Florida Atlantic University
Academic Program Review
Self-Study Report

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Overview of the Document

  This document includes an overview of the College of Nursing and the following sections: A. Mission and Purpose of the College, B. Accreditation, C. Instruction (1. Baccalaureate, 2. Graduate, 3. Faculty), D. Research, E. Service and Community Engagement, F. Other Program Goals, G. Strengths and opportunities that support achievement of program goals, H. Weaknesses and Threats that impede program progress, I. Resource Analysis and J. Future Directions. Each section includes a discussion of the topic supplemented by tables where appropriate. Sections A, C, D, E, F, G, H, and I, include an analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT). The Appendices provide supplemental and background information.

Overview of the Christine E. Lynn College of Nursing

  The Christine E. Lynn College of Nursing has a rich and impressive history that continues to be written today. In 2019, the College will celebrate its 40th anniversary. In nearly 40 years it has grown from 10 to approximately 1,100 students, expanded its programs to include baccalaureate through doctoral, moved from a division in the College of Social Science to a free-standing College, expanded offerings to three campuses, established eminent scholar chairs and professorships focused on advancing nursing knowledge, and created 6 major centers/institutes/initiatives that expand opportunities for research, education and interprofessional collaborations.

  The College of Nursing, as an integral part of Florida Atlantic University, is committed to the pursuit of higher education grounded in the arts, sciences and humanities, and is a leader in nursing education and research focused on Caring. The College is unique in this dedication to Caring: advancing the science, practicing the art, studying its meaning and living caring day-to-day. The College defines nursing as "nurturing the wholeness of person and environment through Caring." This unique approach to nursing education is described in *Living a Caring-Based Program* (Boykin, 1994). Written by faculty and edited by the former dean, Dr. Anne Boykin, this book describes how a commitment to Caring guides all activities within the College. Since 1994, faculty scholars have supplemented the original work of Boykin with multiple caring –based books such as *Nursing Case Studies in Caring* (Barry, Gordon, & King, 2015), *Caring in Nursing Classics* (Smith, Turkel, & Wolf, 2013), and *A Handbook for Caring Science* (Rosa, Horton-Deutsch, Watson, Ray, Smith & Turkel, 2018) and journal articles. The College has established the first and only Archives of Caring Scholarship in the world; it currently includes the works of prominent scholars in the field.

  FAU's nursing program is 40 years old. In December 1978, the Florida Board of Regents approved implementation of a Bachelor of Science in Nursing degree at Florida Atlantic University. Four local citizens contributed the up-front money to begin the program for which the state subsequently assumed support. Nursing began as a Division within the College of Social Sciences. The initial program began in 1979 as an RN-BSN program. In June 1982, the State Board of Nursing approved the admission of generic BSN students for fall 1982. In 1988, the Division of Nursing began offering programs of study

leading to a Master's degree, and in 1989 the Division of Nursing became a free-standing School of Nursing. In 1990 it was legislatively approved to become a College. In January 2002, the Doctor of Nursing Science (DNS) program began, and in 2006 the Board of Governors granted permission for the College to replace the DNS with the PhD in Nursing. An accelerated BSN track for second-degree students was introduced in 2003. In 2008 the Doctor of Nursing Practice program was approved. In 2014 the Freshman Direct Admit Track was introduced.

In Fall 2018 1,100 students were enrolled in the four programs within the College: Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN) (including Post MS Certificate), Doctor of Nursing Practice (DNP), and Doctor of Philosophy (PhD). In fall 2018 the College enrolled 602 undergraduate students, 369 Master's students, 142 DNP students and 52 PhD students. The student body in the College of Nursing is very diverse. Over 50% of the students are from underrepresented ethnic minority groups in nursing, and 12% are male.

The College currently offers courses and/or entire programs of study on three campuses. The programs offered at the three campuses are:

Table 1 Campus Offerings

Boca Raton Campus	Davie Campus	Harbor Branch Oceanographic Institute Campus
Bachelor of Science in Nursing • Freshman Direct Admit Track • Accelerated BSN Track • RN-BSN Master of Science in Nursing – • All Concentrations Doctor of Nursing Practice Doctor of Philosophy	Bachelor of Science in Nursing • RN-BSN Program* Master of Science in Nursing • Family Nurse Practitioner	Master of Science in Nursing Family Nurse Practitioner

Note: *Courses for the degree are available online.

While the University's data on student enrollment in the College of Nursing show a decrease over the past seven years, this is misleading. Previously the headcount included pre-nursing students who were not admitted to the CON or enrolled in CON classes. Before 2015 over 200 students were admitted annually to pre-nursing with only 40 admitted annually to the CON. In 2014 the Freshman Direct Admit track was launched; however, pre-nursing students continued to be in the pipeline for over two years. Actually, the number of pre-licensure students in the BSN program has increased from approximately 150 in 2013 to over 400 in 2018. RN to BSN enrollment has decreased over the past 5 years from 328 in 2014 to 187 in 2018. Enrollment in the Master of Science in Nursing program has decreased from 440 in 2013 to 369 in 2018. This enrollment decrease is the result of declining enrollment in the fully online concentrations due to increasing competition and access to these specialties online. In addition, there has been an increase in BSN to DNP enrollment in the nurse practitioner concentrations with a concomitant decrease in MSN enrollment in these concentrations. Enrollment in the doctoral programs (DNP and PhD) has increased from 109 in 2014 to 166 in 2018 due to growing DNP enrollment. PhD enrollment has remained stable.

Courses and entire programs are accessible through distance learning using online and intensive course formats. The entire RN to BSN and the MSN Program concentrations in Administrative and Financial Leadership, Clinical Nurse Leader, and Advanced Holistic Nursing are available online. All

core courses in the MSN program are delivered online. Both the DNP and PhD programs are offered through a unique combination of weekend classes and online instruction. In this way the programs are accessible to working nurses who live at a distance from the Boca Raton Campus.

The College of Nursing has contracts with approximately130 healthcare agencies throughout southeastern Florida for clinical experiences for our undergraduate students and over 500 preceptors for practicum experiences for our graduate students. The Dean holds quarterly meetings with nursing practice leaders called Dialogues with Colleagues. These dialogues are critical for communication and feedback with the healthcare community.

The College of Nursing is fortunate to have many generous benefactors. The College has in excess of a $16.9 million endowment supporting two eminent scholar chairs, four professorships, earmarked funds for nursing research and scholarships, and discretionary funds. Two endowed professorship are open at this time. This endowment funding reflects the outreach by the College of Nursing leadership and community trust in the work of the faculty.

In addition to endowed scholarships the College has received a significant amount of scholarship, fellowship and traineeship funds from other sources to support its students in 2017-2018. Approximately $265,365 in private donor scholarship awards, and $90,000 in stipends for full-time doctoral students were distributed. In addition, the College has received $151,111 from the Federal Nurse Faculty Loan Program to support students. The Jonas Nurse Scholar Program provided $15,000 for each of three nursing students for a total of $45,000. Traineeship awards from the HRSA Recruitment, Education, and Employment of Primary Care Providers (REEP) grant supported 16 students totaling $350,000

Dr. Marlaine Smith has served as Dean of the College of Nursing. Since July, 2011. A cadre of 51 full-time and 23 part-time faculty fulfill the missions of the College through teaching, research and service. Faculty have been recognized regionally, nationally, and internationally for their contributions to nursing and the community. Approximately one dozen faculty have published highly regarded nursing books; several have research and education projects funded with federal funding from organizations like NIH, PCORI, and HRSA; nine full-time and four part-time and Emeritus faculty are fellows in the American Academy of Nursing, five are fellows in the American Academy of Nurse Practitioners, two are fellows in the National Academies of Practice, and four have been designated Robert Wood Johnson fellows in the past.

The College's Office of Nursing Research and Scholarship, led by the Associate Dean for Nursing Research and Scholarship, and staffed with a faculty member statistician, a doctorally-prepared editor who critiques grant structure, a grants administrator who assures compliance with guidelines and guides smooth grant submission, and a budget director who manages pre- and post-award activities, is dedicated to supporting faculty research and developing faculty scholarship. There are four research focus areas: transforming healthcare environments, health equity, healthy aging, and holistic health.

Six centers, institutes and initiatives within the College serve as vehicles for fulfillment of the College missions of teaching, research and service. The Anne Boykin Institute for the Advancement of Caring in Nursing generates and nurtures caring-based projects that have potential to transform health care in the local community and beyond. The Louis and Anne Green Memory and Wellness Center is a nurse-led center offering caregiver support, diagnostic services, and day care for those living with memory changes. The FAU Community Health Center, located in an underserved area, offers an array of services in a nurse-led interprofessional clinic. The Nursing Leadership Institute provides enhanced leadership skills in the workplace through consultation, continuing education, and sharing of best practices. The Initiative for Intentional Health supports programs related to holistic health and healing

such as yoga, mindfulness meditation and tai chi. The Canines Providing Assistance to Wounded Warriors (C-P.A.W.W.) Initiative advances the health and well-being of members of the armed forces through the evolution of nursing knowledge. More information about the College of Nursing centers can be obtained through its website at http://nursing.fau.edu.

The College of Nursing does not have departments; therefore, evaluation data reflect program programs: BSN, MSN, DNP and PhD. Faculty often teach across programs; therefore, program results relate to the faculty as a whole. A SWOT analysis has been developed for each program, and other sections of the report, and there is SWOT reflective of the College as a whole. Recommendations from the previous program review (2012) have been addressed where possible.

A. Mission and Purpose of the Program

As an integral part of Florida Atlantic University, the Christine E. Lynn College of Nursing (CON), is committed to the pursuit of higher education grounded in the arts, sciences and humanities. CON faculty support the University mission of teaching, research/scholarship and service within an environment that fosters inclusiveness. The CON is dedicated to Caring: advancing the science, studying the meaning, practicing the art, and living Caring day-to-day. The congruence between the College of Nursing and University Mission and Philosophy are illustrated in Appendix A-1.

In 2015-16 the College created a new Strategic Plan (https://nursing.fau.edu/about/college-at-a-glance/Strategic%20Plan%202016-20.pdf) (see Appendix A-2) consistent with the University's "Strategic Plan for the Race to Excellence 2015-2025" (https://www.fau.edu/provost/files/approved.plan2015.pdf). The CON Strategic Plan development began in summer 2015 as the administrative team in the CON engaged with a consultant in strategic planning. The consultant guided the team through the development process, and the group made plans to engage important constituencies in developing the plan. Faculty were surveyed about what was most important to them in moving the CON forward in the next five years. In fall 2015, the survey results were presented at a full-day Faculty Retreat, and groups were formed to work on the various areas of the plan identified as priorities. Through an iterative process the drafts were refined. Students, alumni, staff, university administration and practice leaders in the community were invited to provide feedback into the development of the new CON Strategic Plan 2016-2021. Their feedback was incorporated as appropriate. Key Performance Indicators with a Glossary of Terms were developed to facilitate actualization of the plan (Appendix A-3). The CON Strategic Plan 2016-2021 was approved by Faculty Assembly in April 2016. The CON Strategic Plan is congruent with the University Strategic Plan. The themes of Brand, Boldness, Quality, Synergy, Place and Strategy in the FAU Strategic Plan served as a model for the CON Strategic Plan. (Appendix A-4).

The College of Nursing's philosophy (https://nursing.fau.edu/about/college-at-a-glance/philosophy.php) is consistent with FAU Values (http://www.fau.edu/president/mission.php) (Appendix A-5). This philosophy reflects the belief that nursing is a discipline and a field of professional practice grounded in Caring. The values of the faculty concerning the nature of nursing, caring, persons, well-being, and learning guide the CON's approach to fulfilling its missions. Nursing makes a unique contribution to society by "nurturing the wholeness of persons and environment in caring". Caring is the central concept of the philosophy and is defined as an "intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being". The development of Caring Science is pursued by scholars within the discipline; therefore, faculty have an obligation to study and advance the substantive knowledge of Caring in nursing. Caring Science in the discipline of nursing is the body of knowledge, arrived at through intentional research and theory development, focused on the relationship of caring to health, healing and well-being of the whole person within the context of the family, community, and society and within the global environment (https://nursing.fau.edu/research/index.php) (Appendix A-6).

The philosophy serves as a beacon to guide the College missions of teaching, research/scholarship and service. The CON is known internationally for its Caring philosophy and values. Many faculty are scholars and leaders in Caring Science. National and international visitors come to the College to learn more about grounding educational, research and practice/service programs in Caring Science.

The College has a vibrant model for shared governance that includes administrators, faculty, staff and students. The model for relating, the Dance of Caring Persons, pictorially demonstrates the importance of all persons to the accomplishment of the mission and goals of the College. (https://nursing.fau.edu/about/college-at-a-glance/index.php). It symbolizes a valuing of each person's

gifts to the College; each is in the circle to offer special and unique contributions. Faculty participate actively on standing and program committees, Research, Practice and Executive Councils and share leadership of Faculty Assembly. Staff participate in monthly meetings of Staff Council to share information with and receive information from the Dean. Student representatives serve on standing and program committees and on Student Council where they have the opportunity to share their perspectives and ideas with faculty and administrators, including the Dean. The CON Bylaws and Organizational Chart appear in Appendix A-7.

1. Florida Atlantic University Mission

Florida Atlantic University is a public research university with multiple campuses along the southeast Florida coast serving a uniquely diverse community. It promotes academic and personal development, discovery, and lifelong learning. FAU fulfills its mission through excellence and innovation in teaching, outstanding research and creative activities, public engagement and distinctive scientific and cultural alliances, all within an environment that fosters inclusiveness.

2. Christine E Lynn College of Nursing Mission

The Christine E. Lynn College of Nursing, an integral part of Florida Atlantic University, is committed to the pursuit of higher education grounded in the arts, sciences and humanities. Faculty of the College support the University mission of teaching, research/scholarship and service within an environment of inclusiveness.

The Christine E. Lynn College of Nursing is dedicated to Caring: advancing the science, studying the meaning, practicing the art and living caring day-to-day.

3. Florida Atlantic University Vision

Florida Atlantic University aspires to be recognized as a university of first choice for excellent and accessible undergraduate and graduate education, distinguished for the quality of its programs across multiple campuses, emulated for its collaborations with regional partners, and internationally acclaimed for its contributions to creativity and research.

4. Christine E. Lynn College of Nursing Vision

The Florida Atlantic University Christine E. Lynn College of Nursing will be the international preeminent leader in advancing Caring Science through its dynamic, innovative caring-based education, research, scholarship and practices.

Table 2. Program Mission and Purpose SWOT Analysis

Strengths	Weaknesses
- The philosophy and values of Caring Science guide the mission, vision, strategic goals and objectives of the College of Nursing. - There is consistency between the University and College of Nursing mission, vision, values, and strategic goals. - The faculty developed a new Strategic Plan aligned with the *FAU Race to Excellence* that has guided the future direction of the College. - The faculty and administrators in the College of Nursing participate actively in the governance of the University. - Faculty are actively engaged in the governance of the College of Nursing. - There are opportunities for student and staff engagement in the governance of the College. - There are strong relationships with and commitment to the College of Nursing's communities of interest. - A dynamic College of Nursing website provides updated information to communities of interest.	- There is a lack of understanding outside the CON related to Caring Science. - There have been variable achievement of the Key Performance Indicators associated with the Strategic Plan.
Opportunities	Threats
- Limited resources force any unit to more clearly define and focus on priorities. - Key Performance Indicators allowed tracking of strategic goals. - New Dean anticipated in 2019 to share vision with the CON faculty, staff and students.	Limited resources threaten the ability to enact the CON Strategic Plan 2016-2021.
Recommendations	
- Re-examine priorities of the Strategic Plan 2016-2021 to focus on what matters most. - Strengthen partnerships with community leaders to support achievement of strategic goals. - Strengthen partnerships with University Community to support achievement of strategic goals.	

B. Accreditation

The programs of the College of Nursing are fully accredited with no deficiencies.

Table 3. Institutional Accreditation

INSTITUTIONAL ACCREDITOR (identify agency name)	LAST REVIEW (year)	NEXT SCHEDULED REVIEW (year)
Southern Association of Colleges and Schools	2013	2023

Table 4. Specialized Accreditation

SPECIALIZED ACCREDITOR	LAST REVIEW (year)	NEXT SCHEDULED REVIEW (year)
Commission on Collegiate Nursing Education (CCNE)	Baccalaureate: 2014 Master's: 2014 Doctor of Nursing Practice: 2014	Baccalaureate: 2024 Master's: 2024 Doctor of Nursing Practice: 2024

<u>Findings from last review</u>

In the spring of 2014, the Bachelor of Science in Nursing, Master of Science in Nursing and Doctor of Nursing Practice programs in the Christine E. Lynn College of Nursing were awarded full accreditation from CCNE for ten years with no areas of deficiency.

There were five recommendations from the 2012 College of Nursing Program Review (see Appendix B-1):

- Recommendation #1: Increase retention of FAU Pre-Nursing Students.

At the time of the Program Review only 30 students were admitted annually to the upper-division traditional program. Over 500 freshmen and sophomore were in the Pre-Nursing major. Each year there were about 400 applicants to the traditional upper division program. This resulted in many students leaving FAU disappointed because they were not admitted to nursing and seeking a nursing program elsewhere. This affected the Progress Rate and 4-year and 6-year graduation rates for the University, threatening the University's performance funding from the State.

Response: In response to this recommendation, the CON transitioned from an upper-division traditional program to admit freshmen directly to the nursing major. In 2014 the first class of about 100 Freshman Direct Admit (FDA) were admitted from the pool of over 250 admitted to Pre-Nursing. In 2015, the Pre-Nursing category was eliminated and only those applying to FDA were admitted. From 2014-2016 the College continued to offer admission to students in the upper-division traditional program

as well so that those in the pipeline could have the opportunity for admission, and to give time for the change from the upper-division admission to the FDA to be communicated to the community. The CON now admits about 120 students each year to the FDA program and there is no longer an upper division traditional program. This has improved the Progress Rate from 76.6% in 2016 to 92.4% for the entering cohort in 2017 and the 4-year graduation rate from 11.7% for the cohort entering in 2012 to 37.9% for the cohort entering in 2014. We anticipate a 4-year graduation rate of nearly 70% for those entering in 2017. This structural change resulted in a very successful outcome based on this recommendation.

- Recommendation #2: Cultivate linkages with the College of Medicine to realize opportunities in teaching, research and community partnerships.

At the time of the 2012 review the CON participated in the Interprofessional Education Program with the College of Medicine (COM) and the School of Social Work. The CON was a leader in initiating IPE at FAU. In 2012 coordination of IPE was disorganized without an official director and only faculty coordinators who planned programs. In 2013 the Provost approved hiring Dr. Joann Bamdas as the IPE Director in the Provost's Office at .5 FTE. Faculty Co-Directors were named from each College/School and given a modest stipend for their work in coordinating the program. The program has continued since then. At this time the Provost's Office is looking for a different model of organization for IPE and a consultant was retained to offer recommendations. Drs. Terry Eggenberger, Kathryn Keller and Bernardo Obeso (COM) received a Macy grant for the development of an interprofessional practice program at Boca Raton Regional Hospital. Residents, attending physicians, nurses, pharmacists, social workers and other health professionals were involved in this project. In addition, CON and COM students participate in an interprofessional simulation.

The CON continues to engage in research with the COM. For example, in 2015 Dr. James Galvin was hired in a joint appointment to the COM and the CON. He has worked with CON faculty to develop NIH P-20 and U-54 applications and has served as a mentor for a faculty member submitting a K award. In addition, he and two CON faculty received state funding for a research grant. Dr. Ruth Tappen and Joseph Ouslander received a large NIH-National Institute for Nursing Research grant for their INTERACT project from 2013 to 2016. Several other CON faculty have sought partnerships with COM faculty.

Dr. Galvin has served as the Medical Director for the Louis and Anne Green Memory and Wellness Center. The faculties of the CON and COM met last year to share areas of expertise and look for synergies. This continues to be a goal.

- Recommendation #3: Develop an equitable Faculty Workload Formula

At the time of the 2012 Program Review the CON did not award faculty workload credit for chairing dissertations or serving as the major advisor for a DNP Project. The Faculty Workload formula was altered so that after chairing three dissertations faculty receive a course release and after chairing six Capstone Projects faculty receive a course release.

- Recommendation #4: Increase funding to support recruitment and retention of faculty.

The goal was to increase faculty salaries to the AACN 50th percentile. All faculty salaries, with the exception of two, were below the AACN mean in 2017-18. The Dean proposed using the "World-Class Faculty Funds" that the CON received to raise salaries to move them closer to the AACN mean. This plan was approved and will be implemented in January 2019. Even with this increase, faculty salaries will remain well-below the AACN mean, threatening the ability to recruit and retain top faculty. The CON has lost over 15 faculty who retired or resigned to accept better offers elsewhere. Salary was an

important reason for this loss of faculty. The faculty recently approved the new Collective Bargaining Agreement that will provide 2% faculty increases to in-unit faculty for the next three years.

To compensate for these low salaries, the Dean created a Faculty Talent Retention Fund. With this endowed fund and donor support the Dean has the resources to provide enhancement awards to faculty who have gone above and beyond to provide support to the College of Nursing. The goal is to build the fund to $5,000,000 so that there is a minimum of $200,000 annually to provide enhancement awards. At this time faculty receive their awards in May of each year.

Two additional tenure track lines were added to the CON and 5 additional instructor lines. These lines were provided to the CON in anticipation of nearly tripling the number of students in the pre-licensure undergraduate program. Even with this increase there is not a sufficient number of faculty for the instructional needs of the College, and the CON relies heavily on adjunct faculty and overloads for teaching.

- Recommendation #5: Increase efficiencies in managing degree programs.

CON faculty and administrators have continued to assess the enrollment in several MSN concentrations. With increasing competition for online programs and with state colleges offering the RN to BSN degrees, enrollments have decreased. The CON has decided to suspend admissions to the Clinical Nurse Leader concentration in the MSN program. The CON is working to create a summer schedule that is more efficient and maximizes revenue. In December, 2018 the CON received approval from the FAU Faculty Senate to develop and offer a BSN program on the Davie Campus for working adults who already have a baccalaureate degree. The planned start is fall, 2019. If approved, this program would be offered through a "self-supporting" financial model that will provide revenue for the CON.

Major changes made since last review:

- Freshman Direct Admit track in BSN program.
- Psychiatric-Mental Health Nurse Practitioner program initiated within DNP and post-MSN programs.
- Suspending admissions to the Clinical Nurse Leader concentration.
- Adding Associate Dean for Practice and Community Engagement.
- Hiring two joint faculty hires to the I-SENSE and I-HeAL pillars within the University.
- Loss of key research faculty that resulted in a serious decrease in research funding within the CON.
- Increase in HRSA program grants resulting in valuable education-practice partnerships within the community.
- Programmatic expansion of both Memory and Wellness Center and the Community Health Center through grant support.
- Substantial increase in *US News and World Report* ranking for Masters, DNP and online Graduate programs.

C. Instruction

The nursing education programs offered at FAU address gaps in the healthcare system, as do the College's initiatives linking students to diverse and international populations. The College of Nursing has a history of pioneering leadership in caring-based education and being the only college of nursing in the country with all four of its degree programs fully endorsed by the American Holistic Nurses' Credentialing Corporation.

1. *Baccalaureate Programs 2013-2018*

The following section of the report provides a comprehensive overview of the CON's Bachelor of Science in Nursing (BSN) program including information on program assessment and improvement, enrollment trends, student diversity, student perception of teaching and quality of advising. Finally, a summary of the undergraduate program with strengths, weaknesses, opportunities, and threats will be presented.

Overview

The Bachelor of Science in Nursing (BSN) degree is the critical first step for a career in professional nursing. The American Association of Colleges of Nursing (AACN), the national voice for baccalaureate and graduate nursing programs, recognizes the BSN degree as the minimum educational requirement for professional nursing practice. Recommendations by AACN state that education has a significant impact on the knowledge and competencies of the nurse clinician, as it does for all health care providers.

Nurses with BSN degrees are well-prepared to meet the demands placed on today's nurse. BSN-prepared nurses are valued for their skills in critical thinking, leadership, case management, and health promotion, and for their ability to practice across a variety of inpatient and outpatient settings. Nurse executives, federal agencies, the military, leading nursing organizations, health care foundations, magnet hospitals, and minority nurse advocacy groups all recognize the unique value that BSN-prepared nurses bring to the practice setting.

The Christine E. Lynn College of Nursing's BSN program is approved by the Florida State Board of Nursing and accredited by the Commission on the Collegiate Nursing Education (CCNE). The college is a member of the Council on Collegiate Education for Nursing of the Southern Regional Education Board and the American Association of Colleges of Nursing (AACN). The program provides four routes to the BSN degree: Freshman Direct Admit, Accelerated second-degree and the traditional (admitted the last cohort Fall 2016 with graduation in May 2018) options are pre-licensure tracks, and the RN to BSN track is for licensed Registered Nurses with the associate degree in Nursing. The CON offers all nursing students access to a wide variety of educational and clinical experiences mentored by expert nursing faculty. BSN students have excellent opportunities to access a range of nursing situations with persons, families and communities across the lifespan and from diverse cultures. As the CON's philosophy, mission, vision and curriculum are grounded in caring science, BSN graduates are unparalleled in their skill to co-design holistic person-centered nursing care. Graduates from Florida Atlantic University are guided to live nursing as caring from the moment they enter the BSN program. Caring, a foundational substantive area of science at The Christine E. Lynn College of Nursing, is the characteristic for which the College is known internationally, and our graduates are sought for their expertise in this area in both practice and research.

The Christine E. Lynn College of Nursing BSN degree prepares graduates to enter professional positions in primary, secondary and tertiary care settings with clients of all ages from diverse populations, or for advancement to a graduate degree program in nursing. The outcome objectives of the BSN Program are that the graduate will be able to:

1. Unfold a personal journey of coming to know and care for self as person and nurse.
2. Synthesize knowledge from the sciences, arts and humanities as a foundation for generalist practice in nursing. Use nursing theories and research to guide caring-based reflective nursing practice.
3. Integrate multiple, complex patterns of knowing in coming to know persons and responding critically and reflectively to calls within nursing situations in generalist nursing practice.
4. Practice ethical safe nursing practice guided by professional standards.
5. Approach nursing situations with cultural humility.
6. Use systematic inquiry to inform decision-making, create nursing responses, and evaluate outcomes.
7. Demonstrate competence in using technology and information systems to promote well-being, facilitate decision-making and enhance collaboration.
8. Promote well-being for persons and populations across the lifespan in a variety of settings.
9. Participate in creating caring environments that nurture wholeness.
10. Participate in social and political activities that honor human dignity and advocate for equity in healthcare outcomes, local and global health policy and healthcare delivery.
11. Collaborate with others as caring leader to transform care in complex healthcare systems.
12. Practice responsible stewardship of the discipline and profession, resources and environment.
    The Nursing Student Learning Outcome Assessment is attached. Results from the 2017-2018 assessment are presented including how assessment results are utilized for program improvement.

BSN Program Assessment Summary

Outcomes evaluated for the baccalaureate program 2017-2018, methods, criteria, and data summaries with program improvement information are described in the following section.

Outcome Description 1:

The BSN students will demonstrate the ability to integrate a broad base of knowledge grounded in caring and evidence-based practice.

Nursing Student Learning Outcomes Assessment (NSLOA) (see Appendix C-1 (1)) categories related to this outcome:
Content knowledge
        Declarative Knowledge
Communication
        Oral communication
Critical Thinking
        Analytic Skills

1. Assessment method

The BSN didactic course syllabi are reviewed to determine evidence of teaching from nursing situations. In the first and graduating semesters, students complete the Caring Ability Inventory (CAI) and ATI critical thinking exams. Throughout the curriculum, students complete ATI content exams.

2. Criterion

90% of the students will have a 10% increase in critical thinking scores (from entry to graduation)
80% of the students will score proficiency level 2 on each ATI content exam
90% of the students will have a 10% increase in the CAI score

3. Data Summary 2017-2018

90% of the students will have a 10% increase in critical thinking scores (from entry to graduation) - criterion not met.

Tables 5 and 6 present critical thinking data/analysis for the accelerated, traditional and freshman direct admit (FDA) tracks. This is the first FDA cohort to be included in data analysis. Table 5 demonstrates percentage of students in each track who increased their critical thinking composite score.

Table 5. Critical Thinking Components: Entry/Exit by Track 2017-2018

Track	Accelerated	Traditional	Freshman Direct Admit
% of students who increased > 10%	13.89%	55%	24.39%

Note: Upon reflection of these scores, critical thinking modules will be incorporated throughout the curriculum to strengthened critical thinking skills. Modules will be assigned through ATI.

Table 6 presents the composite score areas needing to be strengthened in the curriculum.

Table 6. Composite Score Areas

Track	Accelerated	Traditional	Freshman Direct Admit
Weakest areas	Self-Regulation	Self-Regulation	
Weak areas	Critical thinking Analysis Evaluation Explanation Inference Interpretation	Analysis	Critical thinking Analysis Self-Regulation
Somewhat strong areas	Analysis	Critical thinking Evaluation Explanation Inference	Evaluation Explanation Inference Interpretation
Stronger areas		Interpretation	

Note: Composite scores show areas that need to be strengthened throughout the curriculum.

Of particular interest, however, is the Traditional track had fewer weak areas (n=2) as compared to the FDA track (n=3) and accelerated track having the most (n=7). The traditional track had the strongest areas (n=5), FDA track n=4, and accelerated track n=1.

80% of the students will score proficiency level 2 on each ATI content exam - criterion not met: Please see Table 7.

Table 7. ATI Proctored Content Exams with ≥ Level 2 Proficiency 2017-2018

Proctored Content Exam	Accelerated	Traditional	Freshman Direct Admit
Fundamentals	41.02%	56.10%	29.51%
Medical/Surgical	69.44%	72.22%	33.33%
Pharmacology	7.69%	17.5%	5.56%
Maternal/Newborn	48.57%	43.90%	30.36%
Children	77.78%	48.78%	26.79%
Mental Health	76.92%	73.89%	64.81%
Community	0*%	74.29%	0*%
Leadership	50%	57.50%	57.50%

Note: Percent of students who reached ≥ level 2 proficiency on first and second attempts. *Exam not administered to this cohort.

90% of the students will have a 10% increase in the CAI score – these data are still being analyzed for the accelerated, traditional and freshman direct admit cohorts. Analysis will be added November, 2018. 80% of faculty teaching didactic courses in the BSN program will integrate nursing situations as a framework for teaching and the use of this approach will be evident in the BSN course syllabi: criterion met. Course syllabi/content are reviewed in the BSN program. Out of 38 faculty teaching in the BSN program, 86% are integrating nursing situations as a framework for teaching.

4. Program Improvement (2017-2018)

The criterion "80% of the students will score proficiency level 2 on each ATI content exam" was not met. An ATI Assessment Coordinator was assigned during 2015-2016; however, this person left the university spring 2017. Starting January 2018, an ATI coordinator has been re-appointed to work with faculty in integrating the assessment in their courses and the scheduling of the content exams and practice assessments. Additionally, in the fall 2017, a 3-hour extensive ATI review/faculty development was provided by ATI and a follow-up ATI faculty development was held during the May 2018 BSN committee retreat. During the May 2018 Undergraduate Program Retreat, faculty voted on and passed an updated ATI policy which included the following: all proctored assessments to be done at the FAU testing center to ensure a consistent testing environment; practice assessments are monitored and include structured remediation before taking the content exam; proficiency level 2 on proctored content exams must be achieved for progression; students are to keep an ATI binder that includes all remediation materials; ATI Coordinator worked with individual faculty to enhance the use of ATI within individual courses throughout the curriculum.

Individual faculty members have scheduled one-on-one course development/review of ATI materials and their use with the ATI Coordinator and the ATI representative to help ensure faculty members' understanding and comfort level with this program. Course syllabi content areas and assignments were updated for streamlining of assignments/assessments to help strengthen the teaching/learning environment. The Undergraduate Program Committee faculty reviewed the data. As the ATI policy has been updated, faculty continue to engage in ATI development within their courses and work closely with the ATI Coordinator, and after much discussion, the faculty decided to keep the outcome as written. Additionally, after careful review of results and in consultation with ATI representative/educator, two content exams (Fundamentals and Pharmacology) were moved from the sophomore level to the junior level. Due to the rigor of these two content exams, administration following the first medical/surgical course and clinical experience (NUR 3262 and NUR 3262L) will help ensure that students have a stronger foundation to reach level two proficiency.

The criterion "90% of the students will have a 10% increase in critical thinking scores (from entry to graduation)" was not met – The Undergraduate Program Committee faculty reviewed the data. As the ATI policy has been updated, faculty continue to engage in ATI development within their courses and work closely with the ATI Coordinator, and after much discussion, the faculty decided to keep the outcome as written. Additionally, ATI critical thinking modules will be added for faculty and student use starting spring 2019.

The criterion "90% of the students will have a 10% increase in the Caring Attitudes Inventory (CAI) score" was not met – All data have been collected and analysis will be completed November 2018 for the traditional, accelerated and freshman direct admit tracks. Any changes in curriculum and processes will be considered after we begin analyzing outcome data on the FDA track. However, faculty have begun to evaluate for presence and scaffold of Mayeroff's ingredients of caring needs throughout the curriculum with particular attention to the clinical courses.

The criterion "80% of faculty teaching didactic courses in the BSN program will integrate nursing situations as a framework for teaching and the use of this approach will be evident in the BSN course syllabi" was met. Additional faculty development will be offered once a semester to faculty teaching in the BSN program on how to write and use nursing situations in didactic and clinical courses.

Outcome Description 2
The BSN students will demonstrate the competencies necessary to perform safely and effectively in nursing practice.
Nursing Student Learning Outcomes Assessment (NSLOA) categories related to this outcome:
Content knowledge
    Declarative Knowledge
    Procedural Knowledge (Technical Skills)
Communication
Team
    Written Communication
    Oral communication
    Critical Thinking
    Practical
    Analytic Skills

1. Assessment method

The BSN students are evaluated in each clinical and laboratory course with the Nursing Practice Evaluation Tool which assesses clinical competencies and critical behaviors.
Students who are not meeting competencies by midterm will receive a report of unsatisfactory work from the faculty member and invited to meet with the faculty to develop an academic improvement plan.
In the graduating semester, students take the ATI RN-Predictor exam.

2. Criterion

90% of the pre-licensure students will score $\geq 90^{th}$ percentile on the ATI RN-Predictor exam.
90% of the pre-licensure students will earn 'C' or better on the final Nursing Practice Evaluation Tool for each clinical/laboratory course.
80% of the pre-licensure students will successfully pass the NCLEX exam on the first attempt.

3. Data Summary 2017-2018

90% of the pre-licensure students will score $\geq$ 90th percentile on the ATI RN-Predictor exam: criterion met – please see the attached table. The accelerated, traditional and freshman direct admit tracks reached $\geq$ 90th percentile on the ATI RN-Predictor exam. This indicates that students have a 90% or greater probability of passing the NCLEX exam on the first attempt.

90% of the pre-licensure students will earn 'C' or better on the final Nursing Practice Evaluation Tool for each clinical/laboratory course: criterion met– 100% of the pre-licensure students earned 'C' or better on the final Nursing Practice Evaluation Tool for each clinical/laboratory course.

80% of the pre-licensure students will successfully pass the NCLEX exam on the first attempt: criterion met – 100% NCLEX® pass rate, end of the fourth quarter, 2017. Final NCLEX results for 2018 will be reported in December 2018; to date the 2018 3rd quarter reported results are 98.32% (n=117 passed; n=2 failed).

4. Program Improvement (2017-2018)

90% of the pre-licensure students will score $\geq$ 90th percentile on the ATI RN-Predictor exam: As stated in Outcome 1 Program Improvement, starting January 2018, an ATI coordinator has been re-appointed to work with faculty in integrating the ATI assessment in their courses and the scheduling of the content exams. The ATI Coordinator will continue to work with faculty on development and incorporation of ATI materials and assessments. The Undergraduate Program Committee faculty voted to enhance the ATI policy in May 2018 which included level two proficiency on all content exams for progression in the curriculum. Structured remediation will be required for students who have difficulty in achieving the level two proficiency on their first attempt of content exams and will then help assure level two proficiency on the second attempt of content exams. Level two proficiency on content exams helps ensure that students are more successful on their first attempt of the RN-Predictor decreasing the need for enrollment in virtual ATI for intense remediation.

Achievement of $\geq$90th percentile will continue to be a requirement to successfully pass the course NUR 4829L. If students do not achieve the benchmark on the first attempt, students are required to do remediation via the Virtual ATI. When students receive the 'green light' from virtual ATI, they then retake the RN-Predictor and upon achievement of $\geq$90th percentile they are moving towards successful completion of the course and preparedness to take the NCLEX® exam. In addition, the live NCLEX® review provided on site by ATI is the final exam for NUR 4829L.

Outcome Description 3:
The BSN students will demonstrate the ability to integrate research and scholarship into clinical practice.
Nursing Student Learning Outcomes Assessment (NSLOA) categories related to this outcome:
Content knowledge
    Declarative Knowledge
    Communication
    Team/Collaborative
    Multimedia/Graphic
    Oral communication
    Written communication
Critical Thinking
    Creative Skills
    Analytic Skills

1. Assessment method

Success rates for completion and dissemination of BSN capstone projects.
Success rates for completion and dissemination of the Honors in Nursing Program theses.

2. Criterion

 90% of the BSN students progressing toward graduation will successfully complete and disseminate their BSN capstone projects.
90% of the Honors in Nursing Program graduates will disseminate their research results by graduation.

3. Data Summary 2017-2018

 90% of the BSN students progressing toward graduation will successfully complete and disseminate their BSN capstone projects: criterion met. 100% of the students graduating successfully completed and disseminated their BSN capstone projects.
90% of the Honors in Nursing Program graduates will disseminate their research results by graduation – criterion met. 100% of the Honors in Nursing program students graduating successfully completed and disseminated their results.

4. Program Improvement (2017-2018)
 Through engagement with community partners, students will be able to disseminate capstone project findings.

Through faculty and mentor engagement, Honors in Nursing Program students will be able to disseminate their research.

 NUR 4937 Scholarship in Evidence-Based Nursing Practice has been approved as an RI (research intensive) course and NUR 4936 Honors in Nursing Seminar III is currently in the approval process for the same RI designation. This distinguishes the College of Nursing as having 100% of its students engaged in a RI course.

BSN Program Overview

 The BSN program is a limited access program due to CCNE and the Florida Board of Nursing accreditation and regulation standards. Only a small number of students are accepted into the Freshman Direct Admit (n=125), Accelerated (n=40) per year; students are admitted each semester into the RN-BSN track. Admission to the Christine E. Lynn College of Nursing's BSN program is determined by the College. FAU Admissions notifies the College of Nursing when Freshman Direct Admit and RN-BSN students have applied to FAU. The College's Admission, Progression and Retention Sub-Committee will offer preliminary acceptance to the applicants who meet or exceed the admission review criteria. Upon successful clearance of a level 2 background check and fingerprinting, applicants are offered full admission to the BSN program and the university. Applicants to the Accelerated track first apply to NursingCAS. The most qualified applicants are recommended for interview by the College's Admission, Progression and Retention Sub-Committee and then offered preliminary acceptance; and full admission to the BSN program and the university after a successful level 2 background check and fingerprinting.

 The BSN curriculum consists of 60 general education/prerequisite courses and 60 credits in the nursing major. In the Accelerated Track, all prerequisites must be successfully completed prior to application to the BSN program. In the Freshman Direct Admit and RN-BSN Tracks, the students' plan-of-study is carefully designed with non-nursing courses taken in conjunction with certain nursing courses

thus supporting content in both non-nursing and nursing courses. Progression in the BSN program is dependent, however, on students successfully completing specific non-nursing courses (https://nursing.fau.edu/academics/student-resources/undergraduate/policies-regulations/progression-retention-policy.php) : for example, statistics is taken before taking nursing research; anatomy and physiology, microbiology or chemistry must be successfully completed by the end of the summer of the first year and before enrollment in NUR 3119C Foundations of Caring in Nursing Situations. The CON website provides information specific to each track's plan-of-study: Freshman Direct Admit plan-of-study https://nursing.fau.edu/academics/bachelor-of-science-nursing-program/freshmen-direct-admit/index.php; RN-BSN https://nursing.fau.edu/academics/bachelor-of-science-nursing-program/rn-to-bsn/index.php, and Accelerated Track https://nursing.fau.edu/academics/bachelor-of-science-nursing-program/accelerated-bsn/index.php. Common Prerequisites must be the same within the State University System to facilitate efficient transfer among all 38 public Florida postsecondary institutions. A grade of "C" is the minimum acceptable grade in every course in the curriculum.

Admissions criteria are as follows for each of the BSN tracks; however, the final step in the admission process is the federal background check and fingerprinting. The cost of all components of these procedures, including any repeat procedures if needed, is the responsibility of the applicant/student. The drug screen and immunizations are to be completed within 30 days of admission.

Freshman Direct Admit	High school graduation in spring/summer of fall enrollment to FAU
	3.6 recalculated high school cumulative grade point average
	SAT 1200 or ACT 25 (preferred)
Accelerated	Cumulative undergraduate GPA 3.0 on 4.0 scale
	Pre-requisite science GPA – a grade of 'C' or higher
	Successful completion of the "Civics Literacy Test"
	An individual adjusted TEAS score
	Personal interview
RN-BSN	A minimum overall (cumulative) 2.5 GPA on a 4.0 scale.
	Current unencumbered RN license in state of residency
	A grade of "C" or better in all required prerequisite courses.
	Completion of 60 lower division college credits from an accredited institution and an associate's degree in nursing from an ACEN accredited institution or its international equivalent.

Enrollment and Student Credit Hour (SCH) were calculated for each of the three tracks in the BSN program. The FDA track includes four cohorts during 2017-2018 and the AO track two cohorts. As the RN-BSN track offers four plans-of-study (3, 4, 5, or 6 semesters), the SCG was calculated using the six-semester plan-of- study only. Enrollment (headcount) for 2017-2018 was:
Enrollment and Student Credit Hour (SCH) production during 2017-2018 was as follows:

Table 8. Enrollment and SCH Production 2017-2018

Track	Enrollment	SCH
Traditional	46	1040
FDA	325	10,169
AO	47	1,363
*RN-BSN	200	2,629
Total		15,201

Note: The RN-BSN enrollment and SCH were calculated using the 6-semester plan-of-study only.

Average class size and faculty/student ratios are reported for didactic and clinical courses/rotations. Didactic courses can range from 40 – 104 students. In classes of 60-104 students, there is one faculty and at least one teaching assistant. For clinical rotations, the ratio is one faculty to eight students as mandated by the clinical partners.

Within the BSN program, there were four tracks in 2017-2018: Freshman Direct Admit (FDA), Traditional, Accelerated (AO) and RN-BSN. The BSN curriculum is consistent across all tracks and consists of lower division, (general education and required pre-professional support courses), and upper division nursing courses. The FDA is 120 credit hours in four years (eight semesters) designed for currently enrolled high school seniors preparing to enter FAU the fall semester following their May/June high school graduation. The Traditional track designed for transfer students who were in pre-nursing took 60 credit hours across five semesters. (The last Traditional track cohort graduated May 2018). The AO track, specifically designed for the student with a baccalaureate degree in another field who wants to become a Registered Nurse, is 60 nursing credit hours across four semesters. The RN-BSN track, for applicants who have completed a diploma or associate's degree nursing program at an ACEN accredited institution, is 60 credits offering the student the opportunity to choose a 3, 4, 5 or 6 semester plan-of-study.

The BSN curriculum and tracks are comparable to our CCNE-accredited peer programs with the exception of three outstanding areas. One is the implementation of the FDA track that reflects innovation in educating future professional registered nurses and was the first in the Florida State University System (SUS). The second, the BSN program is endorsed by the AHNCC meaning our graduates are eligible to sit for certification in holistic nursing upon graduation and licensure. The third is the integration of our interprofessional education and collaborative practice program resulting in students receiving a certificate of completion and accomplishment.

The BSN program has 90 laboratory hours and 585 clinical/practicum hours totaling 675 hours. Many students apply for and receive nurse internship positions during their second semester junior and senior years. Some students in all tracks participate in a nursing-centered study abroad experience in Guatemala with our faculty.

Faculty co-create innovative pedagogical experiences for the students. With the addition of a Simulation Coordinator, real-life simulations have been developed and implemented in laboratory and the clinical courses. The BSN program is uniquely designed to teach nursing from the nursing situation. All nursing knowledge is taught through the context of the nursing situation where students learn how to respond to calls for nursing in practice. The call is described as an acknowledgement and affirmation of the person living caring in specific ways in the immediate situation. This approach to teaching nursing marks our program as unique not only in the SUS, but in the whole of the United States as well.

Interprofessional education (IPE) and collaborative practice are integral in the BSN program as manifested in outcome #11 *Transform complex healthcare systems through caring leadership that facilitates intra and interprofessional collaboration to achieve quality outcomes*. We implemented interprofessional team-based learning activities to develop and enhance communication and collaboration skills. Students attend topically focused interprofessional workshops focusing on content such as differentiating roles, enhancing communication, problem-solving ethical issues, and exploring interdisciplinary approaches to public policy. In addition, one geriatric-focused program has each undergraduate pre-licensure student assigned to a team with a medical, pharmacy and social-work student; the team works with a mentor, defined as an older adult living in a geriatric community, whose role it is to help the team get to know healthy aging. The team's purpose is to learn to work together and to assess the elder, identifying commonalities in the interprofessional view and highlighting unique approaches. After completion of the IPE program, students are awarded a certificate of completion.

Several courses have been approved as Academic Service Learning (ASL) in the CON. In the BSN program, NUR 4638 Population Health: Nursing Situations is an approved ASL course. Students complete community engagement projects such as participating in local health fairs, annual homeless outreach, and through researching the gun laws and violence statistics in the state of Florida, created flyers and distributed them campus wide.

The CON student profile is one of the most diverse student bodies in the state of Florida. Tables 9 and 10 present the total BSN student demographic profiles for 2017-2018.

Table 9. Student Demographic Profile: Race/Ethnicity 2017-2018

Race/Ethnicity	FDA	Traditional	AO	RN-BSN
Non-U.S. Residents	2	0	0	0
American Indian	2	0	0	0
Asian (not of Hispanic origin)	27	1	2	9
Black or African American (not of Hispanic origin)	79	20	14	67
Hispanic or Latino	50	3	3	44
Native Hawaiian	3	0	0	0
White (not of Hispanic origin)	162	22	28	60
Two or more	0	0	0	20
Unknown	0	0	0	0
Total	325	46	47	200

Note: Data reported for all students enrolled during fall 2018.

Table 10. Student Demographic Profile: Gender 2017-2018

Gender	FDA	Traditional	AO	RN-BSN
Male	29	6	2	25
Female	296	40	45	175
Unknown	0	0	0	0

Note: Data reported for all students enrolled during 2017-2018.

All students in the BSN program are engaged in scholarly activity. In NUR 4937 *Scholarship in Evidence-Based Nursing Practice,* all student design, implement and disseminate their capstone projects. Additionally NUR 4927 has been approved as an RI (research-intensive) course. The CON graduated its

first cohort of the Honors in Nursing Program in May 2018. These students, working with their faculty mentors, successfully designed, completed and disseminated their thesis work. NUR 4936 *Honors in Nursing Seminar III* is currently in the approval process for the same RI designation. This distinguishes the College of Nursing as having 100% of its students engaged in a RI course.

Table 11 presents the unmet financial need for the BSN, Masters, DNP and PhD programs.

Table 11. Unmet Financial Need: 2017-2018

Program	Total Need by Program	Total Funded	Number of Students	% of Need Funded
BSN-FDA	$ 332,624.00	$101,400.00	48	30%
BSN-Traditional	$176, 756.00	$47,500.00	18	27%
BSN-AO	$104,002.00	$38,500.00	11	37%
RN-BSN	$85,561.00	$11,600.00	4	14%
MSN	$315,807.00	$46,500.00	30	15%
DNP	$213,469.00	$13,200.00	22	6%
PhD	$39,541.00	$3,000.00	2	13%
Total	$1,267,760.00	$261,700.00		21%

Note: In the BSN program, total need was $698,943.00 and $199,000.00 was funded.

There are three professional advisors for the BSN program. Although each advisor is assigned to one track, they are cross-trained to advise within all the tracks. Advisors meet weekly with the Assistant Dean of the BSN program to review student status, issues, changes in university procedures, etc. They actively participate in the University's Advising Directors Council and the Academic Advising Council. Students must meet with their advisor at least twice a semester (at the beginning and midterm). In the pre-licensure tracks, students meet with their advisor face-to-face. As the RN-BSN track is online, students meet with the advisor in person, on the phone, and/or email. All advisors are certified by the Appreciative Advising Institute, and use this model as our framework, which is in synchrony with the CON's philosophy and caring science. The essence of this holistic model is student-centered to increase retention and success rates. Table 12 indicates how retention has been positively impacted in the FDA track.

Table 12. Freshman Direct Admit Retention Rates

FDA Cohort	Number Admitted	Retention	
2014	N = 100	N = 54	54%
2015	N = 90	N = 56	62.22%
2016	N = 115	N = 90	78.26%
2017	N = 121	N = 104	85.95%

Note: The most common reasons for attrition of FDA students is leaving the university due to homesickness and/or changing majors. Prior to admitting the 2015-2019 cohort, faculty instituted mandatory tutoring in the sciences and math and the creation of mentoring teams. These efforts along with the appreciative advising framework have positively affected retention.

The FDA track is a four-year program and the plan of study reflects expected graduation in four years. In this first cohort, 54 students remained in the program following the first semester of the sophomore year. Of these 54, 52 graduated within the four years. Table 13 presents the FDA graduation rate.

Table 13. Freshman Direct Admit: First Cohort Graduation Rates after Sophomore Year

FDA Cohort	Number Admitted	Retention	Graduation	
2014 – 2018	N = 100	N = 54	N = 52	96.3%

Note: Two students will graduate in 2018-2019.

Upon successful of the BSN program, graduates are certified to take the NCLEX® exam. Our NCLEX® pass rates remain high with 100% in 2017; NCLEX to date: at the close of the 2018 third quarter, the pass rate is 98.32%; 119 had taken the exam and there were two failures. Upon analysis, of the 119 students, 100% FDA students (the first FDA cohort) were successful. There was one traditional track student and one accelerated track student who were not successful. The FDA NCLEX® pass rate supports and documents the success of the instructional strategies used in the development and implementation of the FDA track. Table 14 presents FAU's NCLEX® pass rates from 2010-2018.

Table 14. FAU NCLEX® PASS RATES: 2010-2018

	FAU NCLEX PASS RATES			
Calendar Year	Total	# Passed	# Failed	% Passed
2010	98	83	15	85%
2011	62	58	4	94%
2012	76	70	6	92%
2013	75	70	5	93.33%
2014	82	73	9	89.02%
2015	77	62	15	80.52%
2016	81	78	3	96.30%
2017	71	71	0	100%
*2018	119	117	2	98.32%

Note: The 2018 NCLEX® first-time pass rate is through the third quarter.

Student recruitment is primarily through the FAU/CON website, information sessions held by the advisors, and faculty attending outreach opportunities. One of the recommendations in the BSN Program SWOT completed in November 2018 focused on RN to BSN recruitment. Due to competing programs, marketing strategies will be developed with the Center for E-Learning to help with this endeavor.

Table 15 BSN Program: SWOT

Strengths	Weaknesses
- Quality of and preparation of faculty - Demand for our graduates - Enrollment trends indicate steady growth with high quality applicants - High proportion of didactic classes taught by tenure track faculty - Caring science guides the philosophy, vision and mission of the College of Nursing. - Strong relationships with local health care institutions to obtain clinical placements - Graduation rates exceed expectations - High level of cultural diversity among students enrolled in nursing programs - Curriculum reflects professional standards/guidelines, holistic nursing, research/inquiry, Interprofessional education and collaborative practice. - Students engaged in OURI - Honors in Nursing Program - Concepts mapped across courses for scaffolding content - Alignment of concepts/topics throughout didactic and clinical courses - Nursing situations and digital nurse stories used to strengthen critical thinking - Course objectives mapped to CON outcomes and AACN Essentials - Assignments mapped to course objectives - Incorporation of ATI throughout curriculum - Interprofessional Education/Collaborative Practice - Faculty development - Improvement in NCLEX® pass rates - Active student participation in SNA and Student Council - Ability to obtain clinical and community site placements	- Clinical placements not always the ones we need/want - Consistency in clinical teaching - Clinical partners' policies re: medication administration, EHR - Identified gaps - Alignment of concepts/topics from didactic - Student transference of knowledge semester-to-semester and to clinical setting - Poor response rate from alumni and employer surveys - The need for additional Professional Practice Lab/Simulation space and high fidelity simulators - IPE opportunities for RN-BSN online track

Opportunities	Threats

• Large number of qualified applicants could lead to expansion of programs if sufficient faculty were available
• Collaboration with other colleges for interprofessional education and collaborative practice
• Expand online opportunities/sessions for IPE
• Enhance/Expand community health and clinical placements
• Possibility of using simulation center
• Expanding incorporation of ATI and new EHR program which strengthens nursing process, medication administration, documentation
• Faculty development in clinical teaching
• Development of summer modules to guide students in review/remediation for upcoming fall semester
• Surveying seniors during last semester for their possible employment opportunities right after graduation
	• Recruitment and retention of highly qualified faculty:
	  o Insufficient number of full time undergraduate faculty to accept available, qualified applicants
	  o Impending retirement for a number of senior faculty
	  o DROP program has prevented faculty from continuing to work part time after retirement
	  o Declining budget has negatively impacted faculty retention
	  o Faculty salaries low in comparison to other research universities in Florida and comparison universities nationally
	  o Faculty being recruited away from FAU by local and national competitors
	• Recruitment of RN-BSN students:
	  o Fully online proprietary programs are attractive to RN/BSN students
	• Number of preceptors available due to increased number of nursing programs
	• Limited funding sources/opportunities for additional professional laboratory and simulation space

Recommendations

- Plan faculty recruitment and retention strategies with community partners.
- Seek funding opportunities for professional practice and simulation lab expansion.
- Develop marketing strategies with Center for E-Learning for RN-BSN recruitment.
- Expand online opportunities/sessions for IPE.
- Develop strategies with clinical partners to ensure preceptor placements.
- Faculty development in clinical teaching twice a year.
- Explore possible innovations in BSN program expansion.

2. Graduate Programs 2013-2018

The following section of the report provides a comprehensive overview of the MSN, DNP, and PhD programs of the CON including information on program assessment and improvement, instructional effort and efficiency, productivity data, efficiency data, enrollment trends, student diversity, and quality of advising. The summary of each program is presented with strengths, weaknesses, opportunities, and threats.

i. Master of Science in Nursing Program Introduction

The purpose of the Master of Science in Nursing program is to advance the study, understanding, and practice of the discipline of nursing. The overall goal is to prepare graduates whose practice of nursing nurtures the wholeness of persons through caring in advanced practice nursing situations in a variety of settings. The MSN program is ranked No. 39 by the U.*S. News and World Report* for the "2018 Best Online Nursing Programs" and is the top ranked program within the Florida State University System. In addition, the MSN program is ranked No. 32 for 2018.

The outcome objectives of the MSN Program are that the graduate will be able to:
1. Develop self in caring-based advanced nursing practice
2. Integrate a broad base of knowledge grounded in caring that includes theory and best evidence for advanced nursing practice
3. Integrate multiple, complex patterns of knowing in coming to know persons and creatively responding to calls within nursing situation in advanced nursing practice.
4. Demonstrate accountability for ethical, safe practice and inquiry in advanced nursing practice
5. Demonstrate cultural humility within nursing situations in advanced nursing practice.
6. Engage in systematic inquiry as a foundation for advanced nursing practice, healthcare delivery, and the evolution of nursing as a caring science.
7. Participate in the implementation of technology and information systems to promote well-being, facilitate decision-making and enhance collaboration in advanced nursing practice.
8. Promote well-being for persons and populations across the lifespan to advanced nursing practice.
9. Promote caring environments that nurture wholeness in advanced nursing practice.
10. Honor human dignity and advocate for equity in healthcare outcomes, local and global health policy and healthcare delivery in advanced nursing practice.
11. Participate in the transformation of complex healthcare systems through caring leadership that facilitates intra and interprofessional collaboration to achieve quality outcomes in advanced nursing practice.
12. Promote responsible stewardship to advance the discipline and profession, preserve resources and respect the environment in advanced nursing practice.

The CON structures the MSN program as one program with seven concentrations all leading to a Master of Science in Nursing (MSN). Post-master's certificate options are available for all concentrations. The concentrations vary by area of specialization, number of overall credit hours and are designed using national guidelines for each area and to meet CCNE accreditation standards. All program concentrations prepare graduates to seek national certification in their chosen area and are taught by faculty who are nationally certified in their field. The Family Nurse Practitioner concentration core courses are offered on three campus locations including Boca Raton, which is our main campus, Davie, and Harbor Branch Oceanographic Institute (HBOI). Students in the Adult Gerontological Nurse Practitioner concentration are admitted and may begin coursework on any of the three campuses but complete the AGNP specialty courses on the Boca Campus. See table 16 for concentration credit hours and course delivery method.

Table 16 MSN Concentration Credit Hours

Track	Credit Hours	Full time/ Part time Option	Campus	Course Delivery	Leads to Certification
AGNP	49	Part-time	Boca Raton, Davie, HBOI	Live, online	Yes
FNP	49	Part-time	Boca, Davie, HBOI	Live, online	Yes
PMHNP	22	Part-time	Fully Online	Online	Yes
ADFL	37-39	Full time or Part time	Fully Online	Online	Yes
CNL	33	Part time	Fully Online	Online	Yes
NE	39	Full time or Part time	Boca Raton	Online, block/weekends	Yes
ADHN	33	Full time or Part time	Fully Online	Online	Yes

Admission Criteria for the MSN Program:
- Earned BSN from a regionally accredited university and a CCNE or ACEN accredited nursing program
- Minimum grade point average of 3.0 on a 4.0 scale for the final 60 baccalaureate credits in the B.S.N. program, or Graduate Record Examination (GRE) or Miller Analogy Test (MAT) scores are required for applicants with a grade point average of less than 3.0
- Basic statistics course (FAU STA2014 or STA2023 or equivalent)
- Baccalaureate level nursing research course

MSN Program Concentration Descriptions

Adult/Gerontological Nurse Practitioner (AGNP): The AGNP concentration provides graduates with advanced practice role preparation, knowledge and skills in the adolescents, adults, and older adults. Health promotion, disease prevention and management of common acute and chronic long-term health alterations in primary care settings are the foci of this concentration.

The Adult/ Gerontological Nurse Practitioner curriculum requires a total of 49 credit hours. The curriculum contains a minimum of 600 hours of required clinical practice. Minimally, 100 clinical hours must be spent with adults older than 55 years of age. One hundred (100) clinical hours must be specific for women's health. The remainder of the hours are mixed. Placements occur in health department clinics, private practice offices, home health agencies, community-based health centers, hospitals, long-term care institutions, and other settings providing health care to adolescents, adults, and older adults. Graduates are eligible to sit for the Adult/Gerontological Nurse Practitioner Examination offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

Family Nurse Practitioner (FNP): The FNP concentration provides graduates with advanced practice role preparation, knowledge and skills in the care of children and adults across all ages within a family framework. Health promotion, disease prevention and management of common acute and chronic long-term health alterations in primary care settings are the foci of this concentration.

The Family Nurse Practitioner curriculum requires a total of 49 credit hours. The curriculum contains a minimum of 600 hours of required clinical practice. Practicum experiences occur in health department clinics, private practice offices, HMO clinics, community-based health centers, hospital clinics, and other settings providing primary health care. Graduates of the Family Nurse Practitioner Program are eligible to sit for the Family Nurse Practitioner Certification Examination offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

Psychiatric Mental Health Nurse Practitioner (PMHNP): The PMHNP concentration provides graduates with advanced practice role preparation, knowledge and skills in the care of persons across the lifespan within a psychiatric/mental health framework. This concentration is offered as a post-masters certificate and as a masters along the way in the BSN-DNP program. The curriculum is a total of 22 credit hours. The curriculum contains a minimum of 600 hours of required clinical practice. Practicum experiences occur in acute psychiatric care settings, private practice offices, community-based health centers, psychiatric rehabilitation centers and other settings providing psychiatric mental health care. Graduates of the Psychiatric Mental Health Nurse Practitioner Program are eligible to sit for the Psychiatric Mental Health Practitioner Certification Examination offered by the American Nurses Credentialing Center (ANCC).

Nursing Administration & Financial Leadership (ADFL): This concentration integrates the caring philosophy into organizational management. Its core and cognate courses provide study central to advanced nursing management and financial practice; the nursing concentration courses offer content and practice in nursing and health care administration and finance, relevant to primary, secondary and/or tertiary settings in rapidly changing times.

The Nursing Administration and Financial Leadership concentration curriculum can be taken completed online and the needs of students in other geographic areas can be accommodated for the practicum. The track requires a 37-39 credit hours for completion. The curriculum contains a minimum of 180-270 hours of required practical related to administrative and financial management in health care organization(s). Students work with preceptors who will mentor them throughout this portion of the curriculum. Decisions about preceptors are made with faculty advisement.

Clinical Nurse Leader (CNL): The Clinical Nurse Leader concentration prepares nurses for practice at the point of care across the continuum of care within any healthcare setting. The focus of the CNL role is to address the critical need to improve the quality of patient outcomes. Courses are provided by the FAU colleges of Nursing and Business, both of which are nationally accredited colleges.

The Clinical Nurse Leader track curriculum is a 33-semester hour part-time program designed to be completed in seven semesters. At the completion of coursework students are required to complete a 400-hour practicum working under the guidance of a master's prepared preceptor and the concentration faculty that can be completed in their place of employment. Graduates are eligible to sit for the CNL exam administered by the Commission on Nurse Certification. While students are currently enrolled in this concentration, admissions have been suspended due to low enrollment.

Nurse Educator (NE): Completion of this concentration prepares students to function in new and innovative ways as nurse educators. Students choosing the Nurse Educator focus will be able to design methods of teaching, learning and evaluation for nursing education in the classroom, online, and nursing practice/clinical settings; analyze and develop plans of study in nursing based on appropriate curricular principles; integrate caring as a theoretical model into an educational framework; and apply the role of nurse educator, demonstrating successful instructional methods in the classroom, online, and nursing practice/clinical settings. In response to the need for nursing education graduates to have expertise in practice, a new didactic (NGR 6006) and lab course (NGR 6006L) were developed. In the

didactic course students explore how the advanced level of physiological concepts, assessment and pharmacology builds a substantive knowledge base within an area of practice. Students then have the opportunity to apply this knowledge in the practice setting.

The nurse educator track requires a minimum of 39 credit hours. Students complete 360 hours of supervised teaching experiences and 180 hours in a direct care focus experience. At the completion of the program and after two years of experience as a nurse educator, graduates are eligible to sit for the National League for Nursing Nurse Educator Certification.

Advanced Holistic Nursing Concentration (ADHN): The Advanced Holistic Nursing concentration advances knowledge of contemporary views of healing and holistic nursing practice grounded in caring. The concentration prepares students for certifications as a board certified Advanced Holistic Nursing and Health and Wellness Nurse Coach.

The Advanced Holistic Nursing is a fully online concentration and requires 33 credits to graduate. The curriculum contains 290 hours of supervised clinical experience in community settings. Preceptor and practicum site decisions are determined in collaboration with faculty. The practicum hours may be completed at the student's place of employment, if appropriate with an approved preceptor.

Our MSN concentrations are comparable in credit requirements to other local programs and programs within the state system. For example, the nurse leaderships programs at the University of Central Florida, Florida State, and the University of West Florida range from 32-39 credits. The nurse educator programs at the University of Central Florida, The University of South Florida, and Nova Southwestern University range from 35-39 credits. Barry University's FNP program is 49 credits, and Nova Southeaster's is 52 credits.

Students Enrollment and Advisement

We have a diverse student body. Currently there are 388 students enrolled in the MSN program. Of the 388 students, 107 are Black or African-American, non-Hispanic/Latino, 81 are Hispanic/Latino, 19 are Asian, non-Hispanic/Latino, 5 are Native Hawaiian or Pacific Islander, non-Hispanic/Latino, and 8 are two or more races, non-Hispanic. (See Table 17)

Table 17. MSN Headcount 2013-2018

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
MSN	440	405	408	420	369	361

Enrollment in the NE, CNL, ADH and ADLD concentrations enrollment shows a downward trend. Student credit hours are down fall 2018 to 1,895 from 2,081. This may be reflective of trends in higher education and competition from online programs who consistently advertise in our geographical area. As a result of low enrollment in the CNL concentration, we will be suspending admissions.

All NP concentrations are limited enrollment due to the number of qualified faculty and clinical sites available. In addition, with our BSN to DNP program, students obtain a masters along the way in the FNP, AGNP or PMHNP concentrations, so MSN enrollment has decreased for the FNP concentration. We enrolled our first cohort of PMHNP post-master's certificate students fall 2017, and based on the number of applications received, there is a significant interest in this concentration. In 2018 the first cohort of BSN to DNP students who will enroll in the PMHNP concentration as a masters along the way were admitted.

Each concentration in the MSN program has a Graduate Coordinator who is a faculty member certified in the concentration specialty. The role of the Graduate Coordinator includes organizing processes for admission of students to appropriate program concentrations, scheduling designated concentration courses, participating in placing students in nursing practice courses and providing student advisement for designated concentrations. In addition, there are two Academic Advisors in the MSN program whose responsibilities include engaging with students to support services associated with accomplishments of academic plans of study, partnering with Graduate Coordinators and the Assistant Dean to optimize successful student progression, and assisting with student orientation.

In the MSN program there is a full-time Clinical Coordinator who works with the Assistant Dean of Graduate Practice Programs and the NP and PMHNP Graduate Coordinators in placement of students in clinical sites. In the past, students had access to a database of providers with whom we had contracts, and the students would contact the providers to arrange their placements. In addition, new contracts would be generated if students identified a preceptor. With the addition of the Clinical Coordinator, we have revised our processes so that students no longer find and secure their own placements. To ensure the quality of the preceptor experience, the Clinical Coordinator can establish relationships with clinical sites as we face competition from both local and online programs. Overall students are satisfied with the preceptors except for preceptor availabilities. Many of our students maintain employment while enrolled in our program and become challenged when trying to schedule their practicum experiences. MSN students have received scholarships to help support their education (see Table 18).

Table 18. Number of MSN Students Receiving Scholarships

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number of Students	27	51	31	23	29

MSN Courses

All concentrations in the MSN program require a core set of foundational courses that prepare graduates to advance the study, understanding, and practice of the discipline of nursing in their chosen area of specialization. These courses include NGR 6110 Advanced Nursing Practice Grounded in Caring, NGR 6811 Philosophical and Theoretical Foundations of Advanced Practice Roles, NGR 6812 Nursing Research and Evidence-Based Practice, and NGR 6891 Leadership, Policy, and Finance in Advanced Nursing Situations (this course is not taken by the CNL students). The core courses are all available online.

The direct care tracks (Nurse Practitioner, Nurse Educator, Clinical Nurse Leader and Advanced Holistic Nursing) all require the direct care core courses which prepare graduates in the areas of advanced pathophysiology, health assessment and pharmacology. NGR 6002/6002L Advanced Health Assessment is offered in both the live and online format; NGR 6141 Advanced Pathophysiology and NGR 6172 Advanced Pharmacology are offered online.

Table 19 depicts the average class size. As the numbers reflect all graduate programs, didactic courses in the MSN program can reach a capacity of 35-55 students. Courses with 55 students have been assigned a PhD student as a teaching assistant as appropriate. The advanced health assessment lab is capped at 10, and clinical groups are capped at 8.

Table 19. Graduate Programs Average Course Section Size

	2013-2014	2014-2015	2015-2016	2016-2017
Lecture	19.8	19.5	20.1	20.1
Lab	9.2	8.6	7.1	7.7

National Certification and Employment

The faculty encourage all of our graduates to seek national certification in their chosen area of specialization. National certification is required for NP graduates to seek professional licensure as an Advanced Practice Registered Nurse (APRN) in the state of Florida. Our pass rates on national certification exams typically exceed national averages. (See Appendix C-2i (1)) Trends show that exceptions occur when students delay taking exams after graduation.

Certification is not mandatory for practice in the other concentrations. In 2018 our pass rate for all candidates for CNL certification was 75% (6 passed and 2 failed). In 2016 5 graduates took the Nurse Executive exam and the pass rate was 20%. The students who took this exam did not take it immediately after graduation as practice hours are required to sit for the exam. As the exam is not mandatory for practice, there may not be the same amount of emphasis by the graduate on preparation for the exam as when required for licensure.

Employment data is gathered as part of our EBI Exit Survey. In 2017-2018, in response to the question related to future employment "Which best describes your current stage in the employment search process?" 37% of the graduates had not yet searched, 28.1 % had researched positions of interest, 12.5% have been offered a position but have not accepted, 9.4% have a position in their major area of study, 6.3% have been offered a position and accepted, and 3.1% have applied and not been interviewed or have interviewed and have not received any offers. With a less than 50% response rate, reliability is compromised.

Graduation, Retention, and Recruitment

All MSN concentrations can be completed within three years of admission on a part-time basis. Faculty members in the CON set high academic standards. Students must earn an overall grade point average (GPA) of 3.0 and a minimum letter grade of C to progress in the program. Students who earn a letter grade of C- in two courses may be dismissed from the program. For most concentrations, students need to take courses in a prescribed sequence with courses being offered once a year. Students who are out of sequence or must repeat a course often must wait up to a year for the course to be offered again. In 2017 our retention rate was 92% and our 3-year graduation rate was 98%.

Recruitment efforts for all MSN concentrations include attendance at events such as the Graduate College Open House, the Palm Beach Nurse Practitioner Council of Palm Beach County, and Florida Nurses Association conferences, and local hospital events. In addition, we hold joint information sessions twice yearly for the nurse practitioner concentrations and DNP program. In fall 2017 we hosted an Open House that included an opportunity for potential students to meet with each concentration coordinator or director in the graduate programs, but it was not that well attended despite advertising on social media sites. To increase enrollment in the non-NP concentrations, we recently finalized an articulation

agreement with Palm Beach State College to recruit their RN-BSN students. As part of the agreement, we attend events such as RN to BSN pinning and provide advising for the students. We are currently working with Broward College to finalize a similar agreement. We have also worked with E-Learning to enhance promotion of our fully online concentrations. Lack of funding prohibits more widespread recruitment such as print or media ads which limits our competitiveness with other programs.

Study Abroad and Academic Service Learning Opportunities

The MSN students have an opportunity to participate in the Guatemala Study Abroad Program which is in its 7th year of providing primary care, school wellness checks, foot care clinics, and cervical cancer screening. The target population for care is indigenous Maya persons living in extreme poverty in the rural highlands of Guatemala. The graduate students provide primary care and cervical cancer screening under the supervision of FAU nursing faculty and licensed physicians in Guatemala. The patients receive comprehensive assessments, diagnosis, plan of care, and medications. This program provides access to health care where there is none. It also provides a rich cultural immersion for our students. In addition to NP students, Nurse Educator and Clinical Nurse Leader students have also participated in the program and engaged in education and leadership experiences.

In the MSN program students also have the opportunity to participate in Academic Service Learning (ASL) projects. For example, NGR 6301 Care of Children: Nursing Situations in Advance Practice, is a designated ASL course, and students have had the opportunity to perform school physicals, wellness checks, and participate in a diabetic summer camp in the community under the supervision of a faculty member. Recently five additional courses have been awarded ASL designation by the University, so there is the potential to expand the opportunities for ASL experiences.

MSN Program Assessment Summary

Outcomes were evaluated for the MSN program, methods, criteria, and data summaries with program improvement information are described in the following section.

Outcome Description 1

MSN Students will demonstrate the ability to integrate a broad base of knowledge grounded in caring that includes theory and best evidence for advanced nursing practice.

Criterion for Success

2015-2018: 80% of Faculty teaching didactic courses in the MSN program will integrate nursing situations as a framework for teaching and the use of this approach will be evident in the MSN course syllabi.

2014-2015: The mean score of 5 on Q 32, Q 33, Q055, Q59-Q63, and Q 106 with a rating of 5 (Moderately satisfied) to 7 (very satisfied) will be reported on the AACN/EBI Exit Survey. 80% of MSN students in the AACN/EBI exit survey will report they are prepared to perform the competencies of a beginning nurse practitioner, nurse administrator, CNL, nurse educator, or advanced holistic nurse, and that they are satisfied with their program. Ninety percent of all students will earn a minimum grade of C on the final clinical evaluation.

1. Assessment method

MSN didactic course syllabi will be reviewed to determine evidence of teaching from nursing situations.

2. Criterion for Success

2015-2018: 80% of Faculty teaching didactic courses in the MSN program will integrate nursing situations as a framework for teaching and the use of this approach will be evident in the MSN course syllabi. 2014-2015: The mean score of 5 on Q 32, Q 33, Q055, Q59-Q63, and Q 106 with a rating of 5 (Moderately satisfied) to 7 (very satisfied) will be reported on the AACN/EBI Exit Survey. 80% of MSN students in the AACN/EBI exit survey will report they are prepared to perform the competencies of a beginning nurse practitioner, nurse administrator, CNL, nurse educator, or advanced holistic nurse, and that they are satisfied with their program. Ninety percent of all students will earn a minimum grade of C on the final clinical evaluation.

3. Data Summary

Trends: Faculty consistently use nursing situations as a teaching framework in direct care courses.

2014-2015*:* 100% of MSN students earned a minimum grade of C on the final clinical evaluation. For EBI Exit data, the college scored at least 80% on all selected areas and exceeded scores for all institutions.

2015-2016: The criterion of 80% was met

2016-2017: The criterion of 80% was met.

2017-2018: Seventy-four percent of the syllabi reflected the integration of nursing situations as a framework for teaching. The majority of the courses in which nursing situations were not used as a framework included those courses that are not direct-care focused. In these courses the nurse-patient relationship depicted in nursing situations is not the driver of the content. Examples include healthcare finance and curriculum development. A few of the courses in which nursing situations are not explicitly identified as a framework do include elements of the nursing situation including calls for nursing (assessment of the patient and situation) and responses to the call (implementation of interventions).

4. Program Improvement

Content mapping across the MSN concentrations was done to determine where the curriculum needed to be strengthened related to quality improvement. Education and dialog among faculty regarding explicit use of nursing situations in teaching can improve compliance in the courses and syllabi. The education and dialog may include identifying ways to expand nursing situations to include non-direct care issues and using the term nursing situation when studying any element of a situation.

Outcome Description 2
MSN students will demonstrate the competencies necessary to perform safely and effectively in advanced nursing practice (nurse administrators, clinical nurse leaders, nurse educators or advanced holistic nursing) and advanced practice nursing (Family and Adult/Gerontological Nurse Practitioner) concentrations.

1. Assessment method

Graduate faculty complete competency evaluations in community-based practicum sites. All students are encouraged to sit for national certification exams where appropriate (national certification is encouraged not required to practice for all concentrations).

2. Criterion for Success

100% of students will receive competency evaluation by graduate faculty in community-based practicum sites. 85% of students in each concentration will achieve the competencies identified for their MSN concentration. 85% of all graduates who sit for national certification will pass national certification examinations. The 90% pass rate is supported by our accrediting agency, AACN.

3. Data Summary 2013-2018

Trends: Students consistently demonstrate high levels of competency.

2013-2014: The pass rates by concentration vary from 92%-100% (AGNP), 91%-92% (FNP) to 78% (CNL). The two pass rates reflect the two testing programs. Students select the exam of their choice. The nurse practitioner concentrations exceeded the 80% bench mark. The CNL concentration (78%) failed to meet the benchmark.

2014-2015: 100% of all students enrolled in practicum courses received competency evaluation by graduate faculty. All students met required course competencies.
Pass rates for 2014 for the nurse practitioner concentrations were above 85% except the 2014 ANCC AGNP exam (66.67%). This may be reflective of a transition in the focus of concentrations. In 2013 the Adult Gerontological Nurse Practitioner concentration was introduced in the College; prior to 2013 there were separate adult and gerontological concentrations.

2015-2016: Competency evaluations for community-based practicum sites are completed by graduate faculty. Student files in student services reflect that 53% of MSN students had competency evaluations in their files which represents all concentrations. In the non-NP concentrations (Nursing Administration and Financial Leadership, Nurse Educator, Clinical Nurse Leader, and Advanced Holistic Nurse) the faculty retain the evaluations electronically or in files, so they are not in the student files maintained by Students Services. The benchmark of 85% pass rate was met by both the AGNP and FNP concentrations.

2016-2017: Based on grades, one MSN student was unsuccessful in reaching competency in a community-based practicum site which meets the criteria of 85%. Though review of student files revealed 28% compliance with filing evaluations, faculty who are concentration coordinators oversee the clinical experiences, and maintain evaluations either in hard or digital format. For each of the NP certification exams, the benchmark of 85% was reached for the total number of candidates for each concentration. For the AANP Adult Nurse Practitioner Concentration, first time pass rate was 25% but the final pass rate was 100%.

2017-2018: One hundred percent of students in all concentrations met competencies in community-based practicum sites. Though the first time pass rate for the family nurse practitioner concentration for the American Academy of Nurse Practitioners exam was 84%, the goal of 85% was achieved for the overall pass rate on this exam (88%). In review of the rates, the reported 84% included students who had graduated prior to 2017 including a student who graduated in 2007. Excluding these prior graduates, the first time pass rate was 88% surpassing the benchmark of 85%. There was a 100% pass rate on the AANP AGNP exam. The school pass rate of for the Adult Gerontology Nurse Practitioner students taking the American Nurses Credentialing Center certification in 2017 was 83.33% which included a student who graduated in 2016. The benchmark of 85% was achieved for the school

pass rate for 2017 graduates which was 90.91%. In 2017 the FNP American Nurses Credentialing Center certification exam pass rate for first time candidates was 97.8%.

4. Program Improvement

Students are encouraged to take the certification exam soon after graduation to best be prepared for the exam. In the past, certification was not required to practice as an NP, but recent changes in licensure law and reimbursement policies, NPs are required to be certified. This accounts for graduates taking the exam up to 10 years after graduation. To assure that clinical competency forms are maintained in student files, reminders will be sent at the end of each semester to remind faculty to submit evaluation forms. The role of Graduate Coordinators was reviewed and strengthened.

Outcome Description 3
Continued implementation of a model of assigning students to quality practicum settings in opposition to students searching for and requesting individual sites from our clinical site database.

1. Criterion for Success

Students will score the EBI Exit survey questions evaluating student satisfaction with preceptor availability (Q29), final practicum course (Q30), Preceptors effectiveness (Q 31) and value of clinical site experience (Q 44) with an 80% or higher. Reduce the number of new clinical contracts by 20%. Place 85% of students with pre-existing clinical partners.

2. Data Summary 2016-2017

Trends: Students are generally satisfied with practicum experiences.

2016-2017: On the EBI exit survey we achieved greater than 80% on all chosen indicators. Between fall 2016 to summer 2017 55 new clinical contracts were generated for the nurse practitioner concentrations. In fall 2016 76% of the students were placed by the clinical coordinator and NP coordinator without students finding their own sites.

2017-2018: On the EBI exit survey, our mean scores were higher than scores for 6 selected peer institutions on all but preceptor availability. This may be related to students trying to schedule practicum experiences around work schedules, so there is less flexibility. Between fall 2017 and summer 2018 we increased the number of new contracts generated by 64% from 2016-2017.This may be reflective of adding the PMHNP concentration and the need to update sites based on sites no longer taking students or now charging a fee for precepting. We also consistently need to pursue pediatric and women's health sites. In spring 2018 74% of the NP students were placed solely by the College compared to 40% spring 2016.

3. Program Improvement

We will continue to strengthen our policies regarding the process for clinical placement to reflect the role of the clinical coordinator in collaboration with faculty. Though the goal was to decrease the number of new contracts being generated, the increase in need is based upon adding a new concentration and (PMHNP) and the changing landscape for clinical placements for NP students including requests for fees. In 2017 the academic coordinator position was changed to a full-time position.

Outcome Description 4

By Spring 2016 initiate a model of assigning students to quality practicum settings in opposition to students searching for and requesting individual sites from our clinical site database.

1. Assessment method
Using the EBI Exit survey data, we will evaluate student satisfaction with preceptor availability (Q29), final practicum course (Q30), effectiveness of Preceptors (Q 31) and value of clinical site experience (Q 44)

2. Criterion for Success:

Students will score the EBI Exit survey questions evaluating student satisfaction with preceptor availability (Q29), final practicum course (Q30), preceptor's effectiveness (Q31) and value of clinical site experience (Q44) with an 80% or higher.

3. Data Summary 2015-2016

The number of new clinical contracts was reduced by 20% and 75% of the students were placed with pre-existing clinical partners. Though the number of new contracts generated was reduced, the goal of 85% of the students being placed with pre-existing partners was not met. One of the reasons for this may have been an emphasis being placed on the need for new women's health and pediatric primary care sites.

4. Program Improvement

A part-time academic coordinator position was created to assist with placement of students with clinical partners.

Outcome Description 5
MSN FNP and AGNP students will demonstrate the ability to integrate general principles of pharmacotherapeutics, pharmacokinetics, pharmacodynamics, and pharmacogenetics/genomics in the selection of drugs for a variety of conditions occurring across the lifespan and demonstrate prescription writing that is appropriate to the scope of practice, legalities, and ethics of an ARNP practice.

1. Assessment Method

   Course exams are designed to measure knowledge, critical thinking, application and prescription writing skills at the ARNP level.

2. Criterion for Success

   90% of all students will successfully obtain an average minimum score of 80% on all exams and quizzes in NGR 6176.

3. Data Summary

   2014-2015: Only 1 student did not meet the average minimum score of 80% on all exams and quizzes in NGR 6176. The requirement was in place across all 3 campus locations.

4. Program Improvement

The outcome was met. The 2015 EBI exit survey (completed prior to initiating the curriculum change) indicated prescription drug preparation at 91.3% (good rating).

Outcome Description 6
80% of MS students in an exit survey will report they are prepared to perform the competencies of a beginning nurse practitioner, nurse administrator, CNL, nurse educator, or advanced holistic nurse, and that they are satisfied with their program.

1. Assessment method

In the semester before graduation students complete the AACN/EBI Masters Nursing Education Exit Assessment Survey. Questions Q 32, Q 33, Q055, Q59-Q63, and Q 106 will be evaluated to determine perceived competencies.

2. Criterion for success

The mean score of 5 on Q 32, Q 33, Q055, Q59-Q63, and Q 106 with a rating of 5 (Moderately satisfied) to 7 (very satisfied) will be reported on the AACN/EBI Exit Survey.

3. Data Summary

The benchmark mean scores for all but 1 question (Q60) were exceeded. Q 59 (5.28, quality improvement) and Q 60 (4.93, organizational sciences) stand out as lower than the other questions.

4. Program Improvement

Data were presented to the committee and an improvement developed following a reviewed of content related to quality improvement and organizational sciences.

Outcome Description 7
MSN students will gain employment in positions that reflect their role preparation within one year of graduation.

1. Assessment method

The AACN/EBI Masters Nursing Alumni Assessment is administered 1 year after graduation.

2. Criterion for success

60% of students will obtain a position in the area of their MS specialty within one year of graduation.

3. Data Summary

2013-2014: The 1-year post graduation EBI survey was not distributed.

4. Program Improvement

Reevaluate the outcome plan to reflect years in which 1-year post graduation EBI survey will be administered.

Table 20. MSN Program SWOT Analysis

Strengths	Weaknesses
- Program is based in caring science 100% of full-time faculty and adjunct faculty are doctorally- prepared. - Clinical hours required are above minimum requirements to increase readiness to practice - Full-time clinical coordinator to assist faculty with clinical placements - Support provided for faculty practice, so large number of faculty currently in practice - In unlimited access concentrations able to select preceptors - A variety of concentrations are offered in strategic areas of emphasis - Diverse student population - MSN program is nationally ranked - Low-cost program - High number of alumni satisfied with their education - Courses are offered in various formats including hybrid and weekend classes	- Reliance on adjuncts due to low number of full-time faculty - Faculty stretched with responsibilities - Aging faculty advancing towards retirement - Decentralized recruitment effort - Lack of centralized College of Nursing program evaluation format - Weak alumni network - No simulation experiences available prior to clinical placement to assess skill set - Evaluation of adjuncts assessment and evaluation skills
Opportunities	**Threats**
- Pool of qualified and experienced preceptors. - Need to provide recognition to them and potentially give access to library. - Academic practice partnerships - HRSA grants to enhance programs - Preceptor development - Offer CEU credits (such as advanced pharmacology) based on needs	- Fear of student debt prevents students from coming back to school - Competition from other colleges and universities - Competition for practicum placements particularly from schools and colleges that pay preceptors - Navigation of required onboarding credentialing systems adds to workload - Lack of funding for needed program resources - Inability to attract high quality faculty due to pay - Demographics- generation Z smaller in number than generation X. - CNOs are providing more career planning and coaching, so may see fewer student applicants
Recommendations	
- Maintain relationships with quality practicum sites to assure placement of students - Formulate college-wide recruitment plan - Faculty development for adjunct faculty	

ii. The Doctor of Nursing Practice Program

The DNP curriculum is grounded in the College of Nursing's mission to advance caring science through caring based education. Caring concepts are fully integrated into the DNP program outcomes and in each of the required course objectives. Faculty promote a student-centered learning approach with a mixture of in-person, on-line, and hybrid classes.

The outcome objectives of the DNP Program are that the graduate will be able to:

- Develop self as caring-based leader in advanced nursing practice.
- Create innovative models for advanced nursing practice that are grounded in caring, best evidence, and knowledge from nursing and other disciplines.
- Integrate multiple, complex patters of knowing in coming to know populations of persons and creatively responding to calls for leadership within nursing situations in advanced nursing practice.
- Demonstrate leadership for developing and implementing ethical safe practice and inquiry in advanced nursing practice.
- Lead and mentor others in approaching populations within nursing situations with cultural humility in advanced nursing practice.
- Use methods of systematic inquiry to evaluate programs, processes and outcomes of advanced nursing practice and leadership in healthcare delivery.
- Evaluate, design, and lead in the implementation of technology and information systems to promote well-being, facilitate decision-making and enhance collaboration in advanced nursing practice.
- Create programs and health policy to promote well-being for persons and populations across the lifespan in advanced nursing practice.
- Design and advocate for caring environments that nurture wholeness in advanced nursing practice.
- Create personal and professional involvement in local and global health policymakers to honor human dignity and advocate for equity in healthcare outcomes, local and global health policy and healthcare delivery in advanced nursing practice.
- Lead the transformation of complex healthcare systems through caring leadership that facilitates intra and interprofessional collaboration to achieve quality outcomes.
- Assume leadership to promote responsible stewardship to advance the discipline and profession, preserve resources and respect the environment.

Program Overview and Admission Requirements

The Doctor of Nursing Practice Program continues to be a limited access program due to the large number of applicants and need for sufficient qualified faculty to provide clinical instruction and project oversight. The number of applicants has been increasing steadily each year. The first cohort admitted in 2009 consisted of 14 post MSN students. Current (Fall 2018) enrollment of DNP students is 142 with 102 BSN to DNP students and 40 Post MSN students. It was originally anticipated that the DNP program would admit approximately 25-30 student per year. Since 2017, approximately 45 students have been admitted annually.

Didactic courses maintain a student to faculty ratio of approximately 25:1 while for each of the required clinical courses, the ratio of students to faculty is 8:1. With over 100 applicants per year, it is important for the DNP program to limit access to only the most highly qualified students.

There are two pathways in the program: the BSN to DNP and the post MSN to DNP. Applicants for the BSN to DNP program must meet the following requirements:

- Baccalaureate degree in Nursing from an accredited university or college nursing program accredited by the National League for Nursing or the Commission on Collegiate Nursing Education.
- Cumulative 3.0 GPA in the baccalaureate program is required.
- Curriculum vitae
- Two letters of recommendation from academic and professional references in which one of whom holds a doctorate (guidelines below).
- Statement of applicant's goals for the DNP degree of no more than 500 words.
- Current licensure in the State of Florida as a registered nurse.

Post MSN applicants must meet the above criteria and must hold national certification in advanced practice nursing.

DNP Curriculum

The curriculum for the BSN to DNP students includes 80 credits over 11 semesters. This requirement is within the range of the other state universities with University of Florida requiring 75 credits and University of South Florida at 82 credits. The post MSN program requires approximately 38 credit hours which is slightly higher than UF (35) and USF (30).

The service learning "cultural integration" course prepares students to care for patients of diverse backgrounds from a perspective of respect for person and coming to know how an individual's culture may impact choices affecting their health.

The DNP curriculum follows the American Association of Colleges of Nursing's Essentials for Doctoral Education for Advanced Practice Nursing (2006). Coursework emphasizes readiness to care for persons from underserved, disadvantaged, and vulnerable populations. Additionally, courses include epidemiology, bio-statistics, health policy, leadership, practice management, population-based health care, nursing and caring theory, nursing research, evidence-based practice, and program evaluation. BSN to DNP students also have MSN level courses in advanced nursing practice beginning with pathophysiology, pharmacology, and health assessment and progressing toward caring for patients and populations with increasingly complex needs.

The final two semesters of the DNP program consists of the residency courses which are 3-6 hours each. These courses provide opportunities for students to enhance clinical expertise in a chosen area with a clinical requirement of 135-240 hours. During the residency semesters, students complete a quality improvement or program evaluation project. Students engage with practice partners in developing, implementing, and evaluating a project that responds to an identified need within the community. The project demonstrates synthesis of the student's work and lays the groundwork for future scholarship.

Student profile

2015 DNP Graduates
20 total (15 post MSN, 5 BSN-DNP)
3 male, 17 female
Asian=1(5%), Black = 8(40%), Hispanic = 2(10%), White = 7(35%), Multi-Race =1(5%), International=1(5%)

2016 DNP Graduates
23 total (13 post MSN, 10 BSN-DNP)
0 male, 23 female
Asian = 1 (4%), Black = 7 (30%), Hispanic = 5 (22%), White = 10 (43%)

2017 DNP graduates
20 total (5 Post MSN, 15 BSN-DNP)
2 male, 18 female
Asian = 1 (5%), Black=8 (40%), Hispanic=1(5%), White=9 (45%), Multi-race = 1 (5%)

2018 DNP graduates
26 total (14 Post MSN, 12 BSN-DNP)
1 male, 25 female
Asian = 4 (15%), Black = 12(46%), Hispanic = 2(7%), White = 8(30%)

Student financial support

During 2017-18, the College of Nursing received $700,000 from the Health Resource Services Administration (HRSA) to support BSN to DNP students committed to caring for underserved and disadvantaged populations. Sixteen students received approximately $22,000 each in 2017 and nineteen students received approximately $18,000 in 2018 to cover tuition and stipends. Selected BSN to DNP students have received annual support through presidential and provost awards. From 2014-2018, approximately 1-2 students per year received Presidential Fellowships and 2-4 BSN to DNP students receive Provost Fellowships

Advising

Upon enrollment, each DNP student is assigned to the DNP program director for advising. In addition, there is an Academic Advisor for the DNP program whose duties include guiding students in progression through and completion of academic plans of study, collaborating with the DNP Director to ensure successful student progression, and assisting with planning and implementation of student orientation. The director works closely with the DNP advisor to ensure students complete the appropriate course of study and have the tools to progress successfully through the program. Students have access to the advisor and director throughout the program.

Licensure rates

As an entry requirement, all DNP students must hold national certification and advanced practice licensure in the state of Florida. Since 2014, BSN to DNP students have been 100% successful in obtaining APRN licensure in state of Florida and national advanced practice certification within one year of graduation.

Placement rates/employment profile

Based upon follow-up communication with DNP graduates, for the past 3 years, we have had over 90% employment of our graduates in positions directly related to their academic program. Of the most recent graduates (2017), 95% have had positions in their field of study within one year of graduation. Table 21 presents DNP retention and graduation rates.

Table 21. DNP Retention and Graduation Rates

Year	Number Anticipating Graduation	Number Graduated	Rate
2014	6	6	100
2105	18	17	94
2016	25	23	92
2017	20	20	100
2018	26	26	100

Student Recruitment Activities

The DNP program actively recruits students through faculty engagement in the community. Full time and adjunct faculty interact with preceptors and nurses in practice settings to encourage them to apply to the DNP program. Additionally, the College of Nursing hosts exhibitor booths at state nursing conferences including Palm Beach Nurse Practitioner Council of Palm Beach County, Florida Nurses Association, Florida Student Nurses Association, and the Hispanic Nurses Association. Faculty also attend the Black Nurses Association's annual meetings and network with potential applicants.

Program Outcome Evaluation

Outcome Description 1
DNP graduates will demonstrate the competencies necessary to provide advanced nursing care within safely, effectively, and within the context of caring.

Implementing Strategy

Learning is designed to take place in classroom and clinical settings augmented by online instruction. National standards for competencies are woven throughout the curriculum. Students perform practicum hours in a variety of settings in the community. National standards for competencies are woven throughout the curriculum. Students perform practicum hours in a variety of settings in the community.

Assessment Methods

EBI survey question responses will be used to evaluate program effectiveness as well as enhanced ability to lead inter-professional teams, implement interventions for population health, and evaluate health policy. Students are evaluated in the classroom through written exams and in practice sites through regularly scheduled visits by nursing faculty to assess student achievement of competencies in a variety of health care settings. Additional assessment indicators include scores on advanced practice nursing national exams for their chosen concentrations.

Criterion for Success

EBI survey responses will exceed 5 or above for each item on a scale of 1-7 with 7 being the most satisfied for each didactic content area (Policy, Interprofessional Collaboration, and Population Health). 90% of DNP students will achieve all identified outcomes for didactic and clinical courses. 90% of DNP students will successfully pass the national certification exam for their chosen concentration.

Data Summary Analysis and Evaluation
Of 20 DNP graduates in 2017, 11 submitted EBI survey responses. Results appear below

EBI indicators exceeded the goal of 5 (on a scale of 1-7 with 7 being the most satisfied) for each didactic content area

> Policy: Overall Mean = 5.59
> Interprofessional Collaboration: Overall Mean = 5.7
> Population Health: Overall Mean = 6.17

For overall program effectiveness, nine of the 10 indicators were above 5, with one indicator's mean at 4.9. The low scoring item was in response to the question about overall satisfaction with availability of clinical preceptors/mentors. Thirty percent (3) of the respondents were very dissatisfied with 5 respondents very satisfied. The other 9 indicators measured instruction, accessibility of faculty, and faculty oversight. Those items were rated between 5.6 and 6.27.

Program Improvement

Maintaining a strong cadre of expert preceptors has remained a challenge for the DNP program. Outside influences such as pressure to see increasing numbers of patients coupled with competition from schools who pay preceptors may be contributing to student dissatisfaction. Strategies to mitigate this problem include strengthening academic/practice partnerships and adding value to the clinical practices through student quality improvement and program evaluation projects. Offering funding through HRSA awards is another method for attracting and sustaining strong clinical partners and preceptors.

Outcome Description 2
Students will be employed in positions that reflect their role preparation within one year of graduation.

Implementing Strategy

Students learn to design a curriculum vita and resume for successful hiring. Job postings are disseminated through email distribution lists to students. Practicum placements are selected to serve as potential sites for employment.

Assessment Methods

Telephone and email survey of students are done within one year of graduation.

Criterion for Success

80% of students will be employed in positions reflective of their role preparation within one year of graduation.

Data Summary Analysis and Evaluation by November 2018, 94% DNP graduates are employed in roles reflective of their educational preparation. These roles include nursing faculty positions, direct patient care providers, and health care leadership positions.

Program Improvement

While all goals and objectives were met, improvements could be made in communication methods to stay in contact with alumni following graduation.

Outcome Description 3

Students will demonstrate qualities aligned with the essential knowledge, skill, and abilities outlined by the AACN (2006) Essentials for Doctoral Education for Advanced Nursing Practice through the final DNP project presentation.

Implementing Strategy

Faculty will incorporate necessary content for developing, implementing and evaluating a quality improvement or program evaluation project throughout the curriculum in a scaffolded approach. Content includes nursing theory, biostatistics, epidemiology, cultural integration, population health, evaluation methods, interprofessional collaboration and leadership. Practicum experiences with community practice partners will be co-designed to provide opportunities for students to impact health outcomes for populations served.

Assessment Methods

The final DNP project proposal will be vetted by the DNP Project Committee and the final project will be evaluated by the graduate faculty project team leader. The student must satisfactorily achieve the course objectives in NGR 7943C and 7945C to be permitted to present the DNP project to faculty, peers, and community stakeholders.

Criterion for Success

90% of DNP students progressing toward graduation will successfully present the final DNP Project. Data Summary Analysis and Evaluation 100% of DNP students successfully submitted written manuscripts and oral presentations of their DNP projects.

Program Improvement

As enrollment has been increasing in the DNP program, it has become more challenging to match each student with a faculty project team leader who has graduate status and is well versed in program evaluation and quality improvement. Of particular concern is responding to student needs in addressing complex health care needs with projects focusing on underserved populations. To address these needs, several strategies have been proposed. We have submitted HRSA grants to enhance educational opportunities for NP students to be better educated in areas of behavioral health and substance abuse. We have also arranged for guest experts to speak on quality improvement methods to faculty, students, and preceptors. Additionally, we have a quality improvement expert from the faculty research division teaching the evaluation course to our DNP students.   In summary, the challenges have required a multi-faceted response and we continue to seek ways to improve how we assist students in developing, implementing, and evaluating projects to improve health outcomes.

Table 22. Doctor of Nursing Practice Program SWOT Analysis

Strengths:	Weaknesses:
- High number of applicants - Hybrid program increases access - Diverse student body - Access to faculty advisement - All faculty hold doctoral degrees - High number of BSN and MSN alumni returning for DNP - High graduation rates - High pass rate on certification exams. - Strong faculty and student engagement with community practice partners - Student scholarships (Provost and Presidential awards to support student tuition) - Focused curriculum with emphasis on caring science, cultural competence and readiness to practice with disadvantaged and underserved populations - Innovative cultural immersion residency - Formalized responses to community needs through quality improvement and program evaluation DNP Projects. 100% of BSN-DNP students receive Master's Along the Way	- Limited faculty to chair DNP Projects - Increasing student to faculty ratios - Lack of clarity among faculty about the focus of the DNP projects
Opportunities:	**Threats:**
- Program growing in size - Federal funding available to support academic/practice partnerships and student tuition. - DNP graduates precept students and offer potential clinical sites for MSN students - Interprofessional education through partnerships with colleges of social work, business, and medicine.	- Insufficient number of full time DNP faculty with expertise necessary to teach didactic and clinical courses. - Competition for preceptors with private schools who pay preceptors. - Increased numbers of faculty needed to teach DNP courses and to mentor students. - Reliance on adjunct faculty who are not fully engaged in the College of Nursing to supervise DNP projects - High number of competing DNP programs offered fully online.
Recommendations:	
- Recruit DNP faculty to maintain the appropriate doctoral faculty/student ratio. - Educate faculty in quality improvement and program evaluation modes to guide student projects - Consider strategies to keep student/faculty ratios consistent with national benchmarks. - Develop a stronger alumni connection. - Recruit alumni for adjunct faculty positions.	

iii. PhD Introduction

The PhD program at the Christine E. Lynn College of Nursing began as a Doctorate of Nursing Science (DNS) in 2002. The program was converted to a PhD program in 2006, about the time that plans were beginning to start a Doctor of Nursing Practice (DNP) program. The intent of the faculty members who were involved in this transition from DNS to PhD was to clearly distinguish the research doctorate (PhD) from the practice doctorate (DNP). The PhD is an accepted and understood research degree throughout the world. With this transition came an increasing emphasis on research methods courses. The values of the PhD program are rooted in the Florida Atlantic University College of Nursing philosophy, mission, and vision in which health and well-being are transformed locally, nationally, and globally through nursing grounded in caring. The over-arching and grounding framework of the PhD program is the science of caring.

Caring Science: in the discipline of nursing, is the body of knowledge, arrived at through intentional research and theory development, focused on the relationship of caring to health, healing and well-being of the whole person within the context of the family, community, society and within the global environment.

Graduates of the Doctoral Program will be able to:

- Develop self as a caring based researcher.
- Develop and evaluate theory-guided and evidence-based approaches that inform caring science for practice.
- Integrate multiple complex patterns of knowing in creation of innovative research designs and methods.
- Demonstrate accountability as an ethical nurse researcher.
- Integrate cultural humility into the development of research designs and methods.
- Lead systematic inquiry that enhances nursing practice, improves health care delivery and contributes to nursing science.
- Incorporate technology and information systems to construct research designs and enhance collaboration.
- Construct the foundation for a research program intended to promote well-being for a particular population.
- Create and engage in caring environments that nurture wholeness within communities of scholars.
- Engage in research that honors human dignity and disseminate findings to advocate for equity in healthcare outcomes, local and global health policy and healthcare delivery.
- Establish a foundation to transform complex healthcare systems through intra and inter disciplinary research informed by caring science.
- Model responsible stewardship by advancing the discipline through well-designed research; honoring the profession through engagement in meaningful nursing leadership activities; preserving resources and respecting the environment through everyday actions.

The PhD program is unique in that it is offered in a hybrid format that includes 4-weekends/semester supplemented by Canvas learning. This format has enabled an increasing number of qualified nurses to return for their PhD while continuing employment during the week, often to support their families. This format has been especially important as we compete with other South Florida colleges and universities that offer a PhD in Nursing. In the South Florida region alone, the University of Miami, Florida International University, Barry University and Nova Southeastern University offer a PhD in Nursing. In addition, the University of Central Florida and the University of South Florida offer the degree.

Since 2013, we have been attracting stronger and better-prepared applicants to our PhD program, as indicated by pre-doctoral scholarship and commitment to doctoral study described at entrance interviews. Of the 52 current PhD students, 31 are from ethnic groups such as African-American, Native-American, Afro-Caribbean and Hispanic. Since 2013, we have admitted 68 new PhD students, including 15 international students from several countries including Saudi Arabia, Nigeria, Thailand, Nepal, India, and Nepal. About 23.07% of our students are from out-of-state.

Mentoring doctoral students requires a great deal of faculty time. Once students complete their coursework and begin on their dissertation journey, they have one-on-one relationships with their faculty advisors who guide them through their candidacy exams, dissertation proposal preparation and dissertation research with report of research findings. Faculty members do this work because of their passion for moving the discipline forward through mentorship of young scholars. However, there is reason for concern about the availability of faculty members to engage with PhD students. Since 2006, the College of Nursing has lost eight senior faculty; all but one has been replaced; however, as the PhD program grows (from total enrollment of 40 to 52) the workload for the existing faculty members is increasing. We have focused on mentoring junior faculty to become a dissertation committee member and chair. We are co-teaching PhD courses when existing faculty are planning retirement.

There are three tracks in the PhD Program, the post-Masters track, the BSN-PhD track, and the DNP to PhD track. The post-Masters PhD track is comprised of 14 core courses that account for 36 credits. In addition to the core courses, students take 9 credits of cognate courses that contribute directly to their knowledge base for dissertation research. Finally, students take 18 credits directly related to planning and conducting dissertation research. So, the total number of credits for students in the post-Masters track is 63. It usually requires approximately 4 years of full-time study for a student to complete the post-Masters PhD. For students in the BSN-PhD track, 81 credits are required, with some of the core courses taken at the PhD instead of the Masters level. The BSN-PhD students take all of the courses that the post-Masters PhD students take and they can generally complete the program in 5 years of full-time study.

Students in the BSN-PhD track may choose to get a "Masters along the Way" however this will result in additional coursework. Masters degrees in nursing "along the way" are often in Nursing Education or Holistic Nursing.

Since 2015, the PhD faculty have been designing a new PhD curriculum that will begin in 2019-20. After an extensive internal assessment, review of curricula at high research -intensive universities across the country, and evaluation by two highly qualified external consultants Peggy L. Chinn RN, PhD, FAAN, and Karen H. Morin PhD, RN, ANEF, FAAN, (see a complete list of recommendations in Appendix C-2ii (1) we developed a curriculum designed to promote innovative programs of research congruent with the CON research priorities and demonstrating commitment to caring science.

The recommendations included:
1) Recruit diverse, research-funded faculty in desired research focus areas,
2) build consensus among faculty and students about critical areas for the advancement of caring science and evaluate productivity in those areas,
3) Challenge students and faculty to study fundable research problems in caring science,
4) Communicate student dissertation abstracts and faculty expertise, philosophy, approach and commitment to caring science to the public
5) Organize events for caring science immersion targeting PhD students and faculty
6) Assist students to develop a network of regional, national and international scholars
7) Enhance curriculum to strengthen student skills in emerging research methods and advanced statistics

Based on the findings, the proposed curriculum incorporates additional courses in caring science, advanced research methods and an additional statistics course without increasing the number of credits which would decrease our competitiveness. The new program requires 60 credits as compared to the current 63 credits. Three courses in caring science will support students to develop a phenomenon of interest and research methods clearly framed within caring science and the CON research focus areas. The research methods courses have been updated to better equip students to use mixed methods and advanced statistics. Three one-credit seminars were replaced with one 3-credit seminar, which incorporates a research practicum.

Full-time study can be difficult for our students who are often working to support their families. The College of Nursing has numerous competitively - acquired and private donor stipends to support PhD students. We have successfully competed for Presidential and Provost Fellowships from FAU to enable recruitment of new PhD students. In 2016, we were awarded three 2-year Jonas fellowships which supported students. In addition to these competitively-acquired awards, we have three state stipends and two private donor stipends that create a strong resource pool for our PhD students.

Although we have some students (30%) who have continued study beyond our 5-year expectation for completion of the PhD, the majority of our students move through the program quickly and then, go on to contribute to the discipline of nursing through teaching at the university level or assuming leadership positions in practice settings. Our PhD students are making a difference wherever they go to continue their scholarly careers. The topics they study for dissertation contribute to the knowledge base of nursing and provide evidence to guide nursing practice, enhancing well-being for those in our care. Examples of the dissertation topics for the students who received their doctorates during the last year include: Testing an Integrated Health Promotion Model Using Social Media for Breastfeeding Women: Structural Equation Modeling; An Examination of the Demographic, Social and Environmental Predictors of Risk for Schizophrenia in Afro-Caribbean Immigrants Living in the United States; and The Lived Experience of Suffering through the 2010 Earthquake in Haiti.

PhD Program Assessment Summary

Outcome 1

Description and Methodology
This program is planned to educate nurse scholars who will design and conduct research and thereby develop and communicate nursing knowledge that: 1) contributes to caring science and 2) guides caring practice.

Implementation Strategy

Students will move smoothly through the program, completing candidacy exam, dissertation proposal defense, and dissertation research in a timely manner.

Dissertation research will address extending caring science through focus on Healthy Aging, Health Equity, Holistic Health or Transforming Healthcare Environments.

Progression from candidacy to dissertation research will occur with the support of a committee of graduate faculty from the College of Nursing. For dissertation research there will be one committee member from another discipline.

Assessment Method
Success rates for candidacy exams, dissertation proposal hearings and dissertation defenses will be monitored at the end of each semester. Individual student progression will be discussed annually with members of the College doctoral committee. Please see attached minutes and PhD committee report.

Criterion for success
Candidacy exams: 80% of students will successfully complete their candidacy exam within one semester.
Dissertation proposal hearings: 90% of students will successfully present their plan for dissertation study within two semesters of beginning proposal preparation.
Dissertation research defense: 100% of students will successfully complete their dissertation defense on their first attempt.

Data Summary 2013-18
    Trends: Generally, students have met expectations for completing their candidacy exam in one semester, dissertation proposal in two semesters and dissertation defense on the first attempt.

    Candidacy exams: 88% students completed candidacy exams during the last three years and according to available information, only one did not complete within the expected time-frame.

    Dissertation proposal hearings: Of the 46 students who registered for proposal preparation over the past five years (2013-18), 14 students (30%) completed the proposal hearing beyond the expected time-frame of two semesters.

    Dissertation research defense: 42 students completed their dissertations in the last five years and 100% defended successfully.

    Currently, there are 52 students in the PhD program. Approximately, 21.15% have been enrolled for longer than 5 years. All are engaged in dissertation research at this time.

Program Improvement:
    There is a need to expedite student progression through the program. We will refine our record system to be consistent with Graduate College reporting mechanisms.

    We have a significant number of part-time students who have demanding employment and experience difficulty progressing through the program in a maximum of five years. In the last 3 years, we have focused efforts to assess and promote more timely progression. The PhD annual review has assisted students and faculty advisors to maximize progression. Students reflect on barriers to reaching their goals and faculty advisors assist with plans to overcome barriers. Support occurs through frequent engagement in person, by phone and by email to assure that the student was "on track" within five years.

Outcome Description 2
Students will analyze, refine and apply theoretical and conceptual models to guide nursing practice and research; and they will disseminate knowledge in appropriate venues.

Implementation Strategy
Course work supports the analysis of theoretical and conceptual models. In one, second semester course students analyze and refine or create conceptual structures to guide their research.

Assessment Method
Development and presentation of a conceptual model that supports their dissertation research.

Criterion for success
All students will present the conceptual model supporting their research at an FAU event; 50% will present their model at local, regional or national meetings or submit a publication that incorporates the ideas implicit in their model.

Data Summary 2013-2018
Trends: of the 42 students who successfully defended their dissertation in 2013-2018, all presented their conceptual model at an FAU event. Of the 10 students who successfully defended their dissertation in 2017-2018 all presented their conceptual models at an FAU event. Nine presented their models at a local regional or national meeting and two have published a manuscript that incorporated ideas from their models. In 2017-2018, six graduating students used conceptual models in their dissertation. Two students have at least one publication and presented their dissertation findings at least once.

4. Program Improvement
Monthly reports will accurately record dissemination activities of doctoral students. Students and faculty advisors will use the student annual review to set goals and establish strategies to present and publish their work. They will review the success of these strategies at an annual face-to-face meeting.

Outcome Description 3
Graduates will assume roles in leadership, education or research in nursing following successful completion of the PhD program.

Implementing Strategy
Through coursework, research experience and ongoing mentorship, students are prepared for the life of a nursing scholar.

Assessment Method
Surveys of graduates will be conducted post-graduation.

Criterion for success
Eighty percent of graduates will be in leadership, education or research roles in nursing after graduation.

Data Summary 2008-12
Trends: Over the past three years, ten graduates are employed in nursing education, two began post-doctoral study and six are employed in leadership positions in a health care institution or advanced practice roles. Two of the six in practice teach graduate courses in nursing online.

Program Improvement
A survey of all PhD graduates will attempt to determine current roles and their professional accomplishments since graduating with their PhD. Dissertation chairs who maintain contact with their former students help to track employment and accomplishments.

Table 23. PhD program SWOT Analysis

Strengths	Weaknesses
- Developed new curriculum: Strengthened PhD curriculum by 1) adding two courses in caring science 2) increasing the number of research methods courses 3) increasing courses in advanced statistics. - Trends toward increasingly qualified applicants as evidenced by GPA and scholarly productivity prior to entering - Increased numbers of full time international students - Early student identification of a research focus consistent with faculty research and CON research focus areas. - Active researchers teaching research methods courses	- Insufficient faculty to provide sufficient intensive mentoring that is desirable in a PhD program (8 senior faculty have been lost in the past 5 years). 21.15% of students have exceeded expectations of 5 years to graduation - International students returning to their country of origin upon graduation are unavailable to reduce the critical shortage of nursing faculty in the US
Opportunities	**Threats**
- Faculty with research funding provide opportunities for students to obtain research experience - Greater visibility for College may result in recruitment of additional international and out of state students who pay full tuition - Weekend intensive hybrid structure of PhD classes provides greater access to working students and students who reside outside the South Florida area who can travel to monthly classes - Increasing proportion of full-time students	- Loss of faculty mentors due to retirement and difficulty recruiting senior faculty - Most students work full time - The initiation of DNP programs across the country have been attractive to students seeking a doctorate in nursing.

Recommendations
- Continue efforts to hire senior faculty with active programs of research who can advise PhD students   - Track students who remain in the program beyond 5 years and provide intensive mentoring   - Seek additional sources of financial support for students so they can reduce work commitments   - Seek funding sources that enable recruitment of out-of-state students   - Support students to publish and present work prior to graduation to promote visibility   - Encourage funded researchers to engage qualified students in their research enterprise

3. Faculty

Administrative Structure of the College of Nursing

Dean

Dr. Marlaine Smith, the Chief Administrative Officer of the College of Nursing, has served as the dean of the College of Nursing for seven years. Dean Smith provides the overall administration of the College and is responsible to the University Provost and Chief Academic Officer. Dean Smith is academically and experientially qualified to accomplish the mission and goals of the College of Nursing that are consistent with University-wide academic policies.

The Dean is responsible for assuring that personnel, budget, and support services requisite for the functioning of the College. In addition, the Dean has the responsibility for the maintenance of personnel and fiscal records that are necessary for carrying out the administrative responsibilities of the College of Nursing.

Dean Smith's academic credentials include a PhD in Nursing from New York University, Master's degree in Nursing Education from the University Of Pittsburgh School Of Nursing, a Master's degree in Public Health with a specialization in Public Health Nursing from the University of Pittsburgh Graduate School of Public Health, and a Bachelor of Science degree in Nursing from Duquesne University. Dr. Smith is known nationally and internationally for her research and scholarship related to caring and healing.

Associate Deans

The administrative team for the College of Nursing includes three Associate Deans including an Associate Dean for Academic Programs, Associate Dean for Research and Scholarship and Associate Dean for Practice and Community Engagement (currently not filled). Additional team members include an Assistant Dean for the BSN program, an Assistant Dean for Graduate Practice Programs, a Director of the DNP Program and a Director of the PhD program. There are Coordinators for all MSN concentrations, BSN Clinical, the RN to BSN program, and the Professional Practice Lab/Simulation.

The Associate Dean for Academic Programs, Dr. Karethy Edwards, is accountable for facilitating academic excellence, provides oversight of the academic programs of the College and guidance to the Assistant Deans, Directors, and Coordinators regarding program and student issues.

The Associate Dean for Research and Scholarship, Dr. Patricia Liehr, is accountable for facilitating research excellence and has the responsibility for the coordination and oversight of research/scholarly activities of the College. In addition, she oversees the PhD program in collaboration with the PhD Program Director. The Associate Dean for Research and Scholarship is responsible for creating opportunities that foster the development of research grants for faculty and create and maintain resource information on such grants. Additionally, the Associate Dean of Research collaborates with the Associate Dean for Academic Programs in the evaluation, mentorship and goal-setting for tenured, tenure track, and visiting faculty.

The Associate Dean for Practice and Community Engagement is responsible for promoting practice and community engagement opportunities for faculty and students and for the oversight of faculty practice including The Associate Dean for Practice and Community Engagement has the responsibility to oversee the College of Nursing practice enterprise, assess community needs and calls for nursing in College of Nursing the service area, and expand opportunities for caring-based revenue

generating faculty practices in a variety of areas. In addition, collaboration with the Associate Deans for Academic Programs and Research & Scholarship are required in order to integrate practice and community engagement with the missions of teaching and research within our Centers and practice initiatives. The Associate Dean for Practice and Community Engagement is currently a vacant position as Dr. Lynne Dunphy moved to a part-time research associate position. Drs. Smith and Edwards have assumed some of the responsibilities of this position until a new dean arrives in 2019.

Assistant Deans

The Assistant Deans are accountable to the Associate Dean of Academic Programs for facilitating and maintaining academic excellence in the Academic Programs. Dr. Nancey France is the Assistant Dean of the Bachelor of Science in Nursing Program and Dr. Joy Longo is the Assistant Dean of the Assistant Dean of the Graduate Practice Programs. The Assistant Deans collaborate with the Associate Dean for Academic Programs to schedule academic offerings, ensuring quality and consistency across programs, compliance with university policies, and requirements of external agencies. In addition, they provide oversight of the admission process of students to programs; oversight of the admission process of students to programs; leadership for mentoring and evaluation of instructors, and oversight of student advisement processes to ensure quality.

Directors

The Directors for the Doctor of Nursing Practice (DNP) and Doctor of Philosophy (PhD) programs, have the responsibility for management of their programs in collaboration with the appropriate Assistant or Associate Deans. Dr. Sue Bulfin is the Director of the DNP Program and Dr. Christine Williams is the Director of the PhD Program. Their responsibilities include chairing their respective Program Committees, participating in course scheduling, managing admissions processes, managing student placements in nursing practicum courses, coordinating student advisement, and implementing the routine day-to-day activities of their designated program.

Graduate Coordinators

The Graduate Coordinators are accountable to the Assistant Dean for Graduate Practice Programs for facilitating and maintaining academic excellence in designated program concentrations. There are seven Graduate Coordinators. Dr. Karen Wisdom Chambers provides overall oversight of the Nurse Practitioner Concentrations. In addition, each of NP Concentrations has a coordinator. All Graduate Coordinators are nationally certified in their respective specialty areas. The Graduate Coordinators are Dr. Kathryn Keller (Nurse Educator), Dr. Shirley Gordon (Advanced Holistic Nursing), Dr. Terry Eggenberger (Clinical Nurse Leader), Dr. Rosalee Sherman (Nursing Administration and Financial Leadership), Dr. Deborah Hain (Adult/Gerontological Nurse Practitioner), Dr. Karen Wisdom-Chambers (Family Nurse Practitioner), and Dr. Beth King, (Psychiatric Mental Health Nurse Practitioner). Graduate Coordinators have the added responsibility for a designated program concentration and/or site of service in collaboration with the Assistant Dean. Their responsibilities include organizing processes for admission of students to appropriate program concentrations, participating in scheduling designated program concentration courses, organizing and maintaining program concentration records, participating in placing students in nursing practice courses if appropriate, providing student advisement for designated program concentrations, participating in the routine day-to-day activities of designated program concentrations; serving as experts in curricular standards related to their concentrations and providing input to the Assistant Deans/ Directors on essential program concentration matters.

Clinical Coordinators

The Clinical Coordinators are accountable to the Assistant Deans of the BSN and Graduate Programs for facilitating and maintaining academic excellence in the Academic Programs. These responsibilities include assisting with development and assessment of clinical education with the faculty and the Assistant Deans. In this role, the Clinical Coordinators facilitate communication, scheduling, and problem-solving related to the clinical education component of the curriculum. In addition, the Clinical Coordinators provide assistance with clinical faculty recruitment, identify, develop and evaluate appropriate sites for clinical educational experiences; provide evidence of program, student and faculty compliance with College and clinical agency requirements, and ensure quality clinical experiences by coordinating the evaluation of clinical sites and preceptors.

Faculty Profile

During fall of 2018, there were 51 full-time nursing faculty and 23 part-time faculty in the College of Nursing. Among the full-time and part-time faculty teaching in the graduate program, 100% are prepared at the doctorate level. Forty-four faculty hold doctorates and seven have master's degrees in nursing.

We have a diverse faculty with 25% from underrepresented ethnic racial populations in nursing and 3.9% males. Our diversity among our faculty exceeds the diversity of faculty in colleges of nursing in the Florida State University System.

Our exceptionally talented and highly qualified faculty are recognized nationally and internationally for their scholarship and as leaders in innovation in teaching, research and service. Among our faculty nine full-time faculty are Fellows in the American Academy of Nursing (four part-time or Emeritus faculty are AAN fellows), five are Fellows in the American Academy of Nurse Practitioners and four were Robert Wood Johnson Executive Nurse Fellows. Faculty scholarship and research productivity are addressed in the research section D of this report.

The CON has 19 tenured faculty and 31 non-tenured faculty. The following table presents the faculty appointments among faculty in the CON. A table of faculty credentials is available in Appendix C-3 (1).

Table 24. Number of College of Nursing Faculty Appointments

Appointment Type	Number of Appointments
Tenured Faculty	19
Tenure Earning Faculty	9
Visiting Assistant Professor Faculty	3
Practice Teaching Faculty	8
Instructors	12
Total	51

The following table reflects the faculty ranks in the CON.

Table 25. CON Faculty Ranks Fall 2018

Ranks	Number
Professor	12
Associate Professors	13
Assistant Professors	11
Visiting Assistant Professors	3
Instructors	12
Total	51

Our current faculty mix of full-time and part-time faculty are not sufficient to meet our instructional needs. With the increased enrollment in our pre-licensure BSN, the DNP and the addition of the Honors in the Major BSN program to an already large PhD program, it is clear that we need additional faculty for clinical teaching and more senior faculty for chairing DNP projects, PhD dissertations and BSN Honors theses. To meet this challenge, we have been increasingly hiring more adjunct faculty to teach our clinical and didactic courses in both the undergraduate and graduate programs. The use of adjunct faculty is not ideal because they are less familiar with the curriculum and generally less committed to the program. In addition, more faculty are teaching "overloads" which can compromise research and scholarly productivity.

Three factors impact the CON's ability to recruit and retain senior faculty. First, faculty salaries are below market value. Almost all faculty salaries are below the 50th percentile benchmark for the southern states published by AACN. Salaries are a major factor contributing to our current inability to recruit senior faculty. Data on faculty salaries are presented in the resource section of this report.

Secondly, Florida Atlantic University is surrounded by six major universities in south Florida offering nursing programs as well as state Colleges offering baccalaureate nursing programs that compete for our faculty. Fully online proprietary universities are also growing. We do have a sufficient number of applicants at the assistant professor level but they are unable to fill leadership roles within the College such as serving as chairs of PhD dissertations and DNP projects.

Thirdly, the age of our faculty is increasing and retirements impact our ability to retain senior more experienced faculty. The DROP program, the State University Retirement System, prevents these faculty from working part-time for a year after retirement.

There will be a projected shortage of nurses in Florida of at least 37,000 in the next five years and the shortage will intensify in 2020 and beyond. Difficulty in recruiting faculty is a barrier to expansion of our programs that could help to fill the gap in practicing nurses and in nurse faculty. In 2017, there was a decrease in the number of new graduates in Florida, thus, contributing to Florida's growing nursing shortage. There is an acute need for nurse faculty in Florida and across the nation resulting in a bottleneck in nurse and nurse faculty production.

Faculty Teaching/Workload

Due to faculty concerns about workload, the faculty approved a faculty workload policy in 2013. The table is in Appendix C-3 (2) and includes teaching loads by rank, tenure, practice teaching and instructor appointments and methods of calculations. Tenured professors, associate professors and tenure track assistant professors have a .50 teaching effort (2 courses/ 6 credit hours), .45 research effort, and

.05 service effort assignment for one semester and a .75 teaching effort (3 courses/ 9 credit hours), .20 research effort and .05 service effort assignment for one semester. Generally, the teaching load for research-intensive Colleges within FAU is less than that of the College of Nursing.   During the first year of hire, new tenure track faculty have a .75 research effort, a .25 teaching effort (1 course equivalent to 3 credit hours) and there is no service requirement. In the second semester, new tenure track faculty have a .50 research effort and a .50 teaching effort (2 courses equivalent to 6 credit hours). By contrast, professors, associate professors and assistant professors on the practice teaching track have a .75 teaching effort (3 courses equivalent to 9 credit hours), .20 scholarship effort and a .05 service effort for each semester, fall and spring. Instructors have a .90 teaching effort (4 courses equivalent to 12 credit hours) each semester, fall and spring.   Faculty must request teaching assignments during the summer semesters. These requests are approved by the Associate Dean for Academic programs based on faculty expertise and College of Nursing teaching needs. A majority of faculty do request summer teaching assignments to supplement their income.

Strategic Planning for Hires

FAU is investing in its research enterprise and has made significant progress in establishing four research pillars focused on institutional strengths**:** Neuroscience (Brain Institute), Healthy Aging and Lifespan Studies (I-HeAL), Marine and Coastal Science and Sensing and Embedded Network Systems (I-SENSE)In the past two years, the CON partnered with these FAU pillars to hire new faculty with joint appointments in the I-HeAL pillar, now the Biomedical Research Institute, and the Sensing and Smart Systems (I-SENSE) Pillar. These pillars help to address the salary deficits as these faculty hires are paid with .50 FTE funds from the College of Nursing and an additional .50 FTE salary from the pillars. Therefore, salaries are significantly higher than the usual salaries available from the College of Nursing. Ideally, one or two faculty new hires annually from funds from the pillars would enhance our future hiring needs for new senior faculty. In addition, these pillars provide a significant amount of research start-up funds for the new faculty hired with appointments in the pillars. However, the change in the focus of the I-HeAL Pillar to the Biomedical Research Institute may decrease the CON's ability to recruit senior nursing faculty.

In spring 2018, Dean Smith created a Succession Planning Task Force to address faculty recruitment and retention. The recommendations of the Task Force were:

Recruitment of Faculty

Develop a strategic and well-coordinated faculty recruitment plan for 2018-2019 that includes dedicated staff support, involvement of senior leadership and targeted marketing efforts.

Recruit a minimum of three new high potential faculty at the Assistant Professor rank for the 2018-2019 academic year considering our own graduates as well as outside candidates. If a candidate has high potential but lacks a current scholarly track record – place that candidate into a visiting line for at least a year to scale their research and publication record.

Both strategies were adopted and completed.

Retention of Faculty

Address retention issues proactively by ensuring a healthy work environment, evaluating the current use of the enhancement awards and assessing faculty concerns around the current evaluation process.

Evaluate salary equity between long-term and recently recruited faculty in the college keeping in mind that salaries are publicly reported in the State of Florida and all faculty have access. Develop strategies to address inequities including 12 month contracts and more travel dollars/professional opportunities for impacted faculty.

Recommendation #1 is in progress and revisions to the evaluation process has been completed and approved by the Faculty Assembly.

In response to recommendation #2, Dean Smith is planning to address salary compression through use of "World Class Faculty" funds from the University.

D. Research and Scholarship

Overview

Nursing research and scholarship at the College of Nursing is supported by the Office of Nursing Research, Scholarship and PhD Studies. As such, the office suite has offices for two administrators (Associate Dean for Nursing Research and Scholarship and Director of the PhD Program), a faculty member statistician, a doctorally-prepared editor who critiques grant structure, a grants administrator who assures compliance with guidelines and guides smooth grant submission, and a budget expert who manages pre- and post-award activities.

The number of faculty FTE supported by grants has increased from 5.20 in 2014-2015 to 8.78 in 2017-2018. This can largely be attributed to HRSA funding, which reached more than $3.4 million in 2017-2018. Measures of faculty scholarly productivity indicated a decrease in the number of books published over the 2014-2018 period with relative stability in peer-reviewed publications and increases in non-peer-reviewed publications. The increase in non-peer reviewed publications may be attributed to editorial positions held by faculty members who write monthly comments as part of editorial responsibilities. In the 2014-2018 period, there was a decrease in presentations. There were dramatic increases in grant proposals submitted over the 2014-2018 period, but federal funds awarded decreased for all but HRSA grants.

One of the approaches used by the College to grow the research enterprise during the past 4 years was taking advantage of the opportunity for joint hires. In 2015, Florida Atlantic University identified four Pillars that would distinguish the University's research enterprise ("A Strategic Plan for the Race to Excellence, 2015 – 2025"). The College of Nursing has two joint appointments with FAU pillars, one with I-HeAL and one with I-SENSE. Each of the individuals hired into these positions were nationally recognized experts, heavily invested in research.

Research Focus Areas

The College of Nursing has four areas of research focus that encompass the scholarly activities of faculty and emerge from within the lens of Caring Science. These include:

- Healthy Aging Across the Lifespan - Optimizing health across the lifespan, from conception to end of life.

- Health Equity - Clarifying and eliminating health disparities associated with human uniqueness, such as ethnicity, race, socioeconomics, gender and age.

- Holistic Health - Exploring and testing integrative approaches to health promotion and healing.

- Transforming Healthcare Environments – Promoting caring and healing environments, interprofessional collaboration/teamwork, nurse leader development, and best nursing practices affecting patient outcomes.

The original vision for this structure was that it would create faculty engagement to promote research and scholarship in each of these areas. It hasn't been as effective an "energizer" as had been hoped. As can be seen (Table 26), the majority of faculty members identify with Healthy Aging and there is currently no convener for Health Equity in spite of the fact that it is a strong research emphasis for the College. One factor that impacts this organizational structure that isn't depicted here is that faculty

members frequently cross categories so, for instance, holistic health and health equity often intersect with healthy aging.

Table 26 Christine E. Lynn College of Nursing Research Focus Areas – Faculty Group Membership

Healthy Aging Across the Lifespan	Health Equity	Holistic Health	Transforming Healthcare Environments
Conveners: C. Williams, D. Hain	Conveners:	Conveners: P. Liehr; M. Smith	Conveners: R. Sherman, K. Keller
C. Blum L. Chiang-Hanisko D. D'Avolio D. Hain J. Galvin S. Gropper M.A. Leavitt M. Ordonez C. Krause-Parello A. Opalinski T. Sakraida J. Sopcheck G. Sullivan R. Tappen L. Wiese C. Williams	C. Archibald C. Barry K. Edwards T. Jones R. Goodman S. Gordon	D. Hawthorne B. King R. Liehr M. Smith	T. Eggenberger N. France D. Gray-Miceli K. Keller J. Longo R. Sherman

Scholarly Work

Table 27 documents accomplishments in scholarly work over the past four years. These results strongly reflect the fact that faculty at the Florida Atlantic University, Christine E. Lynn College of Nursing are an engaged group of scholarly nurse academicians, conducting research, disseminating findings and connecting with professional communities through publications and presentations. The faculty are leaders, scholarly role models and mentors for nursing students in all programs. The category of "Performance" reflects the work of one faculty member who translated research findings through documentary theatre. Most recently, the performance work was undertaken with high school students and the focus of attention has been on generating manuscripts from data collected after performances.
. Generally, College of Nursing faculty members are prolific textbook writers, contributing to the prestige of the College at the national and international level.

Table 27 Faculty Scholarly Activity

Creative and Scholarly Activity	2014-2015	2015- 2016	2016 - 2017	College Total 2016-2017	University Total 2016-2017
Books	6	3	4	4	115
Peer-reviewed Publications	111	92	101	83	1,485
Other Pubs(Non- peer-Reviewed, Editorials)	5	8	18	18	714
Presentations (Posters and Podium)	106	86	97	97	1,862
Performance	1	2	1	1	285
Total	229	191	221	221	

Note: For Publications, only works published during the year have been tabulated, not publications "accepted" or "submitted".

Since 2014, there has been an increase in publications that are non-peer-reviewed. Peer-reviewed publications decreased in 2016-2017, it is possible that there is a relationship between these data and findings about funded research, which will be described in the next section. The number of peer-reviewed publications, including those that are data-based is an important consideration because data-based publications are an element of the foundation to prepare for small research grants followed by publication of findings and then, preparation of larger research grants that address specific areas of interest.

Proposals Submitted

Over the last few years, there has been a steep increase in the number of proposals submitted per year (Figure 1; red bars). Overall, the total dollar amount requested has also risen (Table 28, top). However, in the last year, requested amounts have fallen slightly; in 2015-2016 and 2016-2017, total proposed amounts were over $10 million; in 2017-2018, the total proposed amount so far has been $7.9 million while the number of proposals submitted has been comparable. This may be an indication that, recently, smaller dollar amounts have been requested per proposal. It is possible that the number of grants submitted will increase beyond last year's number but since about mid-2018, we are making a focused effort to assure that researchers have the necessary track record of supportive publications and pilot funding before moving forward with significant federal submissions.

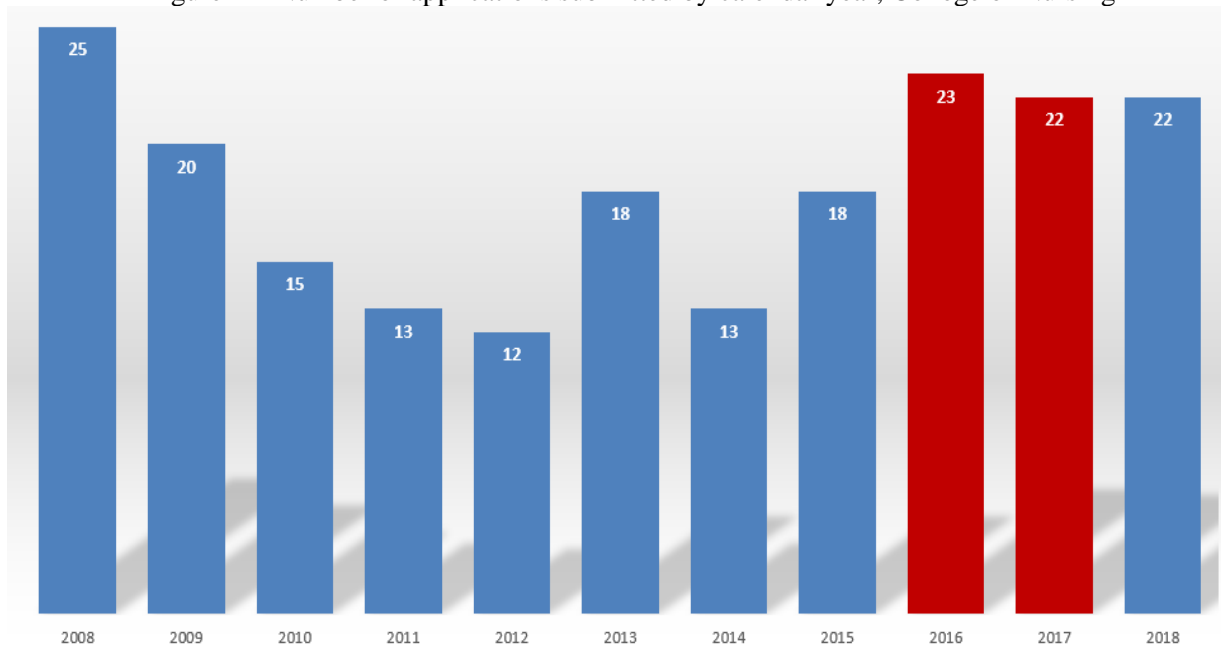Figure 1 – Number of applications submitted by calendar year, College of Nursing

Table 28 – Faculty Extramural Proposals

Proposal Submissions – Proposed budget		Nursing			
		2014-2015	2015-2016	2016-2017	2017-2018
…..Requested budget	$	5,536,226	10,967,332	10,181,173	7,853,015
Proposals – Award amount		Nursing			
		2014-2015	2015-2016	2016-2017	2017-2018
Award total	$	2,264,670	3,128,581	3,277,413	4,617,465

Note: The reporting period for the above table is academic year

Grant Awards

As shown in the Grants Award Table (Table 29), over time, higher numbers of foundation awards have been received; however, numbers of NIH and other federal research awards (PCORI, CMS) has fallen. It should be noted that the total number of grant dollars awarded has risen over this time period (Table 28, bottom) from $2.3 million in 2014-2015 to $4.6 million in 2017-2018. However, the types of grant awards received has also shifted.

Table 29. Grant Awards

Proposals Funded - Source of Funding		Nursing			
		2014-2015	2015-2016	2016-2017	2017-2018
Intramural	#	4	4	2	8
Local and regional foundations	#	2	1	2	2
National/International Foundations	#	2	2	1	4
Federal and State Extramural					
HRSA	#	1	3	4	4
NIH	#	3	2	2	1
Other Federal (i.e.: PCORI; CMS)	#	5	2	3	2
Florida	#	2	1	2	2
Totals		19	14	16	23

Note: The reporting period for the above table is academic year.

The Grant Awards table (Table 29) emphasizes our efforts to increase submission of research proposals and to achieve funding. Although it has become more and more challenging to acquire funding, our faculty members continue to pursue and receive funding for research.

We have substantially increased extramural funding since 2014 (Table 28) and we continue to submit extramural grants, focused on research. For instance, during the month of October 2018, our office supported submission of 2 K01s, 2 state grants and one national foundation grant; all of these grants are research grants.

From 2014 until now (Table 29), we have increased our intramural funding to provide the start-up support essential for beginning researchers and senior researchers embarking on new research tracks. For instance, intramural awards are distinguished as "senior" and "junior" scholar applications and there is a summer intramural grant (2 course release) that allows for preparation of an extramural NIH application for October submission. One junior faculty member has received this funding and submitted an R01 that was not scored; this faculty member's work has continued and served as the foundation for a K01 application recently submitted in October 2018.

We need more attention to enhancing the success of the summer intramural program. There were no applicants last year. In addition, we need attention to turning intramural grant results into publishable data-based manuscripts and federal grants. We have emphasized the place of intramural research in

building a program of research and we ask faculty members to describe how the intramural funds will contribute to grant preparation and submission to extramural sources at the national level.

Figure 2 highlights the shift in extramural funding. As noted previously , the current grant portfolio of the College of Nursing (2018-reported by calendar, not academic, year) reflects a much higher percentage of program (HRSA and other programmatic grants), as opposed to research grants, than in the past (2012).

Figure 2 –Breakdown of Extramural Funding: comparison of calendar year 2012 and 2018
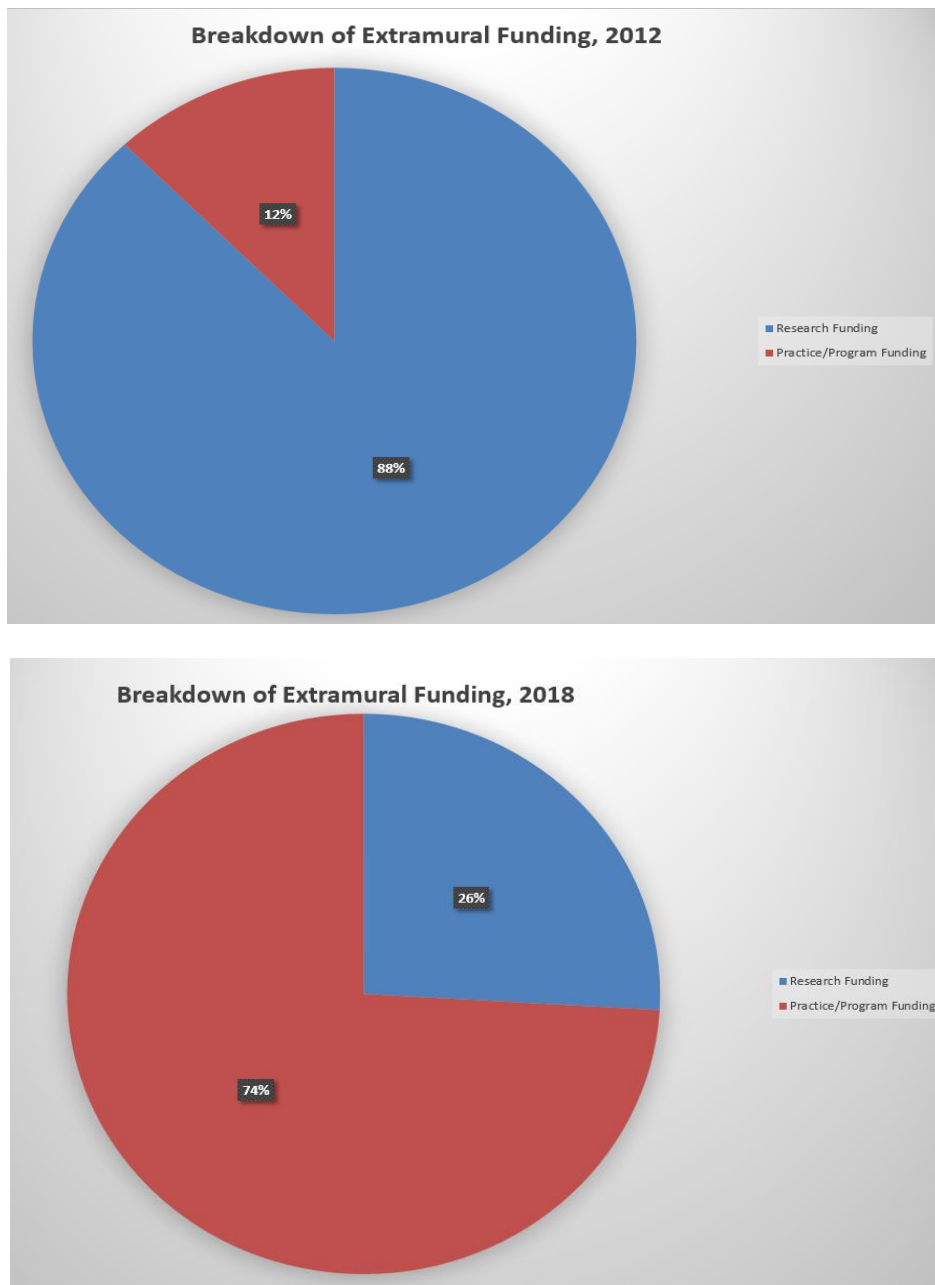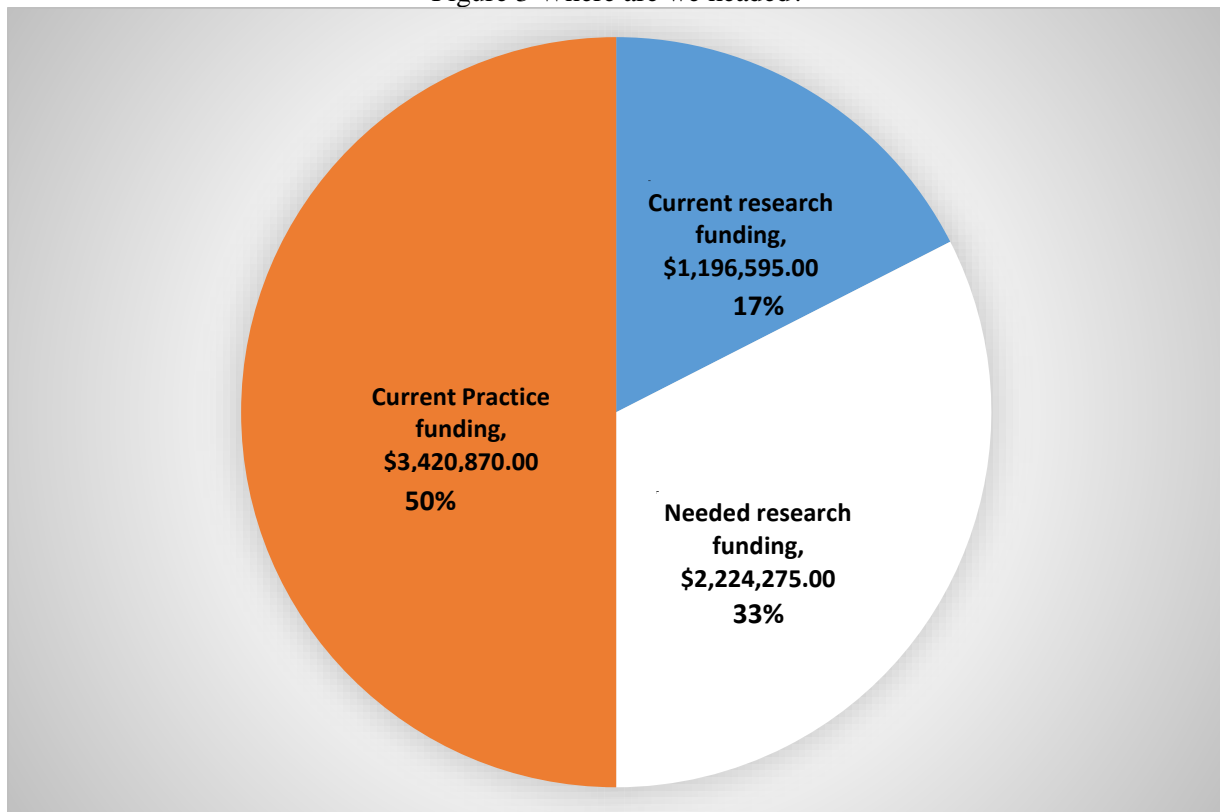
Summary

This research report highlights the effort being devoted by the College of Nursing to continuing to grow the research enterprise of the College, thereby contributing to the University's research mission. As noted in the University research description above, there are four Pillars that "house" the University foci for research. One of these pillars, which had been designated as an institute focusing on healthy aging across the lifespan (I-HeAL), was recently subsumed under the "placeholder" label of "biomedicine". We have one College of Nursing faculty member who was hired last year as a joint appointment between I-HeAL and Nursing. The College of Nursing has expressed concern about shifting the Pillar focus to biomedicine because we believe it may limit recruitment of researchers. .

The goal of continuing to develop the research program of each tenure-line faculty member remains strong as we move toward hiring a new Dean for the College and then, a new Associate Dean for Research and Scholarship. Over the years, we have developed interprofessional and community collaboration for research, but we expect those efforts to continue as we move forward. Appendix D-1 provides examples of extramural proposals submitted between 2016-2018. Thirty-eight were submitted, six of which have been submitted since June 2018 and are pending. Two of the pending grants are resubmissions of grants that hadn't been scored previously. Of the 32 non-pending grants submitted in this two-year period, 8 were funded; 4 were HRSA grants, each with budgets totaling in the millions. The research funding amounts in this time period ranged between $4000 (Daisy Award) to $400,000 (Diversity supplement).

Figure 3 Where are we headed?

Current research funding, $1,196,595.00 17%

Current Practice funding, $3,420,870.00 50%

Needed research funding, $2,224,275.00 33%

Data Summary

Between 2014 and 2018, there has been an increase in the dollar amount requested for extramural program and research grants via proposal submissions, but this increase has not been complemented with increased research dollars awarded. Figure 3 depicts our goal ($2,224,275) for increased research funding in the coming year.

Program Improvement

To continue in the effort to grow our research enterprise, we must assure that faculty members are well-positioned to be successful. With this in mind, additional emphasis is being placed on publication workshops and extensive mentoring of junior faculty who are moving toward federal research funding. There is an existing mentorship program for new faculty to support movement toward promotion and tenure. Also, the existing College intramural funding program as well as the summer research initiative will contribute to this goal of increasing research funding so that it is balanced with practice/program funding. It is important to help faculty members connect with colleagues from other disciplines so that interdisciplinary work can grow. The existence of the joint I-Sense and I-HeAL appointments is a strong step in the direction of encouraging collaborative research.

Finally, the current Associate Dean for Nursing Research and Scholarship is holding an interim position. After a Dean is hired, it will be important to hire an Associate Dean who is prepared to move the College toward the desired research funding goal.

Table 30. Research SWOT Analysis

Strengths	Weaknesses
• Talented faculty with a foundation of research funding • Well-staffed Office of Research o Infrastructure including statistician and staff supporting grant submission and management and writing support • Christine E. Lynn intramural awards • Funds (2,500 per year; 2,000 for travel/registration etc. and $500 for dissemination products) to support faculty in dissemination of research findings at conferences • Mentorship program for new faculty • Distinguished Professorships and Eminent Scholars • Strong donor support • Strong focus on caring as the essence of our nursing science initiatives	• Promotion and Tenure guidelines do not vigorously support high research intensity • Low faculty salaries limit recruitment of active researchers • Shift in awards from research to program funding over last several years, requiring that we step-up research award success. • Less than vigorous engagement of faculty in each of the four research foci areas – this structure isn't working. • Pursuit of funding through FAU foundation is hampered without a development person. A portion of research efforts are directed through foundation funding.
Opportunities	**Threats**
• Interprofessional opportunities for research by aligning with pillars • Hiring a new dean who can negotiate for ongoing research support • Hiring of a new associate dean for research and scholarship who can set a pace for funding that is consistent with "high intensity". • Demonstrate effectiveness of current support such as writing/editing activities offered by the Office of Nursing Research and Scholarship. • Create approaches that will enliven the research foci structure – incentives in the annual evaluation? • Strong community connections and community respect enable opportunities for partnerships.	• Senior faculty are retiring • Lack of clarity about how current and future faculty align with the changing focus on "biomedicine". • Lack of alignment with Pillar structure raises questions about University support for recruitment and hiring of senior research faculty • Competition for research faculty from other research intensive universities in the area • Potential increased faculty teaching load (larger class size and increased course assignment)

Recommendations

Continue to evaluate and revise the Promotion and Tenure guidelines, annual evaluation criteria with CON strategic goals to support increased research productivity

Consider faculty assignment guidelines to create the best opportunity for supporting research productivity

• Reconsider the four research focus groups – identify incentives/approaches for bringing life to this structure.
• Create structures that optimize faculty ability to submit data-based publications
• Develop relationships with Pillar leaders to stay apprised of collaboration possibilities
• Assure that faculty have the foundation needed before federal grant submission
• Be comfortable with the possibility that research grant submissions may decrease to assure quality proposals and increased potential for funding.
• Hire content-expert consultants who could partner with faculty to assure the grant quality before submission.
• Hire a researcher who would be aligned with the FAU CON Community Center at Westgate.
• Identify approaches for retaining research-focused activities of retired/retiring faculty, such as proposal-writing support, and mentoring.

E. Service and Community Engagement

With 95% of CON tenured faculty serving on university committees, the CON faculty participation on university committees far exceeds the university goal of 50% participation of tenure track faculty. Faculty participation in college, university, professional and community activities have greatly enhanced the reputation of the college and the university locally, nationally and internationally. Examples of service provided by tenure track faculty are detailed below.

A review of evaluations of faculty performance and contributions to service, revealed that 96% of faculty received an outstanding or exceptional rating which included service at the college, university, professional, community and pro bono practice categories.

The following table (Table 31) represents the CON faculty members and the total FAU memberships.

Table 31 Service Productivity for College of Nursing by year & University Total

Service Activity	Number of College of Nursing Faculty Memberships			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Faculty memberships on department, college or university committees	186	203	250	250	3,237
Faculty memberships on community or professional committees	140	169	176	176	1,313
Faculty serving as editors or referees for professional publications	104	108	93	93	695

The service activity of the faculty in the CON exceeds the service activity of the university wide faculty service activity. For example CON faculty have 7.6 memberships on department, college, or university committees compared to 4.6 per university faculty as a whole. Table 32 provides a comparison of the efficiency data related to service activity between the College of Nursing and FAU (University).

Table 32 Efficiency Data for College of Nursing and University

Service Activity	College of Nursing			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Faculty memberships on department, college or university committees per faculty member	5.3	6.8	7.6	7.6	4.8
Faculty memberships on community or professional committees per faculty member	4.0	5.6	5.3	5.3	1.9
Faculty serving as editors or referees for professional publications per faculty member	3.0	3.6	2.8	2.8	1.0

In 2015, the CON established a strategic goal to increase faculty and student engagement with community using the following strategies:

1. Expand service learning opportunities for students.
2. Engage Student Nurses Association and the Student Council in meaningful engagement with our community partners.
3. Support faculty and student service to local, regional and global communities.

Local Community Service Engagement

Faculty and students have a sustained presence and commitment to the local community in Florida. Nursing students provided health support as part of summer camp activities. Dr. Andra Opalinski spent six weeks in an academic service learning experience at Christ Church Camp in Fort Lauderdale. They provided health support to day campers and staff while using the opportunity to focus on pediatric growth and development concepts in children three years old to college age.

PhD student Laurie Martinez and Dr. Andra Opalinski started a Mindfulness Schools project at Christ Church Summer Camp, funded by the Florida Conference of the United Methodist Church in partnership with Florida Blue. More than 90 children, ages preschool through 6th grade, learned about mindful listening and breathing, and were educated on different types of mindfulness exercises over an eight-week period.

Nursing students participated in a disaster response simulation that involved a fully-occupied bus overturned due to a tornado. Students learned to triage and care for victims with only the items available on a bus. In addition, students played the roles of victims who had experienced a range of physical and emotional traumas.

College of Nursing faculty and students cared for people in an emergency shelter during Hurricane Irma. Dr. Rhonda Goodman, Associate Professor and family nurse practitioner, opened and managed the shelter at Boca Raton High School. At its peak, the shelter housed 1,700 guests from one week old to 95 years old. Six nursing students accompanied her, assisting with shelter management, triage and addressing healthcare needs. They made rounds, calmed children and responded to emergencies. Dr. Beth King, FAU Assistant Professor and psychiatric-mental health nurse practitioner, also joined the team. Dr. King provided assistance with pre-storm anxiety and other mental health issues.

Identifying a need following Hurricane Irma, Florida Representative Emily Slosberg advocated for increased disaster training for nursing students. FAU's CON responded by partnering with the American Red Cross, who developed a Disaster Training for Nursing Students course. Nearly 200 students received this disaster training. Dr. Rhonda Goodman took the lead on this project. She is nationally certified Red Cross nurse and has been a Red Cross shelter nurse for several years.

Dr. Andra Opalinski engaged her nurse practitioner students in service learning at Village Academy. She and her students conducted comprehensive health assessments at the school.

Dr. Lynne Palma, Adjunct Professor in the CON, and 10 family nurse practitioner students provided medical supervision to help children with type 1 diabetes enjoy the American Diabetes Association's Camp Gene at the Levi Jewish Community Center in Boca Raton.

Twenty-five CON students and faculty travelled to Tallahassee to attend the Florida Nurses Association's Advocacy Days. They met with state legislators, including Representative Emily Slosberg, Senator Kevin Radar, and many others to share information related to pending legislation affecting health and nursing. The students learned about the legislative process and used that knowledge to prepare for a Legislative forum held in the CON, organized by the Student Nurses Association.

The CON's commitment to serving underserved and vulnerable populations is influenced by its caring philosophy. An expression of this commitment is the CON's two nurse led centers. The FAU Christine E. Lynn Community Health Center (CHC), is the CON's nurse-managed clinic located in West Palm Beach in an area identified as having a healthcare professional shortage (HPSA ID: 112999123C), medically underserved area (MUAP ID: 07064) and dental care shortage area (ID: 6129991245). In 2016, the Center had over 6,743 patient visits. Many of the patients are uninsured, homeless and migrant/seasonal farm workers. CHC provides learning experiences and preceptorship of nurse practitioner, BSN, medical and pharmacy students from another university. This practice serves a variety of diverse populations that experience many barriers to quality health care, including low literacy levels,

English as a second language, lack of transportation, income and lack of trust for large traditional disease-specific health care systems.

The CON's second nurse led center is the Louis & Annie Green Memory and Wellness Center. At the Louis and Anne Green Memory and Wellness Center, nursing students as well as students majoring in music, social work, health care administration, exercise physiology and communication disorders help enrich the lives of the participants through their energy, empathy and enthusiasm. Graduate students conduct research studies about program effectiveness and operational changes such as the installation of an electronic health record. In their population health nursing course, students learn community assessment by identifying the needs of family caregivers of day center clients and developing a plan to address those needs. The Center is also a faculty practice and research site. The Center's services are designed to respond to the unique needs expressed by individual clients and their families. They reflect state-of-the-art strategies to help maintain functional independence, delay decline, and promote well-being and quality of life. Services include:

- Comprehensive Memory and Wellness Evaluation,
- Neuropsychological Testing
- Comprehensive Driving Evaluation
- Adult Day Center
- Counseling / Psychotherapy
- Physical Therapy

National Community Service Engagement

The College of Nursing's efforts extend across the country, as well. Dr. Cheryl Krause-Parello leads an innovative and evidence-based health research initiative for veterans C-P.A.W.W. (Canines Providing Assistance to Wounded Warriors). C-P.A.W.W. joins with community partners across the nation to provide support for our military, advance evidence-based practice protocols in military-related clinical settings and promote the delivery of culturally-congruent and competent care for the military members.

Nursing students are engaged in a clinical practicum in in Oklahoma with Dr. Karethy Edwards, Family Nurse Practitioner, and Associate Dean for Academic Programs and Professor. They provided health assessments and health education to the Keetoowah band of the Cherokee tribe in Tahlequah. Each semester approximately 40 to 50 students travel to Oklahoma.

Dr. Kathy Harvey, Adjunct Professor and CON alumna, was deployed to Puerto Rico for disaster relief following Hurricane Maria. Dr. Harvey and the Texas DMAT team, composed of highly trained nurses, paramedics, NPs, pharmacists, physicians, command staff and logistics communication personnel worked around the clock every day to operate a field hospital on the campus of the only Level I Trauma Center that had sustained damage due to the hurricane and was running on a generator while receiving patients from all over the island.

International Community Service Engagement

CON faculty and students are engagement in global communities. Under the leadership of Associate Professor Dr. Rhonda Goodman, with several other CON faculty, and working collaboratively with non-governmental organizations in Guatemala, rural clinical outposts were set up to provide much-needed health screenings and medical care to Maya communities in Guatemala. Dr. Goodman has established a collaborative structure of partnerships to provide a network to ensure that there is appropriate follow-up for patients who need additional care. Students in the family nurse practitioner

concentration in the Master's program and BSN students enroll in this unique Study Abroad program that serves 1700 Maya villagers of all ages.

After the earthquake in Haiti, Drs. Charlotte Barry and Beth King founded an elementary school in Haiti. They continue to raise funds to support a school nurse. With their leadership and guidance, graduate students study the heath needs of the people of Haiti.

Dr. Shirley Gordon directs the Head Lice Treatment and Prevention Project working in conjunction with a non-profit head lice treatment center. She provides home visits and telehealth consultations for low income families experiencing chronic head lice. Because of her expertise, she is an invited guest speaker at international conferences.

Dr. Patricia Liehr works with colleagues in Japan to facilitate healing for Japanese and American WWII veterans to find some resolution to the traumatic experiences of Pearl Harbor use story theory as a way to heal. In addition, she and her colleagues use theatre to promote peace among young persons in Japan and in the United States.

These exemplars provide evidence of achievement of the CON's service strategic goal.

Summary

It is important to note that faculty only receive .05 FTE effort for their service assignment. Excess service participation may negatively impact faculty scholarship and research productivity and teaching. The Associate Dean for Research & Scholarship and the Associate Dean for Academic Programs will review with faculty their achievement in scholarship, teaching and research to assist faculty in maintaining a balance between teaching, scholarship and service activities.

Program Improvement

Monitor balance between service and scholarly activities. Encourage faculty to publish their work in these programs.

Table 33 Service SWOT Analysis

Strengths	Weakness
• The tenured and tenure track faculty provide outstanding service to the college, university, community and profession. • Faculty have forged valuable ties with the communities of interest that enhance efforts in teaching, research and practice and provide significant benefits to society and nursing. • The CON's community engagement is evident at the local, national, and international	• There is a potential threat if service commitments impinge on research and scholarly activity. College and university committee memberships increased from 2014 to 2017. Such devoted service may interfere with faculty research and scholarship productivity.
Opportunity	**Threat**
• The partnerships and fine reputation of the faculty increase the visibility of the college and attract new students, faculty and donors. • Given the university emphasis on research productivity, the college leadership can examine review criteria and merit system to better align with research goals. • Faculty have the potential to grow local service projects into sustainable programs that are integrated with their program of research and that give rise to additional scholarly productivity.	• Faculty must balance service commitments with productivity in research and scholarship. • Since the faculty in the college is small in size, representation on university committees requires a higher proportion of members. • Participation in the work of the university is a strong value however these activities can impinge on scholarly productivity.
Recommendations	
• Faculty need to align their service activities with their scholarship. • Faculty need to publish in scholarly journals their service-related activities.	

F. Other Program Goals

College Goal #1: Enhance international, national, regional and local visibility.

The CON has continued to focus strategically on increasing its visibility. While the College has been known for its unique philosophical and theoretical focus on caring, the excellence of the faculty and students has not been widely appreciated. Therefore, this strategic goal has the potential of attracting faculty and students to the College and bringing attention to the College as a center for the advancement of Caring Science. This year the Master's program was ranked 32nd by *US News and World Report* for 2019, and the Doctor of Nursing Practice program was ranked 54th for 2019. The College was ranked 39th in the country for our online graduate programs in 2018 and 16th in the country for our online graduate programs for veterans in 2017. This is very significant in that FAU's Christine E. Lynn College of Nursing's graduate programs were ranked in the top 5% of all schools of nursing in the country and ranked first for online graduate programs and master's programs in the state of Florida, not just in the SUS system. Five years ago the CON was ranked 197th. For the past several years the CON has published a monthly newsletter that is distributed widely. The CON has a Communications Consultant responsible for press releases and updating the website and social media. Over the past several years she has increased press releases on the work of the faculty. We have active Facebook and Twitter accounts with 1106 Facebook followers up from 945 last year and 1603 Twitter followers, up from 1400. We just added an Instagram account. The CON supports faculty to disseminate research with $2700/year. Doctoral students are supported to present at various conferences. The Anne Boykin Institute for the Advancement of Caring in Nursing holds annual Summer Academies attracting participants from countries from around the world. The CON has welcomed doctoral and post-doctoral students, and visiting scholars from Thailand, Japan, Brazil, Finland, Australia and China and faculty have been visiting scholars in China, Japan, Thailand, Columbia, and Taiwan. The CON publishes the *Journal of Art and Aesthetics in Nursing and Health Sciences*. Every year the CON publishes *Transforming Care*, a magazine featuring the work of the College. The CON faculty have received national recognition and awards; this brings visibility to the CON.

College Goal #2: Recruit and retain a diverse community of outstanding students, faculty and staff, passionate about the College mission, vision and values.

In the past five years the CON has recruited a highly qualified, diverse group of students to the new Freshman Direct Admit, traditional and Accelerated 2nd degree tracks in the BSN program, the nurse practitioner concentrations in MSN and DNP programs, and the PhD program. The student body is the most diverse in the state with over 50% from underrepresented racial/ethnic populations in nursing. We have seen a declining trend in enrollment in the RN to BSN track of the BSN program over the past five years. This is most likely due to the increased competition, with many online RN to BSN programs accessible to nurses and to the fact that the local state colleges (Broward, Palm Beach, Miami Dade and Indian River) offer the RN to BSN. In addition, enrollment in the online MSN concentrations is decreasing. There is increasing competition for online graduate programs. The CON has been working with the Center for E-Learning to market these MSN concentrations. Over the past five years the CON had 19 faculty retirements and/or resignations, resulting in a 37% turnover of faculty. While the CON has been able to replace faculty and increase the diversity of faculty, the loss of senior faculty has created a leadership crisis and faculty without the experience in mentoring graduate students. Key faculty resignations have been two NIH funded researchers with four grants, experienced nurse practitioner faculty at the Boca and HBOI campuses, two Associate Deans, two directors of the CON Community Health Center, and two lab coordinators. Diversity of the faculty has increased. Faculty salaries are significantly below the AACN mean and this has contributed to the resignations. Due to the national nursing faculty shortage; new tenure track faculty are being offered significant start-up packages and paid

summers at other universities which impacts our ability to recruit. World Class Faculty funds will be used to relieve salary compression and raise the lowest faculty salaries. The Dean makes enhancement awards to reward faculty who go above and beyond their responsibilities. A Succession Planning Task Force was formed and a report provided with recommendations to plan for the anticipated retirements facing the CON in the next several years. These recommendations are being considered and implemented as possible.

College Goal #3: Secure resources to advance the missions and goals of the CON.

Over the past five years the CON has successfully raised funds to support student scholarships and stipends, program expansion, Center support, and important initiatives such as the Faculty Talent Retention Fund. The CON has received an average of $2,000,000/year in donor support. In 2014 the CON launched the Lamplighter Scholarship program to provide $500 scholarships for freshmen students. Christine E. Lynn has provided scholarship support and funding for the Faculty Talent Retention Fund that provides enhancement awards to faculty. The Dean has received support from several Foundations for Distinguished Professorships, PhD scholarships and stipends, and the Community Health Center. The CON has two Advisory Boards: the CON Advisory Board and Caring Hearts, the Advisory Board for the Louis and Anne Green Memory and Wellness Center. In the past five years the CON had three development officers. The last one resigned in April, 2017, and the CON has not had another Development Officer since then. This has hampered fund-raising for the CON. Faculty have received over $6,000,000 in HRSA awards to support nurse practitioner education and academic-practice partnerships. Support for scholarships, traineeships and nurse faculty loans has been around $500,000/year.

College Goal #4: Increase faculty research and scholarship.

The CON has experienced a decrease in external funding for research over the past five years. In 2014-15 the CON had three active NIH-funded projects and a PCORI funded project. Research expenditures from 2014-15 to 2017-18 were: $2,496,647, $2,603,884, $3,325,186, and $1,878,159. The research expenditures for the past several years were from program rather than research grants. The CON was ranked in the top 50 of NIH funding for nursing programs in the US in 2015, but has no NIH funding currently. A new Associate Dean for Research was named in 2014; she left in 2018 for a deanship. The previous Associate Dean for Research is serving in an Interim role. The CON has two joint hires with the I-SENSE and I-HeAL pillars. The Office of Nursing Research and Scholarship is a model for the University. The Office has a research coordinator and grants budget director, a faculty statistician and an editor. The CON has resources to provide intramural awards to support research as well as a Summer Research Release program. Start-up packages of approximately $30,000 have been awarded to new tenure-track faculty and they receive a reduced teaching assignment in their first year. Undergraduate research has increased significantly with six honors students completing research projects. Several received awards at the Undergraduate Research Conference. Faculty continue to be productive in writing books, journal publications and presentations. Most of the faculty are associated with the Institute for Healthy Aging and Lifespan Studies, one of the four FAU research pillars. That pillar is now being re-formed.   This may threaten the ability of CON to recruit nurse scientists.

College Goal #5: Assess and evolve best academic programs and teaching-learning practices.

Several important academic programs were initiated in the past five years. In 2014 the Freshman Direct Admit track of the BSN was launched to improve graduation and progression rates and ameliorate the long-standing problem of admitting hundreds of pre-nursing students who were not admitted to the nursing major. The program has evolved over the past five years with program improvements that have increased the progression rates. The first class graduated in 2018 with a 100% NCLEX pass rate at this

time. The CON has implemented Assessment Technologies Institute (ATI) for the BSN program. This technology allows for identification of needed remediation and provides preparation for successful completion of the NCLEX examination. The CON is known for its caring-based curriculum. Faculty teach using the nursing situation, where students learn nursing through their engagement with nurse-person situations. The CON received continuing accreditation for 10 years from CCNE in 2014. There were no cited concerns. The CCNE Continuous Improvement Progress Report is due in June, 2019. When NCLEX pass rates dropped to 80% in 2015 the CON formed a SWAT team to address the problem. Since then NCLEX pass rates have been over 90% with a 100% pass rate in 2017. Certification examination pass rates for FNPs have been at 100% as well. Based on a critical community need the CON developed a new psychiatric mental-health nurse practitioner program in 2017. A new Honors in Nursing Program for BSN students was launched in 2015. Faculty are integrating HeartMath® to improve student success and are using digital stories to engage students in understanding the human health experience. The CON continues to participate in interprofessional education, and faculty leaders in this area received a Macy Foundation grant to bring a caring-based perspective to interprofessional practice at a local hospital. Simulation is critical to student learning since hospitals have more stringent policies regarding student access to EHR and medication administration. With the increase in the number of pre-licensure students, the current lab/simulation space is inadequate. It will be important for new space to be procured or built for the future. Three HRSA grants have enabled the CON to develop innovative, valuable academic-practice partnerships to support both graduate and undergraduate nursing student involvement in primary care practices with underserved populations.

College Goal #6: Continue to grow faculty practices within and beyond Centers.

In 2014 Dr. Lynne Dunphy joined the CON as the Associate Dean for Practice and Community Engagement. She created a Practice Council that included all faculty active in CON practices and they began developing policies and making decisions about the direction of Faculty Practice initiatives within the CON. In 2016 we held a retreat on Faculty Practice, and the CON needs to develop a Faculty Practice Plan. During the past five years the College has been involved in five faculty practices. The CON has two nurse-led interprofessional Centers, The Louis and Anne Green Memory and Wellness Center and the FAU CON Community Health Center. These centers are providing excellent services to vulnerable populations, and the numbers of persons served continues to increase. The Louis and Anne Green Memory and Wellness Center receives $222,801 from the Florida Department of Elder Affairs as a state memory disorder clinic and they received a grant from the HHS Administration for Community Living for over $300,000/year for three years to expand services.   The Center is an educational site for FAU nursing, medicine and social work students. Until last year the FAU CON Community Health Center has received over $1,000,000/year to support its operations to deliver integrated primary and mental health care to an underserved population. In order to sustain the Center the CON will submit an application for a FQHC "look alike". These are vibrant learning laboratories for our students and sites for faculty practice and research. Other sites of practices included Aids to Victims of Domestic Violence, Slattery Child Development and Research Center and Village Academy.   In 2019 the CON hopes to expand the CHC to another site at Tabernacle Baptist Church's U.B. Kinsey Community Health Center. The CON received a gift of $2.3 million to fund the expansion of the MWC to serve persons with Parkinson's Disease. Both the Louis and Anne Green Memory and Wellness Center and the Community Health Center have data from their electronic health records that can be mined for research. The CON Practice Council has developed policies on access to these data.

Community engagement activities continue to be very robust. Several faculty have been recognized for their community service, for example, several hold a foot care clinic for homeless persons which has received funding, awards and national and regional publicity. A Study Abroad program in Guatemala allows students to receive practicum hours and provide service to Maya villagers without access to healthcare.

College Goal #7: Create an environment that supports well-being, productivity and human flourishing.

We have focused on strengthening a caring community within the College of Nursing over the past five years. In 2014-15 the theme of the academic year was "community building". Our Fall Retreat in 2014 was organized around the theme of self-care and building community. Faculty were introduced to mindfulness and HeartMath® self-care approaches. Twenty-five faculty were certified as HeartMath® trainers and share this mindfulness practice with students. Task forces were organized to clarify our model of relating and organizational structure. We instituted a Stars program to honor and appreciate faculty. Staff and Student Councils were created to allow participation in the CON governance structure. Over the past five years we have enhanced our mentoring programs for faculty and students. Dine with the Dean, Student Open Forums with the Dean, and Coffee talk with the Dean were initiated. Recently, the Dean initiated "Caring Comments", a space where faculty, staff and students can send questions and comments to the Dean anonymously. Faculty, students and staff are recognized for their accomplishments through email, monthly newsletters and the CON magazine, *Transforming Care*. The College focused on promoting well-being by joining the American Nurses Association's *Healthy Nurse, Healthy Nation* program with an initiative focused on stress reduction through mindfulness approaches. Standing desks are provided to those who request them. The CON Committee on Faculty distributed a survey asking for faculty feedback on the work environment. The results were reviewed by the faculty and administration and together we launched the Institute for Healthcare Improvement's "Joy at Work" initiative. Following the Marjory Stoneman Douglas High School shootings, which occurred approximately 15 miles of the University, faculty and students formed Nurses Advocating for Peace and Safety (NAPS) to advocate for policies and offer support to those struggling with the tragedy.

G. Strengths and Opportunities That Support Achievement of Program Goals

Strengths:

1. Caring is a philosophic and theoretic guide for missions of teaching, research/scholarship and service/practice and distinguishes the College nationally and internationally.
2. Highly qualified and diverse applicant pool and student body, with over 50% from underrepresented populations in nursing.
3. Unique caring-based curriculum featuring student outcomes, curriculum model, course subjectives/objectives and teaching using nursing situations.
4. Enrollment growth in the BSN pre-licensure tracks and DNP program.
5. New Psychiatric-Mental Health concentration launched as post-Masters and DNP track based on community need.
6. Two nurse-led health centers that serve as vibrant learning and research laboratories that serve vulnerable populations in local communities.
7. Talented faculty engaged in research and scholarship with potential for research productivity.
8. Excellent infrastructure to support research mentorship, proposal development, pre and post award grant management and faculty scholarship.
9. Historically generous donor support.
10. Program grants that support innovative education-practice partnerships that enrich graduate nurse practitioner concentrations and the BSN curriculum in community health.
11. Grant funding that supports nurse-led Centers.
12. Improvement in FTIC graduation and progress rates with implementation of Freshman Direct Admit track.
13. Excellent employment rates and average salaries for new BSN graduates.
14. High level of employer satisfaction with graduates.
15. Increase in number of international PhD students.
16. NCLEX pass rates and Nurse Practitioner certification rates exceed established criteria for success.
17. Robust engagement with local, national, and global communities.
18. Culture of continuous quality improvement.
19. CON rankings in *US News and World Report* for MSN, DNP and online graduate programs increasing dramatically to 32nd, 54th and 39th respectively.
20. CON addressing work environment through *IHI Joy at Work initiative*.
21. CON Student Nurses Association received the top Florida chapter award three years in a row and serve in national and state leadership positions.
22. Study Abroad experience in Guatemala provided to graduate and undergraduate students.
23. Faculty and students providing service to the community.
24. Honors in the major students contribute to University's emphasis on undergraduate research and receive University awards for their research.
25. Strong mentorship support for new tenure track faculty.

Opportunities:

1. Increasing interprofessional opportunities for education and research.
2. Distinguishing focus on caring attracts international faculty and doctoral and post-doc students.
3. New model of self-supporting programs can create a source of revenue for the CON with the new part-time BSN track for working adults with previous degree.
4. Continuing endorsement of all four degree programs from the American Holistic Nurses Credential Center has potential to attract students graduate students,

5. Potential to expand the CON nurse-led centers through application for FQHC look-alike status and continuing grant support.
6. Research pillars provide opportunity for joint college-pillar hire funded researchers.
7. Enhancement awards provide increased financial support for faculty.
8. World Class Faculty funds can be used to increase faculty salaries.
9. 40th Anniversary in 2019 provides opportunity for fund-raising.
10. A new dean with a new perspective on and vision for the CON will arrive in 2019.

H. Weaknesses and Threats That Support Achievement of Program Goals

Weaknesses:

1. Loss of senior, experienced faculty due to retirement and resignations.
2. Increased use of adjunct faculty and overloads to meet instructional demands.
3. Decrease in external funding for research in spite of increase in proposal submissions.
4. Decreasing enrollment in RN to BSN track and the online MSN concentrations.
5. Lack of financial support for marketing programs and recruiting students.
6. No funding available for summer semester.
7. Lack of classroom, lab and simulation space and office space on the Boca Raton campus.
8. Annual evaluation and Promotion and Tenure criteria are not consistent with Very High Research Intensive expectations.
9. Poor response rates to alumni and employer surveys.

Threats:

1. Senior faculty are aging and retiring
2. Faculty salaries are below the AACN mean threatening recruitment and retention of top faculty.
3. Heavy service involvement of the CON threatens research/scholarship productivity.
4. Lack of clarity about how faculty align with pillar structure.
5. Focus on "biomedicine" for the re-formed I-HeAL pillar threatens to exclude CON faculty who had a "home" for research in I-HeAL.
6. Increased faculty overload assignments may compromise research and scholarship.
7. New nursing programs in the geographic area and the COM placements threaten ability for placement of nurse practitioner students.
8. Limits on ability to practice skills in the clinical setting (i.e. charting and medication administration).
9. Market salaries for practicing nurses and nurse practitioners are higher than faculty salaries.
10. Lack of a CON Development Officer threatens fund-raising.

I. Resource Analysis

College of Nursing Budget

The College of Nursing's Budget (2017-18) consists of the following sources of funds: 1) Educational and General (E&G) funds (49%), 2) Contract and Grant Support (26%), 3) Auxiliary Support (Clinical, Day Center, and Lab Fees (13%), and 4) Foundation Support (12%) (See Figure 4). E & G funds originate from Florida Atlantic University's state funding and tuition revenue and are provided to the College as an allocation from the Academic Affairs budget. In general, this allocation has been historically determined and increased based on the need for additional faculty or staff lines or decreased with the need for University budget cuts. All instruction during the academic year and summer, unfunded faculty research and scholarship, University and College service, and operational expenses such as recruitment, development, and student support are funded through the E&G allocation. It is important to note that the faculty lines funded by the E&G allocation are for nine-months. Funds to cover summer salaries must be obtained through lapsed salaries or carry forward; Academic Affairs provides some support if necessary. Scholarships and stipends are funded through a variety of sources: grants, state funding, and gifts. The FAU Foundation accounts comprised of expendable funds from endowments and donations, provide financial support for Eminent Scholars, Distinguished Professors, and program initiatives specified by donors. These Foundation funds support initiatives such as marketing, public relations, travel, continuing education, some building maintenance and discretionary expenditures. Contracts and grants include research and program grants that support education, research and practice initiatives. The CON has not had a Development Officer since April 2017. This lack of a Development Officer has had a negative effect on fund-raising. External funding for research has decreased. Three large HRSA program grants were received in the past three years. These grants are supporting programs, graduate student stipends and some faculty salaries. The F&A rate for program grants is at a significantly lower percentage as compared to NIH grants resulting in lower indirect cost recovery for the CON.

Figure 4. Percentage of Revenue Sources Comprising CON Budget
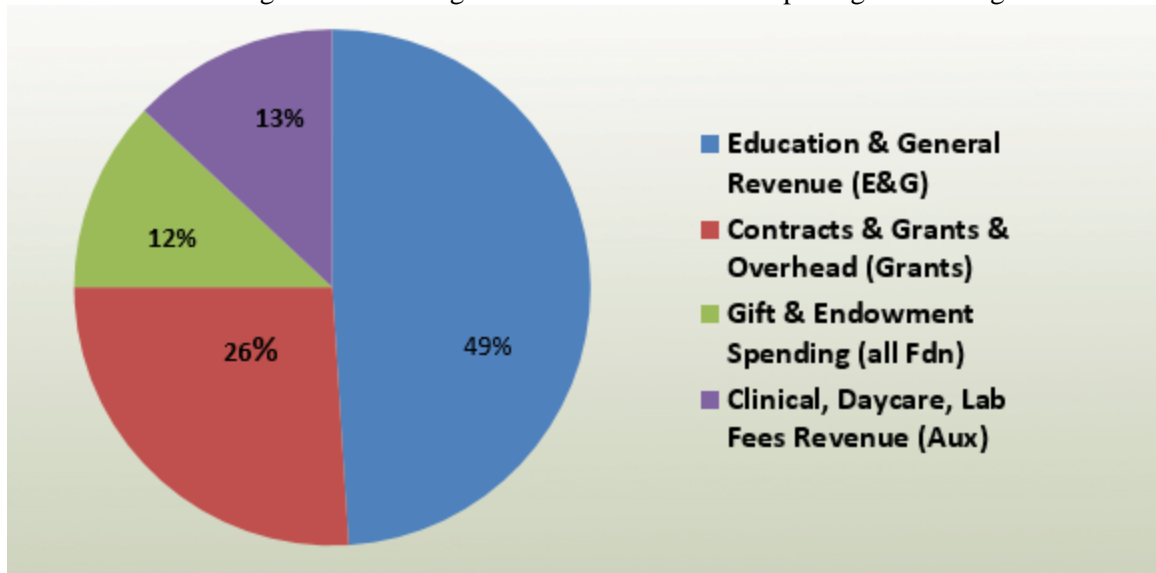
About 98% of the E&G budget is allocated to full-time faculty and staff salaries and benefits. Other necessary expenses such as summer salaries, adjunct faculty, graduate teaching and research assistant salaries, recruitment, leave payouts, faculty relocations, IT support, etc. are funded on lapsed salaries and carry forward funds.

The College E & G budget has increased from 2013-14 to 2017-18 by $1,702,314, about 31%. This increase resulted from increased faculty lines provided to the College. Two additional faculty positions were approved for the 2014-15 academic year: Associate Dean for Practice and Community Engagement (10-month position) and an Assistant Professor Practice/Teaching track. The Provost approved these positions in response to the previous Program Review (2011-2012), the CON Strategic Plan, and the CCNE Self-Study (2013-2014) documenting the need for these positions. In the Fall of 2014 the College began the transition from a traditional upper division BSN track, with 40 students admitted/year, to a Freshman Direct Admit BSN track with 100-120 students admitted/year. With this anticipated increase in enrollment the Provost approved an additional five instructors over a 3 year period (2 the first year [2014-15]; 1 the second year [2015-16]; and 2 the third year [2016-17] and an academic advisor (2014-15). It is important to note that there had been a steady increase in enrollment in the doctoral programs and the addition of the Honors in the Major program. The DNP, PhD and Honors in the Major programs require faculty mentoring for the completion of dissertations, DNP projects and the Honors research projects. The CON received no additional faculty resources when the DNP was launched in 2009 or with the increased enrollment in doctoral programs or the establishment of the Honors in the Major program, all requiring an increase in faculty FTE. Table 34 summarizes the E&G funding support from the CON from 2013-14 at $5,447,582 to 2017-18 at $7,149,896.

Table 34 College of Nursing E & G Funding from 2013-14 to 2017-18										
	2013-2014	%	2014-2015	%	2015-2016	%	2016-2017	%	2017-2018	%
Boca	5,092,808	93%	5,534,858	94%	6,194,493	94%	6,775,371	96%	6,980,468	98%
Davie	354,774	7%	374,740	6%	374,740	6%	250,285	4%	169,428	2%
Port St Lucie	-	0%	-	0%	-		-		-	
Total E&G Budget	5,447,582		5,909,598		6,569,233		7,025,656		7,149,896	

The University endured significant budget cuts between 2008-2013. During this time several faculty and staff positions were cut. Operations were suspended at the Port St. Lucie Campus and the CON relocated two faculty from that campus to the location where the Harbor Branch Oceanographic Institute is located. With this move the CON eliminated administrative faculty and support staff. In 2012-13 two instructor positions were sacrificed in the first round of budget cuts, and in the second round, cuts were made to graduate stipends, three staff positions and another instructor position. Even though there have been no budget cuts for the last five years, the faculty and staff losses were never restored. The consequences of these budget reductions have been the lack of sufficient administrative structure in the College and the loss of leadership/management at the Davie and HBOI campuses. This has compromised our ability to recruit and expand presence and programs in the areas served by these campuses.
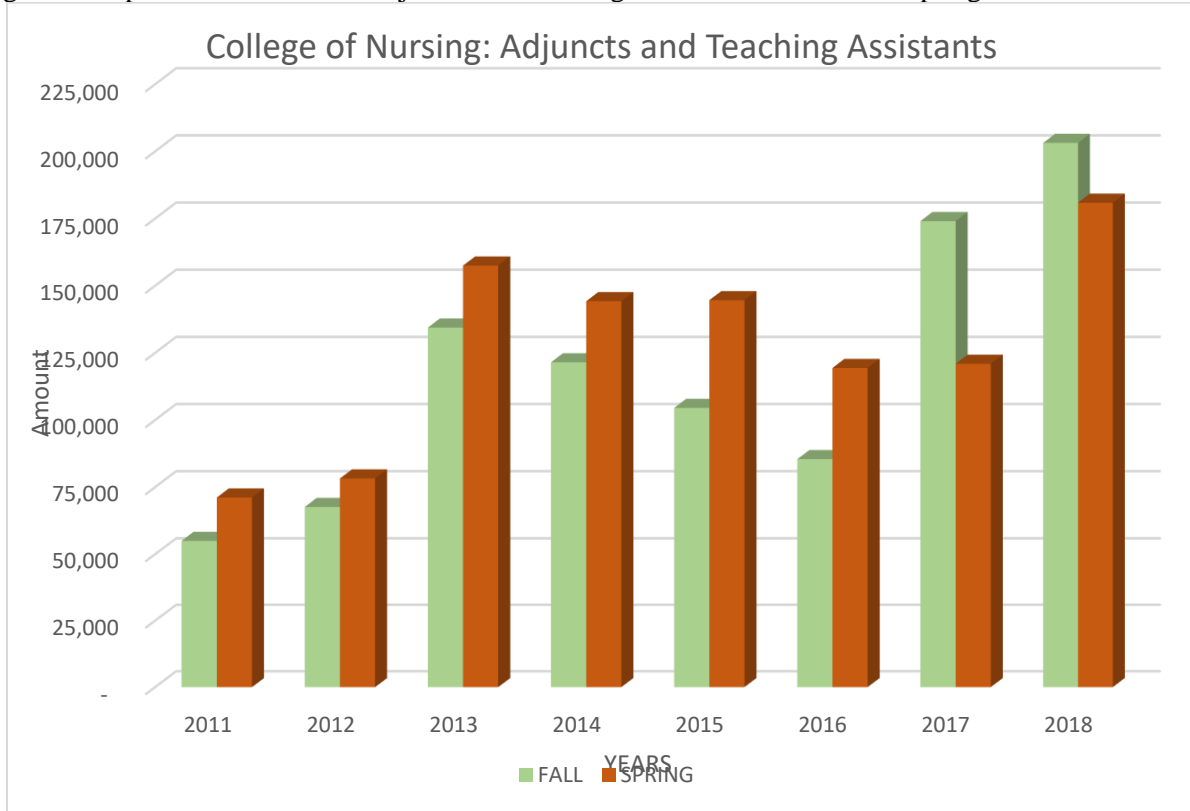
Faculty Resources

This increase in full-time faculty lines has not been sufficient to meet the instructional needs of the CON. There has been a significant increase in the employment of adjunct faculty and teaching assistants to teach didactic and clinical courses in the CON.

Table 35 and Figure 5 depicts the increase in expenditures for adjuncts and teaching assistants from 2011 to 2018. During this time period expenditures for adjuncts and teaching assistants increased over 300% from $126,068 to $383,996. This increase has been covered by lapsed salaries and carry forward funds.

Table 35. College of Nursing Adjuncts and Teaching Assistants

College of Nursing Adjuncts and Teaching Assistants from 2011-2018								
	2011	2012	2013	2014	2015	2016	2017	2018
FALL	54,962	67,605	134,389	121,453	104,468	85,400	174,014	203,133
SPRING	71,107	78,206	157,456	144,204	144,576	119,361	120,895	180,863
Grand Total	126,068	145,811	291,846	265,657	249,043	204,761	294,909	383,996

Figure 5. Expenditures for CON Adjunct and Teaching Assistants for Fall and Spring form 2011-2018


In a similar pattern, faculty overloads have increased over time due to the same reasons: the increased demand for faculty resources to teach more courses and clinical sections and the lack of full-time faculty resources to fulfil this demand. Table 36 and Figure 6 illustrate that the CON faculty overload assignments have increased significantly in order to ensure the instructional resources needed for a growing student body. The use of adjunct faculty and overloads are a temporary fix that can result in serious consequences over time. Adjunct faculty are not as familiar with the curriculum or committed to the College as full-time faculty. Some work for other schools of nursing in the area. We strive to hire those with excellent qualifications; however, in our experience, the quality of teaching and learning is better with faculty who are full-time within the College of Nursing. Faculty are willing to take overload assignments to supplement their income; however, this may compromise research and scholarship productivity. We have seen a decline in external funding for research, and the trend of increasing overload assignments may be contributing to this.

Table 36. College of Nursing Faculty Overloads

College of Nursing Faculty Overloads from 2011-2018								
	2011	2012	2013	2014	2015	2016	2017	2018
FALL	9,688	11,542	-	28,341	45,929	30,143	74,820	42,294
SPRING	13,995	15,284	19,187	46,154	31,155	41,622	53,466	82,200
Grand Total	23,683	26,826	19,187	74,495	77,084	71,765	128,286	124,494

Figure 6. Expenditures for CON Faculty Overloads for Fall and Spring from 2011 to 2018
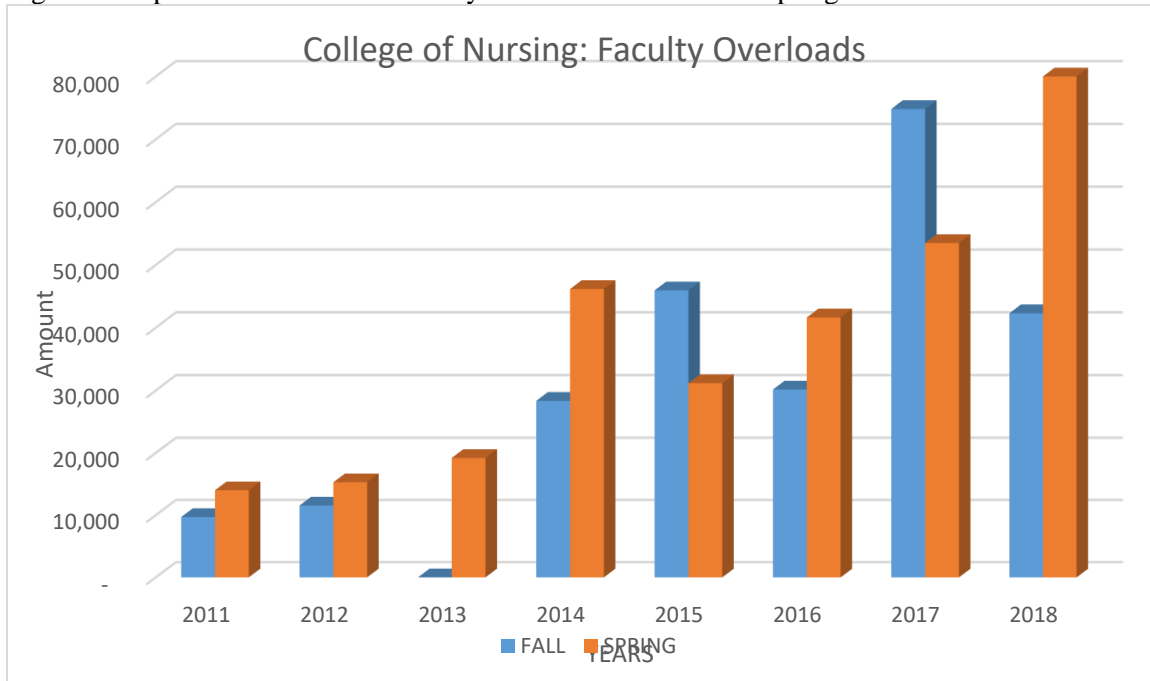
The College of Nursing has no department chairs; therefore, the functions of faculty assignments and faculty evaluations are the responsibility of the two Associate Deans. Those responsibilities were divided among the dean and the Associate Dean for Academic Programs. The Associate Dean for Practice and Community Engagement retired in May 2018. With the search for a new dean in progress that position was not filled. The previous Associate Dean for Research and Scholarship accepted a dean's position in another University in 2018; an Acting Associate Dean for Research and Scholarship was selected and will serve through the transition of the new dean.

Resources and Trends in Student Enrollment

Table 37 summarizes enrollment in the programs and various tracks. BSN pre-licensure enrollment has more than doubled from 190 in 2014 to 425 in 2018. The demand for clinical instruction in a 1:8 faculty: student ratio means that for every clinical course approximately 30 additional clinical sections are needed in 2018 as compared to 2014. The five new instructors provided to accommodate this demand falls short of the instructional resources needed. In addition, enrollment in the doctoral programs has grown from around 100 in 2014-2015 to 129, a 33% increase, creating a demand for senior faculty mentors for dissertations and DNP projects.

Table 37. Enrollment Trends in Selected Programs/Tracks from 2014 to 2018

Years (Fall)	BSN- Prelicensure	RN-BSN	MSN	Doctoral (DNP & PhD)
2018	425	187	332	166
2017	410	200	385	129
2016	346	240	410	116
2015	271	241	307	93
2014	190	328	415	109

Faculty Recruitment and Retention

Over the past 5 years the College of Nursing has lost about 15 faculty to retirement or recruitment to other colleges or clinical positions. Many of these faculty were senior leaders, and their loss from the faculty has precipitated a crisis of leadership. At least half of the faculty who resigned for other positions did so because of higher salaries at other schools of nursing or practice positions. Our top researcher was recruited to Florida State where his salary was more than doubled; he was offered a center and able to hire another researcher and two post-docs. Faculty salaries in the College of Nursing are significantly below the AACN mean for the Southern Region for colleges with doctoral programs. Only 3 faculty are at or above the mean and several are over $10,000 below the mean. The Dean brought this concern to FAU's Provosts (previous and new) and Chief Financial Officer. In order to promote faculty retention the Dean established the Faculty Talent Retention fund. An endowment is being established so that faculty can receive enhancement awards to recognize going above and beyond their responsibilities within the CON. Each year the Dean raises money for this fund and distributes about $250,000 each year in awards that range from $2000 to $8000. In response to the salary crisis, the Provost awarded the CON World Class Faculty funds. Those World Class Faculty funds can be used in 2019 to address salary compression by raising faculty salaries. In 2017-18 a Succession Planning Task Force was created to analyze the issues related to an aging faculty and the anticipated loss of faculty and to propose recommendations for the future. Some of those recommendations have been implemented; the report has been shared with the Provost (Appendix E-1).

The CON has been able to recruit easily for instructor and assistant professor positions but has had difficulty recruiting for senior faculty positions. This difficulty recruiting senior faculty can be attributed to the national nurse faculty shortage. Nursing faculty are in high demand. Market salaries in healthcare organizations are much higher, at times double faculty salaries. The College of Nursing faculty salaries are below the AACN mean. This, coupled with the relatively high cost of living in the area, makes recruitment of senior faculty extremely challenging. In the past two years, the College recruited two senior faculty joint hires with two of the pillars: the Institute for Healthy Aging and Lifespan Studies (I-HeAL) and the Institute for Sensing and Embedded Network Systems (I-SENSE). These joint positions provided the additional funding necessary to recruit senior faculty with research funding.

Each new faculty member on the tenure track receives a reduced teaching assignment for the first year and a start-up package of approximately $20,000. Those funds are to be used to support the launch or relocation of their research. In addition, faculty receive a desktop computer and printer in their office, a laptop and a tablet. Each full-time tenure track or practice-teaching track faculty member receives an allocation of $2700/year to support travel to disseminate research or scholarship. Instructors receive $500 for travel. Faculty can request funds to attend conferences that can promote their development if it benefits the College of Nursing. Faculty research is supported through intramural awards and a Summer Research Award.

Tenured and tenure track faculty teach 3/2; Practice-teaching track (non-tenure track) faculty teach 3/3, and instructors teach 4/4. Faculty in coordinator roles receive a course release/year. Course

caps for online courses are at 35 and for didactic courses at approximately 80. Faculty: student ratio for both undergraduate and graduate nurse practitioner practicum courses are at 1:8. Teaching assistants support faculty teaching large courses.

The Commission on Collegiate Nursing Education (CCNE), the accrediting body for colleges of nursing, requires that "faculty members are sufficient in numbers to accomplish the mission, goals and expected student outcomes and faculty outcomes". There are insufficient faculty resources to meet the instructional demand within the CON. The growing use of adjuncts and faculty overloads is evidence. The Continuous Improvement Progress Report is due to CCNE in June, 2019, and this issue of sufficient faculty will most likely be a "red flag" issue. A new dean will lead the faculty in 2019 and will face challenges related to these resource issues.

Physical Resources

At the time of our last program review the CON reported that physical space as well as equipment and supplies were more than sufficient to achieve the mission, goals and expected outcomes of the College. This is no longer the case. The CON building space is totally full, with no additional office space and a Professional Practice lab that cannot accommodate the demand for lab practice sessions and simulation.

There are three locations where the College of Nursing offers classes and house faculty offices. The Boca Raton campus is the location of the College of Nursing building. At the Davie Campus the CON is located on the second floor of the Language Arts building with offices for three full-time faculty, adjunct faculty and teaching assistants, an administrative assistant and part-time recruiter. A well-equipped practice lab, classrooms and conference rooms with teleconferencing capabilities are featured in the CON space. With about 100 students in the family nurse practitioner concentration taking course at the Harbor Branch Oceanographic Institute (HBOI) location, the CON has offices for three faculty, a well-equipped practice lab and classrooms available for use. There is a teleconference room where faculty can connect to classrooms in other campuses.

The current building on the Boca Raton Campus is beautiful, well-maintained and reflects the uniqueness of the College. In 2006, this building was dedicated for the College. Christine E. Lynn's generous gift of $10,000,000 was matched by the State for a total gift of $20,000,000 to design and construct a 75,000 square foot building dedicated to nursing. State-of-the-art classrooms, simulation areas and gathering spaces offer unique and creative environments for the study of nursing. Specially designed spaces, such as a holistic practice area, a meditation room and a healing garden with labyrinth, emphasize the importance of caring for self as a foundation for caring for others. In 2006 it was the first nursing building to be LEED (Leadership in Energy and Environmental Design) certified by the US Green Building Council at the Gold-level.

CON students pay lab fees for certain courses. Those lab fees are sufficient for the equipment and materials needed for use in the lab. The fees cannot be used for simulators. The CON has acquired simulators through FAU's process of applying for and awarding Technology grants. Over the past seven years the CON has acquired three new high-fidelity simulators, although these are not sufficient with the enrollment growth in the BSN program.

There are no additional offices available in the College building on the Boca Raton campus. There are no designated office spaces for adjunct faculty or "visiting" faculty from Davie or HBOI. Because of this lack of office space, we've had to locate faculty at either HBOI or the Davie Campus.

Staff Resources

Staff positions have been relatively stable since the previous program review. Six academic advisors serve 1100 students in four-degree programs. The Dean's Office has a staff of three: Executive Assistant, Administrative Director and Budget Director. An Academic Coordinator is assigned to the Associate Dean for Academic Programs. The Research Office staff are: Director of Grants and Contracts and a Research Coordinator. Four administrative assistants support faculty, student data management for clinical placements, Davie campus faculty and students, and student services front desk. The IT area is composed of the IT Director and two other professional support staff. A clinical placement coordinator seeks out practicum placements for nurse practitioner students. Besides these staff, the two Centers have many staff to support client care. Associate and Assistant Deans do not have staff support.

Generating Revenue

With the current budget model there is no incentive to grow programs. In fact, there is a significant disincentive to do so. The new Provost is interested in moving toward a RCM budget model for the colleges, especially for summer. Currently, the colleges are being encouraged to expand summer course offerings if they can be cost-effective and there may be future opportunity for revenue sharing. Recently, the Florida State University System Board of Governors has approved offering Self-supporting programs. These are programs that are offered in a "continuing education" model and provide the opportunity for colleges to generate revenue from tuition. The CON is proposing to offer such a program at the Davie Campus. It is a part-time BSN program for those with another baccalaureate degree. These students could continue working and have classes and clinical practicums scheduled in evenings and weekends. Out of state tuition will be charged because it will be a concierge program with more intensive support provided to a working adult population. The College of Business will manage the program and the Business Plan projects significant revenue for the CON from the first year, and growing in future years.

Summary

The College of Nursing is at a crossroads. It is an excellent program, now in need of an investment from the University to maintain this level of excellence. Additional faculty are needed to support the instructional demands in existing programs. The five instructors hired for the expansion of the Freshman Direct BSN track are insufficient for the instructional demands. Because of this there is a significant increase in the use of adjunct faculty and faculty overloads. This threatens the quality of instruction and research and scholarship productivity of faculty. The increase in doctoral students and honors in the major students has required demands for senior faculty mentors. The loss of senior faculty to retirement and the difficulty in recruiting senior faculty to the College has precipitated a leadership crisis that is predicted to worsen. Faculty salaries are below the AACN mean making it difficult to recruit and retain faculty. The College has used reserves in Foundation and Auxiliary funds to cover the costs of faculty and staff lines that are in excess of the available budget from E&G funding.

Table 38. Resource Analysis SWOT

Strengths	Weaknesses
• FAU has received Performance funding from the State for the past 5 years resulting in an overall stable University budget. • College of Nursing building is beautiful and reflects the unique identity of the College. • The CON has a healthy endowment that provides support for scholarships, faculty travel, faculty development, research and other programmatic needs. • A Faculty Talent Retention fund has been established to provide annual Enhancement Awards to faculty who go above and beyond their assigned responsibilities to promote the missions of the CON. • The College has received over $6 million in grant awards from HRSA over the past three years.	• With only a few exceptions, faculty salaries are significantly below the AACN mean. • There's insufficient faculty and advisor resources for the growing number of students in the pre-licensure BSN tracks. • There are insufficient faculty resources to support mentoring for PhD comprehensive examinations and dissertations, DNP projects and Honors in the major research. • With the growth in students and faculty, the CON has now outgrown the CON building. • The CON Professional Practice lab is not adequate for the number of students and increased need for simulation. • There is a decrease in external funding for research.
Opportunities	**Threats**
• The increased ranking and visibility of the College may increase the ability to attract faculty and leadership. • The geographic location of the College in South Florida may be attractive to potential faculty. • With the new policies about Self-Supporting programs it is possible to generate revenue from starting a new program. • With a Capital Campaign being launched, it is a good time to fundraise for the needed CON Simulation Center. • The CON received World Class Faculty funds that can be used to increase faculty salaries in 2019. • Joint hires with pillars provide the ability for attractive salary and benefit packages for faculty recruits. • The 40th anniversary is an opportunity for fund-raising. • Technology awards provide resources for needed improvements.	• Increased use of adjunct faculty and overloads for full-time faculty to meet instructional needs threatens quality and research/scholarship productivity. • Market salaries for nurses and nursing faculty make it more difficult to offer competitive salary packages. • The FAU Strategic Plan has called for the establishment of pillars and platforms that have required considerable financial resources by the University. • No Development Officer since April, 2017 has threatened success of fund-raising. • Other colleges of nursing in the state have received increased funding and are recruiting our faculty.

Recommendations
• Address salary compression through distribution of the World Class Faculty funds. • Benchmark the CON full-time faculty to student ration against real and aspirational peers. • Fundraise for a new CON Simulation Center. • Implement Self-Supporting Program on Davie Campus (part-time second degree BSN) in fall 2019. • Identify possible joint hires with the pillars. • Hire a new CON Development Officer. • Submit application for Technology grant. • Consider recommendations from the Succession Planning Task Force; implement those that are possible. • Identify best practices in faculty recruitment and implement.

J. Future Direction

<u>Tentative Goals for 2018-19 are:</u>

1. **Enhance international, national, regional and local visibility.**
   - Continue to update website with relevant, engaging stories.
   - Increase number of press releases for 2017-18 by 2%.
   - Develop and disseminate a "Points of Pride" piece to AACN deans.
   - Continue to use social media platforms to get CON news out; increase "likes" and "followers" by 5%.
   - Increase by 2% the number of presentations given by faculty and students.
   - Develop another video disseminated on YouTube featuring students and faculty.
   - Develop materials and messages that disseminate branding in magazine, press releases, website and recruitment materials.
   - Create slides for all power point presentations that feature leadership in caring science.
   - Mail 8th edition of *Transforming Care* to all AACN Deans in addition to local CNOs, FAU community, donors and alumni.
   - Support publications of next issue of the *Journal of Art and Aesthetics in Nursing and Health Sciences*.
   - Plan and implement the Anne Boykin Institute's 2019 Summer Academy on practice models.
   - Support faculty travel ($2700/member) to present research at national and international conferences.
   - Serve as a Board member of the Nursing Consortium of South Florida.
   - Develop an innovative faculty recruitment ad.
   - Launch an ad campaign to recruit for our online graduate programs.

2. **Recruit and retain a diverse community of outstanding students, faculty and staff passionate about the College mission, vision and values.** .
   - Receive approval to hire one additional Academic Coordinator to manage admissions and advising for the freshmen direct entry track.
   - Provide Enhancement Awards to acknowledge excellence and retain faculty.
   - Recruit and retain a highly skilled and committed cadre of adjunct faculty or clinical scholars to do clinical teaching.
   - Recruit 125 students to freshman direct track.
   - Recruit 100 RN-BSN students.
   - Recruit 40 students/year to the accelerated BSN track.
   - Recruit 80 students to BSN-DNP and Post MS DNP program.
   - Recruit 8 students to PhD program.
   - Recruit 20 students/year to MSN concentrations (NAFL, AHN, NE, and AGNP).
   - Recruit 40 students/year to HBOI and Davie FNP concentration cohorts.
   - Develop more strategic methods for recruiting.
   - Recruit 30% of students to our fully online programs.
   - Improve advising and mentoring processes.
   - Improve student engagement activities to increase a sense of community and connectedness for undergraduate students.
   - Increase faculty compensation to AACN median for colleges of nursing in the south with doctoral programs.
   - Address salary compression through equity funds.

3. **Secure resources to advance the missions of the College of Nursing.**
   - Continue growing the Faculty Talent Retention Fund endowment by $100,000.
   - Recruit a new development officer.
   - Fund 80 Lamplighter scholarships - $500 x 80 = $40,000
   - Raise $30,000 for PhD student stipends.
   - Hold one fundraising event organized by the CON Advisory Board that raises $10,000 for the Dean's Excellence fund.
   - Seek support for a faculty line from hospitals.
   - Seek support for an Endowed Chair/Eminent Scholar.
   - Submit one program grants and two applications for student scholarships/stipends.
   - Secure support from the FAU Technology grant for a new mannequin.
   - Submit 5 new gift proposals to foundations or corporations to support faculty research, practice, or teaching.
   - Launch self-supporting program for the 2nd degree part-time BSN program.

4. **Increase faculty research and scholarship.**
   - Increase number of new research grants funded by 2%.
   - Increase number of proposals submitted by 2%.
   - Increase number of articles and books published by 2%.
   - Award one Summer Research grant and three intramural grants.
   - Focus research activity on the Pillars of Healthy Aging
   - Continue to improve faculty and doctoral student research mentoring.
   - Excel in research related to outcomes of caring.

5. **Assess and evolve best academic programs and teaching-learning practices.**
   - Begin planning for the Continuous Improvement Progress Report (CIPR) due in 2019.
   - Enhance simulation learning experience throughout our programs.
   - Increase undergraduate participation in extracurricular research experiences.
   - Disseminate best practices for teaching in caring science-based curricula.
   - Evaluate the low enrollment Masters concentrations toward possible suspending admissions.
   - Specify processes for teaching assignments and assignment of teaching assistants.

6. **Continue to grow faculty practices within and beyond Centers.**
   - Discuss strategies with new dean on developing a Faculty Practice Plan.
   - Reorganize the Community Health Center and develop a sustainability plan.
   - Assess operations of the CHC and implement efficiencies.
   - Obtain funding for a new building for the CHC.
   - Plan the new addition of the Louis and Anne Green Memory and Wellness Center that includes a Parkinson's Care and Education facility to support well-being of persons with Parkinson's Disease and their families.
   - Establish an infrastructure for IPE and practice and research within all faculty practices.
   - Obtain funding to support health centers at Village Academy and U.B. Kinsey Community Health Center in West Palm Beach.
   - Leverage data collected on health outcomes from EHR for faculty research.
   - Increase visibility of current practices.

7.   **Create an environment that supports well-being, productivity and human flourishing.**
- Initiate the Institute for Healthcare Improvement's Joy at Work initiative.
- Plan an event that brings together faculty, students, staff, community partners and alumni.
- Initiate an Open Forum each semester and "Coffee Talk with the Dean" monthly.
- Meet monthly with the president of Student Council.
- Address issues about work environment from Staff Council.
- Expand offerings of the Initiative for Intentional Well-Being to community.
- Recognize important accomplishments and milestones.
- Recognize preceptors.
- Feature alumni and community partners in *Transforming Care*.

Broad Questions for Reviewers

1. Given the growth of the BSN and the DNP programs, the maintenance of the enrollment of about 50 PhD students, and the addition of the Honors in the Nursing major program, what approaches can be pursued to maintain programmatic excellence with limited resources?

2. With the shift in the I-HeAL pillar to a focus on biomedicine, how can the College have the opportunity to recruit research-active faculty studying nursing phenomena?

3. Without a College of Nursing Development officer, what approaches might be most effective to meet future funding needs that are channeled through the foundation?

4. What creative approaches can be suggested for assuring an adequate pool of faculty with academic salaries below AACN means?