

**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

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**AGENDA ITEM: 7.1**  
**DATE: November 10, 2016**

**ACTION REQUESTED:** Vote On Whether To Ratify Minor Curriculum Revision and Acknowledge Receipt Of Program Progress Report

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

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

Minor Curriculum revisions include the following categories:

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

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

- 7.1.1 California State University, Fullerton Baccalaureate Degree Nursing Program
- 7.1.2 Charles R. Drew University of Medicine and Science, Mervyn M. Dymally School of Nursing Entry Level Master's Degree Nursing Program
- 7.1.3 Loma Linda University Baccalaureate Degree Nursing Program
- 7.1.4 Mount Saint Mary's University, Los Angeles Baccalaureate Degree Nursing Program
- 7.1.5 Simpson University Baccalaureate Degree Nursing Program
- 7.1.6 The Valley Foundation School of Nursing at San Jose State University Baccalaureate Degree Nursing Program
- 7.1.7 University of California, Davis Betty Irene Moore School of Nursing Entry Level Master's Degree Nursing Program
- 7.1.8 University of California, San Francisco Entry Level Master's Degree Nursing Program
- 7.1.9 University of San Francisco Baccalaureate Degree Nursing Program
- 7.1.10 University of San Francisco Entry Level Master's Degree Nursing Program
- 7.1.11 Carrington College LVN to RN Associate Degree Nursing Program
- 7.1.12 College of the Canyons Associate Degree Nursing Program
- 7.1.13 Evergreen Valley College Associate Degree Nursing Program
- 7.1.14 Los Angeles Harbor College Associate Degree Nursing Program
- 7.1.15 Mendocino College Associate Degree Nursing Program
- 7.1.16 Modesto Junior College Associate Degree Nursing Program
- 7.1.17 Monterey Peninsula College Associate Degree Nursing Program
- 7.1.18 Porterville College Associate Degree Nursing Program
- 7.1.19 San Joaquin Delta College Associate Degree Nursing Program
- 7.1.20 West Hills College Lemoore Associate Degree Nursing Program
- 7.1.21 University of San Francisco Nurse Practitioner Program
- 7.1.22 University of California, Los Angeles Nurse Practitioner Program

**Acknowledge Receipt of Program Progress Report:**

- 7.1.23 Charles R. Drew University of Medicine and Science, Mervyn M. Dymally School of Nursing Entry Level Master's Degree Nursing Program
- 7.1.24 Napa Valley College Associate Degree Nursing Program

**NEXT STEP:** Place on Board agenda.

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

## MINOR CURRICULUM REVISIONS

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SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
California State University, Fullerton Baccalaureate Degree Nursing Program	L. Moody	08/15/2016	To comply with the Chancellor's Office Directive, the program has reviewed their curriculum across all courses and identified/eliminated redundancies of content to allow for the following course unit revisions with no change to course description or objectives: Reduce prerequisite Chem 200 from 5 units to 4; Reduce N324 Cultural Diversity from 2 units to 1; Eliminate 3 unit N400 Professional Dimensions of Nursing which was the same content as N322 Concepts of Professional Nursing; Add 1 unit to N411 Complex Management of Adult and Older Adult (2 units to 3) to enhance learning time; N404L Mental Health Lab from 3 units to 2; N4005L Management of M/S Adults & Older Adults from 4 units to 3; N412L Preceptorship from 4 units to 3 with name changed to Capstone Clinical. The unit changes also allowed for addition of N322 Concepts in Professional Nursing to be added to the LVN 30-Unit Option. These changes to units resulted in a net reduction of 7 units to bring the graduation total to 120 with the nursing curriculum continuing to meet BRN requirements.
Charles R. Drew University of Medicine and Science, Mervyn M. Dymally School of Nursing Entry Level Master's Degree Nursing Program	L. Shainian	07/22/2016	The program submitted a minor curriculum revision to move NUR542 NCLEX Preparation course (1unit) from Year2/Semester1 to Year2/Semester2 in order to align the course for when students are completing the final semester of the prelicensure curriculum and preparing for NCLEX. TCP updated. No change to CRL. No change in total program units.
Loma Linda University Baccalaureate Degree Nursing Program	B. Caraway	08/02/2016	Program submitted change in the NRS 316 course--The Nursing Role in Health Promotion. This is a four (4) units course with 1 unit clinical and 3 units of theory. The 3 units of theory are composed of 2 units lecture and 1 unit seminar. The 1 unit clinical remained the same; the method of delivery for 3 units of theory has been changed from 2 units lecture and 1 unit seminar to 3 units of lecture and no seminar. This change was done to incorporate more evidence based content and team-based teaching approach. This course change has no impact on the total program units. This change will be implemented beginning fall 2016.
Mount Saint Mary's University, Los Angeles Baccalaureate	L. Chouinard	07/21/2016	Traditional BSN track: Decrease 0.5 units from Nursing Theory Units and Increase 0.5 from Nursing Clinical Units. Remove the medical/surgical designation from NUR57 Fundamental Nursing/Skills Lab. Elimination of

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Degree Nursing Program			<p>NUR10 (0.5 units) from the approved program. Increase NUR186 by 0.5 units from 4.5 units to 5 units. This unit change in NUR186 affected the LVN to RN 30 unit option and increased the total from 26 units to 26.5 units. This minor curriculum change will be implemented in the August 2016 cohort. This did not affect the total number of units for the nursing program or degree requirements.</p> <p>Accelerated BSN track: Decrease the Nursing Units from 44.5 to 42.5 (-2 units). Nursing Theory Units decreased from 26.5 to 25.5 (-1 unit) and Nursing Clinical Units decreased from 18 to 17 (-1 Unit). Therefore the Total Units for Licensure decreased by 2 units. Other degree requirements increased from 48.5 to 50.5 (+2 units). So there is no change in the total units for graduation and it remains at 127 units. NUR14 Pharm 2 was moved from Semester 2 to Semester 1. Remove the medical/surgical designation from NUR56 Patho and NUR57 Fundamentals Nursing/Skills Lab. NUR170 changed units from 4 to 3.5 (-0.5), NUR186 changed units from 4.5 to 4 (-0.5), NUR187 changed from 3.5 to 4 (+0.5). Elimination of NUR10 (-1.0) from the approved program. This did not affect the total number of units for degree requirements.</p>
Simpson University Baccalaureate Degree Nursing Program	K. Daugherty	08/31/2016	Currently approved CRL form revised to ensure N4320 Community Health consistently listed as an “other degree” requirement course on the form not as CRL. No other changes.
The Valley Foundation School of Nursing at San Jose State University (TVFSON) Baccalaureate Degree Nursing Program	C. Velas	09/08/2016	The faculty at TVFSON have reviewed, revised, and made minor changes to the Mission and Vision Statements for the Baccalaureate Program. These changes do not affect the organizing framework of the curriculum.
University of California, Davis Betty Irene Moore School of Nursing Entry Level Master’s Degree Nursing Program	K. Daugherty	08/12/2016	MEPN theory and clinical course syllabi templates modified to provide additional clarity about program resources, expectations and policies. The General NHSL and MEPN student handbooks (HB) were similarly refined/revised and a new section on clinical education was created with several appendices to clearly outline “chain of command communication” and support, fair and just culture, and classroom principles of mutual respect and humility as

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			well as more specific MEPN clinical guidelines. The Graduate Advisors Handbook was renamed as the Advising and Mentoring HB and includes MEPN students and outlines the MEPN “homeroom” advising sessions and discussion topics. The requisite CCNE “substantive change” notification was submitted as outlined in the initial program approval documents.
University of California, San Francisco Entry Level Master’s Degree Nursing Program	S. Ward	09/02/2016	N 150A Community Health Nursing clinical course is reduced from (4.5) to (3) quarter units (90) hours. This course is used to meet clinical requirements for public health nursing course content.
University of San Francisco Baccalaureate Degree Nursing Program	S. Ward	07/26/2016	BRN curriculum forms were developed for the existing alternate BSN curriculum pattern option. Four courses (N222, N272, N471, N478) were renamed. Curriculum plan forms were updated to more specifically reflect course content. Additional courses have been added to meet communication course content.
University of San Francisco Entry Level Master’s Degree Nursing Program	S. Ward	07/26/2016	Course titles for N610 and N622 were revised. Developmental Psychology (3) units and Nutrition (2) units were deleted as separate courses. Integration and Evaluation of Leadership Role was corrected as a (1) unit post-licensure course. Curriculum plan forms were updated to more specifically reflect course content.
Carrington College LVN to RN Associate Degree Nursing Program	K. Daugherty	08/24/2016	Corrected TCP form calculation errors for RN150 and RN155. RN305 clinical course will be converted from a 135 hours exclusively staff preceptorship experience to a combination of preceptorship and faculty led leadership course for this term and then moved to a faculty led capstone clinical experience due significant and continuing decreases in the number of preceptorships available. Most recently one of the Sacramento regions major health care systems has reduced the availability and number of preceptor slots available to local associate degree nursing programs
College of the Canyons Associate Degree Nursing Program	L.Shainian	07/21/2016	The program submitted a minor curriculum revision for a change in the Math prerequisite from Math 070, 5units(Intermediate Algebra), to Math 060, 5units (Elementary Algebra) based on research that supports how concepts taught in Elementary Algebra improve success in the nursing program. CRL & TCP forms updated. No change in total program units.

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Evergreen Valley College Associate Degree Nursing Program	S. Engle	08/02/2016 (10/21/2015)	The program submitted a copy of the EDP-P-06 Required Curriculum: Content Required for Licensure to update the BRN files approved 10/21/2015. Added Ethnic Studies 020. No change in required curriculum or units.
Los Angeles Harbor College Associate Degree Nursing Program	B. Caraway	07/26/2016	The Los Angeles Community College District recently revised its General Education Plan requirements, which waives Health and Fitness (kinesiology) course from the programs with more than 41 units' degree requirements. The LHC, nursing program qualifies to have the 1-unit Kinesiology requirement waived and submitted curriculum revision to reflect the reduced total units for graduation from 71 to 70 units. The changes were reflected in the revised "Total Curriculum Plan" and the "Required Curriculum: Content Required for Licensure" forms. The revision will be posted in the Student Handbook, College Website and Catalog. The anticipated date of implementation of the new curriculum will be September 1, 2016.
Mendocino College Associate Degree Nursing Program	S. Ward	09/02/2016	Increase of (1) unit in each of the four pharmacology theory courses (Nur 105,115,125,135) so that each is now a (2) unit course in each of the four semesters in the program.
Modesto Junior College Associate Degree Nursing Program	S. Engle	08/31/2016	Combine courses Nurse 276 and Nurse 277 to form Nurse 278 – Nursing Process: Advanced Medical-Surgical (Preceptorship and Leadership). TOTAL UNITS FOR LICENSURE unit reduction from 67.5 units to 65.5 units (changed due to the science division changing the anatomy course from five units to four units and the physiology course from five units to four units). Add two-unit LVN Transition: Role Change Preparation course to LVN 30 UNIT OPTION (management and leadership content) to provide greater preparation for transition into the ADN program. This revision does not exceed the 30 units. These minor changes do not alter philosophy, objectives or content. The Fall 2016 changes were reflected in the revised "Total Curriculum Plan" and the "Required Curriculum: Content Required for Licensure" forms.
Monterey Peninsula College Associate Degree Nursing Program	S. Ward	09/02/2016	Updates were made to the end-of-program and course level student learning outcomes, and to course objectives to align with program philosophy, and to reflect the Quality and Safety in Nursing Education (QSEN) framework.

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			Curriculum forms were edited to add previously existing LVN – RN Transition courses- NURS 65 (3) unit theory, and NURS 65 A (1) unit clinical.
Porterville College Associate Degree Nursing Program	C. Velas	09/08/2016	The faculty at Porterville College have developed a multicriteria screening tool for the admission of students beginning in Fall 2017. The screening tool has been approved by the California Community College Chancellor’s office.
San Joaquin Delta College Associate Degree Nursing Program	K. Daugherty	08/31/2016	CRL form corrected to include HS043 instead of a Anatomy course in the LVN 30 unit option section of the form.
West Hills College Lemoore Associate Degree Nursing Program	L. Moody	08/08/2016	West Hills College Lemoore (WHCL) has signed an agreement with University of Phoenix for a transfer pathway concurrent enrollment program which will allow WHCL nursing students to participate in coursework toward a BSN while completing the ADN program. The concurrent enrollment is optional and does not affect curriculum, units, time for completion or costs related to the WHCL ADN program curriculum.
		08/24/2016	Reduce NURS4L Med/Surg clinical from 2.5 units (135 hours) to 2.0 units (108 hours) and NURS10L Med/Surg clinical from 4.5 units (243 hours) to 4.0 units (216 hours), for a net clinical units reduction of 1 unit. Faculty and program director have audited course content and determined the reduction will not negatively impact the ability to meet learning objectives. The reduction in units will reduce cost and time demands for students, and will allow the program to include utilization of alternative clinical experience settings in ambulatory outpatient facilities. This revision will be implemented in Fall 2017.
University of San Francisco Nurse Practitioner Program	S. Ward	08/26/2016	Implementing changes to the Family Psychiatric Mental Health Nurse Practitioner Program curriculum. Deleted PsyD 725, PsyD730 and PsyD 735 courses, and integrated course content into existing courses. Nurs 760 Psychopharmacology (2 U theory) becomes Psychopharmacology, Psychopathology & Neurobiology (3 U). Added a new (3) unit theory course NURS 768 Applied Psychotherapy Treatment planning.

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<b>SCHOOL NAME</b>	<b>APPROVED BY NEC</b>	<b>DATE APPROVED</b>	<b>SUMMARY OF CHANGES</b>
University of California, Los Angeles Nurse Practitioner Program	C. Velas	09/08/2016	Minor curricular changes have been submitted, reviewed, and forms updated for the Adult/Gerontology Population Occupational and Environmental Health, Adult/Gerontology Primary Care, Adult/Gerontology Acute Care Population, and Family Nurse Practitioner Programs. The Acute Pediatric NP post-master's certificate program has been suspended due to lack of enrollment. Currently, there are no students in this program.

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Charles R. Drew University of Medicine and Science, Mervyn M. Dymally School of Nursing Entry Level Master's Degree Nursing Program	L. Shainian	07/08/2016	07/08/2016 monthly progress report: Total Program Evaluation (TPE) Plan under construction. Program evaluation data for Sp 2016 to be analyzed (due August 5); outside NCLEX Review Consultant providing reviews for students completing prelicensure content, and identifying which candidates are ready to test & which candidates require further review sessions. Cohort 9 (completed prelicensure curriculum May 6, 2016) HESI Exit Exam revealed 9/28 scored high enough to indicate readiness to take NCLEX – all others to review. Cohort 9 currently in 6 <sup>th</sup> semester (CNL) and will graduate August 24th. (Cohort 10 to have started 5 <sup>th</sup> semester on May 16th – last semester of prelicensure curriculum). Organizational chart being updated for Dr. Avila & Dr. Ebere Ume – Dr. Ume approved as Assistant Program Director (has been faculty at CDU since 2012 & previous AD from Sept 2014 – August 2015); updated faculty roster pending to include content experts (due August 5); major curriculum revision template has been drafted & will be forwarded to NEC for review by Aug 5; all faculty participating in faculty development modules; current clinical evaluation tools used in program to be forwarded by Aug 5 for review.
		08/08/2016	08/06/2016 monthly progress report: TPE and analysis of spring program evaluation data (course, faculty, clinical instructor, clinical site, and skills laboratory “In progress”. Cohort 9 participating in NCLEX review focus groups – currently in 6 <sup>th</sup> semester & will graduate August 24. Cohort 10 in 5 <sup>th</sup> semester (last semester of prelicensure) – HESI Exit Exam shows improved scores compared to Cohort 9 with all but 5 reaching readiness score. Plan is for NCLEX consultant to provide additional review in 6 <sup>th</sup> semester. All course syllabi being reviewed for approved content, curriculum threads, objectives, & evaluation methodology. A revised clinical evaluation tool to be leveled. 1 FT faculty hired/approved; adjunct pool to expand – updated faculty roster to be sent. Updated organizational chart shows faculty content experts in the 5 areas and a staff simulation lab specialist. Newly developed 12-week Faculty Development Workshop began July 28 – to run thru November 17, 2016. Plan to submit major curriculum revision Fall 2016 for implementation Fall 2017.
		09/09/2016	08/31/2016 monthly progress report: Analysis of spring program evaluation data not provided in report, however, a Program Evaluation Committee has been created

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			for review of all data and sub-committee work – plans are to meet every other month and at end of academic year. Cohort 9 graduated on 8/24/1610. Reports states that the 9 students in Cohort 9 (previously reported as ready for NCLEX in July 8 report) will participate in remediation along with the reminder of the cohort while they wait for ATT. Cohort 10 (completed 5 <sup>th</sup> semester prelicensure curriculum on August 16) results of HESI Exit Exam showed 22/29 scored high enough to indicate readiness for NCLEX. Report states all will participate in remediation while awaiting ATT. Report explains areas of major curriculum revision that have been developed – to be submitted for implementation Fall 2017. Mapping of curriculum to BRN requirements & NCLEX-RN test plan to ensure coverage of content and identify needed enhancements. Updated faculty roster pending – 4/29/16 list shows 18 faculty: 13 FT/6PT (OB-2, Peds-3PT, PMH-3, Geri-10, MS-12. Adjunct clinical faculty participating in restructured faculty orientation – process to be finalized in December. Revised clinical evaluation tool submitted – needs to be leveled – faculty to finalize.
Napa Valley College Associate Degree Nursing Program	J. Wackerly	09/08/2016	Elsevier Nursing Consultant guided the Napa Valley ADN faculty in their review of the curriculum. Nursing consultant guidance for review and revision of program philosophy, unifying theme, and mission statement; faculty leveled learning objectives through-out the program, with update QSEN and NCLEX-RN Categories of Client Needs test plan and core competencies. Faculty drafted a plan for major curriculum revision based on new mission statement, unifying theme, QSEN and NCLEX test plan. The nursing program plan is to have the revised curriculum to the SNEC for evaluation December 2016. Faculty goal is to have revised and current curriculum ready for implementation Fall 2017.

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**AGENDA ITEM: 7.2**  
**DATE: November 10, 2016**

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

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

**BACKGROUND:** The Education/Licensing Committee met on October 6, 2016 and makes the following recommendations:

- 7.2.1 Continue Approval of Prelicensure Nursing Program
- California State University, East Bay Baccalaureate Degree Nursing Program
  - Dominican University of California Baccalaureate Degree Nursing Program
  - Mount Saint Mary's University, Los Angeles Baccalaureate Degree Nursing Program
  - University of Phoenix at Modesto Baccalaureate Degree Nursing Program
  - Fresno City College Associate Degree Nursing Program
  - San Joaquin Delta College Associate Degree Nursing Program
- 7.2.2 Approve Major Curriculum Revision
- Azusa Pacific University Baccalaureate Degree Nursing Program (curriculum)
  - Azusa Pacific University Entry Level Master's Degree Nursing Program (curriculum)
  - American River College Associate Degree Nursing Program (curriculum)
  - College of the Siskiyous LVN to RN Associate Degree Nursing Program (curriculum)
  - San Joaquin Delta College Associate Degree Nursing Program (enrollment increase)
- 7.2.3 Accept Program Closure
- Holy Names University LVN-BSN Baccalaureate Degree Nursing Program
  - United States University Entry Level Master's Degree Nursing Program

A summary of the above requests and actions is attached.

**NEXT STEPS:** Notify the programs of Board action.

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

## Education/Licensing Committee Recommendations

**The Education/Licensing Committee met on October 6, 2016 and makes the following recommendations:**

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### **7.2.1 CONTINUE APPROVAL OF PRELICENSURE NURSING PROGRAM**

- **California State University, East Bay Baccalaureate Degree Nursing Program.**

**Dr. Lynn Van Hofwegen, Chair of Nursing & Health Sciences Department.**

A regularly scheduled continuing approval visit was conducted March 1-3, 2016 by Nursing Education Consultants Susan Engle and Shelley Ward. There were no findings of noncompliance.

Recommendations were made in three areas: 1424. Administration and Organization of the Nursing Program, 1426.1. Preceptorship, and 1427. Clinical Facilities. The program submitted a progress report that addressed the recommendations. Graduates of the program have the requisite knowledge and skills to pursue graduate study in nursing. California State University East Bay Department of Nursing and Health Sciences collaborates with several Associate Degree Nursing programs to offer an ADN to BSN program.

**ACTION: Continue approval of California State University, East Bay Baccalaureate Degree Nursing Program.**

- **Dominican University of California Baccalaureate Degree Nursing Program.**

**Dr. Andrea Renwanz Boyle, Chair/Professor.**

Dominican University of California Baccalaureate Degree Nursing Program was found to be in first-year non-compliance with CCR 1431 Licensing Examination Pass Rate Standard for 2013-2014 during the regularly scheduled continuing approval visit conducted April 13-15, 2015. The Board placed the program on deferred action to continue approval with progress report required and return to Education Licensing Committee in August 2016. Prior to conducting the regularly scheduled continuing approval visit, the program was notified of non-compliance with CCR 1431. The program conducted a comprehensive program assessment and identified variables contributing to the substandard pass rate. The program's progress report with plan for increasing the pass rate was acknowledged at the March 5, 2015 ELC meeting. The program was found to be in non-compliance with CCR 1431 for the second consecutive year, at the end of 2014/2015. A board approval visit was conducted on March 30, 2016 and it was determined that the program was effectively implementing the corrective action plan. The 2015-2016 NCLEX pass rate is 83.95%. The corrective plan includes a trigger that is immediately implemented if pass rates fall below 85%.

**ACTION: Continue approval of Dominican University of California Baccalaureate Degree Nursing Program.**

- **Mount Saint Mary's University (MSMU), Los Angeles Baccalaureate Degree Nursing Program.**

**Dr. Mary Ann McCarthy, TBSN Program Director, Ms. Mary Sloper, ABSN Program Director Accelerated BSN Program, Dr. Leah Fitzgerald, Dean of Nursing, and Dr. Robert Perrins, Provost/Academic Vice President.**

On February 22nd, 2016 Loretta Chouinard, Nursing Education Consultant and Miyo Minato, Supervising Nursing Education Consultant conducted an approval visit at MSMU Los Angeles Chalon and Doheny campuses Baccalaureate Degree Nursing Program. This visit was done subsequent to the school's first-time pass rate below seventy five percent (75%) for two (2) consecutive academic years. In addition to the non-compliance related to section 1431 Licensing Examination Pass Rate Standard, a second non-compliance for section 1424 (h) Program Administration and Faculty Qualifications with a related section 1424(d) Sufficiency of Resources was identified. One recommendation for 1424(b)(1) Total Program

Evaluation was given. The Board reviewed the report of MSMU-BSN Program at the ELC meeting on May 12, 2016 and recommended to defer action and wait for availability of the full year 2015-16 NCLEX pass rate results before determining whether to continue approval of the program. The Board approved the ELC recommendation on June 16, 2016. BRN results from 2011-2016 five year results show a significant improved annual rate last academic year, 2015-2016 to 74.70% (124 passed/166) from 60.56% (86 passed/142). The corrected pass rate for MSMU-BSN program is 75.16%. MSMU-BSN's progress report received in September addressed areas of noncompliance and recommendation and shows continued effort by the program to implement the corrective action plan reported at the May 2016 ELC, and shows administration's commitment. Continued implementation of the action plan and systematic review of program evaluation plan must continue to sustain the improvement that it has demonstrated between the last two academic years. At this time, the program is in compliance with the Board rules and regulations.

**ACTION: Continue approval of Mount Saint Mary's University, Los Angeles Baccalaureate Degree Nursing Program.**

- **University of Phoenix at Modesto Baccalaureate Degree Nursing Program.**

**Ms. Jennifer Millar, Director/Program Manager, and Ms. Debra Pence, Campus Chair.**

University of Phoenix (UOP) Licensed Vocational Nurse to Bachelor of Science in Nursing (LVN to BSN) Program was found to be in first-year non-compliance with CCR 1431 Licensing Examination Pass Rate Standard for 2013-2014 (68.18%). The program submitted a progress report which identified findings that contributed to the NCLEX pass rate for first time testers to be below 75%. In a letter dated September 17, 2015, Ms. Evans and UOP leadership were notified that the program was in non-compliance with CCR 1431 for the second consecutive year (2014-2015 56.67%). On February 16, 2016, Janette Wackerly, Supervising Nursing Education Consultant and Susan Engle, Nursing Education Consultant conducted a continuing approval visit. The program directors, UOP leadership representatives and the NECs have worked closely to identify gaps. In the progress report for the October 6, 2016 ELC meeting, the program identified five areas that contributed to the substandard NCLEX pass rate. The LVN to BSN UOP program annual pass rate for first time testers has improved and is 76.47% (n=34) for the 2015-16 year. The next continuing approval visit is scheduled for Spring 2017.

**ACTION: Continue approval of University of Phoenix at Modesto Baccalaureate Degree Nursing Program.**

- **Fresno City College Associate Degree Nursing Program.**

**Ms. Stephanie R. Robinson, Program Director and Ms. Pam Vogel, Assistant Director.**

The program has been in defer action to continue approval status per Board action on February 5, 2015, related to non-compliance with CCR Section 1431 Licensing Examination Pass Rate Standard. NCLEX-RN examination pass rates for first time candidates were below 75% in academic years 2013-14 (65.82%), and 2014-15 (67.30%). Progress reports to address the findings were submitted by the program as requested by the Nursing Education Consultant, and were previously provided to the ELC Committee. An interim visit to the nursing program was conducted on 10/27/15. The 9/1/16 progress report identifies strategies that faculty implemented that are considered to have improved the annual pass rate for academic year 2015-16, now at 76.02% for first-time candidates, above the 75% requirement.

**ACTION: Continue approval of Fresno City College Associate Degree Nursing Program.**

- **San Joaquin Delta College Associate Degree Nursing Program.**

**Ms. Lisa Lucchesi, Program Director and Ms. Julie Kay, former Program Director.**

A continuing approval visit was conducted by Katie Daugherty, NEC and Janette Wackerly, Supervising NEC on May 9-11, 2016. Since the last continuing approval visit the program has established and

maintained sufficient resources including physical space, faculty, technology/support services and clinical placements for the existing enrollment pattern and potential program expansion as additional grant funding opportunities become available. One area of non-compliance was identified related to CCR 1425 and 1425.1 Faculty and geriatric faculty approval. Two recommendations related to 1424 (d) Administration/Resources and CCR 1426 (d) Curriculum were made. Following the visit, SJDC took immediate action and has provided sufficient evidence correcting the area of non-compliance and addressing correction of the recommendation.

**ACTION: Continue approval of San Joaquin Delta College Associate Degree Nursing Program.**

### **7.2.2 APPROVE MAJOR CURRICULUM REVISION**

- **Azusa Pacific University (APU) Baccalaureate Degree Nursing Program (curriculum).  
Dr. Renee Pozza, Associate Dean/Director and Dr. Grace Moorfield, Chair Undergraduate Program.**

The program requested approval of curriculum revisions proposed in response to undergraduate level faculty and student feedback, recommendations from the School of Nursing Curriculum Committee, the APU General Education Committee and the Office of the Provost. The anticipated implementation date is Spring 2017. Revisions to curriculum include: reduction of 18 units of general education requirements for graduation resulting in reduction of total units for graduation from 134-140 units to 120-128 units (the range of total units to graduate is varied for each program due to differences in general education requirements between the programs); corrected course content designations to more accurately reflect actual content; identified common threads and made modification to incorporate them in appropriately designated courses per content; change of some course names and numbers.

**ACTION: Approve major curriculum revision for Azusa Pacific University Baccalaureate Degree Nursing Program.**

- **Azusa Pacific University (APU) Entry Level Master's (ELM) Degree Nursing Program (curriculum).**

**Dr. Renee Pozza, Associate Dean/Director.**

The APU nursing program submitted a major curriculum revision to the Entry Level Masters (ELM) program with request for re-designation of six courses currently counted as part of the required content for the Medical-Surgical and Geriatric courses to "Other nursing requirements." Course re-designation will assist the program with identification of the core didactic and clinical components for Medical-Surgical and Geriatric courses, and appropriate allocation/assignment of the faculty and other resources. The anticipated implementation date is September 15, 2016.

**ACTION: Approve major curriculum revision for Azusa Pacific University Entry Level Master's Degree Nursing Program.**

- **American River College Associate Degree Nursing Program (curriculum).**

**Ms. Vicky Maryatt, Director of Nursing and Dr. Debra Aucoin, Lead Faculty.**

Dr. Aucoin-Ratcliff worked with faculty, students, curriculum committee, community partners, and the program director on this major curriculum revision proposal. The decision for this major curriculum revision proposal was based on the Institute of Medicine recommendations, faculty agreement that curriculum revision has been needed for decades, recommendations in the 2004 & 2012 Continuing Approval Visit Reports, and student evaluations expressing dissatisfaction with the structure of courses particularly in the second semester. The conceptual framework will change from Orem's Self-Care Model to a Concept Based Approach with Quality Safety Education for Nurses (QSEN) pre-licensure competencies are threaded through the program. The rationale for changing the conceptual framework is

to better prepare nurses. The proposed curriculum will improve the education of students by preparing them to engage in deep and critical thinking rather than by content heavy memorization of diagnoses and interventions. The proposed curriculum has four primary nursing courses, six nursing concepts, and three healthcare concepts to direct the curriculum. Concepts will be applied across the program and aligned with student learning outcomes. The proposed curriculum will affect clinical facilities currently utilized for the second semester maternal-child/pediatrics where the focus will be on wellness; the clinical experiences will take place in clinics and agencies in the community that focus primarily on wellness. The acute maternal/pediatrics experiences will occur in the fourth semester and will utilize existing facilities. The philosophy, course descriptions, course objectives, and learning outcomes for the program have been updated to reflect the proposed curricular changes. Speech 331 (group discussion) has been deleted due to non-transferability to BSN programs. Implementation will begin Spring 2017 with the first semester nursing course, with total revision implemented in all four semesters by Fall 2018. The American River College Curriculum Review Committee has approved the proposed course descriptions and overall learning outcomes.

**ACTION: Approve major curriculum revision for American River College Associate Degree Nursing Program.**

- **College of the Siskiyous (COS) LVN to RN Associate Degree Nursing Program (curriculum)**  
**Ms. Cora Brownell, MSN, RN, Program Director.**

Revisions refine leveling of content and performance expectations across the curriculum and address the related curriculum recommendation that was part of the program's last continuing approval visit findings. Changes will increase student understanding of RN level functions/standards of competent performance, roles, regulations/scope of practice, critical thinking, and improve clinical application of theory in clinical practice. Following Board approval, the revised curriculum will be implemented with the class starting in Fall 2017. COS has provided sufficient detailed evidence to support this major curriculum change.

**ACTION: Approve major curriculum revision for College of the Siskiyous LVN to RN Associate Degree Nursing Program.**

- **San Joaquin Delta College (SJDC) Associate Degree Nursing Program (enrollment increase)**  
**Ms. Lisa Lucchesi, Program Director.**

Background and history of enrollment patterns was presented. SJDC's nursing program is requesting approval for increased program enrollment for a grant funded one time two semesters duration (Spring 2017 and Fall 2017) to admit ~23 but no more than 30 LVN to RN students. The grant is a collaborative effort of the Community College Chancellor's Office, the SJDC Career and Technical Education and Nursing divisions and SEIU Local 1000 Unit 20 representing LVN employees working at three correctional facilities in the SJDC district, including the Mule Creek Prison-Ione, Dual Vocational Institution in Tracy, and the California Health Care Facility (CHCF) facility in Stockton. Faculty will use the same academic and clinical performance standards to evaluate grant funded third and fourth semester students as all other program students. Total nursing program enrollment with the grant funded students is expected to be ~187 for Spring and Fall 2017 semesters. Clinical coursework and placements for the grant funded program students will be at facilities currently in use by the program without displacing other program's students. Ms. Lucchesi reports she has verified this fact individually with all the clinical agencies since there is not a clinical regional planning group in existence. The program has provided sufficient evidence of adequate planning, preparation and allocation of required resources to support additional enrollment of up to 30 LVN to RN advanced placement students one time only in each of Spring 2017 and Fall 2017.

**ACTION: Approve additional enrollment of thirty (30) students in Spring 2017 and Fall 2017 semesters for San Joaquin Delta College Associate Degree Nursing Program.**

### **7.2.3 ACCEPT PROGRAM CLOSURE**

- **Holy Names University LVN to BSN Baccalaureate Degree Nursing Program.**

**Dr. Edith Jenkins-Weinrub, Program Director and Dr. Beth Martin, Vice-President of Academics.**

In October 2015 HNU was presented at the ELC with a progress report on its deferred action status due to its multiple years of low annual (July 1-June 30) NCLEX pass rates below the required 75%. From January 2014 to the present HNU voluntarily suspended enrollment into this degree option to correct the low NCLEX pass rates. When HNU did not achieve the required annual rate by the October 2015 ELC meeting, HNU requested Board approval to “teach out” this degree option. In October 2015, HNU reported it planned to submit a major curriculum change proposal in Fall 2016 replacing the LVN-BSN degree program with its own small (16 admits/yr.) generic BSN degree program beginning in Fall 2017. However, because of a variety of institutional factors and changes including recent August changes in senior administrative staff including the HNU President and several of the Vice President level staff, HNU is requesting Board approval for the following actions at this time: Complete the LVN to BSN “teach out” in December 2016 as planned; Obtain approval for official closure of the LVN to BSN degree program effective with the graduation of the 6 remaining students in December 2016; Opt out of submission of a major curriculum change for a generic BSN degree program in Fall 2016; instead HNU is voluntarily electing to pursue potential/future approval of a generic BSN degree option by completing and submitting all the requirements as specified in the Board’s written instructions outlined in board document EDP-I-10 entitled: INSTRUCTIONS FOR INSTITUTIONS SEEKING APPROVAL OF NEW PRELICENSURE REGISTERED NURSING PROGRAM (effective 10/21/10).

**ACTION: Accept the Holy Names University LVN to BSN Baccalaureate Degree Nursing Program teach out plan with program official closure to occur effective December 2016 when final cohort graduates. The school may submit a future proposal for program re-opening in accordance with Board policy. If the letter of intent to open the program is received within five years from the date of the last graduating class, the request will be considered a Major Curriculum Revision (Guidelines For Closure And/Or Re-Opening Of A Board-Approved Nursing Program EDP-I-10 Rev 9/11).**

- **United States University Entry Level Master’s Degree Nursing Program**

**Dr. Renee P. McLeod, Dean /Professor.**

The program is an ELM program with ABSN option which has been on status of deferred action for continuing approval related to CCR 1431 NCLEX-RN pass rate. The program returned to ELC for review at the August 2015 meeting at which time it was decided there was insufficient data regarding graduates’ NCLEX-RN performance to grant continuing approval and the program was directed to return when more data was available for final Cohorts 8 (graduated Fall 2014) and 9 (graduated Fall 2015). Current NCLEX-RN results of Cohort 8 graduates are: 15 taken with 12 passed for a cohort success rate of 80%; Cohort 9 graduates: 17 taken with 13 passed for a cohort success rate of 76.5%. Outcomes for both cohorts exceed the required minimum performance threshold of 75% NCLEX-RN first time test-taker pass rate. This success places the program into compliance in the area of NCLEX outcomes which was the one remaining area of noncompliance. All student cohorts have now completed the program. At this time, the school does not plan to admit additional program cohorts and will suspend enrollment indefinitely. USU will continue to operate as an accredited university offering multiple academic programs including the BRN-approved Nurse Practitioner Program. Past prelicensure nursing student files will continue to be maintained in secure files with transcripts available to students per university

policy and practices under the stewardship of Ms. Jennifer Strobel, Registrar. Request is currently that the Board acknowledge the program's successful resolution of the remaining area of noncompliance in regards to CCR 1431 NCLEX-RN pass rate, allowing the program to close in good standing. In accordance with Board policy "Guidelines For Closure And/Or Re-Opening Of A Board-Approved Nursing Program (EDP-I-10 Rev 9/11)" the program would have the opportunity to request approval to re-open the program as a Major Curriculum Revision process, if the letter of intent is received within five years from the date of the last graduating class (October 2015). This process would require the program to submit a complete self-study with a continuing approval visit conducted to verify adequate program resources and systems to support successful program delivery.

**ACTION: Acknowledge that United State University Entry Level Master's Program is in compliance with requirements of CCR 1431 and accept Notice of Program Closure in good standing. The school may submit a future proposal for program re-opening in accordance with Board policy. If the letter of intent to open the program is received within five years from the date of the last graduating class, the request will be considered a Major Curriculum Revision (Guidelines For Closure And/Or Re-Opening Of A Board-Approved Nursing Program EDP-I-10 Rev 9/11).**

**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

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**AGENDA ITEM:** 7.3.1  
**DATE:** November 10, 2016

**ACTION REQUESTED:** Vote on Whether to Approve Enrollment Increase for Azusa Pacific University (APU) Baccalaureate Degree Nursing Program

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

**BACKGROUND:** Renee Pozza, PhD, RN, CNS, FNP, Associate Dean, Director School of Nursing at the Azusa Pacific University (APU), was appointed on 11-1-2007.

Azusa Pacific University (APU) and its School of Nursing (SON) is a private, non-profit faith based University, fully accredited by the Western Association of Schools and Colleges (WASC) and the Commission on Collegiate Nursing Education (CCNE). The School of Nursing began offering the traditional Bachelor of Science in Nursing (BSN) program in 1975 and currently offers programs leading to the BSN for traditional undergraduate students, RN-BSN for licensed RNs, LVN-BSN for licensed LVNs, and (Two Plus Two) for transfer students, additionally the program is also offering ELM, MSN, NP, DNP and PhD degrees.

The High Desert 2+2 BSN transfer program is one of the options Azusa Pacific University offers as a pathway to the BSN. This program is intended for students who have completed 48+ transfer units of general education requirements and wish to enter the profession of nursing. The 2 year program was begun in 2010 after BRN approval and has enrolled approximately 20 students per cohort three times per year. At this time APU has more qualified applicants for this program (60 students on wait list) than they have spaces available. Graduates from this program have found employment in the local community either within the acute care facilities or the public health department. APU offers scholarships for students based on need as well as merit based aid. Three fourths of the current students are receiving APU scholarships (88/122). 73 students are receiving a Pell Grant and 29 students are receiving Cal Grant monies.

The APU BSN programs currently enroll approximately 220 pre-licensure students per year. The Azusa campus enrolls 100 traditional undergraduate students per year and the LVN to BSN program at the Monrovia campus admits approximately 60 students per year. The Two plus Two program at the High Desert Regional Center (HDRC) admits 20 students per semester, totaling 60 students per year (20 students per Fall, Spring, and Summer semesters). There are no LVN to BSN program students currently admitted to the Inland Empire Regional Campus (IERC).

The program is seeking to increase enrollment of 2+2 Transfer student program from 20 to 30 students per cohort, totaling 90 students per year (30 students per Fall, Spring, and Summer semesters) at the High Desert Regional Center (HDRC) and an addition of a new cohort of 20 LVN-BSN students, totaling 60 students per year (20 students per Fall, Spring, and Summer

semesters) at the Inland Empire Regional Campus (IERC). This enrollment increase will change the current annual pre-licensure students' enrollment from 220 to 310, and meet the demands of the applications they receive for these programs. Currently, there are only 16 accredited LVN to BSN schools in California. This request to start a cohort at the IERC will meet the demands from LVNs, community agency partners, and community colleges.

APU acquired a new 55,000 sq. ft. building to house the Inland Empire Regional Center (IERC) programs in San Bernardino in 2013. The LVN to BSN students will have access to this BRN approved facility which has 22 classrooms, including a large auditorium which seats 300; a large skills lab with eight fully functioning beds, a four room simulation center with two control rooms allowing four simulations at once, and 13 nursing faculty offices. The university has approved and hired a full time LVN to BSN IERC director. The hiring and recruitment process is still in progress to find 4 FTE full-time nursing faculty members, 4 FTE adjunct faculty members, a staff level program manager position at the IERC, and additional faculty at the HDRC.

Based on the October 6, 2016 Education Licensing Committee request for more information relevant to the impact of the proposed increased enrollment on the clinical placement of students from other colleges and universities the program has provided the following information:

- Executive summary elaborating on the program's strong regional collaboration with the local community colleges and regions hospitals. APU has signed articulation agreements with most of the community colleges in the 25-miles radius of the High Desert & Inland Empire Regional Campuses to offer the students a seamless progression into the BSN pathway beginning in the summer after their first year .(Chaffey, San Bernardino Valley, and Riverside City College). Program has secured twenty one (21) letters of support for increased enrollment from the local community colleges and universities; hospital partners and the community partners (please see attached documents).
- The clinical experiences are scheduled in collaboration with the clinical hospitals. APU coordinates experiences with four different regional consortiums (LA/CCPS; Inland Empire; San Diego; and Orange County/Long Beach) which partner the local acute care facilities and regional schools of nursing to collaborate on the needs of the schools and the availability at the hospitals and agencies. APU SON has a five-member staff clinical placement team to work with the various partners to ensure that placements are requested in a timely manner
- APU SON provided a projected clinical rotation schedule that shows, by course, clinical agencies and assigned instructors for the Spring, Summer ,and Fall semesters (2017) & (2018), for both the High Desert Regional Campus (HDRC) , and Inland Empire Regional Center (IERC) campuses.( Please see attached EDP-P11 forms).
- APU SON submitted the program clinical facility verification form ( EDP-P14) to verify the sufficiency of clinical learning experiences/clinical placement for APU students and students from other programs utilizing the same clinical facilities.( Please see attached EDP-P14) form.

In review of the supportive documents presented, the program meets the requirements for the proposed enrollment increase.

**NEXT STEPS:**

Notify program of Board action.

**PERSON(S) TO CONTACT:**

Badrieh Caraway, RN, MS, MEd, CHES  
Nursing Education Consultant  
(909) 599-8720



## **Major Curriculum Request for Azusa Pacific University School of Nursing:**

The School of Nursing at Azusa Pacific University is requesting the Board of Registered Nursing approval to increase enrollment of 2+2 Transfer BSN students from 20 to 30 students per cohort, totaling 90 students per year (30 students per Fall, Spring, and Summer semesters) at the High Desert Regional Campus (HDRC) and an addition of a cohort of 20 LVN to BSN students, totaling 60 students per year (20 students per Fall, Spring, and Summer semesters) at the Inland Empire Regional Campus (IERC). This request is in response to the increasing numbers of qualified applications we receive from students seeking a nursing degree in the High Desert and Inland Empire and will allow us to meet the needs of LVNs, community agency partners and community colleges. APU has the necessary fiscal resources such as physical space, faculty, staff support, and clinical partners to fulfill this increased enrollment request.

Azusa Pacific University (APU) and its School of Nursing (SON) is a private non-profit faith based University, fully accredited by the Western Association of Schools and Colleges (WASC) and Commission on Collegiate Nursing Education (CCNE). The School of Nursing began offering the traditional Bachelor's in Science in Nursing (BSN) program in 1975 and currently offers programs leading to the BSN for traditional undergraduate students, licensed RNs, licensed LVNs, and transfer students (2+2). The BSN programs enroll approximately 280 students per year. Programs are offered at the Azusa/Monrovia campus and the High Desert regional center. RN to BSN also offers a fully online program and face to face cohorts in San Diego and Inland Empire. The School of Nursing offers programs leading to the MSN degree, both as a traditional graduate program with various advance practice specialties (such as nurse practitioner and clinical nurse specialists) and the Entry Level Masters' program. Doctoral degrees include the PhD in Nursing and the Doctorate in Nursing Practice (DNP). The total SON student body is approximately 1800 students as of Fall 2016 supported by 95 full-time nursing faculty, over 200 adjunct faculty and 32 program staff at all campuses.

Based on the October 6, 2016 Education and Licensing Committee request, we are submitting the following information.

### **High Desert 2+2 Transfer BSN Program:**

The High Desert 2+2 BSN transfer program is one of the options Azusa Pacific University offers as a pathway to the BSN. This program is intended for students who have completed 48+ transfer units of general education requirements and wish to enter the profession of nursing. The program was started in the High Desert/Victorville region in response to a request from Victor Valley Hospital. The leadership at this hospital wished to have a BSN nursing program located in the High Desert area in order to educate and retain BSN-prepared

nurses in the High Desert region. The 2-year program was begun in 2010 after BRN approval and has enrolled approximately 20 students per cohort three times per year. At this time APU is the only face-to-face BSN program in the High Desert region. Many of the students who apply to this program attend Victor Valley College for their pre-requisites and over 50% live in the local High Desert area. At this time APU has more qualified applicants for this program than we have spaces available as each semester 8-10 qualified applicants are turned away. Graduates from this program have found employment in the local community either within the acute care facilities or the public health department. APU offers scholarships for students based on need as well as merit based aid. Three fourths of the current students are receiving APU scholarships (88/122). 73 students are receiving a Pell Grant and 29 students are receiving Cal Grant monies.

In 2015 an articulation agreement was signed between Victor Valley Community College and APU in order to offer the local community college students a seamless progression into the BSN pathway. Students enrolled at VVC may take summer classes at APU as part of this agreement in sequential enrollment. Upon completion of their Associates Degree in Nursing (ADN) students will continue at APU for an additional year to complete their requirements for the BSN. This bridge RN to BSN program is offered at the High Desert campus. APU and VVC work collaboratively to meet the workforce needs of the High Desert region.

The School of Nursing faculty at the High Desert campus are committed to the success of each student. Currently there are 6 full time faculty, 2 full time staff members and 16 adjunct faculty members. As part of the resources for the additional 10 students per cohort, 3 new full time faculty openings will be available. Recruitment is currently being done by the Faculty Search Committee to fill these open positions. The nursing faculty have a breadth of teaching and clinical experience and are active in program oversight, faculty governance and curriculum development. Faculty members have received BRN approval for teaching in their content areas. An additional faculty member is available for the simulation laboratories and skills lab center. The simulation labs also have the support of a part time simulation technician.

### **Inland Empire Regional Campus Proposed LVN to BSN program:**

The APU SON began offering pre-licensure nursing programs at the IERC in 2008 with a second career into nursing program (SCAN/EENAP); now known as the Entry Level Masters' Program (ELM). The IERC also offers the graduate level MSN Family Nurse Practitioner program, and the RN to BSN program. The current student enrollment is over 300 students in these various programs representing the diversity of the population living in the region.

Relationships with the regions hospitals and other clinical sites are fostered by our faculty who have worked for and with many medical facilities and continue to do so. We work closely with Kaiser Permanente Hospitals in Riverside, Moreno Valley, Fontana and Ontario who provide scholarships for their employees at our campus for all three programs.

APU SON has a strong regional collaboration with the local community colleges and have signed articulation agreement with them (Chaffey, San Bernardino Valley, and Riverside City College). This summer our Bridge RN to BSN program was launched supported with students from our community colleges. We offer the local community college students a seamless progression into the BSN pathway beginning in the summer after their first year. Collaborative efforts are underway to build easier articulation from high school to the community colleges and universities through the work of the Convergence Articulation Committee, which our IERC nursing site director chairs.

To better prepare our students for enhanced work relationships with other professions APU SON participates and fosters an Inter Professional Education Consortium – *Southern California Healthcare Educators Alliance*, SoCal HEAL, a collaborative effort of several southern California schools representing six healthcare vocations (medicine, nursing (LVN, ADN, BSN, and NP), physician’s assistant, pharmacy, and pre-hospital medicine) from the University of California Riverside School of Medicine, Keck School of Pharmacy, Riverside City College, Cal Baptist University, Moreno Valley Paramedic Program and APU SON. To support the healthcare pipeline APU SON works closely in the Inland Coalition joining with our K-12 and Community College, high school health career academies and other community programs to inspire and support students from our region to choose a career in health.

Most recently, the Health Resources and Services Administration Agency (HRSA), awarded a grant to Azusa Pacific University School of Nursing (APU SON), San Bernardino County (SBCPHD), and Redlands Community Hospital (RCH) in an academic-practice partnership to support a new project that increases the experience of senior level nursing students in safe and effective primary care services. HRSA is an agency of the U.S. Department of Health and Human Services, and is the primary federal agency for improving the health workforce and achieving health equity through access to quality services. HRSA's programs provide health care to people who are geographically isolated, economically or medically vulnerable. This project provides early exposure for students to build care coordination, chronic disease prevention, population health, and develop interprofessional team skills for chronically ill patients and caregivers/families in the community. A new academic clinical partnership has just been established with Riverside County University Health System to better support their employees completing their BSN and potentially continuing in one of the Masters of Nursing programs.

Currently we have 14 full time and 34 part-time nursing faculty at the IERC. In anticipation of expansion of the LVN to BSN program University approval has been sought to support 1 program director, 5 full time nursing faculty, 1 full time program staff support and adjunct faculty as needed. Currently we have 50% faculty simulation coordinator and part time simulation technician at the IERC which will expand to a full time position. We have a 75% faculty skills lab coordinator at IERC, Educational Mentors/tutoring, and Writing Center staff

support our students' academic journey as well as faculty advisors who meet every semester and as needed with the students. This is also available at our High Desert campus.

### **Clinical Experiences:**

The curriculum includes identified didactic and clinical experiences every semester to achieve the necessary outcomes for the nursing students in the 2+2 High Desert program and the LVN to BSN program. These clinical experiences are scheduled in collaboration with the clinical hospitals and agency partners and Azusa Pacific University (APU) School of Nursing. APU coordinates experiences with four different regional consortiums (LA/CCPS; Inland Empire; San Diego; and Orange County/Long Beach) which partner the local acute care facilities and regional schools of nursing to collaborate on the needs of the schools and the availability at the hospitals and agencies.

APU SON has a five-member staff clinical placement team to work with the various partners to ensure that placements are requested and coordinated in a timely manner. The clinical placement staff meet regularly with faculty and program directors to assure that placements reflect clinical needs and course objections. Clinical placements are evaluated every semester by the students and the feedback is reviewed by faculty and program directors to allow for timely adjustments. Clinical placement staff and program directors also negotiate student learning needs with our external partners. The SON utilizes a third party vendor for requested background checks, drug screens and health clearance documentation. The program and clinical placement staff also ensures compliance with clinical facility contracts and articulation agreements and completes all necessary hospital specific documentation prior to any clinical experience.

APU SON has a long-standing positive relationship with many of our clinical partners, some going back for 40 years. Our clinical partners work with us to ensure that all students receive optimal clinical experiences. Most clinical rotations are scheduled during the week day and on the day shift. Several of the hospitals have requested that we use 8-12 hour shifts for our rotations which allows them to accommodate other schools on the various units on other days. Occasionally, we will need to utilize a weekend shift in order to not impact placement for other schools. While we would be willing in the future to consider night shift for our students, we have not utilized this option for our current students and do not anticipate using it as part of this request. We do have some preceptorship students scheduled on night shifts during the end of the final semester when students participate in an intensive internship. Students will then work the shifts in which that identified preceptor is scheduled. The majority of the clinical experiences are provided by the local acute care facilities; however, some specialty areas such as mental health and pediatrics may be scheduled within 60-90 minutes of the regional campus. Students will car-pool or the school has van transportation which may be utilized by students for large distances. (See proposed class and clinical schedule for LVN to BSN in Inland Empire and 2+2 BSN in High Desert as well as the EDP-14 forms for many of our clinical partners).

Service to the community is a core value for APU SON and students are expected to engage in community service. In the High Desert and San Bernardino areas students work closely with churches and programs that serve the homeless engaging them in self-care through foot washing, health education, and health screening. They provide case management and fund raise. Students also participate in health fairs, immunization clinics, and other forms of outreach. Although these experiences are in addition to their clinical placements, they serve to enrich the students' learning and contribute significantly to addressing health needs in the community.

Our hospital partners, community agencies and community college partners work collaboratively with the SON to ensure quality experiences for all nursing students in the High Desert and Inland Empire. Attached to this summary are letters of support from twenty of our academic, clinical, and community partners:

<b>LETTERS OF SUPPORT</b>	
<b>Inland Empire Regional Campus</b>	<b>High Desert Regional Campus</b>
<i>Schools of Nursing</i>	
San Bernardino Valley College	Victor Valley College
Western University of Health Sciences	Western University of Health Sciences
Riverside City College	
California State University, Fullerton	
<i>Hospital Partners</i>	
Riverside University Health System Medical Center	Victor Valley Global Medical Center
Redlands Community Hospital	Antelope Valley Hospital
Kaiser Permanente, Fontana	Arrowhead Regional Medical Center
Arrowhead Regional Medical Center	St. Joseph Health System, St. Mary
San Antonio Regional Hospital	Ballard Rehabilitation Hospital
Riverside Community Hospital	
Eisenhower Medical Center	
Ballard Rehabilitation Hospital	
<i>Community Partners</i>	
San Bernardino County Health Services	San Bernardino County Health Services
Riverside University Health System Public Health	Gloria Garcia, Mayor, Victorville, Ca.
	High Desert Homeless Services
	St. Joseph Health System, St. Mary, Advocacy and Healthy Communities
	High Desert Hospice



San Bernardino  
Valley College

October 13, 2016

Board of Registered Nursing  
1747 N. Market Blvd., Suite 150  
Sacramento, CA 95834-1924

To Whom It May Concern,

It is with great enthusiasm that I submit this letter of support for the Bachelor of Science in Nursing (BSN) programs at Azusa Pacific University (APU). There is a need for BSN prepared-nurses in the Inland Empire and a need for nursing programs that offer a BSN completion program designed for the licensed vocational nurse (LVN). There are a large number of Licensed Vocational Nurses in the Inland Empire who desire to gain employment in hospital or community settings that require the BSN and need to complete the required nursing coursework to obtain their BSN.

As a collaborative institution that works directly with APU, we understand the need to fulfill a commitment to the success and improvement of health care delivery in our region. APU is a nationally recognized, convenient, and affordable program that has the resources to educate the nursing workforce that is required to meet criteria for improvement and increase access to nurses who desire to remain in our area after graduation. Our community has benefitted from APU's presence through collaborative efforts such as their working with outreach to the homeless and sponsoring health fairs, immunization clinics, and food/clothing drives.

The current supply of BSN-prepared nursing does not meet the demands of our growing region. I wholeheartedly believe the potential for improved health care in our community depends upon an expanded and educated workforce. Nursing research clearly demonstrates that patient outcomes improve when the nursing workforce has a higher percentage of baccalaureate prepared nurses. It is my hope that APU will be able to continue to offer a strong BSN program to better meet the needs of our patients in the Inland Empire.

As a community partner with APU, I have been able to see firsthand the degree of professionalism and clinical expertise that is provided by APU nursing students and faculty. In order to continue to fill the demand for BSN prepared nurses to provide care required for the population growth in our region, I see the need for APU to expand its LVN-to-BSN program. I do not believe that the additional 10 students per cohort that is being requested will negatively impact other nursing programs and clinical settings in the area.

I appreciate the strong collaborative partnership with APU and hope to grow that relationship into the future.

Sincerely,

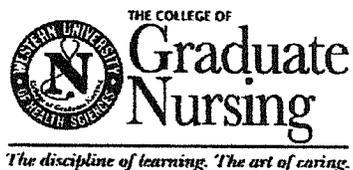
A handwritten signature in cursive script that reads "Susan Bangasser".

Susan Bangasser, Ph.D.

Dean, Science Division

[sbangasser@valleycollege.edu](mailto:sbangasser@valleycollege.edu)

(909) 384-8650



October 12, 2016

Board of Registered Nursing  
1747 N. Market Blvd., Suite 150  
Sacramento, CA 95834-1924

To Whom It May Concern,

This is a letter of support for the Bachelor of Science in Nursing (BSN) programs at Azusa Pacific University (APU). There is a need for BSN prepared-nurses in the High Desert and Inland Empire region in Southern California. We are a partner School of Nursing who works collaboratively with the nursing programs at Azusa Pacific University. We support their proposal for additional enrollment at their High Desert campus of 10 students per cohort and for their LVN to BSN program at Inland Empire regional campus.

The current supply of BSN-prepared nurses does not meet the demands of our growing region. I wholeheartedly believe the potential for improved health care in our community depends upon an expanded and educated workforce. It is my hope that APU will be able to continue to offer a strong BSN program to better meet the needs of patients in the High Desert and Inland Empire region.

As a partner School of Nursing with APU, I have been able to see firsthand the degree of professionalism and clinical expertise that is provided by APU nursing students and faculty. In order to continue to fill the demand for BSN prepared nurses to provide care required for the population growth in our region, I see the need for APU to expand its nursing programs. I do not believe that the additional enrollment in their School of Nursing will negatively impact other nursing programs and clinical settings in the area. APU is a partner in the Inland Empire consortium in order to collaboratively work with the local clinical hospitals and agencies as well as other schools of nursing to facilitate excellent clinical experiences for all nursing students.

I appreciate the strong collaborative partnership with APU and hope to grow that relationship into the future.

Sincerely,

Mary Lopez, PhD, RN  
Interim Dean  
College of Graduate Nursing  
Western University of Health Sciences  
Pomona, California



RIVERSIDE CITY COLLEGE

School of Nursing

October 12, 2016  
Board of Registered Nursing  
1747 N. Market Blvd., Suite 150  
Sacramento, CA 95834-1924

To Whom It May Concern:

It is with great enthusiasm that I submit this letter of support for the Bachelor of Science in Nursing (BSN) programs at Azusa Pacific University (APU). There is a need for BSN prepared-nurses in the Inland Empire, particularly for Licensed Vocation Nurses (LVN) who desire to continue their education to work in health care settings that now require the BSN for employment.

Riverside City College is committed to the success and improvement of health care delivery in our region. APU is a nationally recognized, convenient, and affordable program that has the resources to educate the nursing workforce that is required to meet criteria for improvement and increase access to nurses who desire to remain in our area after graduation. Our community has benefitted from APU's presence through collaborative efforts such as service to the homeless and sponsoring health fairs, immunization clinics, and food/clothing drives.

The current supply of BSN-prepared nursing does not meet the demands of our growing region. I wholeheartedly believe the potential for improved health care in our community depends upon an expanded and educated workforce. Nursing research clearly demonstrates that patient outcomes improve when the nursing workforce has a higher percentage of baccalaureate prepared nurses. It is my hope that APU will be able to continue to offer a strong BSN program to better meet the needs of Riverside, San Bernardino, and the surrounding region.

As a clinical partner with APU, we have been able to see firsthand the degree of professionalism and clinical expertise that is provided by APU nursing students and faculty. Many of our quality nurses have graduated from the APU School of Nursing. In order to continue to fill the nursing positions required for the population growth in our region, we see the need for APU to expand its BSN program.

I appreciate the strong collaborative partnership with APU and hope to grow that relationship into the future.

Sincerely,



Sandra L. Baker, DNP, RN, CNE, ANEF  
Dean, RCC School of Nursing



# CALIFORNIA STATE UNIVERSITY, FULLERTON

College of Health and Human Development

*School of Nursing*

P.O. Box 6868, Fullerton, CA 92834-6868 / T 657-278-3336 / F 657-278-3338

October 20, 2016

Board of Registered Nursing  
1747 N. Market Blvd., Suite 150  
Sacramento, CA 95834-1924

To Whom It May Concern,

I am submitting this letter of support of the Bachelor of Science in Nursing (BSN) program at Azusa Pacific University (APU). There is a need for BSN prepared-nurses in the High Desert and Inland Empire regions and a need for nursing programs to offer a BSN completion program such as the Two-Plus-Two program in the High Desert that is designed for the associate degree nurse (ADN) and the LVN-BSN program in the Inland Empire that is designed for the licensed vocational nurse (LVN).

At California State University, Fullerton, we understand the need to fulfill a commitment to the success and improvement of health care delivery in our region. APU is an accessible program that has the resources to educate the nursing workforce and to increase access to nurses who desire to remain in our area after graduation.

The current supply of BSN-prepared nursing does not meet the demands of our growing region. I believe the potential for improved health care in our community depends upon an expanded and educated workforce. Nursing research clearly demonstrates that patient outcomes improve when the nursing workforce has a higher percentage of baccalaureate prepared nurses. It is my hope that APU will be able to continue to offer a strong BSN program to better meet the needs of our patients in the High Desert and the Inland Empire.

As a community partner with APU, I have been able to see firsthand the degree of professionalism and clinical expertise that is provided by APU nursing students and faculty. In order to continue to fill the demand for BSN prepared nurses to provide care required for the population growth in our region. In addition, I do not believe that the additional 10 students that is being requested in the Two-Plus-Two program in the High Desert will negatively impact our nursing program and clinical settings in our service area.

I appreciate our strong collaborative partnership with APU and hope to grow that relationship into the future. Thank you for your time. Please feel free to contact me with any questions.

Sincerely,

Professor/Director  
School of Nursing/California State University, Fullerton  
800 N. State College Blvd  
Fullerton, CA 92832  
(657) 278-7927



VICTOR VALLEY COLLEGE  
18422 Bear Valley Road  
Victorville, CA 92395-5850  
(760) 245-4271  
www.vvc.edu

October 12, 2016

Board of Registered Nursing  
1747 N. Market Blvd., Suite 150  
Sacramento, CA 95834-1924

To Whom It May Concern,

It is with great enthusiasm that I submit this letter of support for the Bachelor of Science in Nursing (BSN) programs at Azusa Pacific University (APU). There is a need for BSN prepared-nurses in the High Desert, particularly for students who have completed their prerequisites for nursing at the local community colleges and need to complete the nursing coursework to obtain their BSN.

The current supply of BSN-prepared nursing does not meet the demands of our growing region. I wholeheartedly believe the potential for improved health care in our community depends upon an expanded and educated workforce. Nursing research clearly demonstrates that patient outcomes improve when the nursing workforce has a higher percentage of baccalaureate prepared nurses. It is my hope that APU will be able to continue to offer a strong BSN program to better meet the needs of our patients in the High Desert and the surrounding region.

As a collaborative institution with an articulation agreement with APU, Victor Valley College (VVC) has worked directly with Azusa Pacific University's Two-Plus-Two program since its inception in Fall 2010. In addition, we have share several faculty members. We have been able to see firsthand the degree of professionalism that is provided by APU nursing faculty, staff, and students. APU is a nationally recognized, convenient, and affordable program that has the resources to educate the nursing workforce that is required to meet criteria for improvement and increase access to nurses who desire to remain in our area after graduation. Our community has benefitted from APU's presence through collaborative efforts such as service to the homeless and sponsoring health fairs, immunization clinics, and food/clothing drives.

As a community partner with APU, I have been able to see firsthand the degree of professionalism and clinical expertise that is provided by APU nursing students and faculty. In order to continue to fill the demand for BSN prepared nurses to provide care required for the population growth in our region, I see the need for APU to expand its Two-Plus-Two program. I do not believe that the additional 10 students per cohort that is being requested will negatively impact VVC and clinical settings in the area.

I appreciate the strong collaborative partnership with APU and hope to grow that relationship into the future.

Sincerely,

Renate Longoria, RNC, MSN  
Interim Director of Nursing  
Victor Valley College  
18422 Bear Valley Road  
Victorville, Ca. 92395



**Riverside  
University  
HEALTH SYSTEM**  
Medical Center

October 12, 2016  
Board of Registered Nursing  
1747 N. Market Blvd., Suite 150  
Sacramento, CA 95834-1924

To Whom It May Concern:

It is with great enthusiasm that I submit this letter of support for the Bachelor of Science in Nursing (BSN) programs at Azusa Pacific University (APU). There is a need for BSN prepared-nurses in the Inland Empire, particularly for Licensed Vocation Nurses (LVN) who desire to work in health care settings such as Riverside University Health System Medical Center that require the BSN for employment.

Riverside University Health System Medical Center is committed to the success and improvement of health care delivery in our region. APU is a nationally recognized, convenient, and affordable program that has the resources to educate the nursing workforce that is required to meet criteria for improvement and increase access to nurses who desire to remain in our area after graduation. Our community has benefitted from APU's presence through collaborative efforts such as Riverside University Health System Medical Center (ex: service to the homeless and sponsoring health fairs, immunization clinics, and food/clothing drives).

The current supply of BSN-prepared nursing does not meet the demands of our growing region. I wholeheartedly believe the potential for improved health care in our community depends upon an expanded and educated workforce. Nursing research clearly demonstrates that patient outcomes improve when the nursing workforce has a higher percentage of baccalaureate prepared nurses. It is my hope that APU will be able to continue to offer a strong BSN program to better meet the needs of our patients at Riverside University Health System Medical Center and the surrounding region.

As a clinical partner with APU, we have been able to see firsthand the degree of professionalism and clinical expertise that is provided by APU nursing students and faculty. Many of our quality nurses have graduated from the APU School of Nursing. In order to continue to fill the nursing positions required for the population growth in our region, we see the need for APU to expand its BSN program. We are committed to provide additional clinical hours and nursing preceptors to accommodate the additional 10 students per cohort that is being requested. {This will not impact other nursing programs in the area.}

I appreciate the strong collaborative partnership with APU and hope to grow that relationship into the future.

Sincerely,

Elizabeth A. Berry, PhD, MSN, FNP



350 Terracina Blvd.  
P.O. Box 3391  
Redlands, CA 92373-0742  
909-335-5500  
Fax 909-335-6497

October 30, 2016

Board of Registered Nursing  
1747 N. Market Blvd., Suite 150  
Sacramento, CA 95834-1924

To Whom It May Concern:

It is with great enthusiasm that I submit this letter of support for the Bachelor of Science in Nursing (BSN) programs at Azusa Pacific University (APU). There is a need for BSN prepared-nurses in the Inland Empire, particularly for Licensed Vocation Nurses (LVN) who desire to work in acute health care settings. Redlands Community Hospital is preferentially hiring BSN nurses in order to apply for Magnet accreditation as we have a goal of having 80% of our nurses at BSN by 2020.

Redlands Community Hospital is committed to the success and improvement of health care delivery in our region. APU is a nationally recognized, convenient, and affordable program that has the resources to educate the nursing workforce that is required to meet criteria for improvement and increase access to nurses who desire to remain in our area after graduation. Our community has benefitted from APU's presence through collaborative efforts such as sponsoring health fairs, immunization clinics, and food/clothing drives.

The current supply of BSN-prepared nursing does not meet the demands of our growing region. I wholeheartedly believe the potential for improved health care in our community depends upon an expanded and educated workforce. Nursing research clearly demonstrates that patient outcomes improve when the nursing workforce has a higher percentage of baccalaureate prepared nurses. It is my hope that APU will be able to continue to offer a strong BSN program to better meet the needs of our patients.

As a clinical partner with APU, we have been able to see firsthand the degree of professionalism and clinical expertise that is provided by APU nursing students and faculty. Many of our quality nurses have graduated from the APU School of Nursing. In order to continue to fill the nursing positions required for the population growth in our region, we see the need for APU to expand its BSN program. We are committed to provide additional clinical hours and nursing preceptors to accommodate the additional 10 students per cohort that is being requested. {This will not impact other nursing programs in the area.}

I appreciate the strong collaborative partnership with APU and hope to grow that relationship into the future.

Sincerely,

A handwritten signature in black ink that reads "Lauren Spilsbury". The signature is written in a cursive, flowing style.

Lauren Spilsbury, RN, MSN  
Vice President Patient Care Services

October 12, 2016

Board of Registered Nursing  
1747 N. Market Blvd., Suite 150  
Sacramento, CA 95834-1924

To Whom It May Concern,

I am pleased to submit this letter of support for the Bachelor of Science in Nursing (BSN) programs at Azusa Pacific University (APU). There is a need for BSN prepared-nurses in the Inland Empire, particularly for Licensed Vocation Nurses (LVN) who desire to work in health care settings such as Kaiser Permanente Fontana that prefer the BSN for employment.

Kaiser Permanente Fontana is committed to the success and improvement of health care delivery in our region. APU is a nationally recognized, convenient, and affordable program that has the resources to educate the nursing workforce that is required to meet criteria for improvement and increase access to nurses who desire to remain in our area after graduation. Our community has benefitted from APU's presence through collaborative efforts such as service to the homeless and sponsoring health fairs, immunization clinics, and food/clothing drives.

The current supply of BSN-prepared nursing does not meet the demands of our growing region. I wholeheartedly believe the potential for improved health care in our community depends upon an expanded and educated workforce. Nursing research clearly demonstrates that patient outcomes improve when the nursing workforce has a higher percentage of baccalaureate prepared nurses. It is my hope that APU will be able to continue to offer a strong BSN program to better meet the needs of our patients at Kaiser Permanente Fontana and the surrounding region.

As a clinical partner with APU, we have been able to see firsthand the degree of professionalism and clinical expertise that is provided by APU nursing students and faculty. Many of our quality nurses have graduated from the APU School of Nursing. In order to continue to fill the nursing positions required for the population growth in our region, we see the need for APU to expand its BSN program. We are committed to providing the additional clinical hours and nursing preceptors, particularly in the pediatric locations, that will be needed to accommodate the additional 10 students per cohort that is being requested.

I appreciate the strong collaborative partnership with APU and hope to grow that relationship into the future.

Sincerely,



Toni L. Andersen, Chief Nurse Executive, RN, BSN, MBA  
Nursing Administration Dept.  
Kaiser Permanente Fontana Medical Center

October 18, 2016

Board of Registered Nursing  
1747 N. Market Blvd., Suite 150  
Sacramento, CA 95834-1924

To Whom It May Concern,

This letter is in support for the Bachelor of Science in Nursing (BSN) programs at Azusa Pacific University (APU). There is a need for BSN prepared nurses in the Inland Empire and High Desert area where our health care workforce needs are great.

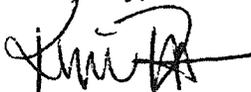
Arrowhead Regional Medical Center is committed to the success and improvement of health care delivery in our region. APU is a nationally recognized, convenient, and affordable program that has the resources to educate the nursing workforce that is required to meet criteria for improvement and increase access to nurses who desire to remain in our area after graduation. Our hospital and local community has benefitted from APU's presence through collaborative efforts from faculty and students.

The current supply of BSN-prepared nurses does not meet the demands of our growing region. I wholeheartedly believe the potential for improved health care in our community depends upon an expanded and educated workforce. Nursing research clearly demonstrates that patient outcomes improve when the nursing workforce has a higher percentage of baccalaureate prepared nurses. It is my hope that APU will be able to continue to offer a strong BSN program to better meet the needs of our patients at Arrowhead Regional and the surrounding region.

As a clinical partner with APU, we have been able to see firsthand the degree of professionalism and clinical expertise that is provided by APU nursing students and faculty. Many of our quality nurses have graduated from the APU School of Nursing. In order to continue to fill the nursing positions required for the population growth in our region, we see the need for APU to expand its BSN program. We are committed to provide additional clinical hours and nursing preceptors to accommodate the additional students that the school is requesting. We will work collaboratively with APU and the other local schools of nursing to ensure excellent clinical experiences for the nursing students in our facility.

I appreciate the strong collaborative partnership with APU and hope to grow that relationship into the future.

Sincerely,



Kim Booth  
Clinical Placements  
Arrowhead Regional Medical Center



**SAN ANTONIO  
REGIONAL HOSPITAL**

October 18, 2016

Board of Registered Nursing  
1747 N. Market Blvd., Suite 150  
Sacramento, CA 95834-1924

To Whom It May Concern:

This letter is in support for the Bachelor of Science in Nursing (BSN) programs at Azusa Pacific University (APU). There is a need for BSN prepared-nurses in the Inland Empire and High Desert area where our health care workforce needs are great.

San Antonio Regional Hospital is committed to the success and improvement of health care delivery in our region. APU is a nationally recognized, convenient, and affordable program that has the resources to educate the nursing workforce that is required to meet criteria for improvement and increase access to nurses who desire to remain in our area after graduation. Our hospital and local community has benefitted from APU's presence through collaborative efforts from faculty and students.

The current supply of BSN-prepared nurses does not meet the demands of our growing region. I wholeheartedly believe the potential for improved health care in our community depends upon an expanded and educated workforce. Nursing research clearly demonstrates that patient outcomes improve when the nursing workforce has a higher percentage of baccalaureate prepared nurses. It is my hope that APU will be able to continue to offer a strong BSN program to better meet the needs of patients at San Antonio Regional Hospital and the surrounding region.

As a clinical partner with APU, we have been able to see firsthand the degree of professionalism and clinical expertise that is provided by APU nursing students and faculty. Many of our quality nurses have graduated from the APU School of Nursing. In order to continue to fill the nursing positions required for the population growth in our region, we see the need for APU to expand its BSN program. We are committed to provide additional clinical hours and nursing preceptors to accommodate the additional students that the school is requesting. We will work collaboratively with APU and the other local schools of nursing to ensure excellent clinical experiences for the nursing students in our facility.

I appreciate the strong collaborative partnership with APU and hope to grow that relationship into the future.

Sincerely,

Gudrun Moll  
Vice President Clinical Services/CNO



October 20, 2016

Board of Registered Nursing  
1747 N. Market Blvd., Suite 150  
Sacramento, CA 95834-1924

To Whom It May Concern,

This letter is in support for the Bachelor of Science in Nursing (BSN) programs at Azusa Pacific University (APU). There is a need for BSN prepared-nurses in the Inland Empire and High Desert area where our health care workforce needs are great.

Riverside Community Hospital is committed to the success and improvement of health care delivery in our region. APU is a nationally recognized, convenient, and affordable program that has the resources to educate the nursing workforce that is required to meet criteria for improvement and increase access to nurses who desire to remain in our area after graduation. Our hospital and local community has benefitted from APU's presence through collaborative efforts from faculty and students.

The current supply of BSN-prepared nurses does not meet the demands of our growing region. I wholeheartedly believe the potential for improved health care in our community depends upon an expanded and educated workforce. Nursing research clearly demonstrates that patient outcomes improve when the nursing workforce has a higher percentage of baccalaureate prepared nurses. It is my hope that APU will be able to continue to offer a strong BSN program to better meet the needs of our patients at Riverside Community Hospital and the surrounding region.

As a clinical partner with APU, we have been able to see firsthand the degree of professionalism and clinical expertise that is provided by APU nursing students and faculty. Many of our quality nurses have graduated from the APU School of Nursing. In order to continue to fill the nursing positions required for the population growth in our region, we see the need for APU to expand its BSN program. We are committed to provide additional clinical hours and nursing preceptors to accommodate the additional students that the school is requesting. We will work collaboratively with APU and the other local schools of nursing to ensure excellent clinical experiences for the nursing students in our facility.

I appreciate the strong collaborative partnership with APU and hope to grow that relationship into the future.

Sincerely,

A handwritten signature in cursive script that reads 'Annette Greenwood'.

Annette Greenwood BSN, MHA, RNC  
Senior Vice President, Chief Nursing Officer



## EISENHOWER MEDICAL CENTER

October 12, 2016

Board of Registered Nursing  
1747 N. Market Blvd., Suite 150  
Sacramento, CA 95834-1924

To Whom It May Concern:

It is with great enthusiasm that I submit this letter of support for the Bachelor of Science in Nursing (BSN) programs at Azusa Pacific University (APU). There is a need for BSN prepared-nurses in the Inland Empire, particularly for Licensed Vocation Nurses (LVN) who desire to work in health care settings such as Eisenhower Medical Center that require the BSN for employment.

Eisenhower Medical Center is committed to the success and improvement of health care delivery in our region. APU is a nationally recognized, convenient, and affordable program that has the resources to educate the nursing workforce that is required to meet criteria for improvement and increase access to nurses who desire to remain in our area after graduation. Our community has benefitted from APU's presence through collaborative efforts such as Eisenhower Medical Center (ex: service to the homeless and sponsoring health fairs, immunization clinics, and food/clothing drives).

The current supply of BSN-prepared nursing does not meet the demands of our growing region. I wholeheartedly believe the potential for improved health care in our community depends upon an expanded and educated workforce. Nursing research clearly demonstrates that patient outcomes improve when the nursing workforce has a higher percentage of baccalaureate prepared nurses. It is my hope that APU will be able to continue to offer a strong BSN program to better meet the needs of our patients at Eisenhower Medical Center and the surrounding region.

As a clinical partner with APU, we have been able to see firsthand the degree of professionalism and clinical expertise that is provided by APU nursing students and faculty. Many of our quality nurses have graduated from the APU School of Nursing. In order to continue to fill the nursing positions required for the population growth in our region, we see the need for APU to expand its BSN program. We are committed to provide additional clinical hours and nursing preceptors to accommodate the additional 10 students per cohort that is being requested. {This will not impact other nursing programs in the area.}

I appreciate the strong collaborative partnership with APU and hope to grow that relationship into the future.

Sincerely,

Ann Mostofi, MSN, RN, NEA-BC  
Chief Nursing Officer/VP Patient Care Services

AM:ss

October 12, 2016

Board of Registered Nursing  
1747 N. Market Blvd., Suite 150  
Sacramento, CA 95834-1924

To Whom It May Concern,

This letter is in support for the Bachelor of Science in Nursing (BSN) programs at Azusa Pacific University (APU). There is a need for BSN prepared-nurses in the Inland Empire and High Desert area where our health care workforce needs are great.

Ballard Rehabilitation Hospital is committed to the success and improvement of health care delivery in our region. APU is a nationally recognized, convenient, and affordable program that has the resources to educate the nursing workforce that is required to meet criteria for improvement and increase access to nurses who desire to remain in our area after graduation. Our hospital and local community has benefitted from APU's presence through collaborative efforts from faculty and students.

The current supply of BSN-prepared nurses does not meet the demands of our growing region. I wholeheartedly believe the potential for improved health care in our community depends upon an expanded and educated workforce. Nursing research clearly demonstrates that patient outcomes improve when the nursing workforce has a higher percentage of baccalaureate prepared nurses. It is my hope that APU will be able to continue to offer a strong BSN program to better meet the needs of our patients at Ballard Rehabilitation Hospital and the surrounding region.

As a clinical partner with APU, we have been able to see firsthand the degree of professionalism and clinical expertise that is provided by APU nursing students and faculty. Many of our quality nurses have graduated from the APU School of Nursing. In order to continue to fill the nursing positions required for the population growth in our region, we see the need for APU to expand its BSN program. We are committed to provide additional clinical hours and nursing preceptors to accommodate the additional students that the school is requesting. We will work collaboratively with APU and the other local schools of nursing to ensure excellent clinical experiences for the nursing students in our facility.

I appreciate the strong collaborative partnership with APU and hope to grow that relationship into the future.

Sincerely,

Christine K Bauman, RN, CRRN  
Chief Nursing Officer  
Ballard Rehabilitation Hospital  
cbauman@ballardrehab.com



October 27, 2016

Dear Sir/Madame;

It is with great enthusiasm that I submit this letter of support for the Bachelor of Science in Nursing (BSN) programs at Azusa Pacific University (APU). There is a need for BSN prepared-nurses in the High Desert, particularly for students who have completed their prerequisites for nursing at the local community colleges and need to complete the nursing coursework to obtain their BSN.

Azusa Pacific University is committed to the success and improvement of health care delivery in our region. APU is a nationally recognized, convenient, and affordable program that has the resources to educate the nursing workforce that is required to meet criteria for improvement and increase access to nurses who desire to remain in our area after graduation. Our community has benefitted from APU's presence through collaborative efforts such as service to the homeless and sponsoring health fairs, immunization clinics, and food/clothing drives.

The current supply of BSN-prepared nursing does not meet the demands of our growing region. I wholeheartedly believe the potential for improved health care in our community depends upon an expanded and educated workforce. Nursing research clearly demonstrates that patient outcomes improve when the nursing workforce has a higher percentage of baccalaureate prepared nurses. It is my hope that APU will be able to continue to offer a strong BSN program to better meet the needs of our patients in the High Desert and the surrounding region.

As a clinical partner with APU, we have been able to see firsthand the degree of professionalism and clinical expertise that is provided by APU nursing students and faculty. Many of our quality nurses have graduated from the APU School of Nursing. In order to continue to fill the nursing positions required for the population growth in our region, we see the need for APU to expand its BSN program. We are committed to provide additional clinical hours and nursing preceptors to accommodate the additional 10 students per cohort that is being requested. {This will not impact other nursing programs in the area.}

I appreciate the strong collaborative partnership with APU and hope to grow that relationship into the future.

Sincerely,

Michelle Brown, BRN, RN, PHN  
Interim Chief Nursing Officer

October 17, 2016

Board of Registered Nursing  
1747 N. Market Blvd., Suite 150  
Sacramento, CA 95834-1924

To Whom It May Concern,

This letter is in support for the Bachelor of Science in Nursing (BSN) programs at Azusa Pacific University (APU). There is a need for BSN prepared-nurses in the Inland Empire and High Desert area where our health care workforce needs are great.

Antelope Valley Hospital is committed to the success and improvement of health care delivery in our region. APU is a nationally recognized, convenient, and affordable program that has the resources to educate the nursing workforce that is required to meet criteria for improvement and increase access to nurses who desire to remain in our area after graduation. Our hospital and local community has benefitted from APU's presence through collaborative efforts from faculty and students.

The current supply of BSN-prepared nurses does not meet the demands of our growing region. I wholeheartedly believe the potential for improved health care in our community depends upon an expanded and educated workforce. Nursing research clearly demonstrates that patient outcomes improve when the nursing workforce has a higher percentage of baccalaureate prepared nurses. It is my hope that APU will be able to continue to offer a strong BSN program to better meet the needs of our patients at Antelope Valley Hospital and the surrounding region.

As a clinical partner with APU, we have been able to see firsthand the degree of professionalism and clinical expertise that is provided by APU nursing students and faculty. Many of our quality nurses have graduated from the APU School of Nursing. In order to continue to fill the nursing positions required for the population growth in our region, we see the need for APU to expand its BSN program. We are committed to provide additional clinical hours and nursing preceptors to accommodate the additional students that the school is requesting. We will work collaboratively with APU and the other local schools of nursing to ensure excellent clinical experiences for the nursing students in our facility.

I appreciate the strong collaborative partnership with APU and hope to grow that relationship into the future.

Sincerely,

A handwritten signature in blue ink that reads "Laura Benesch".

Laura Benesch, MSN  
Executive Director Inpatient Services  
Antelope Valley Hospital

October 13, 2016

Dear Sir/Madame;

It is with great enthusiasm that I submit this letter of support for the Bachelor of Science in Nursing (BSN) programs at Azusa Pacific University (APU). There is a need for BSN prepared-nurses in the High Desert, particularly for students who have completed their prerequisites for nursing at the local community colleges and need to complete the nursing coursework to obtain their BSN. St. Joseph Health, St. Mary (SJHSM) is committed to reaching the 80% goal that all nurses employed at SJHSM have their BSN by 2020 as recommended by the Robert Woods Foundation. APU is a strong partner for us achieving this goal.

Azusa Pacific University is committed to the success and improvement of health care delivery in our region. APU is a convenient, nationally recognized program that has the resources to educate a nursing workforce that is competent to meet criteria for quality improvement and to increase the number of nurses who desire to remain in our area after graduation. Our community has benefitted from APU's presence through collaborative efforts such as service to the homeless and sponsoring health fairs, immunization clinics, and food/clothing drives.

The current supply of BSN-prepared nursing does not meet the demands of our growing region. I wholeheartedly believe the potential for improved health care in our community depends upon an expanded and educated workforce. Nursing research clearly demonstrates that patient outcomes improve when the nursing workforce has a higher percentage of baccalaureate -prepared nurses. It is my hope that APU will be able to continue to offer a strong BSN program to better meet the needs of our patients in the High Desert and the surrounding region.

As a clinical partner with APU, we have been able to see firsthand the degree of professionalism and clinical expertise that is provided by APU nursing students and faculty. In order to continue to fill the nursing positions required for the population growth in our region, we see the need for APU to expand its BSN program. We are committed to provide additional clinical hours and nursing preceptors to accommodate the additional 10 students per cohort that is being requested. {This will not impact other nursing programs in the area.}

I appreciate the strong collaborative partnership with APU and hope to grow that relationship into the future.

Sincerely,

*Gloria Peak, DNP, MSN, RN, FNP*

Gloria Peak, DNP, MSN, RN, FNP  
Director, Community Health Services



## Preschool Services Department

Diana Alexander  
Director

Phalos Haire  
Assistant Director

October 18, 2016

Dear Sir/Madame;

It is with great enthusiasm that I submit this letter of support for the Bachelor of Science in Nursing (BSN) programs at Azusa Pacific University (APU). There is a need for BSN prepared-nurses in the High Desert, particularly for students who have completed their prerequisites for nursing at the local community colleges and need to complete the nursing coursework to obtain their BSN.

Azusa Pacific University is committed to the success and improvement of health care delivery in our region. APU is a nationally recognized, convenient, and affordable program that has the resources to educate the nursing workforce that is required to meet criteria for improvement and increase access to nurses who desire to remain in our area after graduation. Our community has benefitted from APU's presence through collaborative efforts such as service to the homeless and sponsoring health fairs, immunization clinics, and food/clothing drives.

The current supply of BSN-prepared nursing does not meet the demands of our growing region. I wholeheartedly believe the potential for improved health care in our community depends upon an expanded and educated workforce. Nursing research clearly demonstrates that patient outcomes improve when the nursing workforce has a higher percentage of baccalaureate prepared nurses. It is my hope that APU will be able to continue to offer a strong BSN program to better meet the needs of our patients in the High Desert and the surrounding region.

As a clinical partner with APU, we have been able to see firsthand the degree of professionalism and clinical expertise that is provided by APU nursing students and faculty. Many of our quality nurses have graduated from the APU School of Nursing. In order to continue to fill the nursing positions required for the population growth in our region, we see the need for APU to expand its BSN program. We are committed to provide additional clinical hours and nursing preceptors to accommodate the additional 10 students per cohort that is being requested. {This will not impact other nursing programs in the area.}

I appreciate the strong collaborative partnership with APU and hope to grow that relationship into the future.

Sincerely,

A handwritten signature in blue ink that reads "Diana Alexander".

Diana Alexander  
Executive Director  
County of San Bernardino  
Preschool Services Department



**Riverside  
University**  
**HEALTH SYSTEM**  
Public Health

October 25, 2016

Azusa Pacific University School of Nursing  
Attn: Jade Kay, PhD, MSN, FNP-BC, Director of LVN-BSN Program  
606 E. Huntington Drive  
Monrovia, CA 91016

Dear Ms. Kay,

Riverside University Health System-Public Health (RUHS-PH) strongly supports the Bachelor of Science in Nursing (BSN) programs at Azusa Pacific University (APU). The current supply of BSN prepared nurses does not meet the demands of our growing region. There is a need for BSN prepared nurses in the Inland Empire, and APU's BSN program provides a vehicle for Licensed Vocational Nurses (LVN) to transition to Registered Nurses (RN) via the BSN program.

RUHS-PH believes the potential for improved health care in our community depends upon an expanded and educated workforce. Nursing research clearly demonstrates that patient outcomes improve when the nursing workforce has a higher percentage of baccalaureate prepared nurses. In order to continue to fill the nursing positions required for the population growth in our region, RUHS-PH recognizes the need for APU to expand its BSN program.

RUHS-PH is committed to the success and improvement of health care delivery in our region. APU is a nationally recognized, convenient, and affordable university. It has the resources to educate the nursing workforce that is required to meet criteria for improvement and increase access to nurses who desire to remain in our area after graduation.

Please call Hermia Parks, Director Public Health Nursing / Maternal, Child and Adolescent Health at (951) 358-5516, should there be any questions.

Sincerely,



Sarah Mack, M.P.H., Director

KEY CITY OF THE HIGH DESERT

GLORIA GARCIA  
MAYOR

JIM COX  
MAYOR PRO TEM



HOME OF THE SAN BERNARDINO COUNTY FAIR

JIM KENNEDY  
COUNCILMEMBER

RYAN McEACHRON  
COUNCILMEMBER

ERIC NEGRETE  
COUNCILMEMBER

October 24, 2016

Dear Sir/Madam:

It is with great enthusiasm that I submit this letter of support for the Bachelor of Science in Nursing (BSN) programs at Azusa Pacific University (APU). There is a need for BSN prepared-nurses in the High Desert, particularly for students who have completed their prerequisites for nursing at the local community colleges and need to complete the nursing coursework to obtain their BSN.

Azusa Pacific University is committed to the success and improvement of health care delivery in our region. APU is a nationally recognized, convenient, and affordable program that has the resources to educate the nursing workforce that is required to meet criteria for improvement and increase access to nurses who desire to remain in our area after graduation. Our community has benefitted from APU's presence through collaborative efforts such as service to the homeless and sponsoring health fairs, immunization clinics, and food/clothing drives.

The current supply of BSN-prepared nursing does not meet the demands of our growing region. I wholeheartedly believe the potential for improved health care in our community depends upon an expanded and educated workforce. Nursing research clearly demonstrates that patient outcomes improve when the nursing workforce has a higher percentage of baccalaureate prepared nurses. It is my hope that APU will be able to continue to offer a strong BSN program to better meet the needs of our patients in the High Desert and the surrounding region.

As a community partner with APU, we have been able to see firsthand the degree of professionalism and clinical expertise that is provided by APU nursing students and faculty. Many of our quality nurses have graduated from the APU School of Nursing. In order to continue to fill the nursing positions required for the population growth in our region, we see the need for APU to expand its BSN program. We are committed to providing additional clinical hours and nursing preceptors to accommodate the additional 10 students per cohort that is being requested. {This will not impact other nursing programs in the area.}

I appreciate the strong collaborative partnership with APU and hope to grow that relationship into the future.

Sincerely,

  
Gloria Garcia  
Mayor

**CITY OF VICTORVILLE**

14343 CIVIC DRIVE • P.O. BOX 5001 • VICTORVILLE, CALIFORNIA 92393-5001 • (760) 955-5026 • FAX (760) 269-0011

E-mail: [wille@victorvilleca.gov](mailto:wille@victorvilleca.gov)



**HIGH DESERT HOMELESS SERVICES, INC.**

14049 AMARGOSA ROAD • VICTORVILLE, CA 92392

760 245-5991 760 245-7513

October 12, 2016

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Sincerely,

Jimmy Waldron, Executive Director  
High Desert Homeless Services, Inc.

October 12, 2016

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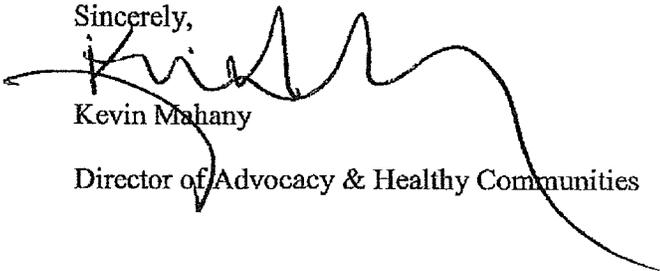
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Sincerely,



Kevin Mahany  
Director of Advocacy & Healthy Communities

October 12, 2016

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I appreciate the strong collaborative partnership with APU and hope to grow that relationship into the future.

Sincerely,

*Patricia Ann Lee, CHPN, ANW, Assistant Adm. Director*

*High Desert Hospice*

**HIGH DESERT TENTATIVE CLINICAL SCHEDULE: TWO PLUS TWO  
2017-2018**

SEMESTSER	SEMESTER/ YEAR	COURSE	UNITS	LOCATION	# of STUDENTS	LEAD FACULTY	FACULTY	DAYS	HOURS
1st Semester	Spring 2017	UNRS 105: Foundations of Prof. Nrsg.	3	Classroom/Lecture	30	Colangelo, B.	Colangelo, B.	Thurs	1400-1700
		UNRS 105 Practicum	3	01- St. Mary Medical Center 02- Victor Valley Global Medical Center 03- Victor Valley Global Medical Center	10 10 10	Colangelo, B.	01- Larez, P. 02- Morrow, L. 03- Morrow, L	Mon Mon Wed	0630-1900 0630-1900 0630-1900
		UNRS 113: Pharmacology	2	Classroom/Lecture	30	Hutapa, K.	Hutapa, K.	Tues	1430-1630
		UNRS 220: Health Assess.	2	Classroom/Lecture	30	Avetyan, E.	Avetyan, E.	Tues	0945-1145
		UNRS 220 Lab	1	01- Skills Lab 02- Skills Lab 03- Skills Lab	10 10 10	Avetyan, E.	01- Gibson, S. 02- Avetyan, E. 03- Gibson, S.	Tues Tues Fri	0800-0930 1200-1330 0800-0930
		UNRS 260: Nutrition	2	Classroom/Lecture	30	Vincent, A.	Vincent, A.	Fri	1200-1400
		<b>TOTAL UNITS</b>	<b>13</b>						
2nd Semester	Summer 2017	UNRS 212: Nrsg Care Adult/Aging	3	Classroom/Lecture	30	Schaid, K.	Schaid, K.	Tues	1200-1500
		UNRS 212 Practicum	3	01- Desert Valley Medical Center 02- Desert Valley Medical Center 03- St. Mary Medical Center	10 10 10	Schaid, K.	01- Hutapea, K. 02- Hutapea, K. 03- Scurlock, D.	Wed Thurs Wed	0630-1900 0630-1900 0630-1900
		UNRS 367:	3	Classroom/Lecture	30	Podboy, M.	Podboy, M.	Mon	1300-1600
		UBBL 230 Luke/Acts (Bible)	3	Online	30		Dugall, R.	Online	
		<b>TOTAL UNITS</b>	<b>12</b>						
3rd semester	Fall 2017	UNRS 312: Nrsg Mgmt Adult/Aging	1	Classroom/Lecture	30	Avetyan, E.	Avetyan, E.	Tues	1430-1645
		UNRS 312 Practicum	2	01- St. Bernardine's 02- St. Bernardine's 03- San Antonio Reg Medical Center	10 10 10	Avetyan, E.	01- Bovaird, L. 02- Schlosser, S. 03- Aventyan, E.	Wed Sun Mon	0630-2030 0630-2030 0630-2030
		UNRS 313: Restorative Health Nrsg	2	Classroom/Lecture	30	Weinberg, K.	Weinberg, K.	Tues	1745-2145
		UNRS 313 Practicum	2	01- Ballard 02- Casa Colina 03- Ballard	10 10 10	Weinberg, K.	01- Serafin, A. 02- Hagen, A. 03- TBD	Sat Mon	0630-1900 0630-1900 0630-1900
		UNRS 306: Writing 2, Theoretical Frameworks in Nrsg	3	Classroom/Lecture	30	Marquez, R.	Marquez, R.	Thurs	1100-1400
		UNRS 299: Stats and Data Mgmt in Nrsg	3	Online	30	Pack, B.	Pack, B.	OL	#VALUE!
		<b>TOTAL UNITS</b>	<b>13</b>						

**HIGH DESERT TENTATIVE CLINICAL SCHEDULE: TWO PLUS TWO  
2017-2018**

SEMESTSER	SEMESTER/ YEAR	COURSE	UNITS	LOCATION	# of STUDENTS	LEAD FACULTY	FACULTY	DAYS	HOURS
4th Semester	Spring 2018	UNRS 402: Nursing Care of Mat/NB/Wmn Health	2	Classroom/Lecture	30	Colangelo, B.	Colangelo, B.	Thurs	0900-1300
		UNRS 402 Practicum	2	01- St. Mary Medical Center 02- St. Mary Medical Center 03- Victor Valley Global Medical Center	10 10 10	Colangelo, B.	01- Colangelo, B. 02- Colangelo, B 03- Murrow, L.	Tues Wed TBD	0600-1830 0600-1830 0600-1830
		UNRS 404: Nursing Care Child/Young Adult	2	Classroom/Lecture	30	Ogan, D.	Ogan, D.	Mon	0900-1300
		UNRS 404 Practicum	2	01- Antelope Valley Hospital 02- Antelope Valley Hospital 03- Antelope Valley Hospital	10 10 10	Ogan, D.	01- Madden, L. 02- Ogan, D. 03- Madden, L.	Sat. Thurs Fri	0700-1930 0700-1930 0700-1930
		UNRS 425: Nrsng Research	3	Online	30	Pack, B.	Pack, B.	OL	OL
		THEO 303: Theology and the Christian Life	3	Online	30		Rosner, J.	OL	TBD
		<b>TOTAL UNITS</b>	<b>14</b>						
5th semester	Summer 2018	UNRS 310: Mental Health Nrsng	2	Classroom/Lecture	30	Marquez, R.	Marquez, R.	Thurs	1430-1730
		UNRS 310 Practicum	2	01- Riverside County Reg Med Cntr 02- ARMC 03- Citrus Valley	10 10 10	Marquez, R.	01- Haagen, A. 02- TBD 03- TBD	Mon TBD TBD	0630-2000 TBD TBD
		UNRS 382: Community Health Nursing	1	Classroom/Lecture	30	Usry, L.	Usry, L.	TBD	TBD
		UNRS 382 Practicum	2	Salvation Army, VV School District, Head Start, SB Corrections Dept., March of Dimes, High Desert Homeless Shelters, St. Mary Med Center	10 10 10	Usry, L.	01- Usry, D. 02- Esguerra 03- TBD	Varies	TBD
		UNRS 384: Urban Health Nursing	1	Classroom/Lecture	30	Usry, L.	Usry, L.	Thurs	1000-1300
		UNRS 384 Practicum	2	Salvation Army, VV School District, Head Start, SB Corrections, March of Dimes, High Desert Elementary Schools, Apple Valley Community Center, Rose of Sharon, Rescue Mission and Homeless Shelter	10 10 10	Usry, L.	01- Usry, D. 02- Esguerra 03- TBD	Varies	TBD
		UNRS 403: Leadership & Mgmt in Prof PracticeT	2	Classroom/Lecture	30	TBD	Schaid, K.	Mon.	1400-1600
		<b>TOTAL UNITS</b>	<b>12</b>						

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SEMESTSER	SEMESTER/ YEAR	COURSE	UNITS	LOCATION	# of STUDENTS	LEAD FACULTY	FACULTY	DAYS	HOURS
6th semester	Fall 2018	UNRS 411: Advanced Nrsng Care of Adults	2	Lecture/Classroom		Podboy, M.	Podboy, M.	Tues	1100-1330
		UNRS 411 Practicum	3	01- St. Marys Med Cntr 02- Desert Valley Med Cntr 03- Victor Valley Global Medical Center	10 10 10	Podboy, M.	01- Podboy, M. 02- Sanchez, A. 03- Murdoch, E.	Wed/Thurs Thurs/Sat TBD	0700-2000 0700-2000 TBD
		UNRS 412: Clinical Residency Nursing	2	Glendale Memorial, Huntington, Kaiser Baldwin Park, Kaiser Fontana Kaiser Riverside, LLUMC, Pomona Valley Medical Center, Redlands Hospital, Riverside Community Hospital	10 10 10	Podboy, M.	01- Podboy 02- Sanchez 03- Murdoch, E.	Varies	7.5 shifts for 90 hours
		UNRS 496: Writing 3, Issues and Ethics in Healthcare	4	Lecture/Classroom	30	Obier, H.	Obier, H.	Mon	1000-1400
		UNRS 445: Applic of Pharm Principles (Elect)	2	Lecture/Classroom	30	Schaid, K.	Schaid, K.	Mon	1630-1830
		<b>TOTAL UNITS</b>	<b>11 or 13</b>						

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2017-2018**

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1st Semester	Spring 2017	UNRS 105: Foundations of Prof. Nrsg.	3	Classroom/Lecture	30	Colangelo, B.	Colangelo, B.	Thurs	1400-1700
		UNRS 105 Practicum	3	01- St. Mary Medical Center 02- Victor Valley Global Medical Center 03- Victor Valley Global Medical Center	10 10 10	Colangelo, B.	01- Larez, P. 02- Morrow, L. 03- Morrow, L	Mon Mon Wed	0630-1900 0630-1900 0630-1900
		UNRS 113: Pharmacology	2	Classroom/Lecture	30	Hutapa, K.	Hutapa, K.	Tues	1430-1630
		UNRS 220: Health Assess.	2	Classroom/Lecture	30	Avetyan, E.	Avetyan, E.	Tues	0945-1145
		UNRS 220 Lab	1	01- Skills Lab 02- Skills Lab 03- Skills Lab	10 10 10	Avetyan, E.	01- Gibson, S. 02- Avetyan, E. 03- Gibson, S.	Tues Tues Fri	0800-0930 1200-1330 0800-0930
		UNRS 260: Nutrition	2	Classroom/Lecture	30	Vincent, A.	Vincent, A.	Fri	1200-1400
		<b>TOTAL UNITS</b>	<b>13</b>						
2nd Semester	Summer 2017	UNRS 212: Nrsg Care Adult/Aging	3	Classroom/Lecture	30	Schaid, K.	Schaid, K.	Tues	1200-1500
		UNRS 212 Practicum	3	01- Desert Valley Medical Center 02- Desert Valley Medical Center 03- St. Mary Medical Center	10 10 10	Schaid, K.	01- Hutapea, K. 02- Hutapea, K. 03- Scurlock, D.	Wed Thurs Wed	0630-1900 0630-1900 0630-1900
		UNRS 367:	3	Classroom/Lecture	30	Podboy, M.	Podboy, M.	Mon	1300-1600
		UBBL 230 Luke/Acts (Bible)	3	Online	30		Dugall, R.	Online	
		<b>TOTAL UNITS</b>	<b>12</b>						
3rd semester	Fall 2017	UNRS 312: Nrsg Mgmt Adult/Aging	1	Classroom/Lecture	30	Avetyan, E.	Avetyan, E.	Tues	1430-1645
		UNRS 312 Practicum	2	01- St. Bernardine's 02- St. Bernardine's 03- San Antonio Reg Medical Center	10 10 10	Avetyan, E.	01- Bovaird, L. 02- Schlosser, S. 03- Aventyan, E.	Wed Sun Mon	0630-2030 0630-2030 0630-2030
		UNRS 313: Restorative Health Nrsg	2	Classroom/Lecture	30	Weinberg, K.	Weinberg, K.	Tues	1745-2145
		UNRS 313 Practicum	2	01- Ballard 02- Casa Colina 03- Ballard	10 10 10	Weinberg, K.	01- Serafin, A. 02- Hagen, A. 03- TBD	Sat Mon	0630-1900 0630-1900 0630-1900
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		UNRS 404: Nursing Care Child/Young Adult	2	Classroom/Lecture	30	Ogan, D.	Ogan, D.	Mon	0900-1300
		UNRS 404 Practicum	2	01- Antelope Valley Hospital 02- Antelope Valley Hospital 03- Antelope Valley Hospital	10 10 10	Ogan, D.	01- Madden, L. 02- Ogan, D. 03- Madden, L.	Sat. Thurs Fri	0700-1930 0700-1930 0700-1930
		UNRS 425: Nrsng Research	3	Online	30	Pack, B.	Pack, B.	OL	OL
		THEO 303: Theology and the Christian Life	3	Online	30		Rosner, J.	OL	TBD
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5th semester	Summer 2018	UNRS 310: Mental Health Nrsng	2	Classroom/Lecture	30	Marquez, R.	Marquez, R.	Thurs	1430-1730
		UNRS 310 Practicum	2	01- Riverside County Reg Med Cntr 02- ARMC 03- Citrus Valley	10 10 10	Marquez, R.	01- Haagen, A. 02- TBD 03- TBD	Mon TBD TBD	0630-2000 TBD TBD
		UNRS 382: Community Health Nursing	1	Classroom/Lecture	30	Usry, L.	Usry, L.	TBD	TBD
		UNRS 382 Practicum	2	Salvation Army, VV School District, Head Start, SB Corrections Dept., March of Dimes, High Desert Homeless Shelters, St. Mary Med Center	10 10 10	Usry, L.	01- Usry, D. 02- Esguerra 03- TBD	Varies	TBD
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		UNRS 496: Writing 3, Issues and Ethics in Healthcare	4	Lecture/Classroom	30	Obier, H.	Obier, H.	Mon	1000-1400
		UNRS 445: Applic of Pharm Principles (Elect)	2	Lecture/Classroom	30	Schaid, K.	Schaid, K.	Mon	1630-1830
		<b>TOTAL UNITS</b>	<b>11 or 13</b>						

**NURSING CURRICULUM AND CLINICAL FACILITIES**

(916) 322-3350

NAME OF PROGRAM: <b>AZUSA PACIFIC UNIVERSITY</b> <b>TWO-PLUS-TWO, HIGH DESERT REGIONAL CENTER</b>	SIGNATURE ( <i>Director of RN Program</i> ): <i>Renee Pozza</i>	DATE: <i>10/28/16</i>
------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------	--------------------------

Please list all nursing subjects offered during the quarter/semester of the approval visit.

NURSING COURSE (Name & Number)	M / S	O	C	P M H	G	UNITS		LEAD INSTRUCTOR (Name)	CLINICAL LAB INSTRUCTOR(S) (Name)	# STUDENTS/ SECTION	CLINICAL SITE
						LEC	LAB				
<b>SEMESTER 1</b>											
UNRS 105: Foundations of Prof. Nrsg.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	3	Colangelo, B.	01- Larez, P. 02- Morrow, L. 03- Morrow, L.	10 10 10	01- St. Mary Med Ctr 02- Victor Valley GMC 03- Victor Valley GMC
<b>SEMESTER 2</b>											
UNRS 212: Nrsg Care Adult/Aging	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	3	Schaid, K.	01- Hutapea, K. 02- Hutapea, K. 03- Scurlock, D.	10 10 10	01- Desert Valley Med Ctr 02- Desert Valley Med Ctr 03- St. Mary Med Ctr
<b>SEMESTER 3</b>											
UNRS 312: Nrsg Mgmt Adult	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	Avetyan, E.	01- Bovaird, L. 02- Schlosser, S. 03- Aventyan, E.2	10 10 10	01- St. Bernardine's 02- St. Bernardine's 03- San Antonio Reg Med Ctr
UNRS 313: Restorative Health Nrsg	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	2	Weinberg, K.	01- Serafin, A. 02- Hagen, A. 03- Weinberg, K.	10 10 10	01- Ballard 02- Casa Colina 03- Ballard
<b>SEMESTER 4</b>											
UNRS 402: Nursing Care of Mat/NB/Wmn Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	2	Colangelo, B.	01- Colangelo, B. 02- Colangelo, B 03- Murrow, L.	10 10 10	01- St. Mary Med Ctr 02- St. Mary Med Ctr 03- Victor Valley GMC
UNRS 404:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	2	Ogan, D.	01- Madden, L.	10	01- Antelope Valley Hospital

Nursing Care Child/Young Adult									02- Ogan, D. 03- Madden, L.	10 10	02- Antelope Valley Hospital 03- Antelope Valley Hospital
<b>SEMESTER 5</b>											
UNRS 310: Mental Health Nrsng	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	2	Marquez, R.	01- Haagen, A. 02- Marquez, R. 03- Marquez, R.	10 10 10	01- Riverside Cty Reg Med Ctr 02- Arrowhead Reg Med Ctr 03- Citrus Valley
UNRS 382: Community Health Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	Usry, L.	01- Usry, D. 02- Esguerra 03- Usry, L.	10 10 10	Various community sites such as: Salvation Army, VV School District, Head Start, SB Corrections Dept., March of Dimes, High Desert Homeless Shelters, St. Mary Med Center
UNRS 384: Urban Health Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	Usry, L.	01- Usry, D. 02- Esguerra 03- Usry, L.	10 10 10	Various community sites such as: Salvation Army, VV School District, Head Start, SB Corrections Dept., March of Dimes, High Desert Homeless Shelters, St. Mary Med Center
<b>SEMESTER 6</b>											
UNRS 411: Advanced Nrsng Care of Adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	3	Podboy, M.	01- Podboy, M. 02- Sanchez, A. 03- Murdoch, E.	10 10 10	01- St. Mary Med CTr 02- Desert Valley Med Ctr 03- Victor Valley GMC
UNRS 412: Clinical Residency Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		2	Podboy, M.	01- Podboy 02- Sanchez 03- Murdoch, E.	10 10 10	Various acute care sites such as: Glendale Memorial, Huntington, Kaiser Baldwin Park, Kaiser Fontana Kaiser Riverside, LLUMC, Pomona Valley Medical Center, Redlands Hospital, Riverside Community Hospital
<b>TOTAL UNITS</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19	25				

**IERC TENTATIVE CLINICAL SCHEDULE: LVN TO BSN  
2017-2018**

SEMESTSER	SEMESTER/ YEAR	COURSE	UNITS	LOCATION	# of STUDENTS	LEAD FACULTY	FACULTY	DAYS	HOURS
1st Semester	Summer 2017	UNRS 270: Professional Concepts in Nursing	3	Classroom/Lecture	20	Lama	Lama	Wed	1300-1600
		UNRS 212: Nrsrg Care Adult/Aging	3	Classroom/Lecture	20	Lama	Lama	Wed	0900-1200
		UNRS 212 Practicum	3	01- Redlands 02-	10 10		01- George 02-	Thurs	0700-1900
		UNRS 113: Pharmacology (credit via competency exam)	2	Classroom/Lecture	20			Mon	1300-1500
		UNRS 220: Health Assess.	2	Classroom/Lecture	20	Peralta	Peralta	Mon	0900-1200
		UNRS 220 Lab	1	01- Skills Lab 02- Skills Lab	10 10		01- Peralta 02-	Tues	0800-1200
		UNRS 260: Nutrition (credit via competency exam)	2	Classroom/Lecture	20			Wed	1300-1500
		<b>TOTAL UNITS</b>	<b>16</b>						
2nd Semester	Fall 2017	UNRS 312: Nrsrg Mgmt Adult/Aging	1	Classroom/Lecture	20			Wed	0900-1200
		UNRS 312 Practicum	2	01- St. Bernardines 02-	10 10		01- 02-	Tues	0700-1900
		UNRS 313: Restorative Health Nrsrg	2	Classroom/Lecture	20			Mon	0900-1200
		UNRS 313 Practicum	2	01- Ballard 02-	10		01- 02-	Tues	0700-1900
		UNRS 367: Pathophysiology	3	Classroom/Lecture	20	O'Brien	O'Brien	Wed	1300-1600
		UBBL 230 (Bible)	3	Classroom/Lecture	20	TBD	TBD	Wed	0900-1200
		UNRS 299: Stats and Data Mgmt in Nrsrg	3	Online	20	Pack, B.	Pack, B.	Mon	Online
		<b>TOTAL UNITS</b>	<b>16</b>						

**IERC TENTATIVE CLINICAL SCHEDULE: LVN TO BSN  
2017-2018**

3rd semester	Spring 2017	UNRS 310: Mental Health Nrsg	2	Classroom/Lecture	20			Wed	0900-1200
		UNRS 310 Practicum	2	01- Riverside County Reg Med Cntr 02-	10 10		01- 02-	Tues	0700-1900
		UNRS 402: Nursing Care of	2	Classroom/Lecture	20			Wed	0900-1200
		UNRS 402 Practicum	2	01- Redlands Community Hosp. 02-	10 10		01- 02-	Tues	0700-1900
		UNRS 404: Nursing Care Child/Young Adult	2	Classroom/Lecture	20			Wed	0900-1200
		UNRS 404 Practicum	2	01- Totally Kids 02-	10 10		01- 02-	Thurs	0700-1900
		UNRS 306: Writing 2, Theoretical Frameworks in Nrsg	3	Classroom/Lecture	20	McNamara	McNamara	Mon	1300-1600
		<b>TOTAL UNITS</b>	<b>15</b>						
4th Semester	Summer 2018	UNRS 382: Community Health Nursing	1	Classroom/Lecture	20			Wed	0900-1200
		UNRS 382 Practicum	2	01- SB County DPH 02-	10 10		01- 02-	Thurs	0700-1900
		UNRS 384: Urban Health Nursing	1	Classroom/Lecture	20			Mon	0900-1200
		UNRS 384 Practicum	2	01- Redlands Clinic 02-	10 10		01- 02-	Tues	0700-1900
		UNRS 403: Leadership & Mgmt in Prof Practice	2	Classroom/Lecture	20			Mon	1300-1500
		UNRS 425: Nrsg Research	3	Online	20	Pack, B.	Pack, B.		Online
		THEO: Theology and the Christian Life	3	TBD	20	TBD	TBD	TBD	TBD
		<b>TOTAL UNITS</b>	<b>14</b>						

**IERC TENTATIVE CLINICAL SCHEDULE: LVN TO BSN  
2017-2018**

5th semester	Fall 2018	UNRS 411: Advanced Nrsg Care of Adults	2	Lecture/Classroom	20			Wed	0900-1200
		UNRS 411 Practicum	3	01- Riverside Community Hosp. 02-	10 10		01- 02-	Thurs	0700-1900
		UNRS 412: Clinical Residency Nursing	2		10 10		01- 02-		
		UNRS 496: Writing 3, Issues and Ethics in Healthcare	4	Lecture/Classroom	20			Mon	0900-1200
		UNRS 445: Applic of Pharm Principles (Elect)	2	Lecture/Classroom	20			Wed	1300-1600
		<b>TOTAL UNITS</b>	<b>13</b>						

**NURSING CURRICULUM AND CLINICAL FACILITIES**

(916) 322-3350

NAME OF PROGRAM: <b>AZUSA PACIFIC UNIVERSITY</b>	SIGNATURE ( <i>Director of RN Program</i> ): Renee Pozza <i>Renee Pozza</i>	DATE: 10/24/2016
<b>LVN-BSN, INLAND EMPIRE REGIONAL CAMPUS</b>		

Please list all nursing subjects offered **during the quarter/semester of the approval visit.**

NURSING COURSE (Name & Number)	M / S	O	C	P M H	G	UNITS		LEAD INSTRUCTOR (Name)	CLINICAL LAB INSTRUCTOR(S) (Name)	# STUDENTS/ SECTION	CLINICAL SITE
						LEC	LAB				
<b>SEMESTER 1</b>											
UNRS 212: Nrsng Care Adult/Aging	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	3	Lama	01- Lama 02- George	10 10	01- Redlands Comm Hosp 02- Riverside Comm Hosp
<b>SEMESTER 2</b>											
UNRS 312: Nrsng Mgmt Adult	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	TBD	01- 02-	10 10	01- Desert Regional 02- San Antonio RMC
UNRS 313: Restorative Health Nrsng	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	2	TBD	01- 02-	10 10	01- Ballard 02- Casa Colina
<b>SEMESTER 3</b>											
UNRS 402: Nursing Care of Mat/NB/Wmn Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	2	TBD	01- 02-	10 10	01- Redlands Comm Hosp 02- Kaiser Riverside

UNRS 404: Nursing Care Child/Young Adult	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	2	TBD	01- 02-	10 10	01- Kaiser Fontana 02- Loma Linda (Loma Linda or Murietta)
<b>SEMESTER 5</b>											
UNRS 310: Mental Health Nrsng	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	2	Bivona-Tellez	01- Bivona-Tellez 02- Bivona-Tellez	10 10	01- Riverside Cty RMC 02- Citrus Valley Health Ptnrs
UNRS 382: Community Health Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	Black-Robinson	01- Black-Robinson, 02- Black-Robinson,	10 10	01- SBDPH 02- Riverside County
UNRS 384: Urban Health Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	TBD	01- 02-	10 10	01- Redlands Clinic 02- SBDPH Riverside County
<b>SEMESTER 6</b>											
UNRS 411: Advanced Nrsng Care of Adults	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	3	TBD	01- 02-	10 10	01- Desert Regional 02- Eisenhower Med Ctr
UNRS 412: Clinical Residency Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		2	TBD	01- 02-	10 10 10	Various acute care sites such as Riverside Comm, Eisenhower, Redlands Comm Hosp
<b>TOTAL UNITS</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	22				



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

**PROGRAM CLINICAL FACILITY VERIFICATION FORM**

The nursing program must verify that clinical facilities offer necessary learning experiences to meet course/clinical objectives.

Name of the School: <b>Azusa Pacific University</b>	Name of Director/Designee: <b>Renee Pozza</b>  Telephone Number: <b>626-815-6000 x 5403</b>
Name of health care facility: <b>Riverside Community Hospital</b> Type of health care facility (Acute, OPD, SNF, etc.): <b>Acute</b> Average Daily Census for the agency:	Name of Director of Nursing/Designee: <b>Lee Albanese Alhorn</b>  Telephone Number: <b>951-788-3117</b>

	Medical-Surgical	Obstetrics	Pediatrics	Psych – Mental Health	Geriatrics
Type of units where students can be placed in the health care facility (Place X in the column)	X	X			
Average daily census for each area					
Average personnel staffing for the shift for a unit (Include number of RNs, LVNs, CNAs, separately)					
Number of students placed in the unit at any one time.	Saturday	Thursday,			
Identify shifts and days available for placement of students in the program	Day Shift	Day Shift			

**Attach additional sheets if needed.**

- Develop a plan for continued communication between school and facility, i.e., instructor/facility staff meeting, agency/faculty/student meeting each semester, annual faculty/facility staff meeting, Dean/Director conferences each semester.

Note: Revised CCR section 1427(d) states "In selecting a new clinical facility for student placement, the new program shall take into consideration the impact of a new group of students on registered nurse students in other prelicensure programs currently utilizing the facility, if any."

<i>Renee Pozza</i>	<i>10.28.16</i>
Signature of Program Director/Designee	Date

**Provide the following information on all other schools utilizing your facility:**

Schools	Category of students (RN, LVN, CNA, etc.)	Number of students	Days & Hours	Semesters (Fall, Spr.)	Units used
Cal Baptist University	RN	106	12 Hour Days, 700-1900; Monday, Thursday, Saturday, M/S, Wednesday, OB	Fall, Spring	Medical Surgical, Obstetrics
San Joaquin Valley College	RN	63	12 Hour Days, 630-1930, M, Wed, Th, and Fr, M/S	Fall, Spring	Medical Surgical
Riverside CC	RN	100+	12 Hour Days, 700-1930/2300, T, W, M/S, 700-1930, T, W, OB	Fall, Spring	Medical Surgical, Obstetrics
West Coast University	RN	86	12 hour days, 630-1900, Th, F, Sat, Sun M/S, 630-1900, Sat, OB		Medical Surgical, Obstetrics

**Checklist for starting in a new clinical facility:**

- Provide clinical objectives, faculty responsibilities, faculty and student orientation plan to clinical facility.
- Signed contract on file, prior to starting



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**Louise R. Bailey, MEd, RN, Executive Officer**

**PROGRAM CLINICAL FACILITY VERIFICATION FORM**

The nursing program must verify that clinical facilities offer necessary learning experiences to meet course/clinical objectives.

Name of the School: <b>Azusa Pacific University</b>	Name of Director/Designee: <b>Renee Pozza</b> Telephone Number: <b>626-815-6000 x 5403</b>
Name of health care facility: <b>St. Joseph Health, St. Mary Medical Center</b>  Type of health care facility (Acute, OPD, SNF, etc.): <b>Acute</b>  Average Daily Census for the agency: <b>405</b>	Name of Director of Nursing/Designee: <b>Lisa Morales</b>  Telephone Number: <b>760-242-2311 x 5426</b>

	Medical-Surgical	Obstetrics	Pediatrics	Psych – Mental Health	Geriatrics
Type of units where students can be placed in the health care facility (Place X in the column)	X	X			
Average daily census for each area	376	25	4		
Average personnel staffing for the shift for a unit (Include number of RNs, LVNs, CNAs, separately)	67-69	18-19	1 or 2		
Number of students placed in the unit at any one time.		10			
Identify shifts and days available for placement of students in the program	Mon/Wed/Thurs; Day Shift	Tues/Wed; Day Shift			

**Attach additional sheets if needed.**

Provide the following information on all other schools utilizing your facility:

Schools	Category of students (RN, LVN, CNA, etc.)	Number of students	Days & Hours	Semesters (Fall, Spr.)	Units used
San Joaquin	RN	10/ semester	Tuesday, 700-1930	Fall/Sp	Med/Surg
Victor Valley CC	RN	50/ semester	Mon, Th., 700-1930, OB; Friday, Sat, 700-1930, Med/Surg	Fall/Sp	Med/Surg, OB

Checklist for starting in a new clinical facility:

- Provide clinical objectives, faculty responsibilities, faculty and student orientation plan to clinical facility.
- Signed contract on file, prior to starting
- Develop a plan for continued communication between school and facility, i.e., instructor/facility staff meeting, agency/faculty/student meeting each semester, annual faculty/facility staff meeting, Dean/Director conferences each semester.

Note: Revised CCR section 1427(d) states "In selecting a new clinical facility for student placement, the new program shall take into consideration the impact of a new group of students on registered nurse students in other precicensure programs currently utilizing the facility, if any."

<i>Renee Pozza</i>	10.24.16
Signature of Program Director/Designee	Date

**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

**AGENDA ITEM:** 7.4.1  
**DATE:** November 10, 2016

**ACTION REQUESTED:** Vote on Whether to Change Warning Status for Shepherd University (SU) Associate Degree Nursing Program

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

**BACKGROUND:** Misun Sprina Jeon, RN, MSN, is Director of ADN Program since November 2011.

SU received initial approval from the BRN on May 19, 2010. It is accredited by Accrediting Council for Independent Colleges and Schools (ACICS) and has BPPE approval for three nursing degrees in ADN, RN-BSN (CCNE accredited, expires Dec. 31, 2020), and MSN, Nursing Education. SU has continued with the WASC accreditation and has an initial accreditation visit scheduled for spring 2017.

The report of an interim visit in May 2011 showed that the program started with a cohort of 33 advanced placement LVN students in summer 2010 and 32 students completed the advanced placement curriculum. The NCLEX pass rates from the first two graduating cohorts, May 2011 and December 2011 graduates are LVN advanced placement students, and the pass rates for 2011-2012, combining one graduate from the previous year, with the larger group is 73.21% (41/56 pass). SU implemented admission and progression policy changes as initial attempts to improve graduate outcome following the 2011-2012 results. Since the initial annual NCLEX pass rate that was below 75%, the program has had four consecutive years of substandard pass rates with decreasing results. To date, a total of 267 graduates have taken the NCLEX-RN Exam and 144 (first-time takers) have passed at a rate of 53.93%. The table below shows BRN's NCLEX results from 2010 to 2016, and the text boxes next to the table describe Board actions.

<i>Shepherd University</i>		<i>JUL-SEP</i>			<i>OCT-DEC</i>			<i>JAN-MAR</i>			<i>APR-JUN</i>			<i>ANNUAL RATE</i>		
		<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>									
	<i>2010 - 2011</i>	0	0		0	0		0	0		1	1	100.00%	1	1	100.00%
	<i>2011 - 2012</i>	28	21	75.00%	1	0	0.00%	13	11	84.62%	13	8	61.54%	55	40	72.73%
	<i>2012 - 2013</i>	12	9	75.00%	17	9	52.94%	31	20	64.52%	6	2	33.33%	66	40	60.61%
2/2014 CAV 9/2014 Warning	<i>2013 - 2014</i>	5	3	60.00%	19	8	42.11%	3	0	0.00%	16	8	50.00%	43	19	44.19%
9/2015 Continued Warning	<i>2014 - 2015</i>	14	4	28.57%	23	4	17.39%	9	1	11.11%	18	10	55.56%	64	19	29.69%
4/2016 Continued Warning	<i>2015 - 2016</i>	13	7	53.85%	9	7	77.78%	8	4	50.00%	8	7	87.50%	38	25	65.79%

Wednesday, August 31, 2016

Source: NCSBN G1-G6 Reports

G:\NEC\ACCESS\NCLEX Information.mdb

The Board's and SU's activities subsequent to the initial graduates' NCLEX results are summarized below, including updates on the school's progress to the Board.

- On February 26 - 27, 2014, Miyo Minato, SNEC, and Shelley Ward, NEC, conducted a regularly scheduled first continuing approval visit to Shepherd University ADN Program. Additionally this board-approval visit was conducted pursuant to CCR 1431(b) for the program's licensing pass rate for first time candidates below 75% for two consecutive academic years. The program
- August 7, 2014 ELC/September 18, 2014 BRN decision – Placed SU on Warning Status.
- August 6, 2015 ELC/September 3, 2015 BRN decision – A site visit to SU and a meeting with students were done on June 16, 2015. The Board action was to continue SU on Warning Status and ask for a progress report at March 2016 ELC.
- March 10, 2016 ELC/April 14, 2016 BRN decision – Continued Warning Status and to include the completed 2015-2016 annual pass rate for the final decision. The 2015-2016 annual pass rate, though improved from the previous year of 29.69%, is 65.79% (25passed/36). SU submitted the final progress report on Sept. 12, 2016 and reported that the cohort groups (after 2014) show improved pass rate. Table below is from their final progress report.

➤ ATTACHMENT 4. PASS RATE ANALYSIS TAKEN BY 3-MONTH, 6-MONTH, AND AFTER 6-MONTH OF THE GRADUATION TIME

Cohort Applied Action Plan	Total Graduate number	Pass Rate (Passed/delivered)	Taken In 3months		Taken In 6months		Taken In 9months		Taken after 12months		Never Taken
			Passed	Failed	Passed	Failed	Passed	Failed	Passed	Failed	
Dec 2014	20	55.56% (10/19)	1	1	6	5	2	1	1	2	1
June 2015	19	81.25% (13/16)	3	0	6	1	4	2	0	0	3
Dec 2015	11	87.50% (7/8)	0	0	7	1	0	0			2
	50	Sub. Total #	4	1	19	7	6	3	1	2	N/A
		Three Cohorts' Average Passing Rates by Taken Timelines	80%		73.08%		66.67%		33.33%		N/A
			74.19%				58.33%				

➤ **Summary:** As shown the pass rate analyzed by the graduation timelines above, graduates would be encouraged to take their NCLEX within 3months after graduation to be more successful. Our administration has monitored our graduates' NCLEX exam dates closely while providing the NCLEX preparation course and tutorial classes which have Predictability exam system. These help improve students study habits while helping ensure readiness for NCLEX testing.

The previous two progress reports to the Board showed actions taken by SU to improve the graduate outcome. Multiple actions were implemented and small incremental improvements were observed in the last two years. Specific problem area that the program identified and addressed at the beginning was that low NCLEX results related to admission of primarily LVN advanced placement cohort, including a larger than the usual number of 30-Unit Option (non-degree) students. These students completed only courses in the second year of the curriculum. Data from the progress report of this group's pass rates are in the following table below.

**Table 2. Current NCLEX-RN Passrate (as of March 2014)**

Options	2010/11	2011/12	2012/13	2013/14	Average
LVN 30U	N/A	50% (4/8)	40% (6/15)	0% (0/1)	41.67% (10/24)
LVN Adv	100% (1/1)	76.60% (36/47)	66.67% (34/51)	46.15% (6/13)	68.75% (77/112)
Generic	N/A	N/A	N/A	38.36% (5/13)	38.46% (5/13)
<b>Total</b>	<b>100%</b> (1/1)	<b>72.73%</b> (40/55)	<b>60.61%</b> (40/66)	<b>40.74%</b> (11/27)	<b>61.74%</b> (92/149)

The pass rate results participated by LVN-RN & 30-units cohorts for three years, whereas only one year for Generic students'.

As one of the corrective actions, SU's enrollment pattern that was inconsistent with the approved pattern was corrected, and SU changed admission and progression standards, increasing admission GPA and TEAS and course repeats. The program has not had openings for 30 Unit-Option track since 2013. Another possible problem area identified was the large population of English-as-second-language students. However, SU's data did not support this assumption as being a problem since this group of students performed better on NCLEX than the native English group.

The Action Plan included retaining Sue Albert, MSN, RN as a consultant, who has many years of experience as Nursing Director/Dean at College of the Canyons ADN Program, to work with faculty to strengthen their teaching skills and to revise their curriculum. The program's support services have been systematized, additional resources, such as standardized tests and Kaplan test reviews, were added. The program evaluation plan is being used systematically to review data and make changes as needed.

The table below has data of students who took NCLEX 2015-2016, comparing students grouped before SU implemented the action plan (A group) with the group that received the changes from the action plan (B group). The difference between the groups shows significant improvement for the latter group.

<Table 3. 2015-2016 Annual Pass Rate Produced by Action Plan>

2015-2016 Quarterly	BEFORE Action Plan Applied (A)		AFTER Action Plan Applied (B)		Average A & B
	# of Passed/delivered	Pass rate (%)	# of Passed/Delivered	Pass rate (%)	NCSBN Pass Rate %
4th QTR (April-June 2016)	NA	NA	7/8	87.5%	87.50%
3rd QTR (Jan-Mar 2016)	0/1	0%	4/7	57.14%	50%
2nd QTR (Oct-Dec 2015)	NA	NA	7/9	77.78%	77.78%
1st QTR (July-Sep 2015)	2/7	28.57%	5/6	83.33%	53.85%
Annual Ave.	2/8	25%	23/30	76.67%	65.79%

SU has been working diligently to make changes, and faculty are observing significant improvements. However, improvements are in very small increments. Despite their efforts, the overall effect on the program's pass rate continues to show substandard first-time pass rate. The program has corrected all areas of noncompliance identified at the time of the 2014 visit, except for Section 1431, Licensing Pass Rate Standard.

SU has tracked results from NCLEX pass rates by cohort group to analyze the effects of the changes from the action plans implemented. It is the faculty's belief that positive improvements are being made with those who are completing the revised curriculum. The cohort group results that show improvements are identified in the table below (from the progress report).

**1) The NCLEX pass rate has been steadily increased since the action plans have been implemented (Dec 2014, June 2015, and Dec 2015)**

- The NCLEX results show improvement in pass rates for each class participating in the action plan.

Graduation Date	Total # of Graduates	1 <sup>st</sup> Time		1 <sup>st</sup> Time Pass Rate (%)	# of Semester action plan applied
		Pass	Not Pass		
Dec 2015	11	7 4 LVN Adv 3 Generic RN	1 0 LVN Adv 1 Generic RN	87.50%	3
June 2015	19	13 4 LVN Adv 9 Generic RN	3 1 LVN Adv 2 Generic RN	81.25%	2
Dec 2014	20	10 10 LVN Adv NA- Generic RN	9 9 LVN Adv NA- Generic RN	52.63%	1

<Updated on June 30, 2016>

Their data have the passing rate for the three cohort groups for the 2015-2016 academic year as 76.67%. Despite the overall pass rate being 65.79% for the current academic year, faculty at SU are encouraged with the three cohort graduates having achieved a 76.67% recognizing it as significant improvement.

**ELC Recommendation: Continue Warning Status for Shepherd University Associate Degree Nursing Program with program to return to Education/Licensing Committee in October 2017. Program is to submit quarterly progress reports (January 2017, April 2017, July 2017, September 2017) and the NEC is to make at least one site visit to program in Spring 2017.**

**NEXT STEPS:** Notify program of Board action.

**PERSON(S) TO CONTACT:** Miyo Minato, MN, RN  
Supervising Nursing Education Consultant  
Miyo.minato@dca.ca.gov



# SHEPHERD UNIVERSITY

## SCHOOL OF NURSING

3200 N. San Fernando Rd., Los Angeles, CA 90065  
(Phone) 323.550.8888 (FAX) 323.550.1313 (URL) www.shepherduniversity.edu

September 12, 2016

Miyo Minato, MN, RN, NEC  
Supervising Nursing Education Consultant  
California Board of Registered Nursing  
P.O. Box 944210  
Sacramento, CA94244

### **Subject: Progress Report for Shepherd University ADN Program**

Dear Ms. Minato,

This progress report addresses the areas of non-compliance and recommendations required for the continued approval of the Shepherd University ADN program as determined by the Board of Registered Nursing (BRN). We have also included steps taken to resolve the problems with our admissions patterns, faculty turnovers, and enrolment patterns throughout the previous progress report. Specifically, this progress report provides updates on our NCLEX pass rates.

The December 2015 Cohort NCLEX pass rate was 87.50% (7 passed and 1 failed) and the June 2015 Cohort NCLEX pass rate was 81.25% (13 passed and 3 failed). The annual NCLEX pass rate was 65.79% from July 1, 2015-June 30, 2016. The three cohorts with applied action plans had a **76.67% pass rate** during 2015-16, so it shows a dramatic improvement when compared with the combined pass rate of 29.96% in 2014/15. The program implemented action plans during the fall 2014 and spring and fall 2015 semesters which accounted for this improvement in the NCLEX pass rate. Evidence of the plans and actions taken is enclosed.

The rising pass rate reflects the positive effects of the action plans our program has implemented. Graduates who completed the program prior to changes and those who delayed taking the NCLEX have contributed to the earlier failure rate.

The nursing program notified prospective students of the school's warning status by the BRN. Notifications were provided during admission counselling and posted on the university website.

We hope the actions taken by the nursing school and the substantive progress that has been made will be considered by the board at the upcoming ELC meeting.

Thank you for your time and attention as you review the recent progress of our school of nursing.

Sincerely,

Sprina Jeon, MSN, RN  
Director of ADN Program  
School of Nursing

**Enclosed Summary of Progress Report, Progress Report Attachments, and Action Plan Tables**



**SHEPHERD**  
UNIVERSITY

September 6, 2016

ATTN: ELC Members & Miyo Minato, MN, RN, SNEC

California Board of Registered Nursing  
P.O. Box 944210  
Sacramento, CA94244

**RE: Letter of Support for Shepherd University's ADN Program**

Dear Ms. Minato and Board of Directors of ELC,

On behalf of the Board of Directors, Faculty, Students and Staffs of Shepherd University, I am writing this letter to support Shepherd University's ADN program and inform you of our significant progress in all of the areas you have addressed to comply.

As you may have noted in the progress report, our ADN program has engaged faculty, staff and students to take steps to resolve the problem with admission pattern, faculty turnover and enrollment patterns. Our ADN program has also consistently have implemented action plan to improve NCLEX pass rate in the past years. As a result, the licensure pass rate in NCLEX-RN has been dramatically improved. This was possible because of our efforts to comply with your recommendation and our consistent application of the action plan by the team of multiple stakeholders.

Shepherd University is committed to ensuring the quality of the program and will continue to monitor NCLEX pass rate. We will also monitor student success indicators such as retention, completion, graduation and job placement rate in such a way we can ensure the success of students and educational effectiveness of our ADN program.

We look forward to hearing your continued approval of our ADN program as we make our strenuous efforts to educate our students to be leaders to fulfill our mission.

Should you need further information, please do not hesitate to contact us.

Sincerely,

Richard Cornel Rhee  
President  
Shepherd University

**CC- Board of Directors, Faculty Senate and Academic Affairs Committee**

## Shepherd University Associate Degree Nursing

### Action Plan Table for Oct 6<sup>th</sup>, 2016 ELC (submitted on 9/12/2016)

NONCOMPLIANCE/ RECOMMENDATIONS	IDENTIFIED PROBLEMS	UPDATED RESPONSE (for October 2016 BRN Education Licensing Committee)	STATUS																																																						
<p><b>Noncompliance 3-1 SECTION 1424(h)</b> The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426 (d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned. <b>Insufficient FT faculty to implement the curriculum for the currently enrolled students. See also CCR 1425.1(a)</b></p>	<ol style="list-style-type: none"> <li>1. Insufficient number of fulltime faculty and high turnover FT &amp; PT faculty caused inconsistent teaching method and instruction delivery (<b>Appendix 1. List of FT and PT member per each semester and reasons of resignation</b>)</li>   <li>2. <b>Use of part-time faculty as content experts in OB &amp; Psych</b> <ul style="list-style-type: none"> <li>• Incongruent teaching methods</li> <li>• Frequent turnover OB &amp; Psych content expert PT faculty (<b>See Appendix 1</b>)</li> <li>• PT faculty lack of commitment                             <ul style="list-style-type: none"> <li>○ Less involvement in school meetings and decision making in the curriculum revision</li> </ul> </li> </ul> </li>   <li>3. <b>Inadequate nursing faculty hiring process</b> <ul style="list-style-type: none"> <li>• Inability to recruit fulltime faculty</li> <li>• Limited current faculty involvement in the hiring process</li> <li>▪ Potential conflict of having two jobs were not fully discussed among PT faculty at the time of hiring</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. <b>The program has been stably placed the content experts and lead faculty members by full time faculty members and no shortage and turnovers in faculty members since Fall 2015 to current, Fall 2016 semester.</b> <ul style="list-style-type: none"> <li>▪ The program has 6 full time teaching faculty members for assisting 49 students in fall 2016 semester with approx. 5.6 student versus FTE faculty ratio.</li> <li>▪ Faculty retention has stabilized without frequent turnover among key faculty members of content expert.</li> </ul> </li> </ol> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Med-surg I</th> <th>Med-surg II</th> <th>Med-surg III</th> <th>Med-surg IV</th> <th>Gero</th> <th>Psych</th> <th>OB</th> <th>Peds</th> </tr> </thead> <tbody> <tr> <td>Content Expert</td> <td colspan="4">Dr. Karen Kim</td> <td>Dr. Molly Hahm</td> <td>Carol Massey</td> <td>Melody Cochran</td> <td>Melody Cochran</td> </tr> <tr> <td>Lead Faculty</td> <td>Kanglim Lee</td> <td>Kanglim Lee</td> <td>Dr. Karen Kim</td> <td>Dr. Karen Kim</td> <td>Dr. Molly Hahm</td> <td>Carol Massey</td> <td>Melody Cochran</td> <td>Carol Massey</td> </tr> <tr> <td># of Full-time Faculty</td> <td colspan="8">6 (Dr. Molly Hahm, Dr. Karen Kim, Melody Cochran, Carol Massey, Kanglim Lee, Rosita Quizon)</td> </tr> <tr> <td>FTE</td> <td colspan="8">2.75 (NR201T, NR201 C, NR301C*2, NR401C*2, NR402C, NR403 T)</td> </tr> <tr> <td>Ratio of Faculty vs Students</td> <td colspan="8">5.6</td> </tr> </tbody> </table>		Med-surg I	Med-surg II	Med-surg III	Med-surg IV	Gero	Psych	OB	Peds	Content Expert	Dr. Karen Kim				Dr. Molly Hahm	Carol Massey	Melody Cochran	Melody Cochran	Lead Faculty	Kanglim Lee	Kanglim Lee	Dr. Karen Kim	Dr. Karen Kim	Dr. Molly Hahm	Carol Massey	Melody Cochran	Carol Massey	# of Full-time Faculty	6 (Dr. Molly Hahm, Dr. Karen Kim, Melody Cochran, Carol Massey, Kanglim Lee, Rosita Quizon)								FTE	2.75 (NR201T, NR201 C, NR301C*2, NR401C*2, NR402C, NR403 T)								Ratio of Faculty vs Students	5.6								<p>Continues to be monitored and maintained.</p>
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<p><b>NONCOMPLIANCE 3-2) SECTION 1426(a)</b> The curriculum of a nursing program shall be that set forth in this section and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation.</p> <p><b>Implementation of the curriculum is inconsistent with the approved curriculum. Future enrollment pattern must meet implementation of the approved generic curriculum.</b></p>	<p><b>1. Some courses were extended beyond the academic calendars because of:</b></p> <ul style="list-style-type: none"> <li>- Inability of hiring qualified maternity nursing instructor</li> <li>- Lack of clinical placement resources resulted in the delay of OB &amp; Pediatric course beginning dates</li> </ul> <p><b>2. Lack of content sequencing in syllabi &amp; redundant objectives</b></p> <ul style="list-style-type: none"> <li>- Redundant course objectives among courses</li> <li>- Concepts were not presented as originally designed: i.e.) from simple to complex and from general to specific in the course (Appendix 5. A Sample of Identified Problems in NR101 Fundamentals of Nursing)</li> </ul> <p><b>3. Incongruent theory and clinical course schedule and learning objectives:</b></p> <ul style="list-style-type: none"> <li>- Insufficient clinical instructors and clinical placement</li> <li>- Simulation was provided before theory and it was not consistent with clinical objectives</li> <li>- Clinical fair was scheduled at the end of the courses without clear objectives and was utilized as part of clinical hours</li> </ul> <p><b>4. Inconsistent enrollment pattern with the approved number of students</b></p> <ul style="list-style-type: none"> <li>- Admitted 33 students as enrollment projection; however, LVN students exceeded enrolled generic students.</li> </ul>	<p><b>1. Maintained academic calendar schedule</b></p> <ul style="list-style-type: none"> <li>▪ All classes both theory and clinical had offered concurrently as scheduled during spring 2016 semester.</li> <li>▪ The class schedule of fall 2016 semester has been started from August 15, 2016 and expected to finish by December 12, 2016.</li> <li>▪ The program has sufficient clinical sites to accommodate the enrolled numbers and expect to provide class objectives in both didactic and clinical by our experienced faculty members. (Attachment 2. Spring 2and Fall 2016 Class Schedule)</li> </ul> <p><b>2. The curriculum committee has reviewed and approved the syllabi of spring 2016 that had applied in consistency of theory and clinical objectives accordingly weekly basis.</b></p> <p><b>3. Simulation Plan</b></p> <ul style="list-style-type: none"> <li>▪ The Simulation Committee is still developing stage and are vigorously developing case scenarios at this moment. So our program are using the simulation for assisting students' remediation and hands-on skills based by need basis of students selves and faculty's referrals to the skills lab coordinator.</li> <li>▪ The current High fidelity manikins (which are two) are under the upgrading by the manufactures due to the compatibility issues and get done by Nov 2016.</li> <li>▪ Our program is not considering the implementation of the simulation times into the curriculum clinical hours as the program has sufficient clinical rotation sites.</li> </ul> <p><b>4. Compliance with new student admission/enrollment patterns in accordance with approved cohort size of 33 students</b></p> <p>The program has been compliant with the number of student admissions and enrollment patterns. Although the maximum number of approved enrollment number was 66 per year (33 per semester), the program was able to recruit only 34 new students during spring and fall of 2016 semesters.</p>	<p>This continues to be maintained.</p> <p>Continues to be maintained</p> <p>Activities are continuing.</p> <p>Admissions will continue to be monitored and maintained</p>
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<p><b>Noncompliance 3-3 : SECTION 1431</b> The nursing program shall maintain a minimum pass rate of seventy five percent (75%) for first time licensing examination candidates.</p> <p><b>NCLEX Pass rates are below 75% for 2011-12 and 2012-13.</b></p> <p><b>Recommendation 3-1: SECTION 1424(B)(1)</b> The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition</p>	<p>1. The program has two consecutive years of NCLEX Pass rates below 75%.</p> <p>Table 2. Current NCLEX-RN Passrate (as of March 2014)</p> <table border="1" data-bbox="373 901 913 1120"> <thead> <tr> <th>Options</th> <th>2010/11</th> <th>2011/12</th> <th>2012/13</th> <th>2013/14</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>LVN 30U</td> <td>N/A</td> <td>50% (4/8)</td> <td>40% (6/15)</td> <td>0% (0/1)</td> <td>41.67% (10/24)</td> </tr> <tr> <td>LVN Adv</td> <td>100% (1/1)</td> <td>76.60% (36/47)</td> <td>66.67% (34/51)</td> <td>46.15% (6/13)</td> <td>68.75% (77/112)</td> </tr> <tr> <td>Generic</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>38.36% (5/13)</td> <td>38.46% (5/13)</td> </tr> <tr> <td>Total</td> <td>100% (1/1)</td> <td>72.73% (40/55)</td> <td>60.61% (40/66)</td> <td>40.74% (11/27)</td> <td>61.74% (92/149)</td> </tr> </tbody> </table> <p>The pass rate results participated by LVN-RN &amp; 30-units cohorts for three years, whereas only one year for Generic students’.</p>	Options	2010/11	2011/12	2012/13	2013/14	Average	LVN 30U	N/A	50% (4/8)	40% (6/15)	0% (0/1)	41.67% (10/24)	LVN Adv	100% (1/1)	76.60% (36/47)	66.67% (34/51)	46.15% (6/13)	68.75% (77/112)	Generic	N/A	N/A	N/A	38.36% (5/13)	38.46% (5/13)	Total	100% (1/1)	72.73% (40/55)	60.61% (40/66)	40.74% (11/27)	61.74% (92/149)	<p><b>Action plans as submitted were implemented during Spring &amp; Fall 2016 semester.</b></p> <p>In order to improve the first time pass rate, the program continues to work on additional program evaluation which includes analysis of individual student characteristics to accurately identify and target areas of improvement needed to ensure graduate success.</p> <p><b>The actions taken each semester include the following:</b></p> <p>1. Strengthened LVN Advanced Placement Admission Selection Criteria</p> <ol style="list-style-type: none"> <li>1) The program has maintained the admission criteria of TEAS score as 65% since fall 2014 and continued to monitor until present.</li> <li>2) Monitored the compliance of admission GPA to 2.8 and require OB &amp; Peds Knowledge Validity Check                         <ul style="list-style-type: none"> <li>➤ The program implemented the requirement of an increased GPA of 2.8 for LVN advanced students in Spring and Fall 2016 (expected graduation on June 2017). (<i>Attachment 3. Admission GPA, TEAS/OB/PEDS Scores for LVN Advanced Placement Enrollment in Spring 2016 &amp; Fall 2016</i>)</li> </ul> </li> </ol>	<p>Activities continuing</p> <p>Activities continuing</p>
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and retention of students, and performance of graduates in meeting community needs.  
**Examine effectiveness of implementation of actions taken and planned to address NCLEX pass rate below 75%.**

- Inadequacy of admission screening criteria and deficiency in the use of standardized admission exam for both Generic RN and LVN to RN cohorts.
  - No standardized admission exam test until FA2012 for all cohorts
  - TEAS test adopted – acceptable admission score 58%

**Table3. Pass-rate (%) according to TEAS score per Academic year**

	TEAS	Pass rate %
2011/2012	NO	72.73%
2012/2013	58%	60.61%
2013/2014	65%	Pending

- Many 30-unit option student admissions resulted in below the acceptable NCLEX –RN pass rate

**Table 4. Number of Admissions of 30-unit & NCLEX Result**

Program	FA2011	SP2012	FA2012	FA2010
30- Unit	6/12 (50%)	3/8 (37.5%)	1/4 (25%)	NA
LVN Advanced	15/18 (83.33%)	14/25 (56%)	20/28 (71.43%)	NA
Generic				5/13 (38.36%) (Test Times: 7/2013 - 3/2014)

- OB & Peds knowledge level was very low among LVN Advanced placement cohorts.
  - The curriculum committee has reviewed and analyzed the NCSBN school reports that demonstrated that the OB & Peds knowledge level was very low during the period of Sep 2011- September 2013 among LVN Advanced placement cohorts.

**2. Monitored NCLEX Results for Graduates Applied Action**

1) The NCLEX pass rate has been steadily increased since the action plans have been implemented (Dec 2014, June 2015, and Dec 2015)

- The NCLEX results show improvement in pass rates for each class participating in the action plan.

Graduation Date	Total # of Graduates	1 <sup>st</sup> Time		1 <sup>st</sup> Time Pass Rate (%)	# of Semester action plan applied
		Pass	Not Pass		
Dec 2015	11	7 4 LVN Adv 3 Generic RN	1 0 LVN Adv 1 Generic RN	87.50%	3
June 2015	19	13 4 LVN Adv 9 Generic RN	3 1 LVN Adv 2 Generic RN	81.25%	2
Dec 2014	20	10 10 LVN Adv NA- Generic RN	9 9 LVN Adv NA- Generic RN	52.63%	1

<Updated on June 30, 2016>

3. No 30-unit option students were enrolled since Fall 2013.

**4. Updated Report of NCLEX Result**

1) The program continued to monitor the NCLEX pass rate closely and the pass rate has improved to **65.79%** during the period of **7/1/15 and 6/30/16**. A total of 38 students attempted the NCLEX and 25 of them

Activities continuing

Currently no students

Continues to be implemented

**Table 5. Percentile Ranks of Shepherd's Graduates Compared to Graduates from Same Jurisdiction (NCSBN)**

Content Report	April-Sep 2011	Oct 2011-March 2012	April 2012-Sep 2012	Oct 2012-March 2013	April 2013-Sep 2013	Oct 2013-March 2014
Natal (OB)	41	None	38	27	?	11
Childhood (Peds)	47	None	30	18	?	38

- Conducted a pilot test on the current 3<sup>rd</sup> semester students ( a total of 20 LVN advanced placement students) to identify their knowledge levels of OB & Peds contents and showed low average scores on both subjects
  - OB - Average score is 46%, with highest of 64% to lowest 29%
  - Peds - Average score is 48%, with highest of 68% to lowest 14%

**5. Re-taking final exam policy**

- Implemented re-taking final exam policy after remediation chance which resulted in very Low attrition rate and ineffective result in NCLEX

**Table 6. Attrition Rates**

	SP2011	FA2011	SP2012	FA2012	SP2013	FA2013
Attrition Rate	3.03%	6.06%	0%	0%	15.5%	2.28%

- 6. Deficiency in the use of standardized exit exam**  
 SU faculty generated comprehensive exit exam was used at the end of last semester of the program rather than end of each semester. It was difficult to assess students' knowledge as they progress in the program and missed opportunities to intervene accordingly.

**7. Lack of Testing Material Evaluation System**

- Teaching contents & test questions were not congruent with NCLEX-RN content focus

passed. This is a significant improvement from the previous pass rate of **29.69% during 2014- 2015.**

- With further analysis, it was identified that the pass rate of students who received the action plans was higher (76.67%) than average annual pass rate (65.79%).
- In addition, the drop in pass rate on 1<sup>st</sup> quarter and 3<sup>rd</sup> quarter are due to very low pass rate from graduates who graduated before implementation of the action plan.
- Please refer to the table 3 following.

**<Table 3. 2015-2016 Annual Pass Rate Produced by Action Plan>**

2015-2016 Quarterly	BEFORE Action Plan Applied (A)		AFTER Action Plan Applied (B)		Average A & B
	# of Passed/delivered	Pass rate (%)	# of Passed/Delivered	Pass rate (%)	
4th QTR (April-June 2016)	NA	NA	7/8	<b>87.5%</b>	87.50%
3rd QTR (Jan-Mar 2016)	0/1	0%	4/7	<b>57.14%</b>	50%
2nd QTR (Oct-Dec 2015)	NA	NA	7/9	<b>77.78%</b>	77.78%
1st QTR (July-Sep 2015)	2/7	28.57%	5/6	<b>83.33%</b>	53.85%
Annual Ave.	2/8	25%	23/30	<b>76.67%</b>	<b>65.79%</b>

8. Delayed more than 3 months in taking NCLEX after graduation
- It was, in part, caused by the mandatory HESI exit exam policy in which was one of licensure requirement policies outside of curriculum and a student must achieve 80% score before the school would release the necessary documents to the BRN.

**Table 7. NCLEX-RN Test Result By Exam Period (N=149)**

	# of Passed	# of Failed	Total
Within 3 months	65 (70.65%)	18 (31.57%)	<b>83 (55.7%)</b>
After 3 months	27 (29.34%)	39 (68.42%)	<b>66 (44.3%)</b>
<b>Total</b>	<b>92 (100%)</b>	<b>57 (100%)</b>	<b>149 (100%)</b>

9. Other reasons beyond educational issues
- Unavailability of financial aid due to lack of national accreditation in past years resulted in low pool at the admission stage
  - The table shows the number of interested students and the number of withdrawn application due to unavailability of financial aid during the past years

**Table 8. Number of Prospective Admission Inquiries Per Year**

	2011-2012	2012-2013	2013-2014
Generic RN	892	1035	1254
LVN Placement	428	198	329

5) The pass rate by the cohort level in Table 4 was analyzed and the recent three cohorts (Dec. 2014, June 2015, & Dec. 2016) who were instructed under the revised curriculum and action plans have showed consistent improvement.

**<Table 4. Admission, Completion, & NCLEX Results analyzed by Cohort since 2011>**

*Updated on August 11, 2016 (NCSBN result applied by June 30, 2016)*

Graduation Date	# of Applications Received	# of Students Admitted	# of Students Completed (# of Graduated including repeater)	1 <sup>st</sup> Time Pass Rate % (passed/delivered)
June 2011	34	33	32 (32)	68.75% (22/32)
Dec 2011	38	33	31(31)	70% (21/30)
June 2012	39	31	31 (33)	51.52% (17/33)
Jan 2013	34	33	33 (33)	66.67% (22/33)
June 2013	47	33	28 (28)	42.31% (11/26)
Jan 2014	46	44	39 (44)	32.50% (13/40)
June 2014	38	32	30 (31)	26.67% (8/30)
Dec 2014*	27	21	19 (20)	<b>52.63% (10/19)</b>
June 2015	31	31	19 (19)	<b>81.25% (13/16)</b>
Dec 2015	17	15	9 (11)	<b>87.50% (7/8)</b>
June 2016	28	28	13 (17)	Preparing NCLEX

*Note: \*The action plan started from Dec 2014.*

6) The program has updated the data on the NCLEX pass rate by English as First Language Students vs. English as a Second Language and the result remained as same as previously in 2015- 2016. The ESL group achieved a higher pass rate than that of other group. Therefore, the low pass rate was not affected by the ESL students in the program.

Academic Year July 1 – June 30	2010/2011	2011 /2012	2012 /2013	2013 /2014	2014 /2015	2015 /2016	6-Year Average
Percent (%) Passed/delivered	100% 1/1	72.73% 40/55	60.61% 40/66	44.19% 19/43	29.79% 19/64	65.79% 25/38	53.93% 144/267
English speaking Ave.	N/A	9.10% (5/55)	9.09% (6/66)	6.98% (3/43)	4.69% (3/64)	<b>23.68% (9/38)</b>	<b>9.74% (26/267)</b>
LVN Adv	N/A	4.16% (2/48)	7.69% (4/52)	7.69% (2/26)	6.38% (3/47)	14.28% (3/21)	7.69% (14/194)
30-Unit	N/A	42.86% (3/7)	14.28% (2/14)	0% (0/1)	0% (0/1)	N/A	0% (5/23)
Generic	N/A	N/A	N/A	6.25% (1/16)	0% (0/16)	35.29% (6/17)	6.25% (7/49)
ESL Group Ave.	100% (1/1)	63.63% (35/55)	51.52% (34/66)	37.21% (16/43)	25% (16/64)	<b>42.11% (16/38)</b>	<b>44.19% (118/267)</b>
LVN Adv	100% (1/1)	70.83% (34/48)	57.69% (30/52)	38.46% (10/26)	34.04% (16/47)	47.62% (10/21)	51.79% (101/195)
30-Unit	N/A	14.28% (1/7)	28.57% (4/14)	100% (1/1)	0% (0/1)	N/A	26.09% (6/23)
Generic	N/A	N/A	N/A	31.25% (5/16)	0% (0/16)	35.29% (6/17)	22.45% (11/49)

<Table 6. NCLEX-RN Result Identified by English Speaking vs. ESL (English as a Second Language)>

Activity  
continue.

		<p><b>7) Continued Monitoring of NCLEX Results:</b></p> <ul style="list-style-type: none"> <li>➤ The administration has been following up on the 12 graduates who have not yet taken the NCLEX, in order to introduce them to the tutorial schedule and assist them with the review plan including Kaplan Predictor before NCLEX. Efforts are being made but are so far unsuccessful. <b><i>(Attachment 8. Follow-up Logs for Non-NCLEX Graduates)</i></b></li> <li>➤ The subscription to NCSBN Mountain Measurement for NCLEX Program has continued. The report of 2015-16 and the previous reports have been reviewed by the curriculum committee. The curriculum committee is going to keep monitoring the analysis for the upcoming results.</li> </ul> <p><b>5. Reinforcement of Evaluation Policy</b></p> <p>1) The program no longer allows retake of the final exam since fall 2014 semester, and has eliminated the Comprehensive Exit Exam as of fall 2015.</p> <p>2) The recent attrition rate of Spring 2016 (54.53%) has increased from that of the previous semester (40%). It was mainly due to the Generic group rather than the LVN Advanced Placement group. One of possible reasons identified by the curriculum committee for this result, was the program required an admission TEAS score of 58% instead of 65% - which is current required cut score. The committee feels the students did not have the necessary cognitive skills and knowledge for passing nursing courses especially in NR101 fundamentals and NR301 Med-surg. The curriculum committee is going to continue to monitor attrition rate at the end of Fall 2016, analyze possible causes and modify admission requirements and first year nursing courses as necessary to provide for student success.</p>	<p>Ongoing</p>
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<Table 8. Attrition Rate Change Trend after Action Plans>

Attrition Rate % (# of Students)	SP 2013	FA 2013	SP 2014	FA 2014	SP 2015	FA 2015	SP 2016
Generic RN	18.18% (4/22)	45.45% (5/11)	20% (2/10)	N/A  *No admission in SP2012	42.86% (9/21)  8- class failed 1-personal reason	50% (3/6)  3-class failed	72.22% (13/18)  12-class failed 1-personal reason
LVN Adv.	9.09 % (1/11)	0 (0/33)	0 (0/22)	9.52% (3/21)  3-class failed	30% (3/10)  3 -drop out due to personal reason	33.33% (3/9)  3-class failed	20% (2/10)  2-class failed
<b>Total</b>	<b>15.15%</b>	<b>11.36%</b>	<b>6.25%</b>	<b>9.52%</b>	<b>38.71%</b>	<b>40%</b>	<b>53.53%</b>

3) Students entering Fall 2016 were given reading assignments and Pre-lecture assignments during summer break to help them become more familiar with their semester courses.

4) Enhanced NR104 Role Transition for LVN Advanced Placement cohort

- The curriculum committee reviewed current NR 104 course objectives and shared their opinions on strengthening the courses. Changes were made accordingly

5) Refined the test plan by applying the NCLEX blueprints and developed questions to increased students' ability to utilize critical thinking & critical reasoning

- Questions are revised to the application level of questions
- Increased proportions of SATA (Select All That Apply) style questions

6) Strategies for the improvement of curriculum.

- All course syllabi are continuously reviewed and revised by each teaching faculty for better effective instruction delivery. Syllabi are reviewed by the faculty as a whole on a regular basis.

		<ul style="list-style-type: none"> <li>➤ Revised clinical syllabi by reflecting the theory schedule</li> <li>➤ Integration of simulations into the curriculum and development of case scenarios reflecting each semester theory content</li> <li>➤ Individual tutoring has been reinforced for students who are in need.</li> </ul> <p><b>6. Curriculum Development/Faculty Development</b></p> <ol style="list-style-type: none"> <li>1) All faculty including part time faculty have been invited to participate in webinars to improve curriculum developments and student success. (<b>Attachment 5. List of Annual Faculty Development Activities-After Aug 2015 ELC</b>); more workshop schedules of academic year of 2016 are available at <a href="http://susonfacultydevelopment.pbworks.com/">http://susonfacultydevelopment.pbworks.com/</a>. (<b>Attachment 6. 2016 Faculty Development In-Service Annual Plan</b>)</li> <li>2) Chair/Assit. Chair of Simulation coordinator committee have actively participated in the simulation workshop sponsored by the Southern California Simulation Collaborative, on Sep 12, 2016 held on Providence Little Company of Mary.</li> <li>3) Nursing faculty have integrated the information obtained from the workshops into the curriculum as reflected in the Spring and Fall 2016 course syllabi.</li> <li>4) Strategies were developed for implementation of curriculum. These include the revised syllabi and the development of clinical syllabi with schedules reflecting the theory being studied. It included integration of simulations reflecting the theory and the use of tutoring.</li> </ol>	<p>Ongoing</p>
<p><b>Recommendation 3-2</b></p> <p><b>SECTION 1424(d)</b> The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment including technology to achieve the program's objectives.</p>	<p><b>IDENTIFIED NECESSARY IMPROVEMENT AREAS:</b></p> <ol style="list-style-type: none"> <li><b>1. Learning resource availability such as tutoring system to ensure students' success</b></li> <li><b>2. Ensuring the adequate supplies for each student's efficient experience of skills</b></li> </ol>	<ol style="list-style-type: none"> <li><b>1. Improved Support System for New Students Including Prospective Students</b> <ol style="list-style-type: none"> <li>1) The University is entitled to Title IV as of July 1, 2015 and currently preparing the infrastructure system. <ul style="list-style-type: none"> <li>➤ With the eligibility of Title IV as of July 1, 2015, the University has been actively engaging in preparing the infrastructure system while the qualified students get the approval for the title IV benefits.</li> </ul> </li> </ol> </li> </ol>	<p>Ongoing</p>



		<p>Tests) to further assess and evaluate their readiness to take the NCLEX.</p> <p>❖ <b>AFTER GRADUATION:</b></p> <ol style="list-style-type: none"> <li>1) <b>The Weekly NCLEX Q &amp; A Session:</b> The program has continued to offer the NCLEX review class to graduates for two months following graduation.</li> <li>2) <b>Increase Students' Confidence:</b> Students were asked to take the Kaplan Secure Predictability Tests prior to taking the NCLEX until they achieved a 65% on the test which proved to have a 95% predictability of passing the NCLEX (<b>Attachment 9. Result of Kaplan Predictability Test in Dec 2015 &amp; Spring 2016 Graduates</b>).</li> <li>3) <b>Effective Scheduling of Courses:</b> All of these students' support courses are carefully scheduled around the program to ensure students' success on the NCLEX exam. (<b>Attachment 10. Review &amp; Tutorial Class Schedules for Spring 2016 Cohort</b>).</li> <li>4) <b>Follow-up on the ATT Status and Test Scheduling:</b> The program continuously follows up on the ATT status for each student after graduation and a faculty is assigned to counsel and advise each student on scheduling the NCLEX exam after evaluating individual's readiness and confidence level. (<b>Attachment 4. Pass Rate Analysis Taken by 3-month, 6-month, and After 6-month of the Graduation</b>)</li> <li>5) <b>Previous Graduates:</b> The program also has been following up with previous graduates who had not taken the NCLEX yet and encouraged the tutorial class and informed the available assistance of the faculty. (<b>Attachment 8. Follow-up Logs for Non-NCLEX Graduates</b>)</li> </ol>	
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<p>SECTION 1425.1(a) : Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content. <b><i>Consider consultation from a curriculum expert to assist with faculty development and the curriculum revision under consideration, including a strategy for full integration of simulation in each course.</i></b></p>	<ol style="list-style-type: none"> <li>1. Lack of external curriculum expert resource who can support faculty development</li> <li>2. Curriculum objectives need to be clarified and more concise</li> <li>3. Overlaps of topics across courses</li> <li>4. Course objectives need to be more consistent with level of student</li> <li>5. Theory objectives and clinical objectives need to be aligned</li> <li>6. Simulation scenarios not based on theory and clinical objectives and do not reflect student level that are using them</li> <li>7. All evaluation materials need to be assessed in relation to curriculum</li> <li>8. Other potential factors             <ul style="list-style-type: none"> <li>• The majority of students (78%) are Asian background (<b>Appendix 11. Analysis of the Student Demographics by Ethnicity&amp; ESL</b>)</li> <li>• Potential barriers include: language (English as a second language), differences in critical thinking process and problem solving process, and lack of financial (family) support</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. The faculty members have assumed responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content. This is demonstrated by the revised syllabi, the evaluation instruments, the test questions, and the provision of student support by the faculty.</li> <li>2. Ms. Sue Albert continues to support the program as the external curriculum expert since April 2014 and the curriculum committee is continuing to improve the program under her assistance on an as needed basis.</li> </ol>	<p>Ongoing</p>
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**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
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**AGENDA ITEM:** 7.4.2

**DATE:** October 6, 2016

**ACTION REQUESTED:** Vote on Whether Change Warning Status for Charles R. Drew University of Medicine and Science, Mervin M. Dymally School of Nursing Entry Level Master’s Degree Nursing Program

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

**BACKGROUND:** Margaret Avila, PhD, PHN, APRN, is the Program Director. The program is being presented subsequent to the Boards’s decision to issue Warning Status with Intent to Close CDU ELM Nursing Program at its June 16, 2016 meeting, and to return to the October ELC for further consideration. The Warning Status was issued as a result of the program’s continued non-compliance for substandard NCLEX pass rate, which originates from its June 15-16, 2015 regularly scheduled continuing approval visit. Findings for the visit identified two areas of non-compliance – one area was corrected; the non-compliance for CCR 1431 NCLEX Pass Rate, continues as depicted in the table below.

**NCLEX pass rate for first time candidates below 75% for two consecutive academic years:**

Year	Taken	Passed	Annual Percent
2011-2012	1	1	100%
2012-2013	20	19	95.0%
2013-14	63	30	<b>47.62%</b>
2014-15	87	48	<b>55.17%</b>
2015-16( four quarters)	37	17	<b>45.95%</b>

At the June 16 Board meeting, the reported annual NCLEX pass rate was 53.33% (three quarters). Since that time, one graduate has tested during the fourth quarter (April-June) which resulted in: 1 taken / 0 passed – for a final Annual Pass Rate of 45.95% for the 2015-16 academic year. The next quarterly results (July-Sept) will become available in November.

ELC Recommendations approved by the Board at the June meeting included a one-time enrollment of 20 students for Fall 2016 admission & that additional enrollment would require approval by the Board, and that the program would provide monthly progress reports to the NEC.

Monthly progress reports for June – September described implementation of the program’s restructured plan for assessing student performance in the program, remediating as needed, and testing for readiness before taking the NCLEX. This included NCLEX reviews provided by a newly hired consultant for 5<sup>th</sup> semester students completing the prelicensure portion of the curriculum, and HESI Exit Exam testing to ensure readiness. As a result of these stepped-up

measures, the program reported strong test scores for Cohorts 9 and 10 that indicate a 95.0% to 98.32% probability of passing the NCLEX. Cohort 9 graduated 27 students on August 31 – the program reported seven students have taken and passed the NCLEX. Cohort 10 students are currently in the 6<sup>th</sup> semester (CNL), and will be provided with additional NCLEX review sessions & testing (HESI CAT) before taking the NCLEX and graduating on December 31.

There are a total of 109 students in the program: 31 students in Cohort 10 (6<sup>th</sup> semester), 31 students in Cohort 11 (4<sup>th</sup> semester), 18 students in Cohort 12 (3<sup>rd</sup> semester), 20 students in Cohort 13 (first semester), plus 1 student from Cohort 7, and 8 students from Cohort 9.

Other activities/improvement measures reported by the program include a review of faculty profiles relative to teaching assignments & content experts, and the hire of a Simulation Specialist to oversee simulation and work with the program's simulation technician. Faculty orientation now consists of a more structured mentorship for new faculty as well as for adjunct clinical instructors, and a new 12-week Faculty Professional Development Workshop Series has been instituted to assist with enhancing teaching practices.

An updated faculty roster shows 17 faculty: 11 Fulltime/ 6 Part-time, which represents a loss of 4 faculty (2FT/2PT) and a gain of 3 faculty (1FT/2PT) since April 2016. The faculty ratio at the June 2015 CAV was 15 full-time and 3 part-time. While the program is closely maintaining its total number of faculty, the turnover continues to present some problems as reported by students during an NEC visit to the program on September 21-22, 2016. Students in Cohorts 10, 11 & 12 reported clinical groups not starting on time due to faculty or facility issues, which was similarly identified by students in Fall/Spring 2015-16. The program has been working to recruit and stabilize its core faculty, and is currently reviewing 2 prospective candidates for faculty approval.

Total Program Evaluation is occurring in the program as evidenced by student survey data (i.e. course, faculty, clinical, skills lab) from Spring 2016 which garnered satisfactory ratings in all areas. A newly formed Program Evaluation (PE) Committee plans to meet every other month and at the end of each academic year, and the Total Program Evaluation Plan is being updated. Over the past summer, the curriculum was mapped to BRN requirements and the NCLEX-RN test plan to ensure content and identify areas for improvement. A revised clinical evaluation tool is being piloted and there are plans for submission of a major curriculum revision proposal to be implemented Fall 2017.

Students voiced appreciation of the changes being made in the program – NEC shared their feedback with the program director. Student representatives for each cohort have begun to attend faculty meetings; they will also be invited to the appropriate committee meetings where specific issues/concerns can be addressed for a response.

**ELC Recommendation: Continue Warning Status with quarterly progress reports to NEC and program to return to ELC in March 2017. The program may enroll one additional cohort of 20 students for Spring 2017 admission.**

**NEXT STEPS:** Notify program of Board action.

**PERSON(S) TO CONTACT:** Laura Shainian, MSN, RN  
Nursing Education Consultant

**BOARD OF REGISTERED NURSING  
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**AGENDA ITEM: 7.5  
DATE: November 10, 2016**

**ACTION REQUESTED:** *Information Only:* NCLEX Pass Rate Update

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

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

**NCLEX RESULTS–FIRST TIME CANDIDATES  
October 1, 2015-September 30, 2016\*\*/\*\***

JURISDICTION	TOTAL TAKING TEST	PERCENT PASSED %
California**/**	11,385	87.86
United States and Territories	158,033	84.30

**CALIFORNIA NCLEX RESULTS–FIRST TIME CANDIDATES  
By Quarters and Year October 1, 2015-September 30, 2016\*\*/\*\***

10/01/15- 12/31/15		1/01/16- 3/31/16		4/01/16- 6/30/16		7/01/16- 9/30/16		10/1/15- 9/30/16	
# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass
1,744	84.29	3,414	86.94	2,009	86.61	4,218	90.68	11,385	87.86

*\*Includes (3), (1), (3) and (0) “re-entry” candidates*

**\*\*2016 NCLEX-RN Test Plan and Passing Standard:** *The detailed versions (Candidate and Educator) of the 2016 NCLEX-RN Test Plan are now available on the NCSBN website at [www.ncsbn.org](http://www.ncsbn.org). The 2016 NCLEX-RN Test Plan is effective April 1, 2016 through March 31, 2019. The NCLEX-RN Passing Standard will remain at the current level of 0.00 logit that was instituted April 1, 2013. This passing standard will remain effective through 3.31. 2019. A logit is a unit of measurement to report relative differences between candidate ability estimates and exam item difficulties.*

Nursing Education Consultants (NECs) monitor the NCLEX results of their assigned programs. When a program’s annual first time candidate pass rate is below 75% for the academic year (July 1-June 30), the NEC sends the program written notice of non-compliance (per CCR 1431). The program submits a detailed written assessment of the factors contributing to the annual substandard pass rate along with a corrective action plan to improve the annual rate. The NEC summarizes the program’s NCLEX assessment and improvement action plans in the ELC/Board meeting materials per the 3/16 revision of the Licensing Examination Passing Standard EDP-I-29 document. If a second consecutive year of annual substandard performance occurs, a continuing approval visit will be scheduled within six months, and the NEC’s continuing approval visit findings reported to ELC with program representatives in attendance per EDP-I-29 as included in the Program Directors’ Handbook Section 8.

**NEXT STEP(s):** Continue to monitor results.

**PERSON(S) TO CONTACT:** Katie Daugherty, MN, RN, Nursing Education Consultant  
(916) 574-7685

**California Board of Registered Nursing**

**NCLEX-RN Pass Rates First Time Candidates  
Comparison of National US Educated and CA Educated Pass Rates  
By Degree Type  
Academic Year July 1, 2016-June 30, 2017**

<b>Academic Year July 1-June 30^</b>	<b>July-Sept #Tested % Pass</b>	<b>Oct-Dec #Tested % Pass</b>	<b>Jan-Mar #Tested % Pass</b>	<b>April-June #Tested %Pass</b>
<b>National/USEducated; All degree types *</b>	<b>49,176 (84.3)</b>			
<b>CA Educated; All degree types*</b>	<b>4,218 (90.6)</b>			
<b>National-AssociateDegree rates**</b>	<b>24,753 (82.0)</b>			
<b>CA-Associate Degree rates**</b>	<b>2,215 (89.3)</b>			
<b>National-BSN+ELM rates**/**</b>	<b>23,134 (86.7)</b>			
<b>CA-BSN+ELM rates**/**</b>	<b>2,000 (92.2)</b>			

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

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

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

^Note: Cumulative totals in this report may vary from quarterly totals due to quarter by quarter NCSBN corrections. Typically, the NCSBN corrections have not significantly changed from previously reported quarterly pass rate info. The 2016 NCLEX RN Test Plan and Passing Standard of 0.00 logit will be effective through 3/31/19.

Source: National Council of State Boards Pass Rate Reports

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**AGENDA ITEM: 7.6**  
**DATE: November 10, 2016**

**ACTION REQUESTED:** Licensing Program Update

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

**PROGRAM UPDATE:**

The Licensing Program evaluators are currently processing the initial review of exam and endorsement applications received in late September. The Board is preparing to process applications for fall graduation. To assist students on how to apply to the Board, the Licensing's management team continues to present an overview regarding the application and eligibility process to California students.

The Board is actively recruiting for 6 positions in the Licensing Unit; one full-time Program Technician II (PHN Evaluator), 4 limited-term Program Technician II (US Evaluator) and one limited-term Program Technician (Support). These positions will be dedicated to ensure that processing timeframes are being maintained within our statutory timeframes. We expect to have these positions filled by the end of November.

We continue to improve processes within the Licensing Program and have begun utilizing the CloudDrive to receive electronic transcripts from California programs. The Board is also looking into other transcript providers in order to accept transcripts from out of state programs. This will help with streamlining the Endorsement application process. Additionally, the Board continues to assess internal business processes and make necessary changes to ensure the evaluation and licensure processes is as streamlined as possible. Licensing management and staff continue to meet bi-weekly with Breeze Business Integration Analysts to review potential changes and enhancements to the system to allow for a more efficient workflow.

Long Dau, Licensing Program Manager and I gave a presentation at the annual California Organization of Associate Degree Nursing Program Directors conference on October 19, 2016. The presentation outlined the updates that were made to the Director's Handbook, the process of submitting electronic transcripts, process on how to apply online for the examination application, the NCLEX registration process, reporting of prior convictions and discipline and our processing timeframes. The major points of discussion were the elimination of the roster process for California programs and the implementation of accepting electronic transcripts via the DCA-BRN Cloud. The deans and directors were very receptive to the changes, but did have some questions regarding the electronic transcript process. Some programs have informed us that they use third party vendors to prepare their students final transcripts which may cause some additional work on their part to submit via the Cloud. We have been working with some of the programs to assist in ways for their school to utilize the Cloud to submit electronic transcripts to the board.

**STATISTICS:**

The Board is currently using Quality Business Interactive Report Tool (QBIRT) and is able to create and run various reports on a daily basis. QBIRT basics Workshop was held on October 28, 2016 for staff who was not able to partake in the first session. The Board sent additional staff to attend in an effort to have more users who would be able to run reports.

<b>Applications Received</b>				
<b>Application Type</b>	<b>Fiscal Year 2013 – 2014</b>	<b>Fiscal Year 2014-2015</b>	<b>Fiscal Year 2015-2016</b>	<b>Fiscal Year** 2016-Current</b>
<b>Exams</b>	14,284	15,777	16,059	3,960
<b>Endorsement</b>	9,679	13,534	15,713	6,385
<b>Repeat/Reapply</b>	5,716	7,734	6,879	2,095
<b>Advanced Practice</b>	6,921	8,084	6,701	3,975
<b>Total</b>	<b>36,600</b>	<b>45,129</b>	<b>45,352</b>	<b>16,415</b>

\*\* Fiscal Year 2016 – Current: July 1, 2016 – November 2, 2016

**NEXT STEPS:** Continue to monitor.

**PERSON TO CONTACT:** Christina Sprigg  
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(916) 574-7614