ELC meeting minutes
March 6, 2014

BOARD OF REGISTERED NURSING
EDUCATION/LICENSING COMMITTEE MINUTES

DATE: March 6, 2014
TIME: 0900-1200
LOCATION: The Mission Inn Hotel
3649 Mission Inn Ave.
Spanish Art Gallery
Riverside, CA 92501

PRESENT: Michael Jackson, MSN, RN, Chair
Raymond Mallel
Trande Phillips, RN
Beverly Hayden-Pugh, MA, RN

STAFF PRESENT: Louise Bailey, Executive Officer; Miyo Minato, SNEC; Katie Daugherty,
NEC; Shelley Ward, NEC; Kelly McHan, NEC; Kay Weinkam, NEC; Laura Shainian, NEC; Carol
Mackay, NEC; Badrieh Caraway, NEC; Janette Wackerly, SNEC; Susan Engle, NEC; Leslie A. Moody,
NEC.

Michael Jackson called the meeting to order at 0910 AM.

7.0 REVIEW AND VOTE ON WHETHER TO APPROVE THE MINUTES
The January 8, 2014 Education/Licensing Committee (ELC) draft meeting minutes were presented.
ACTION: Approve the Minutes of January 8, 2014 as presented.
M/S/C: Trande Phillips/Raymond Mallel
Public input: None.

7.1 VOTE ON WHETHER TO RATIFY MINOR CURRICULUM REVISION
7.1.1 Biola University Baccalaureate Degree Nursing Program
7.1.2 National University Baccalaureate Degree Nursing Program
7.1.3 Samuel Merritt University Baccalaureate Degree Nursing Program
7.1.4 University of California, Irvine Baccalaureate Degree Nursing Program
7.1.5 West Coast University Baccalaureate Degree Nursing Program (Los Angeles, Orange
County and Inland Empire campuses)
7.1.6 Imperial Valley College Associate Degree Nursing Program
7.1.7 ITT Technical Institute, Rancho Cordova Breckinridge School of Nursing and Health
Science Associate Degree Nursing Program
7.1.8 Mt. San Jacinto College, MVC Associate Degree Nursing Program
7.1.9 San Joaquin Delta College Associate Degree Nursing Program
7.1.10 San Joaquin Valley College Associate Degree Nursing Program
7.1.11 University of California, Davis Family Nurse Practitioner and Post Master’s FNP Certificate
Program

Acknowledge Receipt of Program Progress Report:
7.1.12 East Los Angeles College Associate Degree Nursing Program
7.1.13 ITT Technical Institute Rancho Cordova Breckinridge School of Nursing and Health
Science Associate Degree Nursing Program
7.1.14 Merritt College Associate Degree Nursing Program
7.1.15 Mt. San Jacinto College, MVC Associate Degree Nursing Program

Leslie A. Moody, NEC, presented this report.

**ACTION:** Ratify Minor Curriculum Revision and Acknowledge Receipt of Program Progress Report as presented.

**M/S/C:** Michael Jackson/Beverly Hayden-Pugh

**Public input:** None.

7.2 VOTE ON WHETHER TO CONTINUE APPROVAL OF PRELICENSURE NURSING PROGRAM

7.2.1 American University of Health Sciences (AUHS) Baccalaureate Degree Nursing Program.  
Cheryl Smythe-Padgham, MSN, RN, Assistant Dean/Faculty, Dr. Henry Lewis, Provost, and Dr. Joyce Dr. Joyce Newmann Giger, President represented the program.

Miyo Minato, SNEC presented this report. Dr. Anita Bralock, PhD, RN, CNM, is Dean of SON and has been in this position since July 31, 2011. Cheryl Padgham is the Assistant Dean at AUHS. The program is being presented to ELC subsequent to the Board’s action on February 6, 2013 to defer action to continue approval of AUHS BSN Program for the non-compliance finding related to CCR Section 1431 Licensing Pass Rate Standard lower than 75% (2012-2013 NCLEX Pass rate of 50% - 18/36 passed) when the Board reviewed and took action for the continuing approval visit that was completed in February 2012. During the time since the 2012 visit, the program had submitted a plan for corrective actions, which included revising admission standards and a major curriculum revision. The Board approved this major curriculum change in June 2013, and the program implemented changes in fall 2013.

On August 28, 2013 the Board received from AUHS a progress report that provided a detailed analysis of student profiles, data, and plan for improvement based on their evaluation. The school identified that comprehension of English language was one major concern for their students. 88.9% of students, who failed from the 2012-2013 Annual Rate, were of Asian ethnicity and English was a second language. The school’s plan focused on improving students’ comprehension, interpretation, and deciphering of questions, in addition to their testing strategies. Their anecdotal data of graduates from April to August 2013 for this progress report had 8 of 12 students passing showing a positive trend from changes the program has taken.

The program submitted a third progress report detailing implementation of their plan to improve student success. Dr. Bralock’s report summarized the 13 areas the program worked on: student demographic data; augment admissions criteria for entering class of 2013 to include the Nelson Denny Reading Test; revise and improve the Testing Data Plan including the Assessment Technologies Institute ATI Comprehensive 2013 Examination, and a live Kaplan Review; provide a 60 hour a Medical Surgical Review and Pharmacology review; include in N460 Transitions to Professional Practice course 200 weekly practice test questions, and weekly proctored test for content areas; fundamentals of nursing; pharmacology; adult medical-surgical nursing; maternal newborn care; mental health nursing; nursing care of children; nutrition; pharmacology; leadership; community health nursing and critical thinking; add the ATI Capstone component; remediation policy for testing; all courses must be passed with a 78% score that is as accumulation of quizzes, a final exam, ATI proctored test at Level 2, papers and presentations; create a sound method of test question writing; identify students from previous cohorts who have graduated and have not taken but have been unsuccessful in passing the NCLEX exam; participate in AUHS’ Center for Academic Success; utilize I Clickers for Consensus to at least 10 to 50 questions at the end of every lecture; addition of a third medical surgical course entitled N470/N470L Advanced Adult Nursing Health Care and Clinical Studies; faculty will complete the Certified Nurse Educator training.
The table below shows the improvement since when the pass rate was 50% for Academic Year 2012-2013. Although a partial report, the first two quarters of this academic year shows significant improvement over the previous year and shows a pass rate of 81.48%. An informal reporting by students, who are included in the next quarter’s report, is as having 7 of 7 passing the test. The program must demonstrate an annual pass rate at 75% or higher to be in compliance with the CCR section 1431. The annual rate will likely be available in September. The program would be recommended to receive continue approval status pending their meeting the 75% or higher annual NCLEX pass rate.

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<td>12</td>
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<td>36</td>
<td>18</td>
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<td></td>
<td>Qtr 2 (Oct–Dec)</td>
<td>27</td>
<td>22</td>
<td>81.48%</td>
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Ms. Minato reported that the program had submitted an acceptable final progress report demonstrating actions taken to improve NCLEX outcomes, and explained that compliance with the NCLEX pass rate requirement (CCR Section 1431) is assessed based on performance for a one-year June through July period. Despite the program’s improvement demonstrated in the first two quarters of the current measurement year, there is not yet a full year of data upon which to base a determination of full compliance. The annual report results will be available for the October 2014 ELC meeting report. Raymond Mallel asked how the program identified measures necessary to improve NCLEX outcomes. Ms. Smythe-Padgham reported the Mountain Measurement reports were used to identify nursing content areas of student weakness, it was determined that many of the students English was a second language, and it was identified that many students were delaying taking the NCLEX examination. Corrective measures were taken to target these issues. Raymond Mallel pointed out that nurses are frequently disciplined for errors determined to be related to lack of understanding regarding computer systems and automated medication dispensing processes, and asked whether the AUHS curriculum included informatics and use of automated equipment. Ms. Smythe-Padgham reported that students receive instruction in informatics beginning in the nursing fundamentals course and continuing through the program, and that students use the automated systems in all clinical settings with training and monitoring by faculty who are also trained on the systems. Dr. Giger added that faculty have been educated regarding differences in teaching needs of students from various cultures which has resulted in student performance improvement.

**ACTION:** Continue to Defer Action to Continue Approval of American University of Health Sciences Baccalaureate Degree Nursing Program. The program is required to return to Education/Licensing Committee in October 2014 for review of their annual NCLEX pass rate.

**M/S/C:** Michael Jackson/Beverly Hayden-Pugh

**Public input:** None.

7.2.2 **Point Loma Nazarene College Baccalaureate Degree Nursing Program.**

Dr. Barb Taylor, Dean of the School of Nursing represented the program.

Leslie A. Moody, NEC presented this report. Barb Taylor, RN, PhD, current Dean of the School of Nursing, has been the program director since 2006 and a PLNU faculty member since 1999. Michelle Riingen, RN, DNP has been the assistant program director since 2006. A regularly scheduled continuing
approval visit was conducted on November 13-14, 2013 by Leslie A. Moody, NEC and Miyo Minato, SNEC with findings of one area of noncompliance pertaining to Section 1426.1 Preceptorship, and two recommendations written pertaining to Section 1424(b)(1) Total Program Evaluation Plan and Section 1431 Licensing Examination Pass Rate. Faculty and the program director have revised the process, documentation and handbook for the preceptorship course resulting in full compliance relative to Section 1426.1. The two recommendations were addressed by the program with submission of a detailed plan of action that will be completed across the next few months and will ensure effective program delivery and evaluation.

This long established program holds CCNE accreditation and the university is WASC accredited. Students complete all prerequisite courses as pre-nursing freshmen and then apply for admission to the three-year BSN program. The student profile is youthful with >93% in the 18-25 year old group and most program students entering the college directly after high school graduation. In prior years, 66-76 generic students have been selected for admission to begin the nursing program each year in the Fall semester. The program has desired to admit all qualified applicants, resulting in admission of 89 students in Fall 2013, but plans to restrict future admission cohort size to the previous level of approximately 76 to ensure continuing program quality and allow focus of resources on the new DNP and updated RN-BSN programs that are current projects under development. Clinical experiences are rich and varied, utilizing multiple healthcare settings including the Mid-Town San Diego Clinic operated in partnership between the program and a church, with health services provided to the underserved population by BSN and MSN students under the supervision of faculty. Advanced level program students have opportunities for optional intern/extern experiences and may also apply to assist in the skills lab providing guidance to lower level students.

The culminating clinical course of the program has been presented in a preceptorship format since approval of a curriculum revision in 2010. In the written self-study provided in preparation for the continuing approval visit program faculty identified that the structure for the preceptorship needs further development and during the approval visit it was found that some regulatory requirements for a preceptorship course were not being met. This has now been corrected.

Faculty present as a cohesive group with a focus on program improvement and identify program improvement priorities as: strengthen curriculum threads within and across courses; increase incorporation of simulation into instruction; improve program evaluation systems and processes. Work continues to identify and correct causes of the recent drop in NCLEX outcomes (2011-12 100%; 2012-13 80%; 1st quarter 2013-14 81.82%; 2nd quarter 2013-14 80%). Faculty are implementing corrective measures including increased student support services, vigorous NCLEX test-taking preparation, and utilization of additional data sources such as the NCSBN reports to ensure any content gaps are addressed in the curriculum. Students cite the availability and support of faculty and university staff, strong support from library services staff, good course syllabi and clearly communicated performance expectations as significant strengths of the program.

ACTION: Continue Approval of Point Loma Nazarene College Baccalaureate Degree Nursing Program.
M/S/C: Michael Jackson/Beverly Hayden-Pugh
Public input: None.

7.2.3 Los Angeles Southwest College (LASC) Associate Degree Nursing Program.
Dr. Catherine Azubuike, Department Chair and Program Director represented the program.
Miyo Minato, SNEC presented this report. Dr. Catherine Azubuike, DNP, MSN/Ed, RN, is the Chair of the Department and the Program Director, appointed to the position in April 2008. The program is being presented to ELC subsequent to the Board’s action on February 6, 2013 to defer action to
continue approval of LASC ADN Program for the non-compliance finding related to CCR Section 1431 Licensing Pass Rate Standard lower than 75% during the continuing approval visit conducted on October 29 and 31, 2012. Prior to the ELC meeting in January 2013, the program submitted a progress report addressing the non-compliance, which the program had been working on before the Board visit in October 2012. Their plan included implementing Success Strategies to improve student success during the ADN Program and with NCLEX testing. These strategies included “Boot Camp” that prepared entering students, careful advisement establishing Student Success Center that provided academic assistance, Faculty-led Workshops, and Elective Tutorial courses. The First-Time NCLEX Pass Rate showed improvement from 2006-07, 73.3% and was above 75% during the four years between 2007 and 2011, ranging from 79.6% to 86.9%. At the time of the Board visit in 2012, the school’s rate was 73.33%. The Board received a final progress report from LASC on February 7, 2014, which showed a pass rate of 79.41% the following year. The table of NCLEX Pass rates for LASC shows that the program had one annual pass rate that was below 75% in 2011-2012 but is now in compliance with CCR 1431, having a pass rate above 75%.

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<tr>
<td>2012-13</td>
<td>34</td>
<td>27</td>
<td>79.41%</td>
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<tr>
<td>2013-14</td>
<td>12</td>
<td>10</td>
<td>83.33%</td>
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Dr. Azubike added that faculty had worked very hard to determine causes of low NCLEX scores and identified lengthy delays between program completion and taking NCLEX for some students, giving the example of one student who graduated in 2006 but didn’t take NCLEX until 2011. The program director now monitors students closely to determine whether students are utilizing the Kaplan readiness assessment tools and NCLEX is taken timely following graduation with follow up contact to urge students who are delaying taking the exam. Raymond Mallel noted that concurrency of clinical and didactic education is required to ensure complete learning and wondered about the impact of students excessively delaying taking of NCLEX and thus entry into practice, and whether this is something that needs to be addressed by ELC and the Board. Michael Jackson expressed that this can be a problem for facilities hiring newly licensed nurses whose knowledge may no longer be current.

**ACTION:** Continue Approval of Los Angeles Southwest College Associate Degree Nursing Program.

M/S/C: Michael Jackson/Raymond Mallel

**Public input:** None.

### 7.2.4 Santa Barbara City College (SBCC) Associate Degree Nursing Program.

**Program representative was not able to attend.**

Laura Shainian, NEC presented this report. Michelle Gottwald, MSN, RN, has been the program director since 2012. A regularly scheduled Continuing Approval visit was conducted on December 4-5, 2013 by Nursing Education Consultant Laura Shainian and Shelley Ward. The program was found in non-compliance in three areas: CCR 1424(a) Administration and Organization of the Nursing Program; CCR 1426(a) Required Curriculum; and CCR 1425(f) Faculty Qualifications & Changes. Three recommendations were given: CCR 1424(g) Administration and Organization of the Nursing Program; CCR 1429(b) Licensed Vocational Nurses, Thirty (30) Semester or Forty-Five Quarter Unit Option; and CCR 1426(f) Required Curriculum. On February 11, 2014, the program submitted a progress report addressing the findings from the visit. Two of the three non-compliances have been corrected. Work is in progress for the third non-compliance, CCR 1426(a) Required Curriculum.
The program was reaccredited thru the Accreditation Commission for Education in Nursing (ACEN) in March 2012. Thirty to thirty five students are enrolled each Fall and Spring semesters with an additional 10 LVN students each spring. The program at SBCC has a very strong and supportive relationship within the community. This includes a partnership from the major hospital system, Cottage Health System, for over 20 years. The partnership has provided financial leverage to expand in ways that have benefitted both program and students, and graduates are highly sought to fill slots in the New Grad program offered thru Cottage Health System. The program has an ADN-to-BSN collaborative with California State University Channel Islands. This 14-month program allows graduates to go directly into the “fast track” without having to repeat pre-requisite courses.

In 2009, faculty adopted a modified version of the ADN Model Curriculum developed through a Regional Health Occupations Resource (RHORC) project. The curriculum revision provided a traditional four-semester cohort format unlike the program’s former self-paced mastery module format, but the decision was made to continue the clinical rotation method used with the prior curriculum that facilitated clinical placement of students and maximized the use of available clinical spaces. Faculty have found this type of clinical rotation highly advantageous for the student and it has allowed for excellent student success. However, monitoring clinical hours of different level students and ensuring that clinical hours are implemented per the approved curriculum has been a challenge. The faculty needs to develop a more effective method/tool to track the various student hours logged in clinical and comparable clinical experiences that are available to students in a course.

Over the years, SBCC faculty have become a unique team of instructors. The program credits its close knit community and multitalented instructors for its success. Students report overall satisfaction with the program and employers love the students. NCLEX scores are consistently above the minimum performance threshold: 2007-08: 88.57%; 2008-09: 93.62%; 2009-10: 88.41%; 2010-11: 86.54%; 2011-12: 94.59%; and 2012-13: 91.07%; 2013-14(year-to-date): 100%.

It was noted that work continues in progress to correct one area of noncompliance resulting in a recommendation of defer action.

**ACTION:** Defer Action to Continue Approval of Santa Barbara City College Associate Degree Nursing Program.

**M/S/C:** Michael Jackson/Raymond Mallel

**Public input:** None.

### 7.3 VOTE ON WHETHER TO APPROVE MAJOR CURRICULUM REVISION

**7.3.1 California State University, Channel Islands Baccalaureate Degree Nursing Program (Santa Barbara and Camarillo campuses).**

**Dr. Karen Jensen, Chair of Nursing and Program Director** represented the program.

Leslie A. Moody, NEC presented this report. The CSUCI BSN program has requested approval of a major curriculum revision to be implemented beginning Fall 2014. Revision of the curriculum was required for the CSUSI BSN to meet the CSU Chancellor’s office mandate to limit degree requirements to 120 units. The program’s faculty and students worked with the curriculum committee and other college departments to review the nursing program curriculum and degree requirements, and develop the elements of this revision proposal. The following is a summary of the revision proposal:

- o Delete courses NRS203, NRS260, PSY 213 as content is currently or can be integrated into other program courses.
- o Delete NRS488 which was an NCLEX review, to be replaced with utilization of ATI tools for student preparation and exam readiness assessment, and students will be encouraged to independently complete an NCLEX review of their choice.
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o Changes in the college’s general education and graduation requirements regarding courses in American History and Political Science, and Computer and Information Technology, to reduce units required based on work done in other nursing coursework.

o Increase in units for three nursing courses NRS201 Intro Prof Nsg Lab, NRS220/221 Nsg Care Of Adults/Lab, to accommodate additional content integrated from deleted courses.

o Split existing 3.5 unit course NRS204 Pharmacology of Nursing Practice into two courses, one of 2 units and one of 1.5 units, across two semesters to create a division of content which is hoped to enhance retention with learning across time of smaller blocks of content.

o Course units will be decreased for six nursing courses, NRS222/223 Nsg Care of Adults/Lab, NRS352 Health Promotion/Patient Education, NRS391 Transition to Professional Practice, NRS401 Advanced Physical Assessment, and NRS 461 Nsg Leadership and Professional Issues Lab, by eliminating redundant content or consolidating content, integrating content into other courses, or reducing course activity requirements.

o NRS220/221 will be re-sequenced to be offered in the Spring semester instead of Summer at the Camarillo campus in deference to the increase in units/content that would be difficult to effectively cover in the 5-week Summer term. The Santa Barbara campus will continue to offer this course pair in the Summer term as the length of Summer term for that site is 10 weeks which provides an adequate length of time for presentation of the content.

The program perceives students will benefit from the reduction of costs related to the proposed reduced number of units and length of time required to complete the program, as well as benefitting by earlier completion which expedites entry into professional practice. Potential adverse effects on student learning and NCLEX success due to paring down of content and learning experiences are not yet known, but the program will be monitoring to identify and address any negatively affected outcomes if such occurs. To date NCLEX-RN outcomes for this program are: 1st quarter 2013-14 100%; 2012-13 96%; 2011-12 100%; 2010-11 86.21%; 2009-10 94.12%. The program was granted Continuing Approval by the Board in February 2013, following an approval visit conducted in October 2012 at which time the program was found to be operating in compliance with BRN regulations.

Michael Jackson noted that all programs in the CSU system had been required to ensure maximum program units of 120 and asked Dr. Jensen to share information regarding how this program conducted the revision process. Dr. Jensen explained the process and noted that there were significant elements such as integrating content of some previously stand-alone courses into other courses to achieve the reduction of units. Raymond Mallel asked about NCLEX pass rates to which Dr. Jensen responded that this would be monitored closely following implementation of the major curriculum revision to determine whether it results in any adverse impact.

ACTION: Approve Major Curriculum Revision for California State University, Channel Islands Baccalaureate Degree Nursing Program (Santa Barbara and Camarillo campuses).

M/S/C: Michael Jackson/Beverly Hayden-Pugh

Public input: None.

7.3.2 California State University, Chico Baccalaureate Degree Nursing Program.

Dr. Peggy Rowberg, Interim Program Director represented the program.

Katie Daugherty, NEC presented this report. Peggy Rowberg, DNP, APRN-BC is serving as the interim Program Director while Dr. Carol Huston, the previously approved director, is on sabbatical for the Spring semester. Dr. Huston and Dr. Rowberg collaborated with the program faculty regarding the proposed major curriculum changes prior to the change in program leadership in January 2014. Dr. Rowberg previously served as the program’s assistant director. CSUC typically has annual program enrollment of ~190-200 students each Fall and Spring terms. Retention has consistently been ~ 95-97.5% annually. NCLEX pass rates for the last three years have been 92.78, 96.63 and 92.50 through June 30, 2013 respectively and 87.5% for the first two quarters of 2013/2014. The five cohorts of existing
program students will continue to follow the currently approved program curriculum through the end of Spring 2016. The proposed curriculum changes, if approved, will be implemented beginning with the new program cohort to be admitted in Fall 2014 with full implementation of the revised curriculum to be completed by the end of Fall 2016 semester. These changes are designed to strengthen student clinical reasoning and application of medical surgical content across the curriculum, increase curriculum congruence with the current BSN Essentials and other updated practice standards as well as fully integrate revisions in program philosophy, conceptual framework, and program learning outcomes throughout the courses in the nursing major. Summary of proposed curriculum changes:

- Change course numbers, course titles, units, and content redistribution/sequencing per the attached curriculum change documents;
- Change total nursing units from 51 units to 48 units; nursing theory units decreased from 31 to 25 units; total clinical units increased from 20 to 23 units. Total CRL units decreased from 78 to 75 units;
- Eliminate the stand alone Nursing Roles I N282 (2 units), N305 Applied Pharm/Lab Analysis (2 units), N463 Gero course (1 unit) and N315 Family Nursing (4 units); integrate content from these courses into the proposed nursing courses in the major as described;
- Add 1 unit of clinical to the nursing Health Assessment course, N285 (now 3 units);
- Split the content and units from the former other degree N342 (3 units) Nursing Research course into a new N255 (1 unit) Evidence Based Practice course and the newly numbered N312 Nursing Research now (2 units). Sequence N255 in the first term in the nursing major and the revised N312 course in the second instead of the third term;
- Add a new N311 Nursing Informatics (2 units) course in second term; and a new N412 Health Policy course (1 unit) in the fourth term in the nursing major;
- Move select content from second term N303/304 courses into the newly created third term N343/344 Medical-Surgical Nursing/Pharmacology II courses (5 units) to provide medical surgical content in the five terms in the nursing major and more indepth instruction in select med.surg content areas in the third term;
- Increase other degree units from 42 to 45 (addition of N311 and N412) units;
- Maintain total units in the five semesters nursing major at 60 units; and total units for graduation remain at 120 units.

Ms. Daugherty added that many elements of the proposed revision are related to the most current BSN Essentials, and that the program used an educational benchmarking service which compared this program with six other similar programs to identify opportunities for improvement. As a result the program added informatics content and an additional med/surg course. Dr. Rowberg advised that the program worked very hard to ensure all current standards including QSEN and the Baccalaureate Essentials are reflected in the new curriculum. Michael Jackson noted the importance of adding informatics to the curriculum and Dr. Rowberg reported that a new faculty with doctoral preparation in the field of informatics is being hired. Beverly Hayden-Pugh acknowledged the program’s strategic planning.

**ACTION:** Approve Major Curriculum Revision for California State University, Chico Baccalaureate Degree Nursing Program.

**M/S/C:** Michael Jackson/Raymond Mallel

**Public input:** None.

### Concordia University, Irvine Baccalaureate Degree Nursing Program.

**Dr. Mary Hobus, Director of Nursing represented the program.**

Laura Shainian, NEC presented this report. Mary Hobus, PhD, RN is the Director of Nursing at Concordia University, Irvine. The program submitted a major curriculum revision proposal to be implemented in the summer of 2014. The revision is being made to reflect the updated language of the American Association of Colleges of Nursing’s (AACN) and to be in compliance with “The Essentials of
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Baccalaureate Education for Professional Nursing Practice” (2008) and “The Standards for Accreditation of Baccalaureate and Graduate Nursing Programs” (Amended 2013), which is supported by the accrediting Commission on Collegiate Nursing Education (CCNE), as well as to strengthen courses and overall program outcomes. The following revisions support current changes in nursing practice and acknowledge the changing role of the Registered Nurse:

- Fundamentals in Nursing and Health Assessment course (3 units) to be changed to two courses in order to provide students in-depth knowledge of fundamental nursing skills and health assessment: 1) Foundations of Nursing Care (3 units); 2) Health Assessment (3 units)
- Maternal/Child Nursing (theory & clinical) course name to be changed to Maternal/Newborn Nursing (theory & clinical) to correctly identify the patient population.
- Addition of a pre-requisite: Introduction to Statistics, 3 units, before beginning the nursing program and before enrolling into Nursing Research, to enhance student ability to understand statistical information in nursing research journals and assignments especially for evidence based research and quantitative research in their nursing practice.
- Advanced Medical-Surgical Nursing Theory to be increased from 2 units (30 hours) to 3 units (45 hours) to allow for sufficient time to discuss major concepts and nursing care.
- Program length to be increased from 12-months/three semesters/74 units to 15-months/four semesters/81 units in order to provide for the two new courses (Foundations of Nursing Care; Health Assessment) that will allow for more time to prepare a stronger understanding of the foundation of nursing before entering into the clinical practice area. The revised units are: Nursing-44 units: Theory-26 units and Clinical-18 units; Communication-6 units; Science-31 units; Total Units for Licensure-81 units; other degree requirements-46 units; Total Units for Graduation-127 units.

This proposal meets BRN rules and regulations.

Beverly Hayden-Pugh asked about the general age of students. Dr. Hobus informed that the majority of students have previously earned a BS or BA degree in another discipline, so many are 24-30 years old. Michael Jackson asked about the program’s NCLEX pass rate and Dr. Hobus reported that the NCLEX outcomes were 90-100%.

ACTION: Approve Major Curriculum Revision for Concordia University, Irvine Baccalaureate Degree Nursing Program.

Ms/S/C: Michael Jackson/Raymond Mallel

Public input: None.

7.3.4 Copper Mountain College Associate Degree Nursing Program.

Ms. Christi Blauwkamp, Program Director, Ms. LeAnn Matlin, Assistant Program Director, Ms. Chris Gotoski, Program Assistant represented the program.

Leslie A. Moody, NEC presented this report. Christi Blauwkamp, MSN, RN is the program director. The program has previously implemented BRN approved minor curriculum revisions since initial BRN program approval in February 2005. Under the guidance of an external expert consultant and utilizing the most current nursing education and practice reference works, faculty and the program director have now conducted a comprehensive review of the curriculum to produce this major curriculum revision proposal. Summary of revision elements is as follows:

- Development of a nursing program mission statement consistent with the college’s mission statement and which articulates the overarching goal of the nursing education program.
- Adoption of new curriculum frameworks to reorganize content and instructional design to improve structure and continuity of curriculum, and facilitate ongoing curriculum management. Previously curriculum design, instructional approach and course content was organized utilizing concepts from the Neumann Systems Model; organization of content is now driven by Program Organizing Concepts (Coordination & Collaboration of Care; Safety & Quality Improvement; Evidence-Based Practice; Nursing Judgment; culture; Professionalism & Leadership; Informatics & Technology), Content
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Concepts (mobility, cognition sensation, oxygenation, perfusion, fluid & electrolyte-acid/base, elimination, cellular regulation and immunity, sexuality, mood and affect) and Associated Primary Content Areas related to body systems and diseases. Review of revised course syllabi, course objectives and student evaluation tools reflects consistent application of these new frameworks and an appropriate progression of concept and skill complexity across the program.

- Student Learning Outcomes statements are revised to reflect the new curriculum framework and address updated nursing concepts and practices.
- Course names and numbers were revised related to realignment of content and creation of a new course.
- Med/surg content was updated and reorganized across all med/surg courses in keeping with the new curriculum organizing frameworks and removal/reassignment of geri content.
- Gerontological content was extracted from med/surg and psych/mental health courses, creating a new separate course N-027 Concepts of Gerontological Nursing to increase focus on the gero content area. The 4.5 units (2.5 theory, 2.0 clinical) of the previous combined psych/mental health/gero course will be converted to a 3 unit N-25 Concepts of Mental Health Nursing course and a 1.5 unit (0.8 theory, 0.7 clinical) Concepts of Gerontological Nursing course.
- The previous course covering obstetric/women’s health/family health and pediatric content, is split into two courses, N-035 Concepts of Obstetrical Nursing with Family Health and  N-036 Concepts of Pediatric Nursing to improve instructional design.
- Third semester courses OB, Peds and Nursing Concepts III will each be presented across six weeks. This is an increase from 4.5 weeks to 6 weeks for the OB and Peds courses, and a reduction from 9 weeks to 6 weeks for the Nursing Concepts III med/surg course. Despite the expanded time frame for the OB and Peds courses and the compressed time frame for the Concepts III med/surg course, the units/hours for each course are unchanged.
- The college eliminated the physical education requirement, previously fulfilled by taking 2 units of physical education courses or a 3 unit Personal and Community Health course, which will now reduce Total Units For Graduation from 75-76 to 73.

Although course content and units were reconfigured across courses and the program, there was no change to total hours/units required for licensure. Units required for graduation decreased with deletion of the physical education requirement. The major curriculum revision elements are intended to ensure a curriculum consistent with current practice that will facilitate effective learning to produce well-prepared competent graduate nurses. Students will benefit from the increased quality of the education content and a more effective plan for courses across the program.

Michael Jackson asked whether graduate’s were able to secure employment and Ms. Blauwkamp responded affirmative. Trande Phillips asked whether a residency program is available to graduates and whether the students want such a program. Ms. Blauwkamp reported there is currently work underway to develop a program as students feel it provides an advantage in securing a position post-graduation. Raymond Mallel asked if requiring an externship might be considered an abuse. Ms. Blauwkamp advised that it is perceived as a benefit but she felt it should be time limited.

ACTION: Approve Major Curriculum Revision for Copper Mountain College Associate Degree Nursing Program.
M/S/C: Michael Jackson/Beverly Hayden-Pugh
Public input: None.

7.3.5 San Joaquin Valley College Associate Degree Nursing Program
Dr. Janine Spencer, Program Director and Mr. Don Wright, Campus Director represented the program.
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Kelly McHan, NEC presented this report. Janine Spencer, Ed.D., RN, is the program director. Assistant directors are Kathryn DeFede, M.S.N., RN, and Barbara Lund, M.S.N., RN. The proposed major curriculum revision is part of ongoing corrective actions taken by the program to address continuing non-compliance with Section 1431 NCLEX-RN Pass Rate. It is the second phase of a two-phase curriculum restructuring process that will improve instructional content and delivery and strengthen the overall program. Phase one revisions focused on the LVN to RN option and were approved by the Board on November 6, 2013. Phase two changes will complete the curriculum revision process and align the generic RN option and LVN to RN option within the associate degree program. Changes will be effective July, 2014. Curriculum revisions were developed by faculty under the guidance of an external expert consultant. Course content and units were reconfigured across courses to bring the curriculum into alignment with current accepted standards of nursing education, the NCLEX-RN test plan, other industry recognized guidelines and BRN regulation including B & P Code 2725 Scope of Practice and CCR 1143.5 Standards of Competent Performance. Changes are summarized below:

- **RN 11 and 11 Lab Introduction to Medical-Surgical Nursing**: Delete course and add selected content into two existing courses, RN 10 & 10 Lab Fundamentals and RN 21 & 21 Lab Beginning Medical-Surgical Nursing, to eliminate redundancy between the three courses;
- **RN 21 & 21 Lab Beginning Medical-Surgical Nursing**: Decrease units from 4 units each to 3 units each by incorporating applicable content into RN 35 & 35 Lab Intermediate Medical-Surgical Nursing.
- **RN 20 Maternal Child Nursing**: Increase theory units from 2 units to 3 units to provide more comprehensive coverage of content; extend the course from 6 weeks to 8 weeks to support a more effective learning environment by modifying the clinical experiences from 12-hour shifts to 8-hour shifts; rename to RN 20 and RN 20 Lab Maternal/Newborn Health;
- **RN 33 & 33 Lab Pediatric Nursing**: Increase theory units from 2 units to 3 units to provide more comprehensive coverage of content; extend the course from 6 weeks to 8 weeks to support a more effective learning environment by modifying the clinical experiences from 12-hour shifts to 8-hour shifts;
- **RN 41 and 41 Lab Advanced Medical/Surgical Nursing**: Rename to RN 46 and 46 Lab; reduce clinical units from 4.5 units to 4 units. Maintain 90 clinical hours for a precepted clinical experience;
- **RN 36 Health Appraisal**: Add 2-unit theory course to provide greater emphasis on patient assessment and clinical reasoning skills.

The revision reduces total units for licensure from 79.5 units to 75 units and total units for graduation from 89.5 units to 85 units while improving the overall curriculum. Units for the LVN to RN option remain unchanged at 61 units for licensure and 71 units for graduation. The changes meet regulation.

Board action at the November 6, 2013 Board meeting included:

- Place program on Warning Status with Intent to Withdraw Program Approval.
- Restrict program admission of LVN-RN students to only one additional LVN-RN cohort limited to twenty-four (24) students in January 2014 with no further additional enrollment of LVN-RN students until NCLEX-RN results of LVN-RN cohort graduating December 2013 are available and found to be at or above the minimum pass rate of 75%.

The school plans an upcoming enrollment of 36 generic RN option students in April, 2014. Twenty-four LVN to RN option students were enrolled in January, 2014.

**Dr. Spencer informed that the pass rate for the most recent two cohorts of generic graduates is 80%; the program has retained a curriculum consultant and students are provided NCLEX review courses.** Recent graduates’ licensure application processing has taken at least sixty days. Of the twenty-five LVN-RN most recently graduated cohort ten have taken and passed the NCLEX exam. Ms. McHan reviewed and the ELC affirmed previous Board actions requiring the program to...
submit a progress report in August 2014 and attend the October ELC meeting at which time the program’s approval status will be reviewed.

**ACTION:** Approve Major Curriculum Revision for San Joaquin Valley College Associate Degree Nursing Program.

**M/S/C:** Michael Jackson/Beverly Hayden-Pugh

**Public input:** None.

### 7.4 VOTE ON WHETHER TO ACCEPT FEASIBILITY STUDY FOR PRELICENSURE NURSING PROGRAM

#### 7.4.1 California Career College Associate Degree Nursing Program

Susan Naimi, MSN, Owner/Director of California Career College, Dr. Roberta Ramont, Consultant, Dee Niedringhaus, BSN, Consultant/Curriculum Developer, Holly Naimi, General Counsel for California Career College, and Carol Metayer, MSN represented the school.

Carol Mackay, NEC presented this report. Susan Naimi, MSN, RN, Owner/Director of California Career College (CCC), submitted the Feasibility Study (FS) for the proposed new Associate Degree Nursing Program. Dr. Roberta Ramont, Consultant, assisted in the development of the FS. The California Career College Feasibility Study dated April 5, 2013, is the first feasibility study submitted by CCC. Following initial review of the document, the BRN requested submission of a revised FS to demonstrate compliance with BRN requirements. CCC submitted a revision dated February 3, 2014. The following summary describes how the proposed program plans to meet the BRN requirements as outlined in Step 3 of the *Instructions for Institutions Seeking Approval of New Prelicensure Registered Nursing Program (EDP-1-01(REV 03/10).*

**Description of the Institution:** CCC is a private post-secondary institution established in 2001. It operates as a private corporation owned by a sole shareholder. CCC is located at 7003 Owensmouth Avenue, Canoga Park, CA 91303 (San Fernando Valley region: 25 miles northwest of downtown LA). CCC is currently a single purpose college offering a Vocational Nursing Program. The enrollment for fiscal year 2012-2013 is 139 students. Upon successful completion of the VN program, the student is awarded an Associate of Applied Science Degree Vocational Nursing. CCC is approved by the Bureau of Private Postsecondary Education through February 2015 and is nationally accredited by the Accrediting Bureau of Health Education Schools (ABHES) through December 31, 2014. Once the FS has been accepted by the BRN, application to add a new program will be made to ABHES. CCC’s approval by the BPPE is by means of the ABHES accreditation. CCC plans to award an Associate of Science degree to ADN program graduates. The NCLEX-PN pass rates for graduates of CCC vocational nursing program for the past five years are: 2009-77% (N56), 2010-56% (N31), 2011-77% (N30), 2012-60% (N25), and 2013 (Q-1,2,3)-69%(N13).

Anecdotal information from CCC on the pass rate for 2013 differs from the result posted on the BVNPT web site for 2013: based on anecdotal data the pass rate 2013 is 75 % (N13). The minimum pass rate standard used by the BRN to monitor how successful RN programs are in preparing graduates is 75%. CCC has initiated an intensive remediation plan to improve its pass rates.

**Geographic Area:** The CCC-Feasibility Study (FS) includes an overview of the demographics for San Fernando Valley region, plus a description of its health care needs.

**Type of Program:** The proposed program will be a generic ADN program. All general education and nursing courses will be offered. The proposed ADN program will be offered year round: six terms of 15 weeks each for a total of 90 instructional weeks. The total program including breaks and vacations can be completed within two calendar years. The proposed program meets the BRN requirement that an approved prelicensure nursing program not be less than 2 academic years.

**Applicant Pool:** CCC currently has 200 applicant on its wait list for the proposed program. Approximately 75% of this applicant pool is LVNs. CCC also intends to market the new program to qualified applicants not accepted by other RN programs in the geographic region. CCC marketing strategy for the proposed program is through on-line, radio and television advertisement. CCC plans one admission cycle of 24 students...
annually. Maximum program enrollment will be 48 students. The proposed start date for the CCC ADN program is March 2016.

Curriculum: The proposed curriculum consists of 79 academic semester units: 28 prerequisite nursing units and 48 nursing semester units (26 nursing theory and 22 of clinical practice). The Feasibility Study includes a brief description of the courses and the proposed course sequence.

Resources: The CCC campus consists of a two story 4,200 square feet building. The building is owned outright by CCC’s sole shareholder. The building consists of the following: two classrooms (currently not in used during the morning hours and weekends); a library with WI-FI access (the CSU Northridge library will also be available for student use); standard skills lab with 4 patient units; and a computer lab. CCC intends to lease additional office space (2.500 square feet) to accommodate the faculty and support staff that will be hired to support the proposed program, as well as a wet lab required for the science courses. With respect to Simulation Lab, CCC is in discussions with CSU Northridge to contract with the University to use its Simulation for the CCC ADN program. However, if necessary, CCC is prepared to build its own Simulation lab. CCC expects to hire nine faculty members to support the program: five full-time and four part-time. CCC has a small administrative team to support the college with one individual serving in multiple roles. However, the college provides a full array of student services: Admissions office, academic advising, financial aid, tutoring, Nursing Success Seminars, and assistance with computer and study skills.

Budget: The CCC FS includes a budget forecast for the first five years of program implementation which demonstrates the ability of the college to support the proposed program. The tuition for the ADN program will be $76,000. At the present time, CCC generates approximately three hundred thousand dollars in retained earnings annually which are reinvested in the corporation. Funds are also available in the event of an emergency: CCC has five hundred thousand dollars in its corporate savings account and lines of credit from financial institutions in the amount of four hundred thousand dollars.

Clinical Placements: The CCC-FS includes Facility Verification Forms from five health care facilities: Silverado; Sherman Oaks Health and Rehab Center; Canyon Oaks Nursing and Rehab; Child Development Consortium of Los Angeles; and Kaiser Permanente (Sunset). These forms demonstrate availability of clinical placements in all BRN required clinical areas (MS, OB, Peds, Psych and Geri). In addition, there are in-patient experiences in all of these areas. The faculty student ratio (FSR) in the clinical setting will be one to eight with exceptions of Peds/OB where the FSR will be one to six, and in Term 6: Complex M/S FSR one to nine, and Community Health and Gerontology FSR one to six. Currently, the LA county area does not have a clinical placement consortium. Clinical placements are secured directly by the SON and the health care facility. CCC is aware that new program placements should not result in displacement of existing students.

Conclusion: The California Career College Feasibility Study meets all the BRN Feasibility Study requirements. A continuing areas of concern is the NCLEX-PN pass rates. Trande Phillips asked whether the stated tuition cost of $76,000 would be the entire cost of the program and Ms. Mackay responded affirmative. Raymond Mallel requested clarification regarding the Sherman Oaks and other facilities and program representative reported that all are rehab facilities except Kaiser which provides acute care. Beverly Hayden-Pugh asked for more information regarding the NCLEX-PN pass rate and school representative described the measures taken to improve outcomes. There was discussion regarding clinical facilities. Trande Phillips asked whether addition of this program would impact existing programs’ placements to which school representative responded negative. Ms. Mackay clarified that clinical placements are more thoroughly assessed as part of the self-study phase of program application at which time additional data will be required from the school. Trande Phillips explained that it would be helpful to have additional information about clinical facilities such as type of facility, census, level of care, whether inpatient or outpatient, included in the FS report as Board members may not be familiar with all of the clinical facilities, and this information would facilitate a determination of whether the proposed program would be able to secure adequate appropriate clinical placements. Ms. Mackay assured
that additional information can be provided in future reports for proposed programs. Trande Phillips noted that a different recently proposed new program intended to schedule students’ clinical rotations weekends/evenings and 12-hour shifts which may be burdensome for students. School representative advised that only day and evening shifts are used for nursing students. Michael Jackson asked for clarification that this was true for the school’s current VN students. School representative responded affirmative and that hospitals are more accommodating for RN students so it is anticipated there will be no difficulty securing appropriate rotation days/times. Ms. Holly Naimi reported that the most current NCLEX-PN results had now been published and that the CCC results were 71% which is above the minimum required VN performance threshold and improvement measures for VN students have been implemented including “boot camp” for NCLEX-PN preparation. Raymond Mallel asked about delays in VN students’ ability to register to take the NCLEX-PN exam. Ms. Mackay clarified that historically it has taken longer for VN program graduates to receive eligibility for the NCLEX-PN exam and that the PN exam delays are not related to the current delays created by implementation of the BreEZE system experienced at the BRN – this system has not yet been implemented at the Board of Vocational Nursing and Psychiatric Technicians. There was discussion regarding whether the proposed program would utilize the LA Consortium. The program representatives reported that this clinical scheduling consortium was not very active at this time with only two area schools participating so clinical scheduling arrangements are mostly made directly between schools and clinical facilities.

ACTION: Accept the Feasibility Study for California Career College Associate Degree Nursing Program
M/S/C: Michael Jackson/Trande Phillips
Public Input: None.

7.4.2 University of California, Davis Entry Level Master’s Degree Nursing Program.
Dr. Margaret Hodge, Interim MEPN Director represented the program.
Carol Mackay, NEC presented this report. Dr. Margaret Hodge, Interim MEPN Director, has primary responsibility for development of the University of California Davis (UCD) Master’s Entry Program in Nursing (MEPN) Feasibility Study (FS). Ms. Regan Davis, Education Analyst at the University, is providing assistance. The UCD-FS dated June 19, 2013, is the first feasibility study submitted by UCD. Following initial review of the FS, the BRN requested additional information to demonstrate compliance with BRN requirements. UCD submitted an Addendum to the UCD-FS dated January 22, 2014. The following summary describes how UCD plans to meet the BRN requirements as outlined in Step 3 of the Instructions for Institutions Seeking Approval of New Prelicensure Registered Nursing Program (EDP-I-01(REV 03/10).

Description of the Institution: The University of California Davis has been engaged in education for over 100 years. UCD is a large institution with over 32,000 students and 2,500 faculty. It houses six professional schools: Education, Law, Management, Medicine, Veterinary Medicine, and the Betty Irene Moore School of Nursing. The School of Medicine and the Betty Irene Moore School of Nursing are housed in the UC Davis Health System in Sacramento, 21 miles east of Davis. Through a private-public partnership between UC Davis and the Gordon and Betty Moore Foundation, the Betty Irene Moore School of Nursing was founded in March 2009 by a $100 million commitment from the Foundation. This historic funding provides for a ten year launch period of the SON. The School of Nursing currently has graduate programs in Nursing Science and Health-Care Leadership (NSHL) that include both a master of science (MS) and doctoral degree (PhD). In Fall 2013, two new master’s degree programs were founded: a Master of Science degree in NSHL and certification as a nurse practitioner (NP); and, a Master of Health Services and certification as a physician assistant (PA). All of these degree programs are led by an interprofessional and interdisciplinary team (known formally as a graduate group) of 42 UC Davis faculty members including nursing, medicine, health informatics, public health, nutrition, sociology, psychology, and statistics. UC Davis has been accredited by
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the Western Association of School and Colleges (WASC) since 1954. A regularly scheduled WASC accreditation visit will take place in Spring 2014. The Betty Irene Moore School of Nursing is fully accredited by the Commission on Collegiate Nursing Education (CCNE) through the year 2017. CCNE requires a Substantive Change Notification from the SON regarding the proposed MEPN within three months of the program start date. In Fall 2013, there were 142 students enrolled in the SON. Although, the NP and PA master’s degree programs in the SON only commenced in Fall 2013, NP and PA certificate programs were formerly housed in the UCD School of Medicine. The PA certification pass rates for the past five years are: 2009-98%(N49), 2010-96%(N54), 2011-100%(N46), 1012-98%(N48), and 2013-96%(N26). The NP certification pass rates are: 2009-100%(N7), 2012-80%(N5).

Geographic Area: The UC Davis-Feasibility Study (FS) includes an overview of the demographics for Sacramento area, plus a description of its health care needs.

Type of Program: The UCD Feasibility Study is for a Master’s Entry Program in Nursing. The MEPN will integrate the BRN prelicensure requirements with the UCD Master of Science NSHL. The MEPN is intended for individuals who possess a bachelor’s degree in a subject other than nursing. The UC Davis academic year is on a quarter system which includes fall, winter, spring and summer. Quarters are comprised of 10 weeks of instruction plus one week for final exams. The MEPN can be completed in six quarters (18 months) of full time study. Prerequisite nursing courses can be completed in approximately one year. The proposed MEPN meets the BRN requirement that an approved program not be less than two academic years.

 Applicant Pool: Comparable nursing programs in the greater Sacramento area (two BSN and one MSN) are highly impacted. Acceptance rate for existing programs in the region (nine) are below 15%. UC San Francisco (the closest Entry Level Master program) reports nearly 600 applications for 80 seats. UCD has an active marketing plan for attracting these qualified applicants not accepted at other nursing programs, as well as for targeting UCD students and the public. UCD plans one admission cycle per year in the Summer Quarter. The SON is scheduled to matriculate MEPN students in June 2015. UCD began securing resources for the program in early 2013. Projected yearly student admissions are: 2015-24, 2016-24, 2017-32, 2018-48, and 2019-48. Program capacity of 96 students will be reached in 2019.

Curriculum: The MEPN curriculum includes all BRN required prerequisite (Science and GE) courses, prelicensure nursing courses, and master’s level courses. The proposed curriculum consists of 136 quarter units: 44 prerequisite units and 92 MEPN units. The total number of units for prelicensure nursing courses is 60 units: 29 nursing theory units and 31 clinical practice units. The Feasibility Study includes sample course descriptions and the proposed MEPN course sequence.

Resources: UCD has a full array of student support services in place. In addition to the UC Davis Library, there is a medical library located at the UC Davis Health System (UCDHS) in Sacramento. The SON is currently housed on the fourth floor of the Education Building UCDHS. When the Education Building opened in 2007 to house the School of Medicine, there was excess space. An extensive utilization analysis of the Education Building indicated there was sufficient space to support the MS-NSHL program. Plans are in place for the SON staff and faculty to be relocated from the Education Building to renovated space in the Administrative Services Building (ASB). The move will begin in March 2014. Adjacent to the Education Building is the Center for Health and Technology (CHT). The third floor of CHT houses the Center for Virtual Care (CVC). The CVC is a 7,000 square feet state-of-the-art simulation lab. Basic nursing skills will be taught in the CVC to MEPN students for the first two years of the program: 2015 and 2016. The CVC will be equipped with low and mid-fidelity instructional tools and task trainers to teach basic nursing skills and health assessment. UCD has announced plans to build a new health education building UCDHS location. It is scheduled to open in 2017. It will house a new skills lab for the MEPN students and more nursing classrooms. The SON plans to hire 15 faculty for year one of the program: seven full-time and eight part-time. At full capacity (96 students) in year five of the program, 37 total faculty will be needed: 12 full-time and 25 part-time. At least, seven full time faculty will be exclusively assigned to MEPN starting year one. Part-time faculty will be hired to maintain a one to eight faculty-student ratio.
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**Budget:** The Gordon and Betty Moore Foundation awarded the SON a 100 million dollar grant intended to launch the school and its programs over ten years through 2017. This provides the SON with sufficient funds to support all MEPN expenses until the program is at full enrollment and self-sustaining in 2017. Tuition will be $90,000 for the MEPN. The budget includes $500,000 in reserves provided by the grant. UCD is providing the funding for the new health education building, estimated cost of $45 million dollars.

**Clinical Placements:** The UCD-FS includes Facility Verification Forms from four health care facilities: UC Davis Health System; UC Davis Home Care Service; Kaiser South Sacramento; and, Heritage Oaks Hospital. These forms demonstrate availability of clinical placements in all BRN required clinical areas (MS, OB, Peds, Psych and Geri). In addition, there are in-patient experiences in all of these areas. The UCD SON participates on the Health Communities Forum, Sacramento’s consortium of directors from area schools and hospitals. The consortium meets every month to share information, discuss concerns, and facilitate the placement of prelicensure nursing students in local health care facilities.

**Conclusion:** The University of California Davis Feasibility Study meets all the BRN Feasibility Study requirements.

Michael Jackson noted that the new program would not displace any students as the university operates a medical center. Dr. Hodge assured that there would be no students of other programs displaced from clinical rotations if this new program receives approval. Ms. Mackay reported that there are no other ELM programs in the immediate area - the nearest being at UCSF which is some distance away and unable to admit all applicants with a most recent admission cycle able to accept only 80 of 500 applicants. Michael Jackson asked about program cost to student and Ms. Mackay reported that cost is $90,000. Michael Jackson asked whether the prospective program’s funding foundation would be providing financial assistance to students and wondered why the cost is higher than usual for a public school. Dr. Hodge clarified that no public funds are being used to support the cost of providing the program so it must be self-supporting, and that the foundation funds would not provide for student financial assistance. Ms. Mackay informed that total program capacity is 96 students concurrently enrolled at any given time and that number will not be exceeded. Ms. Mackay explained an addition to the curriculum information of the required English and Speech courses totaling 8 units. Addition of these required units makes the proposed curriculum 136 quarter units total (44 prerequisite units and 92 MEPN units).

**ACTION:** Accept the Feasibility Study for University of California, Davis Entry Level Master’s Degree Nursing Program.

M/S/C: Michael Jackson/Beverly Hayden-Pugh

**Public Input:** None.

### 7.5 2012-13 ANNUAL SCHOOL SURVEY REPORTS

Ms. Julie Campbell-Warnock, BRN Research Program Specialist presented this report. The Regional Annual School Reports present the historical analyses of nursing program data from the 2003-2004 BRN Annual School Survey through the 2012-2013 survey for the nine economic regions in California. Each region has a separate report. All data are presented in aggregate form, and describe the overall trends in these regions over the specified periods. The data items addressed include the numbers of nursing programs, enrollments, completions, retention rates, student and faculty census information, simulation centers and student access to clinical sites and experiences. The nine regions include: (1) Northern California, (2) Northern Sacramento Valley, (3) Greater Sacramento, (4) Bay Area, (5) San Joaquin Valley, (7) Central Coast, (8) Southern California I (Los Angeles and Ventura Counties), (9) Southern California II (Orange, Riverside, and San Bernardino Counties), and (10) Southern Border Region. Counties within each region are detailed in the corresponding report. The Central Sierra (Region 6) does not have any nursing programs and was, therefore, not included in the analyses. The San Francisco Bay Area Report (Region 4) was provided as a sample. Final reports will be made available to the public on the BRN website after review by the full Board.

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Michael Jackson asked whether the program-specific ADN, BSN and ELM program data includes demographic information such as student gender, ethnicity, etc., and Ms. Campbell-Warnock informed that the information is available in detail in the reports published on the BRN website. Ms. Campbell-Warnock provided the following additional information:

- The BRN collects a variety of data annually from California pre-licensure RN programs. From this data two statewide reports are completed which were reviewed at the last ELC and Board meetings and are now available on the BRN website.
- In addition to the two statewide reports, nine regional reports are completed. The regional reports include some of the data that is collected and is trended for the past 10 years.
- Differences in data between regions and statewide are sometimes brought to light in the regional reports. For example, some regions have large shares of nursing applications that are not accepted, some show new student enrollments or completions declining while others are increasing or remain stable. Some other differences may include attrition rates, employment rates of new graduates (for example, the Bay Area shows higher unemployment rate of new graduates than the statewide average), clinical space or practice restrictions as well as faculty vacancy rates may also vary by region.
- All of the data assists the public to know the trend data in their region compared to others and compared to the statewide average.
- This regional report will be included at the next Board meeting and then all the regional reports will be available on the BRN website when they are finalized.

Public input: None.

7.6 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA

Grace Kohrs of SEIU commented that residency programs for new nurses should be focused, possibly only twelve weeks duration, and suggested that the BRN should set criteria. Raymond Mallel suggested attendance at the April BRN Board meeting to provide public comment on this issue.

Michael Jackson acknowledged and welcomed a contingent of visitors from Korea that were in attendance for the meeting.

Meeting adjourned at 1145.

Submitted by: Leslie A. Moody, MSN, MAEd, RN Nursing Education Consultant ELC Liaison

Accepted by: Michael Jackson, MSN, RN Chairperson