



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

College	CoS
Department	Nursing and Health Science
Program Unit	Nursing
Reporting for Academic Year	2015-2016
Department Chair	Lynn Van Hofwegen
Date Submitted	6/22/2016

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 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

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

Goal 8: New Goal Spring 2016

Expand Clinical Learning Center Faculties, specifically Simulation space to include 3-4 stations on both Hayward and Concord Campus to meet increased need, and develop outpatient simulation station for use in Community Health and Psychiatric Mental Health simulation.

Start Date: Spring 2016, End Date: TBA

B. Five-year Review Planning Goals Progress

Goal 3: Department Chair search – Completed Spring 2015.

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. 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 will be submitted for program approval in Fall 2016 with recruitment and enrollment anticipated in Fall 2017 and implementation in Fall 2018
2. Some faculty members have continued to serve 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. In this academic year 2015-2016, we have developed an informatics elective course for implementation in the new curriculum in semesters.
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 with the goal to have 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 is planned for Fall 2016 Nursing Faculty Retreat.

Goal 6: School of Nursing Designation

1. In this AY 15-16, no further progress has been made toward achievement of this goal. We plan to continue with this goal, as we plan for the implementation of our graduate program.

Goal 7: Global Opportunities

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.
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 interdisciplinary volunteer opportunity is available for nursing and health science students in Panama in summer 2016, and approximately 8 students plan to participate. Students have participated in similar experiences each year.
3. Our plan is to continue to develop opportunities for our students.
4. Two faculty are participants in the Fulbright Specialist Roster

Goal 8: New Goal Spring 2016 Start Date: Spring 2016, End Date: TBA

Expand Clinical Learning Center Facilities, 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.

1. 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

This year, AY 15-16, the CSUEB Nursing Program successfully completed accreditation review from the Commission of Collegiate Nursing Education (CCNE) and the Continuing Approval review from the Board of Registered Nurses (BRN). The Commission on Collegiate Nursing Education (CCNE) is national accreditation which included an extensive self-study report and site visit on February 22-24, 2016. The site visit team recommended full accreditation (10 years). This is a prestigious accreditation organization and the Nursing Program is pleased to have received the positive review and 10 year accreditation. The California Board of Registered Nurse Continuing Approval review included separate self-study and site visit on March 1-3, 2016. The BRN granted full approval (5 years) which will be

finalized in October in the Program Approval Board meeting. This BRN Continuing Approval is required for all nursing programs in the state of California.

The Nursing Program has continued to experience high demand with enrollment in the pre-licensure program impacted. 972 applicants were received for Fall 2015 and 124 students were admitted to the pre-licensure nursing program. Similarly, for the post licensure ADN/RS-BSN, over 242 student applicants were received and 120 were admitted. With national recommendations for 80% of nurses to have a BSN, the need for ADN/RN-BSN seats continues 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.

The recruitment of faculty and clinical instructors again continues to be a challenge. The non-competitive salary scale as compared to hospital employment 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, 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.

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 office anticipates a move to new offices when the space is completed. 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.

Curriculum revision, with semester conversion is in progress. The faculty have made substantial progress with the submission of the new program request and all new courses to the curriculum committee review process. Last year the Nursing program completed the development of a new mission statement, PLOs, Core Values and Curricular framework. This revision is essential to maintain the currency of nursing education in a changing health care environment. We look forward to implementation of our new curriculum in Fall 2018.

The Nursing Program Diversity Task Force worked diligently in this past year and has effectively identified strategies for consideration by the nursing faculty. We anticipate further discussion of the report from the Diversity Task Force with potential changes to the admission process in the next year or two.

We continue to develop the Master's Degree in Nursing with two concentrations, Nursing Education and Management and Leadership. We anticipate the hire of one faculty AY 2017-2018 to prepare for the implementation of this program. We anticipate full approval of the curriculum in the coming year and publicity and enrollment in the subsequent year. We anticipate the hire of one new .5 staff in 2017 in support of this new graduate program.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

Students graduating with a B.S. in Nursing will be able to:

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

B. Program Student Learning Outcome(s) Assessed

1. Synthesize knowledge from the natural, behavioral sciences, and the humanities with current nursing knowledge and theory to deliver nursing care.

C. Summary of Assessment Process

<i>1. Which SLO(s) to assess</i>	SLO 1 Synthesize knowledge from the natural, behavioral sciences, and the humanities with current nursing knowledge and theory to deliver nursing care.
<i>2. Assessment indicators</i>	NCLEX results
<i>3. Sample (courses/# of students)</i>	Level 3 graduates
<i>4. Time (which quarter(s))</i>	Winter 2016 and Spring 2016
<i>5. Responsible person(s)</i>	Assessment Committee with input from the faculty group at large
<i>6. Ways of reporting (how, to who)</i>	Reports first to the Chair and then to the entire faculty in a meeting.
<i>7. Ways of closing the loop</i>	TBD

D. Summary of Assessment Results

NCLEX Results: Benchmarks: The CSUEB Nursing Program expected student outcomes for first time NCLEX-RN pass rates are evaluated according to the benchmark of 75% as established by the California Board of Registered Nurses (BRN). The CSUEB Nursing Program first-time NCLEX-RN pass rates have exceeded this benchmark for the past five academic years (2010-2015) ranging from 82.79% and to 91.74%. The table below indicates NCLEX-RN pass rates for the last 5 academic years. While pass rates are higher than required by the BRN, CSUEB Nursing Program has an internal benchmark of 85% for first time pass rate. The CSUEB Nursing Program has consistently met this benchmark with the exception of AY 2012-2013 (82.79% pass rate) and in AY 2015-2016 (73.81% pass

rate of 42% of the current cohort. Final results of 58% of the cohort are pending). In 2012-2013 CSUEB faculty were concerned about these lower pass rates and in response, a NCLEX-RN Task Force was established to analyze results and identify strategies to address this matter. A plan of action was developed which included curricular enhancement and revision, implementation of a recognized, leveled testing service, and clinical teaching enhancements. Annual pass rates for AY 2013-2014 increased. An example of the work the NCLEX-RN task force is the comprehensive inclusion of Kaplan online nursing resources and testing for students in all quarters of the program, which was initiated in the Fall of 2014. Additionally, the program invited experts in how students develop enhanced clinical judgment to the 2014 faculty retreat to enhance the knowledge of faculty in the area of optimizing their students' learning. During the 2014-2015 academic year, the faculty held multiple curriculum workdays, which included subsequent work group collaborations. These efforts focused on reducing redundancy within the curriculum and identifying areas within the curriculum that were not covered as robustly. One example of changes made as a result of these workdays is an increased level of quality improvement instruction during the student's 2nd year in the BSN program. Additionally, students identified as being at high risk of failing are receiving increased attention so that they will have the resources needed to be successful. With the recent decline in pass rates, the CSUEB faculty have reconvened the NCLEX Task Force with the goal to identify demographics, utilization of the integrated testing program throughout the curriculum, and strategies focused on improving NCLEX outcomes. The faculty recognize that the work of task force is focused on incomplete data in that all of the graduating cohort have not completed the NCLEX. An implementation plan is being developed to improve graduate outcomes on the NCLEX. This plan will be presented at the faculty retreat in September 2016 with implementation planned throughout AY 16-17.

NCLEX Pass Rates CSUEB First Time Takers 2010-2016						
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number taken	125	109	122	111	127	42*
Percent Passed	88.8%	91.74%	82.79%	88.29%	84.25%	73.81%*

* Only 25% of the 2015-2016 Cohort have completed their NCLEX

3. STATISTICAL DATA (about 1 page)

See Attached

California State University, East Bay

APR Summary Data

Fall 2011 - 2015

Nursing and Health Sciences					
	Fall Quarter				
	2011	2012	2013	2014	2015
A. Students Headcount					
1. Undergraduate	1045	1242	1397	1564	1644
2. Postbaccalaureate	63	81	68	81	43
3. Graduate	0	0	0	0	0
4. Total Number of Majors	1108	1323	1465	1645	1687
College Years					
B. Degrees Awarded					
	10-11	11-12	12-13	13-14	14-15
1. Undergraduate	303	373	396	489	522
2. Graduate	0	0	0	0	0
3. Total	303	373	396	489	522
Fall Quarter					
	2011	2012	2013	2014	2015
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	11	11	12	13	14
2. Part-Time	2	3	2	1	1
3a. Total Tenure Track	13	14	14	14	15
3b. % Tenure Track	25.5%	24.6%	24.6%	20.6%	22.1%
Lecturer Headcount					
4. Full-Time	4	5	6	6	8
5. Part-Time	34	38	37	48	45
6a. Total Non-Tenure Track	38	43	43	54	53
6b. % Non-Tenure Track	74.5%	75.4%	75.4%	79.4%	77.9%
7. Grand Total All Faculty	51	57	57	68	68
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	12.0	11.2	10.8	10.6	10.5
9. Lecturer FTEF	17.7	20.3	20.8	25.9	29.3
10. Total Instructional FTEF	29.7	31.5	31.7	36.5	39.9
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	410.5	300.9	290.4	254.8	227.6
11b. % of FTES Taught by Tenure/Track	49.3%	37.7%	33.4%	26.8%	25.5%
12a. FTES Taught by Lecturer	421.7	496.7	579.6	696.1	665.7
12b. % of FTES Taught by Lecturer	50.7%	62.3%	66.6%	73.2%	74.5%
13. Total FTES taught	832.2	797.5	870.0	950.9	893.3
14. Total SCU taught	12483.0	11963.0	13050.0	14264.0	13399.0
D. Student Faculty Ratios					
1. Tenured/Track	34.3	26.9	26.8	24.0	21.6
2. Lecturer	23.8	24.5	27.8	26.9	22.7
3. SFR By Level (All Faculty)	28.0	25.4	27.5	26.0	22.4
4. Lower Division	32.3	33.6	32.0	31.3	31.0
5. Upper Division	26.4	22.1	25.6	24.1	19.2
6. Graduate	.	.	.	.	.
E. Section Size					

1. Number of Sections Offered	129.0	138.0	123.0	143.0	174.0
2. Average Section Size	36.1	26.9	33.5	29.7	23.2
3. Average Section Size for LD	36.6	36.4	37.5	38.0	30.9
4. Average Section Size for UD	35.9	23.5	31.6	26.9	20.0
5. Average Section Size for GD	0.0	0.0	0.0	0.0	0.0
6. LD Section taught by Tenured/Track	13	13	11	9	11
7. UD Section taught by Tenured/Track	50	38	30	30	29
8. GD Section taught by Tenured/Track	0	0	0	0	0
9. LD Section taught by Lecturer	19	22	23	25	31
10. UD Section taught by Lecturer	59	65	72	79	78
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>

Headcount Enrollment	Fall Quarter				
	2011	2012	2013	2014	2015
<i>Nursing</i>					
1. Undergraduate	358	422	313	422	423
2. Postbaccalaureate	61	80	67	80	41
3. Graduate	0	0	0	0	0
4. Total Number of Majors	419	502	380	502	464
<i>Health Sciences</i>					
1. Undergraduate	687	820	1084	1142	1221
2. Postbaccalaureate	2	1	1	1	2
3. Graduate	0	0	0	0	0
4. Total Number of Majors	689	821	1085	1143	1223

Degrees Awarded	College Years				
	10-11	11-12	12-13	13-14	14-15
<i>Nursing</i>					
1. Undergraduate	165	186	192	203	245
2. Graduate	0	0	0	0	0
3. Total Number of Majors	165	186	192	203	245
<i>Health Sciences</i>					
1. Undergraduate	138	187	204	286	277
2. Graduate	0	0	0	0	0
3. Total Number of Majors	138	187	204	286	277

<i>D. Student Faculty Ratios</i>	Nursing				
1. Tenured/Track	35.1	23.1	21.5	18.4	20.3
2. Lecturer	15.2	16.3	20.3	16.8	13.8
3. SFR By Level (All Faculty)	22.9	18.6	20.7	17.2	15.3
4. Lower Division	26.5	28.7	27.1	24.9	27.0

5. Upper Division	21.3	14.9	17.8	14.0	11.3
6. Graduate	.	.	.	.	.
E. Section Size					
1. Number of Sections Offered	107.0	107.0	93.0	103.0	109.0
2. SCU taught	7996.0	6524.0	7025.0	6501.0	6144.0
3. Average Section Size	32.1	21.0	26.5	21.6	19.0
4. Average Section Size for LD	33.0	31.5	32.8	32.9	29.3
5. Average Section Size for UD	31.7	17.5	23.3	17.8	15.5
6. Average Section Size for GD	0.0	0.0	0.0	0.0	0.0
7. LD Section taught by Tenured/Track	12	10	9	8	10
8. UD Section taught by Tenured/Track	43	31	22	21	18
9. GD Section taught by Tenured/Track	0	0	0	0	0
10. LD Section taught by Lecturer	14	16	17	17	16
11. UD Section taught by Lecturer	50	50	58	57	60
12. GD Section taught by Lecturer	0	0	0	0	0
D. Student Faculty Ratios	Health Science				
1. Tenured/Track	31.6	36.1	37.9	33.2	23.5
2. Lecturer	60.1	50.5	49.3	52.1	43.7
3. SFR By Level (All Faculty)	46.7	44.7	44.8	45.5	37.0
4. Lower Division	64.5	45.1	46.2	50.8	37.6
5. Upper Division	42.3	44.5	44.3	44.0	36.7
6. Graduate	.	.	.	.	.
E. Section Size					
1. Number of Sections Offered	22.0	31.0	30.0	40.0	65.0
2. SCU taught	4487.0	5439.0	6025.0	7763.0	7255.0
3. Average Section Size	54.7	50.9	52.8	51.2	33.1
4. Average Section Size for LD	52.2	50.4	53.0	52.2	33.4
5. Average Section Size for UD	55.8	51.2	52.7	50.8	33.0
6. Average Section Size for GD	0.0	0.0	0.0	0.0	0.0
7. LD Section taught by Tenured/Track	1	3	2	1	1
8. UD Section taught by Tenured/Track	7	7	8	9	11
9. GD Section taught by Tenured/Track	0	0	0	0	0
10. LD Section taught by Lecturer	5	6	6	8	15
11. UD Section taught by Lecturer	9	15	14	22	18
12. GD Section taught by Lecturer	0	0	0	0	0