



FIU

FLORIDA INTERNATIONAL UNIVERSITY
Miami's public research university

Program Review Report

Nursing

College of Nursing and Health Sciences

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Executive Summary

Since the 2001 Program Review, the nursing unit of Florida International University (FIU) has undergone significant program, geographical, enrollment, funding, and organizational changes:

- A number of programs, tracks, projects, and modalities were developed and implemented:
 - The Anesthesiology Nursing Program was implemented, supported by Miami Beach Anesthesiology Associates (\$720,000 during 2001-2005; \$1.1 million during 2005-2011) and a \$1.1 million grant from the Division of Nursing at the Bureau of Health Professions, Health Resources and Services Administration (HRSA). A synchronous distance education modality was implemented, using live videoconferencing, to Jacksonville.
 - The RN-BSN track was converted to fully online using the WebCT platform, supported by a grant (\$30,000) from the South Florida Hospital and Healthcare Associates. The online track was implemented, supported by a \$376,000 grant from the Florida Department of Education.
 - The Foreign-Educated Physician to BSN Track was implemented, supported by \$1.7 million from the Hospital Corporation of America, East Florida Division, Kendall Regional Medical Center, and Mercy Hospital; \$1.4 million from the U.S. Department of Labor; and \$600,000 from the Florida Department of Education. A synchronous distance education modality was implemented, using live videoconferencing, to Orlando and Tampa.
 - The PhD Program was implemented, supported by a \$1 million grant from the Division of Nursing at the Bureau of Health Professions, HRSA. In 2007, the PhD Program was awarded \$200,000 in recurring funds by the Florida Legislature.
 - The Nurse Executive track in the Master of Science in Nursing (MSN) program was developed and implemented.
 - The MSN “Grow Our Own Nursing” Faculty Project--a joint faculty training initiative with Miami-Dade College, Broward Community College, and FIU--was implemented, supported by a \$820,000 grant, from the Health Foundation of South Florida.
 - The Post-MSN Nursing Education Certificate was implemented, supported by a \$768,000 grant from the Division of Nursing at the Bureau of Health Professions, HRSA; in addition, the MSN program was awarded \$366,000 in recurring funds from the Florida Legislature to use for increasing the number of nursing educators.
- In December 2004, the School of Nursing relocated from the Biscayne Bay Campus (BBC) to the Health and Life Sciences II Building at the University Park Campus (UPC). To provide for expansion, the School retained offices, classrooms and laboratories at the BBC. In August 2006, as part of FIU’s Strategic Initiatives, the Foreign-Educated Physician to BSN track was re-established permanently at the BBC with ongoing University funding.
- In October 2006, the College of Nursing and Health Sciences (CNHS) was established with the merger of the School of Nursing and the School of Health Sciences. The CNHS includes Nursing and the Department /Programs of Physical Therapy, Occupational Therapy, Health Information Management, Health Sciences, Communication Sciences and Disorders, and Athletic Training.
- In December 2006, University administrators announced that a new CNHS building would be erected on the UPC with state-of-the-art nursing classrooms, a nursing simulation center, laboratories, and offices. The five-story, 103,000 square foot building will be completed for projected occupancy in December 2009.
- Research and training grant funding grew from \$101,000 in 2000-2001 to \$3.6 million in 2006-2007, a thirty-fold increase over a six year period. In this period, the nursing unit succeeded for the first time in making the National Institutes of Health (NIH) ranking (# 81) of 100 schools – of some 1,000 existing schools in the U.S. – based on NIH grant funding.
- In 2006-2007, the nursing unit received \$750,000 in general endowment funds and \$1.3 million in endowed student scholarships. In 2007, the nursing unit doubled endowed funds with combined new gifts of \$600,000 which will

increase to \$900,000 with the State match. The goals for endowment funding are to increase the current level of funding by 50% and to establish an endowed chair. See **Tables 1 and 2 (pp. 5-6)** for additional funding sources.

- Overall nursing student enrollment grew from 507 in fall 2001 to 857 in fall 2007, an increase of 69%. Of special note is that the increase in generic BSN enrollments (also 69%) was concurrent with an increase in NCLEX pass rates, from 69.8% in 2001 to 84.7% in 2007.

Response to the Recommendations from 2001 Program Review

Following is a list of the recommendations from the 2001 Program Review and the responses by nursing administrators and faculty:

- **Recommendation #1:** *Develop a white paper discussing the move to UPC including cost/benefit analysis, effects of service to the community, financial viability and research strength of the program, and national recognition. Time line: End of 2002.*
Response: After input from faculty and students and consideration of various factors impacted by the move, FIU, College, and School of Nursing (SON) administrators decided to relocate the School to the UPC in December 2004. However, the SON retained offices, laboratories, and classroom at BBC in anticipation of the need for more space with continued program expansion. In August 2006, the Foreign-Educated Physician to BSN program was permanently funded by a FIU strategic initiative and was established at the BBC.
- **Recommendation #2:** *Assess the options of doctoral education in nursing (PhD, DSN, ND) to determine which is most appropriate for the needs of the University and its constituencies, the resource requirements, potential for external funding, and the return on investment by the University. Time line: May 2003.*
Response: The Doctor of Philosophy in Nursing (PhD) program was selected by nursing administrators and faculty, and the program was approved by the Board of Governors in 2003. The program was supported by a \$1,014,018 grant (7/1/04-6/30/07) from the Division of Nursing at the Bureau of Health Professions, HRSA.
- **Recommendation #3:** *Develop a white paper discussing the advisability of establishing faculty practice partnerships. Include program implications, financial aspects of the plan, liability issues, and space requirements. Time line: End of 2003.*
Response: The development of the faculty practice plan has been deferred until the College of Medicine's faculty practice plan is established.
- **Recommendation #4:** *Complete and implement plans to increase student pass rate on the NCLEX examination. Time line: Continuing.*
Response: The nursing unit's Systematic Evaluation Plan provided the framework for improving NCLEX pass rates. The action plan included interventions that focused on administrators, faculty, and students. A feedback loop allowed for revisions and additions to the interventions. As a result, NCLEX pass rates increased from 69.80% in 2001 to 90.26% in 2006. In 2007, the NCLEX pass rate was 84.66%. Nursing faculty responded to the decrease in the 2007 pass rate by reviewing existing interventions and policies, strengthening enforcement of current policies, and mentoring new faculty members.
- **Recommendation #5:** *Complete and implement plans to increase external funding. Time line: Continuing.*
Response: The 2001 Program Review noted that during the 1999-2000 AY, the SON's external funding (grants and contracts) totaled \$101,000. Since that time, external funding steadily increased. New grant awards totaled \$3.7 million in 2004, \$2.3 million in 2005, and \$3.4 million in 2006. There were 16 new grant submissions during the first six months of 2007. Other funding also increased. During the 2006-2007 AY, other funding sources (Auxiliary, Research Support, Recurring State Funding, Faculty Salary Contracts, Building/Equipment Donations, and Foundation Funds) totaled \$3.2 million.

To support the research mission, a fulltime CNHS Director of Research was hired in fall 2006 to support faculty in the preparation of grant applications, management of the post award reports, and budget activities. To assist in the development of research grants, faculty members are provided with seed grants, start-up funds, and support for research consultation and research equipment. **Table 1 (pp. 5-6)** lists research and training grants from 2002 to present and **Table 2 (p. 6)** summarizes other funding sources for 2006-2007.

Table 1
List of Nursing Faculty Research and Training Grants (2002-Present)

PI	Co-Investigator(s)	Title	Sponsor	Award Total	Start Date	End Date	Research Training
Luz Porter		Advanced Education Nursing Traineeship	Department of Health & Human Services/Health Resources and Services Administration	\$692,969	7/1/2002	6/30/2008	Training
Dorothy Brooten	Joanne Youngblut	Healthy Children, Healthy Homes	Abt Associates, Inc.	\$493,989	9/1/2002	6/30/2007	Research
Sandra Lobar	Joanne Youngblut	Center for Leadership in Pediatric and Family Nursing	Department of Health & Human Services/HRSA/Maternal and Child Health Bureau	\$202,447	7/1/2003	6/30/2008	Training
Luz Porter	Virginia McCoy	Drug-Abusing Mothers: Infant Massage-Parenting Enhancement.	Department of Health & Human Services/HRSA/Maternal and Child Health Bureau	\$974,078	9/1/2003	5/31/2008	Research
Marie-Luise Friedemann	Kathryn Anderson	Culture, Family Patterns and Caregiver Resource Use	DHHS/NIH/NIGMS	\$757,590	4/1/2004	3/31/2008	Research
Dorothy Brooten	Joanne Youngblut	High Risk Pregnancy, Health Problems, APN Interventions	Department of Health & Human Services/National Institutes of Health	\$579,579	4/1/2004	3/31/2007	Research
Luz Porter		PhD in Nursing Program at Florida International University/Advanced Education Nursing Grants	Department of Health & Human Services/HRSA/Bureau of Health Professions	\$1,014,018	7/1/2004	6/30/2008	Training
Victoria Menzies		Effects of Guided Imagery on pain, distress, functional status and self-efficacy in Hispanics diagnosis	Sigma Theta Tau International	\$4,000	6/1/2005	11/1/2006	Research
Divina Grossman		Expanded Nursing Capacity and Diversity Initiative 06/07	Florida Department of Education	\$1,282,000	7/1/2005	8/31/2006	Training
Jeffrey Groom		Miami Beach Anesthesiology Associates Faculty Support Agreement	Miami Beach Anesthesiology Associates, Inc.	\$1,038,011	7/1/2005	6/30/2011	Training
Kathryn Anderson	Marie Luise Friedemann	Training in Chronic Illness Research in Florida and Europe	Department of Health & Human Services/NIH/National Center on Minority Health and Health Disparities	\$857,622	9/30/2005	6/30/2009	Training
Joanne Youngblut	Dorothy Brooten	Grandchild Death: Grandparent Health & Functioning	Department of Health & Human Services/NIH/National Institute of General Medical Sciences	\$366,209	4/1/2006	3/31/2008	Research
Sandra Gracia Jones		Viagra and Older Adults	Department of Health & Human Services/NIH/National Institute of General Medical Sciences	\$137,496	4/1/2006	3/31/2008	Research
Patricia Livingstone		Regional Nursing Student Clinical Placement.	Nursing Shortage Consortium of South Florida	\$35,370	6/15/2006	6/14/2007	Training
Divina Grossman		MD AHEC Nursing Program 2006-2007	Miami-Dade County/Area Health Education Center	\$16,300	7/1/2006	6/30/2007	Training
Kathleen Blais		Enhancing Registered Nurse Career Advancement.	Florida Department of Education	\$376,259	7/1/2006	6/30/2008	Training
Sharon Pontious		CNHS DREAMS: Departmental Resources-Engaging Academic Mentoring	Department of Education	\$25,000	8/1/2006	7/31/2007	Training

Table 1 (Continued)
List of Nursing Faculty Research and Training Grants (2002-Present)

PI	Co-Investigator(s)	Title	Sponsor	Award Total	Start Date	End Date	Research Training
Sandra Gracia Jones		Student Education Needed in Order to Reduce Infection & Transmission of AIDS & STD's	Department of Health & Human Services/Office of Public Health and Science	\$162,300	9/1/2006	9/29/2008	Research
Joanne Youngblut	Dorothy Brooten	Death in the PICU/NICU: Parent and Family Functioning	Department of Health & Human Services/National Institutes of Health	\$2,150,000	9/6/2006	6/30/2011	Research
Jeffrey Groom		FIU Nurse Anesthetist Traineeship FY 2007	Department of Health & Human Services/HRSA/Bureau of Health Professions	\$21,816	7/1/2007	6/30/2008	Training
Kathleen Blais		SDS Program 2007-2008: Nursing Undergraduate	Department of Health & Human Services/Health Resources and Services Administration	\$24,437	7/1/2007	6/30/2008	Training
Sharon Pontious		Post-Master's Certificate in Nursing Education.	Department of Health & Human Services/Health Resources and Services Administration	\$768,205	7/1/2007	6/30/2010	Training
Sharon Pontious		SDS Program 2007-2008: Nursing Graduate	Department of Health & Human Services/Health Resources and Services Administration	\$24,437	7/1/2007	6/30/2008	Training
Joanne Youngblut	Craig Phillips	Social Factors Influencing ART Adherence Among HIV+ Black Men	American Nurses Foundation, Inc.	\$5,000	9/1/2007	8/31/2000	Research
Divina Grossman		MD AHEC Nursing Program 2007-2008	Miami-Dade County/Area Health Education Center	\$7,000	1/1/2008	6/30/2008	Training

Table 2
Nursing Unit: List of Other Funding Sources (2006-2007)

Account	Total
Auxiliary (i.e., laboratory fees, tuition-plus)	\$617, 616
Research Support	\$134, 455
Recurring Funding (State of Florida)	\$366, 000
Faculty Salary Contracts	\$360, 670
Building/Equipment Donations	\$200, 000
Foundation Funds (Non-Scholarships)	\$766, 154
Foundation Funds (Scholarships)	\$630, 762
Federal Scholarships/Traineeships	\$165, 845
Total	\$3,241,492

Program Description

Mission and Goals of the Nursing Unit

The mission of the nursing unit is to teach, conduct research, and serve the community. The CNHS nursing unit prepares qualified men and women for leadership roles in basic and advanced professional nursing practice in a rapidly changing, multicultural, multiethnic, global environment; promotes, expands and validates the scientific base of nursing knowledge and practice through the discovery, organization and transmission of research-based knowledge, skills and values; and collaborates with local, national and international health care agencies in promoting excellence through cost-effective, accessible, equitable and humanistic health care delivery systems for divergent individuals, families and communities.

Vision of the Nursing Unit

The vision of the nursing unit is to be recognized as a Top Urban Public Research University College of Nursing and Health Sciences with faculty who are nationally known for research on health needs of minority and underserved populations and for expertise in culturally competent care.

Accreditation and Degrees

The undergraduate and graduate nursing programs are fully accredited by the National League for Nursing Accrediting Commission (NLNAC), the Council on Accreditation (COA) of Nurse Anesthesia Educational Programs, and are approved by the Florida Board of Nursing (BON). In 2006, nursing administrators and faculty applied for initial accreditation by the Commission on Collegiate Nursing Education (CCNE). The evaluation visit occurred in October 2007, and the Board's decision will be announced in 2008. Degrees currently offered by the College are a bachelor's degree in nursing, a master's degree in nursing, and a doctoral degree in nursing:

- Bachelor of Science in Nursing: The Bachelor of Science in Nursing (BSN) program (125 credits) was approved in 1982 by the Board of Regents of the State University System. Upon completion of the BSN program, the basic (generic) student graduate is eligible to become licensed as a registered nurse (RN). In addition to the generic BSN track, the nursing unit offers a track for foreign-educated physicians to complete the BSN. The track, the first of its kind in the nation, enables foreign-educated physicians who are unemployed or underemployed, to complete an accelerated BSN in five semesters. The nursing unit also offers a RN-BSN (125 credits) completion track for RNs with associate degrees who wish to earn their baccalaureate degree. Graduates of the BSN program are eligible for master's level studies.
- Master of Science in Nursing: The Master of Science in Nursing (MSN) program was approved by the Board of Regents in 1992. The MSN program offers specialty tracks in Advanced Adult Health Nursing (43 credits), Advanced Child Health Nursing (43 credits), Advanced Psychiatric-Mental Health Nursing (43 credits), Advanced Family Health Nursing (47 credits), Anesthesiology Nursing (71 credits), and Nursing Administration (42 credits). Graduates of the program are qualified to apply for certification examinations in their specialty areas. Nurse practitioner (NP) graduates who are nationally certified can obtain advanced registered nurse practitioner (ARNP) certification through the Florida Board of Nursing. Graduates of the MSN program are eligible for doctoral level studies.
- Doctor of Philosophy in Nursing: The Doctor of Philosophy in Nursing (PhD) program (60 credits) was approved by the Florida Board of Governors in 2003. The program's purpose is to develop individuals who will be leaders and educators in generating and applying the science needed to guide nursing practice. Graduates have the knowledge and skills to conduct research in the health care field, and direct and guide application of other evidence-based health care findings to improve the health of people from diverse cultures and underserved populations.

Certificates

In addition to the MSN degree, post-master's certificates are available in Adult Health, Child Health, and Psychiatric/Mental Health (25 credits), Family Health (29 credits), and Nursing Education (16 credits). Students also have the option of a certificate in Nursing Administration (14 credits) or Family-Focused Health Care across Cultures (12 credits).

Library Resources

The libraries have excellent facilities and technology to house, service, and provide access to collections and services.

- Journals: FIU has 276 online journals in nursing. In addition, the University subscribes to 49 print nursing journals for nursing at University Park and 21 print nursing journals at Biscayne Bay. For the health sciences as a whole, FIU has 4,216 online journals and 266 print; 94% are online.
 - Journal Collection Development Progress: **Table 3** depicts the library's holdings in nine citation-ranked literatures. Since 2005, the library has added 27 citation-ranked journals in the nine literatures outlined in Table 3, bringing the overall proportion of the library's holdings from 66% to 74% (231 of the 311 titles). Acquisitions in 2007 covered nearly all of the literatures that are basic to the PhD in Nursing program.

Table 3
Overview of the Citation-ranked Literatures for Nursing

Literature	Number of Titles in Literature	Number Held by Library	% Held by Library	Number Not Held by Library
Nursing	42	42	100%	0
Public, Environmental and Occupational Health	88	56	64%	32
Medical Informatics	18	14	78%	4
Geriatrics and Gerontology (sciences)	24	10	42%	14
Gerontology (social sciences)	23	19	83%	4
Health Policy and Services	39	35	90%	4
Biomedical Social Sciences	24	16	67%	8
Health Care Sciences and Services	48	36	75%	12
Medical Ethics	5	3	60%	2
Total	311	231	74%	80

- o Online-Journal Packages: The journal collections are developed largely on the basis of publisher-based packages through the state university library consortium. Of direct relevance to nursing are Annual Reviews; Cambridge University Press; Elsevier Science Direct; Oxford University Press; Project Muse; American Psychological Association; Springer; and Wiley Interscience. Most packages have online archives from 1997.
- Books and Monographs: In 2007, nursing book collections exceeded 3,000 holdings and 300 audiovisual titles; health related disciplines exceeded 23,000 holdings. FIU's online book collection includes scores of reference, research, and popular titles books on nursing and the health sciences. The library has 17 monographic series for nursing and health sciences programs (some online) which includes *Annual Review of Nursing Research*, *AIDS: A year in Review*, *Annual Review of Gerontology and Geriatrics*, and *Advances in Nutritional Research*.
 - o Book Approval Plan for Nursing: The approval plan for the sciences covers all university press titles, as well as all trade-publisher titles on contemporary social or public policy aspects of science, engineering, and technology. The profile also covers specifically for nursing and health sciences in public health, nutritional diseases and disorders, sports medicine, diet therapy, physical or occupational therapy, otorhinolaryngology, speech therapy and disorders, physical rehabilitation, and the social sciences.
 - o Book Collection Development Progress: Over the past year, the library had two specially funded projects for nursing. With selections made by the faculty, the library developed a permanent reserve collection of core books to facilitate advanced research drawn from *Doody's Core Title* lists. The reserve covers 35 nursing specialties (176 titles) and 11 health sciences disciplines (48 titles); the cost was \$15,661. In addition, the Health Sciences Librarian expanded the online reference collections with 122 new titles, largely drawn from *Doody's Core Title* lists; the cost was \$23,761.
- Online Databases and Reference Collections: FIU's databases include 19 primarily for nursing and health sciences such as *CINAHL Plus Full Text*, *Medline*, and *Health Source Nursing: Academic and Consumer Editions*. Recent acquisitions of online reference collections include *Guide to Culturally Competent Health Care (2005)*, *Essentials of Nursing Informatics (2006)*, *Oxford Handbook of Anesthesia (2006)*, and *Textbook of Palliative Nursing (2006)*.

Faculty and Student Profiles

- Faculty Profile: In fall 2007, 44 faculty members held a regular line in the nursing unit. Fifteen regular faculty (34%) were on tenure or tenure-earning lines; twenty-nine (66%) of the regular faculty were on clinical or contract lines. All (100%) of the nursing faculty members on regular lines were credentialed at a minimum of a master's degree and teach in the area appropriate to their nursing specialty. Twenty-six regular faculty members (59%) were doctorally prepared.

- **Student Enrollment: Appendix A (p. 23)** depicts enrollments for the 2006-2007 AY and the fall 2007 semester. Since the 2001 Program Review, overall nursing student enrollment grew from 507 in fall 2001 to 857 in fall 2007, an increase of 69%.

Generic BSN enrollments also increased by 69%, from 168 students in fall 2001 to 410 students in fall 2007. Of special note is that the increase in generic BSN enrollments was concurrent with an increase in NCLEX pass rates, from 69.80% in 2001 to 84.66% in 2007. RN-BSN enrollments were only slightly increased between fall 06 and fall 07 which may be a reflection of competition from local public and private educational institutions.

MSN nurse practitioner (NP) enrollments increased by more than 60 students between fall 2006 and fall 2007. The increase in NP enrollments may reflect the change in admission requirements in 2006. In addition, some MSN students' educational costs are supported by grants and other funding, thus providing an impetus for returning to school.

PhD enrollments fell between fall 2006 and fall 2007. Currently, there are 11 active students, one who will graduate in 2008, two who plan to complete candidacy in 2008, and five who began the program in 2007-2008. Vigorous recruitment of PhD students is ongoing.

Student and Faculty Age, Gender, and Ethnicity: **Table 4** depicts aggregated demographic data for students and faculty. The nursing unit furthers FIU's commitment to diversity by maintaining a generic BSN student mix representative of the community and a higher percentage (25%) of male nursing students at all levels when compared to the national average of 10% (*AACN Final Report, 2006*). This higher percentage reflects enrollments in the Foreign-Educated Physician to BSN and the MSN Anesthesiology Nursing tracks which attract male students. In addition, over 40% of the nursing unit faculty members are minority compared to 10% nationally, and 14% of the nursing faculty are male compared to 5% nationally.

Table 4
Summary of Average Age, Gender, and Ethnicity: Miami-Dade County, FIU, and Nursing Unit

Ethnicity	Miami-Dade County ¹	FIU ²	Generic BSN Students ³	RN-BSN Students ³	MSN Students ³	PhD Students ³	Nursing Unit Faculty ⁴
Average Age	36.9	24.8	30.7	35.3	36.9	44.2	NA
Gender							
Male	48.3%	43.2%	25.5%	16.5%	25.0%	27.0%	6 (14%)
Female	51.7%	56.7%	74.5%	83.5%	75.0%	73.0%	38 (86%)
Ethnicity							
Hispanic	58.7%	60.8%	61.5%	53.0%	41.5%	13.0%	6 (14%)
White Non-Hispanic	19.0%	19.0%	11.0%	19.0%	28.0%	33.5%	25 (57%)
Black Non-Hispanic	20.5%	14.3%	18.5%	21.0%	20.5%	47.5%	8 (18%)
Asian/Pacific Islander	1.5%	3.9%	8.0%	6.5%	8.0%	6.0%	5 (11%)
Native American	.3%	.2%	0.5%	0.0%	0.0%	0.0%	0 (0%)
Other	1.1%	1.6%	1.0%	0.5%	2.0%	0.0%	0 (0%)

¹N = US Census Bureau (2000). General Profiles: Dade [Miami-Dade] County, FL; Broward County, FL (2004 estimate).

²N = FIU Fact Book 2005 -2006.

³N = Nursing unit Student Demographics. (AY 2006-2007) (Fall/Spring semester average).

⁴N = Nursing unit Faculty Profile (AY 2006-2007).

- **Student Graduations: Table 5 (p. 10)** depicts graduation rates during 2000-2003, the most recent years available. Graduation rates have remained fairly steady with 75-80% of students (part-time and full-time) graduating within four (4) years of admission. **Table 6 (p. 10)** depicts the number of students who have graduated each semester during the 2004-2007 AY. The number of BSN graduates decreased in 2006-2007 due to a delay in admitting a foreign-educated physician to BSN cohort. The number of MSN graduates increased in 2006-2007 while the RN-BSN graduates decreased. The online RN-BSN track is experiencing competition from local universities and schools.

Table 5
Graduation Rates at 4-Year Snapshot

Year*	BSN Percentage Graduated	MSN Percentage Graduated
2000-2001	83.19%	73.81%
2001-2002	76.47%	79.10%
2002-2003	74.83%	77.08%

*Most recent year available

Table 6
Student Graduations (2004-2007)

Semester	2004-2005			2005-2006			2006-2007		
	BSN		MSN	BSN		MSN	BSN		MSN
	Gen	RN		Gen	RN		Gen	RN	
Fall	93	13	56	96	10	47	58	10	55
Spring	61	13	3	94	14	0	105	11	3
Summer		20	12	0	11	21	9	9	28
Sub-total	154	46	71	190	35	68	172	30	86
TOTAL		200	71		225	68		202	86

University Core Curriculum Delivered

No University Core Courses are delivered by the nursing unit.

Faculty/Student Ratio

Accreditation and regulatory requirements stipulate a low faculty to student ratio in clinical practice settings for patient safety and optimal teaching and learning. In the MSN program, the *National Task Force (NTF) on Quality Nurse Practitioner Education* (2002) requires a ratio of no more than 1:6 for clinical groups. In the generic BSN track, the Florida Board of Nursing *Rules* require a ratio of no more than 1:12 for clinical groups. In addition, nursing's accrediting and regulatory bodies require faculty to have appropriate credentials and expertise in their specialty area.

Table 7 depicts the ratio of regular faculty to students and percentage of courses taught by adjunct faculty during 2006-2007. The 2001 Nursing Program Review cited the high faculty to student ratio (1:20) as a barrier to achieving excellence in the mission of teaching, research, and service. Five years later (2006-2007), the nursing unit faculty to student ratio was 1:19. Although new faculty lines have been funded every year, the ratios have not improved significantly because of the continued expansion of program capacity in response to the nursing shortage.

Table 7
Teaching Faculty/Student Ratio

Semester	Degree	Regular Faculty FTE	Total Students	Regular Faculty FTE: Student Ratio
Fall 2006	BSN	20.5	495	1:23
	MSN/PhD	18.5	275	1:16
	<i>Total</i>	<i>39</i>	<i>770</i>	<i>1:20</i>
Spring 2007	BSN	23	474	1:20
	MSN/PhD	19	278	1:15
	<i>Total</i>	<i>42</i>	<i>752</i>	<i>1:18</i>
				<i>Average Ratio 1:19</i>

The nursing unit's high faculty to student ratio requires that adjunct faculty assist regular faculty in delivering the programs. In 2000, a major recommendation by the SACS visitors, with nursing cited as an example, was to decrease the number of courses taught by adjunct faculty. At that time, the University set a goal of adjunct faculty teaching no more than 20% of FIU courses. Six years later (2006-2007) adjunct faculty members taught an average of 40% of the BSN courses and an average of 24% of the MSN courses (See **Table 8, p. 11**).

**Table 8
Percentage of Courses Taught By Adjunct Faculty**

Semester	Degree	# Regular Faculty	# Courses Taught by Regular Faculty	# Adjunct Faculty	# Courses Taught by Adjunct Faculty	TOTAL # Courses	% of Courses Taught by Adjunct Faculty
Fall 2006	BSN	21	51	26	31	82	38%
Spring 2007	BSN	24	54	28	37	91	41%
Fall 2006	MSN/PhD	19	38	6	11	49	22%
Spring 2007	MSN/PhD	20	42	8	15	57	26%

Major Changes in Program

Discipline

Nursing program changes since the 2001 Program Review include revisions to the undergraduate and graduate curricula, and new programs, projects, tracks and certificates.

- **Curricula Revisions:** Faculty of the BSN and MSN programs evaluated and made revisions to the curricula during 2004-2007 AY. In addition, during the self-study process for CCNE accreditation, faculty re-evaluated the BSN and MSN curricula according to the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (1998), the AACN *Essentials of Master's Education for Professional Nursing Practice* (1996), and the NTF *Criteria for Evaluation of Nurse Practitioner Programs* (2002).
- **BSN Curriculum:** During 2004-2006, the nursing faculty undertook a major revision of the BSN curriculum in order to:
 - Respond to student concerns expressed in course evaluations and by student representatives who have attended faculty meetings about the amount and intensity of content in the Adult Physiological semesters;
 - Respond to the feedback from alumni evaluations about the need for more clinical practice time;
 - Incorporate the most current nursing knowledge and practice, such as geriatric nursing, community-based nursing, leadership/delegation, and disaster management;
 - Incorporate use of technology as appropriate. Simulated clinical experiences can be substituted for up to 25% of direct care experiences (*Florida BON Rules, 64B-2.015*);
 - Disperse nursing content over four years of the university experience to enable more time for assimilation of content and the nursing role and allow greater connection to the College and University;
 - Provide a stronger foundation for student NCLEX-RN performance through use of case studies; and
 - Incorporate the new University Core Curriculum (UCC) courses into the plan of study.
- **MSN Curriculum:** During 2006-2007, the nursing faculty undertook major revision of the MSN curriculum in order to:
 - Incorporate current curricular standards by separating the blended role into advanced nurse practitioner (NP) and clinical nurse specialist (CNS) roles;
 - Provide a stronger foundation for student certification pass rate performance;
 - Change the title of Nurse Executive to Nursing Administration to better reflect role functions; and
 - Revise the curricular framework to include recent specializations and certificates.
- **PhD in Nursing Curriculum:** Since the last 2001 Program Review, the PhD in Nursing program was approved and implemented. During 2007, the PhD curriculum was revised to change the qualitative research course from an elective to a required course and decrease the electives from 9 to 6 credits.

In October 2007, the CCNE visitors suggested that the BSN and MSN curricula be enhanced to meet the *Essentials* more fully. In December 2007, Dr. Jane Kapustin, a consultant to the graduate nursing program, met with the MSN faculty and provided recommendations for modifying the MSN curriculum to enhance meeting the NTF domains and increase certification pass rates. In March 2008, another consultant, Dr. Marcia

Stanhope, is scheduled to meet with all nursing faculty to examine the BSN and MSN curricula and make recommendations to ensure compliance with the AACN *Essentials of Baccalaureate Education* and the AACN *Essentials of Masters Education*. During the 2008-2009 AY, the undergraduate faculty plan to revise the BSN curriculum using Dr. Stanhope's recommendations, along with feedback from students and alumni. In March 2008, the graduate faculty has scheduled a curriculum retreat to begin revision of the MSN curriculum based on Dr. Kapustin's and Dr. Stanhope's recommendations and feedback from students and alumni.

- New Programs, Tracks, Projects, and Certificates:

- Foreign-Educated Physician to BSN Track. [2002]. The Foreign-Educated Physician to BSN track (125 credits) was implemented as a pathway to RN employment for foreign-educated physicians with health care knowledge and skills. Distance-learning (videoconferencing) options for student cohorts in Orlando and Tampa were implemented in 2005 and 2007.
- MSN Nurse Executive Track [2002]. The MSN Nurse Executive (now titled the Nursing Administration) track (42 credits) places emphasis on leadership and management principles and organizational processes related to the delivery of health care to client systems.
- PhD in Nursing Program. [2003]. The purpose of the PhD in Nursing program (60 credits) is to develop individuals who will be leaders and educators in generating and applying the science needed to guide nursing practice.
- RN-BSN Online track. [2004]. A fully online RN-BSN track (125 credits) was implemented to accommodate adult learners (registered nurses) who wish to further their professional goals.
- MSN Grow Our Own Nursing Faculty Project. [2006]. This project (51-54 credits) was implemented in response to the shortage of nursing faculty. The joint project provides financial support for MSN nurse practitioner students who agree to teach at local community colleges. To date, six students have graduated and are teaching at Miami Dade College.
- Post-MSN Nursing Education Certificate. [2007]. This certificate (16 credits) was also implemented in response to the nursing faculty shortage. The certificate builds on the knowledge gained by nurses with a clinical master's degree, enabling them to complete a curriculum focusing on teaching and becoming a faculty member. The certificate track will graduate its first students in spring 2008.
- RN (With Bachelor's Degree in another Field)-MSN Track. [2007]. This track (52-56 credits) provides an accelerated option for RNs who hold a baccalaureate degree in another field to achieve the MSN degree and move into advanced practice and nursing faculty roles.
- BSN to PhD Track. (Proposed). The BSN to PhD track (92 credits) will address the dearth of PhD prepared nurses who may become nursing researchers, educators, and expert clinicians. Qualified students with a BSN degree will be recruited to enter this accelerated track to the PhD in nursing.

Student Demand

Student demand for the generic BSN track has increased substantially during recent years. The traditional generic BSN track has a limited enrollment with 70 students admitted in the fall and 70 students admitted in the spring using an admission matrix. In fall 2007, there were 224 applicants in the pool; in spring 2008 there were 180 applicants in the pool. The demand for the foreign-educated physician to BSN applicants has remained steady. In spring 2007, 35 of 37 foreign physician applicants were admitted; in fall 2006, 48 of 50 applicants were admitted. Applicants for the RN-BSN track have remained steady despite significant competition from local public and private educational institutions.

Student demand for the MSN program has substantially increased in the last two years in all tracks except Psychiatric/Mental-Health, for which a moratorium on admissions was declared in fall 2007 due to low enrollments. Admission matrices for the Anesthesiology Nursing and the Advanced Adult, Child, and Family Nurse Practitioner tracks determine the most qualified students to be admitted. The applicant pool for the Anesthesiology Nursing track has remained consistent, averaging an pool of 120 applicants and an annual acceptance rate of 30 students. For the student cohort entering the Anesthesiology Nursing track in August 2008, the average GRE is 1,070 and the average GPA is 3.47.

Occupational and Societal Demand

The critical demand for registered nurses continues with expected shortages to reach 340,000 by 2020. Compounding this difficulty is that 55% of surveyed nurses reported their intention to retire between 2011 and 2020. At the present

time, there is an even higher demand for nursing faculty prepared at the master's and doctoral levels. According to a *Special Survey on Vacant Faculty Positions* released by AACN in July 2007, a total of 767 faculty vacancies were identified at 344 nursing schools with baccalaureate and/or graduate programs across the country.

Student Learning Outcomes

Student learning outcome data include critical thinking skills, written and verbal communication skills, and content/discipline knowledge and skills. Alumni and employer satisfaction data and alumni achievements are also assessed. Program outcome data include graduation rates, NCLEX-RN pass rates, certification examination pass rates, and employment patterns/rates.

Academic Learning Compact (ALC)

The nursing unit's Systematic Evaluation Plan provides the framework for improving curricula, teaching, and student learning. The ALC direct measures for the BSN degree are found in **Appendix B (p. 24)**.

- Critical Thinking Skills: During 2006-2007, the California Critical Thinking Dispositions Inventory (CCTDI) was administered to the BSN students. The scores of one disposition, truthseeking (the disposition toward being courageous, honest, and objective about pursuing inquiry), suggested that students had ambivalence toward the disposition. In response to ambivalence toward truthseeking, the faculty added a participatory case management course to the revised BSN curriculum. The course was taught for the first time in spring 2008. BSN faculty members are also using teaching strategies that require student participation in case management scenarios that emphasize critical thinking skills.
- Communication Skills: During 2006-2007, only 49% of the BSN students met the standard for written communication skills based on an evaluation rubric. In order to increase the number of students who scored at or above the standard, faculty planned the following strategies:
 - Faculty will emphasize formatting in writing a professional paper (Formatting Mean=3.62)
 - The scoring rubric will be used for all papers and presentations in the BSN program.
 - Due to a revision in curriculum, the capstone course for the paper will change to NUR 4286 Nursing Care of the Elderly.

During 2006-2007, the standard that was not met on BSN alumni surveys was functioning as an advocate and a change agent. BSN faculty planned to emphasize advocacy and change on nursing care plans and designing assignments on those areas.

- Content Knowledge/Skills: During their programs of study, Generic BSN students must pass the clinical-based standardized EXIT examination and RN-BSN students must pass the standardized clinical-based Excelsior examinations to graduate.

After graduation, the Generic BSN student's knowledge and skills are measured by NCLEX-RN pass rates. The action plan included interventions that focused on administrators, faculty, and students. A feedback loop allowed for revisions and additions to the interventions. As a result, NCLEX pass rates increased from 69.80% in 2001 to 90.26% in 2006. In 2007, nursing unit NCLEX pass rate was 84.66%. Nursing faculty responded to the decrease in the 2007 pass rate by reviewing existing interventions and policies, strengthening enforcement of current policies, and mentoring new faculty members.

During 2006-2007, the standard that was not met on BSN alumni surveys was performing skills and coordinating care. BSN faculty planned to design assignments and emphasize acquisition of skills in the laboratory and clinical settings and the coordination of care on nursing care plans.

Strengths That Support the Achievement of Program Goals

The following strengths support the achievement of program goals:

- FIU's commitment to the nursing unit's mission, vision, goals, and expected outcomes is evident in the inclusion of *Health* as one of FIU's strategic themes; the University's financial support of nursing's move into a new CNHS building with state-of-the-art laboratories and classrooms; the establishment of the autonomous CNHS; the re-establishment of nursing on the BBC through permanent funding; the approval of a new building for the College at UPC to be completed in 2009; and a partnership with the future Academic Health Sciences Complex at FIU.
- Dean Divina Grossman, PhD, RN, ARNP, FAAN who is not only academically and experientially qualified, but also brings strong and dynamic leadership that has moved the nursing unit toward expansion and innovative academic programs and research.
- A significant increase in research and training grant funding from \$101,735 in 2000-2001 to \$3,803,156 in 2006-2007, a thirty-fold increase over a six year period. In this period, the nursing unit succeeded for the first time in making the National Institutes of Health (NIH) ranking of 100 schools – of some 1,000 existing schools in the U.S. – based on NIH grant funding. As of 2005, the nursing unit's ranking was #81 compared to #42 for the University of Florida, #45 for the University of South Florida, #56 for the University of Miami, and #62 for the University of Central Florida.
- A Nursing Unit Systematic Evaluation Plan developed by faculty provides a systematic, comprehensive approach to evaluate the nursing unit. The CCNE *Standards* and *Key Elements* provide the framework for evaluating program outcomes. Concurrently, the Systematic Program Evaluation Plan for the Anesthesiology Nursing track is based on the *Standards* for accrediting nurse anesthetist programs. Nursing faculty members on standing committees and various nursing administrators act on results during the academic year.
- All (100%) of the nursing faculty members on regular lines are credentialed at a minimum of a master's degree and teach in the area appropriate to their nursing specialty; 59% are doctorally prepared. Regular faculty members overseeing the NP tracks hold national certification in the same specialty area.
- Faculty support in teaching, advisement, scholarship, service, and practice is evident in available technology; a Director of Clinical Education; fulltime staff advisors; lower teaching loads for tenure-earning faculty; staff and seed monies that support research, travel monies for presentations; assignment of faculty mentors; and negotiated patient care agreements for nurse practitioner faculty to maintain expertise.
- The nursing unit has enjoyed tremendous success in fundraising from philanthropic organizations and community partners through endowments and grants for student scholarships, faculty salaries and development, and computer and skills laboratories. See **Table 9 (p. 15)** for examples of collaborative strategies with community partners.
- The budget is supplemented by external funding in the form of laboratory and tuition-plus fees, and program and training grants.
- The creation of the CNHS added permanent support positions in student services, development, human resources, budget, and grants.
- Nursing faculty and students are participants in governance at the nursing unit, College, and University levels.
- Campus facilities provide sufficient space for classrooms, laboratories, and storage as well as office space for nursing faculty, administrators, and support staff. Classrooms, laboratories and offices at UPC and BBC have state-of-the-art technology. The nursing unit has been at the forefront in the University for fully interactive videoconferencing technology in distance education, patient simulators, and computerized clinical scenarios.
- The nursing unit has more than 25 affiliation agreements and 100 preceptor/site agreements with clinical facilities in the southeast Florida region.
- The nursing unit has developed a dynamic website that includes up-to-date information, policies, and procedures for nursing students, faculty, and alumni, and links to University websites, documents, and policies and procedures manuals.
- The philosophy, program objectives, and professional nursing standards were used to develop the baccalaureate and master's curricula. The curricula build upon a common philosophical foundation and share similar organizing processes and threads. Course objectives and content are designed to facilitate student learning outcomes, thus contributing to the attainment of expected program outcomes.

Table 9
Nursing Unit Mission/Goals and Collaborative Strategies with Community Partners

Nursing Unit Mission/Goals	Examples of Collaborative Strategies with Community Partners
<p>[To] prepare qualified men and women for leadership roles in basic and advanced professional nursing practice in a rapidly changing, multicultural, multiethnic, global environment. (goal)</p>	<ul style="list-style-type: none"> • 2001-2010 – Mt. Sinai Medical Center Department of Anesthesia (Miami Beach Anesthesiology Association, Inc) provided \$720,000 (2001-2005) and \$1,000,000 (2005-2010) in funding for the Anesthesiology Nursing track. • 2002-2004 – Tenet South Florida Health System contributed \$230,000 to subsidize a medical-surgical nursing faculty member in order to maintain undergraduate enrollment at increased levels. • 2002-2006 – Hospital Corporation of America (HCA), Cedars Medical Center, Kendall Regional Medical Center, and Mercy Hospital provided start-up funds of \$1.7 million for faculty salaries and scholarships in the Foreign-Educated Physician-BSN track. In return, graduates committed to work at the sponsoring hospitals for 1-2 years. • 2002-2007 – Miami Children’s Hospital provided a five year gift (\$325,000) of a MSN prepared pediatric nurse to teach (childrearing) pediatric nursing. • 2005 – North Dade Medical Foundation provided a \$2.1 million endowment to purchase equipment for the nursing classrooms and laboratories on BBC and provide scholarships for nursing students who live in the North Miami area. • 2005-2007 – Miami-Dade College and the nursing unit collaborated for two (2) SUCCEED grant awards from the Florida Department of Education - \$641,299 for 2005-2006 and \$451,438 for 2006-2007 - to increase nursing enrollments. • 2005-2009 – NIH/NC Minority Health & Health Disparities: Minority Health International Research Training (MHIRT) grant (\$857,622) provides funds for students to participate in faculty-supervised study and research through an exchange program with partner universities in Italy, Germany, Finland, England, and Columbia. • 2006-2007 – Blue Cross Blue Shield of Florida provided \$250,000 for faculty salaries and HCA provided \$378,000 for student scholarships at BBC. • 2006-2008 – Health Foundation of South Florida funded a “Grow Our Own” community partnership with local public institutions that have ADN programs. The \$820,000 grant provides 100% tuition and a \$30,000 stipend for ten registered nurses who, on completion of the MSN degree, agree to teach for two years at Miami-Dade College or Broward Community College. • Annually – Community partners and donors provide \$500,000-\$750,000 for nursing student scholarships (endowments and gifts). • Recurring (Annually) – Florida Legislature provides recurring funds for the MSN program (\$366,000) and PhD program (\$200,000) for student scholarships and stipends.
<p>[To] collaborate with local, national and international health care agencies in promoting excellence through cost-effective, accessible, equitable and humanistic health care delivery systems for divergent individuals, families, and communities. (goal)</p>	<ul style="list-style-type: none"> • Miami-Dade County Area Health Education Center contracts annually with the nursing unit for nurse practitioner services to deliver primary care (M. Granville) and community health education. • Monroe County/Red Cross and the nursing unit community nursing students collaborated to staff the special needs hurricane shelter on the UPC.
<p>[To] teach...and serve the community...(mission)</p>	<ul style="list-style-type: none"> • 2005 – South Florida Student Education Committee (SEC) was initially formed through the CNHS Nursing Advisory Council. The Committee subsequently became part of the Nursing Shortage Consortium of South Florida. Members of the SEC collaborate on clinical requirements, clinical site scheduling, and nurse faculty and preceptor recruitment and education. •
<p>[To] promote, expand and validate the scientific base of nursing knowledge and practice through the discovery, organization and transmission of research-based knowledge, skills and values...(goal)</p>	<ul style="list-style-type: none"> • 2004 – Joan Stout (Hugoton Foundation) provided \$200,000 (with matching funds) to equip the UPC Basic Nursing Laboratory. • 2005 – Baptist Health provided a \$100,000 endowment for the University Park Campus (UPC) computer laboratory. • 2007 – Philanthropist Kirk Landon, Jorge and Darlene Perez, and John and Mary Lou Dasbury provided \$900,000 (with matching funds) for increasing the nursing unit endowment. •

- An array of learning environments (classrooms, distance learning classrooms, computer laboratories, skills laboratories, and clinical/practicum sites), instructors (regular faculty, adjunct faculty, and preceptors) and teaching-learning practices support the achievement of student learning outcomes.
- The BSN and MSN programs offer totally online (RN-BSN) and web-enhanced courses as well as courses delivered via videoconferencing.
- The nursing unit has established policies and procedures by which it defines and reviews formal complaints; analyses of aggregate data regarding formal complaints are used to foster ongoing program improvement.

Weaknesses That Impede the Achievement of Program Goals

The following weaknesses impede the achievement of program goals:

- Several current faculty and administrator positions remain unfilled: (1) Director for the Graduate Program, (1) Director of Anesthesiology Nursing Program, three (3) doctorally prepared, tenured or tenure-earning faculty members, and one (1) clinical faculty position at the BBC campus.
- Although new faculty lines have been funded every year since 2001, the current ratio of faculty to student (1:19) has not improved significantly because of the continued expansion of program capacity in response to the nursing shortage.
- Although the University set a goal in 2000 of adjunct faculty teaching no more than 20% of FIU courses, adjunct nursing faculty are used for a significant proportion of clinical teaching assignments (40% of BSN courses; 24% of MSN courses) to maintain faculty to student ratios required by the nursing unit's regulatory and accrediting organizations.
- In fall 2007, 66% of regular faculty were on clinical or contract lines; 34% of regular faculty were on tenure or tenure-earning lines. The large percentage of clinical/contract faculty who do not have terminal degrees and have high teaching loads are an impediment to achieving excellence in the research mission.
- In 2006, all NP pass rates (except for the anesthesiology nursing track) were below the national standard.
- Enrollments in the Advanced Psychiatric/Mental Health Nursing NP track were suspended in fall 2007 due to the small number of students seeking admission and low certification pass rates over several years.
- The number of PhD students decreased between fall 2006 and fall 2007.
- In 2006-2007, almost 50% of the secretarial/receptionist positions in the nursing unit were filled by temporary staff which impacts retention and continuity and increases training requirements.
- The number of faculty presentations/posters and publications decreased from 2004 to 2006.
- The percentage of generic BSN Hispanic students (62%) at the baccalaureate level decreases to 42% at the master's level and to 13% at the doctoral level.

Opportunities to Explore in the Achievement of Program Goals

Following are factors viewed as opportunities that will enable the nursing unit to achieve its goals and intended outcomes. The opportunities include:

- Aging US Population: The percentage of individuals in the U.S. greater than 65 years of age is 12.4%. In Florida, the percentage is 16.8% and in the CNHS primary service areas, Miami-Dade and Broward counties, the percentage is 14.2% and 14.0% respectively. The U.S. Bureau of Census projects that by 2025 the percentage of individuals greater than 65 years-of-age will be 18.5% nationally and 20% in Florida. This population group utilizes the majority of primary, secondary, and tertiary health care services.
- Demand for Registered Nurses: The nursing shortage continues to escalate in the south Florida region. In Miami-Dade County, there are 574 RNs per 100,000 population compared to the State of Florida's 785 RNs per 100,000 population (*Florida Center for Nursing, 2004*). The nursing unit, community service providers, and donors have partnered and will continue to partner in strategies that increase nursing student enrollments. See examples of partnerships in **Table 9 (p. 15)**.

- **Shortage of Minority Nurses and Nurse Faculty:** FIU is designated as a minority serving institution for Hispanics. All of the nursing programs have a relatively high population of minority students. In the 2006-2007 AY, the combined generic BSN and RN-BSN students' ethnicity was Hispanic 57%, Black 20%, Asian 7% and White 15%. In the MSN program, the student's ethnicity was Hispanic 42%, Black 20%, Asian 8%, and White 28%. Numerous countries in the Caribbean basin as well as countries in Eastern Europe and Africa are represented in the student population. With over 70% of the nursing students who identify with ethnic and racial minority groups, the nursing unit has the opportunity to potentially recruit and educate future minority nursing nurses and faculty. See **Table 4 (p. 9)** for combined student and faculty demographics during the 2006-2007 AY. See also **Appendix A (p. 24)** for detailed student demographics during the fall 2006, spring 2007, summer 2007, and fall 2007 semesters.
- **Endowments:** Endowments provide financial support to deliver programs and insulate programs from budget cuts at the State and University levels. In 2006-2007, the nursing unit received \$750,000 in general endowment funds and \$1.3 million in endowed student scholarships. In 2007 the nursing unit doubled endowed funds with combined new gifts of \$600,000 which will increase to \$900,000 with the State match. The goals for endowment funding are to increase the current level of funding by 50% and to establish an endowed chair.
- **Indigent Care:** In Miami-Dade, 32% of its residents live below the poverty level with over 80% from minority ethnic backgrounds. The health of individuals from racial and ethnic minority groups, especially those below poverty level are compromised on nearly every health indicator and they experience higher death rates from multiple causes than other citizens. Nursing has the opportunity to provide, while educating students, culturally competent care and improve the health education of this diverse population. Nursing faculty and graduate students have the opportunity to focus their research on these vulnerable populations.
- **Increased Entry into Practice Requirements for Advanced Practice Nurses.** The projected requirement for all advanced practice nurses to complete their doctoral degree by 2015 provides an opportunity to develop a Doctor in Nursing Practice (DNP) program. Nursing faculty and administrators are currently exploring the development of a DNS completion program for the Anesthesiology Nursing track.
- **College of Medicine:** The CNHS shares the goal of the College of Medicine to provide interdisciplinary education and care to medically underserved families in the community. To that end, several faculty serve on various curriculum planning committees in the College of Medicine. The goal is to provide teams of medical and nursing students who will provide care to families in medically underserved communities.
- **Faculty Practice:** With the addition of the College of Medicine, the opportunity to establish a faculty practice plan has been revisited. A comprehensive faculty practice plan could fulfill at least three needs: 1) A revenue stream based on the marketing of faculty expertise to affiliated health care agencies and to industry as well; 2) the provision of clinical practice settings; and 3) sites and populations for additional research.
- **New Building:** The new five-story, 103,000 square foot CNHS building is planned to open December 2009 with an innovative simulation center, health science teaching laboratories, admissions center, additional classroom and conference rooms, student areas and carrels, and faculty offices that are designed to enhance interdisciplinary collaboration in teaching and research.
- **Quality of Students:** As applicant pools increased, undergraduate and graduate faculty have increased admission requirements to admit higher quality students. These students are more likely to complete the program in a timely fashion and pass licensing and certification examinations at the first sitting. Higher quality students are also able to take advantage of additional learning opportunities, such as studying abroad with nurse researchers. In addition, quality graduates are more likely to seek and be admitted to masters and doctoral programs.

Threats to Overcome in the Achievement of Program Goals

Following are factors viewed as threats to overcome by the nursing unit to achieve its goals and intended outcomes. The threats include:

- Nursing Faculty Recruitment and Retention: The lack of doctorally prepared qualified applicants for the tenured/tenure-earning faculty lines is being experienced by nursing programs throughout Florida and the nation. The average age of nursing faculty is 57 in Florida with almost half (47%) predicted to retire by 2010. To date, three of the four clinical nursing faculty lines have been filled, but no qualified applicants for the tenured/tenure earning faculty positions have applied. In addition, the Director of Graduate Program position has been searched for 4½ years. A new search for a Director of Anesthesiology Nursing Program has not yielded viable candidates to date.

Faculty retention has become more problematic as the shortage of nursing faculty increases. Faculty shortages are a result of faculty retirements, the inability of the nursing unit to compete with salaries in the service industry and other nursing schools, and the region's high cost of living and housing. The high cost of living has led to four FIU nursing faculty members leaving south Florida within the last year.

- Budget Cuts: The Florida Legislature mandated budgeted cuts to all public university budgets for FY 2008. The base budget cut for FIU was 4% of which the Colleges tiered cut was 2.3% with an additional cut of 4-8% for FY 2009. Additionally, administrators, faculty, and staff received neither raises nor merit increases in FY 2008 and this situation will likely not change in FY 2009. These operational budget cuts along with the rising cost of living impact faculty recruitment, delay a strategy for solving the nursing shortage through increased enrollments, and impede meeting the research goals of the nursing unit.
- Faculty Scholarship: Faculty publications decreased during 2004-2007 with 40 publications in 2004 and 20 publications in 2007. During that same time, faculty members were awarded \$7.2 million in research grants and \$8.4 million in training grants. The decrease in scholarly activities may also be a result of the high clinical faculty to student ratio and high teaching loads in response to the nursing shortage. To increase the number of scholarly activities, the College faculty and administrators are including intellectual contributions in faculty assignments and the annual faculty evaluation. Another strategy is to pair more experienced faculty with less experienced faculty to collaborate on intellectual contributions. In addition, the establishment of the College of Medicine will be an impetus for faculty to engage in interdisciplinary collaboration.
- Hispanic Student Enrollment: In the basic (generic) undergraduate program, the percentage of Hispanic students (62%) mirrors the Hispanic population of Miami-Dade County. However, the percentage of Hispanic students decreases at the Masters level (42%) and decreases even further at the doctoral level (18%). Grants that target qualified Hispanic students to continue their professional education include the Post-Master Certificate in Nursing Education; the Grow Our Own Nursing Faculty project, a state-funded SUCCEED grant, and research grant "indirects" that support PhD students. Another goal is to establish an endowed chair with a qualified Hispanic faculty researcher who can serve as a mentor to Hispanic students.
- Support Staff: Prior to 2007, 50% of the support staff positions were filled by temporary positions which impacted retention continuity and resulted in increased training. As of February 2008, 27% remain in temporary positions. The goal is to convert the remaining temporary positions into permanent positions as funding becomes available. In addition, faculty who are writing training grants are encouraged to incorporate staff positions to support the grant and program activities.
- Certification Pass Rates: The MSN Nurse Practitioner (NP) certification pass rates have consistently been below the national standard. In 2006, all NP pass rates (except for the nurse anesthesiology track) were below the national standard. In response to the low pass rates, nursing administrators and faculty initiated a series of enhancement strategies. Examples of these strategies include:
 - A moratorium on admissions to the Psychiatric/MH specialty track due to fewer student applicants and low certification examination pass rates.
 - The faculty analyzed and compared content with the NP standards and the certification test plan.
 - Students must complete a review course and pass an EXIT examination in their specialty area to pass the Role Synthesis course.

- o Two consultants have been hired: One consultant evaluated the MSN nurse practitioner track curriculum in relation to the certification pass rates and the other consultant will evaluate the MSN curriculum in relation to standards for master's level education.
- **RN-BSN Student Enrollments:** A variety of private and public institutions have established registered nurse (RN) to BSN tracks. Most recently, Miami-Dade College was granted permission to offer a baccalaureate degree in nursing. These tracks are often online and accelerated, thus attracting the adult learner. In an effort to re-capture prospective students, an online RN-BSN track was established by the nursing unit in 2004. In addition, a training grant was awarded by the State to increase enrollments. Strategies include the hiring of a part-time faculty member who advises and counsels these students, and the establishment of a distance learning component (videoconferencing) between the FIU campuses and Monroe County.

Budget

Education and General (E & G) funds are annual operating funds received from the State to deliver the programs. **Table 10** depicts the nursing unit E & G budget/expenditures for 2007 budget year for UPC and the projected budget/expenditures for the 2008 budget year. **Table 11** depicts the nursing unit E & G budget/expenditures for 2007 budget year for BBC and the projected budget/expenditures for the FY 2008.

The E & G budget for nursing unit at UPC increased from \$4.6 million during FY 2007 to \$4.8 during FY 2008. Salaries are the largest expenditure during those budget years, followed by Expenses, Other Personnel Services (OPS), and Operating Capital Outlay (OCO). The E & G budget at BBC showed a significant increase (\$430,000 in FY 2007 to \$886,000 in FY 2008). The FY 2007 E & G budget at BBC was subsidized by several community partners (Blue Cross Blue Shield of Florida, Hospital Corporation of America, and North Dade Medical Foundation). For FY 2008, the BBC program was awarded full and permanent University funding through the FIU Strategic Initiatives Program.

Table 10
Nursing Operating Budget (UPC) by Budget Year (July 1-June 30)

E&G	FY 2007 W/Expenditure Actuals As of 6-30-07	FY 2008 W/Current Category Budgets
UPC Budget	\$4,606,558	\$4,822,565
Expenditures:		
Salary	\$3,523,044	\$4,040,654
OPS	\$222,925	\$250,168
Expense	\$463,105	\$506,696
OCO	\$215,265	\$25,047
Total Expenditures:	\$4,424,339	\$4,822,565
Net Balance	\$182,219	\$0

Table 11
Nursing Operating Budget (BBC) by Budget Year (July 1-June 30)

E&G	FY 2007 W/Expenditure Actuals As of 6-30-07	FY 2008 W/Current Category Budgets
BBC Budget	\$430,938	\$886,257
Expenditures:		
Salary	\$326,177	\$828,331
OPS	\$46,313	\$29,224
Expense	\$38,015	\$28,702
OCO	\$0	\$0
Total Expenditures:	\$410,505	\$886,257
Net Balance	\$20,433	\$0

Table 12 (p. 20) depicts auxiliary revenues (including laboratory fees and tuition plus) for nursing for FY 2007 and the projected revenues/expenditures for FY 2008. Revenues increased from \$960,000 in FY 2007 to \$1.2 million in

FY 2008. A portion of the revenues from laboratory fees and tuition plus funds is used to hire adjunct faculty to support increased enrollments and temporary (OPS) personnel to staff computer and skills laboratories. Net balances from auxiliary operations can be carried over to the next budget year; the negative “Net Balance” figure for the FY 2007 budget year was covered by working capital balances from prior years with an amount of \$265,000 remaining after covering the (\$36,000).

Table 12
Nursing Auxiliary Revenues by Fiscal Year (July 1-June 30)

Auxiliary	FY 2007 Actual Revenues & Expenditures As of 6-30-07	FY 2008 Forecasted Revenues & Expenditures
Revenues	\$960,382	\$1,222,112
Expenditures:		
Salary	\$95,786	\$98,571
OPS	\$597,111	\$471,729
Expense	\$296,106	\$190,814
OCO	\$7,297	\$13,000
Total Expenditures:	\$996,300	\$774,114
Net Balance	(\$35,918)	\$447,998

Budget Requirements for Next Five Years

The most important budget requirements for the next five years, in priority order, are to 1) Increase current and future faculty members’ salaries by at least 30% to be competitive in recruiting and retaining faculty; 2) Increase by four the number of tenure/tenure earning faculty to meet the research mission; and 3) Increase by eight the number of doctorally prepared clinical faculty to lower the faculty to student ratio from 1:19 to 1:15 per accreditation standards. In addition, CNHS needs to hire faculty administrators (Director/Assistant Dean of the Graduate Nursing Program, Director of the Anesthesiology Nursing Program, Associate Dean for Research – 2010, and Director /Assistant Dean of Nursing Practice - 2010), and continuously replace staff. Additional budget requirements include replacement of the faculty and staff computers on a three year cycle, replacement of the Noelle patient simulator and acquiring additional simulation equipment as the simulation center increases usage. **Table 13** depicts nursing forecasted five year budget requirements, incorporating the budgetary needs of hiring 12 additional nursing faculty and forecasted expenses.

Table 13
Nursing Forecast 5-Year Budget Requirements

Current	Forecast – Education & General (E & G)					
	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13
Salary	\$4,868,985	\$5,270,055	\$5,690,156	\$6,130,861	\$6,731,787	\$7,363,740
OPS	\$279,392	\$286,359	\$294,949	\$303,798	\$312,912	\$322,299
Expense	\$531,363	\$550,391	\$571,270	\$592,775	\$617,109	\$642,173
OCO	\$29,082	\$57,159	\$58,874	\$60,640	\$62,459	\$64,333
Total	\$5,708,822	\$6,163,963	\$6,615,249	\$7,088,073	\$7,724,266	\$8,392,545
	Percent Change	7.97%	7.32%	7.15%	8.98%	8.65%

The Director of the Graduate Programs and the Director of Anesthesiology Nursing are expected to be hired in 2008. The plan would then be to hire the Associate Dean of Research in 2009 and a Director/Assistant Dean of Nursing Practice in 2010.

Major Findings and Recommendations

The major findings with recommendations **in order of importance** include:

- **Finding #1: Nursing Faculty Recruitment and Retention.** The lack of doctorally prepared qualified applicants for the tenured/tenure-earning faculty lines is being experienced by nursing programs throughout Florida and the nation. The average age of nursing faculty is 57 in Florida with almost half (47%) predicted to retire by 2010. Besides pending faculty retirements, the CNHS nursing unit is unable to compete with the higher salaries in the service industry and other public and private nursing education institutions. For example,

educational institutions in the south Florida region are offering faculty salaries at least 30% above the *American Association of Colleges of Nursing* (2007) rank mean salary data. Retention of current faculty has also grown more difficult. For example, four FIU nursing faculty members left south Florida within the last year due to the region's high cost of living and housing.

Although new faculty lines have been funded every year since 2001, the current ratio of faculty to student (1:19) has not improved significantly because of the continued expansion of program capacity in response to the nursing shortage and the lack of faculty applicants to fill lines. To date, three of the four clinical faculty lines have been filled, but no qualified applicants for the tenured/tenure earning faculty positions have applied. In addition, the Director of Graduate Program position has been searched for 4½ years. A new search for a Director of Anesthesiology Nursing track has not yielded viable candidates to date. During fall 2007, the Dean hired a search firm that has identified only two qualified applicants of over 800 qualified faculty approached nation-wide.

As regular faculty lines remain unfilled, adjunct faculty members are increasingly used to maintain faculty to student ratios required by regulatory and accrediting organizations. Although the University set a goal in 2000 of adjunct faculty teaching no more than 20% of FIU courses, adjunct nursing faculty are used for a significant proportion of clinical teaching assignments (40% of BSN courses; 24% of MSN courses) to maintain faculty to student ratios required by the nursing unit's regulatory and accrediting organizations.

- *Recommendations:* To attract qualified faculty applicants and retain current faculty: 1) Increase salaries of current and prospective qualified faculty by at least 30%; 2) Provide relocation expenses and affordable housing packages through the University and community organizations; 3) Identify financial aid packages for current masters-prepared faculty to attain the doctoral degree; and 4) Develop grant proposals that increase the number of doctorally prepared faculty; and 5) Support faculty recruitment activities at the regional, state and national levels, such as travel to conferences for personal contacts.
- *Finding #2: Quantity of Faculty Research and Scholarship:* Nursing research and training grant funding grew from \$101,735 in 2000-2001 to \$3,803,156 in 2006-2007, a thirty-fold increase over a six year period. During this period, the nursing unit succeeded for the first time in making the National Institutes of Health (NIH) ranking of 100 schools – of some 1,000 existing schools in the U.S. – based on NIH grant funding. As of 2005, the nursing unit's ranking was #81 compared to #42 for the University of Florida, #45 for the University of South Florida, #56 for the University of Miami, and #62 for the University of Central Florida. However, the number of presentations, posters, and publications decreased from 2004-2006 possibly due to faculty writing more grant proposals and the increased student enrollment.
 - *Recommendations:* To increase the number of scholarly activities: 1) Provide funds for pilot studies and consultants; 2) Pair more experienced faculty with less experienced faculty to collaborate on intellectual contributions; 3) Include intellectual contributions in the faculty assignments and annual evaluation for all faculty, including clinical faculty; and 4) Hire an Associate Dean for Research and support staff.
- *Finding #3: Interdisciplinary Education and Research:* The formation of the CNHS and the event of the College of Medicine and the future Academic Health Sciences Center are giving rise to the opportunities for interdisciplinary education and research. Nursing will be part of the College of Medicine's community-based curriculum where interdisciplinary teams of medical, nursing, public health, and health professions students will be assigned to households in designated neighborhoods to serve as health consultants for families. The opportunities for interdisciplinary faculty and graduate student research will likewise increase in nursing's areas of research strength as the Academic Health Sciences Complex develops.
 - *Recommendations:* To support interdisciplinary education and research: 1) Participate on College of Medicine curriculum and research committees; 2) Collaborate on joint appointments between the College of Medicine and the CNHS; and 3) Develop strategies within CNHS that encourage collaborative and interdisciplinary research and publications.

- *Finding #4: Demand for Registered Nurses*: The nursing shortage continues to escalate in the south Florida region. In Miami-Dade County, there are 574 RNs per 100,000 population compared to the State of Florida's 785 RNs per 100,000 population (*Florida Center for Nursing, 2004*). In addition, the most recent available State data indicates the percentage of nursing alumni employed in Florida decreased from 92 % in 2002-2003 to 77% in 2003-2004 (*Florida Education & Training Placement Information Program*). These factors, plus the loss of clinical agencies and private practice sites for NP students due to the high cost of malpractice insurance, significantly impact student enrollments.
 - *Recommendations*: To maintain enrollment during budget cutbacks and increase enrollment as soon economically feasible: 1) Suspend enrollment increases, and identify and admit quality students who are more likely to complete the programs in a timely fashion and pass licensing and certification examinations at the first sitting; 2) Develop a faculty practice plan that includes the rotation of students through faculty practice sites; 3) Increase the number of joint appointments of nursing faculty and partnering health care agencies; 4) Identify other innovative strategies with health care agency partners (such as the preceptor model in the generic BSN track) to improve the quality of health care, retention of staff, and student educational experiences; 5) Provide faculty expert consultations on Magnet status and staff retention to partnering health care agencies as part of faculty practice; and 6) Write joint contracts and grant proposals to support retention and recruitment of nurses to south Florida.

- *Finding #5: Recruitment of Hispanic Faculty and Graduate Students*: The percentage of generic BSN Hispanic students (62%) decreases at the master's level (42%), and decreases further at the doctoral level (13%). At the master's level the percentage of Hispanic faculty (14%) is less than the percentage of students (42%).
 - *Recommendations*: To increase the number of Hispanic graduate nursing students and faculty: 1) Identify qualified undergraduate Hispanic students and nursing staff in health care agencies for the Post-MSN Nursing Education certificate and the proposed BSN to PhD accelerated track; 2) Use "indirects" from grant funds to financially support qualified Hispanic students enrolled in the PhD program; 3) Recruit Hispanic faculty at national meetings and doctoral programs; and 4) Establish an endowed chair with a qualified Hispanic faculty researcher who can serve as a mentor to Hispanic students.

- *Finding #6: Faculty Practice*: Faculty practice can become a new revenue stream while providing additional clinical and research sites for students and faculty. The new College of Medicine and the move of the Miami-Dade Health Department to the UPC will provide new opportunities to develop faculty practice partnerships.
 - *Recommendations*: To successfully institute a faculty practice plan: 1) Collaborate with the College of Medicine to develop policies and procedures within University guidelines for tenure and promotion; and 2) Hire a Director of Faculty Practice to develop, implement, and manage the faculty practice plan.

**Appendix A
Nursing Student Demographics**

ACADEMIC YEAR 2006-2007

Demographics	Fall 2006 TOTAL REGISTERED = 770				Spring 2007 TOTAL REGISTERED = 747				Summer 2007 TOTAL REGISTERED = 638			
	GENERIC	RN-BSN	MSN	PhD	GENERIC	RN-BSN	MSN	PhD	GENERIC	RN-BSN	MSN	PhD
Average Age	29.6	35.2	36.7	42.4	31.7	35.4	37.1	46.0	29.3	35.0	37.2	44.4
Gender												
Female	313 (76%)	71 (84%)	197 (74%)	5 (71%)	282 (73%)	72 (86%)	206 (76%)	6 (75%)	209 (77%)	68 (82%)	207 (75%)	3 (60%)
Male	97 (24%)	14 (16%)	71 (26%)	2 (29%)	103 (27%)	12 (14%)	64 (24%)	2 (25%)	64 (23%)	15 (18%)	70 (25%)	2 (40%)
Ethnicity												
Hispanic	251 (61%)	45 (53%)	109 (41%)	1 (14%)	240 (62%)	44 (52%)	114 (42%)	1 (12%)	175 (64%)	38 (46%)	124 (45%)	0 (0%)
White Non-Hisp	45 (11%)	16 (19%)	78 (29%)	2 (29%)	44 (11%)	17 (20%)	73 (27%)	3 (38%)	31 (11%)	14 (17%)	74 (27%)	3 (60%)
Black Non-Hisp	77 (19%)	17 (20%)	54 (20%)	4 (57%)	69 (18%)	19 (23%)	57 (21%)	3 (38%)	38 (14%)	24 (29%)	52 (19%)	2 (40%)
Asian/Pacific Is	31 (8%)	6 (7%)	22 (8%)	0 (0%)	29 (8%)	4 (5%)	21 (8%)	1 (12%)	25 (9%)	7 (8%)	22 (8%)	0 (0%)
Native Am	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0%)	0 (0%)	0 (0%)	0 (0%)
Other	6 (1%)	1 (1%)	5 (2%)	0 (0%)	2 (1%)	0 (0%)	5 (2%)	0 (0%)	3 (1%)	0 (0%)	5 (2%)	0 (0%)
CLAST Status												
Satisfactory	311 (76%)	46 (54%)			301 (78%)	52 (62%)			208 (76%)	45 (54%)		
Not Satisfactory	19 (5%)	14 (16%)			9 (2%)	15 (18%)			4 (1%)	10 (12%)		
Not Reported	80 (20%)	25 (29%)			75 (20%)	17 (20%)			51 (22%)	28 (34%)		
MSN Clinical Track												
Adult			44 (16%)				40 (15%)				42 (15%)	
Child			11 (4%)				8 (3%)				8 (3%)	
Psych/MIH			6 (2%)				7 (3%)				4 (1%)	
Family			17 (6%)				14 (5%)				12 (4%)	
Anesthesia			84 (31%)				57 (21%)				56 (20%)	
Management			0 (0%)				0 (0%)				0 (0%)	
Not Reported			106 (40%)				144 (53%)				155 (56%)	
Total Registered	410	85	268	7	385	84	270	8	273	83	277	5

FALL 2006 TOTAL GENERIC = 410			SPRING 2007 TOTAL GENERIC = 385			SUMMER 2007 TOTAL GENERIC = 273		
	Regular Gen*	MD-Generic	Regular Gen**	MD-Generic	Regular Gen***	MD-Generic		
Mean Age	25.6	41.5	25.7	41.3	23.7	41.7		
Gender								
Female	255 (83%)	58 (56%)	195 (82%)	87 (59%)	160 (85%)	49 (58%)		
Male	52 (17%)	45 (44%)	42 (18%)	61 (41%)	29 (15%)	35 (42%)		
Ethnicity								
Hispanic	168 (55%)	83 (81%)	128 (54%)	112 (76%)	116 (61%)	59 (70%)		
White Non-Hisp	40 (13%)	5 (5%)	33 (14%)	11 (7%)	24 (13%)	7 (8%)		
Black Non-Hisp	66 (21%)	11 (11%)	54 (23%)	15 (10%)	27 (14%)	11 (13%)		
Asian/Pacific Is	28 (9%)	3 (3%)	21 (9%)	8 (5%)	20 (11%)	5 (6%)		
Native Amer	0 (0%)	0 (0%)	1 (0%)	0 (0%)	1 (1%)	0 (0%)		
Other	5 (2%)	1 (1%)	0 (0%)	2 (1%)	1 (1%)	2 (2%)		
	307	103	237	148	189	84		

*Does not include 157 students registered for NUR 3017, Fall 2006 **Does not include 183 students registered for NUR 3017, Spring 2007 ***Does not include 90 students registered for NUR 3017, Summer 2007

ACADEMIC YEAR 2007-2008

Demographics	Fall 2007				Total Registered
	GENERIC	RN-BSN	MSN	PhD	
Average Age	29.5	36.1	36.6	49.3	
Gender					
Female	316 (74%)	78 (85%)	256 (77%)	3 (75%)	
Male	113 (26%)	14 (15%)	76 (23%)	1 (25%)	
Ethnicity					
Hispanic	263 (61%)	44 (48%)	138 (42%)	0 (0%)	
White Non-Hisp	53 (12%)	18 (20%)	92 (28%)	3 (75%)	
Black Non-Hisp	73 (17%)	24 (26%)	70 (21%)	1 (25%)	
Asian/Pacific Is	38 (9%)	5 (5%)	27 (8%)	0 (0%)	
Native Am	0 (0%)	1 (1%)	0 (0%)	0 (0%)	
Other	2 (0%)	0 (0%)	5 (2%)	0 (0%)	
CLAST Status					
Satisfactory	358 (83%)	73 (79%)			
Not Satisfactory	12 (3%)	10 (11%)			
Not Reported	59 (14%)	9 (10%)			
MSN Clinical Track					
Adult			37 (11%)		
Child			18 (5%)		
Psych/MIH			7 (2%)		
Family			40 (12%)		
Anesthesia			88 (27%)		
Management			0 (0%)		
Not Reported			142 (43%)		
Total Registered	429	92	332	4	857

FALL 2007 TOTAL GENERIC = 429		
	Regular Generic*	MD-Generic
Mean Age	26.8	41.3
Gender		
Female	271 (78%)	45 (56%)
Male	78 (22%)	35 (44%)
Ethnicity		
Hispanic	205 (59%)	58 (73%)
White Non-Hisp	46 (13%)	7 (8%)
Black Non-Hisp	64 (18%)	9 (11%)
Asian/Pacific Is	33 (9%)	5 (6%)
Native Amer	0 (0%)	0 (0%)
Other	1 (0%)	1 (1%)
	349	80

*Does not include 172 FIU students registered for NUR 3017, Fall 2007

Appendix B
Direct Measures of Student Learning Outcomes for The Academic Learning Compact
Bachelor of Science in Nursing

Degree Program Student Learning Outcomes	Direct Assessment Measures	Data Collection and Analysis Plan (Who Collects? Who Analyzes? When?)
Content//Discipline Knowledge		
<p>1. Apply antecedent knowledge in assessing psychosocial, developmental, cultural, and spiritual adaptive dimensions that impact individuals, families and communities as client who are experiencing potential and actual environmental stressors.</p> <p>2. Apply the nursing process to assist the individuals, families and communities as client in adapting to potential and actual environmental stressors in health promotion, maintenance, restoration, rehabilitation and/or assist the client to face death with dignity.</p> <p>3. Apply research findings from nursing and related disciplines applicable to individuals, families, and communities as client.</p>	<p>The CNHS BSN program will use a senior-year comprehensive (EXIT) examination to assess content knowledge in the senior-year capstone course.</p>	<p>Who Collects: Director of Undergraduate Program Who Analyzes: Coordinator of Evaluation When: Enrolled in capstone course</p>
Critical Thinking		
<p>1. Synthesize scientific knowledge from nursing and related disciplines in the provision of care to clients within the health-illness continuum throughout the life span.</p> <p>2. Analyze nursing theories and theories/concepts from other disciplines as a base for nursing practice.</p> <p>3. Analyze research findings from nursing and related disciplines applicable to individuals, families, and communities as client.</p>	<p>1. The CNHS BSN program will use the <u>California Critical Thinking Dispositions Inventory</u> to assess critical thinking skills at entry and end (capstone course) of program.</p> <p>2. The CNHS BSN program will use a senior-year comprehensive (EXIT) examination to assess critical thinking skills in the senior year capstone course.</p>	<p>Who Collects: Faculty members of capstone courses (Community and Leadership Practicum) Who Analyzes: Coordinator of Evaluation When: Enrolled in capstone course</p>
Oral and Written Communication		
<p>1. Demonstrate oral and written skills in receiving, translating, and relaying information.</p>	<p>The CNHS BSN program will use scoring rubrics to assess oral and written communication skills in the senior-year capstone course.</p>	<p>Who Collects: Coordinator of Evaluation Who Analyzes: Coordinator of Evaluation When: Enrolled in capstone course Who Collects: Director of Undergraduate Program Who Analyzes: Coordinator of Evaluation When: Enrolled in capstone course</p>