

## BSN PROGRAM SURVEY

This section of the survey pertains to all students in your **BSN Program** between *August 1, 2022 and July 31, 2023*. Include LVN to BSN students unless otherwise noted. If your program admits students more than once per year, combine all student cohorts admitted during the time period specified.

If the program has **no instances** of a particular population, please **enter 0** in the space provided. If the data are **not available**, please **leave the space blank**.

### PROGRAM DETAILS

1. Which of the following nursing program accreditations does your BSN degree program have? *(Does not include BRN approval.)*

**Program Accreditation:** Voluntary and self-regulatory advanced accreditation of a nursing education program by a non-governmental association.

*(Check all that apply.) Note: Data from this question is posted on the BRN website.*

- None
- ACEN (Accreditation Commission for Education in Nursing)
- NLN-CNEA (National League for Nursing Commission for Nursing Education Accreditation)
- CCNE (Commission on Collegiate Nursing Education)
- Other: \_\_\_\_\_

2. Please indicate the mechanisms in place to facilitate a seamless progression from LVN to BSN education. *(Check all that apply.)*

- Direct articulation of LVN coursework
- Bridge course
- Use of skills lab course to document competencies
- Credit granted for LVN coursework following successful completion of a specific BSN course(s)
- Use of tests (such as NLN achievement tests or challenge exams to award credit)
- Specific program advisor
- Other: \_\_\_\_\_

3. Does your nursing program participate in a Collaborative/Shared/Concurrent/ Dual Enrollment Program Agreement with another nursing program leading to a higher degree?

Yes    No

### APPLICATIONS & ADMISSIONS

Please answer the following questions for the first bachelor's degree nursing course. Only include generic and accelerated track BSN students. Do not include advanced placement, LVN to BSN, transfer, 30-unit option, or readmitted students.

4. How many admission spaces for the first bachelor's degree nursing course were **available** between 8/1/22 and 7/31/23?

\_\_\_\_\_ admission spaces available

5. How many total applications were received for the first bachelor’s degree nursing course from **8/1/22 to 7/31/23**? Do **not** include applications on a waitlist. (If your school admits all qualified applicants and guarantees them a place in the nursing program, please report the total number of general applicants to the school (rather than just the nursing program) and then report the numbers of qualified and admitted students for the first nursing course.)

Total number of applications: \_\_\_\_\_

**Of these applications, how many were**

Applicant Status	Total
a) <u>Screened</u> ?	
b) Qualified?	
c) Admitted? (Admitted applicants are the number of individuals who received official notice from the program that they were invited to begin the nursing program during the reporting period.)	

6. What required admission criteria do you use to identify qualified applicants? (*Check all that apply.*)

- None
- Minimum/cumulative GPA
- Minimum grade level in prerequisite courses
- Geographic location
- Completion of prerequisite courses (including recency and/or repetition)
- Pre-enrollment assessment test (e.g., TEAS, SAT, ACT, GRE)
- Lottery
- Interview
- Science GPA
- Letter of reference/recommendation
- Holistic review (e.g., residency, language skills, veteran status, other life experiences)
- Health-related work experience
- Personal statement
- Other: \_\_\_\_\_

7. What method(s) do you use to select students from the qualified applicant pool?  
(Check all that apply.)

- Ranking by specific criteria  
 Interviews  
 First come, first served (waiting list)  
 First come, first served (based on application date for the quarter/semester)  
 Goal statement  
 Other: \_\_\_\_\_

8. If you have an **accelerated track**, do you require students applying to this track to have a previous degree?

Yes  No  Not applicable

9. If you have an **advanced placement** track, do you require students applying to this track to have a previous degree?

Yes  No  Not applicable

10. Do you maintain an ongoing **waiting list**?

Yes  No *If "no", skip to question 12*

11. On **October 15, 2023** how many qualified applicants for the first bachelor's degree nursing course were on the waiting list? Only include applicants who are on an ongoing waiting list and will be considered for a subsequent application cycle. (If you do not maintain an ongoing waitlist, please skip to question 12.)

\_\_\_\_\_ qualified applicants

- a) How long do you keep a qualified applicant on the waiting list?

- Until the subsequent application cycle is complete and all spaces are filled (1 application cycle)  
 For 2 application cycles  
 Until they are admitted  
 Other: \_\_\_\_\_

- b) On average, how long do you estimate it takes a person to enroll in the first nursing course after being placed on the waiting list?

\_\_\_\_\_ Semesters/quarters

**ENROLLMENTS**

12. Please provide the total number of **new** student enrollments in your BSN program between 8/1/22 and 7/31/23. Include **all** students new to the program, including generic, [accelerated track](#), advanced placement, LVN to BSN, transfer, and 30-unit option students. Do **not** count readmitted students.

\_\_\_\_\_ New student enrollments

13. How many of the new students enrolled in the BSN program between 8/1/22 and 7/31/23 are 30-unit option students?

\_\_\_\_\_ 30-unit option students

14. Please provide a breakdown of all new student enrollments in your BSN program between 8/1/22 and 7/31/23 by ethnicity, gender and age. Include all students new to the program, including generic, accelerated track, advanced placement, LVN to BSN, transfer, and 30-unit option students. Do **not** include readmitted students. If you do not know the racial and ethnic, gender or age distribution of your students, enter the appropriate number of students into the unknown field.

<b>b) RACE AND ETHNICITY</b>	<b><u>Enrollments</u></b>
Black/African-American	
American Indian or Alaska Native	
South Asian (e.g., Indian, Pakistani, etc.)	
Filipino	
Native Hawaiian	
Other Asian	
Other Pacific Islander	
White/Caucasian	
Hispanic/Latino	
Mixed race	
Other race	
Unknown race	

<b>GENDER</b>	<b><u>Enrollments</u></b>
Male	
Female	
Other gender	
Unknown gender	

<b>AGE</b>	<b><u>Enrollments</u></b>
17-20 years	
21-25 years	
26-30 years	
31-40 years	
41-50 years	
51-60 years	
61 years and older	
Unknown age	

15. Did you enroll fewer students to your program between 8/1/22 and 7/31/23 than the previous year?

Yes  No  Not Applicable (If no, skip to question 16.)

a) If yes, why did you enroll fewer students?

- Unable to secure clinical placements for all students
- College/university requirement to reduce enrollment
- To reduce costs
- Lost funding
- Accepted students did not enroll
- Insufficient faculty
- Skipped a cohort that was due to begin between 8/1/22 and 7/31/23 because of the pandemic
- Decreased an admission cohort that was scheduled to begin between 8/1/22 and 7/31/23 because of the pandemic (indicate % decreased: \_\_\_\_\_)
- Concerns about safety of students in clinical rotations
- Concerns about safety of faculty in clinical rotations
- Challenges converting courses from in-person to online modalities
- Challenges converting clinicals to virtual simulation
- Challenges converting clinicals to in-person simulation
- Need to reduce in-person class sizes to accommodate social distancing
- Other (describe): \_\_\_\_\_

16. What do you expect your new student enrollment to be in the following academic years?

1. 2023-2024: \_\_\_\_\_

2. 2024-2025: \_\_\_\_\_

#### CENSUS

17. **Census Data:** On **October 15, 2023**, how many total students (new and continuing) were enrolled in the BSN program? (This includes generic, transfer, readmitted, advanced placement, LVN to BSN, 30-unit option, and accelerated track students.)

\_\_\_\_\_ total students (new and continuing)

**LVN to BSN STUDENTS**

18. Does your school have an LVN to BSN program that exclusively admits LVN students? (If your school also has a generic BSN program, but the LVN to BSN program is offered separately or differs significantly from the generic program, check “Yes.”)

- Yes    No   *(If no, skip to question 19.)*

**Please answer the following questions for the first LVN to BSN course that only admits LVN to BSN students. Do not include generic BSN students or advanced placement LVNs admitted to your generic BSN program.**

a) How many admission spaces for the first LVN to BSN nursing course were **available** between 8/1/22 and 7/31/23?

\_\_\_\_\_ admission spaces available

b) How many total applications were received for the first LVN to BSN course from 8/1/22 to 7/31/23? Do **not** include applications on a waitlist. (If your school admits all qualified applicants and guarantees them a place in the nursing program, please report the total number of general applicants to the school (rather than just the nursing program) and then report the numbers of qualified and admitted students for the first nursing course.)

Total number of applications: \_\_\_\_\_

<b>Applicants</b>	<b><u>Total</u></b>
Of these applications, how many were:	
i. <u>Screened</u> ?	
ii. <u>Qualified</u> ?	
iii. <u>Admitted</u> (admitted applicants are the number of individuals who received official notice from the program that they were invited to begin the nursing program during the reporting period)?	

c) What required admission criteria do you use to identify qualified LVN to BSN applicants? (*Check all that apply.*)

- None
- Minimum/cumulative GPA
- Minimum grade level in prerequisite courses
- Geographic location
- Completion of prerequisite courses (including recency and/or repetition)
- Pre-enrollment assessment test (e.g., SAT, ACT, GRE, etc.)
- Health-related work experience
- Personal statement
- Lottery
- Interview
- Science GPA
- Letter of reference/recommendation
- Holistic review (e.g., residency, language skills, veteran status, other life experiences)
- Other: \_\_\_\_\_

d) What method(s) do you use to select LVN to BSN students from the qualified applicant pool? (*Check all that apply.*)

- Ranking by specific criteria
- Interviews
- First come, first served (waiting list)
- First come, first served (based on application date for the quarter/semester)
- Goal statement
- Other: \_\_\_\_\_

e) Do you maintain an ongoing waiting list for your LVN to BSN program?

- Yes    No   *if no, skip to question 18.f)*

i. If you maintain an ongoing waiting list, on **October 15, 2023** how many qualified applicants for the first LVN to BSN course were on the waiting list? Only include applicants who are on an ongoing waiting list and will be considered for a subsequent application cycle.

\_\_\_\_\_ qualified applicants

ii. How long do you keep a qualified applicant on the waiting list?

- Until the subsequent application cycle is complete and all spaces are filled (1 application cycle)
- For 2 application cycles
- Until they are admitted
- Other: \_\_\_\_\_



- iii. On average, how long do you estimate it takes a person to enroll in the first LVN to BSN course after being placed on the waiting list?

\_\_\_\_\_ Semesters/quarters

- f) Did you enroll fewer students to your **LVN to BSN** program between 8/1/22 and 7/31/23 than the previous year?

Yes  No  Not Applicable *(If no, skip to question 19.)*

- i. If yes, why did you enroll fewer LVN to BSN students?

- Unable to secure clinical placements for all students
- College/university requirement to reduce enrollment
- To reduce costs
- Lost funding
- Accepted students did not enroll
- Insufficient faculty
- Skipped a cohort that was due to begin between 8/1/22 and 7/31/23 because of the pandemic
- Decreased an admission cohort that was scheduled to begin between 8/1/22 and 7/31/23 because of the pandemic (indicate % decreased: \_\_\_\_\_)
- Concerns about safety of students in clinical rotations
- Concerns about safety of faculty in clinical rotations
- Challenges converting courses from in-person to online modalities
- Challenges converting clinicals to virtual simulation
- Challenges converting clinicals to in-person simulation
- Need to reduce in-person class sizes to accommodate social distancing
- Other (describe): \_\_\_\_\_

**BARRIERS TO EXPANSION**

19. Which of the following are barriers to the expansion of your BSN nursing program(s)?

(Check **no more than five**.)

- No barriers to program expansion
- Insufficient number of qualified clinical faculty
- Insufficient number of qualified classroom faculty
- Insufficient funding for faculty salaries
- Faculty salaries not competitive
- Insufficient funding for program support (e.g., clerical, travel, supplies, equipment)
- Insufficient number of clinical sites
- Insufficient number of allocated spaces for the nursing program
- Insufficient support for nursing school by college or university
- Insufficient number of physical facilities and space for skills labs
- Insufficient number of physical facilities and space for classrooms
- Insufficient financial support for students
- Uncertainty and challenges related to COVID pandemic
- Other: \_\_\_\_\_

a) If you selected lack of clinical sites as one of your top barriers to program expansion, which of the following strategies have you employed to mitigate this barrier? (*Check all that apply.*)

- None
- Human patient simulators
- Community based options/ambulatory care (e.g., homeless shelters, nurse-managed clinics, community health centers)
- Twelve-hour shifts
- Evening shifts
- Night shifts
- Weekend shifts
- Non-traditional clinical sites (e.g., correctional facilities)
- Innovative skills lab experiences
- Preceptorships
- Regional computerized clinical placement system
- Telehealth
- Virtual Simulation
- Other: \_\_\_\_\_

**ATTRITION & COMPLETION**

Please answer the following questions concerning student attrition and completion as they pertain to different student tracks, programs and demographics.

These questions pertain solely to those students who *completed* the BSN program between *August 1, 2022 and July 31, 2023* unless otherwise noted.

If the program has **no instances** of a particular population, please **enter 0** in the space provided. If the data are **not available**, please **leave the space blank**.

20. Please provide the total number of **all** students who completed the nursing program between 8/1/22 and 7/31/23. Include generic, accelerated track, advanced placement, LVN to BSN, transfer, 30-unit option, and readmitted students. Also include students who completed the program behind schedule.

\_\_\_\_\_ Total number of students who completed the program

21. How many of the students who completed the BSN program between 8/1/22 and 7/31/23 were 30-unit option students?

\_\_\_\_\_ 30-unit option students

22. Does the BSN program operate on semesters or quarters?

Semesters    Quarters

a) How many weeks is your semester/quarter?

\_\_\_\_\_ weeks

b) Full-time generic students normally complete the program in:

\_\_\_\_\_ Semesters/quarters

c) Full-time accelerated students normally complete the program in:

\_\_\_\_\_ Semesters/quarters

23. Please provide the race and ethnicity, gender and age for **all** students who **completed** the nursing program between 8/1/22 and 7/31/23. Include generic, advanced placement, LVN to BSN, transfer, 30-unit option, accelerated track, and readmitted students. Also include students who completed the program behind schedule. If you do not know the racial, ethnic, gender or age distribution of your students, enter the appropriate number of students into the unknown field.

<b>RACE AND ETHNICITY</b>	<b><u>Completions</u></b>
Black/African-American	
American Indian or Alaska Native	
South Asian (e.g., Indian, Pakistani, etc.)	
Filipino	
Native Hawaiian	
Other Asian	
Other Pacific Islander	
White/Caucasian	
Hispanic/Latino	
Mixed race	
Other race	
Unknown race	

<b>GENDER</b>	<b><u>Completions</u></b>
Male	
Female	
Other gender	
Unknown gender	

<b>AGE</b>	<b><u>Completions</u></b>
17-20 years	
21-25 years	
26-30 years	
31-40 years	
41-50 years	
51-60 years	
61 years and older	
Unknown age	

24. How many of **all** students who completed the BSN program between 8/1/22 and 7/31/23 were approved for at least one accommodation for a disability?

\_\_\_\_\_ Total number of students approved for accommodation

d) Of these students, please report the number of students that have been approved to receive each of the accommodations listed below. *(If a student receives more than one accommodation, please include the student in as many categories as applicable.)*

\_\_\_\_\_ Academic counseling/advising

\_\_\_\_\_ Disability-Related counseling/referral

\_\_\_\_\_ Adaptive equipment/Physical space/Facilities

\_\_\_\_\_ Interpreter and captioning services

\_\_\_\_\_ Exam accommodations (modified/extended time/distraction-reduced space)

\_\_\_\_\_ Assistive technology/alternative format

\_\_\_\_\_ Note-Taking services/reader/audio recording/smart pen

\_\_\_\_\_ Priority registration

\_\_\_\_\_ Reduced course load

\_\_\_\_\_ Transportation/mobility assistance and services/parking

\_\_\_\_\_ Service animals

\_\_\_\_\_ Other: \_\_\_\_\_

25. For students who completed the BSN program between 8/1/22 and 7/31/23, estimate the percentage of graduates employed as an RN in each of the following settings or enrolled in a more advanced nursing degree program, or not yet licensed on **October 15, 2023**. The total of all percentages should equal 100%.

	%
Hospitals	_____
Long-term care facilities	_____
Community/public health facilities	_____
Other healthcare facilities	_____
Pursuing additional nursing education in lieu of employment (i.e., BSN, MSN, PhD, DNP)	_____
Participating in a new graduate residency ( <i>paid</i> )	_____
Participating in a new graduate residency ( <i>unpaid</i> )	_____
Unable to find employment in nursing	_____
Not yet licensed	_____
Other (describe:)	_____
Unknown	_____
Not applicable	_____
<b>TOTAL</b>	<b>100%</b>

**PROGRAM ATTRITION & COMPLETION**

26. Please answer the following questions for the student cohorts that were scheduled upon enrollment to graduate between *August 1, 2022 and July 31, 2023*. If there were several cohorts of students who were scheduled on admission to complete the program during the period above, include **all cohorts** of students. If your school admits all qualified applicants and guarantees them a place in the nursing program, please report the total number of students starting the nursing core (rather than all students scheduled on admission to the university to complete the program).

**Only** include generic and accelerated track BSN students. Do **not** include advanced placement, LVN to BSN (they will be addressed in another question), transfer, 30-unit option, or readmitted students. *Students on leave but expected to return are considered still enrolled*. Students who graduated within the program year in which they were expected to graduate, even if delayed by a semester or a quarter, are considered on schedule.

*Note: Data from these questions are used by the BRN to calculate completion and attrition rates that are posted on the BRN website.*

*Scheduled on admission to complete=completed+withdrew+dismissed+still enrolled*

*Completion rate=completed/scheduled to complete*

*Attrition rate=withdrew+dismissed/scheduled to complete*

<b>BSN Students</b>	Native American	Asian	African-American	Filipino	Hispanic	White	Other / multi-racial	Unknown race	All Students
Number of students <u>scheduled on admission to complete</u> the program:									

**Of these students, how many**

<b>Status</b>	Native American	Asian	African-American	Filipino	Hispanic	White	Other / multi-racial	Unknown race	All Students
<u>Completed the program on schedule?</u>									
<u>Withdrew</u> from the program?									
Were <u>dismissed</u> from the program?									
Are <u>still enrolled</u> in the program?									

27. How many BSN students completed the program between 8/1/22 and 7/31/23, but behind schedule?

*Students completing the program behind schedule are students who were scheduled to complete the program in a prior academic year, but instead completed the program between August 1, 2022 and July 31, 2023.*

	Native American	Asian	African-American	Filipino	Hispanic	White	Other / multi-racial	Unknown race	All Students
Number of students completing the program behind schedule?									



28. Please answer the following questions for your advanced placement students, including military and LVN step-up to RN student cohort(s) that were scheduled upon enrollment to graduate between August 1, 2022 and July 31, 2023. *If there were several cohorts of students who were scheduled on admission to complete the program during the period above, include all cohorts of students.* If your school admits all qualified applicants and guarantees them a place in the nursing program, please report the total number of students starting the nursing core (rather than all students scheduled on admission to the university to complete the program). Students who graduated within the program year in which they were expected to graduate, even if delayed by a semester or a quarter, are considered on schedule.

*Students on leave but expected to return are considered still enrolled.*

*Scheduled on admission to complete=completed+withdrew+dismissed+still enrolled*

*Completion rate=completed/scheduled to complete*

*Attrition rate=withdrew+dismissed/scheduled to complete*

<b>LVN to BSN Students</b>	Native American	Asian	African-American	Filipino	Hispanic	White	Other / multi-racial	Unknown race	All Students
Number of students <u>scheduled on admission to complete the program</u>									

**Of these students, how many**

<b>Status</b>	Native American	Asian	African-American	Filipino	Hispanic	White	Other / multi-racial	Unknown race	All Students
<u>Completed the program on schedule?</u>									
<u>Withdrew from the program?</u>									
Were <u>dismissed</u> from the program?									
Are <u>still enrolled</u> in the program?									

29. How many advanced *placement* students, including military and LVN step-up to RN student cohort(s), completed the program between 8/1/22 and 7/31/23 but behind schedule?

***Students completing the program behind schedule*** are students who were scheduled to complete the program in a prior academic year, but instead completed the program between August 1, 2022 and July 31, 2023.

	Native American	Asian	African-American	Filipino	Hispanic	White	Other / multi-racial	Unknown race	All Students
Number of students completing the program behind schedule?									

**NCLEX DATA FOR ACCELERATED TRACK STUDENTS ONLY**

30. How many students in the accelerated track took the NCLEX for the first time between **July 1, 2022 and June 30, 2023**? Of those, how many passed on their first attempt?

\*NOTE: This is a different time window than that in most of the rest of the survey.

\_\_\_\_\_ Accelerated students who took the NCLEX

\_\_\_\_\_ Accelerated students who passed the NCLEX on their first attempt

*If your BSN program does not have accelerated track students, skip to question 31.*

**CLINICAL TRAINING**

**Clinical training** includes simulation, skills labs, clinical observation, and clinical practice with real patients.

Please answer the following questions about clinical training in the BSN program for the period from August 1, 2022 to July 31, 2023.

31. For your BSN program in each of the content areas below, please report the number of hours spent on clinical practice with real patients, clinical simulation, clinical observation, and skills labs PER SEMESTER or QUARTER, whichever schedule your program uses. (If your geriatrics content is integrated, please estimate the hours of all geriatric clinical experiences.) If your program has more than one track, e.g., generic and accelerated, that have different amounts of hours in each content area, please average the number of hours for the tracks.

**Clinical simulation** provides a simulated nursing care scenario that allows students to integrate, apply, and refine specific skills and abilities that are based on theoretical concepts and scientific knowledge. It may include videotaping, de-briefing and dialogue as part of the learning process. Simulation can include experiences with standardized patients, manikins, role-playing, computer simulation, or other activities.

**Number and Type of Clinical Hours in Each Content Area**

<u>Content Area</u>	<u>Type of Clinical Experience</u>						
	<u>Clinical Practice with Real Patients</u>			<u>Clinical Observation</u>	<u>Skills Labs</u>	<u>Clinical Simulation</u>	<u>Total Clinical Training Hours</u>
	<u>Inpatient</u>	<u>Outpatient</u>	<u>Telehealth</u>				
Fundamentals							
Medical/surgical							
Obstetrics							
Pediatrics							
Geriatrics							
Psychiatry/ mental health							
Leadership/ management							
Other							

Describe other: \_\_\_\_\_

32. In the next 12 months in your BSN program, please report whether you plan to **increase**, **decrease** or **maintain** the number of clinical hours in each clinical experience type and for each content area. If you do not have this content area or type of clinical experience, write “**N/A**”. If you do not know, write “**unknown**”. (Note: the online survey will have a drop-down menu for each of the boxes below so that you can select increase, decrease, maintain, not applicable, or unknown for each category.)

**Increase, Decrease or Maintain the Number of Clinical Hours in Each Clinical Experience and Content Area?**

<u>Content Area</u>	<u>Type of Clinical Experience</u>						<u>Total Clinical Training Hours</u>
	<u>Clinical Practice with Real Patients</u>			<u>Clinical Observation</u>	<u>Skills Labs</u>	<u>Clinical Simulation</u>	
	<u>Inpatient</u>	<u>Outpatient</u>	<u>Telehealth</u>				
Fundamentals							
Medical/ surgical							
Obstetrics							
Pediatrics							
Geriatrics							
Psychiatry/ mental health							
Leadership/ management							
Other							

Describe other: \_\_\_\_\_

a) Why are you reducing the number of clinical hours in one or more content areas in your BSN program? (If you are not reducing the overall number of clinical hours in any content area, skip to question 33.)

- Unable to find sufficient clinical space
- Students can meet learning objectives in the classroom (or by another method) in less time.
- Funding issues or unavailable funding
- Insufficient clinical faculty
- Need to reduce units
- Curriculum redesign or change
- Impacts of COVID-19
- Other: \_\_\_\_\_

33. Do you require your fundamentals students to have clinical practice in direct patient care?

- Yes    No

**CLINICAL SIMULATION**

**Clinical simulation** provides a simulated nursing care scenario that allows students to integrate, apply, and refine specific skills and abilities that are based on theoretical concepts and scientific knowledge. It may include videotaping, de-briefing and dialogue as part of the learning process. Simulation can include experiences with standardized patients, manikins, role-playing, computer simulation, or other activities.

34. Did your BSN program use clinical simulation between 8/1/22 and 7/31/23?

Yes  No (If no, skip to question 50.)

a. IF YES: During the 2022-2023 academic year, due to the COVID-19 pandemic, did you change the way your BSN program uses clinical simulation?

Yes  No

If YES: please describe: \_\_\_\_\_

35. Identify the percentage of funding for simulation **purchases** from each of the following sources. The total of all percentages should equal 100% (Round to the nearest percent. Do not use decimal points.)

**% Of total funding received**

\_\_\_\_\_ Your college/university operating budget

\_\_\_\_\_ Industry (i.e., hospitals, health systems)

\_\_\_\_\_ Foundations, private donors

\_\_\_\_\_ Government (i.e., federal/state grants, Chancellor's Office, Federal Workforce Investment Act)

\_\_\_\_\_ Other: \_\_\_\_\_

36. Identify the percentage of funding for **maintenance** of simulation equipment etc. from each of the following sources. The total of all percentages should equal 100% (Round to the nearest percent. Do not use decimal points.)

**% Of total funding received**

\_\_\_\_\_ Your college/university operating budget

\_\_\_\_\_ Industry (i.e., hospitals, health systems)

\_\_\_\_\_ Foundations, private donors

\_\_\_\_\_ Government (i.e., federal/state grants, Chancellor's Office, Federal Workforce Investment Act)

\_\_\_\_\_ Other: \_\_\_\_\_

37. Identify the percentage of funding for simulation-related **faculty development/training** from each of the following sources. The total of all percentages should equal 100% (*Round to the nearest percent. Do not use decimal points.*)

**% Of total funding received**

- \_\_\_\_\_ Your college/university operating budget
- \_\_\_\_\_ Industry (i.e., hospitals, health systems)
- \_\_\_\_\_ Foundations, private donors
- \_\_\_\_\_ Government (i.e., federal/state grants, Chancellor's Office, Federal Workforce Investment Act)
- \_\_\_\_\_ Other: \_\_\_\_\_

38. Does the program have simulation policies and procedures in place to ensure quality and consistent simulation experiences?

Yes  No (*If no, skip to question 39.*)

a) If yes, check all areas that are included in simulation policies and procedures

- Adherence to simulation related Professional Integrity requirements
- Continuous quality improvement mechanisms used
- Development, use and revision of simulation materials for participants, faculty, staff
- Evaluation mechanisms and requirements for participants, faculty and all aspects of simulation
- Other participant requirements related to simulation.
- Roles and responsibilities of faculty, technicians, simulation coordinators/facilitators
- Required initial and ongoing simulation training for faculty and staff (i.e., courses, conferences)
- Required faculty, staff and participant orientation

39. Does the program have a written simulation plan that guides integration of simulation in the curriculum?

Yes  No (*If no, skip to question 39.b*)

a) If yes, does the written plan include any of the following? (*Check all that apply.*)

- How simulation is integrated throughout the curriculum
- Course by course simulation topics
- Abbreviated course by course simulation objectives/expected outcomes
- Number of hours for each simulation
- Total number of hours for each course
- Other: \_\_\_\_\_

b) If no, please identify why the program does not have a written plan. (*Check all that apply.*)

- Faculty unaware that use of a written plan is a suggested “best practice”
- Faculty in process of developing a plan
- Time or other limitations have delayed development of a written simulation plan
- Simulation coordinator is developing or assisting faculty with plan development
- Other: \_\_\_\_\_

40. To what extent have you integrated recognized simulation standards (i.e., INACSL, NCSBN, NLN, and the Society for Simulation in Healthcare-HHS) in each component of simulation? (i.e., Facilitation, Debriefing, etc.) (*Check only one.*)

- Not at all
- Somewhat
- Mostly
- Completely
- Not familiar with the standards

41. Which simulation standards is your program aligned with? (*Check all that apply.*)

- International Nursing Association for Clinical Simulation and Learning (INACSL)
- Society for Simulation in Healthcare (SSH)
- National Council of State Boards of Nursing (NCSBN)
- National League for Nursing (NLN)
- Other (Describe) \_\_\_\_\_
- None/not applicable

42. Did the majority of your clinical courses use the maximum percentage of clinical hours for simulation/skills labs per the regulations (CCR 1426 (g) (2) and 1420 (e))?

- Yes    No   (*If yes, skip to question 43.*)

a) If no, why not? (*Check all that apply.*)

- Have enough clinical placements available/direct patient care learning opportunities available
- Faculty prefer to use other available clinical training methods
- Costs/funding associated with simulation supplies/maintenance prohibit use or increased use
- Available simulation space/equipment/supplies limit increased use
- Availability of trained staff/technicians and/or faculty limits increased use
- Instructional materials are not yet developed/validated
- Other: \_\_\_\_\_

43. Did you change your use of simulation in the 2022-2023 academic year due to the end of the COVID-19 public health state of emergency in May 2023 and subsequent end of the DCA waiver on restrictions related to clinical hour instruction?

- Yes    No   (*If no, skip to question 44.*)

a) If yes, how? *(Check all that apply.)*

- Decreased number of simulation hours
- Increased number of simulation hours
- Changed the mode of clinical simulation used (how?) \_\_\_\_\_
- Other (describe): \_\_\_\_\_

44. In 2022-2023, did you make use of the amendments in 2786.3.a (Section 13) to request a reduction in the required number of direct patient care hours in geriatrics, medical-surgical, mental health-psychiatric nursing, obstetrics, or pediatrics until the end of the 2023-2024 academic year?

Yes  No *(If no, skip to question 45.)*

a) If yes, how? *(Check all that apply.)*

- Requested a reduction of direct patient care hours in geriatrics
- Requested a reduction of direct patient care hours in medical-surgical
- Requested a reduction of direct patient care hours in health-psychiatric nursing
- Requested a reduction of direct patient care hours in obstetrics
- Requested a reduction of direct patient care hours in pediatrics
- Other (describe): \_\_\_\_\_

45. Identify the areas where simulation activities are used to achieve objectives/learning outcomes.

*(Check all that apply.)*

- Preparation for direct clinical patient care
- Psychomotor/procedural skills (i.e., IV insertion, N/G tube insertion, medication administration)
- Communication/crucial conversations
- Critical thinking/decision making/managing priorities of care
- Application of nursing knowledge/use of the nursing process
- Patient safety/Staff safety and Quality of care
- Leadership/Delegation/Role clarification
- Management of Legal/Ethical situations
- Teamwork/Inter-professional collaboration
- Manage high risk, low volume care and emergency situations
- Guaranteed exposure to critical content areas not available in the direct care setting
- Other: \_\_\_\_\_

46. Does the program collect annual data (quantitative and/or qualitative measures) that shows the impact of simulation learning activities on annual NCLEX pass rates year to year?

Yes  No *(If no, skip to question 47.) If yes, describe measures used:*

a) Quantitative measures used to show impact of simulation learning activities on annual NCLEX pass rates year to year: \_\_\_\_\_

b) Qualitative measures used to show impact of simulation learning activities on annual NCLEX pass rates year to year: \_\_\_\_\_



47. Is every simulation session evaluated by students using standardized, nationally recognized, simulation evaluation tools to measure simulation effectiveness?

a)  Yes  No (if no, skip to question 47.b) If yes, name the tools used to assess/evaluate simulation effectiveness in each course throughout the program: \_\_\_\_\_

b) If no, describe how the program assesses/evaluates simulation effectiveness in each course throughout the program

48. In 2022-2023, please indicated what type of simulation was used for each type of course. (Check all that apply.)

Course Description	None in this course	Manikin-based	Computer based scenarios (i.e., software programs)	Role Play	Standardized/embedded participants	Task trainers	Virtual simulations (i.e., via Zoom)	Other (describe)
Fundamentals								
Medical/surgical								
Obstetrics								
Geriatrics								
Psychiatry/mental health								
Pediatrics								
Leadership/management								
Other (describe _____)								

49. In the next 12 months, do you plan to increase staff dedicated to administering clinical simulation for your BSN program?

Yes  No

**CLINICAL SPACE**

50. Were you denied a clinical placement, unit, or shift at a hospital in 2022-2023 that you had the previous year?

Yes  No (If no, skip to question 51.)

a) Were you offered an alternative at that hospital that differed from the placement, unit, or shift you had the previous year?

Yes  No

b) How many hospital placements, units, or shifts did you lose in 2022-2023? Only include placements for which you did not accept alternate placements at the same hospital.

Placements, units, or shifts \_\_\_\_\_

c) If you were denied a clinical placement, unit, or shift in 2022-2023, what were the reasons given? (Check all that apply.)

- No longer accepting ADN students
- Nurse residency programs
- Clinical facility seeking magnet status
- More nursing students in the region have increased competition for clinical space
- Displaced by another program
- Closure or partial closure of clinical facility
- Change in facility ownership/management
- Implementation of electronic health records
- Visit from the Joint Commission or other accrediting agency
- The facility began charging a fee for the placement and your program would not pay
- Decrease in patient census due to COVID-19
- Decrease in patient census due to other reasons
- Staff nurse overload or insufficient qualified staff due to COVID-19
- Staff nurse overload or insufficient qualified staff due to other reasons
- Lack of PPE due to COVID-19
- Change in site infection control protocols due to COVID-19
- Site closure or decreased services due to COVID-19
- Other clinical facility business needs/changes in policy
- Other: \_\_\_\_\_

d) In which areas did you lose a clinical placement, unit, or shift in 2022-2023? (Check all that apply.)

- Medical/surgical
- Obstetrics
- Pediatrics
- Psychiatry/Mental Health
- Geriatrics
- Critical Care
- Community Health
- Preceptorships
- Other (Describe: \_\_\_\_\_)

e) How many students were affected by this loss of clinical placement(s), unit(s), or shift(s)?

Number of students \_\_\_\_\_

f) Which of the following strategies did you use to cover the loss of clinical placements, units, or shifts? (Check all that apply.)

- Replaced with a different unit or shift within the same clinical placement site
- Replaced with a unit or shift at a different clinical placement site that is currently being used by the nursing program
- Added (or replaced with) a new clinical placement, unit and/or shift not previously used by the nursing program.
- Clinical simulation
- Reduced the number of students admitted to the program
- Other: \_\_\_\_\_

51. Are there fewer BSN students allowed for any clinical placement, unit or shift in 2022-2023 than there were in the previous year?

- Yes  No

52. Between August 1, 2022 and July 31, 2023, were you asked to provide financial support to secure clinical placements? Do not include fees for training or student orientation.

- Yes  No

53. Did you increase out-of-hospital clinical placements in the last year (2022-2023)?

- Yes  No (If no, skip to question 54.)

a) If yes, in which of the following alternative sites (other than acute care hospital) were students placed? (Check all that apply.)

- Skilled nursing/rehabilitation facility
- Home health agency/home health service
- Medical practice, clinic, physician office
- Surgery center/ambulatory care center
- Urgent care, not hospital-based
- Public health or community health agency
- Outpatient mental health/substance abuse
- Occupational health or employee health service
- Renal dialysis unit
- Correctional facility, prison, or jail
- Hospice
- School health service (K-12 or college)
- Case management/disease management
- Other: \_\_\_\_\_

54. What is the average total value of student loans per nursing graduate, upon graduation? This data may be available from your campus financial aid office.

\$ \_\_\_\_\_

a) What is the annual in-state tuition and fees for your program?

\$ \_\_\_\_\_

b) What is annual cost of attendance for your program, not including room and board?

\$ \_\_\_\_\_

**SATELLITE PROGRAMS**

55. Does your BSN program have at least one prelicensure registered nursing student at a satellite/alternate campus that is located in a different county than your home campus? Only respond “yes” if the satellite/alternate campus is in a different county than your home campus. The campus must be located in California and approved by the BRN as an alternate/secondary location.

Yes  No (If no, skip to the next applicable section.)

a) If yes, list the different counties in which you have at least one satellite campus, the number of BSN students enrolled between 8/1/22 and 7/31/23, the number graduating between 8/1/22 and 7/31/23, and the projected enrollments for the 2023-2024 and 2024-2025 academic years.

For **new BSN enrollments**, include **all** students new to the program, including generic, accelerated track, advanced placement, LVN to BSN, transfer, and 30-unit option students. Do **not** count readmitted students.

For **BSN completions**, include generic, advanced placement, LVN to BSN, transfer, 30-unit option, accelerated track, and readmitted students. Also include students who completed the program behind schedule.

County/Campus	# Of new BSN student enrollments	# Of BSN completions	Projected BSN enrollments 2023-2024	Projected BSN enrollments 2024-2025
Main Campus				
<b>Total</b>				