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PROGRAM REVIEW SHORT PROGRESS REPORT

1. **Reporting Institution: Eastern Illinois University**
2. **Program Reviewed**

Nursing

3. **Date**

January 23, 2026

4. **Contact Person**

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5. **Summarize your program's goals and objectives and the program's progress in meeting those goals; if applicable, identify any concerns at the conclusion of the last review.**

The Gail and Richard Lumpkin School of Nursing (SON) offers high-quality undergraduate nursing education through both a traditional pre-licensure Bachelor of Science in Nursing (BSN) program and an online Registered Nurse to BSN (RN-BSN) program. Consistent with the missions of the College of Health and Human Services (CHHS) and Eastern Illinois University (EIU), the SON is committed to providing exceptional, innovative, and student-centered educational experiences that prepare graduates for professional nursing practice and lifelong learning.

The pre-licensure BSN program is designed to prepare students for entry into professional nursing practice across a variety of healthcare settings. Through a rigorous curriculum that integrates nursing theory, evidence-based practice, clinical reasoning, and hands-on clinical experiences, students develop the knowledge, skills, and professional values necessary to provide safe, holistic, patient-centered care across the lifespan. Emphasis is placed on communication, collaboration, ethical practice, and reflective thinking to support quality outcomes and readiness for licensure and professional practice.

The online RN-BSN program builds upon the foundational education and clinical experience of registered nurses, providing opportunities to expand nursing knowledge, leadership skills, and professional competencies. The curriculum emphasizes nursing theory, research, population health, leadership, and evidence-based practice, enabling nurses to enhance their practice and adapt to the evolving healthcare environment. Delivered in a flexible, online format, the program supports working nurses while maintaining academic rigor and engagement within a supportive community of scholars.

Across both programs, the SON fosters a welcoming and inclusive learning environment that promotes scholarly inquiry, professional growth, and collaboration. Communication skills and reflective, conceptual thinking serve as the foundation for nursing education and practice, preparing graduates to meet the complex healthcare needs of diverse populations. Through alignment with institutional and college missions, the School of Nursing contributes to workforce development, healthcare quality, and the advancement of the nursing profession.

If necessary, continue your summary of program goals and progress.

Overview

The School of Nursing conducted a comprehensive review of its undergraduate nursing programs as part of its ongoing assessment and continuous quality improvement processes. This review considered changes in the nursing discipline, societal and workforce needs, student demand, and the institutional context for program delivery. Findings affirm the continued relevance and strength of the program and informed targeted curricular refinements grounded in competency-based education principles. These refinements are designed to enhance curricular efficiency, promote practice readiness, and support sustained NCLEX-RN success, while maintaining full compliance with accreditation standards and state regulatory requirements.

Changes in the Discipline and Societal Needs

The persistent national and regional nursing shortage, coupled with increasing expectations for baccalaureate-prepared nurses, continues to drive demand for high-quality BSN and RN-BSN education. This underscores the need for a well-rounded nursing curriculum that prepares graduates to practice safely and effectively across diverse healthcare settings and to adapt to the evolving complexity of patient care. The program's curriculum remains aligned with these disciplinary and societal needs, emphasizing holistic, patient-centered care, interprofessional collaboration, and professional development across the lifespan.

Student Demand

Current enrollment in the traditional prelicensure BSN program is 89 and in the online RN-BSN program is 119. Interest in both programs remains strong, reflecting workforce demand and the program's reputation for quality outcomes. Anticipated enrollment growth supports the continued offering and refinement of the program.

Program Quality and Institutional Context

The SON demonstrates strong program quality indicators. The program recently received the maximum 10-year accreditation from the Commission on Collegiate Nursing Education (CCNE) and has achieved a 100% NCLEX-RN first-time pass rate for two consecutive years. These outcomes affirm the effectiveness of the curriculum and instructional strategies and provide a strong foundation for ongoing program refinement.

The proposed curricular adjustments are part routine program evaluation and continuous improvement process. These changes are intended to improve curricular coherence, reduce redundancy, enhance clinical learning opportunities, and support student success. Importantly, the revisions do not represent a substantive shift in program outcomes, length, total credit hours, or total clinical hours.

Proposed Curricular Changes

The School of Nursing has implemented the following curricular refinements:

1. **Pathophysiology Course Consolidation (Traditional Prelicensure BSN Program)**
NUR 2612 Pathophysiology I and NUR 3612 Pathophysiology II have been combined into a single comprehensive course. There is no change in course content or total credit hours.
2. **Pharmacology Course Consolidation (Traditional Prelicensure BSN Program)**
NUR 2712 Pharmacology I and NUR 3712 Pharmacology II have been combined into a single comprehensive course. There is no change in course content or total credit hours.

Continued summary:

4. Health Systems Content Reorganization (Traditional Prelicensure BSN Program)

NUR 4412 Health Systems will be eliminated, and its content will be integrated into NUR 3513 Professional Development II: Health Policy and Advocacy. Original content in NUR 3513 was determined to be redundant with NUR 3413 Professional Development I. This change removes two credit hours from the program without loss of content and does not alter overall program length. This change is currently being implemented in the spring 2026 semester, NUR 4412 is being taught for the last time and NUR 3513 is being taught with the new content for the first time.

5. Clinical Hour Reallocation and Senior Practicum Addition (Traditional Prelicensure BSN Program)

Thirty clinical hours will be removed from NUR 4535 Population-Based Health Care in Nursing, reducing the course by one credit hour. The course previously required 90 clinical hours, which faculty identified as excessive for the course objectives. The removed clinical hours will be reallocated to a new one-credit-hour course, NUR 4900 Integration of Nursing Practice: Senior Clinical Practicum, to be completed in the final semester. This course provides students with additional clinical experiences in areas aligned with their professional interests. Total program credit hours and total clinical hours remain unchanged.

6. Revision of NUR 3608 to Health Informatics (RN to BSN Program)

NUR 3608 will be revised and retitled to focus on health informatics rather than pharmacogenomics. This change was made to better prepare students for the evolving use of technology in healthcare, including electronic health records, data-driven decision-making, and informatics-supported patient care. The revised course aligns with the AACN Essentials domains, particularly those addressing informatics, healthcare technologies, and quality and safety, and supports competency-based education and practice readiness. No change in credit hours is proposed.

Recommendations

Based on the findings of the program review, the School of Nursing recommends approval and implementation of the proposed curricular refinements. The School will continue to systematically assess and refine both the pre-licensure BSN and RN-BSN programs to ensure ongoing program effectiveness, practice readiness, NCLEX-RN success, and alignment with workforce and societal needs. Ongoing evaluation will support sustained accreditation status, regulatory compliance, and continuous improvement in student outcomes.

Comments from the College Dean:

The EIU School of Nursing has completed ongoing evaluation of the curriculum and assessment of student learning outcomes. The program received 10-year accreditation status from the Commission on Collegiate Nursing, and the program continues to experience a growth in enrollment. Nursing students' success has also been measured through the NCLEX-RN pass rates of which 100% of students passed while taking the exam the first time for the past 2 years. We commend the Directors of the traditional and RN-BSN programs, as well as the faculty and staff in the program for their commitment to student success and dedication to ensuring quality curricula and instruction and clinical experience.

VPAA Decision:

- ☒ Program in good standing
- ☐ Program flagged for priority review
- ☐ Program enrollment suspended

VPAA Explanation:

Nursing Traditional (Short) BS (583801)

The summary above describes a flourishing traditional program for the Bachelor of Science in Nursing, housed in the Gail and Richard Lumpkin School of Nursing. Having recently won the ten-year national accreditation of its program, the B.S. in Nursing exceeds expectations for improvement in everything from curricular reform to practical experience. With robust enrollment levels, the program's faculty have continued to scrutinize and adapt the curricular offerings to enhance each student's experience of their training to become nurses in high demand. This includes time-saving measures to eliminate any repetitive materials, bolster experiences that better prepare nursing professionals, and fostering an environment of learning that has ensured for the last two years a 100% first-time pass rate on the NCLEX-RN exam.

Resources for Completing the Eight-Year IBHE Program Review Report

Section 5. Overview

This section will focus the review for your reader.

In **no more than half a page**, please explain your program's mission and its relationship to Eastern's mission (and, if applicable, to the mission of graduate education). Identify similar programs in the state; distinguish your program from others. You also should identify your program's student learning objectives and career/further education objectives, and summarize significant changes, achievements (by faculty and students and the program itself), and plans.

Section 6. Major Findings and Recommendations

These are the standard IBHE questions.

a. Description and assessment of any major changes in the program:

- changes in the overall discipline or field
- student demand
- societal needs
- institutional context for offering the degree
- other elements appropriate to the discipline in question

What, if any, internal or external events have affected your program since the last review? Have enrollments, degree production, costs, student satisfaction, job placement, etc. changed significantly? Has the discipline's governing body approved a new name for the programs it represents; updated or revised curricular requirements; identified new markets; developed new emphases? Have nationwide demographic changes or social policies affected enrollments or requirements for good or for ill?

The resources listed below may help you respond to item 6.a:

1. **EIU Institutional Research** houses all EIU common data sets, program enrollment and graduation data; see the "Facts & Figures" tab; staff members in IR are also available to help you assemble and analyze different program data: <https://www.eiu.edu/ir/>
2. **IBHE Data Points** track public university enrollment data across Illinois: <https://www.ibhe.org/datapoints.html>
3. **IBHE Enrollment and Degrees Conferred Data Tool**: <https://enrollmentsdegrees.ibhe.org>
4. **CIP Code** (classification of instructional programs) for each academic program, something you need for using the IBHE tool above: <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56>
5. **EIU Career Services Annual Report**: <https://www.eiu.edu/careers/annualreport.php>

6. **Occupational projections** are available from many professional journals and organizations, including:
- a. Bureau of Labor Statistics: <http://stats.bls.gov/>
 - b. BLS Occupational Outlook Handbook: <https://www.bls.gov/ooh/>
 - c. ISBE's Educator Supply and Demand Report: <https://www.isbe.net/edsupplydemand>
 - d. Illinois Workforce Information Center:
http://www.ides.illinois.gov/Pages/Workforce_Information_Center.aspx
 - e. O*Net Online: <https://www.onetonline.org>

a. Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement

While 6.b also asks you to discuss other significant findings, it is basically the assessment section of the program review. As such, the responses here are crucial to your review's success. Departments unable to demonstrate that their assessment programs meet the established guidelines will be expected to revise those programs within six months of the final review deadline. The IBHE's assessment guidelines are appended to this document.

Since your overview already identifies your student learning objectives, focus here on the assessment program and its results. What measures are you using to assess learning? How well are students achieving the objectives identified for them? What are their specific strengths and weaknesses? What changes have you made and will you be making because of your findings from assessment? Emphasize direct assessment but mention the indirect measures you are using as well. Support your generalizations with specific data/evidence. And be sure to include feedback from key stakeholders—students, alums, employers, peer reviewers, etc.—since the IBHE requires it.

b. Description of actions taken since the last review, including instructional resources and practices, and curricular changes

c. Description of actions to be taken because of this review, including instructional resources and practices, and curricular changes

6.c and 6.d are straightforward. However, by this point, you already may have mentioned the most significant actions your department has taken/is planning to take. **Do not repeat yourself.** Merely refer the reader to a previous section or sections.

Section 7. Outcome

After consultation with the College Dean, the Provost's Office will indicate whether the program will be deemed "in good standing" or "flagged for priority review." The latter category is used to identify programs experiencing serious concerns—significantly low enrollments, high costs, negative accreditation findings, below-average pass rates on statewide exams, below-average employment placement rates, a continuing lack of satisfaction among students or employers, etc. Departments will be asked to examine and address the identified concern(s) and report the results in an interim review, due in 1-3 years. Typically, however, the IBHE program review results in a positive decision, and the next review is due in eight years.