



Evaluation Team Report on the Accreditation Review of the Baccalaureate Degree Program in Nursing and Master's Degree Program in Nursing at California State University, Fullerton

Commission on Collegiate Nursing Education

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Introduction

This report presents the findings of the evaluation team from the Commission on Collegiate Nursing Education (CCNE), the accrediting body responsible for the evaluation of baccalaureate and graduate nursing programs, regarding the Bachelor of Science in Nursing (BSN) and Master of Science in Nursing (MSN) programs at California State University, Fullerton and their compliance with CCNE's standards for accreditation. The BSN and MSN programs were granted initial accreditation by CCNE in 2007 and 2002, respectively, and are being reviewed for continuing accreditation.

The 236-acre California State University, Fullerton (CSUF) is a major regional university in Orange County, close to metropolitan Los Angeles. In 1957, CSUF became the 12th state college in California to be authorized by the legislature as a degree-granting institution. It is now one of 23 campuses in the California State University (CSU) system. CSUF enrolls more than 38,000 students; has approximately 2,800 full- and part-time faculty; and offers 107 degree programs in eight colleges. CSUF is fourth in the nation for the number of baccalaureate degrees awarded to minority students and first in California for the number of baccalaureate degrees awarded to Hispanic students. Since the campus opened, CSUF has awarded degrees to more than 215,000 graduates. CSUF was last accredited by the Western Association of Schools and Colleges (WASC) in 2009. Its next accreditation visit is scheduled for 2019 with a mid-cycle review in 2016.

According to CSUF's official website, the university's mission is "to combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge." University officials and other constituents who met with the evaluation team confirmed CSUF's positive economic effect on the region by sustaining 8,700 jobs in the region and generating \$1 billion in regional and statewide economic activity annually. CSUF holds a Carnegie classification of Doctoral Universities: Moderate Research Activity.

The School of Nursing (SON) was initially established by the CSU system and approved to offer a registered nurse to BSN (RN-BSN) track in 1974. From 1974 to 1999, the focus of activity was on the campus RN-BSN track. In 2000, a distance-based RN-BSN offering was launched. A traditional pre-licensure BSN track was added in 2008, a licensed vocational nurse to BSN track became operational in 2011, and a second-career/fast-track/accelerated BSN track was added in 2014. In 2000, the SON received approval to offer an MSN program in the areas of leadership and nurse anesthesia. A track in women's healthcare (nurse midwifery/nurse practitioner) was added in 2003, school nursing was added in 2005, and nurse educator was added in 2009. At present, there are 681 students enrolled in the BSN program and 206 students enrolled in the MSN program. There are 31 full-time and 57 part-time faculty in the SON. The pre-licensure BSN track is approved by the California Board of Nursing, and the next review is scheduled for 2017.

The Southern California CSU Doctor of Nursing Practice (DNP) Program Consortium includes CSUF as the lead

campus; California State University, Long Beach; and California State University, Los Angeles. The DNP program consortium has been approved by each campus in the consortium as well as the CSU chancellor's office. The program received approval from WASC in 2012 and was granted initial CCNE accreditation in 2013. The DNP is awarded by CSUF, with all consortium schools listed on transcripts.

The team was afforded full cooperation in its efforts to assess the programs and to confirm the self-study document. The team would like to take this opportunity to thank the program for its hospitality and consideration during the on-site evaluation.

In accordance with CCNE procedures, as part of the review, the team confirmed that the program afforded the opportunity for constituents to submit third-party comments directly to CCNE. One letter was received, and it was considered in the evaluation of the program.

Meeting of CCNE Standards

While visiting the campus in Fullerton, California, the evaluation team had an opportunity to interview school and university officials; program faculty, students, and alumni; and community representatives. The team reviewed information in the self-study document and in the resource room as well as other materials provided at its request. In addition, the team also observed classroom and clinical activities. The following assessments were made regarding compliance with the *CCNE Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* by the baccalaureate degree and master's degree programs in nursing at the institution.

Standard I Program Quality: Mission and Governance

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

This standard is met for the baccalaureate degree nursing program.

This standard is met for the master's degree programs.

I-A. The mission, goals, and expected program outcomes are:

- congruent with those of the parent institution; and
- consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.

Elaboration: The program's mission statement, goals, and expected program outcomes are written and accessible to current and prospective students, faculty, and other constituents. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. A mission statement may relate to all nursing programs offered by the nursing unit or specific programs may have separate mission statements. Program goals are clearly differentiated by level when multiple degree/certificate programs exist. Student outcomes may be expressed as competencies, objectives, benchmarks, or other terminology congruent with institutional and program norms.

The program identifies the professional nursing standards and guidelines it uses. CCNE requires, as appropriate, the following professional nursing standards and guidelines:

- *The Essentials of Baccalaureate Education for Professional Nursing Practice* [American Association of Colleges of Nursing (AACN), 2008];
- *The Essentials of Master's Education in Nursing* (AACN, 2011);
- *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006); and
- *Criteria for Evaluation of Nurse Practitioner Programs* [National Task Force on Quality Nurse Practitioner Education (NTF), 2012].

A program may select additional standards and guidelines.

A program preparing students for certification incorporates professional standards and guidelines appropriate to the role/area of education.

An APRN education program (degree or certificate) prepares students for one of the four APRN roles and in at least one population focus, in accordance with the Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education (July 2008).

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

The SON's mission, goals, and expected outcomes are congruent with the published mission of CSUF. For example, the SON's mission to provide exemplary education, research, and community outreach related to human health, development, and lifelong well-being with an emphasis on theory and evidence-based practice is clearly aligned with the CSUF mission to "combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in collaboration to expand knowledge." The CSUF and

SON missions and goals are written in similar language as confirmed by the team in a review of publications online and the student and faculty handbooks.

Faculty confirmed that the nursing program uses the professional nursing standards and guidelines outlined in the self-study document. Through a review of course syllabi, committee meeting minutes, and the self-study document, the team confirmed the use of these professional nursing standards and guidelines.

I-B. The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:

- professional nursing standards and guidelines; and
- the needs and expectations of the community of interest.

Elaboration: There is a defined process for periodic review and revision of program mission, goals, and expected student outcomes. The review process has been implemented and resultant action reflects professional nursing standards and guidelines. The community of interest is defined by the nursing unit. The needs and expectations of the community of interest are reflected in the mission, goals, and expected student outcomes. Input from the community of interest is used to foster program improvement.

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

There are well-outlined processes for review and revision of the SON's mission, goals, and expected outcomes as confirmed by committee meeting minutes and documents examined by the team online and in the resource room. Appropriate councils, committees, and sub-committees conduct reviews and make revisions according to the various policies established by the SON. The strategic plan, vision, and core values are reviewed every five years; the most recent review occurred in 2015. Through a review of SON meeting minutes, the team confirmed that a review of the various curricula and programs occurred during the last three academic years. Expected student outcomes reflect professional nursing standards and guidelines as well as active contributions from the SON's defined community of interest. The team confirmed that academic programs are revised in response to evaluation and changes in healthcare. For example, community leaders are committed to hiring only baccalaureate graduates. During a meeting with the team, members of the community stated that the SON developed its RN-BSN track to meet that need.

The internal and external communities of interest include individuals and groups from diverse backgrounds. Faculty are committed to gathering data from these groups to assist in preparing students to meet the SON's mission and goals. . . Members of the external communities of interest include employers, corporate partners, professional organizations and accrediting agencies, other healthcare educators, and consumers. In a meeting with the team, community leaders confirmed their active participation on committees and in the SON's community partners breakfasts and described their work with SON alumni.

I-C. Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional expectations.

Elaboration: The nursing unit identifies expectations for faculty, whether in teaching, scholarship, service, practice, or other areas. Expected faculty outcomes are congruent with those of the parent institution.

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

The SON develops personnel standards that include faculty outcomes in the areas of teaching, scholarship, and service and are congruent with those of CSUF. These standards are reviewed and revised as needed. Teaching excellence is expected of all faculty. Faculty stated that they identify personal goals and outcomes on which they are evaluated. Those on the tenure track are evaluated on the specific criteria outlined in the related CSUF policy. The team confirmed that specific faculty outcomes depend on the faculty member's appointment to a tenured/tenure-track or full- or part-time lecturer position. These outcomes are used as a basis for evaluation, promotion, and tenure in a process outlined in the faculty handbook, which includes the detailed procedures used for evaluation such as use of a portfolio system. This system is described in the self-study document and was confirmed by the faculty. Faculty roles and responsibilities and the tenure process are clearly defined in CSUF policies, which were reviewed by the team. These policies are clearly understood, as confirmed by the team through a review of faculty meeting minutes and in meetings with faculty.

I-D. Faculty and students participate in program governance.

Elaboration: Roles of the faculty and students in the governance of the program, including those involved in distance education, are clearly defined and promote participation. Nursing faculty are involved in the development, review, and revision of academic program policies.

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

Governance of the SON and CSUF involves active participation by the faculty, staff, and students. Faculty and student roles in governance are clearly defined in the CSUF policies and bylaws.

Students are members of the Undergraduate Program Committee (UPC) and Graduate Program Committee (GPC) with voting privileges. Through a review of CSUF policies and meeting minutes of the undergraduate and graduate committees as well as in discussions with faculty and students, the team confirmed active participation by students in governance. Students confirmed that they volunteer to be representatives on committees and provided examples of how they present their suggestions to committees as well as changes made as a result. Students reported that their voices are heard and that changes are made based on their input. Faculty described how the students serve as liaisons between the committee and student body at the and levels.

Faculty roles in the governance of all programs, decisions made about program implementation, and involvement in the review and revision of policies as needed were confirmed through the team’s review of committee meeting minutes and interviews with faculty.

I-E. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.

Elaboration: References to the program’s offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, grading policies, degree/certificate completion requirements, tuition, and fees are accurate. Information regarding licensure and/or certification examinations for which graduates will be eligible is accurate. For APRN education programs, transcripts or other official documentation specify the APRN role and population focus of the graduate.^{1, 2}

If a program chooses to publicly disclose its CCNE accreditation status, the program uses either of the following statements:

“The (baccalaureate degree in nursing/master’s degree in nursing/Doctor of Nursing Practice and/or post-graduate APRN certificate) at (institution) is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.”

“The (baccalaureate degree in nursing/master’s degree in nursing/Doctor of Nursing Practice and/or post-graduate APRN certificate) at (institution) is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>).”

¹ *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education* (July 2008).

² *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education, 2012).

Compliance Concern?	Baccalaureate:	No
	Master’s:	No

Rationale:

Documents and publications as well as information on the SON’s website were confirmed by the team to be accurate and up to date. Policies have an effective date of implementation. The team confirmed that the most current review dates are documented on each policy. The team also reviewed the CSUF catalog, CSUF and SON student handbooks, and SON website, which includes a page dedicated to accreditation and CCNE accreditation status. SON information regarding academic program offerings, outcomes, admission policies, grading policies, degree completion, tuition and fees, and the academic calendar was reviewed. The team confirmed that there is a process in place for notification via email from faculty to students when changes in policies are made. The SON uses the Titanium learning management system to communicate with students and archive important information. Students stated that policies and policy changes can be accessed online via the SON website.

I-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected student outcomes. These policies are:

- fair and equitable;
- published and accessible; and

- reviewed and revised as necessary to foster program improvement.

Elaboration: Academic policies include, but are not limited to, those related to student recruitment, admission, retention, and progression. Policies are written and communicated to relevant constituencies. Policies are implemented consistently. Differences between the nursing program policies and those of the parent institution are identified and support achievement of the program's mission, goals, and expected student outcomes. A defined process exists by which policies are regularly reviewed. Policy review occurs and revisions are made as needed.

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

The academic policies for CSUF and the SON are congruent and accessible as confirmed by the team through a review of information online and in the CSUF catalog, faculty handbook, and CSUF and SON student handbooks. Faculty confirmed their involvement in policy development and revision through their representation on SON committees, task forces when appropriate, and the Faculty Assembly as well as representation on CSUF Academic Senate committees. The team confirmed that policies are reviewed and updated as needed and that there is congruence between the policies of CSUF and those of the SON. For example, there is congruence among CSUF's and the SON's appeals (grievance) policies related to the academic standard for student conduct, the discipline policy outlined in the CSUF student handbook, and the discussion of student conduct, discipline, and professional integrity in the SON student handbook.

Standard II Program Quality: Institutional Commitment and Resources

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enable the achievement of the mission, goals, and expected program outcomes.

This standard is met for the baccalaureate degree nursing program.

This standard is met for the master's degree nursing program.

II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.

Elaboration: The budget enables achievement of the program's mission, goals, and expected outcomes. The budget also supports the development, implementation, and evaluation of the program. Compensation of nursing unit personnel supports recruitment and retention of qualified faculty and staff. Physical space is sufficient and configured in ways that enable the program to achieve its mission, goals, and expected outcomes. Equipment and supplies (e.g., computing, laboratory, and teaching-learning) are sufficient to achieve the program's mission, goals, and expected outcomes.

A defined process is used for regular review of the adequacy of the program's fiscal and physical resources. Review of fiscal and physical resources occurs and improvements are made as appropriate.

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. In meetings with the team, the interim provost and dean of the College of Health and Human Development confirmed that the director of the SON is responsible for planning and allocating resources. The principal source of revenue for the SON operating budget is an established tuition amount that is fixed by the CSU System's chancellor's office and "marginal cost funds" that are generated from the State of California budget for CSU higher education. The SON budget is supplemented by grants and philanthropic foundation funding.

Faculty stated that they have knowledge of and some input into the budget. Through a review of SON faculty salaries compared with AACN national norms, the team confirmed that salaries are at competitive levels. Faculty confirmed that they received a 5% salary increase on June 31, 2016, and an additional 2% increase on July 1, 2016.

Physical facilities are sufficient to enable the SON to achieve its mission, purpose, and expected outcomes, and the SON has the necessary space, private offices, classroom technology, and equipment required to do so. The team toured the state-of-the-art simulation center, which is showcased on the SON website with descriptions and pictures of the rooms and equipment. The faculty member in charge of the center stated that it is used for

interdisciplinary students in the College of Health and Human Development. She is able to hold several different classes for different levels of students simultaneously.

II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.

Elaboration: Academic support services (e.g., library, technology, distance education support, research support, admission, and advising services) are adequate for students and faculty to meet program requirements and to achieve the mission, goals, and expected program outcomes. There is a defined process for regular review of the adequacy of the program's academic support services. Review of academic support services occurs and improvements are made as appropriate.

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

Academic support services are sufficient and available to meet students' needs and program requirements. A description of these services is included in the CSUF and SON student handbooks and several places on the website. Services were confirmed by representatives of student support services including student affairs, financial aid, and the registrar's office. The team toured the SON advising center, which has two full-time advisors, one for undergraduate students and one for graduate students. The assistant director of financial aid confirmed that her office works with students at all levels to develop a financial aid package that may include Title IV grants, federal direct loans, and state grants as well as other sources of funding. Students are eligible for accommodation under the Americans with Disabilities Act.

The Pollak Library is located next to the building that houses the SON, where most classes are held. The collection has more than 35,000 titles related to nursing subjects; subscribes to more than 300 nursing and 4,500 health-related journals; and has subscriptions to the Cumulative Index to Nursing and Allied Health Literature (CINAHL), PubMed, Cochrane Database of Systematic Reviews, and several other clinical and research databases. The team met with the designated SON liaison librarian, who stated that nursing students are frequent library users and are the largest users of the free intra-library loan service. Nursing students' highest usage is access of materials online. The library is open seven days per week, and all online resources are available 24 hours per day. The library also has a 24/7 chat line with a librarian. The library has a study center with 400 computers available for student use and laptop computers available for check out. The library provides a 24/7 Genius Center to assist faculty and students with technology problems.

II-C. The chief nurse administrator:

- is a registered nurse (RN);
- holds a graduate degree in nursing;
- holds a doctoral degree if the nursing unit offers a graduate program in nursing;
- is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes;
- is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and
- provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.

Elaboration: The administrative authority of the chief nurse administrator is comparable to that of chief administrators of similar units in the institution. He or she consults, as appropriate, with faculty and other communities of interest to make decisions to accomplish the mission, goals, and expected program outcomes. The chief nurse administrator is perceived by the communities of interest to be an effective leader of the nursing unit. The program provides a rationale and a plan to come into compliance if the chief nurse administrator does not hold a graduate degree in nursing and a doctoral degree (if applicable).

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

The director is well qualified and holds the required degrees for her position. Her curriculum vitae (CV) reflects extensive experience including clinical practice and teaching as well as leadership and administration in nursing practice and nursing education programs, including the position of director of nursing and allied health programs at Kaskaskia Community College in Centralia, Illinois. She is a fellow in the American Heart Association and has received numerous awards for excellence including but not limited to two exceptional teaching effectiveness awards, a doctoral research role award, and an American Heart Association service recognition award. The director has authored numerous publications and has presented papers at local, national, and international levels. She has also been a manuscript reviewer for several journals, has a history of community service, and received funding for a variety of grants.

The director describes her leadership style as “democratic” and likes to lead using group consensus. Faculty described her as a leader who is innovative, a visionary, and a facilitator. They noted that she is known for her excellence in teaching and community relations, and has been nationally recognized in these areas. Faculty stated that the director is always available and that she “makes you feel good.” CSUF administrators described the director as a strong, excellent leader. The dean of the College of Health and Human Development stated that the director is collegial and works well across the campus. She is highly thought of, well organized, and well respected.

II-D. Faculty are:

- sufficient in number to accomplish the mission, goals, and expected program outcomes;
- academically prepared for the areas in which they teach; and
- experientially prepared for the areas in which they teach.

Elaboration: The full-time equivalency (FTE) of faculty involved in each program is clearly delineated, and the program provides to CCNE its formula for calculating FTEs. The overall faculty (whether full-time or part-time) is sufficient in number and qualifications to achieve the mission, goals, and expected program outcomes. Faculty-to-student ratios ensure adequate supervision and evaluation and meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines.

Faculty are academically prepared for the areas in which they teach. Academic preparation of faculty includes degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach. Faculty teaching in the nursing program have a graduate degree. The program provides a rationale for the use of any faculty who do not have a graduate degree.

Faculty who are nurses hold current RN licensure. Faculty teaching in clinical/practicum courses are experienced in the clinical area of the course and maintain clinical expertise. Clinical expertise may be maintained through clinical practice or other avenues. Faculty teaching in advanced practice clinical courses meet certification and practice requirements as specified by the relevant regulatory and specialty bodies. Advanced practice nursing tracks are directly overseen by faculty who are nationally certified in that same population-focused area of practice in roles for which national certification is available.

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

Faculty are qualified to meet the mission, goals, and objectives of the nursing program. Through a review of faculty profiles, CVs, course syllabi, and faculty teaching assignments, the team confirmed that faculty are academically and experientially prepared for the courses they teach. Seventy-one percent of the 31 full-time faculty have doctoral degrees in nursing or a related field, as do all Kaiser Permanente School of Anesthesia partners. Most undergraduate courses are taught by master's-prepared faculty, but on occasion, when a master's-prepared faculty member is not available, a clinical course may be taught by a BSN-prepared nurse with expert status. The majority of undergraduate clinical faculty is part time and not required to attend ongoing weekly faculty meetings. The faculty-to-student ratio in clinical courses for the BSN program is maintained at 1:10 in direct patient care areas. The faculty-to-student ratio in MSN clinical courses is no more than 1:6, which is consistent with recommendations in the National Task Force on Quality Nurse Practitioner Education (NTF) *Criteria for Evaluation of Nurse Practitioner Programs (NTF Criteria)* (2012).

The coordinator of the nurse anesthesia track is nationally recognized for his work in pharmacology and is academically well prepared. The advanced practice track in women's healthcare is directed by a nationally certified nurse midwife and state-certified nurse practitioner. She will be qualified to take the national certification exam for women's health nurse practitioners later this year. The leadership and educator tracks are coordinated by a doctorally prepared nurse educator.

II-E. Preceptors, when used by the program as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.

Elaboration: The roles of preceptors with respect to teaching, supervision, and student evaluation are:

- *clearly defined;*
- *congruent with the mission, goals, and expected student outcomes; and*
- *congruent with relevant professional nursing standards and guidelines.*

Preceptors have the expertise to support student achievement of expected outcomes. Preceptor performance expectations are clearly communicated to preceptors and are reviewed periodically. The program ensures preceptor performance meets expectations.

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

Through a review of preceptor CVs, the team confirmed that preceptors are academically and experientially qualified in their areas of concentration for their roles in assisting in the achievement of the mission, goals, and expected student outcomes. Preceptors help prepare students to be successful practitioners.

At the undergraduate level, the SON and clinical institution provide an orientation to the preceptor role. Each preceptor is provided with a preceptor manual and may receive continuing education units (CEUs) for completion of the orientation session. Course faculty also meet with preceptors or the student/preceptor dyad (by phone, in person, or using Adobe Connect) three times per semester. At the graduate level, the team confirmed that there is no formal orientation for MSN program preceptors, but preceptors do receive an email from the lead faculty member that includes the course description, objectives, and overview of expected outcomes as well as an explanation of preceptor responsibilities. The team was told that faculty visits to clinical sites are scheduled to meet accreditation requirements, but that there is no formal number of scheduled meetings. There is no tracking mechanism in place to ensure that visits occur. All nurse practitioner preceptors meet the qualifications in the *NTF Criteria*, and the faculty-to-student ratio is consistent with *NTF Criteria* recommendations. Students document experiences leading to competency attainment and the required number of clinical hours.

The team confirmed the statement in the self-study document that students do not complete written evaluations of preceptors. The director stated that there is no written policy at this time concerning evaluation of preceptors.

II-F. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.

Elaboration: Institutional support is available to promote faculty outcomes congruent with defined expectations of the faculty role and in support of the mission, goals, and expected faculty outcomes. For example:

- *Faculty have opportunities for ongoing development in the scholarship of teaching.*
- *If scholarship is an expected faculty outcome, the institution provides resources to support faculty scholarship.*
- *If practice is an expected faculty outcome, opportunities are provided for faculty to maintain practice competence, and institutional support ensures that currency in clinical practice is maintained for faculty in roles that require it.*
- *If service is an expected faculty outcome, expected service is clearly defined and supported.*

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

CSUF and the SON have a culture that provides and supports a collaborative environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes. CSUF and the SON offer financial resources and opportunities to support faculty in these endeavors. As an example, faculty may receive travel funds of \$1,000 per year for conference presentations. Additional

funds are available for travel related to doctoral education. Several faculty stated that they have received travel funds and confirmed that new tenure-track faculty receive released time to establish their research and scholarly activities.

Excellence in teaching is an important focus of the SON. To that end, faculty confirmed that they have taken advantage of opportunities for the development of their teaching from the CSUF Academic Technology Center and Faculty Development Center. Faculty have been given assistance in the areas of grant writing, research design, and statistical support, and stated that this support has led to grant submission and funding. Faculty have received awards at the university, college, and SON levels.

The team confirmed that the SON supports faculty practice as part of the service mission. Faculty confirmed that they have 3 units (the equivalent of approximately 8 hours) for additional activities including clinical practice so that they can meet requirements for licensure and/or certification.

Standard III

Program Quality: Curriculum and Teaching-Learning Practices

The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

This standard it met for the baccalaureate degree nursing program.

This standard is met for the master's degree nursing program.

III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program's mission and goals, and with the roles for which the program is preparing its graduates.

Elaboration: Curricular objectives (e.g., course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected learning that relate to student outcomes. Expected outcomes relate to the roles for which students are being prepared.

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

Through a review of the self-study document, crosswalk tables, and program council meeting minutes, the team confirmed that the BSN and MSN program outcomes are congruent with the SON's overall mission, goals, and roles for which the program is preparing its graduates. The team confirmed that statements of outcomes are published on the SON website and in the student handbooks.

Through a review of the syllabi of all tracks in the BSN and MSN programs as well as clinical experiences planned for students, the team confirmed that course objectives clearly align with the mission, goals, and expected student outcomes. Individual student learning outcomes (SLOs) and evaluation methods are identified in each course. The statements in the self-study document regarding how SLOs are built upon to attain the summative SLO were confirmed by the team in a review of relevant course syllabi and committee meeting minutes as well as discussions with faculty. UPC and GPC meeting minutes as well as the team's discussions with committee members provided evidence that committees continually modify existing courses and ensure that there is continued congruence with the SLOs per the crosswalks.

III-B. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).

- Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).
- Master's program curricula incorporate professional standards and guidelines as appropriate.
 - a. All master's degree programs incorporate *The Essentials of Master's Education in Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program.
 - b. All master's degree programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).

- Graduate-entry program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.
- DNP program curricula incorporate professional standards and guidelines as appropriate.
 - a. All DNP programs incorporate *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program.
 - b. All DNP programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).
- Post-graduate APRN certificate programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).

Elaboration: Each degree/certificate program incorporates professional nursing standards and guidelines relevant to that program, area, role, population focus, or specialty. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum.

APRN education programs (degree and certificate) (i.e., Clinical Nurse Specialist, Nurse Anesthesia, Nurse Midwife, and Nurse Practitioner) incorporate separate comprehensive graduate level courses to address the APRN core, defined as follows:

- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.

Separate courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology are not required for students enrolled in post-master's DNP programs who hold current national certification as advanced practice nurses, unless the program has deemed this necessary.

Master's programs that have a direct care focus but are not APRN education programs (e.g., nursing education and Clinical Nurse Leader), incorporate graduate level content addressing the APRN core. They are not required to offer this content as three separate courses.

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

Baccalaureate Program:

The BSN program curricula reflect relevant professional nursing standards and guidelines. Through a review of syllabi, the team confirmed the use of *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) in crosswalk tables. The curricula also include the *Quality and Safety Education for Nurses Competencies* (QSEN, 2007) and any applicable nursing specialty group professional standards and guidelines. The team confirmed that the UPC developed a BSN educational effectiveness plan (EEP) to ensure a regular review of each undergraduate nursing course every six years as reported in the self-study document. A standardized assessment form was developed for faculty to document the SLOs for each course.

Master's Program:

Through a review of selected syllabi, the team confirmed that professional nursing standards and guidelines are integrated into nursing courses. Samples of student assignments, major papers, and other required work demonstrate how students address and meet the expectations in various graduate-level courses.

Through a review of crosswalk tables and GPC meeting minutes, the team confirmed that MSN courses are reviewed annually for congruence with required and selected professional nursing standards and guidelines including *The Essentials of Master's Education in Nursing (Master's Essentials)* (AACN, 2011), *NTF Criteria*, and the *California Code of Regulations, Title 16, Section 1484: Nurse Practitioner Programs* (2011). These professional nursing standards and guidelines are clearly reflected in clinical courses. Consistent with the *Master's Essentials*, advanced pathophysiology, advanced health assessment, and advanced pharmacology are offered as separate courses in all MSN tracks including nurse anesthesia and nurse educator.

III-C. The curriculum is logically structured to achieve expected student outcomes.

- Baccalaureate curricula build upon a foundation of the arts, sciences, and humanities.
- Master's curricula build on a foundation comparable to baccalaureate level nursing knowledge.
- DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student.
- Post-graduate APRN certificate programs build on graduate level nursing competencies and knowledge base.

Elaboration: Baccalaureate program faculty and students articulate how knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice. Post-baccalaureate entry programs in nursing incorporate the generalist knowledge common to baccalaureate nursing education as delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) as well as advanced course work.

Graduate curricula are clearly based on a foundation comparable to a baccalaureate degree in nursing. Graduate programs delineate how students who do not have a baccalaureate degree in nursing acquire the knowledge and competencies comparable to baccalaureate education in nursing as a foundation for advanced nursing education. Accelerated programs that move students from basic nursing preparation (e.g., associate degree or diploma education) to a graduate degree demonstrate how these students acquire baccalaureate level knowledge and competencies delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), even if they do not award a baccalaureate degree in nursing in addition to the graduate degree.

DNP programs, whether post-baccalaureate or post-master's, demonstrate how students acquire doctoral-level competencies delineated in The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006). The program provides a rationale for the sequence of the curriculum for each program.

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

Baccalaureate Program:

The BSN program is built upon a strong foundation of arts, sciences, and humanities. These prerequisite courses provide the basis for nursing courses, which include content related to these disciplines and enhance students'

learning in areas that include but are not limited to psychosocial concepts as well as general nursing courses. Faculty confirmed that the themes and threads learned in foundational non-nursing courses provide a curricular structure that reflects concepts selected for their incidence, prevalence, and importance to the health and care of patients.

Master's Program:

Through a review of course progression in various documents and in interviews with faculty and students, the team confirmed that the MSN curriculum is logically structured to achieve expected learning outcomes, builds on the foundations and competencies of the BSN program, and focuses on advanced practice nursing.

Faculty confirmed that for admission to the APRN tracks, an applicant must have a BSN with a 3.0 grade point average and a license to practice in California, and must have completed undergraduate courses in statistics, pathophysiology, and nursing research. Upon admission to the leadership and nurse educator tracks, baccalaureate-level nursing knowledge is ensured by requiring applicants to have completed a BSN or a baccalaureate degree in a related field. The team confirmed that these admission criteria are included in the graduate student handbook.

III-D. Teaching-learning practices and environments support the achievement of expected student outcomes.

Elaboration: Teaching-learning practices and environments (classroom, clinical, laboratory, simulation, distance education) support achievement of expected individual student outcomes identified in course, unit, and/or level objectives.

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

Baccalaureate Program:

Through a review of syllabi and in meetings with faculty and students, the team confirmed that teaching-learning practices are selected to fit the learner group (such as traditional and RN-BSN students) and reflect increasing breadth and depth as students meet SLOs. Multiple teaching-learning practices and environments provide opportunities for students to demonstrate knowledge and behaviors consistent with course objectives. Students stated that they appreciate the variety of learning activities the faculty develop to enhance their learning. Traditional BSN students learn through experiences in clinical settings as well as laboratory experiences in the simulation center. The team observed a variety of experiences students were having simultaneously in the state-of-the-art simulation center, ranging from working with syringes in preparation for giving immunizations, doing head and neck physical exams, to complex simulations and using heart monitors on simulation manikins. Students also worked in pairs, taking turns being the nurse and patient. Students have an opportunity to participate in interdisciplinary experiences in the simulation center. The team's observations of

classes, clinical sites, and simulations provided evidence that students' primary focus is on knowledge and skills.

Master's Program:

In interviews with faculty and students and a review of materials, the team confirmed that faculty use a variety of teaching strategies. Students stated that the following methods are used in the classroom: case studies, videos, group work, PowerPoint presentations, guest lecturers, portfolio presentations, and role-playing. Course lectures are also available online. Teaching-learning practices and the MSN program environment support achievement of the expected student outcomes identified in the course objectives. Until 2015, all students were required to attend an orientation week that included the web-based program Titanium, which students found overwhelming. Consequently, the faculty developed a Titanium course for all students.

Simulation experiences vary by track. Nurse anesthesia students focus on airway and case management of potentially lethal critical events; women's health students focus on suturing, vaginal delivery hand maneuvers, and intrauterine device placement; and nurse educator students concentrate on real-life teaching situations. Women's health students use standardized patients, individuals who are trained to portray roles of patients, family members, and others to enable students to practice skills in physical examination, history taking, communication, and diagnostic and health problem management.

Leadership is designed as a multi-method delivery track, in which content is delivered using a hybrid delivery method (a mix of online and face-to-face teaching). The team observed courses that use online chat and Adobe Connect technology to facilitate social presence in an online environment. Students reported satisfaction with the use of Adobe Connect.

Four courses are nationally certified through Quality Matters. In addition, four faculty are certified peer reviewers, and one faculty member is a master reviewer.

III-E. The curriculum includes planned clinical practice experiences that:

- enable students to integrate new knowledge and demonstrate attainment of program outcomes; and
- are evaluated by faculty.

Elaboration: To prepare students for a practice profession, each track in each degree program and post-graduate APRN certificate program affords students the opportunity to develop professional competencies in practice settings aligned to the educational preparation. Clinical practice experiences are provided for students in all programs, including those with distance education offerings. Clinical practice experiences involve activities that are designed to ensure students are competent to enter nursing practice at the level indicated by the degree/certificate program. The design, implementation, and evaluation of clinical practice experiences are aligned to student and program outcomes.

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

Baccalaureate Program:

BSN students complete clinical learning requirements in a variety of clinical settings. Placements are secured with the assistance of a five-member clinical placement team. At each location, students are presented with information on the clinical activities they will be engaging in along with information on how they will be evaluated. In meetings with the team, faculty described their deliberations in selecting clinical sites and the importance of continuing to develop those sites as supportive learning environments over time. Members of clinical agencies stated that they have developed positive relationships with faculty and believe that having the same clinical faculty enhances students’ experiences in their facility. This collegiality was observed by the team in a meeting in which agency representatives not only praised faculty competence but also stated that they are always impressed with SON students. They want to hire SON students following graduation because of the level of competence they have demonstrated as students. All BSN clinical evaluations and grading are done by SON faculty with input from the staff that worked with the students.

Master’s Program:

Each MSN track has specific requirements based on the specialty organization’s recommendations. These include planned supervised clinical practice experiences in which students apply knowledge and demonstrate achievement of expected learning outcomes. The team reviewed a sampling of the 325 affiliation agreements the SON has with clinical agencies.

Leadership students are placed with preceptors in leadership roles in a variety of areas such as medical clinics, academic institutions, and community settings. Nurse anesthesia students gain experiences using different types of anesthesia such as regional, general, and local in various populations such as child, adult, trauma, and organ transplant groups. Contracts for nurse anesthesia students are established by the Kaiser Permanente School of Anesthesia. Nurse educator students are precepted by academic educators at local community colleges and clinical educators at partner facilities.

The team confirmed that the women’s health track requires 672 clinical hours, the nurse educator track requires 405 hours, and the nurse anesthesia track requires 250 cases.

III-F. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.

Elaboration: The curriculum and teaching-learning practices (e.g., use of distance technology, didactic activities, and simulation) are appropriate to the student population (e.g., adult learners, second language students, students in a post-graduate APRN certificate program) and consider the needs of the program-identified community of interest.

Compliance Concern?	Baccalaureate:	No
	Master’s:	No

Rationale:

The curriculum and teaching-learning practices of all programs consider the needs and expectations of the community of interest including the culturally diverse population in Southern California. Furthermore, students in all programs are adult learners who engage in didactic learning activities in the classroom, clinical sites in the community, and/or evidence-based interactive activities in the simulation center. The learning styles incorporated into the curriculum enable the SON to address the multicultural background of the student population. In discussions with the team, members of the Advisory Council confirmed their appreciation for the programs, outcomes, and community engagement demonstrated by the SON students and faculty. The community of interest was instrumental in supporting the development of the RN-BSN track and provides scholarships and tuition reimbursement for students studying for a BSN or MSN. This group has played an active role in past planning and anticipates continuing with future strategic planning with the SON.

III-G. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.

Elaboration: Evaluation of student performance is consistent with expected student outcomes. Grading criteria are clearly defined for each course, communicated to students, and applied consistently. Processes exist by which the evaluation of individual student performance is communicated to students. In instances where preceptors facilitate students' clinical learning experiences, faculty may seek input from preceptors regarding student performance, but ultimately faculty are responsible for evaluation of individual student outcomes. The requirement for evaluation of student clinical performance by qualified faculty applies to all students in all programs. Faculty evaluation of student clinical performance may be accomplished through a variety of mechanisms.

Compliance Concern?	Baccalaureate:	No
	Masters:	No

Rationale:

Individual student performance is evaluated by faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.

Through a review of various syllabi and in discussions with students, the team confirmed that course expectations, grading criteria, assignment rubrics, and clinical performance requirements are clearly delineated in course syllabi and student handbooks and are consistent with course and program expectations. Course activities are in alignment with course objectives, and in a majority of syllabi those activities include matrices for grading purposes to provide students with grading information. The team noted that the matrix system for grading activities is somewhat inconsistent and can be confusing. In some instances, the matrix depicts a range of possible points, whereas in others there is no range.

Through a review of selected student records including formal papers, posters, and journal entries as well as discussions with students and preceptors, the team confirmed that when preceptors are used, they work with faculty to conduct individual clinical performance evaluations throughout the program. In the BSN program's

clinical courses, students evaluate the performance of clinical site personnel, and clinical personnel are given the opportunity to evaluate students' performance in the clinical setting. Faculty and students use clinical evaluation forms for review of student performance at the midpoint and end of the course. The midpoint evaluation provides students with the opportunity to address areas that need improvement.

At the MSN level, preceptors stated that they complete a daily evaluation that is reviewed with the student and faculty to enable feedback and opportunities for improvement including but not limited to the need to become more actively involved in the clinical setting. Faculty are responsible for the final evaluation of students after conferring with and receiving feedback from preceptors.

III-H. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.

Elaboration: Faculty use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of student outcomes. Such evaluation activities may be formal or informal, formative or summative. Curriculum is regularly evaluated by faculty and other communities of interest as appropriate. Data from the evaluation of curriculum and teaching-learning practices are used to foster program improvement.

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

Program committee meeting minutes provided evidence that the curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement. The program committees review and maintain the curriculum and teaching-learning practices used in each program.

At the master's level, each course is evaluated using student evaluations and faculty input. The students stated that faculty are receptive to their comments, suggestions, and evaluations and make changes to the curriculum or teaching methods as needed. Students also complete faculty and clinical site evaluations, which are forwarded to the program coordinator. The team did not find evidence in the self-study document, resource room, or discussions with faculty that the results of this survey are distributed or incorporated into the curriculum.

Standard IV

Program Effectiveness: Assessment and Achievement of Program Outcomes

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

This standard is met for the baccalaureate degree nursing program.

This standard is met for the master's degree nursing program.

IV-A. A systematic process is used to determine program effectiveness.

Elaboration: The program uses a systematic process to obtain relevant data to determine program effectiveness. The process:

- *is written, ongoing, and exists to determine achievement of program outcomes;*
- *is comprehensive (i.e., includes completion, licensure, certification, and employment rates, as required by the U.S. Department of Education; and other program outcomes);*
- *identifies which quantitative and/or qualitative data are collected to assess achievement of the program outcomes;*
- *includes timelines for collection, review of expected and actual outcomes, and analysis; and*
- *is periodically reviewed and revised as appropriate.*

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

The program's systematic process to determine program effectiveness has been in transition since 2013, with many changes and revisions to the processes of assessment and evaluation. The team reviewed the program assessment mechanisms described in the self-study document as well as the newly developed assessment plan excerpted in the appendix and available in the resource room. The plan is comprehensive and includes quantitative and qualitative data collection. However, the steps in it are not clearly described. In addition, the plan does not include information about how the data are used and if changes are made as needed based on the data collected. During a discussion with the evaluation committee, the team confirmed that data have been used to make programmatic changes. Some of these examples are included in pp. 69 and 70 of the self-study document. Surveys reviewed include program completion rates, licensure and certification pass rates, and employment rates as well as the faculty-identified outcomes of learning and achievement as measured by the EEP.

IV-B. Program completion rates demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of required program outcomes regarding completion. For each degree program (baccalaureate, master's, and DNP) and post-graduate APRN certificate program:

- *The completion rate for each of the three most recent calendar years is provided.*
- *The program specifies the entry point and defines the time period to completion.*
- *The program describes the formula it uses to calculate the completion rate.*
- *The completion rate for the most recent calendar year is 70% or higher. However, if the completion rate for the most recent calendar year is less than 70%, (1) the completion rate is 70% or higher when the annual completion rates for the three most recent calendar years are averaged or (2) the*

completion rate is 70% or higher when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education.

A program with a completion rate less than 70% for the most recent calendar year provides a written explanation/analysis with documentation for the variance.

This key element is not applicable to a new degree or certificate program that does not yet have individuals who have completed the program.

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

Completion rates for all programs demonstrate SON programmatic effectiveness. Through a review of documents on site, the team confirmed that completion rates for the three most recent calendar years range from 78.0% to 84.0% for the aggregated BSN cohorts and from 88.2% to 93.7% for aggregated MSN students. The dean of the College of Health and Human Development stated that beginning in academic year 2016-2017, the CSU System will require reporting of a four-year graduation rate for all universities. Since the SON programs do not fit into this requirement, graduation rates will be based on SON-defined designations for timely graduation.

IV-C. Licensure and certification pass rates demonstrate program effectiveness.

Elaboration: The pre-licensure program demonstrates achievement of required program outcomes regarding licensure.

- *The NCLEX-RN® pass rate for each campus/site and track is provided for each of the three most recent calendar years.*
- *The NCLEX-RN® pass rate for each campus/site and track is 80% or higher for first-time takers for the most recent calendar year. However, if the NCLEX-RN® pass rate for any campus/site and track is less than 80% for first-time takers for the most recent calendar year, (1) the pass rate for that campus/site or track is 80% or higher for all takers (first-time and repeat) for the most recent calendar year, (2) the pass rate for that campus/site or track is 80% or higher for first-time takers when the annual pass rates for the three most recent calendar years are averaged, or (3) the pass rate for that campus/site or track is 80% or higher for all takers (first-time and repeat) when the annual pass rates for the three most recent calendar years are averaged.*

A campus/site or track with an NCLEX-RN® pass rate of less than 80% for first-time takers for the most recent calendar year provides a written explanation/analysis with documentation for the variance and a plan to meet the 80% NCLEX-RN® pass rate for first-time takers. The explanation may include trend data, information about numbers of test takers, data relative to specific campuses/sites or tracks, and data on repeat takers.

The graduate program demonstrates achievement of required program outcomes regarding certification. Certification results are obtained and reported in the aggregate for those graduates taking each examination, even when national certification is not required to practice in a particular state.

- *Data are provided regarding the number of graduates and the number of graduates taking each certification examination.*
- *The certification pass rate for each examination for which the program prepares graduates is provided for each of the three most recent calendar years.*
- *The certification pass rate for each examination is 80% or higher for first-time takers for the most recent calendar year. However, if the pass rate for any certification examination is less than 80% for*

first-time takers for the most recent calendar year, (1) the pass rate for that certification examination is 80% or higher for all takers (first-time and repeat) for the most recent calendar year, (2) the pass rate for that certification examination is 80% or higher for first-time takers when the annual pass rates for the three most recent calendar years are averaged, or (3) the pass rate for that certification examination is 80% or higher for all takers (first-time and repeat) when the annual pass rates for the three most recent calendar years are averaged.

A program with a pass rate of less than 80% for any certification examination for the most recent calendar year provides a written explanation/analysis for the variance and a plan to meet the 80% certification pass rate for first-time takers. The explanation may include trend data, information about numbers of test takers, and data on repeat takers.

This key element is not applicable to a new degree or certificate program that does not yet have individuals who have taken licensure or certification examinations.

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

Licensure and certification pass rates for first-time test takers in all programs were confirmed by the team on site as exceeding the required 80% pass rate. NCLEX-RN® pass rates for BSN students range from 89.47% to 89.76%, and certification pass rates for MSN students range from 89.47% to 100%. Certification pass rates for the women's healthcare and nurse anesthesia tracks range from 97% to 100%.

IV-D. Employment rates demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of required outcomes regarding employment rates.

- *The employment rate is collected separately for each degree program (baccalaureate, master's, and DNP) and post-graduate APRN certificate program.*
- *Data are collected within 12 months of program completion or at any time within 12 months of program completion.*
- *The employment rate is 70% or higher. However, if the employment rate is less than 70%, the employment rate is 70% or higher when excluding graduates who have elected not to be employed.*

Any program with an employment rate less than 70% provides a written explanation/analysis with documentation for the variance.

This key element is not applicable to a new degree or certificate program that does not yet have individuals who have completed the program.

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

The team reviewed employment data the SON collected at the time of exit from all programs and confirmed employment rates of greater than 70% for graduating students from the BSN and MSN programs for the past three academic years. Employment rates are 76.7% to 88.5% for BSN students and 70.3% to 89.7% for MSN students.

IV-E. Program outcomes demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of outcomes other than those related to completion rates (Key Element IV-B), licensure and certification pass rates (Key Element IV-C), and employment rates (Key Element IV-D); and those related to faculty (Key Element IV-F).

Program outcomes are defined by the program and incorporate expected levels of achievement. Program outcomes are appropriate and relevant to the degree and certificate programs offered and may include (but are not limited to) student learning outcomes; student and alumni achievement; and student, alumni, and employer satisfaction data.

Analysis of the data demonstrates that, in the aggregate, the program is achieving its outcomes. Any program with outcomes lower than expected provides a written explanation/analysis for the variance.

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

The SON has chosen to collect data about the additional program outcomes of learning, achievement, and satisfaction in addition to outcomes included in Key Elements IV-B, IV-C, IV-D, and IV-F. These outcomes were assessed using the BSN and MSN EEPs developed by the faculty. The results of the initial use of the EEP are being evaluated. The team confirmed the examples of student achievement outlined in the self-study document, including Sigma Theta Tau poster presentations. The team also confirmed the SkyFactor survey results reported in the self-study document and reviewed the UPC meeting minutes that documented the discussion of data, which indicated a need to improve satisfaction, and suggested changes.

IV-F. Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of expected faculty outcomes. Expected faculty outcomes:

- *are identified for the faculty as a group;*
- *incorporate expected levels of achievement;*
- *reflect expectations of faculty in their roles and evaluation of faculty performance;*
- *are consistent with and contribute to achievement of the program's mission and goals; and*
- *are congruent with institution and program expectations.*

Actual faculty outcomes are presented in the aggregate for the faculty as a group, analyzed, and compared to expected outcomes.

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness. The team confirmed that faculty outcomes are based on the SON missions of teaching, scholarship, and service. In the area of scholarship, faculty as a group received three funded grants in the previous three years and had a total of 155 peer-reviewed or invited presentations and publications. Presentations have been at the state, national, and international levels. The team confirmed additional faculty accomplishments in the areas of journal peer reviewer, editorial board member, and professional, community service, or other activities. Among awards and recognitions faculty have received are an AACN Novice Faculty Teaching Award and inductions as a fellow of the American College of Nurse-Midwives and the American Heart Association. One faculty member was

appointed as a Quality Matters Certified Master Reviewer. At a meeting with the team, faculty confirmed that they are proud of one another and of their accomplishments in the aggregate.

IV-G. The program defines and reviews formal complaints according to established policies.

Elaboration: The program defines what constitutes a formal complaint and maintains a record of formal complaints received. The program's definition of formal complaints includes, at a minimum, student complaints. The program's definition of formal complaints and the procedures for filing a complaint are communicated to relevant constituencies.

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

Students stated that they are aware of the grievance process and described how to use it. The team confirmed that the grievance procedure outlined in the CSUF and SON student handbooks is the same as the formal complaint procedure described in the self-study document. During the period from 2013 to 2016, the director received two written complaints. The team confirmed that the outcomes and resolutions as stated in the self-study document are accurate.

IV-H. Data analysis is used to foster ongoing program improvement.

Elaboration: The program uses outcome data for improvement. Data regarding completion, licensure, certification, and employment rates; other program outcomes; and formal complaints are used as indicated to foster program improvement.

- *Data regarding actual outcomes are compared to expected outcomes.*
- *Discrepancies between actual and expected outcomes inform areas for improvement.*
- *Changes to the program to foster improvement and achievement of program outcomes are deliberate, ongoing, and analyzed for effectiveness.*
- *Faculty are engaged in the program improvement process.*

Compliance Concern?	Baccalaureate:	No
	Master's:	No

Rationale:

While on site, the team sought elaboration on the information in the self-study document regarding the use of data for program improvement. In discussions with faculty and a review of meeting minutes on site, the team confirmed an annual review of all programs and the curriculum. Numerous examples were provided of how data are used to drive program improvement. In particular, the program collects course outcome data that were available for the team to review. The team confirmed that these data as well as other outcome data are used for program improvement. The results of the initial use of the EEP are being evaluated, and plans have been made to evaluate and make changes based on data related to SLOs not being met. Faculty use student and faculty course evaluations each semester courses are taught in order to improve the program. This process was confirmed by students, who identified the positive changes that were made as a result of the review of evaluative data.