

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.1
DATE: June 4, 2015

ACTION REQUESTED: Vote On Whether To Ratify Minor Curriculum Revisions and Acknowledge Receipt of Program Progress Report

REQUESTED BY: Michael Jackson, MSN, RN
Chairperson, Education/Licensing Committee

BACKGROUND:

According to Board policy, Nursing Education Consultants may approve minor curriculum changes that do not significantly alter philosophy, objectives, or content. Approvals must be reported to the Education/Licensing Committee and the Board.

Minor Curriculum revisions include the following categories:

- Curriculum changes
- Work Study programs
- Preceptor programs
- Public Health Nurse (PHN) certificate programs
- Progress reports that are not related to continuing approval
- Approved Nurse Practitioner program adding a category of specialization

The following programs have submitted minor curriculum revisions that have been approved by the NECs:

- American University of Health Sciences Baccalaureate Degree Nursing Program
- California State University, San Bernardino Baccalaureate Degree Nursing Program
- University of California, Irvine Baccalaureate Degree Nursing Program
- University of California, Los Angeles Baccalaureate Degree and Entry Level Master's Degree Nursing Program
- University of San Francisco Baccalaureate Degree Nursing Program
- University of San Francisco Entry Level Master's Degree Nursing Program
- Western Governors University Baccalaureate Degree Nursing Program
- Antelope Valley College Associate Degree Nursing Program
- College of the Redwoods Associate Degree Nursing Program
- Fresno City College Associate Degree Nursing Program
- Golden West College Associate Degree Nursing Program
- Los Angeles Southwest College Associate Degree Nursing Program
- Modesto Junior College Associate Degree Nursing Program
- University of California, Davis Betty Irene Moore School of Nursing Family Nurse Practitioner Program

Acknowledge Receipt of Program Progress Report:

- University of California, Los Angeles Baccalaureate Degree Nursing Program
- University Of Phoenix at Modesto (Northern CA Campus) Baccalaureate Degree Nursing Program
- West Coast University Baccalaureate Degree Nursing Program
- East Los Angeles College Associate Degree Nursing Program
- Kaplan College Associate Degree Nursing Program

NEXT STEP: Notify the programs of Board action.
PERSON TO CONTACT: Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant

MINOR CURRICULUM REVISIONS

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SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
American University of Health Sciences Baccalaureate Degree Nursing Program	L. Moody	03/27/2015	The required advanced medical surgical course for the LVN 45 quarter unit option is changed from N380/N380L Critical Care to N470/470L Advanced Adult Nursing Health Care Theory (5 units) and Clinical Studies (5 units). This will make the course/content required for advanced medical surgical theory and clinical uniform for all program students, consistent with the major curriculum revision approved June 2013.
California State University, San Bernardino Baccalaureate Degree Nursing Program	B. Caraway	02/25/2015	<p>The CSUSB BSN submitted the following changes to the Curriculum:</p> <ol style="list-style-type: none"> 1. Deletion of the following courses: CHEM 208, Human Biochemistry (3 units), MATH 305, Statistics (4 units), and ANTH 325, Human Biological Variation (4units). 2. MATH 110 being replaced with MATH 165, to combine the math requirement with the statistic requirement. 3. HUM319, Myth , Metaphor and symbol, being replace with HUM 325 perspectives on Gender <p>The changes were made to align the Department of Nursing with the rest of the university. The above changes resulted in reduction in the total units for graduation from 193 units to 184 units. The changes were reflected in the revised” Total Curriculum Plan” and the “Required Curriculum: Content Required for Licensure” forms. These revisions will be reflected in the Student Handbook, Department Website and University Bulletin.</p>
University of California, Irvine Baccalaureate Degree Nursing Program	C. Velas	02/17/2015	The program submitted changes to science courses, which are based on course and program evaluations: BioSci M118L (Microbiology lab) from 4 to 5 units; BioSci E112L (Physiology lab) from 3 to 4 units. Increase in science units will be 33 to 35units, units for total licensure will increase from 113 to 115units and units for graduation will increase from 183 to 185units. These changes will impact the current students in the Class of 2017.
University of California, Los Angeles Baccalaureate Degree and Entry Level	S. Ward	02/09/2015	BSN: Conversion of Nursing 162D Human Responses to Critical Illness: Introduction to Critical Care course from a (3) unit theory, (1) unit clinical med. /surg. course to a (4) unit theory course. It is transitioned to a other degree

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SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
Master's Degree Nursing Program			requirement course. ELM: Conversion of Nursing 465D Human Responses to Critical Illness: Introduction to Critical Care course from a (3) unit theory, (1) unit clinical med. /surg. course to a (4) unit theory course. It is transitioned to a other degree requirement course.
University of San Francisco Baccalaureate Degree Nursing Program	K. Daugherty	03/11/2015	CRL/TCP forms updated changing the course numbering for OB/PEDS clinical course to N428, LVN 30 unit option courses to include N 475X, and reflect additional courses meeting the verbal and written communication requirements.
University of San Francisco Entry Level Master's Degree Nursing Program	K. Daugherty	02/27/2015	ELM/MSN-CNL program objectives revised to reflect AACN-CNL competencies(http://www.aacn.nche.edu/cnl/CNL-Competencies-Oct-2013.pdf . New set of objectives reflects eleven areas versus ten areas and 2013 AACN document language; program objectives content not substantively changed by revisions. These changes were faculty approved 2/2015 and become effective in Fall 2015.
Western Governors University Baccalaureate Degree Nursing Program	S. Ward	04/06/2015	Nurs 4910 Physical Assessment increased by 1 unit theory. Nurs 3231 Care of Adults with Chronic Illness decreased 1 unit theory and increased 1 unit clinical. Nurs 3310 Care of the Developing Family decreased by 0.5 clinical unit. Nurs 3320 Nursing Care of Children decreased by 0.5 clinical unit. Science and communication courses are reorganized. Nursing, science and communication courses renamed and renumbered. One form correction done.
Antelope Valley College Associate Degree Nursing Program	C. Velas	03/10/2015	Effective Fall 2015, 18 week semester will be compressed into a 17 week schedule. This is an increase of one week from previous curriculum and is a result of the Chancellor's Office request secondary to Faculty Flex scheduling. There are no changes to units, however hours of instruction have increased.
College of the Redwoods Associate Degree Nursing Program	C. Velas	03/27/2015	Effective 10/15/2014, Eng 1A increased from 3units to 4units. "Other Degree Requirements" were changed to reflect correct number of 9 units.
Fresno City College Associate Degree Nursing Program	S. Ward	04/06/2015	Change RN 101 and RN 102 Transition to Fresno City College Registered Nursing program theory and clinical courses so they will be implemented over 10 weeks instead of 6 weeks to improve LVN student success. Eliminate pre-

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SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
			requisites and co-requisite requirements for the RN 33 Transcultural Healthcare course.
Golden West College Associate Degree Nursing Program	L. Shainian	03/02/2015	Effective Fall 2015, BIO G200 Pharmacology (3 units), will no longer be required as the pharmacology content taught in this course is already imbedded within the medical/surgical, maternal/child, and psych/mental health courses. NURS G260 Professional Nursing Issues and Trends (1.5 units) will no longer be included in the nursing curriculum as the content is already absorbed within all nursing courses of the program since faculty find the content pertinent to be taught over multiple courses . Nursing units decreased from 76.5 to 72 units: Theory Units decreased from 20.5 to 19; Clinical units unchanged; Science units decreased from 22 to 19; Total Units for Licensure decreased from 68.5 to 64; Total Units for Graduation decreased from 76.5 to 72 units.
Los Angeles Southwest College Associate Degree Nursing Program	C. Velas	02/12/2015	Effective Fall 2015 Nursing 518, Transition for Transfer Students, was created for LVN advanced placement students. Students will complete Nursing 518 in the summer and join generic ADN students in the second semester to complete the program. LVN experience will replace courses taught in the first semester accounting for 9 units.
Modesto Junior College Associate Degree Nursing Program	S. Engle	03/31/2015	Effective Fall 2015, units will be reduced from 40 to 36 units (18 theory and 18 clinical) to be consistent with ADN to BSN articulation and IOM recommendations; separate geriatrics from fundamentals course to create one unit geriatrics course to strengthen geriatric component and clinical exposure; combine maternity & pediatrics course to be delivered over the semester to meet program objectives; separate out Preceptorship from N276 to create separate course, to create increased experiences & marketability. Program philosophy & theoretical model unchanged. Course numbers and units as noted: N270 Pharmacology 2 units/36 hours; N271 Fundamental (theory 3 units/54 hour, clinical 3.5 units/189 hours); N272 Geriatrics (theory 0.5 units / clinical 9 hours, 0.5 /27 hours); N273Maternal-Child (theory 3 units/54 hours, clinical 3.5 units /189 hours); N275 Med-Surg (theory 3.5 units/63 hours, clinical 3.5 units/189 hours); Mental Health (theory 2 units/36 hours, clinical 1 unit/54

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SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
			hours); N276 Advanced Med-Surg (theory 3.5 units, clinical 3 units/162 hours); N277 (theory I unit/18 hours, clinical 3 units/162 hours). Total units=36 (theory 18 (324 hours), clinical 18 (972 hours). Total units for licensure decreased from 66 units to 62 units; Total units for graduation decreased from 71.5 units to 67.5 units. Information will be noted in the college catalog.
University of California, Davis Betty Irene Moore School of Nursing Family Nurse Practitioner Program	K. Daugherty	03/31/2015	Effective Summer 2015 program admissions, the eight quarters full time FNP M.S. Nursing Science and Health Care Leadership graduate degree track, will total 105 instead of 107 units. The FNP academic graduate core courses will include 26 units (260 hrs.); the FNP didactic/theory coursework 46 units(460 hrs.) and the FNP clinical component 33 units(990 hrs.). These changes more evenly distribute the number of units taken each quarter based on student and faculty evaluative feedback. FNP students wishing to obtain dual PA certification enroll in a ninth quarter following petition and graduate group approval. Re-establishing a post Master's FNP certificate program option is under consideration by the SON graduate group but no definitive timeline for possible re-implementation identified.

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SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	PROGRESS REPORT
University of California, Los Angeles Baccalaureate Degree Nursing Program	S. Ward	02/13/2015	Submitted a plan of correction dated 2/12/15, to address non-compliance with NCLEX-RN examination pass rates for academic year 2013-14.
University of Phoenix at Modesto (Northern CA Campus) Baccalaureate Degree Nursing Program	S. Engle	02/13/2015	The program received written notification of non-compliance with CCR 1431 annual pass rate <75%. Program pass rate for (July 1, 2013-June 30, 2014) was 65.85% (n = 41) first time test takers. The program has submitted a comprehensive assessment and action plan to improve the annual pass rate.
West Coast University Baccalaureate Degree Nursing Program	S. Ward	02/20/2015	A plan of correction dated 2/13/15 was submitted, to address non-compliance with NCLEX-RN examination pass rates for academic year 2013-14.
East Los Angeles College Associate Degree Nursing Program	S. Ward	03/23/2015	The program submitted a progress report (#3) on 3-18-2015. It provides updates on implementation of the plan of correction previously submitted to the Board in addressing area of non-compliance.
Kaplan College Associate Degree Nursing Program	L. Moody	03/23/2015	In compliance with CCR Section 1432, Kaplan College, San Diego has provided written notification that the school will be purchased by Virginia College, LLC in a transaction expected to be completed around July 1, 2015. Mr. John Carreon, Vice President, State Affairs/Associate General Counsel for Kaplan College has assured by letter dated March 21, 2015 that this change of ownership will not incur any change in program leadership or delivery, and that appropriate steps are being taken in communication with the school's accrediting body (ACICS) and the CA Bureau of Private Post-Secondary Education (BPPE) to ensure seamless continuation of degree granting authority. Kaplan College will continue to keep the BRN apprised of developments related to this ownership transition which affect the nursing program, including accreditation status and name change.
		03/31/2015	The program has submitted a progress report update to indicate additional actions taken to further correct findings of noncompliance and recommendations written related to the April 29-30, 2014 Continuing Approval Visit. Actions include addition of full- and part-time faculty with continuing recruitment for 2 full-time faculty positions, formalization of assessment/remediation resources for students, establishment of a more active and effective student governance process, ongoing progress in work on major curriculum revision proposal, and additional changes that will contribute to increased NCLEX-RN success for graduates. The actions described and evidence of implementation demonstrate appropriate and substantial progress toward achieving full compliance with BRN regulations.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
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AGENDA ITEM: 7.2

DATE: June 4, 2015

ACTION REQUESTED: Vote On Whether To Approve Education/Licensing Sub-Committee Recommendations

REQUESTED BY: Michael Jackson, MSN, RN
Chairperson, Education/Licensing Committee

BACKGROUND: The Education/Licensing Committee met on May 7, 2015 and makes the following recommendations:

- A. Continue Approval of Prelicensure Nursing Program
 - Antelope Valley College Associate Degree Nursing Program
 - Mendocino College Associate Degree Nursing Program
- B. Defer Approval of Prelicensure Nursing Program
 - Napa Valley College Associate Degree Nursing Program
- C. Continue Approval of Advanced Practice Nursing Program
 - Western University of Health Sciences Nurse Practitioner Program
- D. Approve Major Curriculum Revision
 - University of San Diego Hahn School of Nursing Entry Level Master's Degree Nursing Program

A summary of the above requests and actions is attached.

NEXT STEPS: Notify the programs of Board action.

PERSON TO CONTACT: Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant

Education/Licensing Committee Recommendations
From meeting of May 7, 2015

The Education/Licensing Committee met on May 7, 2015 and makes the following recommendations:

A. CONTINUE APPROVAL OF PRELICENSURE NURSING PROGRAM

• **Antelope Valley College Associate Degree Nursing Program.**

Dr. Karen Cowell, Program Director and Dean of Career Technical Education, and Elizabeth Sundberg, MSN, RN assistant program director.

Dr. Cowell has been Program Director and Dean of Career Technical Education since 2001 with oversight of 29 programs and spends 10% of her time supervising the registered nursing program. She is supported by Elizabeth Sundberg MSN, RN who has 80% release time to supervise the registered and licensed vocational nursing programs. The nursing program began in 1970 with its first graduating class in 1972. The program usually admits 60 students in the spring and 40 students in the fall with an additional 20 VN-ADN students admitted once a year if funding is available. The total current enrollment is 226 students. A regularly scheduled continuing approval visit was conducted on March 10-11, 2015, by Nursing Education Consultants Carol Velas and Laura Shainian. The program was found to be in compliance with all rules and regulations of the Board of Registered Nursing. One recommendation was given for CCR 1424(d)-Resources regarding outdated textbooks and other resource material found in the skills lab and library reference desk. There is no regularly scheduled review of instructional and reserve materials. The program submitted a plan to address the recommendation.

A major curriculum revision was completed and approved in 2014 and will be implemented in Fall, 2015. Quality & Safety in Education for Nurses (QSEN) prelicensure competencies, advocacy and the Nursing Process are integrated throughout the curriculum. Low, medium, and high fidelity simulation is integrated into all courses. The new curriculum reflects the model curriculum vetted by California State University and Community College faculty to provide a seamless transfer of ADN graduates to baccalaureate programs. Antelope Valley College's ADN program has transfer agreements with California State University, Bakersfield and Chamberlain College. Students, faculty and administration are happy and supportive of the program. Students report they have a progressive curriculum and excellent support from faculty and staff. They especially enjoy their skills/simulation labs and the elective work study program offered through community education. NCLEX pass rates have ranged between 81%-95.57% for the past 5 years. Antelope Valley College's Associate Degree Nursing Program is well respected and valued in the community. Students are employed at both major hospitals and many commute to the Los Angeles Basin for employment.

ACTION: Continue Approval of Antelope Valley College Associate Degree Nursing Program.

• **Mendocino College Associate Degree Nursing Program.**

Barbara French PhD, MSN-FNP, RN, Program Director, and Steve Hixenbaugh, Interim Dean.

Barbara French PhD, MSN-FNP, RN has been the Director of the program at Mendocino College since 2004. The nursing program was scheduled for a regular continuing approval visit in fall 2014 but the visit was delayed to spring 2015 due to program director medical leave. During the director's leave, the nursing program was administered by the two assistant directors. A scheduled continuing approval visit was conducted on March 16, 17, 18, 2015 by Janette Wackerly, SNEC, with finding of non-compliance: not having a written five year plan for total program evaluation CCR 1424(b)(1); sufficient resource: faculty CCR 1424(d). Three recommendations were written: CCR 1424(e) director shall dedicate sufficient time for administration of the program; CCR 1425 reporting faculty changes, notification of hiring and resignations; CCR 1424(h) replacement of director due to retirement end 5/2015 and assistant director retiring end of fall 2015 semester both are teaching faculty and content experts. The non-compliances and recommendations are detailed in the

Report of Findings and the Consultant's Visit Report. The program was requested to provide an early July 2015 progress report to be presented at the August 6, 2015 Education Licensing Committee meeting. The Mendocino nursing program has experienced high NCLEX pass rate consistently above 93%. The program has graduated >200 students since 2003. The majority of graduates have remained in the local area.

ACTION: Continue Approval of Mendocino College Associate Degree Nursing Program with progress report required to August 2015 Education/Licensing Committee.

B. DEFER ACTION TO CONTINUE APPROVAL FOR PRELICENSURE NURSING PROGRAM

• Napa Valley College Associate Degree Nursing Program.

Janice G. Ankenmann MSN, RN, CCRN, FNP-C, Associate Degree Director (interim).

A continuing approval visit was conducted on November 18 and 19, 2014 and February 19, 2015 by Janette Wackerly, SNEC. The program was found to be in non-compliance with Section 1424(e) director & assistant director time to administer the nursing program and job descriptions not related to 1420(h) Director and 1420 (c) Assistant Director; Section 1424(b)(1) written plan for evaluation of the total program not in evidence; Section 1424(d) limited resources staff and support services; Section 1424(g) nursing faculty handbook and faculty responsibilities per CCR 1425.1 not in evidence; and Section 1426(d) concurrent theory and clinical courses. The following recommendations were written: Section 1424(b) nursing faculty improve informal process of student problem identification to resolution; Section 1424 (c) organization chart established in faculty handbook: relationships, lines of authority and channels of communication; Section 1424 (j) director supervision of all faculty levels; Section 1425(f) Faculty Handbook content expert job descriptions and curriculum work identified; Section 1424 (a) curriculum philosophy and objectives update to reflect contemporary nursing; Section 1425.1 (b) Faculty Handbook with policies on orientation and mentoring; Section 1426(a) College catalog reflect Board approved curriculum theory and clinical units; Section 1426(b) unifying theme 1424(g) last updating 2009; Section 1424 (i) identifying students in alternative clinical placements due to agency requirements; Section 1426 (b) tools to evaluate student's academic progress, performance and clinical learning experience be made consistent, course to course in the program, possible use of rubric.

In January 2014 the Director of Nursing and Associate Dean of Health Occupation retired and for a number of months the assistant director led the nursing program. Recruitment to the director position both internally and externally was unsuccessful. In May 2014 Janice Ankenmann, assumed the role of director with board approval. Ms. Ankenmann is given 75% to 80 % release time to administer the RN nursing program. Janet Duffy was approved as assistant director with 25% to-30% release time to assist with RN program administrative duties. Annual NCLEX pass rate has been between 80.56%-91.78% for the past five years. The program submitted two responses to the visit findings and multiple telephone conferences were held with the director. On February 19, 2015 a visit was conducted with the SNEC, nursing director, dean of health occupations, president and vice president of the Napa Valley College to discuss actions needed to bring the Napa Valley College Associate Degree Nursing program into full compliance with the Board's rules and regulations. The program has now submitted a plan to achieve full compliance which includes dates of progress report submissions to the SNEC as well as action completion dates. The nursing program has requested additional time to develop a comprehensive plan which will include utilizing a content expert for assistance with curriculum review. The program projects the curriculum review and revision process will require approximately one year.

ACTION: Defer action to continue approval of Napa Valley College Associate Degree Nursing Program with full compliance and progress report to Education/Licensing Committee no later than August 2016.

C. VOTE ON WHETHER TO RECOMMEND CONTINUATION OF APPROVAL OF ADVANCED PRACTICE NURSING PROGRAM

• **Western University of Health Sciences Nurse Practitioner Program.**

Diana Lithgow, PhD, FNP-C, RN, MSN, Assistant Dean of Distance Education, Director MSN/FNP Program, and Tina Escobedo, DNP, RN, FNP-BC, Assistant Director MSN/FNP Program.

A continuing approval visit was conducted at Western University Health Sciences (WUHS) Family Nurse Practitioner (FNP) program on March 12-15, 2015 by Carol Mackay, Badrieh Caraway, Loretta Chouinard, and Linda Sperling, NECs. The program was found to be in compliance with all BRN rules and regulations. One recommendation was made related to Standardized Procedures. The program needs to ensure that California-based preceptor sites have Standardized Procedures in place that meet BRN requirements. Prior to conclusion of the visit, plans to address this issue were discussed.

The primary purpose of the WUHS FNP program is to improve access to primary care services in rural, urban, and underserved communities. The program is web based with on-site seminars twice a semester. WUHS offers both the MSN degree and Post-Master's Certificate programs. WUHS enrolls both California-based and out-of-state (OOS) students. At the time of the visit, there were 89 students enrolled in the FNP program. A total of ten faculty members teach in the FNP program. All of these faculty members are currently in NP practice. The program has four clinical instructors. The clinical faculty team meets weekly to review student progress. All students have at least one virtual site visit each semester. Multiple systems are in place for identifying at risk students and on-site visits are conducted as needed to monitor their progress. The FNP program has a designated Clinical Coordinator (CC) responsible for assisting students secure their clinical preceptorship, and an extensive data bank of clinical sites and preceptors both within and outside California. FNP students are provided names of preceptors in their geographic area to contact, plus instructions to contact the CC if there are problems. Some students did report difficulty finding a preceptor.

Song Brown grant funding assists the program in securing preceptor sites in rural, urban, and underserved areas throughout California. FNP students receive financial support when assigned to these sites (usually a one week intensive experience).

The FNP curriculum was developed according to the standards of the AACN Master's Essentials, NONPF guidelines for FNP curriculum, and the BRN regulations. The master's degree FNP curriculum consists of 65 semester units and the post-master's certificate curriculum ranges from 44-48 semester units. Both the degree and post-master's certificate programs require 15 semester units of direct clinical practice (675 hours).

The FNP curriculum is sequenced so the APRN core courses (Health Assessment, Pharmacology, and Pathophysiology) are completed prior to or concurrently with clinical practicum. Instruction in diagnostic and treatment procedures, and Simulation Assessments with standardized patients occur during on-site seminar weekends. To assure a well-rounded experience in clinical practicum, students are expected to see patients in the following lifespan group: Pediatrics 15%; Gynecology 15%; Obstetrics 10%; Adult 40%; and Geriatrics 20%. The WUHS FNP program meets BRN regulations and is recommended for continuing approval.

ACTION: Continue approval of Western University of Health Sciences Nurse Practitioner Program.

D. VOTE ON WHETHER TO RECOMMEND APPROVAL OF MAJOR CURRICULUM REVISION

• **University of San Diego Hahn School Of Nursing Entry Level Master's Degree Nursing Program. Sally Brosz Hardin, PhD, RN, FAAN, Dean and Professor, and Linda Urden, DNSc, RN, CNS, NE-BC, FAAN, Assistant Program Director.**

Susan Bonnell, PhD, APRN, CPNP is the program director and Linda Urden, DNSc, RN, CNS, NE-BC, FAAN is the assistant director. Approval is requested to increase admission to sixty students annually each Fall into the USDH-ELM program. A regularly scheduled continuing approval visit to the USDH-ELM program was conducted in March, 2014 at which time it was identified that the program had increased annual program

without obtaining required BRN approval. Prior approval was for enrollment of fifty students annually each Fall. In 2013 the program offered admission to sixty-five students of which sixty-one subsequently accepted and were enrolled. The program had adequate faculty and clinical placements to support the increased enrollment, however the increase stressed the physical plant resources of the program creating challenges for classroom and skills lab scheduling.

The nursing school's new Beyster Institute for Nursing Research (BINR) building annexing the original nursing building is under construction and scheduled for completion and occupancy in August 2015. This will provide an additional 30,000 square feet of space and will increase classroom and lab facilities to ensure adequate physical plant resources to accommodate an increased enrollment. Other required resources of faculty and clinical placements continue in place which has been re-confirmed with review of documentation provided by the program. If approved, the program will begin enrolling sixty students annually with the admission cohort scheduled to begin classes in September 2015.

ACTION: Approve major curriculum revision for University of San Diego Hahn School Of Nursing Entry Level Master's Degree Nursing Program increased enrollment to sixty (60) annually.

BOARD OF REGISTERED NURSING
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AGENDA ITEM: 7.3
DATE: June 4, 2015

ACTION REQUESTED: Vote on Whether to Accept Final Progress Report for Closure of ITT Technical Institute, Rancho Cordova (ITTRC) Breckinridge School of Nursing (BSNHS) Associate Degree Nursing Program

REQUESTED BY: Michael Jackson, MSN, RN
Chairperson, Education/Licensing Committee

BACKGROUND: Ms. Diana Johnston, MSN, RN, has served as the program's Assistant Director #5 (AD) since 10/31/14. She remains the sole program administrative representative. Efforts to recruit a qualified RN Program Director (PD) or a second program AD as outlined in the program's November 18, 2015 letter were reported by the program's Final Progress Report (FPR) to "have been exhausted". Former ITTRC PD #5 remains in a consultant role to the program as a "contract employee/consultant" of ITT/ESI-BSNHS, Inc., the company headquarters located in Carmel, Indiana.

If accepted by the Board(BRN), today's attached report and exhibits will be ITTRC's final presentation and progress report related to voluntary program closure, the "teach out" plan, and the change in the program's BRN program approval status. Please refer to ITTRC's November 18, 2014 RN program letter and attachment, and the November 2014 Board (BRN) Action letter for further details as attached.

Brief Cohort #1, 2, and #3 Program Status summary:

- Cohort #1 (19) graduated in June 2014; the most recent NCSBN report data indicates 17 of 19 have taken the NCLEX examination; 15 of 17 passed NCLEX on first attempt (88.2%); 1 of 17 passed on second attempt. Results for all 19 graduates will be captured and reported as these become available.
- Cohort#2 (21) graduated in December 2014; the official verified NCLEX pass rate report for C2 is not available as yet. For today's reporting purposes, the NEC has verified that about half of the C2 graduates now have a CA RN license using the information available through the BRN licensing verification system. This data suggests those in C2 now holding a CA RN license more than likely tested between January 1, 2015 and March 31, 2015.
- Cohort #3 (29) students are in the ninth and final nursing NU2999 Capstone Advanced Medical Surgical/Preceptorship course with program completion/graduation scheduled for June 6, 2015. As of 4/23/15, Ms. Johnston reports all 29 are meeting academic and clinical performance requirements for the course and are expected to complete the program on time in June 2015. Cohort #3 graduates' (June 2015) NCLEX pass rate results are expected to be available between July 1, 2015 and March 31, 2016. NCSBN reports will be sent electronically to the designated ITTRC representative when available and as needed to ensure complete accurate program NCLEX results for all graduates are on file with the program and the BRN.

Listed below is a brief summary of the key points in FPR pages 1-3 and Exhibits A, B and F as attached. Please note not all FPR Exhibits or submitted documentation is attached due to the large number of pages of information provided.

CCR 1424 Administration and Organization including AD assigned time, resources, program evaluation; CCR 1425 Faculty/Faculty Resignations; and CCR 1428 Student Participation etc.

- AD Ms. Johnston continues to have at least 20% (5 hours/week) available to administer/manage the program. In the FPR she states students, faculty and clinical agencies have accepted her leadership. Further, during her tenure as the program AD, there have not been any concerns or problems related to the program, program leadership, the program's voluntary program closure or "teach out" etc. reported to the Board.
- A total of 4 FT faculty (DJ,TD, ZF,LL) and 4 PT faculty (KD,GH,SS,SW) remain on the program faculty roster (see FPR Exhibits A and B). From January through February 2015, three FT faculty resignations (AM, EDG, JR) occurred and Board notification was timely. The April 2015 FPR Exhibits A and B reflect faculty teaching assignment changes to the November 2014 approved NU 2810 and NU 2999 faculty "teach out" document. The faculty changes occurred due to FT faculty resignations (AM, JR).
- Per the FPR, faculty resources will be available to program graduates for NCLEX preparation purposes through August 2015, and thereafter, faculty resignation forms will be submitted per the regulation. FPR Exhibit A listing shows FT administrative/clerical support for the program remains in place. Career services support will also be available to program graduates beyond the teach out/program closure date.
- FPR Exhibit C program evaluation documents verify the standard course and clinical evaluation forms continue to be used each quarter with some variability in submission numbers by course. Graduate surveys (~20%) for Cohort #1 and #2 have been collected.

CCR 1426 Curriculum and CCR 1427 Clinical Facilities:

- According to FPR Exhibit A, approved M/S faculty (TD and LL) are providing the didactic/theory instruction for NU 2999 and Cohort #3 HESI NCLEX predictive testing and the NCLEX prep Kaplan review is being implemented as planned.
- Cohort #3 (29) students are completing the NU 2999 Capstone Advanced Medical Surgical clinical preceptorships at either Sutter General Hospital Sacramento or Sutter Memorial Hospital Sacramento. Board approved medical-surgical faculty (ZF, TD, LL) are providing the clinical supervision with overall administrative oversight by AD Ms. Johnston.

Program Closure Activities Summary:

- Refer to the FPR and Exhibit F for a copy of the Written Notification ITTRC sent to the board approved clinical agencies regarding the program's planned closure on June 6, 2015. A copy of the ITTRC student notification form related to voluntary program closure and teach out plans was presented at the November 20, 2014 Board meeting and actual student notification of program closure and "teach out" occurred during the Fall 2014 quarter.
- FPR states ITT/ESI Inc., Regulatory Affairs Manager (SC), will notify the Accrediting Council for Independent Colleges and Schools (ACICS) and the CA Bureau of Private

Postsecondary Education (BPPE) of the ITTRC RN program closure on May 29, 2015 and provide the Board copies of these notifications at the same time.

- ITTRC's BRN generated RN Program Approval Certificate will be returned to the NEC electronically around June 16, 2015. ITTRC's (BSNHS) Approved Program listing will be removed from the BRN website in June 2015 per Board action.
- As presented at the November 20, 2014 Board meeting, ITTRC records for program students will be managed and stored at the ITT Technical Institute Rancho Cordova (ITTRC) campus. The campus registrar will be responsible for maintaining all records and responding to records requests. Please see the attached November 18, 2014 ITTRC letter for further details.
- ITTRC will identify a representative to receive NCLEX pass rate reports electronically from the Board each quarter after program closure. This individual will be responsible for submitting report corrections to the BRN per the cover letter instructions attached to the reports when sent. The Board will also notify the NCSBN of ITTRC program closure per NCSBN's State Board notification requirements.
- ITTRC campus and program leadership clearly understand the continuing obligation to notify the NEC of program changes immediately and that NEC monitoring will continue through completion of all program "teach out" and program closure activities.

ELC RECOMMENDATION: Accept final progress report and acknowledge closure of ITT Technical Institute, Rancho Cordova Breckinridge School of Nursing Associate Degree Nursing Program effective June 6, 2015.

NEXT STEPS: Notify program of Board action and remove program from BRN approved program list.

PERSON TO CONTACT: Katie Daugherty, MN, RN, NEC
(916) 574-7685

April 14, 2015

Ms. Katie Daugherty, MN, RN
Nursing Education Consultant
California Board of Registered Nursing
P.O. Box 944210
Sacramento, California 94244

Dear Ms. Daugherty,

The Breckinridge School of Nursing and Health Sciences in Rancho Cordova respectfully submit the enclosed progress report to provide evidence of full compliance with BRN regulations and progress report for the planned program closure.

Program Administration

Progress:

- The approved assistant director (AD), Diana Johnston, MSN, continues to devote at least 20% of time to administrative duties that support the management of program activities.
- Recruiting efforts have been exhausted to secure a second assistant program director, or program director.
- Facility administration and faculty have accepted the assistant director, Diana Johnston, as a reliable clinical liaison and a successful leader.
- Communication is maintained with clinical facilities as well as the BRN through the NEC.
- Notification of change and/or faculty status has been reported in a timely manner.
- Nursing faculty meetings continue, meeting minutes have been maintained, and are located in the AD office.
- Nursing, APG, Curriculum, and SPEP committee meetings continue and meeting minutes are maintained in the AD office. (See Exhibit J)
- Communication is maintained between the preceptorship faculty Advisor, Zona Freeman, BSN, and Capstone Instructor as well as AD to adequately monitor and track student learning and practice skills.

Communication to the NEC

Progress:

- The most current clinical and course schedule's (Exhibit A) and faculty schedules (Exhibit B) are enclosed as requested.
- In the event changes in Faculty status occur, the AD will notify the BRN via the NEC in a timely matter.

Program Evaluation

Progress:

- Raw Course and clinical evaluation results for current students are submitted (Exhibit C).

- NCLEX pass rate and graduate student placement grid (Exhibit D) for Cohorts 1 and 2.
- To date, 16 of 19 in Cohort 1 have tested and passed, 2 of the 16 failed the first attempt, and 1 retested and passed. To date, none of the 21 students in Cohort 2 have tested.

Student Related Updates

Progress:

- Students continue to voice satisfaction in program leadership.
- Students continue to voice satisfaction in preceptorship experiences.
- Communication between faculty, preceptor, and student occurs on a weekly basis. Faculty is available to the preceptor and student during the entire preceptorship experience.
- The preceptor qualifications are verified by the AD (Exhibit E) ensuring the preceptor meets the qualifications covered by the BRN code of regulations.

Clinical Facilities

Progress:

- Sutter General and Sutter Memorial Medical Centers continue to provide preceptorship experiences for the current students as agreed through Cohort 3 program completion.
- A letter (Exhibit F) sent to the approved clinical facilities (Exhibit G) for ITT Tech Rancho Cordova, CA for notification of the planned program closure date of June 6th, 2015.

Program Closure Plan Support

Progress:

- Support for current and graduate students of Breckinridge School Nursing and Health Sciences at ITT Technical Institute is available through the Career Services Department as published in the Student Catalog, pages 90-91 (**Exhibit H**). The Career Services department provides services such as where to access job postings, interview opportunities, how to prepare for and appear at job interviews, resume building and job search activities.
- Career services support will remain in place and on-going beyond the timeframe of the teach out/planned program closure.
- Current faculty communicate with graduates to provide support to our graduate students by providing NCLEX preparation support, job search techniques, resume building, conducting graduate exit surveys and mock interviews.
- Kaplan NCLEX preparation will be held on campus with no additional cost to students for Cohort 3, June 1-4th, 2015.
- Current faculty and program support staff will remain employed by ITT Tech Rancho Cordova throughout program closure and beyond. Resignations are not expected to be submitted until after program closure activities have been

completed including pinning, graduation, and NCLEX support activities expected towards the end of August.

- Program course and clinical student surveys will be distributed on finals week for Cohort 3 at the end of the program upon course work completion.
- Cohort 3 HESI scores (Exhibit I) are submitted with exception of the exit HESI which will be administered during finals week.
- Kaplan evaluations will be completed on June 4th after the live course completion. Results will be evaluated for effectiveness.
- Meeting minutes for the Spring 2015 (Exhibit J) are maintained in the AD office and are available to the NEC upon request.
- Assistant Director, Diana Johnston, can be reached via cell phone at (916) 204-7205, or via private email at dianaJohnston40@gmail.com at any time for program related questions and/or follow-up.
- The BRN approval certificate will be forward electronically to the NEC around June 16, 2015.
- Written notification of program closure will be sent to ACICS and BPPE on May 29, 2015 by Sheri Campfield, Regulatory Affairs Manager, ITT Educational Services, Inc. Copies will be forwarded to BRN at that time.
- We will be tracking and monitoring graduates who have not yet taken the NCLEX, and will forward notification to NCSBN once all qualified graduates have tested.
- As graduates engage in NCLEX, preparation support will be available.

Sincerely

A handwritten signature in black ink that reads "Diana Johnston, MSN". The signature is written in a cursive style with a large, prominent loop for the letter 'D'.

Diana Johnston, MSN, RN
Assistant Program Director,
Breckinridge School of Nursing
Professor Maternal Child/Pediatrics



Cohort 3 Spring 2015 Theory & Preceptorship Schedule

NU2999 Nursing Capstone		Dates: March 16 - June 8, 2015		Effective: March 3, 2015						
Required Theory & Clinical Hours: Nursing Capstone 15H/45H/150H										
Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday			
FACULTY			TD 0900-1350 (LL)							
WK 1	March 15-21		NU2999							
WK 2	March 22-28		NU2999							
WK 3	March 29-April 4		NU2999							
WK 4	April 5-11		NU2999							
WK 5	April 12-18		NU2999							
FACULTY			TD 0900-1350 (LL)							
WK 6	April 19-25		NU2999							
WK 7	April 26-May 2		NU2999							
WK 8	May 3-9		NU2999							
WK 9	May 10-16		NU2999							
WK 10	May 17-23		Exit HESI 0900							
WK 11	May 24-30	Memorial Day	NU2999 - Final							
WK 12	May 31-June 6		*NCLEX REVIEW	*NCLEX REVIEW	*NCLEX REVIEW	*NCLEX REVIEW			*NCLEX REVIEW	

Note: H = Hours, O = Orientation, SGH = Sutter General Hospital, SMH Sutter Memorial Hospital

DK = Kulbir Dhillon, TD = Teresa Dodson, ZF = Zona Freeman, GH = Gwen Hubbard, DJ = Diana Johnston, LL = Linda Larson, SS = Sue Starck, SW = Sara Warth

Breckinridge School of Nursing and Health Sciences at ITT Technical Institute

Faculty BRN Approvals 4/10/15

Faculty	Employment Status	Content Expert	Classification	MS	OB	MH	PEDS	G	Degree's	Teaching Assignments	Nursing Clinical Instructors
Johnston, Diana	Full-Time	Ped/OB	Assistant Program Director, ADN, Instructor	✓	✓		✓		MSN Education	NU2999 Nursing Capstone	Monitoring all classes
Dhillon, Kulbir	Part-Time	Med Surg	Instructor	✓					MSN FNP	None Currently	None Currently
Dodson, Teresa	Full-Time		Instructor	✓		✓		✓	MSN Nursing	NU2999 Nursing Capstone	NU2999 Supervise Clinical Placement
Freeman, Zona	Full-Time		Asst. Instructor	✓			✓		BSN Nursing	None Currently	NU2999 Supervise Clinical Placement
Hubbard, Gwen	Part-Time		Instructor						MSN Education	None Currently	None Currently
Larson, Linda	Full-Time		Instructor	✓				✓	MSN Nursing	NU2999 Nursing Capstone	NU2999 Supervise Clinical Placement (back-up)
Lytle, JoAnn	Full-Time		Administrative; Clerical							None	None
Starck, Sue	Part-Time	Psych	Instructor			✓			MSN Nursing	None Currently	None Currently
Warth, Sara	Part-Time	Gero	Instructor	✓				✓	MSN Education	None Currently	None Currently



April 14, 2015

[Facility Contact Person/Address]

Re: Breckinridge School of Nursing and Health Sciences @ ITT Technical Institute, Rancho Cordova - Voluntary Termination of Program

Dear Ms./Mr. [Facility Contact],

The Breckinridge School of Nursing and Health Sciences @ ITT Technical Institute, Rancho Cordova, ("Breckinridge") is providing written notice of the Associate of Science degree in Nursing program teach-out. As the last student cohort will graduate in June 2015, the Clinical Agreement established between Breckinridge and [Clinical Facility Name] will be terminated effective June 6, 2015.

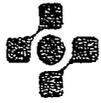
Breckinridge appreciates the opportunity it has had to place its students in clinical experiences at your facility enabling us to deliver a quality nursing education to our students. We look forward to a continued, positive relationship throughout the remaining few months of the program.

Please let me know if you require any additional information.

Sincerely,

Diana Johnston, MSN, RN
Assistant Program Director

Breckinridge School of Nursing and Health Sciences at ITT Technical Institute



Breckinridge

SCHOOL OF NURSING
AND HEALTH SCIENCES

@ ITT Technical Institute.

November 18, 2014

Ms. Katie Daugherty, MN, RN
Nursing Education Consultant
California Board of Registered Nursing
P.O. Box 944210
Sacramento, CA 94244

Re: Breckinridge School of Nursing and Health Sciences @ ITT Technical Institute, Rancho Cordova - Voluntary Termination of Program

Dear Ms. Daugherty,

The Breckinridge School of Nursing and Health Sciences @ ITT Technical Institute, Rancho Cordova, ("Breckinridge") hereby notifies the California Board of Registered Nursing ("Board") of its intention to terminate and, with Board approval, "teach out" its Associate of Science in Nursing program, effective November 20, 2014.

Breckinridge has a mission of providing a Nursing Program designed for the education of individuals from diverse backgrounds to be well-prepared registered nurses who can provide competent care in a variety of ever-changing health care settings. As was noted at the Board Meeting in September in Costa Mesa, Breckinridge has produced very able graduates with an excellent first-time NCLEX pass rates. Currently, of the 19 students from the first graduate cohort in June 2014, 16 testers have resulted in 16 first-time passers.

Despite its best efforts to retain a Program Director and Faculty, Breckinridge has experienced a great deal of difficulty to hire and maintain these individuals even though many exceptions were made to accommodate the competitive compensation demands of the nursing community. In addition, while Breckinridge has currently secured the necessary sites and faculty to complete the clinical rotations of the current students, it has been unable to secure the necessary clinical sites for the 2016 rotations that will be necessary if additional students were admitted to the program. As such, the Program faces an untenable position given the current regulatory requirements.

The Assistant Director, Diana Johnston, is currently administering the Nursing program and Carla Carter, the former Program Director, continues to support the program in a consulting capacity. The campus is in the process of identifying a second Assistant Director candidate who will be appointed following Board approval. With the appointment of two qualified Assistant Directors to administer the program as required by the Board, Breckinridge is demonstrating a commitment to compliance throughout the duration of the program teach-out.

Breckinridge understands its need to comply with the standards for approval until all the matriculating students are graduated from the program. As set forth below, we anticipate that



Breckinridge

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all enrolled students will have completed their scheduled courses by June 6, 2015 (program closing date). We are aware of our obligation to notify the Board of the official closing date following graduation of the program's last class.

Planned Teach-Out Schedule

Following the scheduled graduation of 21 students on December 7, 2014, there will be 29 students enrolled in the program. The table below identifies the students remaining by quarter, the number of students enrolled, the anticipated graduation date of the remaining students, and the last academic quarter that the course(s) will be offered to students enrolled in the program.

Quarter/Course	Number of Students	Student Graduation Date	Last Quarter Course Offered
8th Quarter NU2840 Maternal Child Nursing Nursing Roles II	29	June 6, 2015	Winter Quarter, 2014
9th Quarter NU2999 Nursing Capstone	29	June 6, 2015	Spring Quarter, 2015

Faculty

Faculty are currently being assigned to the remaining courses (theory and clinical).

Faculty Member	Status	Responsibilities
Annemarie Marchi	Full-time	NU2810
Diana Johnston	Full-Time	NU2840 Theory, OB Clinical, Asst. Program Director
Zona Freeman	Full-Time	PEDS Clinical, NU2999 Preceptorship Coordinator
Jordana Ricaforte	Full-Time	NU2999 Preceptorship Coordinator



Breckinridge

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Clinical Affiliations

Breckinridge agrees to sustain affiliation agreements to provide clinical learning experiences to meet stated course objectives. Agreements exist with the following agencies:

Clinical Agency	Contract Term	Associated Courses
Sutter Memorial Hospital	12/31/2015	NU2840, NU2810, NU2999
Sutter General Hospital	12/31/2015	NU2999

Student Records

The records of students who enrolled in our Nursing program will be managed and stored at the ITT Technical Institute, Rancho Cordova, located at 10863 Gold Center Drive, Rancho Cordova, CA 95670. The Registrar at the campus will be responsible for maintaining all records and responding to record requests during the teach out and following the closing of the program. All records will be maintained and stored in compliance with applicable requirements. Official student records, including transcripts, attendance records, and student account information are maintained within an integrated electronic database. The school maintains a student's records for seven (7) years following the student's graduation or last date of attendance. The school will permanently retain: (a) the student's final transcript (through his or her last date of attendance) with respect to the student's enrollment in a program of study at the school; and (b) any transcripts with respect to the student's enrollment at any other postsecondary institution that the school may have received.

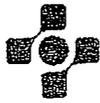
Breckinridge appreciates the opportunity given by the Board to serve the community to provide quality nursing education. Thank you for your consideration of our request to terminate and "teach out" our Nursing program, and please let me know if you require any additional information to assist you in your deliberations.

Sincerely,

Diana Johnston, MSN, RN

Assistant Program Director

Breckinridge School of Nursing and Health Sciences at ITT Technical Institute



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**NOTIFICATION TO GRADUATES AND STUDENTS OF
ITT TECHNICAL INSTITUTE BRECKINRIDGE SCHOOL OF NURSING AND
HEALTH SCIENCES ASSOCIATE OF SCIENCE IN NURSING PROGRAM**

This serves as formal, written notification confirming the proposed closing date of the Associate of Science in Nursing program ("Program") offered by ITT Technical Institute Breckinridge School of Nursing and Health Sciences ("ITT Tech Rancho Cordova").

ITT Tech Rancho Cordova notified the California Board of Registered Nursing ("Nursing Board") on November 20, 2014, of its intention to terminate the Program. ITT Tech Rancho Cordova will continue to comply with the applicable standards for approval until all the matriculating students are graduated from the program on, or prior to, the proposed closing date of June 6, 2015.

By signing below, I, _____ (print), acknowledge receipt of this notification concerning the proposed closing date of the program.

Signature: _____ Date: _____

By no later than December 5, 2014, please return a signed copy of this notice to Diana Johnston, MSN, RN, Assistant Director, Breckinridge School of Nursing and Health Sciences.



November 21, 2014

Diana Johnston, MSN, RN
Assistant Director
ITT Technical Institute, Rancho Cordova
10863 Gold Center Drive
Rancho Cordova, CA 95670

Re: ITT Technical Institute, Rancho Cordova Breckinridge School of Nursing Associate Degree Nursing Program request for BRN approval to voluntarily close the program.

Dear Ms. Johnston:

The Board of Registered Nursing, at its November 20, 2014, meeting in Emeryville, California voted the following actions in regards to the ITT Technical Institute, Rancho Cordova Breckinridge School of Nursing Associate Degree Nursing Program:

- Acknowledge and approve the program's 11/18/14 written request to close (terminate) the ITTRC Associate Degree Nursing program;
- Acknowledge the program's 11/18/14 request to "teach out" the existing two cohorts of program students; Cohort #2 (21 students) are scheduled to complete/graduate effective by the end of Fall 2014 quarter (December 7, 2014 per the ITTRC 11/18/14 letter) and Cohort #3 (29 students) are scheduled to complete the program at the end of the Spring 2014 quarter (June 6, 2015 per the 11/18/14 ITTRC letter).
- Program Assistant Director to ensure compliance with the regulations in the absence of an approved Program Director and fulfill all necessary Board requirements including those related to the program requested "teach out" and program closure. This includes timely notification of program changes in all aspects of the program.
- NEC will continue to monitor the program as needed;
- Continue to maintain suspended program enrollment;
- Eliminate the one specific September 2014 Board action item requiring a program written progress report and program attendance at the January 2015 ELC and February 2015 Board meeting;
- Require the program to provide a written progress report for the March 2015 ELC and April 2015 Board meeting by the Board's requested due dates. The progress report is to detail specific areas of progress related to the program's "teach out" and program closure details/actions including appropriate notifications, communications, sustained provision of adequate type and number of resources, including faculty, clinical facilities, support services and other services necessary to support student learning and remediation needs for Cohort #2



BOARD OF REGISTERED NURSING
PO Box 944210, Sacramento, CA 94244-2100
P (916) 322-3350 F (916) 574-8637 | www.rn.ca.gov
Louise R. Bailey, MEd, RN, Executive Officer

- students to complete/graduate from the program on time in December 2014 and Cohort #3 to complete/graduate on time in June 2015. Progress report to include updates related to student progression/completion status, and other pertinent information and supporting evidence as needed and warranted for program closure effective June 2015. The progress report will be reported out in the minor curriculum progress report section provided the "teach out" and program closure is occurring as planned with program closure occurring effective June 2015.
- Program to provide a final written program progress report for presentation at the May 2015 ELC and the June 2015 Board meeting by the Board requested due dates. Board actions will include, but not be limited to, the specified dates for Board withdrawal of program approval, the program's return of the BRN program approval certificate and the removal of program from the Board of Registered Nursing's website listing as a Board approved pre-licensure Associate Degree Nursing Program. Program representatives are required to be in attendance at the May and June 2015 meetings.

If further information is needed please do not hesitate to contact Katie Daugherty, Nursing Education Consultant at (916) 574-7685.

Sincerely,

BOARD OF REGISTERED NURSING

A handwritten signature in cursive script that reads "Miyo Minato".

Miyo Minato, MN, RN
Supervising Nursing Education Consultant

cc: Katie Daugherty

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.4

DATE: June 4, 2015

ACTION REQUESTED: Vote On Whether To Accept Recommendation To:

- Withdraw Approval Of Everest College Associate Degree Nursing Program.
- Grant Limited Approval For San Joaquin Valley College (SJVC) Associate Degree Nursing Program (Visalia) To Offer Associate Degree Nursing Curriculum At The SJVC Ontario Campus For Displaced Students Of Ontario Campus Everest College Associate Degree Nursing Program.

REQUESTED BY: Michael D. Jackson, MSN, RN
Chairperson, Education/Licensing Committee

On April 27, 2015, the students and employees at the Everest College received communication from Corinthian Colleges, Inc. (CCI), their parent organization, that the school was closed without prior warning. The Board received communication from CCI representative who asked about processes for teach out plans but without specific information just a few days earlier. SJVC had been in contact with Everest College before the actual closure of the program. Throughout this period following Everest College's closure, the Board staff was in communication with Dr. Ruth Ngati, the director of the ADN program at Everest and representatives from SJVC regarding their plans. Their plans were to take the displaced students, to offer transfer credits, and plan for students to seamlessly complete the nursing courses and graduate as SJVC graduates. The Board received multiple inquiries from students at Everest College, and a student representative maintained close contact with Badrieh Caraway, NEC.

On April 30, 2015, Dr. Ngati submitted a proposal, as requested by the Board staff that included plans for the interested students to transfer to SJVC. This proposal outlined the number of students involved and SJVC's plans to interview and hire Dr. Ngati and faculty, interview and review of transcripts of students from Everest College, their commitment to provide resources at their Ontario Campus to provide the necessary instructions for these students to complete their nursing education, graduate, and be eligible for licensing examination. The SJVC's proposal was reviewed and recommended for approval by the Education/Licensing Committee (ELC) on May 7, 2015.

Following the ELC meeting, SJVC staff interviewed interested students and faculty from Everest College in preparation for the implementation of the transfer plan at SJVC Ontario Campus. Subsequent progress report to the board indicated that there are a total of 126 students involved in this proposed program: Cohort 1, 47 students; Cohort 2, 34; and Cohort 3, 45. These cohorts were to have completed Everest's program on July 2015, January 2016, and July 2016, respectively. The number of students in each cohort is based on the transfer evaluations by SJVC registrars, curriculum team and admissions staff, and includes those students who were waiting to re-enter the Everest's program. There are 13 faculty, including Dr. Ngati, who will serve as the Coordinator of the Ontario campus, that have been hired to staff the program. There are nine confirmed clinical placements from Everest's list of facilities. These sites include 4 medical-surgical, 4 obstetrics, 5 pediatrics, 2 psychiatric, and 2 geriatric settings and meet the required five nursing areas.

On May 19, 2015 Miyo Minato, NEC, made a site visit to SJVC Ontario Campus, located at 4580 Ontario Mills Parkway, Ontario, CA, to review sufficiency of resources to complete the proposed transfer plan. The school provided lists of students, schedules, clinical agency that NEC reviewed during the visit and copies filed.

The following summarizes highlights of SJVC's proposal, and the NEC's report on the review of the program's resources.

- SJVC is a WASC accredited institution and has a BRN-approved ADN Program that has continuing approval status. Dr. Janine Spencer is the program director at the Visalia campus. The primary campus in Visalia offers the ADN and LVN programs among other programs. SJVC RN program experienced initial low NCLEX pass rates, but pass rates for 2013-2014 is 76.67% (46/60) and 2014-2015 (3 quarters) is 86.21% (25/29). The program reported that they have implemented changes and strategies to improve in this area. The SJVC Ontario campus offers healthcare related programs, such as Respiratory Therapy and Dental Hygiene programs, among other programs. The school has been in Southern California (Rancho Cucamonga) for about 14 years and moved to the current site two years ago.

The school is housed in a 50,000 sq. ft, two-story building that has administrative and student services suite on the first floor, as well as an impressive fully operational Dental Hygiene lab that provides dental hygiene service to the community. There is a dedicated library with books, journals, and internet access to databases for health care journals. The nursing space is planned for on the second floor. The proposed floor plan is included with this report. Plans for a simulation lab and a six-bed skills lab are included, as well. Through the auction process SJVC purchased much of the simulation and skills lab equipment, models, and lab supplies from Everest, as well as the library books. Classrooms are smart classrooms with computers on each desk. Nursing will share the 18 classrooms on the second floor, which are sufficient for the planned program. One room has a retractable wall and can accommodate 60-70 students when opened. The preparation of the nursing labs is on schedule to meet the projected start date of July 14, 2015. NEC will re-visit the Ontario campus to ensure that resources are complete prior to the start date.

- SJVC's approved program is similar to Everest's curriculum design, units required, and course sequencing, except for the academic credit system, semester (SJVC) vs. quarter (Everest). The review of total units (hours) and length of the program appear comparable. SJVC admissions staff has reviewed students' transcripts and developed an individual educational plan for students to complete their nursing program without unnecessary delays. SJVC provided students with a disclosure statement to fully inform students on participating in this special transfer plan.
- The proposed curriculum transfer and completion plan meets minimum units and other requirements of CCR 1426.
 - Cohort 1 will only take Advanced Medical Surgical Course and Leadership. Expected to complete the 20 weeks to get ADN degree from SJVC on October 2015.
 - Cohort 2 will receive 24 units of nursing credits for the two courses (25 units) completed at Everest. This group will need to complete 31 nursing units to get their ADN degree, anticipated completion date is April 2016.
 - Cohort 3 will receive credits for the GE courses covered during the first year and will complete 51 units of nursing curriculum required in the second year of the program. Students missing required general studies courses will complete these requirements without additional costs to the students. This group will finish on October 2016.

With the Board's approval, SJVC is ready to start the nursing courses on July 14, 2015, making it possible for transferred Everest students to complete the nursing education with only addition of about three months to each cohort's initial expected graduation date. All groups will be completed by October 2016.

SJVC Associate Degree Nursing Program (Visalia) plans to submit a separate major curriculum revision proposal, per BRN procedures, to permanently add an alternate site at the Ontario campus for the ADN program.

ELC Recommendation:

- **Withdraw Approval Of Everest College Associate Degree Nursing Program.**
- **Grant Limited Approval For San Joaquin Valley College (SJVC) Associate Degree Nursing Program (Visalia) To Offer Associate Degree Nursing Curriculum At The SJVC Ontario Campus For Displaced Students Of Ontario Campus Everest College Associate Degree Nursing Program.**

NEXT STEPS:

Notify programs of Board action.

PERSON TO CONTACT:

Miyo Minato, MN, RN
Supervising Nursing Education Consultant
miyo.minato@dca.ca.gov
(323) 890-9950



DATE: May 4, 2015

TO: California Board of Registered Nursing
Education Licensing Committee

FROM: Wendy Mendes, San Joaquin Valley College Vice President of Administration
Ruth Ngati, DNP, MSN, CNS, PHN, San Joaquin Valley College Registered Nursing Consultant

RE: Addendum to April 30, 2015 document:
Transfer of Everest RN Students to Proposed RN Program at
San Joaquin Valley College, Ontario Campus

CONTENTS

1. Introduction
 - a. May 1, 2015 information session
 - b. Status of enrollments
 - c. Status of Ruth Ngati

2. Implementation Plan
 - a. Administrative Staffing
 - b. Faculty Staffing
 - c. Student cohort #1 schedule
 - d. Student cohort #2 schedule
 - e. Student cohort #3 schedule
 - f. Clinical sites

3. Resources
 - a. Facility
 - b. Equipment
 - c. Textbooks

4. Long-term plan
 - a. BRN
 - b. ACCJC/WASC

5. Conclusion

EXHIBITS

1. Attendance roster
2. Independent Contractor agreement
3. New faculty orientation agenda
4. Interview schedule
5. Student cohort 1 schedule
6. Student cohort 2 schedule
7. Student cohort 3 schedule
8. Contract: Pacific Grove Behavior Health Hospital
9. Contract: San Bernardino Public Health Department
10. Clinical sites
11. Floor plan
12. Equipment
13. Textbooks

1. Introduction

Corinthian Colleges, Incorporated, closed all its schools on Monday, April 27, 2015. Among those campuses affected was the Ontario-Metro Campus of Everest College, leaving 123 Registered Nursing (RN) students stranded. Effective May 1, 2015, the employment of all Everest employees was terminated. There is no more Everest College, no more Everest College RN Program, students, faculty, or staff.

On April 30, 2015, Dr. Ruth Ngati, then Everest Campus Nursing Director, submitted a proposal to the BRN ELC requesting that San Joaquin Valley College (SJVC) be granted approval to accept those Everest students as transfers into its (SJVC) RN Program. SJVC does not have an RN program at its Ontario campus, but has been offering an RN program at its Visalia campus for nine years.

Concurrent with that proposal, SJVC submitted a substantive change report to the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC), the regional accrediting agency under which SJVC operates. Both the BRN ELC and ACCJC/WASC Substantive Change Committee will hear these proposals on May 7, 2015.

All plans presented in this addendum are contingent on approvals from BRN and ACCJC/WASC.

As noted in the April 30 proposal, the transfer of displaced students to SJVC is explicitly and exclusively for SJVC and not a continuation of the Everest program. If the BRN approves this proposal and the ACCJC/WASC approves the substantive change, Everest transfer students would begin the program on June 1, 2015, with SJVC-required general education courses, continuing July 13, 2015 for nursing courses, and upon completion, granted a degree from San Joaquin Valley College.

a. May 1, 2015 information session

On May 1, 2015, an information session for displaced Everest RN students was held at SJVC's Ontario campus. 103 students attended ([Exhibit 1: Attendance roster](#)) the presentation facilitated by Carole Brown, Vice President of Academic Affairs with contributions by Janine Spencer, Visalia Campus RN Program Director; Sherril Hein, Campus Director; Chris Hooten, Academic Dean; Ruth Ngati, now SJVC RN Consultant; and Henry Madrid, Financial Aid Officer.

Vibrant question and answer periods were experienced throughout the presentation which began with a welcome and introductions. Ms. Brown stated, "I hope to answer about 80% of your questions. 20% is not in our control and resides with the BRN. We are bound by, and respect, misrepresentation regulations." Students were referred to <http://www.sjvc.edu/transfer> a website developed specifically to address transfer students.

Ms. Brown reported the timeline, to date and anticipated for the future:

- April 30th report was submitted to the BRN with a follow up call with Miyo Minato
- May 7th the report goes before the BRN Education Licensing Committee for review and recommendations

- June 3-4 the BRN reviews ELC recommendation

Verbatim statements by Ms. Brown included:

- “Tuition for the RN program is \$58,970 for a program ending with an Associate Degree. Your tuition will be adjusted based on the number of units we accept in transfer.”
- “We also have a special transfer scholarship unique to the current crisis with Heald/Everest. The amount of scholarship you qualify for has to be determined by our registrar and financial aid office; each student situation is unique.”
- “I can tell you that you will not pay more than you were going to pay for your program at the original school. Your financial aid officer will walk you through the details in your meeting.”

b. Status of enrollments

Students have submitted Everest transcripts, and SJVC has requested and begun scheduling the admissions process which will include tour, financial aid calculations, and student enrollment agreement with all required disclosures. SJVC requests clarification from the BRN whether the students’ acceptance under BRN standards at Everest is sufficient for enrollment at SJVC.

c. Status of Ruth Ngati

Everest College terminated Dr. Ngati’s employment on Friday, May 1, 2015. Since Sunday, May 3, 2015, Dr. Ngati has been employed by SJVC as an independent contractor. **Exhibit 2: Independent Contractor agreement** She has worked closely with SJVC staff to prepare this addendum. Contingent on BRN and ACCJC/WASC approval of the program, Dr. Ngati will convert from independent contractor to employee: Registered Nursing Program Director.

2. Implementation Plan

As noted in the April 30 proposal, Everest RN program administrators and faculty applied for employment at SJVC. Interviews are being conducted May 4 and 5, 2015, with these topical areas:

- All terms and conditions are contingent on BRN and ACCJC/WASC approvals
- Planned student start date in nursing courses is July 13, 2015
- Planned employment start date is May 9, 2015. From then through July 13, faculty will be paid on an hourly basis to complete onboarding, new faculty orientation June 24-25, 2015, **Exhibit 3: NFO agenda**, prepare syllabi and curriculum materials, work with clinical sites, and maintain contact with students. As appropriate, these faculty may be assigned to teach courses in the Medical Assisting, Respiratory Therapy, and Pharmacy Technology programs on the Ontario campus.
- On July 13, as needed to meet the teaching assignments, some employees will be part-time, non-exempt, salary ranges from \$45.00 - \$52.00 per hour [no benefits] or full-time, exempt, salary ranges from \$102,000 annual to \$105,000 annual [with benefits.]

- Applicants will be asked a series of behavioral questions designed to determine how easily and well the transition to SJVC could occur.

a. Administrative Staffing

SJVC will employ an RN Program Director and Assistant Program Director. An Administrative Assistant will be dedicated to the RN administrative staff. As noted in the April 30 proposal, the program will be supported by the Ontario Campus Director, Registrar, Academic Dean, and Dean of Student Services.

Contingent on proposal approval by the BRN ELC and ACCJC/WASC, Ruth Ngati will convert from consultant to employee [Registered Nursing Program Director.]

Applicants for Assistant Program Director are being interviewed May 4 and 5, 2015, as described in **Exhibit 4: Interview schedule**. Note that each of these applicants was previously BRN-approved for their assignments at Everest, and contingent on BRN ELC and ACCJC/WASC approval, will be resubmitted for approval as SJVC administrators.

b. Faculty Staffing

Applicants for faculty positions are being interviewed May 4 and 5, 2015 as described in **Exhibit 4: Interview schedule**. Note that each of these applicants was previously BRN-approved for their assignments at Everest and, contingent on BRN/ELC and ACCJC/WASC approval, will be resubmitted for approval as SJVC instructors.

c. Student cohort #1 schedule

To complete their education at SJVC, students in this cohort will have one semester beginning June 1, 2015 with PHIL1C: Ethics and ending October 2, 2015. **Exhibit 5: Cohort 1 schedule**

d. Student cohort #2 schedule

To complete their education at SJVC, students in this cohort will have two semesters: the first beginning June 1, 2015 with PSY1: General Psychology and PHIL1C: Ethics and ending November 14, 2015; the second beginning November 16, 2015 and ending April 1, 2016. The second semester includes breaks for Thanksgiving and Christmas. **Exhibit 6: Cohort 1 schedule**

e. Student cohort #3 schedule

To complete their education at SJVC, students in this cohort will have three semesters: the first beginning June 1, 2015 with SOC1: Principles of Sociology and PSY1: General Psychology and ending November 14, 2015; the second beginning November 16, 2015 and ending May 14, 2016; the third beginning May 16, 2016 and ending October 1, 2016. The second semester includes breaks for Thanksgiving and Christmas. **Exhibit 7: Cohort 3 schedule**

f. Clinical sites

SJVC has secured contracts with two clinical sites [Exhibit 8: Pacific Grover Behavior Health Hospital](#), [Exhibit 9: Parkview Community Hospital Medical Center](#) and is in the process of securing contracts from an additional seven sites. [Exhibit 10: Clinical sites](#)

3. Resources

a. Facility

In the fall of 2013, the Rancho Cucamonga campus was relocated to a new facility in Ontario [change approved by the ACCJC/WASC in March of 2012.] The facility includes 25,750 square feet on the first floor, 24,998 square feet on the second floor, and ~400 parking spaces. As shown on [Exhibit 11: Floor plan](#), there is sufficient space to support the RN program and, contingent on BRN ELC and ACCJC/WASC approval of the proposal, will be dedicated accordingly.

b. Equipment

To support the student learning outcomes of students in Cohort #3 beginning nursing courses July 13, 2015 all equipment will be installed and operational at that time. Contingent on BRN approval, orders will be placed June 3; vendors have confirmed delivery 10 to 14 days from order date. The SJVC Ontario campus Respiratory Therapy program has in its inventory SimMan models/accessories and a simulation labs. These have been assessed and found applicable to the RN program. [Exhibit 12: Equipment list](#)

c. Textbooks

Students will incur no cost for SJVC textbooks needed to supplement those they purchased at Everest. [Exhibit 13: Textbooks](#)

4. Long-term plan

First and foremost, SJVC is now dedicated fully to the potential transfer of Everest RN students to the SJVC Ontario campus, to support these students in their efforts to complete their RN education, to successfully pass their NCLEX exam, to qualify for State licensure, and to move into their professional careers as registered nurses. It should be noted that SJVC pays for the ATI and Kaplan NCLEX exam preparation courses.

Secondarily, and in the long-term, SJVC is interested in establishing a pre-licensure, BRN-approved, ADN program on the Ontario campus for the enrollment of new students. SJVC understands and supports that this matter will be treated entirely separate from the above considerations.

After the Everest College students are fully transitioned to the proposed RN program at the SJVC Ontario campus, SJVC will begin dialogue with the assigned BRN Nursing Education Consultant on the steps for either a separate program approval or for the addition of an alternate/secondary campus program location for the SJVC Ontario campus. SJVC acknowledges that this final determination is ultimately decided by the BRN, based on a number of factors that will be addressed by the Nursing Education Consultant and the BRN in the months ahead.

a. BRN

SJVC anticipates submitting a new program application or major curriculum change proposal for review at the August 6, 2015 ELC meeting and for the September 2-3, 2015 Board meeting.

b. ACCJC/WASC

SJVC anticipates contacting the ACCJC/WASC regarding its intent to submit a substantive change report, contingent on outcome of the ELC, on August 13, 2015. A draft proposal will be submitted to the ACCJC/WASC on September 8, 2015; the final substantive change report submitted on October 3, 2015, for hearing by the substantive change committee on November 4, 2015.

5. Conclusion

SJVC appreciates the ELC's consideration of the proposal submitted April 30 and this addendum. SJVC is prepared to enroll, educate, and assist the displaced Everest students in every way possible.

San Joaquin Valley College

June 24-25, 2015 New Faculty Orientation Schedule **Caldwell CAO, 3828 W. Caldwell Ave., Visalia CA 93277**

Day 1

8:00am - 11:30am	Building a Learning Community	Carole Brown
	History of SJVC	Mike Perry
	Break	
	Support Services	Ash Carter
	Career Services and Placement	Anthony Romo
	SJVC Social Media	Jessie Manzer
11:30am - 12:30pm	Lunch/Pictures	
12:30pm - 3:30pm	Lesson Planning	Annette Austerman
	Break	
	Classroom Management	Carole Brown

Day 2

8:00am - 11:30am	Building a Learning Community	Carole Brown
	Curriculum and SLO Toolkit	Sue DeLong
	Break	
	eCourses and Gradebook	Sue DeLong, Alvaro Marin
11:30am - 12:15pm	Lunch	
12:15pm - 3:30pm	InfoZone, Academic Info and Contact Manager	Ash Carter
	Break	
	SJVC Students: Who are they, where do they come from, what do they want?	Joseph Holt
	Evaluations Close/Dismiss	Carole Brown



REGISTERED NURSING: Ontario
 Faculty applicant interviews

Monday, May 4, 2015

NAME	SPECIALTY
Maria Ottinger	Clinical Coordinator
Edith Amadi	Medical/Surgical
Pamela Coleman	Obstetrics/Pediatrics
Mikala Chislom	Medical/Surgical [fundamentals and advanced]
Chibunna Nwaobia	Medical/Surgical [fundamentals], Mental Health, and Gerontology
Jehad Abukamleh	Assistant Program Director, Medical/Surgical [fundamentals and advanced]
Aurora Gumamit	Obstetrics, leadership
Michelle Connora	Obstetrics, Pediatrics
Eartha Reed	Obstetrics

Tuesday, May 5, 2015

NAME	SPECIALTY
Christine Orloff	Medical/Surgical [fundamentals and advanced]
Denise Roberts	Medical/Surgical [fundamentals and advanced]
Peter Inawat	Medical/Surgical [fundamentals and advanced]
Ted Creekmur	Mental Health
Nikki Chuml	Obstetrics, Medical/Surgical [fundamentals]

Cohort 1

Semester June 1 to October 2, 2015

The courses have been converted to the current SJVC hours/units

Schedule to Graduation: To earn an Associate of Science from SJVC, students in this cohort would be scheduled for the following:

COURSE #	COURSE TITLE	UNITS	START DATE	END DATE
PHIL1C	Ethics	3	Jun 1, 2015	July 6, 2015
RN 46	Advanced Medical Surgical Nursing 45 hours lecture/12 weeks	3	July 1, 2015	Oct 2, 2015
RN 46 L	Advanced Medical Surgical Nursing Clinical ¹ 180 hours clinical/12 weeks	4	July 13, 2015	Oct 2, 2015
RN 44	Nursing Leadership 45 Hours lecture/12 weeks	3	July 13, 2015	Oct 2, 2015
TOTAL SEMESTER 3 units general education, 10 nursing		13 units		

¹ Students will returning to the same clinical sites as previously scheduled for their advanced med surgical rotations

Cohort 2

Semester 1 June 1 to Nov 14, 2015 (23 weeks)

Semester 2 Nov 16, 2015 – April 1, 2016 (18 weeks) Graduation (includes time off for Thanksgiving and Christmas)

Schedule to Graduation: To earn an Associate of Science from SJVC, students in this cohort would be scheduled for the following:

COURSE #	COURSE TITLE	UNITS	START DATE	END DATE
PSY1	General Psychology (5 weeks)	3.0	June 1, 2015	July 6, 2015
PHIL1C	Ethics (Humanities) (5 weeks)	3.0	June 1, 2015	July 6, 2015
RN 43	Mental Health (12 weeks) 45 hours Theory	3.0	July 13, 2015	Oct 3 2015
RN 43L	Mental Health Clinical (12 weeks) 90 Hours, Clinical	2.0	July 13, 2015	Oct 3 2015
RN 30	Community Health/Gerontology (6 weeks) 15 Hours Theory	1.0	Oct 5, 2015	Nov 14 2015
RN 30L	Community Health/Gerontology Clinical 45 Hours/Clinical (6 weeks)	1.0	Oct 5, 2015	Nov 14 2015
RN 36	Physical Assessment (6 weeks) 30 Hours/Theory	2.0	Oct 5, 2015	Nov 14 2015
SEMESTER 1 TOTAL		15 units		
RN 35	Intermediate Medical Surgical Nursing 45 Hours/Theory (8 weeks)	3.0	Nov 16, 2015	Jan 23, 2016
RN 35L	Intermediate Medical Surgical Nursing 135 hours Clinical (8 weeks)	3.0	Nov 16, 2015	Jan 23, 2016
RN 44	Nursing Leadership (12 weeks) 45 Hours/Theory	3.0	Jan 25 2016	Apr 1, 2016
RN 46	Advanced Medical Surgical Nursing 45 hours/Theory (12 weeks)	3.0	Jan 25 2016	Apr 1, 2016
RN 46L	Advanced Medical Surgical Clinical 180 Hours/Clinical (12 weeks) (Including Preceptorship)	4.0	Jan 25 2016	Apr 1, 2016
SEMESTER 2 TOTAL		16 units		

Cohort 3

Semester 1 June 1 2015 – Nov 14, 2015 (23 weeks) (5 weeks GE followed by 18 weeks RN)
 Semester 2 Nov 16, 2015 – May 14, 2016 (24 weeks) (includes time off for Thanksgiving and Christmas breaks)
 Semester 3 May 16, 2016 – Oct 1, 2016 (20 weeks)

Schedule to Graduation: To earn an Associate of Science from SJVC, students in this cohort would be scheduled for the following¹:

COURSE #	COURSE TITLE	UNITS	START DATE	END DATE
SOC1	Principles of Sociology (5 weeks)	3.0	Jun 1, 2015	July 6, 2015
PSY1	General Psychology (5 weeks)	3.0	Jun 1, 2015	July 6, 2015
RN 22	Pharmacology (6 weeks) 30 hours/Theory	2.0	July 13, 2015	Aug 22, 2015
PHIL1C	Ethics (Humanities) (5 weeks)	3.0	July 13, 2015	Aug 15, 2015
RN 24	Basic Medical-Surgical Nursing 12 weeks) 45 hours/Theory	3.0	Aug 17, 2015	Nov 14, 2015
RN 24L	Basic Medical Surgical Clinical (12 weeks) 135 Hours/Clinical	3.0	Aug 17, 2015	Nov 14, 2015
SEMESTER 1 TOTAL 9 units general education, 8 nursing		17 units		
RN 36	Physical Assessment 30 Hours/Theory (6 weeks)	2.0	Nov 16, 2015	Jan 9, 2016
RN 23	Maternal/Child Theory (6 weeks) 45 Hours Theory	3.0	Nov 16, 2015	Jan 9, 2016
RN 23L	Maternal/Child Clinical (6 weeks) 90 Hours Clinical	2.0	Nov 16, 2015	Jan 9, 2016
RN 43	Mental Health Theory (12 weeks) 45 hours Theory	3.0	Jan 11, 2016	April 1, 2016
RN 43L	Mental Health Clinical (12 weeks) 90 Hours, Clinical	2.0	Jan 11, 2016	April 1, 2016
RN 37	Pediatric (6 weeks) 45 Hours/Theory	3.0	Apr 4, 2016	May 14, 2016
RN 37L	Pediatrics Clinical (6 weeks) 90 Hours/Clinical	2.0	Apr 4, 2016	May 14, 2016
SEMESTER 2 TOTAL 17 units nursing		17 units		

RN 35	Intermediate Medical Surgical Nursing 45 hours/Theory (8 weeks)	3.0	May 16, 2016	July 9, 2016
RN 35L	Intermediate Medical Surgical Nursing 135 hours/Clinical (8 weeks)	3.0	May 16, 2016	July 9, 2016
RN 30	Community Health/Gerontology 15 Hours Theory (6 weeks)	1.0	Nov 16, 2015	Jan 9, 2016
RN 30L	Community Health/Gerontology Clinical 45 Hours/Clinical (6 weeks)	1.0	Nov 16, 2015	Jan 9, 2016
RN 44	Nursing Leadership (12 weeks) 45 Hours/Theory	3.0	July 11, 2016	Oct 1, 2016
RN 46	Advanced Medical Surgical Nursing 45 hours/Theory (12 weeks)	3.0	July 11, 2016	Oct 1, 2016
RN 46L	Advanced Medical Surgical Clinical 180 Hours/Clinical (12 weeks) (Including Preceptorship) and Graduation	4.0	July 11, 2016	Oct 1, 2016
SEMESTER 3 TOTAL 18 units nursing		18 units		

<u>Hospital Info</u>	<u>Agreed to work with SJVC</u>	<u>Types of Rotations</u>	<u>Contract Status</u>
<u>Desert Valley Hospital</u> Keith Eads, RN, CEN Clinical Educator Desert Valley Hospital 16850 Bear Valley Road Victorville, CA 92395 (P) 760-241-8000 ext. 8547 Pager: 760-952-8561 Email: keads2@primehealthcare.com	YES	MS/OB	emailed ours for signature
<u>San Bernardino Public Health Dept.</u> Loretta Schnaus, PHN, MSN Department of Public Health Family Health Services (can use multiple sites they operate) Supervising Public Health Nurse 909 383-3025 Email: LSchnaus@dph.sbcounty.gov Or Shelton, Byron Byron.Shelton@dph.sbcounty.gov	YES	COMM/OB/PEDS	HAVE COMPLETE AGREEMENT
<u>Montclair Hospital</u> Jennifer Ramirez Executive Assistant to Jramirez3@primehealthcare.com Edward Mirzabegian/Regional CEO Gail Aviado/CNO gaviado@primehealthcare.com Montclair Hospital Medical Center 5000 San Bernardino Street Montclair, CA 91763 Phone: 909-625-8192 Fax: 909-626-4777	YES	MS/OB/PEDS	emailed ours for signature
<u>Patton State Hospital</u> Obed Asif, NI Staff Development Center Department of State Hospitals-Patton 3102, E. Highland Ave Patton, California 92369 Desk: (909) 425-6387 Fax: (909) 425-7396 Email: obed.asif@psh.dsh.ca.gov http://www.dsh.ca.gov	YES	MH	will send us their agreement to sign
<u>Pacific Grove Behavior Health Hospital</u> YES		MH	Just signed our agreement on 5/4/2015
5900 Brockton Ave Riverside, CA 92506 Kerri Pequeno 951-275-8400 Kerri.pequeno@pacificgrovehospital.com			

Parkview Community Hospital Medical Center YES
Rhonda Emerson, Clinical Nurse Educator
951 688-2211 ext 2599
remerson@pchmc.org
3865 Jackson Street
Riverside, CA 92503

OB/PEDS/MS

**they sent me their agreement
we signed on 5-4-2015**

Chancellor Healthcare – Linda Valley Villa YES
Kathleen Geraty
11075 Benton St
Loma Linda, CA 92354
909 796-7501
Kathleen.g@chancellorhealthcare.com

Geriatric

sent them our agreement to sign

Child Development Family Services Association YES
Judith Wood, MA. Ed.
Hemet Child Development Center
41931 E. Florida Ave
Moreno Valley, CA
951 779-9623
jwood@fsaca.org

PEDS

sent them our agreement to sign

Kindred Hospital Ontario

YES

MS/Leadership

emailed ours for signature

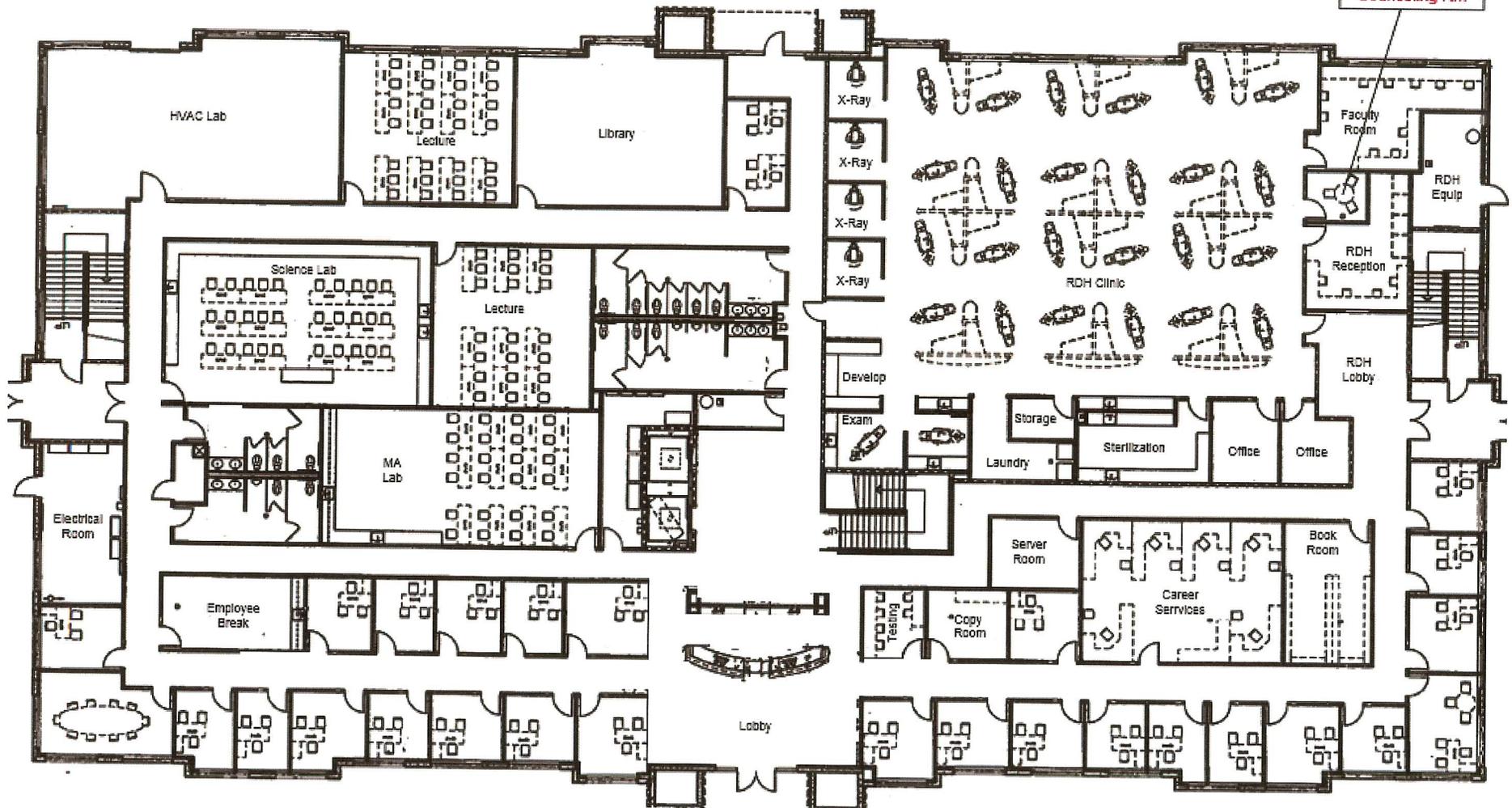
Christine Hollis
Nursing Education Coordinator
Nancy – Administration
909 391-0333
550 N. Monterey
Ontario, CA
Christine.hollis@kindred.com



Ontario Campus

1st floor

Nursing Program
Student
Counseling Rm





Ontario Campus 2nd floor

'Accordion Wall'
With wall open
room capable of
seating 56 students



BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.5

DATE: June 4, 2015

ACTION REQUESTED: Discussion And Possible Vote Regarding Fall 2015 New Student Enrollment At Mt. San Jacinto College, MVC Associate Degree Nursing Program

REQUESTED BY: Michael Jackson, MSN, RN
Chairperson, Education/Licensing Committee

The assigned NEC received email correspondence from the ADN program director on May 4, 2015, which expressed concerns about recent events and decisions that were impacting the program. A subsequent phone meeting to review the concerns occurred on May 12, 2015, with the program director and Dean of the Nursing and Allied Health program to clarify the issues. The program director was requested to submit a letter stating the issues and recommendations for the program which was received on May 15, 2015, and is attached.

The issues/concerns taken from this letter included in-part the following:

- Program Director resignation to become effective July 31, 2015. (BRN Approved February 2, 2012)
- One of the two program assistant directors (FT teaching faculty) has accepted a position at another institution. (effective May 30, 2015)
- The second assistant program director was granted a sabbatical in Spring 2015 by college administration without consultation of the program director. This faculty member was also on a program leave in Fall 2014.
- Another full-time faculty member took a personal leave of absence from April 1- May 18, 2015. The program director was informed about this leave through Human Resources.
- The Dean of Nursing and Allied Health is uncertain to return in Fall 2015.
- Concern about the manner and mechanism that some faculty use to communicate issues with college administration resulting in decisions that directly impact the program, without the inclusion of the program director.
- Two grants that are in place that require the program to admit (17) students above the baseline stated to be at (48) students, for a total of (63-65) students in Fall 2015.
- Changes in the faculty composition resulting in a vacancy of six of ten full-time faculty positions due to recent faculty resignations and status changes. In addition to the assistant program director includes (2) full-time faculty that were reported as leaving the program as of December 2014, (1) Full-time returning to part-time, and changes for (3) part-time faculty members.
- Lack of a resource to coordinate clinical facility functions. This had previously been an assigned duty of one of the program assistant directors.
- Faculty related changes have impacted students having appropriate instructional consistency.
- Faculty have not be able to fully implement their role and responsibilities, in such areas as program evaluation as planned.

The program director was requested to include recommendations for resolution of the issues. These were also provided in the letter dated May 15, 2015 to include:

“Immediate suspension of fall 2015 admissions pending demonstration of full and complete resolution of immediate program concerns.”

Other recommendations related to the hiring of faculty, and recognition/ support for the role of the program director by college administration as required by regulation. The program director included a recommendation for the scheduling of a BRN site visit prior to March 31, 2016, to confirm that the program is in compliance at that time before consideration of resuming admissions in fall 2016.

The NEC asked the program director to provide additional information specific to the concerns and scheduled a meeting with college administration representatives for May 20, 2015. On May 20, 2015, Shelley Ward NEC, and Miyo Minato, SNEC met with the college Superintendent/President, the Vice- President of Instructional Services, a representative from Human Resources, and the Dean, Career Technical Education. The Dean, Career Technical Education provided notification on May 15, 2015, that she is now serving on an interim basis as the Dean of Nursing and Allied Health in support of the ADN program.

College administration representatives expressed their perspective on the issues and their commitment to resolution of the issues which they consider to be feasible without disruption of admissions to the program in Fall 2015. NECs reviewed the issues in light of regulations that apply, and provided a brief summary of the history of program in which similar problems overlapped with the current program status. (Letter attached)

One example is the nature and impact of faculty turnover on the obstetrics nursing course. The spring 2014 first (9) week term was not conducted as planned due to a faculty member leaving the program after giving notice on January 7, 2014, with the class planned to start on January 24, 2015. Students assigned to the first term of the course had to postpone completion of the course until the 2nd nine week term to provide for faculty recruitment. The NEC noted in the requested program status report that the assigned faculty for the Spring 2015 obstetrics course, declined to fulfill the assignment providing notice two weeks before the start of the class. This faculty member was also the previously assigned content expert. The program was able to use (2) qualified part-time faculty to teach the theory component of the course. At this time the program has no OB content expert identified. The program noted that (1) OB faculty position has been in recruitment for over one academic year.

NECs communicated that given the nature of the concerns in general and specific to the resources to enroll students in Fall 2015, that it was appropriate to engage the Board’s review at the next scheduled meeting (June 4, 2015), given that the Education and Licensing Committee of the Board would not meet again until August 6, 2015. The program communicated that admission notices to students are due out by July 1, 2015. Fall courses begin at Mt. San Jacinto College August 17, 2015.

The program has been provided with a letter (May 20, 2015) clarifying the additional information that is needed to provide the NEC with an understanding of the plans for the future of the program. It is unclear if time permits for a complete response prior to the June 4th meeting. Two key questions is if there is any number of students that can be newly enrolled in Fall 2015, with current program faculty resources and in the absence of timely hiring of additional faculty, to ensure program completion for

those students. The second is a description the program administrative structure that will be in place as of August 1, 2015.

Students are admitted once a year in the Fall semester. Without admission of new students in the fall (48) current enrolled students would enter the 3rd semester of the program. There will be (4) full-time qualified faculty and (10) part-time faculty in the program anticipated to be available in the fall. The projected assignment schedule (attached) provides for faculty coverage for third semester theory and clinical courses at this point in time. One of the full-time faculty is the assistant program director, who completes his assistant program director duties in an overload assigned time that is described as requested by this faculty member on top of his 100% teaching load.

The program had its most recent continuing approval visit in November 2014, at which time adequate faculty resources were in place. The program has undergone prior unscheduled BRN visits related in part to program resource adequacy issues. There have been four different program directors in the last five years. Reasons for faculty turnover or not completing assignments as planned should be areas for evaluation for the program and the college.

There has been conversion of some grant funded positions to institutional funded positions overtime. Student NCLEX – RN examination pass rates have consistently exceed the minimum of 75% for the past eight years ranging from 91.11% to 96.49% in the last three years. Plans to continue for the construction of a new facility which will house the nursing program are unchanged.

NEXT STEPS: Notify program of Board action.

PERSON TO CONTACT: Shelley Ward, MPH, RN
Nursing Education Consultant
shelley.ward@dca.ca.gov
(818) 506-9600



Roger W. Schultz, Ph.D.
Superintendent/President

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May 15, 2015

Dear Ms. Ward,

I want to take a moment to thank you for your support and guidance before, during, and after the Continuing Approval visit. I felt supported and learned much from the entire experience. Please give my regards and thanks to Miyo Minato as well.

I am writing to share my concerns regarding the current status of the MSJC ADN Program. There is a blatant exclusion of the program director from decisions that impact the program directly. Faculty are being allowed to skip the chain of command and speak directly with the college executive cabinet members. There is no transparency of communication.

My operating philosophy as the program director is that nursing is a practice-based discipline. Pre-licensure nursing education demands ongoing evaluation and continuous quality improvement with committed faculty who understand the difference between the terms "profession", "discipline", and "technical education". I have come to the conclusion that the Mt San Jacinto College overarching framework, mission, and philosophy are not compatible with the needs of a pre-licensure nursing program.

I will be submitting an EDP-P-02 resignation from my administrative position as the director effective July 31st. My plan is to return to the nursing skills lab as a faculty member and dedicate my efforts to support the students

through remediation and simulation. Dr. Dee Oliveri and I have already created a remediation plan to support the students graduating in Spring 2015 to ensure their success in passing the NCLEX.

The following events are taking place:

1. Dr. Kathleen Winston may not be returning in the fall 2015 semester
2. ADN Director, Rae Brooks resignation effective July 31, 2015. Rae Brooks returns to Non-teaching Faculty Skills Lab/Simulation Coordinator position academic year 2015-16
3. ADN Program Director excluded from decisions that impact the program directly including but, not limited to;
 - allowing faculty to circumvent the chain of command to communicate directly with college executive cabinet
 - failure of executive cabinet to follow-up with the Director regarding issues/complaints brought forward to them by faculty
 - absence of communication transparency
4. With my full support and endorsement, Dr. Dee Oliveri has accepted a position at Grossmont College as the Associate Dean
5. Peter Zografos took a leave of absence in September 2014 right before the BRN visit, and later was granted a full sabbatical for Spring 2015 without consultation of the program director and assessment of the staffing needs of the program. College Administration granted a 100% paid sabbatical in spring semester 2015.
5. Susan Farrington took a personal leave of absence from April 1st to May 18th, coinciding with the second term of the semester, following a meeting with the Dean in which she expressed concern regarding her teaching assignment during that timeframe. Just prior to her leave she displayed incivility to me in an email that was copied to every

faculty and staff member in the department, as well as to HR and the Vice President. I was informed of Susan's extended leave through HR. Students have had several clinical instructors as substitutes which is certainly not ideal for the purposes of instructional evaluation and development of clinical reasoning. It is also stressful for students to have more than one clinical instructor during a 9 week rotation (N248).

Immediate concerns for the fall 2015 semester include:

1. Vacancy of six of our ten full time faculty positions *California Code of Regulations 1424(h) and 1424(d)*
2. Director vacancy *1424(d)*
3. Assistant director vacancy *1424(d)*
4. Clinical coordinator vacancy *1424(d)*
5. Two grants in place which require the program to admit 17 students above the baseline admission of 48 students, for a total of 65 students *1424(d)*
6. Two of the current five faculty have publicly expressed dissatisfaction with their positions in the nursing program *1424(h)*

This letter has numerous implications and the **following recommendations warrant the Board of Registered Nursing's review:**

- Immediate suspension of fall 2015 admissions pending demonstration of full and complete resolution of the immediate program concerns as listed above.
- Two grants in place which require the program to admit 17 students above the baseline admission of 48 students for a total of 65 students

- All faculty and staff vacancies will be recruited, hired, and oriented prior to the resumption of student applications and program admission
- College administration will provide new faculty hires clear and direct communication regarding faculty performance expectations as regulated by the California Board of Registered Nursing and include support from the local bargaining group
- College administration will support the Program Director's full authority to hold faculty accountable for compliance with performance standards required by students and those set forth by the BRN
- College administration will communicate with the local clinical agencies explaining the situation and outlining a proactive detailed plan to resume program operations
- A BRN site visit will occur prior to March 31, 2016 to confirm the program non-compliances have been fully resolved in order to allow reinstatement of program admissions

As the ADN Director I have personally invested much time and effort into making the improvements with outcomes demonstrating student success. Beginning in fall 2010 standards of educational and nursing excellence were created and maintained for all program constituents. Given the long and troubled history of the Nursing and Allied Health programs at MSJC, it would be extremely disappointing to stand-by and watch the tremendous progress and positive outcomes disappear. Without serious reform in college support for resources and authority it is inevitable that NCLEX pass rates will decline, student dissatisfaction increase, state-wide program recognition dissolve, external funding disappear and the quality of the program deteriorate.

As always, thank you for your support.

Rae Brooks

Interim Associate Dean, Nursing/Allied Health Unit

Director, Associate Degree Nursing Program

Mt San Jacinto College

Menifee Valley Campus



Mt. San Jacinto Community College District
1499 N. State Street, San Jacinto, CA 92583

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Sherrie Guerrero, Ed.D.
Dorothy McGargill
Ann Motte
Bill Zimmerman

May 20, 2015

Dear Ms. Ward,

The purpose of this letter is to directly address those issues which touch upon core BRN requirements for our nursing program and the claim that MSJC should not be allowed to admit students this coming fall. MSJC is committed to BRN standards and is convinced that it will be ready for a robust fall term.

The key issue of concern to the college and to the BRN is the question of appropriate staffing. MSJC has experienced faculty turnover and is committed to creating the conditions for a stable core of nursing professionals. MSJC is actively and aggressively recruiting full time faculty with the ability to negotiate attractive salaries. The recruitments are underway and MSJC is convinced that these positions will be filled for the fall semester. We expect interviews to be scheduled by HR in the near future.

The Associate Degree Nursing/Allied Health Unit/Director of Nursing position is currently being recruited. We are actively recruiting candidates for the position and expect to interview and hire in the near future. We anticipate filling this position by July 1st or sooner.

The Assistant Director and Clinical Coordinator positions have traditionally been filled by full time faculty on assigned time. We believe that those positions will continue to be staffed in the same manner.

As you are aware from your recent visit, MSJC has and will continue to invest significant resources in to the Nursing program. A new building is in the queue, new equipment for the skills lab has been purchased, and MSJC is looking for ways to improve our current facilities. MSJC was thrilled to be recently awarded the two grants which will allow us to serve more students. Rest assured the staff will be in place to ensure that the goals of the grant are met.

The turnover of full time faculty is a serious concern that MSJC is addressing. MSJC administration is taking appropriate steps which will allow us to recruit and build a stable faculty. MSJC administration is committed to creating an environment in which faculty are professionally supported while working in a collegial and affirming atmosphere.

In closing, MSJC is committed to its Nursing program and it will address all staffing issues and will fully meet all BRN requirements.

Sincerely,

Dr. Roger Schultz, Superintendent/President

Dr. Patrick Schwerdtfeger, Vice President of Instruction

San Jacinto Campus
1499 N. State Street
San Jacinto, CA 92583
951.487.6752

Menifee Valley Campus
28237 La Piedra Road
Menifee, CA 92584
951.672.6752

San Geronio Pass Campus
3144 W. Westward Avenue
Banning, CA 92220
951-922-1327

Temecula Education Complex
27447 Enterprise Circle West
Temecula, CA 92590
951.308.1059

NURSING CURRICULUM AND CLINICAL FACILITIES

(916) 322-3350

NAME OF PROGRAM: Mt. San Jacinto College	SIGNATURE (<i>Director of RN Program</i>): Raelene Brooks	DATE: FALL 2015 5/12/2015
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Please list all nursing subjects offered during the quarter/semester of the approval visit.

IVMC	Inland Valley Medical Center	Medical Surgical Acute Care
RSMC	Rancho Springs Medical Center	Medical Surgical Acute Care
MVMC	Menifee Valley Medical Center	Medical Surgical Acute Care
HVMC	Hemet Valley Medical Center	Medical Surgical Acute Care
RCH	Riverside Community Hospital	Medical Surgical Acute Care
RCRMC	Riverside County Regional Medical Center	Medical Surgical Acute Care
San G	San Gorgonio Hospital	Medical Surgical Acute Care
Hill ADTC	Hill Alcohol Drug Treatment Center	Alcohol and Drug Treatment Outpatient
Patton	Patton State Hospital	Forensic Mental Hospital
Vista Pacifica	Vista Pacifica Center	Gero-Psychiatric Long Term Care
Care Connexus	Care Connexus	Adult Day Care
Sunny Rose Glen	Sunny Rose Glen	Assisted Living Memory Care Hospice and Respite Care
Wildomar Senior	Wildomar Senior	Independent and Assisted Living

NURSING COURSE (Name & Number)	M / S	O	C	P M H	G	UNITS		LEAD INSTRUCTOR (Name)	CLINICAL LAB INSTRUCTOR(S) (Name)	#STUDENTS/ SECTION	CLINICAL SITE
						LEC	LAB				
N194 Pharmacology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.5	0	Laura Gibson	N/A	63 students	N/A
N212 Foundations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	2	Laura Gibson FT Vacant	Laura Gibson FT Leticia Gomez-PT Mary Moore-Hughes-PT Vacant Vacant Vacant	63 students	RSMC, MVMC, RCH, HVMC, RCRMC, San G, IVMC, RSMC

N214 MS I	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	2	Laura Gibson FT Vacant	Laura Gibson FT Leticia Gomez-PT Lidia Lopez-PT Nicholas Garcia-PT Vacant Vacant	63 students	RSMC, MVMC, RCH, HVMC, RCRMC, San G, IVMC, RSMC
N222 Pediatrics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	1.5				RCRMC
N226 Obstetrics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	1.5				RSMC, RCRMC
N224 MS II	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.5	2.5				RCRMC, IVMC, HVMC
N232 LVN-RN Role Transition	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.5	1.5				IVMC, San G, HVMC, RCH, RSMC, RCRMC
N234 MS III	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.5	2.5	Peter Zografos FT Laura Gibson FT	Peter Zografos FT Laura Gibson FT Regina Marks FT Sean Cummings- PT Susan Anderson- PT	48 students	RSMC, MVMC, RCH, HVMC, RCRMC, San G, IVMC, RSMC
N236 Mental Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1.5	1.5	Peter Zografos FT Susan Farrington FT	Peter Zografos FT Susan Farrington FT Susan Farrington FT	48 students 24-1 st 9 weeks 24-2 nd 9 weeks	Patton, Vista Pacifica, Hill ADTC
N238 Gero/Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	1	Regina Marks FT	Regina Marks FT Regina Marks FT Regina Marks FT	48 students 24-1 st 9 weeks 24-2 nd 9 weeks	Care Connexus Sunny Rose Glen, Wildomar Senior
N244 MS IV	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	2				RSMC, MVMC, RCH, HVMC, RCRMC, San G, IVMC, RSMC
N248 Preceptorship	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	2.5				RSMC, MVMC, RCH, HVMC, RCRMC, San

NURSING CURRICULUM AND CLINICAL FACILITIES

(916) 322-3350

NAME OF PROGRAM: Mt. San Jacinto College	SIGNATURE (<i>Director of RN Program</i>): Raelene Brooks	DATE: SPRING 2016 5/12/2015
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Please list all nursing subjects offered during the quarter/semester of the approval visit.

IVMC	Inland Valley Medical Center	Medical Surgical Acute Care
RSMC	Rancho Springs Medical Center	Medical Surgical Acute Care
MVMC	Menifee Valley Medical Center	Medical Surgical Acute Care
HVMC	Hemet Valley Medical Center	Medical Surgical Acute Care
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Sunny Rose Glen	Sunny Rose Glen	Assisted Living Memory Care Hospice and Respite Care
Wildomar Senior	Wildomar Senior	Independent and Assisted Living

NURSING COURSE (Name & Number)	M / S	O	C	P M H	G	UNITS		LEAD INSTRUCTOR (Name)	CLINICAL LAB INSTRUCTOR(S) (Name)	#STUDENTS/ SECTION	CLINICAL SITE
						LEC	LAB				
N194 Pharmacology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.5	0				N/A
N212 Foundations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	2				RSMC, MVMC, RCH, HVMC, RCRMC, San G, IVMC, RSMC
N214 MS I	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	2				RSMC, MVMC, RCH, HVMC,

													RCRMC, San G, IVMC, RSMC
N222 Pediatrics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	1.5	Laura Gibson FT	Laura Gibson FT Laura Gibson FT Vacant	63 students 31-1 st 9 weeks 32-2 nd 9 weeks			RCRMC Additional (1) clinical rotation needed
N226 Obstetrics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	1.5	Vacant	Linda Shinn PT Magdalena Suarez PT Vacant	63 students 32-1 st 9 weeks 31-2 nd 9 weeks			RSMC, RCRMC, HVMC
N224 MS II	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.5	2.5	Peter Zografos FT Vacant	Peter Zografos FT Susan Farrington FT Regina Marks FT Leticia Gomez PT Nicholas Garcia PT Vacant	63 students			RSMC, MVMC, RCH, HVMC, RCRMC, San G, IVMC, RSMC
N232 LVN-RN Role Transition	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.5	1.5	Regina Marks FT	Regina Marks FT Vacant	15 students			IVMC, San G, HVMC, RCH, RSMC, RCRMC
N236 Mental Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1.5	1.5						Patton, Vista Pacifica, Hill ADTC
N238 Gero/Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	1						Care Connexus Sunny Rose Glen, Wildomar Senior
N234 MS III	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.5	2.5						RSMC, MVMC, RCH, HVMC, RCRMC, San G, IVMC, RSMC
N244 MS IV	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	2	Peter Zografos FT	Peter Zografos FT	48 students			RSMC, MVMC,

								Vacant	Susan Farrington FT Sean Cummings PT Vacant Vacant		RCH, HVMC, RCRMC, San G, IVMC, RSMC
N248 Preceptorship	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	2.5	Susan Farrington FT Peter Zografos FT	Susan Farrington FT Peter Zografos FT Vacant Vacant Vacant	48 students	RSMC, MVMC, RCH, HVMC, RCRMC, San G, IVMC, RSMC



May 20, 2015

Raelene Brooks, MSN, RN, CCRN
Interim Associate Dean, Nursing/Allied Health
Director, Associate Degree Nursing Program
Mt. San Jacinto College
28237 La Piedra Road
Menifee CA 92584

Dear Raelene Brooks:

The planned meeting with college administration representatives took place today to discuss the recent program issues presented to the BRN, and related program history. I would like to communicate with you on the areas that are still in the process of needing a defined plan going forward as was communicated in the meeting with college administration representatives today. I trust that Joyce Johnson who was present at the meeting can provide you with perspective on the discussion points.

The plan at this time is to present the program to the Board of Registered Nursing at its meeting on June 4, 2015, to review the issues as stated in the letter received dated May 15, 2015, and related to the supplemental information provided as requested. The BRN approved program director should be present at the meeting to address questions that may arise. It is optional for other college representatives to be present.

It was my impression at the conclusion of the meeting today that college administration representatives would like to continue to work towards resolution of the outstanding issues without program disruption. NECs took the opportunity to clarify how the stated areas of concern relate to regulatory compliance, including the role of the BRN approved program director. It was communicated to NECs that there were mitigating circumstances influencing administration's involvement with the program.

The program has the opportunity to provide updated information on the concerns presented. If received prior the BRN Board meeting in writing I will review, and as feasible share the update with the Board members prior to the meeting. I am providing reference to the issues as related to the CA Code of Regulations to assist with formulating responses, should the program elect to provide additional information at this time.

The outstanding areas as I understand as of today are:



BOARD OF REGISTERED NURSING
PO Box 944210, Sacramento, CA 94244-2100
P (916) 322-3350 F (916) 574-8637 | www.rn.ca.gov
Louise R. Bailey, MEd, RN, Executive Officer

Need to clarify if there a specific number of generic/ LVN and LVN advance placement students can be newly admitted in Fall 2015, with existing faculty/clinical facility resources that provides for full program completion? This is to take into account existing enrolled students to completion. Explain how this been determined. If the number exceeds or is less than the baseline number of admissions for the program please specify that change (CCR 1424 (d); 1432)

A description of plan and timeline for maintaining program director and assistant director positions as of August 1, 2015. Include a proposed organizational chart. (CCR 1424 (c), 1425)

Time allocated to the director and assistant director positions for program administration functions as of August 1, 2015. Provide position descriptions for program director and assistant director. CCR 1420 (c) (h); 1424 (e)

Clarification of who will be responsible for clinical facility coordination for nursing lab courses, maintenance of clinical affiliation agreements and related program records as of August 1, 2015. (CCR 1424 (d); 1426.1 (b)(6), 1427 (c))

The plan, timeline, and progress to-date for reconciling vacant faculty position issues. Include position funding sources. Specify nursing areas that faculty are being hired for, and if full-time or part-time. Indicate how this plan is anticipated to impact future faculty overload assignments. (CCR 1424 (d); 1424 (h))

Plan to replace obstetric nursing area content expert. CCR 1424 (h)

Provide faculty resignation forms for individuals who terminated employment from the program after November 7, 2014. (CCR 1425)

Provide impression on when faculty will be able to fully resume all required responsibilities for program to include full program evaluation. (CCR 1424 (g), 1425.1(a), 1424 (b), (b) (1))

Clarify how program changes are being communicated to faculty and current enrolled students.

Sincerely,

BOARD OF REGISTERED NURSING

Shelley Ward

Shelley Ward, MPH, RN
Nursing Education Consultant

cc: Joyce Johnson, Interim Dean of Nursing and Allied Health

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.6

DATE: June 4, 2015

ACTION REQUESTED: Vote On Whether To Accept Recommendation For Addition Of Nursing Program Information To The BRN Website (Warning Status, Program Accreditation, Retention, Attrition).

REQUESTED BY: Michael Jackson, MSN, RN
Chairperson, Education/Licensing Committee

BACKGROUND:

Currently the BRN website provides the following data related to each approved pre-licensure nursing program:

- Listing of programs by degree type with complete school address, telephone number and whether they have an accelerated fast track program or the program admits LVNs only. The program listing is also linked to the school's website.
- Past five years of NCLEX results by program.

Recommendations from the Senate Committee on Business, Professions and Economic Development (BP&ED) and the Assembly Committee on Business and Professions (B&P), collectively "the Committees", in response to the 2014 Sunset Review Report, are to additionally post individual program information regarding warning status, accreditation, attrition, and retention to the website to better inform current and potential students as well as the general public.

DISCUSSION:

- **Warning Status**
Currently information regarding schools in Warning Status is available in the Board meeting minutes which are posted to the website. This information could be made more prominently available in other parts of the website by notification posted on the home page and/or the nursing programs page.
- **Accreditation**
There are two types of accreditation, institutional/school accreditation and program accreditation. School and/or program accreditation may impact the student's transfer of academic credits from one institution to another, their ability to qualify for admission to a higher degree program, or employer's recognition of the degree.

Institutional/School Accreditation: Nursing programs are required to be an institution of higher education or affiliated with an institution of higher education that has degree granting authority. California public schools (UC, CSU, CCC)-are required to have regional accreditation. Private institutions must be approved by the California Bureau for Private Postsecondary Education (BPPE). BPPE is currently completing emergency regulations to reflect requirements stated in Senate Bill 1247, which became effective January 1, 2015 and mandates that approved postsecondary institutions offering degrees be accredited by an

accrediting agency recognized by the United States Department of Education. Institutions currently offering degree programs who do not already meet this requirement must do so by July 1, 2020. Institutions that do not meet the required time frames will have their approval to operate in California suspended and will be required to cease enrollment of new students and either find teach-out opportunities for existing students or provide a refund. The new provisions also require institutions that are not currently accredited and that offer degree programs to provide notice to potential new students that their approval to operate is contingent upon the institution becoming accredited.

Program Accreditation: Nursing programs can obtain program accreditation from accrediting agents such as the Accreditation Commission for Education in Nursing (ACEN, formerly NLNAC) or Commission on Collegiate Nursing Education (CCNE). Program accreditation is an indication that the program has met certain professional standards as required by the accrediting body and is currently optional in California. Currently the BRN collects institutional accreditation information only during the initial approval process and receives verification of approval from BPPE. This information is not systematically updated. Program accreditation information is currently collected on the Annual School Survey. To post information regarding both types of accreditation on the website, the BRN will need to implement regular collection of institutional accreditation information in addition to the program accreditation information already collected. This could be accomplished via the annual school survey.

Information on individual schools and/or nursing programs accreditation information are generally available on the school's website. Links from the BRN's list of approved nursing programs to the school's website currently provides the public access to obtaining the accreditation status of the school. Accreditation information could be added to the List of Approved Schools on the BRN website.

- **Attrition and Retention**

Currently the BRN's website presents NCLEX results for the past five years for each program as an indication of program success. The information includes the number taken and the percent passed of first-time test takers for each academic year. The BRN currently collects attrition and retention data via the annual school survey and reports this and all other data from the survey in aggregate (regionally, by program type, statewide, etc.). Multiple years' of retention and attrition data (enrollment, attrition and retention) could be presented on the website for each program in a manner similar to website presentation of the NCLEX results. Explanation including definitions for attrition and retention, and factors influencing the experiences could also be provided to help the public understand and interpret the data.

ELC Recommendation: Indicate "Warning Status" of affected programs on the BRN website's Schools website segment. The BRN staff website workgroup is to evaluate the most effective and accurate manner for posting additional program information and will report on progress at the August 2015 ELC meeting.

NEXT STEPS: Take action per Board decision.

PERSON TO CONTACT: Julie Campbell-Warnock
Research Program Specialist

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.7
DATE: June 4, 2015

ACTION REQUESTED: Vote On Whether To Accept Recommendation For The Structure And Meetings Of The Nursing Workforce Advisory Committee And The Education Issues Workgroup

REQUESTED BY: Michael Jackson, MSN, RN
Chairperson, Education/Licensing Committee

BACKGROUND:

The BRN establishes and appoints advisory/ad hoc committees and workgroups as needed to complete specific tasks. The current committees and workgroups and their functions are as follows:

- Education Issues Workgroup (EIW) (formerly the Education Advisory Committee) - Reviews and provides recommendations to BRN staff for the Annual School Survey and report. Considers and provides recommendations to the BRN staff, as necessary, on various nursing education related topics.
- Nursing Workforce Advisory Committee (NWAC) - Advises the Board members and staff of the BRN on current and projected issues affecting the nursing workforce in California and reviews and provides input on the biennial RN survey instrument.

The legislative committees responsible for the BRN sunset review in 2010 recommended combining the NWAC and the EIW and that the combined committee begin to address some of the more critical issues regarding both the education of nurses and workforce planning development for the nursing profession. The rationale included the commonality of issues impacting both nursing education and the nursing workforce.

In response to the recommendation, the BRN agreed that education and workforce issues are intertwined and should not be examined separately or in isolation, however, that there are issues and work in each of these areas that benefit from a depth and richness of knowledge and experience that can be obtained from a variety of individuals representing different areas. For these reasons the BRN expressed value in having two separate committees so representation from the various interest groups could be assured without the committee becoming too large. In order to allow for both groups to work together and still have a depth of representation, the BRN continued both the committee and the workgroup with overlap of some members between the two.

It was also recommended and the BRN agreed, and it has been repeated by the legislative committees responsible for the BRN sunset review in 2014, that the NWAC should begin meeting more often and with more consistency. Due to the limited budget and travel restrictions,

the NWAC was only able to meet twice between 2010 and 2014 and the EIW has met annually (except in 2012 when it worked through e-mail).

DISCUSSION:

The main focus of the EIW has been to review and provide input to the annual school survey and other education issues relevant in California such as faculty, clinical placements, simulation, and military veterans in nursing. The NWAC main focus has been to review and provide input into the biennial California RN survey and other workforce issues relevant in California. Combining the NWAC and EIW would consolidate effort and resources. Regularly scheduled meetings would increase the opportunity to discuss nursing education and workforce issues with key stakeholder representatives, identify needs for improvement or action, establish priorities and develop action plans.

ELC Recommendation: Combine the NWAC and the EIW and hold meetings two to three times per year, if the Board's resources allow or except when prohibited by budget restrictions or other fiscal conservation mandates. The EIW would be continued as a workgroup under the NWAC for the specific function of providing review and advising BRN staff regarding the annual school survey.

NEXT STEPS: Notify stakeholders and conduct meeting activities per Board decision.

PERSON TO CONTACT: Julie Campbell-Warnock
Research Program Specialist
(916) 574-7681

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.8

DATE: June 4, 2015

ACTION REQUESTED: 2013-2014 Post Licensure Program Annual Report

REQUESTED BY: Michael Jackson, MSN, RN
Chairperson, Education/Licensing Committee

BACKGROUND:

In 2004-2005, as part of the pre-licensure nursing program survey, the BRN also began inviting programs to provide data on their post-licensure programs. The 2013-2014 Post-Licensure Nursing Program Report presents analysis of the current year data in comparison with data from previous years of the survey.

Since post-licensure nursing programs offer a wide range of degrees, this report is presented in program sections, including RN to BSN Programs, Master's Degree Programs and Doctoral Programs. Data items addressed in each program section include the number of nursing programs, enrollments, graduations, and student census data. Faculty census data is included in a separate section as it is collected by school, not by degree program.

NEXT STEPS: Publish report.

PERSON TO CONTACT: Julie Campbell-Warnock
Research Program Specialist
(916) 574-7681

California Board of Registered Nursing

2013-2014 Annual School Report

Data Summary and Historical Trend Analysis

A Presentation of Post-Licensure Nursing Education Programs in California

April 17, 2015

Prepared by:
Renaë Waneka, MPH
Joanne Spetz, PhD
University of California, San Francisco
3333 California Street, Suite 265
San Francisco, CA 94118

PREFACE

Nursing Education Survey Background

Development of the 2013-2014 Board of Registered Nursing (BRN) School Survey was the work of the Board's Education Issues Workgroup, which consists of nursing education stakeholders from across California. A list of workgroup members is included in the Appendices. The University of California, San Francisco was commissioned by the BRN to develop the online survey instrument, administer the survey, and report data collected from the survey. Pre-licensure nursing education programs that also offer post-licensure programs were invited to provide data on their post-licensure programs for the first time in 2004-2005. Revisions to the post-licensure sections of the survey may prevent comparability of some data.

Funding for this project was provided by the California Board of Registered Nursing.

Organization of Report

The survey collects data about nursing programs and their students and faculty from August 1 through July 31. Annual data presented in this report represent August 1, 2013 through July 31, 2014. Demographic information and census data were requested for October 15, 2014.

Data from pre- and post-licensure nursing education programs are presented in separate reports and will be available on the BRN website. Data are presented in aggregate form and describe overall trends in the areas and over the times specified and, therefore, may not be applicable to individual nursing education programs.

Statistics for enrollments and completions represent two separate student populations. Therefore, it is not possible to directly compare enrollment and completion data.

Value of the Survey

This survey has been developed to support nursing, nursing education and workforce planning in California. The Board of Registered Nursing believes that the results of this survey will provide data-driven evidence to influence policy at the local, state, federal and institutional levels.

The BRN extends appreciation to the Education Issues Workgroup and all survey respondents. Your participation has been vital to the success of this project.

Survey Participation

Pre-licensure nursing education programs that also offer post-licensure programs were invited to provide data on their post-licensure programs for the first time in 2004-2005. In 2013-2014, 35 RN to BSN programs, 36 Master's degree programs, and 13 doctoral programs responded to the survey. A list of survey respondents is provided in Appendix A.

Since 2004-2005, the number of post-licensure programs in California grew by 35% (n=9) for RN to BSN programs, 50% (n=12) for Master's degree programs, and 160% (n=8) for doctoral programs.

Table 1. Number of Post-Licensure Programs by Program Type, by Academic Year

	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014
RN to BSN	26	27	31	32	32	31**	34	33	32	35
Master's Degree	24	27	30	28*	29	31	36	36	36	36
Doctoral	5	5	6	7	7	7	9	10	12	13
Number of Schools [†]	32	33	41	37	39	39	43	45	44	45

[†]Since some nursing schools admit students in more than one program, the number of nursing programs is greater than the number of nursing schools.

*Although there were 29 master's degree programs in 2007-2008, only 28 programs reported data that year.

**One of the RN to BSN programs had been counted twice when the 2009-2010 report was published. The data have been corrected in this report.

DATA SUMMARY AND HISTORICAL TREND ANALYSIS

This analysis presents data from post-licensure nursing programs that responded to the 2013-2014 BRN School Survey in comparison with data from previous years of the survey. Since post-licensure programs offer a range of degrees, this report is presented in three sections: RN to BSN programs, Master's degree programs, and doctoral programs. Data presented include the number of nursing programs, enrollments, completions, and student and faculty census data. Faculty census data are presented separately since they are collected by school, not by program type.

RN to BSN Programs

Number of Nursing Programs

The number of RN to BSN programs has increased by 35% (n=9) over the last ten years, from 26 programs in 2004-2005 to 35 programs in 2013-2014. Most of this growth occurred between 2004-2005 and 2007-2008. Since then, the number of RN to BSN programs fluctuated until 2013-2014, when the number of programs increased by 9% (n=3) over the last year. The share of RN to BSN programs offered at private schools has shown an overall increase over the last ten years, with some fluctuation over the last four years. However, the majority of programs remain public. In 2013-2014, 54% (n=19) of RN to BSN programs were offered at public schools.

Table 2. Number of RN to BSN Programs, by Academic Year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
# Programs	26	27	31	32	32	31	34	33	32	35
Public	65.4%	63.0%	61.3%	59.4%	59.4%	58.1%	55.9%	57.6%	53.1%	54.3%
Private	34.6%	37.0%	38.7%	40.6%	40.6%	41.9%	44.1%	42.4%	46.9%	45.7%

Program Information

Most RN to BSN programs use distance learning and flexible course scheduling as methods of increasing RN access to the program. Offering courses via distance education has become more common over the last ten years, reaching its highest level (83%) in 2012-2013, followed by a slight decline to 71% of programs in 2013-2014. While flexible course scheduling remains a common method that programs use to increase RN access to the program, the share of programs using flexible course scheduling has remained about the same over the last four years. Some programs offer courses in work settings (23% in 2013-2014) and use partial funding of classes by work settings (17% in 2013-2014), but these approaches have become less common over the last three years.

Table 3. Approaches to Increase RN Access to the Program, by Academic Year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Distance education modes	46.2%	51.9%	58.1%	68.0%	66.7%	57.7%	56.7%	71.0%	83.3%	71.4%
Flexibility in course scheduling	61.5%	63.0%	64.5%	72.1%	74.1%	80.7%	63.3%	67.7%	63.3%	68.6%
Partial funding of classes by work setting	30.8%	44.4%	41.9%	32.0%	33.3%	46.2%	56.7%	35.5%	30.0%	22.9%
Courses provided in work settings	30.8%	37.0%	29.0%	40.1%	33.3%	38.5%	33.3%	41.9%	30.0%	17.1%
Number of programs	26	27	31	25	27	26	30	31	30	35

Most RN to BSN programs have direct articulation of ADN coursework (67%). In the last six years, the share of programs using partnerships with ADN programs, or similar collaborative agreements, to award credit for prior education and experience to their students has increased, while the share of programs using a specific program advisor has decreased. In 2013-2014, 55% of RN to BSN programs used partnerships or collaborative agreements, and 39% of programs used a specific program advisor. A limited number of programs use specific upper division courses, portfolios to document competencies, or testing to award credit to ADN-prepared nurses entering the program.

Table 4. Mechanisms to Award Credit for Prior Education and Experience, by Academic Year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Direct articulation of ADN coursework	73.1%	55.6%	73.3%	64.0%	70.0%	71.4%	64.5%	71.0%	73.3%	67.7%
Partnerships with ADN programs or similar collaborations	7.7%	18.5%	10.0%	16.0%	23.3%	28.6%	45.2%	45.2%	53.3%	54.8%
Specific program advisor	46.2%	59.3%	36.7%	52.0%	60.0%	53.6%	51.6%	45.2%	43.3%	38.7%
Tests to award credit*	23.1%	40.7%	36.7%	36.0%	20.0%	17.9%	22.6%	22.6%	20.0%	22.6%
Specific upper division courses	11.5%	37.0%	26.7%	16.0%	30.0%	28.6%	19.4%	12.9%	13.3%	9.7%
Portfolios to document competencies	15.4%	18.5%	13.3%	24.0%	16.7%	14.3%	19.4%	16.1%	6.7%	12.9%
Number of programs	26	27	31	25	30	28	31	31	30	31

*NLN achievement tests or challenge exams

New Student Enrollments

Admission spaces available for new student enrollments in RN to BSN programs more than tripled since 2004-2005. In 2013-2014, there were 3,368 admission spaces that were filled with a total of 2,252 students. Since an online RN to BSN program accepts all qualified applicants, the number of new students enrolling in these programs can vary dramatically depending on interest in the program rather than on program resources. In 2010-2011, 385 students enrolled in this program, while 507 enrolled in 2011-2012, 412 enrolled in 2012-2013, and 394 enrolled in 2013-2014.

Table 5. Availability and Utilization of Admission Spaces*, by Academic Year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Spaces Available	1,006	1,851	2,296	1,998	2,286	2,346	2,287	2,978	3,224	3,368
New Student Enrollments	681	1,665	1,438	1,754	1,985	2,101	1,913	1,998	2,488	2,252
% Spaces Filled with New Student Enrollments	67.7%	90.0%	62.6%	87.8%	86.8%	89.6%	83.6%	67.1%	77.2%	66.9%

*If admission spaces were not provided in the data, the number of new enrollments was used as the number of available admission spaces.

New student enrollment in both private and public RN to BSN programs has increased since 2004-2005. Private programs had a ten-fold increase in their new enrollments from 2004-2005 until 2009-2010, followed by fluctuation in enrollment since then. Public programs saw more modest increases in enrollment between 2004-2005 and 2007-2008, followed by a period of enrollment decline until 2010-2011. In 2011-2012, public programs had increasing enrollment for two years, followed by a decline to 1,247 students in 2013-2014.

Table 6. RN to BSN New Student Enrollment by Program Type, by Academic Year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
New Student Enrollment	681	1,665	1,438	1,754	1,985	2,101	1,913	1,998	2,488	2,252
Public	572	732	687	978	867	788	788	1,083	1,578	1,247
Private	109	933	751	776	1,118	1,313	1,125	915	910	1,005

In 2013-2014, RN to BSN programs received 2,873 qualified applications for admission, one of the largest number of applications received in ten years but fewer than received the previous year. Of the 2,873 applications received, 22% (n=621) were not accepted for admission.

Table 7. Applications* for Admission to RN to BSN Programs, by Academic Year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Qualified Applications	978	3,041	2,341	2,769	2,364	2,651	2,424	1,998	3,069	2,873
Accepted	681	1,665	1,438	1,754	1,985	2,101	1,913	1,998	2,488	2,252
Not Accepted	297	1,376	903	1,015	379	550	511	0	581	621
% Qualified Applications Not Enrolled	30.4%	45.2%	38.6%	36.7%	16.0%	20.7%	21.1%	0%	18.9%	21.6%

*These data represent applications, not individuals. A change in the number of applications may not represent an equivalent change in the number of individuals applying to nursing school.

Student Census Data

The total number of students enrolled in RN to BSN programs almost tripled from 1,243 on October 15, 2005 to 3,436 ten years later. After two years of an increasing number of students enrolled in RN to BSN programs, both public and private programs had fewer students enrolled in 2014 than in the previous year.

Table 8. Student Census Data*, RN to BSN Programs, by Academic Year

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Public Programs	1,046	1,915	2,068	2,033	2,055	1,873	2,086	2,182	2,624	2,194
Private Programs	197	1,279	1,068	921	1,427	1,374	1,013	1,223	1,467	1,242
Total Nursing Students	1,243	3,194	3,136	2,954	3,482	3,247	3,099	3,405	4,091	3,436

*Census data represent the number of students on October 15th of the given year.

Student Completions

The number of students that completed an RN to BSN program in California more than quadrupled in the past ten years, from 439 in 2004-2005 to 1,772 in 2013-2014. Even though there has been dramatic growth in the number of graduates in both public and private programs over this time period, public programs have graduated a larger share of RN to BSN students than private programs over the past four years.

Table 9. Student Completions, RN to BSN Programs, by Academic Year

	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014
Public Programs	350	428	502	548	608	613	696	850	1,030	1,097
Private Programs	89	545	542	458	831	761	572	750	796	675
Total Student Completions	439	973	1,044	1,006	1,439	1,374	1,268	1,600	1,826	1,772

Summary

RN to BSN programs enrolled and graduated significantly more students in 2013-2014 than in 2004-2005. While the number of RN to BSN programs and spaces available in those programs increased over the last year, the number of qualified applications, new students enrolling in these programs, and the number of students completing these programs declined slightly during that time period. Most RN to BSN programs continue to use distance education modes and flexibility in course scheduling in order to increase RN access to the program.

Master's Degree Programs

Master's degree programs offer post-licensure nursing education in functional areas such as nursing education and administration, as well as advanced practice nursing areas (i.e. nurse practitioner, clinical nurse specialist, nurse midwife, nurse anesthetist, and school nurse).

In 2013-2014, 36 schools offered a Master's degree program including at least one of the aforementioned components. The number of programs has remained the same since 2010-2011. Of the schools that offer a Master's degree program, 52.8% are public programs.

Table 10. Number of Master's Degree Programs, by Academic Year

	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014
# Programs	24	27	30	28*	29	31	36	36	36	36
Public	58.3%	55.6%	56.7%	57.1%	55.2%	58.1%	52.8%	52.8%	52.8%	52.8%
Private	41.7%	44.4%	43.3%	42.9%	44.8%	41.9%	47.2%	47.2%	47.2%	47.2%

*Although there were 29 Master's degree programs in 2007-08, only 28 programs reported data that year.

New Student Enrollments

Admission spaces available for new student enrollments in Master's degree programs have almost doubled in the last ten years, from 1,452 in 2004-2005 to 2,856 in 2013-2014. These spaces were filled with a total of 2,211 students. After reaching a high of 2,938 available admission spaces in 2011-2012, the number of available admission spaces declined in 2012-2013 and increased again in 2013-2014. While new student enrollment has grown considerably since 2004-2005, there was a slight decline between 2009-2010 and 2011-2012, followed by a fluctuation in the number of new students enrolling in Master's degree programs over the last two years.

Table 11. Availability and Utilization of Admission Spaces*, Master's Degree Programs, by Academic Year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Spaces Available	1,452	1,700	1,977	2,136	2,491	2,671	2,474	2,938	2,472	2,856
New Student Enrollments	1,169	1,510	1,722	1,956	2,147	2,464	2,454	2,200	2,274	2,211
% Spaces Filled with New Student Enrollments	80.5%	88.8%	87.1%	91.6%	86.2%	92.3%	99.2%	74.9%	92.0%	77.4%

*If admission spaces were not provided in the data, the number of new enrollments was used as the number of available admission spaces.

In the past ten years, private Master's degree programs have seen the most growth in new students enrolling in their programs. New enrollment in private programs more than quadrupled from 2004-2005 to 2009-2010, followed by a slight decline in 2010-2011 and slight fluctuations since then. New student enrollment in public programs increased almost every year from 2005-2006 through 2010-2011 and has declined each year since. In 2013-2014, more than half of new students (52%, n=1,140) enrolled in private programs.

Table 12. New Student Enrollment, Master's Degree Programs, by Academic Year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
New Student Enrollment	1,169	1,510	1,722	1,956	2,147	2,464	2,454	2,200	2,274	2,211
Public	901	853	1,028	1,196	1,221	1,204	1,353	1,083	1,077	1,071
Private	268	657	694	760	926	1,260	1,101	1,117	1,197	1,140

After two years of increasing applications to Master's degree programs, there was a decline in the number of applications over the last year – to 3,476 applications in 2013-2014. Despite this decline in applications, programs continue to receive more applications than can be accommodated. In 2013-2014, 36% (n=1,265) of applications were not accepted for admission.

Table 13. Applications* for Admission to Master's Degree Programs, by Academic Year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Qualified Applications	2,338	2,954	2,696	2,175	2,760	3,723	3,001	3,214	3,764	3,476
Accepted	1,169	1,510	1,722	1,956	2,147	2,464	2,454	2,200	2,274	2,211
Not Accepted	1,169	1,444	974	219	613	1,259	547	1,014	1,490	1,265
% Qualified Applications Not Enrolled	50.0%	48.9%	36.1%	10.1%	22.2%	33.8%	18.2%	31.5%	39.6%	36.4%

*These data represent applications, not individuals. A change in the number of applications may not represent an equivalent change in the number of individuals applying to nursing school.

Student Census Data

The total number of students enrolled in Master's degree programs doubled in the past ten years. After two years of increasing total enrollment between 2011 and 2013, total enrollment declined to 4,846 students in 2014. While private programs have had dramatic increases in total student enrollment since 2005, these programs have also had more fluctuation in their year-to-year enrollment than public programs. Private programs currently account for 51% of enrollment.

Table 14. Student Census Data*, Master's Degree Programs, by Academic Year

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Public Programs	1,838	2,418	2,601	2,643	2,775	2,613	2,722	2,557	2,572	2,382
Private Programs	537	1,206	1,388	1,180	1,583	2,093	1,835	2,062	2,443	2,464
Total Nursing Students	2,375	3,624	3,989	3,823	4,358	4,706	4,557	4,619	5,015	4,846

*Census data represent the number of students on October 15th of the given year.

Student Completions

The number of students that completed a Master's degree program in California has more than doubled in the last ten years. In 2013-2014, 1,939 students completed Master's degree programs, the highest number of graduates in ten years. While both public and private programs graduated more students this year than they did in 2004-2005, private programs had more dramatic growth during this time. The growth in the number of students completing Master's degree programs over the last year was due to graduates of private programs.

Table 15. Student Completions, Master's Degree Programs, by Academic Year

	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014
Public Programs	740	703	849	844	892	904	952	1,034	933	933
Private Programs	137	389	390	452	646	687	612	857	829	1,006
Total Student Completions	877	1,092	1,239	1,296	1,538	1,591	1,564	1,891	1,762	1,939

Nurse practitioners represent the largest share of graduates from Master's degree programs in each of the last eight years and the share of graduates in this specialty area reached its high of 56% of Master's degree program graduates in 2012-2013. Nursing Administration had the greatest decline in the share of students completing those specialty areas over the last two years.

Table 16. Student Completions by Program Track or Specialty Area*¹, Master's Degree Programs, by Academic Year

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Nursing Education	12.2%	14.1%	15.1%	14.6%	13.5%	8.6%	9.6%	7.8%
Nursing Administration	16.5%	9.7%	10.0%	10.2%	13.4%	11.6%	7.3%	4.5%
Clinical Nurse Specialist	10.3%	13.8%	13.8%	11.9%	8.0%	8.8%	8.9%	6.4%
Nurse Practitioner	48.2%	43.7%	40.4%	39.2%	45.6%	44.7%	56.4%	53.4%
Certified Nurse Midwife	1.7%	2.0%	1.0%	1.7%	1.9%	1.2%	0.9%	0.9%
Certified Nurse Anesthetist	4.8%	4.2%	4.6%	4.8%	4.6%	3.8%	3.6%	3.9%
School Nurse	0.2%	0.8%	0.7%	3.0%	1.5%	1.4%	1.1%	1.9%
Clinical Nurse Leader			4.4%	3.5%	6.1%	10.4%	7.9%	9.4%
Case Management			0.7%	2.1%	2.3%	2.2%	2.3%	2.2%
Community Health/Public Health			0.1%	1.2%	0.6%	0.5%	0.7%	1.0%
Nursing Informatics								0.3%
Ambulatory Care			1.2%	1.2%	1.7%	2.2%	0.0%	1.9%
Nurse Generalist			9.0%	3.3%	1.6%	1.2%	0.2%	1.8%
Health Policy						2.6%	0.2%	0.0%
Nursing Science and Leadership						2.5%	2.4%	1.2%
Other specialty	6.1%	11.8%	2.7%	6.1%	0.7%	0.8%	1.0%	0.1%
Total Student Completions	1,239	1,298	1,538	1,591	1,564	1,891	1,762	1,939

Blank cells indicate that the information was not requested in the given year.

*These data were not collected prior to 2006-2007.

1- Students who double-majored were counted in each specialty area for the first time in 2008-09. Therefore, each student who completed a Master's degree program may be represented in multiple categories.

Individual/family nursing is the most common specialty area for nurse practitioners (NPs), with 67% of NPs graduating in this specialty area in 2013-2014. Other common specialty areas in 2013-2014 include gerontology primary care (11%), gerontology acute care (6%) and pediatrics primary care (5%). Gerontology had the greatest increases among NP graduates over the last year. In 2013-2014, the survey responses to these questions were changed to align with population foci recommendations from the National Organization of Nurse Practitioners Faculty (NONPF).

Table 17. Student Completions by Nurse Practitioner Specialty*, by Academic Year

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Acute care	7.2%	8.8%	9.0%	12.0%	10.4%	6.2%	7.1%	-
Adult	6.5%	14.8%	4.7%	8.3%	14.3%	7.1%	6.0%	-
Family	58.3%	53.1%	62.5%	58.0%	53.0%	67.2%	70.9%	-
Individual/Family								66.9%
Gerontology	3.5%	3.0%	2.9%	2.7%	2.4%	1.7%	1.5%	-
Adult/Gerontology primary								10.8%
Adult/Gerontology acute								6.2%
Neonatal	0.2%	1.2%	0.8%	1.1%	1.4%	1.2%	0.0%	0.2%
Occupational health	1.0%	0.7%	1.3%	1.9%	1.4%	0.6%	0.2%	-
Pediatric	7.5%	6.2%	8.5%	9.1%	8.4%	6.2%	4.2%	-
Pediatric primary								5.3%
Pediatric acute								1.5%
Psychiatric/mental health	2.8%	1.9%	1.6%	3.2%	5.9%	4.6%	3.4%	4.6%
Women's health	8.4%	7.4%	5.0%	1.9%	2.4%	3.0%	3.6%	3.3%
Other	4.5%	2.8%	3.7%	1.8%	0.4%	2.4%	2.9%	1.2%
Total Number of Nurse Practitioners	597	567	622	624	713	845	994	1,035

*These data were not collected prior to 2006-07. Response categories were modified in 2013-2014.

Summary

Master's programs continue to receive more qualified applications than can be accommodated. Over the last year, these programs saw increases in spaces available but a decline in both qualified applications and enrollment of new students. The number of students that completed one of these programs has more than doubled in the last ten years and reached its highest in 2013-2014 (n=1,939). While Nurse Practitioners (NPs) continue to be the most common specialty for students completing a Master's degree, Clinical Nurse Leaders have seen a two-fold increase in graduates in the last six years. In 2013-2014, a large majority (67%) of graduating NPs specialized in individual/family nursing.

Doctoral Programs

Limited data were requested from doctoral programs in 2004-2005. Therefore, some of the data presented do not include data from that year of the survey.

The number of doctoral nursing programs in California has more than doubled since 2004-2005. In 2013-2014, there were 13 nursing doctoral programs in California – 54% (n=7) of which are public programs.

Table 18. Number of Doctoral Degree Programs, by Academic Year

	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014
# Programs	5	5	6	7	7	7	9	10	12	13
Public	40.0%	40.0%	33.3%	28.6%	28.6%	28.6%	33.3%	40.0%	50.0%	53.8%
Private	60.0%	60.0%	66.7%	71.4%	71.4%	71.4%	66.7%	60.0%	50.0%	46.2%

New Student Enrollments

Admission spaces available for new student enrollments in doctoral programs have more than quadrupled since 2005-2006. After recovering from a slight decline in availability of admission spaces in 2009-2010, the number of available spaces has more than doubled since then. After six years of increasing numbers of new students enrolling in doctoral programs, fewer students enrolled in these programs in 2013-2014 than in the previous year. In 2012-2013, 230 new students enrolled in doctoral programs.

Table 19. Availability and Utilization of Admission Spaces*, Doctoral Programs, by Academic Year

	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014
Spaces Available	89	74	109	163	159	165	203	362	372
New Student Enrollments	71	57	106	112	158	186	227	314	230
% Spaces Filled with New Student Enrollments	79.8%	77.0%	97.2%	68.7%	99.4%	112.7%	111.8%	86.7%	61.8%

*If admission spaces were not provided in the data, the number of new enrollments was used as the number of available admission spaces.

Public programs had a large increase in new student enrollment in 2012-2013, which was followed by a decline in 2013-2014. After six years of increasing enrollment among private programs, these programs had a decline in enrollment over the last year as well.

Table 20. New Student Enrollment, Doctoral Programs, by Academic Year

	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014
New Student Enrollment	71	57	106	112	158	186	203	314	230
Public	42	36	37	31	38	32	41	142	93
Private	29	21	69	81	120	154	162	172	137

The number of qualified applications to doctoral programs has fluctuated dramatically since 2009-2010. In 2013-2014, doctoral programs received 321 qualified applications to their programs, 28% of which were not accepted for admission.

Table 21. Applications* for Admission to Doctoral Programs, by Academic Year

	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014
Qualified Applications	75	109	120	201	420	203	431	321
Accepted	57	106	112	158	186	203	314	230
Not Accepted	18	3	8	43	234	0	117	91
% Qualified Applications Not Enrolled	24.0%	2.8%	6.7%	21.4%	55.7%	0%	27.1%	28.3%

*These data represent applications, not individuals. A change in the number of applications may not represent an equivalent change in the number of individuals applying to nursing school.

Student Census Data

The total number of students enrolled in doctoral programs almost tripled in nine years, from 251 students on October 15, 2005 to 738 in 2014. Private programs have had a five-fold increase in the number of students enrolled in their programs from 2005 to 2013, while public programs had more modest change in their total student enrollment during the same time period. Both public and private programs had declines in total enrollment over the last year.

Table 22. Student Census Data*, Doctoral Programs, by Academic Year

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Public Programs	177	193	173	161	155	163	176	216	376	307
Private Programs	74	89	118	148	252	268	391	412	451	431
Total Nursing Students	251	282	291	309	407	431	567	628	827	738

*Census data represent the number of students on October 15th of the given year.

Student Completions

The number of students that completed a nursing doctoral program in California more than quadrupled in the past ten years, from 29 in 2004-2005 to 186 in 2013-2014. Public programs had a large increase in students complete their programs over the last year, while private programs had a slight decline in the number of students completing their programs during the same time period. There are comparable numbers of graduates from public and private doctoral programs.

Table 23. Student Completions, Doctoral Programs, by Academic Year

	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014
Public Programs	19	23	41	28	22	20	30	23	21	90
Private Programs	10	19	16	11	27	44	46	61	105	96
Total Student Completions	29	42	57	39	49	64	76	84	126	186

Summary

The number of schools offering doctoral degrees and the number of students pursuing those degrees have increased over the past ten years. Over the last two years, three additional doctoral programs began accepting students for the first time. As more students complete these programs, more nursing researchers and more qualified applicants for nursing faculty positions will enter the nursing workforce. Historically, private doctoral programs have been responsible for most of the increases in new student enrollments, student census and student completions. In 2013-2014, there were comparable numbers of graduates from public and private doctoral programs.

Faculty Census Data

Faculty data for post-licensure programs were requested for the first time in the 2005-2006 survey. These data were collected by school, not by degree program. Therefore, faculty data represent post-licensure programs as a whole, not a specific degree program.

On October 15, 2014, post-licensure programs reported a total of 1,001 faculty that taught post-licensure courses, even if the faculty member also had a teaching role in the pre-licensure programs offered at the school. Over the last nine years, there have been fluctuations in the number of faculty teaching post-licensure students. Some of these fluctuations may be due to changes in the survey in 2009-2010¹, while others are likely due to online programs that have large fluctuations in enrollment and, hence, large fluctuations in faculty numbers from year to year.

Of the 45 schools that offered post-licensure nursing programs in 2013-2014, 82.2% (n=37) reported sharing faculty with the pre-licensure programs offered at their school. Twenty-two schools reported that they have some faculty that exclusively taught post-licensure students. Since many programs use the same faculty for pre- and post-licensure programs, 51% (n=513) of the 1,001 total post-licensure faculty reported in 2014 were also reported as pre-licensure faculty. Post-licensure nursing programs reported 41 vacant faculty positions in 2014. These vacancies represent a 3.9% faculty vacancy rate.

Table 24. Faculty Census Data*, by Year

	2006**	2007**	2008	2009	2010	2011	2012	2013**	2014
Total Faculty	1,544	1,605	1,909	1,813	1,169	1,598	1,446	1,086	1,001
Faculty (post-licensure only) ¹					816	1,138	953	758	488
<i>Full-time</i>	498	628	639	656	267	302	320	237	274
<i>Part-time</i>	1,046	977	1,270	1,157	549	836	633	332	214
Faculty (also teach pre-licensure)	1,544	1,605	1,909	1,813	353	460	493	328	513
Vacancy Rate***	3.1%	6.0%	4.8%	3.4%	4.9%	1.2%	4.9%	5.0%	3.9%
<i>Vacancies</i>	49	102	96	63	60	19	75	57	41

*Census data represent the number of faculty on October 15th of the given year.

**The sum of full- and part-time faculty did not equal the total faculty reported in these years.

***Vacancy rate = number of vacancies/(total faculty + number of vacancies)

¹ Prior to 2009-2010, if schools reported that pre-licensure faculty were used to teach post-licensure programs, it was assumed that all pre-licensure faculty had a post-licensure teaching role. Feedback from nursing school deans and directors indicated that this assumption was not always true. Therefore, these questions were modified in 2009-2010 to collect data on the number of faculty that exclusively teach post-licensure students and the share of the pre-licensure faculty that also teach post-licensure courses.

APPENDICES

APPENDIX A – List of Post-Licensure Nursing Education Programs

RN to BSN Programs (35)

Azusa Pacific University	Loma Linda University
California Baptist University	*Mount Saint Mary's University
CSU Bakersfield	National University
CSU Channel Islands	Pacific Union College
CSU Chico	Point Loma Nazarene University
CSU Dominguez Hills	San Diego State University
CSU East Bay	San Francisco State University
CSU Fresno	Simpson University
CSU Fullerton	Sonoma State University
CSU Long Beach	*Stanbridge College
CSU Los Angeles	United States University
*CSU Northridge	Unitek College
CSU Sacramento	University of California Los Angeles
CSU San Bernardino	University of Phoenix - Northern California
CSU San Marcos	University of Phoenix - Southern California
CSU Stanislaus	The Valley Foundation School of Nursing at
Concordia University, Irvine	San Jose State University
Holy Names University	West Coast University

Master's Degree Programs (36)

Azusa Pacific University	Point Loma Nazarene University
California Baptist University	Samuel Merritt University
CSU Chico	San Diego State University
CSU Dominguez Hills	San Francisco State University
CSU Fresno	Sonoma State University
CSU Fullerton	United States University
CSU Long Beach	University of California Davis
CSU Los Angeles	University of California Irvine
CSU Sacramento	University of California Los Angeles
CSU San Bernardino	University of California San Francisco
CSU San Marcos	University of Phoenix - Northern California
CSU Stanislaus	University of Phoenix - Southern California
Charles R. Drew University of Medicine and Science	University of San Diego
Dominican University of California	University of San Francisco
Holy Names University	University of Southern California
Loma Linda University	The Valley Foundation School of Nursing at
Mount Saint Mary's University	San Jose State University
National University	West Coast University
	Western University of Health Sciences

Doctoral Programs (13)

Azusa Pacific University	*University of California Irvine
CSU Fresno	University of California Los Angeles
CSU Fullerton	University of California San Francisco
CSU Los Angeles	University of San Diego
Loma Linda University	University of San Francisco
Samuel Merritt University	Western University of Health Sciences
University of California Davis	

* - New programs in 2013-2014

APPENDIX B – BRN Education Issues Workgroup Members

Members

Loucine Huckabay, Chair
 Judee Berg
 Audrey Berman
 Brenda Fong
 Marilyn Herrmann
 Deloras Jones

Stephanie Leach
 Judy Martin-Holland
 Vicky Maryatt
 Tammy Rice
 Paulina Van

Organization

California State University, Long Beach
 California Institute for Nursing and Health Care
 Samuel Merritt University
 Community College Chancellor's Office
 Loma Linda University
 Independent Consultant, Former Executive Director of
 California Institute for Nursing and Health Care
 Kaiser Permanente National Patient Care Services
 University of California, San Francisco
 American River College
 Saddleback College
 California State University, East Bay

Ex-Officio Member

Louise Bailey

California Board of Registered Nursing

Project Manager

Julie Campbell-Warnock

California Board of Registered Nursing

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.9

DATE: June 4, 2015

ACTION REQUESTED: Guideline: CA RN Licensure Qualifications For Graduates Of Foreign Nursing Program

REQUESTED BY: Michael Jackson, MSN, RN
Chairperson, Education/Licensing Committee

BACKGROUND: Licensure applicants who have graduated from a nursing program outside the United States frequently have questions regarding eligibility for RN licensure. The draft guideline was reviewed by Education/Licensing Committee at the May 7, 2015 meeting. The guideline has been updated to reflect acceptance of the Individual Taxpayer Identification Number in place of Social Security number, which is now in effect. If approved, this guideline will be posted to the BRN website to provide convenient access to information for these potential applicants.

NEXT STEPS: Post guideline to BRN website.

PERSON TO CONTACT: Miyo Minato, RN, MN
Supervising Nursing Education Consultant

CCR 1426 Required Curriculum

This section requires the following to be included in the curriculum:

- A. Prelicensure content: not less than **58 semester** units (87 quarter units)
- Nursing: Theory – **18 semester** units (27 quarter units)
Clinical – **18 semester** units (27 quarter units)
 - Communications: Oral, Written, and Group **6 semester units** (9 quarter units)
 - Behavioral and Natural Sciences: **16 semester units** (24 quarter units). Usual courses include: Anatomy with lab, Physiology with lab, Microbiology with lab, and behavioral and social science courses, such as sociology, psychology, cultural diversity.
- B. Courses include five content areas: **Medical-Surgical, Obstetrics, Pediatrics, Geriatrics, Psychiatric-Mental Health** [CCR 1424(d)].
- Theory instruction and clinical practice for each of the content areas (Medical-Surgical, Obstetrics, Pediatrics, Geriatrics and Psychiatric-Mental Health) must be completed **concurrently**, i.e., both classroom and clinical experience must occur during the same instructional period.
 - Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.
 - Content to integrate: Nursing process; Basic intervention skills, Human development (birth to aged); Communication and interpersonal skills; Cultural patterns and diversity issues; Health and Illness concepts [CCR 1426(e)].
- C. Hours of instruction: Minimum hours for nursing curriculum [CCR 1426(g)]:
The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula:
- (1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.
 - (2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit.
- Nursing Theory (For example 18 semester units – 16 wk semester) = 288 hrs.
 - Nursing Clinical (For example 18 semeste units – 16 wk semester) = 864 hrs.

Required for RN licensure application:

1. **Application for Licensure by Examination** form and all required documentations per instruction - Refer to <http://www.rn.ca.gov/applicants/lic-exam.shtml>
 - a. **Fingerprint Clearance**
 - b. **Social Security Number and Tax Information: Required**
 - Disclosure of your social security number is mandatory. Section 30 of the Business and Professions Code and Public Law 94-455 (42 USCA 405 (c)(2)(C)) authorize collection of your social security number. Your social security number will be used exclusively for tax enforcement purposes, for purposes of compliance with any judgment or order for family support in accordance with Section 11350.6 of the Welfare and Institutions Code, or for verification of licensure or examination status by a licensing or examination entity which utilizes a national examination where licensure is reciprocal with the requesting state.

- Individual Taxpayer Identification Number (ITIN) is accepted in place of SSN effective April 1, 2015.

c. Official Transcript from the graduating nursing school is required

- Transcripts must be in English. If transcript is received from the school in a foreign language, it will require an English translation by a certified translator or translation service. (See Translation of International Academic Credentials instructions.)
- Completed **Breakdown of Educational Program for International Nursing Programs** form and the **Request for Transcript** form by the nursing school.

Note: Commission of Graduates of Foreign Nursing Schools (CGFNS)

Passing the Commission on Graduates of Foreign Nursing Schools (CGFNS) examination is not required to be licensed in California. However, the Board will accept official copies of your nursing transcripts (including the clinical portion of your training) from this organization. A written request may be made to CGFNS by contacting them at (215) 222-8454 or 3600 Market Street, Suite 400, Philadelphia, PA 91904-2651. www.cgfns.org

d. Copy of RN license or diploma from the country where you were educated, if

applicable, that allows you to practice professional nursing in the country where you were educated. Provide copies of additional professional certificates, if applicable.

2. **CCR 1413: English comprehension requirement** – When the Board has reasonable doubt of an applicant's ability to comprehend the English language to a degree sufficient to permit him to discharge his duties as a Professional Nurse in this State with safety to the public, the Board shall require him to pass an examination to demonstrate such ability.

In many cases, the Board must require additional information from the school in order to clarify course content and/or curriculum requirements. We may also request clarification for the amount of theory and clinical training completed. Additional processing time is needed for the evaluation of a curriculum from a nursing school in a foreign country. Responsiveness of the foreign nursing school to the Board's request, also add time to application evaluation. It's helpful and the Board may request that the applicant submits the school's curriculum, catalog, course materials that provide information to the analyst to establish applicant's meeting CCR 1426 requirements.

Upon completion of application review:

1. Applicant receives a letter of eligibility or letter of deficiency or non-eligibility.
2. When applicant is determined to be eligible, the applicant will proceed with NCLEX-RN Exam Application following the instructions. An application is deemed abandoned, if the applicant does not take the examination within a two-year period from the date of the written notice or eligibility take the exam [CCR1410.4(a)]
3. When an applicant is found deficient, a letter identifying specific areas of deficiencies is provided to the applicant. The applicant must correct the deficiencies and meet the requirements before the application period expires. An application is considered abandoned, if the applicant does not submit evidence that shows specified deficiencies were removed within a three-year period from the date of the written deficiency letter [CCR1410.4(b)].

BRN Recommendations:

1. Submit licensure application to the Board ensuring completeness of your application and required documentation.
2. Keep a timeline and remember that the processing time for the Board to review your transcript may be longer. All transcripts must be sent directly from the school of nursing, as an official transcript from the institution. To expedite this review process, ensure that all foreign transcripts are written or translated in to English.
3. If you are found to be deficient in any content area, there are steps that can be completed to remove these deficiencies.

How to Correct Deficiencies:

1. Contact a California Board-approved nursing program in your area for assistance. (<http://www.rn.ca.gov/schools/rnprograms.shtml>). Speak with the Director of the nursing program to ask if the school has room for you to take the course(s) identified as deficient. It is usually easier to make up a specialty course, such as Obstetrics, Pediatrics, Geriatrics, or Psychiatric/Mental Health Nursing. You may be required to take multiple courses if the deficiency is in an area of Medical-Surgical Nursing, as the missing content may be covered over several classes, semesters, or quarters.
2. Each school follows policies and procedures for handling applicants who are working on correcting deficiencies that have been identified by the Board. Board-approved nursing schools are not required to admit those applicants trying to correct these deficiencies.
3. Register and complete the required theory and clinical course(s).
4. Submit the documentation of completion of deficiencies, such as certificate of completion of courses from the California Board-approved prelicensure nursing program, and resume the application process.

Written 05/08/15

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.10

DATE: June 4, 2015

ACTION REQUESTED: Licensing Program Report

REQUESTED BY: Michael Jackson, MSN, RN, Chairperson
Education/Licensing Committee

PROGRAM UPDATE:

The Licensing Program evaluators are currently processing the initial review of exam and endorsement applications cashiered in late March/early April. Spring graduation is upon us and the Board has already received and matched to applications 2,445 rosters from 62 schools just in the month of May. The initial review of these applications will be conducted in date order of application received.

The vacant Office Services Supervisor I position over Licensing support staff has been filled by Gabriel Velasquez. Gabriel has worked for the Board as a seasonal employee for nine months in the Licensing Support Services unit. Gabriel is already familiar with staff he is supervising and the type of work they are responsible for completing. I would like to take this opportunity to welcome Gabriel into his new role as supervisor.

The Board is currently recruiting for five positions within the Licensing unit. Two of the five positions were once held by Susan Huntoon, Staff Services Analyst and Velma Lorta, Office Technician. Both employees retired from the Board on April 30, 2015. Both employees were valuable members of our unit, will be missed, and we wish them well in retirement. It is expected the two aforementioned positions as well as an AGPA and two Seasonal positions will be filled by early July.

The Licensing unit has been working with SOLID Training and Planning Solutions to map and time licensing internal processes. The Licensing unit staff has completed its series of timed trials for each of the licensing types that were mapped out by SOLID staff. The next step in the process is to receive a final report from SOLID, which will include written procedure summary statements and average timed speeds for each licensing type. This will give us a better understanding of the entire licensing cycle processing times. The processing times will assist management to better plan for staffing levels in the various areas of the Licensing unit. This information will be reported to the State Auditor as required per the BreZE Audit by June 30, 2015.

In addition to the timed trials, the Licensing’s Management team and subject matter experts have also met with Dan Edds from Capital Accounting Partners, LLC to discuss a fee audit that is currently being conducted. The fee audit will provide the board with information related to the appropriate level in which licensing and renewal fees should be charged.

ISSUE:

The Board received information regarding a Certificate of Provisional Registration from the Nursing and Midwifery Council of Ghana on behalf of an applicant which staff identified to be out of the ordinary for that specific Council. The Board’s analyst wrote to the Nursing and Midwifery Council of Ghana and received information back that the documents received were indeed “invalid.” Board staff is reviewing other applicants from Ghana. Staff will work with the Nursing and Midwifery Council of Ghana if there are questions with any other documents the Board has received.

STATISTICS:

Board management and staff continue to participate in the BreZE Reporting User Group in order to create and implement a comprehensive statistical report.

Below are approximate numbers of applications received via mail and online process:

Applications Received from 03/02/2015 – 05/21/2015	
Via Mail	6,524
Via Online	3,739
Total	10,263

NEXT STEPS: None

PERSON TO CONTACT: Long Dau, Staff Services Manager I
Licensing Standards and Evaluations
(916) 515-5258

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.11
DATE: June 4, 2015

ACTION REQUESTED: NCLEX Pass Rate Update

REQUESTED BY: Michael Jackson, MSN, RN
 Chairperson, Education/Licensing Committee

BACKGROUND:

The Board of Registered Nursing receives quarterly reports from the National Council of State Boards of Nursing (NCSBN) about the NCLEX-RN test results by quarter and with an annual perspective. The following tables show this information for the last 12 months and by each quarter.

NCLEX RESULTS – FIRST TIME CANDIDATES

April 1, 2014-March 31, 2015*

JURISDICTION	TOTAL TAKING TEST	PERCENT PASSED %
California*	11,757	83.54
United States and Territories	158,769	81.96

CALIFORNIA NCLEX RESULTS – FIRST TIME CANDIDATES

By Quarters and Year April 1, 2014-March 31, 2015

4/01/14- 6/30/14		7/01/14- 9/30/14		10/01/14- 12/31/14		1/01/15- 3/31/15		4/01/14- 3/31/15	
# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass
3,240	83.40	3,945	83.27	1,673	78.54	2,899	86.96	11,757	83.54

**Includes (3), (4), (1) and (1) "re-entry" candidates. April 1, 2013 the 2013 NCLEX-RN Test Plan and the higher Passing Standard of 0.00 logit was implemented and remains effective through March 31, 2016. A logit is a unit of measurement to report relative differences between candidate ability estimates and exam item difficulties.*

Nursing Education Consultants (NECs) monitor the NCLEX results of their assigned programs. If a program's first time pass rate is below 75% pass rate for an academic year (July 1-June 30), the NEC sends the program written notification of non-compliance (CCR 1431) and requests the program submit a written assessment and corrective action plan to improve results. The NEC will summarize the program's report for NCLEX improvement for the ELC/Board meetings per the Licensing Examination Passing Standard EDP-I-29 document approved 11/6/13. If a second consecutive year of substandard performance occurs, a continuing approval visit will be scheduled within six months, and the NEC's continuing approval visit findings reported to ELC with program representatives in attendance.

NEXT STEP: Continue to monitor results.

PERSON TO CONTACT: Katie Daugherty, MN, RN
 (916) 574-7685

California Board of Registered Nursing

**NCLEX-RN Pass Rates First Time Candidates
Comparison of National US Educated and CA Educated Pass Rates
By Degree Type
Academic Year July 1, 2014-June 30, 2015**

Academic Year July 1-June 30[^]	July-Sept #Tested % Pass	Oct-Dec #Tested % Pass	Jan-Mar #Tested % Pass	April-June #Tested %Pass	2014-2015 Cumulative Totals
National US Educated- All degree types *	53,976 (78.4)	14,337 (71.0)	39,681 (85.2)		
CA Educated- All degree types*	3,937 (83.2)	1,672 (78.5)	2,899 (86.9)		
National-Associate Degree rates**	28,510 (76.5)	8,199 (65.4)	21,674 (82.7)		
CA-Associate Degree rates**	2,201 (85.5)	759 (75.3)	1,528 (86.7)		
National-BSN+ELM rates**/**	23,966 (80.3)	5,848 (78.7)	17,518 (88.3)		
CA-BSN+ELM rates**/**	1,732 (80.4)	912 (81.1)	1,370 (87.2)		

*National rate for All Degree types includes four categories of results: Diploma, AD, BSN+ELM, and Special Codes. Use of the Special Codes category may vary from state to state. In CA, the Special Codes category is most commonly used for re-entry candidates such as eight year retake candidates wishing to reinstate an expired license per CCR 1419.3(b). The CA aggregate rate for the All degree types includes AD, BSN+ELM, and Special Codes but no diploma program rates since there are no diploma programs in CA. CA rates by specific degree type exclude special code counts since these are not reported by specific degree type.

**National and CA rates reported by specific degree type include only the specific results for the AD or BSN+ELM categories.

***ELM program rates are included in the BSN degree category by NCSBN.

[^]Note: Cumulative totals in this report may vary from quarterly totals due to NCSBN corrections. These NCSBN corrections do not significantly change previously reported quarterly or cumulative pass rates. April 1, 2013 the NCLEX RN Test Plan changed and the Passing Standard became 0.00 logit.

Source: National Council of State Boards Pass Rate Reports

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.12

DATE: June 4, 2015

ACTION REQUESTED: Discussion: Prelicensure Nursing Education Theory and Clinical Practice Concurrency Requirement

REQUESTED BY: Michael Jackson, MSN, RN
Chairperson, Education/Licensing Committee

BACKGROUND: Maria Luisa Ramira, President of the Philippine Nurses Association of San Diego has requested discussion regarding the requirement for concurrent theory and clinical components of prelicensure nursing courses (see attached copy of e-mail request).

CCR Section 1426. *(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics.*

PERSON TO CONTACT: Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant

From: Merlie Ramira [<mailto:mramirapnasd2014@gmail.com>]
Sent: Tuesday, April 28, 2015 5:34 PM
To: Bailey, Louise@DCA
Subject: Concurrency - Foreign Graduate Nurses

Dear Ms. Bailey,

My name is Maria Luisa Ramira and I am the President of the Philippine Nurses Association of San Diego (PNASD). I would like to request if you can include Foreign Graduate nurses concurrency topic on your agenda for June 3-4 meeting at DoubleTree by Hilton San Diego Mission Valley, 7450 Hazard Center Drive, San Diego, CA 92108. I have several members who are concerned about this issue and PNASD as a nursing organization here in San Diego is interested to assist our fellow nurses.

As a foreign graduate nurse and successful in my career, I also would like to support and assist other nurses who would like to work in United States and be successful.

Please let me know if you have questions and please confirm if our organization will be included on your agenda.

Respectfully,

Maria Luisa Ramira

Maria Luisa (Merlie) Ramira, DNP, APRN, FNP-BC, CEN
PNASD President, 2014-2016
contact@pnasd.org
mramirapnasd2014@gmail.com