

<b>Goal</b>		<b>Part 1: A Brief Self Study</b>
<b>Beginning Date</b>	<b>End Date</b>	
<p><b>Progress Revisions Initiatives</b></p>		
<p>Curriculum changes to improve quality of nursing education and decrease attrition rates for students who graduate from Nursing major.</p>		
Fall 2005	Fall 2010	<ol style="list-style-type: none"> <li>1. The BRN approved our expansion of pre-licensure option at Concord campus in fall 2006.</li> <li>2. The first class of a new curriculum at Concord campus graduated successfully in spring 2008. The second Concord cohort of 40 students graduated in December 2008 with the first time NCLEX-RN pass rate of 100%; and the third cohort of 54 students graduated successfully in December 2009.</li> <li>3. Success in Nursing (N2002) course is available to support students who require additional instruction during fall and winter quarter. This ongoing elective course has been helpful for our students decreasing attrition rates.</li> <li>4. Our accelerated RN-BSN program option enrolls 66 RN students in fall 2009: This enrollment is a record high. Of these students, over 40 RN students are expected to graduate in spring 2010 with the prelicensure students.</li> <li>5. We plan to conduct a Nursing Advisory Council meeting at Hayward Campus at the end of spring 2010. We will invite the community nurse representatives to guide the program in strengthening the clinical placements and employability of its graduates; invitees will include clinical coordinators, nurse managers, faculty, and human resources personnel.</li> <li>6. To meet public needs of advanced degree in nursing and curve faculty shortage in our program, the Graduate Program Committee has been continued to work on Master of Science degree in Nursing.</li> </ol>
<p>Student enrollment and advising increases</p>		
Fall 2005	Fall 2010	<ol style="list-style-type: none"> <li>1. Student enrollment has doubled our program. The Concord expansion plan has been successful increasing enrollment for pre-licensure option to 100% (n = 65 students), matching the numbers (n = 65) of the Hayward campus. This result indicates that we have met our goal of double enrollment. Please see additional stats from IR via Associate Dean.</li> <li>2. Nursing major continues to be impacted and attract student interest as a result of the continuing nursing shortage. Two full time staff members are available at both campuses advising and processing the increasing numbers of applications: We received 735 applications for 130 slots in fall 2010.</li> <li>3. At both Hayward and Concord campuses, on-going monthly group advising sections are available for students majoring in Nursing: this plan has increased efficiency of advising for the major.</li> <li>4. Pre-Nursing courses are now available at Concord campus. Informational sessions were well attended by high school students interested in pre-nursing</li> </ol>
<p>Faculty Shortage</p>		
Fall 2005	Fall 2010	<ol style="list-style-type: none"> <li>1. We have not hired any tenure-track faculty in AY 2009-10 after departures of two full-time faculty members; Dr. Min Sohn in winter 2009 and Dr. Margaret Wright in spring 2009. Currently we maintain only eight (ten in last year) full time tenured or tenure track nursing faculty in the department.</li> <li>2. Dr. Pamela Parlocha has begun FERP in fall 2009, and Ms Teri Gorman continues FERP since 2008; Dr. Brenda Bailey has completed FERP in winter 2009. Five full time lecturers teach both theory and clinical courses. Part</li> </ol>

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		<p>time faculty members continue to fill clinical teaching positions as our program experience faculty departures.</p> <ol style="list-style-type: none"> <li>3. Our partnership with Alta Bates Summit Medical Center ended in spring 2009, and we continue to have a partnership with John Muir Medical Center whereupon the hospitals are staffing clinical instructor needs of the program for a cohort of 20 students at the Concord campus.</li> <li>4. With support of the current Song Brown Capitation grants, we are able to train an additional cohort of 20 students. To meet the guidelines of the Song Brown Capitation grant that provides fund for educating ethnic minority students, we must have a plan for hiring two tenure track or full time faculty.</li> </ol>
Program Resources needs continue to be met		<ol style="list-style-type: none"> <li>1. We renovated our skills lab in Hayward campus and remodeled its lab as a technologically compatible smart classroom. Currently, nursing skills labs, one in Hayward campus and another in Concord campus, are fully operational and accommodate student learning.</li> <li>2. Since inception of simulation technologies in nursing in summer 2008, we have purchased two high fidelity simulators: one for Hayward and one for Concord students. Both labs are fully functional, and students conduct their clinical simulations with their full time simulation lab coordinators. We continue to utilize high fidelity simulation lab in Washington Hospital for teaching our students in Hayward campus.</li> <li>3. For clinical placements of our students, Dr Kimberly Kim utilizes online program called Centralized Clinical Placement System (CCPS) offered by California Institute for Nursing and Health Care (CINHC) which is supported by Moore Foundation.</li> <li>4. To increase the passing rate, we purchase NCLEX-RN Review books for all incoming level I students since fall 2007.</li> </ol>
Fall 2005	Fall 2010	

## Part 2: Summary of Assessment Results

The Nursing Program Evaluation Plan (Section 2B of the Self-Study submitted to the Board of Registered Nursing (BRN) in September, 2004) covers criteria by the National League for Nursing Accrediting Commission (NLNAC) and the Board of Registered Nursing (BRN). Both agencies evaluate programs on passing rates for the nursing licensure exam, evidence of student satisfaction, evidence of employer satisfaction with graduates, and attrition/graduation rates. **BRN** accreditation of the program was granted through 2012, and the BRN representative visit at the 4-year point in October 2008 was remarkable and no further action was taken.

Faculty has agreed to change the nursing accreditation agency from NLNAC, which will expire in early 2011, to American Academy of Colleges of Nursing (AACN) – Commission of Collegiate Nursing Education (CCNE). AACN is a national accreditation agency for baccalaureate or higher degree nursing education programs, and most nursing programs in CSU System are the members of this organization. Therefore, we currently are preparing for accreditation documents to meet AACN-CCNE criteria: this report is due at the beginning of AY 2010-11.

We use information provided by the BRN to assess our graduates' pass rates on the licensure exam. We are consistently above 85%, our program bench mark. For AY 2008-09, we have a 92% NCLEX-RN pass rate: this result reflects the results of all graduates who have taken the NCLEX-RN for the first time within the last five years (including those students who graduated more than five years ago). This information is posted by the BRN on its website at <http://www.rn.ca.gov/schools/passrates.shtml>

We poll graduates 9 months after graduation about employment. Of the June 2008 graduates, 95% who responded were employed (see Song-Brown Capitation Application 2009 available from Dr. Kimberly Kim). Students and alumni (most recent three graduating classes) are queried about their satisfaction with the curriculum, support services, and preparation for nursing practice every three years. Using the survey results for the BRN Self-Study of 2004, we received an overall satisfaction score of 1.91 on a scale of 1-4 (1 high). These results indicated that respondents were "very well" satisfied with the nursing program. In spring 2008, the survey responses from alumni rated the overall satisfaction of 2 on a scale of 1-4 (1 = extremely well, 2 = very well, 3 = somewhat, and 4 = not at all).

The attrition rate for the pre-licensure graduating class of June 2009 was 13 %. This is less than the BRN requirement of  $\leq 25$  % and also less than our program benchmark of  $\leq 20$ %.

We value the surveys and evaluations from our graduating seniors, alumni and other nursing students as they provide us with essential feedback with specific information that allow us to make appropriate modifications and improvements in the program as necessary. Such assessments allow us to improve our program's effectiveness which resonates with our mission of preparing a highly trained nursing workforce that will be ready to tackle the many challenges of health care delivery in the country.

### Reference:

- As of 2/24/07, the BRN removed Psych 3500 from our required communications content
- 2) Instead, English 1002 (or the equivalent for community colleges) will be required. Eng 1002 (or equivalent) is required of ALL CSUEB graduates.
  - 3) Students with Catalog Rights prior to fall 2004 can complete Psych 3500 as a Social Science UDGE (D4) and do not need a Science UDGE (B6).

- 4) Students with Catalog Rights after fall 2004 are required to complete a Science UDGE (B6).
- 5) All students must complete the university requirement of 180 units to graduate.

### Part 3: Statistics from CSUEB Institutional Research via the Associate Dean

#### Nursing

<b>A. Students</b>	<b>Fall Quarter</b>								
	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
1. Undergraduate	190	122	219	176	186	214	276	345	401
2. Graduate	25	25	30	49	50	67	57	59	66
3. Total Number of Majors	215	147	249	225	236	281	333	404	467
4. FTES Generated	150.1	164.1	163.1	149.1	177.3	236.6	313.1	394.3	No data

<b>B. Degrees Awarded</b>	<b>College Years</b>								
	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
1. Undergraduate	52	63	61	72	78	66	65	88	118
2. Graduate	0	1	5	1	0	0	0	0	0
3. Total	52	64	66	73	78	66	65	88	118

<b>C. Faculty</b>	<b>Fall Quarter</b>					
	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Tenured/Track Headcount</b>						
1. Full-Time	7	5	5	6	6	8
2. Part-Time	2	2	2	1	2	1
3. Total Tenure Track	9	7	7	7	8	9
<b>Lecturer Headcount</b>						
4. Full-Time	1	1	2	1	3	5
5. Part-Time	11	14	9	9	10	12
6. Total Non-Tenure Track	12	15	11	10	13	17
7. Grand Total All Faculty	21	22	18	17	21	26
<b>Instructional FTE Faculty</b>						
8. Tenured/Track	5.0	3.7	4.0	4.7	5.1	6.2
9. Lecturer	6.1	8.2	7.4	7.0	7.0	9.4
10. Total Instructional FTEF	11.1	11.9	11.4	11.7	12.1	15.6
<b>Lecturer Teaching</b>						
11. % Lecturer/Total Instructional FT	55.0%	68.9%	64.9%	59.8%	57.9%	60.0%
12. FTES Taught by Lecturer	103.2	122.7	129.3	105.8	107.0	142.8
13. % FTES	68.8%	74.8%	79.3%	71.0%	60.3%	60.4%

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Lecture/FTES Generated						
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<b>D. Student Faculty Ratios</b>	<b>Fall Quarter</b>					
	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
1. Tenured/Track	9.4	11.2	8.5	9.2	13.8	15.1
2. Lecturer	16.9	15.0	17.5	15.1	15.3	15.3
3. SFR By Level (All Faculty)	13.5	13.8	14.3	12.7	14.7	15.2
4. Lower Division	17.3	15.1	18.2	17.6	16.9	22.1
5. Upper Division	13.6	13.5	13.4	10.8	12.8	11.6
6. Graduate	4.9	8.2				0.0
7. Number of Sections Offered	56	60	61	57	58	77
8. Average Section Size	18	16	16	15	17	18

Fall HC Enrollment by Program & Degree Level: <http://www.csueastbay.edu/ira/tables/FallHeadcountEnrollment/Fall.Headcount.Enrollment.1-2.pdf>

Degrees Conferred by Program & Degree Level: <http://www.csueastbay.edu/ira/tables/DegreesConferred/Degrees.Conferred.5-3.pdf>

Student Faculty Ratios by Program: <http://www.csueastbay.edu/ira/tables/UniversityEmployees/SFRs20012005.xls>

Source and definitions available at: <http://www.csueastbay.edu/ira/apr/summary/definitions.pdf>