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:

- California State University, San Bernardino Baccalaureate Degree Nursing Program
- Chamberlain College of Nursing Baccalaureate Degree Nursing Program
- Mount Saint Mary’s University, Los Angeles Baccalaureate Degree Nursing Program
- National University Baccalaureate Degree Nursing Program
- San Diego State University Baccalaureate Degree Nursing Program
- Western University of Health Sciences Entry Level Master’s Degree Nursing Program
- Carrington College LVN to RN Associate Degree Nursing Program
- College of the Sequoias Associate Degree Nursing Program
- Copper Mountain College Associate Degree Nursing Program
- Modesto Junior College Associate Degree Nursing Program
- Ohlone College Associate Degree Nursing Program
- Santa Barbara City College Associate Degree Nursing Program
- Weimar Institute Associate Degree Nursing Program
- West Hills College Lemoore Associate Degree Nursing Program
- California State University, Los Angeles Nurse Practitioner Program
- University of California, Los Angeles Nurse Practitioner Program

**ACKNOWLEDGE RECEIPT OF PROGRAM PROGRESS REPORT**

- Holy Names University LVN to BSN Baccalaureate Degree Nursing Program
- California State University, Dominguez Hills Entry Level Master’s Degree Nursing Program
- Charles R. Drew University of Medicine and Science, Mervyn M. Dymally School of Nursing Entry Level Master’s Degree Nursing Program
- American Career College Associate Degree Nursing Program
- East Los Angeles College Associate Degree Nursing Program
- Napa Valley College Associate Degree Nursing Program
- San Joaquin 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
### Education/Licensing Committee
**DATE:** September 15, 2016

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>APPROVED BY NEC</th>
<th>DATE APPROVED</th>
<th>SUMMARY OF CHANGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>California State University, San Bernardino</td>
<td>B. Caraway</td>
<td>06/29/2016</td>
<td>Effective Fall 2016, change course numbers and units for the following courses: NURS 401-Psych/Mental Health Nursing: Clinical (4 units) to NURS 415-Psych/Mental Health Nursing: Clinical (3 units); NURS 407-Community/Public Health Nursing Clinical (4 units) to NURS 417-Community/Public Health Nursing Clinical (3 units). No changes in course objectives, or content. The changes were reflected in the revised “Total Curriculum Plan” and the “Required Curriculum: Content Required for Licensure” forms.</td>
</tr>
<tr>
<td>Chamberlain College of Nursing</td>
<td>S. Engle</td>
<td>04/13/2016</td>
<td>Minor curriculum revision to change course numbers: NR 226CA to NR 227 Fundamentals-Patient Care; NR 324CA to NR 329 Adult Health; NR 325CA to NR 330 Adult Health II NR 442CA to NR 444 Community Health Nursing. Received revised EDP-P-06 Content Required for Licensure, EDP-P-05a Total Curriculum Plan, EDP-P-17 Educational Requirements for a Public Health Certificate. No changes made in course content, units, or objectives.</td>
</tr>
<tr>
<td>Mount Saint Mary’s University, Los Angeles</td>
<td>L. Chouinard</td>
<td>06/08/2016</td>
<td>NUR10 decreased from 1 to 0.5 units, NUR55 increased from 6 to 7 units, NUR62 decreased from 8 to 7.5 units, corrected content area in NUR172 from P to C (mistakenly marked P thinking it was pediatrics instead of Psych), removed a medical surgical designation from NUR186, overall nursing theory decreased by 0.5 unit, nursing clinical increased by 1 unit and other degree requirements increased by 1 unit due to calculation errors on previous approved curriculum. This did not affect the total number of units for the nursing program or degree requirements. This approval was backdated to Fall 2015 when these changes were implemented.</td>
</tr>
<tr>
<td>National University</td>
<td>L. Moody</td>
<td>07/07/2016</td>
<td>Geriatric content was moved from other courses and concentrated in the Fundamentals course. BRN curriculum forms were revised to more accurately reflect major content inclusion by course. LVN 30/45 Unit Option was revised to coincide with generic track movement of Geri content and continue to ensure Option students receive Geri theory and clinical instruction.</td>
</tr>
<tr>
<td>SCHOOL NAME</td>
<td>APPROVED BY NEC</td>
<td>DATE APPROVED</td>
<td>SUMMARY OF CHANGES</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------</td>
<td>---------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>San Diego State University</td>
<td>L. Moody</td>
<td>05/03/2016</td>
<td>In 2014-15, the program revised enrollment/admission pattern from small cohort admission each Fall and Spring, to one large annual admission cohort each Fall. This required development of two tracks of the curriculum (Track 1 and Track 2) so that for each program year, there are two sub-cohorts of half the students, each of which complete the same course set in opposite semesters (Spring and Fall). The faculty has now further refined the 3rd and 4th year course sequences so that both Track 1 and 2 courses within each semester for each year are the same. For Track 2, this required moving NURS 307 Research &amp; EBP from Year 4 Fall Semester to Year 3 Fall Semester, and GE Exploration (required PHIL330-Medical Ethics) from Year 3 Fall Semester to Year 4 Spring Semester. Faculty additionally recognized that prior sequencing plan resulted in a gap of 1 year between NURS300 Acute Adult/Gero and NURS400 Acute Adult/Gero II courses in one of the subcohort tracks. To improve opportunity for successful student progression, the Fall and Spring semester block of Year 4 courses for both Track 1 and Track 2 were switched so that both tracks’ sequence now only has a single semester gap between the NURS300 and NURS400 courses. These revisions do not result in any change to course content or units, or total program units.</td>
</tr>
<tr>
<td>Western University of Health</td>
<td>B. Caraway</td>
<td>07/11/2016</td>
<td>Program submitted curriculum revision in response to the BRN recommendations to ensure consistency in the clinical experiences for the students enrolled in the Leadership &amp; Management course (CGN 6801-6802). Preceptorships are no longer available. Clinical rotation for the Leadership &amp; Management course is revised to offer the following two faculty led clinical options: • Focus Clinical Group: The students are scheduled in an acute care specialty unit with a clinical instructor. • RN partnered clinical rotation: The RN partner is assigned by faculty to the student. The University has policies and procedures regarding RN Nurse Partner qualifications, roles, responsibilities, and the orientation program. Students choose the preferred option. There are no changes in the Total Curriculum Plan (EDP-P05), and the Required Curriculum (EDP-P06) forms. The anticipated date of implementation of the new curriculum will be Fall 2016.</td>
</tr>
<tr>
<td>Sciences Entry Level Master’s</td>
<td></td>
<td>07/20/2016</td>
<td>Program submitted curriculum revision in response to the March 2016,</td>
</tr>
</tbody>
</table>
**SUMMARY OF CHANGES**

accreditation visit’s recommendation by the Commission on Collegiate Nursing Education (CCNE). According to the CCNE standards, the APRN core courses are defined as Advanced Physiology/Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology. ELM-Ambulatory Care track currently does not have an Advanced Pharmacology course. By adding the Advanced Pharmacology- GN5505 (3 units) – Pharmacotherapeutic & Technology course, the program will meet the CCNE standards requirements for APRN core courses.

The unit for GN7570-Clinical Experience has changed from 1 unit to 2 units in 9th semester. The one unit addition will increase the total clinical experience units (1 unit in semesters 6, 7, 8, 9) from 4 to 5 units. This will result to 10% of total clinical hours that can be credited towards the Ambulatory Care Nurse Certification requirements and increase students exposure to various ambulatory care settings. The two FNP Role Specific courses (GN 5820 & GN5840, 2 units each) were deleted from the ELM- Ambulatory Care track.

The above changes were reflected in the revised Total Curriculum Plan (EDP-P05), and the Required Curriculum (EDP-P06) forms. The anticipated date of implementation of the new curriculum will be Fall 2016.

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>APPROVED BY NEC</th>
<th>DATE APPROVED</th>
<th>SUMMARY OF CHANGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrington College LVN to RN Associate Degree Nursing Program</td>
<td>K. Daugherty</td>
<td>02/27/2016</td>
<td>Effective immediately program instructional hours will now be M-Sat. With no other curriculum or program changes. CRL/TCP unchanged.</td>
</tr>
<tr>
<td>College of the Sequoias Associate Degree Nursing Program</td>
<td>S. Engle</td>
<td>06/20/2016</td>
<td>Program has signed an agreement with the University of Phoenix for a transfer pathway-concurrent enrollment for students enrolled in the COS ADN program. The optional enrollment BSN curriculum will be offered during COS semester breaks. There is no change in program philosophy, objectives, content or units.</td>
</tr>
<tr>
<td>Copper Mountain College Associate Degree Nursing Program</td>
<td>L. Sperling</td>
<td>06/02/2016</td>
<td>Upon completion and review of first cycle of new curriculum, faculty are making the following changes to their curriculum: move Cancer content from course N-020 to course N-030 and replacing the cancer content in N-020 with the Renal Failure and Dialysis content from N-030; move Introduction to Basic Laboratory Values from N-015 to N-010. Course descriptions, hours, units, Student Learning Outcomes or terminal outcomes will not be affected by these changes.</td>
</tr>
<tr>
<td>SCHOOL NAME</td>
<td>APPROVED BY NEC</td>
<td>DATE APPROVED</td>
<td>SUMMARY OF CHANGES</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-----------------</td>
<td>---------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Modesto Junior College Associate Degree Nursing Program</td>
<td>S. Engle</td>
<td>7/1/2016</td>
<td>Combine Nurse 276 and 277 to form Nurse 278 Nursing Process: Advanced M/S - this revision will combine Advanced M/S and preceptorship into a single course. Reduce the total units for licensure from 67.5 to 65.5. This reduction in units is the result of the science division changing the anatomy and physiology courses from 5 units to 4 units. 30 Unit LVN option: include two-unit LVN Transition course (leadership/management) to total 30-units. Fall 2016 changes do not alter the philosophy, objectives or content. Revised EDP-P-05a &amp; EDP-P-06 submitted.</td>
</tr>
<tr>
<td>Ohlone College Associate Degree Nursing Program</td>
<td>S. Engle</td>
<td>05/24/2016</td>
<td>Plan to change the admission criteria Fall 2017 from random selection lottery using the Chancellor’s Pre-requisite Advisory Cut Score to the blended combination of random selection and multi-criteria screening based on AB 548. This change is in response to decreased NCLEX pass rates, increased attrition &amp; decreased retention rates. No change in program philosophy, objectives, content or units.</td>
</tr>
<tr>
<td>Santa Barbara City College Associate Degree Nursing Program</td>
<td>C. Velas</td>
<td>06/10/2016</td>
<td>Through program review and faculty consideration, Advanced Placement LVN students admitted to the Generic ADN program, Nurs 119-Introduction to RN for the LVN will be taught only in the Fall, course will increase from 8 weeks to 16 weeks to allow for content/instruction to be spread over a longer period of time. Content will not change, units remain the same. Nurs 165-Psych/Mental Health Nursing will move from Spring to Fall, no content or unit change. Student will then be integrated into the 3rd semester Generic ADN program with the exception of course Nurs164 Maternal/Newborn but taking Nurs 166-Beg M/SIII and Nurs 167VN-Pediatrics, no change in content or units. Course names for the generic ADN Program have been changed and clinical courses have been integrated into existing theory courses, no change in content or units. Theory and Clinical calculations have been corrected from previous approved curriculum, correction does not change the previously approved units. Math 104 is no longer offered as a course to satisfy “other degree requirements”. BSM 157-General Microbiology has been added as an acceptable course for science units.</td>
</tr>
</tbody>
</table>
## MINOR CURRICULUM REVISIONS
**Education/Licensing Committee**
**DATE:** September 15, 2016

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>APPROVED BY NEC</th>
<th>DATE APPROVED</th>
<th>SUMMARY OF CHANGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weimar Institute Associate Degree Nursing Program</td>
<td>K. Daugherty</td>
<td>06/27/2016</td>
<td>Split the existing 3 units N222 Pharmacology course into two separate Pharm courses. N222 now titled Intro to Pharm (1) unit will still be taken in first semester of nursing and the new N226 course titled Pharmacology (2) units will be taken in second semester. The more complex pharm content from N222 will be moved to the new N226 Pharm course and N226 will be taken with M/S I course N223. CRL and TCP forms to be revised accordingly. In Fall 2016 WI plans to admit up to 15 rather than 20 students into its second cohort of program students. First cohort of (9) students is expected to complete the program Spring 2017.</td>
</tr>
<tr>
<td>West Hills College Lemoore Associate Degree Nursing Program</td>
<td>L. Chouinard</td>
<td>06/29/2016</td>
<td>Due to department personnel changes and hiring of a new Direction of Nursing, two cohorts of students were provided a curriculum that was not in compliance with the current approved BRN curriculum. A minor curriculum change was approved 4/15/2013 that removed NURS13 Leadership and was to be implemented in August of 2013. This change did not occur and students who graduated in May of 2014 and May of 2015. This error has now been noticed and the currently enrolled cohort that is scheduled to graduate May 2016 will not take NUR13 and will be in full compliance with the approved BRN curriculum.</td>
</tr>
<tr>
<td>California State University, Los Angeles Nurse Practitioner Program</td>
<td>L. Moody</td>
<td>05/23/2016</td>
<td>The CSULA-NP program, FNP option will admit an additional special cohort of 20 students in Fall 2016. The curriculum will be the same in objectives, hours and content as for the regular FNP option and will be presented in an 18-month timeframe. This one-time event is supported in part by grant funds in response to needs of the Los Angeles Department of Health Services for advanced practice education/training of the agency’s RN staff so that services can be expanded to additional populations. In addition to the regular FNP curriculum students in this cohort will also complete an additional course N5421 PSYCH Individual Diagnosis &amp; Treatment Across the Lifespan to meet LA DHS requirements.</td>
</tr>
<tr>
<td>University of California, Los Angeles Nurse Practitioner Program</td>
<td>C. Velas</td>
<td>04/27/2016</td>
<td>Post-Masters NP Program has been suspended, effective January 1, 2016 as a result of central UCLA administrative requirements. The program anticipates reopening for enrollment in Fall 2018. All other Advanced Practice programs remain active.</td>
</tr>
<tr>
<td>SCHOOL NAME</td>
<td>APPROVED BY NEC</td>
<td>DATE APPROVED</td>
<td>PROGRESS REPORT</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>---------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Holy Names University LVN to BSN Baccalaureate Degree Nursing Program</td>
<td>K. Daugherty</td>
<td>06/27/2016</td>
<td>For the annual period of July 1, 2015- June 30, 2016, NCLEX pass rate as of 3/31/16 73.33% (33/45 passed on first attempt). HNU continues to carefully monitor course and NCLEX testing and all aspects of the action plan. HNU’s BRN approved “teach out” is expected to be completed on time in December 2016. When the BRN approved the teach out plan in October 2015, HNU planned to pursue submission of a major curriculum change in October 2016 to offer a “generic BSN degree option beginning in Fall 2017”. When HNU returns to ELC in October 2016, the program may pursue Board approval for official program closure effective December 2016 even if the program successfully achieves an annual rate of 75% or &gt; for 2015/2016. Eighteen are expected to graduate from the program in August, and the last 5 of the program students are expected to graduate in December 2016. First time pass rates for the August and December graduates are not expected to be available until January-late April 2017.</td>
</tr>
<tr>
<td>California State University, Dominguez Hills Entry Level Master’s Degree Nursing Program</td>
<td>L. Moody</td>
<td>06/09/2016</td>
<td>The last cohort of students was admitted in Fall 2013 after which enrollment was suspended. The program had experienced below threshold NCLEX-RN outcomes for the past three years: 2012-13 70% (20 taken; 14 passed), 2013-14 66.67% (12 taken, 8 passed), 2014-15 69.57% (23 taken, 16 passed). The program has now notified the BRN they will not request review to resume enrollment and are closing the program. The final cohort was graduated August 2015 and there are no remaining students with pending coursework. Two past students who have not yet passed the NCLEX-RN examination will continue to receive support to prep for the exam. Student records will be maintained and available per the California State University system practices. The program was previously notified (letter from BRN dated 9/30/2015) of the process for requesting to re-open the program within 5 years from August 2015.</td>
</tr>
<tr>
<td>Charles R. Drew University of Medicine and Science, Mervyn M. Dymally School of Nursing Entry Level Master’s Degree Nursing Program</td>
<td>L. Shainian</td>
<td>06/04/2016</td>
<td>CDU required monthly progress report June 2016: program evaluation data for Sp 2016 to be analyzed for action plans (due August 2016); changes in program org chart to receive institutional approval this week; Dr. Aavila in process of assessing faculty &amp; courses – to provide updated faculty list including content experts; faculty reviewing major curriculum revision proposal drafted 2015 – plan to submit Sp 2017 for implementation Fall 2017; newer faculty participating in faculty development modules and mentorship; students reps elected for each cohort – to attend faculty meetings; faculty in process of revising clinical evaluation tools.</td>
</tr>
</tbody>
</table>
## MINOR CURRICULUM REVISIONS
### Education/Licensing Committee
**DATE:** September 15, 2016

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>APPROVED BY NEC</th>
<th>DATE APPROVED</th>
<th>PROGRESS REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Career College Associate Degree Nursing Program</td>
<td>L.Shainian</td>
<td>04/27/2016</td>
<td>Progress Report: American Career College one-year Interim Visit for new A.D.N. program on April 27, 2016. Program has taught thru 6 (now) of 8 Terms. Faculty: 5 FT &amp; 14 PT (not including PD/Asst. PD). First cohort to graduate in November 2016. Current enrollment is 95 students (3 cohorts; admitted 33 per cohort). NEC met with 3 cohorts separately. Students doing well (97% Retention). Feedback from student meetings shared with faculty, PD &amp; Asst. Program Director. Students expressed overwhelming desire to have hard copy texts instead of eBooks – ACC Executive Director to follow-up with request. Program to include 30 unit option information to prospective students, as well as in college catalogue. NEC to return for visit in October before first cohort graduates (November 2015).</td>
</tr>
<tr>
<td>East Los Angeles College Associate Degree Nursing Program</td>
<td>L.Shainian</td>
<td>06/10/2016</td>
<td>Quarterly Progress Report for East Los Angeles College includes how the majority of 2015 graduates are testing within 3 months, but others wait as long as 7-10 months. Jan 2016 – March 2016 NCLEX 66.67% (20 passed/30 taken). Program continues to reach out to students delaying – offering NCLEX reviews. Long-term and short-term faculty substitutes for MS and Psych have applied for two tenure-track positions within Nursing Dept. 166 students in program – decreased enrollment continues at 48 twice a year (summer/winter). Final semester of new curriculum to be implemented Fall 2016 – graduates will take NCLEX in Spring 2017.</td>
</tr>
<tr>
<td>Napa Valley College Associate Degree Nursing Program</td>
<td>J. Wackerly</td>
<td>06/30/2016</td>
<td>Program faculty working with curriculum specialist toward completing a major curriculum change. Major curriculum change request will be presented to Education Licensing Committee fall 2016. Faculty work to date also has included changes to program philosophy, unifying theme revisions, requirement for entrance and continuation in ADN program, standardized testing (HESI) policy and remediation, and Safe Medication Administration Policy. Faculty handbook revision in progress, five year evaluation plan in progress, and the major curriculum plan.</td>
</tr>
<tr>
<td>San Joaquin Valley College Associate Degree Nursing Program</td>
<td>L.Shainian</td>
<td>06/27/2016</td>
<td>Letter from Program Director Janine Spencer addressing enrollment of 39 students in Spring 2016 instead of the approved 24 students at the SJVC alternate/secondary Ontario campus. In Sept 2015, the Board approved a maj curr revision for SJVC to start an alternate/secondary site at the Ontario campus that would allow for displaced Everest College students to continue their nursing education. The Ontario site would start with a cohort of 24 in May 2016, followed by a second cohort of 36</td>
</tr>
</tbody>
</table>
MINOR CURRICULUM REVISIONS
Education/Licensing Committee
DATE: September 15, 2016

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>APPROVED BY NEC</th>
<th>DATE APPROVED</th>
<th>PROGRESS REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>in April 2017. The admission cycle would be 36 students annually (Apr/May) for a total of 72 students at any one time. However, the program’s intention was to admit 40 students twice a year (Apr/Nov) for a total of 80, including an admission of 40 students Fall 2016. As the program is seeking approval for stand-alone SJVC Ontario ADN program, with enrollment of 40 students twice a year (first cohort to be admitted Nov 2016), the issue of enrollment is addressed.</td>
</tr>
</tbody>
</table>
BOARD OF REGISTERED NURSING  
Education/Licensing Committee  
Agenda Item Summary

AGENDA ITEM: 7.2  
DATE: September 15, 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 August 11, 2016 and makes the following recommendations:

7.2.1 Continue Approval of Prelicensure Nursing Program  
- National University Baccalaureate Degree Nursing Program  
- Sonoma State University Baccalaureate Degree Nursing Program  
- Cerritos College Associate Degree Nursing Program  
- Long Beach City College Associate Degree Nursing Program  
- Mount Saint Mary’s University, Los Angeles Associate Degree Nursing Program  
- Palomar College Associate Degree Nursing Program  
- Pasadena City College Associate Degree Nursing Program  
- Santa Rosa Junior College Associate Degree Nursing Program

7.2.2 Continue Approval of Advanced Practice Nursing Program  
- Sonoma State University Nurse Practitioner Program

7.2.3 Defer Approval of Prelicensure Nursing Program  
- College of Marin Associate Degree Nursing Program

7.2.4 Approve Major Curriculum Revision  
- American University of Health Sciences Baccalaureate Degree Nursing Program (increase enrollment)  
- California State University, Bakersfield Baccalaureate Degree Nursing Program (curriculum revision)  
- California State University, Los Angeles Baccalaureate Degree Nursing Program (curriculum revision)  
- University of California, Irvine Baccalaureate Degree Nursing Program (add ELM program)  
- California State University, Bakersfield Nurse Practitioner Program (curriculum revision)  
- California State University, Los Angeles Nurse Practitioner Program (curriculum revision)

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 August 11, 2016 and makes the following recommendations:

7.2.1 CONTINUE APPROVAL OF PRELICENSURE NURSING PROGRAM

- National University Baccalaureate Degree Nursing Program.

Dr. Richard Guertin, Program Director and Dr. Gloria McNeil, Dean – School of Health.

In late 2014 a regularly scheduled continuing approval visit was conducted and reported to ELC on March 5, 2015 and the Board on April 2, 2015. The Board took action to continue approval of National University Baccalaureate Degree Nursing Program with direction that the NEC was to conduct an Interim Visit with Self-Study required in Spring 2016. The repeat visit was deemed necessary because many of the 2014 visit findings were recurrent issues noted during previous visits in 2008 and 2010 for which the program had implemented corrective actions that were not sustained to ensure ongoing compliance with BRN regulations. Findings of the May-June 2016 visit were detailed in an attached report. Areas of recurring noncompliance and recommendations were presented. Areas of improvement noted during the visit included total program evaluation plan and execution, data gathering/ analysis/application, simulation lab facilities, classroom space, student support services including availability of nursing content tutors, faculty organization and committee processes, student clinical performance evaluation process and tools, and communication systems and processes. At the time of this report, actions taken during and immediately following the visit had brought the program into compliance with regulatory requirements. Ongoing program compliance will depend upon the ability to sustain implemented corrective processes and systems. The next regularly scheduled continuing approval visit is slated to occur in Fall 2019.

ACTION: Continue approval of National University Baccalaureate Degree Nursing Program.

- Sonoma State University Baccalaureate Degree Nursing Program.

Dr. Wilkosz, Program Director and Ms. Rockett, Assistant Director.

The continuing approval visit was conducted April 20-22, 2016 by Katie Daugherty, NEC and Janette Wackerly, SNEC, with one area of non-compliance related to CCR 1424 (d) and (h) Sufficiency of faculty resources and one recommendation related CCR 1426 (d) Curriculum identified. Detail was provided in attachments. The program had a strong core of 5 FT faculty in 2009 to staff the two pre-licensure degree options but only 2 FT faculty besides the program director were funded at the time of the 2016 visit. Well in advance of the visit, because of known retirements and partial retirements of full time tenure track faculty, the program director informed institutional administration of the need to fund a total of 4 FT faculty positions, however this need had not been funded. Visit discussion with institutional leadership in collaboration with the program director resulted in the institution taking prompt action to replace/fund two additional full time tenure track faculty positions so the core of full time faculty for the generic BSN degree option will total 4 FT faculty plus the PD as originally requested by the PD/ DON Chair for the Fall 2016 semester and moving forward. SSU’s prompt action corrects the area of non-compliance. Effective 6/18/16, SSU reports interviews and selection of two new FT faculty have been completed; one of the two new faculty has accepted the position and a response from the selected second potential faculty member is expected shortly. This provides evidence of compliance with all the board regulations and appropriate actions to address the recommendation.

ACTION: Continue approval of Sonoma State University Baccalaureate Degree Nursing Program.

- Cerritos College Associate Degree Nursing Program.

Ms. AnnVoorhies, Program Director.
A regularly scheduled continuing approval visit was conducted on April 6-7, 2016, by NECs Laura Shainian and Dr. Linda Sperling. The program was found to be in compliance with all BRN rules and regulations. Four recommendations were given: CCR 1424(d) Resources; CCR 1424(a) Curriculum; CCR 1427(c) Clinical Facilities; and CCR 1426(f) Clinical Facilities. The program had expanded its retention and remediation activities in support of student success. The activities are funded by a number of grants and other external sources, and include NCLEX review workshops, a simulation specialist, success retention specialist, peer mentors, faculty advisors, clinical assistants, didactic & clinical tutors, and faculty guided workshops. Program evaluation data reflected positive outcomes as a result of the measures. However, a 3-year reduction in grant funding which supports the activities prompted concern, for which the program plans to include “grant-funded student support services” in its college costs required for sustainability. The Instructional Dean of Health Occupations will include these services in the Annual Division Plan which is submitted to the college for future funding. Program NCLEX pass rates continue to surpass the minimum standard of 75%. Eighty percent of graduates are employed within 12 months despite a reduction in hiring and a preference for BSN-prepared nurses, although more are deferring employment to seek a BSN.

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

**Long Beach City College Associate Degree Nursing Program.**

**Ms. Maricela Arnaud, Program Director/Department Head.**

On May 16 and 17, 2016 a board approval visit was conducted at Long Beach City College for the review of their ADN Program. This visit was performed by Loretta Chouinard and Laura Shainian NECs. There were no findings of noncompliance; two recommendations were written for sections 1424(e) Program Director Assistant Director and 1424 (d) Sufficiency of Resources. Currently faculty are performing all of the administrative work related to clinical placement and covering other duties that take away from time dedicated to instruction.

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

**Mount Saint Mary’s University, Los Angeles Associate Degree Nursing Program.**

**Dr. Carol DeLilly, Program Director and Ms. Lisa Crowder, Assistant Program Director.**

A description of the school’s nursing programs and history was provided. On June 12-14, 2016 a continuing approval visit was conducted at Mount Saint Mary’s University (MSMU), Los Angeles, Doheny campus for the review of the ADN Program by Loretta Chouinard and Carol Mackay NECs. This continuing approval visit was conducted earlier than the regularly scheduled continuing approval visit for Fall of 2016 to combine it with the required site visit related to NCLEX first-time pass rate below 75% for two consecutive years (2013-2014 and 2014-2015). There were three findings of noncompliance 1424 (b)(1) Total Program Evaluation, 1424 (d) Sufficiency of Resources, and 1431 Licensing Examination Pass Rate Standard, and there were four recommendations with one related section given. Findings and recommendations were detailed in attached reports. The program submitted a progress report, dated July 8, 2016, addressing areas of non-compliance and recommendation.

The program has a written plan of evaluation, and works with the school’s Office of Institutional Research/Advancement to collect and analyze data. However, the previous review of the program had a recommendation to review the evaluation processes used by the program for analysis and use of the data to make programmatic changes. At this visit the review of multiple documents and submitted reports showed inconsistent and different admission, retention, and graduation data, and the resulting non-compliance citation. The progress report submitted showed how the program will track data for admission, attrition, graduation and other information for program improvements. The program has strong administrative support and a designated staff has been assigned to help with data collection. For the
noncompliance related to having contemporary technology and need of equipment update, such as hardwired computers and better functioning Wi-Fi, the progress report included specific plans for classroom renovations and upgrading of computers, including capacity for 80 testing stations, to support student learning. Meetings with students and faculty validated the program’s efforts to improve the NCLEX pass rate. The program implemented the Kaplan Test Prep and integration of this strategy in all courses and developed a policy on the use of this testing strategy. Both groups reported that the use and administration of the Kaplan Test Prep were not being done per policy and grading rubrics. Another area of strong student interest was in the integration of simulation in all courses. Although there was some integration being done, additional simulation experience would benefit the student population in this evening and weekend program that provides ongoing support through open lab, tutoring and other campus service. NCLEX scores for the past five years were reviewed, and show below 75% between 2013-2014 and 2014-15. The last academic year 2015-2016 has annual pass rate of 78.65%. The only corrective action not completed at this time is renovation of classrooms.

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

- **Palomar College Associate Degree Nursing Program.**
  Ms. Karen Donovan, Assistant Program Director.
  On April 26-27, 2016 a board approval visit was conducted at Palomar College ADN Program by Linda Sperling and Leslie Moody, NECs. There were no findings of noncompliance or recommendations. The program is operating in compliance with BRN regulations.
  **ACTION:** Continue approval of Palomar College Associate Degree Nursing Program.

- **Pasadena City College (PCC) Associate Degree Nursing Program.**
  Dr. Barbara Freund, Dean of Health Sciences.
  A regularly scheduled continuing approval visit was conducted on April 13-14, 2016 by NEC’s Wayne Boyer and Badrieh Caraway. The program was found to be in non-compliance in one area, CCR Section 1424(d) Resource Sufficiency, and one recommendation was given in CCR SECTION 1424(b) (1) Total Program Evaluation Plan. The program submitted a progress report addressing the one area of non-compliance and the one recommendation. The program is now in compliance in these areas. In June 2015, the ACCJC took action to impose probation on the Pasadena City College and require the College to submit a follow-up report in October 2016 relative to such issues as inconsistencies in HR and administrative positions and deficient shared governance practices. The PCC ADN Program has not been affected by PCC’s probation status. Dr. Kim Baily is the Simulation and Skills Lab Coordinator, which covers all simulation and skills lab activities, including student remediation plan as needed. Simulation is fully integrated throughout the curriculum. Dr. Baily will be retiring June 2016, and a request for her replacement has been submitted; hiring process/progress is pending. The college administration strongly supports the nursing program and is well aware of the department’s need to hire a full-time simulation coordinator for the simulation /skills labs, as well as the need for additional support staff to assist with the day-to-day operation of the nursing program to achieve program goals.
  **ACTION:** Continue approval of Pasadena City College Associate Degree Nursing Program.

**7.3.9 Santa Rosa Junior College Associate Degree Nursing Program.**
Dr. Anna Valdez, Program Director.
A continuing approval visit to Santa Rosa College Associate Degree Nursing Program, Santa Rosa, CA was conducted on April 18, 19, and 20th 2016 by Janette Wackerly SNEC and Katie Daugherty NEC. The program was found to be in compliance with Board rules and regulations.
**ACTION:** Continue approval of Santa Rosa Junior College Associate Degree Nursing Program.
7.2.2 CONTINUE APPROVAL OF ADVANCED PRACTICE NURSING PROGRAM

- Sonoma State University Nurse Practitioner Program.

Dr. Mary Ellen Wilkosz, Program Director.

This FNP program is taught on three campuses; Sonoma, Stanislaus, and Chico, and has provided FNPs for local communities, with a significant percentage of the graduates living and working in rural, frontier and medically underserved communities in California after program completion. A continuing approval visit was conducted by Katie Daugherty, NEC and Janette Wackerly, SNEC from April 25-28, 2016. The program was found to be in compliance with Board regulations and policies. One recommendation was made related to CCR 1484 (b) (5) Administration pertaining to retrieval of curriculum records and preceptor documentation.

ACTION: Continue approval of Sonoma State University Nurse Practitioner Program.

7.2.3 DEFER ACTION TO CONTINUE APPROVAL OF PRELICENSURE NURSING PROGRAM

- College of Marin Associate Degree Nursing Program.

Dr. Marshall Alameida, Program Director.

A continuing approval visit to College of Marin (COM) was conducted on April 18-20, 2016 by Carol Velas and Loretta Chouinard, Nursing Education Consultants. The program was found to have four areas of noncompliance: CCR 1424(d) Sufficiency of resources, CCR 1424(g) Faculty responsibility of the programs, CCR 1425.1(a) Faculty responsibility related to clinical hours with related noncompliance CCR 1426.1 Curriculum, and CCR 1424(i), Use of Non-faculty in clinical facilities. Two recommendations were given for CCR 1424 sufficiency of time for director/assistant director and CCR 1424(b)(1) total program evaluation (TPE). COM had a systematic approach to TPE until 2015-2016 year when faculty individually reviewed student surveys and addressed issues with students as they occurred. In reviewing minutes there was no indication that the TPE was being completed by faculty and there was inconsistency in record keeping, attendance, and lack of student participation. There is limited skills lab availability for all students due to the priority of students enrolled in NE 101, 102, and 103 skills lab course with enrollment caps of 24 students. In the ambulatory settings students are supervised and, in some cases, evaluated by non-faculty registered nurses. There was no documentation or evidence that demonstrated the communication of role responsibility for these nurses and faculty of these courses were unaware of the need to have a formal process. There was inconsistency in clinical hours among students in the same clinicals and in different clinical settings according to the approved curriculum. There is inconsistent implementation of polices by faculty who teach the precepted course for senior students.

COM has developed and begun to implement a comprehensive action plan addressing all areas of noncompliance and recommendation. The Administrative team, including Dr. Wain Coon, College President has fully supported Dr. Alameida’s efforts to bring this program into and to sustain compliance.

ACTION: Defer action to continue approval of College of Marin with NEC to conduct an interim visit in Spring 2017 and report to ELC.

7.2.4 APPROVE MAJOR CURRICULUM REVISION

- American University of Health Sciences Baccalaureate Degree Nursing Program (increase enrollment).

Dr. Mercy Popoola, Program Director and Dr. Dianna Scherlin, Provost and Professor.

AUHS is requesting approval to increase enrollment which will create spaces for additional admissions as well as accommodate re-entry students as needed. The current approved pattern of enrollment has been admission of 40 students twice annually. The requested increase would allow admission of 60 students twice annually. The program’s most recent reported attrition rate (2014-15) is 29% with retention of
51% for the same period. The program provides extensive student support and remediation services to ensure all students have the opportunity to successfully complete the program and pass the NCLEX-RN examination. NCLEX pass rates for the past five year period are: 2010-11 70.59%; 2011-12 73.08%; 2012-13 50%; 2013-14 80%; 2014-15 84.62%; and to date for the first 3 quarters of the 2015-16 measurement year 50 have taken the exam with 46 passed = 92%. The steady improvement of pass rate for the current and past 2 years reflects implementation of extensive program improvements including strengthened student support services following the 2012-13 substandard outcome. Program resources including faculty, physical space (classrooms, labs, etc.), clinical facilities and support resources, were evaluated during a visit in March 2016 and the program provided updated information as part of their enrollment increase proposal. The availability of all resources required to support the expanded enrollment has been demonstrated. With BRN approval, the program intends to begin September 2016 admitting 60 students twice annually.

**ACTION:** Approve enrollment increase to sixty students twice annually for American University of Health Sciences Baccalaureate Degree Nursing Program.

- **California State University, Bakersfield (CSUB) Baccalaureate Degree Nursing Program (curriculum revision).**

  Dr. Deborah Boschini, Program Director/Department Chair and Dr. Phyllis Heintz. A major curriculum revision proposal was submitted with implementation planned for Fall 2016. CSUB is converting from the quarter to semester system. The curriculum will change from a 10 week quarter to a 16 week semester compressed into 15 weeks. Other elements of the revision include: revised units for Nursing (Theory 30 units; Clinical 21 units), Communication 6 units, and Science 27 units for a total of 84 units required for licensure. Other degree requirements vary from 0-36 units for a total of 120 units for graduation; courses renumbered and renamed; program objectives have editorial and formatting changes to better align with the AACN Baccalaureate Essentials; prerequisite courses re-sequenced; revisions to General Education units required for graduation; clinical evaluation tools; Nursing Fundamentals and Concepts course separated into two courses; Gerontology (previously integrated) was made a separate course for theory and clinical; Pharmacology will be taught each semester and aligned with the five content areas resulting in an increase of 2 units.

  **ACTION:** Approve major curriculum revision for California State University, Bakersfield Baccalaureate Degree Nursing Program.

- **California State University, Los Angeles Baccalaureate Degree Nursing Program (curriculum revision).**

  Dr. Lori Judson, Program Director and Dr. Gail Washington, Assistant Director. The program is requesting approval of a major curriculum revision affecting both generic and ABSN options, driven by the University’s decision to change from a quarter system to a 16-week semester system (15 weeks of instruction + 1 week final exams) and mandate to limit total units required for graduation to 120. Achievement of these goals while maintaining effective progression of concepts across the curriculum and inclusion of all required content required redistribution of some course content and combining of some courses. All courses have been renamed and renumbered.

  **ACTION:** Approve major curriculum revision for California State University, Los Angeles Baccalaureate Degree Nursing Program.

- **University of California, Irvine Baccalaureate Degree Nursing Program (add ELM program).**

  Ms. Kathleen Saunders, Program Director and Ms. Julie Rousseau.
UCI is requesting approval for addition of an Entry Level Master’s Degree Nursing Program with a concentration in Community and Population Health Nursing option with implementation planned for Summer 2017 and an annual enrollment of 40 students. The proposed curriculum utilizes the AACN Essentials of Master’s Education in Nursing and the Tier 1, Eight Domains of Quad Council Public Health Nursing Competencies. In addition to the prelicensure required content, there are five concentration specific courses including Health Promotion/Disease Prevention, Compassionate Care with Underserved Populations, Professional Issues in Nursing, Directed Study in Vulnerable Populations, and Community-based Health Care. The program will be delivered in eight quarters over two years. A variety of inpatient and ambulatory care settings will be used for clinical practicums. UCI has existing contracts with most clinical sites they plan to use and the increase in students will not impact current students in those locations. Student will apply to take the NCLEX-RN exam upon graduation at which time they also meet the requirements for the Public Health Certificate.

**ACTION:** Approve addition of the ELM program with an annual enrollment of 40 students.

- **California State University, Bakersfield Nurse Practitioner Program (curriculum revision).**
  Dr. Deborah Boschini, Program Director/Department Chair and Dr. Phyllis Heintz.
  A proposal for a Major Curriculum Revisions for the MSN- Family Nurse Practitioner Program was submitted with implementation planned for Fall Semester, 2016. CSU-Bakersfield is converting from the quarter to semester system. The conversion will include a change from six quarters to five semesters, with a summer session between the first and second semesters. The summer session was requested by students who felt there was a loss of momentum with a summer off between the first and second year of the program. Other elements of the revision include: revised units include 22 units of MSN Core Courses and 22 units of FNP Option for a total of 44 units; renumber and rename courses; N636 Assessment/management of Acute Family Health Care (theory) was integrated into N6320 APN Care for Individual and Families across the Lifespan I (theory) and N6330 APN Care for Individual and Families across the Lifespan II (theory); N637 Assessment/ management of Acute Family Health Care (clinical) was integrated into N6321 APN Care for Individual and Families across the Lifespan I (clinical) and N6331 APN Care for Individual and Families across the Lifespan II (clinical); total theory hours decreased by ten with clinical hours remaining the same. The MSN/FNP program has been approved by the Chancellor’s office and is accredited by WASC. CSU-Bakersfield is currently seeking CCNE accreditation. This proposal meets BRN rules and regulations.
  **ACTION:** Approve major curriculum revision for California State University, Bakersfield Nurse Practitioner Program.

- **California State University, Los Angeles Nurse Practitioner Program (curriculum revision).**
  Dr. Lorie Judson, Program Director and Dr. Gail Washington, Assistant Director.
  The program is requesting approval for a major curriculum revision that will allow compliance with CCNE and AACN accreditation requirements and alignment with the university practices while continuing to ensure a comprehensive curriculum that includes all required and appropriate content. The curriculum revision will increase consistency, and eliminate overlap and redundancy of courses and course content. The transition from quarters (10 weeks) to semesters (15 weeks) will facilitate more efficient use of resources and clinical facilities, and benefit students by allowing longer periods of time for mastery learning. The semester will be 15 weeks in length with summer term courses presented in a compressed 10-week format. The revised curriculum meets BRN requirements.
  **ACTION:** Approve major curriculum revision for California State University, Los Angeles Nurse Practitioner Program.
ACTION REQUESTED: Vote on Whether to Grant Initial Approval of Prelicensure Nursing Program for California Career College (CCC) Associate Degree Nursing Program

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

BACKGROUND: Susan Naimi, MSN, RN, is the Owner/CEO of CCC. Elizabeth Estrada, MSN, RN, is the Director of Nursing since June 22, 2015 and has worked part-time and will transition to a full-time position upon approval of the program.

The Board accepted the feasibility study from California Career College Associate Degree Nursing Program on April 3, 2014 and approved extension of self-study phase at the Board Meeting on June 16, 2016. On June 1, 2016, Linda Sperling, NEC and Miyo Minato, SNEC, conducted an initial program approval visit for California Career College Associate Degree Nursing Program, located in Canoga Park, 25 miles northwest of downtown Los Angeles. The program was found to be in compliance with all BRN rules and regulations.

CCC is a post-secondary institution established in 2001 and operates as a private corporation owned by a sole shareholder. The school currently offers an associate degree Vocational Nursing program. CCC is approved by the Bureau of Private Postsecondary Education (BPPE) through 2017 and has an institutional accreditation by the Accrediting Bureau of Health Education Schools (ABHES) through 2018 for their LVN program. The LVN program’s NCLEX-PN pass rates is 73%, which meets the BVNPT’s standard, pursuant to Sections 2530 and 2585 of the Code: VN and PT programs are required to maintain a minimum average annual pass rate that is no more than ten (10) percentage points below the State average annual pass rate for first-time candidates of approved VN and PT schools for the same period. CCC expects to obtain ABHES and BPPE approvals to award the Associate of Science degree for Registered Nursing to the graduates pending Board approval.

The CCC Campus consists of a two-story, 4,200 sq. ft. building. One large office for RN program and LVN director. Two offices available for full-time instructors and one office for part-time instructors. A large conference room is available for meetings and instructor/student privacy. One classroom has twenty-eight (28) seats and is sufficient to meet the needs of the program based on an enrollment of twenty-four (24) students, three (3) times per year. Classroom, skills and simulation labs can accommodate enrollments for both the LVN and RN programs scheduling classes over six (6) days per week, so that only students from one program is on campus at any one time. There spaces and other student support services available within the Administrative Offices. The academic resources, computers, and space are available for electronic library, The LIRN, collection of peer-reviewed and full-text journal, magazines, and newspaper articles, and e-books. The CCC administration has already explored additional spaces at a nearby location to provide more instructional spaces when needed.
The self-study indicated that the program has an applicant pool of qualified faculty for the ADN program. The program has plans to hire two (2) full-time nursing and four (4) part-time non-nursing, general study faculty, one administrative assistant, one lab IT non-nurse, and one librarian assistant non-nurse at the start of semester one. Faculty will be added as required to support program growth.

The conceptual and organizing framework for the curriculum integrates the nursing process and the Gordon’s Functional Health Patterns as a practice model. Curriculum and course sequence progress from simple to complex knowledge and skill with emphasis on caring, problem solving, and critical thinking. The conceptual framework defines the required major concepts, views bio-psycho-social needs of the patient, and focuses on the nurse’s roles with emphasis on the evidence-based practice, and promoting prevention and evaluation of outcomes. QSEN competencies and emphasis on quality and safety are incorporated throughout the nursing courses.

The curriculum is intended to be completed in two (2) years and includes the required content for licensure and college degree requirements. The curriculum is conducted in a fifteen (15) week, six (6) semester system. The total units for licensure equal 68 semester units. The total units for graduation equal seventy 70 semester units. Theory content and clinical experiences are coordinated to be concurrent beginning in semester two (2) and continue in each semester until program completion. The program plans on admitting the 24 students, three times per year, with the first cohort of students to start in Fall 2016.

At the ELC Meeting on August 11, 2016 the Committee recommended to defer the decision and asked that Board staff make a site visit to a new clinical site secured after the initial visit and report at the Board Meeting on September 15, 2016 and for a board action. The majority of the clinical sites that were visited at the initial program review verified thirteen (13) sites with contracts that covered the required five content areas: Medical Surgical, Maternal Health, Pediatrics, and Community Psych, and Geriatrics. The program was working on five additional sites to add experiences for Advanced and Complex client care. The Committee required information to ensure that there were sufficient experiences available for the Advanced Medical-Surgical experiences prior to a decision for the ELC recommendation.

On August 17, 2016 Miyo Minato, SNEC, visited Ventura County Medical Center (VCMC), a general acute care facility, licensed for 223 beds, in the following units/number of beds: Coronary Care (9); NICU (30); ICU (15); Peds (16); Perinatal (28); General Acute Care – Med-Surg (82); Acute Psych (43). There are other services available to students, such as ER and various outpatient services throughout the medical center campus. The hospital is currently building a new tower with plans to expand beds in some of the units, such as ER beds. The move to the new facility is anticipated for Spring 2017. Meeting with the Education Director and the tour of the facility verified that there are adequate clinical spaces for this new program without any displacement of current students from Ventura College, Moorpark College, and CSU Channel Islands using VCMC.

**NEXT STEPS:** Notify program of board decision.

**PERSON(S) TO CONTACT:** Linda Sperling, DHA, MSN, RN  
Miyo Minato, MN, RN  
Nursing Education Consultant
CONSULTANT APPROVAL REPORT
FOR INITIAL PROGRAM APPROVAL REVIEW

PROGRAM NAME: California Career College

<table>
<thead>
<tr>
<th>APPROVAL CRITERIA</th>
<th>Compliance</th>
<th>Non Compliance</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECTION 1: ADMINISTRATION AND ORGANIZATION OF THE PROGRAM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual difference of students, including their cultural and ethnic background, learning styles, goals, and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</td>
<td>X</td>
<td></td>
<td>The philosophy is consistent with and supportive of the mission of the college. The philosophical beliefs of the program are inherent to the practice of nursing and education, with an emphasis on the nursing process, caring, problem solving and critical thinking, and follow an Organizing Framework utilizing Gordon’s Functional Health Patterns and facilitates an assessment with a focus patients’, families, or group problems and functional status that are important to clinical practice. The curriculum is designed to assist the student in learning to contribute to the global community as they develop and understand their relationship to diverse social, cultural, political, economic, technological, and natural environments.</td>
</tr>
<tr>
<td>1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.</td>
<td>X</td>
<td></td>
<td>The policies and procedure requirements that pertain to the administration of the nursing program are well documented in the college catalog, and in the student handbook.</td>
</tr>
<tr>
<td>1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.</td>
<td>X</td>
<td></td>
<td>The effectiveness of the total educational program will be assessed on an on-going process and will provide continual feedback for program review and revision using a continuous and comprehensive evaluation model. Data will be</td>
</tr>
</tbody>
</table>
CONSULTANT APPROVAL REPORT FOR INITIAL PROGRAM APPROVAL REVIEW

PROGRAM NAME: California Career College

<table>
<thead>
<tr>
<th>APPROVAL CRITERIA</th>
<th>Compliance</th>
<th>Non Compliance</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1424(b)(2) The program shall have a procedure for resolving student grievances.</td>
<td>X</td>
<td></td>
<td>The procedure for student grievances is outlined in the student and faculty handbook.</td>
</tr>
<tr>
<td>1424(c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of</td>
<td>X</td>
<td></td>
<td>Organizational chart clearly depicts the appropriate lines of authority and channels of communication for the Director, Assistant Director, Instructors, Assistant Instructors and staff.</td>
</tr>
<tr>
<td>1424(d) 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.</td>
<td>X</td>
<td></td>
<td><strong>Faculty/Staff:</strong> Program Director hired 6/22/2015. Program will hire Assistant Director, nursing and general study faculty upon approval of the self-study report from a pool of qualified applicants and will add faculty as program progresses through the semesters to meet course needs. Other ancillary staff will include an Administrative Assistant, Lab IT non-nurse, and a Librarian Assistant. <strong>Student Support Services:</strong> will provide tutoring, library, computer, counseling, academic advisement, career/employment placement. Library facilities: are maintained on campus that</td>
</tr>
</tbody>
</table>
**CONSULTANT APPROVAL REPORT**
**FOR INITIAL PROGRAM APPROVAL REVIEW**

**PROGRAM NAME:** California Career College  
**DATE OF VISIT:** June 2016

<table>
<thead>
<tr>
<th>APPROVAL CRITERIA</th>
<th>Compliance</th>
<th>Non Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMENTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will have access to an e-library, LIRN: The Library and Information Resources Network as well as access to Kaiser Medical Center and the local public libraries. The library is Wi-Fi capable and houses 14 computers for student use during school hours.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Space: Campus consists of a two-story 4,200 sq. ft. building. One large office for RN program and LVN director. Two offices available for full-time instructors and one office for part-time instructors. A large conference room is available for meetings and instructor/student privacy. One classroom has twenty-eight (28) seats and is found to be sufficient to meet the needs of the program based on an enrollment of twenty-four (24) students, three (3) times per year. Classroom can accommodate both the LVN and RN programs by way of scheduling classes over six (6) days per week.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy/Physiology/Microbiology Lab: (24 seats) with wet lab.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simulation Lab: Patient simulators are available for student learning in the five patient area skills lab to reflect a patient room. The lab has one high-fidelity Laerdal mannequin to be used with simulation, and other low-fidelity mannequins to</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CONSULTANT APPROVAL REPORT
FOR INITIAL PROGRAM APPROVAL REVIEW

PROGRAM NAME: California Career College

<table>
<thead>
<tr>
<th>APPROVAL CRITERIA</th>
<th>Compliance</th>
<th>Non Compliance</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.</td>
<td>X</td>
<td></td>
<td>Program Director, Elizabeth Estrada, MSN, RN was approved June 22, 2015 and hired part-time to assist with completion of the self-study report. Upon approval of self-study, director will transition to full-time position with a 75% release time. The Assistant Director will serve in a dual capacity: administration responsibilities will occupy 50% of workload and teaching activities will occupy 50% of workload.</td>
</tr>
<tr>
<td>1424(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered, and who is delegated the authority to perform the director's duties in the director's absence.</td>
<td>X</td>
<td></td>
<td>Assistant Director will be hired upon approval of self-study and will meet all BRN requirements.</td>
</tr>
<tr>
<td>1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.</td>
<td>X</td>
<td></td>
<td>Faculty will be involved in all aspects of the program through six committees which will focus on policy, procedure, planning, organizing, implementing, and evaluation of the program.</td>
</tr>
</tbody>
</table>
## PROGRAM NAME: California Career College

### APPROVAL CRITERIA

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Compliance</th>
<th>Non Compliance</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>X</td>
<td></td>
<td>Program has an applicant pool of LVN faculty who can be used in ADN program and will consider applicants who will qualify as content experts in each area. The program will add full time and part time faculty as program progresses through the semesters to meet course needs.</td>
</tr>
<tr>
<td>1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.</td>
<td>X</td>
<td></td>
<td>The program does not utilize non-faculty individuals to instruct or supervise students obtaining clinical experience at this time.</td>
</tr>
<tr>
<td>1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.</td>
<td>X</td>
<td></td>
<td>The relationship of the Assistant Director and their responsibilities are outlined in the job description and organizational chart provided in the Self-Study.</td>
</tr>
<tr>
<td>1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria: (1) Acuity of patient needs; (2) Objectives of the learning experience; (3) Class level of the students; (4) Geographic placement of students; (5) Teaching methods; and (6) Requirements established by the clinical agency.</td>
<td>X</td>
<td></td>
<td>The teacher/student ratio is established by the clinical agency as well as the needs of the students and their learning experience and course objectives.</td>
</tr>
</tbody>
</table>

### SECTION 2: FACULTY QUALIFICATIONS AND

X | Program Director, Elizabeth Estrada was hired
**CONSULTANT APPROVAL REPORT**  
FOR INITIAL PROGRAM APPROVAL REVIEW  

**PROGRAM NAME:** California Career College  

<table>
<thead>
<tr>
<th>APPROVAL CRITERIA</th>
<th>Compliance</th>
<th>Non Compliance</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
| **CHANGES:**  
1425 All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 02/09), which is incorporated herein by reference. A program shall report to the board all changes in faculty, including changes in teaching areas, prior to employment of, or within 30 days after, termination of employment of a faculty member. Such changes shall be reported on forms provided by the board: Faculty Approval/Resignation Notification form (EDP-P-02, Rev 02/09) and Director or Assistant Director Approval form (EDP-P-03, Rev 02/09), which are herein incorporated by reference. Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:  

1425(a) The director of the program shall meet the following minimum qualifications:  

(1) A master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;  

(2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with section 1420(h);  

(3) Two (2) years' experience teaching in pre- or post-licensure registered nursing programs; and  

(4) One (1) year's continuous, full-time or its equivalent experience direct patient care as a registered nurse; or  

| | | Elizabeth Estrada holds a MSN from an accredited college. |

Assistant Director and all faculty will be approved by the BRN prior to employment.

EDP S-05  
INITIAL APPROVAL REPORT FOR: California Career College Associate Degree Nursing Program  
Rev. 5/15  
DATES OF VISIT: June 1, 2016  
NEC: Linda Sperling, DHA, MSN, RN – SNEC Miyo Minato MN, RN
CONSULTANT APPROVAL REPORT FOR INITIAL PROGRAM APPROVAL REVIEW

PROGRAM NAME: California Career College

<table>
<thead>
<tr>
<th>APPROVAL CRITERIA</th>
<th>Compliance</th>
<th>Non Compliance</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5) Equivalent experience and/or education, as determined by the board</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1425(b) The assistant director shall meet the education requirements set forth in subsection (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above, or such experience as the board determines to be equivalent.</td>
<td>X</td>
<td></td>
<td>Plan to hire assistant director who meets all BRN requirements once self-study report is approved.</td>
</tr>
<tr>
<td>1425(c) An instructor shall meet the following minimum qualifications:</td>
<td>X</td>
<td></td>
<td>All instructors will meet minimum requirements and be approved prior to employment.</td>
</tr>
<tr>
<td>(1) The education requirements set forth in subsection (a)(1); and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency; and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Completion of at least one (1) years' experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1425(d) An assistant instructor shall meet the following minimum qualifications:</td>
<td>X</td>
<td></td>
<td>All assistant instructors will meet minimum requirements and be approved prior to employment.</td>
</tr>
<tr>
<td>(1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## PROGRAM NAME: California Career College

### APPROVAL CRITERIA

<table>
<thead>
<tr>
<th>Compliance</th>
<th>Non Compliance</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
| (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by:  
(A) One (1) year’s continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or  
(B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency. | | The program is not planning on using clinical teaching students in the ADN program at this time. |

1425(e) A clinical teaching assistant shall have at least one (1) year continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years as a registered nurse providing direct patient care.  
X | |

1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:  
(1) A master’s degree in the designated nursing area; or  
(2) A master’s degree that is not in the designated nursing area and shall:  
(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and  
(B) Have a minimum of two hundred forty (240) hours of clinical  
X | Plans for content experts who meet BRN requirements in areas of geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics will be considered during hiring process. |
**CONSULTANT APPROVAL REPORT FOR INITIAL PROGRAM APPROVAL REVIEW**

**PROGRAM NAME:** California Career College  
**DATE OF VISIT:** June 2016

<table>
<thead>
<tr>
<th>APPROVAL CRITERIA</th>
<th>Compliance</th>
<th>Non Compliance</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION 3: FACULTY RESPONSIBILITIES**

1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.  

X  

Faculty responsibilities are outlined in the Job Description and in Faculty Handbook.

1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.  

X  

All new employees must participate in the orientation program which includes program evaluation responsibilities, professionalism, participation in curriculum development and evaluation, policies and procedures, teaching strategies, student evaluation/supervision, continuing self-development, and collaboration strategies with faculty team; will be provided with a review of their job descriptions and afforded opportunities to mentor with a current instructor in both the clinical and classroom arenas.
CONSULTANT APPROVAL REPORT  
FOR INITIAL PROGRAM APPROVAL REVIEW

PROGRAM NAME: California Career College  
DATE OF VISIT: June 2016

<table>
<thead>
<tr>
<th>APPROVAL CRITERIA</th>
<th>Compliance</th>
<th>Non Compliance</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1425.1(c) A registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program</td>
<td>X</td>
<td></td>
<td>Registered nurse faculty members are responsible exclusively for clinical supervision of student in the ADN program as noted in program clinical affiliation agreement.</td>
</tr>
<tr>
<td>1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches. The board document, &quot;Faculty Remediation Guidelines&quot; (EDP-R-08 Rev. 02/09), which provides guidelines for attaining and documenting clinical competency, is herein incorporated by reference.</td>
<td>X</td>
<td></td>
<td>All faculty will be able to function at the level of a staff RN in the designated nursing area and will be remediated to any new area based on the faculty remediation guidelines.</td>
</tr>
<tr>
<td>SECTION 4: REQUIRED CURRICULUM</td>
<td>X</td>
<td></td>
<td>The generic ADN program curriculum is intended to be completed in 2 years and includes the required content for licensure and college degree requirements. It is designed to offer an Associate of Science Degree to AND program graduates.</td>
</tr>
<tr>
<td>1426(a) 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</td>
<td>X</td>
<td></td>
<td>Student Learning Outcomes are leveled to describe student behaviors and knowledge which are measured at the end of every semester and lead to attainment of the desired graduate learning outcomes.</td>
</tr>
</tbody>
</table>
| 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills, and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse. | X | | The Unifying theme/theoretical framework of the curriculum is based on the concepts of Gordon’s Functional Health Patterns and facilitates an assessment with a focus patients’, families, or group problems and functional status that are
CONSULTANT APPROVAL REPORT  
FOR INITIAL PROGRAM APPROVAL REVIEW

PROGRAM NAME: California Career College  
DATE OF VISIT: June 2016

<table>
<thead>
<tr>
<th>APPROVAL CRITERIA</th>
<th>Compliance</th>
<th>Non Compliance</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number of units in the specified course areas:</td>
<td>X</td>
<td></td>
<td>The curriculum is conducted in a 15-week semester system and is completed in six (6) semesters.</td>
</tr>
</tbody>
</table>
| (1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice. | | | Total units for licensure: 67 units.  
Total units for graduation: 70 units. |
| (2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written, and group communication. | | | Total Nursing Units: 40 units  
Theory: 21 units  
Clinical: 19 units  
Other Degree requirements: 3 units |
| (3) Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units. | | | Total Communication units: 6 units  
Total Science units: 21 units. |
| 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and | X | | The theory content and clinical experience are coordinated to be concurrent with clinical in all nursing areas beginning in Semester two and continuing throughout the program meeting all instructional outcomes. |

EDP S-05  
INITIAL APPROVAL REPORT FOR: California Career College Associate Degree Nursing Program  
Rev. 5/15  
DATES OF VISIT: June 1, 2016  
NEC: Linda Sperling, DHA, MSN, RN – SNEC Miyo Minato MN, RN
<table>
<thead>
<tr>
<th>APPROVAL CRITERIA</th>
<th>Compliance</th>
<th>Non Compliance</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1426(e) The following shall be integrated throughout the entire nursing curriculum:</td>
<td>X</td>
<td></td>
<td>The nursing process utilizing Gordon’s FHP is integrated through the nursing curriculum and is an integral part of both the didactic and the clinical courses.</td>
</tr>
<tr>
<td>(1) The nursing process;</td>
<td></td>
<td></td>
<td>Throughout the program, emphasis is placed on how students apply the nursing process to meet the program outcomes and competencies with analysis of quality and safety in nursing (QSEN) standards, as well as integration of professional standards.</td>
</tr>
<tr>
<td>(2) Basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing;</td>
<td></td>
<td></td>
<td>The role of the nurse in the promotion, maintenance, and restoration of optimum levels of health to clients across the life span is a basic tenet of the curriculum.</td>
</tr>
<tr>
<td>(3) Physical, behavioral, and social aspects of human development from birth through all age levels;</td>
<td></td>
<td></td>
<td>The curriculum for medical surgical nursing is structured to focus on the developmental processes of the early and middle adult and Geriatric content addressing major emphasis on the physical, behavioral, and social aspects of human development of the elderly will be integrated in the Medical Surgical Courses.</td>
</tr>
<tr>
<td>(4) Knowledge and skills required to develop collegial relationships with health care providers from other disciplines;</td>
<td></td>
<td></td>
<td>The nursing courses apply the basic knowledge of verbal skills through the use of oral presentations,</td>
</tr>
<tr>
<td>(5) Communication skills including principles of oral, written, and group communications;</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### CONSULTANT APPROVAL REPORT FOR INITIAL PROGRAM APPROVAL REVIEW

**PROGRAM NAME:** California Career College  
**DATE OF VISIT:** June 2016

<table>
<thead>
<tr>
<th>APPROVAL CRITERIA</th>
<th>Compliance</th>
<th>Non Compliance</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.</td>
<td>X</td>
<td></td>
<td>Academic progress is measured through formative and summative evaluations throughout the curriculum. Students must pass each course with a grade of 75% or higher. An evaluation tool for clinical experience is designed to measure achievement of learning objectives in the clinical courses. This tool is designed to measure performance using QSEN as a building block and they are directly related to course objectives.</td>
</tr>
<tr>
<td>1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula: (1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit. (2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.</td>
<td>X</td>
<td></td>
<td>The nursing program utilizes a semester format with units calculated as designated by the BRN. The Total Curriculum plan is in compliance with this section regarding hours of instruction and clinical practice.</td>
</tr>
</tbody>
</table>
CONSULTANT APPROVAL REPORT
FOR INITIAL PROGRAM APPROVAL REVIEW

PROGRAM NAME: California Career College

<table>
<thead>
<tr>
<th>APPROVAL CRITERIA</th>
<th>Compliance</th>
<th>Non Compliance</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SECTION 5: PRECEPTORSHIP</strong> (Program may choose to include preceptorship in the curriculum)</td>
<td><img src="https://via.placeholder.com/15" alt="X" /></td>
<td></td>
<td>This program does not utilize preceptors at this time. If this changes in the future, BRN procedural guidelines will be followed per regulations.</td>
</tr>
<tr>
<td>1426.1. Preceptorship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) The course shall be approved by the board prior to its implementation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that include all of the following:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Identification of criteria used for preceptor selection;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student, and faculty responsibilities;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Identification of preceptor qualifications for both the primary and the relief preceptor that include the following requirements:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(A) An active, clear license issued by the board;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(B) Clinically competent, and meet the minimum qualifications specified in section 1425(e);</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(C) Employed by the health care agency for a minimum of one (1) year; and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(D) Completed a preceptor orientation program prior to serving as a preceptor.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(E) A relief preceptor, who is similarly qualified to be the preceptor is present and available on the primary preceptor's days off.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) Communication plan for faculty, preceptor, and student to follow</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CONSULTANT APPROVAL REPORT
FOR INITIAL PROGRAM APPROVAL REVIEW

PROGRAM NAME: California Career College
DATE OF VISIT: June 2016

<table>
<thead>
<tr>
<th>APPROVAL CRITERIA</th>
<th>Compliance</th>
<th>Non Compliance</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
during the preceptorship that addresses:
(A) The frequency and method of faculty/preceptor/student contact;
(B) Availability of faculty and preceptor to the student during his or her preceptorship experience;
1. Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship.
2. Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity.
(5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities:
(A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student;
(B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor;
(6) Maintenance of preceptor records that includes names of all current preceptors, registered nurse licenses, and dates of preceptorships; and
(7) Plan for an ongoing evaluation regarding the continued use of preceptors.
(c) Faculty/student ratio for preceptorship shall be based on the following criteria:
(1) Student/preceptor needs;
(2) Faculty's ability to effectively supervise;
(3) Students' assigned nursing area; and
(4) Agency/facility requirements

SECTION 6: CLINICAL FACILITIES
1427(a) A nursing program shall not utilize any agency or facility

The college has (13) clinical sites that have signed Affiliation Agreements for the ADN program.
Based on the information provided and clinical site visits to most of the facilities, the ADN
CONSULTANT APPROVAL REPORT
FOR INITIAL PROGRAM APPROVAL REVIEW

PROGRAM NAME: California Career College

<table>
<thead>
<tr>
<th>APPROVAL CRITERIA</th>
<th>Compliance</th>
<th>Non Compliance</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>

- for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b), (c), and (d) of this section and the policies outlined by the board.

Program will have access to the following clinical sites:

- Silverado- Mental Health/Psych
- Child Development Consortium long term care – Pediatrics
- Canyon Oaks Nursing & Rehab - Fundamentals
- Sherman Oaks Health and Rehab Center – Fundamentals
- El Proyecto Del Barrio, (4) Winnetka, Panorama City, Arleta, and Northridge
- Community Sober Living
- Totally Kids
- MPV Pediatric and Urgent Care
- Child Development Consortium of LA
- Kaiser Permanente (Sunset)

*(6) sites in process of getting approval:*

- Kaiser Panorama – Medical Surgical
- HCA West Hills – Medical Surgical
- Sherman Oaks Hospital – Medical Surgical, Maternal Child
- Encino Hospital – Medical Surgical.
- Motion Picture and Television Fund (Hospital)
- Tarzana Medical Center – Medical Surgical
## CONSULTANT APPROVAL REPORT
FOR INITIAL PROGRAM APPROVAL REVIEW

**PROGRAM NAME:** California Career College  
**DATE OF VISIT:** June 2016

<table>
<thead>
<tr>
<th>APPROVAL CRITERIA</th>
<th>Compliance</th>
<th>Non Compliance</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives.</td>
<td>X</td>
<td></td>
<td>Faculty will post clinical objectives at the clinical site for each clinical rotation as noted in the faculty Handbook and complies with the BRN regulation. Objectives will be available to hospital staff and administration.</td>
</tr>
<tr>
<td>1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following: (1) Assurance of the availability and appropriateness of the learning environment in relation to the program’s written objectives; (2) Provision for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility’s staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to ensure safe and continuous health care services to patients; (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program</td>
<td>X</td>
<td></td>
<td>Signed affiliation agreements establish formal interagency relationships and include the six (6) requirements of 1427(c).</td>
</tr>
<tr>
<td>1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact</td>
<td>X</td>
<td></td>
<td>The program has maintained a long term relationship.</td>
</tr>
</tbody>
</table>
## CONSULTANT APPROVAL REPORT
### FOR INITIAL PROGRAM APPROVAL REVIEW

**PROGRAM NAME:** California Career College

**DATE OF VISIT:** June 2016

<table>
<thead>
<tr>
<th>APPROVAL CRITERIA</th>
<th>Compliance</th>
<th>Non Compliance</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>that an additional group of students would have on students of other nursing programs already assigned to the agency or facility.</td>
<td></td>
<td></td>
<td>relationship with the clinical facilities and is currently used by the LVN program. Clinical sites have agreed to accept the RN students for clinical site rotations.</td>
</tr>
</tbody>
</table>

### SECTION 7: STUDENT PARTICIPATION

1428 Students shall be provided opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:

- (a) Philosophy and objectives;
- (b) Learning experience; and
- (c) Curriculum, instruction, and evaluation of the various aspects of the program, including clinical facilities.

| X | Students will be invited to participate on committees with faculty in the identification of policies and procedure. Students will be nominated and elected by their peers to record and track program issues and subsequent program responses. |

Student representatives will serve on the Curriculum Committee, Faculty Student Affairs Committee, and the Scholarship Committees to evaluate curriculum content, examine program policy, review educational methodology, review adequacy of textbooks/resources, and provide feedback on outcome of the program.

### SECTION 8: LVN 30 UNIT AND 45 QUARTER UNIT OPTION

1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in section 2736 of the code. Such applicant shall submit evidence to the board, including a transcript, of successful completion of the requirements set forth in subsection (c) and of successful completion or

| X | 30 unit option is available for LVNs who meet the requirements set forth in Section 2736 of the code of regulations. |
### CONSULTANT APPROVAL REPORT
#### FOR INITIAL PROGRAM APPROVAL REVIEW

**PROGRAM NAME:** California Career College  
**DATE OF VISIT:** June 2016

<table>
<thead>
<tr>
<th>APPROVAL CRITERIA</th>
<th>Compliance</th>
<th>Non Compliance</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken</td>
<td></td>
<td>X</td>
<td>Student interested in the LVN option will meet with the admissions manager to review all previous courses and experience in the student’s past history. A curriculum review will be performed and a meeting with the Nursing Director will be scheduled. Students are provided objective counseling by the Director of Nursing to discuss the possibility of credit recognition, credit transfer (if applicable), and assessment tools needed to evaluate current status of knowledge and clinical skills. Students are accepted on a space-available basis.</td>
</tr>
<tr>
<td>1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may fulfill the additional education requirement. Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive,</td>
<td></td>
<td>X</td>
<td>Each applicant considering the 30 unit option program will be evaluated individually for compliance with college standards of admission.</td>
</tr>
</tbody>
</table>
CONSULTANT APPROVAL REPORT
FOR INITIAL PROGRAM APPROVAL REVIEW

PROGRAM NAME: California Career College
DATE OF VISIT: June 2016

<table>
<thead>
<tr>
<th>APPROVAL CRITERIA</th>
<th>Compliance</th>
<th>Non Compliance</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing. The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION 9: OTHER BOARD POLICIES

1430. Previous Education Credit
An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.

X The program has a policy for transfer of credit to CCC in their program handbook, college course catalog.

1431. Licensing Examination Pass Rate Standard
The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates.
(a) A program exhibiting a pass rate below seventy-five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. The report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe.
(b) A board-approval visit will be conducted if a program exhibits a pass rate below seventy-five percent (75%) for first time candidates for two (2) consecutive academic years.

The program plans to collect data annually and to evaluate the data and program evaluations from students, facilities, and faculty to develop improvements and enhancements of the program delivery.
CONSULTANT APPROVAL REPORT
FOR INITIAL PROGRAM APPROVAL REVIEW

PROGRAM NAME: California Career College
DATE OF VISIT: June 2016

<table>
<thead>
<tr>
<th>APPROVAL CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compliance</td>
</tr>
<tr>
<td>Non Compliance</td>
</tr>
<tr>
<td>COMMENTS</td>
</tr>
</tbody>
</table>

(c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to section 2788 of the code.

1432. Changes to an Approved Program
(a) Each nursing program holding a certificate of approval shall:
1. File its legal name and current mailing address with the board at its principal office and shall notify the board at said office of any change of name or mailing address within thirty (30) days prior to such change. It shall give both the old and the new name or address.
2. Notify the board within ten (10) days of any:
   A. Change in fiscal condition that will or may potentially adversely affect applicants or students enrolled in the nursing program.
   B. Substantive change in the organizational structure, administrative responsibility, or accountability in the nursing program, the institution of higher education in which the nursing program is located or with which it is affiliated that will affect the nursing program.
(b) An approved nursing program shall not make a substantive change without prior board authorization. These changes include:
1. Change in location.
2. Change in ownership.
3. Addition of a new campus or location.
4. Significant change in the agreement between an approved nursing program that is not an institution of higher education and the institution of higher education with which it is affiliated.

The program agrees to maintain a strong professional relationship with the BRN and remain in full compliance with the requirements.
CONSULTANT APPROVAL REPORT
FOR INITIAL PROGRAM APPROVAL REVIEW

EDP S-05
Rev. 5/15

INITIAL APPROVAL REPORT FOR: California Career College Associate Degree Nursing Program
DATES OF VISIT: June 1, 2016
NEC: Linda Sperling, DHA, MSN, RN – SNEC Miyo Minato MN, RN
<table>
<thead>
<tr>
<th>Name</th>
<th>Distance from CCC</th>
<th>Census</th>
<th>Type of Facility</th>
<th>Type of Units</th>
<th>Rotation Purpose</th>
<th>Days of Rotation</th>
<th>Rotation Shifts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sherman Oaks Health &amp; Rehab</td>
<td>11 Miles</td>
<td>100 - 130</td>
<td>Rehab and Sub Acute</td>
<td>Nursing Facility, Rehab/Subacute</td>
<td>Foundation of Client Care, Basic Client Care</td>
<td>Thursday, Friday and Saturday</td>
<td>Morning and Evening</td>
</tr>
<tr>
<td>Canyon Oaks Nursing &amp; Rehab</td>
<td>1.1 Miles</td>
<td>100 - 160</td>
<td>Rehab and Sub Acute</td>
<td>Medical Surgical and Geriatric</td>
<td>Basic Client Care</td>
<td>Thursday, Friday and Saturday</td>
<td>Morning and Evening</td>
</tr>
<tr>
<td>El Proyecto Del Barrio, Winnetka</td>
<td>1.1 Miles</td>
<td>300</td>
<td>Family Health Care Clinic</td>
<td>Ambulatory Family Practice, Triage Clinic, Maternity and Pediatric Clinic</td>
<td>Basic Client Care, Intermediate Client Care, Maternal Health, Pediatric</td>
<td>Thursday, Friday and Saturday</td>
<td>Morning and Evening</td>
</tr>
<tr>
<td>El Proyecto Del Barrio, Panorama City (HIV Patient)</td>
<td>10 Miles</td>
<td>300</td>
<td>Family Health Care Clinic</td>
<td>Ambulatory Family Practice (HIV), Triage Clinic, Maternity and Pediatric Clinic</td>
<td>Basic Client Care, Intermediate Client Care, Maternal Health, Pediatric</td>
<td>Thursday, Friday and Saturday</td>
<td>Morning and Evening</td>
</tr>
<tr>
<td>El Proyecto Del Barrio, Arleta</td>
<td>12 Miles</td>
<td>200</td>
<td>Family Health Care Clinic</td>
<td>Ambulatory Family Practice, Triage Clinic, Maternity and Pediatric Clinic</td>
<td>Basic Client Care, Intermediate Client Care, Maternal Health, Pediatric</td>
<td>Thursday, Friday and Saturday</td>
<td>Morning and Evening</td>
</tr>
<tr>
<td>El Proyecto Del Barrio, Northridge</td>
<td>5 Miles</td>
<td>100</td>
<td>Family Health Care Clinic</td>
<td>Ambulatory Family Practice, Triage Clinic, Maternity and Pediatric Clinic</td>
<td>Basic Client Care, Intermediate Client Care, Maternal Health, Pediatric</td>
<td>Thursday, Friday and Saturday</td>
<td>Morning and Evening</td>
</tr>
<tr>
<td>Silverado</td>
<td>6.5 Miles</td>
<td>50 - 100</td>
<td>Psychiatric, Alzheimer and Dementia Locked Facility</td>
<td>Psychiatric, Alzheimer’s and Dementia</td>
<td>Community Psych</td>
<td>Thursday, Friday and Saturday</td>
<td>Morning and Evening</td>
</tr>
<tr>
<td>Name</td>
<td>Distance from CCC</td>
<td>Census</td>
<td>Type of Facility</td>
<td>Type of Units</td>
<td>Rotation Purpose</td>
<td>Days of Rotation</td>
<td>Rotation Shifts</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------------</td>
<td>--------</td>
<td>-------------------------</td>
<td>--------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Community Sober Living</td>
<td>15 Miles</td>
<td>56</td>
<td>Psychiatric, Drug Addicts, Alcoholics, Schizophrenia, Bipolar</td>
<td>Inpatient Psychiatric Unit</td>
<td>Community Psych</td>
<td>Thursday, Friday, and Saturday</td>
<td>Morning and Evening</td>
</tr>
<tr>
<td>Totally Kids</td>
<td>21.7 Miles</td>
<td>45</td>
<td>Sub-Acute</td>
<td>Pediatric</td>
<td>Pediatric (Child and Adolescent)</td>
<td>Thursday, Friday and Saturday</td>
<td>Morning and Evening</td>
</tr>
<tr>
<td>MVP Pediatric and Urgent Care</td>
<td>10 Miles</td>
<td>150</td>
<td>Acute</td>
<td>Pediatric</td>
<td>Pediatric (Child and Adolescent)</td>
<td>Thursday, Friday and Saturday</td>
<td>Morning and Evening</td>
</tr>
<tr>
<td>Child Development Consortium of LA</td>
<td>50 Feet</td>
<td>40-50</td>
<td>Preschool</td>
<td>Preschool Children</td>
<td>Pediatric</td>
<td>Thursday and Friday</td>
<td>Morning and Evening</td>
</tr>
<tr>
<td>Kaiser Permanente (Sunset)</td>
<td>25 Miles</td>
<td>180-250</td>
<td>Hospital, Acute Inpatient, Pediatric, Maternity</td>
<td>Med-Surgical, OB, Pediatric, Mental Health, ER, Telemetry</td>
<td>Maternal Health, OB Pediatric, Community Psych, Advance and Complex Client Care</td>
<td>Thursday, Friday and Saturday</td>
<td>Morning and Evening</td>
</tr>
<tr>
<td>Ventura County Medical Center Ventura, CA</td>
<td>43 miles</td>
<td>Licensed for 223</td>
<td>General Acute Care Hospital</td>
<td>Med-Surgical, OB, Pediatric, Mental Health, ER, Telemetry</td>
<td>Maternal Health, OB Pediatric, Community Psych, Advance and Complex Client Care</td>
<td>Not specified</td>
<td>Not specified</td>
</tr>
</tbody>
</table>
## Under Pending Contract

<table>
<thead>
<tr>
<th>Name</th>
<th>Distance from CCC</th>
<th>Census</th>
<th>Type of Facility</th>
<th>Type of Units</th>
<th>Rotation Purpose</th>
<th>Days of Rotation</th>
<th>Rotation Shifts</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Hills Hospital</td>
<td>4 Miles</td>
<td>200-300</td>
<td>Hospital</td>
<td>Med-Surg</td>
<td>Advanced and Complex Client Care</td>
<td>Thursday, Friday and Saturday</td>
<td>Morning and Evening</td>
</tr>
<tr>
<td>Sherman Oaks Medical Center</td>
<td>11 Miles</td>
<td>150</td>
<td>Hospital</td>
<td>Med-Surg, ICU, ER</td>
<td>Advanced and Complex Client Care</td>
<td>Thursday, Friday and Saturday</td>
<td>Morning and Evening</td>
</tr>
<tr>
<td>Encino Medical Center</td>
<td>8 Miles</td>
<td>100</td>
<td>Hospital</td>
<td>Med-Surg, ICU, ER</td>
<td>Advanced and Complex Client Care</td>
<td>Thursday, Friday and Saturday</td>
<td>Morning and Evening</td>
</tr>
<tr>
<td>Motion Picture And Television Fund (Hospital)</td>
<td>5 Miles</td>
<td>100</td>
<td>Hospital</td>
<td>Med-Surg</td>
<td>Intermediate Client Care</td>
<td>Thursday, Friday and Saturday</td>
<td>Morning and Evening</td>
</tr>
<tr>
<td>Tarzana Medical Center</td>
<td>7 Miles</td>
<td>300</td>
<td>Hospital</td>
<td>Med-Surg, ICU, CCU</td>
<td>Advanced and Complex Client Care</td>
<td>Thursday, Friday and Saturday</td>
<td>Morning and Evening</td>
</tr>
</tbody>
</table>

Rev. 2016.08.19 MM
<table>
<thead>
<tr>
<th>Quarter/Semester</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wk:</strong></td>
<td><strong>Wk:</strong></td>
<td><strong>Wk:</strong></td>
<td><strong>Wk:</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Bio 170 Human Anatomy</td>
<td>15</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Psych 110 Intro</td>
<td>15</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Eng 200 Oral Comm</td>
<td>15</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Bio 175 Human Physiology</td>
<td>15</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>13</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Bio 180 Microbiology</td>
<td>15</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Eng 210 Written Comm</td>
<td>15</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Nsg 200 Foundations</td>
<td>15</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

* Number of weeks per semester / quarter
** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears
**TOTAL CURRICULUM PLAN**

Submit in duplicate

Name of School: California Career College

Date Submitted: 4/1/2016

Type of Program: [ ] Entry Level Master  [ ] Baccalaureate  [ ] Associate Degree

Effective Date: 2016

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.

Check appropriate year:

<table>
<thead>
<tr>
<th>Quarter/Semester</th>
<th>Theory</th>
<th>Lab</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theory</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lab</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter/Semester</th>
<th>M</th>
<th>S</th>
<th>O</th>
<th>C</th>
<th>P</th>
<th>G</th>
<th>Total Units</th>
<th>Units</th>
<th>Hr/Wk</th>
<th>Theory</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 4</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td><strong>Semester 5</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td><strong>Semester 6</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

**Number of weeks per semester / quarter**

**Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank**

**Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears**

EDP-P-05a (Rev. 08/10)
REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE
Submit in DUPLICATE.

Program Name:
California Career College Associate Degree in Nursing

Type of Program:
☐Entry Level Master  ☐Baccalaureate  ☑Associate

Requesting new Curriculum Approval:  ☑Major  ☐Minor

Date of Implementation: October 2016

Academic System: x Semester  15  weeks/semester
☐Quarter  ____________ weeks/quarter

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

<table>
<thead>
<tr>
<th></th>
<th>Semester Units</th>
<th>Quarter Units</th>
<th>Current BRN-Approved Curriculum</th>
<th>Proposed Curriculum Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>36</td>
<td>54</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>(18)</td>
<td>(27)</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Clinical</td>
<td>(18)</td>
<td>(27)</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Communication Units</td>
<td>6</td>
<td>9</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Science Units</td>
<td>16</td>
<td>24</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>TOTAL UNITS FOR LICENSURE</td>
<td>58</td>
<td>87</td>
<td>67</td>
<td></td>
</tr>
</tbody>
</table>

Additional Degree Requirement for Graduation:
Nsg 265 - Transition to Professional Practice (3 units)

TOTAL UNITS FOR GRADUATION 70

List the course number(s) and titles(s) in which content may be found for the following required content areas:

<table>
<thead>
<tr>
<th>REQUIRED CONTENT</th>
<th>Course Number</th>
<th>Course Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol &amp; chemical Dependency</td>
<td>NURS 252</td>
<td>Community Psychiatric Nursing</td>
</tr>
<tr>
<td>Personal Hygiene</td>
<td>NURS 200</td>
<td>Foundation of Client Care.</td>
</tr>
<tr>
<td>Human Sexuality</td>
<td>NURS 200, 242, 250</td>
<td>Foundation of Client Care, Maternal, Infant, Women's Health Nsg and Child/Adolescent/Family Nsg.</td>
</tr>
<tr>
<td>Client Abuse</td>
<td>NURS 200, 252</td>
<td>Foundation of Client Care and Community Psychiatric Nursing.</td>
</tr>
<tr>
<td>Nutrition</td>
<td>NURS 200, 220, 242, 250, 252</td>
<td>Foundation of Client Care, Basic Client Care, Maternal, Infant, Women's Health Nsg, Child/Adolescent/Family Nsg and Community Psychiatric Nursing.</td>
</tr>
<tr>
<td>REQUIRED CONTENT</td>
<td>Course Number</td>
<td>Course Title</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>NURSING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical-Surgical</td>
<td>NURS 200</td>
<td>Foundation of Client Care</td>
</tr>
<tr>
<td></td>
<td>NURS 220</td>
<td>Basic Client Care</td>
</tr>
<tr>
<td></td>
<td>NURS 240</td>
<td>Intermediate Client Care</td>
</tr>
<tr>
<td></td>
<td>NURS 254</td>
<td>Advanced Client Care</td>
</tr>
<tr>
<td>Geriatrics</td>
<td>NURS 200, 220, 240, 254, 260</td>
<td>Geriatrics (Integrated)</td>
</tr>
<tr>
<td>Obstetrical</td>
<td>NURS 242</td>
<td>Maternal, Infant, Women's Health Nsg</td>
</tr>
<tr>
<td>Pediatric</td>
<td>NURS 250</td>
<td>Child/Adolescent/Family Nsg</td>
</tr>
<tr>
<td>Psych/Mental Health</td>
<td>NURS 252</td>
<td>Community Psychiatric Nursing</td>
</tr>
<tr>
<td>Complex Client Care</td>
<td>NURS 260</td>
<td>Complex Client Care</td>
</tr>
<tr>
<td></td>
<td>NURS 222</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>Additional Requirements for Graduation (3 units)</td>
<td>NURS 265</td>
<td>Transitional/NCLEX Review (3 units)</td>
</tr>
<tr>
<td>Total Theory &amp; Clinical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BASIC SCIENCES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy</td>
<td>BIO 170</td>
<td>Human Anatomy</td>
</tr>
<tr>
<td>Physiology</td>
<td>BIO 175</td>
<td>Human Physiology</td>
</tr>
<tr>
<td>Microbiology</td>
<td>BIO 180</td>
<td>Microbiology</td>
</tr>
<tr>
<td>Societal/Cultural Pattern</td>
<td>SOC 100</td>
<td>Intro to Sociology</td>
</tr>
<tr>
<td>Psychology</td>
<td>PSY 110</td>
<td>Human Physiology</td>
</tr>
<tr>
<td>Development Psychology</td>
<td>PSY 160</td>
<td>Developmental Psych</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal</td>
<td>ENG 200</td>
<td>Oral Communication</td>
</tr>
<tr>
<td>Written</td>
<td>ENG 210</td>
<td>Written Communication</td>
</tr>
</tbody>
</table>

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.
## LVN 30 UNIT OPTION

<table>
<thead>
<tr>
<th>REQUIRED CONTENT</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NURSING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Requirements</td>
<td>NURS 222</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>Child/ Adolescent</td>
<td>NURS 250</td>
<td>Pediatric Nursing</td>
<td>3.5</td>
</tr>
<tr>
<td>Psych/Mental Health</td>
<td>NURS 252</td>
<td>Community Psychiatric Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Maternity, Infant, Women's Health Nursing</td>
<td>NURS 242</td>
<td>Maternity Nursing</td>
<td>3.5</td>
</tr>
<tr>
<td>Intermediate Client Care (Geriatric’s Integrated)</td>
<td>NURS 240</td>
<td>Intermediate Client Care</td>
<td>4</td>
</tr>
<tr>
<td>Complex Client Care</td>
<td>NURS 260</td>
<td>Complex Client Care</td>
<td>5</td>
</tr>
<tr>
<td><strong>BASIC SCIENCES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physiology</td>
<td>BIO 175</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>Microbiology</td>
<td>BIO 180</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL UNITS</strong></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

Signature Program Director/Designee: ___________________________ Date: ___________________________

---

* The “TOTAL UNITS” should match “TOTAL UNITS FOR LICENSURE” on page 1.
AGENDA ITEM: 7.4
DATE: September 15, 2016

ACTION REQUESTED: Vote on Whether to Approve Education/Licensing Committee Recommendations for East Los Angeles College Associate Degree Nursing Program

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

BACKGROUND: Lurelean Gaines, RN, MSN, Program Director/Chairperson.
The program is being presented subsequent to the Board’s decision to issue Warning Status with Intent to Close ELAC Nursing Program, at its September 3, 2015 meeting, as a result of continued non-compliance for substandard NCLEX pass rate. The non-compliance for substandard NCLEX pass rate originates from the program’s October 7-8, 2013 regularly scheduled continuing approval visit. Findings for the visit identified 5 areas of non-compliance for which the program has corrected 4 areas. The substandard NCLEX pass rate (<75%) remains as depicted in the table below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Taken</th>
<th>Passed</th>
<th>Annual Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>111</td>
<td>84</td>
<td>75.68%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>90</td>
<td>58</td>
<td>64.44%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>107</td>
<td>80</td>
<td>74.77%</td>
</tr>
<tr>
<td>2009-2010*</td>
<td>120</td>
<td>74</td>
<td>61.67%</td>
</tr>
<tr>
<td>2010-11</td>
<td>84</td>
<td>58</td>
<td>69.05%</td>
</tr>
<tr>
<td>2011-12</td>
<td>124</td>
<td>102</td>
<td>82.26%</td>
</tr>
<tr>
<td>2012-13</td>
<td>114</td>
<td>71</td>
<td>62.28%</td>
</tr>
<tr>
<td>2013-14 (Oct CAV)</td>
<td>91</td>
<td>45</td>
<td>49.45%</td>
</tr>
<tr>
<td>2014-15</td>
<td>120</td>
<td>74</td>
<td>61.67%</td>
</tr>
<tr>
<td>2015-16 (Three quarters)</td>
<td>83</td>
<td>54</td>
<td>65.06%</td>
</tr>
</tbody>
</table>

*2010 the BRN instituted the Licensing Examination Pass Rate Standard of 75%.

At the August 2015 ELC meeting, the reported annual NCLEX pass rate was 58.02% (81 taken, 47 passed for three quarters between July 2014 and March 2015). Since that time, 4 additional quarters of NCLEX results have been reported for the program:

2014-15: April – June: 69.23%
Quarterly progress reports submitted by the program to the NEC for January – June 2016 referenced the substandard NCLEX pass rates, and contributed it to graduates who are delaying testing beyond three months. NEC examination of cohort data verified a significant number of students who have not tested – up to one-third (34.54%) of two cohorts. The majority of graduates who are testing, are testing 4 to 6 months post-graduation with mixed results, however,
there was a recent spike in the number testing within 3 months (from 6.97% to 32.72%). Reasons for delayed testing were described in the progress reports as well as out-reach efforts to contact graduates and offer free NCLEX reviews plus the use of program resources.

Program resources aimed at increasing student success in the program include:

- Kaplan standardized testing
- Automatic remediation for scoring <76% on any quiz or test
- Additional clinical available & simulation
- Student Mentorship Program
- Faculty tutoring
- One faculty assigned 50% release time to serve as Faculty Advisor to students
- Part-time Social Worker to assist students with life issues
- Additional Instructional Assistant in Learning Lab for evenings & weekends
- Program subscription to Mountain Measurement NCLEX Program Reports
- Approval for two tenure-track positions for MS & Psych

There are currently 164 students enrolled in the program. Admission continues to be limited to 48 students twice annually. The final semester of the program’s new curriculum (implemented Spring 2015) will be taught this Fall 2016. The first cohort will graduate in December.

Evaluation of the new curriculum and review of the program’s revised Systematic Plan for Program Evaluation (SPPE) was discussed during an NEC visit on June 22, 2016. The review focused on areas of the SPPE that lacked evaluative data needed to demonstrate Expected Levels of Achievement in the program, and was therefore inconclusive. Areas without any evaluative data – Attrition/Retention, Program Completion Rates, Program Satisfaction, Evaluation of new curriculum – were of concern given the current status of the program. Each of these areas are to be evaluated using Key Performance Indicators as previously planned by the program in its August 2015 progress report. Follow-up with the SPPE was stressed to determine effectiveness of the total educational program. NEC discussed with the director and administration the need for consultant support for the program to assist with problem identification, the development of individualized remediation plans for high risk students, and faculty development with targeted teaching strategies, in order to make substantive improvement toward bringing the program’s pass rate into the compliance standard of 75%.

**ELC Recommendations:** The program will continue on Warning Status, decrease admission to 20 students per year and implement corrective measures to include: retain an outside consultant to evaluate the program; continue to submit quarterly progress reports to the NEC; hire a remediation case manager for student monitoring and support; hire a grant writer/coordinator; provide incentives for students to take NCLEX-RN exam within three months of graduation; and assist students in seeking scholarships. The program is to return to Education/Licensing Committee in March 2017.

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

**PERSON(S) TO CONTACT:** Laura Shainian, MSN, RN  
Nursing Education Consultant, (310) 371-8481
EAST LOS ANGELES COLLEGE DEPARTMENT OF NURSING
January Quarterly report to Board of Registered Nursing

- **CCR Section 1431- Licensing Examination Pass Rate Standard**
  The NCLEX examination pass rate for first-time test takers is below 75%.
  The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates.

- **NCLEX pass rate**
  - The January to March NCLEX results prompted the department to look at students individually reviewing timeliness in taking the NCLEX, theory performance, clinical performance, and overall program performance. It was noted that several graduates during the January to March testing period were delaying testing far beyond the recommended three month period, six to twelve months was noted.
  - The April to June NCLEX found several graduates indicating that it took a while for ATT however after a more in depth discussion with those individuals, it was noted that graduates took on family responsibilities, worked in an attempt to create a more stable financial situation, and others simply delayed out of the fear of not passing.
  - The July to September NCLEX results revealed graduates with overall nursing grade point averages ranging from 2.1 to 3.4, delayed testing, and long term LVN’s that worked rather than focusing on preparing for the NCLEX.

After reviewing all of the NCLEX results from January to September, faculty, staff, students, and alumni reached out to assist students in the program and those that had graduated. The mantra was and continues to be 75% and above.

Alumni have come in to talk with students and share information to enhance and encourage success in spite of life challenges. The message was clear as the presenter shared hardships that she and classmates experienced helping students to appreciate that life happens and we must remain resilient to achieve successful outcomes. “Nursing is hard work and it’s doable but in order to protect the public the NCLEX must be passed!”

Faulty made telephone calls and sent emails inviting students to return to campus for assistance which included utilization of the Nursing Learning Lab. Sitting in on workshops, skills practice, and use of any tools individuals thought would be helpful. Graduates were called on a weekly basis encouraged to do practice testing increasing the number of test questions to be completed daily/weekly.

The department established and scheduled additional face to face NCLEX reviews for graduates which were conducted by an outside consultant and paid for by East Los Angeles College. Reviews were made available to students completing the program, to graduates that had completed the program but had not tested, and to graduates that had tested and failed the NCLEX. The next NCLEX review will take place 8, 9, and 10 January 2016 conducted by an outside consultant on campus at ELAC.

Senior students were held to the completion of Kaplan remediation in order to complete the program and walk across the stage to be pinned. As a direct result this gate keeping method, senior students were more serious about completing the Kaplan remediation in order to graduate and recognize the validation of readiness for the NCLEX.
September 2015 the chairperson attended the NCSBN Conference in Oregon and returned to share all of the information that was loaded onto the memory stick by NCSBN with all faculty, Lab staff, and students. The information was also discussed with faculty and students reminding all that the new test plan would be implemented 1 April 2016. The plan does not change however there is now more focus on culture and religion. Nursing faculty refer students to the NCSBN website on a continuous basis as we remain committed to working together for the good of the community we serve.

A group of students completing their second semester started the “Mentorship Program” which is a group of students who make it clear as to what they are not and what their intentions are. The mission statement of the Mentorship Program follows:

East Los Angeles College – Department of Nursing

Mentorship Program

The Mentorship Program will be launching this fall 2015 at East Los Angeles College Department of Nursing. Nursing School is difficult for all students throughout the nation, and many have taken to developing programs that will help students navigate through the logistics and difficulties of completing a nursing curriculum.

The Mentorship Program is based on a mentor and a mentee relationship. The mentor will be a student from a semester class ahead of the mentee, and the mentee will also be a mentor to another student that is a semester class behind. This will allow for a continuum for both; mentors and mentees. The mentor will be in a position to practice leadership skills that will not only be helpful as future nurses, but also will be able to put that as experience on a resume. The mentee will have access to a wealth of knowledge from students that have taken classes that the mentee is currently in, and will have guidance, advice, and encouragement that will help them be successful in their current classes. The mentor will also have a mentor from a class ahead, that will be able to pass down knowledge and experience that will be advantageous for them, and will assist them in a successful completion of their classes. Thus, the Mentorship Program is a mutually assisted benefit for all students, regardless of their position in the program. The mentors and their respective mentees will establish a mode of preferred communication, which can be; via email, slotted times for phone calls, or monthly meetings at school, or any other way that they choose to communicate. The basis of this program is to have access to someone that is open and willing to share insight, advice, and encouragement for students. It is not designed for tutoring or lab assistance -- those resources are available through the Nursing Learning Lab via scheduled appointments and referrals. The benefits of the Mentorship Program are quite diverse. Students will be able to place their participation on their resumes upon successful completion. Students will also have access to networking, leadership skills, and certificates of completion, along with special graduation cords. Lastly, students will be able to leave their mark on the program by donating time and effort to mentor and in turn enhance program outcomes for East Los Angeles College Nursing program.

The requirements of the program are quite simple. Students must sign up to be mentors for other classes in order to have their own mentor. Students must be active continuing students for all 4 semesters, and all 8 quarters to be eligible for certificate of completion signed by the Director of Nursing, graduation cord, and to be eligible to put their participation on their resume. Those that sign up will be required to sign an academic honesty agreement, and will abide by strict integrity the rules regarding tests, and any other class assignments. The academic honesty agreement will also hold students accountable for professionalism towards the school, faculty and other classmates.

For students who are interested in participating in the Nursing mentorship program at East Los Angeles College you must email me @ elacmentorshipprogram@gmail.com all of your contact information and the semester you will be starting this upcoming fall 2015 semester.

Initially students in the program were not very receptive and it was determined that the need continued to exist so the chairperson met with two primary organizers of the group and decided to do a workshop for the students who would be starting the program winter 2016 and have mentors present so that names, faces, and stories of failure and success could be shared.

Faculty Advisor: Ms. Jade Valmonte, MSN, RN, CPN shared the following objectives for the workshop:

The student will be able to:

- Assess own study and learning skills
- Identify and apply learning strategies
- Understand the different levels of critical thinking questions and
Identify and apply test taking strategies

The workshop on “How to succeed in the Nursing Program” was widely received as members of the group shared their personal experiences on how they prepare for classes even though they have children, jobs, and other obligations. Any student participating in the “Mentorship Program” signs a Declaration of Academic Honesty.

- **Outreach**
  - Telephone calls were made on a weekly basis encouraging graduates to come onto campus and utilize any and all resources meet with instructors
  - Emails were sent inviting graduates to come onto campus
  - Alumni volunteered to mentor graduates
  - Individual faculty contacted graduates
  - Graduates were given the opportunity to attend the face to face NCLEX review
  - Kaplan information was made available beyond the completion of the program

- **Program**
  - One Long Term Substitute was hired August 2015 - June 2016 for Medical Surgical Nursing
  - One Long Term Substitute was hired August 2015 – June 2016 for Psychiatric Mental Health Nursing
  - Resources are in place for two tenure track positions. Both individuals work as full-time faculty with full benefits. Both individuals have the opportunity to apply for the tenure track positions and if hired 2015-2016 employment will count as the first year of the tenure track position.
  - The Department of Nursing has reestablished the relationship with TELACU Education Foundation which is another outside resource that is given to students.
    
    **TELACU was established in 1983 and it has shattered barriers to academic success for thousands of first-generation Latino students from underserved communities. The emphasis is on promoting pursuit of STEM and Business-related careers.**

Currently ELAC Nursing has two TELACU Scholars who received stipends of $1200.00 in their third semester and will receive an $8,000.00 scholarship with the promise of employment at White Memorial Medical Center on receipt of licensure.

- **Course data**
- **Program Evaluation Plan**
  
  Standards reviewed:
  
  1424 (d)-The program has sufficient resources including faculty, library, staff and support services, physical space and equipment to achieve the program’s objectives.
  1424(h) – The faculty is adequate in type and number to develop and implement the program approved by the BRN, and are qualified instructors in each area and are clinically competent in the areas they teach which is validated annually by the clinical facilities.
  1425.1(a) – All full-time and part-time faculty assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.
  1426 – Faculty attend a monthly curriculum meeting of the whole reflecting on the unifying theme, student performance as related to the BRN approved curriculum. There is continuous discussion regarding ticket to class so as to make sure that there is continuity in expectations for each course. Additionally, content experts for each area meet with their team members to share concerns and make changes as necessary to meet facility requirements and course content changes.
  1427 – All clinical facilities utilized are previously approved by the BRN. The program remains in compliance with subsections of regulation 1427 (a) (b).
The department meets biannually with its’ Community Advisory Committee as a direct result feedback is given. Hospitals and community organizations give high rating for ELAC nursing students in the program and graduates that are hired by hospitals such as Monterey Park Hospital, White Memorial Medical Center, and Los Angeles County-USC Medical Center. ELAC Nursing students are known for providing excellent care and are willing participants in hospital and community activities that promote access to care.

• Remediation
  o Any student that scores below 76% on any quiz or test is automatically contacted and referred for additional assistance it may be the instructor, a student worker, or the Learning Lab Coordinator who is a RN.
  o Individual remediation plans are often established by the theory instructor when it is noted that the student needs much more help than the student realizes. The student is given a timeline to come into compliance if the is able to do so to successfully complete the course.
  o Clinical remediation is assigned by the clinical instructor informing students of needs to improve with a written evaluation that may be done weekly as necessary. The student is also encouraged to attend an additional clinical with another instructor for additional guidance and support to strengthen student performance.
  o Faculty tutoring is done by all faculty members to empower and promote successful outcomes. There are occasions when students are encouraged to rethink and establish realistic goals to become a health care provider.
  o Independent study is established largely for remediation of Kaplan and skills enhancement in the Nursing Learning Lab. N185 2:05 hours/week; N285is 4:15 hours/week; and N385 is 6:30 hours/week.
  o Weekly Simulation Workshops are made available as student self-select participation. Students who attend share their positive experiences and others join the activity.

• Grant
  o Los Angeles County Department of Health Services Mentoring Program is a $90,000.00 grant that is awarded to East Los Angeles College Nursing program annually.

• Test
  o Faculty participated in an item writing workshop which was sponsored by Kaplan August 2014 at Rio Hondo College.
  o Faculty also participated in a Test Construction and Item Writing Continuing Education Seminar for LACCD Nursing faculty at LAC-USC School of Nursing.
  o The college continues to provide funds for faculty development
  o The Alumni also provides funding for faculty and students for staff development
  o Further the department is projecting individual NCSBN item writing continuing education for faculty to enhance and maintain the ability to write test questions that reflect the NCSBN test plans
EAST LOS ANGELES COLLEGE DEPARTMENT OF NURSING

March Quarterly report to Board of Registered Nursing

➢ CCR Section 1431- Licensing Examination Pass Rate Standard

The NCLEX examination pass rate for first-time test takers is below 75%.

The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates.

- NCLEX pass rate
  - The department recently received the October to December outcomes for the NCLEX which is as follows:

  ![NCLEX Examination Report](image)

<table>
<thead>
<tr>
<th># Total</th>
<th>% Total</th>
<th>Domestic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td># First Time</td>
</tr>
<tr>
<td># Delivered</td>
<td>55</td>
<td>100.00%</td>
</tr>
<tr>
<td># Passed</td>
<td>26</td>
<td>47.27%</td>
</tr>
<tr>
<td># Failed</td>
<td>29</td>
<td>52.73%</td>
</tr>
</tbody>
</table>

  - After reviewing the report from NCSBN it can be noted that of the 30 first time takers 29 were 2015 graduates and on average the graduates took the NCLEX within five months of completing the program.
  - Of the 30 successful first time takers one graduate from 2014 was a first time taker and it was noted that she waited 10 months before taking the NCLEX.
  - On average is was noted that graduates are waiting five months before sitting for the examination and some of the rationale and responses were, “I didn’t have the money”; and “I didn’t feel ready so I cancelled my appointment”. As we continue to reach out to students we’re hearing such things as “I’m really having problems with family issues and have been since the date I completed the program” and “I have to work so I don’t have much time to really study”.
  - We are also aware of cultural challenges that many of the students face with regard to study verses working, and if you already have a license you shouldn’t have to worry about getting another one, and as a faculty our perception is that graduates may be frightened because they really want to be successful on the NCLEX the first time.
  - Faculty and staff continue to review, evaluate, and encourage students as a group and individually regarding reviewing timeliness in taking the NCLEX. Theory and clinical performance continues to be enhanced while in the program along with overall program performance. It was noted that several graduates during the January to March testing period were delaying testing far beyond the recommended three month period, six to twelve months was noted while the October to December first time takers were waiting an average of five months. While the message of three months after completing the program is constantly being enforced and the new curriculum one semester of being totally implemented provides a sense of graduates buying into the importance of not waiting beyond three months for testing.
  - The department continues to reach out to graduates collecting data and find that there are 10 graduates from 2014 who have not taken the NCLEX and 15 graduates from 2015 who have not taken the NCLEX. All of these individual have taken the face to face review provided by an outside consultant paid for by the college and completed the Kaplan face to face review. Several of the
individuals who have taken the review and those who have failed NCLEX have been given another opportunity to sit for the face to face review with the outside consultant and have gotten extensions from Kaplan to review.

- Students with prior offences are given information from the BRN informing them of what enforcement has to have in order to evaluate their documents in preparation to sit for the NCLEX. That being said, the latest experiences with a few students in the delay regarding offences and submitting information before completing the program, these individuals are coming seeing the chairperson months after completing the program saying, “I was too ashamed to tell you about this and my lawyer is taking too long to clear my records”, as a result of this behavior students are informed of the process and the fact that Enforcement Unit of the BRN will take time to go through documents and nothing happens in a short period of time at the last moment.

- Unlike previous graduates overall nursing grade point averages range from 2.5 to 3.4 for 2014 graduates and 2.5 to 3.8 for 2015 graduates, it was noted with the 2014 LVN’s had a team leader who kept them on track with regard to reviewing together and staying on top of everything. Further, it has been noted that the more mature the student is the better he or she performs because an informed decision has been made.

- Alumni continue to reach out to provide assistance, community partners at Monterey Park Hospital and TELACU Education Foundation in collaboration with White Memorial Medical Center continue to provide opportunities for ELAC students to promote success. Additionally, the student mentors have availed themselves to assist and promote excellence in new and continuing students. The mantra is and continues to be, students should strive for grades in the 80th percentile in order to have the confidence to take the NCLEX within three months after completing the program. Alumni continue to come in and talk with students and share information to enhance and encourage success in spite of life challenges. The messages are clear as the presenters share hardships and experiences reminding the students to be resilient to achieve successful outcomes. Faculty and staff remind students that Nursing is indeed hard work but it’s doable and a few sacrifices will have to be made to achieve successful outcomes.

- Faculty and staff continue to make telephone calls and send emails inviting students to return to campus for assistance which includes utilization of the Nursing Learning Lab, sitting in on workshops, skills practice, and utilization of any tools individuals think might be helpful. Graduates are called and or emailed weekly many are not answering the telephone however messages are left indicating that practice question and reviewing is critical to their success.

- The department continues to schedule face to face NCLEX reviews for graduates conducted by the outside consultant and the next one is planned for 10, 11, & 12 June 2016. The review will be made available to students completing the program, to graduates that had completed the program but had not tested, and to graduates that had tested and failed the NCLEX. Further, the Kaplan face to face review will take place during the week of 20 June 2016.

- Senior students continue to be held to the completion of Kaplan remediation in order to complete the program and walk across the stage to be pinned. As a direct result this gate keeping method, senior students are appreciating the importance of actually doing the remediation to acquire mastery.

- Students are encouraged to go to the NCSBN website to look at format, go to the areas identified for students and become more comfortable with expectations for NCLEX. Somehow students are a little more fearful because they think the test is harder but they are reminded that the test while the test is challenging the test plan has not changed. All nursing faculty refer students to the NCSBN website to help decrease anxiety that comes with NCLEX, and students are also told that true preparation enhances reliability of success.

- The Mentorship Program is actively in place with formal presentations on how to study for nursing and other tips that lead to success. For students who are interested in participating in the Nursing mentorship program at East Los Angeles College they must email mentors @ elacmentorshipprogram@gmail.com.
• Outreach continues
  o Telephone calls are made on a weekly basis encouraging graduates to come onto campus and utilize any and all resources meet with instructors
  o Emails are sent inviting graduates to come onto campus
  o Alumni volunteer to mentor graduates
  o Individual faculty contact graduates
  o Graduates are given the opportunity to attend the face to face NCLEX review
  o Kaplan information is readily made available beyond the completion of the program

• Program
  o Long Term Substitutes are actively engaged as full-time faculty and will have the opportunity to apply for a tenure track position if desired and faculty remind these individuals to apply when the position opens. The positions will be for M/S and Psychiatric nursing. Resources are in place for both tenure track positions.
  o This spring semester 2016 the Department of Nursing has two “TELACU Scholars” who have received $1500 scholarships and in their last semester both will receive $8000.00 with the promise of employment at White Memorial Medical Center once they have received their RN license. TELACU was established in 1983 and it has shattered barriers to academic success for thousands of first-generation Latino students from underserved communities. The emphasis is on promoting pursuit of STEM and Business-related careers.
  o Program Evaluation Plan
    Standards reviewed:
    1424 (d)–The program has sufficient resources including faculty, library, staff and support services, physical space and equipment to achieve the program’s objectives. Further, funding is available for the two tenure track positions.
    1424(h) – The faculty is adequate in type and number to develop and implement the program approved by the BRN, and are qualified instructors in each area and are clinically competent in the areas they teach which is validated annually by the clinical facilities.
    1425.1(a) – All full-time and part-time faculty continue to assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.
    1426 – Faculty attend a monthly curriculum meeting of the whole reflecting on the unifying theme, student performance as related to the BRN approved curriculum. There is continuous discussion regarding ticket to class so as to make sure that there is continuity in expectations for each course. Additionally, content experts for each area meet with their team members to share concerns and make changes as necessary to meet facility requirements and course content changes.
    1427 – All clinical facilities utilized are previously approved by the BRN. The program remains in compliance with subsections of regulation 1427 (a) (b).
  o The department meets biannually with its’ Community Advisory Committee as a direct result feedback is given. Hospitals and community organizations give high rating for ELAC nursing students in the program and graduates that are hired by hospitals such as Monterey Park Hospital, White Memorial Medical Center, and Los Angeles County-USC Medical Center. ELAC Nursing students are known for providing excellent care and are willing participants in hospital and community activities that promote access to care.

• Remediation
  o Any student that scores below 76% on examinations and quizzes are identified as an “At Risk Student”.
  o Any faculty identifying any faculty identifying “At Risk Students” must create an individual remediation plan for theory and weekly Clinical Evaluations that provide clearly identified
expectations. The student is given a timeline to come into compliance in order to enjoy successfully completion of the course.

- The student is also encouraged to attend an additional clinicals with another instructor for additional guidance and support to strengthen student performance.
- Faculty tutoring is done by all faculty members to empower and promote successful outcomes. There are occasions when students are encouraged to rethink and establish realistic goals to become a health care provider.
- Independent study is established largely for remediation of Kaplan and skills enhancement in the Nursing Learning Lab. N185 is 2:05 hours/week; N285 is 4:15 hours/week; and N385 is 6:30 hours/week to provide opportunity for mastery of content.
- Weekly advisement and workshops are made available to any student interested on Fridays from 0730 to 1600 hours. Students seem to enjoy receiving content in a different voice and feel less threatened when that is no grade association.
- Additional clinical is made available to students to enhance mastery in the clinical site.

- **Grant**
  - Los Angeles County Department of Health Services Mentoring Program is the grant that continues to support the program by providing extra clinicals and workshops.

- **Staff Development**
  - Faculty continue to have content mastery meeting for test development making sure that course content is leveled throughout the program in each content area
  - The college continues to provide funds for faculty development
  - The Alumni also provides funding for faculty and students for staff development
  - The department is projecting individual NCSBN item writing continuing education for faculty to enhance and maintain the ability to write test questions that reflect the NCSBN test plans
East Los Angeles College Department of Nursing
June Quarterly Report to the Board of Registered Nursing

- CCR Section 1431-Licensing Examination Pass Rate Standard
  The NCLEX examination pass rate for first time takes is below 75%

The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates.

- NCLEX pass rate
  - The department received the January to March outcomes for the NCLEX which as follows:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Domestic</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># Total</td>
<td>% Total</td>
<td># First Time</td>
<td>% First Time</td>
<td># Repeat</td>
</tr>
<tr>
<td># Delivered</td>
<td>49</td>
<td>100.00%</td>
<td>30</td>
<td>61.22%</td>
</tr>
<tr>
<td># Passed</td>
<td>24</td>
<td>48.98%</td>
<td>20</td>
<td>66.67%</td>
</tr>
<tr>
<td># Failed</td>
<td>25</td>
<td>51.02%</td>
<td>10</td>
<td>33.33%</td>
</tr>
</tbody>
</table>

- From the 2014 graduates there are eight (8) graduates who have not tested.
- Currently the majority of the 2015 graduates are testing within the recommended three month period, however there are others that are waiting as long as seven (7) to ten (10) months. It should be noted that all of these individuals have been invited to attend on campus reviews, tutoring, and mentoring. When contacted the rationale and responses were, “I needed to work full-time.”; “I didn’t have the money”; and “I didn’t feel ready so I cancelled my appointment”. As we continue to reach out to students we’re hearing such things as “On the evening of my Pinning Ceremony my family became a totally dysfunctional group”; “I have to work so I don’t have much time to really study”; and “I appreciate your calls and emails but I just don’t have time!”

We are also aware of cultural/demographic/academic challenges that many of the students/graduates face with regard to studying verses working, and such comments as “You already have a license you shouldn’t have to worry about getting another one.”. There is the perception of some faculty, that graduates may be frightened because they really want to be successful on the first attempt taking the NCLEX to help bring back full status to the program.

- The mantra for students, faculty, and staff is, “You must take the NCLEX within three months after completing the program.” This message is shared in orientation for new students and shared with families and friends at the Pinning ceremonies. All nursing faculty, the RN in the Lab, student tutors, additional RN tutors, and Nursing Alumni continue to review, support, tutor, and encourage student success. Graduates are invited back to utilize any and all tools that may reinforce their review of theory and clinical practice in an attempt to keep content relevant and timely. Theory content shared in a different voice helps deliver the message, the Chairperson of the Community
Advisory Committee met with graduating seniors May 2016, sharing the importance of taking the NCLEX within three months after completing the program so that when she looking to hire new graduates she wants ELAC graduates to have a license because ELAC nursing students help keep customer satisfaction high. It should be noted that thirty three (33) graduates from 2015 tested for the first time twenty passed (20) on the first attempt. Of the thirty graduates that tested for the first time, nine (9) graduates waited 8-10 months five of the nine (9) passed on the first attempt. The majority of the 2015 graduates who tested took the NCLEX within a three month period which helps to inform the department that graduates are sincere about testing within the recommended three months after completing the program. Those graduates who did not pass on the first attempt shared a lack of preparation and the need to work. As of June 2016 there are ten (10) graduates from 2015 who have not tested and the reason for not doing so is related to death of a loved one, inability to really prepare, errors related to student name, incomplete course work, lack of response from licensing, and lack of student follow-up related to actual submission of the application for testing. After speaking with several of the ten (10) individuals who have not tested they have ATT dates for July and August and all have been invited back to the NCLEX review 10, 11, and 12 June 2016 and the Kaplan review 13-16 June 2016. All have been informed of the free review offered in LACCD.

- The department continues to reach out not only to first time takes but also to graduates that need to repeat the NCLEX. There are nine (9) graduates from 2014 who have not taken the NCLEX and all resources have been made available to enhance successful outcomes. All of these individual have taken the face to face review provided by an outside consultant paid for by the college and completed the Kaplan face to face review. Several of the individuals who have taken the review and those who have failed NCLEX have been given another opportunity to sit for the face to face review with the outside consultant and have gotten extensions from Kaplan to utilize all available and improved resources for continuous review.

- Students with prior offences are given the letter from the BRN, dated 2011, informing students of what enforcement has to have in order to evaluate their documents in preparation to sit for the NCLEX. That being said, the latest experiences with a few students in the delay regarding offences and submitting information before completing the program. There are several individuals that share with the director as follows, “I was too ashamed to tell you about this and my lawyer is taking too long to clear my records”, as a result of this behavior students are informed of the process and are told in orientation before starting the program to journal the incidents that have occurred in the past so that documentation and character references are ready from former employers, senior faculty, and others who are able to attest to prior behavior and behavior exhibited while in the nursing program. Further, ELAC nursing has had enforcement representatives do presentations for all nursing students, faculty, and staff in addition to attending Enforcement meeting when they are located in southern California. Students are told that delaying reporting will delay testing dates.

- Unlike previous graduates overall nursing grade point averages range from 2.5 to 3.4 for 2014 graduates and 2.5 to 3.8 for 2015 graduates, it should be noted that the 2014 LVN’s had a team leader who kept them on track with regard to reviewing together and staying on top of everything. Further, it has been noted that the more mature the student is the better he or she performs because an informed decision has been made.

- Alumni continue to reach out to provide assistance, community partners at Monterey Park Hospital and TELACU Education Foundation in collaboration with White Memorial Medical Center continue to provide opportunities for ELAC students to promote success. Additionally, the student mentors have availed themselves to assist and promote excellence in new and continuing students. The message is and continues to be, “Students should strive for grades in the 80th percentile in order to have the confidence to take the NCLEX within three months after completing the program”. 
Alumni continue to come in and talk with students and share information to enhance and encourage success in spite of life challenges. The messages are clear as the presenters share hardships and experiences reminding the students to be resilient to achieve successful outcomes. Faculty and staff remind students that Nursing is indeed hard work but it’s doable and a few sacrifices will have to be made to achieve successful outcomes.

- Faculty and staff continue to make telephone calls and send emails inviting students to return to campus for assistance which includes utilization of the Nursing Learning Lab, sitting in on workshops, skills practice, and utilization of any tools individuals think might be helpful. Graduates are called and or emailed weekly many are not answering the telephone however messages are left indicating that they should be doing practice questions and increasing the numbers of questions on a weekly basis reading the rationale to comprehend the reasons for correct incorrect responses. This activity is critical to success.

- The department continues to schedule face to face NCLEX reviews for graduates conducted by an outside consultant and the next one is planned for 10, 11, & 12 June 2016. The review will be made available to students completing the program, to graduates who have completed the program but had not tested, and to graduates who had tested and failed the NCLEX. Further, the Kaplan face to face review will take place during the week of 20 June 2016. All students were sent information with regard to a free NCLEX at LAVC 7-14 July 2016. Students are referred to websites that have free practice NCLEX questions and are encouraged to visit sites. Former students also reach out to senior students sharing experiences as to how they prepared and the importance of really reviewing at least two to three weeks doing hard core preparation.

- Senior students continue to be held to the benchmark and completion of Kaplan remediation in order to complete the program and walk across the stage to be pinned. As a direct result of this gate keeping method, senior students are appreciating the importance of actually doing the remediation to acquire mastery which is a predictor of success on NCLEX. Graduates that have complied with the stated expectation state, “Kaplan really does work!”

- Students are encouraged to go to the NCSBN website to look at format, go to the areas identified for students and become more comfortable with expectations for NCLEX. Somehow students are a little more fearful because they think the test is harder but they are reminded that while the test is challenging the test plan has not changed. All nursing faculty refer students to the NCSBN website to help decrease anxiety that comes with NCLEX, and students are also told that true preparation enhances reliability of success.

- Students began working on The Mentorship Program summer 2015 and the Mentorship Program was launched fall 2015 and is actively working with students, providing presentations on how to study for nursing and other tips that lead to success.

  For students who are interested in participating in the Nursing mentorship program at East Los Angeles College must email mentors @ elacmentorshipprogram@gmail.com.
The Mentorship Program will be launching this fall 2015 at East Los Angeles College School of Nursing. Nursing School is difficult for all students throughout the nation, and many have taken to developing programs that will help students navigate through the logistics and difficulties of completing a nursing curriculum.

The Mentorship Program is based on a mentor and a mentee relationship. The mentor will be a student from a semester class ahead of the mentee, and the mentee will also be a mentor to another student that is a semester class behind. This will allow for a continuum for both; mentors and mentees. The mentor will be in a position to practice leadership skills that will not only be helpful as future nurses, but also will be able to put that as experience on a resume. The mentee will have access to a wealth of knowledge from students that have taken classes that the mentee is currently in, and will have guidance, advice, and encouragement that will help them be successful in their current classes. The mentor will also have a mentor from a class ahead, that will be able to pass down knowledge and experience that will be advantageous for them, and will assist them in a successful completion of their classes. Thus, the Mentorship Program is a mutually assisted benefit for all students, regardless of their position in the program. The mentors and their respective mentees will establish a mode of preferred communication, which can be; via email, slotted times for phone calls, or monthly meetings at school, or any other way that they choose to communicate. The basis of this program is to have access to someone that is open and willing to share insight, advice, and encouragement for students. It is not designed for tutoring or lab assistance -- those resources are available through the Nursing Learning Lab via scheduled appointments and referrals.

The benefits of the Mentorship Program are quite diverse. Students will be able to place their participation on their resumes upon successful completion. Students will also have access to networking, leadership skills, and certificates of completion, along with special graduation cords. Lastly, students will be able to leave their mark on the program by donating time and effort to mentor and in turn enhance program outcomes for East Los Angeles College Nursing program.

The requirements of the program are quite simple. Students must sign up to be mentors for other classes in order to have their own mentor. Students must be active continuing students for all 4 semesters, and all 8 quarters to be eligible for certificate of completion signed by the Director of Nursing, graduation cord, and to be eligible to put their participation on their resume. Those that sign up will be required to sign an academic honesty agreement, and will abide by strict integrity the rules regarding tests, and any other class assignments. The academic honesty agreement will also hold students accountable for professionalism towards the school, faculty and other classmates.

For students who are interested in participating in the Nursing mentorship program at East Los Angeles College you must email me @elacmentorshipprogram@gmail.com all of your contact information and the semester you will be starting this upcoming fall 2015 semester.

Faculty Advisor: Jade Valmonte, MSN, RN
• Outreach continues
  o Telephone calls are made on a weekly basis encouraging graduates to come onto campus and utilize any and all resources meet with instructors
  o Emails are sent checking the status of preparation for NCLEX
  o Invitations are sent to graduates to come onto campus to utilize resources and or attend tutoring/workshops
  o Alumni volunteer and are mentoring graduates
  o Support from Community Advisory members (talking with graduates, offering tips to success, reminding students how important it is to test within three months of completion
  o The majority of nursing faculty contact graduates
  o Graduates are given the opportunity to attend the face to face NCLEX review
  o Kaplan information is readily for review available far beyond completion of the program

• Program
  o Long Term Substitutes are actively engaged as full-time faculty and are applying for the tenure track positions this June 2016. Notice of intent for M/S and Psychiatric nursing is now available on the LACCD website. Financial resources are in place to support both tenure track positions.
  o This spring semester 2016 the Department of Nursing has two “TELACU Scholars” who have received $1500 scholarships and in their last semester both will receive $8000.00 with the promise of employment at White Memorial Medical Center once they have received their RN license. TELACU Scholars are mentored while in the nursing program and the scholars graduating in June are required to take the NCLEX by 26 August 2016. TELACU was established in 1983 and it has shattered barriers to academic success for thousands of first-generation Latino and other students from underserved communities. The emphasis is on promoting pursuit of STEM and Business-related careers.

B. Strategies for Success
This is a sample calendar that is sent to students on a monthly basis which affords them the opportunity to plan and make informed decisions to meet their academic/clinical/tutorial needs. All nursing faculty maintain office hours and all full-time faculty tutor students.
The Nursing Lab has been open Monday through Sunday, but is currently open Monday through Friday. The campus Library is open Sunday through Saturday

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>N265 tutoring Ms. Figueroa</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Extra Clinical w/ Ms. Wallace</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Tutoring/skills workshop with Ms. Gutierrez 7-4PM</td>
<td>7</td>
</tr>
</tbody>
</table>
Students are encouraged to form study groups to review theory content.

Faculty place study questions on the Moodle discussion board.

Faculty in M/S and OB provide simulation activities including but not limited to code blue, respiratory arrest, and chest pain.

Clinical practicum is changed to case scenarios based with emphasis on prioritization of task and medication safety.

Technology is utilized using devices such as clickers and other software as active learning strategies to engage and motivate students. DocuCare access cards are given to students in M/S and OB currently and will be utilized in second semester beginning fall 2016.

Instant messaging using WeChat was used in M/S to keep the clinical group informed of upcoming events and clinical requirements.

Students are introduced to PDS scenario software in the Nursing Learning Lab to enhance performance. Each student using PDS scenarios have spent at least eight hours in an eight week period.

C. Students

There are currently 166 students in the program however 50 students will be completing/graduating 6 June 2016.

Forty eight plus three students are admitted in summer and winter.

The first graduates completing the newly created curriculum will graduate December 2016.

D. Curriculum

Implementation of the final semester of the new curriculum will be fall 2016 (29 August 2016). Graduates completing the new curriculum will be taking the NCLEX spring 2017.

E. Summary of the six areas addressed in the Systematic Program Evaluation Plan for 2015/2016:

1. Mission/Administration

   o The mission, philosophy, and program objectives are congruent with the college and the district mission, philosophy, and campus objectives. The last revised Mission Statement was approved by the Board of Trustees July 2015.
2. Faculty & Staff

The following chart is a summary of the current full-time and part-time faculty. It should be noted that nine of the ten full-time nursing faculty are approved to teach Medical/Surgical Nursing.

Current Number of Nursing Faculty and Content Experts

<table>
<thead>
<tr>
<th>Number of Instructors</th>
<th>Number of Assistant Instructors</th>
<th>Number of Clinical Teaching Assistants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Time</strong></td>
<td><strong>Part Time</strong></td>
<td><strong>Full Time</strong></td>
</tr>
<tr>
<td>10</td>
<td><em>(This includes the 2 Long Term Substitutes)</em></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Content Experts:

<table>
<thead>
<tr>
<th>Medical Surgical</th>
<th>Obstetrics</th>
<th>Pediatrics</th>
<th>Mental Health/Psych</th>
<th>Geriatric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brenda Chan</td>
<td>Martha Garcia</td>
<td>Pauline Sunda</td>
<td>Jack Duncan</td>
<td>Rachel Plotkin</td>
</tr>
</tbody>
</table>

Use of non-faculty [CCR 1424 (i)] N/A

NELAC Nursing maintains a day to day list of faculty who are BRN approved however they cover classes when needed and when they’re available to cover a class. They are not assigned to a particular course.

**Full-Time Faculty not including the Chairperson/Director**

- Brenda Chan, Lead teacher for N269 M/S III - lecture/clinical
- Carolyn Du, N271 Obstetrics - clinical
- *Jack Duncan, N268 Lead teach for Psychiatry - lecture/clinical
- Jennifer Munguia Figueroa, Lead teacher for N265 Fundamentals - lecture/clinical
- Martha Garcia, Lead teacher for N271 Obstetrics – lecture/clinical
- Kimberly Knight, Lead teacher for N267 M/S II – lecture/clinical
- *Eugene Liu, N272 M/S IV - clinical
- Rachel Plotkin Olumese, Lead teacher for N272 M/S IV – lecture/clinical
- Pauline Sunda, N270 Pediatrics - clinical
- Jade Valmonte, N270 Lead teacher for Pediatrics – lecture/clinical

**Part-Time Faculty who are assigned to a required course when available**

- Kathaleen Lutz, N265 Fundamentals clinical first quarter and N266 M/S second quarter - clinical
- Sally Plant, N265 Fundamentals clinical first quarter and N266 M/S second quarter - clinical
- Simon Ching, N265 Fundamentals clinical first quarter and N266 M/S, not available for second quarter - clinical
- Geraldine Martinez, N267 M/S II - clinical
- Sunday Okundolor, N268 Psychiatry - clinical
- Angie Millan, N269 M/S III - clinical
The faculty is adequate in type and number to maintain the new curriculum and ready to implement the last semester of the new curriculum approved by the BRN. Qualified BRN approved faculty in each content area and are clinically competent in the areas they teach which is validated annually by the clinical facilities in which they are assigned. All full-time and part-time faculty continue to assume responsibility and accountability for instruction, evaluation of students, and the planning and implementation of curriculum content.

Faculty attend a monthly curriculum meeting of the whole reflecting on the unifying theme, student performance as related to the BRN approved curriculum. There is continuous discussion regarding ticket to class so as to make sure that there is continuity in expectations of students for each course. Additionally, content experts for each area meet with their team members to share concerns and make changes as necessary to meet facility requirements and course content changes on a minimum monthly basis however communication takes place weekly.

3. Students

- ELAC nursing randomly selects students for the program once the following has been evaluated by Admissions and Records:

**Requirements/Prerequisites**

One of the following—official U.S. high school transcript, official U.S. GED transcript or proof of U.S. college degree

- A cumulative GPA pf 2.0
- A GPA of 2.5 in the Science prerequisites (Anatomy/Physiology/Microbiology)
- Completion of TEAS 5 with a cut score of 62%

Satisfactory completion of the following courses:

1. Anatomy/Physiology: College courses in Anatomy/Physiology with Laboratory (minimum 8 semester units) or Biology 20 (a combined course of Anatomy /Physiology).
   
   Note: no more than one repeat is allowed in the 3 sciences (Anatomy/Physiology/Microbiology).

2. Chemistry 51 or 65 or (1 year of high school chemistry acceptable provided a minimum grade of “C” is achieved in both semesters)

3. Microbiology 1 or 20: A college course in Microbiology with Laboratory (minimum 4 semester units)

4. Psychology 1: General Psychology course (minimum 3 semester units)

5. Psychology 41: Life-Span Psychology (minimum 3 semester units)

6. English 101: College Reading and Composition (minimum 3 semester units)

**Health:** The student must be free from any condition that would present a threat to the well-being of the consumer (Title 22, California Code of Regulations, Division, Section 70723 (a). A complete physical examination with select immunizations will be required upon acceptance.
**Background checks** - A background check at the students cost is required and must be successfully passed before the student is able to start the Nursing program.

Once 48 + 3 students (cushion for potential students that may drop before starting or within weeks of starting classes) are accepted into the program, the student is notified via email that she or he has been accepted into the program a detailed letter is sent to the student informing the student of the mandatory orientation inviting significant others (usually individuals that are a part of her or his support system).

At the orientation provided by the director, first and foremost students were informed that the program is on “Warning”. At that point students were informed that upon completion of the program they should be taking the NCLEX within three months of completing the program. Students receive a packet which includes all information regarding the physical examination; AHA CPR card; fire class information; module information and location for purchase, textbook list for the entire two year program (explaining the M/S textbook will be utilized for the entire two year period) however Psych, Peds, and OB textbooks are a different purchase along with Fundamentals, Drug, Health Assessment, Dosage Calculations, and Nursing Process. Students are also fitted for uniforms on the day of orientation. Students also receive information with regard to Kaplan Standardized test plan that is a great tool that provides remediation and enhances success only if utilized. Students are given a partial Student Handbook with information that will help them navigate the winter or summer while taking Health Assessment, Nursing Process, and Pharmacology all of which are foundation courses that are the foundation of the program.

Before starting the spring 2016 semester, students attended a workshop on “How to Succeed in the Nursing Program: Study and Exam-Taking Tips” conducted by the Nursing Mentorship Program Advisor with a power point presentation that outlined what the student would be able to accomplish. Students were reminded that nothing replaces reading!

**Remediation/Tutoring/Workshops**
- Any student that scores below 76% on examinations and quizzes are contacted immediately and referred to tutoring with and individual faculty, RN in the Nursing Learning Lab, student tutor, attend workshops on Fridays or other tutoring on Sundays. Students receiving grades below 76% are identified as an “At Risk Student” who is then given a personalized remediation plan. The student may also be encouraged to withdraw from a course in order to follow a remediation plan that will help strengthen theory and clinical performance.
- Faculty identifying a student as an “At Risk Student” must create an individual a remediation plan for theory and weekly clinical evaluations that provide clearly identifiable expectations. The student is given a timeline to come into compliance in order to enjoy successful completion of the course.
- The student is also encouraged to attend an additional clinical sessions with another instructor for additional guidance and support to strengthen student performance and provide objectivity.
- All nursing faculty tutor students to empower and promote successful outcomes. There are occasions when students are encouraged to rethink their career goals and establish realistic achievable goals to become a health care provider.
- Independent study is established largely for remediation of Kaplan and skills enhancement in the Nursing Learning Lab. N185 is 2:05 hours/week; N285 is 2:15 hours/week; and N385 is 6:30 hours/week to provide opportunity for mastery of content.
Weekly advisement and workshops are made available to any student interested on Fridays from 0730 to 1600 hours. Students seem to enjoy receiving content in a different voice and feel less threatened when that is no grade association.

Additional clinical is made available to students to enhance mastery in the clinical setting.

NCLEX Success

Over 50% of students scored greater than 655 on Kaplan Integrated testing Examination 314 in M/S III. Faculty conducted a recent graduate review and the relationship of passing the state board examination and the Kaplan testing scores. Data showed that Kaplan Integrated Exam 314 is a strong indicator of students passing NCLEX on the first attempt. Ninety present (90%) of students who passed Examination 314 with a score of 65% or above passed the NCLEX on the first attempt.

Faculty must continue to remind students to use NCLEX resources such as Khan Academy, Evolve, Kaplan videos in focus tests remediation, Lippincott Advisor in DocuCare, and NCLEX review books.

4. Curriculum

Before the development of the new curriculum faculty recognized that students coming into the nursing program may come in with a high GPA, but they must be taught how to study nursing, how to apply theory to practice, how to take nursing examinations, and how important practice is to a successful outcome.

Development of the new curriculum was achieved by utilizing AHRQ, IOM, and QSEN as its foundation. A variety of clinical and community experiences allow students to recognize that care occurs in and out of the acute setting. Further, culture and spirituality are a part of the everyday experience for ELAC students in the diverse hospital clients and in the diverse community that ELAC Nursing serves. The Learning theory was utilized to develop this curriculum which is based on Adult Learning Theory and Social Cognitive Theory.

The department meets biannually with its’ Community Advisory Committee and as a direct result feedback is given on how students are performing in the hospital setting. Hospitals and community organizations give high rating for ELAC nursing students in the program and graduates that are hired by hospitals such as Monterey Park Hospital, White Memorial Medical Center, and Los Angeles County-USC Medical Center. ELAC Nursing students are known for providing excellent care and are willing participants in hospital and community activities that promote access to care. ELAC Community Advisory Committee applauded the curriculum change indicating that it provided greater preparation for student in clinical settings and is more relevant to what is actually occurring in the hospitals today.

Each instructor has the academic freedom to operationalize teaching strategies, innovative techniques, simulation, and unfolding case studies. Lead teachers share expectations with clinical instructors to verify that while techniques may differ concepts remain constant throughout the curriculum.

Now that three semesters of the new curriculum has been implemented, modules are reviewed and revised as necessary to provide students with the best possible tools to enhance their success. Throughout the last three semesters there were numerous discussions with regard to the “ticket to class”, holding students accountable and the value of the assignment given as the ticket to class.

First year
Fundamentals set the tone for ticket to class because the first quarter the ticket to class was given as an assignment a student didn’t have the assignment, the instructor sent him to the Nursing Learning Lab. to complete the assignment with an expected time for completion, as a direct result students have not shown up without their ticket to class. It has been noted that retention of students has improved tremendously and with the confidence to move forward. During summer session, students who have not reached the Kaplan remediation benchmark must complete remediation hours before moving on in the fall.

**Second year**

M/S III Ticket to class is implemented with each week of lecture.

- Students are asked to submit a one page written document on the information requested as the ticket to class. All students accurately completed the ticket to class every week without delay.
- Reading guide, Evolve case studies, test preps, PowerPoint lectures, Moodle resources, and tutoring are available to students to enhance their success.
- Three exams are given with increasing difficulty including high level application/analysis questions and select all that apply questions.
- Exam questions include pharmacology, lab result interpretations, EKG rhythm, and other core content with a focus on physical assessment findings and task prioritization.
- Practice quizzes are available on Moodle with unlimited attempts.
- All students must complete Kaplan focus tests that pertain to the module topics and score 100% prior to taking the theory test.
- Content such as spirituality, pain management, HIPAA, and electronic health records are discussed in lecture and the clinical setting.
- Pharmacology quizzes are given in clinical and students collaborated on medication information sheet using Google doc.
- Clinical quizzes are given to test student knowledge on previously learned content, i.e. physical assessment, type, onset, peak, and duration of insulin, and skills procedures.
- Students have opportunities to see the role of the RNs in specialty area such as GI lab and Cardiac Cath lab.
- There is a 20% attrition rate for spring due to low test scores, weak academic performance, personal financial challenges/burdens, full-time work hours, and child care issues.
- Counseling and remediation plans were developed and given to students who either dropped the class or failed the course.
- Satisfactory course evaluation with 100% participation of students who completed online course evaluation by accessing the link available from the departments’ home page.

5. **Resources**

**Financial**

- The current administration supports human resources that afford the department to cover classes when an instructor is out for illness, personal challenges, and or conference attendance.
- Funds are available for conference attendance for both full-time and part-time faculty.
- Funds are available for tuition reimbursement
- Fiscal resources are in place to hire two full-time tenure track faculty.
- ELACNAC (ELAC Nursing Alumni) provides funding for faculty and student development activities
- The Nursing Building has floors that have been redone to resemble a hospital floor
- On 4 April 2016 the Nursing Office was moved out of the bungalow into the G1 Administration Building, 3rd floor

**Human**

- Interviews were conducted on 26 April 2016 to hire an additional Instructional Assistant (RN) to work in the Nursing Learning Lab to cover evening and weekends. The campus hiring committee for classified staff gave approval for nursing to hire a full-time Instructional Assistant to work in the Nursing Learning Lab. This is an ongoing process to fill the position.
Hiring of two tenure track faculty to be done for fall 2016.

**Professional Development provided by the college**
- Instructional improvement
- Program and course curriculum or learning resource development and evaluation
- Learning Resource service
- Conferences and workshop
- Full-time instructors are obligated to complete a total of 33.5 hours of Professional Development activities.
- Part-time instructors are obligated on a per course basis.

**Departmental Professional Development**
- Faculty continue to have content mastery meeting for test development to insure that course content is leveled throughout the program in each content area.
- The department will working out a plan for payment to complete the NCSBN item writing continuing education for faculty to enhance and maintain the ability to write questions that reflect the NCSBN test plan.
- ELACNAC (ELAC Nursing Alumni) provides funding for faculty professional development and for student pre-professional development.
- Faculty meeting held with Kaplan Consultant reviewing Integrated Test
- Item writing workshop attended by all full-time and a few part-time faculty
- Four faculty members attended End of Life Nursing Education Consortium (ELNEC) two day Core course training

**Outside Resources**
- CA State Chancellors Office Retention grant
- Los Angeles County Department of Health Services Tutoring Mentoring Program grant that continues to support the program by providing supplies, tutoring, mentoring, workshops, and additional clinical practice for students at LAC-USC Medical Center.
- TELACU Education Foundation

6. **Outcomes**
- To enhance and guide student performance faculty are developing tools to that will be given to students as post orientation and tips to succeed the summer experience of three nursing courses. For example:

  **N277 Health Assessment Recipe for Success**
  - 1. Read assigned chapters before class meetings (2 hours daily)
  - 2. View weekly lecture videos and take notes on Lecture Power Point Module (1 hour a day)
  - 3. Instructor during class (weekly)
  - 5. View assigned lab videos weekly (1 hour after lecture)
  - 6. Practice head-to-toe assessment on assigned partner, at home or make appointment in the lab to receive tutoring from lab staff and tutor at least twice a week. If your partner is not available practice with family member, friend, pet, or stuffed toy. (1 hour twice a week)
  - 7. Complete all assignments (1 hour a week)
  - 8. Take the end of chapter NCLEX questions and use other NCLEX practice questions from Kaplan and other sources (2 hours week)
9. Get at least 6-8 hours of sleep daily, and eat nutritiously. Remember that the recommended number of hours to work is 20 hours because you walking into a very demanding schedule, you will need time to study!

10. Create a time table with check off list with above instructions


F. Future Plans

- Nurse Advisor to start fall 2016, logistics and responsibilities will be worked out during the summer.
- Social Worker (MSW) to be hired to address the many life issues that seems to work as barriers to success for ELAC Nursing students.
- NCSBN test construction is being set up for all full-time and two part-time faculty
- Every instructor will provide tips on how to survive in their particular course beginning summer 2016
- Anticipated purchase of SkillsHub – a tool that contains instructional videos, step by step instructions on performing skills, and NCLEX type questions and rationale to help students assess and understand skills. Provides progress reports and instructor feedback.
ACTION REQUESTED: 2015-16 ELC Goals and Objectives Achievement Report

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

BACKGROUND: The Education/Licensing Committee annually reviews and reports the achievements relative to the ELC goals and objectives. The attached report presents the achievements for the period of July 1, 2015 – June 30, 2016 relative to the ELC Goals and Objectives 2015-2017 which were Board approved on 02/05/2015.

Nursing program education activities reported for the period include:
- Scheduled continuing approval visits are conducted for prelicensure and advanced practice nursing programs every five years with findings reviewed by the ELC and full Board. Nursing Education Consultant (NEC) continuing approval visit reports were reviewed by Education/Licensing Committee (ELC) for 16 ADN programs, 5 BSN programs, 4 ELM programs and 3 Advanced Practice programs with approval status recommendations made to the Board.
- Four letters of intent (LOI) for new prelicensure programs were received; 3 feasibility studies were reviewed and accepted by ELC; 1 new ADN and 1 new BSN prelicensure nursing programs were granted initial program approval.
- ELC reviewed and made recommendations regarding 21 major curriculum revision proposals.
- Three prelicensure programs were placed on “Warning Status With Intent to Close the Program” and remain so at the time of this report. This status is noted on the BRN website homepage and on the BRN approved programs list per policy of the Board to inform consumers.
- ELM programs at four California State Universities voluntarily closed. One will no longer offer a prelicensure nursing program (CSUDH); three continue to offer prelicensure Baccalaureate Degree programs (CSULB, CSULA, CSUFresno).


NEXT STEPS: None.

PERSON(S) TO CONTACT: Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant
GOAL 1
Ensure that nursing education programs meet regulatory requirements, and that the curriculum content addresses contemporary political, technical, economic, healthcare and nursing practice developments.

1.1 Review prelicensure and advanced practice program content, including public health nurse content, to determine compliance with regulatory requirements and Board policy, and if content reflects current trends in healthcare and nursing practice.

1.2 Maintain BRN policy statements that reflect current statute, regulation and policy.

1.3 Ensure that nursing education programs include the Scope of Practice of Registered Nurses in California (BPC 2725) and the Standards for Competent Performance (CCR 1443.5) in their curriculum, and that advanced practice education program curriculum additionally includes Article 7 Standardized Procedure Guidelines.

1.4 Maintain awareness of current political, technical, economic, healthcare and nursing practice trends through attending and participating in educational conferences, committees and other events within California and nationally, for development of regulation and policy.

1.5 Monitor legislation affecting nursing education and convene advisory committees when appropriate.

1.6 Monitor nursing program curriculum structure and content for application of recommendations from the 2010 Institute of Medicine’s - Future of Nursing, Carnegie Study on the Transformation of Nursing Education, the Quality and Safety Education for Nurses (QSEN) Competencies, The Essentials of Baccalaureate Education in Nursing, The Essentials of Master’s Education in Nursing and other such works from established sources that present generally accepted standards.

1.7 Evaluate proposed new programs to ensure regulatory compliance and ability to secure necessary resources with timely program implementation adhering to the application process and timeline identified in regulations and policy.

1.8 Encourage and support graduate nursing education programs to prepare nurse educators and other nursing specialists to support implementation of the Health Care Reform Act of 2009.

1.9 Encourage nursing programs to schedule student attendance at a BRN disciplinary hearing when possible to increase awareness of licensure responsibilities.

ACHIEVEMENTS:
- Prelicensure and advanced practice nursing education program curriculum was regularly evaluated as part of scheduled continuing approval visits for application of contemporary standards including IOM recommendations, QSEN Competencies, Essentials of Baccalaureate Education and Master’s Education, inclusion of BPC 2725 and CCR 1443.5 content, and ensure compliance with regulations.
- Scheduled continuing approval visits are conducted for prelicensure and advanced practice nursing programs every five years with findings reviewed by the ELC and full Board. Nursing Education Consultant (NEC) continuing approval visit reports were reviewed by Education/Licensing Committee (ELC) for 16 ADN programs, 5 BSN
programs, 4 ELM programs and 3 Advanced Practice programs with approval status recommendations made to the Board.
- Four letters of intent (LOI) for new prelicensure programs were received; 3 feasibility studies were reviewed and accepted by ELC; 1 new ADN and 1 new BSN prelicensure nursing programs were granted initial program approval.
- ELC reviewed and made recommendations regarding 21 major curriculum revision proposals.
- Three prelicensure programs were placed on “Warning Status With Intent to Close the Program” and remain so at the time of this report. This status is noted on the BRN website homepage and on the BRN approved programs list per policy of the Board to inform consumers.
- ELM programs at four California State Universities voluntarily closed. One will no longer offer a prelicensure nursing program (CSUDH); the other three continue to offer prelicensure Baccalaureate Degree programs (CSULB, CSULA, CSUFresno).
- BRN NEC staff regularly participated in regional and statewide nursing program deans/directors meetings and conferences, NCSBN education and practice workgroup telemeetings, HealthImpact (formerly CINHC) meetings, Health Professions Education Foundation meetings, APRN Coalition telemeetings, CA Interagency Council on Veterans telemeetings, Institute of Medicine on-line workshops, and other events as appropriate or requested to maintain awareness and provide input.
- Prelicensure nursing program deans and directors were sent monthly e-mail reminders of BRN Board discipline hearings to encourage student attendance.
- Legislation affecting nursing education was addressed as part of the BRN Legislative Committee agendas.
- NECs Wayne Boyer and Susan Engle and SNEC Miyo Minato attended the Symposium Between Academia and Practice sponsored by the County of Los Angeles Department of Public Health in May 2016 where the discussion included exploration of the need to utilize ambulatory and community health settings for clinical education of nursing students.

GOAL 2
Provide leadership in the development of new approaches to nursing education.
2.1 Support creative approaches to curriculum and instructional delivery, and strategic partnerships between nursing education programs, healthcare industry and the community, such as transition to practice and post-licensure residency programs, to prepare registered nurses to meet current nursing and community needs.
2.2 Review Nursing Practice Act regulations for congruence with current nursing education, practice standards and trends, and recommend or promulgate proposals for revisions to regulation that will ensure the high quality of nursing education.
2.3 Sponsor and/or co-sponsor educational opportunities for professional development of nursing educators and directors in service and academia.
2.4 Evaluate the use of technology in teaching activities such as on-line research, distance learning, Web-based instruction and high-fidelity simulation laboratory experiences.
2.5 Encourage and support programs’ development of articulation agreements and other practices that facilitate seamless transition between programs for transfer and admission into higher degree programs.
2.6 Collaborate with the BRN Nursing Practice Committee to review, evaluate and recommend
revision as needed of regulations pertinent to advanced practice nursing education.

2.7 Contribute to the NCSBN’s Transition to Practice Study, ensuring a voice for California stakeholders.

2.8. Encourage programs to evaluate curriculum for inclusion of objectives and content to support learning emerging nursing roles of care coordinator, faculty team leader, informatics specialist, nurse/family cooperative facilitator, and primary care partner.

ACHIEVEMENTS:

- The Education Issues Workgroup held a meeting on April 26, 2016 at BRN headquarters in Sacramento. Workgroup participants include nursing program directors, staff from the BRN and the University of California San Francisco research center, and representatives from HealthImpact, Kaiser Permanente, and the Community College Chancellor’s Office. The focus of the meeting was to review the 2014-2015 Annual School Survey instrument and make edits as needed for the 2015-2016 survey document. Other issues discussed included an overview of a new ambulatory education/practice pilot project that is in the beginning stages, discussion of teacher-student ratios in the clinical setting, update of nursing program information to be included on the BRN website and an overview of the BRN clinical simulation survey report now available on the BRN website.

- Information regarding registered nursing scholarship and loan repayment programs available through The Health Professions Education Foundation is provided via the BRN website homepage.

- Programs visited for continuing approval and proposed new programs were evaluated for the use of technology including simulation lab. The BRN Annual Survey includes questions which capture data regarding prelicensure programs’ use of simulation. A BRN staff workgroup has formed and begun work to evaluate applications for simulation in prelicensure nursing education and identify best practices for use in developing evaluation criteria.

- Data regarding prelicensure nursing programs’ use of simulation was captured as part of the Annual School Survey and results of the 2015 Simulation in Nursing Education Survey was reported to the Board.

- The rulemaking process was begun to implement nursing education provisions of SB466 regarding awarding of credit for military coursework/experience to prelicensure nursing program applications. Initial guidance was provided to programs regarding policy requirements in anticipation of regulatory revision and a guideline has been drafted for publication once the rulemaking process is complete and regulations are adopted.

GOAL 3

Ensure that reports and data sources related to nursing education in California are made available to nurse educators, the public, and others, and are utilized in nursing program design.

3.1 Collaborate with the BRN contracted provider retained to conduct the consolidated online annual school survey of the prelicensure nursing education programs in California, and publish survey results on the BRN Website.

3.2 Maintain and analyze systematic data sources related to prelicensure and advanced nursing education, including the use of simulation, reporting findings annually.

3.3 Provide information about nursing programs to the public.
3.4 Maintain information related to each prelicensure program and update periodically.
3.5 Provide data to assist nursing programs in making grant or funding applications.
3.6 Encourage prelicensure programs to utilize NCSBN data and analysis of entry level RN practice to evaluate the effectiveness of their nursing education programs in preparing graduates for practice.

**ACHIEVEMENTS:**

- Staff worked with the contracted vendor to prepare surveys and reports which were then presented at meetings of ELC and the Board, published on the BRN website, and provided to other stakeholders as requested. Surveys conducted in collaboration with UCSF and other organizations and reported to ELC included: 2014-15 Annual School Survey Report, 2014-2015 Regional Annual School Reports, 2014-15 Post Licensure Program Annual Report, 2015 Simulation in Nursing Education Survey.

- A meeting was held with the contracted survey vendor, Julie Campbell-Warnock and BRN NECs to review and make recommendations for the Annual School Survey tool. These recommendations were taken forward to the Education Issues Workgroup for development of the BRN Annual Survey 2015.

- The Prelicensure Interactive Database which allows the public to select and review data by variables such as region, degree type and program type is being updated on the website to include data for 2014-15.

- Nursing program information has been maintained on the BRN website and includes lists of approved prelicensure and advanced practice nursing programs by type of program with hyperlink to school website, address and phone contact information. Information was updated annually and as changes were reported by programs.

- NECs and other BRN staff responded to phone (via BRN call center and direct calls) and e-mail (via DCA webmaster and direct) inquiries from nurses, general public, legislators and other stakeholders regarding nursing education.

- NECs encouraged prelicensure programs to utilize the NCSBN NCLEX-RN Test Plan and other related resources when evaluating a program’s curriculum/instruction as part of continuing approval visits, problem focused visits, and when consultation was requested by a program.

- Annual attrition/retention data, and school & program accreditation for each prelicensure program is now posted on the BRN website and will be annually updated.

**GOAL 4**

**Facilitate and maintain an environment of collegial relationships with deans and directors of prelicensure and advanced practice nursing education programs.**

4.1 Conduct an annual orientation for new directors and an annual update for both new and continuing directors of prelicensure programs.

4.2 Maintain open communication and provide consultation and support services to prelicensure and advanced practice nursing programs in California.

4.3 Present BRN updates at COADN Directors’ Meetings, annual CACN/COADN Meeting, and other venues as appropriate.

4.4 Conduct meetings as needed with advanced practice program directors to seek input, provide updates and foster discussions regarding current issues, regulatory reform and other topics pertinent to advanced practice in California, such as the implications of the Health Care Reform Act of 2009.
ACHIEVEMENTS:
- The first BRN Annual School Survey Overview Webinar was conducted to provide programs deans/directors easy access to instruction regarding completion of the survey.
- The Annual BRN Update for nursing education program deans and directors was presented in Fall 2015 to provide orientation for new directors, and provide instruction for both new and continuing directors regarding prelicensure program administration, continuing approval visit preparation of self-study, instruction regarding licensure application, and interactive question/answer opportunity. Updated Directors Handbook on CD was distributed to all prelicensure program directors prior to the Annual BRN Update.
- Each BRN approved prelicensure and advanced practice nursing program had an assigned NEC who provided guidance to the program through written correspondence, phone contact, and visits to the nursing program sites.
- SNECs and NECs attended meetings of CACN, COADN, CINHC, ICV, NCSBN and other groups to provide BRN activity updates and clarification of BRN regulations, policy and procedure.

GOAL 5
Monitor and evaluate the NCLEX-RN examination construction, process and test-taker outcomes, and maintain a collaborative relationship with the National Council of State Boards of Nursing.
5.1 Participate in periodic review of the NCLEX-RN examination process to ensure established security, test administration procedures and other testing standards are met.
5.2 Encourage nurse educators and working RNs to participate in NCLEX-RN examination panels to ensure consistent representation from California.
5.3 Participate in NCSBN committees and conferences to maintain representation from California.
5.4 Monitor and report California and national NCLEX-RN first time pass rates of California candidates, including results for internationally educated candidates.
5.5 Provide input into the NCSBN Practice Analysis, Test Plan revision and passing standard as requested or appropriate.

ACHIEVEMENTS:
- The Winter 2015 BRN Report included an article encouraging California RNs to serve as item writers, item reviewers, or members of the Standard Setting Panel of Judges for the NCLEX item and examination development process.
- The BRN Executive Officer attended the National Council of State Boards of Nursing (NCSBN) annual meetings. Nursing Education Consultants regularly participated in NCSBN education committee and practice committee tele-meetings which were held several times during the year.
- Quarterly and annual NCLEX-RN exam results were reported as part of the ELC report segment of Board meeting agendas, and reported in the annual BRN Report publication.
- NECs monitored NCLEX-RN exam outcomes for their assigned nursing programs and took action as required by regulation for any program performing below threshold. Three prelicensure programs with NCLEX-RN outcomes below the required 75% first time pass rate were placed on “Warning Status With Intent to Close the Program.”
- NECs and BRN administrative staff have been notified of updates to the NCSBN NCLEX administrative manual, exam information and website.
- The NEC NCLEX liaison worked with BRN licensing unit and other BRN staff, and NCSBN staff to ensure timely distribution of quarterly program reports and completion of related follow up, and accuracy of NCSBN and CA NCLEX databases and published statistics.

GOAL 6
Maintain licensure and certification application processes in compliance with regulation and to ensure applicants meet all licensure and certification requirements.
6.1 Monitor licensure/certification activities to ensure compliance with regulations and policy, and implement improvements as needed.
6.2 Track and trend areas of concern regarding application/certification, and communicate significant findings to the Board and stakeholders as appropriate.
6.2 Continue work on implementation and improvement of the online licensure and tracking system to ensure timely, efficient and accurate processing of applications, and capability for data retrieval in report formats.
6.3 Provide instructions to licensure/certification applicants regarding application requirements and process.

ACHIEVEMENTS:
- Licensing Unit implemented monthly one-hour live license application information sessions presented just prior to monthly disciplinary hearings so that students and other attendees can benefit from both.
- Licensing Analysts implemented a system of providing notice to program directors regarding disposition of program roster applications.
- Licensing Unit reports were presented at ELC meetings.

GOAL 7
Provide ongoing monitoring of the Continuing Education (CE) Program and verify compliance with BRN requirements by licensees and providers.
7.1 Review and consider for approval CE provider applications to ensure regulatory compliance.
7.2 Conduct systematic random audits of registered nurses to monitor compliance with renewal requirements and appropriateness of CE courses completed.
7.3 Conduct systematic random reviews of CE providers to monitor compliance with CE regulations.
7.4 Review existing continuing education regulation, policy and guidelines in regards to allowable continuing education topics and other identified concerns, and propose revision as needed.

ACHIEVEMENTS:
- BRN Report Winter 2015 included an item about continuing education requirement for licensees and random audits.
- The BRN received 210 Continuing Education Provider (CEP) applications and issued 102 CEP certificates.
- Random auditing of 6,118 registered nurses related to their compliance with the continuing education regulations was performed with follow-up action taken as necessary.
- NEC’s and other BRN staff responded to phone and written inquiries from the public regarding continuing education requirements and policies, and worked with Providers to reinforce the BRN’s expectations related to appropriate course content, use of the CEP number in advertising or marketing materials, and other issues.
AGENDA ITEM: 7.6  
DATE: September 15, 2016

ACTION REQUESTED: SB466 Education Regulations Rulemaking Process Update With Vote on Whether to Recommend Continuing Rulemaking Process and Adopt Related Guideline

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

BACKGROUND: The regulatory proposal amending Title 16, CCR sections 1418, 1423.1, 1423.2, 1424, 1426, and 1430, for implementation of SB 466 expanded requirements of registered nursing education programs, was the subject of a 45-Day Notice comment period culminating on July 11, 2016 when a public hearing was held. There was no public testimony at the hearing. During the comment period two organizations submitted comments. Following is a summary of the comments and proposed responses.

Chancellor’s Office California Community Colleges and California State University Office of the Chancellor: In a joint letter from Ms. Walker of the Chancellor’s Office California Community Colleges, and Dr. Blanchard of the California State University Office of the Chancellor objection was expressed regarding “section 1430. Previous Education Credit” relative to the requirement of “individualized instructional plans.” Alternate language was suggested.

Proposed Response: Reject the recommendation.  
It is believed that the authors of the letter intended to comment on section 1426(d)(1) which is where the language of individualized instructional plans is included. The requirement for an individualized instructional plan refers to the student’s demonstration that some required elements of the approved curriculum have already been met, thus the student would not be required to complete those elements, which comprises the individualized plan. The nursing program will develop policies/procedures to determine how prior learning/experience will be assessed in the context of the program’s required curriculum, and will award credit for same when applicable in accordance with the program policies.

Western Governors University: In a letter from Dr. Martanegara of Western Governors University concern was expressed regarding section 1423.1(a) regarding validation methodology to be applied to clinical competencies for the purpose of awarding credit relative to prior experience.

Proposed Response: Reject the comments.  
The proposed regulatory language does not specify how programs will conduct equivalency validation relative to their curriculum requirements, including evaluation of clinical competency for awarding of credit or advanced placement. It will be the responsibility of the program to...
establish policy/procedure which defines the methodology and related requirements for demonstrating applicability of prior knowledge/experience.

ELC recommendation for action was requested regarding adoption of Specific Language For Proposed Changes and the related Guideline which is intended to be posted on the website and distributed to nursing programs upon final approval of regulatory revisions.

**Education/Licensing Committee Recommendation:** Continue Rulemaking Process, reject recommendations for revision to proposed regulatory language and adopt related guideline.

**NEXT STEPS:** Proceed per direction of the Board.

**PERSON(S) TO CONTACT:** Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant
July 1, 2016

Louise Bailey, MEd, RN
Executive Officer,
California Board of Registered Nursing
PO Box 944210
Sacramento, CA 94244-2100

Dear Ms. Bailey:

In reviewing proposed regulatory language for educational regulations (SB466), we have concerns about the current Board of Registered Nursing proposed language for section 1430. Previous Education Credit (1). This section as proposed calls for “an individualized instructional plan.” SB466 stipulates a process to grant credit for past military learning and experiences and does not address individualization of an instruction plan. Educational institutions, like ours, have processes in place that allow students a challenge mechanism to grant educational credit through various strategies and educational plans that must be followed.

We wish to suggest the following alternate language that we believe is consistent and in accord with the intent of SB466. “Students may satisfy theory and clinical course requirements through demonstration of having achieved course competencies or objectives. The student’s prior learning may be from military or other education or experiences.”

We appreciate the role of the Board of Registered Nursing and bring this concern as colleagues working together to optimize nursing education for military veterans.

Sincerely,

Pamela D. Walker
Vice Chancellor, Educational Services
California Community Colleges
Chancellor’s Office

Loren J. Blanchard, Ph.D.
Executive Vice Chancellor, Academic and Student Affairs
California State University
Office of the Chancellor

LJB/clm

c: Mr. Erik Skinner, Acting Chancellor, California Community Colleges
Dr. Timothy P. White, Chancellor, California State University
Dr. Margaret Brady, Faculty Coordinator, Nursing and Health Programs
Dr. Christine Mallon, Assistant Vice Chancellor, Academic Programs and Faculty Development
Dr. Linda L. Zorn, Sector Navigator/Statewide Director – Health Workforce Initiative,
California Community College Chancellor’s Office
July 6, 2016

California Board of Registered Nursing
1747 North Market Blvd #150
Sacramento, CA 95834

Re: Proposed Regulations: Nursing Education Credit for Military Experience/Education (SB466)

To the Board of Registered Nursing:

Thank you for the opportunity to provide a written correspondence regarding the requirement that RN programs establish policies and procedures for evaluating and granting credit for life experience (a summation of 1423.1(a)). Western Governors University has read the pending rules and regulations associated with awarding military members “credit” for their service. Our present policies and procedures allow students to progress through our competency-based coursework by demonstrating—as quickly as the student can—based on her or his competence of specific course content associated with lab and/or didactic components within a course. How this process would be translated into awarding credit for the clinical component of the curriculum is concerning. If the regulation merely requests policies and procedures (e.g., line 89) related to how military members can be advanced by demonstrating their competence, we can produce these policies and procedures for each of the areas minus the clinical portion.

We agree that military personnel are often discharged with a vast and diverse set of healthcare-related skills, and we support a competency-based approach to learning. Unlike Prior Learning Assessment (PLA) as these regulations seem to propose, CBE (Competency Based Education) requires the assessment and confirmation of competencies whereas PLA “assumes” competency from prior experiences. In roles like the registered nurse, where patient safety depends on confirmed competence, we strongly urge the board to consider how competencies can be confirmed rather than assumed. There are clinical competencies such as interprofessional communication, safe patient hand-offs, patient care prioritization (to name just a few), that cannot be validated through an exam or (in some cases), though a simulation. The need for clinical instruction and validation of the application of knowledge in practice settings, with live patient encounters to validate their practice skills is a vital part of essential learning for preparing registered nurses to practice safely.

We look forward to working with the Board of Registered Nursing to further strengthen our program.

Sincerely,

Alice Martanegara, DNP, RN
State Director of Nursing – California
2900 South Harbor Blvd, Suite 201
Santa Ana, CA 92708
1418. Criteria for Evaluation of Equivalent Armed Services Training and Experience

Eligibility for licensure of applicants who have Military Education and Experience

An applicant who presents with relevant military education and experience, and who presents documentation from a board-approved registered prelicensure nursing program of equivalency credit evaluation that provides evidence of meeting the minimum standards for competency set forth in Section 1443.5 and the minimum education requirements of licensure listed pursuant to Sections 1426(c)(1) to (3), utilizing challenge examination or other evaluative methods, will be considered to meet the education requirements for licensure.

A military applicant who has met the qualifications set forth in Section 2736.5 of the Code and who has completed a course of instruction that provided the knowledge and skills necessary to function in accordance with the minimum standards for competency set forth in Section 1443.5 and that contained the theoretical content and clinical experience specified in Section 1426(c)(1) through (e)(7) is determined to have completed the course of instruction prescribed by the Board for licensure.

Note: Authority cited: Section 2715, Business and Professions Code. Reference: Section 2736.5, Business and Professions Code. Section 2786.1(a), (b), and (c).


1423.1 Grounds for denial or removal of board approval.

The board shall deny approval and shall remove approval of a prelicensure nursing program that:

(a) Fails to provide evidence of granting credit, in the field of nursing, for previous education, including military education and experience, through an established policy and procedure, to evaluate and grant credit.
(1) Each prelicensure program shall have a policy and procedures that describe the process to award credits for specific course(s), including the prior military education and experience, through challenge examinations or other methods of evaluation for meeting academic credits and licensure requirements.

(2) Each program shall make information regarding evaluation of and granting credit in the field of nursing for previous education, including military education and experience, for purpose of establishing equivalency or granting credit, available to applicants in published documents, such as college catalog or student handbook and online, so that it is available to the public and to the board.

(3) Each program shall maintain a record that shows applicants and results of transferred/challenged credits, including applicants who applied for transfer of military education and experience.

(b) Fails to provide opportunity for applicants with military education and experience for the purpose of obtaining evaluation for equivalent academic credit through challenge examination or other method of evaluation.

(c) Discriminates against an applicant solely on the grounds that an applicant is seeking to fulfill the units of nursing required by Section 2736.6.

(d) Fails to demonstrate continuous improvement to correct deficient findings, including but not limited to the following:

(1) Deferred Action to Continue Approval status lasting longer than two years;

(2) Inconsistent pattern of noncompliance findings between regularly scheduled continuing approval school visit cycle.

(3) Repeated findings of the same noncompliance from one approval evaluation visit to the next scheduled approval visit.

Note: Authority cited: Sections 2786, 2786.1, 2788, Business and Professions Code.

1423.2 Denial or revocation of approval of a nursing program.

(a) Upon sufficient evidence of noncompliance and lack of demonstrated corrective actions to remove noncompliance, the board may take actions to:

(1) Deny approval of a nursing program; or

(2) Revoke approval from a nursing program; or

(3) Place a nursing program on a warning status with intent to revoke approval and close the program; or
(4) Close a program when a program has been on a warning status for one year and the program fails to show substantive corrective changes.

(b) The board shall provide specific requirements for correction of noncompliance findings and a return date for review of the program’s approval status.

(c) The board shall place a school on a warning status with intent to withdraw approval when a nursing program shows conditions pursuant to Section 1423.1(d).

(d) The board may immediately revoke approval and close a nursing program in situations that require immediate action, including but not limited to the loss of school’s accreditation or lack of effective nursing program leadership.

Note: Authority cited: Sections 2786, 2786.1, 2788, Business and Professions Code.

1424. Administration and Organization of the Nursing Program

(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual difference of students, including their cultural and ethnic background, learning styles, goals, and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.

(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.

(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.

(2) The program shall have a procedure for resolving student grievances.

(3) The program shall have policies and procedures that demonstrate consistent granting of credit for military education and acquired knowledge by providing opportunity to obtain credit by the following methods, including but not limited to the listed methods:

(a) the use of challenge examinations; or

(b) the use of evaluative methods to validate achievement of course objectives and competencies.

(4) The program shall make available the policies and procedures, including the acceptance of military coursework and experience, on the school’s website, in a manner that allows access to the information via the board’s posted list of approved Registered Nursing Programs.
(c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.

(d) 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.

(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.

(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered, and who is delegated the authority to perform the director's duties in the director's absence.

(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.

(h) 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.

(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.

(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.

(k) The student/teacher ratio in the clinical setting shall be based on the following criteria:

1. Acuity of patient needs;
2. Objectives of the learning experience;
3. Class level of the students;
4. Geographic placement of students;
5. Teaching methods; and
6. Requirements established by the clinical agency.

HISTORY 1. Amendment of subsections (b) and (g) filed 4-27-87; operative 5-27-87 (Register 87, No. 18).

1426. Required Curriculum

(a) 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.

(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills, and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse.

(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number of units in the specified course areas:

(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.

(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written, and group communication.

(3) Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.

(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.
(1) Theory and clinical practice requirements of the curriculum will be adjusted in recognition of military education and experiences of the student, when applicable, through an individualized instructional plan that results in meeting the same course objectives and competency standards.

(e) The following shall be integrated throughout the entire nursing curriculum:

1. The nursing process;
2. Basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing;
3. Physical, behavioral, and social aspects of human development from birth through all age levels;
4. Knowledge and skills required to develop collegial relationships with health care providers from other disciplines;
5. Communication skills including principles of oral, written, and group communications;
6. Natural science, including human anatomy, physiology, and microbiology; and
7. Related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.

(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.

(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula:

1. One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.
2. Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.


HISTORY: 1. Amendment of subsection (d) filed 4-27-87; operative 5-27-87 (Register 87, No. 18).
2. Amendment of section heading and section filed 9-21-2010; operative 10-21- 2010 (Register 2010, No. 39).
1430. Previous Education Credit

An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing, including military education and experience, through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.

Note: Authority cited: Sections 2715, 2786.1(a) and 2786.6, Business and Professions Code.
Reference: Sections 2736 and 2786.6, Business and Professions Code.

HISTORY: 1. Renumbering of former section 1430 to new section 1432 and new section 1430 filed 9-21-2010; operative 10-21-2010 (Register 2010, No. 39).
GUIDELINE: EVALUATION AND GRANTING CREDIT FOR PREVIOUS EDUCATION OR OTHER ACQUIRED KNOWLEDGE, INCLUDING MILITARY EDUCATION AND EXPERIENCE

**Purpose:** Prelicensure nursing programs are required to have a process for evaluation of an applicant’s previously acquired knowledge in the field of nursing, for the purpose of identifying knowledge and skill equivalency to program course requirement, and awarding credit. Applicants’ relevant military coursework and experience must also be considered. Validation of previously acquired knowledge/skill can be established by various methods including verifying equivalency of coursework or other learning activities, use of challenge examinations, or other methods. Programs are required to have policies and procedures that define these processes and demonstrate consistent granting of credit for military education and acquired knowledge. These policies/procedures must be made available on the school’s website, in a manner that allows access to the information via the Board’s posted list of approved Registered Nursing Programs.

**Relevant Regulation (Title 16, California Code of Regulations):**
- CCR Section 1418. Eligibility for licensure of applicants who have Military Education and Experience (Section# will link to reg on website)
- CCR Section 1423.1 (a)(1-3) and (b) Grounds for denial or removal of board approval (Section# will link to reg on website)
- CCR Section 1424. (b)(3) Administration and Organization of the Nursing Program (Section# will link to reg on website)
- CCR Section 1426(d)(1) Required Curriculum (Section# will link to reg on website)
- CCR Section 1430. Previous Education Credit (Section# will link to reg on website)

**Criteria for Compliance:**
- Prelicensure nursing programs are required to:
  - Have a written policy that identifies the mechanisms by which provisions of these regulations will be fulfilled, and a written procedure that explains to applicants, students and other interested parties, the process by which credit can be obtained for previous education or other acquired knowledge in the field of nursing, including military education and experience.
  - Make the policy/procedure information available at the school’s website page that is linked from the BRN website approved programs list.
  - Provide evaluation when requested, of previous education or other acquired knowledge in the field of nursing, for the purpose of establishing equivalency or granting credit.
  - Knowledge obtained via relevant military education and experience must be evaluated to determine applicability in establishing equivalency or granting credit. Have a process to provide the documentation of completed evaluation for submission to the BRN upon applicant’s request.
  - Demonstrate that theory and clinical practice requirements are adjusted in recognition of military education and experiences of the student through an individualized instructional plan that results in meeting the same course objectives and competency standards.
Resources: The following resources may be helpful in guiding development of policies/procedures.

- CA RN Licensure Qualifications For Persons Serving In Medical Corps Of Armed Services (EDP-I-34 03/16/2015) http://www.rn.ca.gov/pdfs/regulations/edp-i-34.pdf
- Military Education and Training Campus (METC) http://www.metc.mil/
  Lt Col Melanie Ellis melanie.j.ellis3.mil@mail.mil
AGENDA ITEM:  7.7  
DATE:  September 15, 2016

ACTION REQUESTED:  Information Only:  Possible U.S. Department of Education Action Regarding the Accrediting Council of Independent Colleges and Schools (ACICS)

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

BACKGROUND:  Information has been received regarding the National Advisory Committee on Institutional Quality and Integrity (NACIQI) recommendation that the U.S. Department of Education (USDOE) deny recognition to the Accrediting Council for Independent Colleges and Schools (ACICS). The attached USDOE notice provides information regarding the action, process and potential consequences.

The National Council of State Boards of Nursing has shared information that the final US DOE decision about ACICS recognition is anticipated to be made by September 21st. If it is a negative decision, ACICS would have 10 days to file an intent to appeal, and they have 20 days to appeal to the Secretary. There is no specific timeline for that appeal decision.

The California Bureau for Private Postsecondary Education (BPPE) has published a Fact Sheet (see attached) regarding this issue. Note that the BPPE Fact Sheet lists Charter College under the Board of Registered Nursing but this college does not have an approved RN program and notice has been sent to the BPPE for correction. BRN approved prelicensure nursing education programs which have reported their parent institutions hold ACICS accreditation and rely upon it for BPPE approval to operate in California are:
- American University of Health Sciences Baccalaureate Degree Nursing Program
- Brightwood College Associate Degree Nursing Program
- Shepherd University Associate Degree Nursing Program

BRN rules and regulations require prelicensure nursing programs have degree-granting authority per accreditation and/or required BPPE approval. Relevant excerpts from the Nursing Practice Act are provided in the attachment.

Staff will continue to monitor the progress of this issue, take appropriate action, and report accordingly to the Board.

NEXT STEPS:  Staff continue to monitor.

PERSON(S) TO CONTACT:  Leslie A. Moody, RN, MSN, MAEd  
Nursing Education Consultant
August 23, 2016

Dear State Colleague:

In order for a postsecondary educational institution to be eligible to participate in the Federal student aid programs, the institution must be both accredited by an accrediting agency recognized by the Department and be authorized by the State in which the institution is located.

As you may know, in June the National Advisory Committee on Institutional Quality and Integrity (NACIQI) recommended that the Department of Education (Department) deny recognition to the Accrediting Council for Independent Colleges and Schools (ACICS). As the Department’s Senior Department Official considers the recommendation to deny recognition, we are writing to inform you of the potential consequences that a decision to deny recognition could have on institutions and students in your state.

In most cases, if the Department decides to deny recognition to ACICS, institutions accredited by that agency may remain eligible for Federal student aid for 18 months while seeking accreditation from another recognized accrediting agency. If an institution gains new accreditation from a recognized accreditor during that period, the institution will remain eligible for Federal student aid if it otherwise meets eligibility requirements. However, if at the end of 18 months an institution has not gained accreditation by another recognized agency, that institution will lose eligibility for Federal student aid.

Additionally, if ACICS loses Departmental recognition, there could be impacts to institutions’ ability to comply with certain state authorization and licensure/certification requirements. This is because some state postsecondary boards and oversight agencies have included accreditation by a Department-recognized agency as one of the prerequisites for authorizing the institution to operate in the state or for its programs to fulfill prerequisites for students to become licensed or certified in certain professions. If a state has such a requirement and if the agency that accredits an institution in that state ceases to be recognized by the Department, there are several possible immediate consequences, depending on the circumstances and applicable state law:
1. If a state requires accreditation by a Department-recognized agency as a condition of state authorization to provide postsecondary education, and the institution’s accreditor loses recognition, unless the state has a mechanism to permit the institution to remain authorized, the institution would immediately lose eligibility for Federal student aid. There is no provision for an institution that loses state authorization to continue to be eligible for Federal student aid during the 18 months following the loss of recognition of the institution’s accrediting agency.

2. Under the Department’s Gainful Employment regulations at 34 CFR 668.414(d)(3), in each state in which the institution either is located or is otherwise required to obtain approval under 34 CFR 600.9, all Gainful Employment programs must satisfy the applicable educational prerequisites that the state sets for the programs’ students to be licensed or certified in the occupations for which the programs prepare students. We are aware that some states require an institution to be accredited by a Department-recognized institutional accrediting agency in order for programs offered by that institution to satisfy educational prerequisites for licensure or certification of the programs’ students in certain professions. Such state requirements would no longer be met by programs provided by institutions without a Department-recognized accreditor, and those programs would immediately lose eligibility for Federal student aid on the day that the accreditor loses recognition. There is no provision for a Gainful Employment program that ceases to satisfy state requirements for licensure or certification to continue to be eligible for Federal student aid during the 18 months following the loss of recognition of the institution’s accrediting agency.

3. Currently-enrolled students may not be able to take licensure or certification exams and become employed in the professions for which their programs prepared them if the state or a professional organization requires institutional accreditation by a Department-recognized accrediting agency for that institution’s program to lead to licensure or certification of students, and that institution’s accreditor loses recognition by the Department.

In order to identify institutions and students that may be impacted by the possible loss of recognition by ACICS, we ask that you review the requirements in your state—both for authorization in general and for licensure/certification—to determine whether your state has any requirement that an institution or a program be accredited by a Department-recognized agency. We also request your assistance in identifying institutions or programs in your state that may be affected should the Department choose to deny recognition to ACICS.

If you determine that a loss of recognition by ACICS would impact your state, we ask that you notify the Department at CaseTeams@ed.gov, and include information regarding:
• The authorization or licensure/certification requirements that institutions cannot meet without accreditation by an agency recognized by the Department;
• The state agency responsible for oversight of the applicable requirements; and
• The institutions in your state that are impacted, if known.

We thank you for your attention to this very important and time-sensitive matter that may have a significant impact upon students in your state.

Robin S. Minor  
Chief Compliance Officer  
Federal Student Aid
The Accrediting Council for Independent Colleges and Schools (ACICS)

In Brief:
Staff at the U.S. Department of Education (USDOE) recommended that the Accrediting Council for Independent Colleges and Schools (or ACICS) should no longer be recognized by the Department as an agency that can provide schools with an accreditation that makes them eligible for participation in federal aid. For millions of Americans, federal student loans and grants open the doors to a college education. That critical federal aid must be used at a school that is (among other things) given the seal of approval by an “accrediting agency” or “accreditor” recognized by the U.S. Department of Education.

Timeline of Events:

- June, 2016: United States Department Staff recommend Denial of Recognition of ACICS
- June, 2016: NACIQI recommends denial of recognition of ACICS
- Within 90 days of NACIQI recommendation: Senior Department Official makes decision
- Within 30 days of the SDO decision: ACICS may file an appeal
- Secretary decides on appeal—no time period
- Upon final decision: Institutions may be eligible for provisional TIV for 18 months

Impact on California:
- Schools - 88 school locations (64 main locations, 24 branch locations)
- Jobs – Unknown at this time
- Students – Approximately 20,000

FAQ:
When would ACICS lose their recognition?
If the USDOE decides to deny re-recognition, ACICS loses recognition after a final decision or if no appeal is received. ACICS may also voluntarily withdraw from the process at any time.

If ACICS loses recognition, will ACICS accredited institutions be allowed to continue to operate in California?
It depends. If they are otherwise compliant and financially sound we will be reasonable in allowing time for compliance with the law. However, we do have concerns about longer term programs (over 18 months) and any programs that require graduation from an accredited institution.
What if the Department ultimately decides to end its recognition of ACICS? If the deciding official (or the Secretary, if there’s an appeal) ultimately decides to stop recognizing ACICS, schools that it has accredited will have 18 months to get a seal of approval from a different recognized accreditor in order to stay eligible for federal student aid.

Questions? Contact the Bureau:

Richie Barnard (ACICS Questions) 916-431-6930
richie.barnard@dca.ca.gov

Joanne Wenzel (Chief) 916-431-6905
joanne.wenzel@dca.ca.gov

Leeza Rifredi (Deputy) 916-431-6908
leeza.rifredi@dca.ca.gov

Yvette Johnson (Enforcement Chief) 916-431-6915
yvette.johnson@dca.ca.gov

Robert Bayles (Compliance Chief) 916-431-6937
robert.bayles@dca.ca.gov

Main Phone Line: (916) 431-6959
Toll Free: (888) 370-7589

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833
www.bppe.ca.gov

List of Agencies and the Schools with programs that may be impacted:

Board of Accountancy
American College of Commerce and Technology
Charter College
Empire College
ITT Technical Institute
Pacific States University

Acupuncture Board
Kingston University
Board of Pharmacy
American University of Health Sciences
Bay Area Medical Academy
Brightwood College
Charter College
Santa Barbara Business College
University of Antelope Valley

Board for Professional Engineers, Land Surveyors, and Geologists
ITT Technical Institute
Northwestern Polytechnic University
University of Antelope Valley

Board of Registered Nursing
American University of Health Sciences
Brightwood College
Charter College
Sheperd University

Board of Vocational Nursing and Psychiatric Technicians
Bay Area College of Nursing
Brightwood College
Charter College (Canon Country Campus)
Premiere Career College
Santa Barbara Business College
Shepherd University
University of Antelope Valley

Bureau of Real Estate
Learnet Academy, Inc.

Bureau of Security and Investigative Services
Santa Barbara Business College

Massage Therapy Council
Bay Area College of Nursing
Charter College
Kingston University
Southern California Health Institute (SOCHI)
University of Antelope Valley

Contractors State License Board
California Aeronautical University
Charter College
ITT Technical Institute
Learnet Academy, Inc.
Santa Barbara Business College
University of Antelope Valley
Court Reporters Board
Bryan University
Golden State College of Court Reporting & Captioning
Sage College
Sierra Valley College of Court Reporting
South Coast College

Dental Board
Brightwood College
Charter College
University of Antelope Valley

Department of Industrial Relations
Brightwood College
ITT Technical Institute

DPH – Radiologic Health
Brightwood College

DPH – Lab Field Services
Bay Area Medical Academy
Empire College

DPH – CNA/HHA – Certified Nursing Assistant (CNA)/Home Health Aide (HHA)
Cambridge Junior College
Bay Area College of Nursing
Brightwood College

Emergency Medical Services
Cambridge Junior College
EMSTA College
University of Antelope Valley

Respiratory Care Board
Brightwood College

Veterinary Medical Board
Charter College
Excerpts of Relevant BRN rules and regulations:

**Business and Professions Code**

2786. a) An approved school of nursing, or an approved nursing program, is one that has been approved by the board, gives the course of instruction approved by the board, covering not less than two academic years, is affiliated or conducted in connection with one or more hospitals, and is an institution of higher education. For purposes of this section, "institution of higher education" includes, but is not limited to, community colleges offering an associate of arts or associate of science degree and private postsecondary institutions offering an associate of arts, associate of science, or baccalaureate degree or an entry-level master's degree, and is an institution that is not subject to the California Private Postsecondary Education Act of 2009 (Chapter 8 (commencing with Section 94800) of Part 59 of Division 10 of Title 3 of the Education Code).

(b) A school of nursing that is affiliated with an institution that is subject to the California Private Postsecondary Education Act of 2009 (Chapter 8 (commencing with Section 94800) of Part 59 of Division 10 of Title 3 of the Education Code), may be approved by the board to grant an associate of arts or associate of science degree in nursing with successful completion of an additional course of study as approved by the board and the institution involved.

2786.2. A private postsecondary school of nursing approved by the board pursuant to subdivision (b) of Section 2786 shall comply with Chapter 8 of Part 59 of Division 10 of Title 3 of the Education Code. The board shall have a memorandum of understanding with the Bureau for Private Postsecondary Education to delineate the powers of the board to review and approve schools of nursing and the powers of the bureau to protect the interest of students attending institutions governed by the California Private Postsecondary Education Act of 2009, Chapter 8 (commencing with Section 94800) of Division 10 of Title 3 of the Education Code.

**Title 16**

CCR § 1421. Application for Approval.

b) The board shall consider the feasibility study and accept, reject, or defer action on the study to permit the program applicant time to provide additional information to be considered, based upon the following criteria:

1) Evidence of initial and sustainable budgetary provisions for the proposed program;
2) Institution of higher education's authority to grant an associate of arts, baccalaureate, or higher degree;
3) For an affiliated institution, an agreement with an institution of higher education in the same general location authorized to grant an associate of arts, baccalaureate, or higher degree to students successfully completing the nursing program;

CCR § 1423. Approval Requirements.

(a) In order for a program to be approved by the board or to retain its approval, it shall comply with all requirements set forth in this article and in sections 2786 through 2788 of the code.

CCR § 1432. Changes to an Approved Program.

(a) Each nursing program holding a certificate of approval shall:

1) File its legal name and current mailing address with the board at its principal office and shall notify the board at said office of any change of name or mailing address within thirty (30) days prior to such change. It shall give both the old and the new name or address.

2) Notify the board within ten (10) days of any:

A) Change in fiscal condition that will or may potentially adversely affect applicants or students enrolled in the nursing program.

B) Substantive change in the organizational structure, administrative responsibility, or accountability in the nursing program, the institution of higher education in which the nursing program is located or with which it is affiliated that will affect the nursing program.
(b) An approved nursing program shall not make a substantive change without prior board authorization. These changes include:

(1) Change in location.

(2) Change in ownership.

(3) Addition of a new campus or location.

(4) Significant change in the agreement between an approved nursing program that is not an institution of higher education and the institution of higher education with which it is affiliated.
**AGENDA ITEM:** 7.8  
**DATE:** September 15, 2016

**ACTION REQUESTED:** NCLEX Pass Rate Update

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

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

**NCLEX RESULTS – FIRST TIME CANDIDATES**  
July 1, 2015-June 30, 2016*/**

<table>
<thead>
<tr>
<th>JURISDICTION</th>
<th>TOTAL TAKING TEST</th>
<th>PERCENT PASSED %</th>
</tr>
</thead>
<tbody>
<tr>
<td>California*/**</td>
<td>11,167</td>
<td>86.92</td>
</tr>
<tr>
<td>United States and Territories</td>
<td>161,156</td>
<td>83.94</td>
</tr>
</tbody>
</table>

**CALIFORNIA NCLEX RESULTS – FIRST TIME CANDIDATES**  
By Quarters and Year July 1, 2015-June 30, 2016*/**

<table>
<thead>
<tr>
<th></th>
<th>7/01/15-9/30/15</th>
<th>10/01/15-12/31/15</th>
<th>1/01/16-3/31/16</th>
<th>4/01/16-6/30/16</th>
<th>7/1/15-6/30/16</th>
</tr>
</thead>
<tbody>
<tr>
<td># cand. % pass</td>
<td># cand. % pass</td>
<td># cand. % pass</td>
<td># cand. % pass</td>
<td># cand. % pass</td>
<td># cand. % pass</td>
</tr>
<tr>
<td>4,000 88.20</td>
<td>1,744 84.29</td>
<td>3,414 86.94</td>
<td>2,009 86.61</td>
<td>11,167 86.92</td>
<td></td>
</tr>
</tbody>
</table>

*Includes (0), (4), (1) and (3) “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. If a program’s first time pass rate is below 75% pass rate for an academic year (July 1-June 30), the NEC sends the program written notification of non-compliance (CCR 1431) and requests the program submit a written assessment and corrective action plan to improve results. The NEC will summarize the program’s report for NCLEX improvement for the ELC/Board meetings per the Licensing Examination Passing Standard EDP-I-29 document approved 11/6/13. If a second consecutive year of substandard performance occurs, a continuing approval visit will be scheduled within six months, and the NEC’s continuing approval visit findings reported to ELC with program representatives in attendance.

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

**PERSON(S) TO CONTACT:** Katie Daugherty, MN, RN  
Nursing Education Consultant  
(916) 574-7685
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>July-Sept</th>
<th>Oct-Dec</th>
<th>Jan-Mar</th>
<th>April-June</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#Tested</td>
<td>% Pass</td>
<td>#Tested</td>
<td>% Pass</td>
</tr>
<tr>
<td>National US Educated - All degree types *</td>
<td>52,295 (83.2)</td>
<td>14,555 (74.8)</td>
<td>42,522 (83.5)</td>
<td>51,862 (87.4)</td>
</tr>
<tr>
<td>CA Educated - All degree types*</td>
<td>3,989 (88.2)</td>
<td>1,743 (84.2)</td>
<td>3,414 (86.9)</td>
<td>2,009 (86.6)</td>
</tr>
<tr>
<td>National-Associate Degree rates**</td>
<td>26,948 (81.5)</td>
<td>7,986 (69.5)</td>
<td>22,692 (80.8)</td>
<td>26,816 (84.8)</td>
</tr>
<tr>
<td>CA-Associate Degree rates**</td>
<td>2,201 (88.2)</td>
<td>777 (80.9)</td>
<td>1,845 (86.4)</td>
<td>951 (84.2)</td>
</tr>
<tr>
<td>National-BSN+ELM rates**/***</td>
<td>23,882 (85.0)</td>
<td>6,201 (81.6)</td>
<td>19,036 (86.9)</td>
<td>24,564 (90.3)</td>
</tr>
<tr>
<td>CA-BSN+ELM rates**/***</td>
<td>1,788 (88.2)</td>
<td>962 (86.9)</td>
<td>1,567 (87.5)</td>
<td>1,054 (89.0)</td>
</tr>
</tbody>
</table>

*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
California Board of Registered Nursing
Comparison of California and Nationwide NCLEX-RN Pass Rates
U.S. Educated First-Time Candidates

<table>
<thead>
<tr>
<th>Year</th>
<th>California</th>
<th></th>
<th>Nationwide</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># candidates</td>
<td>% Pass</td>
<td># candidates</td>
<td>% Pass</td>
</tr>
<tr>
<td>1998-1999</td>
<td>5,075</td>
<td>83.74</td>
<td>77,193</td>
<td>84.11</td>
</tr>
<tr>
<td>1999-2000</td>
<td>5,167</td>
<td>82.41</td>
<td>72,696</td>
<td>84.24</td>
</tr>
<tr>
<td>2000-2001</td>
<td>4,952</td>
<td>81.70</td>
<td>69,271</td>
<td>84.19</td>
</tr>
<tr>
<td>2001-2002</td>
<td>5,018</td>
<td>84.38</td>
<td>67,120</td>
<td>85.96</td>
</tr>
<tr>
<td>2002-2003</td>
<td>5,666</td>
<td>85.03</td>
<td>79,635</td>
<td>87.29</td>
</tr>
<tr>
<td>2003-2004</td>
<td>6,011</td>
<td>84.81</td>
<td>82,743</td>
<td>86.62</td>
</tr>
<tr>
<td>2004-2005</td>
<td>6,327</td>
<td>84.31</td>
<td>94,056</td>
<td>86.15</td>
</tr>
<tr>
<td>2005-2006</td>
<td>7,237</td>
<td>86.50</td>
<td>105,427</td>
<td>87.52</td>
</tr>
<tr>
<td>2006-2007</td>
<td>8,330</td>
<td>88.21</td>
<td>114,762</td>
<td>87.61</td>
</tr>
<tr>
<td>2007-2008</td>
<td>9,151</td>
<td>85.93</td>
<td>123,133</td>
<td>85.51</td>
</tr>
<tr>
<td>2008-2009</td>
<td>10,499</td>
<td>87.90</td>
<td>133,788</td>
<td>87.42</td>
</tr>
<tr>
<td>2009-2010</td>
<td>11,141</td>
<td>88.83</td>
<td>143,702</td>
<td>88.80</td>
</tr>
<tr>
<td>2010-2011</td>
<td>11,183</td>
<td>87.64</td>
<td>145,613</td>
<td>87.73</td>
</tr>
<tr>
<td>2011-2012</td>
<td>10,733</td>
<td>88.99</td>
<td>151,135</td>
<td>88.92</td>
</tr>
<tr>
<td>2012-2013*</td>
<td>10,875</td>
<td>87.96</td>
<td>152,243</td>
<td>87.03</td>
</tr>
<tr>
<td>2013-2014</td>
<td>10,370</td>
<td>82.41</td>
<td>155,335</td>
<td>82.56</td>
</tr>
<tr>
<td>2014-2015**</td>
<td>10,960</td>
<td>84.22</td>
<td>159,528</td>
<td>82.53</td>
</tr>
<tr>
<td>2015-2016</td>
<td>11,167</td>
<td>86.92</td>
<td>161,156</td>
<td>83.94</td>
</tr>
</tbody>
</table>

*4/1/2013 NCLEX-RN Test Plan & Passing Standard 0.00 logit effective
**4/1/2016 NCLEX-RN Test Plan & Passing Standard 0.00 logit effective until 3/31/19
Data Source: NCSBN Quarterly Pass Rate Reports
AGENDA ITEM: 7.9  
DATE: September 15, 2016

ACTION REQUESTED: Licensing Program Report

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

PROGRAM UPDATE:
The Licensing Program evaluators are currently processing the initial review of exam applications received in August and endorsement applications received in July. The Board has processed applications for spring graduation and received approximately 6,703 CA applications and 5,335 CA rosters. 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 Licensing unit has also conducted an application evaluation training session for staff in various units of the Board to help with processing of applications. Staff was then given the opportunity to process applications during overtime. On a temporary basis the Licensing unit has received redirected staff from within the BRN and DCA to assist with processing initial applications. Additionally, licensing management continues to assess internal business processes and make necessary changes to ensure the evaluation and licensure processes is as streamlined as possible. Along with this continued assessment the Board has been working closely with the DCA BreEZe team to incorporate changes into the system to more efficiently process applications.

We continue to improve processes within the Licensing Program and have begun utilizing the CloudDrive to receive electronic transcripts from California programs. The CloudDrive is an offsite storage facility that is securely accessible from the internet. It allows for secure sharing of documents and is managed by Department of Consumer Affairs Office of Information Services staff. The Board has successfully piloted the CloudDrive with a California program and was able to receive and process electronic transcripts. We are currently reaching out to other California programs to continue piloting to ensure our internal business process are intact before we move forward with implementing the CloudDrive to all California programs. This pilot process has assisted licensing management in preparing internal processing procedures for staff and streamlining implementation instructions for California programs so that this transition from paper to electronic transcripts is smooth.

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 time-frames are being maintained within our statutory timeframes. We expect to have these positions filled by the end of October.
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. In addition to partaking in the QBIRT training, our Analyst will be attending additional training for IBM Cognos Report Studio Authoring Professional Reports Fundamentals. This intermediate course is to learn report building techniques and methods of enhancing, customizing and managing professional reports.

Below is application data that was generated using QBIRT. This overview provides our fiscal year numbers of applications received. As we become more versed in using the QBIRT reporting tool we will be able to provide more detailed statistical reports.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>14,284</td>
<td>15,777</td>
<td>16,059</td>
</tr>
<tr>
<td>Endorsement</td>
<td>9,679</td>
<td>13,534</td>
<td>15,713</td>
</tr>
<tr>
<td>Repeat/Reapply</td>
<td>5,716</td>
<td>7,734</td>
<td>6,879</td>
</tr>
<tr>
<td>Advanced Practice</td>
<td>6,921</td>
<td>8,084</td>
<td>6,701</td>
</tr>
<tr>
<td>Total</td>
<td>36,600</td>
<td>45,129</td>
<td>45,352</td>
</tr>
</tbody>
</table>

NEXT STEPS: None

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