The Valley Foundation School of Nursing (VFSON) is approved by the California Board of Registered Nursing (BRN) and accredited by the American Association of Colleges of Nursing (AACN) accrediting body, the Commission on Collegiate Nursing Education (CCNE). The VFSON interim visit by the BRN was in November 2009 and the next scheduled visit is for October 2012. The VFSON successfully completed the Commission on Collegiate Nursing Education (CCNE) accreditation review of both the undergraduate and graduate programs in March 2011. The VFSON met all four Standards and no deficiencies were noted. The VFSON earned accreditation for 10 years – the maximum time allotted. In preparation for the CCNE accreditation visit, the VFSON submitted a detailed self-study report (CCNES, attached). Other documents used to prepare this 5-year program planning report include our current Strategic Plan (SP, attached) for the VFSON for the years 2009 – 2013, and our last Program Planning report submitted 2009.

Over the past several years, the faculty of the VFSON undertook a systematic review of the baccalaureate program (including a revision of the undergraduate curriculum), the master’s program, faculty scholarship, and student achievement. This report will address these key areas.

Faculty

As of Fall 2011, the VFSON faculty is comprised of 12 tenured full time, 4 tenure-track, 2 full-time lecturers, and 35 part-time lecturers. Our part-time lecturers are valued members of the nursing faculty because of their wide variety of clinical expertise. Part-time lecturers primarily teach in the clinical setting. In addition to their teaching assignments, they are employed in a variety of positions at local health care agencies. For an overview of faculty full-time equivalents (FTEs) by program, please see CCNES p. 16. FTE/Student break-down is presented on p. 31 of the CCNES. An overview of faculty demographics provided by Faculty Affairs (November 1, 2011) may be found in the Appendices (Appendix A, separate attachment.).

In accordance with the University Retention/Tenure/Promotion policies, faculty routinely obtain student evaluations of teaching (SOTES/SOLATES), are peer-evaluated, and participate in a variety of scholarly activities (Table 1). Pages 37 – 41 of the CCNES provide a discussion of Director and faculty qualifications and expectations. A list of graduate student-faculty research projects that have been published in scholarly journals (2002 – 2010) is presented in Appendix 7 of the CCNES.
Summary/Updates:

Recent retirements and resignations (AY 2010-2011) resulted in openings for 5 tenured/tenured track positions in the specialty areas of mental health/psychiatric, pediatric and community health nursing. The VFSON received approval Fall 2011 to recruit for 2 of these positions (1 pediatric and 1 mental health) and is actively seeking qualified individuals. Approval of the candidate pool is pending with interviews slated for Spring 2012.

The faculty of the VFSON are well-qualified and committed to our students and the university. In addition to their teaching assignments, faculty participate in many scholarly pursuits (Table 1).

Table 1. Nursing Faculty Scholarship Survey (2008 – 2010)

<table>
<thead>
<tr>
<th>Scholarly Activity</th>
<th>Frequency of the activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenting research findings at conferences (podium presentation)</td>
<td>23</td>
</tr>
<tr>
<td>Presenting research findings at conferences (poster presentation)</td>
<td>35</td>
</tr>
<tr>
<td>Presenting research findings in journals</td>
<td>18</td>
</tr>
<tr>
<td>Presenting to the community</td>
<td>27</td>
</tr>
<tr>
<td>Speaking at conferences</td>
<td>21</td>
</tr>
<tr>
<td>Teaching inservice programs</td>
<td>29</td>
</tr>
<tr>
<td>Consulting activities</td>
<td>32</td>
</tr>
<tr>
<td>Contributing to book chapters</td>
<td>13</td>
</tr>
<tr>
<td>Publishing a non-research article in a peer-reviewed journal</td>
<td>5</td>
</tr>
<tr>
<td>Manuscript or book reviewer</td>
<td>33</td>
</tr>
<tr>
<td>Leading a study-abroad program</td>
<td>2</td>
</tr>
<tr>
<td>Multi-media development (DVD, scenario development, etc.)</td>
<td>12</td>
</tr>
<tr>
<td>Grants recipient</td>
<td>21</td>
</tr>
<tr>
<td>Providing leadership in professional organizations</td>
<td>24</td>
</tr>
<tr>
<td>Others (write-in)</td>
<td>23</td>
</tr>
</tbody>
</table>
  • Co-author                                                   |
  • Co-educator                                                 |
  • Project first advisor                                        |
  • Workshops                                                   |
  • Book editor                                                 |
  • Nursing advisory board member/council member                 |
  • Professional newsletter writer                               |
  • Poster session judge at professional conferences             |
  • Community service award                                      |
  • Conference planning committee                                |
  • Faculty for the RN Transitional Program                      |
  • Residency program task force                                 |
| Total number of scholarly activities                           | 318                       |
As noted on pp. 43-44 of the CCNES, there is an on-going need for resources to support faculty development and research. Actions/Update: To address this need Dr. D’Andrade, Director for the Center for Applied Research on Human Services, presented at the VFSON Fall Faculty Retreat on October 3, 2011. Director Cohen has encouraged faculty to apply for available research funding (Small Research Grants, summer stipends, etc.). Several faculty members have secured funding and release time through these grant opportunities.

Undergraduate Program

An overview of the undergraduate nursing program is found in the CCNES pp. 44 – 60. The 120 unit option waiver was completed as part of the curriculum revision in 2010. The VFSON offers both a generic baccalaureate nursing program offered over 6 semesters and an advanced placement (Bridge) program for students who have completed an associate degree program and are licensed as a registered nurse. The nursing major requires a total of 130 units.

The grant-funded collaborative project between Evergreen Valley Community College (EVC) and SJSU developed to ease the transition from the community college into the CSU system (CCENS p. 44) was completed Spring 2011. Students began taking SJSU courses before graduating from EVC and completed the requirements for the baccalaureate degree in 18 months (N = 13).

Beginning Fall 2010, the newly revised curriculum was implemented. The first cohort of students is now in their fourth semester – two-thirds of the way through the new curriculum. At the end of each semester, faculty meet to discuss how the students are doing, what content gaps/areas of overlap have been noted, and to plan for implementing the next semester’s courses. Thus far, students are doing well and minor changes have been made to teaching-learning strategies and content based on faculty feedback.

Strengths of the undergraduate program are listed on p. 66 of the CCNES. Areas for improvement are listed on p. 66-67 of the CCNES.

Actions/Update: Geriatric content has been mapped across the curriculum and the Hartford modules are posted for faculty use on Desire2Learn (D2L). Faculty teaching in the beginning medical-surgical semester (Semester 2) are using geriatric themed research articles and case studies in their courses. Additional work is being undertaken (Fall 2011) to develop a comprehensive database on the D2L site explicitly listing which geriatric content is covered in each course. Student feedback will continue to be solicited at Semester level curriculum meetings. Students are spending one clinical day in the Clinical Simulation Center each semester. Standardized scenarios have been developed by several faculty members who received specialized training through the San Francisco Bay Area Simulation Collaborative’s educational program. These scenarios are designed to address key concepts for students and to provide opportunities they may not be exposed to in the clinical agencies.
Graduate Program

The VFSON offers a masters of science degree in nursing with a focus in nursing education, health informatics, or nursing administration. Currently, the Family Nurse Practitioner and School Nurse tracks are not being offered due to a lack of demand for these programs. An overview of the Master’s program, courses, and outcomes are found in the CCNES pp. 61-66.

Strengths and challenges related to the graduate program are on CCNES pp. 66-67.

Actions/Updates:

Beginning Fall 2011, faculty are undertaking a systematic review of the graduate program. To begin this important work, a Graduate Faculty Retreat was held October 10, 2011. The AACN approved the new Masters Essentials document in Spring 2011. As a first step, faculty are revising the graduate program’s learning outcomes. Other planned changes include updating the nurse educator track to reflect new requirements – adding advanced pharmacology, pathophysiology, and physical assessment courses.

The major change from the time of the self-study has been the progress of the Doctorate of Nursing Practice (DNP). We are partnered with CSU-Fresno and have received funding from the Chancellor’s office to develop, implement, and evaluate this 5-year pilot program. The VFSON is now accepting applications for the first cohort of doctoral students who will begin the program Fall 2012. The curriculum is proceeding through the approval process under the guidance of the DNP team (Drs. Cohen, Rodriguez, Rosenblum). Final approval by the Western Association of Schools and Colleges is pending. Faculty are assigned to the initial courses and will receive release time beginning in Spring 2012 to prepare.

Student Achievement

Our diverse students participate in a variety of student organizations on campus. Students have participated in community health fairs, flu shot clinics, and blood pressure screenings. The CCNES pp. 68 – 77 addresses student achievement and program outcomes. The VFSON closely monitors first time test takers’ pass rates on the National Counsel Licensure Examination for Registered Nurses (NCLEX-RN, see Appendix B, separate attachment). Graduates must pass this examination to obtain their registered nurse license. The capstone clinical course, NURS 148, is another measure of student achievement and successful completion rates are reported annually in the WASC assessments (posted online). To pass this course, students must meet all program learning outcomes. The VFSON Program Evaluation and Research Committee completed a review of the Assessment Technologies Institute (ATI) standardized examination proficiency levels for all content areas (Medical-Surgical, Maternal-Child Health, Mental Health, Community Health, Leadership, Pharmacology, Fundamental Nursing Skills). These examinations are administered throughout the curriculum and are aligned with the NCLEX-RN. Standardized examination scores are related to a student’s performance on the NCLEX-RN as
supported in the literature and by VFSON faculty research. The VFSON faculty set a benchmark of a Proficiency Level II achievement level on all of these examinations. Per ATI, this is consistent with a 93% probability that the student will pass NCLEX-RN.

For the graduate program, successful completion of the research project (NURS 297), submission of a manuscript to a scholarly, peer-reviewed journal, and publication rates are tracked. These measures are reported in the WASC assessments (posted online).

Actions/Updates:

Trends indicate that the number of students meeting a minimum of Proficiency Level II (out of III) is increasing. Initial reports were compiled Fall 2011 and were reviewed by faculty who are BRN approved Content Experts. A student assistant is assisting us with displaying the data in a meaningful format to share with the entire faculty.

NCLEX-RN pass rates have increased over the past few years. We attribute this to the multi-pronged approach faculty took in a concerted effort to improve pass rates. We plan to continue to monitor our impaction criteria, ATI scores, retention rates, theory course grades, and pass rates for NURS 148. In Spring 2011, the VFSON used a Google Docs survey to obtain graduating seniors’ perceptions of their clinical preceptorship placements in lieu of the standard paper and pencil survey. As a result of this pilot, the Program Evaluation and Research Committee is developing a survey to collect program satisfaction data from Fall 2011 graduates. Plans include developing an employment survey for alums to meet BRN requirements and to elicit suggestions for program improvement.

As part of the Master’s program review and revision, outcome measures will be assessed. Discussion among faculty in Spring 2011 indicated a desire to expand the scope of master’s projects. Once the final product(s) are determined and aligned with the program learning outcomes, appropriate assessment data will be established.

Facilities

The VFSON continues to deal with space constraints as noted in previous reports (CCNES pp. 32-33). The VFSON schedules classes as many classes as possible in the Skills Laboratory (HB 311). Many of our seminar classes are held in HB 408 and webcasted sections are held in Instructional Resource Center rooms. The remaining large theory classes require a University lecture room. Off campus clinicals are held at a variety of healthcare agencies and are scheduled using the online Centralized Clinical Placement System. There continue to be safety issues regarding the “soot” from heating vents, water leaks in restrooms and the roof.

Actions/Updates:

Construction on the Clinical Simulation Center expansion project began October 2011. The demolition of the Nursing Learning Resource Center is completed including the computer lab.
The entire third floor of the Health Building will be dedicated to the skills lab and Clinical Simulation Centers. Expanding our simulation capacity will afford our students more learning activities, may generate income from outside users, and offer collaborative opportunities with other departments. Facilities’ representatives evaluated the carpet and provided an estimate for replacement August 2011. Carpet replacement in the main office occurred during winter break 2011.

Global Learning and Collaboration

Global Learning:

Several nursing faculty members have conducted study abroad sessions over summer terms. Faculty-student groups have provided healthcare services to underserved populations in Belize and Peru. Several groups have been to Ireland to learn about health care delivery in the United Kingdom. Faculty and students from the University of San Francisco also participated in one of the Ireland sessions.

Actions/Updates:

Summer 2012 plans are approved for a faculty led student group to travel to Belize. The focus of this learning experience is to provide maternal-child health services to the underserved. Once again, a faculty led student group will experience healthcare in Ireland. A VFSON task force was established Fall 2011 to coordinate study abroad experiences, facilitate student recruitment, and explore new opportunities (e.g. exchange opportunity with a nursing program in Finland). A trip to Nepal was planned but cancelled due to the appearance of Nepal on the “watch list.”

Collaborations:

The VFSON Clinical Simulation Center will be used by other health professions students. Joint simulation scenarios are being developed with nutrition colleagues and other collaborations are planned.

The Valley Foundation School of Nursing collaborates with a variety of healthcare agencies to procure valuable clinical learning experiences for our students. For example, approximately 10 senior students per semester enroll in the Rural California Nursing Preceptorship (RCNP). This program is administered through the CSU-Chico School of Nursing. RCNP is designed to give student nurses and newly graduated nurses an opportunity to gain clinical experience in a rural or semi-rural setting. The opportunities are varied and encompass a large geographic area in Northern California. The placement period lasts a minimum of four weeks (150 hours). During this time, students work one-on-one with a preceptor, engaging in as much independent nursing practice as their skills permit.

Students who have participated in the program during their senior year have returned to school enthusiastic and confident to enter the acute care setting for their capstone preceptor experience. SJSU graduates who have enrolled in the RCNP for experience post-graduation, while awaiting
NCLEX-RN results, report increased confidence in their preparation for their first nursing position.

Additional collaborative experiences for student nurses have occurred under the umbrella of the SJSU Center for Health Aging in Multi-Cultural Populations (CHAMP). FALL 2011, CHAMP partnered with the Santa Clara County Department of Aging and Adult Services (DAAS) to provide a Senior Community Health Fair at the SJSU Timpany Center. The Health Fair was attended by approximately 500 senior citizens who took part in numerous screening services (blood pressure, medication education, glucose, BMI). SJSU students from interdisciplinary programs (e.g. Occupational Therapy, Nutrition, Nursing, Kinesiology) offered a full 4-hour array of screening and educational opportunities to the participants for a very effective outreach to the community.

SJSU Nurse Managed Centers also provide an opportunity for undergraduate and graduate students to interact with the greater community in offering health education promotional programs and nursing assessments and interventions (e.g. Chai House, Hilltop Manor, and other independent living complexes) in addition to community centers throughout Santa Clara County and parts of Santa Cruz County. Feedback from students and clients served at the sites report positive learning relationships from both.

Actions/Updates:

The Clinical Simulation Center expansion project includes the addition of a fully furnished “apartment.” This apartment will be used by nursing students in the mental health and community health clinicals. Occupational Therapy and Social Work students will use the apartment to augment their field experiences. Beginning Fall 2011, the VFSON is collaborating with faculty from the Nutrition department to include dietary assessments, tube feeding, and total parenteral nutrition training for both nursing and nutrition students.

The Director of the VFSON is actively pursuing additional collaborative and entrepreneurial opportunities in the community. During Fall 2011 initial steps were taken to develop an Operating Room Nurse Training program with a consortium of several area hospitals. Offering an on-site RN – BSN program, a nurse residency, and development of a wound care certification program are some of the exciting and creative undertakings of our faculty.