

**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

College	Science
Department	Nursing and Health Sciences
Program Unit	Nursing
Reporting for Academic Year	13 – 14
Department Chair	Paulina Van
Assistant Director	Lindsay McCrea
Date Submitted	April 1, 2014

1. Self-Study A & B

Goal		Part 1: A & B Brief Self Study Progress Revisions Initiatives
Beginning Date	End Date	
Continue to deliver the pre-licensure nursing program and expand the RN-BSN, ADN-BSN program.		<p>Note: This annual report reflects the goals from 2012 CAPR review for this year through Fall 2013.</p> <ol style="list-style-type: none"> The BSN program continues to be delivered on the Concord and Hayward campuses. Admission occurs in the fall with two cohorts of 63 students. Our nursing program exceeds national averages in regards to gender. Enrollment of male students averages 20% annually for the past five years; national average is 11%. Representation across ethnic groups is fairly stable in our program. In 2013 enrollment of Asian/PI and Hispanic students exceeded the national average 37% (8.8% nationally) and 11% (7% nationally) respectively. While stable, the enrollment of Black/African American students is less than the national average 4.5% (10.3% nationally). We are exploring recruitment and retention strategies for this group of students. The ADN–BSN track in our RN-Advanced Placement Option has sustained the most change in that student numbers have doubled, with 140 students admitted in fall 2013. This enrollment is up from 92 in 2011 and 73 in 2010. 49 RN students graduated in 2011 with the pre-licensure students with 46 graduates in 2013.
Fall 2012	Fall 2017	

		AY	RN-BSN Admissions	ADN-BSN Admissions	# Enrolled Fall	Total RN Graduates
		2013-2014	94	77	140	Will graduate in 2014
		2012-2013	77	40	96	46
		2011-2012	99	45	92	57
		2010-2011	47	46	73	49
Increase faculty by at least 2 tenure track positions in the next 2 years and more in the following years.		<ol style="list-style-type: none"> 1. Dr. Pamela Parlocha began FERP in fall 2009 and will complete her FERP in spring 2014. 2. We have been successful in recruiting two tenure track faculty; one with a medical surgical nursing specialty in AY 2011-2012 and one with a psychiatric nursing specialty in AY 2012-2013. The Provost has approved the appointment of a new TT faculty medical surgical specialty for AY 2014-2015. The candidate's acceptance of the offer is pending as of the writing of this report. 3. We face continued demands to fill faculty position in sections of medical surgical nursing and Gerontological so will continue to pursue approval and search for additional tenure track candidates for hire in AY 2015-2016. 				
Fall 2012	Fall 2017					
Recruit and hire replacement for chair		<ol style="list-style-type: none"> 1. Dr. Carolyn Fong, former Chair began FERP in 2012. We conducted an extensive search for her replacement and as a result Dr. Paulina Van was appointed as chair of the department in Fall 2012. 				
Fall 2012	Fall 2017					
Develop and implement graduate program in nursing.		<ol style="list-style-type: none"> 1. While it is still our desire to develop and implement a graduate program in nursing , the fiscal challenges that have faced the CSU in the last number of years have been a significant barrier to the achievement of this goal. The only option for us would be to pursue implementation of a program of study thru University Extension. We continue to work on this initiative. 2. Several faculty have served as project chair's or committee members for DNP students enrolled in the Northern 				
Fall 2012	Fall 2017					

		<p>California DNP Consortium Program offered by CSU Fresno/SJSU.</p> <p>3. One faculty member has answered the call from The Robert Wood Johnson Foundation New Careers In Nursing Doctoral Advancement to serve as a mentor to potential applicants.</p>
Incorporate technology and Health IT in Nursing program through faculty training, course offerings, and incorporation into graduate education.		<p>1. We have continued to expand our inclusion and use of informatics in the program. Core curriculum is being developed for use throughout the program. Introductory content has been disseminated to Level 1 nursing students.</p> <p>2. We are in the discussion phase of considering on line course with modules that students will be required to complete during the first two years of their program.</p> <p>3. Technology has been utilized to enhance our curriculum delivery for some years now. We continue to expand the use of simulation in our program. We have added pediatric manikins and scenarios in the Level 2 curriculum. We have added sim chart (electronic health record and charting) to the skills and simulation labs.</p>
Fall 2012	Fall 2017	
Achieve designation as a School of Nursing.		<p>1. During the past year a proposal was drafted to seek School status for the Department of Nursing and Health Science. Though the Dean is in support of this initiative, we have agreed to defer submission until the Senate develops a process of approval for designating “Schools” with multiple programs within a single Department structure.</p>
Fall 2012	Fall 2017	
Develop and implement a short term international learning experience for nursing students.		<p>1. Faculty have facilitated the dissemination of information and support about International learning experiences. Each year several students participate in Medical Missions in the summer. Recent learning/service opportunities have taken students to Panama, Ecuador, and Haiti, for one to two week periods of time.</p> <p>2. Our plan is to continue to develop opportunities for our students.</p>
Fall 2012	Fall 2017	

C. Program Changes and Needs

In addition to the exponential growth of the RN Advanced Placement Option, the Department expanded from three to four programs during the 2014 Winter quarter. Specifically the following programs and majors make up the Department of Nursing & Health Sciences:

Program/Option	Number of Majors ~
Pre-Nursing [added 2014 winter quarter]	600
Nursing Prelicensure	400
RN Advanced Placement Option [ADN-BSN & RN-BSN]	200
Health Sciences [4 options: Administration, Pre-Clinical, Community Health, Environmental Health & Safety]	1400
TOTALS = 4 Programs	2600 majors ~

In light of the growing student enrollment and programs in the Department we will continue work on this initiative and other strategies aimed at both appropriate management of resources and positive student outcomes. A conservative administrative reorganization is being negotiated with Dean Leung.

The non-competitive or low compensation structure has continued to be a significant barrier to recruiting and retaining qualified RN faculty and RN staff. We have hired about 30 RN faculty since August 2012. At least two and sometimes up to 4 candidates were interviewed for a position in order to secure an acceptance. In addition, RN staff positions in the teaching labs [e.g., Skills Lab] has been even a greater challenge and with much less success. The compensation for those RN staff positions is 40 or 50% of the level that can be garnered in a service setting. We have a revolving door of appointments. Even with exhaustive recruitment efforts, we have two RN staff vacancies and a clinical rotation vacancy one week before the beginning of spring 2014. Tenure Track faculty have been granted overload in response to the increased enrollments and unsuccessful recruitment. This year one highly qualified TT nursing candidate declined further consideration due to the level of compensation available.

A curriculum revision is essential as indicated in national and professional calls for action (2010 IOM report, AACN) and the declining NCLEX pass rates among the CSUEB nursing graduates. The average NCLEX pass rates for three quarters ending December 2013 is below the standards for the program's state licensing and national accreditation agencies. Focused efforts were initiated during the AY13-14 –a curriculum task force and a NCLEX task force to begin exploration of the issues and resources and development of a planned approach for each of these areas. A PEIL grant was submitted to support faculty release time and resources to address the NCLEX issue. At the time of writing of this report a decision regarding approval is pending. Dean Leung has vowed his support of the project if the grant is not approved.

Part 2: Summary of Assessment Results

Our primary mission is to matriculate BSN prepared nurse generalists. Assessment of student progression and achievement of learning outcomes is in place throughout the nursing curriculum. Assessment approaches include, direct observation in clinical settings, assignments, tests, performance evaluations in skills lab settings and standardized examinations (e.g., NCLEX pass rates, ATI comprehensive exam). We are utilizing the comprehensive test data along with recommendations from the IOM to restructure our curriculum and to enhance learning outcomes of our students. To improve the assessment of SLOs for the Nursing Program, we have are in the process of gathering artifacts from Level 1 and Level 3 in the form of rubrics from capstone projects from each of these levels.

The Nursing Program is in the process of completing an interim report to (Standard IV of the Self-Study submitted to Commission of Collegiate Nursing Education (CCNE) due in May 2014 in which the topic of evaluation and assessment of program outcomes will be addressed. CCNE evaluates programs on passing rates for the nursing licensure exam, evidence of student satisfaction, evidence of employer satisfaction with graduates, and attrition/graduation rates.

We use information provided by the BRN to assess our graduates' pass rates on the licensure exam. While we have been consistently above 88%, our program bench mark, in 2013 the NCLEX was revised with a subsequent drop in pass rate. In 2013, we had an 80.64% NCLEX-RN pass rate: this result reflects the results of all graduates who have taken the NCLEX-RN for the first time. This information is posted by the BRN on its website at <http://www.rn.ca.gov/schools/passrates.shtml> The NCLEX pass rates for the last three quarters (4/13-12/13) reflect a pass rate for first time takers of 74.6%. This rate is below the both the state licensing and national accreditation standards. The good news is: 1) since fall 2013 we have begun an action plan to address the declining rates and 2) this pass rate only represents 50% of CSUEB graduates. The remaining 50% of our graduates will take the exam before the end of the regulatory end the current academic year (6/30/14).

Students are satisfied with the BSN program. Recent alumni feedback has led the department to develop training programs for clinical instructors, the majority of whom are part time in their work with the program. The fall 2013 Alumni survey had a 36% response rate reporting 70% employed. To enhance our student satisfaction evaluation, we have implemented the use of electronic exit surveys for the graduating and current students. We have used the services of EBI (Educational Benchmarking, Inc.) to conduct an online survey of all students at the completion of the program every two years. The next evaluation via this method will be in December 2014, January 2015,

and June 2015. On the interim year, we complete an in house evaluation of graduating and current students. While we have yet to collect all the data for the current AY, 75% of the reporting students from the Concord report an overall satisfaction with the nursing program. The attrition rate for the pre-licensure graduating class of June 2013 was 8%. This is less than the BRN requirement of $\leq 25\%$ and also less than our program benchmark of $\leq 20\%$.

3. Statistical Data

	Fall Quarter				
Headcount Enrollment	2009	2010	2011	2012	2013
<i>Nursing</i>					
1. Undergraduate	401	416	358	422	313
2. Postbaccalaureate	66	71	61	80	67
3. Graduate	0	0	0	0	0
4. Total Number of Majors	467	487	419	502	380
	College Years				
Degrees Awarded	08-09	09-10	10-11	11-12	12-13
<i>Nursing</i>					
1. Undergraduate	117	154	165	186	192
2. Graduate	0	0	0	0	0
3. Total Number of Majors	117	154	165	186	192
	Fall Quarter				
	2009	2010	2011	2012	2013
<i>C. Faculty: Nursing</i>					
Tenured/Track Headcount*					
1. Full-Time	12	9	9	8	8
2. Part-Time	2	3	3	2	3
3a. Total Tenure Track	14	12	12	10	11
3b. % Tenure Track	28%	21%	17.64%	16.95%	20.37%
Lecturer Headcount*					
4. Full-Time	4	4	5	4	4
5. Part-Time	32	41	51	45	39
6a. Total Non-Tenure Track	36	45	56	49	43
6b. % Non-Tenure Track	72%	79%	82.36%	83.05%	79.63%
7. Grand Total All Faculty	50	57	68	59	54
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	10.73	9.82	8.99	7.88	7.29
9. Lecturer FTEF	11.81	14.65	14.29	15.46	15.39
10. Total Instructional FTEF	22.53	24.46	23.28	23.35	22.68
<i>D. Student Faculty Ratios</i>					
Nursing					
1. Tenured/Track	24.5	19.2	35.1	23.1	21.5
2. Lecturer	16.5	20.0	15.2	16.3	20.3

3. SFR By Level (All Faculty)	20.3	19.7	22.9	18.6	20.7
4. Lower Division	21.9	26.7	26.5	28.7	27.1
5. Upper Division	19.5	17.3	21.3	14.9	17.8
6. Graduate	0.0	0.0	0.0	0.0	0.0
<i>E. Section Size</i>					
1. Number of Sections Offered	110.0	113.0	107.0	107.0	93.0
2. SCU taught	6862.0	7228.0	7996.0	6524.0	7025.0
3. Average Section Size	24.2	26.1	32.1	21.0	26.5

*=Figures are ACTUAL headcount of Nursing faculty; Pioneer Stats only report Department stats