Beck School of Practical Nursing

At

Career Center of Southern Illinois

Self-Study Report

Calendar Year 2020

Beck School of Practical Nursing at Career Center Southern Illinois

Administrative Staff

Stephanie Mohr	Director, Career Center of So. Illinois
Mitchell North	Assistant Director, Career Center of So. Illinois
Holly Szopinski	Director, Practical Nursing
Cretia Gaines	Administrative Assistant and Student Services Coordinator
Christine Sosa	Administrative Assistant
Stacey Schilling	Financial Aid Counselor
Linze Zarzeck	School Counselor

Table of Contents

Mission Statement

The Mission of the Beck School of Practical Nursing is to offer quality allied health and nursing programs that integrate professional skills, career focused education and hands on practical experience, empowering students to develop and achieve their personal and career potentials.

The Center provides a sophisticated level of training to individuals who desire a professional career in the medical field. This is accomplished through educational programs utilizing up to date training equipment, didactic lectures and hands-on experience provided by highly trained instructors and faculty.

Vision Statement

Beck School of Practical Nursing believes that education should promote the development of positive individual and professional responsibility and accountability by providing services that support the efforts of students to succeed academically, vocationally, and personally.

Philosophy

In accordance with the philosophy and mission of Beck School of Practical Nursing, we the faculty of the Practical Nursing Program believe:

- Individuals are unique, dynamic, and interactive beings with capacity to change and potential for growth. Each has an innate right to experience life as fully as his/her potential allows.

- Nursing is a dynamic, scientific, interpersonal process, which facilitates individual's potential for health through use of the nursing process

- Nursing practice is broad in scope and serves individuals in a multiplicity of settings based on the nurse's level of educational preparation and experience.

- Education of the Practical Nurse is designed to prepare individuals to assess, plan, intervene, and evaluate individuals / groups with the goal of reaching and/or maintaining optimal levels of functioning within the health-illness continuum in accordance with the Illinois Nursing Act.

- The teaching-learning process is a responsibility shared by faculty and student.

- The faculty is accountable for providing opportunities for experienced and guidance, which will facilitate the student's achievement of self-development in nursing. The responsibility for learning rests with the student and the level of achievement is contingent upon the individual's ability, career goals, and self- determination.

- Nurses work in various health care settings and must continually adapt to the changing needs of society and consumer expectations.

Goals

| To prepare both youth and adults to function effectively in their careers and personal lives.

| To adopt curricula to current career requirements.

| To upgrade facilities and equipment continually to maintain state-of-the-are levels.

| To raise enrollment by active recruitment.

| To increase program offerings as enrollment warrants.

| To provide placement services for students who complete their programs successfully.

| To emphasize and teach employability skills.

| To expand in-service professional development of the staff.

| To seek input from former students, parents, employers, community leaders, and member districts on ways to expand and improve programs.

| To provide positive public relations through a variety of media resources.

| To work towards articulation with post-secondary institutions.

Objectives

Students and graduates of the Beck School of Practical Nursing at Career Center of Southern Illinois:

1. Will function effectively in his / her nursing role by applying basic principles and techniques of nursing in the care of selective patients.

2. Will perform nursing functions safely, both independently or under supervision, depending on the complexity of the nursing situation.

3. Will recognize and work within the framework of his / her legal limitations.

4. Will maintain personal health and grow intellectually, socially, and emotionally which will encourage him / her to continue development in his / her chosen field.

5. Will understand his / her role on the health care team and acquire skills in interpersonal and vocational relationships.

Preface

The administration, faculty, and support staff of the Beck School of Practical Nursing (BSPN) at the Career Center of Southern Illinois (CCSI) is pleased and honored to present the results of this self-study for reaffirmation to the Council on Occupational Education. This process has allowed the faculty to gain insight into the rich history of the Beck School of Practical Nursing, formerly the Beck Area Career Center, and to gain awareness of each component that must be in place to assure that the programs offered by Beck continue to provide quality education to a diverse population of individuals living in Southern Illinois and the St. Louis Metro Region.

The BSPN health occupations and practical nursing program are the only adult education programs available at CCSI, which creates a challenge for the completion of this immense project due to the limited number of faculty and staff available to complete each task. Therefore, the responsibility for the 10 standards was shared by all of the BSPN administration, faculty, and support staff.

A COE reaffirmation committee was developed, and each staff member chose the standards which they would be responsible for addressing. The staff members then evaluated the extent to which the school complies with the accreditation criteria and made recommendations to meet the challenges identified. The information was reviewed at COE committee meetings and work was forwarded to the Director of Nursing for organization and consolidation into each standards folder used to support the information provided in this document.

The COE self-study process has been a beneficial teaching tool for BSPN faculty and staff that provided insight into the weaknesses, strengths, and challenges of this program. The review has prompted staff involvement in research on conformity to COE standards, participation in interdepartmental meetings to analyze assessment findings, and engaging in collaborative discussions to recommend changes that will improve the student educational experience at BSPN.

BSPN at CCSI is submitting our self-study report to the Commission of the Council on Occupational Education in preparation for the accreditation team visit during the week of July 26-30, 2021. We are excited to welcome the COE team for a learning opportunity at BSPN /CCSI.

Institutional and Community Characteristics

Administration, faculty, and support staff all played an integral role in development of this self-study. Faculty members were assigned a portion of each standard, meetings were held to discuss findings and suggestions for support documentation of each standard was shared.

Self-Study Committee Membership includes:

Ms. Stephanie Mohr	Director of CCSI
Ms. Holly Szopinski	Director of Nursing
Ms. Stacey Schilling	Student Financial Advisor
Ms. Cretia Gaines	Student Services Coordinator / Administrative Assistant
Ms. Christine Sosa	Administrative Assistant
Ms. Mary Brand	Support Staff
Ms. Shandra Goersch	Nursing Faculty – PN
Ms. Lori Hoffman	Nursing Faculty – PN
Ms. Kelly Kalmer	Nursing Faculty - PN
Ms. Danielle Miller	Nursing Faculty – PN
Ms. Cynthia Nobe	Nursing Faculty – CNA
Ms. Crea Rose	Nursing Faculty - PN
Ms.Stacey Schilling	Financial Aid Counselor

Institutional Characteristics: Introduction

Beck School of Practical Nursing @ the Career Center of Southern Illinois

6137 Beck Road, Red Bud Illinois 62278

Phone: (618) 473-2222

Web Site http://www.becknursing.org

Institutional Characteristics: History

The Beck School of Practical Nursing (BSPN) is located on a twenty-three acre tract of land located at 6137 Beck Road, Red Bud, Illinois in Monroe County, as part of the Career Center of Southern Illinois. The School utilizes four instructional buildings and a cafeteria. The original buildings were constructed in the late 1950's and originally were the site of the Nike Missile Base SL-40. In the late 1960's the military program was decommissioned and the site was abandoned by the government and thirteen local school districts presented a proposal to utilize the site as an area career center. The proposal was accepted and in 1972 the first vocational classes were held. In 1979, Ms. Janice Augustine joined Beck and developed the practical nursing program, which began classes in October 1979. In the 1980's a new building was constructed to house the practical nursing program.

Institutional Characteristics: Programs

Beck School of Practical Nursing at Career Center of Southern Illinois offers adult education in two health occupation fields – practical nursing and certified nurse aid. The nurse aid program is run in class lengths that are varied according to the school calendar, generally will last 2 to 3 months, with shorter durations in the summer schedules. The practical nursing program has two cohorts running concurrently, one beginning in January and completing the following December, and the second beginning in July and finishing the following June. Students who complete the practical nursing program will receive a diploma and be eligible to test for the National Council on Licensure Examinations (NCLEX) licensed practical nurse licensure examination. The certified nurse aid students will receive a certificate of completion and be qualified to test for the state nurse aid certification.

Faculty for the practical nursing program are scheduled to be on campus Tuesday – Wednesday – Thursday from 8:00 am to 3:30 pm, and at clinical on Monday and Friday from 6:30 am until 3:00 pm. The faculty for the certified nurse aide program is at the school on Monday through Wednesday from 8:00 – 3:30 and is at clinical from 6:30 until 3:00 on days that clinical are scheduled. The practical nursing program and the CNA program are designed in a clock hour format. The CNA student must complete a minimum of 104 classroom hours and 40 clinical hours of instruction. The practical nursing program requires approximately 1440 hours of program instruction for completion in 11 months. Plans are underway to request conversion to a credit hour format for the practical nursing (PN) program to allow development of a permanent distance learning opportunity for PN students.

In 2020 the COVID-19 pandemic removed any semblance of normalcy in both the PN and CNA programs. When the Department of Education notified all colleges and vocational programs of approval of distance learning provided the licensing body approved, Beck School of Practical Nursing (BSPN) had to rapidly obtain permission from the Illinois Department of Finance and Professional Regulation (IDFPR) and the Illinois Department of Public Health (IDPH) to convert to online learning. Within days of the request, the Governor of Illinois closed all Illinois schools on March 17, 2020, and the BSPN became a distance learning program for the first time in the school's history.

The school has used a variety of instructional delivery techniques to support the students in the learning process, such as traditional classes, lectures, laboratory experience, and work-based activities in the clinical setting. Beginning in 2020, those methods were unavailable to students for the months of March through September, and beginning in late September, only limited work-based activities were available, while the traditional classroom remained closed. Students were taught using live lectures via Zoom, testing through Edmodo with the use of Zoom proctoring, and simulations using Shadow Health and Nurse Achieve.

The institution employs 1 full-time director, a nursing director, 4 full-time instructors, 7 part- time instructors, and 4 non-instructional and support services.

Institutional Characteristics: Student Demographics
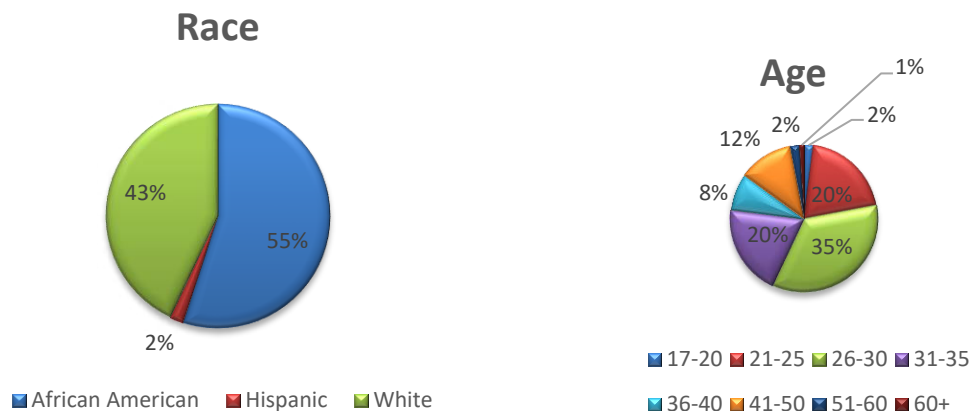
Community Characteristics: Geographic Area Served

BSPN at CCSI provides educational programs to a wide service area that includes Monroe, Randolph, Madison, St. Clair, Washington, Clinton, and Jackson Counties in Illinois and St. Louis and Perryville Missouri.

Source:https://www.google.com/maps/@38.34668310.1472829,9z obtained 6-05-2015

Community Characteristics: Service Area and Population Served

Demographic information was obtained for the four counties which has the largest student representation at BSPN. Those counties include Monroe, Randolph, St. Clair, and Madison. The U.S. Census Bureau (2019) indicates that those counties have the following statistics:

County/ Area	Population	% White	% African American	% Native American	% Hispanic	% Asian
Madison	264,776	87.4%	8.7%	0.0%	3.3%	1.1%
Monroe	34,168	97.3%	0.2%	0.0%	1.5%	1.3%
Randolph	32,295	86.8%	10.1%	0.2%	3.1%	0.6%
St. Clair	262,338	64.1%	29.9%	0.0%	4.1%	1.5%
U.S.	328,239,523					

Further studies of 2019 Census data reveal that the following socio-economic information:

County/ Area	Median Income	High School Graduation Rate	Employment Rate %	% Living in Poverty
Madison	$60,378.00	92.5%	59.7%	13.2%
Monroe	$85,747.00	96.0%	66.0%	4.1%
Randolph	$53,816.00	84.3%	49.2%	19.5%
St. Clair	$55,179.00	91.1%	58.3%	22.1%
U.S.	$62,843.00	88.0%	59.6%	18.5%

County/ Area Land Area in Square Miles	Families/ Living Arrangements-Total Households
Madison 715.5	107,659
Monroe 384.9	13,856
Randolph 575.4	11,883
St. Clair 657.6	104,105
U.S. 3,809,525	120,756,048

The Beck School of Practical Nursing, as described earlier, is located in rural Monroe County. The location of the school does not allow for the availability of bus or cab transportation which creates challenges for many of the students who are from the urban areas and may rely on public transportation. Prior to the pandemic of 2020, students were encouraged to form carpools with other individuals from their residential area. In 2020, carpools were discouraged due to the risk of spreading the COVID virus.

CONDITIONS CHECK SHEET
Generic Version – 2020 Edition

CONDITIONS	YES	NO	N/A
Item 1: Visiting teams complete the Worksheet for Confirming Compliance with Eligibility Requirements before responding to this item.			
1. The institution continues to demonstrate that it satisfies each of the eligibility requirements for Candidate for Accreditation. (See *Handbook of Accreditation*, pgs. 7-8)	X		▨
Item 2: The visiting team, at the conclusion of its visit, must determine its response to the following condition after reviewing institutional documentation, conducting interviews with administration, staff, and faculty, and completing all applicable parts of conditions and standards check sheets:			
2. The institution conducts its affairs with acceptable standards of honesty and integrity. (See *Handbook of Accreditation*, pg. 29)	X		▨
3. The institution meets all lawful obligations imposed by state and federal agencies. (See *Handbook of Accreditation*, pg. 29)	X		▨
4. The institution has notified the Commission of any individual affiliated with the institution who has been debarred by a government agency or another accrediting agency or was an owner, an administrator, or a governing-board member of a COE-affiliated institution that was denied accreditation, was dropped from accreditation, or closed without providing a teach-out or refunds to currently enrolled students. (See *Handbook of Accreditation*, pg. 29)			X
5. The institution occupies its own physical facilities and is not co-located with another institution. (See *Handbook of Accreditation*, pg. 10)	X		▨
6. The institution maintains a permanent accreditation file which contains items set forth in the Commission conditions. (See *Handbook of Accreditation*, pg. 24)	X		▨
Non-Public Institutions Only 7. (If required to operate.) The institution has an original current license for the main campus and each branch and/or extension. (See *Handbook of Accreditation*, pg. 8)			X
Item 8: This item is to be completed by Visiting Teams during accreditation visits.			
Non-Public Institutions Only: 8. List ID numbers and expiration dates of licenses for all campuses:			
9. The on-site administrator or other full-time employee at the main campus attended required workshop(s) within six to eighteen months prior to hosting the accreditation visiting team. (For initial accreditation, Candidate Academy/Self-Study workshops. For reaffirmation, Self-Study and Annual Report Workshops [The Annual Report and Reporting Student Achievement Data, if applicable].) (See *Handbook of Accreditation*, pg. 10)			X
10. For initial accreditation or reaffirmation of accreditation, the institution has placed a notice on the home page of the institution's web site and within at least one print media source that is circulated within the service area of each campus of the institution. This notice must be placed at least sixty (60) days prior to hosting the accreditation visit and must state that the institution is applying for initial accreditation or reaffirmation of accreditation with the Commission of COE in compliance with Commission criteria. (See *Handbook of Accreditation*, pg. 50)			X
Item 11: This item is to be completed by Visiting Teams during accreditation visits.			
11. Date notice was published, broadcast, or televised:			
12. The institution has submitted an evaluation of standards form from one of its occupational advisory committees prior to hosting an accreditation visiting team. (See *Handbook of Accreditation*, pg. 50)	X		▨
13. The institution has informed the Commission of all planned and unplanned substantive changes. (See *Handbook of Accreditation*, pg. 31-34)			X
14. Innovative or experimental programs operated at variance with the standards have received Commission concurrence prior to implementation. (See *Handbook of Accreditation*, pg. 6)			X
15. Documents the institution has filed with the Commission accurately represent the status of the institution. (NOTE: If this statement is checked "NO", documentation which demonstrates the institution's misrepresentation must be submitted with the team report.) (See *Handbook of Accreditation*, pgs. 24-26)	X		▨
Accredited Institutions Only 16. The institution's use of the accreditation seal complies with Commission conditions. (See *Handbook of Accreditation*, pg. 25)	X		
17. The institution adheres to the Commission's condition on the monitoring of institutional growth and has notified the Commission of increases in total Full-Time Equivalent (FTE) that equal or exceed 25% of the established baseline, and for non-public institutions, increases in gross revenue of 100% or more from the previous year have been reported to the Commission. (See *Handbook of Accreditation*, pgs. 45)	X		

CONDITIONS (continued)	YES	NO	N/A
Items 18 and 19: Visiting teams complete the Recruiting/Advertising Worksheet before responding to these items.			
18. Student recruitment activities used by the institution are truthful and avoid any false or misleading impressions of the institution, its programs and services, or employment, and are in compliance with all other Commission conditions governing recruitment. (See *Handbook of Accreditation*, pgs. 46)	X		
19. Media used by the institution for advertising purposes are truthful and presented with dignity to avoid any false or misleading impressions of the institution, its programs and services, or employment, and are in compliance with all other Commission conditions governing advertising. (See *Handbook of Accreditation*, pg. 46-47)	X		
Item 20: Visiting teams complete the Criteria for Publications Worksheet before responding to this item.			
20. A catalog and/or other official documents, which are made available through various media (hard copy or online), to provide the information specified in the *Handbook of Accreditation* must be readily available to students, prospective students, and other constituents. (See *Handbook of Accreditation*, pg. 89-90)	X		
21. If the institution employed a consultant for the purpose of assisting in the accreditation process, it submitted a copy of the consultant's resume within 7 days after employment was secured, and can demonstrate that the terms of the consultant's contract meet Commission conditions stated in the Handbook of Accreditation. (See *Handbook of Accreditation*, pg. 15)			X
22. The role of contractors hired by candidate/accredited institutions (if any) must exclude the authority to make official decisions for the institution or to serve in the role of accreditation liaison officer for the institution. (See *Handbook of Accreditation*, pg. 47-48)			X
23. If the institution participates in Title IV Financial Aid programs, it does not contract more than 25 percent of the instruction of one or more of its programs with an external agency, corporation, institution, or individual. (See *Handbook of Accreditation*, pg. 47-48)	X		
24. Clear indication must exist that the faculty and staff were responsible for preparing, revising and editing any documents required in the accreditation process. (See *Handbook of Accreditation*, pg. 15)			X
25. The institution has named an accreditation liaison officer who is a staff member located at the main campus. (See *Handbook of Accreditation*, pg. 23)	X		
Status with Other Agencies: A "YES" response for statements #1-8 signifies that the institution is in compliance with the Commission's Conditions.			
1. The institution is not the subject of an interim action by a state or federal agency potentially leading to the suspension, revocation, withdrawal, or termination of the institution's legal authority to provide postsecondary education in any state in which it operates. (See *Handbook of Accreditation*, pg. 49)	X		
2. The institution has not had its state license suspended, revoked, withdrawn, or terminated, even if the required due process procedures have not been completed within any state in which it operates. (See *Handbook of Accreditation*, pg. 49)	X		
3. The institution has not voluntarily withdrawn its candidacy or accreditation while not in good standing from a nationally recognized accrediting agency. (See *Handbook of Accreditation*, pg. 49)	X		
4. The institution has not had its candidacy or accreditation withdrawn or been placed on public probation by a nationally recognized accrediting agency. (See *Handbook of Accreditation,* pg. 49)	X		
5. The institution is not the subject of an interim action by another accrediting agency potentially leading to the suspension, revocation, or withdrawal of candidacy or accreditation. (See *Handbook of Accreditation*, pg. 49)	X		
6. The institution has not been notified of the loss of any agency's accreditation even if the due process procedures have not been completed. (See *Handbook of Accreditation*, pg. 49)	X		
7. If the institution is presently accredited by another nationally recognized accrediting agency, it describes itself in identical terms to each agency with regard to identity (i.e., main campus, branch campus, branch campus to main campus relationship), mission, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituents to all federal, state, and other agencies, including accrediting agencies. (See *Handbook of Accreditation*, pg. 49)			X
8. If the institution is seeking dual accreditation, the reasons for wanting dual accreditation have been submitted to each accrediting agency and to the Secretary of the U.S. Department of Education, and the institution **must** also designated which agency's accreditation is to be utilized in determining the institution's eligibility for program participation under the Higher Education Act. (See *Handbook of Accreditation*, pg. 49)			X

Non-Main Campus Sites: General	YES	NO	N/A
1. Ownership of all non-main campus sites is the same (same governance, entity, proprietorship or partnership, or the same corporation) as the main campus. (See *Handbook of Accreditation*, pg. 38-39)			X
2. The Commission has approved every instance where the names of non-main campus sites have been expanded to clearly identify different locations or specific programs. (See *Handbook of Accreditation*, pg. 38-39)			X
3. The complete name of the main campus is identified in all publications and advertisements when referring to a non-main campus site. (See *Handbook of Accreditation*, pg. 38-39)			X
4. Duplicate records on personnel, financial matters, student attendance, and educational progress for non-main campus sites are kept at the main campus. (NOTE: Institutions capable of maintaining and accessing records electronically may keep all records previously mentioned at the main campus.) (See *Handbook of Accreditation*, pg. 38-39)			X
5. Programs offered at non-main campus sites are approved by the Commission and are described in the main campus catalog (or catalog supplements for branch campuses). (See *Handbook of Accreditation*, pg. 38-39)			X
6. Non-main campus sites comply with criteria identified on the Worksheet for Non-Main Campus Sites – General Criteria.			X
7. Instruction provided at non-main campus sites maintains the educational integrity of the institution and does not endanger its compliance with the standards, criteria, and conditions adopted by the Council.			X
Non-Main Campus Sites: Branch Campuses	**YES**	**NO**	**N/A**
1. Each branch campus operates under the supervision of an on-site administrator who reports to the on-site chief administrator at the main campus. (See *Handbook of Accreditation*, pg. 38-39)			X
2. Each branch campus complies with all criteria identified on the Worksheet for Non-Main Campus Sites.			X
Non-Main Campus Sites: Extension Campuses	**YES**	**NO**	**N/A**
1. Extensions are located within a 50-mile radius of the main campus. (See *Handbook of Accreditation*, pg. 39)			X
2. Each extension campus complies with criteria for non-main campus sites as identified on the Worksheet for Non-Main Campus Sites.			X
Non-Main Campus Sites: Extended Classrooms	**YES**	**NO**	**N/A**
1. Extended classrooms must be located within two miles of a **main** or **branch** campus. (See *Handbook of Accreditation*, pg. 40)			X
2. Extended classrooms must be supervised by the chief administrator of the **main** or **branch** campus. (See *Handbook of Accreditation*, pg. 40)			X
3. Each extended classroom complies with criteria for non-main campus sites as identified on the Worksheet for Non-Main Campus Sites.			X
Non-Main Campus Sites: Instructional Service Centers	**YES**	**NO**	**N/A**
1. Program instruction at instructional service centers is under the direct control of the main campus and located within the geographic service area designated by the governing board of the institution. (See *Handbook of Accreditation*, pg. 39-40)			X
2. All student services are available on-site at the instructional service center and the full range of services is made accessible to participating students at the main campus. (See *Handbook of Accreditation*, pg. 39-40)			X
3. Instructional service centers are a joint venture between the institution and an employer or another educational agency. (See *Handbook of Accreditation*, pg. 39-40)			X
4. Each instructional service center complies with criteria for non-main campus sites as identified on the Worksheet for Non-Main Campus Sites.			X
Non-Main Campus Sites: Additional Space	**YES**	**NO**	**N/A**
1. Additional space acquired for instructional or student services purposes must be located within one quarter of a mile from a **main** campus or **branch** campus. (See *Handbook of Accreditation*, pg. 40)			X

REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID
Institutions that convert their programs to Federal Credit Hours for the processing of Federal Financial Aid programs must undergo a review of a sampling of the course prep hours and approval by the Commission. Indication of compliance with this requirement is made by visiting teams under Standard 2 – Educational Programs for each program chosen as part of the sample.

Standard 1- Institutional Mission

Cretia Gaines
Cindy Nobe
Stephanie Mohr
Holly Szopinski

STANDARD 1
Institutional Mission
Generic Version – 2020 Edition

Standard 1 Criteria	YES	NO	
1. The primary mission of the institution is to instruct students to such competency levels that they are qualified for initial employment and/or career advancement.	X		
The institution's mission is: 2. Clearly and concisely stated in written form;	X		
3. Published in hard copy and/or online;	X		
4. Publicly available; and,	X		
5. Used consistently in publications.	X		
6. The institution has an organized and functional institutional advisory committee. **VISITING TEAMS: If NO is checked, leave criteria 7-11 blank and resume with criterion 12. Write one finding of non-compliance that specifies BOTH the requirement to appoint an institutional advisory committee AND each criterion 7-11. (See instructions page.)**	X		**MULTI-PART CRITERIA**
The institution advisory committee meets the following requirements: 7. Is composed of no less than three persons, all of whom are external to the institution. (Committees larger than three members must maintain a majority of external members.);	X		
8. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present);	X		
9. Meets at least once annually, if serving only in an institutional advisory capacity; or twice annually, if serving in an occupational advisory capacity;	X		
10. Keeps typed minutes to document its activities, recommendations, and meeting attendance; and,	X		
11. Is used to provide community involvement in maintaining a relevant mission for the institution.	X		
The criteria above represent the minimum requirements for an institutional advisory committee. The institutional advisory committee can also serve as the occupational advisory committee if only one occupational advisory committee is required for the institution. In those cases, the requirements of both committees (institutional and occupational) must be met.			
12. Public information and community relations are maintained to promote the institution's mission in its community.	X		

Standard One

Introduction:

The Beck School of Practical Nursing (BSPN) was originally known as the Beck Area Career Center and provided adult occupational health education on a campus it shared with a high school vocational center. The high school vocational center opened in 1972, and in October of 1979, the Beck Area Career Center Practical Nursing Program was started. Eventually the adult health occupation program expanded to include a certified nurse aide program (CNA). In July 2013 the Beck Area Career Center became the Career Center of Southern Illinois. Due to the demand for Beck Practical Nursing graduates, it was determined that the practical nursing program and the adult CNA program would retain the Beck name and became the Beck School of Practical Nursing at the Career Center of Southern Illinois (CCSI). BSPN has a well-defined and articulated mission statement to provide all students the opportunity to achieve career goals, and to ultimately become contributing partners to the local communities.

Mission Statement:

The mission of the Beck Practical Nursing Program is to offer quality allied-health and nursing programs that integrate professional skills, career-focused education and hands-on practical experience, empowering students to develop and achieve their personal and career potentials.

Analysis:

1. The primary mission of the institution is to instruct students to such competency levels that they are qualified to initial employment and/or career advancement.

The primary mission of the Beck School of Practical Nursing at Career Center of Southern Illinois focuses on education in allied health fields that will promote the development of qualified and skilled practical nurses and certified nurse aides. BSPN practical nursing and certified nurse aide programs use a variety of methods to assist student in gaining the competence, skills, and knowledge needed to become safe and prudent caregivers. Classroom teaching and laboratory practice which is reinforced in the clinical setting prepare students for a fulfilling career in healthcare and allow the students to reach their full career potential. Faculty are offered the opportunity by BSPN to attend seminars and review periodicals on updated standards and evidence-based practices in the healthcare field to assure that their skills and knowledge remain current. Faculty who advance their education and attain a Masters level of nursing practice are monetarily rewarded with increases in their annual salary.

2. The institution's mission is clearly and concisely stated in written form

BSPN Mission clearly and concisely represents the official purpose of the institution. The mission represents the official statement of the institution regarding the education of all health occupation students. Actions taken in the pandemic of 2020 were in accordance with methods to continue to meet the mission while protecting the health and safety of students, faculty, support staff, and administration.

3. The institution's mission is published in hard-copy and/or online:

The Mission Statement is published in the Student Handbook, posted in all classrooms, common areas, administrative and faculty offices, and is found on the school website.

4. The institution's mission statement is publicly available.

BSPN's current Mission Statement is available in the Student Handbook, on the School Website, and is strategically placed in common areas throughout the campus and in various offices and classrooms.

5. ***The institution's mission is used consistently in publications.***

BSPN's mission is used in all Student Handbooks, on the website, and in recruitment brochures.

Multi-part Criterion:
6. The institution has an organized and functional institutional advisory committee.
7. Is composed of no less than three persons, all of whom are external to the institution. (Committees larger than three members must maintain a majority of external members.);
8. Has at least 3 external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present):
9. Meets at least once annually, if serving only in an institutional advisory capacity; or twice annually, if serving in an occupational advisory capacity.
10. Keeps typed minutes to document its activities, recommendations, and meeting attendance, and,
11. Is used to provide community involvement in maintaining a relevant mission for the institution.

The 20 members of the BSPN Institutional Advisory Committee are derived of school personnel, business and community representatives, faculty, and student government representatives. The majority of committee members are external from the school. Most of the committee members represent stakeholders in area healthcare settings. The Student Government members are invited so that may bring concerns and comments to the committee.

Prior to 2020, the Advisory / Occupational meetings were scheduled in the afternoon on the same day as the Job Fair, when members were on campus for the Fair. Discussion points and the agenda were forwarded to the members in advance so that they were prepared for the meeting and could present any questions or concerns. In 2020, virtual meetings were held via Zoom. The initial meeting scheduled in June 2020 had to be rescheduled due to the lack of 3 outside members who were in the field of healthcare. The meeting was held on July 24, 2020, with the required representation of outside members. The December 18, 2020, meeting met the requirement for external member attendance.

The Advisory / Occupational Committees met initially on June 2, 2020, using Zoom for all attendees. The attendance on that date did not meet the criteria, so the meeting was rescheduled for July 24. On July 24, the number of attendees met the requirement, and the meeting was completed. The December 2020 meeting attendance was a majority that was external to the program. Attendance was taken using screenshots of the Zoom users during the meetings. The attendees' names were added to the minutes, which were forwarded to members in the days after the meeting.

The Career Center of Southern Illinois (CCSI) Director takes minutes at the meetings and obtained a screenshot of attendees for attendance purposes. The minutes include the date, time, and location of the meeting, attendance, agenda items which follow the COE protocols, discussion, comments, and other non-agenda topics addressed. The meeting minutes were made available to all members as requested after the meeting. Previous meeting minutes are forwarded to members prior to upcoming meetings, in addition to the agenda and planned discussion points, prior to the next scheduled meeting to allow for review.

The Advisory / Occupational Committee membership, consisting of members who employ students educated at BSPN, allows for feedback and discussion to determine if BSPN is meeting the mission outlined in the mission statement. These members are composed of representatives from various organizations and clinical sites that have direct relations with the school of nursing. Discussion topics include program content, learning activities and methods, and level of skills and proficiency meets the needs of employers in the community who will be employing BSPN graduates. This process ensures the school's mission and the methods of meeting that mission is relevant to the community that BSPN serves.

12. A program of public information and community relations is maintained to promote the institution's mission in the community.

Prior to 2020, BSPN required students to participate in community services as a part of the curriculum. This often included health fairs, church health days, and day care participation. Faculty and staff participated in Job fairs, CNA

informational meetings and conferences. High school and community visits were made periodically to enhance community relations and promote the CNA and Nursing programs. The pandemic in 2020 limited all those options.

In 2020, Students were no longer able to participate in health fairs that were not being held, church health days that were canceled due to church closures, and many other options formerly used to promote community relations and public information about BSPN. Students became creative in ways to remain engaged in the community. Some of the community service activities that were used included: blood donations, volunteering at the blood bank, making masks for nursing homes and people in the community, providing meals for first responders and hospital staff, obtaining life-like pets for residents of nursing homes who were unable to see or hug family members, shopping and caring for elderly neighbors, and a variety of other activities.

Challenges and Solutions:

The Beck School of Practical Nursing Mission Statement is well-developed and reflects the purpose of our institution's commitment to Career Education. In 2020, BSPN was challenged to meet the mission in new and creative ways when the school was closed due to the Governor's order during the early days of the pandemic. Returning to fully operational face-to-face classroom and clinical has been slow and judicious to protect the students and faculty. Scheduling Advisory / Occupational Committees and gaining the attendance needed to meet the requirements regarding external membership has been a true challenge for a variety of reasons: change in staff at member facilities due to stress and burnout, COVID outbreaks at member facilities which limited the time available to attend Zoom meetings, and illness of the members themselves. Community involvement was also greatly challenged due to mandated closures and crowd limits. BSPN is very proud of the adaptability of the nursing students in finding unique ways to serve the community that did not put themselves or others at risk.

The solution to the challenges of 2020 was flexibility. Changing meetings from physical to virtual (with the permission of the COE), providing the agenda, previous minutes, and discussion points in advance of the meetings allowing members to be prepared and have issues or comments ready for discussion. The nursing students' ability to adapt and change how they serve the community has been a source of pride for the program.

Summary:

The Beck School of Practical Nursing (BSPN) Mission Statement reflects the school's commitment to its unique student and community population. The students of Beck receive relevant education that is life changing. Students, both prospective and current, receive updates through the school website related to mission and educational offerings on an ongoing basis. The ability to adapt in a healthcare crisis has proven to BSPN that we are able to meet the mission even in the most challenging of circumstances.

In accordance with the Mission Statement, BSPN provides students with the skills and knowledge needed to empower students to develop and achieve their personal and career potential and sustain a meaningful role in society. The events of 2020 have solidified commitment to the BSPN mission.

Standard 2-Postsecondary Educational Programs

Adult Health Occupations
Practical Nursing

Shandra Goersch
Lori Hoffman
Danielle Miller
Crea Rose
Holly Szopinski

STANDARD 2
Postsecondary Educational Programs
Generic Version – 2020 Edition

Name of Postsecondary Program: Beck School of Practical Nursing

This check sheet applies to each program that enrolls postsecondary students or a combination of postsecondary and secondary students for the purpose of job entry or career advancement.

Standard 2 Criteria	YES	NO	N/A
Admissions			
The institution's admissions policies and procedures are:	X		
1. Clearly stated;			
2. Consistently applied;	X		
3. Non-discriminatory;	X		
4. Published; and,	X		
5. Consistently communicated to students.	X		
6. For students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with Policies established by the Commission.			X
7. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.	X		
8. Students admitted into associate degree programs have documentation of a high school diploma or its equivalent.			X
An institution that admits students by exception to its standard admissions policies must:			X
9. Have written admissions policies and procedures for these exceptions;			
10. Apply them uniformly;			X
11. Provide documented evidence on how they are used;			X
12. Maintain records on student progress; and,			X
13. Evaluate the effectiveness of the procedures used in admitting students by exception on an annual basis.			X
Programs			
Occupational education programs align with:	X		
1. The mission of the institution; and,			
2. The occupational needs of the people served by the institution.	X		
Each occupational education program has:	X		
3. Clearly stated objectives;			
4. Defined content relevant to those objectives and the current needs of business and industry,	X		
5. Assessment of student achievement based on the program objectives and content; and,	X		
6. Annual evaluation of its objectives.	X		
A systematic process has been implemented to document:	X		
7. That the objectives and content of programs are current; and,			
8. That coursework is qualitatively and quantitatively relevant.	X		

Standard 2 Criteria	YES	NO	N/A
Programs (continued)			
9. Three bona fide potential employers review each educational program annually and recommend: **VISITING TEAMS: If NO is checked, leave criteria 10-20 blank and resume with criterion 21. Write one finding of non-compliance that specifies BOTH the requirement for annual review by potential employers AND each criterion 10-20. (See instructions page.)**	X		
10. Admission requirements;	X		
11. Program content that is consistent with desired student learning outcomes;	X		
12. Program length;	X		
13. Program objectives;	X		
14. Competency tests;	X		
15. Learning activities;	X		
16. Instructional materials;	X		
17. Equipment;	X		
18. Methods of program evaluation;	X		
19. Level of skills and/or proficiency required for completion; and,	X		
20. Appropriate delivery formats for the subject matter being taught.	X		
NOTE: The Employer Program Verification Form must be completed by potential employers of the institution's graduates as evidence of compliance with criteria 9-20 above.			
21. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.	X		
22. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.	X		
Associate Degree programs offered must meet the following requirements:			X
23. The program is designed to lead graduates directly to employment in a specific career.			X
24. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology).			X
25. The program has a minimum of 60 semester hours or 90 quarter hours; and,			X
26. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses which are not applicable to a specific occupation, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.			X
27. **For all coursework delivered via distance education:** Distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and credentials awarded.			X

MULTI-PART CRITERIA (criteria 9-20)

Programs (continued)			
Each program offered by the institution:	X		
28. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;	X		
29. Has continuous involvement of on-campus administrators and faculty in planning and approval;	X		
30. Has varied evaluation methodologies that reflect established professional and practice competencies;	X		
31. Is qualitatively and quantitatively consistent at each campus where it is offered;	X		
32. Has measures of achievement of the student learning objectives;	X		
33. Is described in catalogs, brochures, and/or other promotional materials which include tuition/fee charges, refund policies, admissions and academic requirements, information technology requirements, and employment requirements; and,	X		
34. Provides for timely and meaningful interaction among faculty and students.	X		
35. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.			X
36. **For all coursework delivered via distance education:** Faculty teaching distance education courses ensure timeliness of their responses (synchronously or asynchronously) to students' requests by following institutional requirements on response times of no more than 24 hours within the published operational schedule of the program/course.	X		
REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID			
If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution has not applied for course prep approval with the Council, indicate N/A).	X		
Instruction			
1. Academic competencies and occupational skills are integrated into the curriculum or instructional plan for each occupational program.	X		
2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.	X		
3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.	X		
The sequence of instruction required for program completion is used to:	X		
4. Organize the curriculum;			
5. Guide the delivery of instruction;	X		
6. Direct learning activities; and,	X		
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.	X		

Standard 2 Criteria (continued)	YES	NO	N/A
Instruction (continued)			
8. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught. **VISITING TEAMS: If NO is checked, leave criteria 9-15 blank and resume with criterion 16. Write one finding of non-compliance that specifies BOTH the requirement to appoint a committee for each program AND each criterion 9-15. (See instructions page.)**	X		
Each occupational advisory committee: 9. Consists of a minimum of three members external to the institution who have expertise in the occupational program;	X		
10. Represents each service area covered by the program at each meeting (main campus and each branch campus);	X		
11. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present);	X		
12. Meets at least twice annually;	X		
13. Ensures that no fewer than three months separate each official committee meeting; and,	X		
14. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member. *NOTE 1: The Criteria above represent the minimum requirements for occupational advisory committees. Institutions have the option to have separate committees for each campus – main and branch.)* *NOTE 2: External members may serve on more than one occupational advisory committee as long as they meet the Criteria above for membership for each committee on which they serve.*	X		
15. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.	X		
16. Job-related health, safety, and fire-prevention are an integral part of instruction and are incorporated into curricula as is appropriate to the occupation.	X		
17. Orientation to technology is provided and technical support is available to students.	X		
18. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.	X		
19. Instruction is effectively organized as evidenced by syllabi, lesson plans, competency tests, and other instructional materials.	X		
20. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.	X		
21. **For all coursework delivered via distance education:** The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.	X		
22. **For all coursework delivered via distance education:** Each course/program has in place a standardized template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes in order to facilitate quality assurance and the assessment of student learning.	X		

(Criteria 8-15 are marked as MULTI-PART CRITERIA)

Standard 2 Criteria (continued)		YES	NO	N/A
Instruction (continued)				
23.	**For all coursework delivered via distance education:** The institution has processes in place to determine that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit (with methods such as secure logins, pass codes or proctored examinations).	X		
24.	**For all coursework delivered via distance education:** The institution monitors student progress in distance education activities; such monitoring may include frequency of log-in time, confirmation of student time online, and the percentage of coursework completed.	X		
Written agreements with work-based activity partners, if any:		X		
25.	Are current;			
26.	Specify expectations for all parties; and,	X		
27.	Ensure the protection of students.	X		
28.	Each work-based activity has a written instructional plan for students. **VISITING TEAMS: If NO is checked, leave criteria 29-30 blank and resume with criterion 31. Write one finding of non-compliance that specifies BOTH the requirement for a plan AND each criterion 29-30. (See instructions page.)**	X		
29.	The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.	X		
30.	The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.	X		
31.	Work-based activities conducted by the institution are coordinated by a designated institutional employee possessing appropriate qualifications.	X		

MULTI-PART CRITERIA

CLOCK HOUR/CREDIT HOUR CHART

Provide total program length in clock and credit hours. These numbers should agree with the Grand Totals at the bottom of the chart.

Program Name:	**Beck School of Practical Nursing – PN**	**CIP Code:** Click

INSTRUCTIONS: This chart is to be completed for all programs measured in credit hours.
ENTER BOTH CLOCK HOURS AND CREDIT HOURS FOR EACH COURSE WITHIN THE PROGRAM.

GRAND **TOTALS**

Total Required CLOCK Hours: (Must equal Grand Total below) **1440**	Total Required SEMESTER Credit Hours: (Must equal Grand Total below) Click	Total Required QUARTER Credit hours: (Must equal Grand Total below) Click
Total Required CLOCK Hours *available* via distance education: **892**	Total Required SEMESTER Credit Hours: *available* via distance education: Click	Total Required QUARTER Credit hours: *available* via distance education: Click

COURSE NAME (LIST ALL COURSE OFFERED WITHIN THE PROGRAM) Use one line for EACH COURSE.	LECTURE			LABORATORY			WORK-BASED ACTIVITIES			COURSE TOTALS	
	Clock Hours	Credit Hours	DE	Clock Hours	Credit Hours	DE	Clock Hours	Credit Hours	DE	Clock	Credit
Anatomy	97		√	0	0	☐	0		☐	97	
Fundamentals I	47		√	12	0	☐	80		☐	139	
Fundamentals II	148		√	20	0	☐	0		☐	168	
Growth / Development	60		√	0	0	☐	0		☐	60	
Microbiology	18		√	0	0	☐	0		☐	18	
Maternity Nursing	66		√	0	0	☐	59		☐	125	
Med-Surgical Nursing	191		√	0	0	☐	185		☐	376	
Mental Health Nursing	51		√	0	0	☐	51		☐	102	
Nutrition	35		√	0	0	☐	0		☐	35	
Pediatrics	40		√	0	0	☐	59		☐	99	
Pharmacology	103		√	8	0	☐	56		☐	167	
Intro to Nursing	36		√	10	0	☐	8		☐	54	
TOTAL ALL COLUMNS	892			50	0		498	Click		1440	

DATA COMPILED AS OF 12/31/2020:

Programs listed below are those of which campus : (Click applicable box and enter name of campus if appropriate) Each campus needs a separate chart.	✓ Main Campus	✓ Other Campus Location:	N/A
Click each appropriate box to indicate method of measuring program length:	✓ Clock Hours	☐ Semester Credit Hours Complete Clock Hour/ Credit Hour Chart	☐ Quarter Credit Hours Complete Clock Hour/ Credit Hour Chart

PROGRAM NAME / CIP Code (Use One Line For Each Program)	PROGRAM LENGTH		% of Program's Total Length	Available Through Distance Education	INSTRUCTIONAL DELIVERY METHOD (Check One or More)			CREDENTIAL			PROGRAM START DATE (The date the program first enrolled students at the institution – NOT the start date of the latest term)	Number of Students Enrolled on the date chart is completed		Number of Instructors Assigned	
	Clock Hours	Hours			Traditional	Hybrid	Distance Ed	Certificate	Diploma	Degree		Part-Time	Full-Time	Part-Time	Full-Time
Practical Nursing	1440	0	62%		✓	☐	✓	☐	✓	☐	October 1979	0	30	4	4
Certified Nurse Aide	144	0	69%		✓	☐	✓	✓	☐	☐	October 1985	0	0	1	0

Standard Two-Practical Nursing

Introduction:

The Beck School of Practical Nursing (BSPN) offers 1 full time LPN program, and 1part time Adult CNA program. Each program has the approval of the appropriate licensing agency and is designed to prepare students for a career in health care. BSPN serves a diverse population that includes Southern Illinois and the Metro-East St. Louis region.

BSPN has been educating Practical Nurses for over 40 years. Traditional classroom, lab, and clinical experiences provide a well-rounded education for our students. In 2020, much of that changed when we had to divert to distance learning for students to continue and complete the program. The administration and faculty quickly learned what would – and would not work when addressing the students' educational needs. Students and teachers adapted to the new teaching and learning methods quickly. Problems were addressed to assure that students had online access. The government CARES funding assisted in purchase of internet hotspots for students without online access, simulation programs, and educational seminars to expand the learning opportunities for students who were unable to attend in the usual traditional classroom and clinical settings.

A. Admissions Analysis:
 The institution's admissions policies are:

1. Clearly stated

The admission policies at the BSPN are clearly stated and published on the school website and found in the Student Handbooks. The Student Services representative reviews admission requirements with potential applicants through phone calls and emails and refers them to the website where the policies are posted, and the Handbooks are available for download.

2. Consistently applied

Admission policies are applied in uniform manner for all applicants. The admission policies have been reviewed by administration, the Advisory / Occupational Committee, and are documented in the Student Handbook which is available on the website. The Student Services representative reviews these policies during phone calls from potential applicants and email inquiries. Students who do not meet the admission criteria are not invited for an admission interview with the instructor. Admission criteria is reviewed by the Director of Nursing during the interview.

3. Non-Discriminatory

BSPN indicates that the program is non-discriminatory in admission practices in the Student Handbook, available for download from the website, as a website posting on the PN www.becknursing.org webpage, and within the online application available to PN applicants.

4. Published

BSPN has published the admission policies in Student Handbooks for the PN students, available on the website. The PN admission process is described on the website, and the link to the Student Handbook is available. The admission process is also provided to interested individuals through phone calls and emails from the Student Services Representative.

5. Consistently Communicated to Students

The information published in the Student Handbooks is duplicated on the website and shared in a consistent manner with all who call with inquiries into the program.

6. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with Policies established by the Commission.

N/A. BSPN does not offer a Vocational English-As-A-Second-Language Program.

7. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

The review of the application completed by the admission team includes factors such as academic grade point average in all completed College and High School courses, scores on ACT / SAT, or the Work Keys and other activities that may offer reasonable expectations of the PN applicant's commitment to success. Expectations are available in the Student Handbooks.

The change from classroom to online format was difficult for some of the students who were in attendance at the time of the change. Applicants who were under consideration for admission to the July 2020 class were made aware in advance that the classroom portion could be limited to distance learning until the governing bodies and the Illinois Department of Public Health (IDPH) allowed a return to the classroom setting for larger groups of people. Some applicants opted out of admission to wait for traditional classroom availability.

8. Students admitted into associate degree programs have documentation of a high school diploma or its equivalent.

N/A. BSPN does not offer an Associate Degree programs.

An institution that admits students by exception to its standard admissions policies must:

9. Have written admissions policies and procedures for these exceptions

N/A. BSPN does not admit students on "ability to benefit" basis, as referenced in the Student Handbook.

10. Apply them uniformly

N/A. BSPN does not admit students on "ability to benefit" basis, as referenced in the Student Handbook.

11. Provide documented evidence on how they are used

N/A. BSPN does not admit students on "ability to benefit" basis, as referenced in the Student Handbook.

12. Maintain student records, and,

N/A. BSPN does not admit students on "ability to benefit" basis, as referenced in the Student Handbook.

13 Evaluate the effectiveness of the procedures used in admitting students by exception on an annual basis

N/A. BSPN does not admit students on "ability to benefit" basis, as referenced in the Student Handbook.

B: Programs:

Occupational education programs offered by the institution align with:

1. The mission of the institution, and,

The mission of BSPN is to offer quality allied health and nursing programs that integrate professional skills, career-focused education and hands-on practical experience, empowering students to develop and achieve their personal and career potentials. The Center provides a sophisticated level of training to individuals who desire a professional career in the medical field. This is accomplished through educational programs utilizing up-to-date training equipment, didactic lectures and hands-on experience provided by highly trained instructors, and faculty.

Every decision made by the faculty, administration, and board of control is driven by the mission to help students to meet their personal and career potentials. The purchase of high-fidelity laboratory equipment, review and approval of textbooks, changes in program format to better support and remediate students and revising the curriculum and lesson plans to meet the changing needs in healthcare have all been actions taken to meet the demands of the mission. The challenges of the 2020 pandemic made supporting the mission and providing nursing and allied health programs the sophisticated level of training in a distance format became vital to meeting the needs of communities experiencing a severe shortage of nurses. Students were able to complete the program without unforeseen delays and become licensed or certified to practice, filling a desperate need for healthcare professionals during the pandemic.

2. The occupational needs of the people served by the institution

The curriculum guides the education process at BSPN. The Advisory / Occupational Committee meets twice yearly. Meetings for the PN and CNA programs are held concurrently on the same day and consist of the same membership. Discussions are held concerning the curriculum, and any updates that the committee believes that BSPN must address based on the performance of the graduates in the facilities where BSPN graduates are employed. Stakeholders are members of the BSPN advisory committee and provide insight into the specific healthcare worker needs in our service area

Each occupational program has

3. Clearly stated objectives;

The BSPN Practical Nursing Handbook has clearly defined objectives for the nursing student. The BSPN student will function effectively in his/her nursing role by applying basic principles and techniques of nursing in the care of selective patients. He / She will perform nursing functions safely, both independently and under supervision, depending on the complexity of the nursing situation. The BSPN nursing student will recognize and work within the framework of his/her legal limitations. The BSPN nursing student maintain personal health and grow intellectually, socially, and emotionally, which will encourage him/her to continue development in his/her chosen field.
The BSPN nursing student will understand his/her role on the healthcare team and acquire skills in interpersonal and career relationships.

4. Defined content relevant to those objectives and the current needs of business and industry.

Curriculum updates were made to the practical nursing program in 2019 and 2020 to better meet the needs of the business and industry by addition of more emphasis on professionalism and workplace interactions, based on comments made at a 2019 Advisory / Occupational Committee meeting. The COVID-19 pandemic made

students aware of threats to the community as a whole, and the National Council of State Boards of Nursing (NCSBN) in-service training on COVID-19 protections was made mandatory for all PN students.

5. Assessment of student achievement based on the program objectives and content; and,

The PN program has grade requirements set for success in each course. Those expectations are outlined in the Student Handbook. Examinations are graded, and scores are used to determine continuation in each term and program completion. Students who do not achieve required grade standards are removed from the program.

6. Annual evaluation of its objectives.

All programs have clearly stated objectives and defined content. The PN program strives to align curriculum to current industry standards. The Nurse Practice Act provides content that is required instruction for the practical nursing program. The Director of Nursing and Faculty meet a minimum of once annually to discuss any changes needed in program objectives. In 2020, those meetings were held via Zoom, and the format for the July 2019 class was changed to eliminate the pass / fail Block exam and move to Term finals for each course. The July 2020 class will be the final class with 5 "Blocks", now renamed as Terms. No Pass / Fail Block exams are given for any class, based on review of the number of people who failed Blocks but were doing well otherwise academically. The plan was approved and supported by the Advisory / Occupational Committee.

A systematic process has been implemented to document

7. That the objectives and content of programs are current; and,

The Director of Nursing and faculty meet to discuss the currency of the program content. The Advisory / Occupational Committee reviews the program objectives and content and makes recommendations at each meeting. The faculty revises and updates lesson plans as appropriate and utilizes the IDFPR Nurse Practice Act requirements.

Content was previously divided into Blocks which allowed for the student to progress from basic nursing knowledge to advance skills in an orderly manner. Failure in any block or on the final pass / fail block exam required that the student be removed from the current cohort and return at the start of the same block with the next cohort. HESI exit exams were used in the past but did not serve as predictors on the PN NCLEX as well as expected. A move was made to F.A. Davis NCLEX-PN testing tools, which were not predictive of NCLEX success. ATI exams were used for 2 cohorts, with inconsistent results. A change was made in 2020 to move from Block to Term final exams, which were not weighed heavier than the other exams for the subject in the Term. Students who failed the subject in the Term was removed from the program. Students in the July 2019 and January 2020 cohorts were required to take simulated NCLEX exams provided by Nurse Achieve prior to graduation. Those simulated exams clearly identified strengths and weaknesses of each student's knowledge base to allow students to concentrate on that material for NCLEX study. Faculty were also made aware of that information for future lesson planning needs. These results were available to each student to assist in NCLEX review.

The formal NCLEX results provided by Mountain Measurement are obtained when available and results are reviewed by the faculty and administration to assess student learning and strengths and weaknesses of the program. The test scores are shared with instructors and discussed at faculty meetings.

8. That coursework is qualitatively and quantitatively relevant
All programs have clearly stated objectives and defined content, with a determined academic schedule to allow student and classroom planning. The PN program is approximately 1440 hours, or 11 months in length as approved by the IDFPR. The PN program strives to evaluate curriculum content using data from workforce/employer need, based on NCLEX results and Advisory / Occupational Committee

recommendations. Student evaluation is conducted in various ways ranging from classroom quizzes, tests, demonstration, to student presentation, and recorded in the faculty master gradebook.

Multi-Part Criterion

9. Three bona fide potential employers review each educational program annually and recommend:
10. Admission requirements
11. Program content that is consistent with desired student learning outcomes
12. Program length
13. Program objectives
14. Competency tests
15. Learning objectives
16. Instructional materials
17. Equipment
18. Methods or program evaluation
19. Level of skills and / or proficiency required for completion and,
20. Appropriate delivery formats for the subject matter being taught.

The Advisory / Occupational Committee for the PN program meets twice annually, approximately every 6 months. Each meeting has more than 3 external members who are nurses and / or administrators working in the healthcare field. Most members represent agencies that are employers of BSPN graduates. Separate meetings are held for the CNA and PN programs. The agenda and minutes reflect discussion of each of the criteria topics. Employer verifications are completed at least annually by a minimum of 3 potential employers of BSPN graduates. Attendance is recorded, and minutes are documented and shared online or in hard copy.

In 2020, due to the mitigations required secondary to the pandemic, both Advisory / Occupational Committee meetings were virtual, using Zoom. The initial attempt at a meeting in June was unsuccessful, as there were not enough external members who were employers of graduates in attendance, so the meeting was rescheduled for July. The rescheduled meeting was held on July 24, and had the required number of members in attendance. A screenshot of the attendees served as the attendance record. Minutes were kept, typed, and shared with members via email. The December 2020 meeting had the required number of external members, and as with the July meeting, all the criteria were discussed and placed in the minutes. The digital file that accompanies this report includes, the invitation, agenda, attendance, minutes, and email indicating that minutes were forwarded to members.

21. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

According to http://ontonline.org/link/summary/29-2061.00, the average PN graduate leaves with an debt of $8,337. The typical graduate earns $60,000 per year after leaving the program. The average loan payment is $85 per month in student loans with a 4.45% interest rated. The tuition of $14,900 is an affordable option for the BSPN students.

22. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

PN Courses are competency based, with two beginning and graduation points each year. The program had 5 blocks, or terms, which allowed for students to return to the portion that they may have failed in the initial attendance. Until 2020, the students had Pass / Fail Block exams. After extensive study of the students' number of students negatively impacted by those pass / fail exams and their grade point average at the time of the exam, it was determined that the Pass / Fail block was a detriment to otherwise good students. Faculty

and the Director of Nursing developed a plan to change the program into 4 terms as a process to adapt to a future credit hour status, and to eliminate the Block exams. In lieu of the block exams, term finals were planned and initiated for all subjects taught in a term. The finals are not weighted heavier than the other exams in the term. The plan was to be initiated in August 2020. However, after the required closure and the inability to provide unmonitored Block exams, the Term final was initiated in June 2020 and continues today.

Associate Degree programs offered must meet the following requirements:

23. The program is designed to lead graduates directly to employment in a specific career.

N/A. BSPN does not offer an Associate Degree program.

24. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (ie., Associate of Applied Science in Veterinary Technology.)

N/A. BSPN does not offer an Associate Degree program.

25. The program has a minimum of 60 semester hours or 90 quarter hours.

N/A. BSPN does not offer an Associate Degree program.

26. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, which are not applicable to a specific occupation with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

N/A. BSPN does not offer an Associate Degree program.

27. For all coursework delivered via distance education: The institution's distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

The IDFPR allowed the practical nursing program to begin distance education in March. After approval was obtained from the COE, students began receiving lecture via Zoom and testing using Edmodo. The lecture and test content did not change, as noted on the syllabus in the exhibits. The faculty did initiate term exams in April rather than the previous pass / fail block exams. Plans had been in place to make the change in August 2020, but the pandemic moved up the timetable. The rigor of the testing and program did not change with the conversion to distance learning. BSPN is unable to compare to traditional classroom on campus to the distance learning, as no classes were present on the campus.

Each program offered by the institution:

28. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization.

The Director of the Career Center of Southern Illinois, oversees the Beck School of Practical Nursing. The Nursing Director has oversight over Beck School of Practical Nursing, to whom the Faculty reports. Administration assures that all aspects of the Illinois Nurse Practice Act course requirements are followed.

29. Has continuous involvement of on-campus administrators and faculty in planning.

BSPN has on-campus administrators, consisting of the Director of Nursing and the CCSI Director. The faculty are available on-campus, with almost daily interaction with the Director of Nursing. The faculty has played a major role in planning the recent changes to 4 terms from the previous 5 block format. The plans developed by faculty are reviewed by the Director of Nursing for comment and / or approval. The Director of Nursing assures that any changes are not outside the parameters of the approved curriculum. The CCSI Director is available for consultation and is responsible for coordination of any appeals that may arise.

During 2020, the faculty and administration worked away from campus due to pandemic mitigations. Administration was able to return to campus in July, but due to the shared faculty office, the instructors continued to teach from home. The Director of Nursing (DON) was able to monitor classroom activity via Zoom, and nearly daily emails were exchanged between faculty and the DON. The faculty were consulted for any purchases made to augment the online learning experiences, such as Shadow Health, and took the initiative to explore and present other options available, such as Nurse Achieve.

30. Has varied evaluation methodologies that reflect established professional and practice competencies.

The BSPN Practical nursing curriculum is designed to measure student success using quizzes and examinations with a final exam at the end of each term to for a final grade indicating that the student has retained the information taught in that subject. The course schedule is designed to prepare the student for the more complex content offered in the last term of the program. The student is challenged to develop critical thinking skills that will make them competent and safe nurses after successfully passing the NCLEX. The clinical portion of the BSPN practical nursing curriculum is a pass / fail experience that is guided by an experienced registered nurse who has attained a minimum of a bachelor's level of nursing and two years of clinical experience

31. Is qualitatively and quantitatively consistent at each campus where it is offered

BSPN does not have multiple campuses. The practical nursing program lecture hours scheduled and content delivered did not vary from the traditional classroom format when the distance education began during the COVID mitigation. Clinical sites were not an option for the months of March through September. Simulations were scheduled using Shadow Health and Nurse Achieve. Small groups were brought to the campus for skill labs beginning in July.

32. Has measures of achievement of the student learning objectives.

Each course offered by the BSPN practical nursing program has a course description that outlines the material that will be covered in each course. The Student Handbook describes how student learning will be measured and the grades required for program completion. The clinical learning objectives are outlined for each type of clinical rotation.

33. Is described in catalogs, brochures, and / or other promotional materials which include tuition / fee charges, refund policies, admissions and academic requirements, information technology requirements, and employment requirements and,

The BSPN website outlines the admission requirements, tuition, admission policies, and academic courses which will be taught in the program. Fees listed are approximate, as individual students may or may not order the textbooks from the program or may not choose to purchase more than 1 uniform. The student expenses vary based on those choices. The Student Handbook, which is linked to the website, provides extensive information concerning admissions, information technology requirements, and academic requirements. The Financial Aid portion of the Student Handbook explains the student loan process, Pell grants, Veteran's Administration funds, and the refund policy. Internet agreements are signed by each student during school orientation.

34. Provides for timely and meaningful interaction among faculty and students.

The BSPN practical nursing program provides students opportunities for interaction with faculty. Faculty have office hours before and after school, and there is ample opportunity for students to schedule time with faculty by appointment or by walk-in during break or lunch. Students also communicate with faculty via email, telephone, and informal class interaction. Each student is assigned a faculty advisor to address concerns about grades, discuss study habits, be available for career counseling, and provide positive reinforcement for academic success.

During the COVID-19 closure, providing individual support to students became a challenge. Faculty offices had to be closed when students were on campus, and meetings had to be held in the nursing lab. Students were able to email instructors or private message them in Edmodo, and when needed, the instructor would arrange a Zoom conference with the student for additional consultations.

35. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (Objective 2-B-7)

N/A. BSPN practical nursing program and CNA program operate under clock hours, not Credit Hours. This standard does not apply.

36. For all coursework delivered via distance education: faculty teaching distance education courses ensure timeliness of their responses (synchronously or asynchronously) to students' requests by following the institutional requirements on response times of no more than 24 hours within the institution's published operational schedule of the program/course.

Prior to 2020, BSPN did not offer distance education. However, in March of 2020, the program had to unexpectedly convert to distance learning due to the pandemic mitigations set forth by the Illinois Governor. Students and faculty quickly had to acclimate to the change in format and the loss of daily contact via the classroom. Zoom lectures allowed students to interact with the faculty and other students, and Edmodo provided the opportunity to share messages, provide information to students, and allow students to send personal messages.
Due to the suddenness of the change, the practical nursing faculty made themselves available for responses during the evenings and on weekends to ease in the adjustment. The handbook has been updated for the required response for the January 2021 class and future online CNA programs. Faculty are to respond within 24 hours during the operational schedule. They are not required to respond on weekends or holidays.

 Requirement for Clock / Credit Hour Conversion for Federal Student Aid.
If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A

N/A

C: Instruction:

1. Academic competencies and occupational skills are integrated into the curriculum or instructional plan for each occupational area.

The PN course description outlines the material covered in each program subject, and the curriculum provides the guideline for delivery of the material. Clinical objectives set goals and expectations for the various rotations that are designed to give the student a well-rounded clinical experience. Skills checklists have been developed for the PN student. Course syllabi for the PN students outline the learning objectives for each portion of the program.

2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The BSPN practical nursing program has curriculum that is designed to teach the didactic knowledge and clinical skills to have a successful and competent career in healthcare. Clinical learning objectives are designed to promote a learning experience in the clinical area.

The practical nursing program has instituted working relations and resume writing and job skill interviews into the course curriculum. Students are invited to the twice-annual job fairs where they are able to meet with potential employers and practice interview skills.

Prior to 2021, PN students-maintained portfolios that recorded their growth as nursing students and development of professional skills and attitudes. The portfolios were graded at each term, and points were awarded to grades based on completion of the portfolio. The portfolios were discontinued after graduation of the July 2019 class in June of 2020 as the faculty were not available on campus to grade the portfolios on a timely basis.

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

The PN program is arranged in five blocks, now terms, of instruction over 11 months. The course syllabus and outline are reviewed by the DON with the faculty, and changes are made as needed to meet the changes in the industry. The curriculum is reviewed with the advisory committee for recommended changes. Current data from block exams, clinical evaluations and job performance evaluations are utilized to evaluate and remodel program direction and instruction.

In 2020, distance learning forced adaptation to the method of program completion. Faculty and the DON determined that the pass / fail Block exams needed to be retired and the planned term finals, which had planned for initiation in August after the June Advisory / Occupational Committee meeting, be implemented in April 2020. The change in format from Block pass / fail exams to Term finals has been a positive change for the students and faculty. The students are able to better review for the exams understanding that the material on the test is from a particular subject rather than all material covered since the program began. While the NCLEX covers all material related to nursing practice, the students are able to review and be prepared for the next term courses while beginning to prepare for the simulated NCLEX exam that is administered at the end of the program.

The sequence of instruction required for program completion is used to:

4. Organize the curriculum

The program of study at BSPN for the PN begins with the fundamentals of nursing skills and knowledge. The course description describes the time required and material covered for each course, and the curriculum outlines the subject matter that will be taught. The syllabus informs the student of the material to be covered and the planned delivery times. Term schedules are posted in Edmodo for the PN students so that they may review upcoming units and assignments in advance.
The PN program begins with fundamental coursework in nursing and anatomy, which will build in intensity over the next 11 months. The coursework is arranged in a fashion that will assure that student has the basic knowledge needed before moving to the more complex issues that are present in courses such as pediatrics,

pharmacology, and medical-surgical nursing. The student must have a grasp of anatomy prior to entering medical-surgical nursing or the student will not succeed.

5. Guide the delivery of instruction

Term schedules are developed by the PN faculty to follow the syllabus and the course curriculum. The schedules are posted for the students and are available in the syllabus.

6. Direct learning activities

The PN faculty each have the course curriculum readily available for referral. Lectures are designed following the curriculum and are delivered in the order set by the course schedule. The syllabi for the PN classes outline the timeframes for each course. PN Clinical rotations mirror coursework and are scheduled as the students learn the material in the classroom.

7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

PN Term finals for each course allow the faculty to measure student learning and recognize generalized weak areas that may need to be emphasized in future classes. The students complete the program by taking a simulated NCLEX examination provided by Nurse Achieve. That exam mirrors the real NCLEX by simulating the computer appearance, opening and providing NCLEX-style questions, and suddenly closing the exam and providing a pass / fail outcome. If the student should fail, they return to the school the next day and take the exam again.

The simulated NCLEX exam did not have the predictive value that BSPN faculty expected in 2020 as students were allowed to take the exam at home, and the program did not allow Zoom to run in the background. The results were suspect, and all testers are now required to come to the school for the examination. Conversations are being held with faculty and the DON considering making a successful pass of the simulated NCLEX a condition of graduation. The student may make multiple attempts, but a pass will be required prior to registration for the NCLEX. This will be discussed at the June 2021 Advisory / Occupational Committee.

Multi-part Criterion
8. Occupational advisory committee appointer for each program or program areas used to ensure that desirable, relevant, and current practices of each occupation area being taught.
Each occupational/advisory committee:
9. Consists a minimum of 3 members external to the institution who have expertise in the occupational program
10. Represent each service area covered by the program at each meeting (main campus and each branch campus);
11. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present).
12. Meets at least twice annually
13. Ensures that no fewer than three months separate each official committee meeting; and,
14. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.
15. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and / or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

BSPN Institutional Advisory committee and Occupational Advisory committee practice as one. The CNA program and PN program have separate meetings, with separate agendas and minutes, although both

programs function under the Beck School of Practical Nursing umbrella and share faculty and staff. The committees ensure that relevant and current content for both the PN and CNA program are taught. The majority of members are external to the organization and contain at least three members. Members come from Madison, Monroe, Perry, Randolph and St. Clair Counties. The members have increased in number since inviting attendees of the Job fairs to attend at the time of the fairs. All advisory committee members are professionals with significant expertise in their field, as per their qualification and experience.

The Advisory / Occupational advisory committees meet twice annually, with meetings held at least 3 months apart. During 2020, the meetings were held virtually with more than three external members who are professionals in the healthcare field in attendance. The Institutional / Occupational advisory committee ensures that the PN and CNA program meet the current needs of the industry by making recommendations that keep teaching practices current with industry trends. All activities and recommendations discussed in the meetings are documented with agenda and minutes. The minutes are shared with the members after preparation. Screenshots were used to document attendance when meetings were held on Zoom.

During BSPN Institutional Occupational Advisory Committee meetings, members review the appropriateness of the instructional delivery methods offered within each program at least once a year. The review is documented in the minutes.

16. Job-related health, safety, and fire-prevention are an integral part of instruction.

Job-related health, safety and fire-prevention are integrated in the instruction of the programs as reflected in the lesson plans, syllabi, test, and other instructional materials. Individual unit orientation programs at clinical sites also require safety orientations Students participate in fire drills, tornado drills, and active shooter drills on campus and any drills in the clinical setting when they occur. In 2020, the students were not on campus for drills due to closure.

17. Orientation to technology is provided and technical support is available to students.

In 2020, students were suddenly transitioned from daily classroom attendance to distance education. Orientation was required to set the students up in Edmodo and gain access to Zoom. Students who did not have internet access received assistance in obtaining hot spot devices for classroom use. Due to the unavailability of clinical sites secondary to the COVID pandemic, simulation options had to be obtained for clinical experience, and orientation was required for those options. Shadow Health has video orientation for faculty and students.

Technical support is available through Side Bar and the school technical support personnel.

18. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

BSPN curriculum allows students to practice in a laboratory setting with equipment and supplies, when applicable. Clinical experience gives students an opportunity to use any equipment not available in the practice laboratory. The closure of the campus in 2020 created challenges for opportunity to practice skills that normally occurred in the campus lab. Small groups were allowed to come to campus beginning in July to practice medication administration and physical assessment skills. Each student has a clinical kit that contains the equipment that are normally used in practice labs to gain skill prior to clinical attendance.

19. Instruction is effectively organized as evidenced by syllabi, lesson plans, competency tests, and other instructional materials.

The PN course syllabus, and course curriculum follows the guidelines required by the Illinois Department of Finance and Professional Regulation, which are outlined in the Nurse Practice Act. The syllabi and curriculum are foundational in the development and guidance of program assessment. During the pandemic

of 2020, the PN students were provided daily calendars to advise them of lecture and quiz times as the students were not in daily attendance.

20. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

Each Instructor maintains a master gradebook and enters into Excel for comprehensive and cumulative review. Those entries are monitored by the DON. Clinical evaluations, objectives and checklists serve as a means to measure competencies for the PN program and are maintained in the student file. Edmodo was used to post grades to the student in 2020.

21. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

BSPN provided distance education in response to the COVID 2019 pandemic that required campus closure as a mitigation action required by the Governor of Illinois. The courseware used was not contractual and served the needs of students until return to campus. BSPN remained in control of curriculum, schedules, posts, and student comments in the learning platform.

22. For all coursework delivered via distance education: Each course has in place a standardized template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

BSPN had to adapt quickly to distance education and was able to use the standardized template available for the classroom setting as the guideline for distance education. Learning objectives were unchanged. The course requirements were adapted to provide term exams rather than the previous pass / fail Block exams due to the inability to assure test validity in the new online environment. Term exams were given using Zoom for proctoring by the faculty.

23. For all coursework delivered via distance education: The institution has processes in place to determine that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit (with methods such as secure logins, pass codes or proctored examinations.

BSPN students were in attendance on campus prior to the pandemic, and the students who registered were known to the staff after classroom attendance. The July 2020 class briefly attended on campus and then went to remote learning due to increased COVID 19 rates in the region. The distance learning initiated in March 2020 used Edmodo as the learning platform which required student login. Zoom lectures required a password and faculty had to grant entrance from the waiting room. Attendance was taken daily using Zoom.

24. For all coursework delivered via distance education: The institution monitors student progress in distance education activities, such as monitoring may include frequency of log-in time, confirmation of student time online, and the percentage of coursework completed.

The PN faculty were able to monitor attendance for classroom via Zoom login and testing on Edmodo. In addition, the simulations assigned recorded the time students spent in the simulation program.

Written agreements with work-based activity partners, if any:

25. Are current:

The contracts with the clinical sites for PN student attendance are current and renew annually.

26. Specify expectations for all parties; and,

Each BSPN contract outlines the expectations and responsibilities for both parties.

27. Ensure the protection of students.

The contracts between BSPN and the clinical partners address ensuring the safety of all students. Many updates were received during the pandemic to protect students and patients from COVID infection. Students were required to sign release of liability statements if they attended clinical during the pandemic.

Multi-Part Criterion:

28. Each work-based activity has a written instructional plan for students
29. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required
30. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations. (Objective 2-C-6)

BSPN has clinical experiences for students attending the PN program. Each activity has written instructional plans with objectives, experiences, competencies, and evaluations.

The clinical instructor is the designated on-site monitor for student activity in the clinical setting. The instructor may consult with the employer representative for input on student activities in the clinical setting, but skills oversight is the exclusive responsibility of the BSPN faculty who guides and oversees the students' learning experiences and completes the students' written evaluations. Facility employees provide input to the faculty in regard to observed behaviors and skills. The Director of Nursing makes random onsite clinical evaluation visits with clinical site staff for course continuity. In 2020, the Director of Nursing did not make site visits after March 17 but did maintain contact with the sites via telephone and Zoom for Advisory Committee meetings.

31. Work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications. (Objective 2- C-6)

All work-based clinical activities conducted at BSPN for the PN program is supervised by faculty whom are Registered Nurses who hold licensure through the IDFPR. Instructional staff possess the required field-specific skills and knowledge to provide the necessary supervision to insure the success of each student and are provided the opportunity to attend workshops to receive updated information concerning newest and best nursing and instructional practices.

CHALLENGES & SOLUTIONS:

BSPN serves a culturally diverse population from various socioeconomic backgrounds. Students have a difficult time with reading and math comprehension. The Work Keys testing provides a baseline of knowledge that students must have for acceptance if they do not have an ACT of 18 or higher, or a SAT of 860 or higher. At the recommendation of the Advisory / Occupational Committee, BSPN also opened admission qualifications to students who had college transcripts with grades of a C or higher in courses such

as Literature, English Composition, Technical Report Writing, Biology, Anatomy, etc. to meet the Workplace Documents and Graphic Literacy requirements. The Math requirement could be met through College Algebra, Advanced Algebra, or other Mathematic-related courses, such as Chemistry, etc. The Director of Nursing has studied the success of students who had acceptable Work Keys scores and compared the graduation rates of those students with students who had ACT scores of 18 or higher or SAT of 860 or higher and those who submitted transcripts. The higher success rates were held by those who were admitted based on transcripts and ACT / SAT scores, and those who exceeded the required Work Keys scores. Program completion rates and NCLEX success data are being monitored to determine effectiveness of admission requirement changes and which criteria has the highest success rates.

The year 2020 had special challenges for all three components of this Standard. Students who were admitted expecting success through classroom instruction and frequent interaction with faculty were suddenly thrown into online learning via Zoom and much more sporadic interactions with the faculty. Remediation, a requirement for students who did not do well on examinations, or were struggling in coursework, became less effective. While students were using logins, and testing was timed, test scores became suspiciously high on students who were not showing academic promise prior to the school closure. Proctoring programs were not compatible with Edmodo, the student learning platform used, so students were monitored via Zoom during examinations. This did not have the benefits of other online proctoring programs but did seem to reduce some of the more questionable test results.

Work-based activities were a challenge to BSPN PN students and faculty in 2020 due to the closure of clinical sites to student attendance for the safety of the patients and the students, and the lack of personal protective equipment available for student use. Simulations had to be used to provide some form of clinical experience. The gradual return to the campus allowed for labs to be used in small groups.

SUMMARY:

BSPN faculty and administration found that distance learning has true potential for the practical nursing program in the future. However, admission criteria will need to be reviewed to assure that students are prepared for the format and have a higher potential for success. One of the possible requirements under consideration is for any distance learning applicant to be a certified nurse aide so that the basic skills have already been attained. The PN faculty are researching a variety of learning management systems (LMS) for use with the current class and in preparation for future distance learning formats. Distance learning has been a challenge for faculty and students, but they have overcome the challenges and barriers to achieve success.

Standard 2- Postsecondary Education Programs

Adult Certified Nursing Aid Program

Cretia Gaines
Cindy Nobe
Holly Szopinski

STANDARD 2
Postsecondary Educational Programs
Generic Version – 2020 Edition

Name of Postsecondary Program: Beck School of Practical Nursing

This check sheet applies to each program that enrolls postsecondary students or a combination of postsecondary and secondary students for the purpose of job entry or career advancement.

Standard 2 Criteria	YES	NO	N/A
Admissions			
The institution's admissions policies and procedures are:	X		
6. Clearly stated;	X		
7. Consistently applied;	X		
8. Non-discriminatory;	X		
9. Published; and,	X		
10. Consistently communicated to students.	X		
6. For students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with Policies established by the Commission.	X		
7. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.	X		
8. Students admitted into associate degree programs have documentation of a high school diploma or its equivalent.	X		
An institution that admits students by exception to its standard admissions policies must:	X		
9. Have written admissions policies and procedures for these exceptions;			
10. Apply them uniformly;	X		
11. Provide documented evidence on how they are used;	X		
12. Maintain records on student progress; and,	X		
13. Evaluate the effectiveness of the procedures used in admitting students by exception on an annual basis.	X		
Programs			
Occupational education programs align with:	X		
3. The mission of the institution; and,			
4. The occupational needs of the people served by the institution.	X		
Each occupational education program has:	X		
3. Clearly stated objectives;			
4. Defined content relevant to those objectives and the current needs of business and industry,	X		
5. Assessment of student achievement based on the program objectives and content; and,	X		
6. Annual evaluation of its objectives.	X		
A systematic process has been implemented to document:	X		
7. That the objectives and content of programs are current; and,			
8. That coursework is qualitatively and quantitatively relevant.	X		

Standard 2 Criteria	YES	NO	N/A
Programs (continued)			
9. Three bona fide potential employers review each educational program annually and recommend: **VISITING TEAMS: If NO is checked, leave criteria 10-20 blank and resume with criterion 21. Write one finding of non-compliance that specifies BOTH the requirement for annual review by potential employers AND each criterion 10-20. (See instructions page.)**	X		
10. Admission requirements;	X		
11. Program content that is consistent with desired student learning outcomes;	X		
12. Program length;	X		
13. Program objectives;	X		
14. Competency tests;	X		
15. Learning activities;	X		
16. Instructional materials;	X		
17. Equipment;	X		
18. Methods of program evaluation;	X		
19. Level of skills and/or proficiency required for completion; and,	X		
20. Appropriate delivery formats for the subject matter being taught.	X		
NOTE: The Employer Program Verification Form must be completed by potential employers of the institution's graduates as evidence of compliance with criteria 9-20 above.			
21. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.	X		
22. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.	X		
Associate Degree programs offered must meet the following requirements:			X
23. The program is designed to lead graduates directly to employment in a specific career.			X
24. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology).			X
25. The program has a minimum of 60 semester hours or 90 quarter hours; and,			X
26. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses which are not applicable to a specific occupation, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.			X
27. **For all coursework delivered via distance education:** Distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and credentials awarded.	X		

Note: The column labeled "MULTI-PART CRITERIA" (in red, vertical text) applies to criteria 9-20.

Programs (continued)			
Each program offered by the institution:	X		
28. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;			
29. Has continuous involvement of on-campus administrators and faculty in planning and approval;	X		
30. Has varied evaluation methodologies that reflect established professional and practice competencies;	X		
31. Is qualitatively and quantitatively consistent at each campus where it is offered;	X		
32. Has measures of achievement of the student learning objectives;	X		
33. Is described in catalogs, brochures, and/or other promotional materials which include tuition/fee charges, refund policies, admissions and academic requirements, information technology requirements, and employment requirements; and,	X		
34. Provides for timely and meaningful interaction among faculty and students.	X		
35. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.			X
36. **For all coursework delivered via distance education:** Faculty teaching distance education courses ensure timeliness of their responses (synchronously or asynchronously) to students' requests by following institutional requirements on response times of no more than 24 hours within the published operational schedule of the program/course.	X		
REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID			
If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution has not applied for course prep approval with the Council, indicate N/A).			X
Instruction			
9. Academic competencies and occupational skills are integrated into the curriculum or instructional plan for each occupational program.	X		
10. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.	X		
11. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.	X		
The sequence of instruction required for program completion is used to:	X		
12. Organize the curriculum;			
13. Guide the delivery of instruction;	X		
14. Direct learning activities; and,	X		
15. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.	X		

Standard 2 Criteria (continued)	YES	NO	N/A
Instruction (continued)			
16. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught. **VISITING TEAMS: If NO is checked, leave criteria 9-15 blank and resume with criterion 16. Write one finding of non-compliance that specifies BOTH the requirement to appoint a committee for each program AND each criterion 9-15. (See instructions page.)**	X		
Each occupational advisory committee: 9. Consists of a minimum of three members external to the institution who have expertise in the occupational program;	X		
10. Represents each service area covered by the program at each meeting (main campus and each branch campus);	X		
11. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present);	X		
12. Meets at least twice annually;	X		
13. Ensures that no fewer than three months separate each official committee meeting; and,	X		
14. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member. *NOTE 1: The Criteria above represent the minimum requirements for occupational advisory committees. Institutions have the option to have separate committees for each campus – main and branch.)* *NOTE 2: External members may serve on more than one occupational advisory committee as long as they meet the Criteria above for membership for each committee on which they serve.*	X		
15. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.	X		
16. Job-related health, safety, and fire-prevention are an integral part of instruction and are incorporated into curricula as is appropriate to the occupation.	X		
17. Orientation to technology is provided and technical support is available to students.	X		
18. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.	X		
19. Instruction is effectively organized as evidenced by syllabi, lesson plans, competency tests, and other instructional materials.	X		
20. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.	X		
21. **For all coursework delivered via distance education:** The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.	X		
22. **For all coursework delivered via distance education:** Each course/program has in place a standardized template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes in order to facilitate quality assurance and the assessment of student learning.	X		

MULTI-PART CRITERIA

Standard 2 Criteria (continued)	YES	NO	N/A
Instruction (continued)			
23. **For all coursework delivered via distance education:** The institution has processes in place to determine that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit (with methods such as secure logins, pass codes or proctored examinations).	X		
24. **For all coursework delivered via distance education:** The institution monitors student progress in distance education activities; such monitoring may include frequency of log-in time, confirmation of student time online, and the percentage of coursework completed.	X		
Written agreements with work-based activity partners, if any: 25. Are current;	X		
26. Specify expectations for all parties; and,	X		
27. Ensure the protection of students.	X		
28. Each work-based activity has a written instructional plan for students. **VISITING TEAMS: If NO is checked, leave criteria 29-30 blank and resume with criterion 31. Write one finding of non-compliance that specifies BOTH the requirement for a plan AND each criterion 29-30. (See instructions page.)**	X		
29. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.	X		
30. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.	X		
31. Work-based activities conducted by the institution are coordinated by a designated institutional employee possessing appropriate qualifications.	X		

MULTI-PART CRITERIA (criteria 28–30)

CLOCK HOUR/CREDIT HOUR CHART

Program Name:	Beck School of Practical Nursing – Certified Nurse Aide	CIP Code:	Click

INSTRUCTIONS: This chart is to be completed for all programs measured in credit hours.
ENTER BOTH CLOCK HOURS AND CREDIT HOURS FOR EACH COURSE WITHIN THE PROGRAM.
Provide total program length in clock and credit hours. These numbers should agree with the Grand Totals at the bottom of the   chart.

Total Required CLOCK Hours: (Must equal Grand Total below)	**144**	Total Required SEMESTER Credit Hours: (Must equal Grand Total below)	**0**	Total Required QUARTER Credit hours: (Must equal Grand Total below)	Click
Total Required CLOCK Hours *available* via distance education:	**98**	Total Required SEMESTER Credit Hours: *available* via distance education:	**0**	Total Required QUARTER Credit hours: *available* via distance education:	Click

COURSE NAME (LIST ALL COURSE OFFERED WITHIN THE PROGRAM) Use one line for EACH COURSE.	LECTURE Click in the box in the far right column if any course instruction is **available** via distance education delivery modes.			LABORATORY Click in the box in the far right column if any course instruction is **available** via distance education delivery modes.			WORK-BASED ACTIVITIES Click in the box in the far right column if any course instruction is **available** via distance education delivery modes.			COURSE TOTALS	
	Clock Hours	Credit Hours	DE	Clock Hours	Credit Hours	DE	Clock Hours	Credit Hours	DE	Clock	Credit
Introduction to Healthcare	5	0	√		0	☐	40		☐		
Introduction to Patient	5	0	√		0	☐			☐		
Working Environment	5	0	√		0	☐			☐		
Safety	6	0	√		0	☐			☐		
Patient Unit	4	0	√		0	☐			☐		
Lifting/Moving Patients	2	0	√	2	0	☐			☐		
Basic Anatomy	8	0	√		0	☐			☐		
Personal Care	10	0	√	2	0	☐			☐		
Nutrition	3	0	√		0	☐			☐		
Fluid Balance	3	0	√		0	☐			☐		
Vital Signs	2	0	√	2	0	☐			☐		
Supportive Care	4	0	√		0	☐			☐		
Rehabilitation	2	0	√		0						
Patient Care Planning	1	0	√		0						
Patient in Isolation	2	0	√		0						
Terminally Ill Patient	2	0	√		0						
Alzheimer's Disease	12	0	√		0						
Cardiopulmonary Resuscitation	4	0	√		0						
TOTAL ALL COLUMNS	98	0		6	0		40			144	0

The Grand Total number of credit hours will be rounded down to a whole number in accordance with the Policies and Rules of the Commission.
Traditional Program – Program that requires all instructional hours to be completed on campus.
Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education delivery methods
Distance Education Program - Program in which 50% or more of the required instructional hours are available via distance education delivery methods.
Refer to the latest edition of the Handbook of Accreditation for definitions.
(March 2017)

DATA COMPILED AS OF 12/31/2020:

Programs listed below are those of which campus : (Click applicable box and enter name of campus if appropriate) Each campus needs a separate chart.	√ Main Campus	√ Other Campus Location:	N/A	
Click each appropriate box to indicate method of measuring program length:	√ Clock Hours	☐ Semester Credit Hours Complete Clock Hour/ Credit Hour Chart	☐ Quarter Credit Hours Complete Clock Hour/ Credit Hour Chart	

PROGRAM NAME / CIP Code (Use One Line For Each Program)	PROGRAM LENGTH		% of Program's Total Length Available Through Distance Education	INSTRUCTIONAL DELIVERY METHOD (Check One or More)			CREDENTIAL			PROGRAM START DATE (The date the program first enrolled students at the institution – NOT the start date of the latest term)	Number of Students Enrolled on the date chart is completed		Number of Instructors Assigned	
	Clock Hours	Hours		Traditional	Hybrid	Distance Ed	Certificate	Diploma	Degree		Part-Time	Full-Time	Part-Time	Full-Time
Certified Nurse Aide	144	0	69%	√	☐	√	√	☐	☐	October 1985	0	0	1	0

Traditional Program – Program that requires all instructional hours to be completed on campus.
Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education delivery methods.
Distance Education Program – Program in which 50% or more of the required instructional hours are available via distance education delivery methods

Standard Two-CNA

Introduction:

The Beck School of Practical Nursing (BSPN) offers an Adult CNA program that is scheduled three days weekly. The program has the approval of the Illinois Department of Public Health and is designed to prepare students for a career in health care. The diverse class membership come from the Metro-East and Southern Illinois geographical areas.

BSPN has been educating adults in the CNA program for over 40 years. Traditional classroom, lab, and clinical experiences provided a well-rounded education for BSPN CNA students. In 2020, IDPH recognized that there was an emergent need for CNAs, but programs would be unable to meet in classroom settings, and restrictions on state nursing homes prohibited non-employees from entering those facilities to avoid the spread of the Corona virus into the facilities. IDPH quickly redesigned the program to allow remote learning and adapted clinical attendance to on-the-job training format. The instructor could check the skills of students using Zoom, completed in non-resident areas for protection of privacy, and with input from facility nurses.

Admissions Analysis:

The institution's admissions policies are:

1. Clearly stated:

The Admission policies at the BSPN are clearly stated and published on the school website and found in the Student Handbook which is available on the website. The Student Services representative reviews admission requirements with potential applicants through phone calls and emails and refers them to the website where the policies are posted and the Handbook is available for download. The Director of Nursing outlines the admission criteria in an email forwarded to the applicant after receipt of the online application.

2. Consistently applied:

Admission policies are applied in uniform manner for all applicants. The admission policies have been reviewed by administration, the Advisory / Occupational Committee, and are documented in the Student Handbook which is available on the website. The Student Services representative reviews these policies during phone calls from potential applicants and email inquiries.

3. Non-Discriminatory:

BSPN indicates that the program is non-discriminatory in admission practices in the Student Handbook, available for download from the website, as a website posting on the www.becknursing.org webpage, and within the online application available to CNA applicants.

4. Published:

BSPN has published the admission policies in Student Handbooks for the CNA students, available on the website. The CNA admission process is described on the website, and the link to the Student Handbook is available. The admission process is also provided to interested individuals through phone calls and emails from the Student Services Representative and Director of Nursing on application completion.

5. Consistently Communicated to Students:

The information published in the Student Handbook is duplicated on the website and shared in a consistent manner with all who call with inquiries into the program.

6. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with Policies established by the Commission.

N/A. BSPN does not offer a Vocational English-As-A-Second-Language Program.

7. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

The CNA program does not require pre-application testing. The IDPH does not require that a CNA have a high school diploma or GED. BSPN does require applicants under the age of 18 to have completed have either a high school diploma or GED to assure that only adult students are in attendance. Emancipated minors with the GED or diploma are accepted.

The change from classroom to online format was difficult for some of the students who were in attendance at the time of the change. Applicants for admission to classes during closure were made aware in advance that the classroom portion could be limited to distance learning until the governing bodies and the Illinois Department of Public Health (IDPH) allowed a return to the classroom setting for larger groups of people. Some applicants opted out of admission to wait for traditional classroom availability.

8. Students admitted into associate degree programs have documentation of a high school diploma or its equivalent.

N/A. BSPN does not offer an Associate Degree programs.

An institution that admits students by exception to its standard admissions policies must:
9. Have written admissions policies and procedures for these exceptions

N/A. BSPN does not admit students on "ability to benefit" basis, as referenced in the Student Handbook.

10. Apply them uniformly

N/A. BSPN does not admit students on "ability to benefit" basis, as referenced in the Student Handbook.

11. Provide documented evidence on how they are used

N/A. BSPN does not admit students on "ability to benefit" basis, as referenced in the Student Handbook.

12. Maintain student records, and,

N/A. BSPN does not admit students on "ability to benefit" basis, as referenced in the Student Handbook.

13 Evaluate the effectiveness of the procedures used in admitting students by exception on an annual basis.

N/A. BSPN does not admit students on "ability to benefit" basis, as referenced in the Student Handbook.

B. Programs:

Occupational education programs offered by the institution align with:

1. *The mission of the institution, and,*

The mission of BSPN is to offer quality allied health and nursing programs that integrate professional skills, career-focused education and hands-on practical experience, empowering students to develop and achieve their personal and career potentials. The Center provides a sophisticated level of training to individuals who desire a professional career in the medical field. This is accomplished through educational programs utilizing up-to-date training equipment, didactic lectures and hands-on experience provided by highly trained instructors, and faculty.

Every decision made by the faculty, administration, and board of control is driven by the mission to help students to meet their personal and career potentials. The challenges of the 2020 pandemic made supporting the mission and providing nursing and allied health programs the sophisticated level of training in a distance format became vital to meeting the needs of communities experiencing a severe shortage of nurses and CNAs. The challenge of program completion was often complicated by the COVID-19 testing process required for clinical attendance and positive results that would remain positive for several months. In the initial days of COVID mitigation strategies by IDPH, no individual was allowed to return to clinical until two negative COVID tests were obtained after testing positive. Some students had to wait months for those negative tests before they were allowed to resume attendance in clinical. Those requirements gradually changed to only require ten-day quarantine.

2. *The occupational needs of the people served by the institution*

The curriculum guides the education process at BSPN. The Advisory / Occupational Committee meets twice yearly. Meetings for the PN and CNA programs are held concurrently on the same day and consist of the same membership. Discussions are held concerning the curriculum, and any updates that the committee believes that BSPN must address based on the performance of the graduates in the facilities where BSPN graduates are employed. Stakeholders are members of the BSPN advisory committee and provide insight into the specific healthcare worker needs in our service area. The CNA program must follow the curriculum set forth by the IDPH.

Each occupational program has:

3. *Clearly stated objectives;*

The BSPN CNA Handbook has clearly defined objectives for the CNA student.
The BSPN CNA student will, on program completion, will demonstrate competency performing basic nursing skills and possess theoretical knowledge required to function as a competent CNA and be eligible to take the State exam for certification as a CNA as required by the Illinois Department of Public Health.

4. *Defined content relevant to those objectives and the current needs of business and industry.*

The CNA curriculum is designed by the IDPH and approved programs must follow those guidelines. The individual CNA instructor is allowed to set the schedule for delivery of the material, but the hours allowed for each topic must follow the IDPH approved program format.

5. *Assessment of student achievement based on the program objectives and content; and,*

 The CNA has grade requirements set for success in each course that outlined in the Student Handbook and the instructor's orientation information. Examinations are graded, and scores are used to determine qualifications for clinical attendance. Students must pass the final exam with a score of 80% to qualify to take the state certification exam. Students who do not achieve required grade standards are removed from the program.

6. *Annual evaluation of its objectives.*

All programs have clearly stated objectives and defined content. The CNA program is based from IDPH defined criteria. and all objectives must follow those requirements. The program objectives are reviewed at the Institutional Advisory / Occupational Committee meetings.

A systematic process has been implemented to document

7. That the objectives and content of programs are current; and,

The Director of Nursing and faculty meet to discuss the currency of the program content. And change as needed to maintain currency with current nursing and CNA practice. The CNA content must fall within IDPH guidelines, but updated delivery methods are acceptable. The Advisory / Occupational Committee reviews the program objectives and content and makes recommendations at each meeting.

8. That coursework is qualitatively and quantitatively relevant

All programs have clearly stated objectives and defined content, with a determined academic schedule to allow student and classroom planning. The CNA program is based from IDPH defined criteria for hours and material covered. Student evaluation is conducted in various ways ranging from classroom quizzes, tests, demonstration, to student presentation, and recorded in the faculty master gradebook.

Multi-Part Criterion
9. Three bona fide potential employers review each educational program annually and recommend:
10. Admission requirements
11. Program content that is consistent with desired student learning outcomes
12. Program length
13. Program objectives
14. Competency tests
15. Learning objectives
16. Instructional materials
17. Equipment
18. Methods or program evaluation
19. Level of skills and / or proficiency required for completion and,
20. Appropriate delivery formats for the subject matter being taught.

The Advisory / Occupational Committee for the CNA program meets twice annually, approximately every 6 months. Each meeting has more than 3 external members who are nurses and / or administrators working in the healthcare field. Most members represent agencies that are employers of BSPN CNA graduates. Separate meetings are held for the CNA and PN programs. The agenda and minutes reflect discussion of each of the criteria topics. Employer verifications are completed at least annually by a minimum of 3 potential employers of BSPN CNA graduates. Attendance is recorded, and minutes are documented and shared online or in hard copy.

In 2020, due to the mitigations required secondary to the pandemic, both Advisory / Occupational Committee meetings were virtual, using Zoom. The initial attempt at a meeting in June was unsuccessful, as there were not enough external members who were employers of graduates in attendance, so the meeting was rescheduled for July. The rescheduled meeting was held on July 24 and had the required number of members in attendance. A screenshot of the attendees served as the attendance record. Minutes were kept, typed, and shared with members via email. The December 2020 meeting had the required number of external members, and as with the July meeting, all the criteria were discussed and placed in the minutes. The digital file that accompanies this report includes, the invitation, agenda, attendance, minutes, and email indicating that minutes were forwarded to members.

21. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

Students attending the CNA program are charged $700, with an additional $100 for the books, and complete the program in 4 to 8 weeks. The local community college tuition for the course is higher than that of BSPN. Students who complete the BSPN CNA program are awarded additional consideration for admission to the BSPN practical nursing program. The CNA Employment verification forms completed by local employers indicate that a CNA makes $22.02 after certification and will have an annual salary of $42,948. Federal Financial aid is not available for the CNA program, but a Rusteberg Scholarship is available for students who live in Randolph and Monroe County. Many local employers provide reimbursement for CNA tuition expenses for their employees.

CNA courses in 2020 were frequently delayed in completion secondary to COVID screens and resultant quarantine of students who were scheduled to being clinical attendance. At that time, students had to wait until 2 negative COVID test were obtained. That requirement has since been lifted, and only quarantine is required, as individuals may often test negative for up to 3 months after contracting COVID.

22. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

CNA Courses are shorter in duration than the PN program but must be completed in the timeframe approved by the Illinois Department of Public Health which regulates the program. The rules regarding program completion were adapted during the 2020 COVID pandemic to allow students who tested positive for the virus to complete the program at a later date beyond the original approved master schedule timeframes.

Associate Degree programs offered must meet the following requirements:

23. The program is designed to lead graduates directly to employment in a specific career.

N/A. BSPN does not offer an Associate Degree program.

24. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (ie., Associate of Applied Science in Veterinary Technology.)

N/A. BSPN does not offer an Associate Degree program.

25. The program has a minimum of 60 semester hours or 90 quarter hours.

N/A. BSPN does not offer an Associate Degree program.

26. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, which are not applicable to a specific occupation with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

N/A. BSPN does not offer an Associate Degree program.

27. For all coursework delivered via distance education: The institution's distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

The requirements set for the CNA program when converting to distance education were determined by the Illinois Department of Public Health. IDPH allowed more flexibility in the hours required for clinical and classroom for completion due to the high need for certified staff. The program completers were allowed to work as temporary CNAs

until testing centers reopened and allowed the candidates to take exams for official certification. Course content did not change, nor did the testing and skill attainment requirements.

Each program offered by the institution:

28. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization.

The Director of the Career Center of Southern Illinois oversees the Beck School of Practical Nursing. The Nursing Director has oversight over Beck School of Practical Nursing and Certified Nurse Aide programs, to whom the faculty reports. Administration assures that all aspects of the Illinois Nurse Practice Act and the Illinois Department of Public Health CNA course requirements are followed.

29. Has continuous involvement of on-campus administrators and faculty in planning

BSPN has on-campus administrators, consisting of the Director of Nursing and the CCSI Director. The faculty are available on-campus, with almost daily interaction with the Director of Nursing. The CNA instructor and Director of Nursing meet at least weekly to discuss program status, student issues, and IDPH updates. The CCSI Director is available for consultation and is responsible for coordination of any appeals that may arise.

During 2020, the faculty and administration worked away from campus due to pandemic mitigations. Administration was able to return to campus in July, but due to the shared faculty office, the instructors continued to teach from home. The Director of Nursing (DON) was able to monitor classroom activity via Zoom, and nearly daily emails were exchanged between faculty and the DON..

30. Has varied evaluation methodologies that reflect established professional and practice competencies.

The CNA program must follow the course outline designed by the IDPH, and 21 clinical skills must be attained for program completion. The CNA instructor is an IDPH approved evaluator.

31. Is qualitatively and quantitatively consistent at each campus where it is offered.

BSPN does not have multiple campuses. The CNA program was allowed to reduce classroom hours to the required minimum of 80, and the clinical portion was allowed to be part of the on-the-job training requirement of the institution where the student was employed. The CNA instructor was required to check-off skills in the lab or via Zoom when the nursing facilities did not allow non-employees to enter the building. The CNA instructor used the lab for skill check-off when allowed with the student as a one-one option. The students were tested on didactic knowledge using Edmodo and Zoom proctoring.

32. Has measures of achievement of the student learning objectives.

The BSPN CNA program has specific student achievement requirements to complete the classroom and clinical components. The student must successfully pass the final exam and show competence when completing the 21 skills outlined by the IDPH.

33. Is described in catalogs, brochures, and / or other promotional materials which include tuition / fee charges, refund policies, admissions and academic requirements, information technology requirements, and employment requirements and,

The BSPN CNA program information is available on the www.becknursing.org website, with information about fees and enrollment. The CNA handbook is also available on the site, and provides admission information, course expectations, and completion requirements. The students also sign the internet agreement during orientation. Brochures are no longer used as a primary marketing tool.

34. Provides for timely and meaningful interaction among faculty and students.

The CNA program provides opportunity for interaction with students. During the COVID-19 campus closure, students had the ability communicate with faculty via email, telephone and informal class interaction. The BSPN CNA instructor has the benefit of small class sizes consisting of 3 – 10 people. She is able to provide individual support and counseling to the students regarding academic progress and clinical skills.

35. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (Objective 2-B-7)

N/A. BSPN practical nursing program and CNA program operate under clock hours, not Credit Hours. This standard does not apply.

36. For all coursework delivered via distance education: faculty teaching distance education courses ensure timeliness of their responses (synchronously or asynchronously) to students' requests by following the institutional requirements on response times of no more than 24 hours within the institution's published operational schedule of the program/course.

Prior to 2020, BSPN did not offer distance education. However, in March of 2020, the program had to unexpectedly convert to distance learning due to the pandemic mitigations set forth by the Illinois Governor. Students and faculty quickly had to acclimate to the change in format and the loss of daily contact via the classroom. Zoom lectures allowed students to interact with the faculty and other students, and Edmodo provided the opportunity to share messages, provide information to students, and allow students to send personal messages.
Due to the suddenness of the change, the CNA faculty made herself available for responses during weekdays when classes were not scheduled, evenings and on weekends to ease in the adjustment. The handbook has been updated for the required response for future online CNA programs. Faculty are to respond within 24 hours during the operational schedule. They are not required to respond on weekends or holidays.

Requirement for Clock / Credit Hour Conversion for Federal Student Aid.
If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A

N/A. The CNA program does not have credit hour format and is not eligible for Federal Student Aid.

C: Instruction:

1. Academic competencies and occupational skills are integrated into the curriculum or instructional plan for each occupational area.

The CNA program incorporates the IDPH/BNATP model curriculum and tasks as set forth by the state established guidelines. Skills checklists have been developed for the CNA student that are shared with the employer after graduation, at the request and approval of the graduate. The course syllabus for the CNA outlines the learning objectives for each portion of the program.

2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The BSPN CNA programs both has a curriculum that is designed to teach the didactic knowledge and clinical skills required to have a successful and competent career in healthcare. Clinical learning objectives are designed to promote a

learning experience in the clinical area. The CNA students must successfully complete the skills required by the IDPH for program completion.

The C.N.A. program has instituted working relations and resume writing and job skill interviews into the course curriculum. Students the CNA program are invited to the twice-annual job fairs where they are able to meet with potential employers and practice interview skills.

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

The CNA program is based off of the IDPH BNATP Model program and is guided by the state, with basic skills and knowledge that gradually becomes more skilled and complex. In 2020, distance learning forced adaptation to the method of program completion.

The sequence of instruction required for program completion is used to:

4. Organize the curriculum

The program of study at BSPN for the CNA student begins with the fundamentals of CNA skills and knowledge. The course description describes the time required and material covered for each course, and the curriculum outlines the subject matter that will be taught. The syllabus informs the student of the material to be covered and the planned delivery times. The CNA syllabus outlines the daily lessons planned and assignments.

5. Guide the delivery of instruction

The schedules are posted for the students and are available in the syllabus. The CNA syllabus outlines the course schedule and timelines which are followed by the instructor.

6. Direct learning activities

The CNA faculty has the course curriculum readily available for student review. Lectures are designed following the curriculum and are delivered in the order set by the course schedule. The syllabus for the CNA classes outline the timeframes for each course. The CNA clinical rotations are held after all classroom lectures and labs are completed.

7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

The CNA faculty tests the student on completion of each unit of the curriculum and uses the skills checklist to assess the student's clinical capabilities. A final exam is given to determine the didactic knowledge of the student at the end of the course. Students who do not score the minimum required grade are not certified to take the state exam.

Multi-part Criterion

8. Occupational advisory committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

Each occupational / advisory committee:

9. Consists Of a minimum of 3 members external to the institution who have expertise in the occupational program
10. Represent each service area covered by the program at each meeting (main campus and each branch campus);

11. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present).
12. Meets at least twice annually
13. Ensures that no fewer than three months separate each official committee meeting; and,
14. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.
15. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and / or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

BSPN Institutional Advisory committee and Occupational Advisory committee practice as one. The CNA program and PN program have separate meetings, with separate agendas and minutes, although both programs function under the Beck School of Practical Nursing umbrella and share faculty and staff. The committees ensure that relevant and current content for the CNA program is taught. The majority of members are external to the organization and contain at least three members. Members come from Madison, Monroe, Perry, Randolph and St. Clair Counties. The members have increased in number since inviting attendees of the Job fairs to attend at the time of the fairs. All advisory committee members are professionals with significant expertise in their field, as per their qualification and experience.

The Advisory / Occupational advisory committees meet twice annually, with meetings held at least 3 months apart. During 2020, the meetings were held virtually with more than three external members who are professionals in the healthcare field in attendance. The Institutional / Occupational advisory committee ensures that the CNA program meet the current needs of the industry by making recommendations that keep teaching practices current with industry trends. All activities and recommendations discussed in the meetings are documented with agenda and minutes. The minutes are shared with the members after preparation. Screenshots were used to document attendance when meetings were held on Zoom.

During BSPN Institutional Occupational Advisory Committee meetings, members review the appropriateness of the instructional delivery methods offered within each program at least once a year. The review is documented in the minutes.

16. Job-related health, safety, and fire-prevention are an integral part of instruction.

Job-related health, safety and fire-prevention are integrated in the instruction of the programs as reflected in the lesson plans, syllabi, test, and other instructional materials. Individual unit orientation programs at clinical sites also require safety orientations Students participate in fire drills, tornado drills, and active shooter drills on campus and any drills in the clinical setting when they occur. In 2020, the students were not on campus for drills due to closure. The CNA students are taught job-related health, safety, and fire prevention as part of the IDPH required curriculum.

17. Orientation to technology is provided and technical support is available to students.

In 2020, students were suddenly transitioned from daily classroom attendance to distance education. Orientation was required to set the students up in Edmodo and gain access to Zoom. Skills check for the CNA program were completed using Zoom as appropriate and accepted by the IDPH. Technical support is available through Side Bar and the school technical support personnel.

18. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

The BSPN CNA program was unable to use the lab until July, so many of the skills normally practiced in the lab were done virtually or in non-resident areas of the clinical site. The clinical instructor was able to guide the student through lab skills virtually using Zoom and non-residential areas in the student's workplace. Videos approved by IDPH also supplemented for skills training.

BSPN CNA curriculum allows students to practice in a laboratory setting with equipment and supplies, when applicable. Clinical experience gives students an opportunity to use any equipment not available in the practice laboratory. The closure of the campus in 2020 created challenges for opportunity to practice skills that normally occurred in the campus lab. Small groups were allowed to come to campus beginning in July to practice the basic CNA skills, such as vital sign measurement, bed making, and personal care skills.

19. Instruction is effectively organized as evidenced by syllabi, lesson plans, competency tests, and other instructional materials.

The CNA program is outlined by the BNATP / IDPH program competencies, and planned delivery is outlined in the syllabus that is provided to students at orientation. The syllabi and curriculum are foundational in the development and guidance of program assessment. CNA students were given daily schedules when on remote learning to assure that they were able to meet the academic requirements of the program.

20. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

The CNA instructor maintains a hard copy grade book and also enters grades into Excel. Clinical evaluations, objectives and checklists serve as a means to measure competencies the CNA program and are maintained in the student file.

21. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

BSPN provided distance education in response to the COVID 2019 pandemic that required campus closure as a mitigation action required by the Governor of Illinois. The courseware provided by Edmodo was not contractual and served the needs of students until return to campus. BSPN remained in control of curriculum, schedules, posts, and student comments in the learning platform.

22. For all coursework delivered via distance education: Each course has in place a standardized template, course descriptions, learning objectives, course requirements (i.e. standard, syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

BSPN had to adapt quickly to distance education and was able to use the standardized template available for the classroom setting as the guideline for distance education. Learning objectives were unchanged. Testing for CNA exams was completed through Edmodo.

23. For all coursework delivered via distance education: The institution has processes in place to determine that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit (with methods such as secure logins, pass codes or proctored examinations.

BSPN students were in attendance on campus prior to the pandemic, and the students who registered were known to the staff after classroom attendance. The distance learning initiated in March 2020 used Edmodo as the learning platform which required student login. Zoom lectures required a password and faculty had to grant entrance from the waiting room. Attendance was taken daily using Zoom.

24. For all coursework delivered via distance education: The institution monitors student progress in distance education activities, such as monitoring may include frequency of log-in time, confirmation of student time online, and the percentage of coursework completed.

The CNA instructor was able to monitor attendance for classroom via Zoom login and testing on Edmodo.

Written agreements with work-based activity partners, if any:

25. Are current:

The contracts with the clinical sites CNA student attendance are current and renew annually.

26. Specify expectations for all parties; and,

Each BSPN contract outlines the expectations and responsibilities for both parties.

27. Ensure the protection of students.

The contracts between BSPN and the clinical partners address ensuring the safety of all students. Many updates were received during the pandemic to protect students and patients from COVID infection. Students were required to sign release of liability statements if they attended clinical during the pandemic.

Multi-Part Criterion:

28. Each work-based activity has a written instructional plan for students
29. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required
30. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations. (Objective 2-C-6)

BSPN has Clinical experiences for CNA programs. Each activity has written instructional plans with objectives, experiences, competencies, and evaluations.

For Clinical experiences for the CNA program, the instructor is the designated on-site employer representative who guides and oversees the students' learning experiences and participates in the students' written evaluations as mandated by IDPH. Clinical site personnel are not allowed to do skill checkoffs for students unless they are approved IDPH evaluators. Facility employees provide input to the faculty in regard to observed behaviors and skills. The Director of Nursing does random onsite clinical evaluations and visits with Clinical site staff for course continuity. In 2020, the Director of Nursing did not make site visits after March 17 but did maintain contact with the sites via telephone and Zoom for Advisory Committee meetings.

31. Work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications. (Objective 2- C-6)

All work-based clinical activities conducted at BSPN for CNA program is supervised by faculty whom id Registered Nurses who hold licensure through the Illinois State Board of Nursing and is an approved IDPH CNA evaluator. Instructional staff possess the required field-specific skills and knowledge to provide the necessary supervision to ensure the success of each student and are provided the opportunity to attend workshops to receive updated information concerning newest and best nursing and instructional practices.

CHALLENGES & SOLUTIONS:

The year 2020 had special challenges for all three components of this Standard. CNA students who applied for the program may not have had the technological exposure to adapt quickly to the remote classroom, while other students were well versed in technology and adapted quickly. Students who were admitted expecting success through classroom

instruction and frequent interaction with faculty were suddenly thrown into online learning via Zoom and much more sporadic interactions with the faculty.

The BSPN CNA program found that high school students wanted to join the summer classes and complete the program in 6 weeks rather than the semester-length format offered in high school. In 2021, the admission policy was changed to deflect those applications and avoid the potential for high school students to be joining the adult classes. The admission policy now requires a that applicants under the age of 18 have a high school diploma or GED in order to enroll into the class. The underage applications have diminished. Those under age 18 who are now applying are recent graduates who may not have been successful in the high school CNA program and want to come and complete the program in the adult classes.

Work-based activities were a challenge to BSPN CNA programs in 2020 due to the closure of clinical sites to student attendance for the safety of the patients and the students, and the lack of personal protective equipment available for student use. Simulations had to be used to provide some form of clinical experience. The gradual return to the campus allowed for labs to be used in small groups.

SUMMARY:

BSPN faculty and administration found that distance learning has true potential for the CNA program in the future. Employers were in support of online options as it would allow more time for the student to be on the job while gaining the certification required for the permanent CNA position. The CNA program will be expanding to a hybrid format that has been placed in the IDPH rule. The hybrid format will not be initiated until approval has been attained from COE. Distance learning has been a challenge for faculty and students, but they have overcome the challenges and barriers to achieve success.

Standard 3- Programs and Institutional Outcomes

Cretia Gaines
Danielle Miller
Stephanie Mohr
Cindy Nobe
Crea Rose
Holly Szopinski

STANDARD 3
Program and Institutional Outcomes
Generic Version – <mark>2020</mark> Edition

HB		Standard 3 Criteria	YES	NO	N/A
1.	1.	Individual student progress data, including (a) appropriate evaluations of knowledge and skills required for occupation(s) studied and (b) notations of completion(s) of and/or withdrawal from programs, are maintained and made a part of his/her record.	X		
2.	2.	The institution submits accurate and verifiable program <u>completion</u> data each year to the Commission for comparison with required benchmarks.	X		
	Item 3: This item is to be completed by Visiting Teams during accreditation visits.				
	*3.	The data submitted on the most recent COE Annual Report or COE Excel spreadsheet is confirmed to be accurate on a random basis. <u>Completion</u> data for graduate completers has been verified for five students.	X		
3.	4.	**FOR INITIAL ACCREDITATION ONLY:** The majority of programs meet the required benchmark for <u>completion</u> for the most recent 12-month period possible.	X		
4.	5.	**FOR ACCREDITED INSTITUTIONS ONLY:** All programs meet the required benchmark for <u>completion</u> OR the institution has taken any actions required by the Commission due to program <u>completion</u> rates failing to meet the required benchmark.	X		
5.	6.	The institution submits accurate and verifiable program <u>placement</u> data each year to the Commission for comparison with required benchmarks.	X		
	Item 7: This item is to be completed by Visiting Teams during accreditation visits.				
	*7.	The data submitted on the most recent COE Annual Report or COE Excel spreadsheet is confirmed to be accurate on a random basis. <u>Placement</u> data for five graduate completers and five non-graduate completers has been verified.	X		
6.	8.	**FOR INITIAL ACCREDITATION ONLY:** The majority of programs meet the required benchmark for <u>placement</u> for the most recent 12-month period possible.			X
7.	9.	**FOR ACCREDITED INSTITUTIONS ONLY:** All programs meet the required benchmark for <u>placement</u> OR the institution has taken any actions required by the Commission due to program <u>placement</u> rates failing to meet the required benchmark.	X		
8.	10.	If applicable, the institution submits accurate and verifiable <u>licensure exam pass rate</u> data each year to the Commission for comparison with required benchmarks.	X		
	Item 11: This item is to be completed by Visiting Teams during accreditation visits.				
	*11.	The data submitted on the most recent COE Annual Report or COE Excel spreadsheet is confirmed to be accurate on a random basis. <u>Licensure</u> performance data has been verified for five students.	X		
9.	12.	**FOR INITIAL ACCREDITATION ONLY:** If applicable, the majority of programs meet the required benchmark for <u>licensure exam pass rates</u> for the most recent 12-month period possible.			X
10.	13.	**FOR ACCREDITED INSTITUTIONS ONLY:** All applicable programs meet the required benchmark for <u>licensure exam pass rate</u> OR the institution has taken any actions required by the Commission due to <u>licensure exam pass rates</u> failing to meet the required benchmark.	X		
11.	14.	The institution has a written plan to ensure that <mark>program and institutional outcomes</mark> follow-up is systematic and continuous. **VISITING TEAMS: If NO is checked, leave criteria 15-18 blank and resume with criterion 19. Write one finding of non-compliance that specifies BOTH the requirement for a plan AND each criterion 15-18. (See instructions page.)**	X		**MULTI-PART CRITERIA**
12.		**The institution's written plan for <mark>program and institutional outcomes</mark> follow-up includes the following elements:** 15. Identification of responsibility for coordination of follow-up activities;	X		
13.		16. Methods for collection of data on completion, placement, and licensure exam pass rates;	X		
14.		17. Information collected from completers and employers of completers that is focused on program effectiveness; and,	X		

| 15. | 18. | Methods for surveying completers and employers of completers to assess the level of satisfaction with the education that was received. | X | | |

STANDARD 3 – Program and Institutional Outcomes
Generic Version - 2020 Edition, Page 2

16.	19.	The program and institutional outcomes follow-up plan is reviewed annually by the faculty and administration (and revised as necessary).	X		
17.	20.	Program and institutional outcomes follow-up information is used to evaluate and improve the quality of program outcomes.	X		
18.	21.	Follow-up information is made available at least on an annual basis to instructional personnel and administrative staff.	X		

These items are in place only for data verification purposes

.

SCHOOL NAME:						SCHOOL ID NO:				SCHOOL ID NO:	REPORTING PERIOD:											BENCHMARKS		
						Shaded columns represent calculated fields.																60%		70%	70%
Row Numbers in Annual Report software	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
POSTSECONDARY PROGRAM NAME	Beginning Enrollment	New Enrollees	Cumulative Enrollment	Students still enrolled	Non-Graduate Completers	Graduate Completers	Total Completers	Non-Grad Completers Emp in Pos Related to Field of Inst	Grad Completers Emp in Pos Related to Field of Inst	Total Completers Emp in Pos Related to Field of Inst	Grad. Completers Emp in Pos. Unrelated to Field of Inst.	Graduate Completers Waiting to Take Licensure	Grad. Completers Who Took Licensure Exam	Grad. Completers Who Passed Licensure Exam	Grad. Completers Unavailable for Employ.	Grad. Completers Who Refused Employment	Grad. Completers Seeking Employ./Status Unknown	Withdrawals	Sum of Rows 16, 19, 20	Difference - Column 10 minus Column 23	Difference - Column 11 minus Column 23	Graduation Rate (%)	Total Completion Rate (%)	Grad. Placement Rate (%)	Total Placement Rate (%)	Licensure Exam Rate (%)
Practical Nursing	45	79	124	25	13	70	83	13	58	71	0	1	69	59	0	0	11	16	1	69	82	71%	84%	84%	87%	86%
Certified Nurse Aide	2	7	9	0	0	8	8	0	6	6	0	0	8	6	0	0	2	1	0	8	8	89%	89%	75%	75%	75%

Standard Three

Introduction:

BSPN's primary goal is to help the student become a successful member in the local community achieving their career goals. Instructors and department personnel assist students in employability skill training through classroom and laboratory instruction. Students receive lectures about job search activities, interview behaviors, and resume writing. Job Fairs organized by Student Services allows students to meet area providers, interview, and consider employment options available in the community. Local facilities often contact BSPN to inquire about graduates and ask for opportunities to present employer and facility information in an effort to recruit our students. Student Services maintains a social media site to inform graduates of new employment opportunities. Students are given multiple opportunities to make contacts with potential future employers as they matriculate through the program.

Analysis:

1. Individual student progress data, including (a) appropriate evaluations of knowledge and skills required for occupation(s) studied and (b) notations of completion(s) of and/or withdrawal from programs, are maintained and made a part of his/her record.

Data concerning CNA and PN student progress, such as classroom grades, clinical performance, lab activity, and attendance are in the student record. Progress notes and grade reports are kept in hard copy in fire-retardant file cabinets and secure digital files. Student transcripts are available on signed request.

2. The institution submits accurate and verifiable program completion data each year to the Commission for comparison with required benchmarks.

BSPN submits program completion data in the Annual Completion Placement Licensure Report for all programs by the school, in compliance with required benchmarks.

 The data submitted on the most recent COE Annual Report is confirmed to be accurate on a random basis. Completion data for graduate completers has been verified for five students. To be completed by the Visiting Team

3. FOR INITIAL ACCREDITATION ONLY: The majority of programs meet the required benchmark for completion for the most recent 12-month period.

N/A. BSPN is not in the Initial Accreditation phase

4. FOR ACCREDITED INSTITUTIONS ONLY: All programs meet the required benchmark for completion OR the institution has taken any actions required by the Commission due to program completion rates failing to meet the required benchmark.

Despite the pandemic and the change from classroom to distance learning, BSPN met the required benchmarks in the PN and CNA program. BSPN submits program completion data in the Annual Completion Placement Licensure Report for all programs by the school, in compliance with COE guidelines.

5. The institution submits accurate and verifiable program placement data each year to the Commission for comparison with required benchmarks.

BSPN submits program placement data in the Annual Completion Placement Licensure Report for all programs by the school, in compliance with COE guidelines. BSPN is tracking placement in multiple ways, such as through internet and social media, internal tracking through the IDPH or IDFPR websites, and through the CPL and Placement call logs.

The data submitted on the most recent COE Annual Report is confirmed to be accurate on a random basis. Placement data for five graduate completers and five non-graduate completers has been verified.
To be completed by the Visiting Team

6. FOR INITIAL ACCREDITATION ONLY: The majority of programs meet the required benchmark for placement.

N/A. BSPN is not in its Initial Accreditation Phase

7. FOR ACCREDITED INSTITUTIONS ONLY: All programs meet the required benchmark for placement OR the institution has taken any actions required by the Commission due to program placement rates failing to meet the required benchmark.

BSPN submits program placement data in the Annual Completion Placement Licensure Report for all programs by the school, in compliance with COE guidelines.

8. If applicable, the institution submits accurate and verifiable licensure exam pass rate data each year to the Commission for comparison with required benchmarks. (Objective 3-2)

BSPN submits its program licensure exam pass rate data in the Annual Completion Placement Licensure Form for programs offered in compliance with COE guidelines.

The data submitted on the most recent COE Annual Report is confirmed to be accurate on a random basis. Licensure performance data has been verified for five students. To be completed by the Visiting Team

BSPN submits program completion data in the Annual Completion Placement Licensure Report for all programs by the school, in compliance with COE guidelines. Reports submitted include PN and CNA data

9. FOR INITIAL ACCREDITATION ONLY: If applicable, the majority of programs meet the required benchmark for licensure exam pass rates for the most recent 12-month period possible.

N/A. BSPN is not in its Initial Accreditation Phase

10. FOR ACCREDITED INSTITUTIONS ONLY: All applicable programs meet the required benchmark for licensure exam pass rate OR the institution has taken any actions required by the Commission due to licensure exam pass rates failing to meet the required benchmark. (Objective 3-2)

BSPN has met the required benchmark for licensure on the most recent annual report.

Multi-Part Criterion
11. The institution has a written plan to ensure program and institutional outcomes follow-up is systematic and continuous,
12. The institution's written plan for the program and institutional outcomes follow-up includes the following elements: Identification of responsibility for coordination of all follow-up activities.
13. Methods for collection of data on completion, placement, and licensure exam
14. Information collected from completers and employers of completers that is focused on program effectiveness, and,
15. Methods for surveying completers and employers of completers to assess the level of satisfaction with the education that was received

The institution has a written plan for follow-up after graduation and collection of data regarding licensure and placement. The Student Services Representative is responsible for coordination of student contact however student follow-up occurs at many levels. Faculty maintain contact with students after graduation to determine placement and NCLEX success. They also frequently communicate with students for updated statuses. Clinical faculty report to the Director of Nursing when they have contact with recently placed graduates at the clinical sites. Student Services networks with various businesses in the healthcare industry and provides information to students on potential job placement opportunities.

Student pass rates for CNA and LPN programs are forward to the administration by IDFPR and IDPH. Those results are shared with the instructors and advisory committee. Employers are surveyed to determine if BSPN LPNs are hired, salary scale, and overall strengths and weaknesses of the LPN's nursing knowledge, as well as recommendations for curriculum additions. These surveys are shared with faculty and the advisory committee. Students are also referred to online surveys 3 to 6 months after graduation to determine job status and recommendations for the program. Walmart cards have been purchased to give to respondents in order to incentivize student follow up.

Each PN graduating class is encouraged to complete an online graduate survey six months which is linked to email accounts. Clinical surveys are conducted periodically throughout the nursing program to evaluate program objectives and outcomes. Advisory Committee members are also surveyed about recommendations for improvement based on graduate performance at the meetings. CNA evaluations are also conducted and mailed concurrently with PN classes or as needed.

16. The program and institutional outcomes follow-up plan is reviewed annually by the faculty and administration and revised as necessary.

The follow-up plan is reviewed with Student Services, the Director of Nursing, and shared with the faculty for recommendations annually. Faculty provide placement information to the Director of Nursing who updates the Student Services Representative regarding student status. The plan is updated as needed.

17. Program and institutional outcomes follow-up information is used to evaluate and improve the quality of program outcomes.

Program outcome information and student satisfaction survey comments are shared with faculty and are considered when preparing faculty and administrative evaluations. Surveys completed by area providers are shared with faculty during curriculum planning meetings. Those meetings were held remotely in 2020 due to the pandemic.

18. Follow-up information is made available at least on an annual basis to instructional personnel and administrative staff.

Survey results and NCLEX result summaries are shared with faculty as they become available to allow faculty the opportunity to determine areas that need further attention in future class lectures and clinical attendance.

Challenges & Solutions:

The challenge for the Student Services Representative and administration is the lack of response by graduates and clinical sites to surveys. Walmart cards have been bought to incentivize responses. Students are also often not responding to placement or NCLEX inquiries. Student Services uses a variety of methods to obtain placement information – email requests, phone contact, social media research, and requests to area healthcare settings for information regarding newly hired nurses. Often she will obtain information when other students call for transcripts and are willing to share information about friends or co-workers. The classes that graduated in 2020 were even less likely to respond to inquiry, possibly because they felt less connection to the school due to the lack of daily attendance on campus.

Summary:

Despite the challenges of 2020 and the rapid change to distance learning, BSPN students, both CNA and PN, met the benchmarks required by COE.

Standard 4- Strategic Planning

Advisory Committee
Board of Control
Stephanie Mohr
Holly Szopinski

Strategic Planning
Generic Version – <mark>2020</mark> Edition

Standard 4 Criteria	YES	NO	
1. The institution has a written strategic plan. **VISITING TEAMS: If NO is checked, leave criteria 2-9 blank. Write one finding of non-compliance that specifies BOTH the requirement for a plan AND each criterion 2-9. (See instructions page.)**	X		
The institution's written strategic plan includes, as a minimum, the following components: 2. Mission of the institution;	X		
3. Vision of the institution;	X		
4. Objectives for a minimum period of three years;	X		
5. Strategies for achieving the objectives;	X		
6. Current and projected financial resources that provide a basis for initiatives specified in the strategic plan; and,	X		
7. Strategies for evaluating progress toward achieving the objectives.	X		
8. The strategic plan is reviewed <mark>annually</mark> by the faculty, administration, and institutional advisory committee (and revised as necessary).	X		
9. The results of the evaluation of progress toward achieving the objectives are documented annually.	X		MULTI-PART CRITERIA

Standard Four

Introduction:

BSPN Mission Statement

The mission of the Beck Practical Nursing Program is to offer quality allied-health and nursing programs that integrate professional skills, career-focused education and hands-on practical experience, empowering students to develop and achieve their personal and career potentials.

BSPN Vision Statement

Beck School of Practical Nursing believes that education should promote the development of positive individual and professional responsibility and accountability by providing services that support the efforts of students to succeed academically, vocationally, and personally.

Multi-Part Criterion

1. The institution has a written strategic plan.
The institution's written strategic plan, as a minimum, the following components:
2. Mission of the institution.
3. Vision of the institution.
4. Objectives for a minimum period of three years;
5. Strategies for achieving the objectives.

6. Current and projected financial resources that provide a basis for initiatives specified in the strategic plan'
and,
7. Strategies for evaluating progress toward achieving objectives.
8. The strategic plan is reviewed annually by the faculty, administration, and institutional advisory committee (and revised as necessary).
9. The results of the evaluation of progress toward achieving the objectives are documented annually.

Analysis:

BSPN maintains a strategic plan that has objectives for the minimum 3 years required. The plan was developed with input from faculty, administration, the Advisory / Occupational Committee, and the CCSI / BSPN Board of Control. Components of the strategic plan are reviewed at budgetary meetings and considered when developing the financial plan for each fiscal year.

The Three-Year Strategic Plan includes the BSPN Mission Statement. It is the mission of BSPN to empower students to achieve their career goals and to develop their ultimate potential. The plan includes the vision statement that was created in 2015 and is still applicable today.

The BSPN Institutional Advisory / Occupational Committee reviews the strategic plan annually at the committee meetings. Strategies for achieving the objectives are outlines in the plan with the responsible person for attainment identified. Updates regarding progress, barriers, or challenges to achieving the strategic plan goals are documented and shared with the faculty, administration, and Institutional Advisory / Occupational Committee members and attendees at each meeting.

Challenges & Solutions:

The strategic plan required rapid revision in 2020 when distance learning became an unexpected reality, and short term objectives and long-term goals were developed due to the popularity of the distance learning option for potential future students. A survey was completed to determine interest in the distance education option, and the response was overwhelmingly positive.

Other items in the strategic plan had numerous unexpected barriers in 2020. For example, remediation to improve student retention was now a challenging aspect, as the students were unable to attend on campus in the previous remediation format. Methods had to be developed for the short-term to meet the remediation needs of the students.

Lab upgrades and use of a faculty as the lab supervisor had to be postponed due to the closure of 2020 and the limited allowed use of the laboratory option. However, with the CARES funding, other opportunities, such as online simulation, were obtained. In addition, funding is now available and dedicated to further updates in the adult CNA and PN labs for use when normal classroom instruction resumes daily.

Summary:

Many portions of the strategic plan goals were showing progress until the COVID -19 mitigations were implemented in 2020. BSPN was proven to be a flexible and adaptive program that could continue to provide quality education and update the strategic plan to address distance education in future cohorts.

Standard 5 Learning Resources

Shandra Goersch
Lori Hoffman
Stephanie Mohr
Danielle Miller
Cindy Nobe
Crea Rose
Holly Szopinski

STANDARD 5
Learning Resources
Generic Version – 2020 Edition

Standard 5 Criteria	YES	NO
Media Services		
1. The institution has a written plan for its media services. **VISITING TEAMS: If NO is checked, leave criteria 2-9 blank and resume with criterion 10. Write one finding of non-compliance that specifies BOTH the requirement for a plan AND each criterion 2-9. (See instructions page.)**	X	
The written plan for its media services which is appropriate for and inclusive of all methods of program delivery includes the following: 2. The scope and availability of the services;	X	
3. A variety of current and relevant educational materials, such as reference books; periodicals and manuals of a business, professional, technical, and industrial nature; audio-visual materials and equipment; internet access to sites with educational and reference materials appropriate to program offerings; and other materials to help fulfill the institution's purposes and support its educational programs;	X	
4. The staff person (administrative, supervisory, or instructional) responsible for the implementation and coordination of the media services;	X	
5. Roles and responsibilities of designated staff member(s);	X	
6. Orientation for user groups (i.e., instructors, students, and others);	X	
7. Facilities and technical infrastructure essential for using media materials;	X	
8. Annual budgetary support for the services; and,	X	
9. Annual evaluation of the effectiveness of media services and utilization of the results to modify and improve media services.	X	
10. Media services (instructional supplies, physical resources, technology, and fiscal resources) are available to support the instructional programs offered by the institution.	X	
11. Media services are available to ensure the achievement of desired student learning and program objectives.	X	
12. A current inventory of media resources is maintained.	X	
13. Provisions are made for necessary repair, maintenance, and/or replacement of media equipment and supplies.	X	
14. The institution provides instructional media (both print and non-print) to support students and faculty in meeting program objectives.	X	
15. **This criterion applies to ALL campuses:** The institution's learning resources (media services, technology, facilities, and materials) are comprehensive, current, selected with faculty input, and accessible to the faculty and students.	X	

MULTI-PART CRITERIA (criteria 1-9)

Standard 5 Criteria	YES	NO
Instructional Equipment		
1. The institution has an inventory procedure to account for instructional equipment.	X	
2. The institution has a procedure for emergency purchases to assure the acquisition and/or repair of equipment within a reasonable period of time to support continuous instruction.	X	
3. **This criterion applies to ALL campuses:** Relevant and up-to-date equipment is available to support the instructional programs offered by the institution.	X	
4. The institution has a written plan for maintaining equipment and for replacing or disposing of obsolete equipment.	X	
5. **This criterion applies to ALL campuses:** <mark>I</mark>nstructional equipment meets appropriate and required safety standards.	X	
Instructional Supplies		
1. **This criterion applies to ALL campuses:** Instructional supplies are available to support the instructional programs offered by the institution.	X	
2. The institution has a procedure for purchasing and storing instructional supplies.	X	
3. Funds are budgeted to provide supplies at a level that <mark>supports</mark> quality occupational education.	X	
4. The institution has a procedure for emergency purchases of instructional supplies within a reasonable period of time to support continuous instruction.	X	
5. **This criterion applies to ALL campuses:** First aid supplies are readily available.	X	
6. **This criterion applies to ALL campuses:** <mark>I</mark>nstructional supplies meet appropriate and required safety standards.	X	

Standard Five

Introduction

Media services have seen extensive growth in the past 6 years with the purchase of high-fidelity equipment for the lab, and the conversion to online in the 2020 pandemic that required alternative sources for the laboratory and clinical needs of the students.

Faculty are involved in the planning for media service updates and identification of equipment needs and they assist with completion of purchase orders for approved items. Provisions are made for the necessary repair and maintenance in a timely manner to ensure continuity of the learning process.

A: Analysis: Media Services

Multi-Part Criterion

1. The institution has a written plan for its media services

The written plan for its media services which is appropriate for and inclusive of all methods of program delivery includes the following:

2. The scope and availability of the services;

3. A variety of current and relevant educational materials, such as reference books; periodicals and manuals of a business, professional, technical, and industrial nature; audio-visual materials and equipment; internet access; and other materials to help fulfill the institution's purposes and support its educational programs.
4. The staff person (administrative, supervisory, or instructional) responsible for implementation and coordination of the media services.
5. Roles and responsibilities of designated staff member(s).
6. Orientation for user groups (i.e., instructors, students, and others).
7. Facilities and technical infrastructure essential for using media materials.
8. Annual budgetary support for the services; and,
9. Annual evaluation of the effectiveness of media services and utilization of the results to modify and improve media services.

BSPN has a media plan that addresses the technology and hard copy media that are available to augment student learning and provide resources for faculty and students. The scope and availability of the services are outlined in the plan, as well as the responsible parties for the variety of services. A wide array of materials and equipment are available to help fulfill the institution's purposes and support its educational programs including reference books, periodicals and manuals of a business, professional, technical and instructional nature, audio-visual items and the Internet. The library collection inventory consists of several items including general collection books and videos specific to CNA / PN programs that are offered at BSPN.

The staff responsible for implementing and coordinating media services must have a demonstrated knowledge of computer applications to include hardware, software, and networking capabilities. The responsibilities of the media specialist are detailed in a Technology Coordinator Job Description. The Technology Coordinator Job Description define the role and responsibilities of the Media Center Personnel. The Technology Coordinator provides technical support. His/her duties include maintaining the school's local area computer network, administering the network servers and maintaining the integrity of the school's data communication system.

Orientation for user groups is provided by the faculty during orientation. Orientation includes a tour of the campus to familiarize the users with the resources available and the technology policy as it pertains to the use of the Internet. At the orientation, each participant receives an Internet Agreement that that they must sign for accountability purposes Faculty are trained on the opportunities provided in the Shadow Health and Nurse Achieve accounts and encourage students to familiarize themselves with the Nurse Achieve exit exam process by accessing their online Nurse Achieve account and completing practice tests

BSPN provides a safe, clean, and quiet facility that meets the needs of students, faculty, and staff. The media center's Floor Plan shows that the facility is designed to create optimal use of available space, providing students an effective form of information retrieval and easily accessible media materials. In addition, BSPN is arranged in an informal manner to create a gratifying and pleasant environment that promotes recreational use. There is a quiet break area in the lower level of the nursing building where students can study or do homework in a semi- private setting.

The CCSI Director sets the Media Center's Budget. This funding varies from year to year depending on other school-site expenses. In 2020, BSPN applied for the CARES money to augment our distance learning program that was initiated at the time of mandatory school closures. Monies were received that allowed the school to purchase Shadow Health simulations for students, Nurse Achieve simulations and study guides, and arrange for all students and faculty to attend a virtual seminar given Barb Bancroft, a well-known nurse practitioner who provides insightful and entertaining instruction on material that will be vital to the student nurse in professional practice. The funds were also used to purchase additional high-fidelity equipment for the lab for use on student return, and tablets to allow for online continued online testing and internet access.

The media plan was reviewed and updated multiple times in 2020 to describe the adaptations made for distance learning required with the mandated school closures.

10. Media services (instructional supplies, physical resources, technology, and fiscal resources) are available to support the instructional programs offered by the institution.

The Media center contains a variety of reference materials, Nurse Achieve has been purchased to allow student to develop study guides, flash cards, and complete online quizzes to test comprehension of classroom material. FA Davis products also have online options to assist students with review. Each student then can use school computer systems to stream live videos or use other video resources to enhance their education. High fidelity equipment is available for structured simulation experience to better prepare the student for actual clinical experience. BSPN also maintains a variety of other lab supplies simulation trainers and assessment aids which students have access to that enhance hands on training, which were supplemented with additional purchases in 2018.

In 2020, additional CARES funding was used to provide additional media services to remote learners and purchase upgraded computers and tablets for student use.

11. Media services are available to ensure the achievement of desired student learning and program objectives

The school is open from 07:30 AM - 4:00 PM Monday – Friday. All faculty and students have access to all services provided by the school. Students have access to the computer lab and resources and are encouraged to utilize these to their advantage.

Students have been given access to the Shadow Health simulation program and Nurse Achieve for their remote learning needs. High, medium, and low fidelity simulation equipment is available for use in lab simulations when students are on campus. Faculty are able to utilize Smart Boards and Elmo projectors in the classroom for augmented learning. Faculty have laptops available for use in the classroom to allow recording to Zoom during lectures so that students who are on quarantine may continue to attend without interruption.

12. A current inventory of media resources is maintained.

Inventories are available for disposable equipment, reference material, and the durable equipment available for student use. The faculty responsible for lab simulations tracks the disposable inventory and informs the Director of Nursing of items needed. The lab instructor assists in the ordering process.

13.Provisions are made for necessary repair, maintenance, and/or replacement of media equipment and supplies.

Repairs and maintenance are made for media equipment are made through service contracts with Americom, Sidebarr, and Frontier. Audiovisual or computer equipment that are obsolete are turned into maintenance. The CCSI Director determines the method of disposal or recirculation into the community based on equipment and community need.

14.The institution provides instructional material (both print and non-print) to support all students and faculty in meeting program objectives.

The school has in its Current Inventory various production tools to create instructional media. Instructional services include a laminating machine, overhead projectors, videocassette recorders, DVD players, book binding materials, audiocassette tape recorders, computers, Chromebook tablets, printers, typewriters, a label machine, LCD projectors, a projection screen and laptop computers. The Student Services representative is available to make student copies for a small fee. The students can purchase binders that contain all handouts for the term at the beginning of the term to allow review and preparation in advance. F.A. Davis, Shadow Health and Nurse Achieve products are available online for case studies and streaming of educational videos.

15.This criterion applies to ALL campuses: The institution's learning resources (media services, technology, facilities, and materials) are comprehensive, current, selected with faculty input, and accessible to the faculty and students.

BSPN has a single campus where all media are available to students. Purchases and upgrades to the laboratory are made after discussion with the faculty, administration, and Board of Control approval. Research materials in the media library are updated annually with the purchase of new textbooks. Computers are repaired by Sidebar as needed or replaced as indicated. High, medium, and low fidelity equipment is made available to students during scheduled lab hours with staff supervision.

B: Analysis: Instructional Equipment

1. The institution has an inventory procedure to account for instructional equipment.

All equipment is tagged with BSPN ownership information on receipt, and the serial number and identification information is added to the inventory list. Disposable equipment such as syringes, glucose monitoring strips, etc., are removed from the list as used and current inventory is noted with the reduction for equipment used.

2. The institution has a procedure for emergency purchases to assure the acquisition and/or repair of equipment within a reasonable period of time to support continuous instruction.

The Instructional Materials and Supplies Account can be used at the discretion of the Director for emergency acquisitions and repairs. Adoption of the annual budget authorizes the Director or designee to purchase budgeted supplies, equipment, and services. Purchases of items not included in the budget require prior Board of Control approval, except in an emergency.

3. Relevant and up-to-date equipment is available to support the instructional programs offered by the institution.

A Current Equipment Inventory shows the availability of up-to-date equipment for students and teachers use in the laboratory and in the classroom as an integral part of the instructional program. An inventory is kept for library resources, disposable equipment, and durable equipment.

 In addition to electronic media, faculty have access to a Scantron® which provides a method of automated grading and printing a summary which shows the percentage of correct responses for each question and displays the class average for the examination. Due to the age of the Scantron machine, replacement parts are not available. Two iPads were purchased to allow access to Zipgrades, which also allows automated grading of the scoresheets and task analysis of the test material. The analysis report allows the instructor to determine validity of questions, problems with the key, or adequate coverage of material in lecture. A major advantage to using this method of grading is the ability to give students immediate feedback and remediation. The Scantron® and Zipgrade grade sheet summary sheets may be filed for future reference for areas that may need to be stressed when preparing or updating lectures on the material covered. Testing opportunities were also purchased through Checkmark for use as an online testing option when students return to daily attendance.

The high-fidelity simulator (ALEX) receives routine updates from PCI, the company which provides the simulated patients that accompany the simulator. Faculty are also able to design and implement ALEX simulations.

4. The institution has a written plan for maintaining equipment and for replacing or disposing of obsolete equipment.

Equipment is requested as needed by faculty through the Nursing Director. The Director approves expenditures and needs and forwards to CCSI Director for purchase and final approval. The Nursing program has a budget for expenditure and improvement of the program set aside each year. In 2020, emergency purchases to meet simulation and study guide needs were recommended by faculty. The Director of Nursing forwarded the recommendation and pricing information to the

CCSI Director, and immediate approval was received. Shadow Health and Nurse Achieve access was purchased and quickly utilized to meet the clinical and remediation needs of the students.

Obsolete equipment is disposed of through maintenance channels, the Director of Nursing, and redistribution into local community as appropriate.

5. This criterion applies to ALL campuses: Instructional equipment meets appropriate and required safety standards.

Equipment and supplies support instruction to assure quality education. Equipment is representative of the grade and type used by business and industry and meets or exceeds all appropriate safety standards. All equipment is used under manufacturer guidelines.

C: Analysis: Instructional Supplies

1. This criterion applies to ALL campuses: Instructional supplies are available to support the instructional programs offered by the institution.

Daily instructional supplies are readily available in the main office of within CCSI/BSPN. Supplies not available at the time of request are ordered in a timely manner. The faculty offices for the CNA and LPN programs have storage space for educational supplies needed in the day-to-day management of the classroom.

During campus closure, faculty were able to access the campus for supplies on set days when campus was open for maintenance. Social distancing and masks were required on those visit days. Students who had purchased Term binders were able to pick up the binders at the campus at the start of the term, when the Director of Nursing distributed the binders at the campus entrance.

2. The institution has a system for purchasing and storing instructional supplies.

All departments have budgeted funds which are adopted during the Annual Budget Meeting. Budgetary decisions are made by the CCSI Director in consultation with the Director of Nursing based on the cost of a program and student enrollment. Faculty are encouraged to request items as needed throughout the school year. Purchases are made by the assigned staff as per the Purchasing policy. The Director of Nursing forwards the purchase request to the responsible staff. Storage closets within each functional area are used to store instructional supplies.

3. Funds are budgeted to provide supplies at a level that supports quality of occupational education.

Funds for supplies are allocated from local funding sources, to provide instructional supplies that assure quality occupational education. Additional funds were obtained in 2020 to provide for additional supports that may arise in the process of distance learning.

4. The institution has a system for emergency purchases of instructional supplies within a reasonable period of time to support continuous instruction. (Objective 5-2)

To support continuous instruction, BSPN can use an internal purchase order to purchase needed supplies and forward the form to the Administrative Assistant / purchasing agent for the BSPN according to agency policy. In addition, the Instructional Materials and Supplies Account can be used at the discretion of the Director for emergency acquisitions. Adoption of the annual budget authorizes the Director or designee to purchase budgeted supplies.

5. This criterion applies to ALL campuses: First aid supplies are readily available.

First aid supplies are distributed to Departmental Locations, including the break room and cafeteria. Therefore, the first-aid supplies are readily available in the event of an emergency. Three Automated Defibrillators (AEDs) are available on campus –one in the administrative offices, one in the nursing building, and one in the high school automotive area.

In 2020, Bleed Cease was added to the First Aid emergency kit to address any incident that may involve bleeding or life-threatening blood loss. Tourniquets are available in the nursing office and other areas on campus for use by trained faculty. Stop-the-Bleed posters are available at various sites on campus. In 2019, faculty were certified in Heartsaver CPR and received Stop-the-Bleed training.

6. This applies to ALL campuses: Instructional supplies meet appropriate and required safety standards.

All supplies support instruction to assure quality education and are representative of the grade and type used by business and industry and meet or exceed all appropriate safety standards. All supplies are used under manufacturer guidelines.

Challenges & Solutions:

Prior to 2016, one of the biggest challenges to access and use of educational supplies and media was the location of the lab, faculty offices, and classrooms. The lab was located in Building 2, where high school CNA students were in session. Time had to be scheduled for access in the afternoons only when the high school students were no longer on campus. The library and computers were in Building 5, and the nursing students were taught daily in Building 6. This problem was solved with the relocation of the faculty, media, computers, and nursing lab into Building 6 in 2016. The new location has allowed increased access and use of the computer and simulation labs due to easy access for students and instructors. The library is available for use by students, and a checkout system is in place. Students have access to the printers for assigned classroom work and may do internet research when desired and needed in the available computer lab.

The adult CNA program also benefited from the move into Building 6 by the PN program. The adult CNA program was then able to use the lab in Building 2 without coordinating the time with the PN program. The CNA lab received a donated mechanical lift and sit-to-stand lift that is shared with PN students to prepare for safe use in the clinical settings.

Summary:

Presently, BSPN functions within its means, and serves the faculty and its students according to its written plan. The facilities are accessible during regular school hours to faculty and students. Funding for media services is budgeted and effective. The purchase of high-fidelity simulators is providing a more realistic laboratory experience for PN students, which is invaluable in a time when clinical access has been limited due to COVID restrictions at clinical sites. Goals for improvement in media include continued efforts to increase use of high, medium, and low fidelity equipment to better prepare students for live clinical experience.

Standard 6- Learning Resources

Shandra Goersch
Lori Hoffman
Stephanie Mohr
Danielle Miller
Cindy nobe
Crea Rose
Holly Szopinski

STANDARD 6
Physical Resources and Technical Infrastructure
Generic Version – 2020 Edition

Standard 6 Criteria	YES	NO	
1. A plan that addresses the adequacy and improvement of all physical facilities and technical infrastructure has been developed, is maintained, and includes, if applicable, distance education infrastructure.	X		
2. The technology used by the institution to deliver services and, if applicable, program content to students meets the needs of the students without creating barriers to student support or learning.	X		
3. A plan for ongoing operation and maintenance of all physical facilities, technical infrastructure and, if applicable, distance education infrastructure, has been developed and is in use. **VISITING TEAMS: If NO is checked, leave criteria 4-9 blank and resume with criterion 10. Write one finding of non-compliance that specifies BOTH the requirement for a plan AND each criterion 4-9. (See instructions page.)**	X		**MULTI-PART CRITERIA**
The operation and maintenance plan addresses: 4. Personnel;	X		
5. Equipment and supplies;	X		
6. Relevant state law;	X		
7. Applicable federal codes and procedures;	X		
8. Availability of the plan to employees and students; and,	X		
9. Annual evaluation of the plan (and revised as necessary).	X		
10. **This criterion applies to ALL campuses:** Physical facilities at all locations provide adequate, safe, and clean facilities with appropriate supporting utilities for classrooms, laboratories/shops, offices, rest rooms, lounges, meeting rooms, parking, etc.	X		
11. A written plan for assuring the health and safety of the institution's employees, students, and guests is in use and includes procedures for reporting and investigating incidents affecting the health and safety of the institution's constituents. **VISITING TEAMS: If NO is checked, leave criteria 12-14 blank and resume with criterion 15. Write one finding of non-compliance that specifies BOTH the requirement for a plan AND each criterion 12-14. (See instructions page.)**	X		**MULTI-PART CRITERIA**
The health and safety plan:	X		
12. Has been distributed to employees;	X		
13. Is available to students; and,	X		
14. Is evaluated annually with input from employees and students (and revised as necessary).	X		
15. A plan for the protection of the institution's technical infrastructure is in use and: **If NO is checked, leave criteria 16-20 blank. Write one finding of non-compliance that specifies BOTH the requirement for a plan AND each criterion 16-20. (See instructions page.)**	X		**MULTI-PART CRITERIA**
16. Ensures the privacy, safety, and security of data contained within institutional networks;	X		
17. Ensures computer system and network reliability whether provided directly by the institution or through contractual arrangements;	X		
18. Ensures emergency backups for all technical services whether provided directly by the institution or through contractual arrangements;	X		
19. Is evaluated annually (and revised as necessary); and,	X		
20. Basic information about the plan is available to the administration, faculty, staff, and students, upon request.	X		

Standard Six

Introduction

The Beck School of Practical Nursing (BSPN) is located on a twenty-three-acre tract of land located at 6137 Beck Road, Red Bud, Illinois in Monroe County, as part of the Career Center of Southern Illinois. The school utilizes four instructional buildings and a cafeteria. The original buildings were constructed in the late 1950's and originally were the site of the Nike Missile Base SL-40. In the late 1960's the program was decommissioned and the site was abandoned by the government and thirteen local schools districts presented a proposal to utilize the site as an area career center. The proposal was accepted and in 1972 the first vocational classes were held. In the 1980's a building was constructed which now houses the adult nursing programs.

BSPN is committed to providing its staff, students and visitors with a safe, clean and healthy facility. BSPN complies with all the requirements of state and federal agencies. Trained maintenance and custodial staff help to ensure that the maintenance needs of the physical facility are met within budget constraints. In 2020, the campus was closed for daily faculty and student access in response to the COVID-19 pandemic. Gradual return has been challenging, as the space had to be quickly re-designed for 6-foot social distancing, hand wash stations, and frequent disinfection. Students and faculty depended on technology to allow continued education and program completion. The transition from traditional classroom occurred in a 72-hour period, with some barriers, but overall successful change to the education process with minimal interruption.

Analysis

1. A plan that addresses the adequacy and improvement of all physical facilities and technical infrastructure has been developed and is maintained that includes, if applicable, distance education infrastructure

The Board of Control policy manual addresses environmental quality, facility management, pandemic response, and safety. The facility improvement plan is available for review on the CCSI / BSPN website. The CCSI technology plan addresses internet security for campus and distance learning. BSPN does not have branch campuses.

2. The technology used by the institution to deliver services and if applicable, program content to students meets the needs of the students without creating barriers to student support or learning.

Students who have the functional physical abilities) to perform the duties required as a PN or CNA student but may have challenges related to learning style in the classroom are afforded the opportunity to overcome those barriers in a variety of methods. Those include:
   a. All lectures for an entire term are available in handouts that are placed in 3-ring binders for purchase each term by the student. Those handouts allow the student to read material in advance of the lecture and review for exams. The binders were made available during the pandemic-related campus closure.
   b. Lectures may be taped using personal recorders provided that those devices are not used in a way that becomes a distraction to other students. Students with hearing impairments are given information about purchasing adaptive stethoscopes.
   c. Instructors are available for additional tutoring during school hours when campus is open. Students have received tutoring in small groups using Zoom during closure.
   d. Space in the BSPN break room is available for PN study groups and CNA students may use table space in the nursing lab prior to classes for this purpose.
   e. PN students are provided information that assists in defining their own personal learning style and how to use that information for successful study skills at the start of the program.
   f. Equipment is available in the nursing laboratory and classroom that allows the acquisition of skills through hands-on performance and role-play. The equipment is manufactured for use by students and meets safety standards.
   g. The classroom has dry erase boards, ELMO projection systems, and DVD/VCRs to provide faculty with options that will augment the student learning experience
   h. High, medium, and low fidelity lab equipment is available to prepare students for clinical experience.

i. Zoom lectures are recorded to the cloud to allow students to replay multiple times. Zoom will continue to be used for remote education for students who are on quarantine status after full-time return to campus.

Multi-Part Criterion:

3. A plan for ongoing operation and maintenance of all physical facilities, technical infrastructure and, if applicable, distance education infrastructure has been developed and is in use.

The operation and maintenance plan addresses:

4. Personnel
5. Equipment and supplies
6. Relevant state law;
7. Applicable federal codes and procedures
8. Availability of the plan to employees and students; and,
9. Annual evaluation of the plan (and revised as necessary)

The Board of Control policy manual addresses environmental quality, facility management, pandemic response, and safety. The facility improvement plan is available for review on the CCSI / BSPN website. The CCSI technology plan addresses internet security for campus and distance learning. BSPN does not have branch campuses.

The Board of Control plans address the responsible personnel, equipment and supplies, relevant state law, and applicable federal codes and procedures. The School Improvement Plan and CCSI Facilities Management Plan are available on the website for review. The faculty and staff have access to maintenance request forms in Google documents when repairs may be needed on campus.

The facility improvement plan and technology plans are reviewed annually.

10. This criterion applies to ALL campuses: Physical facilities at all locations provide adequate, safe, and clean facilities with appropriate supporting utilities for classrooms, laboratories/shops, offices, rest rooms, lounges, meeting rooms, parking, etc.

Physical facilities are cleaned daily, and regular inspections take place. In preparation for the return of students post-pandemic, additional disinfecting policies have been put into place based on the IDPH, Illinois State Board of Education (ISBE), Illinois Community College Board (ICCB) requirements. All areas are cleaned daily, and additional application of disinfectant is applied to all surfaces before use, after use, and at the end of the school day. Personal Protective Equipment (PPE) is used by all maintenance when completing disinfection procedures. Students, faculty, administration, and support staff are all required to wear masks and use social distancing practices. Hand disinfectant is available in all classrooms and group areas. Additional masks are available for students to take to clinical sites, if needed. BSPN does not have branch campuses.

Multi-Part Criterion
11. A written plan for assuring the health and safety of the institution's employees, students, and guests is in use and includes procedures for reporting and investigating accidents;
12. Has been distributed to employees;
13. Is available to students; and,
14. Is evaluated annually with appropriate input from employees and students.

The Health and Safety Plan is available on the BSPN website (www.becknursing.org) that describes how to report incidents and links to incident reports for clinical and campus settings. In addition, there are Crisis Response Flow Sheets posted in all student and faculty areas. Student handbooks provide information concerning reporting accidents and incidents. An incident report is to be completed after any incident, and also when a student requires treatment for illness

by faculty or was transported to healthcare providers outside of the campus. Each faculty member is assigned a copy of the Quick Reference Standard Operating Procedure booklet for emergency responses.

The plan is evaluated annually with input from employees and students using the Advisory / Occupational Committees as students, faculty, and other professionals are present to provide input. Changes were made to the plan in 2020 to address the increased infection control response required secondary to the COVID-19 pandemic.

Mutli-Part Criterion:

15. A plan for the protection of the institution's technical infrastructure is in use and;
16. Ensures the privacy, safety, and security of data contained within the institutional networks;
17. Ensures computer system reliability whether provided directly by the institution or through contractual arrangements,
18. Ensures emergency backups for all technical services whether provided by the institution or through contractual arrangements.
19. Is evaluated annually (and revised as necessary); and,
20. Basic information about the plan is available to administration, faculty, and students, upon request.

BSPN has a contract with Sidebar to provide technical infrastructure for the computers and copiers on campus, firewall maintenance, and manage server back-up and wireless access points. The contractor is to ensure computer system and network reliability and emergency back-up. All students are given training on the appropriate use of technology and internet safety at the beginning of the PN and CNA program. Computers are not left unattended or unlocked when logged into sensitive systems. All administration, faculty, support staff and contractors' access to computers are password protected. The plan is evaluated annually.

Challenges & Solutions:

Prior to 2020, the age of the buildings is our greatest challenge, though significant physical improvements continue. Beginning in 2020, the challenge became the technical infrastructure and assuring that the internet was available to support faculty who were teaching and testing students remotely and maintaining sanitary conditions at the campus that go beyond the normal infection control policies and procedures. Tracking students who may have been exposed to COVID and assuring that they do not come to campus and screening all visitors coming to campus for COVID symptoms required creative action for safe return to campus. The website played an important role in the COVID screening process, as students were not allowed to return if symptomatic. To further protect the safety of the networks and server, Sidebarr was contracted to provide monitoring of the server and firewall and provide emergency backups for the network.

Summary:

The challenges of 2020 required heightened attention to physical plant maintenance, pandemic response, infection control, and increased demand on the technical infrastructure after diverting to remote learning and the gradual return of students to campus. BSPN has successfully met those challenges and looks forward to the return to normal campus routines.

Standard 7 Financial Resources

Cretia Gaines
Stephanie Mohe
Stacey Schilling
Holly Szopinski

STANDARD 7
Financial Resources
Generic Version – 2020 Edition

Standard 7 Criteria	YES	NO	N/A
1. A qualified financial officer or department oversees the financial and business operations of the institution.	X		
2. Financial records are maintained so that the institution's fiscal position may be analyzed in a timely manner.	X		
3 The institution demonstrates responsible financial management with funds sufficient to maintain quality educational programs and to complete the education of all students enrolled.	X		
4. The institution considers its financial resources as a basis for strategic planning.	X		
5. The institution uses adequate auditing and budgetary controls and procedures consistent with local, state, and federal requirements.	X		
6. The institution exercises proper management, financial controls, and business practices.	X		
7. Persons handling institutional funds or revenues from any source are bonded or are covered under an employee-dishonesty insurance policy.	X		
8. Financial aid programs utilizing public and/or private funds are capably administered and accurately documented.	X		
9. Qualified personnel are responsible for proper record-keeping, reporting, and auditing.	X		
10. The institution has reported all contingent liabilities in a timely manner. (See the definition for 'contingent liability'.)	X		
11. To satisfy Commission reporting requirements, the institution has submitted notices and copies of all lawsuits filed against the institution within 5 days of being served.	X		
12. Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including compliance with default management and audit benchmarks.	X		
13. A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with available lenders is utilized.	X		
14. Students are informed of their ethical responsibilities regarding financial assistance.	X		
Special Financial Stability Requirement for Public Institutions (Item 15) 15. The institution clearly identifies sources of funds and revenues and shows evidence of fiscal stability.	X		
Special Financial Stability Requirements for Non-Public Institutions **(Items 16 through 18)** 16. To document financial stability, the institution submits financial information required by the Council as described in the *Handbook of Accreditation* on an annual basis. For initial accreditation, non-public institutions must submit audited financial statements for the two most recent fiscal years that include composite score worksheets prepared by an independent CPA. The first of those two years may be the audited financial statement submitted with the institution's candidacy application and the second audited financial statement must represent activity while the institution is in candidate status. (Restated/revised audited financial statements will not be accepted without third-party certification.)			X

HB	Standard 7 Criteria (continued)	YES	NO	N/A
17.	The institution demonstrates financial stability through submission of the most recent audited financial statement that reflects: 17. A minimum, unrounded composite score of 1.5 for the two most recent fiscal years as disclosed on a composite score worksheet included in the audit report; and,			X
18.	18. No condition or event which could potentially affect the institution's ability to continue operation, including but not limited to, contingent liabilities, on-going litigation, or the financial stability of a parent corporation.			X
19.	**Refund Policy** 19. The institution has a fair and equitable refund policy for the refund of tuition, fees, and other institutional charges in the event the institution cancels a class or if a student does not enter or does not complete the period of enrollment for which the student has been charged. **VISITING TEAMS: If NO is checked, leave criteria 20-23 blank and resume with criterion 24. Write one finding of non-compliance that specifies BOTH the requirement for a fair and equitable policy AND each criterion 20-23. (See instructions page.)**	X		**MULTI-PART CRITERIA**
20.	**The following elements are present and indicative of a fair and equitable refund policy:** 20. The institution's refund policy is published in the catalog and uniformly administered.	X		
21.	21. Refunds, when due, are made without requiring a request from the student.	X		
22.	22. Refunds, when due, are made within 45 days (1) of the last day of attendance if written notification has been provided to the institution by the student, or (2) from the date the institution terminates the student or determines withdrawal by the student.	X		
23.	23. Retention of tuition and fees collected in advance for a student who does not commence class does not exceed $100.	X		
	Item 24: This item is to be completed by Visiting Teams during accreditation visits.			
	24. Number of student files reviewed (minimum of 25)			
24.	**Complete the Refund Policy Worksheet before responding to this item.** 25. The institution complies with the refund policies adopted by the Commission unless a different policy is mandated by a non-public institution's licensing agency or a public institution's governing board.	X		

Standard Seven

Introduction:

The Beck School of Practical Nursing (BSPN) is a program located at the Career Center of Southern Illinois (CCSI). CCSI is a public institution made up of two high school "structures" and the Adult Education Program-BSPN which consists of two adult education programs, Practical Nursing and Certified Nurse Aide.

Because we are originally chartered as a Career Center, and are a public school, we are governed by a Board of Control made up of a designated administrator from ten districts plus two different Regional (County) Superintendents of Schools. The Board of Control meets once a month on the second Tuesday of the month (except July). Regional Superintendents from over 45 Regional Offices of Education (ROEs) across the state serve as regional liaisons between the Illinois State Board of Education (ISBE). ROEs offer numerous certifications, inspections, professional development and in some cases financial services to schools in each region. The Monroe-Randolph County Regional Office of Education (ROE) serves us uniquely in two specific ways. ROE 45 has served as the fiscal agent for nearly four decades. In addition, our bookkeeping services are contracted and housed at the ROE 45 office in nearby Waterloo, Illinois.

The Monroe-Randolph Regional Superintendent of Schools serves as a Board Member who also serves on our Advisory Board and the Rusteberg Scholarship Committee. Eight of our cooperating school districts fall under the umbrella of the Monroe-Randolph County ROE. The St. Clair County Regional Superintendent of Schools also serves as a Board Member as he oversees three school districts in our cooperative.

In 2012, Adult Education funding for Career Center Programs transferred from ISBE to the Illinois Community College Board or ICCB. The ICCB has provided us with $153,000 in grant funding each fiscal year since 2012. We submit an annual grant application to the ICCB and provide quarterly reports to the Board as part of the Grant process. BSPN runs on a July 1st to June 30th Fiscal Budget Year. CCSI/ BSPN presents an annual budget to Board of Control each August and upon board approval the budget is sent to ISBE. An annual financial audit takes place in August of each year by the accounting firm Scheffel-Boyle. The completed audit report is presented to and approved by the Board of Control. The audit report is also submitted to the Illinois State Board of Education.

Analysis:
1. A qualified financial officer or department oversees the financial and business operations of the institution.

The Director of CCSI oversees all financial decisions in consultation with the Director of Nursing.

2. Financial records are maintained so that the institution's fiscal position may be analyzed in a timely manner.

Annual Budgets are developed and amended as needed to meet the needs of the program. Annual financial audits take place as required by law and reports are forward to CCSI Director, ROE, State Board of Education, and Board of Control for review.

3. The institution demonstrates responsible financial management with funds sufficient to maintain quality educational programs and to complete the education of all students enrolled.

The level of actual and anticipated enrollment in the program impacts expenditures and classroom and clinical faculty numbers and hours allowed. Monthly expenditures are monitored and reported to the Board of Control. CARES funding granted in 2020 has positively impacted faculty / student ratios by providing the opportunity for additional faculty to tutor and mentor struggling students. To promote faculty retention, CCSI / BSPN continued to pay the average twice weekly salary of clinical instructors who were not providing clinical instruction due to COVID-related unavailability of clinical sites. Those faculty remained with the school and were ready to resume teaching roles when clinical sites reopened.

4. The institution considers its financial resources as a basis for strategic planning.

The strategic plan is developed with input from the CCSI Director, faculty, Advisory / Occupational Committee, and Director of Nursing. Strategic plan items are specifically addressed as line items in the budget by the CCSI Director and the Board of Control.

5. The institution uses adequate auditing and budgetary controls and procedures consistent with local, state, and federal requirements.

Our Board Policy Manual dictates financial procedures. We follow state guidelines on budget reporting and auditing. The policy indicates that the legal requirements are met by the financial procedures policy.

6. The institution exercises proper management, financial controls, and business practices.

CCSI's budget is developed by the CCSI Director and approved by the Board of Control. Expenditures are monitored by both entities. The ROE provides bookkeeping services that provide further observation of financial practices.

7. Persons handling institutional funds or revenues from any source are bonded or are covered under an employee-dishonesty insurance policy.

Our school insurance policy contains coverage of $1,000,000 for Employee Dishonesty, per each occurrence.

8. Financial aid programs utilizing public and/or private funds are capably administered and accurately documented.

Our Financial Aid Director has received training from U.S. Department of Education workshops and has attended trainings provided by Campus Ivy, BSPN's third-party administrator. Disbursements are made according to regulations concerning clock-hour attendance requirements.

9. Qualified personnel are responsible for proper record-keeping, reporting, and auditing.

Beck has a contracted bookkeeper through the ROE. That individual is experienced in state regulations for the recordkeeping of educational institutions. The bookkeeper prepares monthly financial reports for our Board of Control. Our policy manual outlines protocol for annual audits by accounting firm Scheffel-Boyle.

10. The institution has reported all contingent liabilities in a timely manner (see definition for "contingent liability.")

The COE was notified when the Department of Education had begun an investigation into the way in which attendance records were recorded in 2012 through 2013. Although BSPN's legal representation, who was formerly employed by the DOE, indicated that the DOE was placing requirements on the school that were not written expressly into the law, BSPN determined that further legal action would be overly-burdensome financially and so settled with the DOE to make installment payments of penalties assessed.

11. To satisfy Commission reporting requirements, the institution has submitted notices and copies of all lawsuits filed against the institution within 5 days of being served.

N/A. There have been no lawsuits filed since the initial accreditation survey in 2015.

12. Compliance with the Higher Education Reauthorization Act Title IV eligibility certification requirements is maintained, including compliance with default management and audit benchmarks.

Campus Ivy, Beck's third-party administrator, assures compliance with the DOE Higher Education authorization Act through policies and procedures in place to meet audit benchmarks. BSPN remains in compliance through that mechanism

and students can obtain Title IV funds. Wright International Student Services is currently in contract with BSPN to perform student loan default management.

13.   A written, comprehensive student loan repayment program, addressing student loan information, counseling, monitoring, and cooperation with available lender is utilized.

Students receive individual exit counseling from the Financial Aid Counselor which addresses the responsibility for repayment, interest rates, their ethical responsibilities for repayment, and problems that default could cause for the student. Students are then required to complete the DOE financial aid exit counseling at the time of graduation. BSPN does not provide the student loans. Campus Ivy, the third-party administrator takes responsibility for student loans issues, student loan information, payment requirements, and monitoring of student loan repayment.

14. Students are informed of their ethical responsibilities regarding financial assistance.

As indicated earlier, students receive individual exit counseling from the Financial Aid Counselor which addresses the responsibility for repayment, interest rates, their ethical responsibilities for repayment and potential problems that default could cause for the student. Students are then required to complete the DOE financial aid exit counseling at the time of graduation. BSPN does not provide the student loans. Campus Ivy, the third-party payer for student loans issues student loan information, payment requirements, and monitoring of student loan repayment.

Special Financial Stability Requirement for Public Institutions (Item 15)
15. The institution clearly identifies sources of funds and revenues and shows evidence of fiscal stability.

The BSPN budget indicates all revenue sources and provides documentation of fiscal stability. In 2020, CAREs fund grants allowed BSPN to offer additional options and services to students beyond the budgeted student resources.

16. Special Financial Stability Requirements for Non-Public Institutions To document financial stability, the institution submits financial information required by the Council as described in the Handbook of Accreditation on an annual basis. For initial accreditation, non-public institutions must submit financial statements for the two most recent fiscal years that include composite score worksheets prepared by an independent CPA. The first of those two years may be the audited financial statement submitted with the institution's candidacy application and the second audited financial statement must represent activity while the institution is in candidate status. (Restated / revised) audited financial statements will not be accepted without third-party certification).

> N/A. BSPN is a public institution

The institution demonstrates financial stability through submission of the most recent audited financial statement that reflects:

17. A minimum, unrounded composite score of 1.5 for the two most recent fiscal years as disclosed on a composite score worksheet included in the report; and,

> N/A. BSPN is a public institution

18. No condition or event which could potentially affect the institution's ability to continue operation, including but not limited to, contingent liabilities or on-going litigation, or the financial stability of a parent corporation.

> N/A. BSPN is a public institution

Multi-Part Criterion

Refund Policy:

19.The institution has a fair and equitable refund policy for the refund of tuition, fees, and other institutional charges in the event the institution cancels a class or if a student does not enter or does not complete the period of enrollment for which the student has been charged.

The BSPN refund policy is administered uniformly for all students. The student will receive all funding provided beyond the non-refundable $100 administrative fee. There is has not been a situation in which BSPN has canceled a class, even in a year with a pandemic forcing closure of the campus.

20. The institution's refund policy is published in the catalog and uniformly administered.

BSPN's refund policy is published in our Student Handbook, which is given to each student at the start of the program and is available for download from the www.becknursing.org website.

21. Refunds, when due, are made without requiring a request from the student.

Our refund policy is published in our Student Handbook. Refunds are made to students when they are due through a refund check issued by the ROE bookkeeper and forwarded to the student by the Student Services Representative or Administrative Assistant. Monies are not handled directly by the Financial Aid Counselor due to DOE rules.

22. Refunds, when due, are made within 45 days (1) of the last day of attendance if written notification has been provided to the institution by the student, or (2) from the date the institution terminates the student or determines withdrawal by the student.

Campus Ivy is notified of the student's withdrawal date and then calculates if a refund is due to the student or DOE. If the student is to receive a refund, the school is notified, and the Financial Aid prepares a funds request for the ROE bookkeeper who then prepares the student refund check. The reimbursement is completed within 45 days of the student's withdrawal date.

23. Retention of tuition and fees collected in advance for a student who does not commence class does not exceed $100.

BSPN charges a $100 non-refundable administrative fee for expenses related to setting up accounts in Campus Ivy and other support staff activity. The CNA program charges a $100 fee at registration which covers the cost of the textbook and workbook that will be used in the class.

24. Number of Student Files reviewed (minimum of 25)
This item to be verified by the visiting team

Complete the Refund Policy Worksheet before responding to this item:

25. The institution complies with the refund policies adopted by the Commission unless a different policy is mandated by a non-public institution's licensing agency or a public governing board.

No Licensing Agency or Governing Board policy prohibits us from following Commission policy.

Challenges & Solutions:

The greatest financial challenge we face is sustaining necessary revenue in uncertain times. To counter that problem, BSPN works hard to manage expenses and recruit and retain quality LPN students.

Recruiting and retaining quality LPN students is always an on-going challenge. In 2020, that became even more apparent when accepted applicants suddenly decided to withdraw due to fears of contracting COVID-19. The number of students on Day 1 was lower than previous years, impacting the school's bottom line. The additional problem of remediation of students who were struggling academically but could not receive the same level of assistance that they would have had available on an open campus affected student retention.

One interesting outcome from 2020 was the sudden interest in distance learning from many in the community. Some applicants who were interested in the January 2021 class specifically inquired as to whether the class would be strictly online, as that was their preference. A survey developed and placed on social media to determine interest in an online practical nursing program with in-person clinical requirements. The response was overwhelming. Hundreds of people expressed interest in a PN program in that format. The CNA program is also looking to hybrid online options due to interest received in that program from area residents and providers.

Summary:

We are confident in our budgeting, purchasing, monitoring and auditing processes. Our goal is to improve retention rates to well above the COE benchmarks. We have been updated admission requirements to consider previous college credits in coursework that is tested on the Work Keys. Remediation procedures had been showing promise prior to 2020, when students were no longer able to remediate and receive the opportunity to review failed exams and note what they did wrong and why. Online exams could not be reopened without supervision to protect test validity. Returning to campus will allow resumption of remediation and once again improve retention rates.

Standard 8-Human Resources

Cretia Gaines
Stephanie Mohr
Christine Sosa
Holly Szopinski

STANDARD 8
Human Resources
Generic Version – <mark>2020</mark> Edition

Standard 8 Criteria	YES	NO	N/A
General			
1. Duties and responsibilities of each position are specified in written job descriptions made available to administrators, faculty, and staff of the institution.	X		
2. The institution has <mark>published</mark> and implemented procedures for handling complaints/grievances from faculty and staff that are consistent with the policies of the institution's governing board <mark>including complaints/grievances filed against the institution's chief administrator, if any</mark>.	X		
3. Procedures have been developed for the continuous evaluation of the performance and effectiveness of full- and part-time employees, with at least an annual written review and evaluation.	X		
4. Orientation procedures for all employees are maintained and followed equitably.	X		
Faculty			
1. **This criterion applies to ALL campuses:** The institution has a sufficient number of faculty members to fulfill its mission and operate its programs.	X		
Each faculty member possesses:	X		
2. At least a high school diploma (or its equivalent);			
3. Expertise in the area of responsibility that is actively maintained; and,	X		
4. A record of performance that reflects work-based standards as interpreted by the institution.	X		
5. Additional requirements established for faculty members by the institution's governing board and/or state regulatory agencies are met.	X		
6. Faculty members who teach general education courses in associate degree programs hold a minimum of a bachelor's degree with 15 semester hours or 23 quarter hours in the teaching discipline with a grade of at least a 'C' in these courses.			X
7. Faculty members who teach technical courses in associate degree programs have a minimum of an associate degree in an area that is related to the technical courses they teach. (In exceptional cases, evidence of documented work experience and skills in the technical field may be considered in lieu of formal academic requirements.)			X
8. **For all coursework delivered via distance education:** Instructors involved in distance education delivery of instruction must be employees of the institution (full-time, part-time, or adjunct).			X
7. **For all coursework delivered via distance education:** The institution provides training for faculty who use technology in distance education courses and programs.			X
10. Documentation is available to demonstrate that the institution plans, provides, supports, and annually documents professional growth opportunities for and participation by all faculty members.	X		
11. Documentation is available to demonstrate that each faculty member in a technical field maintains contact with employers in the technical field through annual visitations and personal contact.	X		

Standard 8 Criteria	YES	NO	N/A
Administrative and Supervisory Personnel			
1. **This criterion applies to ALL campuses:** The institution has a sufficient number of administrative and supervisory personnel to fulfill its mission and to oversee the operation of its programs and services.	X		
2. Administrative and supervisory personnel possess postsecondary education credentials and/or experience and demonstrated competencies appropriate to their areas of responsibility.	X		
Instructional Support Staff			
1. **This criterion applies to ALL campuses:** The institution has a sufficient number of instructional support staff members to fulfill its mission and deliver its programs.	X		
2. Personnel are employed to maintain student records and financial records; to assist in producing instructional materials; and to prepare correspondence, reports, and other records as needed.	X		
3. Instructional support staff possess education credentials and/or experience and demonstrated competencies appropriate to their areas of responsibility.	X		
Non-Instructional Support Services			
1. **This criterion applies to ALL campuses:** Custodial services are available to provide routine care and maintenance of facilities and grounds for the institution.	X		
2. **This criterion applies to ALL campuses:** Preventative maintenance services are provided to ensure continued operation of the facilities.	X		

Standard 8 Human Resources

ROSTER OF INSTRUCTIONAL STAFF

Location: Beck School of Practical Nursing 7-1-2019- 12-31-2020

Complete this roster for all instructional staff (full-time and part-time) currently employed.
Indicate which instructors teach courses in associate degree programs with an asterisk (*).
Complete one chart per campus.

NAME	YEAR OF EMPLOYMENT	MOST ADVANCED DEGREE	EXPERIENCE IN FIELD/IN CLASSROOM	COURSES TAUGHT	CURRENT INSTRUCTIONAL LOAD IN HOURS/WK	
					Part-Time	Full-Time
*Sample: John Doe**	*2002*	*BS/Business*	*8 yrs/12 yrs*	*All BUS, plus MAT 111*	*Click*	*25*
Augustine, Janice	2017	MSN	48 yrs / 42 yrs	Nursing - Substitute	PRN	0
Blakemore, Alexandra	2020	BSN	3 yrs / 0 yrs	Nursing Clinical	16	
Burch, Shontell	2019	BSN	8 yrs / 5 yrs	Nursing Clinical	16	
Crisp, Lakesha	2017	BSN	5 yrs / 3 yr	Nursing clinical sub	PRN	Click
Eilers, Kathleen	2018	MSN	41 yrs / 7 yrs	CNA clinical sub	PRN	
Goodman, Tabitha	2018	BSN	7 yrs / 2 yrs	Nursing / Clinical		37
Goersch, Shandra	2008	MSN	14 yrs / 10 yrs	Nursing clinical	Click	37
Hawkins, Holly	2018	BSN	25 yrs / 2 yrs	Certified Nurse Aid		37
Hoffman, Lori	2018	MSN	7 yrs / 2 yr	Nursing / clinical		37
Knott, Jennifer	2018	BSN	10 yrs / 2 yrs	Nursing clinical	PRN	
Lehde, Tiffany	2017	BSN	8 yrs / 4 yr	Nursing / clinical	PRN	Click
Miller,Danielle	2020	BSN	7 yrs /0 yrs	Nursing /clinical		37
Moran, Jessica	2020	BSN	4 yrs/ 0 yrs	Nursing / clinical		37
Nobe, Cindy	2018	BSN	12 yrs / 2 yrs	Nursing clinical	18	
Parrish, Jacqueline	2019	MSN	7 yrs / 3 yrs	Nursing clinical	16	
Pellmann, Paige	2018	BSN	4 yrs / 2 yrs	Nursing / Clinical		37
Polanco, Jennifer	2019	BSN	2 yrs / 0 yrs	Nursing Clinical	16	
Quershi, Rana	2017	BSN	8 yrs / 2 yrs	Nursing clinical	PRN	Click
Rose, Crea	2020	BSN	6 yrs / 1 yr	Nursing / clinical		37
Schumer, Vicki	2018	BSN	36 yrs / 1 yrs	Nursing clinical	16	
Strubhart, Jane	2017	BSN	42 yrs / 3 yrs	Nursing	24	Click
Sutherland, Maria	2018	BSN	3 yrs / 1 yrs	Nursing clinical	16	Click
Westbrook, Janna	2018	BSN	5 yrs / 1 yrs	Nursing Clinical	16	Click
Click	Click	Click	Click	Click	Click	Click

ROSTER OF ADMINISTRATIVE AND SUPERVISORY STAFF

Beck School of Practical Nursing

Location: 7/1/2019 – 12/31/2020

Complete this roster for all administrative and supervisory staff (full-time and part-time) currently employed.

Complete one chart per campus.

NAME	JOB TITLE	YEAR EMPLOYED	HIGHEST EDUCATION	EXPERIENCE	NO.OF HOURS PER WEEK
Sample: Jane Doe	**Dean of Instruction**	*2008*	*MS/Ed Leadership*	*Instructor/10 yrs; Asst Dean/4 yrs; Dean of Instruction/6 yrs*	*40*
Stuart, Mark	Program Director	2012	MS/ Ed. Leadership	Instructor 18 yrs/ Admin 20 yrs	40
Szopinski, Holly	Nursing Director	2017	MSN-ED	Instructor 9 yrs / Director 3 yrs	40
Mohr, Stephanie	Program Director	2015	MS/Ed. Admin	Instructor 6 /Admin 8yrs	40

Standard Eight

Introduction:

The functioning of human resources at CCSI/BSPN falls under the ultimate approval of the Board of Control guided by the board policy manual. The board recognizes the central role of BSPN within the organization and is highly supportive of recommendations by the CCSI Director whenever requests are made that can be demonstrated as financially feasible.

A: Analysis: (Human Resources)

1. *Duties and responsibilities of each position are specified in written job descriptions made available to administrators, faculty, and staff of the institution.*

Written Job Descriptions can be found in the CCSI Board Policy Manual, which is located on the school's intranet. Any modifications to a job description must be approved by the Board of Control.

2. *The institution has published and implemented appropriate and published procedures for handling complaints/grievances for faculty and staff, consistent with the policies of the institution's governing board including complaints / grievances filed against the institution's chief administrator, if any.*

Procedures for staff grievances can be found in the Board Policy Manual, the procedures are also included in the Collective Bargaining Agreement. The Board Policy Manual and Collective Bargaining Agreement are both readily available to staff. Currently, there are no grievances or complaints are on file.

3. *Procedures have been developed for the continuous evaluation of the performance and effectiveness of all intuitional employees, with at least annual written formal review and evaluation.*

All employees of CCSI/BSPN undergo an annual evaluation by their designated supervisor.

4. *Appropriate orientation procedures for all employees are maintained and followed equitably.*

The Human Resources Secretary provides information to all new employees. Due to the complexity of the nursing faculty role, the Director of Nursing provides and orientation checklist to the new faculty and the DON or her designee review that form with the new faculty member.

B: Analysis (Faculty):

1. *This criterion applies to ALL campuses: The institution has a sufficient number of faculty members to fulfill its mission and operate its programs.*

BSPN's practical nursing program has a student to faculty ratio of approximately 15 to 1 with the current class numbers, and annual rates may range from 15:1 to 24:1. As directed by IDFPR in the Nurse Practice Act, PN clinical instructors will have no more than 10 students in each group. The CNA instructor will have assistance for check-off of skills in the laboratory if the class numbers exceeds 15. No CNA clinical will have more than 8 students per clinical instructor as required by IDPH regulations

 In 2020, clinical sites were unable to host students due to the COVID-19 pandemic. Part-time clinical faculty were kept on payroll and were paid their average twice monthly salary. They were offered the opportunity to assist in the lab on campus. A tutor was available for students who were struggling until November 2019 when the tutor went on leave for a medical procedure. She was unable to return in 2020 due to health concerns.

Each faculty member possesses:

2. At least a high school diploma (or its equivalent):

All Practical Nursing instructors are Registered Nurses with the minimum of a Bachelors Degree in Nursing, two faculty members have a Master of Science in Nursing (MSN), and a third is working to obtain her MSN. All clinical instructors for the PN program have a minimum of a Bachelors Degree. The CNA instructor has a Bachelors degree, although IDPH allows an Associate degree educated nurse to hold the position provided that nurse has completed the IDPH Train-the-Trainer for Basic Nurse Aide Training Program (BNATP). See Faculty Qualifications Document.

3. Expertise in the area of responsibility that is actively maintained; and

All practical nursing instructors and the CNA instructor have a minimum of 2 years of clinical practice in a variety of settings. Registered Nurses in the State of Illinois are required to obtain 20 hours of continuing education in each 2-year licensure period.

4. A record of performance that reflects work-based standards as interpreted by the institution

All practical nursing instructors and the CNA instructor have a minimum of 2 years of clinical practice in a variety of settings. Registered Nurses in the State of Illinois are required to obtain 20 hours of continuing education in each 2-year licensure period.

5. Additional requirements established for faculty members by the institution's governing board and/or state regulatory agencies are met.

The Board Policy Manual Job Descriptions outline the requirements for staff positions. The Illinois Department of Public Health outlines the requirements for the CNA program instructors which must be met for certification of the CNA class.

6. Faculty members who teach general education courses in Associate Degree programs hold a minimum of a Bachelor's degree with 15 semester hours or 23 quarter hours in the teaching discipline. (In exceptional cases, evidence of outstanding professional experience or creative achievement in the field may be considered in lieu of formal academic preparation.)

N/A. BSPN does not offer an Associate Degree

7. Faculty members who teach technical courses in associate degree programs have a minimum of an Associate Degree in an area that is related to the technical courses they teach. (In exceptional cases, evidence of documented work experience and skills in the technical field may be considered in lieu of formal academic requirements.)

N/A. BSPN does not offer an Associate Degree program

8. For all coursework delivered via distance education: Instructors involved in distance education delivery of instruction must be employees of the institution (full-time, part-time, or adjunct).

Prior to 2020, BSPN PN and CNA programs were not offered via distance education. In 2020 when instruction transitioned to distance education due to a state closure, all of our employed instructors participated in that transition. No instruction was provided by outside individuals.

9. For all coursework delivered via distance education: The institution provides training for faculty who use technology in distance education courses and programs.

The rapid transition from traditional classroom to distance learning in 2020 limited the time spent with the faculty to provide training programs for the distance education. Faculty networked with other nursing instructors at a Nurse Educator Conference in March 2020. The instructors obtained ideas for distance learning and researched the opportunity. The instructors determined the best options for BSPN students with input from the Director of Nursing. The faculty members worked together to set up the Edmodo platform for students and other faculty. They developed a step-by-step procedure for faculty and students to follow when using the platform and Zoom access. A review of the process was completed on Zoom with the faculty and Director of Nursing. The access training tools are available for review with new faculty. Shadow Health and Nurse Achieve provided faculty training tools and videos for new users. Campus technology orientation is completed by the campus technology advisor.

10. Documentation is available to demonstrate that the institution plans, provides, supports, and annually documents professional growth opportunities for and participation by all faculty members.

Staff members attend annual and periodic professional development workshops. In 2020, faculty attended a Nurse Educator Conference in March just before the campus closure. BSPN paid fees for an online nursing seminar for all faculty and the Nursing Director to allow for continuing education opportunities during the pandemic.

11. Documentation is available to demonstrate that each faculty member in a technical field maintains liaison with employers in the technical field through periodic visitations and personal contact.

Staff members are regularly at clinical sites with students. The start of each clinical rotation provides orientation to staff and students. Two of our clinical sites which host a total of 6 areas of clinical instruction with different faculty members at those rotations host an annual instructor's orientation program. This year, the orientation was done virtually due to social distancing requirements. Faculty were in frequent phone contact with the clinical sites while the sites were not open to student access.

C: Analysis: (Administrative and Supervisory Personnel)

1. This criterion applies to ALL campuses: The institution has a sufficient number of administrative and supervisory personnel to fulfill its mission and operate its programs and services.

The Administration of CCSI/BSPN consists of a CCSI Director, Assistant Director, and a Director of Nursing.

2. All administrative and supervisory personnel possess postsecondary education credentials and/or experience and demonstrated competencies appropriate to their areas of responsibility.

All of the BSPN/CCSI Administrators possess a minimum of a Masters Degree plus additional graduate hours.

D: Analysis: (Instructional Support Staff)

1. This criterion applies to ALL campuses: The institution has a sufficient number of instructional support staff members to fulfill its mission and enable its programs.

In 2020, BSPN, initiated a new part-time position for a Office/Teacher's Aid to support the nursing faculty, Financial Aid Counselor, Student Services, and Director of Nursing.

2. Personnel are employed to maintain student records and financial records; to assist in producing instructional materials; and to prepare correspondence, reports, and other records as needed. (Objective 8-D-1)
In 2015, BSPN created a full-time position for an Administrative Asst./Student Services Representative. An Office/ Teacher's aid position was also added to help with student files, faculty clerical duties, and support for the Financial Aid Counselor and Director of Nursing.

3. All instructional support staff possess education credentials and/or experience and demonstrated competencies appropriate to their areas of responsibility. (Objective 8-D-2)

Administrative Asst./Student Services Representative has a Bachelors' degree and has experience in education.

E: Analysis: (Non-Instructional Support Staff)

1. This criterion applies to ALL campuses: Custodial services are available to provide routine care and maintenance of facilities and grounds for the institution.

CCSI employs 2 full time and one part time custodian.

2. This criterion applies to all campuses; Preventative maintenance services are provided to ensure continued operation of the facilities.

Preventive maintenance procedures are documented and implemented by the campus's 2 full time maintenance and custodial staff. Preventive measures are also dictated through multiple facility assessments completed throughout the year.

Challenges & Solutions:

Challenges faced by BSPN could be broken into two categories – before COVID and after COVID. Before COVID, the greatest challenge rests in the fact that BSPN is a very small school yet requires a staff that must perform diverse responsibilities at a remote location. Finding quality staff willing to drive to this location has been difficult. The Board of Control has supported additional staff when requested to improve operations. Since COVID, the difficulty has been in retaining faculty who found that they enjoyed the remote teaching opportunities and are reluctant to return to campus daily. Finding faculty to fill open positions has been an arduous task. Nurses enjoy working 12-hour days – 3 days per week for much higher reimbursement than can be offered at a small school. Also, the faculty must be able to teach all subjects, which is very different from other areas of education, a math teacher is not expected to teach literature. As stated earlier, the location is not optimal when trying to draw nurses from the Metro-east area. The Board of Control has acknowledged the need for additional staff and provided additional resources by adding the Office/Teacher's Aid.

Summary:

The challenge of finding faculty that can teach to a diverse population is difficult, but not impossible if the administration is willing to display flexibility in scheduling that assures that student needs are met. BSPN does an outstanding job with the resources available, and when necessary, the Board of Control makes the positive decisions to supply the human support necessary to accomplish BSPN's mission.

Standard 9-Organizational Structure

Stephanie Mohr
Holly Szopinski

STANDARD 9
Organizational Structure
Generic Version – 2020 Edition

Standard 9 Criteria	YES	NO	N/A
1. The institution has a properly constituted governing body or board that has the legal authority and responsibility for the institution's operation and control.	X		
2. If applicable, the non-public institution has in custody the currently valid original document(s), typically a license, required to operate as an occupational education institution within the state where it is located.			X
3. The authority for implementation of the governing body's policies is delegated to a chief administrator, who is responsible for the institution's operation.	X		
4. The chief administrator is the official of record for all purposes of the Commission, is a full-time staff member of the institution, has his/her office on the main campus, and is the Commission's point of contact with the institution, including branches, if any.	X		
5. An organizational chart is available that shows the functional relationships among the personnel of the institution.	X		
6. The organizational structure is designed to promote the effective operation of educational programs and institutional services for students.	X		

STANDARD 9
Form of Ownership

Check the appropriate box, complete the section of the form that applies to your institution, and provide any requested documentation. Include this form in the self-study.

Check the appropriate box; complete that section of the form; and provide any requested documentation. (***Only one box should be checked.***)

√	**PUBLIC**

Governing Board (Public Institution)	Career Center of Southern Illinois- Board of Control
Name	Beck School of Practical Nursing
Chairman and/or Executive Director	Stephanie M. Mohr
Address	6137 Beck Road

City	Red Bud	State	Illinois	Zip	62278
Telephone	618-473-2222	FAX	618-473-2292		

Provide a copy of the institution's legislative authorization.

☐	**NON-PROFIT CORPORATION; MAY INCLUDE CHARTER SCHOOLS**

Has the corporation been officially recognized by the Internal Revenue Service as an exempt organization under Section 501(c)3, Section 501(c)6, or other such category in the IRS Code?

Yes ☐   No ☐

If yes, attach a copy of the determination letter from the IRS.
If no, attach an explanation.

Provide a copy of the corporate charter.

Corporate Name	Click				
Address	Click				
City	Click	State	Click	Zip	Click
Telephone	Click	FAX	Click		
Email Address	Click	Registered Agent	Click		

Standard Nine

Introduction

The Career Center of Southern Illinois began operating in 1972 when property was donated to regional school districts. Original programs were limited to high school students from surrounding school districts. Throughout the history of the center there have been adult education programs, mainly in the skilled trades. The CNA program was started in 1975 and the practical nursing program began within the career center in 1979. The two programs are currently the Center's only Adult Education Programs.

There is an inter-dependence of infrastructure at CCSI which serves as a benefit to the Beck School of Practical Nursing. The availability of the Center's Facilities such as the Cafeteria, Computer Labs, Maintenance Staff, and other services supplement those resources that are strictly BSPN Facilities such as the Nursing Computer Lab, and the Nursing Student Lounge.

Analysis:

1. The institution has a properly constituted governing body or board that has the legal authority and responsibility for the institution's operation and control.

The operation and function of BSPN is overseen by a Board of Control that meets monthly. (Excluding July)

2. If applicable, the non-public institution has in custody the currently valid original document(s), typically a license, required to operate as an occupational   education institution within the state where it is located.

 N/A. BSPN is a public institution.

3. The authority for implementation of the governing body's policies is delegated to a chief administrative officer, who is responsible for the institution's operation.

The Board that oversees the function of CCSI and BSPN employs a Director who is responsible for the implementation of Board policy and the overall operation of the institutions on campus.

4. The chief administrative officer is the official of record for all purposes of the Commission, is a full-time staff member of the institution, has his/her office on the main campus, and is the Commission's point of contact with the institution, including branches, if any.

The CCSI Director is a full-time employee whose office is on-site. The Director is responsible for all operations, including the COE accreditation process.

5. An organizational chart is available that shows the functional relationships among the personnel of the institution.

There is an organizational chart that outlines every CCSI/BSPN employee and their inter-dependent relationships within the organization.

6. The organizational structure is designed to promote the effective operation of educational programs and institutional services for students.

The Organizational Flow Chart describes the role of the CCSI Director as the supervisor of the Director of Nursing. The Nursing Director is directly responsible for the day-to-day operations and oversight of the nursing program, including enrollment, retention, instruction, and placement.

Challenges & Solutions:

The organizational chart clearly delineates lines of authority at CCSI / BSPN. The chief challenge faced is finding reliable individuals to fill the roles outlined in that chart. Allowing flexibility in scheduling has been an answer to draw quality employees, and the chief administrator has proven willing to provide the support to the faculty needed to draw quality and competent nursing instructors.

Summary:

The organizational structure at CCSI / BSPN has proven to be effective in a year when nothing was "normal" any longer. The willingness displayed to "do whatever it takes" to make good things happen in the practical nursing and CNA programs has proven the overall strength of the organization.

Standard 10- Student Services and Activities

Mary Brand
Cretia Gaines
Stephanie Mohr
Holly Szopinski

Standard 10
Generic Version-<mark>2020</mark> Edition
Student Services

Standard 10 Criteria	YES	NO	N/A
1. **This criterion applies to ALL campuses:** The institution provides academic advisement services to assist students in planning for the occupational education programs they seek to pursue.	X		
2. Tests or other means of assessing the achievement and aptitudes of students for various occupations are appropriate and are used to provide personalized counseling and program admissions services to students.	X		
3. If the institution has processed Title IV loans or is currently processing Title IV loans, it has a default management plan that meets the requirements of the Commission for as long as required by the U.S. Department of Education to maintain a plan.	X		
4. **This criterion applies to ALL campuses:** There is a student orientation program to acquaint new students with policies, functions, and personnel of the institution.	X		
5. The institution has a written plan for <mark>addressing retention</mark> of students <mark>which</mark>: **VISITING TEAMS: If NO is checked, leave criteria 6-8 blank and resume with criterion 9. Write one finding of non-compliance that specifies BOTH this requirement AND each criterion 6-8. (See instructions page.)**	X		**MULTI-PART CRITERIA**
6. Includes input from faculty and students;	X		
7. Is evaluated on an annual basis <mark>(and revised as necessary)</mark>; and,	X		
8. Addresses how results are shared with faculty and staff.	X		
9. The institution has published and implemented grievance policies for handling complaints from students, as described in the institution's catalog and/or the student handbook.	X		
10. The Commission's mailing address, telephone number, and website address are included within the grievance policy for cases where the grievance is not settled at the institutional level.	X		
11. Institutional records reflect that program complaints and grievances receive due process and include evidence of resolution.	X		
12. The institution maintains records on student complaints that are filed in accordance with the institution's grievance policy to ensure acceptable quality in the educational programs offered by the institution.	X		
Item 13: This item is to be completed by Visiting Teams during accreditation visits.			
13. Number of complaints in file since last accreditation site visit. (All student complaints on file must be reviewed for compliance with the institution's grievance policy.)			
<mark>14</mark>. **This criterion applies to ALL campuses:** A designated staff member is responsible for maintaining official files and records of students.	X		
<mark>15</mark>. Written procedures for access to student coursework, testing, and records are established to protect their confidentiality, limiting access to authorized personnel only.	X		
<mark>16. P</mark>eriod of enrollment, financial, academic, and current educational progress records are available at the institution.	X		
Item 17: This item is to be completed by Visiting Teams during accreditation visits.			
<mark>17</mark>. Number of student files reviewed (minimum of 25)			
<mark>18</mark>. The institution, upon request by students, provides transcripts or procedures for obtaining transcripts containing as a minimum the following information: program of study, courses or units of study completed with corresponding grades, and period of enrollment.	X		
<mark>19</mark>. **This criterion applies to ALL campuses:** Preserving and protecting student coursework, testing, and records are provided by the use of storage devices, duplicate physical or digital records, security files, or other measures that ensure both the preservation and security of the records from fire, theft, vandalism, and other adverse actions.	X		
<mark>20</mark>. **This criterion applies to ALL campuses:** The institution is responsible for any reasonable accommodation of students who are identified to have special needs.	X		
<mark>21</mark>. **This criterion applies to ALL campuses:** The institution provides placement services for all program completers.	X		

HB	Standard 10 Criteria	YES	NO	N/A
20.	22. The institution demonstrates that it is following a written plan for placement services that includes**:** **VISITING TEAMS: If NO is checked, leave criteria 23-29 blank and resume with criterion 30. Write one finding of non-compliance that specifies BOTH this requirement AND each criterion 23-29. (See instructions page.)**	X		
21.	23. Identification of responsibilities for coordination of placement services;	X		
22.	24. A communications network that exists between the person responsible for placement coordination, the staff, the faculty, and various businesses and industries of the service area;	X		
23.	25. File/listing of employers and employment opportunities;	X		
24.	26. Counseling of students;	X		
25.	27. Maintenance of placement records for completers as a means of measuring the success of the institution in achieving its mission;	X		
26.	28. Evaluation on an annual basis (and revision as necessary); and,	X		
27.	29. Description of how evaluation results are shared with faculty and staff.	X		**MULTI-PART CRITERIA**
28.	30. The institution has a written plan for determining the effectiveness of student services and ensures that the plan: **VISITING TEAMS: If NO is checked, leave criteria 31-34 blank. Write one finding of non-compliance that specifies BOTH this requirement AND each criterion 31-34. (See instructions page.)**	X		
29.	31. Identifies responsibilities for coordination of student services;	X		
30.	32. Provides for the counseling of students;	X		
31.	33. Is evaluated on an annual basis; and,	X		
32.	34. Addresses how evaluation results are shared with faculty and staff.	X		**MULTI-PART CRITERIA**

Standard Ten

Introduction

The Student Services Representative is an integral part of the occupational health programs at Career Center of Southern Illinois. The representative, in addition to the faculty and administration, provides information and activities designed meet the BSPN mission "to offer quality allied health and nursing programs that integrate professional skills, career focused education and hands on practical experience, empowering students to develop and achieve their personal and career potentials."

To meet the BSPN mission, student services, administration, and faculty provide a sophisticated level of training to individuals who desire a professional career in the medical field. This is accomplished through educational programs utilizing up to date training equipment, didactic lectures and hands-on experience provided by highly trained instructors and faculty.

The qualified Student Services Representative works in collaboration with students, faculty, community stakeholders, and administration. Students receive advice concerning the admission requirements and status of applications, orientation to the healthcare occupation programs, and ongoing support while in attendance at BSPN.

The Student Services representative further prepares the students for professional careers through classroom instruction on job attainment, maintaining employment, and posting job opportunities in the facility and on-line. The Student Services Representative develops post-graduation surveys for student completion. The surveys are made available to faculty and administration review in order to identify strengths, needs, and challenges of the BSPN programs.

Analysis:

1. This criterion applies to ALL campuses: The institution provides academic advisement services to assist students in planning for the occupational education programs they seek to pursue

The Student Services Representative counsels perspective applicants about the demands of the nursing program and the time commitment which will be required. The Director of Nursing further counsels applicants at the time of the interview, using a checklist that is signed for the student file. A copy is provided to the student for future reference.

Counseling services with the Student Services Representative are available Monday through Friday from 8:00 AM to 4:00 PM. The Student Services Representative is involved with the admission process from the time of recruitment, to assisting the student with the application process, financial aid referral and the orientation process for the CNA and the Practical Nursing Program. During program attendance, the Student Services Representative forwards grades, progress reports, and attendance concerns to the students upon request.

BSPN nursing faculty also provides academic advisement services to assist students in developing study skills and achieving success in the classroom and the clinical setting. Prior to COVID mitigation, tutoring was available to BSPN students, and all students enjoyed an "open door" policy access to faculty. Students are given feedback on clinical performance by the faculty in a private evaluation conference.

As the CNA and Practical Nursing programs cohorts approach completion, the Student Services Representative provides a presentation on the job search and application process and addresses interview skills. These skills assist Practical Nursing and CNA students in obtaining employment after leaving BSPN. The BSPN Facebook page gives employers the opportunity to post staffing needs. The Student Services Representative frequently collaborates with faculty in both programs in order to advise students effectively.

2. Tests and other means of assessing the achievement and aptitudes of students for various occupations are appropriate and are used to provide personalized counseling and program placement services to students.

BSPN primarily uses the Work Keys Assessment for admissions testing. This assessment is administered by staff at the local Regional Office of Education. BSPN has also accepted testing completed using the Test of Adult Basic Education (TABE), the SAT, or the ACT. The Work Keys Assessment provides insight into the English, mathematical reasoning, and reading abilities of the student and scores them at levels which describe expected capabilities in each area. TABE testing indicates the estimated grade level of achievement for reading, mathematics, and language.

Students may use the American College Testing (ACT) or SAT scores as acceptable admission criteria. The ACT measures the abilities of the learner's reading, comprehension, reasoning, and use logic for problem solving and mathematics. In 2017, BSPN determined that it would review college transcripts that the student may have. If the student earned a "C" or better in post-secondary courses such as English composition, Literature, Sciences, Algebra or Math related courses, etc., they could be exempt from Work Keys testing. *The guideline for acceptable transcripts is found in the Student Handbook.

The CNA program does not require Pre-Admission testing for acceptance. CNA students are not required to have a high school diploma or GED unless they are under the age of 18.

3. If the institution has processed Title IV loans or is currently processing Title IV loans, it has a default management plan that meets the requirements of the Commission for as long as required by the U.S. Department of Education to maintain a plan

Campus Ivy, our third-party administrator, assures compliance with the DOE Higher Education Authorization Act through the policies and procedures in place to meet audit benchmarks. BSPN remains in compliance through that mechanism and students are able to obtain Title IV funds. Wright International Student Services is currently on contract with BSPN to perform student default management.

4. This criterion applies to ALL campuses. There is a student orientation program to acquaint new students with policies, functions, and personnel of the institution.

A mandatory Student Orientation session is held by the Director of Nursing prior to the start of classes. This all-day session includes a visit from faculty, a review of the Student Handbook, tour of the campus, and a question-and-answer opportunity with the Financial Aid Counselor and Director of Nursing. In advance of this meeting, individual interviews are held regarding financial aid and program requirements. All incoming students must attend financial aid meetings to be informed of policies, functions and personnel of the institution, and federal financing requirements.

The CNA program students are required to attend a mandatory orientation day prior to the initiation of classes to complete the necessary forms and obtain information concerning completion of the required background check prior to the first day of class. All orientation forms are provided at that time, which includes the CNA class rules and expectations.

Multi-Part Criterion

5. The institution has a written plan for addressing retention of students which:

The retention and remediation plan are published in the Student Handbook and revised as needed with faculty input for changes needed. The conversation of retaining students and ensuring student success in on-going.

6. Includes input from faculty and students

Retention and remediation are a topic of the Advisory / Occupational Committee meetings and is discussed at each meeting. This allows input from faculty and students as they attend those meetings.

7. Is evaluated on an annual basis (and revised as necessary) and

The retention and remediation plan is reviewed and revised as needed annually. Updates to the plan are shared at Advisory Committee meetings and are published in the student handbook.

8. Addresses how results are shared with faculty and staff.

Faculty and staff are informed of the graduation rates and results of remediation when in attendance at the Advisory / Occupational Committee meetings. Faculty are able to directly observe the impact of student remediation through grades and pass rates.

9. The institution provides and has implemented grievance policies for handling complaints from students, as described in the institution's catalog and/or the student handbook.

The BSPN Practical Nursing Student Handbook and the Certified Nurse Aide student handbooks contain the Student Grievance Procedure which outlines the grievance process for student when a problem arises. Students are encouraged to first discuss situations of concern with the instructor. If the meeting does not bring the problem to a satisfactory resolution, the student then presents the complaint, in writing, to the Nursing Director within three (3) days of the aggrieved incident. The Nursing Director shall investigate the complaint within five (5) working days of the receipt of the written complaint and render a decision. Failing a resolution with the Nursing Director, the student my present a written statement of grievance to the CCSI Director who will determine the mater within five (5) working days of receipt of the written complaint. The decision of the CCSI director will be considered final.

10. The Commission's mailing address and telephone number are included to provide for cases where the grievance is not settled at the institutional level.

The Commission's mailing address and phone number are listed as part of the grievance policy, located in the student handbook.

11. Institutional records reflect that program complaints and grievances receive due process and include evidence of resolution

Records of all complaints and grievances indicate that the due process meetings were held and the students were informed of the resolution of the complaint.

12. The institution maintains records on student complaints that are filed in accordance with the institution's grievance policy to ensure acceptable quality in the educational programs offered by the institution

BSPN maintains records of all complaints, grievances, and the outcomes for review of program quality. Student complaint records are maintained in the Nursing Director's office, and include information concerning the resolution of the dispute BSPN uses the grievance process as a quality enhancement tool to identify areas that need improvement regarding student – faculty relationships, instructional content and delivery, and administrative concerns. BSPN strives to address grievances in a positive manner and assures the students that their rights will be protected through the process.

To be completed by Visiting Team during accreditation visits: Number of complaints in file since last accreditation site visit. (All student complaints on file must be reviewed for compliance with the institution's grievance policy.)
To be done by Visiting Team.

The student complaints since the last COE review are available in the files for team review.

13. This criterion applies to ALL campuses: A designated staff member is responsible for maintaining official files and records of students.

The LPN Administrative Assistant / Student Services Representative is responsible for maintaining official student files and records, including grade reports, clinical reviews, and transcript requests

14. Written procedures for access to student coursework, testing, and records are established to protect their confidentiality, limiting access to authorized personnel only.

Administration, faculty, and support staff comply with the federal Family Educational Rights and Privacy Act (FERPA) which outlines the legal requirements for student privacy. The CCSI Board Policy and procedure manual provides guidelines to meet this requirement.

15. Period of enrollment, financial, academic and current educational progress records are available at the institution.

Educational records for all health occupation and practical nursing students are maintained at BSPN. These records include all information necessary to track and monitor the educational progress of students as stated in the Board of Control policy and procedures and student handbooks. The financial aid officer maintains Records of Financial Aid and Rusteberg Scholarship applicants as indicated in the Financial Aid Counselor's job description. The Student Services Representative is responsible for release of the records formally requested by current and former students.

To be completed by Visiting Team during accreditation visits: Number of student files reviewed (minimum of 25) To be done by Visiting Team.

16. The institution upon request by students, provides transcripts or procedures for obtaining transcripts containing as a minimum the following information: program of study, courses or units of study completed with corresponding grades, and period of enrollment.

Transcript requests are made through the BPSN website and may be requested by current and former students. The requests are processed by the LPN Administrative Assistant / Student Services. The student handbook outlines the procedure for obtaining student records, the handbook may be found on the www.becknursing.org website.

Information concerning program completion and certification of CNA students is available for employers by reviewing the student's name on the Illinois Department of Public Health Nurse Aide Registry. This site indicates the certification status of individuals, and provides information concerning any allegations of abuse or neglect against the individual.

17. This criterion applies to ALL campuses: Preserving and protecting student coursework, testing, and records are provided by the use of storage devices, duplicate physical or digital

records, security files, or other measures that ensure both the preservation and security of the records from fire, theft, vandalism, and other adverse actions.

Current student files are available on the secured server that has externally backed up storage in the event of system failure. Hard copy files are in the Student Services Representative office in a locked cabinet that is only accessed by appropriate staff. Financial Aid records are stored on the secure server and hard copies are available in locked fire-retardant storage cabinets near Financial Aid office.

Files of students who previously attended are presently being archived onto the secure server and are stored in fire-retardant file cabinets. These cabinets are locked at all times when not in use by authorized staff.

18. The institution is responsible for any reasonable accommodation of students are identified to have special needs.

Due to the physical demands of the practical nursing and certified nurse aide programs, a functional assessment must be completed by the physician during the admission physical. The functional assessment determines the ability of the student to meet the requirements of fitness necessary for course completion. The student must be able, at a minimum, to complete all the physical skills needed when giving CPR. Students with hearing or vision difficulties may have adaptive devices made available, such as amplified stethoscopes or enlarged fonts on the computer and handout. Students with learning needs may be accommodated within reason for exams and special lecture handouts. Documentation of the special adaptations and learning needs must be available and completed by licensed professionals.

19. The institution provides placement services for all program completers.

Career counseling and job search skills are services that are provided on campus during by the Student Services Representative. As part of the student follow up process, program completers inform the instructors or Student Services of their employment status. BPSN also utilizes a multitude of sources to obtain that placement and licensure data. Staff take phone calls from the completers, make face-to-face visits at the clinical sites, and make postings in social media. The information is then transferred to the Completion, Placement, and Licensure form (CPL)

BSPN also uses social media to inform current and former students of available jobs in the area, which are posted by the employer or other graduates. The BSPN official website also provides links to PDF files listing open positions in the area. The Student Services Representative is responsible for updating that site. Direct links are provided to job boards of BSPN clinical partners. Available jobs are also posted in the classroom hallway bulletin boards and the job board outside of the nursing administration office.

Multi-Part Criterion

20. The institution demonstrates that it is following a written plan for placement services that includes:

BSPN has a written plan for placement services.

21. Identification of responsibility for coordination of services. (Objective 10-2)

The plan identifies Student Services as the personnel responsible for coordination of placement services. The job description for the Student Services Representative outlines the responsibilities for coordination of placement services, and the representative's effectiveness is evaluated annually.

22. A communications network between the placement coordinator, the staff, the faculty, and various businesses and industries of the service area. (Objective 10-2)

The placement plan indicates that the Student Services Representative is the contact person for employment openings at area healthcare facilities employing practical nurses and CNAs. The nursing and CNA faculty are also frequently contacted by employers about career opportunities while in the clinical setting with students. Our faculty then informs the Student Services Representative of the available position so it may be posted in the appropriate locations. Job opportunities are also posted on an on campus job board for student viewing.

23. File/listing of employers and employment opportunities.

The placement plan indicates that the Student Services provides a listing of employers and employment opportunities in a variety of methods: social media site which provides employers opportunities to post open positions, a job posting board at the school updated as positions are noted on the social media site, and links to employment opportunities on the BSPN website.

24. Counseling of students.

The placement plan indicates that it is the responsibility of the Student Services Representative to provide counseling services. These services are offered both in the classroom to enhance job search and interview skills, and in person with the Student Services Representative. The students are also encouraged to access the various websites that will link them to available positions.

25. Maintenance of placement records for completers as a means of measuring the success of the institution in achieving its mission.

The placement policy requires that placement records for program completers are maintained by nursing administration and updated as each class graduates and seeks employment after program completion. Nursing and CNA faculty assist in obtaining the information for form completion through contact with students in healthcare settings, phone calls, and social media postings. The reports are reviewed with the Advisory Committee to review the success of BSPN's placement efforts.

26. Evaluation on an annual basis (and revision as necessary); and,

The job placement plan is reviewed on an annual basis and revised as needed.

27. Description of how evaluation results are shared with faculty and staff.
Evaluation results are shared with staff at the advisory meeting and during staff conferences with administration.

Multi-Part Criterion

28. The institution has a written plan for determining the effectiveness of student services ensures that the plan:

BSPN has a Student Services effective plan to review the effectiveness of student services.

29. Identifies responsibilities for coordination of student services.

The Student Services Plan and position description define the responsibilities of the Student Services Representative. All activities are planned in coordination with school administration.

30. Provides for the counseling of students.

The Student Services Representative is responsible for the daily counseling and advising of students. This individual has daily contact with the BPSN students and is a resource for students from the time of Pre-Admission through Graduation.

31. Is evaluated on an annual basis; and,

BSPN Student Services Representative is evaluated on an annual basis by the Director of Nursing as required by the Board Policy Manual.

32. Addresses how evaluation results are shared with faculty and staff.

BSPN has a Student Services effective plan to review the effectiveness of student services which is evaluated on an annual basis.

Challenges & Solutions:

The Student Services Representative is challenged by the issues facing a diverse population that is often both economically and academically challenged. Students entering the practical nursing program are often unprepared for the rigorous academic requirements of the program and will quickly find that they are in jeopardy of leaving due to poor grades or attendance problems. The students often need to be coached for employment searches and interview skills. Student Services attempts to bridge this gap between interview skills and successful attainment of employment through job search presentations to the PN and CNA classrooms. Poster presentations in the nursing administration area also provide tips on how to successfully pursue employment opportunities.

Another challenge that CCSI/ BSPN encounters in job placement activities is assisting the students who will be licensing and practicing in Missouri after graduation. Students from Missouri often are either from St. Louis, or are from parts an hour south of St. Louis, such as Cape Girardeau or Perryville Missouri. Employers in those areas do not access our websites or social media pages, and competition with the practical nursing programs in community colleges in St. Louis often leads to open positions being awarded to the students from Missouri schools. The Student Services Representative will monitor for job fair opportunities in those areas and email information concerning those activities to the Missouri graduates. Student Services will also post information about the fairs to the social media sites which former students from both Illinois and Missouri are group members.

The year 2020 had additional challenges for the Student Services position. The campus closure limited the access to students that would normally have occurred for occupational counseling and job search advice. The job fairs could not be held on campus, so Student Services sought creative ways that employers could get information to students about job opportunities in those facilities. Placement information was more difficult to obtain, as students were not on campus prior to graduation to update Student Services on employment plans after graduation.

Summary

The BSPN Student Services Officer serves a culturally diverse population which includes those who are experiencing both social and financial problems. BSPN administration and faculty strive to provide a safe and confidential environment that promotes cognitive and effective learning and celebrates student successes. BSPN fosters supportive student – faculty relationships and equal access for all students to appropriate educational opportunities and services. Student Services promote student success by providing information, advisement, encouragement, and post-completion employment search services to all BSPN practical nursing and certified nurse aid students.

The BSPN administration and staff work diligently to meet the mission of the Beck School of Practical Nursing. BSPN offers quality allied health and nursing programs that integrate professional skills, career

focused education and hands on practical experience, empowering students to develop and achieve their personal and career potentials.

The ultimate goal of BSPN is not only to meet the school mission, but to also foster the vision of BSPN and assure that the education offered at BSPN promotes the development of positive individual and professional responsibility and accountability by providing services that support the efforts of students to succeed academically, vocationally, and personally.

Glossary

BNATP: Basic Nursing Assistant Training Program

BSPN: Beck School of Practical Nursing

CCSI: Career Center of Southern Illinois

CNA: Certified Nurse Aide

DOE: Department of Education

IDFPR: Illinois Department of Finance and Professional Regulation

IDPH: Illinois Department of Public Health

LPN: Licensed Practical Nurse

NCLEX: National Council Licensure Examination

NCSBN: National Council of State Boards of Nursing

PN: Practical Nursing (student)

ROE: Regional Office of Education