: National Council of State Boards of Nursing

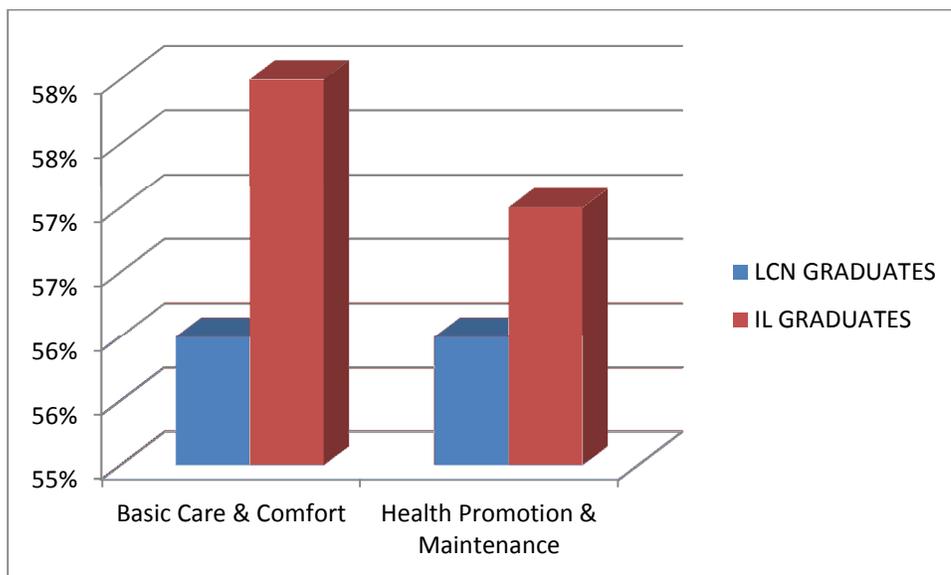
NCSBN: NCLEX–RN Test Plan Report

The following charts represent a comparison of LCN graduates to IL graduates in BSN programs for each specific part of the NCLEX-RN test plan.

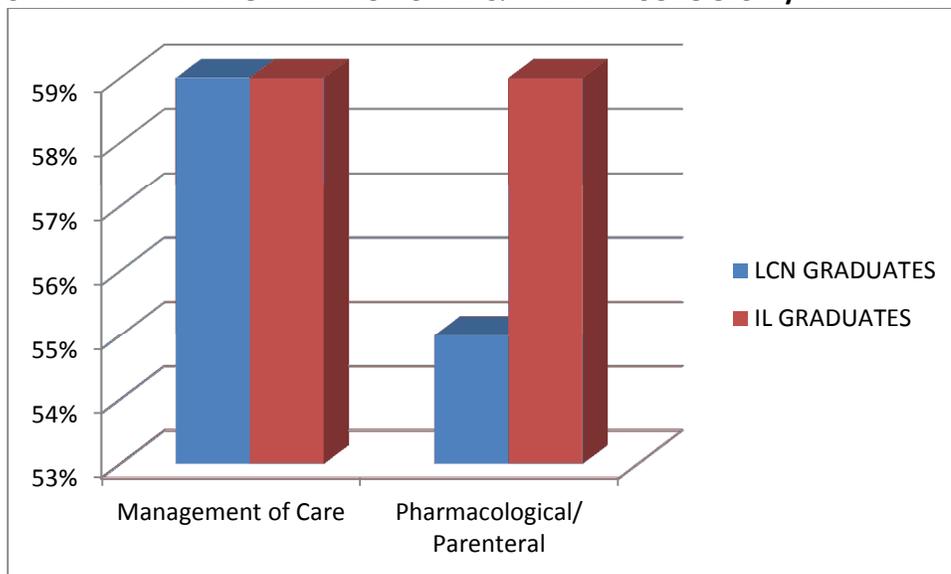
CHART V: PSYCHOSOCIAL INTEGRITY/SAFETY/INFECTION CONTROL



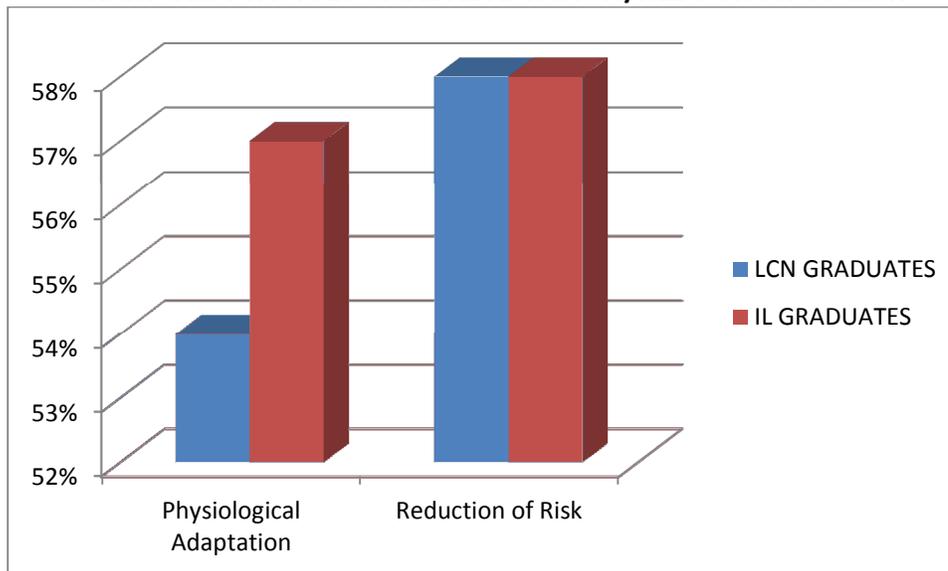
*Data Source: National Council of State Boards of Nursing

CHART VI: BASIC CARE & COMFORT/HEALTH PROMOTION/MAINTENANCE

**Data Source: National Council of State Boards of Nursing*

CHART VII: MANAGEMENT OF CARE & PHARMACOLOGICAL/PARENTERAL

**Data Source: National Council of State Boards of Nursing*

CHART VIII: PHYSIOLOGICAL ADAPTATION/REDUCTION OF RISK

*Data Source: National Council of State Boards of Nursing

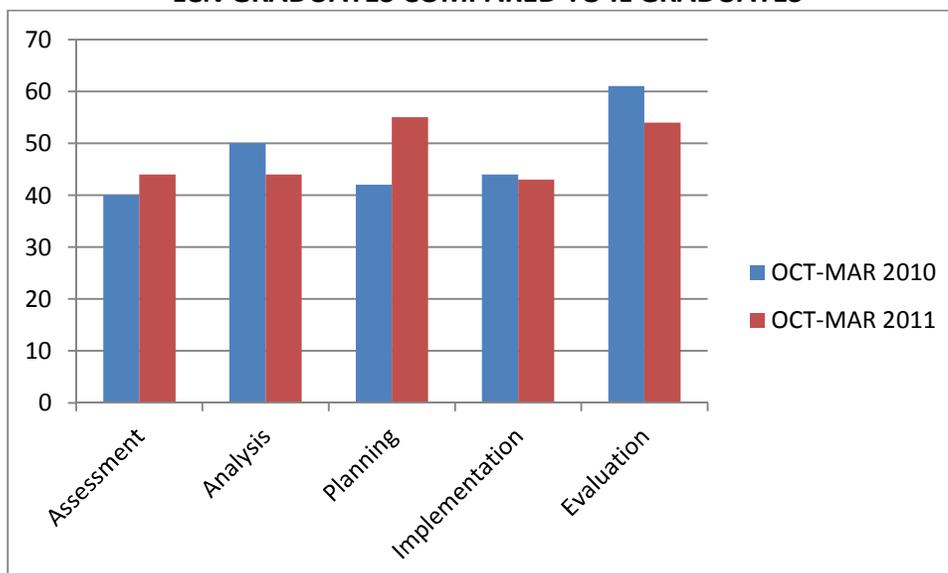
NCSBN: Content Dimension Reports

The following chart represents LCN graduates to Illinois graduates in BSN programs for nursing process reflected within the NCLEX-RN test plan.

Content Dimension Reports will be depicted separately, in bar charts, and will include the following topics: *Nursing Process, Human Functioning, Health Alterations, Wellness-Illness Continuum, Stages of Maturity, and Stress, Adaptation, Coping.*

Nursing Process

**CHART IX: NURSING PROCESS
LCN GRADUATES COMPARED TO IL GRADUATES**



*Data Source: National Council of State Boards of Nursing

Human Functioning

The following topics pertaining to human functioning will be depicted in subsequent charts:

- Protective functioning
- Sensory-perceptual functions
- Comfort, Rest, Mobility
- Nutrition
- Growth, Development
- Fluid, Gas Transport
- Psychosocial-Cultural Functions
- Elimination

These charts are a comparison of LCN performance on each content area for each academic year, beginning in 2008 through the present.

Data Source: for all charts: National Council of State Boards of Nursing.

CHART X: HUMAN FUNCTIONING I

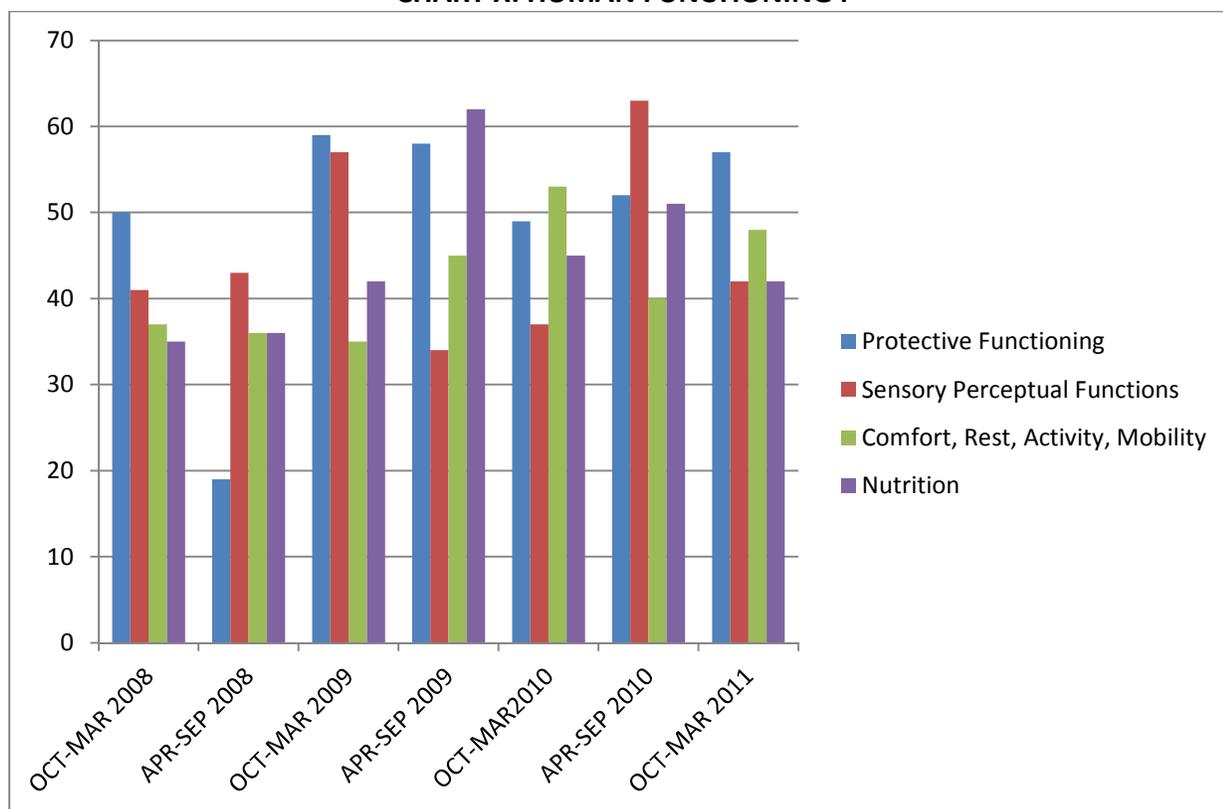
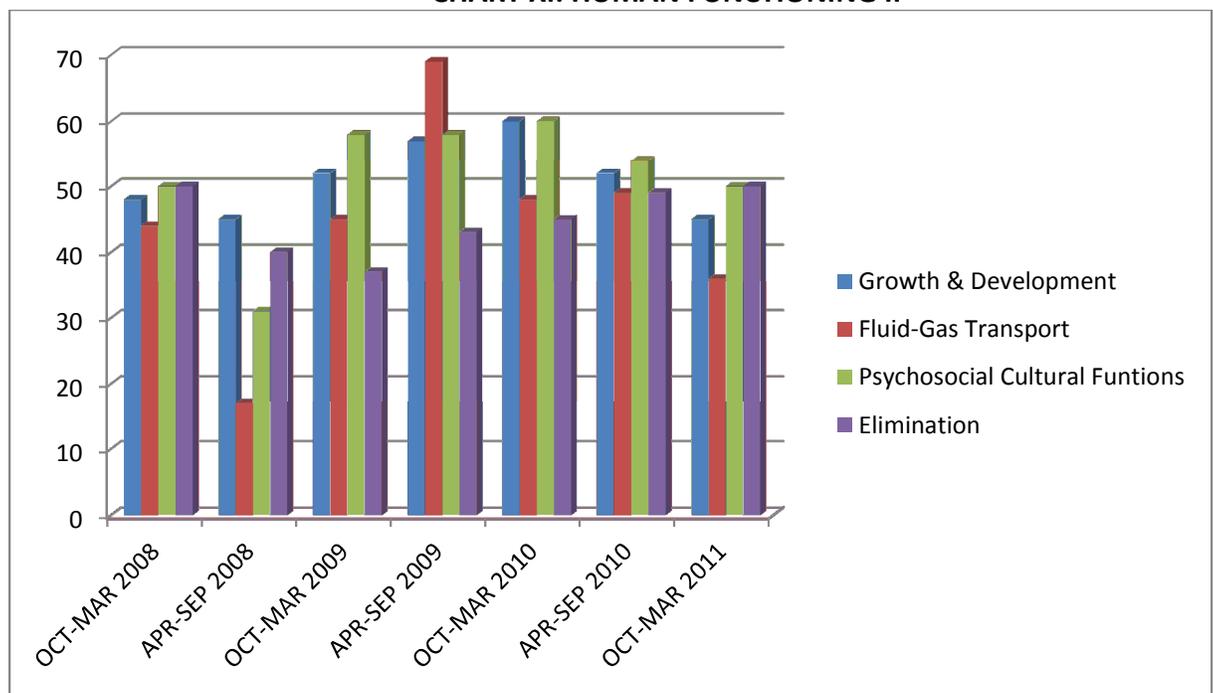
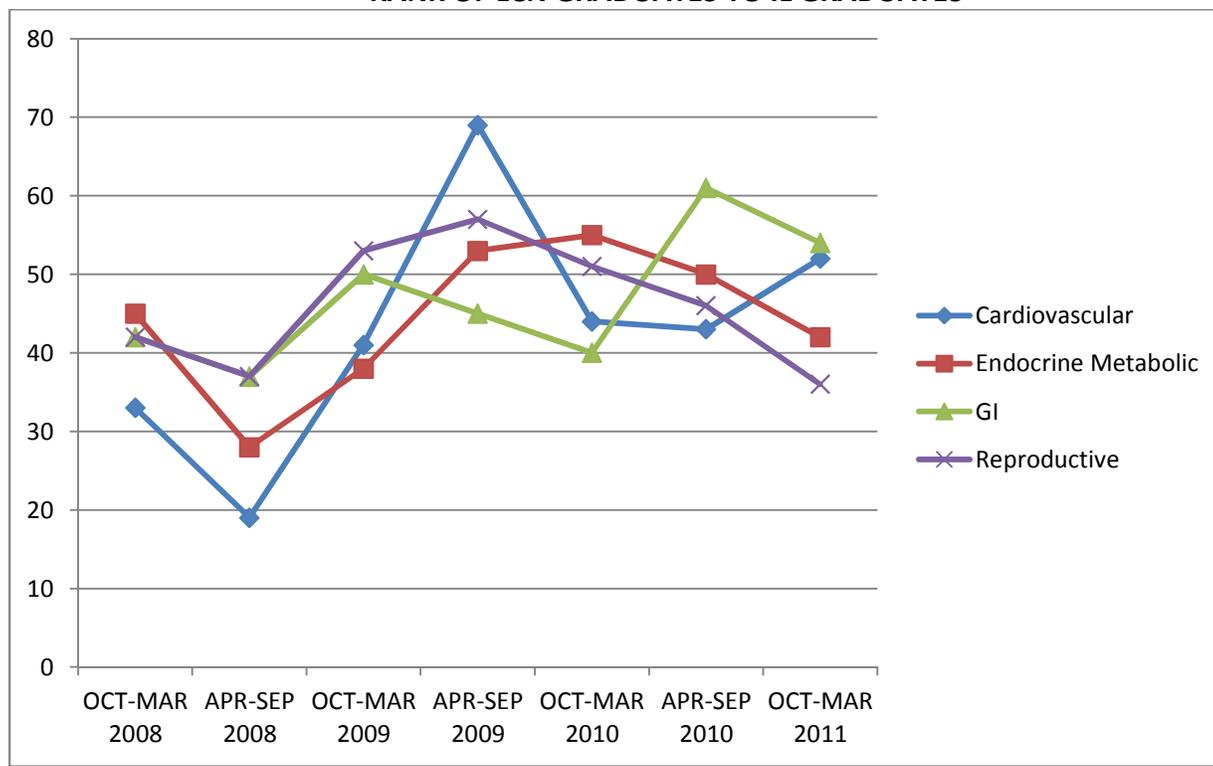


CHART XI: HUMAN FUNCTIONING II



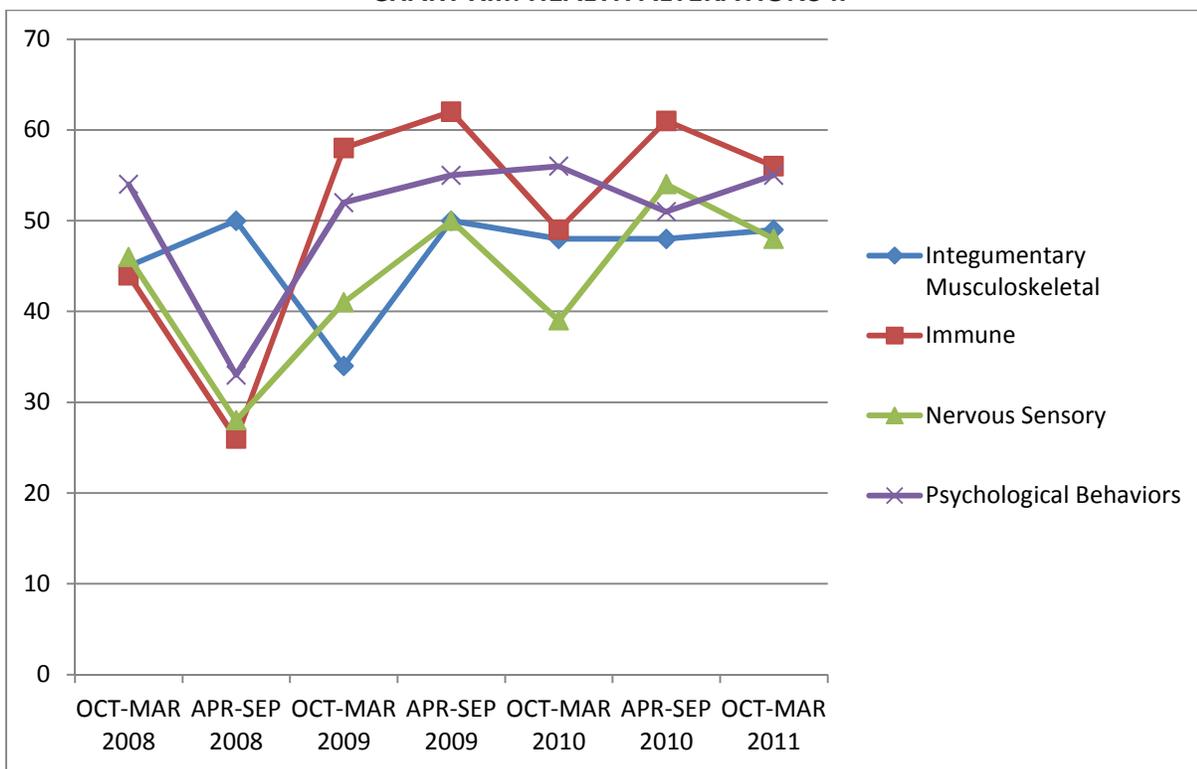
Health Alterations

**CHART XII: HEALTH ALTERATIONS I
RANK OF LCN GRADUATES TO IL GRADUATES**



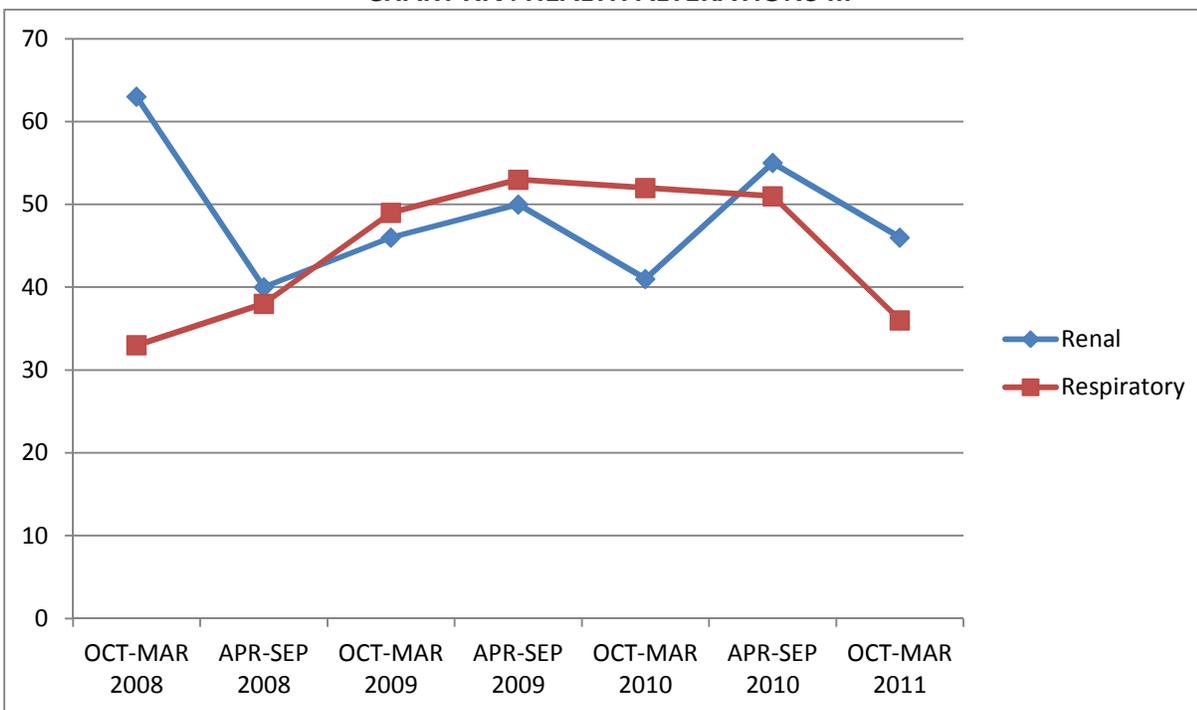
*Data Source: National Council of State Boards of Nursing

CHART XIII: HEALTH ALTERATIONS II



*Data Source: National Council of State Boards of Nursing

CHART XIV: HEALTH ALTERATIONS III

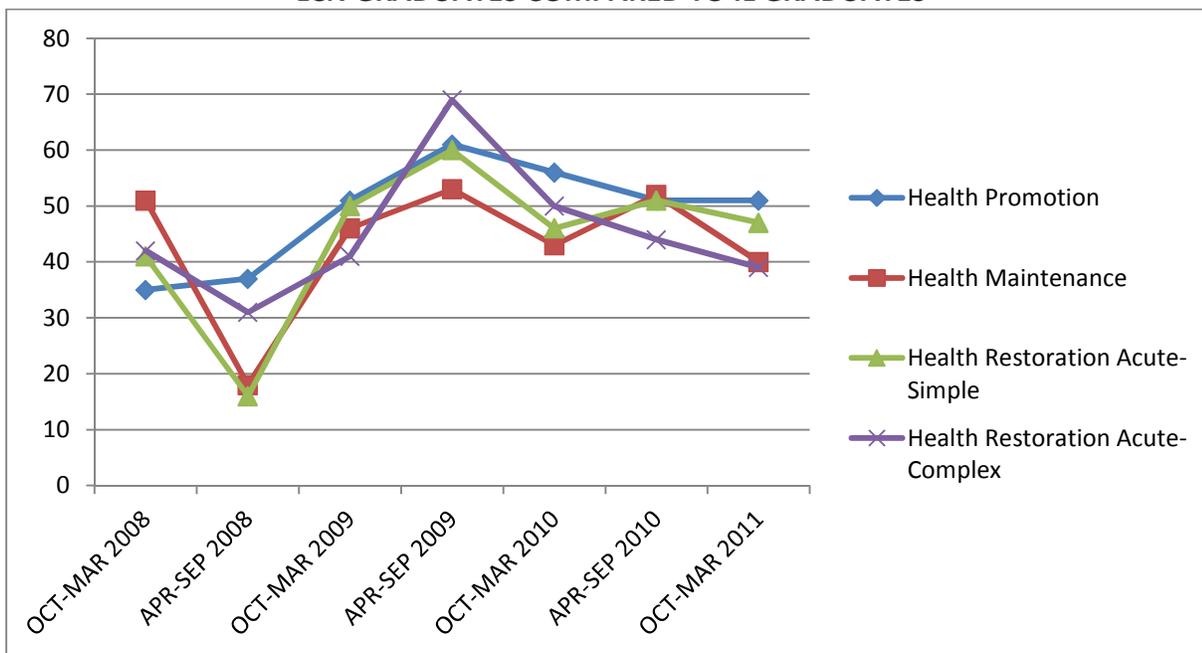


*Data Source: National Council of State Boards of Nursing

Content Dimension: Wellness-Illness Continuum

The following tables represent a comparison of LCN graduates to Illinois graduates in BSN programs for each of the following content dimension areas:

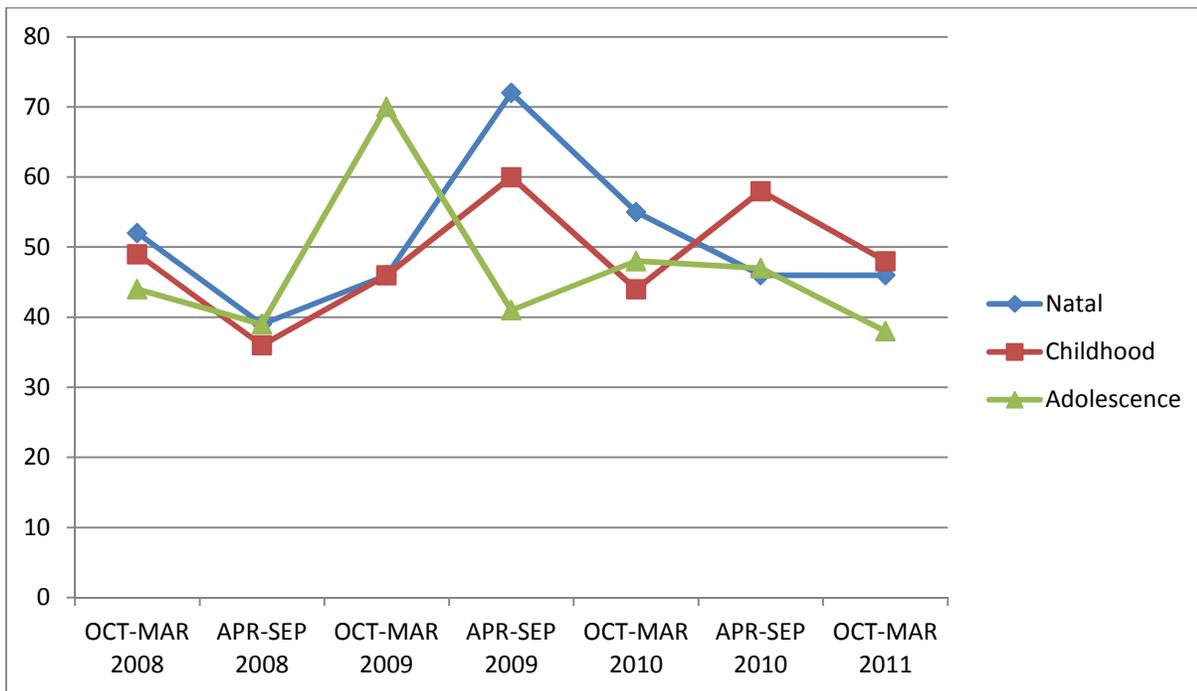
**CHART XV: CONTENT DIMENSION WELLNESS-ILLNESS CONTINUUM
LCN GRADUATES COMPARED TO IL GRADUATES**



*Data Source: National Council of State Boards of Nursing

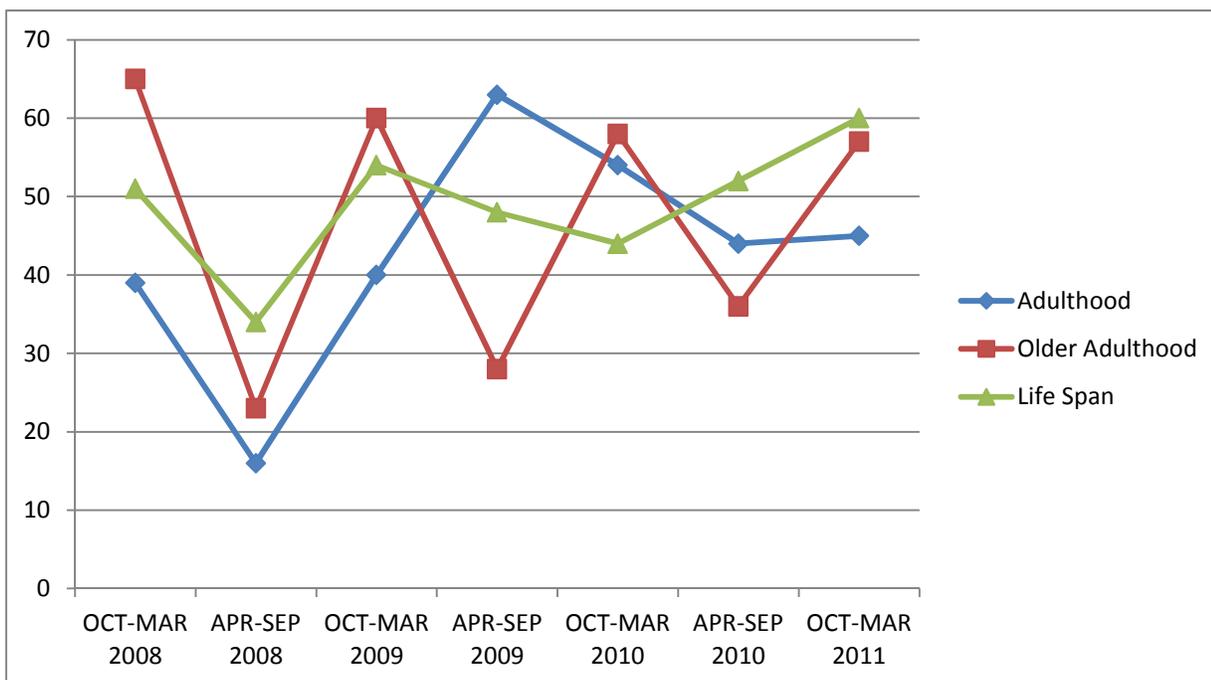
Content Dimension: Stages of Maturity

**CHART XVI: CONTENT DIMENSION-STAGES OF MATURITY (Chart #1)
LCN GRADUATES COMPARED TO IL GRADUATES**



*Data Source: National Council of State Boards of Nursing

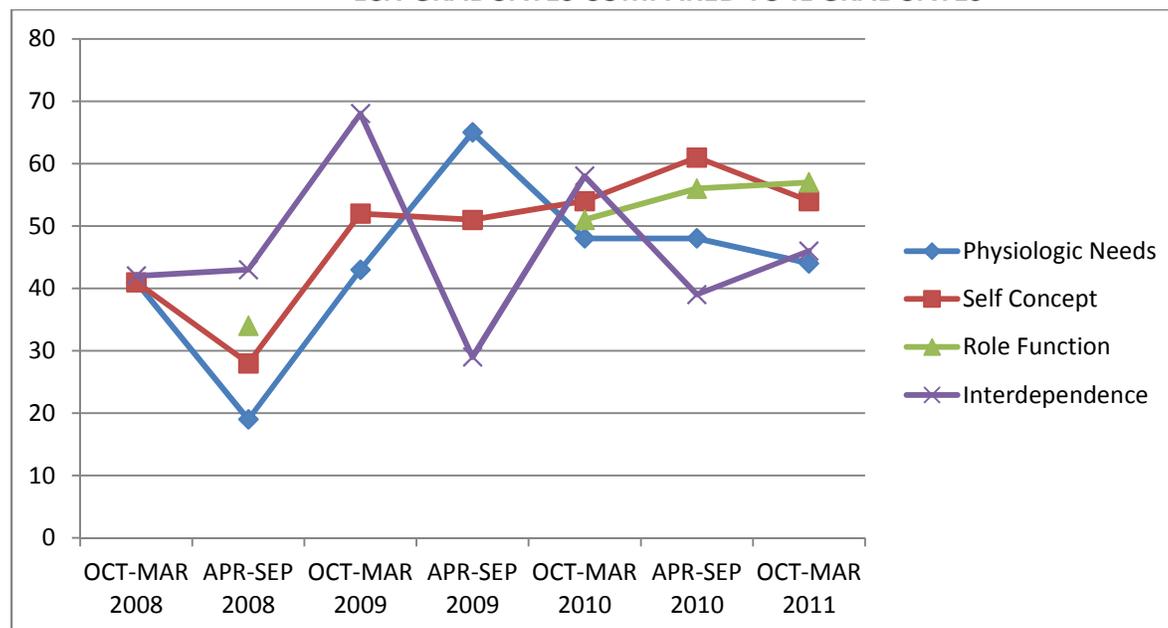
CHART XVII: CONTENT DIMENSION-STAGES OF MATURITY (Chart #2)



*Data Source: National Council of State Boards of Nursing

Content Dimension: Stress, Adaptation, & Coping

**CHART XVIII: CONTENT DIMENSION-STRESS, ADAPTATION, COPING
LCN GRADUATES COMPARED TO IL GRADUATES**



*Data Source: National Council of State Boards of Nursing

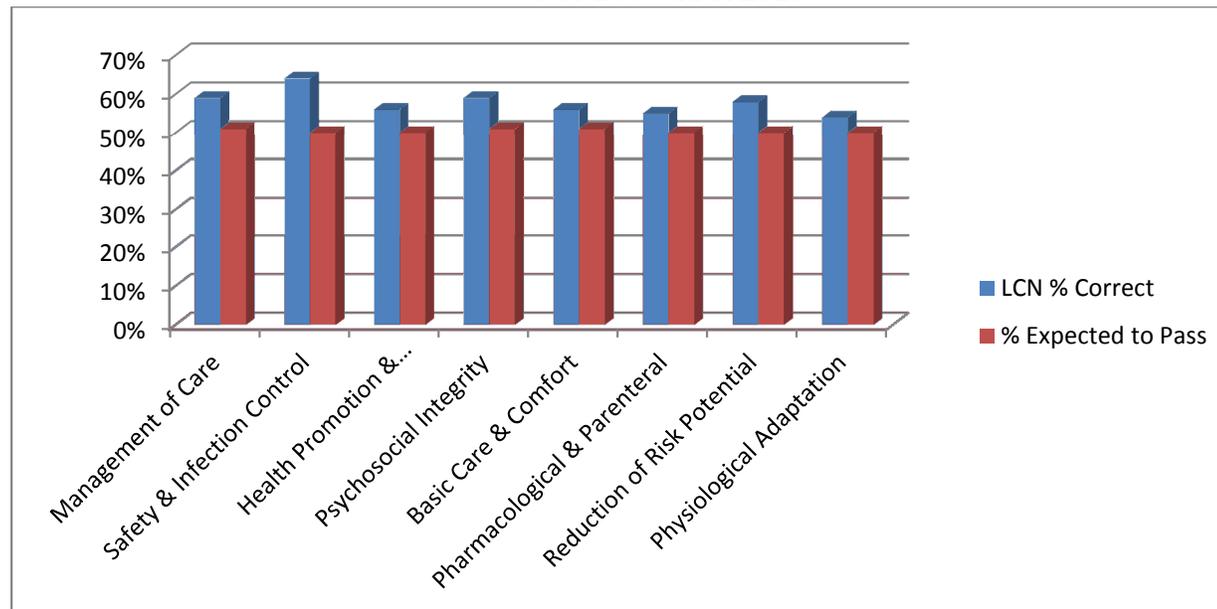
Note: data for Interdependence (April 2005-March 2006) and Role Function (October 2007-March 2008; October 2008-September 2009) not available. Due to the variable length of the examination, it is possible that not all candidates received a sufficient number of questions (at least three) to be included in each category. If fewer than ten candidates received a sufficient number of questions in a given category, the percentile rank of candidates' performance for that category is not reported.

Test Duration-Test Plan Performance Report

**TABLE XIV: TEST PLAN PERFORMANCE SUMMARY:
NCSBN REPORTING PERIOD OCT 2009-MAR 2010**

Client Needs	LCN Grads Oct-Mar 2011	Passing Performance	% difference
Management of Care	59%	51%	8%
Safety & Infection Control	64%	50%	14%
Health Promotion Maintenance	56%	50%	6%
Psychosocial Integrity	59%	51%	8%
Basic Care & Comfort	56%	51%	5%
Pharmacological & Parenteral Therapies	55%	50%	5%
Reduction of Risk Potential	58%	50%	8%
Physiological Adaptation	54%	50%	4%

**CHART XIX: TEST PLAN PERFORMANCE EXPECTED PERCENTAGE CORRECT
OCT 2009-MAR 2010**



*Data Source: National Council of State Boards of Nursing

**TABLE XV:
LCN RANK BASED ON PERCENTAGE OF GRADUATES PASSING NCLEX
NCSBN REPORTING PERIOD 10/09-3/11**

	OCT-MAR 2009	APR-SEP 2009	OCT-MAR 2010	APR-SEP 2010	OCT-MAR 2011
All Programs in Your Jurisdiction (Illinois)	28 of 34	54 of 73	25 of 40	24 of 75	31 of 43
All Similar (BSN) Programs Across Every Jurisdiction (State)	243 of 341	396 of 610	161 of 356	224 of 626	276 of 389
All Programs (Diploma, Associate's, BSN) Across Every Jurisdiction (State)	599 of 601	1014 of 1653	384 of 972	541 of 1686	674 of 1035

Plan: Plan to continue to closely examine all ATI Assessment Scores as a way to identify at-risk students and individual courses which may need reorganization.

Noel-Levitz Satisfaction Surveys

The *Noel-Levitz Student Satisfaction Inventory* is administered biennially on even numbered years. Results are used to guide program improvement. The Faculty bylaws and *College Assessment Plan* guide steps for action. Complete *Noel Levitz Student Satisfaction Survey* results and corresponding action plans are available upon request.

Plan: The Noel-Levitz IPS and SSI surveys will be conducted in February 2012. Results from the Noel-Levitz surveys will be used as part of the strategic plan.

Progress: The benchmark is 85%, although as the test was not administered for 2010-2012, there is no benchmark for the current academic year. Review and comparison of results from 2010 and 2012 will be presented after completion of the March 2012 surveys.

ACN/EBI Undergraduate Exit Assessment

The College conducted the first online *EBI Undergraduate Exit Assessment* for all graduating seniors in December 2008 and continues to administer the survey biannually to all graduates exiting the program in April and November. Results are used to develop curriculum and improve the learning environment. Survey questions align with the *Baccalaureate Essentials* outlined by the *American Association of Colleges of Nursing (AACN)*. Complete *Undergraduate Exit Assessment* results (December 2008-May 2011) are available upon request.

Of the December 2010 and May 2011 graduates (n=116), there was a response rate of 84% (n=97). Four reminder notices were emailed to graduating seniors, to encourage participation. Results from this survey are summarized below:

How does Lakeview College of Nursing perform across all aspects of the experience? The EBI Exit Assessment examined eleven factors:

- Overall program effectiveness
- Quality of nursing instruction
- Course lecture and interaction
- Technical skills
- Core competencies
- Professional Values
- Work and class size
- Classmates
- Facilities and administration
- Core knowledge
- Role development

On the actual survey, item results are reported using the following legend: green=this year's question mean is statistically higher than the mean in 2010; yellow=this year's question mean differs to the mean in 2010, but the difference is not statistical; red= this year's question mean is statistically lower than the mean in 2010. Difference in satisfaction for 2011 vs. 2010 fell in the yellow area for the following factors:

- Professional Values
- Core Knowledge
- Classmates
- Course Lecture & Interaction

Items with a question mean lower than that of 5.5 will be summarized. Students were asked to rate satisfaction with items listed in Table XXV: EBI Exit Assessment Results 2010-2011.

TABLE XVI: EBI EXIT ASSESSMENT RESULTS 2010-2011

<i>Work & Class Size</i>	Difference in Satisfaction (less satisfied than previous year)
Amount of work required of you in clinical courses	-.41
Amount of collaboration required in your courses	-.43
Value you derived from your collaboration experiences	-.48
Amount of work required of you in your classroom courses	-.70
<i>Facilities & Administration</i>	Difference in Satisfaction
Financial aid	-.35
Quality of classrooms	-.50
Program course schedule	-.56
Quality of academic advising	-.62
Training to utilize nursing school's computing resources	-.82
Responsiveness of the program administration to student concerns	-1.19
Computing resources at your school	-1.22
Career placement	-1.45
Tuition/fee level of the program	-1.76
<i>Quality of Nursing Instruction</i>	Difference in Satisfaction
Accessibility of faculty outside class	-.37
Faculty responsiveness to student concerns	-.57
Teaching in your clinical courses	-1.05
Feedback on assignments (other than grades) you received from instructors in your clinical courses	-1.20
Feedback on assignments (other than grades) you received from instructors in your classroom courses	-1.41
Teaching in your classroom courses	-1.72

In summary, the *EBI Exit Interview Survey* identified specific areas of concern for graduating seniors.

Commission on Collegiate Nursing Education (CCNE) Accreditation Site Visit, Fall 2010

The CCNE accreditation visitors were on campus in October 2010. The three evaluators visited both campuses, met with the administrative team, alumni, Board of Directors, faculty, and students. The following represents a summary of the visit and the four standards of Baccalaureate nursing education that LCN was evaluated by:

Standard I: Mission and Governance

The CCNE evaluators determined that LCN met this standard, and cited one compliance concern in their report which is further explained:

I-A. The mission, goals, and expected student outcomes are congruent with those of the parent institution and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.

The CCNE evaluators expressed that student outcomes were not specifically identified as program goals. Furthermore, the evaluators felt that the program goals were not used for curricular guidance and program assessment. The evaluators could not delineate in the course syllabi where *The*

Essentials of Baccalaureate Nursing for Professional Nursing Practice (AACN, 2008) were outlined in the course objectives, however, recognized that the Dean and nursing faculty demonstrated that they were aware of this and were actively collaborating to revise the level and course objectives to align them to *The Essentials of Baccalaureate Nursing for Professional Nursing Practice* (AACN, 2008).

Standard II: Program Quality: Institutional Commitment and Resources

The CCNE evaluators determined that LCN met this standard and did not cite any compliance concerns in their report.

Standard III: Curriculum and Teaching-Learning Practices

The CCNE evaluators determined that LCN met this standard, and cited two compliance concerns in their report which is further explained:

III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected individual student learning outcomes that are congruent with the program's mission, goals, and expected aggregate student outcomes.

The CCNE evaluators determined that LCN faculty adopted the *The Essentials of Baccalaureate Nursing for Professional Nursing Practice* (AACN, 2008) in January 2009. Although ongoing curriculum evaluation was evident, alignment with the Essentials was incorrect in each course syllabus.

III-B. Expected individual student learning outcomes are consistent with the roles for which the program is preparing its graduates. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, expected individual student learning outcomes, and expected aggregate student outcomes.

- **Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Nursing for Professional Nursing Practice* (AACN, 2008).**

The evaluators expressed difficulty articulating how the *Essentials* were incorporated into the curriculum, citing that faculty had difficulty in explaining how the program outcomes flowed from the mission, philosophy, goals, and values. The curriculum chair shared the intention to content map for congruency of program outcomes and the *Essentials*. Of the eleven *Essentials*, the evaluators only found evidence of two being present in the program outcomes.

Standard IV: Program Effectiveness: Aggregate Student and Faculty Outcomes

The CCNE evaluators determined that LCN met this standard and did not cite any compliance concerns in their report.

Summary of CCNE Visit:

The CCNE Board of Commissioners granted accreditation for a term of 10 years at the April 2011 meeting. This term is effective October 4, 2010-June 30, 2021. The next on-site evaluation should be planned for the fall of 2020. A Continuous Improvement Progress Report (CIPR) should be provided at the mid-point in the accreditation term, 2016, to the CCNE to demonstrate continued compliance with the accreditation standards as well as addressing any areas of concern noted in the report and discussed above.

**Data Source: Commission on Collegiate Nursing Education, Accreditation Letter, May 12, 2011*

Summary

The Director of Assessment provided reports to the College Board of Directors and Faculty during the 2010-2011 academic year. Goals and Action Plans were created from analysis of the following sources of information:

- Assessment Technology Institute proctored exam results
- Admissions data (including HESI entrance exam scores)
- National Council of State Boards of Nursing (NCSBN) reports
- Educational Benchmarking Inc. (EBI) Exit Interview Surveys
- Focus groups, Survey Monkey surveys, Faculty Meeting discussions

Proctored ATI report summaries are shared with faculty, Administrative Team, and the College Board of Directors. Detailed information pertaining to the ATI program, NCSBN Reports, and Noel Levitz results may be obtained from the Director of Assessment.

The program is effective in fulfilling its mission, goals, and expected aggregate student and faculty outcomes. This achievement is evident by NCLEX-RN, retention, and graduation rates; graduate, alumni, and nurse employer satisfaction survey results; and achievements of the faculty with teaching and presentations. When actual aggregate student outcomes are not consistent with the mission, goals, and expected student outcomes, the College takes action to implement program improvements. Examples of ongoing program improvement are implementing the NCLEX Success program, hiring NCLEX Coordinators (one per campus), creating student mentoring program, increasing tutorial services, and revising curricula.

Strengths

- LCN assesses program effectiveness using a variety of measures.
- LCN is aware of strengths and areas for improvement.
- CN is committed to ongoing program improvement.
- Curricular changes meet the College's community of interest.
- LCN achieves program objectives and can report successful outcomes

Areas of greatest student satisfaction include:

- The school is safe and secure for all students
- My academic advisor is knowledgeable about my program requirements
- Financial aid counseling is available if I need it
- Library resources and services are adequate
- The school provides online access to services I need

Areas for Further Growth and Improvement

- Build curriculum based upon evidenced based practices.
- Determine reasons why the *Critical Thinking Entrance and Exit Exams* are not being administered and whether this measure should be continued.

- Offer informatics and palliative care courses.
- Conduct impact evaluations and focus groups to follow up with students, faculty, staff on Noel Levitz findings and interventions introduced.

The College Assessment Plan (CAP) elements have been assessed, and the results of the assessment reported in this College Assessment Report (CAR) for academic year 2010-2011. In addition, this CAR has addressed the specific areas for improvement from the 2009-2010 CAR. The 2010-2011 CAR will be reviewed by the Board of Directors and the Faculty Organization; additional recommendations may be made which will be addressed in the next annual CAR.

The Director of Assessment will use the upcoming academic year to reevaluate 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.

Submitted By:

Date: _____

Mindy Herrin, PhDc, RN
Director of Assessment

Irene Steward, MSN, MEd
Dean of Nursing

Approved By:

Date: _____

David Fields
Chair, Lakeview College of Nursing
Board of Directors

APPENDIX A
LISTING OF ABBREVIATIONS, ACRONYMS, & DEFINITIONS USED IN REPORT

ADA	Americans with Disabilities Act
ATI	Assessment Technologies Institute, LLC
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
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

