

California State University, East Bay

5-Year Accredited Program Review for
Nursing Program

~~Spring~~ May 2018

Self Study Submitted to External Accrediting Agency, Commission on Collegiate Nursing Education (CCNE) January, 2016.

Accredited Program Review and 5-Year Plan approved unanimously by faculty on: May 3, 2018

External Reviewer Report by CCNE received by the program on: March 31, 2016

Program's Response to CCNE External Reviewer's Report completed on: April 11, 2016

~~Complete 5-Year Program Review Report submitted to CAPR on: May 3, 2018~~

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Nursing Program Summary
Committee on Academic Planning and Resources
May 2018

In this five-year review period, 2012-2017, the Nursing Program has continued to provide Baccalaureate nursing education for pre-licensure students and post-licensure RN students. The Nursing Program maintains the practice of continual improvement to enhance the learning experience of our students and to meet the needs of our community for education of healthcare workers. The Nursing Program has maintained full accreditation from the Commission of Collegiate Nursing Education (CCNE) with the most recent accreditation approval in 2016 granting 10 years of approval. The Nursing Program has maintained the mandated approval by the California Board of Registered Nursing, receiving five-year approval in 2016, and an additional approval for a major curriculum change in Fall 2017 for the semester curriculum change. The professional standards of both CCNE at the national level and the BRN at the state level are stringent and require continual assessment, review and improvement. The current review of CCNE found the CSU East Bay nursing program to meet all standards of review fully, with no areas of concern. Likewise, the BRN found the nursing program to be fully compliant with all BRN Nursing Program requirements.

The CSU East Bay nursing program has a strong reputation in the East Bay community. Employers, students, and alumnae report satisfaction with the program and campus resources. The licensure exam, NCLEX pass rates for 2016-2017 were at 91%, which is above state average indicating strong success for our nursing graduates.

The nursing pre-licensure program continues to be an impacted program experiencing high demand with more than 900 applicants for 126 seats each year. The Nursing Program offers the full curriculum on both the Hayward Campus and the Concord Campus. The Nursing Program continues to be the only Baccalaureate nursing program in Contra Costa County and one of two offered in Alameda County, indicating the community need for this level of education. The Nursing Program has an established Collaborative Partnership with six community college Associate Degree Nursing Programs (ADN), to provide a seamless path from the Associate Degree in Nursing (ADN) to the Baccalaureate in Science Degree, through the CSUEB Nursing post-licensure concentration. Enrollment has remained constant for both the pre licensure concentration and the post-licensure concentration.

The program (including the evaluation/assessment plan) is regularly scrutinized. The faculty engages in continuous quality improvement using an evaluation plan that addresses external standards from the American Association of Colleges of Nursing (AACN) and BRN standards. In the past five years of this review period, the nursing program has continued to develop in many positive ways and has met previous 5-year goals as summarized in Appendix 1.

Five-year Achievement and Accomplishments (2012-2017):

1. The Nursing Program has continued to provide excellent quality education to pre-licensure and post-licensure students.
 - a. NCLEX-RN first time pass rates from 2012-2017 were 92%, 83%, 88%, 84%, 83%, 91%
 - b. Student graduation rates from 2012-2017 were 93%, 94%, 86%, 87%, 85%, 83%
2. The Faculty of Nursing has been enhanced:
 - Five outstanding tenure track faculty have been hired: Monika Eckfield, Daniel Doolan, Sahar Nouredini, Claire Valderama Wallace, and Jennifer Winters.
 - ~~FiveSix~~ faculty members have achieved tenure: Lindsay McCrea, Lynn Van Hofwegen, Maria Cho, ~~Kimberly Kim~~, Denise Li, and Renee Granados.

- Three full time lecturers have contributed significantly to the department: Adrienne Carlson, Julie Severet, Barbara Maerz
 - Two faculty have retired to FERP and completed FERP: Pam Parlocha and Carolyn Fong
 - The Nursing Program has successfully hired between 45 and 50 clinical instructors and part time lecturers each year for successful delivery of the nursing program clinical component. Finding expert nursing faculty is challenging and we are pleased to have successfully filled all clinical staffing needs in the past five years.
3. The Nursing Program has continued the collaborative partnership with six ADN programs from the area community colleges, providing seamless post-licensure BSN completion. The collaborative ADN partners include Chabot, Ohlone, Merritt, Contra Costa College, Los Medanos, and DeAnza.
 4. The Nursing Program has maintained clinical partnerships with more than 25 acute care facilities, and more than 30 community based agencies. These partnerships remain strong and contribute to strong clinical education experiences for our students.
 5. The use of simulation in the nursing program has been enhanced with the implementation of a mid-fidelity pediatric simulation day for all students, and enhanced video equipment in both the Hayward and Concord simulation laboratories.
 6. The Masters of Science in Nursing program has been developed with implementation of the Nursing Education concentration scheduled for Fall 2018 and Fall 2019 for the Nursing Leadership and Administration concentration.
 7. Global Health volunteer opportunities for nursing students have been developed including grant funding of \$100,000 for interdisciplinary work in Panama. The opportunity has been expanded to include other disciplines such as engineering and health science.
 8. Diversity in Nursing has been addressed in the Nursing Program through the work of Diversity Task Force and Diversity Task Force Report. The Nursing Program hosted the Bay Area Black Nurses Association (BABNA) Annual Conference in 2016, has initiated a mentoring program and engaged with STEM in school outreach.
 9. Admissions criteria have been reviewed to reflect more holistic admission review. Changes, including an essay component, priority points for veterans, and increased emphasis on healthcare experience, have been approved by faculty. The new admission criteria will be submitted for review to the Chancellor's office for implementation in Fall 2020 admission.
 10. The Nursing Program has received a Song Brown Grant of \$120,000, which supports faculty, a diversity outreach coordinator, development of student mentorship program, support for student success and employment support.
 11. The Nursing Program students have participated in a Kaiser Work Study program each year in this 5 year period, which provides paid work student opportunities for 10-12 students each summer, enhancing the education and experience of these students.
 12. The Nursing Program collaborated with Kaiser in the summer Perioperative Immersion program in Summer 2017 and 2018 anticipated, which gives up to 6 students the opportunity to participate in a two-week perioperative program, enhancing the student experience in OR nursing.
 13. Faculty development in Quality and Safety in Education for Nursing (QSEN), a national nursing education initiative, was provided by the Gordon and Betty Moore Foundation and QSEN curriculum was integrated in the curriculum.
 14. Support for student success on the NCLEX-RN state board licensing was enhanced with incorporation of Kaplan Integrated Testing into the curriculum since 2014.
 15. Faculty participated in Quality Matters workshops and training for the enhancement of online courses.
 16. The Nursing Program has engaged in extensive development of clinical partners in community health including school outreach, homeless shelters, Head Start, Juvenile Justice Center, Seniors Fall prevention programs with substantial contribution to our communities.
 17. The Nursing Program has held an annual faculty retreat with national and local speakers on topics including Concept-based Curriculum development, Civility in Nursing, Strategies for support of ESL students, and Teaching with technology.

18. Incorporation of Technology in the Nursing Program has increased in classroom teaching, online teaching, use of media in learning, and in the work of the department including faculty and committee meetings, frequently using Zoom conferencing.
19. The Department of Nursing and Health Sciences will become two separate departments in Fall 2018 with the establishment of the Department of Nursing and the Department of Health Sciences.
20. The Nursing Program offered an exchange program to South Korean Nursing Students: 'A Cultural experience regarding American nursing students and the healthcare system'. The program learning objectives were to learn about the US healthcare system in the clinical setting in order to gain more understanding regarding the role and professionalism of nurses; to learn about American nursing students' curriculum in the classroom, skills lab, simulation lab, and in the clinical setting.

Plan

The Nursing Program has establish five-year planning goals for 2018-2023 (see Appendix 2). The five-year plan includes the curriculum, assessment, student success, faculty, and anticipated resources needs as summarized here.

3.1. Curriculum.

The Nursing Program will be implementing major program modifications in the approved curriculum for semester conversion in Fall 2018 (See Appendix 4: Curriculum Overview).

As part of our newly transformed curriculum, set to launch in Fall 2018, the following changes are in place:

1. ***Outpatient Mental Health Clinical:*** We have emphasized the importance of mental health by expanding our outpatient mental health clinical sites and moving the course to the beginning of the curriculum, providing a strong foundation of therapeutic communication and mental health evaluation and intervention skills for students.
2. ***Community Engagement:*** We have added a community engagement course in which students will engage with a specific neighborhood throughout four semesters of the program. We will focus on prevention, wellness, and maximizing health of individuals and communities across a range of multi-cultural healthcare settings. We have expanded the geriatric focus in the curriculum with the desire to do further work with transitions in care.
3. ***Integrate Simulation:*** We will integrate simulation into all clinical rotations including mental health, community health, medical/surgical, women and children's health, and preceptorship, and are in conversation with other disciplines in the university regarding interdisciplinary simulation.
4. ***Transformative Clinical Education:*** Medical-surgical clinical experiences will include longer experiences in one setting for more continuity care. We will also have a wide range of clinical sites for students to provide transformative learning opportunities that prepare them for evolving roles in health care settings.

The key components of the nursing program have not changed. As required by the California Board of Nursing (BRN), we will continue to include concurrent theory and clinical courses in medical surgical nursing, pediatrics, maternity, psych/mental health, geriatrics and community health. No changes are anticipated for the prerequisites to the nursing program, which comply with the CSU wide nursing prerequisites. General Education course will be as required by the university.

The Nursing Program will continue to offer the full nursing curriculum at both the Hayward and Concord Campus. In AY 2018-2019, the Nursing Program will implement two pre-licensure admission intakes each

year: 64 students will be admitted in Fall to the Hayward cohort and in Spring, 64 students will be admitted to the Concord cohort. The Nursing Program will maintain the excellent clinical teaching component of the program and will continue to support clinical placement group limits of eight students per site and instructor as required the clinical sites and by the California Board of Registered Nurses. The Post-licensure Nursing program will continue to be provided in a Hybrid format, with courses online with the exception of the clinical community health practicum course and the physical assessment course.

The Nursing Program plans to implement a Masters of Science in Nursing program in Fall 2018. Two concentrations will be offered: 1) Nursing Education and 2) Nursing Administration and Leadership.

The Nursing Program works closely with national, state, and local nursing professional bodies who monitor nursing workforce needs and the subsequent nursing educational program needs. At this time in California, the current nursing program enrollment numbers are anticipated to be even with the projected workforce need. The Nursing Program anticipates maintaining current enrollment numbers.

3.2 Assessment.

The Nursing Program has a clearly defined five-year assessment plan (See Appendix 2). Program Learning Outcomes were previously updated in preparation for semester conversion and aligned with Institutional Learning Outcomes (See Appendix 3)

The Nursing Program has in place a rigorous assessment process. The Nursing Program tracks student outcome data including graduation rates, NCLEX-RN pass rates, alumni employment, student satisfaction with the program, course evaluation and faculty evaluation per university policy. We use a national assessment program, Skyfactor (formerly Educational Benchmarks Inc.) to gather data on graduate satisfaction with the program. We have a clearly defined process for assessment of Program Learning Outcomes and a Program Assessment Committee responsible for this work. Please see our full accreditation reports submitted with our five-year review for full details of our assessment findings (Appendix 5 & 6).

The Nursing Program annually conducts an Advisory Committee Meeting to seek input from our community partners. The meeting was well attended in this most meeting in May 2017. Response from community members is positive, encouraging the development of the Master's Program and ongoing partnerships.

In AY 15-16, the CSUEB Nursing Program successfully completed accreditation review from the Commission of Collegiate Nursing Education (CCNE) were awarded a full accreditation for 10 years (November, 2026). The California Board of Registered Nurse Continuing Approval granted full approval for 5 years as well (Spring, 2021). We have submitted curriculum changes to the BRN for semester conversion and have received approval for this major curriculum change.

3.3. Students Success

We anticipate stable pre-licensure enrollment numbers of admission of 128 students each academic year. This stable enrollment number is in agreement with the current California state workforce data, which finds that the current number of nursing graduates is predicted to meet the future need of the nursing workforce. (BRN Forecast of RN Workforce report 2017, <http://www.rn.ca.gov/pdfs/forms/forecast2017.pdf>). Job market statistics indicate a strong ongoing job market, with 15% growth rate, and good employment outcomes. (Bureau of Labor Statistics 2018, <https://www.bls.gov/ooh/healthcare/registered-nurses.htm>).

Student success has been strong in the Nursing Program with graduation rates ranging from 85%-95% in the last five years; however, we are always seeking ways to further support students. The Nursing Program has in placed a well-defined advising program where each student is assigned a faculty advisor on admission to

the Nursing Program. The students are closely tracked through this cohorted program and considerable individual advising and support is provided. The Nursing Program plans to continue this individualized student advising and support in the next five years. A peer mentor program of students is in place and a pilot program of mentors in the workforce has been initiated with plans to continue and expand these programs.

The post-licensure enrollment is offered online and has the potential to increase if needed. Enrollment has remained stable in the past two years but some growth could occur in this program. We plan to continue our collaborative partnerships with the six community college ADN programs and continue outreach to the students in these programs to enhance these partnerships.

3.4 Faculty.

The Nursing Program has a strong faculty with 10 tenure track faculty, 3 full time lecturers and over 45 part time lecturers. The Nursing Program is required by accreditation bodies to maintain at least 50% teaching by full time faculty. To meet this requirement, the Nursing Program must increase the number of tenure track faculty. In the next five years, we anticipate 2-3 faculty retirements, which will require replacement. The Nursing Program will seek to hire at least 2 additional tenure track faculty and will likely have need of more. A hire goal of 1 tenure track faculty or more per year is needed to meet the needs of the Nursing Program.

Clinical faculty with essential expertise are challenging to find and hire. The Nursing Program plans to use the Masters Degree program in Nursing Education to develop potential clinical faculty. Increased numbers of tenure track faculty support the clinical faculty needs as well.

In the nursing program, we have open communication between leadership and faculty through monthly faculty meeting and curriculum meeting. These two monthly meetings are an open channel for full time faculty and part time faculty. In addition, we have an executive committee meeting including assistant directors and level coordinators to communicate student's issues and shared governance of our nursing program.

The Nursing Program plans to address RTP criteria to include discipline specific criteria. The discipline specific criteria will clarify the discipline specific scholarship to include scholarship of clinical practice and clinical expertise in addition to traditional research and academic scholarship.

All tenure track faculty participate in student advising along with three designated lecturer advisors.

3.5. Resources.

The Nursing Program has had adequate resources to deliver the essential nursing curriculum. However, resource constraints of the University have limited the delivery of laboratory courses in skills and simulation due to inadequate support staff for these areas. As the Nursing Program anticipates expansion of the use of simulation with the integration of simulation in every clinical experience, sufficient resources for support staff is requested. Simulation is considered an essential learning approach in the discipline of nursing by the profession and accrediting organizations. Equipment in the simulation and skills laboratory is aging and needs replacement. We will continue to seek external funding to support the purchase of this equipment. Expendable supplies for the laboratory classes are currently funded annually through A2E2 requests. The Nursing Program needs sustainable funding for these essential supplies to be able to sustain these essential course offerings.

Summary:

In summary, the Nursing Program completed an extensive program evaluation and received full accreditation through 2026 from the Commission of Collegiate Nursing Education (CCNE). The Nursing Program also received full approval from the California Board of Registered Nursing through 2021. The Nursing Program has established five-year goals and plan for 2018-2023. Plans for continued development of the curriculum, assessment, student success, and faculty are in place. The Nursing Program will continue to seek further resources to ensure the maintenance and development of a quality program in nursing education.

Units Requirement

All students must complete the university requirement of 180 units to graduate.

Appendix I: Five Year Planning Goals AY 2012-2017

Goals:

Goal 1: Completed and Achieved

Continue to deliver the pre-licensure nursing program and expand the RN-BSN, ADN-BSN program.

Start Date: Fall 2012, End Date: Fall 2017

We have successfully expanded the RN-BSN, ADN-BSN program. In 2016, 77 students entered this program.

Goal 2: Completed and Ongoing

Increase faculty by at least 2 tenure track positions in the next 2 years and more in the following years.

Start Date: Fall 2012, End Date: Fall 2017 Completed: In this 5-year period, 5 TT faculty have been

hired. We anticipate hire of 1 additional TT faculty for graduate program and 1 for pre-licensure program by Fall 2018.

Goal 3: Completed and Achieved

Department Chair search – Completed Spring 2015.

Dr. Lynn Van Hofwegen has successfully assumed position of department chair.

Goal 4: Completed and Ongoing

Development of Graduate program: The Master's Degree in Nursing with concentrations in Nursing Education and Nursing Leadership and Management has been approved for implementation in Fall 2018.

Applications are open at this time for Fall 2018 for the Nursing Education concentration. The Nursing Leadership and Management concentration will begin Fall 2019.

Goal 5: Ongoing

Incorporation of IT

In this five-year period, 2012-2017, use of Health informatics technology has been enhanced in the Nursing Program. Health informatics and technology continues to be extensively used in our Simulation and Skills laboratories. Students are using Electronic records in most clinical practicum sites. We plan to continue to expand the use of simulation and every clinical course in the semester curriculum will incorporate simulation integrated into all clinical courses in our new curriculum. We are currently limited in space in our Simulation and Skills laboratories.

We continued to expand the use of informatics in all areas of the program. Electronic resources are available for our students in multiple forms. Faculty development in use of online resources has incorporated through annual retreat workshops, Quality Matters trainings, and other faculty opportunities. Faculty are using more online resources in teaching and for NCLEX preparation in courses.

Goal 6: In Progress

School of Nursing Designation

1. In this five-year period, 2012-2017 no further progress has been made toward achievement of this goal. The focus of the work this past year was on development of semester courses and curricula and program revisions and finalizing the graduate program. Separation of Nursing and Health Sciences departments will be complete Fall 2018. We plan to continue with this goal, following the implementation of our graduate program.

Goal 7: Completed and Ongoing

Global Opportunities

The opportunity for Global Health volunteer experiences in Panama has been facilitated each year for students through Hands for Global health. This year, Dr. Roberta Durham has received \$100,000 of grant

funding for student scholarships and development projects. Opportunities have been extended to other disciplines including engineering, health sciences and physics.

A three course series elective on Global Health has been offered, including focus on global research, innovative practices, and women and children's health issues. Approximately 16 students have participated each year.

Appendix 2: Nursing Program Plan 2018-2023

Five year Planning Goals 2018-2023

Quality Education to Prepare Professional Nurses

Goal 1:

Continue to deliver the pre-licensure nursing program, and post-licensure program with implementation of the semester curriculum maintaining current enrollment to attract, retain and mentor students from under-represented backgrounds.

Start Date: Fall 2018, End Date: Fall 2023

Goal 2:

Increase faculty by at least 2 tenure track positions in the next 2 years and more in the following years.

Start Date: Fall 2018, End Date: Fall 2023

Goal 3:

Continue to develop and implement the Master's of Science in Nursing program with two concentrations: 1) Nursing Education and 2) Nursing Leadership and Administration.

Start Date: Fall 2018, End Date: Fall 2023

Goal 4:

Expand funding streams/resources through seeking and obtaining at least 2 new grants, particularly related to nursing education and workforce.

Start Date: Fall 2018, End Date: Fall 2023

Develop the Nursing Program as a Center for Nursing Scholarship

Goal 5:

Achieve designation as a School of Nursing and establish a School of Nursing Alumni

Start Date: Fall 2018, End Date: Fall 2023

Goal 6:

Enhance annual department faculty development opportunities to support faculty research and the development of a department program of research in nursing education and support dissemination of faculty and student scholarly activities.

Start Date: Fall 2018, End Date: Fall 2023

Integrate Nursing Core Values in the Program: Caring, Communication and Collaboration, Cultural inclusivity, Critical Thinking, Social Justice, and Professional Behaviors

Goal 7:

Expand Clinical Learning Center faculties, specifically simulation space to include 3-4 stations on both Hayward and Concord Campus to meet increased need, and develop outpatient simulation station for use in community health and psychiatric mental health simulation.

Start Date: Fall 2018, End Date: Fall 2023

Goal 8:

Continue to develop and support a short-term volunteer global/international learning experience for nursing students and expand scholarship-funding streams.

Start Date: Fall 2018, End Date: Fall 2023

Goal 9:

Continue to develop interdisciplinary learning and research opportunities for nursing students and faculty, including interdisciplinary simulations, interdisciplinary global engagement volunteer opportunities, and further engagement with other university departments

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Appendix 3: Five Year Assessment Plan: B.S. in Nursing

Five-Year Assessment Plan: B.S. in Nursing

PLO's	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
PLO 1: Synthesize knowledge from the natural, behavioral sciences, and the humanities with current nursing knowledge and theory to deliver nursing care.		NCLEX pass rate in recently graduated BSN students			
PLO 2: Provide safe, compassionate nursing care to diverse populations.	Clinical Evaluation and Care Plans from each clinical course				Clinical Evaluation and Care Plans from each clinical course
PLO 3: Use critical thinking and communication skills to collaborate with clients and other health care professionals.				Evidence Based Practice Paper of students in 1 st or 2 nd semester and Capstone Preceptorship Ethics Paper of students in 5 th semester; rubrics have been created for both assignments	
PLO 4: Demonstrate responsibility and accountability for design, delivery, and evaluation of client care.	Clinical Evaluations and Care Plans from each clinical course				Clinical Evaluations and Care Plans from each clinical course

PLO 5: Demonstrate professional behaviors in interactions with individuals, families, colleagues, and the community.			Preceptorship Evaluations and Community Health Assessment Paper of students in 5 th semester		
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Two outside bodies accredit the Nursing Program: CCNE and BRN

CCNE: We have completed an accreditation visit in February 2016 and have been reaccredited for a ten-year period until February 2026. We will submit a program modification report in Fall 2018 for the semester curriculum and an Interim Accreditation Report in 2021.

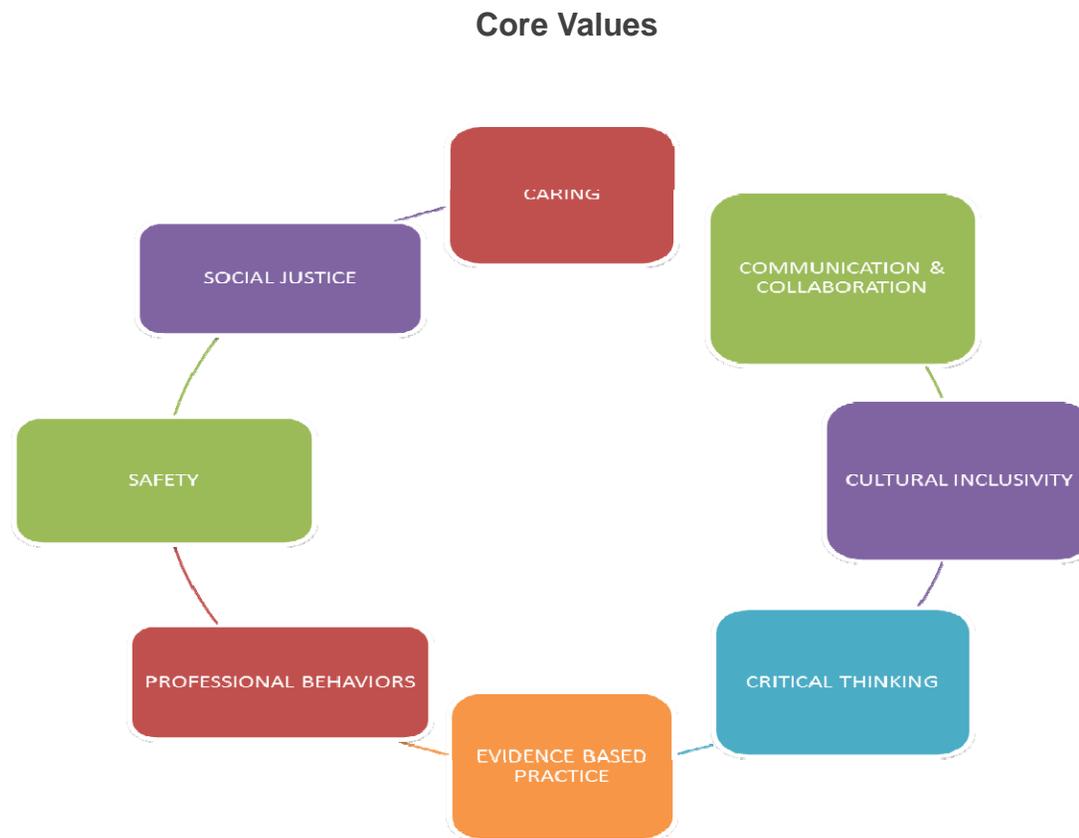
BRN: We have completed a site visit in March 2016 and have been reauthorized for a five-year period until February 2021. We received major curriculum revision approval for the new semester curriculum in September 2017.

Appendix 4: Nursing Program Curriculum Overview

CSUEB Nursing Program Mission

The mission of the baccalaureate nursing program at CSUEB is to prepare professional nurse generalists who are committed to the practice of nursing and responsive to the ever changing needs of the communities we serve. The program therefore seeks to provide an inclusive community of learning focused primarily on undergraduate nursing education and the development of lifelong learners.

The nursing program supports and reflects the University mission of quality education for a diverse society. We value a diverse workforce, a diverse nursing student body, and culturally inclusive practitioners of nursing who are equipped to provide high quality care and have a transformative influence on nursing practice, healthcare environments, and the health of our community.



The CSUEB Nursing Program embraces these Core Values:

I. CARING: We believe **Caring** is essential to the practice of nursing and seek to treat those we serve with sensitivity, respect, and empathy. We embrace the provision of holistic care through therapeutic relationships directed towards health, comfort and well-being.

II. COMMUNICATION AND COLLABORATION: We believe that open **Communication and Collaboration** require accountability, honesty, integrity, and respect for all participants. We seek to practice shared decision-making with our fellow nurses as well as inter-professionally.

III. CULTURAL INCLUSIVITY: We believe in the practice of **Cultural Inclusivity**, recognizing the rich diversity of humanity. We endeavor to honor that diversity by continually broadening our scope of care to include all members of our community and by modeling respect, sensitivity and equality for all.

IV. CRITICAL THINKING: We believe **Critical Thinking** is essential to nursing as a self-reflective and purposeful approach to thinking. We value the ability to make connections between patient data and acquired knowledge, leading to appropriate clinical interventions for our patients.

V. EVIDENCE BASED PRACTICE: We believe in the use of **Evidence Based Practice** to guide our Nursing practice. We foster the integration of current research, clinical expertise, and the rigorous evaluation of the effectiveness of nursing interventions to make sound decisions in the care of our clients.

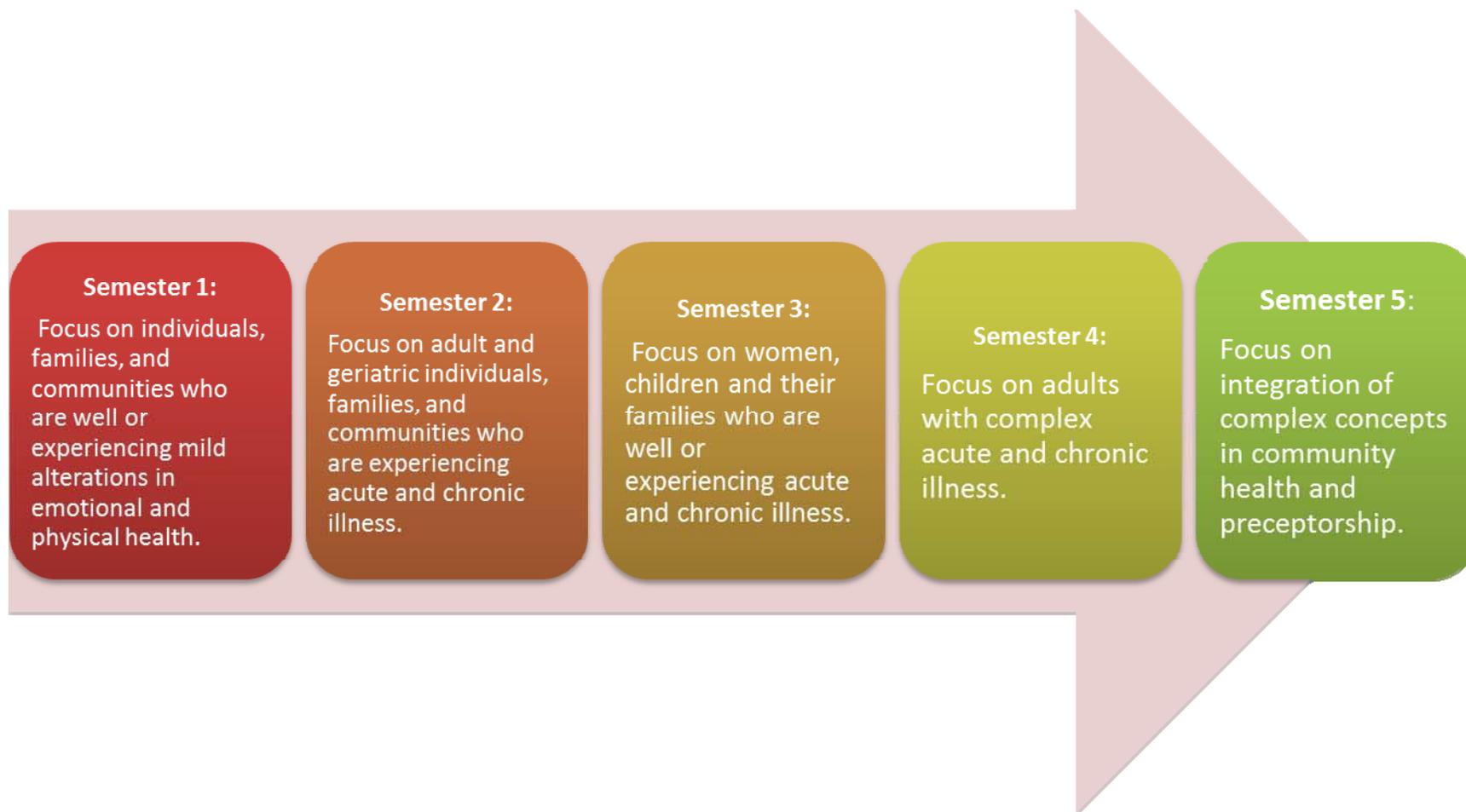
VI. PROFESSIONAL BEHAVIORS: We believe that **Professional Behaviors** encompass the knowledge, skills, and attitudes described by the Quality and Safety Education for Nurses (QSEN) and the American Nurses Association (ANA) Code of Ethics for Nurses. As professional, we model altruism, integrity, respect, accountability, responsibility, and ethical conduct. We promote lifelong learning for the advancement of professional Nursing.

VII. SAFETY: We believe **Safety** is of utmost importance to the practice of nursing and strive above all to prevent harm to our patients and ourselves while delivering quality healthcare. We promote theoretical and clinical preparation that encourages personal responsibility, open reporting of adverse events, and a system-wide approaches to error prevention.

VIII. SOCIAL JUSTICE: We believe **Social Justice** in nursing embodies the principles of fairness, equity, dignity and equal opportunity for health for all. We embrace a moral mandate to improve access to quality health care for the marginalized and under-served and to attend to those who are suffering inequities.

CSUEB Nursing Program Curriculum Framework

The curriculum is based on the framework of the program's Core Values, the American Association of Colleges of Nursing's (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice, the Quality and Safety Education for Nurses (QSEN) competencies, and concepts of community engagement. This framework supports, and is congruent with, the mission and goal statements of the California State University, East Bay, and the College of Science.



Program Learning Outcomes

PLO 1 Synthesize knowledge from the natural, behavioral sciences, and the humanities with current nursing knowledge and theory to deliver nursing care.	PLO 2 Provide safe, compassionate nursing care to diverse client populations.	PLO 3 Use critical thinking and communication skills to collaborate with clients and other health care professionals	PLO 4 Demonstrate responsibility and accountability for design, delivery, and evaluation of client care.	PLO 5 Demonstrate professional behaviors in interactions with clients, families, colleagues, and the community.
SLO1 Synthesize knowledge from the natural, behavioral sciences and the humanities with current nursing knowledge and theory to deliver nursing care.	SLO2 Provide safe, compassionate, patient centered nursing care to a diverse client population.	SLO3 Demonstrate critical thinking in the design, delivery, evaluation, and improvement of client care outcomes.	SLO3 Demonstrate critical thinking in the design, delivery, evaluation, and improvement of client care outcomes.	SLO6 Demonstrate leadership in the provision of care in the context of interdisciplinary health care teams.
	SLO3 Demonstrate critical thinking in the design, delivery, evaluation, and improvement of client care outcomes.	SLO4 Communicate and collaborate in the development of partnerships with clients and interdisciplinary health care professionals.	SLO5 Promote health and disease prevention strategies in clients and populations across health care systems.	SLO9 Demonstrate professional behaviors in interactions with clients, families, colleagues, and the public in a manner consistent with the ANA Code of Ethics for Nurses.
	SLO5 Promote health and disease prevention strategies in clients and populations across health care systems.	SLO6 Demonstrate leadership in the provision of care in the context of interdisciplinary health care teams.	SLO6 Demonstrate leadership in the provision of care in the context of interdisciplinary health care teams.	
	SLO7 Integrate evidence based research findings to design and deliver high quality, cost-effective care.	SLO7 Integrate evidence based research findings to design and deliver high quality, cost-effective care.	SLO7 Integrate evidence based research findings to design and deliver high quality, cost-effective care.	
	SLO10 Demonstrate computer competencies, information literacy, and information management systems that support safe nursing practice.	SLO10 Demonstrate computer competencies, information literacy, and information management systems that support safe nursing practice.	SLO8 Participate in processes designed to develop and continuously improve health care delivery systems and health care policies.	
			SLO9 Demonstrate professional behaviors in interactions with clients, families, colleagues, and the public in a manner consistent with the ANA Code of Ethics for Nurses.	
			SLO10 Demonstrate computer competencies, information literacy, and information management systems that support safe nursing practice.	

The Curriculum moves from simple to complex within acute and community populations across the life span.

Semester 1: Focus on individuals, families, and communities who are well or experiencing mild alterations in emotional and physical health.

Semester 2: Focus on adult and geriatric individuals, families, and communities who are experiencing acute and chronic illness.

Semester 3: Focus on women, children and their families who are well or experiencing acute and chronic illness.

Semester 4: Focus on adults with complex acute and chronic illness.

Semester 5: Focus on integration of complex concepts in community health and preceptorship.

Program Learning Outcomes

Students graduating with a B.S. in Nursing from Cal State East Bay will be able to:

1. Synthesize knowledge from the natural, behavioral sciences, and the humanities with current nursing knowledge and theory to deliver nursing care. 1
2. Provide safe, compassionate nursing care to diverse client populations. 2, 3, 5, 7, 10
3. Use critical thinking and communication skills to collaborate with clients and other health care professionals. 3, 4, 6, 7, 10
4. Demonstrate responsibility and accountability for design, delivery, and evaluation of client care. 3, 5, 6, 7, 8, 9, 10
5. Demonstrate professional behaviors in interactions with clients, families, colleagues, and the community. 6, 9

Student Learning Outcomes

Students graduating with a B.S. in Nursing from Cal State East Bay will be able to:

1. Synthesize knowledge from the natural, behavioral sciences and the humanities with current nursing knowledge and theory to deliver nursing care.
2. Provide safe, compassionate, culturally inclusive, patient centered nursing care to a diverse client population.
3. Demonstrate critical thinking in the design, delivery, evaluation, and improvement of client care outcomes.
4. Communicate and collaborate in the development of partnerships with clients and interdisciplinary health care professionals.
5. Promote health and disease prevention strategies in clients and populations across health care systems.
6. Demonstrate leadership in the provision of care in the context of interdisciplinary health care teams.
7. Integrate evidence based research findings to design and deliver high quality, cost-effective care.

8. Participate in processes designed to develop and continuously improve health care delivery systems and health care policies.
9. Demonstrate professional behaviors and CSUEB Nursing Core Values with clients, families, colleagues, and the public in a manner consistent with the ANA Code of Ethics for Nurses.
10. Demonstrate information literacy and competencies in information management systems and strategies that support safe nursing practice

Appendix 5: Program Response to External Reviewers Report



CALIFORNIA STATE
UNIVERSITY
E A S T B A Y

College of Science

Department of Nursing & Health Science

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April 11, 2016

Lori Schroeder
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Washington, DC 20036-1120

Dear Lori Schroeder,

We have received the report of the evaluation team from CCNE that recently reviewed our baccalaureate degree program in nursing at California State University, East Bay. We agree with the findings of the team and do not have any concerns regarding the report. We found the team to be very professional and cordial; they communicated their findings clearly to us at the completion of the visit. The report is an accurate reflection of the visit.

We do have one factual discrepancy to clarify. In the report, on page 15 regarding Standard II D, the calculation of faculty workload used at CSUEB is incorrectly stated. The correct calculation of faculty workload Work Time Units (WTU) is provided here. The WTU is calculated as 1 WTU for 1 course unit (1 contact hour) for a theory course and 2 WTU for 1 course unit (3 contact hours) for a clinical course. For example, if the faculty were teaching a 4 unit clinical course which is 12 contact hours, the faculty would receive 8 WTUs (2 wtu for each of the 4 units).

If you have any further questions, or need any further action from us, please do contact us. We look forward to hearing the final accreditation decision from the Board.

Sincerely,

Lynn Van Hofwegen
Chair and Professor
Department of Nursing and Health Sciences
California State University, East Bay
25800 Carlos Bee Boulevard
Hayward, CA 94542

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Appendix 6: Letter of Program Accreditation



ONE DUPONT CIRCLE NW
SUITE 530
WASHINGTON DC 20036-1120

202-887-6791

WWW.AACN.NCHE.EDU/
CCNE-ACCREDITATION

October 12, 2016

Lynn Van Hofwegen, DNP, RN, APRN
Chair
Department of Nursing & Health Sciences
California State University, East Bay
25800 Carlos Bee Boulevard
Hayward, CA 94542-3086

Dear Dr. Van Hofwegen:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on September 20-22, 2016, to grant accreditation to the **baccalaureate degree program in nursing** at California State University, East Bay for 10 years, extending to December 31, 2026. The accreditation action is effective as of February 22, 2016, which is the first day of the program's recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the spring of 2026.

At its meeting, the Board determined that the program met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements.

As is required for all accredited programs, a Continuous Improvement Progress Report (CIPR) must be submitted at the mid-point of the accreditation term. Please note that the CIPR needs to address and demonstrate the program's compliance with the CCNE standards and key elements that are in effect at the time of its submission. As a courtesy, CCNE will send a reminder letter to the chief nurse administrator approximately five months prior to the CIPR submission deadline, informing the program of the specific standards to be used and providing guidance for the preparation of the report. The deadline for submitting the CIPR to CCNE is December 1, 2021. The Report Review Committee, and then the Board of Commissioners, will review the CIPR. For more information about CIPRs and the report review process, please refer to the CCNE procedures.

A copy of the accreditation team report that was sent to you earlier, along with the program's response to it, is being transmitted to the institution's chief executive officer as CCNE's official report to California State University, East Bay. We hope that both the results of the self-study process and the team report will be useful to the continued growth and development of the nursing program. A certificate of accreditation is enclosed.

In accordance with CCNE policy, if a program or institution elects to make a public disclosure of a program's accreditation status with CCNE, the program or institution must disclose that status accurately. The program or institution disclosing the information must identify the nursing program and its affiliation with CCNE. This statement must include *either* the accrediting agency's full name, address, and telephone number *or* the accrediting agency's full name and address of the website home page, which identifies CCNE's address and telephone number. For more information on CCNE's disclosure policy and to access the statements that CCNE has approved for use, as well as information on use of the CCNE accreditation seal, please visit <http://www.aacn.nche.edu/ccne-accreditation/seal-policy/baccalaureate-graduate>. Please ensure that the institution's website and other materials are updated to reflect this language, as appropriate.

*Serving the Public Interest
Through Quality Accreditation*

As a reminder, programs are expected to continue to comply with the current CCNE standards and procedures throughout the period of accreditation. These documents are available at <http://www.aacn.nche.edu/ccne-accreditation/standards-procedures-resources/baccalaureate-graduate>. This includes advising CCNE in the event of a substantive change affecting the nursing program. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. These reporting requirements are discussed further in the CCNE procedures.

Thank you for your participation in the CCNE accreditation process. The Commissioners join me in expressing our very best wishes as you continue to promote excellence in nursing education.

Sincerely,



Susan D. Ruppert, PhD, FNP-C, FAANP, FAAN
Chair, Board of Commissioners

cc: President Leroy M. Morishita
CCNE Board of Commissioners
CCNE Accreditation Review Committee
CCNE Evaluation Team