

## **LAKEVIEW COLLEGE OF NURSING**

# **Annual College Assessment Report Academic Year 2014-2015**

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## SECTION I

### 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, 2014 through August 1, 2015. 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.

#### 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.

### **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.

## SECTION II

### 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) every three years that aligns with the strategic plan of the organization. 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, The Point, 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 Dean of Nursing and Coordinator of Marketing/Recruitment review on an ongoing basis current articulation agreements and partnership agreements to ensure that all agreements remain current. Student transcripts are reviewed to determine the need for additional articulation agreements.

The college organization utilizes committees 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 goal of a minimum of 30% of faculty engaging in the pursuit of a terminal degree or certification in nursing education. During the 2014-2015 academic year, 6 faculty were pursuing doctorate degrees or CNE certification.

LCN supports nursing research and scholarship. No research proposals were submitted to the Human Subjects committee during the 2014-2015 academic year. Research Day is also required of all faculty and students each semester to foster an appreciation for nursing research. Research Day was conducted November 2014 and March 2015. LCN currently has an Honor Society program which aspires to become part of Sigma Theta Tau International (STTI). Each semester, there is an honor society induction dinner attended by faculty, administration, and inductees. In 2014-2015, 73 students were inducted into the Pinnacle Honor Society and 37 were inducted into the LCN Honor Society.

LCN is fortunate enough to assist students with scholarships to offset the cost of attendance. Currently, \$90350.00 was awarded to 152 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 2014-2015 academic year is documented in Section III of this report. The next Noel-Levitz Student Satisfaction and Institutional Priorities Survey will be in the Spring of 2016.

## **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, Dean of Nursing, Director of Assessment, Director of Enrollment/Registrar, and Director of Student Success attended the annual conference in March 2015 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 EBI survey for 2014-2015 reflects 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 2014-2015 academic year, one faculty member was recognized for completion of a terminal degree in nursing education, Louann Lord received the Distinguished Service Award, and one nursing faculty member successfully completed the CNE Exam. 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.**

In 2014, LCN, acquired through donation, a building adjacent to the existing building. This generous donation provided additional space for tutoring and student immunization clinics.

The Independent Colleges Capital Program (ICCAP) grant dispersed additional funds for expansion of the Meti-Lab at the Danville campus. The construction of this project will take place over the summer of 2015 with the goal to be completed by August 2015 for use by students and faculty.

### **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 2014-2015 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 promote excellence and foster the attainment of the mission and goals.**

During the 2014-2015 academic year, four faculty and one staff pursued advanced degrees and received tuition reimbursement. All faculty attended a two day in-service for the Certified Nurse Educator exam preparation. All faculty meeting the criteria to sit for the certification exam were required to do so by May 1, 2015. During the academic year, in-services were provided to faculty, which are reflected in the meeting minutes. Training for all faculty and staff took place in January 2015 regarding building safety and active shooter drills. A curriculum consultant provided faculty in-service regarding aligning the curriculum and item writing and analysis.

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, which was below the goal for

the 2014-2015 academic year. This goal 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 will be administered next during the Spring 2016 semester. A summary of the EBI 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 2014-2015 report compares LCN across all programs in the state of Illinois, and LCN ranked 72 out of 78, 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 in 2014. The pass rate was 73%. 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 for each location beginning Fall 2014 semester and will continue for the 2015-2016 academic year.

Historically, the program collected data on employment rates using a questionnaire that is given to students at graduation. In 2014-2015 students completed a questionnaire indicated an employment rate of 54% (see Table 1) at the time of graduation. In an effort to increase student's response rates and the program piloted a survey through surveymonkey.com, online survey software tool. The graduating class of December 2014 received an email with a link to the survey, nine months after graduation. Although the response rate continued to be low,

the employment rate increased to 85.7% (see Table 2) which supports anecdotal data of student employment from other students, faculty, and staff.

Following a review of the questionnaire and survey, the College Assessment Team (CAT) recommended using the EBI Alumni survey. The program currently uses the EBI Student Exit Survey. Thus, students will be familiar with the survey and types of questions asked.

**Table 1**

<b>2014-2015 Graduate Employment Rates-Graduate Questionnaire</b>	
Percent of responders employed at graduation	54%

**Table 2**

<b>Spring 2015 Graduate Employment Rates-surveymonkey.com</b>	
Percent of responders employed within 6 months of graduation	85.7%

To improve the response rate and to reflect a more accurate picture of the employment rates, the program will conduct educational sessions to inform students of the importance of completing surveys and the link between accreditation and data collection. This effort will start in the fall 2016 with the incoming new students and senior class. Student Government Association officers will be involved and take an active lead in the educational sessions. In addition, a reminder post card will be sent to graduates in the mail with their diploma.

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 will be conducted in February of 2016 and will be compared against the results of 2014 and 2012 to identify growth and areas for improvement. The benchmark of 90% satisfaction was not met in 2014.

An assessment team was initiated in June of 2015 comprised of the Dean of Nursing, Director of Student Success, Director of Enrollment, and five faculty members. The goals of this team were to provide in-depth assessment of the college. The summer meetings consisted of exam item analysis review for the 2014-2015 academic year, training on the use of the ExamSoft testing program, and formatting and uploading of questions into the ExamSoft test banks for use by faculty. Additionally, members of the assessment team revised the Satisfactory Academic Progress policy and the remediation and testing procedures for the 2015-2016 academic year. The assessment team will continue to be an integral component of overall institutional effectiveness.

**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 82 meeting early admission requirements for 2014-2015. The average GPA of those students admitted was 3.01. The BSN graduates meet the program outcomes as evidenced by the HESI Exit Examination, Senior Portfolio, and successful completion of the BSN

curriculum. The admission criteria was changed to include reading and math scores from the HESI A2 entrance exam. This was approved by the Board of Directors at the February 2015 board meeting and was to be implemented for the August 2015 admission cohort.

The 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 2014-2015 academic year, one faculty member completed a doctorate degree and published research. Five faculty members and a staff member 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, 128 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 that went into effect with the Fall 2014 admissions, which included the addition of a second medical-surgical course. This course was taught for the first time in the Summer of 2015, therefore, assessment of the addition of this course and the impact on NCLEX success cannot be measured until the cohort has taken the NCLEX examination.

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.

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

All policies are reviewed on a yearly basis and changes are made as necessitated. The process of policy change is followed 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 2014-2015 is as follows:

Table 3: Matriculation, Attrition, Retention, and Graduation Rates for 2014-2015										
Academic Year	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13*	2013-14*	2014-15*
<b>Matriculates</b>	<b>138</b>	<b>130</b>	<b>147</b>	<b>149</b>	<b>138</b>	<b>155</b>	<b>136</b>	<b>183</b>	<b>164</b>	<b>177</b>
<b>Attrition</b>	<b>10</b> (7%)	<b>17</b> (13%)	<b>26</b> (18%)	<b>25</b> (17%)	<b>21</b> (15%)	<b>29</b> (19%)	<b>18</b> (13%)	<b>26</b> (14%)	<b>24</b> (15%)	<b>19</b> (11%)
<b>Retention</b>	<b>128</b> (93%)	<b>113</b> (87%)	<b>121</b> (82%)	<b>124</b> (83%)	<b>117</b> (85%)	<b>126</b> (81%)	<b>118</b> (87%)	<b>157</b> (86%)	<b>140</b> (85%)	<b>158</b> (89%)
<b>Graduation</b>	<b>128</b> (93%)	<b>113</b> (87%)	<b>121</b> (82%)	<b>124</b> (83%)	<b>117</b> (85%)	<b>126</b> (81%)	<b>118</b> (87%)	<b>155</b> (85%)	<b>87*</b> (53%)	<b>0*</b>

Data Source: Office of Registrar – MARG Report (end of summer 2015)

\*incomplete

During the 2014-2015 academic year, four complaints (all were determined to be unfounded after investigation) and one grievance (resolved through the informal process) were filed. Both complaints and grievances are 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. 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).

## SECTION III

The following section disseminates the 2014-2015 EBI Survey. The Noel-Levitz survey will be completed in February, 2016.

### 2014-2015 Educational Benchmarking, Inc (EBI) Results

The College conducts the online *EBI Undergraduate Exit Assessment* for all graduating seniors 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). The following reflects a summary of the results from 2014-2015 academic year.

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

Of the December 2014 and May 2015 graduates, there was a response rate of 87%. Four reminder notices were emailed to graduating seniors, to encourage participation. Results from this survey are summarized below:

**Table 4**  
**EBI EXIT ASSESSMENT RESULTS 2014-2015**

OVERALL PROGRAM SATISFACTION Items with a question standard deviation greater than that of 1.5, which indicates a need for improvement, will be summarized.	Standard Deviation & Change from Previous Year
<b>TO WHAT DEGREE</b>	
Are you experiencing stress regarding paying off your student loans	1.71 (-.05)
Do you anticipate problems making student loan payments	1.62 (-.04)
<b>QUALITY OF INSTRUCTION</b>	
Rate the quality of the BSN Program regarding: Faculty responsiveness to student concerns	1.58 (-.02)
<b>ENGAGING PEDAGOGIES</b> How satisfied are you with the faculty's ability to:	
Communicate effectively	1.62 (+.11)
Effectively sequence content of courses	1.50 (+.03)
Interact with students	1.52 (+.09)
Act as effective role models in clinical practice	1.55 (-0.03)
<b>COURSE WORK</b> How satisfied are you with the:	
Amount of work required of you in your classroom courses	1.60 (+.07)

<b>ACADEMIC PEERS -</b> Regarding your fellow students how satisfied were you with their:	
Ability to work in study groups	1.53 (+.04)
Academic integrity	1.65 (+.17)
<b>ADMINISTRATION AND SUPPORT SERVICES</b> Regarding the school of nursing, how satisfied are you with the:	
Medical computer technology	1.51 (no change)
Training to use computer technology	1.54 (+0.20)
Responsiveness of the program administration to student concerns	1.82 (-.03)
Program course schedule	1.53 (-.09)
Career placement	1.56 (-.01)
Financial aid	1.66 (+.17)
Academic advisors knowledge about course requirements for major	1.64 (-.06)
Academic advisors knowledge about degree requirements	1.57 (-.06)
Academic advisors knowledge about campus resources for personal, academic, or financial problems	1.70 (-.15)
<b>BASIC ORGANIZATIONAL AND SYSTEMS LEADERSHIP FOR QUALITY CARE AND PATIENT SAFETY</b>	
To what degree did the nursing program teach you to manage wounds	1.59
<b>OVERALL EVALUATION</b> Regarding your experience at the nursing school:	
To what degree: would you recommend the nursing school to a close friend	1.78 (-0.03)

There are seven qualitative questions that allow students the opportunity to provide feedback regarding their experience at LCN. Due to the number of responses for those questions, that data is not summarized here. The full 2014-2015 EBI report is available upon request.

#### **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.

## SECTION IV

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 2014-2015 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 the development of an assessment team. 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 2015-2016. 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 which evaluates 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 2014-2015. In addition, this CAR has addressed the specific areas for improvement from the 2013-2014 CAR. The 2014-2015 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 2015-2016.

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

Approved By:

\_\_\_\_\_  
Sheila Mingee, MBA, MSED  
President

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

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

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

## 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