

ENTRY LEVEL MASTER'S (ELM) PROGRAM SURVEY

This section of the survey pertains to all students in your **Entry Level Master's (ELM) Program** between *August 1, 2022 and July 31, 2023*. 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**.

****Important Note:** Please include information about **both** the prelicensure and post-licensure segments of your ELM program in this section. Do **not** report about your ELM program students in the post-licensure section of this survey. *If your program does not have designated pre and post licensure segments (i.e., your students do not qualify for licensure until they complete the entire ELM program), report all students as prelicensure where separate responses are requested and leave post-licensure response sections blank.*

PROGRAM DETAILS

1. Which of the following nursing program accreditations does your ELM degree program have? (Check all that apply.) (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. 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

3. How many admission spaces for the first ELM nursing course were **available** between 8/1/22 and 7/31/23?

_____ Admission spaces available

4. How many total applications were received for the first ELM 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:

Status of ELM Applications	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)?	

5. 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 (TEAS, SAT, ACT, GRE)
- 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 1: _____

Other 2: _____

Other 3: _____

6. What method(s) do you use to select ELM 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: _____

7. Do you maintain an ongoing waiting list?

Yes No

8. On **October 15, 2023** how many qualified applicants for the first ELM 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.

_____ 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?

_____ quarters/semester

ENROLLMENTS

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

_____ new student enrollments

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

_____ 30-unit option students

11. Please provide a breakdown of all **new** student enrollments in your ELM 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, transfer and 30-unit option students. Do not count 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.

RACE AND ETHNICITY	<u>Enrollments</u>
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	

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

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

12. 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 13.)

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): _____

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

a) 2023-2024: _____

b) 2024-2025: _____

CENSUS

14. **Census Data:** On **October 15, 2023**, how many total students (new and continuing) were enrolled in the ELM program (this includes transfer, readmitted, 30-unit option and accelerated track students)? *If your program does not have designated pre and post licensure segments (i.e., your students do not qualify for licensure until they complete the entire ELM program), report all students as prelicensure and leave post-licensure response sections blank.*

Students in Prelicensure Segment _____

Students in Postlicensure Segment _____

BARRIERS TO EXPANSION

15. Which of the following are barriers to the expansion of your ELM 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.*)

- 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: _____
- None

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 **both** to those students who *completed* the prelicensure and post-licensure segments of the ELM program between *August 1, 2022 and July 31, 2023* unless otherwise noted.

If your program does not have designated pre and post licensure segments (i.e., your students do not qualify for licensure until they complete the entire ELM program), report all students as prelicensure and leave post-licensure response sections blank.

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**.

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

*If your program does not have designated pre- and post-licensure segments (i.e., your students do not qualify for licensure until they complete the entire ELM program), report **all students as prelicensure** and leave post-licensure response sections **blank**.*

_____ Total number of students who completed the **prelicensure** segment of the program

_____ Total number of students who completed the **postlicensure** portion of the program

For questions 17.a and 17.b, if you are reporting all student completions as prelicensure because your program does not have designated pre and post-licensure segments, report those students in these questions. If you are reporting student completions separately for pre- and post-licensure segments then only report students completing the post-licensure segment in these questions.

- a. Please provide the total number of students that completed the entire ELM program at your school in each of the following program areas in the specified period (8/1/22 and 7/31/23). If a student completed two nursing tracks at your school (i.e., dual track in CNS and NP) in the specified period, count that student in both of the programs listed.

The sum of students in these categories may not equal the total reported in question 17 above.

_____ Nursing Administration/Leadership/Health Systems

_____ Clinical Nurse Specialist

_____ Nurse Practitioner

_____ Clinical Nurse Leader

_____ Case Management

_____ Other: _____

- b. Please provide the number of **students that completed the entire** portion of the ELM program in each of the following **Nurse Practitioner specialties** between 8/1/22 and 7/31/23. Count each student only once.

The total number of students you report here should equal the number of nurse practitioner students you reported in question 16.a.

_____ Individual/Family

_____ Adult/Gerontology (acute)

_____ Adult/Gerontology (primary)

_____ Pediatrics (acute)

_____ Pediatrics (primary)

_____ Neonatal

_____ Women's Health/Gender Related

_____ Psychiatric/Mental Health

_____ Other _____

_____ **Total number of students that completed Nurse Practitioner Specialties**

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

_____ 30-unit option students

18. Does the ELM program operate on semesters or quarters?

Semester Quarters

- a) How many weeks is your semester/quarter?

_____ weeks

19. How many semesters or quarters does it normally take full-time students to complete the entire ELM program? *(If you offer different tracks that complete in different time periods, please respond for your shortest and longest tracks, if only one track is offered, answer the same for minimum/maximum).*

_____ Minimum (shortest) # of semesters/quarters

_____ Maximum (longest) # of semesters/quarters

20. Please provide the race and ethnicity, gender and age for **all** students who completed the ELM program between 8/1/22 and 7/31/23. Include generic, transfer, and readmitted students. Also include students who completed the program behind schedule. 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. *The total number(s) of students you report in this question should equal the number(s) you reported in question 16. If your program does not have designated pre and post licensure segments (i.e., your students do not qualify for licensure until they complete the entire ELM program), report all students as prelicensure and leave post-licensure response sections blank.*

RACE AND ETHNICITY	<u>Prelicensure Segment</u>	<u>Postlicensure Segment</u>
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		

GENDER	<u>Prelicensure Segment</u>	<u>Postlicensure Segment</u>
Male		
Female		
Other gender		
Unknown gender		

AGE	<u>Prelicensure Segment</u>	<u>Postlicensure Segment</u>
17-20 years		
21-25 years		
26-30 years		
31-40 years		
41-50 years		
51-60 years		

61 years and older		
Unknown age		

21. How many of **all** students who completed the ELM program between 8/1/22 and 7/31/23 were approved for at least one accommodation for a disability? *(If 0, skip to question 22.)*

_____ Total number of students approved for accommodation

a. 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. The sum of all modifications reported may not equal the total number of individual students who have declared a disability.)*

_____ 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: _____

22. For students who completed the ELM 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 in each column should equal 100%.

If your program does not have designated pre and post licensure segments (i.e., your students do not qualify for licensure until they complete the entire ELM program), report all students as prelicensure and complete the post-licensure response as 100% Not Applicable.

Employment Settings	% Prelicensure Segment	% Postlicensure Segment
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 (paid)		
Participating in a new graduate residency (unpaid)		
Unable to find employment in nursing		
Not yet licensed		
Other		
Unknown		
Not Applicable		
TOTAL	100%	100%

23. Please answer the following questions for the student cohorts that were scheduled upon enrollment to complete **the prelicensure segment** (do not include students in the post-licensure segment) between *August 1, 2022 and July 31, 2023*. If there were several cohorts of students who were scheduled on admission to complete the prelicensure portion of the program during the time 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). *If your program does not have designated pre and post licensure segments (i.e., your students do not qualify for licensure until they complete the entire ELM program), report all students here as prelicensure segment completions.* 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.

Only include generic and accelerated track ELM students. Do **not** include LVN to ELM, transfer, 30-unit option, or readmitted students.

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

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

	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 prelicensure segment of the program									

Of these students, how many	Native American	Asian	African-American	Filipino	Hispanic	White	Other / multi-racial	Unknown race	All Students
Completed the prelicensure segment of the program <u>on schedule</u> ?									
<u>Withdrew</u> from the prelicensure segment of the program?									
Were <u>dismissed</u> from the prelicensure segment of program?									
Are <u>still enrolled</u> in the prelicensure segment of the program?									

24. How many ELM 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?									

NCLEX DATA FOR ACCELERATED TRACK STUDENTS ONLY

If your ELM program does not have accelerated track students, skip to question 27.

25. 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

CLINICAL TRAINING

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

Please answer the following questions for students in the **prelicensure segment** of your ELM program. *If your program does not have designated pre and post licensure segments (i.e., your students do not qualify for licensure until they complete the entire ELM program), report all students as prelicensure.*

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

26. In your ELM 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

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

Describe other: _____

27. In the next 12 months in your ELM 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>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: _____

a) Why are you reducing the number of clinical hours in one or more content areas in your ELM program? (If you are not reducing the overall number of clinical hours in any content area, skip to question 29.)

- 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: _____

28. 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.

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

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

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

Yes No

If YES: please describe: _____

30. 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: _____

31. 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: _____

32. 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: _____

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

Yes No (*If no, skip to question 34.*)

- a) If yes, check all areas that are included in simulation policies and procedures
- Adherence to simulation-related Profession 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

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

Yes No (*If no, please skip to question 34.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: _____
35. 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
36. 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
37. 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 38.*)
- 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: _____

38. 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 39.)

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): _____

39. 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 40.)

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) _____

40. 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: _____

41. 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 42.)

If yes, describe measures used:

a) Quantitative measures: _____

b) Qualitative measures: _____

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

Yes No (If no, skip to question 42.b)

a) If yes, name the tools used _____

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

43. In 2022-2023, please indicated what type of simulation was used for each type of courses.

(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 type of simulation (describe)
Fundamentals								
Medical/surgical								
Obstetrics								
Geriatrics								
Psychiatry/mental health								
Pediatrics								
Leadership/management								
Other type of course (describe _____)								

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

Yes No

CLINICAL SPACE

45. 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 46.)*

a) Were you offered an alternative at that hospital in 2022-2023 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, units or shifts for which you did not accept alternatives for 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, shift or unit in 2022-2023? *(Check all that apply.)*

- Medical/surgical
- Obstetrics
- Pediatrics
- Psychiatry/Mental Health
- Geriatrics
- Critical Care
- Community Health
- Preceptorships
- Other 1 (Describe: _____)
- Other 2 (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, shifts and/or units? *(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: _____

46. Were there fewer ELM students allowed for any clinical placement, unit or shift in 2022-2023 than there were in the previous year?

Yes No

47. 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

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

Yes No (If no, skip to question 49.)

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: _____

49. Does your ELM program have distinct pre- and post-licensure segments (i.e., at some point during the program students are eligible to take the licensing examination prior to completing the ELM program/degree)?

Yes No

a) How many semesters or quarters does it normally take full-time students to complete the prelicensure segment of the ELM program (when they are eligible to take the licensure examination)? If your program does not have designated pre and post licensure segments, i.e., your students do not qualify for licensure until they complete the entire ELM program, report time frames here. (If you offer different tracks that complete in different time periods, please respond for your shortest and longest tracks).

_____ Minimum (shortest) # of semesters/quarters

_____ Maximum (longest) # of semesters/quarters

- b) How many semesters or quarters does it normally take full-time students to complete the post-licensure segment of the ELM program? If your program does not have designated pre and post licensure segments, i.e., your students do not qualify for licensure until they complete the entire ELM program, report time frames in the previous question as prelicensure segment and leave this post-licensure segment response blank. (If you offer different tracks that complete in different time periods, please respond for your shortest and longest tracks).

_____ Minimum (shortest) # of semesters/quarters

_____ Maximum (longest) # of semesters/quarters

- c) Do you offer a degree option for students who opt-out of the program upon completion of the prelicensure segment of the program and are eligible to take the licensing examination?

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

i. If yes, what is the degree? _____

50. 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?

\$ _____

51. Please provide any additional information/comment(s) about your ELM program that you feel is important:

SATELLITE PROGRAMS

52. Does your ELM 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 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 2023-2025 and 2024-2025 academic years.

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

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

*If your program does not have designated pre- and post-licensure segments (i.e., your students do not qualify for licensure until they complete the entire ELM program), report **all students as prelicensure** and leave post-licensure response sections **blank**.*

County/Campus	# Of new student enrollments	Prelicensure segment completions	Post-licensure segment completions	ELM projected enrollments 2023-2024	ELM projected enrollments 2024-2025
Main Campus					
Total					

53. Please provide any additional information/comments about your ELM program that you feel is important:
