

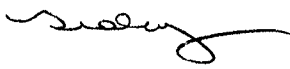


UNIVERSITY OF MARYLAND

MEMORANDUM

To: Dr. Barbara R. Heller  
Dean and Professor

Dr. Carolyn Waltz  
Associate Dean for Academic Affairs

From: Dr. Lesley Perry   
Vice Dean and  
Associate Dean for Administrative Services

Date: March 6, 2002

Re: 2002 NLNAC Annual Report

Attached is the completed 2002 NLNAC Annual Report, which was submitted electronically on March 6, 2002.

LAP/me

RECEIVED

MAR 08 2002

OFFICE OF ACADEMIC AFFAIRS

# NLNAC

National League for Nursing Accrediting Commission

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## NLNAC 2002 Annual Report for Post Secondary and Higher Degree Programs in Nursing

### Master's and Baccalaureate Degree

Program Code \* (Required Field):

Name of Parent Institution:

Name of Nursing Unit (dept/College/division):

Address:  City:  State:  Zip:

Nursing Unit Administrator (Name):  Credential:

Title:  email:

Nursing Unit Phone #:  FAX:

Nursing Unit Website:

### Section I. Monitoring

1. Using a U, indicate whether you have made any of the following *substantive changes* during the 2000-2001 academic year (page 66-73). If yes, indicate program type/s involved and if the change was reported to NLNAC prior to implementation or required. (\*July 1, 2000-June 30, 2001)

Substantive Change - Notification Required within 4 Months of Implementation	Program Type	Response		
Change in ownership, legal status or form of control		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> was reported to NLNAC pri
Change in mission or objectives		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> was reported to NLNAC pri
Implementation of distance education		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> was reported to NLNAC pri
Addition of courses or programs different in context or method of delivery from what was previously offered and accepted		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> was reported to NLNAC pri
Addition of programs with a higher level of credentials		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> was reported to NLNAC pri
Significant change in length of program and fees in relation to program and credentials		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> was reported to NLNAC pri
Change in method of academic measurements (clock or credit or vice-versa), or change in the number of clock or credit hours		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> was reported to NLNAC pri
Establishment of a branch campus		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> was reported to NLNAC pri
Closing		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> was reported to NLNAC pri

Other Substantive Changes – Notification Required Immediately			
Change in State Board of Nursing approval status		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> was reported to NLNAC pri
Adverse action by appropriate institutional accrediting agency		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> was reported to NLNAC pri
Identified pattern of declining performance on NCLEX, certifying examinations, and/or employment rates		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> was reported to NLNAC pri
Title IV Participant Compliance:		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> was reported to NLNAC pri
<ul style="list-style-type: none"> <li>• Default rate in student loan program that exceeds threshold set by legislation, regulation, and policies</li> <li>• Fraud and abuse</li> <li>• Adverse action following financial or compliance audits, program review, or other information that becomes available</li> </ul>		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> was reported to NLNAC pri
		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> was reported to NLNAC pri

If yes to any of the above, provide a brief explanation of the change (this is a scrolling text box....):

## Section II. Systematic Planning for Program Evaluation and Assessment of C

2. Using a U, indicate which two of the following **elective outcomes** your program/s includes in your systematic plan for pr outcomes (see criterion 19, Standards and Criteria - last revision, 1999).

Elective Outcome	Response	
	Master's	Baccalaureate
1) Attainment of Credentials	<input type="checkbox"/>	<input type="checkbox"/>
2) Graduate satisfaction with the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3) Employer satisfaction with graduates	<input type="checkbox"/>	<input type="checkbox"/>
4) Graduation rates	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5) Scholarship	<input type="checkbox"/>	<input type="checkbox"/>
6) Public and community service	<input type="checkbox"/>	<input type="checkbox"/>

3. What is your graduate **rate of employment** (percentage) during the 2000-2001 academic year?\* (employment in nursing (\*July 1, 2000-June 30, 2001)

Master's (%)

Baccalaureate (%)

4. What is your Certification Examination pass rate during the 2000-2001 academic year? \*

5. What is your NCLEX pass rate during the 2000-2001 academic year?

	Master's	Baccalaureate
First time exam takers (%)		78.4
Repeat exam takers (%)		65.0

**Section III. Program Operations**

6. Total number of nursing students as of **October 15, 2001**

Master's	611	Baccalaureate	719
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6. Total number of nursing graduates for the **2000-2001** academic year?

Master's Degree	234	Baccalaureate	261
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7. Faculty

A. Total FTE (full-time equivalent) teaching ***Master's Degree students*** as of **Oct.15, 2001** FTE 69.28

B. Faculty education, per person, listing **only the highest degree earned** (one entry per person)

Number with an earned Doctoral degree	47
Number with a Master's degree in Nursing	27
Number with a Baccalaureate degree in nursing	0
Other	6

8. Faculty

A. Total FTE (full-time equivalent) teaching ***Baccalaureate Degree students*** as of **Oct.15, 2001** FTE 73.90

B. Faculty education, per person, listing **only the highest degree earned** (one entry per person)

Number with an earned Doctoral degree	41
Number with a Master's degree in Nursing	53
Number with a Baccalaureate degree in nursing	0
Other	0

9. Total number of **Complaints** about the program (see 2001 Accreditation Manual, page 74)

Master's

Baccalaureate

10. Significant change in enrollment in the program (>20%) for the 2000-2001 academic year

**Master's Degree**       Increase       Decrease       No Significant Change

If Significant change, explanation:

**Baccalaureate Degree**       Increase       Decrease       No Significant Change

If Significant change, explanation:

11. **Feedback:** Suggestions for improving NLNAC policies and procedures.

Please forward web related questions to [nl nac@nl nac.org](mailto:nl nac@nl nac.org)



UNIVERSITY OF MARYLAND

MEMORANDUM

To: Ms. Joan Powers  
Associate Dean for Student Affairs

From: Dr. Carolyn Waltz  
Associate Dean for Academic Affairs and Professor

Date: October 17, 2001

Re: Fall 2001 Data Request

In order to make the requested changes to the NLNAC Self-Study Report, the following information is needed from your office:

1. Total student enrollment in educational unit in nursing as of Fall 2001 and FTEs (see General Information pages attached).
2. Table 1.3, SON Student Diversity Profiles information needed for Fall 2001 (see page I.6 attached).

Your prompt attention to this request would be greatly appreciated.

cc: Dr. Barbara R. Heller  
Dr. Lesley Perry

In Table 1.3 below is information on the past three years of diversity student profiles.

**Table 1.3. SON Student Diversity Profiles**

<b>STUDENT DIVERSITY PROFILE FOR THE PAST FOUR YEARS</b>					
<b>Program</b>	<b>Ethnicity</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
<b>BSN</b>	<b>White Non-Hispanic</b>	<b>70%</b>	<b>70%</b>	<b>65%</b>	
	<b>African American</b>	<b>20%</b>	<b>22%</b>	<b>25%</b>	
	<b>Hispanic</b>	<b>3%</b>	<b>2%</b>	<b>3%</b>	
	<b>Other</b>	<b>7%</b>	<b>6%</b>	<b>7%</b>	
<b>MS</b>	<b>White Non-Hispanic</b>	<b>80%</b>	<b>70%</b>	<b>78%</b>	
	<b>African American</b>	<b>15%</b>	<b>16%</b>	<b>13%</b>	
	<b>Hispanic</b>	<b>2%</b>	<b>3%</b>	<b>2%</b>	
	<b>Other</b>	<b>3%</b>	<b>11%</b>	<b>7%</b>	
<b>DETAILED STUDENT DIVERSITY PROFILE, FALL 2001</b>					
<b>Total BSN Student Body</b>	<b>Number</b>	<b>Percent</b>	<b>Total Graduate Student Body</b>	<b>Number</b>	<b>Percent</b>
	<b>635</b>	<b>100%</b>		<b>665</b>	<b>100%</b>
<b>Caucasian</b>	<b>414</b>	<b>65%</b>	<b>Caucasian</b>	<b>511</b>	<b>77%</b>
<b>Total Minority</b>	<b>221</b>	<b>35%</b>	<b>Total Minority</b>	<b>154</b>	<b>23%</b>
<i>African American</i>	<i>156</i>	<i>25%</i>	<i>African American</i>	<i>86</i>	<i>13%</i>
<i>American Indian</i>	<i>0</i>	<i>0%</i>	<i>American Indian</i>	<i>0</i>	<i>0%</i>
<i>Asian</i>	<i>38</i>	<i>6%</i>	<i>Asian</i>	<i>36</i>	<i>5%</i>
<i>Hispanic</i>	<i>19</i>	<i>3%</i>	<i>Hispanic</i>	<i>14</i>	<i>2%</i>
<i>Foreign</i>	<i>8</i>	<i>1%</i>	<i>Foreign</i>	<i>18</i>	<i>3%</i>
<b>Total Student Body</b>	<b>Number</b>	<b>Percent</b>			
	<b>1300</b>	<b>100%</b>			
<b>Caucasian</b>	<b>925</b>	<b>71%</b>			
<b>Total Minority</b>	<b>375</b>	<b>29%</b>			

NLNAC Criteria Used: 1999

**Program Demographics**

Year Nursing Program Established: 1889

Total number of nurse faculty members for Spring 2001: 132

Tenured	Fulltime	<u>13</u>	Part-time	<u>0</u>	FTE	<u>13</u>
Tenure Track	Fulltime	<u>10</u>	Part-time	<u>0</u>	FTE	<u>10</u>
Non-Tenure Track	Fulltime	<u>68</u>	Part-time	<u>41</u>	FTE	<u>82</u>
LOA/Sabbatical	Fulltime	<u>0</u>	Part-time	<u>0</u>	FTE	<u>0</u>

Total student enrollment in educational unit in nursing as of Spring 2001: 1269

**Program**

**Number of Students**

<b><u>Baccalaureate:</u></b>	Fulltime	<u>357</u>	Part-time	<u>245</u>	*FTE	<u>460</u>
Traditional	Fulltime	<u>257</u>	Part-time	<u>53</u>	*FTE	<u>277</u>
RN to BSN	Fulltime	<u>16</u>	Part-time	<u>187</u>	*FTE	<u>87</u>
Accelerated	Fulltime	<u>84</u>	Part-time	<u>5</u>	*FTE	<u>96</u>
<b><u>Master's:</u></b>	Fulltime	<u>42</u>	Part-time	<u>550</u>	*FTE	<u>321</u>
Adult Primary Care Nurse Practitioner	Fulltime	<u>6</u>	Part-time	<u>45</u>	*FTE	<u>34</u>
Advanced Practice Oncology Nursing	Fulltime	<u>0</u>	Part-time	<u>8</u>	*FTE	<u>3</u>
Advanced Practice Trauma, Critical Care & Emergency Nursing	Fulltime	<u>7</u>	Part-time	<u>60</u>	*FTE	<u>40</u>
Gerontological Nurse Practitioner	Fulltime	<u>0</u>	Part-time	<u>24</u>	*FTE	<u>13</u>
Community/Public Health Nursing	Fulltime	<u>3</u>	Part-time	<u>15</u>	*FTE	<u>12</u>
Behavioral Health Nursing	Fulltime	<u>0</u>	Part-time	<u>13</u>	*FTE	<u>5</u>



Psychiatric Primary Care Nurse Practitioner	Fulltime	<u>0</u>	Part-time	<u>19</u>	*FTE <u>9</u>
Nursing Administration	Fulltime	<u>1</u>	Part-time	<u>19</u>	*FTE <u>9</u>
Nursing Administration/ Managed Care	Fulltime	<u>0</u>	Part-time	<u>14</u>	*FTE <u>6</u>
Nursing & Business Administration	Fulltime	<u>4</u>	Part-time	<u>15</u>	*FTE <u>11</u>
Nursing Health Policy	Fulltime	<u>0</u>	Part-time	<u>14</u>	*FTE <u>7</u>
Nursing Informatics	Fulltime	<u>7</u>	Part-time	<u>116</u>	*FTE <u>65</u>
Advanced Practice Pediatric Nursing	Fulltime	<u>1</u>	Part-time	<u>30</u>	*FTE <u>15</u>
Neonatal Nurse Practitioner	Fulltime	<u>1</u>	Part-time	<u>5</u>	*FTE <u>4</u>
Family Nurse Practitioner	Fulltime	<u>7</u>	Part-time	<u>48</u>	*FTE <u>35</u>
Women's Health Nurse Practitioner	Fulltime	<u>3</u>	Part-time	<u>30</u>	*FTE <u>21</u>
Nurse-Midwifery	Fulltime	<u>0</u>	Part-time	<u>17</u>	*FTE <u>10</u>
Post-Master's Education	Fulltime	<u>0</u>	Part-time	<u>1</u>	*FTE <u>1</u>
Nondegree	Fulltime	<u>2</u>	Part-time	<u>57</u>	*FTE <u>21</u>
<b><u>Doctoral:</u></b>	Fulltime	<u>16</u>	Part-time	<u>59</u>	*FTE <u>41</u>

\*FTE based on 12 credits per semester for master's and 10 credits per semester for doctoral.