



College	CoS
Department	Nursing and Health Science
Program Unit	Nursing
Reporting for Academic Year	2014-2015
Department Chair	Lynn Van Hofwegen
Date Submitted	6/5/2015

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

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

Five Year Planning Goals:

Goal 1:

Continue to deliver the pre-licensure nursing program and expand the RN-BSN, ADN-BSN program.
Start Date: Fall 2012, End Date: Fall 2017

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 2012, End Date: Fall 2017

Goal 3:

Recruit and hire replacement for chair
Start Date: Fall (2012) Renewed 2014, End Date: Completed Spring 2015

Goal 4:

Develop and implement graduate program in nursing.
Start Date: Fall 2012, End Date: Fall 2019

Goal 5:

Incorporate technology and Health IT in Nursing program through faculty training, course offerings, and incorporation into graduate education.
Start Date: Fall 2012, End Date: Fall 2017

Goal 6:

Achieve designation as a School of Nursing.
Start Date: Fall 2012, End Date: Fall 2017

Goal 7:

Develop and implement a short term international learning experience for nursing students.
Start Date: Fall 2012, End Date: Fall 2017

B. Five-year Review Planning Goals Progress

Note: This annual report reflects the goals from 2012 CAPR review for this year through Spring 2015.

Goal 1: Program Delivery

1. The BSN program continues to be delivered on the Concord and Hayward campuses. Admission occurs in the fall with two cohorts of 63 students.
2. Our nursing program exceeds national averages in regards to gender. Enrollment of male students is 24% for 2014 and has averaged 20% annually for the past five years; national average is 11%. Representation across ethnic groups is fairly stable in our program. In 2014 enrollment of Asian/PI and Hispanic students exceeded

the national average 34% (8.8% nationally) and 11% (7% nationally) respectively. While stable, the enrollment of Black/African American students is less than the national average 6% (10.3% nationally). We are exploring recruitment and retention strategies for this group of students. A Nursing Program Diversity Task Force has been initiated. Strategies identified include mentoring, peer advising, and outreach strategies. The Nursing Program will host the Bay Area Black Nurses Association annual conference next year.

3. The ADN/RN–BSN track in our Advanced Placement Option has sustained the most change in that student numbers have increase with peak enrollment in Fall 2013 of 140 students admitted. This enrollment is up from 73 in 2010, 92 in 2011 and 96 in 2012. Graduation rates report 49 RN students graduated in 2011, 71 graduates in 2013 and 112 in 2014. In AY14-15, enrollment was limited to 120 due to availability of clinical sites. Demand for the program continues high with more than 300 applicants each year.

AY	RN-BSN Admissions	ADN-BSN Admissions	# Enrolled Fall	Total RN Graduates
2014-2015	60	60	120	In progress
2013-2014	94	77	140	112
2012-2013	77	40	96	71
2011-2012	99	45	92	57
2010-2011	47	46	73	49

Goal 2: Faculty recruitment

1. Faculty in FERP- Dr. Pamela Parlocha completed her FERP in Spring 2014. Dr. Carolyn Fong began FERP in 2013 and will continue through 2016.
2. We successfully recruited two tenure track faculty: Dr. Monika Eckfield in AY 13-14 in psychiatric nursing specialty, Dr. Daniel Doolan in AY 14-15 in medical surgical nursing. Dr. Maria Cho joined the faculty in AY 2012-13.
3. We were unsuccessful in our search for AY 15-16 but are beginning a search for two tenure track faculty for 2016-2017, one in medical geriatric nursing and one in community health.

Goal 3: Department Chair search

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 and served through Summer 2014.
2. In AY 2014-2015 an internal search was conducted to replace Dr. Paulina Van and Dr. Lynn Van Hofwegen was appointed as Chair in Spring 2015.

Goal 4: Development of Graduate program

1. A Graduate Program proposal has been submitted and is in university review with anticipated implementation in Fall 2018. The proposed program is for a Master's Degree in Nursing with options in Nursing Education and Nursing Management and leadership.
2. Several faculty have served as project chair's or committee members for DNP students enrolled in the Northern California DNP Consortium Program offered by CSU Fresno/SJSU.

Goal 5: Incorporation of IT

1. We have continued to expand our inclusion and use of informatics in the program with the goal of core curriculum throughout the program. Introductory content has been disseminated to Level 1 nursing students.
2. Technology has been utilized to enhance our curriculum delivery for some years now. We continue to expand the use of simulation in our program. Electronic records are used by students in all Simulation and Laboratory classes. Electronic records are used in most clinical practicum sites. We have added pediatric manikins and scenarios in the Level 2 curriculum. We continue to seek state of the art equipment and strategies in both the laboratory and class room settings.

Goal 6: School of Nursing Designation

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.

Goal 7: Global Opportunities

1. A Global Health course was developed this year and incorporated as one of the Nursing Issues Course offerings.
2. 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. An interdisciplinary volunteer opportunity is available for nursing and health science students in Panama in summer 2015.

3. Our plan is to continue to develop opportunities for our students.

4. Two faculty are participants in the Fulbright Specialist Roster

C. Program Changes and Needs

The Nursing Program has continued to experience high demand with enrollment in the pre-licensure program impacted. 939 applicants were received for Fall 2014 and 124 students were admitted to the pre-licensure nursing program. Similarly for the ADN/RS-BSN, over 320 student applicants were received and 120 were admitted. With national recommendations 80% of nurses to have a BSN, the need for ADN/RN-BSN seats is increasing. The nursing program is seeking strategies for controlled growth in this area through maintaining and expanding our collaborative with our community partners.

The recruitment of faculty and clinical instructors continues to be a challenge. The non-competitive salary scale as compared to hospital employment continues to be a significant factor in hiring. We have hired many new clinical faculty but continue to have challenges in hiring pediatric, psychiatric, and community health faculty. Finding sufficient clinical practicum sites also continues to be challenging. Facilities and space continue to be a concern. The department anticipates a move to new offices when building is completed. This will temporarily resolve the faculty office space needs but with further hiring, more space will be needed within two years. Laboratory space is also limited for the nursing program. Expansion of the use of simulation in the nursing curriculum is currently 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.

Curriculum revision is in progress along with semester conversion. The faculty have made substantial progress with the development of a new mission statement, SLOs, Core Values and Curricular framework. This revision is essential to maintain the currency of nursing education in a changing health care environment.

Accreditation review from the Commission of Collegiate Nursing Education (CCNE) and the Continuing Approval review from the Board of Registered Nurses (BRN) are anticipated in the coming year. The comprehensive self-study process has been initiated for both reviews.

Enrollment of the Nursing Program for AY 14-15 is 557 students in all options of nursing. Department Growth in Pre-Nursing and Health Sciences continues to be challenging in the department with over 1400 Health Science students and 700 Pre-nursing students. Development of leadership in the Health Science Program has continued and the establishment of the COS advising center has eased some of the advising needs but further work is need. Recruitment of TT faculty continues to strengthen the Health Science Program.

2. SUMMARY OF ASSESSMENT

2014-2015 CSCI EETF Assessment Year End Report, June, 2015

Program Name(s)	EETF Faculty Rep	Department Chair
Nursing	Lindsay McCrea	Lynn Van Hofwegen

A. Program Student Learning Outcomes

Students graduating with a B.S. in nursing from Cal State East Bay will

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 nursing care to diverse client populations.
3. Use critical thinking and communication skills to collaborate with clients and other health care professionals.
4. Demonstrate responsibility and accountability for design, delivery, and evaluation of client care.
5. Demonstrate professional behaviors in interactions with clients, families, colleagues, and the public.

B. Program Student Learning Outcome(s) Assessed

While we continue to assess all SLOs for our program this year we have focused on

SLO2 Provide safe, compassionate nursing care to diverse populations.

SLO3 Use critical thinking and communication skills to collaborate with clients and other health care professionals.

SLO4 Demonstrate responsibility and accountability for design, delivery, and evaluation of client care.

C. Summary of Assessment Process

Our primary mission is to educate nurse generalists prepared with a Bachelor of Science degree. Assessment of student progression and achievement of learning outcomes is in place throughout the nursing curriculum. Assessment approaches include direct observation and evaluation in clinical settings, assignments, tests, performance evaluations in skills lab settings and standardized examinations (e.g., NCLEX- RN exam, Kaplan predictor exam). We are utilizing the comprehensive test data along with recommendations from the Institute of Medicine (IOM) to restructure our curriculum and to enhance learning outcomes of our students. To improve the assessment of SLOs for the Nursing Program, we are in the process of gathering artifacts from all levels in the form of rubrics used to evaluate papers and capstone projects, as well as clinical outcomes using a new Clinical Performance Evaluation Tool and a revised Nursing Care Plan.

In AY 2014-2015, the Nursing Program received approval for the interim report to the Commission of Collegiate Nursing Education (CCNE) submitted in May 2014 in which evaluation and assessment of program outcomes were addressed in detail. The Nursing Program is in the progress of preparing a comprehensive self-study for the CCNE accreditation renewal. The self-study will be submitted in January 2016 with a site visit in February 2016. CCNE evaluates programs on passing rates for the nursing licensure exam (NCLEX – RN), graduation completion rates, employment rates, and evidence of

student satisfaction with the program. Student Learning Outcomes are also addressed as program outcomes.

NCLEX-RN pass rates are assessed annually through information provided by the California Board of Registered Nurses and trends are carefully tracked by the nursing program. Graduation/attrition rates are tracked by the department for both the pre-licensure cohort and the ADN/RN-BSN cohort. Student satisfaction is assessed through a biannual Student Exit Survey from EBI, an external assessment agency and by a biannual internal survey for all enrolled students. Graduate employment rates are assessed through online surveys distributed annually.

Student learning outcomes and institutional outcomes have been identified and are mapped through the curriculum (see curriculum map). Data is collected for evaluation of the achievement of the SLO and program learning outcomes. In order to evaluate student performance in clinical, the faculty developed a new Clinical Performance Evaluation Tool (CPE) and updated the Nursing Care Plan (NCP). The CPE is a document that specifically evaluates student performance in the following areas: professionalism, patient-centered care, teamwork and collaboration, informatics, evidence based practice, safety, quality improvement and clinical judgment. These content areas are based upon QSEN competencies and AACN BSN competencies. Students are evaluated with a “Satisfactory, Needs Improvement or Unsatisfactory” scores on each of the items within the areas aforementioned.

A rubric was developed to evaluate Level 1 students’ “Hospitalized patient nutrition paper.” Specific criteria for the nutritional paper included: Dietary assessment, identify issues and summarize diet, and integration of theory and individualized recommendations. Breakdown of points possible were 5, 10, 15, and 20.

SLO 3 assessment was continued with the Level 1 and Level 3 students. Rubrics were used to evaluate the Evidence Based Paper and capstone Ethics paper.

D. Summary of Assessment Results

The Nursing Program uses information provided by the California Board of Registered Nurses (BRN) to assess our graduates’ pass rates on the licensure exam (NCLEX-RN) While program pass rates in the last 5 years have consistently been above 88% which is our program bench mark; in 2013 the NCLEX-RN was revised with a subsequent drop in the program pass rate. In 2013, we had an 82.79. This year in 2014, the program pass rate has increased to 88.3 NCLEX-RN pass rate for 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 nursing program remains concerned about the pass rates below 90% but recognizes the trend toward increasing pass rates this year. The Nursing Program continues to take action to address this matter. An NCLEX task force and an action plan remain in place to address the rates. Our graduation/ attrition rates have remained steady at 91.5%, 87.6%, 88.6% and 87.3% for the past 4 years. Employment rates of graduates have increased as the economy has improved. Student satisfaction remains strong.

Evaluation of our SLOs has continued in our clinical evaluations, assignments, tests and laboratory assessments and findings have remained consistent with previous years. This year we implemented the new clinical evaluation tools and nursing care plans. Preliminary evaluation of the effectiveness in measuring SLO2 and SLO4 via these documents has been completed by our Level 1 and 2 Coordinators. SLO #2 provide safe, compassionate nursing care to diverse populations and SLO #4 demonstrate responsibility and accountability for design, delivery, and evaluation of client care revealed that the clinical sites for Level 1 students provide a diverse patient population with socio-economic variation.

This strongly supports opportunities for students to achieve SLO #2 and students are consistently achieving this outcome in Level 1. The evaluation of client care is introduced in Level 1. Design and delivery of patient care is also introduced in Level I. The short hospital stays of most patients create a challenge for our beginning students to be able to implement nursing interventions designed with their nursing care plans (NCP). Modification of the NCP is a possible solution to assist the beginning students in this process. Students could be guided to develop possible Nursing Diagnosis and Interventions for their patients before the first day of two clinical days. Level II and III students demonstrate increasing competency SLO # 4 and Level 3 students have consistently demonstrated mastery. Modification of the Clinical Performance evaluation tool continues with implementation of the revised form anticipated in Level III this year and faculty evaluation of the tool is planned in June 2015 and June 2016.

Finally, SLO #3 was evaluated (critical thinking and communication) in the form of a capstone APA paper focused on Ethical Decision Making and Advocacy in Level 3. Using a new rubric, the Hayward and Concord cohorts (n=107) were evaluated. Specific criteria aimed at this outcome included: Description of the issue and its relevance to the clinical placement and patient population; Discussion of applicable ethical principles and their relevance to the ethical issue; Analysis of the advocacy role of the student and/or Nurse in the identified problem ending with a discussion of the intervention outcomes. Breakdown of points possible were 3, 3, 3, and 3. Student average scores for these specific sections were 2.88, 2.76, 2.34, and 2.48. The student average for the whole paper was 83.9% (range 40-100%). Low scores were outliers and can be attributed to lack of depth in discussion areas and language issues.

Students appear to be able to clearly identify problems and assess contributing factors, however, improvement is indicated in the area of analysis of interventions and outcomes. Currently students are engaged in classroom discussion regarding identification and assessment of ethical issues. However discussion has not always included problem solving regarding implementation possibilities and evaluation of actual outcomes. We plan to incorporate more robust classroom discussion. In addition engagement of active critical thinking activities in the preceding levels of the program may be required. This will require faculty collaboration.

In Level 1, evaluation of SLO #3 communication and critical thinking was revisited in the form of the clinical evidence based practice paper. In the Hayward cohort of 57 students, the average score was 93.05 (range 75-99/100). Students who had lower than the average scores showed strength in the area of identifying find issues or problems in the clinical site, but they were weak in the area of identifying and applying reliable and appropriate guidelines specific to their clinical site and patients. In addition, writing skills were neither scientific nor scholastic, and application of the APA format needs improvement.

3. STATISTICAL DATA

California State University, East Bay

APR Summary Data

Fall 2010 - 2014

Nursing and Health Sciences					
	Fall Quarter				
	2010	2011	2012	2013	2014
A. Students Headcount					
1. Undergraduate	978	1045	1242	1397	1564
2. Postbaccalaureate	77	63	81	68	81
3. Graduate	0	0	0	0	0
4. Total Number of Majors	1055	1108	1323	1465	1645
College Years					
B. Degrees Awarded					
	09-10	10-11	11-12	12-13	13-14
1. Undergraduate	281	303	373	396	489
2. Graduate	0	0	0	0	0
3. Total	281	303	373	396	489
Fall Quarter					
	2010	2011	2012	2013	2014
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	10	11	11	12	13
2. Part-Time	4	2	3	2	1
3a. Total Tenure Track	14	13	14	14	14
3b. % Tenure Track	28.0%	25.5%	24.6%	24.6%	20.6%
Lecturer Headcount					
4. Full-Time	4	4	5	6	6
5. Part-Time	32	34	38	37	48
6a. Total Non-Tenure Track	36	38	43	43	54
6b. % Non-Tenure Track	72.0%	74.5%	75.4%	75.4%	79.4%
7. Grand Total All Faculty	50	51	57	57	68
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	12.8	12.0	11.2	10.8	10.6
9. Lecturer FTEF	17.6	17.7	20.3	20.8	25.9
10. Total Instructional FTEF	30.4	29.7	31.5	31.7	36.5
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	296.8	410.5	300.9	290.4	254.8
11b. % of FTES Taught by Tenure/Track	40.1%	49.3%	37.7%	33.4%	26.8%
12a. FTES Taught by Lecturer	443.1	421.7	496.7	579.6	696.1
12b. % of FTES Taught by Lecturer	59.9%	50.7%	62.3%	66.6%	73.2%
13. Total FTES taught	739.9	832.2	797.5	870.0	950.9
14. Total SCU taught	11099.0	12483.0	11963.0	13050.0	14264.0
D. Student Faculty Ratios					
1. Tenured/Track	23.2	34.3	26.9	26.8	24.0
2. Lecturer	25.3	23.8	24.5	27.8	26.9
3. SFR By Level (All Faculty)	24.4	28.0	25.4	27.5	26.0
4. Lower Division	31.0	32.3	33.6	32.0	31.3
5. Upper Division	21.9	26.4	22.1	25.6	24.1
6. Graduate	.	.	.	.	.
E. Section Size					

1. Number of Sections Offered	134.0	129.0	138.0	123.0	143.0
2. Average Section Size	29.4	36.1	26.9	33.5	29.7
3. Average Section Size for LD	35.5	36.6	36.4	37.5	38.0
4. Average Section Size for UD	27.5	35.9	23.5	31.6	26.9
5. Average Section Size for GD	0.0	0.0	0.0	0.0	0.0
6. LD Section taught by Tenured/Track	12	13	13	11	9
7. UD Section taught by Tenured/Track	36	50	38	30	30
8. GD Section taught by Tenured/Track	0	0	0	0	0
9. LD Section taught by Lecturer	19	19	22	23	25
10. UD Section taught by Lecturer	67	59	65	72	79
11. GD Section taught by Lecturer	0	0	0	0	0

Source and definitions available at:

<http://www.csueastbay.edu/ira/apr/summary/definitions.pdf>

Fall Quarter					
Headcount Enrollment	2010	2011	2012	2013	2014
<i>Nursing</i>					
1. Undergraduate	416	358	422	313	422
2. Postbaccalaureate	71	61	80	67	80
3. Graduate	0	0	0	0	0
4. Total Number of Majors	487	419	502	380	502
<i>Health Sciences</i>					
1. Undergraduate	562	687	820	1084	1142
2. Postbaccalaureate	6	2	1	1	1
3. Graduate	0	0	0	0	0
4. Total Number of Majors	568	689	821	1085	1143

College Years					
Degrees Awarded	09-10	10-11	11-12	12-13	13-14
<i>Nursing</i>					
1. Undergraduate	154	165	186	192	203
2. Graduate	0	0	0	0	0
3. Total Number of Majors	154	165	186	192	203
<i>Health Sciences</i>					
1. Undergraduate	127	138	187	204	286
2. Graduate	0	0	0	0	0
3. Total Number of Majors	127	138	187	204	286

<i>D. Student Faculty Ratios</i>					
Nursing					
1. Tenured/Track	19.2	35.1	23.1	21.5	18.4
2. Lecturer	20.0	15.2	16.3	20.3	16.8
3. SFR By Level (All Faculty)	19.7	22.9	18.6	20.7	17.2
4. Lower Division	26.7	26.5	28.7	27.1	24.9
5. Upper Division	17.3	21.3	14.9	17.8	14.0

6. Graduate	.	.	.	.	.
E. Section Size					
1. Number of Sections Offered	113.0	107.0	107.0	93.0	103.0
2. SCU taught	7228.0	7996.0	6524.0	7025.0	6501.0
3. Average Section Size	26.1	32.1	21.0	26.5	21.6
4. Average Section Size for LD	32.3	33.0	31.5	32.8	32.9
5. Average Section Size for UD	24.3	31.7	17.5	23.3	17.8
6. Average Section Size for GD	0.0	0.0	0.0	0.0	0.0
7. LD Section taught by Tenured/Track	11	12	10	9	8
8. UD Section taught by Tenured/Track	27	43	31	22	21
9. GD Section taught by Tenured/Track	0	0	0	0	0
10. LD Section taught by Lecturer	13	14	16	17	17
11. UD Section taught by Lecturer	62	50	50	58	57
12. GD Section taught by Lecturer	0	0	0	0	0
D. Student Faculty Ratios	Health Science				
1. Tenured/Track	36.0	31.6	36.1	37.9	33.2
2. Lecturer	51.8	60.1	50.5	49.3	52.1
3. SFR By Level (All Faculty)	43.7	46.7	44.7	44.8	45.5
4. Lower Division	45.8	64.5	45.1	46.2	50.8
5. Upper Division	42.8	42.3	44.5	44.3	44.0
6. Graduate	.	.	.	.	.
E. Section Size					
1. Number of Sections Offered	21.0	22.0	31.0	30.0	40.0
2. SCU taught	3871.0	4487.0	5439.0	6025.0	7763.0
3. Average Section Size	47.8	54.7	50.9	52.8	51.2
4. Average Section Size for LD	46.7	52.2	50.4	53.0	52.2
5. Average Section Size for UD	48.4	55.8	51.2	52.7	50.8
6. Average Section Size for GD	0.0	0.0	0.0	0.0	0.0
7. LD Section taught by Tenured/Track	1	1	3	2	1
8. UD Section taught by Tenured/Track	9	7	7	8	9
9. GD Section taught by Tenured/Track	0	0	0	0	0
10. LD Section taught by Lecturer	6	5	6	6	8
11. UD Section taught by Lecturer	5	9	15	14	22
12. GD Section taught by Lecturer	0	0	0	0	0