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, 2020 and July 31, 2021. 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 pre-licensure 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 pre-licensure 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.
     - ACEN (Accreditation Commission for Education in Nursing)
     - CNEA (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 8/1/20 and 7/31/21?
   - _________ Admission spaces available
4. How many total applications were received for the first ELM nursing course from **8/1/20 to 7/31/21**? 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.)

<table>
<thead>
<tr>
<th>a) Total number of applications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of these applications, how many were:</td>
</tr>
<tr>
<td>b) <strong>Screened</strong>?</td>
</tr>
<tr>
<td>c) Qualified?</td>
</tr>
<tr>
<td>d) 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)?</td>
</tr>
</tbody>
</table>

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, 2021** 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 **8/1/20 and 7/31/21**. 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 **8/1/20 and 7/31/21** are 30-unit option students?
    ________ 30-unit option students

11. Of all the new students that enrolled in your ELM program between **8/1/20 and 7/31/21**, how many declared they are military veterans? (If 0, skip to question 11b.)
    ________ declared military veterans
a. Of these military veterans, how many have:
   i. Have prior health occupations training and/or experience? ________
   ii. Entered the program with an LVN license? ________
   iii. Entered the program as advanced placement?

b. Which of the following special considerations does your program offer for the admission of military veterans? *(Check all that apply.)*
   - □ No special consideration for admission
   - □ Priority admission
   - □ Credit for pre-requisites and fundamentals for military medic or corpsman experience
   - □ Credit for equivalent courses or transfer credits
   - □ Review of individual transcripts
   - □ Other: ____________________________________________________________

c. Which of the following special options, tracks or services does your program offer for military veterans? *(Check all that apply.)*
   - □ No special options, tracks or services offered
   - □ NCLEX support course specifically for veterans
   - □ Medic/LVN to RN program
   - □ Offering challenge exams, if the veteran has an LVN license
   - □ Offering challenge exams, regardless of LVN licensure
   - □ Counseling
   - □ Other: ____________________________________________________________
12. Please provide a breakdown of all **new** student enrollments in your ELM program between **8/1/20** and **7/31/21** 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 ethnic, gender or age distribution of your students, enter the appropriate number of students into the unknown field.

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African-American</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
</tr>
<tr>
<td><strong>South Asian (e.g., Indian, Pakistani, etc.)</strong></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td></td>
</tr>
<tr>
<td><strong>Other Asian</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Other Pacific Islander</strong></td>
<td></td>
</tr>
<tr>
<td>White/Caucasian</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
</tr>
<tr>
<td>Mixed race</td>
<td></td>
</tr>
<tr>
<td>Other race</td>
<td></td>
</tr>
<tr>
<td>Unknown race</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENDER</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>Other gender</td>
<td></td>
</tr>
<tr>
<td>Unknown gender</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGE</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-20 years</td>
<td></td>
</tr>
<tr>
<td>21-25 years</td>
<td></td>
</tr>
<tr>
<td>26-30 years</td>
<td></td>
</tr>
<tr>
<td>31-40 years</td>
<td></td>
</tr>
<tr>
<td>41-50 years</td>
<td></td>
</tr>
<tr>
<td>51-60 years</td>
<td></td>
</tr>
<tr>
<td>61 years and older</td>
<td></td>
</tr>
<tr>
<td>Unknown age</td>
<td></td>
</tr>
</tbody>
</table>
13. Did you enroll fewer students to your program between 8/1/20 and 7/31/21 than the previous year?
   ○ Yes  ○ No  ○ Not Applicable  (If no, skip to question 14.)
   
a. If yes, why did you enroll fewer 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 8/1/20 and 7/31/21 because to the pandemic
   □ Decreased an admission cohort that was scheduled to begin between 8/1/20 and 7/31/21 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): ___________________________________________________________

14. What do you expect your new student enrollment to be in the following academic years?
   a) 2021-2022: _______
   b) 2022-2023: _______
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
   - [x] Uncertainty and challenges related to COVID pandemic
   - [ ] Other 1: ________________________________________________________________
   - [ ] Other 2: ________________________________________________________________
   - [ ] Other 3: ________________________________________________________________

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 pre-licensure and post-licensure segments of the ELM program between August 1, 2020 and July 31, 2021 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 pre-licensure 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 8/1/20 and 7/31/21. 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 pre-licensure and leave post-licensure response sections blank.

_______ Total number of students who completed the pre-licensure segment of the program
_______ Total number of students who completed the post-licensure portion of the program

For questions 16.a and 16.b, if you are reporting all student completions as pre-licensure 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 (8/1/20 and 7/31/21). 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 14 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 8/1/20 and 7/31/21. 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 8/1/20 and 7/31/21 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 ethnicity, gender and age for all students who completed the ELM program between 8/1/20 and 7/31/21. Include generic, transfer, and readmitted students. Also include students who completed the program behind schedule. If you do not know the 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 17. 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 pre-licensure and leave post-licensure response sections blank.

<table>
<thead>
<tr>
<th></th>
<th>Pre-Licensure Segment</th>
<th>Post-Licensure Segment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of student completions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETHNICITY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black/African-American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Asian (e.g., Indian, Pakistani, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Asian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White/Caucasian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mixed race</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other race</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown race</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GENDER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-20 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-25 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26-30 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-40 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41-50 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>51-60 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>61 years and older</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown age</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
21. How many of all students who completed the ELM program between 8/1/20 and 7/31/21 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 courseload
_______ Transportation/mobility assistance and services/parking
_______ Service animals
_______ Other: _____________________________________________________________
22. For students who completed the ELM program between 8/1/20 and 7/31/21, 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, 2021. 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 pre-licensure and complete the post-licensure response as 100% Not Applicable.

<table>
<thead>
<tr>
<th>Segment</th>
<th>% Pre-Licensure Segment</th>
<th>% Post-Licensure Segment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long-term care facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community/public health facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other healthcare facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pursuing additional nursing education in lieu of employment (i.e., BSN, MSN, PhD, DNP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating in a new graduate residency (paid)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating in a new graduate residency (unpaid)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unable to find employment in nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not yet licensed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
23. Please answer the following questions for the student cohorts that were scheduled upon enrollment to complete the pre-licensure segment (do not include students in the post-licensure segment) between August 1, 2020 and July 31, 2021. If there were several cohorts of students who were scheduled on admission to complete the pre-licensure 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 pre-licensure segment completions.

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+withdrawn+dismissed+still enrolled
Completion rate=completed/scheduled to complete
Attrition rate=withdrawn+dismissed/scheduled to complete

<table>
<thead>
<tr>
<th>ELM Students</th>
<th>Native American</th>
<th>Asian</th>
<th>African-American</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>White</th>
<th>Other / multi-racial</th>
<th>Unknown race</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students scheduled on admission to complete the pre-licensure segment of the program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Of these students, how many</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed the pre-licensure segment of the program on schedule?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Withdrew from the pre-licensure segment of the program?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were dismissed from the pre-licensure segment of program?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are still enrolled in the pre-licensure segment of the program?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
24. How many ELM students completed the program between 8/1/20 and 7/31/21 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, 2020 and July 31, 2021.

<table>
<thead>
<tr>
<th>ELM Students</th>
<th>Native American</th>
<th>Asian</th>
<th>African-American</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>White</th>
<th>Other / multi-racial</th>
<th>Unknown race</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students completing the program behind schedule?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NCLEX DATA FOR ACCELERATED TRACK STUDENTS ONLY**

*If your ELM program does not have accelerated track students, skip to question 26.*

<table>
<thead>
<tr>
<th>Total</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>25. How many students in the accelerated track took the NCLEX for the first time between July 1, 2020 and June 30, 2021?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Of these accelerated track students, how many passed the NCLEX on their first attempt?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 pre-licensure 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 pre-licensure.

Please answer the following questions about clinical training in the ELM program for the period from August 1, 2020 to July 31, 2021.

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. 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

<table>
<thead>
<tr>
<th>Content Area</th>
<th></th>
<th>Clinical Practice with Real Patients</th>
<th>Clinical Observation</th>
<th>Skills Labs</th>
<th>Clinical Simulation</th>
<th>Total Clinical Training Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inpatient</td>
<td>Outpatient</td>
<td>Telehealth</td>
<td>Inpatient</td>
<td>Outpatient</td>
<td>Telehealth</td>
</tr>
<tr>
<td>Fundamentals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical/ surgical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obstetrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pediatrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geriatrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychiatry/ mental health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership/ management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Last Revised 10/05/2021
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?**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Type of Clinical Experience</th>
<th>Clinical Practice with Real Patients</th>
<th>Clinical Observation</th>
<th>Skills Labs</th>
<th>Clinical Simulation</th>
<th>Total Clinical Training Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Inpatient</td>
<td>Outpatient</td>
<td>Telehealth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamentals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical/ surgical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obstetrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pediatrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geriatrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychiatry/ mental health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership/ management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 28.)*

- [ ] 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 8/1/20 and 7/31/21?
   ○ Yes   ○ No   (If no, skip to question 44.)
   
   a. IF YES: During the 2020-21 academic year, due to COVID 19, did you change the way your 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.)*

<table>
<thead>
<tr>
<th>% of total funding received</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Your college/university operating budget</td>
<td></td>
</tr>
<tr>
<td>Industry (i.e., hospitals, health systems)</td>
<td></td>
</tr>
<tr>
<td>Foundations, private donors</td>
<td></td>
</tr>
<tr>
<td>Government (i.e., federal/state grants, Chancellor’s Office, Federal Workforce Investment Act)</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

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 25% of clinical hours for simulation/skills labs per the regulations (CCR 1426 (g) (2) and 1420 (e))? (If yes, skip to question 38.)
   ○ Yes  ○ No

   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 expand your use of simulation to leverage the flexibility provided in the BRN waiver of restrictions on nursing student clinical hours (DCA Waiver DCA 20-03) related to COVID-19 in the 2020-2021 academic year? (If yes, skip to question 39.)
   ○ Yes  ○ No
a) If no, why not? *(Check all that apply.)*

- 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
- Courses disrupted by COVID-19 did not fall under waiver provisions
- Other (describe): __________________________________________

39. 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: ___________________________________________________________________

40. 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 41.)*

If yes, describe measures used:

a) Quantitative measures: __________________________________________

b) Qualitative measures: __________________________________________

41. 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.)*

a) If Yes, name the tools used __________________________________________
b) If No, describe how the program assesses/evaluates simulation effectiveness in each course throughout the program

42. In 2020-2021, please indicated what type of simulation was used for each type of courses. 
(Check all that apply.)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>None in this course</th>
<th>Manikin-based</th>
<th>Computer based scenarios (i.e., software programs)</th>
<th>Role Play</th>
<th>Standardized/ embedded participants</th>
<th>Task trainers</th>
<th>Virtual simulations (i.e., via Zoom)</th>
<th>Other type of simulation (describe)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical/surgical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obstetrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geriatrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychiatry/mental health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pediatrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership/management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other type of course (describe ___________)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

☐ Yes ☐ No

CLINICAL SPACE

44. Were you denied a clinical placement, unit or shift at a hospital in 2020-2021 that you had the previous year?

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

a) Were you offered an alternative at that hospital in 2020-2021 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 2020-2021? 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 2020-2021, 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 2020-2021? (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 ____________________
45. Were there fewer ELM students allowed for any clinical placement, unit or shift in 2020-2021 than there were in the previous year?
- Yes
- No

46. Between August 1, 2020 and July 31, 2021, were you asked to provide financial support to secure clinical placements? Do not include fees for training or student orientation.
- Yes
- No

47. Did you increase out-of-hospital clinical placements in the last year (2020-2021)?
- Yes
- No (If no, skip to question 48.)

   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: ________________________________

   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: ________________________________
48. 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 semester or quarters does it normally take full-time students to complete the pre-licensure 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 semester 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 pre-licensure 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 pre-licensure 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? ________________________________

49. 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.

   $_______

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

   __________________________________________________________________________

   __________________________________________________________________________