

California State University, East Bay

DESIGNATION CODE: 2005-06 CAPR 4 revised

DATE SUBMITTED: January 18, 2006

TO: The Academic Senate
FROM: The Committee on Academic Planning and Resources
SUBJECT: Five-Year Program Review for the Nursing Program
PURPOSE: For Approval by the Academic Senate

ACTION

REQUESTED: Acceptance of the Five Year Program Review of the Nursing Program and continuation of the Degree Program without modification.

BACKGROUND

SUMMARY: The department offers a Bachelors of Science in the Nursing major. The degree program is designed to prepare a nurse generalist by providing a solid foundation of theoretical and practical training of the field of nursing. The Nursing Program consists of eight regular faculty members, one of whom is FERPing, three full-time lecturers that are part of a total of 15 lecturers that teach in the department, and two administrative support personnel. In Fall Quarter 2004, the quarter with the most recent statistics, the department has 219 majors. The department offered forty two sections in Fall Quarter 2005. In Fall Quarter 2005, they also increased enrollment from 65 to 85 students to attempt to accommodate the surging interest in the nursing field without substantially increasing their faculty numbers. They have two tenure track searches currently underway for 2006-2007.

The Nursing Program has consistently scored over 87-90% pass rate for the National Council Licensure Examination (NCLEX-RN) for the past five years. Students are surveyed as undergraduates for course evaluations, clinical facilities, and resources. Alumni are surveyed 9 months after graduation and the job placement rate averages 90%.

In its self study the department described itself as in the middle of an eight year review cycle of the California Board of Registered Nursing. The department is concerned about the aging of its senior faculty at the same time as the explosion in interest in the program to meet the growing demand for nurses as the baby boomer generation begins to retire and health care needs of society continue to expand. The department would like to expand its offerings to accommodate the growing demand for the program including offering more slots and expanding the major at the Concord Campus. This expansion cannot occur without additional permanent faculty. The department has an excellent data base of assessment data at the program level for current students and for students nine months after they graduate.

CAPR RECOMMENDATION FOR CONTINUATION OF THE PROGRAM

CAPR recommends the continuation of the Nursing Program without modification. Date of the Program's next Academic Review: 2009-2010

Additional Background Information:

Overview description of the program: The Bachelor of Science degree major program is intended to give students a solid foundation and understanding the field of nursing. The program is designed to prepare a nurse generalist. Graduates of the program are prepared to work as professional nurses and/or pursue graduate education in nursing. The curriculum consists of theoretical, clinical and non-clinical courses ranging from Biology, Chemistry, Nutrition, group communication, human growth and development, and other necessary skills. Nursing courses have concurrent laboratories on campus and in local hospitals and community settings.

With relatively small classes and teaching as a major emphasis of faculty members, the nursing major involves a considerable amount of individualized instruction.

Overview of the documents submitted to CAPR: As required, the report to CAPR included a self study; plan for the degree programs; program assessment plan; outside review and a departmental response. There is also a discussion and outcomes of tenure track searches, enrollment and graduation data.

Five-Year Program Review/Self-Study (AY2004-2005)

- Summary of specific areas of the Self-Study
 - Total program evaluation: The nursing program received a full eight years of accreditation by the National League for Nursing Accrediting Commission (NLNAC) in October 2003.
 - Student performance: The benchmark for the National Council Licensure Examination (NCLEX-RN success is 85 percent for first timers and every year since 1999 the students in this program have met this benchmark. Also, according to the Board of Registered Nursing (BRN), all class cohorts since 1998 have met this benchmark exam pass rate as well as the Board of Registered Nurses (BRN) pass rate of 70 percent.
 - Students are polled after graduation about employment and the employment rate is typically 90% and above. Students and alumni are surveyed as to their satisfaction with the curriculum, support services, and preparation for nursing practice. Students generally rate the program highly in these categories.
 - Attrition over the past six years has declined from a high of 34 percent of the graduating class of 2001 to less than 25 percent for graduating class of 2003 and later. This is due to two changes in the program: an elective support course was added along with a preadmission RN exam to toughen admission standards.
 - There were four tenure track searches conducted for 2000-2004. There were 3 successful searches, and in Fall 2005, they also hired an outside candidate for department chair.
 - The program had six full-time tenure track faculty and an additional faculty member on the FERP plan in Spring 2005. According to their report to CAPR in Spring 2005, they stated, “assuming that our three probationary faculty gain tenure and promotions within the next five years and that we fill the two positions for which we are recruiting, we will have three to four tenured faculty and one to two probationary faculty.”
 - As of Fall Quarter 2005, they currently have 8 Tenure Track faculty members. There are 3 Assistant, 1 Associate, and 4 Professors. There is one FERPer and 1 on .66 time. There are 15 lecturers of whom 3 are full time.
 - This number of tenure track faculty is insufficient to maintain the program at its previous enrollment of 65 new students each year (This number has increased to 85 students for Fall Quarter 2005). Over the past five years they had had five to seven full time tenure track faculty. This number is not enough given the explosion in interest in the nursing profession. For the Fall 2005 cohort, they processed 600 applications for

- the program. The interest in the program places a major burden on their advising capacity as they must not only advise existing majors but potential students as well.
- An examination of their program data in Fall 2004 indicates that the student faculty ratios (SFR) 9.1 for Tenure Track and 15.0 for lecturers. The average SFR is 12.7 for all faculty. The number of Sections offered was 54 in 2000, and peaked at 61 in 2003, and 57 in 2004. The average section size was 14 in 2000 and 15 in 2004.
 - In addition, the salaries of nursing faculty cannot compete with those offered in service, so academia has a difficult time competing for the relatively few nurses with advanced academic degrees.
 - Program administration and faculty qualifications: It is discussed that the terminal degree was lowered to the Masters because of difficulties in recruitment. Faculty are approved by the BRN to teach their assigned areas and meet University requirements for faculty positions.
 - Resources: Fiscal resources have held steady for the past few years but they are uncertain as to future resource allocations given the current state budget crisis. The program received external funding in 2002 to underwrite the cost of two extra clinical groups of 10 students. In terms of staffing, they have sufficient personnel. Their physical space is adequate. They have enough equipment and computer lab. Their Skills Labor was remodeled a few years ago and space for additional hospital equipment was added. Clinical laboratory placements are highly competitive and they have tried to accommodate additional students in them.
 - The department has an Administrative Support Coordinator and a Nursing Admissions Coordinator and there is an administrative support assistant.
 - The philosophy and program objectives were revised in 2004 to be consistent with current views of the profession. The curriculum was also revised and approved by Bureau of Registered Nursing for adoption in Fall 2004.
 - Student participation in the nursing program appears to be strong. They elect representative who attend curriculum and faculty meetings. Students also select a faculty liaison that attends student organization meetings and acts as their advocate on student issues with faculty. There is also an active state nursing students' association.
- Summary of supporting data
 - Supporting data includes program evaluation based on Board of Registered Nursing and the National League for Nursing Accrediting Commission. Data is reported from an alumni survey, and a student satisfaction survey. There is a student course evaluation reported. There are course syllabi, a curriculum plan, a clinical evaluation tool, and evaluation of clinical facilities.

Outside Reviewer's Comments & the Department's Response

- Kay Weinkam of the California Board of Registered Nursing (BRN) visited on October 19, 20, 21, 2004 and submitted a eight-page detailed report. The outside reviewer observations including the following points: There was one area of non-compliance in the area of the sufficiency of resources. This includes the inadequacy of skills lab supplies and equipment, currency of library holdings, and student dissatisfaction with skills videotapes. The outsider reviewer also made two recommendations: the need for standardized language in all written materials related to the LVN 45 unit option, and ensure the course's clinical objectives are available to the staff of the students' assigned units.
- The department responded to the outside reviewer's comments by stating:
 - The department received approval to charge a skills lab fee for students beginning Fall 2005. Students were consulted on the proposal and supported it.

- Nursing will explore the use of commercially available CD Rom products that can be purchased by students and played on their personal computers.
- In terms of library holdings, the Department is working with the librarian assigned to the department to rebuild the library's collection of resources.
- With regard to the two recommendations, all clinical faculty have placed course clinical objectives on course materials, and they corrected all copy regarding the LVN option to indicate that an RN license obtained in this manner may not be recognized by states other than California.

Program's Five-Year Strategic Plan (2004-2009)

- Curriculum and changes in effect Fall 2005:
 - In 2004, the faculty revised the philosophy and program objectives to be more consistent with contemporary beliefs of the profession and current expectations of graduate nurses. These changes went into effect in Fall, 2004. The goal is to improve the congruence of program outcomes with the American Association of College of Nursing definition of professional nursing. The additions to the philosophy made explicit the faculty's commitment to caring as an essential element of nursing that requires respect for clients and belief in their fundamental dignity. Nurses will perform their role in the context of a strong ethical belief system consistent with the American Nurses Association (AN) code of Ethics. The Department needs to determine assessment and evaluation of these changes in the curriculum and program as a whole.
 - The nursing students must complete 186 or 180 units to earn the bachelor's degree, depending on the Option. This is comparable to other CSU Nursing Programs (For example, SJSU has the equivalent of 195 quarter units, and Sac. State has the equivalent of 198 quarter units). At present the department is able to double count some courses in the major for general education requirement. The department needs to monitor this issue in case there is a change in requirements for general education in the future which would require additional units in the major.
 - In 2003, the Nursing Program appealed to CAPR to discontinue the two graduate programs that had been developed in 1997-1998: Nursing Option of the Masters in Health Care administration and the Master of Science for Gerontological Nurse Practitioners. Interest in both programs was low and there were insufficient faculty to manage the programs.
 - Two remaining programs (one for pre-licensure students, the other for RNs seeking a baccalaureate degree) were converted to options.
 - In Spring 2004, they began a process of implementing a new curriculum approved by the BRN. There are no resource implications for this curriculum. Based on the needs in the field, there is a pressing need for newly licensed Registered Nurses that would favor increasing the existing pre-licensure program and or initiating an accelerated BSN program. Changes to the program's curriculum needs to be explored further and designed with the needs of the growth of the program in mind.
 - Over the next four years the faculty anticipates the need to spend upwards of \$20,000 to bring laboratory equipment up to standard in terms of currency and adequacy of materials. If the University community decides to admit more nursing majors, the number of equipment purchases is projected to increase steeply.

- Students and changing trends:
 - The number of undergraduate students went from 165 in 2000 to 219 in 2003 and 225 in 2004, and 219 in 2005 (preliminary numbers). The number of Graduate majors went from 25 in 2000 to 49 in 2004. The FTES generated was 130 in 2000 and 149.1 in 2004. The student faculty ratio was 11.1 for all faculty in 2000 and 14.3 in 2003 and 12.7 in

2004. Average section size is 14 in 2000 for undergraduate and graduate majors and 15 in 2004.

- There were a total of 58 graduates in 1999-2000, this rose steadily to 73 in 2003-2004. With the 8 quarters of courses needed to graduate (this does not include students attending summer courses as there is no program during the summer) most students graduate at the end of Winter Quarter.
- Faculty and changing trends:
 - The department as of Fall 06 has 8 fulltime faculty, 1 on FERP plan. They hired a department chair who began Fall Quarter 2006. The department argued they need at least nine fulltime tenure track faculty to operate effectively at their current level. A bigger question is as the university seeks to expand the program to graduate more nurses, then more tenure track nursing faculty will be needed to advise students, cover clinical lab courses, and teach additional courses, keep abreast of current state regulations, professional standards, educational theory and practice, and find clinical sites in a competitive market are the duties of tenure track faculty. Increasing the number of lecturers cannot expand this program.

CAPR Analysis of the Program's Five-Year Review

- Program changes and challenges
 - We praise the revamping of the curriculum and the attempts to serve the demand for the nursing profession with limited resources, clinical lab space, and limited tenure track staffing.
 - The program modification to address the attrition problem among students is important to note. The program's high pass rate on license exams and the high employment rate and employer satisfaction are strong indicators the program is producing strong candidates for nurses a critical need in our state.
 - CAPR also appreciates the strides that the Department of Nursing has made toward assessment of its degree program. Student involvement in the program curriculum and solving resource problems seems strong. Faculty and student cooperation should continue in the future. Evidence of course evaluations for Theory and Clinical courses which are presented in the aggregate in Table 9, page 28, should also be presented by specific course number to identify if there is a range of evaluations for various courses. The evaluation tool should also be included in the self-study.
- Resource challenges and needs
 - We support an increase in funding and tenure track faculty appointments as appropriate for the Nursing program to effectively service the growing demand for nursing including the expansion of the program to the **Concord** Campus to open up more slots for students seeking entry into this field.
 - We support the continued use of 186 and 180 units for completion of the BS requirement, depending on the option, including the use of double counting of general education requirements where appropriate so that students can graduate with a well-rounded education and an efficient use of units to enable continued rapid entrance into the nursing profession as quickly and efficiently as possible.