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

: This goal has been achieved. The MSN program offers both concentrations and is offered

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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.

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Fall 2018, End Date: Fall 2023

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.

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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.

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.

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.

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.

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.

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).

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.

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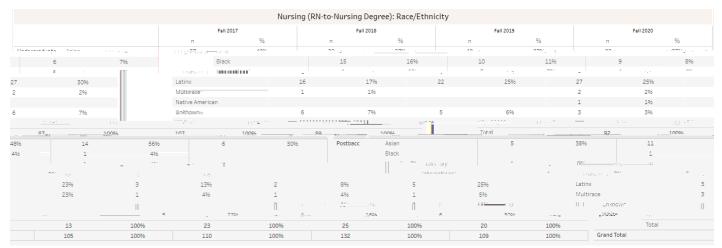
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Overall, we fell a little short of our target NCLEX-RN pass rate of 90% or higher, with graduates reaching an 85% pass rate during 2020-21. We attribute a large proportion of this dip to the multi-factorial impacts of the pandemic.

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	%
Asian	6	7%						
Black	6	7%	15	16%	10	11%	9	8%
Latinx	27	30%	16	17%	22	25%	27	25%
Multirace	2	2%	1	1%			2	2%
Native American							1	1%
Unknown	6	7%	6	7%	5	6%	3	3%
Total	87	100%	107	100%	89	100%	92	100%

Postbacc	n	%	n	%	n	%	n	%
Asian		48%	14	56%	6	30%	5	38%	11
Black		4%	1	4%					1
		23%	3	13%	2	8%	5	25%	Latinx	3
		23%	1	4%	1	4%	1	5%	Multirace	3
Unknown									
White									
Total	13	100%	23	100%	25	100%	20	100%	
Grand Total	105	100%	110	100%	132	100%	109	100%	

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 7th 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. , one Adult Health Nursing specialist with Leadership experience and one Community Health Nursing specialist in order to keep up with course demands. In addition,
. 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.

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. epmembers is order to ae

The linking of clinical courses to simulation lab experience has increased our awareness of the need for faculty and staf

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

Request for Tenure-Track Hires:

. 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 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_____

   No_____

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_____
   No_____

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_____
   No_____

4. Does the Annual Program Review have a summary of assessment results and ensuing or necessary revisions?
   Yes_____
   No_____

   Program learning outcome(s) (PLO) was/ were assessed: Yes_____

   No_____

   Assessment instrument(s) was/ were used to measure this PLO and clearly indicated: Yes_____
   No_____

7. Participants/ courses were sampled to assess this PLO and clearly indicated:

Yes___
No___

                           Assessment results were obtained, highlighting important
                           findings from the data collected:

Yes___
No_____

9. Assessment results were (or will be) used as well as any revisions to the assessment process are clearly indicated:
Yes_____
No_____

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_____
No_____

11. Annual Program Review includes information about any associated minor(s).
Yes_____
No_____

12. Annual Program Review includes a discussion of program data?
Yes_____
No_____

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 1st).
Yes_____
No_____