ANNUAL PROGRAM REPORT

College	College of Science
Department	Nursing
Program	BSN in Nursing, pre-licensure and post licensure programs
Reporting for Academic Year	AY 17-18
Last 5-Year Review	AY 17-18 May
Next 5-Year Review	AY 22-23
Department Chair	Lynn Van Hofwegen
Date Submitted	October 15, 2018

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

   Please see the CAPR Nursing 5.3.18 five-year report.

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

   Please see the CAPR Nursing 5.3.18 five-year report.

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

   A. **Discussion of Trends & Reflections**
       Notable Trends:

   See attached Data Dashboards for enrollment of the Nursing Pre-licensure concentration and the Post-licensure concentration.

   Statistics are relatively stable for the pre-licensure concentration of the Nursing Program. The admissions headcount of the pre-licensure concentration of the Nursing Program has remained stable at 126 students per year. The pre-licensure concentration of the nursing program has impacted status, and admission numbers are highly regulated by the Board of Registered Nursing. The post licensure concentration has seats for 120 students each year and admitted 91 students in 2017. Total Nursing Program headcount, pre-licensure and post-licensure concentrations together, varies somewhat due to retention and the enrollment in the more variable post licensure program.

The Nursing Program continues to have high demand from both students with in the university and the transfer student population. For the past five years, the number of applicants has exceed the number of student seats available by 85%. In 2017, 913 students applied to the pre-licensure program and 126 were accepted which is an acceptance rate of 14%. The number of students at the university, declaring an interest in nursing in the university has continued to range from 600- 900 over the last 3-5 years.

The university enrollment data, prior to 2017 has not differentiated between the pre-licensure and post-licensure concentrations for the Nursing major BS in Nursing degree. The attached enrollment dashboard indicates a drop in nursing enrollment and headcount. This data is misleading as AY 2017 data is for the pre-licensure program only and previous years have included both the pre-licensure and post licensure concentrations. Intake has remained consistent for the pre-licensure nursing major at 126 per year selected from approximately 900 applicants each year. This has increased to 128 per year in the semester system with two intakes, 64 admitted in Fall and 64 admitted in Spring. The 2017 major enrollment of 361 total is correct for the pre-licensure concentration and has not changed from previous years. The Fall 2016 enrollment of 455 and 2015 enrollment of 464 include the students enrolled in the post-licensure program. The post licensure program has experienced some fluctuation due in part to the changing job market with post licensure students finding employment subsequently not continuing in the program and competition from online private post licensure programs.

The graduation rate for the pre-licensure program remained stable at 104-110 of the 126 enrolled or 82-87%. This does not include students who graduate late due to course repeats or personal reasons for a temporary stop out.

Reflections on Trends and Program Statistics:

The student enrollment and graduation data for the nursing program indicate that the pre-licensure program has stable enrollment and successful graduation. The post licensure program enrollment shows more variation and has decreased by approximately 10% students in the past two years.

Admission and enrollment statistics for the nursing major have remained relatively stable for our program. Students enter the program as juniors and for the most part have graduated 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. The major course component of the nursing program consisted of eight quarters in the quarter system and in semesters is now five semesters.

The five semesters are needed as meeting professional competencies is complex. 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. This is highly technical learning requiring high faculty supervision which is mandated by the California BRN.

The stable enrollment and solid graduation rate do not clearly reflect the urgent faculty needs of the Nursing Department. A better indicator of the need for additional tenure track faculty is the low tenure track density in the program. The Nursing Department has 53 total faculty, of which 41 are lecturers, 10 are tenure track faculty with teaching responsibility and 2 are tenured faculty with administrative responsibilities. Increasing the number of tenure track faculty is essential to meet accreditation requirements and appropriately staff course requiring expertise. 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 two new tenure track faculty with expertise in one of the following specialty areas: Pediatrics, Maternity, or Medical Surgical nursing. Experience in simulation education is preferred.

The need for the hire of new tenure track faculty in nursing is urgent. The Nursing Department has been highly challenged to find part time faculty to meet instructional needs in AY 17-18. The total number of tenure track positions, given hires and separations, in the Nursing Program has not changed since 2006 while the program has since doubled in student numbers. The Nursing Program has recently added the graduate program, increasing the need for faculty.

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 for the Master's Degree program, and anticipated with the implementation of the Leadership and Administration concentration in the Master's in Nursing Program in Fall 2019.

The hiring of an additional tenure track faculty with specialization in Pediatrics or Maternity or Medical Surgical nursing 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
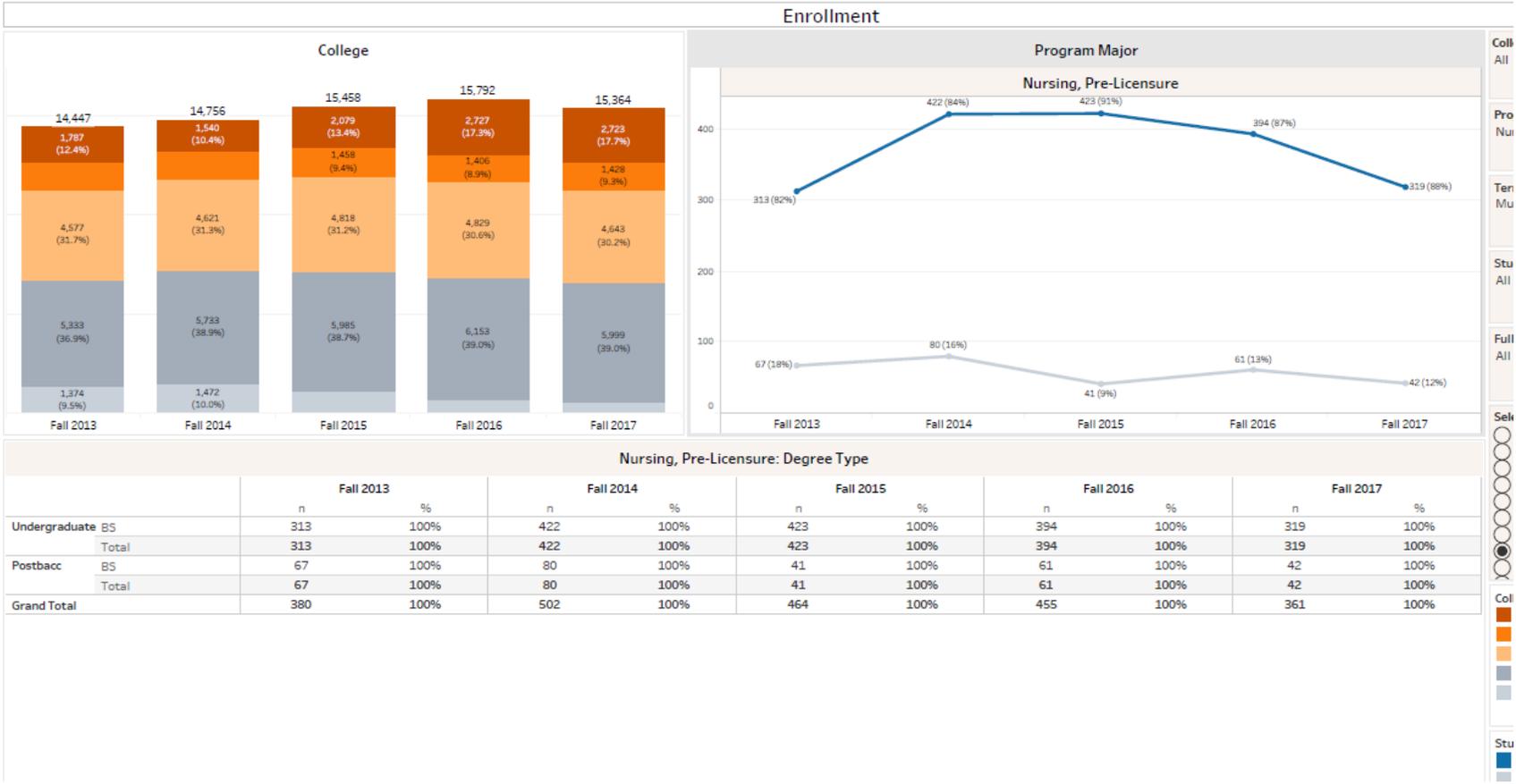
Education (CCNE), which provides national accreditation. The nursing program is required to maintain sufficient full time qualified faculty with expertise in all theory and clinical areas. The requested position will fill this need in the department for pediatric, maternity or medical surgical expertise. 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 fulltime faculty provide 50% of instruction. At this present time, the Nursing Program is not meeting the requirement. In AY 2017, 35% of instruction was done by fulltime faculty, with 65% by part time lecturers. Additionally one tenured faculty member who resigned from the department two years ago and has not been replaced. Faculty retirements are anticipated in the next 1-3 years. 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 anticipated to contribute to the clinical and evidenced based research and scholarship of the Nursing Program. The Nursing Program has been also been working 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 has a newly implemented Master's in Nursing Program with a second concentration to begin in 2019 through University Extension. We anticipate 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

Enrollment

College

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total	14,447	14,756	15,458	15,792	15,364
(dark)	1,787 (12.4%)	1,540 (10.4%)	2,079 (13.4%)	2,727 (17.3%)	2,723 (17.7%)
(orange)			1,458 (9.4%)	1,406 (8.9%)	1,428 (9.3%)
(light orange)	4,577 (31.7%)	4,621 (31.3%)	4,818 (31.2%)	4,829 (30.6%)	4,643 (30.2%)
(gray)	5,333 (36.9%)	5,733 (38.9%)	5,985 (38.7%)	6,153 (39.0%)	5,999 (39.0%)
(light gray)	1,374 (9.5%)	1,472 (10.0%)			

Program Major

Nursing, Pre-Licensure

Line chart data:
- Blue line: 313 (82%), 422 (84%), 423 (91%), 394 (87%), 319 (88%)
- Gray line: 67 (18%), 80 (16%), 41 (9%), 61 (13%), 42 (12%)

Nursing, Pre-Licensure: Degree Type

		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
		n	%	n	%	n	%	n	%	n	%
Undergraduate	BS	313	100%	422	100%	423	100%	394	100%	319	100%
	Total	313	100%	422	100%	423	100%	394	100%	319	100%
Postbacc	BS	67	100%	80	100%	41	100%	61	100%	42	100%
	Total	67	100%	80	100%	41	100%	61	100%	42	100%
Grand Total		380	100%	502	100%	464	100%	455	100%	361	100%

Draft 05-04-2017

Degrees Awarded

Program Major: AY 2016-2017
(Select a Program Major below to view 5 years trend in the right chart)

	Bachelor's	Master's	Ed.D	Total
Nursing, Pre-Licensure	104	0	0	104
Total	104	0	0	104

5 Year Trend: Nursing, Pre-Licensure
(This chart changes based on College or Program Major selection)

College: AY 2016-2017
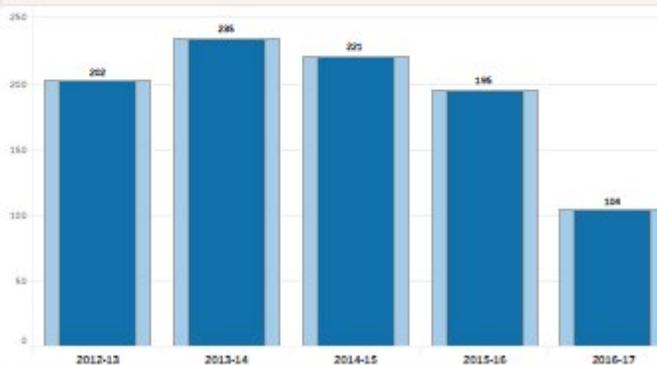
College
- ◉ CSCI

Program Major
Nursing, Pre-Licensure
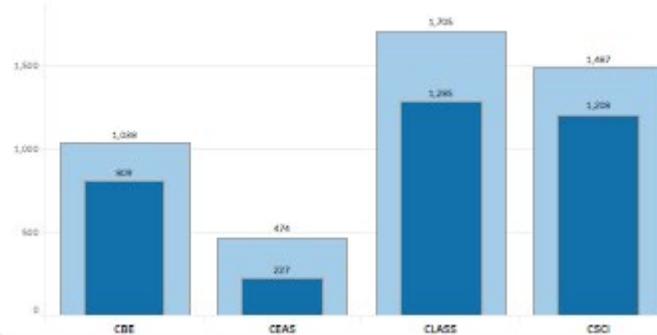
- ■ Bachelor's
- ■ Total

Note

AY (Academic Year): A 12-month period beginning with the fall term and ending with a trailing summer. The AY 2016-2017 includes Fall 2016, Winter 2017, Spring 2017, and Summer 2017.

For graduate programs, the "Total" number of degrees awarded shown only reflect graduate degrees awarded.

Enrollment

College

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total	14,447	14,756	15,458	15,792	15,364
CBE	1,787 (12.4%)	1,540 (10.4%)	2,079 (13.4%)	2,727 (17.3%)	2,723 (17.7%)
CEAS			1,458 (9.4%)	1,406 (8.9%)	1,428 (9.3%)
CLASS	4,577 (31.7%)	4,621 (31.3%)	4,818 (31.2%)	4,829 (30.6%)	4,643 (30.2%)
CSCI	5,333 (36.9%)	5,733 (38.9%)	5,985 (38.7%)	6,153 (39.0%)	5,999 (39.0%)
UNIV	1,374 (9.5%)	1,472 (10.0%)			

Program Major

Nursing (RN-to-Nursing Degree)

Fall 2017: 92 (88%), 13 (12%)

Nursing (RN-to-Nursing Degree): Race/Ethnicity

		Fall 2017 n	Fall 2017 %
Undergraduate	Asian	37	40%
	Black/African American	15	16%
	Hispanic/Latino	16	17%
	International	1	1%
	Multiple races	1	1%
	Unknown	6	7%
	White	16	17%
	Total	92	100%
Postbacc	Asian	5	38%
	Hawaiian/PI	1	8%
	Hispanic/Latino	3	23%
	International	1	8%
	Multiple races	3	23%
	Total	13	100%
Grand Total		105	100%

College: All

Program Major: Nursing (RN-to-Nursing De...

Term & Year: Multiple values

Student Level: All

Full-/Part Time: All

Select a Group
- ○ Sex
- ● Race/Ethnicity
- ○ URM
- ○ Pell Eligibility
- ○ First Generation
- ○ Class Level
- ○ Admit Type
- ○ Degree Type
- ○ Concentration

College
- CBE
- CEAS
- CLASS
- CSCI
- UNIV

Student Level
- Undergraduate
- Postbacc

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APR Coursework Data: Summary: Fall Term as of Census
FTES, FTEF (instruction), and SFR of all state-side coursework

		Term & Year								
		Fall 2015			Fall 2016			Fall 2017		
College	Department	Ftes	Ftef	SFR	Ftes	Ftef	SFR	Ftes	Ftef	SFR
CSCI	NURS	896.1	36.7	24.4	992.3	42.0	23.6	1,038.3	44.0	23.6
	Total	896.1	36.7	24.4	992.3	42.0	23.6	1,038.3	44.0	23.6
Grand Total		896.1	36.7	24.4	992.3	42.0	23.6	1,038.3	44.0	23.6

Make a selection in the table above to filter charts further

Instructor Category
- Tenured, Tenure-track
- Non-tenured, Non-TT
- Other

FTES Over Time

FTEF Over Time

SFR Over Time

Proportion of FTEF by Instructor Category Over Time

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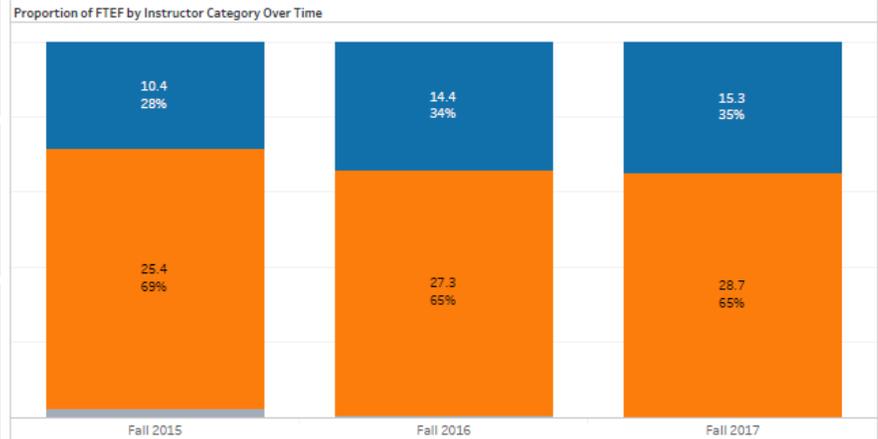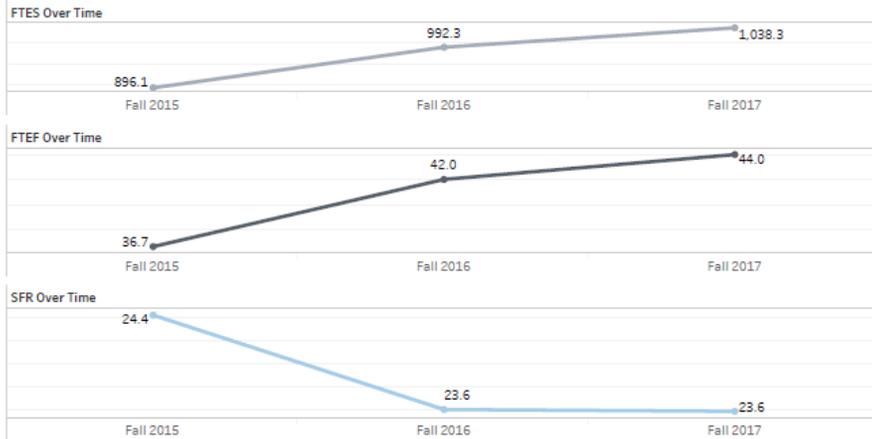
Faculty Diversity

Cal State East Bay Faculty Race/Ethnicity

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
American Indian/Asian	13%	13%	15%	15%	15%
African American/Black	7%	7%	6%	7%	7%
Hispanic/Latino	6%	6%	7%	7%	7%
Unknown	9%	9%	9%	10%	10%
White	63%	62%	60%	58%	58%
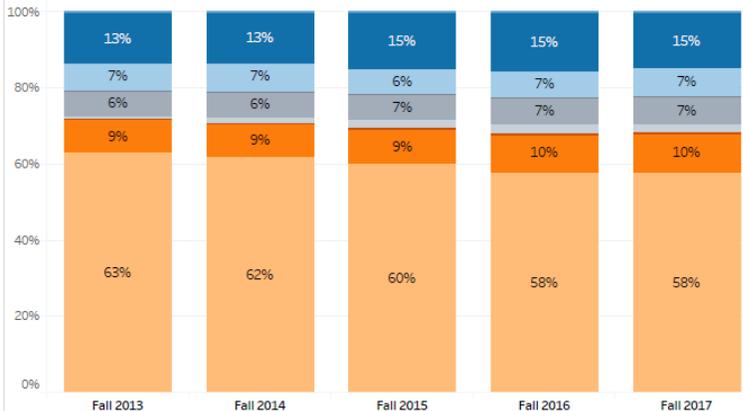
Faculty Race/Ethnicity: Nursing

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Asian	18%	20%	24%	29%	25%
African American/Black		8%			
Hispanic/Latino		8%	6%	6%	6%
Unknown	14%	8%		8%	8%
White	64%	57%	65%	54%	58%
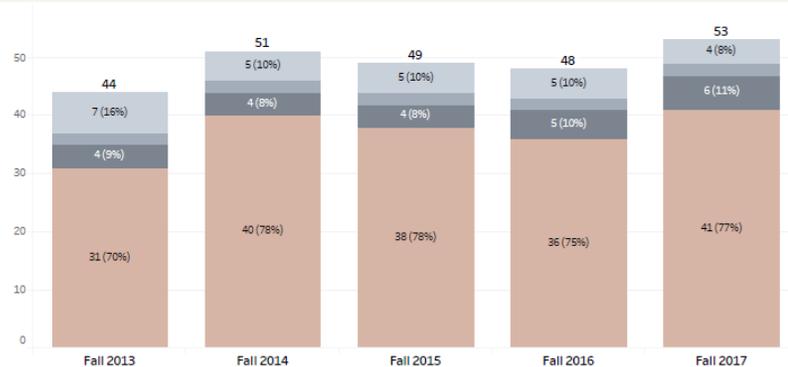
Department
Nursing

Term & Year
Multiple values

IPEDS Race/Ethnicity
- American Indian
- Asian
- African American/Black
- Hawaiian/PI
- Hispanic/Latino
- International
- Multiple races
- Unknown
- White

Faculty Sex: Nursing

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total	44	51	49	48	53
Female	43 (98%)	48 (94%)	48 (98%)	45 (94%)	50 (94%)
Male		3 (6%)		3 (6%)	3 (6%)

Faculty Rank: Nursing

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total	44	51	49	48	53
Full Professor		5 (10%)	5 (10%)	5 (10%)	4 (8%)
Associate Professor	7 (16%)				
Assistant Professor	4 (9%)	4 (8%)	4 (8%)	5 (10%)	6 (11%)
Lecturer	31 (70%)	40 (78%)	38 (78%)	36 (75%)	41 (77%)

Faculty Sex
- Female
- Male

Faculty Rank
- Full Professor
- Associate Professor
- Assistant Professor
- Lecturer

Select a specific race/ethnicity subgroup in the faculty race/ethnicity chart for additional information.

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