

Lakeview College of Nursing  
Annual College Assessment Report  
Academic Year 2013-2014

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## **Mission, Vision, & Values**

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, 2013 through August 1, 2014. Copies of the annual CAR report are distributed to the LCN Board of Directors; members of the administrative team, faculty, staff, and is posted on the college website. Acronyms used in this report are summarized in Appendix A.

## **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.

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.

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.

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

Service is the process of selfless giving to others that 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.

## **College Assessment Plan**

The administrative team, with input from the staff, faculty, students, and board of directors, develops and implements a College Assessment Plan (CAP) that aligns with the strategic plan of the organization is revised every three years. Assessment of the institution is conducted in the following areas: mission/vision, institutional commitment and resources, educational quality and effectiveness, and program effectiveness. Each of the aforementioned areas and key goals will be outlined in this section.

### **Mission/Vision**

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

#### **Impact of Evidence/Outcomes: Teaching**

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

The Director of Assessment conducts mid-semester evaluations for nursing courses every semester, and these evaluations are provided to the Dean of Nursing for review and distribution to faculty. Additionally, students conduct end of the semester evaluations, which are also reviewed by faculty for critical reflection and improvement. Integration of technology in the classroom is expected and is currently being utilized by 100% of faculty through the use of SONIS, Edvance360, ThePoint, and Evolve and the benchmark has been met at 100%. Faculty course evaluations and Noel-Levitz Institutional Priorities Survey reflects faculty satisfaction of 95% with teaching resources available at LCN.

LCN aspires to sustain partnerships that support teaching and learning. The President, Dean of Nursing, and Director of Marketing/Recruitment review on an ongoing basis the six current articulation agreements and partnership agreements to ensure that all agreements remain current. Student transcripts are reviewed to determine the need for additional articulation agreements.

The college organization and faculty utilizes committees for shared governance to distribute work that will promote excellence in education and ongoing professional development of faculty. Each year, the Professional Development and Curriculum committees must provide committee goals, meeting minutes, and an end of the year summary to the Dean of Nursing and President. These documents are kept on file in the Administrative Assistant to the Dean.

### **Scholarship/Research**

LCN is committed to lifelong learning and is supportive of faculty and staff pursuing advanced degrees. The college sets a benchmark of a minimum of 30% of faculty engaging in the pursuit of a

terminal degree or certification in nursing education. During the 2013-2014 academic year, 33% of faculty were pursuing doctorate degrees or CNE certification and thus the benchmark was met.

LCN supports nursing research and scholarship. One research proposals were submitted to the Human Subjects committee during the 2013-2014 academic year but was not approved, nor was it resubmitted for review. Research Day is also required of all faculty and students each semester to foster an appreciation for nursing research, although for the 2013-2014 academic year, Research Day was only held during the Fall 2013 semester. LCN currently has an Honor Society program, which aspires to become part of Sigma Theta Tau International (STTI). Each semester, there is an honor society induction dinner attended by faculty, administration, and inductees. There were 47 students inducted to the Lakeview College of Nursing Honor Society and 37 students inducted in the Pinnacle Honor Society.

LCN is fortunate enough to assist students with scholarships to offset the cost of attendance. In 2013-2014, \$88,000.00 was awarded by Lakeview College of Nursing to nursing students at both locations. LCN faculty and staff are supportive of the scholarship program and currently 20% of the staff and faculty donate to the scholarship fund through payroll deduction.

### **Service/Practice**

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

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

LCN conducts monthly faculty meetings during the academic year, which includes meetings of both the Curriculum Committee and Professional Development Committee. Meeting minutes are submitted to the Administrative Assistant to the Dean. At the end of each academic year, the chair of each committee provides a report to the Dean of Nursing and the President outlining the goals that were met and those goals that should be considered for the next academic year.

LCN conducts surveys on a yearly and bi-annual basis as well as strategic planning which includes students, faculty, staff, and the board of directors every three years. The Educational Benchmarking, Inc. (EBI) survey is completed by graduating seniors at the end of the Fall and Spring semesters just prior to graduation. Noel-Levitz Student Satisfaction and Institutional Priorities surveys are completed every two years and includes input from students, faculty, and staff. Strategic planning takes place every three years and is scheduled to take place in the Spring of 2015. A summary of the EBI and Noel-Levitz surveys for the 2013-2014 academic year are documented in Section III of this report.

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

The faculty, staff, administration, and Board of Directors review the mission and philosophy of the program. LCN is preparing for an accreditation site visit in 2017 with the Higher Learning Commission and the President and Director of Assessment attended the one day pathway workshop in Spring of 2014 to acclimate to the new pathway for accreditation in 2017. There is a plan to attend the yearly conference in preparation of this visit and the writing of the report.

**Institutional Commitment and Resources**

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

LCN has set a benchmark of 90% faculty, student, and staff satisfaction for institutional and unit resources that support innovation in teaching, research, and practice. The Noel-Levitz Institutional Survey reflected that faculty and staff met the benchmark of satisfaction in institutional and unit resources, however, there were multiple areas that had significant performance gaps as identified by students. Those areas are: tutoring services are readily available and computer labs are adequate and accessible. Both of the aforementioned areas have been identified on the 2010 and 2012 Noel-Levitz and reflect continued improvement, although the benchmark of 90% satisfaction has not been met at this time.

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

Faculty and staff submit yearly reports reflecting service and interdisciplinary work within the college. During the 2013-2014 academic year, two faculty were recognized for excellence in nursing and one faculty member was recognized for completion of a terminal degree in nursing education. The Director of Marketing and Recruitment collaborates with news agencies to promote excellence and service among the college community.

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

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

LCN, acquired through donation, a building adjacent to the existing building. This generous donation provided additional space, is intended to be utilized as a health services center in the future. The Board of Directors supported renovations of this building space to ensure that it met building code and was ready to be used for additional space for labs and clinicals.

The Independent Colleges Capital Program (ICCAP) grant dispersed the final installment for expansion at the Charleston location. The computer lab was completed prior to the beginning of the 2014-2015 academic year, as well as the Meti-Lab and additional classroom and office spaces.

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

LCN operated under a balanced budget for the 2013-2014 academic year. Budgeting is a decentralized process that encourages input from all faculty and staff to each department head. The annual audit revealed no areas of concern and revealed evidence of revenue exceeding expenditures. Administration has pursued grant funds for growth of buildings and resources. Annual salaries and employee benefits are reviewed on an annual basis to evaluate and ensure competitiveness to retain faculty and staff.

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

During the 2013-2014 academic year, LCN had five faculty and staff pursuing advanced degrees and four received tuition reimbursement.

LCN pays for NurseTim, an online modality for nurse educators to obtain CEU's to support the ongoing professional development of nursing faculty. NurseTim was utilized by 11 faculty, although no benchmark was identified, this online professional development modality will be carried into the 2015-2016 academic year to facilitate faculty development.

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

Every Fall and Spring semester, the graduating seniors are asked to participate in the Educational Benchmarking, Inc. (EBI) survey that provides a holistic picture regarding their experience at LCN. Additionally, every two years, the Noel Levitz Institutional Priorities Survey (IPS) and Student Satisfaction Inventory (SSI) are conducted. The IPS and SSI was completed in the Spring 2014 semester. A summary of these results can be found in Section III of this report.

The National Council of State Boards of Nursing (NCSBN) provides biennial reports that provide the institution with data regarding NCLEX-RN examination of the graduates. The benchmark set by LCN is to rank in the top 50% of the state for baccalaureate nursing programs. The 2013-2014 report compares LCN across all programs in the state of Illinois, and LCN ranked 66 out of 80, which is below the benchmark of the top 50% of the state. This report also provides a thorough explanation of graduate performance compared across the state of Illinois and nationally. The report further outlines in detail graduate performance in relationship to the NCLEX-RN blueprint, the nursing process, and nursing across the lifespan. This report is reviewed by the Dean of Nursing, Director of Assessment, the administrative team, and nursing faculty. This report is available for review upon request from the Director of Assessment.

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

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

The Director of Assessment conducts multiple surveys to evaluate the program outcomes and expectations. The results of these surveys will be disseminated in section IV of this report. Results of these surveys are shared with the faculty, administration, and Board of Directors.

### **Educational Quality & Effectiveness**

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

LCN graduates are prepared to sit for the NCLEX-RN licensure exam upon graduation. The LCN goal of 85% NCLEX-RN pass rate was not met during the 2013-2014 academic year. The pass rate was 73% and this was largely attributed to the changes in the NCLEX-RN testing plan and passing standard. A significant decline in the NCLEX-RN pass rate was observed in the national trend. In response to the ongoing changes with the NCLEX-RN examination and the expectations for professional practice, the LCN faculty, with the support of administration, began a curriculum mapping process and curriculum revision. This resulted in an addition of an additional medical-surgical course. Furthermore, a full time lab coordinator was hired to begin in the Fall 2014 semester and tutoring services will also be offered to aid student success.

Assessment of graduate employment rates was conducted through several means for this academic year. Due to the lack of data available through annual alumni surveys, a survey was conducted for graduates from 2004-2014 to capture this data. There was one respondent from the 2013-2014 academic year and this respondent was employed as a nurse. Graduates complete surveys regarding employment and future plans approximately one month prior to graduation and this information often changes once it is submitted to the registrar's office, and thus was not included in this report. Yearly alumni surveys have not been consistently conducted, therefore, surveys will be sent to graduates six months after graduation to assess employment rates and application to graduate school.

Assessment of program outcomes and competencies is conducted through the completion of the EBI survey by the graduating seniors each semester. The EBI Survey respondents assessed their ability to meet the program outcomes and competencies; responses were above 85% for 23 of the 30 questions that were specific to program outcomes and competencies.

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

The end of semester evaluations conducted at the end of each academic semester reflect that 90-95% of all students in every course offered at LCN are either satisfied or very satisfied with his or her ability to achieve course and program outcomes. Furthermore, 90-95% of the students were

satisfied or very satisfied with faculty expertise, command of subject matter, and promoted an environment conducive to learning.

LCN has set a benchmark of 90% faculty, student, and staff satisfaction for institutional and unit resources that support innovation in teaching, research, and practice. The Noel-Levitz Institutional Survey reflected that faculty and staff met the benchmark of satisfaction in institutional and unit resources, however, there were multiple areas that had significant performance gaps as identified by students. Those areas are: tutoring services are readily available and computer labs are adequate and accessible. Both of the aforementioned areas have been identified on the 2010 and 2012 Noel-Levitz and reflect continued improvement, although the benchmark of 90% satisfaction has not been met at this time.

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

All students admitted meet the LCN admission requirements, with 52% meeting early admission requirements for 2013-2014. The average GPA of those students admitted was 3.08. The BSN graduates meet the program outcomes as evidenced by the HESI Exit Examination, Senior Portfolio, and successful completion of the BSN curriculum.

The President, Dean of Nursing, Director of Enrollment, and Coordinator of Recruitment review and renew articulation agreements on an annual basis. Additionally, the recruiters visit high schools and community colleges throughout the year to promote LCN and recruit prospective students.

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

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

During the 2013-2014 academic year, one faculty member completed a doctorate degree and published research. Five faculty members continue to be engaged in education to pursue a terminal degree. Life long learning is valued by the LCN community and instilled in the students. During the 2013-2014 academic year, 114 alumni requested transcripts for the purpose of pursuing a graduate degree.

LCN has set a benchmark of 5.5 for satisfaction with instruction in the classroom setting for the graduate survey. 41.8% of respondents assessed that the instruction in the classroom as fair to very poor, which is below the benchmark of 5.5, indicating student satisfaction.

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

Each year, the graduates are asked to complete the EBI survey. The results of that survey can be found in Section III of this report. Overall, LCN has shown significant growth over the last several years, although the curriculum assessment has revealed gaps in content. The curriculum committee

initiated a curriculum change during this academic year, to take effect in the Fall of 2014, to include the addition of a second Medical-Surgical course.

Each semester, students in clinical courses and pharmacology take HESI assessment examinations to gauge course mastery. These examinations are supported through evidenced based practice to promote success on the NCLEX-RN examination. Students have a number of resources to prepare for these specialty examinations in addition to the textbooks required for each course. Upon completion of each examination, there is a remediation module that will walk each student through the remediation of all of the content that the student did not meet benchmarks for. Additionally, senior students take two versions of the HESI Exit Examination, which is a comprehensive examination designed to help students identify weaknesses that require additional remediation and review prior to taking the NCLEX-RN.

Assessment of graduate employment rates was conducted through several means for this academic year. Yearly alumni surveys have not been consistently conducted, therefore, surveys will be sent to graduates six months after graduation to assess employment rates and application to graduate school. Due to the lack of data available through annual alumni surveys, a survey was conducted for graduates from 2004-2014 to capture this data. There was one respondent from the 2013-2014 academic year and this respondent was employed as a nurse. Graduates complete surveys regarding employment and future plans approximately one month prior to graduation and this information often changes once it is submitted to the registrar's office, and thus was not included in this report.

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

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

The Director of Student Success provides support and guidance to both student and faculty. Additionally, the Director of Student Success facilitates student concerns or potential grievances to ensure that the student receives due process.

**Program Effectiveness**

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

Each year, the Director of Enrollment/Registrar collects the Matriculation, Attrition, Retention, and Graduation (MARG) data. This data is compared to previous years. The goal is that attrition rates do not exceed 25%. The MARG data for 2013-2014 is as follows on the next page:

**Table I: Matriculation, Attrition, Retention, and Graduation Rates for 2013-2014**

ACADEMIC YEAR	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>MATRICULATES</b>	103	138	130	147	149	138	155	136	183	164
<b>ATTRITION</b>	19 (18%)	10 (7%)	17 (13%)	26 (18%)	25 (17%)	21 (15%)	29 (19%)	20 (15%)	23 (13%)	17 (13%)
<b>RETENTION</b>	84 (82%)	128 (93%)	113 (87%)	121 (82%)	124 (84%)	117 (85%)	126 (81%)	116 (81%)	165 (87%)	146 (90%)
<b>GRADUATION</b>	84 (82%)	128 (93%)	113 (87%)	121 (82%)	124 (84%)	117 (85%)	126 (81%)	115 (85%)	145 (79%)	33* (20%)

*Data Source: Office of Registrar*

During the 2013-2014 academic year, 2 complaints and 1 grievance was filed. Both the complaints and grievances were reviewed to determine if there is a pattern in student concerns as well to ensure due process was followed each time.

The aforementioned curriculum changes were driven by a variety of data available for review. The NCSBN report, the NCLEX-RN blueprint, and HESI Examinations revealed current gaps in student learning related to medical-surgical content. Curriculum evaluation and revision was prioritized as a goal for 2014-2015 to add an additional medical surgical course and align the curriculum as a whole. Additionally, the evolution of nursing practice necessitates ongoing curriculum changes through revision of the CCNE Essentials of Baccalaureate Nursing Education, NLN Standards and Criteria for Nursing Education, and Institute of Medicine Future of Medicine Report/Quality Safety Education for Nursing (QSEN).

During the latter part of this academic year, there was a change in academic leadership that began June 1, 2014. The new Dean of Nursing began her role with a goal of rigorous change that will elevate the college community, student learning outcomes, and will be guided through the advice of a nursing curriculum consultant and evolve over the course of the 2014-2015 academic year.

## College Assessment Surveys

The following section disseminates the 2013-2014 EBI and Noel Levitz Institutional Priorities and Student Satisfaction Surveys.

### 2013-2014 Educational Benchmarking, Inc (EBI) Results

Each academic year, graduates are given an exit survey to provide feedback to the college community regarding their experience at Lakeview College of Nursing. This survey is conducted each semester and is only administered to the graduating class. This year we had a response rate of 73%. This document serves as a brief summary of the results, the entire report is available from the Director of Assessment.

#### Lakeview's Strengths:

- Average size of theory courses
- Faculty's ability to relate concepts to the real world
- Faculty's ability to draw on the experiences of the students
- Faculty's ability to engage student's in discussions
- Faculty's ability to effectively sequence the content of the courses
- Faculty's ability to interact with students one on one
- Faculty's ability to act as role models in clinical practice
- Majority of the learning outcomes were met

Each year, the report is reviewed for areas of improvement and faculty and administration work collectively to address and improve each of the issues on the list. Those issues below have been issues on previous academic years. Administration reviews the entire report and monitors faculty suggestions for improvement. The responsible parties for determining an action plan are in parenthesis.

#### Areas for improvement:

- Quality of teaching in the clinical and classroom courses.(Administration & Faculty)
- Feedback in both clinical and classroom courses (Faculty)
- Faculty responsiveness to student concerns (Faculty)
- Amount of work required in classroom courses (Faculty)
- Faculty ability to lecture effectively (Faculty)
- Quality of classrooms (Administration)
- Responsiveness of administration to student concerns (Administration)
- Tuition/fees (Administration)
- Career placement (Administration)
- A few of the learning outcomes were a bit low (Faculty)

#### Open Ended Questions/Student Feedback

Students were asked to give narrative feedback about the quality of the online academic environment, what they liked best about the nursing program, what could be improved in the

nursing program, who contributed most to their success, and any additional feedback they would like to provide.

These responses provided a more in depth analysis of student concerns as well as the student's perceived strengths of the institution. This is the first year that this type of survey questioning has been available through EBI.

### **Plan of Action**

The faculty received the results of this survey and administration has also received a copy of this survey. An action plan is being developed and will be reviewed on an ongoing basis.

## **2014 Noel Levitz Priorities Surveys**

### **Institutional Priorities Survey**

The Institutional Priorities Survey (IPS) is for campus personnel to determine the level of importance and degree of satisfaction. This survey was conducted during the month of March and had a response rate of 29 people.

In order to determine gaps in areas of importance when compared to degree of satisfaction, a gap of 1.5 or higher indicates a need for improvement. For the purposes of this survey, anything with a gap of 1.25 will be reported.

<b>Scale Item</b>	<b>Importance</b>	<b>Agreement/SD</b>	<b>Performance Gap</b>
Tutoring services are available if students need them	6.28	4.30/1.89	1.98
Students seldom get the "run around" when seeking information on this campus	6.73	5.27/1.78	1.46
The quality of instruction students receive in most of their classes is excellent.	6.69	5.15/1.41	1.54
Faculty are fair and unbiased in their treatment of individual students	6.78	5.37/1.55	1.41

This is a significant finding compared to 2012. In 2012, only the tutoring services revealed a performance gap.

### **IPS Comparison of 2010 to 2014**

In order to compare areas of improvement since 2010, all gaps of 1.25 or greater will be reported with the corresponding score for 2012. The 2012 data will be in bold face font. In both items, there is improvement. The 2014 data is highlighted in yellow.

Scale Item	Importance	Agreement/SD	Performance Gap
Tutoring services are available if students need them	6.03 <b>5.90</b> 6.28	4.42/1.26 <b>4.54/1.55</b> 4.30/1.89	1.61 <b>1.36</b> 1.98
Students seldom get the “run around” when seeking information on this campus	6.35 <b>6.20</b> 6.73	5.32/1.49 <b>5.91/0.93</b> 5.27/1.78	1.03 <b>0.29</b> 1.46
The quality of instruction students receive in most of their classes is excellent.	6.69 <b>6.69</b> 6.69	5.76/1.13 <b>5.65/1.14</b> 5.15/1.41	0.93 <b>1.04</b> 1.54
Faculty are fair and unbiased in their treatment of individual students	6.64 <b>6.66</b> 6.78	5.43/1.20 <b>5.68/1.04</b> 5.37/1.55	1.21 <b>0.98</b> 1.41

### SSI 2010-2014 Comparison Data

#### SSI Comparison of 2010 to 2014

The SSI survey had 123 responses in 2010 compared to 97 responses in 2012, and 126 in 2014.

The following table represents the four items of concern on the 2012 Noel-Levitz. The first value is the 2010 values, the bold faced values are the 2012 items, and the third data set in red is 2014. The only major improvement was the accessibility of the computer labs and this is most likely due to the construction project in Charleston.

Scale Item	Importance	Satisfaction/SD	Performance Gap
The quality of instruction that I receive in most of my classes is excellent	6.67 <b>6.85</b> 6.79	4.42/1.43 <b>5.42/1.23</b> 5.44/1.37	2.25 <b>1.43</b> 2.08 ▲
Faculty are fair and unbiased in their treatment of individual students	6.68 <b>6.70</b> 6.66	4.55/1.79 <b>5.06/1.79</b> 5.07/1.69	2.13 <b>1.64</b> 1.59 ▼
Computer labs are adequate and accessible	6.48 <b>6.63</b> 6.53	4.50/2.16 <b>5.17/2.02</b> 5.83/1.41	1.98 1.46 0.70 ▼
Campus Item: I feel the college Administration is knowledgeable about what concerns students	6.53 <b>6.63</b> 6.46	4.33/1.87 <b>5.15/1.64</b> 4.69/1.85	2.20 <b>1.48</b> 1.77 ▲

When comparing the SSI, it is important to note that there are new student areas of concern. The performance gap comparison is noted below:

Scale Item	Performance Gap 2010/ 2012 /2014
The school staff are caring and helpful	1.51/ <b>1.23</b> / <b>1.35</b> ▲
The amount of student parking is adequate	1.28/ <b>0.55</b> / <b>1.42</b> ▲
Faculty provide timely feedback about my academic progress	1.78/ <b>1.14</b> / <b>1.44</b> ▲
Tutoring services are readily available	2.36/ <b>1.74</b> / <b>2.01</b> ▲
Administrators are available to hear students' concerns	1.84/ <b>1.00</b> / <b>1.50</b> ▲
Tuition paid is a worthwhile investment	1.68/ <b>1.13</b> / <b>1.54</b> ▲
I seldom get the "run around" when seeking information on this campus	1.43/ <b>1.04</b> / <b>1.35</b> ▲

In comparing the summary items, 2010 is reported on the left and 2012 is reported on the right in bold face font, 2014 is in red.

#### So far, how has your college experience met your expectation?

1-Much worse than I expected	5.00/ <b>5.26</b> / <b>2.00%</b> ▼
2-Quite a bit worse than I expected	5.00/ <b>2.11</b> / <b>4.00%</b> ▲
3-Worse than I expected	23.33/ <b>15.79</b> / <b>23.00%</b> ▲
4-About what I expected	42.50/ <b>37.89</b> / <b>43.00%</b> ▲
5-Better than I expected	15.00/ <b>24.21</b> / <b>13.00%</b> ▼
6-Quite a bit better than I expected	7.50/ <b>7.37</b> / <b>5.00%</b> ▼
7-Much better than I expected	1.67/ <b>7.37</b> / <b>6.00%</b> ▼

#### Rate your overall satisfaction with your experiences here thus far:

1-Not satisfied at all	5.00/ <b>2.11</b> / <b>2.00%</b> ~
2-Not very satisfied	5.83/ <b>3.16</b> / <b>4.00%</b> ▲
3-Somewhat dissatisfied	19.17/ <b>9.47</b> / <b>19.00%</b> ▲
4-Neutral	10.83/ <b>10.43</b> / <b>13.00%</b> ▲
5-Somewhat satisfied	22.50/ <b>16.84</b> / <b>21.00%</b> ▲
6-Satisfied	30.83/ <b>41.0</b> / <b>30.00%</b> ▼
7-Very satisfied	5.86/ <b>16.84</b> / <b>8.00%</b> ▼

#### All in all, if you had to do it over, would you enroll here again?

1-Definitely not	7.50/5.32/2.00% ▼
2-Probably not	8.33/5.32/13.00% ▲
3-Maybe not	10.00/7.45/8.00% ~
4-I don't know	15.00/10.64/14.00% ▲
5-Maybe yes	22.50/14.89/14.00% ~
6-Probably yes	22.50/30.85/25.00% ▼
7-Definitely yes	14.17/26.60/19.00% ▼

## Summary

The college assessment report provides a detailed summary of activities as well as program outcomes. This annual report is provided to the board of directors each year and is available to the college community. LCN continues to promote the values of adaptability, caring, excellence, integrity, and service as discussed throughout this report. Strengths identified in 2013-2014 are the integration of technology in the classroom by all faculty, assessment of the curriculum and evaluation of the need for curricular change, the pursuit of terminal degrees by faculty, induction of students in the honor societies at LCN, community service, and change in academic leadership. There are areas of concern that should be priority when preparing for the next strategic plan and college assessment plan that will be developed during 2015. Those areas are as follows:

- NCLEX-RN Success. Our benchmark is below the state and national average
- Student satisfaction. Although the course evaluations reflect student satisfaction, the EBI survey and Noel-Levitz, which evaluate institutional effectiveness as a whole, are declining as outlined in Section III of this report.
- Curriculum revision and implementation of a second medical-surgical course.

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 2013-2014. In addition, this CAR has addressed the specific areas for improvement from the 2012-2013 CAR. The 2013-2014 CAR will be reviewed by the Board of Directors and the Faculty Organization; additional recommendations may be made which will be addressed in the CAR report for 2014-2015.

The Director of Assessment will use the upcoming academic year to re-evaluate both the CAP and the CAR effectiveness in addressing the identified areas for overall improvement, specifically in regards to the NCLEX preparedness of our graduates.

Submitted By:

Date: \_\_\_\_\_

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Dr. Mindy Herrin, RN  
Director of Assessment

\_\_\_\_\_  
Chastity Osborn, MSN, MEd  
Dean of Nursing

\_\_\_\_\_  
Sheila Mingee, MBA, MEd  
President

Approved By:

Date: \_\_\_\_\_

\_\_\_\_\_  
Diane Buss, Chair  
Lakeview College of Nursing, Board of Directors

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

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