



ANNUAL PROGRAM REPORT

|                             |  |
|-----------------------------|--|
| College                     | College of Science                               |
| Department                  | Nursing and Health Sciences                      |
| Program                     | Nursing  |
| Reporting for Academic Year | 2016-2017  |
| Last 5-Year Review          | 2011-2012  |
| Next 5-Year Review          | 2017-2018  |
| Department Chair            | Lindsay McCrea, Acting Chair for L. Van Hofwegen |
| Date Submitted              | 10/19/17   |

I. **SELF-STUDY** (suggested length of 1-3 pages)

A. **Five-Year Review Planning Goals**

*Present your planning goals from your last 5-year plan.*

|               |  | Start Date                  | End Date  |
|---------------|--|-----------------------------|---|
| <b>Goal 1</b> | Continue to deliver the pre-licensure nursing program and expand the RN-BSN, ADN-BSN program.  | Fall 2012                   | Fall 2017   |
| <b>Goal 2</b> | Increase faculty by at least 2 tenure track positions in the next 2 years and more in the following years.                                     | Fall 2012                   | Fall 2017<br>Completed: Spring 2016 with hire of 3 TT faculty, anticipate hire of 1 additional TT faculty for graduate program and 1 for pre-licensure program by Fall 2017 |
| <b>Goal 3</b> | Recruit and hire replacement for chair   | Fall (2012)<br>Renewed 2014 | Completed Spring 2015   |
| <b>Goal 4</b> | Develop and implement graduate program in nursing.   | Fall 2012                   | Fall 2019   |
| <b>Goal 5</b> | Incorporate technology and Health IT in Nursing program through faculty training, course offerings, and incorporation into graduate education. | Fall 2012                   | Fall 2017   |
| <b>Goal 6</b> | Achieve designation as a School of Nursing.  | Fall 2012                   | Fall 2017   |
| <b>Goal 7</b> | Develop and implement a short-term international learning experience for nursing students.   | Fall 2012                   | Fall 2017   |
| <b>Goal 8</b> | New Goal Spring 2016<br>Expand Clinical Learning Center Faculties,   | Spring 2016                 | TBD   |

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.

## B. Progress Toward Five-Year Review Planning Goals

*Report on your progress toward achievement of the 5-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.*

### *Five Year Planning Goals*

|               |                                  |  | <b>Start Date</b> | <b>End Date/Discussion</b>  |
|---------------|----------------------------------|--|-------------------|---|
| <b>Goal 1</b> | Completed and Achieved           | Continue to deliver the pre-licensure nursing program and expand the RN-BSN, ADN-BSN program.              | Fall 2012         | Fall 2017<br>We have successfully expanded the RN-BSN, AND-BSN program. In 2016 77 students entered this program.   |
| <b>Goal 2</b> | Ongoing                          | Increase faculty by at least 2 tenure track positions in the next 2 years and more in the following years. | Fall 2012         | Fall 2017<br>Completed: We anticipate hire of 2 additional TT faculty for graduate program and 1 for pre-licensure program by Fall 2017.  |
| <b>Goal 3</b> | Completed and Achieved           | Department Chair search  |                   | Completed Spring 2015<br>Dr. Lynn Van Hofwegen was appointed department chair.  |
| <b>Goal 4</b> | Completed, Achieved, and Ongoing | Development of Graduate program  | Fall 2012         | 1. The proposed Master's Degree in Nursing with options in Nursing Education and Nursing Management and leadership has been approved for the University Master Plan by the Chancellor's Office for implementation in Fall 2018. The curriculum was submitted and approved for implementation in the in the Continuing Education department. Implementation is planned for Fall 2018 |
| <b>Goal 5</b> | Ongoing                          | Incorporation of IT  | Fall 2012         | Fall 2017<br>1. In this academic year 2015-2016, we have developed an informatics elective course for implementation in the new curriculum in semesters.<br>2. 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. (See new Program Goal 8)

3. 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 was implemented as part of a Fall 2016 Nursing Faculty Retreat. Faculty are using more online resources for NCEX preparation in courses.

|               |                                    |                               |           |   |
|---------------|------------------------------------|-------------------------------|-----------|---|
| <b>Goal 6</b> | Ongoing                            | School of Nursing Designation | Fall 2012 | <p>Fall 2017</p> <p>In this AY 15-16, no further progress has been made toward achievement of this goal. The focus of last years work 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 2017. We plan to continue with this goal, as we plan for the implementation of our graduate program.</p>  |
| <b>Goal 7</b> | Completed and Achieved and Ongoing | Global Opportunities          | Fall 2012 | <p>Fall 2017</p> <p>1. A three-course series elective on Global Health offered this year, including focus on global research, innovative practices, and women and children's health issues.</p> <p>2. The Nursing Program does not have a sponsored international program. However, faculty continue to facilitate the dissemination of information about international learning experiences. An interprofessional volunteer opportunity through Hands for Global Health is available for nursing students in Panama in summer 2017, and approximately 16 students plan to participate. Students have participated in similar experiences each year in increasing numbers.</p> <p>3. Our plan is to continue to develop opportunities for our students and potential expand the opportunities with increased funding.</p> |

|               |         |                      |             |   |
|---------------|---------|----------------------|-------------|---|
|               |         |                      |             | 4. Two faculty are participants in the Fulbright Specialist Roster.   |
| <b>Goal 8</b> | Ongoing | New Goal Spring 2016 | Spring 2016 | TBA<br>The development of a new curriculum for semester conversion has increased program awareness of the need for increased Clinical Learning Center facilities for the implementation of Simulation and Skills laboratory courses. We plan to seek additional space as available on both campus and also seek fund for the development of this space. |

### C. Program Changes and Needs

*Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.*

#### **Overview:**

This year, AY 16-17, the Nursing Program has continued to deliver high quality education in nursing in the pre-licensure option, and the post-licensure ADN/RN- BSN option. Enrollment numbers have remained stable. High interest in the pre-licensure program continues with over 900 applications for 126 admissions seats in the pre-licensure program. Enrollment in the post-licensure ADN/RN-BSN remains relatively stable. Development in the program has been focused on Semester Conversion, with a fully transformed curriculum in place and on the Development of a Master’s in Nursing Program. Partnerships with community clinical partners continue strong. The Nursing Program has continued a focus on Diversity in Nursing. Minor change to the admissions criteria, has increased the numbers of native students admitted to the program and increased the diversity of the student enrollment. The Nursing Program continues to be highly respected in the community, and fully engaged in continuing to continuous improvement to provide nursing education to meet the needs of the rapidly changing healthcare workplace.

#### **Curriculum:**

The faculty of nursing were extensively engaged in development of semester courses with substantial revision of the nursing curriculum. We continued to evaluate the current curriculum based on our accreditation guidelines.

In AY 15-16, the CSUEB Nursing Program successfully completed accreditation review from the Commission of Collegiate Nursing Education (CCNE) and was awarded a full accreditation for 10 years. Concurrently, the California Board of Registered Nursing Continuing Approval Review granted full approval for 5 years, which is the maximum approval. In August 2017, the California Board of Registered Nursing approved the curriculum changes for semester conversion to be implemented in AY 18-19.

Curriculum revision, with semester conversion was completed and submitted. Two years previously, the Nursing Program completed the development of a new mission statement, PLOs, Core Values and Curricular framework. This revision was essential to maintain the currency of nursing education in a

changing health care environment. Specifically, the curriculum has incorporated a community engagement strand throughout the curriculum, increased simulation integrated with clinical courses and incorporation of high impact learning strategies. We look forward to implementation of our new curriculum in Fall 2018.

**Students:** The Nursing Program continues to have an extremely strong applicant pool of qualified students and to experience high demand with enrollment in the pre-licensure program impacted. 925 applicants were received for Fall 2016 and 125 students were admitted to the pre-licensure nursing program. Similarly, for the post licensure ADN/RS-BSN, over 207 student applicants were received and 122 were admitted. With national recommendations for 80% of nurses to have a BSN, the need for ADN/RN-BSN seats continue to increase. In this AY 15-16, the nursing program added a community college partner DeAnza College to our five previous partners. We will continue to seek strategies for controlled growth in this program. We have hired new community health faculty who can support the growth of the Post Licensure program as all of the students in this program are required to take community health courses.

2016 Pre-Licensure: 930 applications 548 Qualified 126 Accepted

2016 Post-Licensure ADN-BSN: 86 Applications 66 Qualified 65 Accepted

2016 Post-Licensure RN-BSN: 121 Applications 56 Qualified 44 Accepted

| RN-BSN    | # of applicants | #qualified | # offered admission | # accepted offer | # enrolled Fall term |
|-----------|-----------------|------------|---------------------|------------------|----------------------|
| Fall 2012 | 150             | 102        | 77                  | 74               | 65                   |
| Fall 2013 | 191             | 129        | 94                  | 91               | 77                   |
| Fall 2014 | 191             | 110        | 60                  | 60               | 59                   |
| Fall 2015 | 153             | 75         | 64                  | 58               | 45                   |
| Fall 2016 | 121             | 56         | 56                  | 44               | 33                   |
| Fall 2017 | 70              | 48         | 48                  | 42               | 36                   |

| ADN-BSN   | # of applicants | #qualified | # offered admission | # accepted offer | # enrolled Fall term |
|-----------|-----------------|------------|---------------------|------------------|----------------------|
| Fall 2012 | 61              | 46         | 40                  | 40               | 33                   |
| Fall 2013 | 99              | 90         | 77                  | 77               | 63                   |
| Fall 2014 | 130             | 95         | 60                  | 60               | 59                   |
| Fall 2015 | 89              | 72         | 66                  | 66               | 55                   |
| Fall 2016 | 86              | 66         | 66                  | 65               | 44                   |
| Fall 2017 | 99              | 87         | 87                  | 77               | 54                   |

The Nursing Program closely tracks student success on the RN licensure exam, NCLEX-RN. Pass Rates CSUEB First Time Takers 2016-2017 have increased. This has been a focus for the department faculty over the past few years as a change in the NCLEX-RN exam resulted in a nation-wide drop in student success on this important indicator. The faculty implemented multiple changes and an increased First Time Pass Rate resulted this year.

|                | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Number taken   | 109       | 122       | 111       | 127       | 89        | 109       |
| Percent Passed | 91.74%    | 82.79%    | 88.29%    | 84.25%    | 82.95%    | 91.7%     |

Faculty continue to be productive in their scholarly endeavors and are successfully achieving advanced rank, promotion and tenure. Many faculty have received grants to fund their research, have been successful publishing their work and disseminating the scholarship locally, nationally and internationally.

In AY 16-17, 3 Nursing TT faculty were hired, one in geriatrics, filling a specialty need in which we had been recruiting for some time and two faculty were hired in community health, as needed in both the pre-licensure option and the ADN/RN-BSN option. These new faculty have been a tremendous asset to the department and are contributing in full. The Nursing Program continues to have high numbers of part time faculty; well under the required 50% FT faculty required by national accreditation and state approval agencies. We will continue to seek tenure track faculty hires to meet this standard.

The recruitment of faculty and clinical instructors again continues to be a challenge. The non-competitive salary scale as compared to hospital employment for nurses continues to be a significant factor in hiring. As available nursing jobs in the acute care sector increase, fewer nurses are available for teaching positions. We have hired many new clinical faculty but continue to have challenges in hiring pediatric, obstetrics, geriatric and medical surgical faculty. We are also challenged to finding sufficient clinical practicum sites and acute care clinical facilities continue to restrict the number of students we can have in a cohort, often 6-8 at this time. This means that we must have a maximum of 8 students per clinical instructor in our clinical practicum course. With conversion to Semesters, clinical placements will need to be reconfigured to fit the new schedules. We have been working with our clinical agencies to negotiate more opportunities. At this time, our clinical partners have been very supportive and working to accommodate our needs. However, further work is needed to confirm our full clinical placement needs for the semester curriculum.

We have worked diligently to expand the diversity of our nursing faculty. This is an important issue in nursing because a lack of minority nurse educators may send a signal to potential students that nursing does not value diversity or offer career ladder opportunities to advance through the profession. Students looking for academic role models to encourage and enrich their learning may be frustrated in their attempts to find mentors and a community of support. We are working to address this need by working to identify minority faculty recruitment strategies and encourage minority leadership development and have a strong faculty mentoring program in the department.

The Nursing Program Diversity Task Force worked diligently in the past two years and has effectively identified strategies for consideration by the nursing faculty. We anticipate further discussion of the report from the Diversity Task Force and have a plan to make changes to the admission process in the next year or two to a more holistic review. This will allow us to assess an applicant's unique experiences alongside traditional measures of academic achievement such as grades and test scores. It was designed to help us consider a broad range of factors reflecting the applicant's academic readiness, contribution to the incoming class, and potential for success both in school and later as a professional. The goal of this review process is to assemble a diverse class of students with the background, qualities, and skills needed for success in the profession of nursing.

**Staff:** The Nursing Program has sufficient staff for the effective administration of the department at this

time. The Department of Nursing and Health Sciences anticipate a department division in Fall 2018. Work is underway to determine the appropriate staff needs for this change.

For the anticipated new graduate program, we anticipate the hire of one new .5 staff in 2017 in support of this new graduate program.

Some challenges have been experienced in the hiring of Instructional Support Staff for our nursing Skills laboratory. The departure of a full-time IST has been replaced with a temporary part-time staff and hiring is in process to fill the full-time IST III.

**Resources:** *(facilities, space, equipment, etc.)*

Facilities and space continue to be a concern. Fulltime tenure track faculty have moved to new office space in the Student Faculty building and the Department offices moved. This has temporarily resolved the faculty office space needs; however, all offices are full at this time with no space for any further hiring. Minimal office space is available for lecturers; more space will be needed within two years. Laboratory space is also limited for the nursing program. The anticipated expansion of the use of simulation in the nursing curriculum, particularly following Semester Conversion will be limited by lack of space. The department is requesting additional space on the Hayward Campus for use as a low or mid fidelity simulation laboratory. We anticipate a need for 3-4 simulation rooms on both campuses to accommodate current standards of nursing education.

In AY 2016-2017, we received a Song Brown RN Workforce Development grant of \$120,000 for support of our Nursing Program for a two-year period. We could potentially seek further funding for development of our simulation laboratories; however, without dedicated space we are limited in the development of our laboratory facilities.

**Assessment:** 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.

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.

**Other:** *(e.g., major program modifications)*

Major program modifications are evident in the approved curriculum for semester conversion. No other major modifications have occurred.

## II. SUMMARY OF ASSESSMENT (suggested length of 1-2 pages)

### A. Program Learning Outcomes (PLO)

List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: "PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6)."

| Students graduating with a B.S. in Nursing will be able to: |                  |   |
|---|------------------|---|
| PLO 1   | ILO 1 & 6        | Synthesize knowledge from the natural, behavioral sciences, and the humanities with current nursing knowledge and theory to deliver nursing care. |
| PLO 2   | ILO 1,2,3,4, & 6 | Provide safe, compassionate nursing care to diverse populations.  |
| PLO 3   | ILO 1,2,3,4, & 6 | Use critical thinking and communication skills to collaborate with clients and other health care professionals.                                   |
| PLO 4   | ILO 3,4, &5      | Demonstrate responsibility and accountability for design, delivery, and evaluation of client care.  |
| PLO 5   | ILO 2,3,4, & 5   | Demonstrate professional behaviors in interactions with individuals, families, colleagues, and the community.                                     |

### B. Program Learning Outcome(S) Assessed

List the PLO(s) assessed. Provide a brief background on your program's history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.)

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. This program is accredited by the Commission on Collegiate Nursing Education and Board of Registered Nursing. We review our program annually and quarterly depending on the PLOs. In addition, we assess the program through student evaluations (student exit survey) every other year and the level program evaluations every year.

We assessed the PLO 3 in 2013-2014, PLO 2 in 2014-2015, and PLO 1 in 2015-2016. We assessed the PLO 5 (see below table) in 2017. Assessment of professional behaviors of the students regarding interactions with individuals, families, colleagues, and the community is taken into consideration throughout the nursing curriculum. The PLO 5 is the quarterly review by faculty.

|       |             |  |
|-------|-------------|--|
| PLO 5 | ILO 2,3,4,5 | <b>Demonstrate professional behaviors in interactions with individuals, families, colleagues, and the community.</b> |
|-------|-------------|--|

### C. Summary of Assessment Process

*Summarize your assessment process briefly using the following sub-headings.*

***PLO 5: Demonstrate professional behaviors in interactions with individuals, families, colleagues, and the community***

**Instrument(s):** *(include if new or old instrument, how developed, description of content)*

Preceptorship clinical evaluations and the community health course evaluation were used. . These instruments have been used for years and have improved with the feedback of students and faculty as well as hospital and community needs.

The Preceptorship and community health program is an intensive clinical experience that integrates nursing knowledge gained in all previous coursework. It assists students in making the transition from the classroom setting to the professional work world. The clinical evaluation is graded on a credit/no credit basis. The following are the eight different criteria evaluated in order to review the students' performances:

*professionalism, patient-centered care, safety, teamwork and collaboration, evidence-based practice, quality improvement, informatics, and clinical judgment.*

**Sampling Procedure:** Level 3 students who enrolled in the preceptorship course and community health courses (Level 3 courses NURS 4302 and NURS 4208) from the Hayward and Concord campus from Summer 2016 to Winter 2017.

**Sample Characteristics:** Level 3 nursing students in the Concord and Hayward Campuses **from 2016 to 2017**. Of the 103 students who completed the program, 69% were female, 14% were Hispanic, 27% were CSUEB native students, and 32% were white. Age ranges were from 19 to 50.

**Data Collection:** *(include when, who, and how collected)* We have completed gathering data regarding the level 3 nursing students of our program. The data was collected in Summer 2016 (Concord-21 students), Fall 2016 (Both Campuses-Concord 26 students; Hayward 25 students), and Winter 2017 (Hayward and a few Concord 31 students). Faculty who taught these courses during this time collected the data. Adrienne Carlson collected data from the preceptorship courses (NURS 4302). Sahar Nouredini collected data from the community courses (NURS 4208).

For the NURS 4302 preceptorship faculty liaison has meetings with the preceptor and the students at the beginning, midterm and end of the term to review the following:

Specific criteria aimed at the outcome of the PLO5 included:

The preceptorship course was reviewed and analyzed regarding two outcomes in the clinical evaluation form: professionalism and teamwork and collaboration. These two outcomes were evaluated by these criteria:

1) Professionalism:

- a. Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice)

- b. Maintain a positive attitude and interact with inter-professional team members and faculty in a positive, professional manner;
- 2) Teamwork and collaboration:
- a. Collaborates with staff and interdisciplinary team members to plan for continuum of care
  - b. Engage patient and family in a partnered relationship by providing relevant information, resources, access, and support

For the NURS 4208 Community Health practicum course reviewed and analyzed professionalism, safety and teamwork and collaboration. The following outcomes are main outcomes for three criteria:

- 1) *Professionalism:*
  - a. Comply with HIPAA Guidelines, the ANA Code of Ethics/Standards of Practice, and policies and procedures of the CSUEB Nursing Program and clinical agencies
- 2) *Safety:*
  - a. Communicate to the healthcare team observations/concerns related to hazards/errors to the patient, families, and/or the health care providers
- 3) *Teamwork and Collaboration*
  - a. Demonstrate effective verbal and written communication skills with patients and family
  - b. Work with the health care team in advocacy role with the patient and/or family in the patient care setting
  - c. Collaborate with intra-and interdisciplinary health team members to provide health services to individuals, families, groups and community

**Data Analysis:** These courses are clinical courses, and overall course performance graded on a credit/noncredit basis, based on competency level. Three levels of grading were used to evaluate each of the clinical criteria: satisfactory (S), unsatisfactory (U), or Improvement needed (IN). In addition, the course faculty reviewed the faculty narrative comments on strengths and areas to improvements for each student.

#### D. Summary of Assessment Results

*Summarize your assessment results briefly using the following sub-headings.*

**Main Findings:** A total of 103 students who enrolled the preceptorship and community health courses from Summer 2016 to Winter 2017 in Concord and Hayward cohort were evaluated. The breakdown by campus and cohort shows that there is a 100% satisfactory passing rate on all of the criteria for both courses.

**Recommendations for Program Improvement:** (*changes in course content, course sequence, student advising*)

The main reason for the 100% passing rate on the criteria of professionalism, safety, team work and collaboration is they are an integral part of the nursing curriculum at CSUEB. Theoretical concepts are presented and are emphasized from the very first quarter of students entering the nursing program with competencies reinforced in every clinical setting. Preceptorship and Community health are the last clinical courses that students complete in the program, and, as a result, students are expected to enter the clinical course with a strong foundation in professionalism, safety, teamwork and collaboration. If a clinical instructor deems that a student is struggling in meeting these competencies, he/ she will develop a learning plan with the student

during their midterm evaluation. By doing so, the clinical instructor ensures that the student meets or exceeds all learning competencies by the end of the rotation.

Faculty have taken full advantage of semester conversion opportunity to revise the program, courses and sequencing of material based on input from program evaluation data, accreditation data and student course evaluation.

**Next Step(s) for Closing the Loop:** *(recommendations to address findings, how & when)*

**Other Reflections:**

We plan to do program evaluation at the end of the first 3 years of the semester curriculum

The AY 15-16 End of Year Report was submitted with incomplete data in the evaluation of PLO 1. The final NCLEX result for the year was 82.95%. This was higher than the previous AY but still unacceptable. The intervention plan was continued in AY 16-17 with a significant improvement in NCLEX result (see table found in the Self Study, Students section of this report). A more detailed analysis

#### E. **Assessment Plans for Next Year**

*Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.*

2017-2018

We will collect data and analyze for the PLO 3 (Use critical thinking and communication skills to collaborate with clients and other health care professionals) with an evidence-based paper (NURS 2030) and Capstone preceptorship Ethics paper (NURS 4301) in the Winter and Spring Quarter 2018.

### III. **DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**

*Each program should provide a one-page discussion of the program data available through CAPR. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure-track hires. Resource requests must be supported by reference to CAPR data only. Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.*

#### A. **Discussion of Trends & Reflections**

**Notable Trends:**

*Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).*

Current healthcare reform calls for new approaches to delivering care to chronically ill individuals and a greater focus on health promotion and disease prevention, which will require nurses to know research, care coordination, outcomes management, risk assessment, and quality improvement. These concepts are core to professional nursing practice. In addition, quality, safety, and diversity of needs are critical to appropriate care, and new methods of care require competence in these areas. Nurses prepared in baccalaureate programs now must be prepared to use a systems approach in addressing outcomes related to disparities that preclude quality care. Our program and semester conversion is addressing these new health care system changes.

The nursing faculty recognize a strong connection between a culturally diverse nursing workforce and the ability to provide quality, culturally competent patient care. Though we have made strides in recruiting and graduating nurses that mirror the patient population, we recognize more must be done before adequate representation is realized. We continue to attract students from underrepresented groups in nursing – specifically men and with slight increases in students who are Hispanic or African American. Further recruitment of underrepresented groups continues to be a high priority for the nursing department and we are seeking out ways to support students to be successful in the program such as special NCLEX preparation initiatives and holistic admission criteria initiatives.

### **Reflections on Trends and Program Statistics:**

*Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.*

Statistics are relatively stable for our program from both student and faculty perspectives. Students enter the program as Juniors and for the most part graduate eight quarters later. Due to the length of the program students do not graduate in four years. Education for the profession of nursing requires learning opportunities, including direct clinical experiences, that must be sufficient in breadth and depth to ensure the baccalaureate graduate attains these practice-focused outcomes and integrates the delineated knowledge and skills into the graduate's professional nursing practice.

Clinical learning is focused on developing and refining the knowledge and skills necessary to manage care as part of an inter-professional team. Simulation experiences augment clinical learning and are complementary to direct care opportunities essential to assuming the role of the professional baccalaureate nurse. A clinical immersion experience described in the preceptorship course provides opportunities for building clinical reasoning, management, and evaluation skills.

The headcount of the Nursing program remains relatively stable as the program is both impacted and highly regulated by the Board of Registered Nursing. A better indicator of the need for additional tenure track faculty is the low tenure track density in the program. Increasing the tenure-track density will enable the program to continue its progress in reducing the achievement gap as well as open the possibility of adding additional sections of service courses improving the SFR for the program and reducing overall program costs.

## B. **Request for Resources** (*suggested length of 1 page*)

### 1. Request for Tenure-Track Hires:

The Nursing Program is requesting the hire of two new tenure track faculty. We are requesting one new tenure track faculty with expertise in one of the following specialty areas: Pediatrics, Maternity, or Medical Surgical nursing, and one new tenure track faculty with expertise in Administration and Leadership for responsibilities in both pre-licensure program and the Graduate program. Experience in simulation education is preferred.

The requested positions are needed to: 1) meet immediate faculty teaching needs/gaps within the nursing program curriculum in pediatrics or maternity or medical surgical nursing, 2) meet external accreditation requirements of sufficient qualified faculty in specialty areas, 3) increase the ratio of fulltime faculty to part time faculty as required by external accreditation, 4) meet expanding needs for faculty with expertise in teaching through simulation in the semester curriculum, and 5) address need for increased faculty numbers and expertise anticipated with the implementation of a Master's in Nursing Program in Fall 2018.

The hiring of an additional tenure track faculty with specialization in Pediatrics or Maternity or Medical Surgical and an additional tenure track faculty with expertise in Administration/Leadership nursing is important to meeting the needs of the Nursing Program curriculum and accreditation requirements for both graduate and undergraduate programs. The requested specialties are essential, required components of all nursing programs. The nursing program is required to meet standards for approval by two external accreditation bodies, the California State Board of Nursing (BRN) and the Commission on Collegiate Nursing Education (CCNE), which provides national accreditation. The nursing program is required to maintain sufficient full time qualified faculty with expertise in all theory and clinical areas. The requested position will fill this need in the department for pediatric, maternity or medical surgical expertise. All faculty must have BRN approval and we have consistently had challenges in hiring and keeping part time clinical faculty in these areas, with hiring up to three different clinical faculty per year in each area at times to fill the clinical instruction need. The nursing accreditation requires that 50% of instruction be provided by fulltime faculty. At this present time, the Nursing Program is not meeting the requirement. One tenured faculty member Michelle Tellez has resigned from the department this past year and has not been replaced. Additionally, hiring of additional tenure track faculty with experience in simulation and expertise in Pediatrics, Maternity, or Medical Surgical nursing will address program needs of the expanded simulation in the curriculum.

A tenure track faculty hire in any of the proposed specialty areas will strengthen the curriculum, enhance the implementation of simulation in clinical teaching and will contribute to the overall work of the department. The scholarly work of the anticipated hire is will contribute to the clinical and evidenced based research and scholarship of the Nursing Program. The Nursing Program has been also completed work in the area of Diversity in Nursing and would like to see contribution to this work through this faculty hire. The hire will not be made without significant scholarly work.

Finally, the Nursing Program is in the final approval process for a Master's in Nursing Program with anticipated start date of Fall 2018 through University Extension. We anticipate some current tenure track faculty will teach across the program in the pre-licensure program and the graduate program, which will impact the faculty needs of the Nursing Program. Within the current faculty of the Nursing Program, expertise in Leadership and Administration of Nursing is not sufficient to meet the needs of the graduate program and we need to hire additional faculty.

2. Request for Other Resources:

Office space will be needed for the new hire. No additional laboratory space for a new hire is needed. Faculty start-up funds for personal computer, research support and technology will be needed as with typical of all new faculty.