

## CAPR ANNUAL PROGRAM REPORT

College	Science
Department	Nursing
Program	BSN
Reporting for Academic Year	AY 2020-2021
Last 5-Year Review	2018
Next 5-Year Review	2023
Department Chair	Lindsay McCrea (AY 2020-2021) Monika Eckfield (AY 2021-2022)
Author of Review	Monika Eckfield
Date Submitted	10/1/21

### **I. SELF-STUDY**

#### **Five-Year Review Planning Goals and Current Progress**

##### **Quality Education to Prepare Professional Nurses**

###### *Goal 1:*

Continue to deliver the pre -licensure nursing program and post -licensure program with implementation of the semester curriculum maintaining current enrollment to attract, retain and mentor students from under-represented backgrounds. Start Date: Fall 2018, End Date: Fall 2023

*Goal 1 Progress:* Implementation of the Semester Curriculum concluded in 2018-2019. Delivery of the pre- and post-licensure BSN programs during 2020-2021 moved to online modalities where possible, with support from colleagues in Online Campus as needed. On-ground lab courses and in-person clinical courses continued following ever-changing Covid-19 related protocols. Efforts to attract, retain, and mentor students from under-represented backgrounds increased in 2020-2021 with the development of the Dismantling Racism in Nursing Education Task Force, which includes students and faculty members, and the ongoing work of the mentoring, retention and outreach efforts by Dr. Cho funded by her Song-Brown Nursing Workforce Development Grant.

###### *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 2018, End Date: Fall 2023

*Goal 2 Progress:* In September 2020, two tenure track searches were cancelled due to the Covid-19 pandemic and University-wide uncertainties. Approval was received in spring 2021 to launch two tenure-track faculty searches during 2021-22, which are currently in progress.

*Goal 3:*

Continue to develop and implement the Masters 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

*Goal 3 Progress:* This goal has been achieved. The MSN program offers both concentrations and is offered through University Extension. New initiatives are focused on promoting the program and increasing enrollment, attracting and retaining high quality faculty, as well as identifying and implementing quality improvement opportunities.

*Goal 4:*

Expand funding streams/resources through seeking and obtaining at least 2 new grants, particularly related to nursing education and workforce. Start Date: Fall 2018, End Date: Fall 2023

*Goal 4 Progress:* Dr. Cho was awarded a \$72,000 Song Brown Grant to enhance mentoring opportunities to existing nursing students from under-represented/disadvantaged backgrounds and to expand nursing pipeline outreach to students in Alameda County high schools, communities of color, and K-12 students in medically underserved communities. Dr. Valderama-Wallace continued her work on a First Generation Nursing grant held by UCSF, on which she is a Co-PI.

**Develop the Nursing Program as a Center for Nursing Scholarship**

*Goal 5:*

Achieve designation as a School of Nursing and establish a School of Nursing Alumni Association Start Date: Fall 2018, End Date: Fall 2023

*Goal 5 Progress:* Our focus has been less on the department name and more on connecting with Nursing Alumni, developing networking opportunities between current students and graduates, and finding ways to add value to our department so that it attracts alumni participation. We have been more active on our Department of Nursing LinkedIn site and have contributed more story ideas and photos to the CSCI social media intern for posting on the CSCI Instagram account, including features during Nurses Week in May. Faculty members have developed free, online continuing education programs that are valued by alumni, current faculty members and community members.

*Goal 6:*

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

*Goal 6 Progress:*

A faculty team has formed the Dismantling Racism in Nursing Education Task Force and has received IRB approval for a department Climate Survey, which will be analyzed as a team, quality improvement opportunities identified, and publications developed from it. Research that the task force is engaged in involves student interns and the group has identified additional opportunities for professional development, student research, and collaborative faculty research projects.

**Integrate Nursing Core Values in the Program: Caring, Communication and Collaboration, Cultural inclusivity, Critical Thinking, Social Justice, and Professional Behaviors**

Goal 7:

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: Fall 2018, End Date: Fall 2023

*Goal 7 Progress:* In 2020-21 we were able to expand our simulation clinical learning activities significantly. This expansion was driven largely out of necessity due to Covid-related restrictions at our clinical sites. We were able to maintain access to lab space on campus and with the Dean's approval expand lab space into non-traditional areas such as "The Cave" in the North Science building and the Art Lab on the Concord campus, in order to meet social distancing safety requirements. The community apartment/outpatient simulation station on the Concord campus was used to successfully pilot community/public health (NURS 451) simulation learning experiences. Additional skill-development simulations were successfully implemented for Maternity Nursing Practice (NURS 411) and Pediatric Nursing Practice (NURS 413). While simulation learning space, particularly with the additional use of non-traditional areas such as the Art Lab, is adequate on the Concord campus, the Hayward simulation lab space remains a scheduling challenge since it is highly used and is a relatively small space.

Goal 8:

Continue to develop and support a short -term volunteer global/ international learning experience for nursing students and expand scholarship funding streams. Start Date: Fall 2018, End Date: Fall 2023

*Goal 8 Progress:* International learning opportunities were put on hold during 2020-21, however students and faculty in the nursing program was actively involved in local short-term volunteer opportunities related to Covid-19 services.

Goal 9:

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

*Goal 9 Progress:*

Individual faculty members have continued to develop and participate in interdisciplinary efforts across the campus, for example with the Department of Public Health and Department of Political Science. With Covid-related restrictions in 2020-21, there were fewer opportunities to pursue collaborative interdisciplinary efforts for faculty and students. This is an area where there is continued interest and room for growth.

**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:**

Academic year 2020-21 presented previously unimaginable challenges to the University and to the Department of Nursing. Our curriculum continued to be delivered online with the exception of on-campus Interventions Lab II (NURS 321), on-campus simulation learning experiences as part of our clinical courses, and our off-site nursing clinical rotations. Several of our clinical partners did not allow us to bring students onsite, leading to delays in student progression and also the development of new partnerships with hospitals and clinical sites who were willing to have student nurses. Due to these limitations in clinical training sites, as a department, and with the support of our Dean, we deferred enrollment of the 48 students admitted to the fall 2020 nursing student cohort (Hayward campus) to fall 2021 and we did not take applications for the spring 2021 nursing student cohort at the Concord campus. While we had been approved for 2 tenure-track faculty searches for 2020-21, these were cancelled by the University in September 2020. We were fortunate to hire sufficient instructors to teach all of the courses we had planned to offer, although this is a perennial challenge. Department Chair Dr. Lindsay McCrea confirmed her plans to retire from the University as of June 30, 2021 and the department held elections in spring 2021 for a new Department Chair.

**Curriculum:**

The modality with which we delivered our curriculum was the main alteration during the 2020-21 year. As a department we decided to use synchronous online formats for all classes that were previously on-ground or hybrid as a way to remain in touch with students and foster a supportive, interactive learning environment. As mentioned in Goal 7 in the previous report section, we expanded our use of simulation learning opportunities, adopted a virtual-simulation product in several clinical courses, and implemented a new community health nursing simulation using our “community apartment” simulation lab on the Concord campus. We did not offer any of our Semester 1 courses in 2020-21 because we held off new enrollment for the year. Students in our Concord cohort, who were in Semester 2 courses, experienced a slow-down in the delivery of our curriculum due to the lack of medical-surgical hospital placements related to the Covid-19 pandemic. The sequence of courses offered to these students during Semester 2 and Semester 3 were adjusted in order to keep the students moving forward as efficiently as possible through the

nursing program.

In our post-licensure program, we worked with our Community College partners to develop a part-time BSN completion program and did not offer the one-year full-time intensive program that we had offered in the past. Students in the Community Colleges were also experiencing slow downs in their ability to complete clinical courses in their Associate Degree Nursing programs. Many students in our post-licensure programs worked to complete remaining ADN requirements while beginning their BSN coursework with us.

**Students:**

As previously mentioned, we did not admit new nursing classes in fall 2020 or spring 2021 due to the limitation of clinical placement sites available to us as a result of the pandemic. We focused on supporting students currently enrolled in our program and moving them successfully through the curriculum. In December 2020, 69 students graduated from the pre-licensure BSN program and 10 from the post-licensure BSN program. In May 2021, 28 students graduated from the pre-licensure BSN program with an additional 34 students from the same cohort graduating in Summer 2021. In May 2021, 24 students graduated from the post-licensure BSN program with an additional 4 completing their degrees in Summer 2021. Students received additional support from their faculty advisors to complete courses and avoid course failures or withdrawals.

**Faculty:**

In 2020-21, the department had 9 full-time tenured or tenure-track faculty members, including one with a fully administrative (Dept Chair) position. This was down from our peak of 12 full-time tenured or tenure-track faculty during the 2018-2019 year. *In 2019-20, we lost 5 full time tenure or tenure track faculty members.* In that year, we had one retirement, three faculty members retire and join the FERP program, and one faculty member leave the tenure track and become a part-time lecturer. We added one tenure-track faculty member in 2019, Dr. Alicia Swartz, bringing our total to 8, and with the addition of Dr. Forsyth in 2020, we reached 9 tenured/tenure-track faculty members. At the end of 2020-21, we had one retirement and we anticipate the loss of one more tenured faculty member in December 2021, which will bring our department to 7 TT faculty members, only 6 of whom have teaching assignments (the Dept Chair has a fully administrative role). With our two TT searches canceled for 2020-21, the department reached a “tenure density” of 33.8% in 2020-21, with 66.2% of our courses taught by lecturers. With only 6 TT faculty members teaching by spring 2022, we anticipate that our tenure density will shrink further in the coming 2021-22 year.

**Staff:**

Our lab and office staff remained very stable through the 2020-21 year, with everyone working additionally hard to accomplish department goals despite the challenges and limitations of the pandemic.

**Resources:**

As mentioned previously, we were fortunate to be able to access non-traditional spaces on both the Hayward and Concord campuses in which we could set up our interventions labs and simulation learning experiences. Due to the pandemic, we were required to spread out for

social-distancing safety and with most University classes online, the nursing department was able to utilize additional on-campus space. Our budget has been sufficient to replace aging or unrepairable equipment such as IV pumps and specialized mannequins.

**Assessment:**

Our overall assessment of the department and its ability to deliver its curriculum at this point indicates that our faculty, staff and students have been incredibly resilient and flexible during the pandemic. We were able to adapt courses meaningfully to online versions and were able to hold on-ground labs and clinical learning experiences (with some Covid-related turbulence). We have adequate physical space at this time, however *we are still four tenure track faculty members short* of where we were in 2018-19, and strive to achieve that level of tenure density again.

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

A. **Program Learning Outcomes (PLO)**

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

### **Program Learning Outcome(S) Assessed**

*List the PLO(s) assessed. Provide a brief background on your program's history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.)*

The baccalaureate-nursing program at CSUEB is to prepare professional nurse generalists who are committed to the practice of nursing and responsive to the ever-changing needs of the communities we serve. This program is accredited by the Commission on Collegiate Nursing Education (CCNE) and the California Board of Registered Nursing (BRN). We review our program annually and each semester depending on the PLOs. In addition, we assess the program through student evaluations, as well as through a student exit survey every other year. We assessed the PLO 3 in 2013-2014, PLO 2 in 2014-2015, PLO 1 in 2015-2016, PLO 5 in 2016-2017, PLO 4 in 2017-2018, and PLO 2 in 2018-2019. We assessed the PLO 3 Use critical thinking and communication skills to collaborate with clients and other health care professionals in 2019-2020. In 2020-2021, we assessed PLO 1, synthesizing knowledge to deliver nursing care.

### **Summary of Assessment Process**

#### **Instrument(s):**

To gauge our program's success preparing students to synthesize their nursing knowledge along with what they've learned from the humanities, natural and behavioral sciences, we look at students' pass rates on the NCLEX-RN licensing exam. Students who complete their BSN qualify to take this exam to earn their license to practice as a Registered Nurse. NCLEX-RN pass rates are regularly used by nursing programs to evaluate program effectiveness.

**Sampling Procedure:** Every three months, the California BRN reports to us the results of all students who graduate from our program who have taken the NCLEX-RN exam in any state in the country. Data we received from July 2020- June 2021 mainly reflect students who graduated from our program from December 2019- December 2020.

**Sample Characteristics:** A total of 80 graduates took the NCLEX-RN during the period from July 1, 2020 to June 30, 2021. All of these were recent graduates except for two, one of whom graduated in 2008 (and did not pass the exam) and one who graduated in 2015 (who did pass the exam).

**Data Collection:** *(include when, who, and how collected)* As mentioned previously, the California Board of Registered Nursing collects NCLEX-RN pass rates for every school of nursing in the state and provides us with a report every 3 months.

**Data Analysis:** Over the time period examined, 85% of graduates passed the NCLEX-RN licensing exam. When looked at more closely, those students who took the exam from July 1-December 30, 2020, and therefore had graduated either in December 2019 or May 2020, had an 88.9% pass rate, which was 6 percentage points higher than their classmates who graduated in December 2020 or May 2021. That later group's pass rate was 83.9%. Our target is 90% or higher. It is very likely that the disruption in clinical experiences, in coursework, and in personal lives due to the Covid-19 pandemic had an impact on students' ability to learn in their final months of the program and to study effectively for the NCLEX exam.

## **B. Summary of Assessment Results**

*Summarize your assessment results briefly using the following sub-headings.*

### **Main Findings:**

Overall, we fell a little short of our target NCLEX-RN pass rate of 90% or higher, with graduates reaching an 85% pass rate during 2020-21. We attribute a large proportion of this dip to the multi-factorial impacts of the pandemic.

### **Recommendations for Program Improvement:** *(changes in course content, course sequence, student advising)*

With the effects of the pandemic continuing into the 2021-22 academic year, our department will need to work closely with our students to develop a more robust plan to help them integrate their nursing and general education knowledge and to prepare for their NCLEX-RN licensing exam. Faculty and students are currently planning to work together to identify study strategies and online test-preparation resources that would be valuable to the students. Providing additional support to students—through peer support and faculty-student support strategies—may help alleviate stressors impacting students' academic performance during the nursing program and during the post-graduation test-preparation period.

### **Next Step(s) for Closing the Loop:** *(recommendations to address findings, how & when)*

As each quarterly report is received from the BRN, faculty will review the results to identify whether the dip in scores is stabilizing, improving or getting worse. Students will be surveyed mid-semester during the 2021-22 academic year to identify stressors and opportunities for further mentoring and support from faculty, staff and peers.

## **C. Assessment Plans for Next Year**

*Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.*

### 2022-2023

We will collect data and analyze for PLO 5, Demonstrate professional behaviors in interactions with individuals, families, colleagues, and the community. In December, 2021, we are submitting our midterm accreditation report to CCNE and in spring 2022 we anticipate having our Continuing Program Renewal review and site visit by the California BRN.

## **DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**

*Each program should provide a one-page discussion of the program data available through University Dashboard. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure-track hires. Resource requests must be supported by reference to University Dashboard data. Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.*

### **Discussion of Trends & Reflections Notable Trends;**

Our pre-licensure BSN program remains a heavily impacted program and draws 10x more applications than available student spots. Over the past few years we have implemented adjustments to the admission process with the aim of being more inclusive and building a more diverse nursing workforce. The nursing department is a part of a collaborative effort throughout the College of Science to further promote equity, diversity, inclusion and social justice in our programs.

In our post-licensure program, we will begin to offer a one-year intensive program again starting fall 2022 (it was put on hold during 2020-21 and 2021-22) along with a part-time option. Beginning fall 2022, the part-time option will be 6 units or less so that it is financially competitive with other part-time programs available at other institutions. One trend that we are seeing in the CSUs and will be exploring this year is developing a concurrent enrollment program with our Community College partners. In our post-licensure BSN program, we partner with several colleges, including Chabot, Ohlone, De Anza, Los Medanos and others, who are some of the largest contributors of transfer students to CSUEB. Post-licensure BSN students often contribute a significant percent of Black and Latinx students to our BSN program. Below is a snapshot of race/ethnicity in our post-licensure program over the past 4 years, with Latinx students comprising 25-30% of each entering class and Black students accounting for 7-16% of the class:

		Nursing (RN-to-Nursing Degree): Race/Ethnicity							
		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
		n	%	n	%	n	%	n	%
Undergraduate	Asian	37	40%	32	37%	40	37%	33	37%
	Black	15	16%	10	11%	9	8%	6	7%
	International	1	1%	2	2%	4	4%	1	1%
	Latinx	16	17%	22	25%	27	25%	27	30%
	Multirace	1	1%			2	2%	2	2%
	Native American					1	1%		
	Unknown	6	7%	5	6%	3	3%	6	7%
	White	16	17%	16	18%	21	20%	14	16%
	<b>Total</b>	<b>92</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>107</b>	<b>100%</b>	<b>89</b>	<b>100%</b>
Postbacc	Asian	5	38%	11	48%	14	56%	6	30%
	Black			1	4%	1	4%		
	Hawaiian/PI	1	8%			1	4%		
	International	1	8%	2	9%				
	Latinx	3	23%	3	13%	2	8%	5	25%
	Multirace	3	23%	1	4%	1	4%	1	5%
	Unknown					2	8%	2	10%
	White			5	22%	4	16%	6	30%
	<b>Total</b>	<b>13</b>	<b>100%</b>	<b>23</b>	<b>100%</b>	<b>25</b>	<b>100%</b>	<b>20</b>	<b>100%</b>
<b>Grand Total</b>		<b>105</b>	<b>100%</b>	<b>110</b>	<b>100%</b>	<b>132</b>	<b>100%</b>	<b>109</b>	<b>100%</b>

Expanding the post-licensure program, potentially through concurrent enrollment options would serve our local communities and be a mutual benefit to East Bay and to the Community Colleges. Students. In the post-licensure BSN program, students are required to take Community Health Nursing, which is not a part of the ADN curriculum, but is an integral part of the BSN curriculum. We anticipate needing more faculty support in Community Health Nursing.

Our MSN program, has been very successful, with faculty and students from the leadership and management track publishing manuscripts together and graduates from the education track finding employment right away in local nursing programs and with healthcare centers. Increasing outreach and enrollment in this program is a priority for the nursing department. Attracting and retaining adequate, skilled faculty in this program has been a challenge and is also a priority

Clearly our largest concern is with the number of tenure-track faculty numbers. We are currently operating with 6 full time tenure track faculty members who have teaching loads and a 7<sup>th</sup> acting as Department Chair. We have two tenure track searches occurring right now in fall 2021. If we are fortunate to add two outstanding faculty members to our team this year, they will only replace the two that we have lost between June-December 2021. We are still under the strain of the deficit we experienced losing 5 tenure track faculty in 2019-20. With plans to increase enrollment in our MSN and post-licensure BSN program, while also maintaining the quality of our pre-licensure BSN program and supporting student success on the NCLEX-RN licensing exam, we need to continue to grow our tenure-track faculty numbers. Increasing the numbers of tenure track faculty will be essential to meet accreditation standards and appropriately staff courses requiring expertise. *We are requesting two tenure track faculty members, one Adult Health Nursing specialist with Leadership experience and one Community Health Nursing specialist in order to keep up with course demands. In addition, we are nearing the retirement of three full-time lecturers who have taught with us for over 25 years.* Their departures, which may be within 1-2 years, will leave significant gaps in our teaching schedule, simulation learning and our clinical placement capabilities.

Recruiting and retaining qualified staff members is also an area of concern for us. At the beginning of fall 2021, our esteemed office manager accepted a position with a community college. We are actively recruiting for this position. As we anticipate the retirement of our clinical placement coordinator (currently a full time lecturer) in the next year, we expect we may be able to fill this role with an administrative assistant and faculty member working as a team.

### **Reflections on Trends and Program Statistics:**

Our program is poised to expand its enrollment in the post-licensure and MSN programs, and to continue to deliver high quality pre-licensure BSN education. We have made significant steps to attract and retain students from under-represented groups to meet the shifting demands of the healthcare/nursing workforce. However, in order to accomplish this we will need additional support in the form of TT faculty members and administrative support for our clinical placements.

The linking of clinical courses to simulation lab experience has increased our awareness of the need for faculty and staff development, as well as tech support that enhances the delivery of this portion of the program. The ever changing environment with our hospital and clinical partners demand dedicated faculty and staff members in order to efficiently place our students for their practicums. We acknowledge that our program is expensive and demands many resources, however it is a professional program that matriculates BSN Registered

Nurses who are the first line health care providers most individuals see when seeking medical care.

### **Request for Resources**

Request for Tenure-Track Hires:

*We are requesting two Tenure Track hires for 2022-23. Our greatest needs are for one Adult Health Nursing Faculty with Healthcare Leadership experience and one Community Health Nursing specialist in order to keep up with course demands in our BSN and MSN programs.*

The need to hire new tenure track faculty in nursing is urgent. The Nursing Department has been highly challenged to find part time faculty to meet instructional needs in AY 17-18, 18-19, 19-20, and 20-21. We are committed to recruiting faculty candidates that reflect the diversity of our student body in all forms.

The requested positions are needed to: 1) meet immediate faculty teaching needs/gaps within the nursing program curriculum 2) meet external accreditation requirements of sufficient qualified faculty in specialty areas, and 3) increase the ratio of full time faculty to part time faculty as required by external accreditation.

The nursing program is required to meet standards for approval by two external accreditation bodies, the California State Board of Nursing (BRN) and the Commission on Collegiate Nursing Education (CCNE), which provides national accreditation. The nursing program is required to maintain sufficient full-time qualified faculty with expertise in all theory and clinical areas. The nursing accreditation requires that fulltime faculty provide 50% of instruction. At this present time, the Nursing Program is not meeting the requirement. According to the Pioneer Insights Dashboard, in AY 2020-21, 33.8% of instruction was by tenure track faculty with 66% taught by instructors. Recent and anticipated faculty retirements will continue to impact this ongoing problem.

Request for Other Resources:

In addition to the full-time office manager search that is currently being conducted, *we request that our current part-time ASA position be increased to a full-time ASA position.* We anticipate an increased need for administrative staff to support our clinical placement coordinator and post-licensure program director as our post-licensure BSN and MSN programs grow. As we plan a re-design our clinical placement coordinator role to be a teamed position between a faculty member and an administrative staff member (more cost effective than having it all done by a faculty member), we need to plan for this increase in administrative support. The clinical placement coordinator secures clinical placements for MSN students completing their final projects, so as the MSN program grows, the need for

administrative support will grow with it.

NOTE TO CAPR REVIEWER:

Read the Annual Program Review submitted by the program by visiting the Five-year Reviews and Annual Reports by Department page on the Academic Senate website. Find the CAPR document that pertains to the last five-year review (e.g. 08-09 CAPR 42). Read this document and identify the main issues raised by CAPR with respect to the five-year plan and the goals set for this program in the intervening five years to the next program review. Report back on the program and the degree to which the Annual Report a) addresses the five-year planning horizon as appropriate, and b) addresses the specific elements as parsed out below (questions 1-4).

CAPR liaisons: please check the Annual Program Review, and identify whether the following information is included in the submitted report:

1. Does the Annual Program Review have a self-study?  
Yes \_\_\_\_\_ (*support with evidence starting with recommendations from last 5 year review, program learning outcomes, assessment strategies and results*)  
No \_\_\_\_\_ (*provide rationale for not including a self-study*)
2. Does the Annual Program Review record progress with departmental planning and review? Does it describe progress toward the program's defined goals, any problems reaching its goals, any revisions to goals, and any new initiatives taken with respect to goals?  
Yes \_\_\_\_\_ (*support with evidence*)  
No \_\_\_\_\_ (*support with rationale for not reporting in this section*)
3. Does the Annual Program Review detail progress on fulfilling programmatic needs? Does it record significant events which have occurred or are imminent, such as changes to resources, retirements, new hires, curricular changes, honors received, online programs, loss of faculty, changes in enrollment, etc.?  
Yes \_\_\_\_\_ (*support with evidence*)  
No \_\_\_\_\_ (*support with rationale for not reporting in this section*)
4. Does the Annual Program Review have a summary of assessment results and ensuing or necessary revisions?  
Yes \_\_\_\_\_ (*support with evidence*)  
No \_\_\_\_\_ (*support with rationale for not reporting in this section*)
5. Program learning outcome(s) (PLO) was/ were assessed: Yes \_\_\_\_\_ (*support with evidence*)  
No \_\_\_\_\_ (*support with rationale for not reporting in this section*)
6. Assessment instrument(s) was/ were used to measure this PLO and clearly indicated: Yes \_\_\_\_\_ (*support with evidence*)  
No \_\_\_\_\_ (*support with rationale for not reporting in this section*)

7. Participants/ courses were sampled to assess this PLO and clearly indicated:  
 Yes\_\_*(support with evidence)*  
 No\_\_*(support with rationale for not reporting in this section)*
8. Assessment results were obtained, highlighting important findings from the data collected:  
 Yes\_\_*(support with evidence)*  
 No\_\_\_\_\_ *(support with rationale for not reporting in this section)*
9. Assessment results were (or will be) used as well as any revisions to the assessment process are clearly indicated:  
 Yes\_\_\_\_\_ *(support with evidence)*  
 No\_\_\_\_\_ *(support with rationale for not reporting in this section)*
10. Annual Program Review contains a reflection upon progress made and changes with respect to the program learning outcomes assessment plan that is reported on in the five-year reviewself-study.  
 Yes\_\_\_\_\_ *(support with evidence)*  
 No\_\_\_\_\_ *(support with rationale for not reporting in this section)*
11. 11. Annual Program Review includes information about any associated minor(s).
12. Yes\_\_\_\_\_ *(support with evidence)*  
 No\_\_\_\_\_ *(support with rationale for not reporting in this section)*
12. Annual Program Review includes a discussion of program data?  
 Yes\_\_\_\_\_ *(support with evidence)*  
 No\_\_\_\_\_ *(support with rationale for not reporting in this section)*
13. Annual Program Review includes a request for additional resources including tenure-track hiring requests with support from program data. (Note: for programs submitting a 5-Year Academic Review in the same academic year, this is the only section required to be submitted by October 1<sup>st</sup>).  
 Yes\_\_\_\_\_ *(support with evidence)*  
 No\_\_\_\_\_ *(support with rationale for not reporting in this section).*