California State University System

The California State University (CSU) system, with nearly 450,000 students and 23 campuses statewide, is the largest system of senior higher education in the United States. It is also one of the most diverse and most affordable university systems in the country. The CSU system was created as a result of California's 1960 *Master Plan for Higher Education*. Responsibility for the CSU system is vested in the 25-member Board of Trustees, appointed by the Governor of California. The Trustees appoint the Chancellor, who is the Chief Executive Officer of the system, and the Presidents, who are the Chief Executive Officers of their respective campuses. The CSU system offers more than 1800 Bachelor's and Master's degree programs in some 357 subject areas as well as an Ed.D. on selected campuses[1]. The CSU has almost 450,000 students and 44,000 faculty and staff. It has awarded nearly 2.5 million degrees since 1961, about 90,000 annually. The system awards about 50% of the Bachelor's degrees and 30% of the Master's degrees granted in California.

As noted in the CSU 2010 study *Working for California: The Impact of California State University,* the CSU and its graduates produce $70 billion in economic activity and support more than 485,000 jobs - or one in every 32 jobs in California today. Every dollar that the state invests in the CSU generates $5.43 for the state economy in total spending impact alone. The CSU Trustees set the tuition, which is charged to all those enrolled in regular programs. All students are charged campus-based fees. Tuition differs for undergraduate and graduate students. The current undergraduate fees range from $3,000 to $5,000 per year, but more than half of CSU students receive some form of financial aid. The demand from students looking for placements in CSU programs exceeds the supply and has been further constrained by the economic situation in the state.

Economic Impact[2]

No one can deny that the economic situation in California is dismal, faced at the beginning of the 2010-11 fiscal year with a $17.9 billion budget deficit. On October 8, 2010 the governor finally signed the 2010-11 state budget, more than 100 days past the beginning of the fiscal year. Since 2008 the economic downturn has severely affected the CSU system. At its best, budget-wise, CSU had state funds of almost $3 billion. This was in the 2007-08 academic year, before cuts reduced the budget to $2.35 billion. According to Chancellor Reed, "there has never been such a steep drop in state support in such as short amount of time. We are in the midst of a financial meltdown and need to take immediate action in order to preserve our institutions" (CSU Public Affairs, 7/21/09).

Over the past two years (2008-10), the CSU developed a strategy to help reduce expenditures and increase revenues. The idea of accomplishing "more with less" was not an easy task and opened the university to some harsh criticisms from the public.   The CSU was forced to slash costs as it tried to absorb a US$600 million loss in the form of state budget cuts. These measures included:

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[1] On September 28, 2010, Governor Schwarzenegger approved AB 867 which allows the CSU to offer the DNP; three campuses were chosen to pilot the implementation of the DNP—CSUF is one of the three.

[2] Media and other information on the economic/budget situation will be available in the Resource Room [RR].

- Raising student fees by 32%;
- Enrollment cuts: planning to reduce enrollment by 40,000 students in two years and declaring system wide impaction; closing spring 2010 admissions; implementing increased admissions criteria for out-of-area students;
- Asking employees to take a 10% pay reduction (instituting furloughs in 2009-10);
- Hiring freezes (did not re-hire replacements for people who left or retired); reductions in numbers of part time faculty positions;
- Cutting and restricting travel budgets for faculty, staff and administrators;
- Implementing salary freezes for executives; canceling non critical equipment and supply purchases; deferring maintenance; and cutting back on computer and server functions to save electric costs.

Now that the 2010-11 budget has been allocated, the short term situation for the CSU has improved, but it is not likely the 2011-12 budget will sustain any gains made.[3] The 2010-11 budget partially restores the $571 million reduction the CSU endured in 2009-10 by restoring $305 million of one-time cuts and providing an additional $60.6 million for increased resident student access (enrollment growth). A portion of these funds comes from the State Fiscal Stabilization Fund established by Congress in the 2009 American Recovery and Reinvestment Act (ARRA). The Chancellor determined fiscal allocations and enrollment targets for each campus based on the enacted budget.

<u>California State University, Fullerton</u>

California State University, Fullerton (CSUF) was founded in 1957 by act of the California Legislature. As part of the CSU, CSUF is subject to the policies established by the Legislature and the CSU Board of Trustees. Governance at the campus level is the responsibility of the President (Dr. Milton A. Gordon). The Academic Senate recommends policies affecting curricula. CSUF is fully accredited by the Western Association of Schools and Colleges (WASC) through Spring 2012. Currently the university is in the midst of a multi phase re-accreditation process.[4]

CSUF is a comprehensive, regional university with a global outlook, located in Orange County, a technologically rich and culturally vibrant area close to metropolitan Los Angeles. CSUF strives to be a center of activity essential to the intellectual, cultural, and economic development of our region. Orange County (39th largest economy in the world) is the third largest county in California, trailing only Los Angeles and San Diego in population. While Orange County is often thought of as significantly less diverse than other counties in California, this is no longer true. In recent years Orange County has become a minority-majority county where no single racial or ethnic group comprises more than 50% of the total population. It has the 5th largest Hispanic and Asian populations of all counties in the U.S. Twenty-six percent of the county's population are children between ages 0-17. Seven percent of families and 13.6% of

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[3] Governor Gerry Brown's proposed 2011-12 budget has significant cuts for the CSU system.
[4] CSUF submitted its self study proposal to WASC in 2007, which was approved; the *Capacity and Preparatory Review* was submitted in December, 2009 and a site visit from WASC took place in March 2010. The WASC senior Commission ruled to continue CSUF accreditation until Spring 2012. The Educational Effectiveness Report will be submitted in summer 2011, with a final WASC team visit in Spring 2012 (detailed materials available in Resource Room [RR]).

children 0-18 live below the poverty level. Of those children, 22.8% are of Hispanic or Latino heritage (Center for Demographic Research, 2010).

In 2007, the university celebrated its 50th anniversary.   The 236 acre main campus is located in Fullerton and serves a student population of over 35,000. It is the largest campus in the CSU by headcount and by Full Time Equivalent Students (FTES) [Figure 1.0]. Some 2000 students attend classes at the Irvine Campus, a branch campus with its own Dean.   The Irvine Campus offers upper division and graduate level courses in a convenient location for students who live and work in southern Orange County. CSUF offers 54 undergraduate and 49 graduate majors for a total of 103 programs. This includes an Ed.D. in Educational Leadership launched in Fall 2007.

CSUF ranks 1st in California and 5th in the nation among colleges and universities awarding bachelor's degrees to Hispanics (*Diverse Issues in Higher Education*, 2010: *Hispanic Outlook in Higher Education*, 2010). CSUF is ranked 5th in the nation in terms of baccalaureate degrees awarded to minority students (Figure 1.1), based on data from the US Department of Education (*Diverse Issues in Higher Education*, 2009). *US News & World Report* (2010) ranks CSUF 10th among "Top Public Schools: Regional Universities (West)" in its annual *America's Best Colleges* report. As noted in *Working for California: The Impact of California State University* (CSU 2010), CSUF generates $1 billion in economic activity annually, sustaining more than 8,700 jobs in the region and generating more than $65 million per year in state tax revenue.

CSUF's academic programs are offered by eight colleges: Arts; Business and Economics; Communications; Education; Engineering and Computer Science; Health and Human Development; Humanities and Social Sciences; and Natural Sciences and Mathematics. In addition, extension courses are offered throughout the year by University Extended Education (UEE). CSUF has graduated more than 200,000 students (as of January 2010), with approximately 6,000 graduating each year. In Fall 2010 there were 35,590 students enrolled at CSUF (27,479 FTES) including 1660 international students from 80 countries. There were 3,912 new first time freshmen (FTF) and 4,445 new upper division transfer (UDT) students in the undergraduate program. CSUF has been designated as a *Hispanic Serving Institution* since 2004 by the US Department of Education. The student body is quite diverse (Fall 2010 census): 0.4 % American Indian, 21% Asian/Pacific Islander, 2.7 % Black, 30% Hispanic, 31% White, 7.*3*% Unknown, 2.4% multiracial, and 5% International Students. The majority of students are female (58%); the mean age for FTF is 17.9 and 24.2 for UDT students. Most students live in Orange County and were educated at California schools and colleges.

There are currently 2,100 full and part time faculty members (*Analytic Studies* web page: http://www.fullerton.edu/analyticalstudies). Almost all full time faculty have had previous teaching experiences before joining CSUF and have a wide variety of scholarly and creative activities. Of the tenured and tenure track faculty, 83% have earned their doctoral degrees.   The characteristics of the students and faculty at CSUF reflect the underlying mission of the university. The predominant characteristics of the student body at CSUF exemplify a) diversity, b) the synthesis of academics with work and family interests, c) strong achievement records; and d) relative

maturity. In Fall 2010, FTF students who attended the University come from the top third of their high school graduating classes and had a mean high school GPA of 3.27. The majority of UDT students were employed yet 65.5% of them took 12 or more hours of course work each semester.   In a *2009 National Survey of Student Engagement*, 88% of CSUF students surveyed reported a favorable image of the university and 85% of the seniors reported they would choose CSUF again for their studies.

All CSUF students are charged campus-based fees. For the spring 2011 semester, full time undergraduates pay $2,538 in overall tuition and fees. Those enrolled in six or fewer units pay $1605. The demand from students looking for placements in CSUF programs exceeds the supply.

<u>College of Health and Human Development</u>

With over 4,000 majors pursuing degrees, credentials, and/or licensure in more than 20 academic programs, the College of Health and Human Development (CHHD) is among the most popular and fastest growing in the university. The Acting Dean, Dr. Shari McMahan, has been in her position since January 2011.[5] CHHD includes seven academic units: Nursing; Kinesiology; Health Science; Child and Adolescent Studies; Human Services; Counseling; Social Work; and one program, Military Services. The College has eight Centers and Institutes: Center for Advancement of Responsible Youth Sports; Center for Cancer Disparities Research; Center for Community Collaboration; Center for Promotion of Healthy Lifestyles and Obesity Prevention; Center for Successful Aging; Employee Wellness Program; Fibromyalgia Research & Education Center; Health Promotion Research Institute; and Sport and Movement Institute (College website at http://hdcs.fullerton.edu/).

CHHD has a rich and diverse faculty whose strength is derived from their combined experience as educators and as practitioners in their fields. The College has an impressive record of securing external funding for research and special projects. Programs and projects in the CHHD are supported through almost $10 million in external grants and contracts.

<u>School of Nursing</u>

On June 15, 2010 President Gordon signed the final approval to re-designate the Department of Nursing a School of Nursing (SON). The Director of the SON is Dr. Cindy Greenberg who had served as Department Chair since 2008.[6] According to Dean Rikli, the change was warranted because the Department had become too large and complex to manage, given the growth in enrollment, staffing, community engagement and the never-ending search for external support. "The decision to organize as a School of Nursing strengthens the administrative structure and operational effectiveness of this large and complex unit, thus facilitating its ability to meet current and future

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[5] Dr. Roberta Rikli, the CHHD Dean from 2003-2010 retired in January 2011.
[6] University Policy Statement (UPS 100.900) indicates that a School, headed most often by a Director, reports directly to the Dean of the College. A School may or may not have more than one department. In the case of the SON, at this time there is one unit/department within the School. Therefore the Director serves in the capacity of the Department Chair for matters of Faculty Retention, Promotion, and Tenure (RTP). The term "department chair" throughout this document refers to the SON Director.

workforce needs," Rikli noted. "It also provides greater visibility and recognition of CSUF's nursing programs, bringing it on par with most other large nursing programs elsewhere."

Today, the SON is the second largest in the CSU system and growing steadily. The SON has a history of being very responsive to community needs and has developed successful academic-service partnerships to meet needs through new program development as well as to strengthen the fiscal stability of its programs. The SON has attracted funding from health care providers for its work in educating future nurses, and has partnered with hospitals, health care agencies, medical centers, and more than 36 regional high schools, community college districts, and universities throughout Orange County and beyond to collaborate on solutions to the nursing crisis. CSUF's nursing programs have received $4 million in grants since 2009. A $2 million grant from United Healthcare makes it possible to expand the capacity of the pre-licensure nursing programs over the next 3 years. In 2010 the Cal State Fullerton Philanthropic Foundation identified the School of Nursing as one of its seven priority university-wide fundraising initiatives.

The CSUF nursing program was initiated in Fall 1974 in response to an identified need by the community for professional level (post RN) nursing education opportunities in Orange County. It achieved Department of Nursing status in 1979. A decade ago, there were four nursing faculty members teaching a RN to baccalaureate (RN-BSN) cohort of 51 students. Today, the nursing faculty[7] numbers 79 professors and lecturers (30 full time, 42 part time, 6 visiting, and 1 FERP), teaching four separate cohorts of students in two degree programs: 1) Bachelor's degree program: RN-BSN, Entry Level Baccalaureate (EL-BSN), and 2) Master's degree program: Entry-Level Master's for students already holding a bachelor's degree in another field (EL-MSN), and traditional (MSN) students in five concentrations: Nurse Anesthetist, Nursing Leadership, Women's Healthcare (midwifery and NP foci), School Nursing, and Nurse Educator. The faculty is committed to preparing new RNs to meet workforce needs, to strengthening the knowledge and skills of working RNs to facilitate their career advancement and, to preparing advanced practice nurses who contribute to the delivery of quality health care as well as to the development of the profession as a whole.

Enrollment has grown by more than 1,200%between 1998 (69 nursing majors) and Fall 2010 (857 nursing majors). According to a 2009 report,[8] enrollment in Department of Nursing programs was up 8.5% from the 2008-09 academic year. In Fall 2010, the total enrolled BSN Full Time Equivalent Students [FTES] was 457; and by cohorts were: RN-BSN 315 FTES; EL-BSN 142 FTES. Students represented a wide diversity of ethnic backgrounds: 0.4% American Indian, 2.7% Black, 32.6% Hispanic, 21.7% Asian, 30.1% White, 6.5% unknown, 2.4 % multiracial, and 3.6% international (Figure 1.2). Males account for 16.6% of the undergraduate nursing student population. Applicants for the university's nursing programs greatly exceed capacity each year (section I.F contains additional

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[7] Six faculty from our partner institution, the Kaiser Permanente School of Anesthesia, teach CSUF SON courses; FERP: Faculty Early Retirement Program.

[8] Governor Schwarzenegger's *California Nurse Education Initiative Annual Report 2009*; March 2010

discussion).   In 2009, the university received 2,611 applications from freshmen in the "pre-nursing" category. Approximately 600 FTF pre-nursing students were admitted to campus; in Spring 2010, 383 of those students applied for admission to the Fall 2010 EL-BSN major and 36 students were selected (9% of pool).

Currently, CSUF is the only public school in Orange County offering an RN-BSN nursing program.   Four community colleges offer Associate Degree nursing programs and the University of California, Irvine began a generic BSN program in 2006.   The RN-BSN program focused on campus based students until 1999 when community nursing leaders began requesting more distance education opportunities for RNs. Steps were taken to initiate a distance education component offered statewide in partnership with Kaiser Permanente (KP). The Nursing Distance Education (NDE) component of the RN-BSN program started in 2001 with students at nine sites throughout California.   Today, the NDE offers statewide and regional distance education cohorts. Using a hybrid model of interactive video broadcasting, face to face, and online courses, the NDE program is offered to Kaiser Permanente (KP) sites around the state from San Diego to the Oakland/San Francisco area, and to regional partners in Southern California that include Mission Hospital, Pomona Valley Hospital, St. Joseph Hospital, and Riverside Community College. In Spring 2011, there were 237 students in the distance cohort option of the RN-BSN program.

Responding to state and local needs for more RNs, and in line with recent legislation to support efforts to reduce the nursing shortage in California, CSUF committed in 2005 to developing the first pre-licensure (entry-level) nursing program. One of the university's aims is to prepare more nurses to work in myriad settings, thus curbing the nation's nursing shortage. In California, which ranks in the bottom five states for registered nurses per capita, the shortage is estimated to reach 50,000 by 2015.

In February 2006 a Planning Director, Dr. Mary Wickman, was hired to spearhead the entry-level program. Planning was facilitated by a generous gift of $300,000 from Kaiser Permanente Orange County and supplemental funding from the Chancellor's Office. In Fall 2007 the EL-MSN pathway began with 64 students. In 2008 the EL-BSN pathway enrolled its first 48 students.   To accommodate the new cohort of entry-level students, a 5,000 sq ft space was found on campus and totally renovated to include a modern, well equipped patient simulation laboratory, 33-seat classroom, conference room, student computer/study space, reception, storage, and office space for the lab coordinator. The Simulation Center[9] opened its doors in August 2008 and has been recognized as a model by other Southern California colleges and universities.

The SON continues to affirm the quality of its programs and the educational preparation of its graduates through its accreditation processes. The SON is accredited by the Commission on Collegiate Nursing Education (CCNE), the California Board of Registered Nursing (BRN), the Council on Accreditation of Nurse Anesthesia Educational Programs, the Accreditation Commission for Midwifery Education, and the California Commission on Teacher Credentialing (School Nursing program).

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[9] Following a generous donation, the Simulation Center was renamed the *United Healthcare Simulation Center* in 2009.

Standards for Accreditation of
Baccalaureate Degree Nursing Programs

STANDARD I
PROGRAM QUALITY: MISSION AND GOVERNANCE

The mission, goals, and expected aggregate student and faculty 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.

I-A. The mission, goals, and expected student 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 student outcomes are written and accessible to current and prospective students. 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 programs exist. Expected student outcomes are clear and may be expressed as competencies, objectives, benchmarks, or other language congruent with institutional and program norms.

The program identifies the professional nursing standards and guidelines it uses, including those required by CCNE and any additional program-selected guidelines. A program preparing students for specialty certification incorporates professional standards and guidelines appropriate to the specialty area. A program may select additional standards and guidelines (e.g., state regulatory requirements), as appropriate. Compliance with required and program-selected professional nursing standards and guidelines is clearly evident in the program.

Program Response:

The School of Nursing is committed to being a center of excellence in nursing education and providing quality nursing programs which meet the needs of our community. This commitment reflects CSUF's Mission, Goals & Strategies Statement and the College of Health and Human Development's Mission and Goal Statements (Appendix A). The Mission, Goals & Strategies Statement is published in the *University Catalog* and is found on the University web site at http://www.fullerton.edu/aboutcsuf/mission.asp. The document was reaffirmed in 2007 as part of the self assessment process for ongoing WASC accreditation. The opening sentence of the Mission statement, "Learning is preeminent at California State University, Fullerton" captures the central role of teaching at CSUF. The university can be characterized as a) an exceptional learning environment, b) dynamic and diverse, c) committed to strong partnerships with the surrounding communities; and d) successful as judged by the graduates' contributions to the communities they serve.

The CHHD is committed to providing its richly diverse student body with an education that is theoretically sound and reflects cutting edge knowledge and skills. The College Mission Statement, available at http://hhd.fullerton.edu/Main/about/about.htm was last updated in 2010. CHHD's mission is to "provide exemplary education, research, and community outreach related to the health, development, and well-being of all people." The SON Mission Statement (Appendix B) affirms that the school is *… committed to providing quality undergraduate and*

graduate nursing programs, which are accessible to a diverse student population. The Mission statement is on the SON website, http://nursing.fullerton.edu and available in all SON *Handbooks*.

The SON Mission Statement clearly reflects the CSUF and CHHD mission (Table 1.1). For example, the university's commitment to strong community partnerships and the college's emphasis on community outreach is clearly reflected in the SON mission to promote the community's health through innovative educational partnerships (such as those with Kaiser Permanente and Riverside Community College). The commitment to diversity is a goal shared at all levels of the institution. The SON *Philosophy* (published in the *Faculty Handbook*, BSN *Student Handbooks* and on the SON website) identifies a set of core values and reflects the faculty's beliefs about the nature of nursing and the teaching/learning process. The Conceptual/Practice Framework is built on nursing's metaparadigm concepts as reflected in the SON philosophy: 1) Human Beings: Individual, Family, Community, Lifespan, Diversity, Spirituality; 2) Health: Promotion, Risk Reduction; Disease Prevention; 3) Environment: Socio-Political, Community, and Organizations; and 4) Professional Nursing: Communication, Critical Thinking, Evidence Based Practice, Therapeutic Intervention, Leadership/Management, Collaboration/Roles, Quality Information, and Informatics.

The CSUF *Mission* is expressed in a set of eight goals and the College, in support of its mission, identified six *Goals* (Appendix A). The SON closely reviewed the CSUF and CHHD mission and goal documents when preparing its own mission and goal statements. In January 2005 an outside consultant was brought in to help the faculty refine its five year vision and establish SON goals (Appendix B). A review of the *SON Goals* by the faculty in Fall 2010 re-confirmed the SON's intent to: 1) provide quality nursing programs which are accessible to a diverse student population; 2) prepare graduates who can provide culturally sensitive and competent care within a framework of scientific and professional accountability and function independently in a variety of settings; 3) prepare graduates with the necessary foundation for further education and specialization within their chosen career path and who demonstrate commitment to lifelong learning for personal and professional growth; 4) establish and maintain innovative educational partnerships to promote health and meet societal imperatives; and 5) be recognized as a center of excellence in nursing education. The SON submits an Annual Report which identifies goals and strategies for the coming academic year and evaluates goal accomplishments for the current year (Reports available in Resource Room [RR]). They are developed in consultation with faculty. These annual goals support the attainment of the overall SON mission and goals and reflect the CSUF/CHHD Mission and Goals. In 2009, as part of a major curriculum review focusing on the 2008 *Essentials*, the faculty revised the terminal objectives for the BSN and MSN programs. At that time new Program Goals were established and new Student Learning Outcomes (SLO) replaced the Terminal Objectives (Appendix C). The Program Goals and SLO are published in the respective Student and Faculty *Handbooks*. An analysis of the congruence of the SON and BSN program Goals with those of CHHD is presented in Table 1.2.

Professional Standards

The SON mission, philosophy and conceptual framework are founded on the vision, core values and standards of the nursing profession, as reflected in such documents as *The future of nursing: Leading change, advancing health* (IOM/RWJ, 2010), the 2003 *Health professions education: A bridge to quality* [Greiner A. & Knebel E. (Eds), IOM], and the American Association of Colleges of Nursing's (AACN) 1997 *A vision of baccalaureate and graduate nursing education: The next decade.* Table 1.3 identifies the professional standards used by the BSN program and outlines the rationale for each choice. The congruence between the standards chosen for the BSN program and the SON mission and philosophy is illustrated in Table 1.4. The American Nurses Association's (ANA) 2007 *Public health nursing: Scope and standards of practice,* for example, reflect the SON mission to prepare nurses who are proactive in meeting societal health needs. Additionally the EL-BSN pathway incorporates the California BRN regulations for entry-level programs and the RN-BSN pathway incorporates the American Association of Nurse Executives (2005) *AONE Nurse Executive Competencies.* Table 1.5 specifically looks at ANA's 2001 *Code of Ethics.* The expected Student Learning Outcomes for the BSN program are derived from the SON mission, goals, and philosophy as well as the BSN program goals. They are consistent with current educational and professional standards and guidelines as shown in Table 1.6. For example, components of the *Essentials*, such as professional values, communication and scholarship for evidence based practice, are reflected in the BSN learning outcomes. Other components, such as liberal education, are reflected in required program pre-requisites, electives, and choice of course content.

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. The program afforded the community of interest the opportunity to submit third-party comments to CCNE, in accordance with accreditation procedures.

Program Response:

In pursuit of the continuing advancement and improvement of the SON programs, mechanisms are in place to review and monitor the mission, philosophy, goals, framework, and expected outcomes (core documents[10]) on a regular basis. The blueprint for this review is the SON's *Evaluation Plan* (Appendix D).   Revisions were made to the *Evaluation Plan* in 2009-10 to reflect new CCNE *Standards* and 2008 revisions to the *Essentials* documents. At the

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[10] The School defines core documents as those which are developed and approved by the faculty as a whole and serve as a foundation for our activities: Mission, Philosophy, Conceptual Framework/Practice Model, and Goals Statements; Faculty Bylaws; Evaluation Plan; Expected Student Learning Outcomes; and Personnel Standards.

same time, the SON mission, goals, philosophy, and conceptual framework/practice model were reviewed to ensure congruence with the university and college missions and to maintain consistency with professional standards. Revisions were made and approved to reflect changes in the healthcare environment and community. BSN program goals were created and student learning outcomes (SLO) were revised and leveled to reflect the progression of the course content throughout the curricula. In Fall 2010 all core documents were reviewed and edited to reflect the change to a School of Nursing. In addition a sixth BSN SLO was approved (General Faculty minutes October 2010).

The Evaluation Committee is responsible for the overall monitoring of the *Evaluation Plan* and for ensuring that it is implemented. The monitoring and review process is documented in the Evaluation Committee minutes; review and approval of any needed changes to the core documents are documented in the General Faculty minutes. The SON *Evaluation Plan* requires the BSN faculty to clearly articulate the set of professional standards used for the BSN program and to conduct a more focused review of the mission, goals and expected outcomes against professional standards at set intervals. This process takes place in the Undergraduate Program Committee (copies of all standing committee minutes available in RR). Revised and approved copies of core documents are kept in a central file and incorporated where appropriate into existing publications, such as the student and faculty *Handbooks* and web pages. The Director and other faculty are members of professional standard setting organizations (i.e. AACN, AANA, and the Association of California Nurse Leaders [ACNL]) and keep the SON informed of new trends or changes in standards that impact our mission, goals and expected outcomes.

The mission and goals of the university, CHHD and SON clearly indicate the importance of the community in shaping the institution's vision for the future as well as benefiting from its programs and graduates. From an internal perspective, these constituents include students, alumni, faculty, and the university community at large**.** From an external perspective, key stakeholders include corporate partners, employers, professional health organizations and accrediting agencies, other health care educators, policy makers, and consumers. The SON is fully cognizant of its responsibilities to its community of interest.   The SON Evaluation Plan takes into account the various constituencies that make up the community of interest and ensures that their needs and expectations are heard and addressed.

Mechanisms for Ongoing Dialog with the Community of Interest

Several strategies have been used to assure continuing community input and program response. In 2003, all separate advisory groups were merged into one Community Advisory Committee (CAC) which meets annually. In 2006 a new Prelicensure (entry-level) Advisory Committee was established while the program was being developed. This group has now merged with the CAC. The CAC is composed of members representing both internal and external stakeholders (membership list in Appendix E). The CAC provides input to the faculty on a variety of issues affecting the BSN program, including—but not limited to— vision and goals, image, marketing/recruitment strategies, admission policies, scheduling of classes to complement work activities, curricular content issues, outcome measures, program evaluation, current trends, and political/policy matters in the region affecting health care delivery. In 2004 an online community survey was implemented to solicit input from members in addition to their verbal

feedback at the annual meetings. This survey replaced the annual employer survey, which faculty felt was not effective in providing meaningful data. Separate alumni surveys are also used. Survey results are analyzed and shared with faculty and at the annual CAC meetings (reports from 2007-2010 are available for review in the RR). Input/feedback from the CAC survey is taken to the Evaluation and Undergraduate Program committees and utilized for ongoing quality improvement purposes (Standard IV).

On-going Community Relations.   Another important source of on-going feedback is available through the extensive network of contacts in the local community and throughout the state of California maintained by the SON Director and other faculty members through grant and research partnerships, professional memberships, and attendance at meetings and conferences. Such feedback is brought to the appropriate standing committee for discussion and action as warranted. Close working relationships have been established with the Health Care Association of Southern California (HASC), the Health Care Association of Orange County, Kaiser Permanente [National Corporate] and other healthcare corporate and educational groups (Riverside Community College, St. Jude Medical Center, St. Joseph's Hospital, Mission Hospital, Pomona Valley Medical Center, Hoag Hospital and others), the Orange County/Long Beach (OC/LB) Consortium, the Inland Empire Consortium, the Orange County Children and Families Commission, and the Orange County Business Council Health Taskforce. The SON also stays abreast of changes in law that affects nursing programs in the state.

Student/Alumni Input. Students provide formal feedback each semester when completing Course and Faculty [Student Opinion Questionnaires –SOQs] evaluations and/or participating in surveys/questionnaires designed to address program issues. Students serve as members of the Undergraduate Program and Prelicensure committees and are encouraged to actively participate. The student representatives are in contact with all students in their cohort (EL-BSN or RN-BSN) via the CSUF portal and through the SON Nursing Students Association.   A newly formed SON Alumni Association will give faculty more direct contact with this constituency. There is also a CSUF affiliated chapter of Sigma Theta Tau that has student, faculty, community, and alumni members. Informal input is sought and monitored continuously by faculty and administrators to fine tune courses, schedules, clinical placements, assignments and other matters. Such input helps the school determine if the mission, goals and learning outcomes remain current and relevant to the needs of students and potential students.

Reflections of Community Dialog in Mission, Goals and Outcomes

The needs of the community of interest are well reflected in the SON mission, goals and expected outcomes. The school is clearly responsive to the issues raised by the community (Table 1.7). Ongoing dialog with community partners indicates a continuing desire for 1) expanding relationships between CSUF and health care agencies at the corporate, educational, political, and research levels; 2) a desire to increase access to SON programs via distance education methodologies;, 3) development of new programs and concentrations; and 4) identifying their expectations for curricular and other program issues. Community support for the development of the entry-level pathways (EL-MSN and EL-BSN) was instrumental in our efforts to implement those programs. The Nursing Leadership

concentration was able to offer a distance option in 2009 in response to the demand for better access to the program and has seen a 150% increase in enrollment over the on-campus option. The Nurse Educator Concentration was developed in response to community college partners and student demand. The program contributes to the preparation of future nursing faculty in California. Ongoing discussions with Riverside Community College (RCC) to decrease the time to degree in the RN-BSN program led to the establishment of a 6 semester RCC cohort (in addition to the 8-10 semester plans). Passage of AB 1295 (Postsecondary education: nursing degree programs in California) established the need for an articulated transfer pathway for students coming from the Community Colleges to the CSU. SON faculty are heavily involved in curricular planning to address this new requirement.

In addition, community input has identified the need to improve several areas of the BSN curriculum. Table 1.8 illustrates ways in which community input influences BSN program goals and Student Learning Outcomes. In December 2008 a Curriculum Revision Meeting (minutes in RR) was held with community partners that elicited specific feedback about the need for new and/or improved areas of content such as leadership development, continuity of care across settings, and increased content on translation of evidence into practice, geriatrics, and genomics. Changes have been made and/or are under way to address these concerns.

I-C. Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals, and expected student outcomes.
Elaboration: Expected faculty outcomes are clearly identified by the nursing unit, are written, and are communicated to the faculty. Expected faculty outcomes are congruent with those of the parent institution.

Program Response:

Expectations of faculty performance for retention, tenure and promotion (RTP) purposes are clearly articulated in the Collective Bargaining Agreement (CBA; Unit 3: Faculty), university policy statements (UPS 210.000; 210.020; 210.050; 210.060), and SON *Personnel Standards*. The CBA and UPS statements can be found on the university website and are available in the Resource Room. The SON *Personnel Standards* for each cohort of faculty (tenured/tenure track; full time lecturer; part time lecturer) are developed internally by faculty members of the Department Personnel Committee[11] (DPC), using the UPS documents as guides. All DPC members must be tenured faculty. Copies of the SON *Personnel Standards*, given to each new faculty member, are available in the Faculty *Handbooks*. Once developed, each set of standards must be reviewed by the university Faculty Affairs Committee and approved by the Vice President, Academic Affairs. Nursing faculty members are held to the same standards and evaluation processes as faculty in other university departments. Faculty performance is evaluated annually, using a portfolio process. Written communication to faculty regarding their own performance against SON *Personnel Standards* is provided at minimum every two years by the DPC, Director, and College Dean.

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[11] Currently the term "Department Personnel Committee" (DPC) refers to the SON's faculty personnel committee which is charged with RTP reviews per UPS 210.000.

The RTP requirements reflect the mission of the university, in which teaching is considered the primary faculty role. The SON's mission emphasizes our commitment to providing the highest quality programs possible. It refers to "excellence in nursing education…and faculty research, scholarship, and service" while the philosophy explicates what is meant by teaching as "an interactive process that …contributes to growth." The SON recognizes that the key to quality programs is its instructional faculty.

Beyond competence in teaching, the remaining performance expectations (scholarship and service) are dependent on the faculty member's position and job responsibilities. Faculty in tenured positions are subject to post-tenure reviews every five years focusing on all performance categories. In RTP decisions for tenure track faculty, scholarly and creative accomplishments are given the next highest priority after teaching. Service activities are also reviewed. Full and part time lecturers (temporary faculty positions) are given explicit letters of assignment by the Director (sample in RR). Retention reviews of lecturers are based solely on the outlined performance categories. Full time lecturers in the SON have a range of assignments. Some are given administrative duties to carry out and others are expected to carry a full teaching load (without scholarship or service expectations). Part-time lecturer assessments are heavily weighted by instructional performance, as indicated by written student evaluations and computer summaries of grades given in each course.

Care is taken to ensure that the *Personnel Standards* are congruent with the SON mission, goals, and expected student outcomes of the program. The *SON Personnel Standards* are reviewed and revised by the DPC as required. In the last three years, changes in UPS documents have necessitated updating all SON *Personnel Standards*. The most recent edition of the *Personnel Standards for Tenure/Tenure Track Faculty* was approved in 2009. In 2010, the DPC reviewed the *Personnel Standards* for full and part time lecturers to ensure congruence with the School's mission, goals and program outcomes. A modified set of *Personnel Standards* was prepared and is awaiting final approval from the CSUF Faculty Personnel Committee. New full and part-time faculty are required to attend university orientation sessions, which address RTP standards. Additional sessions (at University and College levels) for faculty are held throughout the academic year to clarify the RTP process and performance expectations. The personnel standards articulate the indicators used to measure performance [using ratings of "excellent, good, fair and/or poor " in each area] and the processes followed for retention, tenure and promotion reviews. As employees of CSUF, the SON faculty are expected to meet faculty responsibilities as indicated in each relevant evaluation category (teaching, scholarship, service).

Teaching Performance

In the area of teaching, performance is judged on a) pedagogical approach and methods; b) student response to instruction; and c) ongoing professional development in the discipline and as a teacher. These responsibilities include, for example, preparing course syllabi and other learning and assessment materials, meeting classes, holding assigned office hours at assigned times and places, and participating in various continuing education activities. Each faculty member is expected to establish an environment where learning is central and to provide opportunities for

students to develop the skills necessary to contribute to society. A successful faculty member demonstrates mastery and currency in his or her discipline, teaches effectively, and helps students to learn both within and outside the classroom. Students evaluate teaching performance in each course using a standard survey form (Student Opinion Questionnaire [SOQ]). In the aggregate, faculty are expected to achieve an SOQ mean score of 3.0 or higher on a 4.0 point scale.

The SON assigns a Lead Faculty member to each course in the curriculum for BSN students (Table 1.9). The lead faculty member has certain role expectations that are clearly defined and often discussed in program meetings. Among these roles are preparation of the master syllabus, ordering textbooks, orientation of new and part time faculty to the course, broadcast and administrative activities for NDE course sections, analysis of the course evaluations for ongoing course refinements, and preparation of the course review documents as required. Leads may be given administrative release time for these duties. Lead faculty roles are currently under review (May 2011 General Faculty minutes).

Scholarly and Creative Activities

Faculty engagement in scholarly and creative activity generates benefits for the faculty member as well as the university. Tenured and tenure track faculty are expected to engage in high quality scholarship, including at least two scholarly peer reviewed publications ("in press" or published) during the tenure review period to achieve the minimum required rating for tenure. Scholarly activities are defined as a) grant writing, b) participation in research, c) peer reviewed publications, d) scholarly presentations, and e) applied scholarship such as consultation and program evaluation activities. Although lecturers are not required to engage in scholarly work, they are encouraged to participate.

University and Professional/Community Service

The SON believes that the quality, quantity, and impact of a faculty member's service contributions need to be considered in the context of the potential benefits to the profession, community, and/or university, and in light of prevailing professional standards. Tenured and tenure track faculty are expected to maintain a record of service that includes active, quality involvement in professional/community activities, including practice, and in SON, College and/or University service activities. For the purpose of professional development, these faculty members are encouraged and expected to engage actively in the affairs of the discipline and related professions, such as the following: assuming professional leadership roles; attending and presenting at professional meetings and workshops: acquiring professional licenses, credentials and certificates; editing professional journals; reviewing manuscripts for book proposals, professional journals or conferences; providing private practice or consultations relevant to the field; reviewing grant proposals; receiving professional training or providing additional professional training to others; and engaging in other professional activities deemed equally valuable to the profession/community and in support of the University's Mission and Goals.

The success of any school is partially dependent on the active participation of its faculty members in its various organizational and governance tasks. In the case of the SON an unusually heavy demand for involvement in

program activities, such as curriculum development and course approval, program review for accreditation purposes, and so forth, fall upon a relatively few full-time faculty. All tenured and tenure track faculty are expected to serve on SON committees as outlined in the Bylaws. Lecturers participate if their academic assignment includes a service component. In 2008, the SON faculty worked to identify aggregate expected outcomes, or benchmarks, of performance used to indicate success in meeting goals related to faculty. As a result a set of indicators was identified and approved as shown in Table 1.10.

I-D. Faculty and students participate in program governance.
Elaboration: Expected faculty outcomes are clearly identified by the nursing unit, are written, and are communicated to the faculty. Expected faculty outcomes are congruent with those of the parent institution.

Program Response:

Governance at the campus level is the responsibility of the President. Very active involvement of faculty in governance at all levels of the university is known as the ***"Fullerton Way"*** and is judiciously guarded by the faculty and supported by the administration of the University. The SON faculty are actively engaged in all levels of university governance as evidenced in Table 1.11, covering the period from 2007-2010.

University Governance

Under principles enumerated by the CSU Trustees, the President is authorized to delegate functions, consult with the faculty, and is charged with the final responsibility for a given authority over the university [detailed CSU system and CSUF governance materials are available in the RR]. CSUF is led by an experienced leadership team, representing seven areas: the office of the President, Executive Vice President, Academic Affairs, Administration, Student Affairs, Advancement, and Information Technology. The administrative organization of CSUF provides the operational structure for the University (Figure 1.3).

To facilitate accomplishing the purposes of the University, the Academic Senate was created and authorized to serve as the official means of consultation between the faculty and the President. The organization of the University provides for a systematic means of addressing needs in areas such as resources, recruitment, retention and tenure, professional development, program development and curriculum review, and student services. This work is carried out by standing committees of the Senate. Faculty throughout the university may serve on these committees (via an election process); usually membership is defined as one representative per College. Program-related ad-hoc committees and Task Forces are established to address special curricular tasks. For example, the current WASC re-accreditation review has necessitated the establishment of a coordinating body and several thematic task forces. Through the Academic Senate, the faculty may expect to be consulted on academic policy matters and have responsibility and authority to develop and recommend policies in accord with the Higher Education Employer-Employee Relations Acts, and the rules and regulations of the Trustees. Policies approved by the President are published as *University Policy Statements* (UPS). The complete UPS Index is available in Appendix F and can be accessed on the Senate's web page at http://www.fullerton.edu/senate/. Copies of all UPS documents are in the RR.

College of Health and Human Development (CHHD) Governance

The College was formed in 2004 (Figure 1.4 for the CHHD organizational structure). Each academic unit reports directly to the Dean who is the chief administrative officer of the college and is responsible for administering the policies for all basic and advanced academic programs. Dean McMahan reports directly to the Vice-President for Academic Affairs, currently Dr. Steve Murray. The structure of the CHHD includes one School (nursing); seven Departments (Child and Adolescent Studies, Counseling, Health Sciences, Human Services, Kinesiology, and Social Work); one Program (Military Science) as well as various academic Centers/Special Programs.

Dean McMahan holds a *Council of Chairs* meeting twice a month with the CHHD Associate/Assistant Deans, the SON Director and Chairs of the various departments (meeting minutes available in RR). These meetings focus on a variety of issues related to personnel, budget, programs, and other operations. In addition the Dean has established several College level committees to assist with academic and technical activities. These committees include the Curriculum committee, the Information Technology committee, the Writing Assessment group, and the Dean's Advisory committee. Faculty members from each of the units in the college are selected for these committees (by volunteering, via elections, and/or by assignment of the Chair/Dean). SON faculty have been involved in all CHHD committees. As warranted, the Dean may constitute committees to carry out a specific function. In Fall 2010 a search committee for the SON Director was convened and included several SON faculty members.

SON Governance

The SON is an integral part of the CHHD. The SON Director reports to the CHHD Dean and is assigned both programmatic and operations responsibilities (the roles and responsibilities for Department Chairs are outlined in UPS 211.00 and 211.10).[12] This structure provides the SON independence and opportunities for interdependence and cooperation. It enables the SON to develop unique qualities while drawing support from other units of the CHHD as needed. The structure also allows for prompt response to addressing and resolving potential problems that might occur during the school year. The current SON Organization Chart is shown in Figure 1.5. Dr. Nancy Ahern is the Associate Director. BSN Program Coordinators are appointed by the Director. The current entry-level pathway coordinator is Dr. Rebecca Otten. The RN-BSN pathway coordinator is Dr. Stephanie Vaughn and the NDE program coordinator is Ms. Joanne Andre. These program leaders work directly with faculty in planning, developing, implementing, evaluating, and modifying program components and attending to students' curricular needs. The coordinators chair the respective Program Committees (Figure 1.6 for SON committee structures).

The SON is responsible for overseeing its own Retention, Tenure, and Promotion (RTP) processes, which were noted in section I.C. of this report. This includes establishing a Department Personnel Committee (DPC). The 2010-11 DPC was chaired by Dr. Dana Rutledge and consisted of two SON tenured faculty and two CHHD tenured faculty

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[12] While UPS 100.900 outlines the process for establishing a school headed by a Director, in a school with one functioning department, the Director serves as the Department chair. All UPS documents other than 100.900 refer to Department Chairs.

members. Other tenured full professors in the SON and/or CHHD have served as alternate members as required for tenure/promotion reviews.

Faculty have the primary responsibility for governance of curriculum decisions. These procedures are outlined in UPS 100.000 and 100.001. Roles of the faculty and students in the governance process within the SON are clearly defined in the *Faculty Bylaws* (Appendix B). The *Bylaws* were reviewed and revised at the start of the Fall 2010 academic year. The General Faculty serves as the central decision making body for program issues as defined in the *Bylaws*. The General Faculty meets monthly and is chaired by the Director. The Executive Committee is advisory to the Director and consists of the Associate Director and Program Coordinators. Resource allocations and outside influences on SON program activities are discussed at the Executive Committee. This information is then shared, as appropriate, with the standing committees.

The work of the General Faculty is delegated to standing committees. Between 2007-2010, the following committees were active at some time: a) Admissions & Progressions; b) Evaluation; c) Undergraduate Program; d) Graduate Program, d) Scheduling, e) Department Affairs, f) Faculty Development, and g) Executive (a listing of yearly committee assignments is available in the RR). The DPC and Faculty Search Committees are outlined in the *Bylaws* but governed by University Policy (UPS 210.000 and 210.500). The purposes and functions of each committee are detailed in the *Bylaws*. Ad-hoc committees are formed to as needed to address other tasks such as the undergraduate curriculum review task force and RN-BSN articulation with community colleges project.

Part time and NDE faculty are included in SON governance. During orientation sessions ideas and feedback on a variety of issues are solicited. Both full and part time lecturers are involved in program/team meetings and can attend the General Faculty meetings. Veteran part time faculty often contribute suggestions about courses that are used to make significant changes in teaching/learning strategies and/or evaluation methods.   Assignment to a lead faculty member facilitates ongoing communication about the program (policies, procedures, courses). The SON maintains a Nursing Committee Community site using Blackboard, with access to meeting minutes, communications, and faculty resources; this serves as a central hub for communication between all faculty, full and part time. All part time faculty who teach the distance courses are given an *NDE Faculty Handbook* with information about the key individuals, procedures, relevant UPS statements, resource for using the learning management system (LMS) - Blackboard, distance sites, contact persons at sites and other relevant information. NDE faculty are encouraged to contact the NDE Director about any distance education issues, the NDE faculty liaison for technology issues, and the lead faculty for course issues; and they are actively engaged in doing so. In 2010 part-time faculty were invited to the CAC meeting and were included in the annual CAC survey. Part time faculty also take part in the Faculty Satisfaction survey.

Student Involvement in Governance

The Associated Students Senate may also develop and formulate University policy recommendations. If approved by the President in accord with the rules and regulations of the CSU Trustees, such recommendations shall

become University policy (UPS 100.003). Students have an opportunity to participate in the governance of the BSN program and there are a number of opportunities for student involvement in university level committees, e.g. the Institutional Review Board and committees of the Academic Senate. In addition, the Associated Students, Inc. (ASI) of CSUF has a strong presence on campus. Students elected as ASI officers represent their colleagues. The *CSUF Student Handbook* describes the ASI functions. Student participation in SON decision-making is consistent with University policy (UPS 100.004) to actively engage students.

In line with this policy, the SON *Bylaws* include student members on specified standing committees. Student members of committees have voting rights. At the beginning of each academic year, volunteers are requested to serve on committees. Table 1.12 indicates student members of committees over the last three year period. At the current time students serve on the Undergraduate Program Committee (UPC) (Table 1.13 illustrates their contributions to UPC meetings for the last two years) and the Prelicensure Committee. In the past, students were members of the Admissions & Progressions Committee, but following faculty discussion of the confidential nature of much of the committee's work, it was decided to limit the membership to faculty and staff. The Bylaws were changed accordingly.

Students have been interested and willing to serve on committees, but are constrained primarily by issues of scheduling (classes, meetings, work) as many of our students are only on campus one or two days per week. The student representatives to program committees are responsible for communicating with all their constituents, including campus and distance cohorts and eliciting feedback on issues of concern. NDE students have been involved in projects to analyze and suggest changes to enhance the SON website, and to develop resources for preceptors. The SON uses its web page (www.nursing.fullerton.edu) as a means of keeping students informed.   A Distance Education Community has been developed using the Blackboard LMS where each distance nursing cohort is entered as a distinct group and where the advisor posts registration instructions, book lists, nursing course names and section numbers, and elective course names and section numbers. This site is also used to communicate with each cohort via email announcements, such as scholarship deadlines, clinical applications, and general information.

I-E. Documents and publications are accurate. References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, transfer of credit policies, grading policies, degree completion requirements, tuition, and fees are accurate.
Elaboration: A process is used to notify constituents about changes in documents and publications. Information regarding licensure and/or certification examinations for which graduates will be eligible is accurate.

Program Response:

All core documents are dated and kept in a centralized master file in the SON office. These documents serve as the basis for all written materials used to promote and describe the SON's programs. Responsibility for updating and reviewing documents and publications for accuracy rests with various faculty and technical support staff according to the guidelines in the SON's *Evaluation Plan*. All full time faculty have access to a *Faculty Handbook* which contains

copies of the core documents. Part-time faculty have access to the Handbooks through the SON website. Part time faculty teaching RN-BSN distance education cohorts receive a copy of the *NDE Part Time Faculty Orientation Binder*. The office manager works with the Director to see that *Faculty Handbooks* contain accurate information. As stated in the *Faculty Bylaws*, the responsibility for keeping curricular documents and *Student Handbooks* accurate rests with the Graduate and Undergraduate Program Committees. The coordinators for the undergraduate program, in conjunction with the academic advisors, provide all faculty and students with updated information regarding the program and policy modifications. This may occur via the SON Portal (online), mail, and/or e-mail correspondence to ensure timely notification. The SON *Student Handbooks* are updated annually and distributed to faculty and students.

Entry-level students receive regular information about licensure and NCLEX-RN testing information is published in the *EL-BSN Handbook*. Additionally students are referred to the BRN website at http://www.rn.ca.gov/applicants/index.shtml for information and application materials. The Entry-Level Pathway Coordinator and Advisor meet with students the semester before taking NCLEX to talk about the Licensure by Examination process and to begin the completion of paperwork necessary for Licensure by Examination. This paperwork is obtained from the CA BRN *Director's Handbook* which is distributed yearly, with any updates, at the New Directors' Orientation session.

The work of keeping promotional/recruitment materials accurate is supported by the Student Services Personnel (SSPs) staff in the SON's Academic Advising Center. Three SSPs (one for RN-BSN; one for prelicensure and one for Master's programs) are actively engaged in recruitment efforts. They assist the Director and program coordinators, including NDE, in developing and updating all recruitment materials (copies of materials available in RR). They monitor the recruitment packets for accuracy and revise annually as needed. In addition, promotional materials (*View Sheets*) are used to advertise programs. These glossy prints are published periodically through the Public Affairs Office and are screened for accuracy with written university documents.   In 2010 a review of *View Sheets* indicated they were outdated and needed revisions. Work is currently underway to update the View Sheets.

The *University Catalog* is updated every two years (http://www.fullerton.edu/catalog). The current 2009-2011 catalog contains material last updated in October 2008. The 2011-2013 *Catalog* is being finalized. The Associate Vice President of Academic Programs confirms that the *University Catalog* contains accurate and current information about the SON's programs. The University, College, and SON have very informative and highly useful web home pages to supplement written sources of information. The College website has undergone major updating and is monitored on a routine basis by the CHHD Information Technology staff.   All materials on the SON website are reviewed for currency and accuracy as part of ongoing quality monitoring and updated as needed. The SON employs a full time web programmer, full time course manager, and student assistants to maintain an up to date web presence. With the recent change to SON status, most documents/publications have been reviewed and are being updated this year.

I-F. Academic policies of the parent institution and the nursing program are congruent. These policies support achievement of the mission, goals, and expected student outcomes. These policies are fair, equitable, and published and are reviewed and revised as necessary to foster program improvement. These policies include, but are not limited to, those related to student recruitment, admission, retention, and progression.

Elaboration: Nursing faculty are involved in the development, review, and revision of academic program policies. Differences between the nursing program policies and those of the parent institution are identified and are in support of achievement of the program's mission, goals, and expected student outcomes. Policies are written and communicated to relevant constituencies. Policies are implemented consistently. There is a defined process by which policies are regularly reviewed. Policy review occurs and revisions are made as needed.

Program Response:

The CSUF Academic Senate constitution (UPS 100.00) states that the Senate develops and formulates educational and professional policy, which becomes University policy when approved by the President.   Such policies are referred to as *UPS* documents. Educational and professional policies include, among other things: curricula; academic standards; criteria and standards for the selection, retention, and promotion of faculty members; academic and administrative policies concerning students; and allocation of resources. College and SON policies must adhere to UPS documents. They are subject to review and approval at College and University levels (for example the development of the EL-BSN curriculum and identification of General Education requirements for EL-BSN students were subject to review by the College and University Curriculum committees and the University General Education committee before final review and approval by the Senate body and ultimately President Gordon) and are therefore congruent with university policy. The Mission and Goal statements of the University, College and SON speak to excellence and the demand for quality educational experiences for a diverse student population. The expected outcomes of the BSN nursing program are based on achieving this level of educational quality so that graduates can be successful. The policies of the parent institution and the SON are congruent with these mission statements, provide standards of quality and address the means whereby such outcomes can be supported and evaluated.

The Academic Senate oversees the review and monitoring of university policies to ensure they are fair, equitable, and congruent with the mission, goals and expected outcomes of the university. The review calendar is published and circulated to all CSUF faculty and input is solicited in writing and/or through open hearings at Senate meetings. Once approved, a new/revised UPS document is posted on the Senate website and circulated to all faculty (hard copy and email). The SON maintains a notebook with all current UPS documents on file (available in RR).   Academic policies and regulations relating to university students are published in the *University Catalog,* the official source of CSUF policies for students*. The CSUF Student Handbook* (at http://www.fullerton.edu/handbook/), and the semester Class *Schedule* (at http://www.fullerton.edu/schedule), also discuss policies and regulations.   The CSUF *Faculty Handbook* (at http://www.fullerton.edu/far/handbook/handbook.htm) contains academic and personnel

policies. The SON *Bylaws* and *Evaluation Plan* outline the processes for development and review of school policies. The Undergraduate and Graduate Program Committees are responsible for monitoring, reviewing and revising academic policies as needed and for updating all written and web-based materials. General Faculty and Program Committee minutes document that process in action. A recent example of this was the review and revision of the *Faculty Bylaws*. SON policies are published in the *University Catalog*, SON *Faculty Handbook* and in the BSN *Student Handbooks*. The BSN *Handbooks* are posted on the School's secure website for registered students and current faculty use (http://nursing.fullerton.edu).

Recruitment and Admission Policies

The CSUF and SON Mission both address the issue of diversity. It is the policy of CSUF "to create and maintain an environment that values diversity, respects human dignity, is hospitable, equitable, and tolerant, and in which all persons are free from all forms of invidious discrimination or discriminatory harassment" (UPS 240.00). This nondiscrimination policy is applied in all instances of student recruitment, admission, and retention activities on campus. The admission policies established by the University and the SON enable admission of a highly diverse student body (Table 1.14 and Figure 1.3). University admission, progression and graduation requirements for undergraduate students are clearly articulated in the *University Catalog* and in the *CSUF Student Handbook*. This includes a specific section for upper division transfer students (such as our RN-BSN students). Information on Admission to the university is available at http://www.fullerton.edu/catalog/Admissions_And_Registration/index.asp. Articulation agreements between the CSUF and various community colleges facilitate transfer of GE courses (http://www.assist.org/web-assist/welcome.html). University and SON policies require that students meet high standards on admission and maintain high standards throughout their course of studies. Such policies support the attainment of the identified learning outcomes of the BSN program. Students must be admitted directly to the SON as well as to the university. SON admission policies are congruent with university policies, but often require higher standards (such as a minimum GPA of 3.0 in pre-requisites for the EL-BSN pathway).

Impaction Status[13]

Fifteen CSU campuses offer the generic prelicensure Bachelor of Science degree in Nursing. *The generic nursing major is impacted at all CSU campuses*, including CSUF. Because the EL-BSN major is impacted, the SON is authorized to use *supplementary admission criteria* (Appendix G) to screen applications from first time freshmen (FTF). Enrollment of lower division transfer applicants is restricted at CSU campuses for the generic nursing major, and is allowed only if the specific campus needs additional students to meet enrollment targets. Students can still be admitted to the campus in an alternate major, or they may eventually be admitted to the oversubscribed major if they meet the supplementary admission criteria. CSUF is also impacted at the campus level for FTF. *Campus impaction* means that CSUF has exhausted existing enrollment capacity (for Fall 2010, CSUF received 33,562 FTF applications

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[13] California State University (2010). *Impacted Undergraduate Majors and Campuses in the California State University - 2010-2011*. Retrieved September 24, 2010 from http://www.calstate.edu/SAS/impactioninfo.shtml

for 4,000 anticipated enrolled seats) in terms of the instructional resources and physical capacity of the campus, and because the campus receives more eligible applicants during the initial admission application filing period than can be accommodated, the campus must therefore restrict enrollment to the campus for that specific enrollment category. Currently, *Fullerton*, Long Beach, Cal Poly Pomona, San Diego, and Sonoma are designated as *impacted CSU campuses*.

In most cases, CSU-eligible first-time freshmen and lower division transfer applicants who apply for admission to impacted majors during the initial filing period (October or November for the fall term, June for the winter term, or August for spring term) may be admitted to the campus in a **"pre-major"** status. As *pre-nursing majors*, students must complete the lower division (freshman and sophomore level) courses established as prerequisites for admission to the EL-BSN program (Appendix G). They must also complete all other supplemental admission criteria required by the SON for admission to the EL-BSN program.

Nineteen CSU campuses offer the RN-BSN major and are open to CSU-eligible applicants. CSUF is also an *impacted campus at the transfer level* (Appendix H). Recently, the admission of upper division transfer (UDT) students has been problematic due to budget cuts. In Spring 2010, CSUF closed admissions to all UDT students. This impacted the EL-BSN pathway by restricting applications to University enrolled students only. For Fall 2010 semester, CSUF received 19,303 upper division transfer applications for 3,650 anticipated upper division transfer enrolled seats. Therefore the campus had very limited ability to accept upper division transfer students (thus affecting the RN-BSN applicant pool). Based on a directive from the Chancellor's Office, the University was able to process applications for the spring 2011 semester to achieve set FTES targets.

Grading Policies

University grading policies can be found at http://www.fullerton.edu/catalog/university_req_and_reg/gradingpol.asp and in the CSUF *Catalog*. SON grading policies are published in the BSN *Student Handbooks*. A discussion of SON grading policies is also published in the SON and NDE *Faculty Handbooks*. Academic standards require BSN students to maintain a 2.0 grade point average in all units subsequent to admission to the program. A grade of "C" or better is required in all nursing courses. The BSN program does not use +/- grading. Grading policies are frequently discussed in the respective Program committees (see minutes on file).

Progression and Graduation Policies

Every attempt is made to facilitate students' successful progression through their coursework to ensure timely graduation. Policies related to requirements for graduation with a bachelor's degree can be found at http://www.fullerton.edu/catalog/university_req_and_reg/gradreqbachdeg.asp. Other student policies related to student rights and responsibilities, including academic conduct and disciplinary measures, probation, disqualification, and withdrawal from the university can be found in the *University Catalog* [http://www.fullerton.edu/catalog/university_req_and_reg/catalogrights.asp] and *CSUF Student Handbook*. These policies, as they relate to students in the BSN program, are also available in the BSN *Student Handbooks*.

I-G. There are established policies by which the nursing unit defines and reviews formal complaints.
Elaboration: The program's definition of a formal complaint and the procedure for filing a complaint are communicated to relevant constituencies. The program follows its established policies/procedures for formal complaints.

Program Response:

The CSUF *Catalog 2009-11* is the official source of information on all university policies pertaining to students. *CSUF does not discriminate on the basis of race, color, national origin, sex, gender or sexual orientation, disability or age in the educational programs or activities it conducts* (*Catalog*, pp 85-87). Discrimination/harassment complaint policy and filing procedures may be addressed to the Director, Diversity and Equity Programs [http://diversity.fullerton.edu]; and, student disability complaints may be addressed to the Director, Disabled Student Services [http://www.fullerton.edu/DSS]. Student rights are identified in UPS 300.00. The rights of students are also discussed in the CSUF *Student Handbook and Planner 2010-11* [available in RR]*.* All students have the right to make an academic appeal if they believe that they received "capricious or prejudicial treatment by a faculty member or a university administrator in the assignment of a course grade" (UPS 300.030 Academic Appeals). UPS 300.030 outlines the appeal process in detail. Student appeals of grade disputes or charges of academic dishonesty are discussed in the CSUF *Catalog 2009-2011* on p. 646. The CSUF Dean of Students' Office/Judicial Affairs [http://www.fullerton.edu/deanofstudents/Judicial/index.asp] promotes academic integrity, civility and other appropriate standards of conduct for the University community. Judicial Affairs is also responsible for investigating alleged violations of the Student Conduct Code and for adjudicating complaints in a fair and consistent manner.

The SON follows the campus policies on discrimination, harassment and academic appeals. The SON *Student Handbooks* (*EL-BSN, RN-BSN*) and *Faculty Handbook* outline the processes to be taken to pursue an academic complaint. Students receive an overview of policies/procedures at New Student Orientation sessions and are required to submit written verification of receipt of their *Handbook*. Handbooks are published annually and distributed to students by a variety of means. For example, the EL-BSN students receive the *Student Handbook* via Blackboard in N322 Concepts of Professional Nursing.

A student who has an academic grievance/complaint is expected to first discuss it with the instructor involved. If no resolution is made, the student can contact the program coordinator. However, a *formal complaint* is defined as one which has been submitted in writing (includes email) by the student to the Director, SON. At that time a review is undertaken and a decision reached. If the student is still not satisfied, he/she may take the matter to the Dean of the College and ultimately to the CSUF Academic Appeals Board.

Analysis of Compliance with Standard I

Strengths

1. The SON Mission, Goals, Philosophy and BSN Goals and Student Learning Outcomes are clearly defined and congruent with CSUF and CHHD Mission/Goal Statements;

2. Professional standards, such as the *Essentials and BRN regulations*, are clearly reflected in the BSN student learning outcomes and program goals;

3. SON faculty are active participants in university governance at all levels;

4. SON students mirror the diversity of the community and the campus as a whole;

5. The SON serves an important academic function in meeting needs identified by our communities of interest.

Challenges and Action Plan

1. Realizing the full potential of the SON will be the challenge in the near future. Plans are to review the organizational chart and revise as indicated, ensure that all core documents reflect the change to an SON, and continue to publicize and interpret the change to the campus constituency, and community at large.

2. Continue to grapple with the economic situation and the impact on CSUF. Review impaction status and implications for admissions of new students, advocate for reasonable budget allocations to carry on the work of the SON, including new program growth.

3. Continue to seek creative solutions to increase student and part time faculty participation in SON governance and to disseminate information to them;

4. Increase number of tenured faculty required for governance purposes; continue to recruit tenure track (TT) faculty to increase ratio of TT to lecturer positions.

STANDARD II
PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

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

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 student and faculty 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 student and faculty outcomes. Equipment and supplies (e.g., computing, laboratory, and teaching-learning) are sufficient to achieve the mission, goals, and expected student and faculty outcomes. There is a defined process 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.

Program Response:

Fiscal Resources

Allocations of State General Funds

CSU programs are funded through state allocations from the Chancellor to each of 23 campuses in the system. Due to the economic downturn in California, the state faced a budget deficit in 2009 of $26 billion. The resulting funding cuts to the CSU were the worst in its history, with $38.7 million in budget reductions for CSUF in 2009-10. One of the major impacts of the deficit in the state general fund was the order from the Governor to institute faculty/staff furloughs in 2009. Full time equivalent student (FTES) targets were lowered and other efforts to reduce costs included deferred maintenance, delayed equipment purchases, reduction in personnel, and reduction in travel expenditures. Budget constraints are an ongoing problem. Resource allocations in 2010-11 gave CSUF both new growth monies and recovery of partial funds lost since 2008, but did not meet 2007 levels. The Governor has promised deeper cuts in higher education for 2011-12.[14] Despite budget cuts, fiscal resources have been sufficient to enable the nursing program to fulfill its mission and expected outcomes. In fact, approval of the upgrading of the Department to a School was made in recognition of the importance of the change regardless of the budget implications. The SON annual budgets have been sufficient to support the implementation of the BSN program, the development of new program areas and the ongoing assessment and evaluation activities carried out in the SON as a whole.

The Funding Process

The CSU system funds each university on historical and prior year performance basis. This process calls for each campus to set FTES enrollment targets; allocations are made based upon expected enrollment. The President

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[14] On March 22, 2011 the CSU Board of Trustees issued a press release to discuss strategies to address the governor's proposed $500 million reduction in funding for the CSU (18% cut from 2010-11). See Media/Budget folder in RR for additional information.

determines final budgetary allocations. Equitable distribution of funding support is assured through established formulas in areas such as instructional staffing, travel and student assistant support. A detailed budget folder is available in the RR. The Vice President Academic Affairs (VPAA) takes the lead role in reviewing the adequacy of the division's fiscal and physical resources. He works with the appropriate Associate and Assistant Vice Presidents to monitor fiscal and physical resource needs and identify priorities. The VPAA regularly consults with College Deans regarding academic budget development, resource allocations and adjustments, and works with Deans to fairly distribute monies to Colleges for academic and faculty resources. Deans are responsible for establishing and managing College budgets.

Within CHHD, resource allocations to units are primarily based on set Full Time Equivalent Student (FTES) targets and the Student/Faculty Ratio (SFR) determined by the Dean to meet College SFR requirements. Colleges are funded at a fixed SFR, set by the VPAA. CHHD's funded SFR of 20.43 has remained constant over several years.   Allocations for full time equivalent faculty (FTEF) are based on FTES/SFR formulas (see section II-D). Standard operating expenses and equipment (OE & E) allocations are based on FTES and FTEF targets. In addition to operating expenses, College funds provide student services, administrative support, and costs associated with providing space, upkeep, and maintenance of equipment. The CHHD Dean meets and consults regularly with Associate/Assistant Deans and Directors/Department Chairs regarding budgetary and other college-related matters. A Council of Chairs group (committee file in RR) meets bimonthly to share news and ideas, discuss policy and procedural issues, and foster collaborative decision-making relevant to unit operations, such as resource review and allocation. The SON Director gathers information from faculty and staff about resource requirements, which frame her discussion at the Council of Chairs. She provides feedback to the faculty at the General Faculty meetings and/or with the Executive Committee as appropriate. The *Annual Report* submitted to the Dean and then the VPAA outlines the SON priorities for the next school year and serves as a basis for resource allocations. In 2010, the *CHHD Annual Report* listed the launching of the School of Nursing as the first priority for the College.

SON Budget Allocations

Tables 2.1 and 2.2 provide information about overall allocations for 2007-2011. Since 2002, SON allocations have increased each year, until 2009 when the SON budget fell by $387,528 (11% lower than the previous year; in line with overall budget cuts). The 2010-11 budget allocation of $4,075,978 reflects an increase of $910,476 from the 2009 level. Total General Fund allocations for OE&E decreased from $307,290 FY07-08 to $207,290 FY09-10; FY10-11 increased to $258,785, an increase of 24.84% over last year, but still lower than the 2007 allocation. The Dean has been receptive to SON needs and requirements, providing support when requested. While the SON receives an equitable share of College resources, the College needs ongoing special budget augmentation to support continued SON growth. University Advancement has made fundraising for the SON a priority in 2010-11.

Faculty Allocations

Since the 2006 CCNE visit, the SON has added several new program areas [the EL-MSN program began in 2007; the EL-BSN program began in 2008; the MSN Leadership concentration online/DE option began in 2009; and in 2010 the new MSN Nurse Educator concentration, as well as the change to a SON were approved. Growth and change in all these areas were reflected in and supported by campus allocations of needed resources, especially faculty. For the 2010-11 fiscal year, the SON was approved to conduct a national search for a School Director and to appoint a new Associate Director (0.5 assignment). It was also approved to search for three new full time tenure track faculty positions. Over the last three years, the SON completed searches for a new Department Chair, 11 new Tenure Track faculty and 6 new full time Lecturers. This was an impressive allocation of resources given the economic constraints faced by the university during that time.

Table 2.3 shows SON faculty salaries to be in line with campus and other similar institutions. CSUF instituted a Salary Equity Review process in 2004. This enabled faculty hired in the last five years to request an adjustment in salary to be more on par with new hires. Several SON faculty were given equity increases as a result. The last group of equity adjustments, postponed from 2008 due to budget constraints, has just been completed (Fall 2010). Faculty compensation was not identified as problematic on the 2007 faculty satisfaction survey. However, the budget crisis in 2009-10 affected faculty and staff salaries due to the implementation of required furloughs that year. A summary of the furlough program is presented in Appendix I. Furloughs put pressure on faculty to be flexible, creative and optimistic in the face of a 10% cut in salary and a reduced workweek. Dedicated faculty made every attempt to minimize the impact of furloughs on students. Despite the furloughs, student outcomes continued to be met at satisfactory levels, qualified faculty were retained and the community response to graduates of SON programs remained positive.

Other Revenue Sources

The SON has been fortunate to have the support of the university and others during the last five years. This includes partnerships with Kaiser Permanente and other healthcare corporate institutions (Table 2.4), CSU/CSUF augmentation of funds to resource-intensive programs, external grant funds, and NDE office infrastructure funding from the university.

NDE Program Funding

The SON has a business-academic contract with Kaiser Permanente to expand the RN-BSN program via distance education statewide. The program began in Fall 2001. Several measures were implemented to guarantee the success of this program:

- An agreement was made by the CSUF President, VPAA, Chief Financial Officer and the SON to place the NDE operations budget directly under the VPAA. The agreement enabled the SON to be paid for distance students at a higher percentage of FTES revenue than other College departments. A $980,000 cap was set on the dollar amount that the University would allow to be paid at the enhanced FTES revenue amount on an annual basis.

- The Chancellor's Executive Order 766 was instituted and has been extended through Executive Order 957 (no expiration date), which authorizes CSUF to establish Category II, Nursing Distance Learning Laboratory Instruction, Non-Laboratory Instruction, and Facility Use Fees.
- By contract, Kaiser Permanente contributed in kind services estimated at a cost of $200,000 per year when multiple video broadcasting sites were used[15] and currently estimated at $50,000/year.

The NDE Program (RN-BSN) continues to be a viable delivery mode for nurses in outlying areas. The program provides courses via video broadcast, web, and "face to face" methods of delivery. In addition to Kaiser, the program has now grown to include regional health care partners. For example, Riverside Community College contributes in-kind support in terms of classroom space; Saint Joseph's Hospital, Mission Hospital and Pomona Valley Hospital each pay an administrative fee and a set amount toward faculty salaries per semester (approximately $6,000-$7,000). As a result, the NDE Office augments SON operations in a number of ways: a) supports the positions of the Director, NDE and the NDE Faculty Liaison; b) pays the salary and benefits associated with SON faculty teaching NDE cohorts; c) provides student support staff and services, clerical, and technical assistance to the SON as a whole; and d) supplements the SON OE&E budget with a monthly stipend. The CHHD Dean's office provides administrative release time to SON faculty who are in "lead" roles for NDE courses.

Other CSU Supports

In 2005, the state legislature and CSU Chancellor's office, recognizing the acute nature of the nursing shortage in California, committed funds to establish the necessary infrastructure (i.e. skills lab) and operating requirements for the new entry-level pathways at CSUF (detailed files in RR). The state pays a FTES funding differential for 81 entry-level students (40 EL-BSN and 41 EL-MSN). Any students admitted beyond that base have to be covered by external funding, which the SON has been successful in obtaining to date.

Grants, Gifts and Contracts

The total amount of support received from external funding in the past three years is $6,347,683.00 (Table 2.5). Support funds projects and programs that enhance existing operations, provide traineeships for students, and gives faculty release time to develop innovative new programs. Two recent gifts illustrate this point. The $2 million grant from United Healthcare enabled the School to admit more entry-level students and provide faculty salary support as well as operational costs for the simulation lab. In 2008 the SON received a Kaiser Permanente gift of $193,000 which was used to purchase additional mannequins for the simulation lab.

In spite of a year-long 10% furlough plan for all faculty and staff, reduced FTES targets, and lower OE&E budgets, the SON continues to make good progress in achieving its goals and priorities.

Physical Resources

The Education Classroom (EC) Building is a 6-story structure on the east side of the campus (floor plans in RR). At the time of the 2006 CCNE visit, the DON Chair's office suite was noted to be cramped and hard to access. In 2007, the SON was given new office space to accommodate a variety of needs. As a result the SON was able to

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[15] Kaiser Permanente has requested that online courses replace the video broadcast courses starting in 2011.

create an administrative office suite (EC-190) with seven private offices for the Director, Program Coordinators, and support staff; increased storage capacity; a reception area; a small library/conference space, and a new workroom and faculty/staff lounge. In addition the SON acquired a new conference room (EC-195), a larger Resource Room for accreditation files (EC-185), a large new Advising Center (EC-182) and an office for the Placement Coordinator (EC-187). The NDE Coordinator and staff moved to a larger suite of offices (EC- 197/198) and retained the two-room office used for NDE operations (EC 127A/B)

The Advising Center consists of a reception area and work spaces for the three Student Services Personnel [SSPs] as well as cubicles for student assistants and/or private meetings with students. Student files are kept confidential and housed in the Advising Center in locked cabinets. The Data Analyst/Assessment Coordinator has office space within the Resource Room. A large work room on the first floor (EC-102) contains 6 cubicles designed to house a variety of grant based support staff. Two other grant support staff are housed in a 6th floor office.

All FT faculty members have private offices on either the first or sixth floors of the EC building. All offices include a networked computer with e-mail, Internet access, current Microsoft Office suite (Word, Power Point, Excel, Outlook, and Access), software such as SPSS and SAS, printer, telephone with voice mail, file cabinet, and appropriate office furniture. Each FT faculty member is provided a laptop computer, which has Internet access, e-mail, the current Microsoft Office package, and statistical software. These laptops allow faculty to access their desktop computer when away from office. Each FT faculty member is also provided an iPad2.

A suite of shared offices (EC-475/EC-475C) is available to on-campus part time faculty. Office space is shared by Nursing, Counseling, Child and Adolescent Studies, Human Services, and Social Work part time faculty. There are a total of 7 cubicles available each with a telephone, computer/printer. Each space is available from 8:00am to 5:00pm from Monday to Friday. Due to very limited space and availability, part time faculty are requested to sign up for scheduled use of the space based on office hours needed (1 hour per week per assigned course). After the semester has started and all faculty have had a chance to sign up for office space, additional hours may be available and are allocated as requested.   If SON PT faculty need to access the office before or after the office is open, they can contact SON staff by phone or email and staff will request a key for them. Other available conference space includes a 14-seat room on 4th floor (EC 425) and the Dean's Conference Room (EC 605) which holds 25 people. The Kinesiology & Health Sciences building has a large conference room (KHS 221) which seats 33. All rooms are available by reservation.

Instructional Space

Campus classrooms that contain a variety of multimedia equipment are labeled "smart classrooms." Faculty are oriented to this equipment before receiving a smart cabinet key. The SON has access to one 40-seat classroom (EC-23) as well as classrooms throughout campus, but must schedule these through university systems. This creates scheduling problems, especially when nursing courses do not conform to university scheduling patterns (i.e., Monday-Wednesday-Friday 9:00 -9:50 am). We have managed to house all our campus courses, but this is still challenging.

We have the option of housing some course sections on our satellite campuses (Irvine/ Garden Grove), increasing the number of online course sections, and/or holding certain courses off campus (e.g. regional distance sites).

In the EC building, the SON has one dedicated smart classroom (EC-13) which seats 20 within a central space that contains a podium containing a computer, video-player, laser disc, and built-in LCD projector. Six small rooms adjoin the central space to accommodate health assessment/skill building or collaborative group work. EC-13 is used primarily for RN-BSN pathway health assessment labs and for seminar courses requiring break out rooms. Most entry-level classes are housed in classrooms in the EC building or the Kinesiology/Health Science Building (KHS), which is in close proximity to the EC building. The new Simulation Center opened in 2007 in KHS-182. This $1.6 million 5,000 sq. ft. renovated space includes a staff/reception area, office for the Skills Lab Coordinator, storage and display space, a 33-seat multimedia/computer classroom, an 11 bed skills/simulation area, a 6-seat computer station virtual learning lab, and an 10 seat conference room.

Multiple computer labs housing over 1000 PCs are available to students/faculty and located throughout campus. The biggest labs are located in Pollack Library (Appendix J has a description of smart classrooms and computer labs on campus). The SON also uses sophisticated studio classrooms in the Library basement to video broadcast to NDE sites. In order to facilitate good communication during video broadcasts, faculty usually limit use of broadcast rooms for NDE cohorts without concurrent campus students in attendance. When cohorts are mixed, groups are intended to interact with one another and with faculty members at each site.

Equipment and Supplies

CHHD Technology Support funds have been used to upgrade the EC-13 smart cabinet requirements and an upgrade of the six computers is in process. A dedicated SON Equipment System's Specialist provides support for simulation and the maintenance of the mannequins and technology equipment in EC-13 and the Simulation Center (inventory available in RR). Grants from Kaiser Permanente, totaling $493,000, and from United Healthcare assisted in furnishing the Simulation Center and purchasing needed mannequins and other equipment. The Prelicensure Coordinator has both general funds (OE&E) as well as other Deans Office/Foundation monies (miscellaneous course fees, grants, gifts) that can be used to purchase equipment and supplies. The Simulation Lab coordinator works with the Prelicensure coordinator, with input from faculty, to ensure that equipment and supply needs are reviewed and purchases made as appropriate.   Program needs are well supported by the University.

EC-13 is fully equipped with skills equipment (e.g. wall-mounted oto-ophthalmoscopes), exam tables, linens and other assessment equipment/supplies as well as built in computer cabinetry that allows group use of computers). The Health Assessment (N355/L) lead faculty member is responsible for maintaining the equipment/supply inventory, monitoring and minor repairs of health assessment lab equipment and requesting purchases as needed (from OE&E funds). Funds for campus based students come from the general OE&E account as well as Miscellaneous Course Fees paid by students (SON share of course fees is allocated on an annual basis). The NDE Office Manager coordinates the inventory/re-ordering of NDE cohort health assessment lab supplies/equipment. NDE funds cover

expenditures and shipping costs to distance sites. Equipment and supply needs in all areas are covered by available funds.

The SON is able to purchase routine academic teaching/learning equipment and supplies from its OE&E budget, with supplemental support from the NDE office. Hardware, such as computers, printers, projectors, headsets with microphones and webcams, are available to faculty for webinars and creation of media rich course content. The SON owns a rich media recorder (Mediasite by Sonic Foundry) which is used extensively by faculty and program coordinators. In addition the SON purchased and installed a stationary Mediasite recorder in the library for recording broadcast classes. A growing number of faculty are presenting synchronous webinar course meetings for student/faculty interaction and student presentations. The webinar program was purchased by the university and is available to faculty. Technology staff and the NDE faculty liaison are consulted for their input into purchasing decisions when funds are available. During the period of review, purchases have included headsets/microphones, webcams, projectors, updated laptop computers, and updated maintenance contracts for the rich media records. The SON is often selected by the campus to pilot new technology/online software programs because of our excellent reputation with distance education. One such program was ILINC, which supports synchronous webinar courses. The SON also has a fairly extensive array of software and other audiovisual media to support instruction (list available in RR).

Process for Review/Ongoing Improvements

Faculty participation in the process for review and allocation of resources (fiscal, human, and material) occurs within the SON and *focuses on evaluating operational needs and priorities, setting goals, and identifying resource requirements*. Faculty provide input on a number of issues: a) the need for full and part time faculty with specific skills, b) the need for staff positions; c)) the availability of academic support resources such as supplies and equipment, d) the need for faculty release time to carry out specific tasks, e) the need for program modifications and/or development of new teaching modalities with resource implications, and f) the need to carry out assessment and evaluation activities. This process takes place on a daily basis in informal conversations and on a formal basis in program and other committee meetings.

Program coordinators carry information from faculty to the Director when necessary. Staff members are also encouraged to give input. The Director and the Program Coordinators meet to formalize priorities for resources each semester. Such discussions might focus on faculty workloads and recommendations for assigned time given to faculty. Other reviews might focus on supplies, equipment and media purchases. The pros and cons of using external evaluation/assessment surveys might take up an entire General Faculty meeting. The SON Director carries the identified priorities and program goals forward to the Dean for consideration in budget allocations for the upcoming year. The process is repeated at the Council of Chairs meetings when discussing resource priorities for the college. The Dean continues the discussion at the Council of Deans meetings and with the VPAA.

SON faculty also participate on college and other university level committees which review resources across campus. For example, the College Curriculum Committee reviews all requests for substantive changes to courses,

and/or addition of new courses/programs. In discussing resource needs, faculty consider external factors such as changing demographics, new legislation (e.g. AB 867 Doctorate of Nursing Practice), changes in health care delivery, application and enrollment trends, and community needs. Internal factors such as student demand for courses, scheduling patterns, classroom space, or technical requirements may influence review of resources. In addition, faculty actively participate in setting priorities when funding levels decrease. Faculty use problem solving strategies to deal with cuts so that the impact on students is lessened. For example, during the 2009-10 furlough year, faculty used alternate modes of course delivery to compensate for decreased contact hours. When notified of the need to readjust the budget allocation for an anticipated shortfall, the Director shares this information with the Executive Committee and/or Program Coordinators. They bring information to faculty/staff who discuss options for decreasing expenditures while continuing to meet program goals.

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 student and faculty 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.

Program Response:

An extensive array of academic support services are offered to faculty and students in order to assist them to be successful in accomplishing educational goals. These services are reviewed annually by the Directors in charge and improvements are made on an ongoing basis. Each service area prepares an *Annual Report* outlining goals and accomplishments and uses this process to identify needs and priorities for the coming year. Input from service users (administrators, students, staff, and faculty) are an inherent part of the process. Many support programs have their own advisory boards, such as the Student Health Advisory Committee, which allows input from a variety of stakeholders. Should a specific need arise, program Chairs/Directors and/or college Deans may contact the service Director for further discussion and strategic planning. As an example, the university Learning Center has created specific tutorial assistance programs for nursing students as a result of discussions with SON faculty.

Administrative Staff Support Services

CSUF recognizes the importance of staff in supporting academic activities. An *Assistant Dean for Student Affairs* is assigned to each College to facilitate student progression at the university by providing an environment conducive to academic and personal growth. The Assistant Deans serve a vital role representing the division of Student Affairs within the academic colleges. Actively working with students, faculty and staff, the Assistant Deans integrate the mission of student affairs within the academic setting and engage the entire university community in academic and co-curricular learning. In addition, several CHHD administrative positions support all college units including the SON. Among these are the Office Manager, Budget Analyst, Administrative Analyst Specialist, and

Special Events coordinator. CHHD has its own IT support unit. A full listing of the support staff available to the SON is available in Appendix K; other staff information can be found in Notebook 3 in the RR.

SON Staff Support Services

The SON is fortunate to have excellent support staff, totaling 23.75 FTE people at present. State supported staff positions must be negotiated with College Deans and are often at a premium (especially in times of budget constraints). However the SON has been able to secure 8 fully funded, state supported staff positions, which accounts for 34% of the total staff. The remainder of staff positions are funded through the NDE Office (7.75 FTE; 33%), or through special arrangements such as gifts and grants (8 FTE;   34%). Table 2.6 presents the details on staff funding sources.

There are currently three Administrative Support Coordinators (ASC), or Office Managers, who assist the SON Director, NDE Coordinator, and Prelicensure Coordinator. A fourth position is held by the Finance/Budget Coordinator. One full time Administrative Support Assistant (ASA) facilitates the work of the faculty.   In the NDE Office, besides the office manager, there is a full time course manager, a full time webmaster, a part time administrative assistant and a part time student assistant. They assist faculty/students with online course management and other aspects of distance learning, and maintain the SON website and administrative database. The SON Advising Center is staffed with three SSP members (for RN-BSN, Entry-Level, and MSN programs) and a full time receptionist. The SON has recently hired a Clinical Placement Coordinator, who is also in an SSP position. Four additional staff members provide clerical, accounting, and technical services for grant funded projects. In addition, the SON hires student or graduate assistants throughout the academic year. Typically, a student assistant works 20 hours per week during an academic semester. Students assist clerical/technical support staff with a variety of tasks and their input is highly valued.

Although staff support is excellent, faculty are responsible for much of their own word processing to prepare course materials, including syllabi, study guides, and exams. Faculty manage their own Blackboard (the LMS) course sites, with assistance from the Course Manager and Web Technician. Limited staff assistance is available for clerical committee work. The roles, responsibilities, and needs for staff positions are reviewed on a regular basis by the Director, Coordinators and Office Managers. As the program and student needs change, the structure and roles of support staff evolve and change. There is a specific reclassification process which is used to upgrade staff positions. Written position descriptions are available for all staff. As with faculty, staff members were required to take furlough days during the 2009-2010 year.

Academic Support Services

The Pollack Library

Chief among learning resources on campus is the Paulina June and George Pollack Library [http://www.library.fullerton.edu/; Notebook 5 in the RR]. The Library houses over 1.2 million books and 10,000 periodical subscriptions. The Library has approximately 37,000 book titles relating to nursing subjects. Within the

specific Library of Congress Classification ranges for nursing and medicine (RG, RJ, and RT), there are over 3000 titles. The Library subscribes to 313 nursing journals and 4881 health-related journals. The large majority of journals are available in online. The most significant advantage offered nursing students by the library is easy access to electronic resources. The Library provides an abundance of resources and utilities through its website and subscribes to approximately 200 databases. Several of these database have a significant amount of nursing content (CINAHL, Cochrane Library, PsycINFO, Science Direct, and Academic Search Premier are examples). All of these electronic resources are available remotely. For 2010-11, the SON contributed $4000 for the OVID database, which increases accessibility to multiple users at one time. This is an annual cost.

The School of Nursing has a designated librarian, currently Mr. William Brietbach, who provides orientation and educational sessions to students in many of the entry–level and advanced courses. He is available on-line and in person to assist nursing students with literature searches and technology issues associated with searching databases. An 'ask-a-librarian' service is available online 24-hours a day. The library provides SON faculty with opportunities to participate in their Continuous Quality Improvement process regarding materials and processes to better assist students. The library has added unlimited access to the most frequently used nursing resources (e.g. CINAHL, PsycINFO, and OVID). In the few instances when books or articles are not available, the library will find them at another library and make them available online, in the library, or by mail for distance students.

Having a librarian with dedicated time assigned to Nursing has made Library interface quite productive. Student and faculty feedback on Library services has been positive. Mr. Brietbach maintains contact with faculty through email updates and meetings. He meets as requested with SON faculty to obtain feedback regarding students' needs and tracks use of interlibrary loans so as to recommend additions to Nursing's electronic journals collection based on student use. He orients new nursing students to the Library, conducts nursing course-related library instruction sessions, creates/maintains instructional materials, and works with faculty to meet information needs of students. In addition, the SON has had a faculty member on the Senate's Library committee who provided input on the adequacies of resources as needed. This service has consistently been deemed adequate to support program and student outcomes.

The librarians created and maintain a *Library Guide for Nursing Students* online at: http://www.library.fullerton.edu/guides/nursing/Articles.php. Through this resource, students get an overview of library resources and services most relevant to nursing (Appendix L). The SON was a key participant in the Library's Information Literacy Initiative. Through this initiative, the SON identified entry and capstone courses that require students to effectively utilize appropriate library resources. Mr. Brietbach, and Ms. Greene before him, helped to design class assignments for these courses. Orientation to the Library is incorporated into entry level courses such as N305L, N307, and N 322. For example, in N305L, two library instruction sessions are scheduled and conducted by Mr. Breitbach and the course faculty member. Held primarily in computer classrooms, the orientation gives students the opportunity to learn information literacy skills such as how to a) conduct a variety of data base searches

efficiently, b) determine the difference between scholarly literature and popular sources, c) differentiate research and clinical articles, d) systematically review articles, e) critique/evaluate material for relevance, authority, and accuracy; and f) cite sources appropriately in APA format. For NDE students, the librarian has prepared videos with instructional materials. Many nursing students consult with him for one-on-one assistance through office visits, phone calls or email. Approximately 30 students meet with him each semester for personalized assistance.

Information Technology Services (IT)

The University provides technology to support achievement of program outcomes through active support of the faculty in development and utilization of technology, student education and support regarding technology use, and the provision of physical resources such as studios and computer labs. The Division of Information Technology has a strong presence on campus and is actively engaged in the strategic planning processes for the future of the university. The campus Academic Technology Officer (ATO) provides strategic leadership and direction for all campus academic technology applications, initiatives, and support services. He provides leadership in partnership with Academic Affairs for operational and strategic planning and policy related to academic computing such as e-learning, instructional technology, and research and assessment. One such activity is the development of a new Academic Technology Center. IT's goal is to maintain and enhance the speed, quality, reliability, and security of campus-wide information transactions for students, faculty, and staff in ways that support the campus mission while reducing cost-per-transaction [http://www.fullerton.edu/it/].

IT maintains various campus services including a) accounts for our Learning Management System (LMS)—currently Blackboard [Bb]), Titan Internet Access, CMS (campus shared database), and the Faculty/Student Portal (central access to all web information at CSUF); b) campus technology groups and campus computer networks; c) computing labs/resources across campus; d) computer equipment support/maintenance; e) hardware/data security systems; f) software access/ support; g) telecommunications; h) training; and i) web publishing. IT publishes a periodic newsletter, *IT Connect Newsletter* with updates on services. It also sponsors an annual *Campus Technology Day* for the campus. IT maintains a help desk (x 7777) to assist faculty, staff, and students with PC issues. Campus IT supports SON faculty members with their access to the internet, Blackboard, shared campus data bases, and the maintenance of a campus wide portal which allows faculty access to all web information at CSUF (Notebook 7 in the RR has a full presentation of campus wide technology programs and services).

Technological Support Services for Students. Resources to support student computer use are abundant. The Help Desk is available seven days/week. Remote access to the campus network is available to students via internet through the university's remote access plan. Students access e-mail, Web-based courses, library resources, and all university services from any location with an Internet Service Provider. Online, students can register for courses, pay fees, and access Library materials. Students and faculty can access DARS (Degree Audit Report) to check on progression toward graduation/grades. The SON has use of the videoconferencing codec and broadcast classroom, PLS 91 in the library. Courses are held for different NDE cohorts Monday-Thursday each week. All sites are

interactive so students can share with peers in different work and living locations around the state. Currently courses are videoconferenced to 11 cohorts across California. Almost all students in the distance RN-BSN program indicate that they would not have been able to attend school without the accessibility offered by the distance modalities.

Blackboard 8.0 is the current online LMS, although it was recently announced that a switch will be made to TITANium (Moodle) starting in 2012. Specific technical support for students includes a Mediasite rich media recorder which allows real-time and archived video lectures and iLinc and Elluminate webinar programs. Mediasite recording can be made available upon request as podcasts (audio only). Faculty and students may request this format as an option on the video page after student login. The addition of the campus Portal makes retrieval of information simplified and centralized. The portal may be customized so the student's personal email site can be accessed for all messages. Technical assistance for faculty in CHHD is provided by the CHHD IT Department. This department has its own director and technical staff. Major services include maintenance of CHHD computer labs, web hosting, content development and accessibility compliance; support/training for College databases; IT training and consultations for faculty/staff on computer equipment/software; scanners, converting documents to PDF/MS word; and managing the Technology Support Center.

Distance Education Support Services

One of the newest services on campus is the Online Academic Strategies and Instructional Support (OASIS) web site [http://oasis.fullerton.edu/] and office. OASIS is designed to support faculty and their online teaching needs. It is collaboration between the Faculty Development Center (FDC) and the University Extended Education (UEE) Distance Education Department. OASIS offers such services as help with instructional design, multimedia production, and IT support/troubleshooting. Its website has links to various on-line tutorials to assist faculty with various teaching methodologies and links users to a wide range of resources. OASIS is funded by the Office of the BPAA and UEE. The FDC provides on-going continuing education offerings in areas such as technology in the classroom, course development, online assessment, and use of instructional software.

Nursing Distance Education (NDE) Office. Created in 2000, the NDE Office meets instructional technology needs of SON faculty. The NDE Coordinator, Ms. André, holds a 12-month faculty position with administrative reassigned time. She works with community partners to establish new NDE RN-BSN cohorts and maintains open communications with existing partners. She supervises technical and other support staff and oversees the separate NDE budget. Ms. Orr serves as the NDE Faculty Liaison. She provides support for faculty course redesign and web conversion and assists faculty with videoconferencing and webinar strategies that help students adapt to and effectively use distance learning modalities. Ms. Orr oversees all technical aspects of the BSN program and maintenance of the SON web site/database, including collaboration with the web programmer and course managers. She also assists with collection/analysis of evaluation data from both faculty and students related to the NDE program. During each academic year, either the NDE Director or Liaison visits each site to elicit student feedback. The SON is recognized as one of the most technologically advanced units on campus, expecting and promoting

information competency and technology use among students, faculty and graduates. The NDE Office carries out several functions to assist with recruiting/advising students, orienting faculty to NDE teaching modalities (NDE *Faculty Orientation Manual* in RR), data management/ technical consultation on online course design/operations, and creating web based materials.

Ms. Orr, and the NDE technical staff members, Phil Vo and David Sanchez, provide specific technological support for SON faculty, including maintenance of the SON website, and assistance with the development, submission, and management of web-based materials. Direct technology support is available to faculty from the NDE team who assist them with maintaining the Blackboard course sites and communities, use of Media site to record and archive classes which can be downloaded, and iLinc which allows real time interaction via the student's computer. Also, all incoming students as of 2010 are required to attend a "computer boot camp," to promote Blackboard competency and basic computer literacy.

Provision of Course Manager. Knowing that online coursework is new to many nursing students and that at least a portion of each nursing course is supported with online materials, substantial effort has gone into providing excellent technical support for entering/progressing students. A full time course manager for the BSN program arranges orientation sessions for new students, assists faculty with their Bb course sites, and helps students solve tech problems related to assignments throughout the semester. All nursing students receive computer skills training (e.g., use of Portal, Bb access, SON Website) as part of orientation. For NDE cohorts, orientation sessions are held before classes begin at a computer lab at the distance site, or on campus for nearby cohorts, to give them hands on experience before courses begin. The same information is repeated the first day or evening of class. Because there is a great deal to absorb, especially for BSN students, assignments related to basic computing skills, use of Bb, and the Portal have been added to the first three weeks of N302. Students' computer skills appear to have improved with this approach.

The NDE Faculty Liaison meets regularly with the IT support committee to discuss the adequacy of technology and distance education resources on campus. Information regarding plans to expand use of technology in teaching comes from faculty through the Undergraduate and Prelicensure Committees. Additionally, information regarding the effectiveness and student/faculty satisfaction with the technology is assessed in course and program evaluations. Issues arising through this process are communicated to Ms. Orr. Overall, the technical and distance education support is a considerable strength for the SON.

Research Support

Academic support for faculty research activities is provided through a variety of services on campus. Providers of service include the FDC (search for funding agencies, grant writing assistance, mini-grant programs) and the Office of Grants and Contracts [OGC] (finding funding sources, proposal preparation, budget development, critique of proposal, agency compliance issues, and links to the campus Institutional Review Board). Colleges and Departments support faculty research by providing travel funds when possible, and hiring RAs and TAs as budgets

allow. Several research centers are housed in the CHHD, including the Health Promotion Research Institute. A more detailed discussion of academic research support for faculty is presented in section II-F. At the undergraduate level, student research is commonly linked to a class project and/or a specific faculty member's research activity. In N452L, the capstone leadership course, students who are interested in research topics have been placed at major research hospitals such as UCI Medical Center, City of Hope, Mission and St. Joseph's Hospitals. The campus encourages students to become involved in research and offers an internal mini-grant award for faculty/student collaborative research each year. The OCG staff assists students who are seeking external funding for projects in research, instruction, or community service.

Additional Support Services

A variety of other academic support services are provided to students on the CSUF campus. A few will be highlighted below. A summary of other services, especially related to Student Affairs, is presented in Appendix M.

Student Orientation and Advising Services. The campus based Academic Advisement Center (http://www.fullerton.edu/aac/) is responsible for helping students orient to CSUF. The University sponsors a pre-admission advisement event "Welcome to Fullerton Day" annually. In addition, newly admitted freshmen are required to take part in the New Student Orientation (NSO), a two-part program created to assist new students with their transition to the diverse CSUF community. All newly admitted transfer students must either attend a Transfer Student Orientation (TSO) session or complete the Online Transfer Overview before registering for their second semester courses. The Academic Advisement Center provides information on general education and graduation requirements. In addition, CHHD traditionally hosts orientation meetings each semester under the purview of the Assistant Dean of Student Affairs. A general introduction to campus and campus based services is offered followed by School/Department specific orientations.

SON Advising Center. Admissions and advisement are key components of student services. While all faculty are involved with students that they are teaching and are available for advising questions, the advisement process is "centralized" in an Advisement Center (EC 182). The Center is staffed with Student Support services staff members, Ms. Crum (RN-BSN) and Ms. Smith (EL-BSN). Each program's specific advisor is able to address student questions and also assist students with their chosen "study plans." As the SON has several distance sites, the advisors work closely with the NDE Coordinator and her staff to ensure that the distance students are receiving the same level of support. SSP staff use a variety of activities to carry out these responsibilities. Some of the support services provided through the Advising Center include maintenance of health clearance/insurance documents, applications for clinical courses, degree audit checks, and access to grade reports. The Advising Center is open 9-5 pm Monday to Friday on campus.

RN-BSN Pathway. Ms. Crum uses venues including Health Fairs held at local Community Colleges, service sector recruitment events, and educational sessions held on site for distance partners for recruitment purposes. Packets of information and advisement focus on program structure, fees, timelines and pre-requisites needed for

admission. Individual pre-admission counseling sessions are held on campus in the Advising Center or at a distance sites by appointment. Extensive pre-admission counseling also occurs by telephone and email. For on campus RN-BSN students, Ms. Crum is available for consultation regarding course sequencing, general elective courses needed, interfacing with other parts of the University (e.g. registration, fees) and personal counseling/referral to resources (e.g. financial aid). For distance students, she compiles course lists with required textbooks, fees, and other information and emails the information.

EL-BSN Pathway. Ms. Smith is the advisor for the entry-level pathways (EL-BSN and EL-MSN). She maintains the entry-level data base. Since the EL-BSN pathway is impacted and does not accept transfer students, there is less focus on recruitment in this program and more focus on serving undeclared pre-nursing students and students who are enrolled in the EL-BSN pathway. Students at CSUF apply to the EL-BSN pathway once they have completed pre-requisites. Ms. Smith prepares information about the requirements for the program and co-facilitates Information sessions with the pre-licensure coordinator. Prepared packets of information, the SON website, and student advisement focus on program structure, fees, timelines, health requirements, and pre-requisites needed for admission. Ms. Smith works with the administrative assistant to coordinate the onsite administration of the Test of Essential Academic Skills (TEAS). Group and individual pre-admission counseling sessions are held on campus and in the Advising Center. Extensive pre-admission counseling occurs onsite and by email. Ms. Smith also assists the pre-licensure coordinator in advising students regarding the BRN licensure application process and coordinates the preparation of paperwork submitted to the BRN verifying student completion of content required for licensure. She is available for consultation by via email, phone and/or in person appointments.

SON Workforce Improvement Project (WIP). The WIP program is a 3-year HRSA funded grant to Dr. Latham, a faculty member, which focuses on the richness of cultural diversity in nursing, and on improving psychosocial and academic student nurse success at CSUF. The WIP involves EL-BSN, on-campus RN-BSN, and pre-nursing students who are taking pre-requisite courses for the BSN program at CSUF. The project uses a variety of assessment tools, including focus groups and surveys, to better understand students' needs and then facilitate resource usage to augment academic and campus experiences for this population. The WIP implements student-to-student mentoring and recently began faculty-to-student mentoring. Selected groups of students in the BSN program may also receive scholarships or stipends. The grant has provided student counseling services and financial support and has been a significant resource for nursing students (www.workforceenvironment.com/celebratingdiversity).

Freshman Programs. Freshman Programs (http://www.fullerton.edu/freshmanprograms/) provide services to support first-year students' successful transition to higher education at Cal State Fullerton. University 100 freshman seminars build a strong foundation for academic success. One cohort (learning community) of University 100 is dedicated to *Freshman Future Nurses*. This program was developed in conjunction with the SON to serve "pre-nursing" majors and features integrated, comprehensive coursework with intensive supplemental instruction, advising and career exploration. Ms. Smith, the EL advisor, works closely with this group. Students meet and take classes

with others who have similar interests and have opportunities for field experience at health care sites (1 unit fall semester / 2 units spring semester). Additional information is available in the RR.

Financial Assistance. Financial Aid assistance is available to students through the campus Office of Financial Aid (http://www.fullerton.edu/financialaid/index.htm). Assistance is available from a variety of programs funded by federal, state, university and private sources. Financial need is determined through a federal formula that assesses the family's relative financial strength and ability to contribute to meeting the student's educational costs. There are three general categories of financial aid: grants and scholarships, loans, and employment opportunities. In addition to resources accessed through the University Financial Aid website, CHHD provides online information and the SON devotes a portion of its website to information on financial aid and scholarship opportunities open only to nurses. In 1999 the family of Maria Delores Hernandez established a $1 million dollar endowed scholarship fund (file in RR) open only to SON nursing students (BSN, MSN). Fifty students have received financial aid from this bequest totaling $157,500.00 (see Table 2.7) in the last three years.

Student Health and Counseling Center. The Student Health and Counseling Center (http://www.fullerton.edu/shcc) is an accredited outpatient facility providing a variety of health care services to CSUF students. The Counseling Services Office provides emotional and psychological support for students through both individual and group counseling. The center supports student academic success through assessment and referral for possible learning disorders. Nursing students struggling with NCLEX-style testing are counseled primarily by faculty but would be referred to the Health/Counseling Center for psychological issues related to coping with stress and/or situational crises and for academic accommodations if they need more testing time related to learning disabilities. The Student Health Center offers a number of outpatient services including immunizations.

II-C. The chief nurse administrator:
- **is a registered nurse (RN);**
- **holds a graduate degree in nursing;**
- **is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes;**
- **is vested with the administrative authority to accomplish the mission, goals, and expected student and faculty outcomes; and**
- **provides effective leadership to the nursing unit in achieving its mission, goals, and expected student and faculty outcomes.**

Elaboration: The chief nurse administrator has budgetary, decision-making, and evaluation authority that 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 student and faculty 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 if the chief nurse administrator does not hold a graduate degree in nursing.

Program Response:

The SON Director is given the authority to accomplish the mission, goals and expected outcomes of the program by virtue of University Policy (UPS 211.000; UPS 100.900). As administrative liaison, the Director implements SON and College policies; therefore she has the concomitant authority to fulfill these

responsibilities. The Director is responsible for the operational functions of the SON and conducts them in a systematic and professional manner. This includes the supervision and/or delegation of duties for all employees in non-instructional assignments. By CSUF policy, a Director is appointed to a 12-month full time position when the SON's FTEF allocation is 20 or more (currently 31.0). This is considered a full time administrative position. Given the recent upgrading from a Department to a School, the duties and responsibilities for the Director have increased significantly. As the primary goal for the College in 2010-11 is launching the SON, the first step was to conduct a national search for the School Director. Dr. Penny Weismuller was the chair of the search committee (see search materials in RR). Additionally an Associate Director (50% assignment) was appointed, Dr. Nancy Ahern.

The current SON Director, Dr. Cindy Greenberg, has over 30 years of experience in academic nursing education. Dr. Greenberg holds a Doctorate in Nursing Science, a Master's in Parent-Child Nursing with a focus on care of the acutely ill child, and a Bachelor of Science in Nursing (CV in Appendix N). She is also a Certified Pediatric Nurse Practitioner. Dr. Greenberg started at CSUF in August 1999 as an Assistant Professor. She later served as BSN Program Coordinator before taking on the Department Chair role in 2008. With the re-designation to a SON in 2010, her title was changed to Director, SON. She was tenured in August, 2005 and was promoted to full Professor in August, 2010. Dr. Greenberg is well respected by her colleagues on campus. She has a strong network of contacts who are advocates for the SON. She has been in leadership roles at all levels of the university including Vice-Chair of the Institutional Review Board (IRB) and a member of the CHHD Council of Chairs. Dr. Greenberg brings a wealth of clinical and educational expertise to the chair/director role that she has held since September 2008. She is active in her specialty field of pediatric nursing holding office and serving on several committees of the Society of Pediatric Nurses at the national and local levels. Dr. Greenberg also co-authors a comprehensive textbook of pediatric nursing and a pediatric procedures manual, both used in universities and clinical practice. In recognition of her expertise and contributions, Dr. Greenberg was awarded the 2009 *Excellence in Education* award by the Society of Pediatric Nurses. She speaks frequently on issues related to pediatric nursing and evidence-based practice. Based on her experience in education, Dr. Greenberg was selected as Associate Editor, Education of the *Journal of Professional Nursing.* She has served on the Executive Board of the California Association of Colleges of Nursing since Fall, 2009.   Dr. Greenberg was a 2005 Fellow in the AACN-Fuld Leadership for Academic Nursing and a 2004 Fellow in the Sigma Theta Tau International Nursing Honor Society Chiron Mentoring Program. She has also participated in the AACN New Dean Mentoring Program and was inducted as a Fellow of the American Academy of Nursing in November, 2010.

II-D. Faculty members are:
- **sufficient in number to accomplish the mission, goals, and expected student and faculty 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 mix of full-time and part-time faculty is appropriate to achieve the mission, goals, and expected student and faculty 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 have lead faculty who are nationally certified in that specialty.

Program Response:

Faculty Allocations

Allocation of state funded faculty teaching positions is based on University formulas: Full Time Equivalent Students/Student Faculty Ratio = Full Time Equivalent Faculty positions (FTES/SFR=FTEF). One FTES is equivalent to one student taking a 15 unit academic load in a semester. Budget allocations to Colleges are based on FTES revenues. Each College is given an FTES target and a set SFR for budget purposes. The Dean establishes each unit's SFR to meet CHHD targets. In areas like Nursing and Counseling, in which the nature of teaching/learning activities calls for smaller student/teacher ratios, the SFR is set lower than in other departments that "carry the weight" of meeting the college average.

Since 2007, the SON's FTEF allocation and SFR have ranged from 26.5-32.5 FTEF and 13.0-14.6 SFR (vs. the college SFR of 20.43) as shown in Figure 2.1. This is an indication of the support provided by the College to ensure sufficient faculty to accomplish the SON's mission and goals and achieve expected program outcomes. However, the higher SFR in 2009-10 reflected the negative impact of the California state budget and the reduced tolerance for low-enrolled courses (e.g. whereas previously some courses would be allowed to run with 9 students, typically courses now must have at least 15 enrolled students to be offered). Table 2.8 shows the FTES, FTEF, and SFR since 2007. In the 2009-10 academic year, for example, the FTEF allocation for the SON was 29.3 (428/14.6). In Fall 2010 the FTEF allocation was 31.0. This figure determines the total faculty budget allocation for the year. The budget must cover full time faculty and all part time faculty hires,[16] as well as all assigned/release time allocated each semester. The SON is fortunate to be able to supplement its budget through the NDE program, which covers faculty

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[16] In general, one part time faculty FTEF covers 10 course sections (3 units each), or 30 units of coursework.

(campus based and part time hires) teaching distance cohorts. The Dean's office pays for faculty release time as negotiated with the SON Director.

The number of full-time faculty has continued to grow.[17] The full-time faculty count peaked at 37 positions in 2009 and is currently [Spring 2011] at 36 (including KPSA). In 2005 President Gordon indicated that one of the university's priorities was to increase the ratio of tenured/tenure track (T/TT) faculty to lecturers and set a target of recruiting 100 new tenure track FTEFs per year. This worked well from 2005-200, but economic conditions in the past few years have impacted both the number of faculty searches and hires on campus. Currently the university ratio of T/TT faculty to lecturers is 56% and the CHHD average is 43.1% (2009-10). In Spring 2011, the SON ratio was 54%, 16 full time T/TT (and one tenured FERP faculty) to 14 Lecturers (Table 2.9 and Figure 2.2). Currently four SON faculty are up for tenure (to be announced in June 2011). For the 2010-2011 academic year, a total of 60 searches are underway across campus. The SON has sanctioned searches for four positions, including the SON Director. Table 2.10 provides a summary of faculty recruitment and retention through Fall 2010. In that period, the FT SON faculty grew from 21 to 29 members. During this time 17 new faculty were recruited and 9 faculty were lost (resignations) for a total gain of 8 positions (Figure 2.3).

BSN Faculty Allocations

The SON does not restrict faculty assignments by program and many full time faculty have taught or are teaching in both the BSN and MSN programs (Appendix O). For calculation of the BSN faculty allocation, the SON uses the following process (Table 2.11 contains details): the total number of SON FTES vs. BSN/MSN FTES is used to calculate the ratio of undergraduate vs. graduate FTES. Once this figure is known, it is used to calculate the respective faculty allocations (FTEF). For example in 2010-11, of the 513.2 total FTES, 304.2 were undergraduate students (or 0.59 ratio compared to graduate FTES). Of the total full time FTEF (27.5), 0.59 or 59% were allocated to the BSN program: 16.3 FTEF. Similarly the part time allocation for the BSN program was 2.1 FTEF, or the equivalent of 21 sections (63 units) of coursework. The total BSN allocation was 18.4 FTEF. The percentage of full time tenured/tenure track faculty vs. full time lectures teaching in the BSN program is 43%.

Although there have been gains in the number of tenure track and full-time lecturer hires, this does not significantly offset the requirement for additional part-time faculty to meet enrollment demands, BRN regulations for small clinical ratios (1:10-12), and the needs of the NDE program or the EL-BSN program for clinically experienced faculty in specific areas of the curriculum. BSN part-time faculty allocations in the last few years have ranged from 0-2.5 FTEF, and the headcount has ranged from the 20 to 52. For Spring 2011, there are 36 PT faculty teaching in the BSN program. Eighteen teach in the NDE program (50%) and eight in the EL-BSN program, the remainder teach on campus. The NDE part time faculty are an important component of meeting our NDE mission. Most of the part-time lecturers teach 3-6 units/semester. They are hired for a contracted period and given a specific teaching assignment.

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[17] KPSA faculty have full time teaching assignments but are paid by Kaiser Permanente (per MOU). They teach approximately 77 WTUs each academic year without cost to CSUF. These faculty teach exclusively in the master's program. KPSA faculty are not included in the FTEF calculations.

Part time lecturers must meet the same educational standards as all other lecturers in the SON. They are evaluated on an annual basis and only those whose performance in teaching is excellent are re-hired. Once part time faculty have taught consecutively for 6 years, they are considered "entitled" and are given first priority for part time teaching assignments (file in RR has part time faculty entitlements). Table 2.12 lists the part time faculty and their teaching qualifications for the last three year period.

Faculty Teaching Loads/Assigned Time

CSUF defines the full-time faculty teaching load as the equivalent of 15 units per semester. The University and the President have made it a priority to support new tenure track faculty[18] by giving them 3 units/semester release time for scholarship/service activities. The Dean's office provides an additional 3 unit release time/semester the first two years of employment for all new tenure track faculty. Therefore, the normal faculty teaching load for _new_ tenure track faculty is 9 units/semester for the first two years. Otherwise, the teaching load is 12 units/semester for tenured and tenure track faculty, and 15 units/semester for full time lecturers. Faculty teaching assignments for the past three years are on file in the RR.

As part of the direct instructional load, the SON Director can give assigned time on a case by case basis for a variety of activities including, among others, program coordination, lead instructor roles, broadcasting to distance sites, instructional-related research, and development of courses for online methodologies.[19] All assigned time comes from the budgeted FTEF allocation and must be approved by the CHHD Dean. Faculty may also buy assigned time through intramural or extramural grant funding to conduct research and/or provide service. Tenured and tenure track faculty generally perceive they have heavy workloads due to lead faculty roles and service demands in the SON. Full-time faculty with the appropriate educational preparation and content expertise may be assigned to teach courses in both the undergraduate and graduate programs. This practice is consistent across the University, since the campus does not distinguish between undergraduate and graduate instructional teaching loads. Weighted teaching units (WTUs) are applied to laboratory and clinical assignments. RN-BSN class sizes normally range from 20-40 for didactic courses and 12-15 for seminar/laboratory courses. Faculty teaching in capstone/culminating experience courses (e.g. N452/L) are assigned on a ratio of 4 students per 1 teaching unit. Pre-licensure clinical labs average 10-11 students/group and are capped at a maximum of 12 students/group. EL-BSN class sizes range from 30-60. Full time faculty are usually given 10 month contracts. Faculty with administrative responsibilities (e.g. the NDE Faculty Liaison) are given 12 month contracts. Summer contracts are negotiated with individual faculty as required.

Faculty Qualifications

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[18] President Gordon gives each new probationary faculty member $6000 to jump start his/her research.
[19] In 2010-11, for example release time will be used for RN-BSN curriculum revision, course development, preparation of the CCNE self study, and to assist faculty with their progression to tenure (e.g. time for research/publication).

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 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.

The alignment of full time faculty expertise with teaching responsibilities is demonstrated in Table 2.13. Faculty members are academically and experientially qualified (faculty CVs in Notebook 3 in RR). All faculty are required to show proof of current RN licensure (on file in SON Office). Of the 30 current full time on campus SON faculty, 4 are tenured (3 Professors; 1 Associate Professors), 12 are in tenure-track positions (4 Associate Professors; 8 Assistant Professors) and 14 are Lecturers. All part time faculty hold Lecturer positions. One tenured professor, Dr. Herberg, is participating in the 5-year Faculty Early Retirement Program (FERP; 0.5% position). All faculty in tenured and tenure track positions are doctorally prepared. Lecturers are required to hold a minimum of a Master's degree. KPSA partner faculty have graduate degrees in nursing at the doctoral (34%) or master's (66%) level. Fifty-five percent of the total full time faculty and 45% of the BSN full time faculty are doctorally prepared.

Faculty who teach in the EL-BSN pathway are BRN approved in specific clinical areas (Medical-Surgical, Obstetrical, Children, Psychiatric/Mental Health and Geriatrics) based on clinical recency and expertise, and as program content experts (Table 2.14). Content experts are responsible for the educational quality in that area by ensuring curriculum integrity and currency (CA BRN regulation 1424). The majority of EL-BSN courses are taught by faculty with a minimum of a master's degree; but occasionally an RN with a BSN degree is used to teach a clinical laboratory course on an "as needed" basis. In these cases, the faculty member is typically a clinical expert, familiar with the clinical site, and BRN approved to teach. All part-time faculty work closely with the lead faculty member who is responsible for orienting them to the course, curriculum, and expectations for student outcomes.

Non-discriminatory recruitment standards and practices assist in finding qualified faculty members through advertising, personal contacts, search committees, and the interview/assessment process. CSUF ensures all personnel are selected for employment without regard to race, color, national origin, gender, age or disability and affirms its commitment to equality of opportunity for all individuals. Administrators and faculty at CSUF have extended considerable effort in securing faculty who reflect the diverse populations in the area. All searches and appointments/recommendations must be approved by the University Director of Affirmative Action. Procedures for Search Committees are outlined in UPS 210.500.

The SON continues to make cultural, ethnic, and gender diversity a priority in recruitment and hiring decisions. The SON follows University and College Affirmative Action policies in its effort to recruit and retain the best ethnically and gender balanced faculty that becomes available via recruitment pools. In 2010-11 academic year, of the 36 full-time faculty, 14% are men and 86% are women. In that same cohort, four ethnic minorities (Hispanic, African American, Arabic, and Asian) are represented, which account for 11% of the total faculty. Our long-range goal is to continue to utilize Affirmative Action procedures to ensure the equitable hiring of the best faculty available.

II-E. When used by the program, preceptors, 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 learning outcomes. Preceptor performance expectations are clearly communicated to preceptors.

Program Response:

Preceptors are used in specific clinical courses in the BSN curriculum. They are carefully selected based on academic and experiential backgrounds. They assist faculty in providing learning experiences, supervising students in the field and participating in evaluation of students to meet the goals and expected student outcomes of the program. With the addition of the first entry-level cohort (EL-MSN), a new position of Clinical Placement Coordinator was funded in 2007. The Clinical Placement Coordinator is a full-time staff member whose primary responsibility is serving as a liaison between the SON and the clinical agencies. The role of the Clinical Placement Coordinator, with regard to preceptors, includes collaboration with faculty and clinical agencies to identify an adequate number of appropriate preceptors, facilitate preceptor training, and collect, analyze, and report data regarding preceptors utilized by the program. The first Coordinator worked in the position for one year before requesting a change to a teaching role. The position was re-funded in 2009 and in May 2010 a new Coordinator, Ms. Marisa Sherb was hired. She has taken a lead role in facilitating our communications with clinical agencies and preceptors. She works hand in hand with lead faculty in each clinical course to ensure students are receiving a quality clinical experience. She maintains the master preceptor database. Table 2.15 illustrates the variety of preceptors in use for the BSN program in Spring 2011.

RN-BSN Pathway

In the RN-BSN pathway, preceptors are used in N452L, the capstone Leadership/Management clinical course. Preceptor roles are clearly defined in the *RN-BSN Preceptor Orientation Manual* and preceptors are given written explanations of their responsibilities in respect to teaching, supervision and evaluation of students (versus those of the faculty and the students). Faculty and preceptors approve and evaluate students' projects and clinical work. Via the *Preceptor Orientation Manual*, preceptors are aware of the CSUF and SON mission, BSN student learning outcomes and the courses leading up to the capstone experience (preceptor materials are in the RR).

Preceptors for RN-BSN students are selected based on established criteria: a) BSN or higher degree; b) in a leadership, administrative, school nurse, occupational health, student health, public health, or educator position; c) willing to take a student and interest in being a preceptor; and d) able to provide the student with leadership experiences or act as the contact person/facilitator for the same. For example, if the preceptor does not do budgeting, the preceptor can facilitate contact between the student and the person in the organization who does. Once selected, preceptors receive a letter from the lead faculty member containing the course description, objectives and an overview of the expected activities. The student brings written materials for the preceptor to their first face to

face meeting. These materials include a letter of agreement specifying the student's, faculty member's, and preceptor's responsibilities; mid-point and final evaluation forms for the student; and preliminary behavioral objectives identified by the student. Students are encouraged to bring at least one goal and behavioral objective to the first meeting. Plans are underway to place all the resource materials for preceptors on the nursing website.

Preceptors facilitate the leadership experiences for students during their "clinical/field" hours. Students typically attend meetings with preceptors and may interview staff or other administrators. A major activity is the development of a project for the organization which may be initiated by either the preceptor or the student. Students document their experiences in reflective journal assignments which begin before the first meeting with the preceptor and continue throughout the placement. These journals are submitted to the faculty on assigned weeks. In addition, students discuss their clinical/field experiences in the conference portion of the course (N452/L syllabi in RR). Early in the semester, the faculty of record contacts the preceptor to arrange a conference call or a site visit. The priority of this meeting/contact is determined by the journal entries and student reports. First priority is given to any site where there appears to be confusion or dissatisfaction about the placement or the project. If there are issues that require early intervention, the section faculty member is encouraged to contact the assigned lead faculty and/or distance education coordinator. If the situation cannot be remedied, or a preceptor becomes unavailable to a student, the student is placed with a different preceptor. Students complete preceptor and site evaluations and submit them to the faculty during an individual conference at the end of the semester.

N452L course faculty members are responsible for orienting new preceptors to the course specific requirements. The role expectations for faculty, preceptor, and student are similarly defined at the initiation of the preceptor relationship. This is typically formalized in the initial student contract component of the course. Faculty members teaching in preceptored courses are expected to visit students a minimum of 3 times each semester and to keep anecdotal notes as a part of assessing the student's ability to meet course objectives. An instructor would typically do the following: 1) keep an appointment calendar and emails confirming appointments (3 per semester/student); record notes after each appointment; 2) have detailed records of student/preceptor pairings and preceptor contact information, and a description of each student's project (s); 3) require and review mid-term and end-of-term written summaries from the preceptors regarding student progress; 4) make phone calls or send emails periodically to the preceptors of students who may need extra support. In addition to routine student/preceptor visits, arrange extra student / preceptor face-to-face meetings when that seems appropriate, based on student or preceptor feedback; 5) require and review written logs of student hours as related to course / project objectives at mid-term and end-of-term; 6) approve students' project proposals in writing before students can begin their projects (helps ensure that projects will meet course objectives); and 7) review and assess students' written summaries of progress on their projects three times during the semester. Preceptor-student problems which arise in this process can be addressed in a collaborative manner with contributions from student, faculty, preceptor, and the Clinical Placement Coordinator. Students complete an evaluation of the preceptor at the end of the course.

EL-BSN Pathway

In the EL-BSN pathway, preceptors are used for students in their senior clinical experience (N412L).[20] The faculty member is responsible for a group of 12 students and each student is assigned to a hospital based preceptor (1:1 relationship). The BRN has established requirements for the use of preceptors in entry-level programs (Appendix P) and these are adhered to by the SON. The BRN defines a preceptorship as a "course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position." For the EL-BSN program, preceptors are arranged through the OC/LB Consortium. This Consortium has an active role in clinical placement planning for pre and post-licensure students throughout Orange and Long Beach counties. The consortium has developed specific preceptor guidelines, which are currently under review by a task force of clinical and academic OC/LB consortium members (materials in RR). The preceptor role is unique in that clinical staff are serving as the true patient care experts or leaders at their place of employment while the faculty member is providing oversight and evaluation of the preceptor-preceptee relationship and final student outcomes.

The Education Department of each affiliating hospital collaborates with the Clinical Placement Coordinator and the Prelicensure Program Coordinator on the need for preceptors. The affiliating hospital's Clinical Educator selects preceptors from RN staff members; hospitals select preceptors according to their specialty area, length of employment, manager approval, expressed interest in being a preceptor on their own unit, and who have gone through hospital based preceptor training. Preceptors generally have taken a preceptor course so are aware of their role and relationship to the student as well as teaching strategies that can be used in working with students. For example, the California Health Workforce Initiative – Orange County, formerly known as the Regional Health Occupations Resource Center (RHORC) offers a preceptor course that many hospitals make available to their staff who are interested in the preceptor role (HWI/RHORC training curriculum available in RR). Preceptors can be RN staff, charge nurses, and/or managers depending upon the focus of the course. The potential list of preceptors is shared with the Coordinator of the Prelicensure Program. Each candidate is required to submit a CV and/or complete a BRN approval form as a Clinical Teaching Assistant (Appendix P). The Prelicensure Coordinator verifies that preceptor candidates meet the BRN requirements in regards to recent clinical expertise and current RN licensure. Approved preceptors are notified that they have been chosen.

In addition to hospital based preceptor programs, the SON provides an orientation session for all new preceptors each year covering the Mission, Goals, Outcomes, Philosophy, Curriculum, who to contact with questions/concerns, etc. Each preceptor is given a *Preceptor Manual* with written information and other resources (available in RR). In 2009 the EL-BSN program invited all preceptors to an on-campus orientation but found that many could not attend due to work constraints. Therefore the Clinical Placement Coordinator is currently developing an online version of

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[20] The first cohort of EL-BSN students took N412L in the Spring 2011 semester.

the course. Preceptors are able to obtain Continuing Education Units (CEUs) for the course if they complete required content and post-test activities.

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 student outcomes. For example:

- *Faculty have opportunities for ongoing development in pedagogy.*
- *If research is an expected faculty outcome, the institution provides resources to support faculty research.*
- *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 which require it.*
- *If service is an expected faculty outcome, expected service is clearly defined and supported.*

Program Response:

CSUF has a strong record of providing and supporting an environment that promotes quality faculty outcomes in pursuit of the mission and goals of the institution. Faculty responsibilities related to teaching, scholarship, and service are based on the *Collective Bargaining Agreement* [21](CBA, Unit 3), *University Policy Statements* (UPS), and SON *Personnel Standards* for Tenured/Tenure Track, Full Time Lecturer and Part Time Lecturer faculty. The University, College, and SON mission and goal statements address provision of a supportive environment for faculty. A supportive environment enhances the faculty's ability to facilitate student achievement of expected learning outcomes. The multitude of support services available to faculty attest to the priority of providing these resources.   A summary of activities that support expected faculty outcomes in line with the Mission, Goals, and Student Learning Outcomes is shown in Table 2.16.

The University recognizes that faculty flourish when they are rewarded for innovative work and are given a sense of belonging and importance as members of the university family. To that end, numerous events, academic and social, are held on campus throughout the year to honor faculty/staff and to enhance a sense of community (folder in RR). There are annual events such as "Front and Center" and "Concert Under the Stars," as well as President's receptions, College and SON retreats, and ongoing fine arts exhibits, performing arts presentations, and sporting events. **"**Front and Center" is the university's annual black-tie fund-raiser for scholarship monies. The event is attended by public supporters and alumni. Speakers have included Walter Cronkite, Bill Cosby, Michael Eisner, and Colin Powell. Entertainment stars have ranged from the Natalie Cole to Stevie Nicks. Each year, the President and the Dean invite selected faculty to join them at this premier event. These activities are inspiring and unifying (especially when noted alumni perform or CSUF sports teams vie for national championships).

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[21] The California Faculty Association (CFA; http://www.calfac.org/index.html) represents the instructional faculty, librarians, counselors and coaches who comprise Unit 3 among CSU employees. The union engages in collective bargaining under the terms spelled out in the Higher Education Employees Relations Act. The contract that results from bargaining covers salary, benefits, workload and other faculty issues. Currently (March 2011) CFA and the CSU administration are negotiating a new Collective Bargaining Agreement.

CHHD Support For Teaching and Scholarship

The Dean holds periodic meetings with new faculty to discuss the RTP process and provide support with development of performance portfolios. The College holds various informal "brown bag" sessions to discuss issues related to teaching, research, grant writing, and various topics on publishing one's work in peer reviewed journals. The College gives all new tenure track faculty 3 units of release time per semester for their first four semesters (two academic years) to assist in their adaptation to CSUF and in meeting tenure track obligations.

In 2009 the College set a goal of increasing grant-generated external funding by 15%. This put increased emphasis on grant-writing and on obtaining external funding that can support both high quality research and reduced teaching loads. To facilitate this, CHHD established a College-based *Research Grants Office*, with a newly hired Research Grants Officer who has dual reporting roles to the Dean of CHHD and to the AVP for Graduate Programs and Research. The role of the Research Grants Officer is to support CHHD faculty in their quest to secure external funding for their research. Plans for 2010-11 include holding a series of college-based workshops for novice proposal writers (CHHD received $30,000 in Mission & Goals Initiative funding for this), providing a mentor for each first-time proposal writer, and providing incentives/stipends for first-time proposal writers and mentors (using IDC funds from existing grants). The College held a Faculty Retreat in August 2010 to discuss grant-writing opportunities, collaborations, and how funded scholarship can enhance student learning and community service. Faculty learned more about the college-based support services available to them (pre-award and post-award) via the CHHD *Health Promotion Research Institute* and the new Research Grants Office. Drs. Ahern, Al-Majid, Miller, and Rutkowski participated in a CHHD workshop on grant writing in Spring 2011.

Support for Faculty Travel

Support exists for faculty attendance at conferences or other events to maintain currency as a teacher, in the discipline, or to facilitate presentation of scholarly work. In addition, faculty attend events, such as local consortiums/ task force groups, state-wide planning meetings related to curricula/technology, and national meetings related to educational policy and student issues, which further the goals of the SON as a whole. Allocations of professional travel to CSUF colleges are based on FTES generated. The CHHD Dean provides an annual travel allocation fund to the SON Director based on the total college budget and the number of SON tenured/tenure track faculty.

The SON Director has discretionary power to disperse the monies as appropriate to any SON faculty member. Historically, all full time SON faculty have been allowed to request travel funds for activities that support teaching pedagogy, professional development and/or scholarship. Due to budget constraints since 2008, the travel allocation criteria have been more narrowly defined to cover faculty presenting a peer reviewed paper/poster at a conference and not merely attending an event. Also due to budget constraints, state funds cannot be used currently for international travel. Table 2.17 illustrates SON travel fund allocations over the last three years. Funds have been used to cover a wide variety of conference activities (travel records available in RR). Tenured and tenure track faculty and full time lecturers have accessed travel funds.

Individual faculty can apply for travel funds from other campus sources or use extramural funds. The SON Director is supported by College augmentation funding for professional meetings related to her work, such as semiannual AACN and California Association of Colleges of Nursing (CACN) meetings. This allows allocation of increased SON funds to other faculty. Through various special projects and grants, the Dean augments travel funds beyond baseline allocations when possible. Individual faculty may apply for additional monies once SON allocations are made. Between 2007-2010 a total of $115,682.29 was available for travel; supplemental funds provided $19,599.18 for the SON Director and $54, 581.27 for other faculty travel (64% augmented funds).   New tenure track faculty receive an extra $1,000 from the Dean for travel/conference fees during their first year of teaching to attend conferences or other special events important to instructional/professional development.

Supportive Environment for Successful Teaching

The university offers a number of opportunities for faculty to enhance their instructional and professional development as teachers. Many awards and funds are also available to faculty to plan, pilot, and demonstrate innovation, and to be recognized for instructional excellence. A new faculty orientation program is held each year. In 2010, the program format changed to monthly seminars throughout the year (Appendix Q has a schedule of topics).

Faculty Development Center (FDC)

The FDC provides many services to faculty, primarily but not exclusively related to teaching enhancement. The FDC offers a variety of programs, including workshops, new faculty orientations, Blackboard tutorials, and individualized consultation (http://fdc.fullerton.edu/ and Notebook 4 in the RR). The Center coordinates campus-wide intellectual and community-building events to address faculty instructional issues. For example, the FDC maintains an active role in introducing faculty to instructional technologies for use in face to face and distance education/online settings. The FDC staff advises individual faculty and departments on media selection and purchasing of instructional technology equipment. Also the FDC staff provides information and instruction on the best use of existing lecture facilities, and conducts orientations on equipment use. The FDC provides a Faculty Classroom Observation service for those who are interested in receiving feedback about their teaching performance. It offers a year-long *Teaching and Learning Academy* certificate program and the *Carnegie Academy for Scholarship of Teaching and Learning* that focuses on peer support of teaching. Instructional Design and Effective Assessment modules are available. The FDC publishes the electronic newsletter *Teaching Tips* that provides resources on teaching, learning, and assessment. The FDC also provides assistance to faculty with public speaking/presentations and writing for publication. Campus-wide events have included annual Faculty Days, an Academic Affairs Forum, and Assessment Conferences, with programs that focus on University-wide instructional issues.

The FDC coordinates funding programs directly supporting teaching activities. The FDC informs faculty of available grant opportunities, and provides support with grant-writing. These intramural competitive instructional grants include the *Robert and Louise Lee Collaborative Teaching Award* for interdisciplinary teaching, *Faculty Enhancement and Instructional Development* (FEID) awards that grant release time and funding for innovative

teaching projects and *Teaching Mini Grants* for teaching innovations. *International Travel Grants* are given by the President and provide funding (up to $1,000) to defray expenses for faculty who have been invited to present at, or participate in, significant international conferences, meetings, and other related research and professional activities. *Teaching Mini Grants* support innovations in teaching and learning activities in a variety of ways, including support for teaching-related supplies, materials, services and travel. Faculty may apply for $50 to $300 to support their teaching project. The *Robert and Louise Lee Collaborative Teaching Award* supports departments engaged in collaborative teaching and learning. It provides a one-time stipend of $1,500 to help defray the costs of a new or on-going project developed by faculty collaborators engaged in enhancing student learning. Each year President Gordon calls for proposals for the University *Mission & Goals Initiatives* (MGI) that give all CSUF faculty and staff the opportunity to request one-time funding for special projects that implement the university's *Mission, Goals and Strategies*. In the last two years the theme for the MGI proposals has focused on initiatives that supported or enhanced assessment activities or that showed innovation in research and creative activities.

Chancellor's Office Doctoral Incentive Program (CDIP)

The Chancellor's Doctoral Incentive Program (CDIP) is designed to increase the diversity of persons qualified to fill instructional faculty positions at CSU campuses (http://www.calstate.edu/HR/CDIP/). A competitive program, it is open to doctoral students at accredited universities across the country. The program provides student loans for completion of doctoral study in select disciplines of interest and relevance to CSU. A major incentive for recipients is that loans are forgiven at a rate of 20% per year of full-time teaching in the CSU subsequent to completing the doctorate and achieving a faculty position. Two SON faculty members received these awards. Dr. Elaine Rutkowski completed her PhD in 2008 and Ms. Katherine Tong is currently obtaining her PhD at the University of San Diego.

Supportive Environment for Faculty Scholarship/ Creative Activities

The University recognizes the importance of supporting faculty research and in 2008 established the position of Associate Vice President, Graduate Programs and Research. Dr. Dorota Huizinga is the current AVP and also serves as the Accreditation Liaison Officer to WASC. She has been actively engaged with faculty across campus to enhance research capacity. She works with the Grants and Contracts office to oversee grant support for faculty. Many campus research awards and intramural seed monies are available to assist faculty with scholarly work. The FDC coordinates several intramural grants. Others are available from the Office of Grants and Contracts.

The Office of Grants and Contracts (OGC)

The OGC is a full service pre-award office that assists faculty in all aspects of seeking external funding for projects in research, instruction, or community service. The office coordinates external funding applications for federal and state agencies and assists with grant writing, budget preparation, campus approvals, and mailings. The office maintains a collection of books, directories, and newsletters on funding sources and proposal writing, as well as copies of forms, directions, and guidelines for many government agencies. Each year, OGC administers two specific intramural grant programs summarized in Table 2.18. The University Research Committee is elected by

faculty each year to review proposals and policy issues related to research. OGC administers the campus Institutional Review Board (IRB) (www.ogc.fullerton.edu/irb). The aim of the CSUF IRB is to protect the dignity, rights and welfare of human subjects in research conducted by faculty, staff, students and others as required in accordance with federal regulations (45 CFR 46) and UPS420.103. Research in which data are collected through involvement of human subject participation may not be conducted without IRB approval. The SON has been represented on the IRB by Drs. Greenberg, Snell, and Rutkowski.

Office of University Research, Initiatives and Partnerships (OURIP)

Established to increase external funding for CSUF's Mission and Goals-related institutional initiatives and partnerships, OURIP provides assistance, guidance and consultation to the campus community in developing high-quality, competitive proposals — from concept to proposal submission. OURIP identifies and provides support to such current and potential "hot topic" areas as sustainability/energy, labor and aging — where there have been increases in federal grant funding and/or additional funding is anticipated. OURIP also tracks other funding opportunities through agencies and programs the university has traditionally not pursued, and assists in strategically positioning university programs and collaborative efforts for successful funding and institutionalization. OURIP has a newly designed website, http://www.fullerton.edu/OURIP which offers a range of resources to faculty.

The California State University, Auxiliary Services (AS) and University Philanthropy (UP)

AS provides for "post-award" accounting and financial management of grants and contracts. For most, AS is legally the grantee or contractor, acting on behalf of CSUF; persons working on grants and contracts usually function as AS employees. AS provides operating support for the post-award office, operating support for OGC, funding for intramural grant programs, and funds distributed back to the college for support of grants and contracts. UP is concerned primarily with private funding sources (e.g., corporations, foundations, alumni, other individuals). The *Office of University Philanthropy* assists faculty projects by processing grant proposals to private foundations, corporations, and individuals.

Support for Faculty Service and Practice

The University supports faculty contributions to the institution, community, and professions through its focus on service. University service is defined in UPS 210.000 (tenure track faculty), UPS 210.050 (Lecturers), and *Department Personnel Standards*. All tenured and tenure track faculty are given 3 units release time/semester for scholarly/service activities. Lecturers are not required to engage in service activities unless so assigned by the Director. Such assignments count toward the faculty member's teaching load (given assigned time). Practice is subsumed in service although not specifically addressed in UPS documents.

In the SON, faculty who teach clinical courses in the entry-level program are required to be approved by the BRN on the basis of demonstrated currency in their practice area. The BRN accepts evidence of recent relevant work experience as well as recent continuing education activities. Full time EL-BSN faculty members have the flexibility during each semester to devote time to practice and can also use summer months to keep current. The

SON supports faculty continuing education and promotes opportunities for faculty to participate in local and regional programs.   In the RN-BSN program, faculty practice is not required per se. BSN faculty who are engaged in practice activities (for example, joint appointments with health care agencies, private practice hours) can usually find time within their weekly teaching schedules as most SON faculty are on campus only three days/week. Release time is another option which can be negotiated on a case by case basis. The SON encourages all faculty to engage actively in the affairs of the discipline to enhance currency in the field. University service includes advisement, committee work, and participation in important ceremonies such as graduation. FDC provides advice on committee service in academia for the neophyte ([http://fdc.fullerton.edu/programs/faculty%20and%20committee %20service.htm](http://fdc.fullerton.edu/programs/faculty%20and%20committee%20service.htm)). Institutional resources (travel, release time, support services) allow faculty to carry out community commitments.

CSUF, CHHD, and SON Awards for Outstanding Teaching, Scholarship, and Service

CSUF offers a number of opportunities to recognize and honor outstanding teaching, scholarship and service. Leaves are granted in accordance with the Policy on Faculty Leaves of Absence (UPS 260.102). Faculty apply for sabbatical leave; it is considered a prestigious award, not everyone who applies is granted sabbatical. Upon completion of a sabbatical leave, recipients submit a detailed report to the VPAA and are encouraged to make a report or hold a seminar for university faculty. Drs. Canary, Greenberg, and Rutledge have been awarded sabbaticals since 2007. Faculty can self submit articles or recognition announcements to be posted in University wide Public Affairs publications including *Dateline* and the News & Information website http://campusapps.fullerton.edu/news/.

The *Annual Author Award* is designed to recognize faculty who have published a book of general interest and significance. The Awards celebrate their accomplishments with the campus and the community at large. Dr. Greenberg was honored in 2007 as co-author of *Children and their families: The continuum of care.* The *Outstanding Professor Award* (UPS 290.00) contributes to the fulfillment of the campus Mission and Goals. Recognizing highly superior faculty performance helps to strengthen institutional effectiveness, and a sense of community. Such recognition of a teacher-scholar works to ensure the preeminence of learning at our campus. The recipient of the *Outstanding Professor Award* is invited to make an all-University presentation of his/her choice in the spring semester of the year following his/her selection. To the extent possible, each of these presentations shall subsequently be published in an appropriate scholarly journal, in one of the campus publications, or in a special series. *Outstanding Faculty Recognition Awards* are given each year honoring faculty in one of three areas: Teacher Scholars, Outstanding Service, or Scholarly and Creative Activity. Nominees must show evidence of outstanding work over a three year period. A Faculty Recognition event is held to honor award winners. Between 2007 and 2010 three SON faculty received these awards.

The *Carol Barnes Excellence in Teaching Award* (UPS 293.00) is designed to acknowledge publicly faculty who demonstrate academic rigor in teaching. The recipient selected each year is honored by the President at the mini-commencement where students are graduating from the department in which the Barnes' honoree is based. UPS 291.000 outlines the criteria for the *Distinguished Faculty Member* award presented annually by each College at the

time of graduation. The individual selected serves as the Faculty Marshal at the College's or Unit's graduation ceremony. Dr. Rutledge was selected as the CHHD Faculty Marshal for 2011. CHHD selects faculty annually for the *Jewel Plummer Cobb Award* for outstanding contribution to diversity and the *Faculty Scholar Award* for outstanding scholarship and creative work. Faculty who received new grant funding attend a reception in their honor at the OGC End of Year Celebration. In 2008, Dr. Latham won the Jewel Plummer Cobb Award. The *Faculty Leadership in Collegial Governance Award* is designed to publicly acknowledge faculty who, while members of this University, make significant contributions to collegial governance consistent with the CSUF Mission and Goals and the mission of the CSU. The individual selected each year is honored by the Academic Senate at its final meeting of the academic year and recognized with a special certificate signifying superior leadership.

The SON recognizes exceptional nursing faculty with the *DAISY Faculty Award.* This program to recognize faculty for their commitment and inspirational influence on their students was initiated in 2011. All full-time and part-time faculty are eligible for nomination by our community of interest and a committee comprised of SON staff, the Director, previous CHHD Dean, and CAC members selected the awardee based on nominations. Some of the selection criteria include: serving as a role model of professional nursing; demonstrating enthusiasm for teaching, learning, and nursing that inspires and motivates students; and demonstrating interest in and respect for learners. The inaugural DAISY Faculty Award recipient was Dr. Elaine Rutkowski.

Analysis of Compliance with Standard II

Strengths:

1. SON faculty have access to the university's Faculty Development Center (FDC) and College workshops on teaching/learning practices, research methods, and grant funding which supports faculty development of research agendas and teaching practice.

2. Library support for students and faculty, including delivery of materials to students in the NDE program, is excellent.

3. Technology support for faculty in the classroom, online and in other distance learning formats—including student computer access and faculty access to desktop via laptop and iPad distribution and training—supports and facilitates academic learning environments.

4. The Simulation Center is a state of the art facility that supports student learning.

5. Resource allocations for the SON are sufficient to carry out identified mission and goals.

6. Access to additional resources for growth and technology for the SON is a funding priority identified by the university.

Challenges/Action Plan:

1. The number of advisors available for students through the centralized advising office is adequate but could be strengthened if they had support with document management. Additional staff to be made available, giving SSPs more time for one to one advising.

2. As faculty numbers have grown dramatically, faculty mentoring is needed to assist persons to adjust to their new roles at CSUF and develop their scholarly and teaching practices. The SON Faculty Development Committee is in the process of developing a formal mentoring program for faculty to foster these outcomes.

3. Student writing skills continue to be an issue, especially among the ESL cohort, thus additional grant funds are being sought/procured to provide writing assistance besides what is provided at the University Learning Center.

4. During this economic downturn, the EL-BSN students due to graduate in May 2011 may have trouble finding nursing positions immediately upon graduation. The SON is in discussions with healthcare corporate community partners to find solutions—ideas include a) developing a residency program for graduates at specific institutions; b) developing a "career center" website with links to potential employers; c) matching students in their internship course to institutions where they might be employed upon graduation.

5. Space and facilities, even with the advent of the new suite of administrative offices, and Simulation Center classroom and skills lab, continue to present a challenge. The need for a new SON building has been identified by the SON and the CHHD and a request has been made to add this to the CSU building priority list.

STANDARD III
PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

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

III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected individual student learning outcomes that are congruent with the program's mission, goals, and expected aggregate student outcomes.

Elaboration: Curricular objectives (course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected individual student learning outcomes. Expected individual student learning outcomes contribute to achievement of the mission, goals, and expected aggregate student outcomes.

Program Response:

The SON has one Bachelor of Science degree in Nursing program, with two distinct pathways: one for generic entry-level students (EL-BSN) and one for licensed RNs returning for their bachelor's degree (RN-BSN). The curriculum overview for each pathway is presented in Appendix R. The BSN program has clearly delineated Goals and individual Student Learning Outcomes (SLO), which are derived from the mission, goals, and philosophy of the SON. As discussed in Standard IA (especially Tables 1.4 and 1.6), these are congruent with the university mission and goals. They are in line with the SON conceptual framework and reflect various professional nursing standards/guidelines (Key Element III-B). The Individual SLO contribute to the program's expected aggregate student outcomes. The aggregate outcomes, including NCLEX-RN pass rates, graduation rates, employment patterns, end of program aggregate benchmarks, honors/awards, cumulative GPA and indicators of satisfaction, are only achievable if the BSN curriculum as a whole gives students the opportunities to learn and master required content/skills in a timely way and is satisfactory to the graduates, the faculty, the employers and the health/nursing community at large.

BSN Curriculum Process

The BSN curriculum was developed by the nursing faculty with input from students, graduates, and the nursing/health care community. The development, implementation and monitoring/revision of the BSN curriculum is based on very specific curricular guidelines outlined by university policy, especially UPS 410.103 Curriculum Guidelines: New Programs and UPS 411.100 Curriculum Guidelines and Procedures: Courses. These policies ensure that all curricular processes are followed from design to approval at the unit, College, and University level. This includes rigorous review by the SON, College and CSUF Curriculum Committees as well as the CSUF General Education Committee when warranted. The EL-BSN program was subjected to this rigorous review before it was approved by Dr. Gordon and implemented in 2008. In addition, the program underwent a similar BRN review/approval process.

Once approved, no major changes are allowed in a program without going through the processes outlined above. Such changes would include increasing or decreasing the total units required for graduation or adding new

courses. At the course level (i.e. revising existing course descriptions, course objectives, unit loads, etc.), a *Course Change Form* (available in RR) must be filed and approved by the Office of Academic Programs before the change can be implemented. The UPC is responsible for overall program monitoring as described in the *Faculty Bylaws*. In 2010, the UPC created, for faculty use, a master course syllabus template that contains all relevant UPS policies.

Individual Student Learning Outcomes

As part of the BSN curriculum process, summative individual Student Learning Outcomes (SLO) were identified for the program. Until 2009, these outcomes were called "terminal objectives." Since 2009, as part of an overall curriculum review, six new SLO have been identified. As discussed in Standard I, these outcomes are congruent with the Mission and Goals of the university, college, SON, and BSN program (Table 1.6). To ensure that each course in the program contributes towards the attainment of the summative SLO, a curriculum map (Table 3. 1) was developed. This helps to identify three levels of courses: those that introduce concepts and skills, those that allow students to develop/practice knowledge/skills, and those that assist students to demonstrate mastery of content/skills needed to attain the SLO. Based on this matrix, individual course objectives were identified.

Course objectives reflect the expected individual student learning outcomes at the course level and build toward attainment of the summative SLO. This is illustrated in Table 3.2 using N320: Process of Teaching in Nursing as an example. The BSN faculty believe that clear objectives facilitate student learning. Whenever faculty develop a new course, or modify existing courses in a significant way, the UPC has the responsibility to determine that 1) course objectives are relevant, appropriate, clear, and congruent with SLO, 2) student learning experiences and assignments are sufficient and appropriate to meet course objectives, and 3) evaluation methods are consistent with policy, and sufficient to provide evidence of individual student attainment of the expected outcomes of the course based on the objectives.

III-B. Expected individual student learning outcomes are consistent with the roles for which the program is preparing its graduates. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, expected individual student learning outcomes, and expected aggregate student outcomes.

Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).
Elaboration: Each degree program and specialty area incorporates professional nursing standards and guidelines relevant to that program/area. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum.

Program Response:

The UPC, Program Coordinators, and nursing faculty are responsible for ensuring that the BSN curriculum reflects professional nursing standards. The curricular content, course objectives, teaching-learning activities and assessment measures foster behaviors and roles consistent with these standards. BSN SLO reflect the characteristics required by a professional nurse, working in a variety of settings, in a generalist role. The BSN

program prepares graduates for certification as public health nurses in the State of California.[22] In addition, the program provides a foundation for specialization and graduate nursing education.

The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008)

The revised BSN SLO were specifically restructured in 2009-10 to reflect the most recent version of the AACN *Essentials*. The *Essentials* guide both broad curricular revisions and more focused course revisions.   The BSN curriculum incorporates key elements from the *Essentials* and emphasizes values such as diversity, professional accountability, social justice, and ethical conduct while assisting students to develop professional role competencies. Table 3.3 demonstrates the congruence between the individual SLO and the *BSN Essentials* and Table 3.4 illustrates how the Essentials have been incorporated into selected BSN courses. The BSN program addresses critical thinking, quality and safety, communication, assessment, technical skills, and the use of evidence based practice at the course and program levels. Individual course objectives are based on these sources and in turn guide the selection of needed content, teaching/learning strategies and assessments.

Other Professional Standards

Because the BSN program focuses on community based health/nursing practice and leadership skills, the SLO reflect the ANA (1999*) Public Health Nursing: Scope and Standards of Practice,* and the American Organization of Nurse Executives (2005) *AONE Nurse Executive Competencies* as illustrated in Table 3.5. Other relevant standards include the American Nurses Association (2001) *Code of Ethics for Nurses with Interpretive Statements* (Table 1.3) and the American Library Association (2000*) Information Literacy Competency Standards for Higher Education* (Table 3.6). Faculty strongly believe that nursing practice should be based on a sound foundation of ethical values and principles and that nurses should carry out evidence based practice incorporating information competency skills.

QSEN, GERO and BRN Guidelines

Supported by AACN, the Coordinator and Assistant Coordinator of the EL-BSN pathway attended the QSEN Faculty Development Institute in January 2010 and disseminated information to the faculty through various meetings, including the Annual Faculty Retreat. In response, BSN faculty members have integrated the QESN competencies throughout the curriculum, as evidenced in the course syllabi and the *course crosswalk* tables (sample Course Crosswalk in Appendix S). The crosswalk table enables faculty to see which specific BSN *Essentials* and QSEN competencies are addressed in a particular course. Faculty also believe that nurses should be well informed about society's aging population and use the AACN/Hartford (2010) *Recommended Baccalaureate Competencies and Curricular Guidelines for the Nursing Care of Older Adults* to inform the curriculum*.* The BRN requires geriatric nursing content to be integrated into all prelicensure courses. The BRN mandates that all prelicensure nursing programs in the state adhere to the standards of nursing education outlined in *Title 16. California Code of Regulations; Division 14 Board of Registered Nursing; Article 3. Prelicensure Nursing Programs. Reference: Sections*

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[22] Graduates of an accredited baccalaureate program in nursing automatically qualify for the California Public Health Nurse Certificate issued by the BRN.

2715, 2786 and 2788, Business and Professions Code (Table 3.7)*.* The SON is in full compliance with state regulations and the EL-BSN curriculum reflects inclusion of all required content areas as well as required curricular threads. The California BRN conducted its last visit to campus in 2008 and the SON has received ongoing BRN approval. Table 3.8 illustrates how all professional standards are incorporated into the BSN curriculum.

III-C. The curriculum is logically structured to achieve expected individual and aggregate student outcomes. The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities.
> *Elaboration:* Baccalaureate program faculty and students articulate how knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice.

Program Response:

Logical Organization and Progression of Courses

As discussed in III-A, a curriculum map was developed to ensure that courses in the BSN program incorporated three levels (introductory, development/practice, and mastery) of progression that served as building blocks that would facilitate meeting expected student learning outcomes. To further this aim, the faculty applied several principles to ensure the logical progression of coursework: 1) Increasing the level of difficulty and complexity over time; 2) Developing study plans that made courses accessible and unit loads manageable for a variety of student needs (accelerated, full time, part time); 3) Moving from structured to less structured experiences; 4) Building from general to specialized knowledge, skills, and roles; 5) Influencing values and attitudes as a slow, deliberate process; and; 6) Using capstone and/or culminating experiences to help synthesize knowledge, skills and attitudes. Another organizing factor is the use of the SON conceptual framework which identifies *Nursing*, *Health*, *People*, and *Environment* as key components of the curriculum. These concepts provide faculty with broad themes with which to structure the curriculum and guide the selection of learning experiences for the program. For example, in the EL-BSN program students first learn fundamental skills with adult clients. Knowledge regarding the care of the adult is considered a foundation for the courses which follow. Therapeutic and professional communication is foundational and therefore is situated early in the curriculum. In both the EL-BSN and RN-BSN pathways, community health is placed later in the curriculum because of the need to draw upon the knowledge from other clinical areas and to progress from care of individual clients to groups and communities/populations.

All BSN courses are published in the *University Catalog*. All courses are taught in 16 week semesters (15 weeks didactic and a final exam week). The SON follows the university definition of clock/credit hours as presented in the *University Catalog*. One unit of a lecture course is one hour in class per week over 15 weeks; one unit of a laboratory class is three hours of laboratory activity per week for 15 weeks. The University uses three categories to define types of coursework: 1) lecture, 2) laboratory, and 3) activity. The SON does not use the "activity" course classification. In the SON, courses designated with an "L" represent laboratory/clinical based subjects. In the BSN curriculum, the term "lab based" represents two related, but separate teaching/learning practices. In one instance a laboratory course designates an interactive experience that takes place in an on campus laboratory setting. In the

second instance, a laboratory course designates a traditional clinical/field based experience involving direct interactions with patients/clients.

EL- BSN Curriculum

The EL-BSN pathway is designed for students desiring to enter the field of nursing. The EL-BSN study plan (127 units) provides the coursework and clinical experiences needed to qualify students to take the NCLEX-RN licensure exam and earn a Bachelor of Science Degree with a major in Nursing. Students gain the knowledge base and skill set needed to assure the delivery of quality nursing care for patients as baccalaureate prepared RNs. Only a full-time study plan is available in this pathway and the program is 4-5 years in length, counting the pre-nursing coursework. The curriculum plan includes 69 units of general education courses, basic sciences, communication courses (including pre-requisites), and 58 nursing theory and clinical units. Students spend 1-2 years taking pre-requisite lower division courses (100-200 level). These courses consist of four sciences (Anatomy, Physiology, Microbiology, Chemistry) and the CSU required "golden four" (English, Speech/Communication, Math, and Critical Thinking).

Students may apply to the nursing program when they have no more than two pre-requisite courses in progress. This occurs in the spring semester each year and selected students are admitted to the nursing major for the upcoming Fall semester. Once admitted to the nursing major, coursework takes three years to complete. It provides students with scientific, clinical, and professional foundations upon which to build safe and sound nursing care. Courses begin at the upper division (300 level) with introductory content and skills practice. These courses include health assessment (N321/L), pathophysiology and pharmacology (N323), cultural competency (N324), and nursing theory, ethics, and professional role development (N322). Upper division general education courses are also required. At the 400 level (senior year), the complexity of coursework increases. Coursework provides theoretical knowledge and clinical experiences in the areas of <u>Medical-Surgical</u> (N403/L, 405/L, 411/L), <u>Maternal/Child</u> (N406/L, 407/L), <u>Mental Health/Psychiatric</u> (N404/L), and <u>Geriatric</u> nursing (integrated throughout) that qualifies the student to sit for the NCLEX-RN exam. In addition students take courses in community and population care (N402/L), professional roles (N 400), and research utilization and evidence-based practice (N450). A preceptored capstone course (N412/L) helps students prepare for their new professional RN roles by synthesizing knowledge and skills required to demonstrate achievement of the expected BSN outcomes.

RN-BSN Curriculum

All RN-BSN students have completed a basic nursing program and are licensed RNs in California. Most come from local Community Colleges and transfer to CSUF.[23] They enter as "upper division transfers (UDT)" at the junior level. All students must take 9 units of upper division general education courses and complete 123 units to graduate. The RN-BSN curriculum consists of four semesters of full time study (45 units of nursing coursework), although part

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[23] Students transfer in a minimum of 56 units to achieve upper division status and are awarded a maximum of 70 lower division units (including GE and nursing courses) from the community college.

time options (ranging from 6-10 semesters) are available. This allows students to set their own pace. All NDE cohorts have part time study plans. Nursing courses at the 300 level are designed to a) serve as a bridge from their basic RN program to our BSN program, b) provide support for work at the senior level, and c) introduce students to new concepts and skills. Subjects include self assessment and development of a learning plan (N302), nursing theory (N300), concepts of professional nursing (N305/L), health assessment (N355/L), principles of teaching/learning (N320), pathophysiology (N353), and growth and development across the lifespan (N307/357). At the 400 level (senior year), the coursework increases in complexity and focuses on health promotion and leadership skills. Courses include community and population care (N402/L), professional roles (N400), evidence-based practice (N450/L), and leadership/management (N452/L). The leadership course serves as the capstone experience for the RN-BSN program and facilitates final mastery of content and skills used to demonstrate achievement of the SLO.

The selection of content and organization of courses is planned to build on the student's nursing foundation and increase the depth and breadth of knowledge and skills needed to practice at a professional BSN level. This provides for an orderly acquisition of knowledge and skills based on the program's goals and SLO. Content and skills build on each other as the focus of the curriculum progresses from the individual to families, groups and communities/populations. The student's role changes from somewhat dependent to independent and interdependent focusing on leadership roles in the management of health care.

A Foundation of the Arts, Sciences, And Humanities

The baccalaureate program builds upon a foundation in the arts, sciences, and humanities. Specific prerequisite courses include Human Anatomy, Human Physiology, General Chemistry, and Microbiology, all with associated lab work. In addition, students must complete the "golden four" courses: English, Speech/Oral Communication, Math, and Critical Thinking. All CSUF students must complete a minimum of 51 general education units to graduate. These specific prerequisite and general education courses, added to the knowledge gained from the total nursing educational experience, provide the basis for understanding the self and others as bio-psycho-social-cultural beings.

General Education (GE) Requirements

A broad GE package (Appendix T) of 51-52 units in a variety of categories is required (52 units is required in the EL-BSN pathway) for all CSUF students. Specific GE categories include: Basic Subjects (9 units minimum, divided between oral and written communication); Historical and Cultural Foundations (12 units minimum, divided between Development of Civilization and American History); Disciplinary Core Courses (21 units minimum, including Mathematics and Natural Sciences [12 units]), Arts and Humanities (6 units), Social Sciences (3 units); and Implications, Explorations and Life Long Learning (9 units minimum). One 3-unit course must meet the Cultural Diversity requirement. The BRN mandates that prelicensure students must take either anthropology or sociology as one of their general education courses.

As UDT RN-BSN students, the majority have completed many, if not all, of their lower division GE units prior to coming to CSUF. Formal articulation agreements are negotiated between CSUF and community colleges

(http://www.assist.org/web-assist/welcome.html). Articulation agreements identify courses which may be taken on a community college campus to satisfy the nursing program prerequisites, general education requirements, or both. CSU transfer students must complete at least 9 units of GE in residence and at the upper division level (300 or 400 level courses). Upper division undergraduate students must take and pass the English Writing Proficiency (EWP) test, or take a designated certifying English composition course to satisfy the CSU writing requirement for graduation.

The faculty believe that the combination of specific prerequisite courses and lower and upper division GE requirements provide the student with a solid foundation in the liberal arts and humanities, and natural and social sciences needed to study at the BSN level. These GE courses help students gain skill sets from a variety of disciplines that enhance their appreciation and understanding of the nurse/patient care experience along the health and illness continuum. For EL-BSN students, the curriculum facilitates application of knowledge and skills from the sciences, humanities and arts to the practice of professional nursing. The student draws upon knowledge learned from the nursing prerequisites in order to make nursing judgments and design appropriate interventions.

Students enrolled in the RN-BSN program are assisted in the transition to a professional level of nursing practice with minimum repetition or duplication of previous learning experiences from their basic nursing program. The general nursing knowledge that students bring with them has an illness orientation, limited contacts with a wide range of clients and limited exposure to clinical settings beyond the in-patient arena. The BSN curriculum seeks to move beyond the illness orientation to include health promotion, disease prevention, maintenance, and restoration as well as provide learning experiences in a variety of community-based settings for various populations.

The BSN program not only fosters students' clinical competence in performing various patient related tasks, but also focuses on psycho-social-cultural concepts, which are integrated to promote a more holistic approach as well as facilitating an awareness of self. GE and nursing courses combined offer learning activities that reflect the interactive relationship between nursing science and the behavioral, physical, and natural sciences. The courses build a breadth and depth of physiological, psychological, socio-cultural, and political understanding essential to the nursing major. That understanding creates a context in which nursing's metaparadigm concepts (SON Conceptual Framework) are grasped more readily, and applied to community health and leadership content and practice. For example, biochemistry and pathophysiology provide a biological-chemical rationale for physical assessment while diversity in healthcare and life cycle broaden the basis for a holistic health assessment that is culturally and developmentally sensitive. Similarly, statistics paves the way to the epidemiology and research content which follow. Each course includes outcome objectives at cognitive levels that require students to integrate nursing knowledge with knowledge drawn from the physical and biological sciences, mathematics, the arts, and the humanities in order to demonstrate successful attainment of the course objectives and ultimately the BSN student learning outcomes.

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

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

Program Response:

The teaching-learning process is promoted by the belief that teaching is a complex activity based upon a theoretical body of knowledge. The teacher is expected to provide an environment for adult learning by fostering self motivation, independent functioning, and the concept that learning is a lifelong process. The learner is expected to accept responsibility for the preparation for learning and for the identification of areas of individual need, which will allow the greatest opportunity for growth and change. Based on the school's values and philosophy, teaching/ learning strategies are used to encourage problem solving and critical thinking, self direction as well as group collaboration, creativity in expression, information competency, and to shape values including a commitment to lifelong learning.

Student achievement of summative individual SLO begins at the course level where learning outcomes are expressed as course objectives. Each course syllabus outlines the objectives to be met, the evaluation measures used to indicate success, and the identified teaching/learning strategies employed to facilitate student achievement of the expected outcomes (Course Syllabi on file in the RR). A master syllabus template helps faculty ensure that all required components are included. The lead faculty member and the UPC are responsible to ensure the teaching/ learning practices facilitate achievement of the objectives. Table 3.9 illustrates the connection among SLO, course objectives and selected teaching/learning strategies.

Faculty use a rich variety of teaching-learning strategies to facilitate student achievement of course objectives and desired learning outcomes. Course objectives guide faculty and students in developing and implementing relevant teaching-learning experiences. Examples include, but are not limited to, lecture/discussion, small group discussion, collaborative work, use of audience response "clickers," case studies, written papers, web-based activities using Bb LMS (e.g. threaded discussions, learning modules), group presentations, audiovisual media presentations, interactive games, debates, readings and study guides, field work assignments, use of guest speakers, simulated situations, journaling, faculty- and self-directed on-campus skills laboratory learning with traditional patient models as well as human patient simulation, hospital inpatient and outpatient rotations, public health and public school assignments, agency placements in community-based settings, and other self-directed experiences such as learning modules, preceptorships, and visitations to off campus sites. All of these learning strategies are designed to promote critical thinking and translation of evidence to professional practice. The August 2010 Faculty Retreat focused on innovative teaching strategies.

Teaching-Learning Environments

Faculty believe that the learning environment should provide the student the best milieu in which to develop the attitudes and obtain the knowledge and skills needed to demonstrate the professional nursing behaviors expected at

the end of the program. The faculty role is viewed as one of *facilitator*, role model, and *organizer* in helping students master the content and prepare for lifelong learning. Active learning constructs an environment that facilitates incorporation of knowledge, enhances the learner's capability of functioning in a widely diverse and ever-changing society and in a profession where new skills and knowledge must be mastered on a routine basis. Faculty use a variety of teaching-learning environments to facilitate student achievement of course objectives. The principal didactic learning environments are classroom and conference room settings for traditional "face to face" activities, including both large lecture/discussion based classes as well as smaller seminar-type sessions. Students also use the library and the internet as learning environments. The SON uses a wide variety of clinical agencies to give students experiences in real-life patient-centered environments (Appendix U lists agencies regularly used in the BSN program). Finally, the BSN program has a large distance education component. Faculty have been responsive to student needs for innovating learning environments and have managed to accommodate most requests.

On Campus SON Laboratories

The SON has two designated labs: one is a large simulation/skills lab used primarily for EL-BSN students and the second is a smaller lab with 6 breakout rooms used for health assessments and small group discussions (Standard II-A describes these environments). Other labs exist throughout the campus for bench work in science courses or for computer based learning. As described earlier, a laboratory course can be either an application seminar that supplements the didactic course (such as N305 and N305L) or a more traditional lab based course such as health assessment (N355 and N355L). In N305L faculty utilize teaching/learning practices related to seminar style discussions and presentations, writing/editing exercises, library work, and problem based learning activities. The health assessment lab (N321L, N355L) utilizes student/student partnerships to practice hands on body system assessments in an exam room setting. Demonstrations and return demonstrations apply knowledge and skills in simulated experiences.

Simulation Center. The Clinical Simulation Lab provides a flexible experience for both faculty and students. Each of the simulators comes with a built-in set of scenarios that can be utilized. Additionally, faculty and students can develop new scenarios and new patients to use in the simulation experience. Digital audiovideo equipment allows for recording the sessions and assessing performance. The state of the art simulation center is used to introduce students to basic nursing skills, to develop clinical judgment and problem solving using simulated scenarios, and to practice skills that happen infrequently in the acute care setting but are expected competencies for the new graduate such as blood transfusions, calling the doctor with a change in patient status, and CPR. For example, in N403L Foundations of Nursing Practice, students spend the beginning 4 -5 weeks of the semester learning basic patient care skills and procedures in the lab where they have the opportunity to learn new skills, give return demonstrations, and participate in skills competency testing. In N405L, Management of Medical-Surgical Adult and Older Clients, students have the opportunity to participate in a blood administration and reaction simulation scenario. In N410L, leadership and management students participate in a simulated scenario that focuses on patient

prioritization, delegation, and communications skills with a team of patients and multidisciplinary staff. In N411L, Management of Adults with Complex Health Alterations, students return to the lab for a simulation scenario that involves CPR in the unstable patient. Specialty courses such as Psych/Mental Health (N404L), Reproductive Health (N406L), and Pediatrics (N407L) have varying amounts of orientation time in the lab and a more structured simulation component is being developed in each course. Space in the Simulation Center is provided for self-study (computer study room), small group discussions (conference room), class sessions or testing (33 seat smart classroom with individual PC stations).

Off Campus Clinical Environments

An off campus clinical course in the BSN program also uses a "L" designation. For example, in the entry-level program, N404L applies mental health theoretical content from the didactic course (N404) in an acute care or community based psychiatric clinical setting. The BSN community health nursing course (N402L) is a traditional field based (public health department) experience which involves direct patient encounters and field observations. The final RN-BSN leadership experience (N452L) is field based in which each student is placed with a community preceptor to carry out and evaluate intervention projects. The capstone leadership experience (N410, N410L) in the EL-BSN program is a hybrid environment composed of simulation lab leadership experiences, off campus clinical time in the team leader role, and the completion of a QI project. A wealth of clinical and community based agencies located throughout the state of California are available to support students to achieve clinical objectives.

Facilities agreements and contracts. The SON has used two forms of facilities agreements with clinical agencies/preceptors. Formal contracts are negotiated with organizations/agencies that are used on a routine basis for student learning experiences. For other courses in which "one on one" preceptored experiences are arranged on a student by student basis (e.g. N452L), a standard letter of agreement is sufficient for placement of an individual student for a single semester. The letter of agreement specifies expectations of the student, the supervising faculty member, and the preceptor. The CSUF Office of Contracts and Procurement issues and signs all SON contracts and letters of agreement (completed Contracts and Letters of Agreement are available on site). Recently, the Contracts Office has recommended the SON move toward contracts for all clinical placements. The SON Clinical Placement Coordinator ensures that contracts are kept up-to-date and initiates the paperwork for new clinical sites in consultation with Program Coordinators and nursing faculty. Clinical and community practicum placements are under frequent review to ensure that they provide the best opportunities for achievement of course and program objectives.

Entry-Level Pathway Clinical Placements

The entry-level clinical courses assist students to practice and master the application of content and skills to become competent practitioners who are qualified to sit for the NCLEX-RN licensure exam. All entry-level clinical sites are approved by the BRN to ensure adequacy of the site in meeting course objectives, the presence of positive staff role models, and sufficient patient population to ensure adequate patient care experiences. Clinical sites are arranged through the OC/LB Consortium. This Consortium provides a systematic approach to fair and equitable

clinical rotation assignments for both community college and university based nursing programs in Orange and Long Beach counties in conjunction with a web-based clinical placement planning tool. N410L, Leadership/Management in Professional Nursing, is offered at a facility that is not a part of the Consortium. This facility is New Orange Hills and is a state of the art 145 Bed Sub-acute/Rehabilitation Facility. Senior students have the opportunity to function in the team leader role in a sub acute environment and also develop and complete a quality improvement project at New Orange Hills or another local acute care facility.

Community Health Clinical Placements

In N402L, Community Health Nursing Lab, the primary agencies are official public health departments (PHDs). These agencies afford students an opportunity to provide population-focused services to selected families. Typically, students follow a caseload of 4 to 5 families with the majority including infants and preschool children. The caseload may include high-risk perinatal patients, drug-exposed infants, and people with tuberculosis and other communicable diseases. Families represent a rich ethnic diversity. The major focus is on health promotion and disease prevention at the primary level. In addition, students incorporate a one-day observational experience to expand the concept of community health to such settings as occupational health, home health, hospice, and school nursing.

Due to capacity constraints by the PHDs related to the growth of BSN programs in the state, SON faculty representatives have met with representatives of CSU Long Beach, CSU San Bernardino and the Counties of Los Angeles and Orange to identify the number of students who will require Community Health placements in the upcoming years. The SON has also looked at opportunities for alternative community learning environments that would meet the N402L objectives. Examples of such environments include the Orange County Health Care Agency, Kaiser Home Health, Vitas Hospice, Northrop Grumman Medical Department, St. Joseph Cancer Center, St. Jude Cancer Center, *La Amistad*/Puente, Kaiser Long Term Care, San Diego Public Health and Riverside District Schools.

RN-BSN Leadership Placements

The students in the RN-BSN pathway are adult learners and many are also practicing RNs. Therefore the faculty support selection of experiences which will not duplicate previous learning, but instead build upon their experience in acute care settings and broaden their clinical focus. For example, the senior year clinical courses are all community-based to expand proficiency in less structured settings with relatively well individuals, and where students are allowed greater latitude and autonomy in selecting clinical placements. Clinical facilities selected for student learning are diverse in scope and complexity and cover the spectrum of available health practices. Orange, Long Beach, Los Angeles, Riverside, San Diego and San Bernardino counties are rich in medical and health-based agencies to meet campus based and regional NDE student needs.

In N452L, the capstone course, students are individually placed in settings to help them develop leadership and management skills in an area of personal interest. Criteria for these settings include a strong community link and the presence of an individual who is willing to serve as a preceptor. The preceptor must have at least a baccalaureate degree in nursing with a master's degree preferred, and the setting must provide opportunities for the student to be

actively involved in leadership and management activities. Preceptors are given an orientation to the role by the Lead faculty. Many of the preceptors are CSUF nursing alumni who are able to facilitate learning while serving as excellent role models and are oriented to the preceptor role through an online preceptor orientation module. Positions held by preceptors include Director of Field Services; Area Director; Regional Clinical Director; Medical Specialist/Lead/COHN; VP Clinical Services Long Term Care; Area Public Health Nursing Director; Public Health Program Manager; Occupational Health Nurse; Director of Health Services; Coordinator of School Nursing Services; Director of Nursing Education; and Director of Nursing Research.

<u>Distance Education</u>

The SON attracts RN students from throughout southern California. Since these students are working and many commute long distances to study at CSUF, the demand for distance education options has grown. The NDE program was launched in 2001 with Kaiser Permanente (KP) as a corporate partner. Expansion to other healthcare corporate and academic institutions rapidly followed, based on the reputation of the program in the communities served. The Statewide NDE program offered, to KP and non KP RNs, on site at a variety of KP hospitals, clinics, and conference facilities and the regional program, offered at a variety of local hospitals and Community College settings, enables students to attend a nearby, part-time RN-BSN completion program. Classrooms are equipped with broadcast equipment, two way microphones, and cameras when interactive broadcast is used. The NDE program was initiated with a hybrid model of course delivery which included face to face courses, online courses, and interactive, two way broadcasts by on campus faculty, with on-site faculty available to students. More recently, two additional synchronous course delivery methods were added: webconferencing and webstreaming. Our KP partners have asked that we now reduce the number of broadcast courses in favor of online courses. Laboratory courses, the introductory course, and a boot camp continue to be offered face to face. NDE courses, like all courses in the RN-BSN curriculum, currently have a Blackboard LMS component.

Placements for NDE clinical courses are arranged, via the BSN Placement Coordinator, within a reasonable driving distance of the students' homes. Community Health agencies in Santa Barbara, Alameda, Contra Costa, Marin, Riverside, Los Angeles, San Diego, and Orange counties are used for public health placements. Leadership placements for the N452L course are similar to those used for campus based students. All clinical agencies are of sufficient size and scope to provide appropriate learning opportunities for students.

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

Elaboration: Teaching-learning practices are appropriate to the student population and build on prior learning. Teaching-learning practices consider the needs of the program-identified community of interest (e.g., use of distance technology, simulation, adult learner needs, second language students).

Program Response:

The SON routinely considers the needs and expectations of its internal and external communities of interest, as discussed in Standard I. The BSN curriculum and teaching/learning practices have been directly impacted by input from our constituents. The SON supports open dialog and communication to foster ongoing quality monitoring. Internal and external constituents are given a number of opportunities to provide input/feedback on a variety of curricular issues, using both formal and informal mechanisms.

Internal Constituents:

SON students, faculty and the CSUF community are the major internal stakeholders. The *Faculty Bylaws* and *Student Handbooks* identify ways in which faculty and students can participate in SON governance, including committee membership. Faculty and students serve on the Undergraduate Curriculum Committee. Formal processes exist to ensure that the SON programs meet the needs and expectations of the university community (such as UPS documents, curricular reviews at college and university levels, and academic senate reviews and approvals).

The undergraduate program facilitates individual student learning needs whenever possible. BSN students represent the diversity of CSUF students. Many students are first generation college learners, speak English as a second (or third) language and commute long distances to pursue their education. Ages range from 20-60+ years. Many SON students are adult learners who are often juggling home and work responsibilities with school. At least 90% of our RN-BSN students work full time. Their diverse socioeconomic backgrounds also present unique learning opportunities. Faculty members collaborate with students to determine what clinical or community placement, for example, will provide the best fit in terms of schedule, location, and milieu.

Teaching/learning practices take into account that students have a variety of learning styles and a diversity of backgrounds. The needs and expectations of students are continually assessed through analysis of enrollment and progression data, feedback from individual course evaluations, mid program and end of program surveys, and other less formal mechanisms. As a result of direct input from students, several academic support strategies have been developed and refined over time to meet student needs. This is especially true in terms of library usage, academic writing support, and methods to strengthen study skills. Every attempt is made to best meet working students' needs by scheduling courses so that students are on campus a limited number of times/week. Both student and faculty needs are considered when mapping out each semester's course schedule. RN-BSN students may select traditional on-campus, regional satellite campus (e.g. St. Joseph's Hospital) or distance education (NDE) options including classes offered on-line or in hybrid formats. EL-BSN students have both traditional classroom and online courses.

The RN-BSN curriculum is structured so that students can progress at their own pace. Classes for distance cohorts are scheduled on the same day, at the same time every week, generally two classes per semester. NDE students have provided feedback that they would **not** have been able to pursue their BSN without the convenience of the distance sites. Changes in the roles of faculty for NDE cohorts are based on specific feedback from users.

Broadcast classes are taught by a BSN faculty member on campus. There is also an on-site instructor who evaluates student performance and facilitates on-site activities. Online courses include synchronous and/or asynchronous learning environments. In their first BSN course, N302, students complete self assessments to identify strengths and weakness and create an individualized learning plan and personal learning goals. For many students this involves help to improve writing skills, which is provided in N305L, the upper division writing course, or through the Learning Center. Assignments have been modified to meet the needs of students with reading/writing deficiencies. Academic support resources are available for students as needed (Standard II).

External Constituents

Feedback between the SON and the external community of interest is ongoing. Table 3.10 presents the summary of input from the community during a BSN curriculum review cycle in 2009. Such feedback allows the SON to determine if it is being effective in meeting community needs and expectations and to keep abreast of current issues and trends. Both formal and informal mechanisms exist to ensure ongoing communication. For example, regular telephone calls are held between the Kaiser Permanente distance learning team and the SON NDE faculty team. One early change to the NDE curriculum plan came about as a result of this dialog. It became evident that not all students were able to maintain the same pace of studies, thus a "fast track" and a "slower track" study plan evolved for NDE students. The development and implementation of the entry-level programs came about directly as a result of community input, both from local healthcare agencies and from state legislators. These programs were developed in response to the nursing shortage and with assistance from state government funds.

The SON works closely with clinical agencies to ensure that both student and agency needs are met. The OC/LB Consortium provides the major input/feedback about clinical placements. The SON has strong relationships with several County Health Departments and other outpatient care providers to ensure that agencies are not overloaded. The BRN, aware of the lack of clinical placement sites for students in California, has increased the allowable time spent in simulation activities for entry-level students and the SON takes full advantage of simulation experiences for students. The SON Community Advisory Committee (CAC) provides valuable verbal and written feedback on the BSN curriculum (Table 3.11). Annual on-line surveys and direct dialog at meetings are used to solicit their feedback regarding the curriculum and the BSN graduates. Specific suggestions that have been incorporated include the increased percentage of online courses in the BSN program; more emphasis on critical thinking, group work, and presentation skills; greater proficiency with information technology; and added content on patient safety standards, genetics and disaster preparedness, and knowledge of healthcare along the continuum. Over 70% of the nurses working in Orange County are ADN prepared. Therefore the community has looked to the SON to provide leadership in developing new programs to meet the community's needs for nurses at the bedside and to take on advanced roles in the service sector. SON graduates are employed at a wide variety of institutions in southern California and beyond. Alumni surveys are used to elicit feedback. Preceptors also provide valuable feedback on student performance in clinical courses. Informal feedback is received in a number of ways including

telephone calls, emails, community contacts and site visits by course instructors. The needs and expectations of licensing and other professional bodies are addressed in the accreditation and BRN approval processes.

BSN Task Force

In response to California Assembly Bill, AB 1295, a SON Task Force is currently working with four local community college partners to develop and implement an articulation model to promote a closer alignment between programs, reduce the repetitiveness of course content and facilitate the attainment of a BSN by ADN graduates. The collaboration began in summer 2010. Meetings have been convened throughout the academic year in efforts to develop a model that will promote achievement of the desired outcomes of AB 1295, which would allow dual enrollment, shared resources (including faculty), and students' ability to complete the BSN program within 12 months of graduating with an Associate Degree. The target implementation date is Fall 2012.

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

Elaboration: Evaluation of student performance is consistent with expected individual student learning outcomes. Grading criteria are clearly defined for each course, communicated to students, and applied consistently. There are processes by which the evaluation of individual student performance is communicated to students. Student performance is evaluated by faculty. 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 learning outcomes. The requirement for evaluation of student clinical performance by qualified faculty applies to all students, including those enrolled in postmaster's DNP programs. CCNE recognizes that faculty evaluation of student clinical performance may be accomplished through a variety of mechanisms.

Program Response:

Individual student performance is assessed at the course and semester level and at the end of the program. At the end of each semester, expected student outcomes are expressed as passing course grades ("C" or better) and a 2.0 overall grade point average (GPA), which demonstrate successful completion of courses and allows the student to progress to the next level of the program. At the course level, the syllabus is intended to inform students about all aspects of a course (UPS 300.004). For courses taught in a distance format, UPS 411.104 guidelines mandate additional required syllabus components. Each syllabus includes the course objectives, content, required readings, assignments and other activities by which the course objectives are measured (and the weight of each measure used to determine the final grade), grading policies, grading scale and grading rubrics, and the weekly class schedule. Requirements for clinical performance are outlined in the syllabus and in the respective *Student Handbooks.* Faculty are expected to make the course syllabus available to students at the start of each semester. Faculty have traditionally made their syllabi available for purchase in the bookstore but lately have been placing their syllabi on Bb, which is freely accessible to all students registered in a course section. At the end of the program (EOP), individual performance is measured by learning outcomes in capstone courses, which have been designed to reflect

achievement of the SLO, and cumulative grade point average (GPA). In the aggregate, EOP student achievement of the SLO is measured using criteria in the *BSN Educational Effectiveness Plan* (Standard IV).

Student performance in each course is assessed by the course faculty. Grades are earned according to the identified evaluation requirements (assignments, exams) based on stipulated grading rubrics. The UPC and course instructors use multiple assessment strategies to measure student outcomes in class, lab and clinical settings. Table 3.12 presents an overview of course assessment strategies and rubrics used and Appendix V contains a sample rubric. Class evaluation measures typically may include papers (e.g. N403L Concept Mapping), examinations (including ATI testing in EL courses), participation in class discussions, case studies, presentations (e.g. N305 Cultural Presentation), debates and posters. In lab and clinical courses, various rubrics are used to assess specific assignments [e.g. N452L Change Project Rubric] and clinical evaluation tools are used to measure student performance in simulated and/or actual clinical situations. Requirements for clinical performance are clearly outlined in Student *Handbooks*. Clinical evaluation criteria are given to students, preceptors, clinical coordinators, and faculty involved with each course at the semester start. These are reviewed with students at midterm, providing formative input and opportunities for improvement. Samples of student work are available in the RR.

CSUF sets the policy for grade point distributions based on a 4.0 scale. The university policy allows plus and minus grading as an option (UPS 300.020); however BSN faculty decided, after careful debate in the UPC, not to use the option. According to CSUF policy, all undergraduate students must maintain a 2.0 ("C") GPA to progress satisfactorily. Policies for progression, including grading policies, graduation, probation and withdrawal from the university are clearly stated in the *University Catalog* and CSUF and BSN *Student Handbooks*. In the SON, undergraduate students are required to earn a grade of "C" or better in each nursing course and maintain a 2.0 GPA overall. Some clinical courses are graded on a credit (pass)/no credit (fail) basis. Students are given feedback on performance at routine intervals throughout the semester. By SON policy, faculty are required to notify students, in writing, at midterm if they are in jeopardy of not passing a course. The student and faculty member discuss options for improving performance and/or using other remedial strategies (e.g. more time in the simulation center).

In preceptored courses the faculty, student, and preceptor mutually define goals, objectives, and evaluation measures at the onset of the experience. Preceptors are oriented to their roles and are expected to maintain close contact with course faculty. Preceptors communicate with both the student and the faculty regarding student performance; however, ultimate accountability for assignment of student grade rests with the course faculty member. In order to maintain a consistent approach to grading by all faculty, lead faculty assist section faculty to understand SON and course grading standards [as an example, the expectations for different levels (A, B, C) of written work are spelled out in the *BSN Handbook*], and see that evaluation policies and procedures are applied consistently in each course section. In many cases Bb is used as a direct channel for lead and section faculty to communicate issues and ideas. Students who feel they did not receive a fair grade may appeal that decision as outlined in department

and university policies. Students may discuss grading policies and course assignments in their course evaluations and have the opportunity to evaluate instructor grading practices on SOQ forms administered each semester.

III-G. 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 individual student learning 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.

Program Response:

All evaluation processes stem from the SON *Evaluation Plan*. The Evaluation committee oversees this plan per the *Faculty Bylaws*. The UPC follows the *Evaluation Plan* in terms of processes for monitoring the curriculum and maintaining program quality using established guidelines for regularly scheduled monitoring activities. The UPC meets one day a month during the semester. The UPC is responsible for reviewing, approving, and monitoring course syllabi. In fact, the BSN curriculum is a dynamic entity that is continually subject to monitoring, review, and revision/fine tuning. The primary work of the UPC is to monitor the implementation of the curriculum in order to make adjustments as needed. Adjustments are made on the basis of feedback received from a multitude of sources, including administrators, faculty, students, alumni, and the community. The Evaluation Committee complements this work by monitoring formal evaluation processes such as EBI surveys and relaying information back to the UPC. The UPC and Evaluation committee minutes document the extent of the faculty's ongoing monitoring activities. The BRN and CCNE are also informed of substantive changes to the curriculum.

Major Curricular Review and Revision

Since the EL-BSN pathway is fairly new, the development of the curriculum was in itself a major exercise that involved faculty, campus committees and administrators, the community, and the BRN. Ongoing monitoring is required per BRN regulations and BRN site visitors have made 3 visits to campus since the program began in 2007. The BRN requires that it be informed of any changes/revisions in the prelicensure curriculum. Examples of such changes/revisions include a unit reallocation among courses. These changes were made based on faculty and student input that more and less time was needed to adequately cover course content. One unit was added to N411 Management of the Adult with Complex Health Alterations (1 to 2 units), 1 unit was added to N323 Integrated Pathophysiology and Pharmacology (4 to 5 units), 1 unit was taken away from N410L Leadership/Management in the Professional Nursing Lab (3 to 2 units), and 1 unit was deducted from N324 Cultural Diversity in Health and Illness (3 to 2 units). The prelicensure committee will continue to work with the UPC to monitor the EL-BSN program. A major curriculum review is not anticipated in the near future.

The RN-BSN program was developed in the 1970s. The curriculum has had several major reviews over that time, especially in 1999-2000 when the NDE option with Kaiser Permanente was introduced. With the addition of the

regional NDE cohorts, other changes to the curriculum have been made. However, by 2007 faculty agreed it was time to begin another major review cycle. This was necessary in part to address community needs for better articulation with community college programs, market demands to increase access to the program and shorten the time to degree, faculty issues about the relevance of certain courses, and changing standards such as the new *Essentials.* Currently the UPC is in the midst of a curriculum review. In 2009, an external consultant, Dr. Colette York, an experienced nursing program Director and a CCNE evaluator, was brought in to work with the group. The Community Advisory Committee (through in-person meetings and returned questionnaires) also provided input for the revisions (minutes available in RR). Utilizing Dr. York's salient feedback, the Curriculum Revision Task Force has been working since 2009 to stream line the curriculum and to "weave" the newer standards and competencies (AACN, QESN, Gero) throughout the courses. The revised curriculum can be completed in 18 months (without dual enrollment) and will build on students' previous work and academic experiences. Full and part time study plans have been developed. The target date for implementation of the revised curriculum is Fall 2012.

Course/Teaching-Learning Reviews and Revisions

Each academic year the UPC establishes a work plan identifying specific objectives and activities as priorities (such as course reviews). At the end of the year, the committee chair and program coordinators prepare a formal report of accomplishments, issues and suggested goals for the next year (reports in RR). To ensure ongoing quality monitoring, the UPC has established a *Curriculum/Course Review Schedule* and uses a standardized assessment form (Appendix W) to evaluate the curricular and teaching-learning practices of all courses within the respective programs (pre-licensure and completion) At proscribed intervals each course undergoes a formal, peer review in committee. The outcome of the review process is an ongoing system of quality monitoring.

All undergraduate courses are formally peer reviewed every 6 years (sample review in Appendix W). The peer reviewer's report, including recommendations for change, is shared with the UPC. This might lead to revisions in the course description, objectives, unit loads, assessment/evaluation strategies, or placement of course in the curriculum. Any substantive course modification must be brought to committee and undergo the formal university process for approval. Specifically, any course modified for online delivery must comply with UPS 411.100. The lead faculty member is responsible to see that any identified/approved changes are incorporated into the course syllabus and/or into modifications to teaching/learning practices. Between formal reviews, ongoing monitoring occurs. Routinely scheduled evaluation activities completed by students at the end of each semester include Course Evaluations and evaluation of faculty teaching using the *Student Opinion Questionnaire (SOQs)* forms (Appendix X). The Lead faculty summarizes the course evaluations annually, highlighting any trends or patterns and providing recommendations for course changes. The summaries are submitted to the UPC and reviewed. In addition, SOQ feedback is provided to the faculty member and Director and is valuable in assisting the faculty member and Director in identifying opportunities for improvement in instructional methods and content knowledge. Faculty may also solicit

informal, verbal or written, student feedback during the semester. Aggregate Course Evaluation and SOQ data are used as indicators of student satisfaction with the program (Standard IV).

The UPC examines other sources of data including informal mid-term evaluations, clinical evaluation data, input from preceptors, feedback from partners, and focus group discussions. The UPC also receives feedback from the Evaluation Committee on the BSN Mid Program Survey, CAC surveys and EBI surveys. If modifications to courses are indicated by feedback from course evaluations, faculty input, unexpected student outcomes, changes in professional standards, or other issues, changes are implemented at the time needed. Tables 3.13 and 3.14 illustrate the ongoing revisions/changes made by the UPC and Prelicensure committees. One example was the review and modification of skills taught in N355L Health Assessment to better articulate with the entry-level course (N321L) and the graduate Advanced Health Assessment courses. An unexpected student outcome in N452L led to revisions in course content. When students submitted their outlines for the Change Project assignment in that course, it became apparent that they did not understand change theory adequately. Faculty reviewed the course content and revised sequencing to highlight change theory. They also agreed to review the major change theory concepts with students prior to that assignment being due. Students were then able to more appropriately, and successfully, develop their projects.

The Lead Instructor for each course is responsible for reviewing the course evaluations, input from section faculty, preceptors, and other available data at the end of every semester. They use this input to refine/modify the course syllabus for the next term. Types of changes might be updating content, clarifying assignments, changing teaching strategies, new reading materials, adding/deleting guest speakers, better communication with part time faculty, improved course grading rubrics, adjustment in the content of the course, or need for new textbooks, among others. Reports of any curricular or course changes are shared in the SON General Faculty meetings.

Faculty members seek and provide peer review of teaching methods by/for their colleagues. Faculty members also seek out others, both faculty members and community experts to review materials, plans, readings or their own presentation styles. Annually, all faculty complete an assessment of their teaching performance for RTP purposes. This period of self reflection and peer evaluation opportunity provides a valuable contribution to ongoing quality improvements in curricular and teaching/learning practices.

Analysis of Compliance with Standard III

Strengths:

1. BSN curricula are consistent with the mission/goals of the School of Nursing. College of Health and Human Development (HHD), and the University.
2. The program student learning outcomes have been updated to reflect current AACN BSN Essentials.
3. Course reviews are performed on a scheduled basis and course modifications are implemented as indicated.
4. Major curricular revision of the RN-BSN curriculum is underway to promote a more seamless articulation between CSUF and community college nursing programs to facilitate the Associate Degree graduates' achievement of a BSN.
5. Quality monitoring process is well established and incorporates feedback from our community of interest.
6. Bylaw change in 2009-2010 academic year created a SON Faculty Development Committee (FDC) to promote faculty success.

Challenges/Action Plan:

1. The RN-BSN pathway was in place for 33 years prior to developing the entry-level pathway. The EL curriculum considered the RN-BSN courses in building the EL courses but content redundancies and opportunities for strengthening the EL curriculum still exist; we continue to work on closer integration of the two pathways to the BSN.
2. Major revision of the RN-BSN pathway curriculum has required critical analysis of essential components and compromise on tradition versus essential content. the revised RN–BSN curriculum is being finalized, including the Full and Part-Time study plans and the dual enrollment option for community college students for Fall 2012 implementation.
3. Faculty input that orientation processes and informal mentoring was not providing needed support. The newly created Faculty Development Committee will develop and monitor formal faculty orientation/mentoring process.
4. The SON previously acquired and remodeled additional classroom space in 2008, including the simulation lab and a computer classroom; additional office suites were also procured, however, due to the continued growth of the department/School of Nursing, additional space is needed. Continue to work with HHD Dean regarding space needs.

STANDARD IV
PROGRAM EFFECTIVENESS: AGGREGATE STUDENT AND FACULTY OUTCOMES

The program is effective in fulfilling its mission, goals, and expected aggregate student and faculty outcomes. Actual aggregate student outcomes are consistent with the mission, goals, and expected student outcomes. Actual alumni satisfaction data and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual aggregate faculty outcomes are consistent with the mission, goals, and expected faculty outcomes. Data on program effectiveness are used to foster ongoing program improvement.

IV-A. Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certification examination pass rates, and employment rates, as appropriate.

Elaboration: Processes are in place for regular collection of aggregate student outcome data. For entry-level programs, the program indicates whether NCLEX-RN® pass rate data represent first-time takers and/or repeat takers. The program is expected to demonstrate how RN-to-baccalaureate program graduates as well as pre-licensure graduates achieve the expected outcomes of the baccalaureate program. Certification pass rates are obtained and reported for those graduates taking each examination, even when national certification is not required to practice in a particular state. Program evaluation data are collected on a regular basis. For each degree program, the program calculates graduation rates (number of students completing a program divided by number of students entering a program). The program specifies the entry point and the time frame used in the calculation of graduation rates. Individual programs may collect additional aggregate outcome data related to other aspects of their mission, goals, and expected student outcomes (e.g., enrollment in further graduate education).

Program Response:

The collection and maintenance of student data for ongoing analysis and quality improvement is inherent in the CSUF mission and goals. The Office of Institutional Research & Analytical Studies (IR&AS) (http://www.fullerton.edu/analyticalstudies), in conjunction with the Office of Admissions & Records, is responsible for keeping student records and producing statistical and other analytic reports using aggregate student data (e.g., age, gender, ethnicity, GPA, graduation rates). The SON *Evaluation Plan* outlines the overall processes used to collect, review, and use data results for ongoing program improvement. Aggregate BSN student outcome data includes graduation rates, NCLEX pass rates, employment rates, end of program outcomes, honors and awards, cumulative GPA, and indicators of student, graduates, alumni and community satisfaction. In addition, the SON collects aggregate outcome data related to other aspects of its mission, goals, and expected outcomes. Faculty outcome data is discussed in section IV.E. Aggregate program data include student admission and enrollment figures, student demographics, faculty satisfaction, and indicators of SON/program recognition. The *SON Educational Effectiveness Plan* (Appendix Y) is the guide for the collection and analysis of this data. The Assessment Officer and SSP staff are responsible for facilitating data collection and analysis at the SON level. The Evaluation Committee oversees the implementation and monitoring of the *Evaluation Plan* and assists faculty to collect and interpret data for ongoing quality improvement. Aggregate data is used annually to complete BRN and AACN surveys.

SSP staff maintain confidential student files in the Advising Center. The SON has its own web-based administrative database, which is used primarily for RN-BSN and MSN students. It is maintained by SSP staff to

track advising notes, petitions, and other student information (i.e. profiles). Since Fall 2009, the SON has used an online document management system, Magnus Health Portal, to track RN licenses and health data. Students admitted from Fall 2009 onwards use the Health Portal to submit documents that SSP staff can verify online. Students admitted prior to 2009 continue to submit hard copy documents that are tracked via the SON database. In addition, SSP staff use spreadsheets to track student progress in the program. The RN-BSN Advisor uses the spreadsheets to track all NDE students' progression in their selected NDE study plan and to record their grades each semester. Campus students are required to meet with the SSP before taking a clinical course (N355L, N402L, N452L) to review progress in required coursework. The RN-BSN Advisor also tracks the EWP (English Writing Proficiency) Exam for all RN-BSN students. Passing the EWP is a pre-requisite to enrolling in the final capstone course, N452/L. The EL-BSN Advisor also uses spreadsheets to track applicant and student bio-demographic data, progression through the study plan and grades. She uses the CSUF census reports generated each semester by Admissions & Records to track pre-nursing students. The Assessment Officer maintains data files related to student admission, enrollment, progression, end of program, and graduation rates. He is responsible for assisting the Evaluation Committee in analyzing, monitoring, and reporting data outcomes.

Measures of Satisfaction

A variety of tools are used to measure student, alumni, faculty and community/employer satisfaction (Table 4.1). These include course evaluation forms, formal surveys such as the annual CAC survey, advisory meetings, networking opportunities, student participation on committees, and informal requests for feedback on an ongoing basis. Some surveys are developed by faculty, and one (Nursing Education Assessment, AACN/EBI) is professionally produced. Traditionally student surveys are administered in face to face class settings or online through course Bb sites or other venues. Current alumni and faculty surveys are administered online. Employer input is provided through the CAC survey (emailed link to online survey) and in other face to face settings. Copies of all survey materials are available in the RR.

Student Satisfaction

Throughout their studies, students are asked to give both formal and informal feedback to faculty about their satisfaction with the BSN program. Many courses include midterm "feedback" opportunities for students to discuss both course and instructor issues. A formal mid-program survey has been used by the NDE Coordinator to monitor student satisfaction with the distance program. The last survey was conducted in 2007. The updated Mid-Program survey will be given to all BSN students in Spring 2011. Individual course evaluations, including preceptor evaluations where indicated, are completed by students at the end of each semester. Lead faculty receive and review course evaluations each semester (samples in Appendix W). In addition each course undergoes a formal review every six years, according to an established course review schedule. Analysis and recommendations for changes are presented to the UPC. Student representatives on UPC provide information on student satisfaction with a number of program issues as necessary. The SON distributes university-formatted Student Opinion

Questionnaires (SOQs) to all students each semester to evaluate satisfaction with faculty teaching. Analysis is done by a central campus unit. Aggregate data on students' mean SOQ ratings is given to the SON each semester.

End of Program Satisfaction Survey. The SON has used both professional and in house survey tools to collect end of program satisfaction data from graduating students. Since 2007, the SON has used the Educational Benchmarking, Inc (EBI) Exit Assessment survey for BSN graduates (RN-BSN only to date). This measures the effectiveness of the program from the students' perspective and provides an overview of their perception of meeting student learning outcomes. It also allows the SON to compare its results with other similar schools (peer six) and the total participant pool countrywide. Data has been collected for 2007-08, 2008-09, 2009-10 and will be collected this summer for 2010-11 (first batch to include the EL-BSN cohort). The Assessment Officer is responsible for preparing reports on this data and presenting them to the Evaluation Committee. He has completed a three-year longitudinal summary and analysis which he presented to the Evaluation committee in Fall 2010 (Section IV-B).

Alumni Satisfaction

Alumni surveys are done one -year post graduation. In the past, one and five-year surveys were conducted. However it was problematic to track alumni over time and the five-year survey response rates were very poor. The faculty, with a recommendation from the Evaluation Committee, agreed to conduct only one-year surveys from 2006 onwards. The Alumni Assessment survey from EBI has been used since 2007. The Assessment Officer prepares and presents the analysis and results to the Evaluation committee. SON alumni often become graduate students in our own programs and others work in the local community. We use informal networking, the CAC and other professional group contacts as appropriate to receive feedback from these alumni.

Employer/Community Satisfaction

The SON has always been able to obtain useful feedback about its students, graduates and programs from the external community it serves. The CAC meets annually, allowing for face-to-face discussion of SON programs and graduates. An online survey is conducted each year prior to the CAC meeting. SON faculty also participate in the OC/LB Consortium which includes members from local health care service organizations and academic institutions. This group is an excellent source of feedback on the BSN program and the SON in general. EBI Employer Assessments were used in the past, but were not successful (very low response rates). Clinical Educators on the OC/LB Consortium have asked academic units not to send employer surveys as they found the process of differentiating which nurses were graduates from which programs too difficult. Even if given a list of the specific graduates involved, they found it to be an unrealistic demand on their time. They provide excellent feedback on their satisfaction with RN-BSN students in the capstone N452L course and in clinical preceptorships (final practicum in EL-BSN program). They also participate in the annual CAC survey.

Faculty Satisfaction

Faculty satisfaction data is collected as part of the assessment of program outcomes. An annual Faculty Satisfaction Survey is used and results are shared at the General Faculty meeting (Appendix Z).

Demonstrated Achievements of BSN Graduates

Graduation/Persistence Rates

IR&AS is responsible for tracking student graduation/persistence rates. IR&AS has an established tracking system for the BSN program and provide data on request. This data is reviewed by the Assessment Officer and then discussed in the Evaluation and UPC Committees. IR&AS graduation data is tracked at several specific time points (3, 4.5, 5 and 6 years) after enrollment in first nursing course. Students who are "persisting" into a 7th year and remain in good standing with the university are also tracked. Therefore graduation rates can be calculated at different time points as requested. The RN-BSN study plan calls for two years of full time or three-four years of part time study to complete the degree. However, it is not unusual to see students still progressing after six years of study. The EL-BSN study plan requires three years/six semesters of full time study.

Cumulative GPA

SSP advisors keep track of individual student GPAs each semester. Tracking of aggregate cumulative GPA at the time of graduation is the responsibility of the Assessment Officer. He has access to central data from Admissions & Records which he uses to calculate cumulative mean GPAs.

End of Program Outcomes

As a means of measuring aggregate student learning outcomes, the BSN faculty has recently developed a BSN *Educational Effectiveness Plan* (Appendix Y). A crucial factor for this was the need to measure aggregate outcomes for RN-BSN students who did not take NCLEX exams. In 2007 when the university was preparing for a WASC re-accreditation cycle, the issue of aggregate student assessment of learning was a key focus of the review. A campus Assessment Director was hired who coordinated campus conferences and workshops on aggregate assessment strategies. As a result, GE requirements for undergraduates were refined and a task force set up to develop university wide outcomes and indicators for a baccalaureate graduate. That work is ongoing.

The SON goal at that time was to create *Educational Effectiveness Plans* for each of its programs. Due to WASC priorities, the first plan was prepared for the MSN program, which was completed in 2008. In 2009 an authority on student assessment (Dr. Mary Allen) was brought in to **c**onsult with SON faculty on outcome assessment processes. Work then commenced on the BSN plan. Faculty agreed the *BSN Educational Effectiveness Plan* should include all BSN students, even though NCLEX results will be used as an aggregate measure for the EL-BSN program. The plan was recently approved and data collection began in Fall 2010. The plan is based on two aspects of the curriculum: the curriculum map and the six SLO. The map identifies the courses in which students demonstrate mastery of SLO and the plan provides the specific measures to be used to document mastery (a pre-set level of aggregate performance or benchmark). The plan outlines the timelines for measuring each SLO, the process for collecting and analyzing data, and the reporting of results for discussion and quality improvements as needed. While this plan has been developing, the RN-BSN faculty have continued to use the capstone rubric (Leadership Profile Inventory [LPI]) developed specifically to measure culminating experience outcomes in N452/L. Specific embedded

assignments are used to measure students' abilities to meet overall Student Learning Outcomes. The faculty also use the EBI exit survey to gauge graduate and alumni perceptions of how well they met the SLO.

Employment Patterns

All students in the RN-BSN cohort must have a current RN license for admission to and continuation in the program. Over 90% of the RN-BSN students continue to work as registered nurses while completing their BSN degree and the majority return to their current employer after graduating. Job placement rates on graduation are tracked using the LPI and the EBI exit survey. Monitoring employment patterns for the EL-BSN cohort will be done by using EBI data and a follow up survey of graduates six months after completing the program.

Awards and Honors

The SON tracks student and alumni awards and honors as a measure of achievement. At each committee meeting (General Faculty, UPC), faculty or student representatives announce the names of students receiving awards and these are recorded in the minutes. The Director maintains a file of all awards/honors that are communicated directly to her. Each semester, the Dean publishes the *Dean's List* of students who have achieved a 3.5 GPA or higher. At graduation, students with honors (cum laude, magna cum laude and summa cum laude) are noted in the program and recognized during the ceremony. The EBI survey asks graduates and alumni to list honors and/or special accomplishments. At the end of each year, the Director or designee compiles a list of student/alumni award/honors.

NCLEX/ATI Exams

First time pass rates and cohort pass rates (within three attempts) will be tracked for EL-BSN graduates by SSP staff. The EL-BSN faculty use ATI exams to track student outcomes as they progress through the program. ATI content exams in Medical-Surgical, OB, Pediatric, and Psychiatric nursing, and in Community and Leadership/ Management allow comparisons with other students nationwide on a standardized test. The ATI Comprehensive Predictor exam gives a fairly accurate picture of how well a student will do on the NCLEX-RN exam.

IV-B. Aggregate student outcome data are analyzed and compared with expected student outcomes.
Elaboration: Actual student outcomes data are analyzed in relation to expected student outcomes to identify areas of discrepancies. Discrepancies may indicate areas for program improvement.

Program Response:

The Assessment Officer and the Evaluation Committee play the major role in analyzing and monitoring actual data against expected student outcomes. The Assessment Officer, with assistance from IR&AS, lead faculty, SSPs, and program Coordinators, collects actual data from numerous sources as explained in Section IV-A. Raw data is converted to aggregate data using statistical and qualitative methods as appropriate. Data analysis indicates whether actual student outcomes meet expected benchmarks set by faculty. Results of the analyses are brought to the Evaluation Committee and areas of discrepancy are flagged for follow up. Minutes of the Evaluation committee, including data analysis reports and discussion of results are shared with the UPC and/or General Faculty for action

as needed. As the first cohort of EL-BSN students will not graduate until Spring 2011, no aggregate outcome data is available at the time of writing this self study. A summary of the actual outcome data vs. expected outcome data for RN-BSN students is shown in Table 4.2, covering the period from 2007-2010. The BSN program also analyzed program aggregate data as part of its evaluation process. This data relates to the mission and goals of the SON and BSN program as a whole. Expected vs. actual program outcomes are presented in Table 4.3. One aspect of the plan deals with applications, admissions, enrollment and yield as shown in Table 4.4.The results indicate that the BSN program is contributing as expected to the SON mission and goals.

IV-C. Aggregate student outcome data provide evidence of the program's effectiveness in achieving its mission, goals, and expected outcomes.
Elaboration: The program reports aggregate data related to its expected outcomes. Reported data include student, alumni, and employer satisfaction; graduation rates; NCLEX-RN® pass rates; certification examination pass rates; employment rates; as well as data related to other program-identified expected outcomes.

Program Response:

Actual aggregate student and program outcome data is used to measure the BSN program's effectiveness in achieving its mission/goals and expected outcomes. As part of the curriculum process, indicators of success (expected student outcomes) were set for each of the SLO in the BSN program and for other program related outcomes. On the whole, actual aggregate outcome data reflect the benchmarks set by the faculty and therefore provide evidence of the program's effectiveness. It is assumed that if the BSN program is effective as measured by its indicators of success, then it is contributing positively to the overall SON mission. Outcomes that did not meet expected indicators were flagged for follow up and addressed by the relevant faculty committees. Further discussion is presented in section IV-D. Following data collection and analysis, results are summarized in reports submitted to the Evaluation Committee. These reports, attached to the relevant minutes from the Evaluation committee, are shared with program and general faculty committees (via the program coordinators and director). The director also may share the results with the Executive committee and other administrative meetings, such as the CHHD Council of Chairs. Because there are student representatives on the UPC and Prelicensure committees, they are able to share results with the student population as a whole. NCLEX-RN pass rates [currently available for the EL-MSN program] are relayed to prospective students at information sessions and are available at the CA BRN website: http://www.rn.ca.gov/schools/passrates.shtml. Results (especially satisfaction surveys and student diversity and graduation/progression statistics) are shared through the CAC annual meetings and more informally through other networks such as the OC/LB Consortium and the CACN. This type of sharing helps the program gauge its effectiveness against other programs locally and statewide.

All data used to analyze outcomes and report results are kept by or are accessible to the Assessment officer and available in the RR. Master copies of data reports are archived by the Assessment Officer. In addition, at set intervals data are compared across time/cohorts to look at trends/patterns. Examples of trend data include

graduation/persistence rates, satisfaction data, course evaluations, and student demographics. Trend reports are also shared with the Evaluation committee and forwarded to relevant program or faculty committees.

IV-D. Aggregate student outcome data are used, as appropriate, to foster ongoing program improvement.
Elaboration: The program demonstrates use of aggregate student outcome data for program improvement when actual outcomes are not consistent with expected outcomes. Adjustments to foster ongoing program improvement are deliberate and congruent with the mission, goals, and expected student outcomes.

Program Response:

Data outcomes/results are incorporated into a deliberate, ongoing process of program monitoring, following the SON *Evaluation Plan*. The SON *Bylaws* indicate which committees are directly responsible for monitoring components of the program and outline the specific monitoring functions. Actual outcomes serve as the basis of decision making related to program effectiveness and ongoing improvements, which are congruent with the mission, goals and expected outcomes for the SON/BSN program. For the period from 2007-2011, the BSN coordinators and the UPC, Evaluation, Prelicensure, and Admission & Progressions (A&P) Committees shared the primary responsibility for ongoing quality monitoring of the BSN program. Their ongoing, active attention to this work is well documented in committee minutes and reports (available in RR).

Use of Aggregate Student and Program Outcome Data

In the following discussion, evidence is provided that aggregate student outcome data are used to inform program changes at all levels. Attention is given to those areas in which results were not consistent with expected outcomes. Aggregate Student and Program outcome data have been very useful in ongoing curricular decisions as discussed in Standard III. New course proposals, modifications to existing courses, revision and creation of policies and procedures, development of study plans, and modifications to program objectives and student learning outcomes have been made based on data provided.

Graduation/Persistence Rates

In 2006 the RN-BSN faculty set a benchmark of 70% graduating within a three year time frame (from enrolling in their first nursing course). Actual 2006 outcome data was presented and reviewed in the A&P and Evaluation committees. The data indicated that our graduates were not meeting the benchmark. A subset of committee faculty decided to study the issues related to attrition and time to degree for RN-BSN students, which included conducting a statewide survey on graduation and retention of RN-BSN students. Findings were shared with the whole faculty in 2007-08 (and eventually published in the *Journal of Professional Nursing* in 2010 [24]). As part of their research, faculty consulted with IR&AS about "time to degree benchmarks" and discovered that IR&AS had participated in

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[24] Robertson, S., Canary, C.W., Orr. M., Herberg, P., & Rutledge, D.N. (2010). Factors related to progression and graduation rates for RN-to-bachelor of science in nursing programs: Searching for realistic benchmarks. *Journal of Professional Nursing*, *26* (2), 99-107.

similar studies within the CSU.[25] CSU findings were that only 50% of baccalaureate students graduated within three years but approached 70% within six years.   SON faculty discussed the results but did not agree to change the existing benchmark at that time. Faculty wanted to put more efforts first into providing student support services to enhance retention.

Facilitating Retention of Students Faculty have recognized for some time that many of our students need strong academic support systems to be successful and have implemented student support services (mentoring, writing and reading tutors, online library assistance) and curricular changes to support student success. Early analysis of low retention for BSN students, and feedback on the *Mid Program Evaluation* surveys led to the creation of the SSP positions and changes in the student advisement process. Analysis also led to changes in the BSN study plan, especially for distance and part-time students to allow a slower pace for those who needed it. This took into account a) the fact that many students progress at their own pace and switch from part time to full time to part time studies at will; b) the heavy demands students make on their own time to balance family, work, and school obligations; c) the fact that students "stop out" at intervals but return to school according to their own timelines, not ours; and d) the known fact that many of our students have poor study skills, low reading abilities and comprehension scores; and difficulty with English language and writing requirements.

A study was conducted in summer 2008 of eleven distance sites and cohorts. Students who entered the program without math or critical thinking[26] had a > 35% attrition rate. As a result, students are now recruited earlier to allow time for them to complete all prerequisite courses before joining an NDE cohort. Other strategies have included a Big Sibs program, provision of reading tutors, the addition of a required Computer Bootcamp (begun in 2009), and advising changes including on-site visits by the SSP advisor and a mid-curricular advising session started in Fall 2010. Ms. Crum, the NDE SSP, notes that the three main reasons for student attrition are 1) family issues [ailing parents, pregnancy, time with children]; 2) work issues [schedule changes, need to work extra hours, no time for school work]; and, 3) financial difficulties [especially with rising fees].

In 2009 the university agreed to participate in a major CSU initiative (materials available in RR) tracking both 3-year and 6-year persistence and graduation rates among first time freshmen [FTF] and upper division transfer [UDT] student cohorts. As a result, data on 3- and 6- year graduation and persistence rates were made readily available to departments. Table 4.5 presents data for the BSN program. Looking at this data (2004 campus cohort), 44% graduated within three years; 58.8% within 5 years and 60.3% in 6 years (66% graduated or persisting into a 7th year). The Evaluation committee concluded that the data showed three facts: 1) RN-BSN students progressed at a slower pace than originally expected; 2) support services offered have been excellent but have not made an

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[25] The IR&AS participated in a series of surveys of retention and graduation rates for six consecutive cohorts of California Community College (CCC) transfer students from 1996 through 2002. Subsequent analysis of results indicated that the cumulative 3-year graduation rate was 51.0%, with 20% still enrolled in course work. The 6-year graduation rate was 70.5% with 1.9% continuing in coursework.

[26] The SON has an exemption that allows us to admit RN-BSN NDE students who have only completed two of the "golden four" requirements, as long as the remaining courses are completed in the first year at CSUF.

appreciable difference; and 3) the current graduation benchmark was unrealistic. In early 2011, the committee recommended that the benchmark for RN-BSN students be changed to 60% graduating within six years of enrolling in the first nursing course. This change was approved by the General Faculty.

NCLEX Pass Rates/ATI Exam Scores

First time pass rates and cohort pass rates (within three attempts) will be tracked for EL-BSN graduates by SSP staff starting with the class graduating in May 2011. Looking at EL-MSN data, faculty were concerned that NCLEX scores decreased in 2008 and diagnosed one issue as inconsistent use of ATI exams. Faculty noted a trend that EL-BSN students were scoring lower than nationwide program norms on ATI subject exams. In discussions with students in class and through open forums, entry-level faculty became aware that students were not preparing for or taking ATI content exams seriously. As a result, faculty changed several strategies. Now ATI materials are given out at the beginning of the program, the pharmacology exam is given earlier in the program, and faculty incorporate ATI proctored and non-proctored testing and remediation as part of the total course grade. This change was implemented Fall, 2010.

End of Program Measures

A benchmark of 70% of N452L students achieving a passing score (70%) on the LPI rubric (in RR) has been used to gauge how well students mastered the SLO in the aggregate. Table 4.6 summarizes End of Program Assessment data using the LPI rubric from 2007-2010. Actual data show that 100% of students are meeting this benchmark. However, in reviewing the data collection tool and the course evaluation criteria, the Evaluation Committee has identified a problem which makes the data suspect. In fact, all students are required to score 70% or higher to pass the course and the LPI grading rubric only reflects students who have passed. The Evaluation Committee discussed this issue and decided to discontinue using the LPI rubric. The new BSN *Educational Effectiveness Plan* indicates the measures to be used in future. Data collection began in Fall 2010. The EBI surveys provided data on graduate and alumni perceptions of meeting end of program outcomes. Results indicated that graduates felt well prepared to take on their professional nursing roles (Table 4.7).

Other Measures

Other aggregate results (GPA, Employment and Honors/Awards) were in line with benchmarks. The RN-BSN benchmark for students' mean cumulative GPA was 3.0 on a 4.0 scale. The EL-BSN benchmark was 2.8 on a 4.0 scale. Table 4.8 summarizes cumulative mean GPA scores at graduation. Employment rates for RN-BSN students are very high (Table 4.9). The 2009-10 EBI data on RN-BSN graduates indicated that 100% were employed. Of the 56 graduates who responded to the survey, 82% reported they were working in hospitals. EL-BSN students will not seek employment until the summer of 2011. Awards and Honors received in the last three years are impressive as shown in Table 4.10.

BSN Satisfaction Data

An overall analysis of the data related to "satisfaction" with the BSN program indicates that it is seen as effectively meeting the needs of students, alumni, faculty, and the external community, including employers. Student satisfaction indicators, including SOQs (Table 4.11), Course Evaluations, mid-program survey, and feedback from student representatives on committees, have been positive. Student evaluations of clinical sites and preceptors have not indicated major concerns. Committee minutes document the extent to which these issues are monitored and used for ongoing program improvements.

Table 4.12 presents program satisfaction data based on EBI survey results and Table 4.13 shows CAC data related to satisfaction with the competence of BSN graduates (additional data in RR). Data from EBI surveys meet expected benchmarks for overall satisfaction with the BSN program. However some EBI results indicated potential areas of concern that need monitoring and follow up. These areas are flagged by the Assessment Officer when presenting annual EBI and 3-year trend results and are discussed by the Evaluation committee (minutes and materials in RR). The results are shared with the UPC for use in making program improvements as needed. CAC survey responses have been very positive overall. Members of the CAC represent hospital and other health care agencies where many of our graduates are employed. These include full service hospitals such as St. Joseph's and St. Jude's Medical Centers, small suburban hospitals such as Cypress Valley Community Hospital, Health Departments and other local agencies.

Aggregate Program Outcomes

Aggregate program data include student admission and enrollment figures, student demographics, faculty satisfaction, and indicators of SON/program recognition. Overall, actual outcomes have reflected expected outcomes. SON students reflect the diversity of campus students and are well qualified on admission to the BSN program (Table 4.14). The SON's reputation for excellence is reflected in the publicity and media coverage received. Faculty satisfaction data (available in RR) have led to changes in SON committees and ongoing work to improve new faculty orientation/mentoring activities.

IV-E. Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes.

Elaboration: Aggregate faculty outcomes reflect the program's mission, goals, and expected student outcomes. For example, if research is an identified element of the program's mission, faculty research productivity should be assessed as an expected faculty outcome. If research is not part of the identified mission, it would not be expected as a faculty outcome. Evaluation of faculty outcomes is consistent with the institution's and program's definition(s) of faculty role expectations. There is congruence between expectations of the faculty in their roles and evaluation of faculty performance.

Program Response:

Faculty accomplishments in teaching, scholarship, and service reflect commitment to the mission and goals of the university and demonstrate attention to professional development and ongoing self improvement. The quality of the faculty enhances achievement of student learning outcomes. Evidence of program effectiveness is illustrated by

such accomplishments. In 2008 the SON faculty identified expected aggregate faculty outcomes (benchmarks) to reflect the School's mission and goals. To ensure congruence between expectations of faculty in their assigned roles and faculty performance evaluations, the outcome indicators were aligned with the SON *Personnel Standards*. Tenured/tenure-track faculty are expected to be effective teachers, scholars, and engaged in service; lecturers are expected to be effective teachers.

Data collection and analysis is conducted annually to identify actual aggregate outcomes related to faculty educational preparation, retention, scholarly productivity, practice currency, teaching excellence and community/university service. The set of expected outcomes and the actual aggregate outcomes for 2008-09 and 2009-10 are presented in Table 4.15. As the table indicates, the aggregate faculty outcomes were achieved in the majority of categories, although there were a few areas that did not meet the benchmark (such as scholarly publications) and have been flagged for follow up. The Evaluation Committee continues to refine the faculty benchmarking process and revisions have been made for the 2010-11 survey. As part of the ongoing benchmarking work, an ad hoc committee is looking into a process for peer evaluation of teaching that can be used as a measure on the annual survey of teaching effectiveness.

Faculty Awards and Honors

SON faculty have received national, regional and local recognition for their academic and professional accomplishments. Since 2007, 12 faculty have received a total of 20 awards. Haddad, Latham, Rutledge, Vaughn, and Weismuller received Outstanding Faculty Recognition awards from CSUF. Latham received the CHHD *Jewel Plummer Cobb Diversity in Education Award* and Greenberg received an *Excellence in Education Award* from the Society of Pediatric Nurses. She has also received two author awards for her textbooks.[27] Several faculty have won research awards (Canary, Latham, Rutkowski,) and several were honored for their work in the community/profession (Doyer, Edwards, Latham, Snell, Vaughn, Wickman). Rutledge has been granted a full year sabbatical starting in Fall 2011. Such activities contribute to the School's mission and goals in the areas of curriculum, content-pedagogy, instructional technology, evaluation, knowledge development, role modeling, communication, collaboration and partnerships. A summary of faculty honors and awards from 2007 to 2010 is presented in Table 4.16.

Faculty Teaching

Faculty place priority on maintaining and improving their teaching expertise [Notebook 3 in RR for individual teaching assignments 2007-2010]. Faculty maintain expertise in numerous ways. All faculty obtain continuing education credits as required by the California BRN. Conferences and workshops attended by faculty are listed in their individual CVs (Notebook 3 in RR). Full-time faculty are regularly involved in on-campus workshops and conferences such as the annual Academic Affairs Forum which provides faculty with presentations of current

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[27] Bowden, V., & **Greenberg, C.S.** (Eds.). (2011). *Pediatric procedures* (3rd ed.). Philadelphia: Lippincott, Williams & Wilkins; Bowden, V., & **Greenberg, C.S.** (Eds.). (2010). *Children and their families: The continuum of care* (2nd ed.). Philadelphia: Lippincott, Williams & Wilkins.

pedagogical theories or new paradigms for higher education, and small group discussions analyzing the implications and applicability for their teaching.

Several faculty have completed the FDC Teaching/Learning Certificate Program. Many faculty regularly participate in FDC workshops featuring teaching strategies based on the use of the Bb Learning Management System. Two faculty (Kerns, Tong) are currently enrolled in doctoral programs. All faculty are evaluated on teaching performance by students. Aggregate indicators show that the SON faculty are consistently rated very high. The mean SOQ rating for faculty from 2007-Fall 2010 was 3.5 on a 4.0 scale]. Data is also collected on instructional GPA (Table 4.17) for all university courses as a means of assessing grade inflation. SON faculty believe the course GPA results are realistic for the population of students served

In addition to workshops and seminars offered through the university, faculty are regularly involved in local, regional, national, and international workshops and conferences. Since 2007, faculty have made 19 peer reviewed podium presentations and 13 conference presentations, and presented 16 posters at a variety of professional conferences. For example, Rutledge presented at the 18th International Nursing Research Congress Focusing on Evidence-Based Practice (STTI) in Vienna. Edwards was an Invited Speaker at the American Academy of Nurse Practitioners-Expert Consultant conference in North Carolina and Washington, D.C. Latham and Ringl presented at the Joanna Briggs Institute 2009 International Convention in Australia.

Faculty Scholarship

Faculty scholarly and creative activities are summarized in Table 4.18. Faculty published a total 47 refereed journal articles, 16 book chapters and 3 textbooks. From 2007 to August 2010, SON faculty generated an impressive total of $6, 542.193.00 in grant funding (Table 4.19).

Professional/Community Service including Practice Activities

All faculty in the SON must document current RN licensure. Faculty with advanced practice roles must have current certification in their selected field. Dr. Rutledge serves as a Nursing Research Facilitator at St. Joseph's Hospital one day per week and Dr. Wickman does the same at St. Jude's Hospital. Dr. Latham and Ms. Ringl were heavily involved with two local hospitals focusing on nurse retention and mentoring activities (DHHS grant). Faculty have ongoing community service commitments and are involved in a number of professional organizations (CVs in Notebook 3 RR). Some faculty maintain their own private practice in the community (for example, Dr. Snell, midwifery practice; Ms. Haddad, community mental health group practice) and others are involved in a variety of practice settings including hospice, rehabilitation, and emergency preparedness.

Evaluation of Faculty Performance and On-going Quality Improvements

All faculty are regularly evaluated according to established policies and procedures as set forth in the CSU Unit 3 *Collective Bargaining Agreement* (CBA), CSUF Policy Statements (UPS), and SON *Personnel Standards* (tenured/tenure track; full time temporary/lecturers; and part time lecturers). *Personnel Standards* explicate the expectations and indicators used for retention, tenure, and promotion, detailing the criteria for "excellent, good, fair,

or poor" performance and indicating the level of performance expected/required. Further, they discuss the criteria for promotion to full professor, as well as early promotion and early tenure. Evaluation of faculty is an annual portfolio process that combines self-assessment and reflection, student feedback, and review by relevant faculty committees and management personnel. The responsibility for portfolio reviews begins with the Director/Department Chair and the Department Personnel Committee (DPC). Tenured/tenure track (probationary) faculty performance is categorized into three main areas: a) Teaching; b) Scholarly and Creative Activity; and, c) Professional, University, and Community Service. At the end of the first year of teaching, probationary faculty prepare their first portfolio for review. Probationary faculty portfolios are due October 1st each year. A sample Portfolio Table of Contents and Timelines for Review are available in the RR. Full time Lecturers (Temporary Faculty) prepare a portfolio every 1-3 years of employment (due in mid March). This portfolio is based on the faculty's assigned responsibilities and must include an assessment of teaching performance. Part time Lecturers undergo an annual performance review based on their teaching contracts for the year. This includes a self assessment of teaching performance and a review by the SON Chair and/or NDE Coordinator and the DPC. All reviews are forwarded by the Director to the CHHD Dean. If issues related to poor performance are not resolved following counseling, part-time faculty with low student evaluations are not rehired.

While primary responsibility for retention, promotion and tenure rests with the faculty member, the Director, in conjunction with the faculty member, shares the responsibility for establishing clear goals for the performance period under review. This is especially important for probationary faculty and continuing assessment of progress toward goal achievement is made throughout the tenure review process (6 years of probationary work followed by submission of the final portfolio for tenure decision). Counseling and peer support are available to new faculty and a variety of programs are offered to help faculty enhance their performance (e.g. FDC workshops). The newly formed Faculty Development Committee will assist in these efforts. Probationary and Temporary faculty must meet performance expectations to be retained.

Types of Evaluations

Self and Peer Evaluations. Each faculty member is responsible for writing a self assessment of performance in each area under review. These narratives give the faculty member an opportunity to reflect on strengths, weaknesses, and accomplishments during the review period. Faculty are expected to support their self assessment with evidence of work (placed in the Appendix to the Portfolio), including optional peer reviews of teaching or other activities. The university provides each instructor with SOQ results (see next section) and GPA summaries for each course.

Student Evaluations. Currently students are provided with Student Opinion Questionnaire (SOQ) forms with which to assess teaching effectiveness in each course each semester. If a course is co-taught, students are asked to evaluate both instructors. Students are encouraged to provide written comments as well as use the rating scale. SOQs are collected by SON staff and sent to a central campus unit for analysis. A statistical SOQ summary sheet is

generated for each faculty member for each course taught. SOQ summary sheets are given to faculty for use in their portfolios and one set is kept on file in the SON office. The raw data sheets are kept in faculty notebooks in the SON DPC Office and placed in the portfolio at the time of review. Faculty can make copies of the raw data sheets for review during the RTP process.

Formal Reviews. The Director and DPC are responsible to review each portfolio against the appropriate *Personnel Standards*. The Director and the DPC prepare written evaluations using the standard criteria (excellent, good, fair, poor) for each performance category. Faculty are expected to have "excellent or good" ratings for the majority of their work. Probationary faculty must have a final rating of 'excellent' in teaching/and or scholarship and a 'good' rating in the remaining categories to receive tenure. The portfolio and evaluations are then sent to the Dean for her review and written evaluation. For full and part time Lecturers, the review process stops here. The Dean makes a recommendation to re-hire (or retain for Lecturers on multi-year contracts) or not. For probationary faculty, the portfolio is forwarded by the Dean to a) the VPAA if there are no problem areas identified or discrepancies between levels of review; or b) the CSUF Faculty Affairs Committee when problems do arise. The final review is made by the President who determines if a faculty member is retained, tenured and/or promoted. The President's final recommendation is usually communicated in June each year.

Ongoing Improvement of Performance

In accordance with policy, each faculty member being evaluated receives written documentation of the outcome of the evaluation at each level of review. The faculty member has a prescribed number of days in which to respond if in disagreement with the evaluation. Efforts directed toward improving performance are noted in the review process. Evaluations are used to provide feedback to faculty about the quality of their individual contributions to the SON, CHHD and the University. Faculty mentors and peers, Directors, and the Dean are available to discuss alternate ways for faculty to engage in activities to improve their performance. If a faculty member is found to be performing at less than an acceptable level, a conference is held between the Director/Dean and the faculty member. During this meeting, a plan of rededication is developed by the faculty member. The Dean is consulted as necessary in making personnel changes and approves all contracts.

The Dean meets annually with all probationary faculty to review performance and discuss suggestions directed toward the enhancement of professional growth and development. As needed, additional meetings with individual faculty are held throughout the year. The Dean also meets separately at the end of the year with all new probationary faculty. A New Faculty Orientation program is arranged at the beginning of each new academic year by FDC in conjunction with Faculty Affairs and Records (FAR). This orientation includes discussion of faculty policies, procedures and other useful information. In 2010 the Orientation format changed from 2 days to monthly seminars throughout the year During the year, FAR arranges a series of RTP workshops. The SON gives copies of *Faculty, and Student Handbooks* to all new faculty. New part-time NDE faculty receive orientation to their roles (NDE

Orientation Manual in RR), the courses they will be teaching, and are mentored by a lead faculty or designated full-time faculty member.

IV-F. Information from formal complaints is used, as appropriate, to foster ongoing program improvement.
   Elaboration: If formal complaints indicate a need for program improvement, there is evidence that action has been taken to address that need.

Program Response:

   The SON outlines its academic appeals and grievance policies in the respective *BSN Student Handbooks*, which are published annually. All students have the right to make an academic appeal if they feel that they received "capricious or prejudicial treatment by a faculty member or a university administrator in the assignment of a course grade" (UPS 300.030). The SON policy is in line with the policies and procedures of the university as delineated in the CSUF *Catalog* 09-11 and in the CSUF *Student Handbook and Planner* [both available in RR].

   The Director is responsible for maintaining the formal complaint file and for analyzing the aggregate complaint data in order to carry on continuous quality improvement processes. During the last three year period (Table 4.20), the Director received a total of five written complaints (this includes email correspondence from students). In one example, an EL-MSN student appealed her admission status based on GPA. A recalculation of her GPA led to the student being admitted to the program. A second student, in the EL-BSN cohort had a similar issue. A contributing factor was the fact that students were conditionally admitted in the first two cohorts of the entry-level pathway and this led to some confusion about status. As a result, the entry-level pathways no longer conditionally admit students. However, EL-BSN applicants can be enrolled in pre-requisite courses at the time of application.

   The most serious complaint was regarding poor faculty teaching ability. With many new faculty hired in response to program growth, the need for a stronger faculty mentoring program was noted by faculty. Although the University has a general new faculty mentoring program, SON faculty indicated the need for a SON specific orientation/ mentoring program that would involve such topics as orientation to the SON culture, teaching strategies, expectations about student work, clinical supervision of students, and scholarship. As a result, the Faculty Development Committee was initiated in 2010. The identified purpose of this committee is to develop, implement, and evaluate processes, programs, and materials to support faculty in orienting to the SON, developing and improving teaching expertise and promoting success in the faculty role. Other student complaints are typically addressed by the program coordinators and include grade appeals, clarification of new policies and when they take effect, and complaints about assignments, exams etc. In all cases, these complaints have led to improvements in communication processes between students and faculty and among faculty groups (CSUF and NDE faculty for example). They have also confirmed that the SON has appropriate and effective systems in place to deal with the majority of these issues.

Analysis of Compliance with Standard IV

Strengths

1. Hired an Assessment Officer with improved tracking of data through EBI testing, graduate surveys, etc.

2. Literature review conducted for information re: RN-BSN persistence/retention/graduation rates yielded limited findings, thus an article was published by faculty on said topic. As a result, our quality indicator was modified for the graduation rates from 70% in three years to 60% in six years.

3. An Educational Effectiveness Plan (EEP) was developed to evaluate progress toward the revised BSN Student Learning Outcomes (SLO).

4. A placement coordinator has been hired to facilitate clinical placements and improve data management.

Challenges/Action Plan:

1. Student satisfaction with courses was not being quantified; thus summary reporting is now being calculated based on a numerical rating (Likert scale) completed by the students for each course.

2. A system whereby the SON can obtain enhanced communication and information from alumni, community partners, including clinical preceptors is being explored.

3. Tracking retention and graduation rates continues to be challenging improvements noted in tracking since hiring the assessment officer.