

CAPR ANNUAL PROGRAM REPORT

College	Science
Department	Nursing
Program	MSN
Reporting for Academic Year	AY 2020-2021
Last 5-Year Review	2018
Next 5-Year Review	2023
Department Chair	Lindsay McCrea (2020-21) Monika Eckfield (2021-22)
Author of Review	Monika Eckfield and Claire Valderama-Wallace
Date Submitted	10/1/21

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

Five-Year Review Planning Goals and Progress

Quality Education to Prepare Professional Nurses

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

Goal 1 Progress: We continue to implement the MSN program with the two established concentrations. Ongoing development includes identifying opportunities to support student success given the context of the pandemic.

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

Goal 2 Progress: Achieved. We received 5-year accreditation by CCNE, effective 10/16/19. Our reaccreditation will take place in Fall 2024.

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

Goal 3 Progress: During the 2020-2021 academic year, one additional faculty member joined us and taught in the Nursing Leadership and Administration concentration.

Develop the Nursing Program as a Center for Nursing Scholarship

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

Goal 4 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 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

Goal 5 Progress: A faculty member who mentored a MSN student through their Synthesis Project submitted the manuscript, which they co-authored, soon after graduation. We facilitated the first ever writing workshop in July 2021 and this can be further developed to serve as a platform for disseminating work. Another student who graduated in May 2021 submitted an abstract to a Sigma Theta Tau conference in March 2021. She went on to present her Synthesis Project. During our faculty meetings we have also begun discussing greater support of student-faculty scholarship and aim to share upcoming conferences with students and offer mentorship as they draft and submit abstracts.

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

Goal 6: 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 6 Progress: A faculty member invited a number of recent graduates to join her as co-authors as she updated her textbook. Nursing Education concentration students have also partnered with CSUEB faculty through their synthesis projects, involving simulation and community health nursing. One student in the Nursing Education concentration, for example, who works in acute care established a partnership with community health workers (promotoras) from a local clinic to co-facilitate a learning activity in a community health nursing clinical course.

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: The MSN program is producing the results we had hoped and we view the program as very successful. We have learned that additional professional/scholarly writing support is needed and plan to integrate a summer writing workshop going forward. We will continue to

evaluate the experiences and performance of the graduating cohorts. This is the fourth year of the program with both Nursing Education and Leadership and Administration concentrations up and running. We anticipate continued building of recruitment to our program and faculty recruitment and retention. In 2020-21, we continued to navigate COVID pandemic related obstacles, particularly challenges for students due to changes in their workplaces and practicum sites.

Curriculum: The core curriculum, comprised of six courses which all students take, regardless of concentration, focus on establishing a foundation aligned with the AACN MSN Essentials. The 2020-2021 academic year marked the first time we facilitated the second year of Nursing Leadership and Administration courses, including the Synthesis (N693) and Practicum (N625) courses, which were collaboratively developed among faculty members. The Synthesis (N693) and Practicum (N615) courses for Nursing Education students continued to developed, based on student faculty feedback during the previous year. Nine Nursing Education students and 13 Nursing Administration and Leadership successfully completed their courses to graduate in spring 2021.

Students: We are still in the process of growing our program and this has particularly been impacted by the COVID pandemic as nearly all students worked at the bedside during the 2020-2021 academic year. Being a self-support program, numbers and growth are critical to our survival. Outreach and recruitment were shifted to online venues and we also found that applicants often made their decision to apply to the program based on coworkers who have completed the program. We continue to work with University Extension to enhance the pool of applicants.

MSN	# applications	# qualified	# offered admission	# accepted offer	# enrolled Fall term
2018	112	20	16	14	14
2019 total	113	30	28	28	26
-Education	64	11	10	10	10
-Leadership	49	19	18	18	16

MSN	# applications	# qualified	# offered admission	# accepted offer	# enrolled Fall 2021 term
2020	79	31	31	28	19
Education	36	14	14	13	13
Leadership	43	17	17	15	6
2021	70	22	21	21	20
Education	38	10	10	10	9
Leadership	32	12	11	11	11

Faculty: Establishing a core group of MSN program faculty for both tracks continues as a priority, particularly for the Leadership and Management track, which benefits greatly from

nurses working full-time in management positions. We were successful in filling those slots and anticipate the addition of two part time faculty to meet and complete our group.

Staff: Our staffing needs are adequate and enhanced by the support staff at University Extension.

Resources: (*facilities, space, equipment, etc.*): We have adequate space and equipment to deliver our program. The University Extension special programs staff and team have been extremely supportive as faculty develop and implement courses. The online campus team has also been very responsive and continue to support faculty and students, particularly as several students are returning to school after several years away and benefit from additional support with the online learning management system. Additional resources (faculty time and physical space) are needed for writing programming so that we can facilitate an annual writing workshop and writing retreat. As enrollment grows, additional administrative support will be needed as our current Admin is part-time.

Assessment: The MSN program is reviewed and accredited by the Commission on Collegiate Nursing Education (CCNE) and we were given a 5 year accreditation in 2019. The second Nursing Education cohort and first Nursing Leadership and Administration cohort graduated in May 2021. We conduct ongoing assessment of the curriculum, as well as ongoing assessment of the synthesis and practicum courses in both concentrations. We gather feedback from faculty during monthly faculty meetings, from students after Immersion and throughout the academic year, and during advising sessions when the program coordinator meets individually with students.

Other: (*e.g., major program modifications*) No program modifications.

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

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

List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: “PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6).”

<i>Students graduating with a M.S. in Nursing will be able to:</i>		
<i>PLO 1</i>	<i>ILO 1 Thinking & Reasoning ILO 6 Specialized Education</i>	<i>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.</i>
<i>PLO 2</i>	<i>ILO 2 Communication ILO 6 Specialized Education</i>	<i>Lead change to improve quality outcomes and demonstrate effective leadership in advanced practice roles in nursing our diverse multicultural community.</i>
<i>PLO 3</i>	<i>ILO 1 Thinking & Reasoning ILO 6 Specialized</i>	<i>Critically analyze evidence in the advanced practice of nursing and in the planning, delivery, and evaluation of quality care in clinical, organizational and academic</i>

	<i>Education</i>	<i>settings.</i>
<i>PLO 4</i>	<i>ILO 2 Communication ILO 4 Collaboration ILO 6 Specialized Education</i>	<i>Integrate healthcare technologies in collaboration with interdisciplinary teams to improve clinical practice, education and organizational management.</i>
<i>PLO 5</i>	<i>ILO 3 Diversity ILO 5 Sustainability ILO 6 Specialized education</i>	<i>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.</i>
<i>PLO 6</i>		<i>Develop and cultivate inter-professional partnership that foster a culture of lifelong learning and professional development to advance excellence in nursing practice.</i>

B. Program Learning Outcome(S) Assessed

We assessed PLO 5 in 2018-2019, PLO 1 in 2019-2020, and PLO 2 in 2020-2021. Our plan is to assess PLO 4 in 2021-2022, and PLO 5 in 2022-2023. Assessment of culturally inclusive, ethical, and comprehensive nursing care is taken into consideration throughout the curriculum.

C. Summary of Assessment Process

Summarize your assessment process briefly using the following sub-headings.

Instrument(s): To assess students' ability to lead change to improve quality outcomes and demonstrate effective leadership, we looked at student performance in N625 Leadership Practicum and N615 Instructional Practicum. We used the results from students' practicum evaluations as the primary measurement instrument. The students completed evaluations for their preceptor(s) with the following categories: 1) Demonstrated high level of motivation and interest to mentor graduate student, 2) Facilitated a positive and supporting learning environment at the host agency, 3) Utilized effective leadership and administrative strategies to achieve student learning objectives, 4) Provided constructive feedback regularly to promote learning improvement and progress, and 5) Was a professional role model in stimulating my personal and professional growth in advanced practice nursing. The following scale was used: 1) Very satisfied, 2) Satisfied, 3) Somewhat satisfied, and 4) Not satisfied.

Students also submitted evaluations of the agency where they completed their practicum coursework, with the following categories: 1) Offers a positive and supporting learning environment, 2) Administrators and staff demonstrated interest in assisting students on the unit, 3) Shows commitment to advocacy and evidence-based patient care, and 4) Has an effective system to facilitate graduate nursing students' clinical practicum. The following scale was used: 1) Very satisfied, 2) Satisfied, 3) Somewhat satisfied, and 4) Not satisfied.

In order to evaluate the students' performance in the N693 Masters Synthesis course, faculty utilized a rubric with the following categories: 1) Explanation of background and significance of the synthesis project, 2) Use of a theory or framework, 3) Evidence and context, and 4) Conclusion – outcomes, limitations, and recommendations. The points given for each category of the rubric was: exceeding expectation (6-8), meets expectations (3-5), and below expectations

(2-0).

Sampling Procedure: Students taking N615 and N625 were asked to submit evaluations of their preceptors and agencies by the first week of May 2021.

Sample Characteristics: Nine Nursing Education students took N615 and 13 Leadership and Administration students took N625 during the Spring 2021 semester, with all but one identifying as female.

Data Collection: Students taking N615 and N625 were asked to submit evaluations of their preceptors and agencies by the first week of May 2021.

Data Analysis: Results from the student evaluations were summarized based on the scale described above, ranging from very satisfied to not satisfied. All but one student reported “Very Satisfied” for both preceptor and agency. This student reported “Satisfied” for categories 1-3 for the agency.

Student comments include:

- “My preceptor was very supportive and the project went well.”
- “I learned a lot about how to overcome obstacles and how to gain staff support when implementing new projects.”
- “Even though he was extremely busy with all the happenings in the world, he remained enthusiastic such a positive role model for me as a student. His guidance was invaluable. I could not have completed my project without him.”
- “Thanks to SMMC for the support of my practicum and synthesis project and the opportunity.”

Summary of Assessment Results

Main Findings: Overall, students report satisfaction with preceptor and agency, and described experiences with the various obstacles they faced in light of the pandemic and quickly changing dynamics at their sites.

Recommendations for Program Improvement: During the Spring 2021 semester, practicum faculty set up check-in meetings with both student and preceptor to problem solve as needed. Alumni have also been invited to speak at Immersion with lessons they learned as they completed their projects. Ongoing program improvement will also include ensuring that preceptors have access to the preceptor manual and that practicum coursework (primarily discussion board prompts) support students as they face various challenges during implementation and evaluation.

Next Step(s) for Closing the Loop: Practicum and student projects are a standing item in our monthly faculty meetings and the information sessions for both concentrations were held earlier (May 2021). The relevant materials (information session slides and recordings, relevant forms and paperwork, and timelines) were placed on our online learning platform so that students can access them at any time. These were also updated in the student handbook. Generally, our conversations

about practicum have shifted to take place earlier in the program, during Immersion, during advising sessions between students and the program coordinator, with the writing workshop which we introduced during summer 2021, and information sessions.

Other Reflections:

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.

We will gather quantitative and qualitative data in relation to PLO 3 during fall 2021 and spring 2022 semesters through both practicum courses N615 (Education) and N625 (Leadership and Administration).

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

(suggested length of 2 pages) 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.

A. Discussion of Trends & Reflections Notable Trends;

Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).

At the end of third year of the program, statistics for this self-support graduate program continue to hold. Three students left the program with concerns about competing priorities with the pandemic impacting every aspect of their lives. We have two main goals in the coming academic year, to promote even more student-faculty support to help students with stressors related to the pandemic, and to launch an enhanced and concerted recruitment effort to increase our enrollment. This will continue to be done in partnership with University Extension.

Reflections on Trends and Program Statistics:

Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.

This is the end of the third year of the program being offered. We have identified that with two cohorts approaching their practicum and synthesis course in their final semester, that additional administrative support and resources for activities that have supported student success would serve our program well.

Request for Resources (suggested length of 1 page)

Request for Tenure-Track Hires:

The MSN program is on Self Support, and more of our department's tenure-track faculty members have had opportunities to teach on-load and in overload in the MSN program. While

we do not seek a TT faculty member specifically for the MSN program, as the MSN program grows, it will likely create a greater need for additional TT faculty in our BSN program. We anticipate an ongoing need to recruit and retain part-time faculty for the MSN program with specific areas of expertise, particularly in the Leadership and Management track. Two of our faculty members in the Education Track are retired faculty on the FERP program and will not continue with us past the 2023-24 academic year. We also hope to provide job opportunities to our graduates in the form of clinical instructor positions in our BSN program.

Request for Other Resources:

We anticipate an increased need for support from our Clinical Placement Coordinator and from administrative staff as the program continues to grow. The MSN program currently has adequate resources to deliver the curriculum, however, the pandemic has created challenges. Students preparing for practicum have faced challenges securing preceptors and have struggled to identify quality improvement projects during tumultuous times at their workplaces, where the timeline of projects have become erratic in some cases. Our Clinical Placement Coordinator has helped a great deal, with her expertise and familiarity with the entire onboarding process. As we identify the need and success of activities that support both community building and development of scientific writing skills, additional administrative and faculty resources for the facilitation of writing workshops and retreats during the breaks between semesters are anticipated. Given that the majority of students have not been in the practice of this type of writing, ongoing practice outside of classwork during fall and spring semesters would increase their confidence and competency.

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. Annual Program Review includes information about any associated minor(s). Yes _____ *(support with evidence)*

No _____ *(support with rationale for not reporting in this section)*

12. Annual Program Review includes a discussion

