Appendix A: TEMPLATE FOR ANNUAL PROGRAM REPORT REVIEW *(See preceding document for detailed descriptions for each section)*

ANNUAL PROGRAM REPORT

College	Science
Department	Nursing
Program	MSN
Reporting for Academic Year	2022-2023
Last 5-Year Review	October 1, 2023 (previously 2018)
Next 5-Year Review	October 1, 2027
Department Chair	Monika Eckfield
Author of Review	Monika Eckfield, Claire Valderama-Wallace
Date Submitted	Oct 1, 2023

I.   **SELF-STUDY** *(suggested length of 1-2 pages)*

A. Five-Year Review Planning Goals (2023-2027)

1. Complete a comprehensive revision of the nursing curriculum that aligns with AACN Essentials, is competence-based, and advances equity, inclusion and anti-racism practices.
2. Achieve reaffirmation of our CCNE accreditation October 2024.
3. Develop collaborative research, scholarship and creative activities (RSCA) teams to support grant development, publications and other scholarly and creative activities.
4. Contribute to nursing science, highlighting graduate student projects, publications and practice improvements as well as strengthening alumni engagement.
5. Cultivate and strengthen relationships with healthcare organizations through active learning projects and community partnerships.
6. Develop ways for faculty and students to collaborate across nursing's BSN and MSN programs.
7. Support wellness, self-care, balance, and kindness throughout the department for students, staff and faculty.

In 2019 the MSN program received its first 5-year accreditation from the Commission on Collegiate Nursing Education (CCNE), our national accreditation agency, recognized by the US Department of Education and affiliated with the American Association of Colleges of Nursing.

In December 2022, the department submitted the MSN mid-accreditation Continuous Improvement Progress Report to CCNE. To date we have received no requests for further information, clarifications or corrections, indicating that there were no substantive questions or deficits that needed to be addressed. Follow this link to review the MSN 2022 CIPR

CCNE is planning to conduct an onsite reaffirmation of accreditation visit October 23-25, 2024. We are actively working on our curriculum mapping, reviewing our assessment plans, and preparing our self-study in preparation for their visit.

B. Progress Toward Five-Year Review Planning Goals

Previous 5-year goals were met, with the exception of getting renamed as a "School of Nursing" rather than Department of Nursing (a change in name only that would bring us inline with comparably sized programs nationally and one we are seeking as part of the potential shift to a College of Health).

For reference, the *2018-2023* planning goals were:

Quality Education to Prepare Professional Nurses
COMPLETED–Goal 1: Continue to develop and implement the Master of Science in Nursing program with two concentrations: 1) Nursing Education and 2) Nursing Leadership and Administration. Start Date: Fall 2018, End Date: Fall 2023

COMPLETED–Goal 2: Seek and receive national accreditation from the Commission on Collegiate Nursing Education (**CCNE**) Start Date: Fall 2018, End Date: Fall 2023

ONGOING – Goal 3: Increase faculty in the master's program in Nursing Leadership and Administration. Start Date: Fall 2018, End Date: Fall 2023

Develop the Nursing Program as a Center for Nursing Scholarship
ONGOING –Goal 4: Achieve designation as a School of Nursing and establish a School of Nursing Alumni Organization Start Date: Fall 2018, End Date: Fall 2023

ONGOING–Goal 5: Enhance annual department faculty development opportunities to support faculty research and the development of a department program of research in nursing education and support dissemination of faculty and student scholarly activities. Start Date: Fall 2018, End Date: Fall 2023

Integrate Nursing Core Values in the Program: Caring, Communication and Collaboration, Cultural inclusivity, Critical Thinking, Social Justice, and Professional Behaviors
ONGOING– Goal 5: Continue to develop interdisciplinary learning and research opportunities for nursing students and faculty, including interdisciplinary simulations, interdisciplinary global engagement volunteer opportunities, and further engagement with other university departments. Start Date: Fall 2018, End Date: Fall 2023

C. Program Changes and Needs
Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.

Overview: Based on what we have learned from the first 5-years of the MSN program and to remain in compliance with our CCNE & AACN national standards, we are currently revising our curriculum and will be consolidating from 2 tracks to one robust, integrated MSN program. We are increasing our marketing and enrollment efforts and recruiting additional tenure-track faculty to teach in the MSN program.

Curriculum: In 2021, AACN released new "Essentials of Nursing Education" guidelines that outline detailed competencies, sub-competencies, domains, and spheres of care that must be incorporated in undergraduate and graduate level nursing programs. Among the updates is a requirement that graduate programs incorporate 500 hours of practice hours, described as "clinical/practice learning experiences that provide for active learning, repetition, interprofessional engagement, and successive levels of difficulty." (CCNE).

In addition to these changes, we have decided to integrate key elements of the Nursing Education track and the Leadership and Administration track to create one robust MSN

curriculum. Many of our Nursing Education students expressed interest in learning more about resource management and quality improvement as it related to their roles as nurse educators in academic and clinical practice settings, and students in the Leadership and Administration track pointed out their need for additional training in adult learning theory and educational strategies to effectively make improvements in their organizations. Some of these curricular enhancements are advancing through the curricular review process this fall 2023 and will be ready to implement fall 2024, and the fully-updated single-track MSN program is scheduled to begin fall 2025.

Students: We have identified a clear need for a 2- year MSN degree among our regional healthcare partners, many of whom are requiring their nurse educators and nurse managers to complete a MSN degree as part of their professional advancement. There has been a dire shortage of Masters and Doctorally prepared nursing faculty in the Bay Area and throughout California as well, and many of those enrolling in our MSN program go on to teach in academic programs.

We are also working with our neighboring CSU campuses to support each other's enrollment when possible. For example, this summer San Jose State decided not to offer their MSN program due to low enrollment– they had about 8-10 applicants but this was insufficient for their state-side program. Their nursing program director reached out to me to refer their candidates to us and our admissions team and offered a quick-turn-around admission process for their applicants. Four students who had originally applied to SJSU enrolled in our fall 2023 cohort.

Our annual fall student enrollment (new and continuing students) and annual number of graduates are as follows:

Year	Total Fall Enrollment	Spring/Summer Graduation
2018	Nursing Education Track: 14	N/A
2019	Nursing Education Track: 23 Leadership & Administration Track: 16	N/A
2020	Nursing Education Track: 24 Leadership & Administration Track: 25	Nursing Ed: 11
2021	Nursing Education Track: 22 Leadership & Administration Track: 18	Nursing Ed: 11 Lead & Admin:12
2022	Nursing Education Track: 16 Leadership & Administration Track: 13	Nursing Ed: 12 Lead & Admin: 5
2023	Nursing Education Track: 18 Leadership & Administration Track: 12	Nursing Ed: 8 Lead & Admin:8
Average annual enrollment in 2-track MSN Program (excluding 2018): 33		Total Graduates to Date: 67

Faculty:

Currently we have a total of 9 faculty members teaching in the MSN program. Three are full-time tenure-track (TT) faculty (Drs. Valderama-Wallace, Nouredini, Swartz), one FERP'ing faculty who is in her 5th and final year, and 5 lecturers, one of whom has expressed an interest in retiring in the next 2 years. Our goal is to increase the number of full-time TT faculty teaching

in the MSN program to strengthen the leadership base for our MSN faculty group.

In AY 2022-23 the nursing department added 3 new Tenure Track faculty and in AY 2023-2024 added 2 new Tenure Track faculty members. While currently all of these faculty members are teaching in the pre-licensure and post-licensure BSN programs, there is interest and expertise among 3 of the 5 new faculty to teach in the MSN program. Over this academic year we will be working with these and other interested faculty members to support their transitions into teaching in the MSN program.

At this point we are not seeking to hire a new tenure-track faculty member in the department.

Staff:

Ms. Maria Lopez is a part-time ASA staff member who supports the MSN program. She works closely with both the Nursing-Public Health Admin Hub and the support staff in University Extension/ Special Sessions. Our administrative staffing support is sufficient at this time.

Resources:

More of our MSN students are interested in working on projects involving simulated healthcare environments and interactive learning activities. As outlined in the BSN nursing program report, we are experiencing growth in the use of our simulation lab, its equipment and physical space. This is the biggest area of current and future need for the nursing program, and one we are attempting to address by working creatively with our current resources. We are identifying simulation equipment that has aged and will need replacing within the next couple of years, and we will experiment with alternate resources, such as Standardized Patient actors who can be hired as needed, in place of high-fidelity mannequins. While the lab space is not currently being used 7-days a week and in theory, we could be utilizing the space more fully, planning to use the labs during days/times that are outside of the officially scheduled class and clinical times has proven to be a challenge. We are gathering data on our current use of the lab spaces to develop a clearer plan for utilizing our available space.

Students have often needed additional assistance with their Masters level writing skills. We have held voluntary (for faculty participation and students) writing workshops in the past, often during the summer, but these have not been consistent. We continue to explore what graduate level writing support is available through the university.

Assessment:

The assessment plan outlined below is currently under review by the MSN faculty and our Curriculum Committee as part of our AACN Essentials review and curricular updates/alignments. We will submit an updated Assessment Process summary when this work is completed. At that time, we are also required to submit a report of the changes to our accreditation body, CCNE.

DEI Initiatives:

In 2020, the nursing department adopted an Anti-Racism Position Statement that is now included in every syllabus in the Masters and undergraduate programs. We formed a Dismantling Racism in Nursing Education Task Force (DRNE) with student and faculty members, chaired by Dr. Claire Valderama-Wallace (our MSN Program Director) and Dr. Alicia Swartz (Lead Pediatric Nursing Faculty in the BSN program). The DRNE has steered and overseen department-wide DEI initiatives over the past 3 years.

Initiatives of the DRNE have included a "common read" series of books, videos, short-stories, poetry and other media that form the basis of department-wide discussions at monthly meetings and within classrooms. The DRNE identifies professional development opportunities for faculty to promote critical analysis and discussion around race-based medicine, exclusionary healthcare policies, and effective ways to promote health equity, social justice, and inclusive practices that expand access to healthcare services.

Faculty are currently engaged in reviewing the MSN curriculum as we align it with updated national standards of nursing education. An important part of this is reviewing curricular goals to ensure they align with and incorporate DEI concepts and competencies.

Other: *(e.g., major program modifications)*

II. SUMMARY OF ASSESSMENT *(suggested length of 1-2 pages)*

A. Program Learning Outcomes (PLO)

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

PLO 1	ILO Thinking & Reasoning	Integrate theoretical and scientific knowledge of ethical/legal principles, advanced nursing practice and clinical excellence in professional practice and role development in clinical, organizational, and academic settings.
PLO 2	ILO Collaboration, Teamwork, Leadership	Lead change to improve quality outcomes and demonstrate effective leadership in advanced practice roles in nursing our diverse multicultural community.
PLO 3	ILO Critical Thinking & Quantitative Reasoning	Critically analyze evidence in the advanced practice of nursing and in the planning, delivery, and evaluation of quality care in clinical, organizational and academic settings.
PLO 4	ILO Communication: Information Literacy ILO Collaboration, Teamwork, Leadership	Integrate healthcare technologies in collaboration with interdisciplinary teams to improve clinical practice, education and organizational management.
PLO 5	ILO Diversity and Social Justice	Design culturally inclusive, ethical, and comprehensive nursing care practices and systems in clinical prevention and population care for individuals, families, and communities across the health care system.
PLO 6	ILO Written and Oral Communication	Develop and cultivate inter-professional partnership that foster a culture of lifelong learning and professional development to advance excellence in nursing practice.

B. Summary of Assessment Process

Calendar of PLO Assessments:

PLO	ILO	Academic Year	Course	Instrument
6	Written & Oral Communication	23-24	NURS 693	Recommended ILO Rubric(s)
4	Communication: Information Literacy	24-25	NURS 603	Recommended ILO Rubric
1 and 3	Thinking & Reasoning	25-26	NURS 601 & 602	Recommended ILO Rubric(s)
5	Diversity & Social Justice	26-27	NURS 604	Recommended ILO Rubric(s)
2	Collaboration, Teamwork, Leadership	27-28	NURS 693	Recommended ILO Rubric

In 2022-2023 we were invited to contribute to the Graduate Division's assessment of **ILO Collaboration, Teamwork and Leadership**. The program learning outcomes most aligned with this ILO are: PLO 2) Lead change to improve quality outcomes and demonstrate effective leadership in advanced practice roles in nursing our diverse multicultural community, and PLO 4) Integrate healthcare technologies in collaboration with interdisciplinary teams to improve clinical practice, education, and organizational management.

Instrument: We used the University's recommended ILO rubric for Collaboration, Teamwork and Leadership. The criteria for this rubric were: social skills, accountability, collaborative team process, and leadership.

Sampling Procedure: Utilizing the university's ILO CTL rubric, we gathered data from MSN students taking N625, the Nursing Leadership and Administration Practicum course in graduating students' final semester in the Nursing Education concentration. This course was most appropriate for assessing this ILO because graduate students are actively engaged in implementing and evaluating projects at various clinical sites. Collaborating with fellow nurses, nurse managers, and various co-workers and engaging in the practice of leadership are central to this culminating project of the entire program. Practicum projects covered a wide range of topics based on students' areas of practice and career goals including, but not limited to: factors influencing ICU stay, palliative care knowledge and consultation, pain management among hospice patients, implementing national standards of diabetes care and financial reimbursement, and rate of falls among elderly patients.

Sample Characteristics: Seven students were enrolled in this course, and one student was not scored because they did not complete the course. Thus, data and analysis were based on 6 students. Data reviewed for this assessment included reflective writing assignments and periodic progress reports on the leadership projects that students were engaged in conducting.

Data Collection: Data were collected in spring 2023 by Dr. Lynn Van Hofwegen.

Data Analysis: The maximum score on the rubric was 16 points and the average score among the 6 students was 15, or 94%.

C. Summary of Assessment Results
Summarize your assessment results briefly using the following sub-headings.

Main Findings: Students demonstrated a high level of achievement as measured by the Collaboration, Teamwork and Leadership ILO rubric. Five of the 6 students were rated to have mastered all 4 evaluation categories, receiving 16/16 on the rubric. One student fell short (10/16) in the two areas: 1) accountability, as evidenced by trouble meeting deadlines, and 2) leadership, as evidenced by limited types of leadership techniques and strategies articulated in their assignments.

Recommendations for Program Improvement: In general, the curriculum design supports achievement of student learning objectives, program learning goals and the University's institutional learning objectives. Individual students will continue to show strengths and areas for improvement, and will need customized advising and academic support from their faculty members. Evaluation of student progress based on a self-assessment at the start of the program to their self-assessment at the end of the program may give us additional insight into the professional growth and development of each student.

Next Step(s) for Closing the Loop: Results from this evaluation will be shared with the MSN nursing faculty at our next monthly faculty meeting. At that time, we will ask faculty to reflect on what components of the program they believe most positively contribute to the development of collaboration, teamwork and leadership development so we are sure to keep those elements as we continue our curricular revision. Recommendations for improvements will be shared and considered as well.

Other Reflections:

D. Assessment Plans for Next Year

In 2023-2024, we plan to assess PLO 6: Develop and cultivate inter-professional partnership that foster a culture of lifelong learning and professional development to advance excellence in nursing practice. We will conduct that assessment in our Master's Synthesis course, NURS 693.

III.   DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections Notable Trends;
We have had a very successful launch of our MSN program through University Extension from 2018 to present. Based on feedback from students and faculty, there is sufficient interest in a combined/ single track MSN that incorporates fundamentals of learning theory and curriculum development as well as key administrative skills such as resource management and change theory, that we are currently revising the curriculum into a single, robust MSN degree. This feedback coincides with our need to update the curriculum to reflect new national standards as outlined by the AACN Essentials of Nursing Education and required by our external accreditation process through CCNE.

Further reinforcing our effort to update the MSN curriculum is a trend in our regional healthcare systems in which nurse managers and clinical nurse educators are required to hold a Masters degree for advancement in their careers. With the updates that we are currently making to our curriculum we will continue to draw local and regional MSN applicants and help to meet workforce demands.

B. Request for Resources

1. Request for Tenure-Track Hires: the nursing department is not requesting a tenure-track hire at this time.

2. Request for Other Resources: We anticipate the need for additional simulation learning resources in the form of staffing, supplies, and space as more healthcare education incorporates these active learning strategies. More of our graduate students are asking to use the simulation lab and to work with undergraduate nursing students to develop their nursing education and leadership competencies. These are fantastic opportunities for our nursing graduate and undergraduate students to work together on mutually beneficial goals. We are currently gathering data to support more specific requests for resources.

IV. **APPENDIX**