

## EDUCATION/LICENSING COMMITTEE MEETING

**PierSouth Hotel  
Boca Rio Ballroom  
800 Seacoast Drive  
Imperial Beach, CA 91932  
(619) 621-5900**

**March 12, 2020**

### AGENDA

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**Thursday, March 12, 2020 9:00 am**

**7.0 Call to Order/Roll Call/Establishment of a Quorum**

**7.1 Approval of Minutes**

- 7.1.1 Review and Vote on Whether to Approve Previous Meeting Minutes:  
➤ January 09, 2020

**7.2 Discussion and Possible Action Regarding Whether to Recommend Ratification of Minor Curriculum Revisions or Other Action (CCR 1426) (Consent)**

- 7.2.1 California State University San Bernardino Baccalaureate Degree Nursing Program  
7.2.2 Carrington College Advanced Placement LVN-RN Associate Degree Nursing Program  
7.2.3 Mendocino College Associate Degree Nursing Program  
7.2.4 Monterey Peninsula College Associate Degree Nursing Program  
7.2.5 Los Angeles Trade Tech College Associate Degree Nursing Program  
7.2.6 The Marsha Fuerst School of Nursing at GCC and GCC-SD Associate Degree Nursing Program  
7.2.7 University of California Davis, Betty Irene Moore School of Nursing Family Nurse Practitioner FNP-MS Nursing

**Acknowledge Receipt of Program Progress Reports:**

- 7.2.8 Simpson University Baccalaureate Degree Nursing Program  
7.2.9 American University of Health Sciences Baccalaureate Degree Nursing Program  
7.2.10 Reedley College at Madera Community College Center Associate Degree Nursing Program  
7.2.11 The Marsha Fuerst School of Nursing Associate Degree Nursing Program, (GCC-SD)

**7.3 Discussion and Possible Action Regarding Whether to Recommend Continuing Approval or Other Action for Approved Nursing Programs (Prelicensure) (BPC 2788, CCR 1421, 1423) (Consent)**

- 7.3.1 Mount San Jacinto Associate Degree Nursing Program  
7.3.2 Weimar Institute Associate Degree Nursing Program

**7.4 Discussion and Possible Action Regarding Whether to Recommend Approval or Other Action Regarding Prelicensure Program Unit Adjustment or Other Changes, (CCR 1426, 1432) (Major Curriculum Revision) (No Enrollment Increase) (Consent)**

- 7.4.1 The Valley Foundation School of Nursing at San Jose State University Baccalaureate Degree Nursing Program  
7.4.2 Stanbridge University Associate Degree Nursing Program

- 7.5 Discussion and Possible Action Regarding Whether to Recommend Approval or Other Action Regarding Prelicensure Program Unit Adjustment or Other Changes, California State University San Bernardino Baccalaureate Degree Nursing Program (CCR 1426, 1432) (Major Curriculum Revision – WITH Enrollment Increase AND Change from Quarters to Semesters) (Present)**
- 7.6 Discussion and Possible Action Regarding Whether to Recommend Continuing Approval or Other Action for Approved Nursing Programs (Prelicensure), Mendocino College Associate Degree Nursing Program (BPC 2788, CCR 1421, 1423) (Present)**
- 7.7 Discussion and Possible Action Regarding Acceptance of Program Progress Report and Discussion and Possible Action to Address Any Performance Gaps Including Actions Described in 16 CCR § 1423.2(a). East Los Angeles College Associate Degree Nursing Program (Present)**
- 7.8 Discussion and Possible Action Regarding Changing Warning Status with Intent to Close to Continuing Approval of Prelicensure Nursing Program, Career Care Institute Associate Degree Nursing Program. (BPC 2788; CCR 1421, 1423) (Present)**
- 7.9 Public Comment For Items Not On The Agenda**

**Note:** The Committee may not discuss or take action on any matter raised during the Public Comment section that is not included on this agenda, except whether to decide to place the matter on the agenda of a future meeting. (Government Code, Sections 11125 and 11125.7(a)).

## **7.10 Adjournment**

### **NOTICE:**

All times are approximate and subject to change. Items may be taken out of order to maintain a quorum, accommodate a speaker, or for convenience. The meeting may be canceled without notice. For verification of the meeting, call (916) 574-7600 or access the Board's Web Site at <http://www.rn.ca.gov>. Action may be taken on any item listed on this agenda, including information only items.

Public comments will be taken on agenda items at the time the item is heard. Total time allocated for public comment may be limited.

The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by contacting the Administration Unit at (916) 574-7600 or email [webmasterbrn@dca.ca.gov](mailto:webmasterbrn@dca.ca.gov) or send a written request to the Board of Registered Nursing Office at 1747 North Market Blvd., Suite 150, Sacramento, CA 95834. (Hearing impaired: California Relay Service: TDD phone # (800) 326-2297.) Providing your request at least five (5) business days before the meeting will help to ensure the availability of the requested accommodation.

**BOARD OF REGISTERED NURSING  
EDUCATION/LICENSING COMMITTEE  
MEETING MINUTES**

**DRAFT**

**DATE:** January 09, 2020

**START TIME:** 9:06 a.m.

**MAIN LOCATION:** Holiday Inn San Jose-Silicon Valley  
1350 North 1<sup>st</sup> Street-Salon H  
San Jose, CA 95112  
(408) 453-6200

**MEMBERS PRESENT:** **Michael Deangelo Jackson, MSN, RN, CEN, MICN-Chair**  
Donna Gerber, Public Member

**STAFF MEMBERS PRESENT:** Ann Salisbury, J.D., DCA Legal Attorney  
Evon Lenerd, Assistant Executive Officer  
Dr. Mary Ann McCarthy, EdD MSN RN PHN, NEC, ELC Liaison  
Dr. Carol Velas, EdD, MSN, RN, NEC  
Ms. Badrieh Caraway, MS. MEd, RN, SNEC  
Ms. Janette Wackerly, MBA, RN, SNEC  
Dr. Donna Schutte, DNSC, RN, NEC  
Ms. Katie Daugherty, MN, RN, NEC  
Ms. Loretta Melby RNC, MSN, NEC

**7.0 Call to Order/Roll Call/Establishment of a Quorum**  
Michael D. Jackson called the meeting to order at 9:00 a.m.  
Quorum Established.

**NOT PRESENT:** Kenneth Malbrough

**7.1 Minutes**

**7.1.1** Review and Vote on Whether to Approve Previous Meeting's Minutes:  
October 17, 2019

**ACTION:** The minutes of the October 17, 2019 were approved as presented.

**MOTION:** Donna Gerber

**SECOND:** Michael Jackson

**VOTE:** MJ: **Aye**                      DG: **Aye**                      KM: **Abs**

**PUBLIC COMMENT:** None

**7.2 Discussion and Possible Action Regarding Whether to Recommend  
Ratification of Minor Curriculum Revisions or Other Action (CCR  
1426) (Consent)**

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

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

7.2.1 University of California, Irvine Master's Entry Program in Nursing

7.2.2 University of San Diego Entry Level Master's Degree Nursing Program

7.2.3 National University Baccalaureate Degree Nursing Program

7.2.4 Unitek College-Bakersfield Baccalaureate Degree Nursing Program

7.2.5 Unitek-Fremont Baccalaureate Degree Nursing Program

7.2.6 East Los Angeles College Associate Degree Nursing Program

7.2.7 Fresno City College Associate Degree Nursing Program

7.2.8 Mount Saint Mary's University Associate Degree Nursing Program

7.2.9 Pacific College Associate Degree Nursing Program

7.2.10 San Bernardino Valley College Associate Degree Nursing Program

7.2.11 Santa Rosa Junior College Associate Degree Nursing Program

7.2.12 Shasta College Associate Degree Nursing Program

7.2.13 Solano Community College Associate Degree Nursing Program

7.2.14 Ventura College Associate Degree Nursing Program

7.2.15 Weimar Institute Associate Degree Nursing Program

7.2.16 California State University Fresno, Nurse Practitioner Program

7.2.17 University of Phoenix Advanced Practice Nurse Practitioner Program

**Acknowledge Receipt of Program Progress Reports:**

7.2.18 Simpson University Baccalaureate Degree Nursing Program

7.2.19 Mount Saint Mary's University Associate Degree Nursing Program

7.2.20 Pacific College Associate Degree Nursing Program

7.2.21 The Marsha Fuerst School of Nursing Associate Degree Nursing Program (GCC-SD)

**ACTION:**

**Recommend Ratification of Minor Curriculum Revisions or Other Action (CCR 1426) (Consent)**

**MOTION:**

**Michael Jackson**

**SECOND:**

**Donna Gerber**

**VOTE:**

**MJ: Aye**

**DG: Aye**

**KM: Abs**

**PUBLIC COMMENT:**

**None**

**7.3**

**Discussion and Possible Action Regarding Whether to Recommend Continuing Approval or Other Action for Approved Nursing Programs (Prelicensure) (BPC 2788, CCR 1421, 1423)(Consent)**

**BACKGROUND:**

The BRN staff have conducted a regularly scheduled continuing approval visit. This process begins with a self-study written by the nursing program and analyzed by the assigned Nursing Education Consultant. It is followed by a 2-3-day site visit including visits to clinical sites, verification of recourses, (skills and simulation lab), and meetings with students, faculty, and administrators.

**The following programs have met all Board rules and regulations for Continuation of Approval of Prelicensure Nursing Programs.**

- 7.3.1 Charles Drew University Entry Level Master’s Program
- 7.3.2 Loma Linda University Baccalaureate Degree Nursing Program
- 7.3.3 Western Governors University Baccalaureate Degree Nursing Program
- 7.3.4 Bakersfield College Associate Degree Nursing Program
- 7.3.5 Chaffey College Associate Degree Nursing Program
- 7.3.6 Cuesta College Associate Degree Nursing Program
- 7.3.7 Fresno City College Associate Degree Nursing Program
- 7.3.8 Los Angeles Valley College Associate Degree Nursing Program
- 7.3.9 Riverside City College Associate Degree Nursing Program

**ACTION:**

**Recommend Ratification Continuing Approval or Other Action for Approved Nursing Programs (Prelicensure). (BPC 2788, CCR 1421, 1423)(Consent)**

**MOTION:**

**Michael Jackson**

**SECOND:**

**Donna Gerber**

**VOTE:**

**MJ: Aye**

**DG: Aye**

**KM: Abs**

**PUBLIC COMMENT:**

**None**

**7.4**

**Discussion and Possible Action Regarding Whether to Recommend Approval or Other Action Regarding Prelicensure Program Unit Adjustment or Other Changes, College of the Sequoias Associate Degree Nursing Program (CCR 1426, 1432) (Major Curriculum Revision) (No Enrollment Increase) (Consent)**

**BACKGROUND:**

The BRN staff has conducted an in-depth review to ensure all curriculum changes have met the Board rules and regulations for consideration of a major curriculum revision.

**The following program has met all Board rules and regulations for a Major Curriculum Revision with no enrollment increase, for a Prelicensure Degree Nursing Program.**

- College of the Sequoias Associate Degree Nursing Program

**ACTION:**

**Recommend Approval of a Prelicensure Program Unit Adjustment or Other Changes (CCR 1426, 1432) (Major Curriculum Revision) (No Enrollment Increase) (Consent)**

**MOTION:**

**Michael Jackson**

**SECOND:**

**Donna Gerber**

**VOTE:**

**MJ: Aye**

**DG: Aye**

**KM: Abs**

**PUBLIC COMMENT:**

**None**

**7.5**

**Discussion and Possible Action Regarding Whether to Recommend Continuing Approval or Other Action for Advanced Practice Program,**

**Loma Linda University (LLU) Advanced Practice Nurse Practitioner Program (CCR 1480) (Consent)**

**BACKGROUND:**

Dr. Elizabeth Bossert is the current Dean of the Advanced Practice Nurse Practitioner Program and Dr. Shawn Collins was recently appointed as the Associate Dean. Dr. Collins joins LLU with a vast amount of experience in both academia and clinical practice as a nurse anesthetist. A regularly schedule continuing approval visit was conducted on November 4-7, 2019 by Badrieh Caraway, SNEC and Drs. Carol Velas and Heather Sands, NECs.

The program was found to be in full compliance with all BRN rules and regulations (see att2). LLU is a Seventh-day Adventist co-educational Health Science University offering a School of Nursing, Medicine, and Dentistry among other program. The University was founded in 1905 and nursing was one of the original schools (att3).

LLU Nurse Practitioner Program has four tracks of Nurse Practitioner programs including Primary Care Adult-Gerontology (PCAGNP), Family (FNP), Primary Care Pediatrics (PCPNP), and Psychiatric Mental Health (PMHNP). Since the last approval visit, the PMHNP program has been implemented. The **Fall enrollment** of each program is as follows:

- PCAGNP:** 4 started with 13 currently enrolled
  - FNP:** 15 started with 63 currently enrolled
  - PCPNP:** 5 started with 20 currently enrolled
  - PMHNP:** 8 started with 19 currently enrolled
- Total student enrollment to date is 147 students

Since the last approval visit, LLU SON discontinued their NP master's program in 2015. A teach out for the students in the previous MS NP tracks was conducted with the option that the current students could transfer into the new post-BS-DNP program and earn the clinical nursing doctoral degree. The previous Neonatal Nurse Practitioner program was discontinued in 2017 due to the inability to attract qualified faculty.

**ACTION:**

**Recommend Continuing Approval or Other Action for Advanced Practice Program, Loma Linda University (LLU) Advanced Practice Nurse Practitioner Program (CCR 1480) (Consent)**

**MOTION:**

**Michael Jackson**

**SECOND:**

**Donna Gerber**

**VOTE:**

**MJ: Aye**

**DG: Aye**

**KM: Abs**

**PUBLIC COMMENT:**

**None**

**7.6**

**Discussion and Possible Action Regarding Whether to Recommend Continuing Approval or Other Action for Approved Nursing Programs (Prelicensure) (BPC 2788, CCR 1421, 1423) (Present)**

7.6.1 Holy Names University Baccalaureate Degree Nursing Program

7.6.2 Los Angeles City College Associate Degree Nursing Program

## 7.6.1

### **Discussion and Possible Action Regarding Whether to Recommend Continuing Approval or Other Action for Approved Nursing Programs (Prelicensure) Holy Names University Baccalaureate Degree Nursing Program (BPC 2788, CCR 1421, 1423) (Present)**

#### **BACKGROUND:**

Edith Jenkins-Weinrub, Ed.D, RN has been at HNU for the last 19 years. She became the LVN-BSN Program Director (PD) and then Chair for the Department of Nursing in June 2014 when the previous PD/Chair (2012-2014) accepted a promotional opportunity in another state. In 2018, the Department of Nursing became the School of Nursing (SoN). Dr. Jenkins-Weinrub served as Dean for the Math, Science and Nursing division for a year. As of 2019, Dr. Jenkins-Weinrub is the Dean for the School of Nursing (SoN) and the Math and Science is now its own separate division. HNU is CCNE accredited through 2022; the generic BSN degree option became CCNE accredited via the CCNE substantive change process in 2019. HNU is WASC accredited through 2024 as elaborated on later in the agenda item summary.

In November 2016 the BRN approved HNU's voluntary closure of the LVN to BSN degree option effective December 2016. This degree option was voluntarily eliminated by HNU when graduates failed to achieve the necessary annual NCLEX pass rates per CCR 1431 as described in previous HNU related ELC and Board documents. Key among those factors was a persistent pattern of program graduate delays in NCLEX first time testing, less rigorous program admission criteria, plus a series of leadership and faculty changes early in the implementation of the program of study 2012-2014. The November 2016 program closure Board action letter also approved HNU's identified intent to seek Board approval to establish a small generic BSN degree program via the Board's major curriculum change processes within five years of the date when the LVN to BSN degree program closed in December 2016.

Subsequently, HNU PD, Dr. Jenkins-Weinrub achieved BRN approval of the HNU generic BSN degree nursing program in November 2017. HNU obtained approval to offer an eight semesters year-round generic BSN degree nursing program beginning in Summer 2018 with an enrollment pattern for admission of up to 20 students once a year each Summer.

As designed and BRN approved, the program of study for the generic BSN degree option's first few program cohorts are made up of transfer students or other eligible applicants who had successfully completed the required pre-requisite and general education coursework for nursing program admission and met HNU's more rigorous admission/GPA requirements, that made it possible for eligible program applicants to be admitted to the last four semesters in the generic BSN degree nursing major beginning in Summer 2018.

In Summer 2018, the first cohort of program students (N=12) entered the courses in the nursing major. As approved and anticipated, the first and second cohorts are made up of largely transfer students rather than students

who have taken all the pre-requisite coursework at HNU. A total of ten students (N=10) completed all four semesters in the nursing major and graduated with a BSN degree in August 2019. One student in the first cohort originally, re-entered the program as part of the second program cohort of 15 students in Summer 2019.

By Summer 2020, HNU anticipates it will have up to 20 students admitted into the third program cohort that starts in the nursing major course series in Summer 2020 and graduates in August 2021.

HNU participates in the Bay Area CCPS Clinical Placement System but also works with non-participating Kaiser and Washington Hospital Systems individually to secure those clinical placements. No clinical placement/displacement issues have been identified/reported by the program or the clinical sites visited in July 2019.

Overall, the program estimates about 12% of clinical course hours are spent in simulation-based learning activities. Estimated total cost of the eight semesters program of study is \$79,152. The estimated costs, if only taking the four semesters in the nursing major, is \$39,567.

As of submission of this January 2020 ELC report, all 10 of the program's first generic BSN degree cohort graduates have taken the NCLEX RN exam and passed on first attempt. This means HNU's annual pass rate for the annual period July 1, 2019-June 30, 2020, will be 100% as there are no other generic BSN degree graduates that will take the NCLEX exam through June 30, 2020. The second cohort (15 students) is slated to graduate in August 2020. This cohort will most likely take the NCLEX exam in the October-December 2020 or January-March 2021 NCLEX quarters.

In Spring/Summer 2019 HNU was scheduled for the routine continuing approval visit of its pre-licensure and NP program options. A continuing approval visit of the newly established (Summer 2018) generic BSN degree option was conducted July 11-13, 2019 by Katie Daugherty, MN, RN, NEC. One area of non-compliance relative to CCR 1425, and 1425.1 Faculty/Faculty Qualifications was identified. Suggested areas to strengthen the program included CCR 1420 Definitions/CCR 1424 Program Administration/CCR 1425 Faculty; CCR 1426 Curriculum; and CCR 1428 Student Participation as described in the CAV consultant's report as attached.

During the CAV in July 2019 and as well as post visit, HNU was asked to provide written evidence/materials related to HNU's WASC/WSCUC accreditation status and any pertinent Department of Education (DOE) action letters. These documents are attached and summarized below.

- HNU's WASC/WSCUC July 2016 action letter acknowledged receipt of the March 2016 accreditation site visit report; reaffirmed HNU accreditation for **eight years**; scheduled a Special Visit for

Spring 2019 to verify operationalization of a comprehensive retention plan; implementation of developed processes to generate report and analyze data relative to student retention and reasons students leave HNU after a second year of study; coordination of academic and student service programs to improve educational effectiveness; results of student success assessments; assessment of core competencies, general education and program level learning outcomes; evidence of improved and stable financial base reflected in part in the achievement of strategic enrollment goals; and regular evaluation of the president and succession plans for all key university leaders. Please refer to the attached WASC/WSCUC letter dated July 8, 2016.

- From April 21, 2017 until July 31, 2018, HNU was placed on Department of Education (DOE) Heightened Cash Monitoring 1 payment method/Zone reporting requirements when HNU's Financial Ratio Composite score was calculated by DOE to be 1.1 instead of the minimum score of 1.5 as required by regulations 34 C.F.R. 668.171 (b) (1). DOE identified the lower than required composite score was based on audit of the financial statements provided by HNU for FYE June 30, 2016. HNU's reporting deficiency (incorrect reporting of tuition revenue and deferred revenue) for FYE June 30, 2016 was identified by DOE in April 2017 (see attached documents). Effective July 31, 2018, DOE Federal Student Aid Office had reviewed HNU's June 30, 2017 financial statements and released HNU from the HCM1 Monitoring payment method and the Zone reporting requirements when HNU 2017 financial statement documents evidenced/yielded a composite score of 2.4 out of a possible 3.0. Since then, HNU has maintained a composite score of 1.5 or higher. In HNU's attached CAV November 2019 response, HNU reports its FY 18/19 composite score is 1.8. According to HNU report documents this score indicates HNU's financially viable according to the requirements set by the Federal Student Aid Office of the Department of Education. Please refer to the attached DOE letters dated April 21, 2017 and July 31, 2018 and the HNU's September WASC progress report and the November 2019 CAV Response documents.
- A pre-scheduled WASC/WSCUC Special Visit occurred in February 2019 to verify progress in the areas mentioned in the 2016 commission action letter. In July 2019 HNU received the WASC commission action letter confirming receipt of 2019 February Special Visit team report; reaffirming WASC/WSCUC for another six years through 2024. WASC action also outlined the evidence to be included in HNU's September 30, 2019 progress report that was to include evidence of HNU's secured 30-years loan amount; HNU successfully attained \$49,000,000 of California Municipal Financial Authority (CMFA), Revenue Bonds Series 2019 as fully

executed on September 27, 2019. HNU has possession of the monies to pay off HNU’s current line of credit and have an operating reserve to fund the HNU strategic institutional, enrollment and business plans as accepted by WASC. Please refer to the attached HNU’s September 2019 WASC Progress Report documents.

- As of submission of this agenda item document packet, HNU has maintained its full WASC/WSCUC accreditation status through 2024 with the previously established reviews to occur according to the following schedule: Mid-cycle Review Spring 2020, Offsite Review Fall 2023 and Accreditation Visit Spring 2024. Please refer to the WASC website page printed on 12/18/19 as attached.

HNU has provided a written response to the CAV findings and submitted the required evidence correcting the area of non-compliance along with written documentation related to HNU’s current WASC/WSCUC status/reports including HNU’s institutional and program specific budgets evidencing financial viability for the next five years. Presentation of HNU’s CAV findings and submitted evidence of compliance is being made to provide BRN ELC committee members and the full Board ample opportunity to review HNU’s submitted evidence in support of continuing approval for the next five years. The presentation today is the opportunity for Board members to speak directly with university representatives in relation to HNU’s stable senior institutional leadership, sufficiency of resources as evidenced in the attached five years institutional and program specific budgets and compliance evidence documents.

<b>ACTION:</b>	<b>Recommend Continuing Approval for Approved Nursing Program (Prelicensure) Holy Names University Baccalaureate Degree Nursing Program (BPC 2788, CCR 1421, 1423) (Present)</b>		
<b>MOTION:</b>	<b>Michael Jackson</b>		
<b>SECOND:</b>	<b>Donna Gerber</b>		
<b>VOTE:</b>	<b>MJ: Aye</b>	<b>DG: Aye</b>	<b>KM: Abs</b>
<b>PUBLIC COMMENT:</b>	<b>None</b>		

**7.6.2 Discussion and Possible Action Regarding Whether to Recommend Continuing Approval or Other Action for Approved Nursing Program (Prelicensure), Los Angeles City College Associate Degree Nursing Program. (BPC 2788, CCR 1421, 1423) (Present)**

**BACKGROUND:** Dr. Christiana Baskaran, Director of Nursing has served as Program Director, ADN since 2015 after LACC had a consultant serving as DON during an extensive and lengthy search. Laura Berry Assistant Director and faculty member has served as Assistant Director since January 2016 and faculty since 2009. The Nursing Department has undergone multiple changes in the last 5 years with frequent turnovers of the campus President (x2), Vice President (x2) and Dean (x6 with 4 in the last 2 years). A regularly scheduled continuing approval visit was conducted on October 22, 23, and 24, 2019 by Nursing Education Consultants Loretta Melby and Dr. Heather

Sands. During the visit, meetings were held with the program director, assistant director, students, faculty, support staff, administration, and visits to clinical facilities. A comprehensive review was completed of the self-study submitted by the program and the program provided additional materials for review including but not limited to faculty meeting minutes.

LACC currently has 143 students and is approved to enroll 50 students two times a year but is currently enrolling 40 students two times a year due to clinical impaction.

The program was found to be in non-compliance in four (4) areas (with one being a related section) at the time of this visit:

1. CCR Section 1424(d) Resources
2. (Related to section 1424(d)) CCR Section 1424 (d) In selecting a new clinical agency or facility for student placements
3. CCR 1424 (e) The director and the assistant director shall dedicate sufficient time for the administration of the program
4. CCR Section 1424(h) Faculty type and number

All as stated in the attached Report of Findings and detailed in the Consultant Approval Report.

Six (6) recommendations (with two being related sections) were given for:

1. (related to 1424 (h)) CCR Section 1425(f) – Faculty Qualifications and Changes-Content Expert
2. CCR Section 1425.1(a) Faculty Responsibility – Planning and implementing curriculum content
3. (related to 1425.1 (a)) CCR Section 1424(b) –Policies and Procedures
4. CCR Section 1425.1 (b) Each faculty member shall participate in an orientation program
5. CCR Section 1425.1(d) Faculty Responsibilities – Clinical Competency.
6. CCR 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.

All as stated in the attached Report of Findings and detailed in the Consultant Approval Report.

The above areas of non-compliance are all related to lack of adequate resources, release time and support services needed to achieve the program's outcomes and support the student through their educational journey. It is important to note that the previous continuing approval visit in 2015 also had noncompliance in section 3: sufficiency of resources. At that visit the DON did not teach on an overload assignment, ADON had a 50% release time (now 0.2% (1 day a week)) and had 3 more FT faculty with the same enrollment pattern of 40 x 2 annually.

The areas of recommendation are similarly related to the areas of noncompliance. These areas of recommendations are all programmatic

responsibilities that have suffered due to lack of time and attention paid to them. The nursing administration, faculty, and support staff have had to divert their attention from other faculty responsibilities defined in regulation to covering theory and clinical times on an overload assignment and to serving the student by ensuring that their education is not affected by the program's lack of resources. The nursing program, through teamwork and dedication, has managed to meet the needs of the students and continue to improve the NCLEX pass rates with the latest at 96.72% . However, this is not sustainable with only 4 full-time faculty, not including the Director of Nursing, and 22 part time faculty. The stress of this workload is starting to show. There were reports of incivility between some faculty, a complaint to the BRN, and there have been 10 formal student grievances in last 5 years.

LACC faculty and staff have voiced the need for more faculty, a sim tech or sim coordinator, a clinical placement coordinator (CPC), increasing their Counselor/recruiter from a PT to a FT position and someone to assist with student success. During this visit the consultant discussed the need for replacing and filling all open or recently vacated positions and adding additional FT faculty positions with the Dean, the VP, and the President. We stressed the importance of not waiting for the normal college hiring process and stated that these positions need to be filled prior to January 2020 if possible.

A progress note was received by LACC that was formulated by the Dean in consultation with the VP, President and DON that showed an action plan to address the 4 areas of noncompliance. (1) Sufficiency of resource: They have hired an FT instructional assistant that will manage the skills lab and will increase open lab from 16 hours a week to 40 hours a week. In lieu of hiring a student success coordinator and increase the Counselor/recruiter position from PT to FT, the school has suggested that the DON will work their counseling department to develop strategies for student success and attrition and will have nursing faculty post their office hours. (2) Clinical placement needs: The school stated that they will increase the release time of the ADON from 0.2 to 0.4 and assign the 0.2 (1 day a week) to the management of clinical placement coordination needs and will not be hiring a Clinical placement coordinator (3) Adequate release time of DON and ADON: They will increase the release time of the ADON from 0.2 to 0.4. The additional 0.2 has been allotted to address the need of the clinical placement coordinator role and in no way addresses the need to increase the release time of the ADON to facilitate the coordination of faculty responsibilities, curriculum revision, program evaluation, accreditation preparation, faculty onboarding and mentoring, or to ensure adequate succession planning. They have removed the overload teaching assignment from the DON. Therefore, there has been no suggested change to address this noncompliance, the DON will remain at 100% release time to manage the needs of the program with the ADON also remaining at 0.2 (1 day a week) to assist in these responsibilities. (4) Faculty: The school

administration ensured the BRN that they evaluate the number of full-time faculty and the impact on the program through a Program Review and Effectiveness yearly. They will hire ONE faculty member for Mental Health in Spring to start in Fall 2020. Also stating that during the fall (2020), they will evaluate the impact of this new faculty member in the department for efficiency, reevaluate the need, and then decide future FT hiring needs. Note that the Mental Health position was a failed search last year and if hired, will only increase the FT faculty from 4 to 5 and the last CAV in 2015 with the same enrollment pattern at 7 FT faculty. Of additional importance, please understand that when the school addressed the other non-compliances above that they took away instructional time and reassigned that to address these areas of noncompliance. They did this by removing the overload teaching assignment from the DON, who taught Advanced Med Surg theory and oversaw the Clinical aspect of the preceptorship making site visits etc., they asked the 4 FT faculty to ensure that they are available for their posted office hours for Student Success instead of hiring a Student Success Coordinator or increasing the PT Counselor/Recruiter to a FT position, and they removed a 0.2 from the ADON's teaching assignment to cover the 0.2 they allotted for the CPC duties instead of hiring additional support services.

<b>ACTION:</b>	<b>Recommend Changing Continuing Approval of Prelicensure Nursing Program to Place Program on Warning Status With Intent to Close Program, Los Angeles City College Associate Degree Nursing Program.</b> (16 CCR 1423.2)		
<b>MOTION:</b>	<b>Michael Jackson</b>		
<b>SECOND:</b>	<b>Donna Gerber</b>		
<b>VOTE:</b>	<b>MJ: Aye</b>	<b>DG: Aye</b>	<b>KM: Abs</b>
<b>PUBLIC COMMENT:</b>	<b>None</b>		

**7.7 Discussion and Possible Action Regarding Acceptance of Program Progress Report and Discussion and Possible Action to Address Any Performance Gaps Including Actions Described in 16 CCR § 1423.2(a).**  
(Present)  
7.7.1 Compton College Associate Degree Nursing Program  
7.7.2 East Los Angeles College Associate Degree Nursing Program

**7.7.1 Discussion and Possible Action Regarding Whether to Recommend Acceptance of Program Progress Report and Any Action(s) to Address Any Performance Gaps Including Actions Described in 16 CCR § 1423.2(a), Compton College Associate Degree Nursing Program (Present)**

**BACKGROUND:** The BRN approved the separation of El Camino-Compton Education Center from El Camino College nursing program on May 9, 2019 along with an Action Plan requiring Quarterly Progress Reports from Compton College to address the following ongoing areas of concern: Administration and Organization of the Nursing Program including Leadership Development/Mentoring of the Program Director and Assistant Director and

Program Administration/Faculty Qualifications; Implementation of the recently approved Concept-Based Curriculum; and NCLEX Pass Rates.

### **Quarterly Report Summary**

The second Quarterly Progress Report was submitted on December 20, 2019. See Attachment – Quarterly Progress Report. Monthly conference calls continued during the period at the request of Dr. Keith Curry with the Compton College Administrative and Nursing Administrative Teams, Badrieh Caraway, Supervising NEC, and Dr. Donna Schutte, NEC. Continued progress in each of the areas identified in the BRN Approved Action Plan was noted.

**CCR Section 1424 (a-h) Administration & Organization of the Nursing Program.** With the planned mid-December retirement of Acting Associate Dean/Program Director Zenaida Mitu, MA Nursing, RN, Assistant Program Director, Shirley Thomas, EdD, RNC-OB, MSN-FNP, CPN, PM was named Interim Associate Dean/Program Director. She will serve in this position through June 20, 2020. Recruitment for the permanent Associate Dean of Nursing/Program Director position will begin on February 1, 2020 with a start date of July 1, 2020. The Administrative Teams are aware of the need for stability in the administration of the program during this time. They continue to meet biweekly for program and student success. There is ongoing work on program infrastructure development in the areas of leadership development/mentoring of the Program Director and Assistant Director along with implementation of total program evaluation and committee processes/communication in the department. In addition, a timeline has been implemented for the planned November 2020, BRN Continuing Approval Visit. See Attachment-Quarterly Progress Report-Fall 2020 BRN Visit Timeline.

**CCR Section 1425 (a-d). Program Administration and Faculty Qualifications.** The last two full-time faculty positions are expected to be filled by February 3, 2020. Position assignments will begin spring semester for a total of four new full-time faculty hired in the 2019-2020 academic year and consistent with the BRN Approved Action Plan. The job descriptions for the Assistant Director, Skills Lab Coordinator, Simulation Lab Coordinator, Student Success Coordinator, and Student Success Facilitator positions were approved November 19, 2019 by the Compton Community District Board and will be fully implemented spring semester 2020. See Attachment Quarterly Progress Report - Compton College Nursing Program Job Descriptions.

**CCR 1426 (a-b). Required Curriculum.** No major issues have been identified regarding the implementation of the BRN approved concept-based curriculum in the first semester. Student feedback was reported as positive. Faculty participated in Lippincott webinars with face-to-face presentations on September 16, October 7, and October 21 to continue building on concepts and exemplars for Spring 2020 courses. A workshop with Lippincott representatives was held on December 9<sup>th</sup> to close out the

first semester course and finalize the roll-out of Spring 2020 courses. Nursing Education Consultant, Dr. Linda Caputi, will host a two-day “Curriculum Revision Toolkit” training/workshop at Compton College for nursing faculty on January 27 and 28. All full time and six part time faculty with 20% and 15% release time respectively, have developed their individualized professional growth plans with goals, timelines, and expected outcomes.

**CCR 1431 NCLEX Pass Rate.** Following the approval of the job descriptions for the Student Success Coordinator and Student Success Facilitators by the Compton Community College District Board of Trustees (November 19, 2019), a written plan to improve and sustain the program’s NCLEX pass rate was developed. See Quarterly Progress Report-Raising and Sustaining the Pass Rate of Compton College Nursing Graduates on NCLEX RN. The Nursing Student Success Coordinator works closely with nursing course faculty and assigns academically underperforming students to an appropriate Nursing Student Success Facilitator to provide support activities, tutoring, and mentorship for the nursing students. A plan for use and staffing of the Simulation Lab has begun implementation to enhance learning presented in the classroom and clinical setting. Beginning spring semester 2020, the Simulation Laboratory Coordinator will be a full-time nursing faculty. With the support of part-time faculty, there will be scheduled instruction along with open lab sessions for practice and remediation. See Quarterly Progress Report-Compton College Simulation Plan. Fourth semester students continue to complete the ATI Capstone Course and the ATI Capstone Predictor Exam to aid in assessing for individual area(s) of deficiency and provide a focused area for study. A personal coach from ATI serves as a resource for students through assisting in remediation of identified area(s) of deficit. Kaplan Review is also available to students at a subsidized cost. The nursing program has subscribed to NCSBN Program Reports/Mountain Measures and are awaiting the first report.

<b>ACTION:</b>	<b>Recommend Acceptance Of Program Progress Report From Prelicensure Nursing Program, Compton College Associate Degree Nursing Program.</b> (16 CCR 1423) (Present)		
<b>MOTION:</b>	<b>Michael Jackson</b>		
<b>SECOND:</b>	<b>Donna Gerber</b>		
<b>VOTE:</b>	<b>MJ: Aye</b>	<b>DG: Aye</b>	<b>KM: Abs</b>
<b>PUBLIC COMMENT:</b>	<b>None</b>		

**7.7.2 Discussion and Possible Action Regarding Acceptance of Program Progress Report and Discussion and Possible Action to Address Any Performance Gaps Including Actions Described in 16 CCR § 1423.2(a). East Los Angeles College Associate Degree Nursing Program (Present)**

**BACKGROUND:** At the November 2019 Board Meeting the BRN Changed Continue Approval Status of East Los Angeles College Associate Degree Nursing Program to Waring Status with Intent to Close the Program. Monthly Progress Reports to Nursing

Education Consultant, Present at All ELC Meetings During Period Of Warning Status (October 2020). College 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.

The program was found to be in non-compliance in six (6) areas at the time of this visit: *Items in blue below are updates since the last report in November 2019.*

7. CCR Section 1424(b)(1) – Administration and Organization – Program Evaluation
  - *Once the final schedule for the spring is totally prepared, dates certain will be identified as the second meeting of every month will be dedicate to the Total Program Evaluation Plan which each faculty member has access to.*
  -
8. CCR Section 1424(d) Resources; CCR Section (e) and (f) Director and Assistar Director ‘s dedicated sufficient time for Administration of the program
  - *Beginning January 2020, the Director of Nursing will have 100% release to administer the program and begin to prepare the individuals that will assume the role of Assistant Director.*
  - *Two assistant directors have been appointed and approved by the NEC The College will send the Director and both Assistant Directors to the ADN meetings in March 2020.*
  - *New supply orders continue to come in.*
  -
9. CCR Section 1424(h) Faculty type and number
  - *Reopen the Psych Mental Health faculty search, neither of two candidates from last search were qualified for BRN approval.*
  - *The campus hiring committee recommended the hiring of an additiona two full-time faculty positions in the nursing department.*
10. CCR Section 1425 – Faculty Qualifications and Changes
  - *A new content expert for Maternal Child Health has been assigned.*
11. CCR Section 1426(b) Required Curriculum
  - *A 5-day student bootcamp was initiated in December 2019 to better prepare students for the expectations of the nursing program.*
  - *Minor Curriculum Revision for winter session ready for implementation, a 4-day orientation held for incoming students and included: This gathering included presentations from Admissions, Financial Aid, the Nursing Counselor, and Nursing Expectations by the chairperson.*
12. CCR Section 1431–Licensing and Examination Pass rate Standard
  - *Case manager is working with current seniors as well as contacting an following graduates from eh past 10 years who have not taken the NCLEX.*
  - *Kaplan Test Plan met with faculty and administration. A formal plan including remediation has been set up and will begin Spring 2020.*

Five (5) recommendations were given for:

1. CCR Section 1424(b) –Policies and Procedures  
*All beginning students have received the Student Handbook which reflect the Philosophy, objectives of the program and addendum will be distributed to all students reflecting the change in delivery of program course content.*
2. CCR Section 1424(c) Organizational Chart
  - *The organizational chart will be completed in January so as to share with the new Assistant Directors in the development of the revised Organization chart.*
3. CCR Section 1425(f) – Faculty Qualifications and Changes-Content Expert
  - *A new content expert for Maternal Child Health has been assigned.*
4. CCR Section 1425.1(a) Faculty Responsibility – Planning and implementing curriculum content
5. CCR Section 1425.1( d) Faculty Responsibilities – Clinical Competency.

NEC phone meeting January 6, 2020. Requesting monthly reports starting in February from the College administration regarding board action required.

- *College 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.*

**ACTION:**

**Recommend Acceptance Of Program Progress Report From Prelicensur Nursing Program, East Los Angeles College Associate Degree Nursing Program.**

(16 CCR 1423) (Present)

**MOTION:**

**Michael Jackson**

**SECOND:**

**Donna Gerber**

**VOTE:**

**MJ: Aye**

**DG: Aye**

**KM: Abs**

**PUBLIC COMMENT:**

**None**

**7.8**

~~**Discussion and Possible Action Regarding Whether to Recommend Acceptance of Changes To An Approved Nursing Program or Other Action(s), The Martha Fuerst School of Nursing –San Diego Associate Degree Nursing Program (Addition of a new campus or location) (CCR 1432) (Present)**~~

**7.9**

**Discussion and Possible Action Regarding Whether to Recommend Continuing Approval of An Approved Nursing Program or Other Action(s), Pacific College Associate Degree Nursing Program. (BPC 2788; CCR 1421, 1423) (Present)**

**BACKGROUND:**

Judith McLeod, PhD, RN is the program director and Jeannie Brown, MSN, RN is the Assistant Director. Pacific College (PC) was approved as a new prelicensure program on April 11, 2019 for a Fall (October) and Spring

enrollment of 45 student cohort with an annual enrollment of 90 students. PC is accredited by the Western Association of Schools, Senior College and University Commission (WASCUC) as a degree granting institution of higher education.

PC was brought before the ELC on October 17, 2019 for several concerns related to regulation after speaking with the prior program director, Ms. Bobbie-Ann Murphy. At that time the new program was to admit their first cohort of 45 students in October 2019. Subsequent to that meeting and working very closely with Dr. McLeod, all concerns were resolved and a request for a delay in admission was received. ELC recommendation to the Board in October was to defer continuing approval with the submission of monthly progress reports, which, the Board adopted on November 14, 2019. Since the ELC and November Board meeting, PC has continued to send progress reports that includes updates on faculty hiring practices, admission of students, and continued preparation for the first admission of students February 24, 2020. Weekly meetings are held between the program director and assistant director and the program director and administration. Following is the most current progress report:

**Admission of students**-Currently, PC has 35 students admitted for the February start. Of the 35, 32 are also enrolled in the RN to BSN track. There are also 12 students currently enrolled in prerequisite courses and will qualify to join the first cohort if they meet the admission requirements and interview. There are an additional 67 students currently enrolled in prerequisite courses that will qualify to start the second cohort admission in August 2020 if they meet the admission requirements and interview.

Orientation of the first cohort of students will occur on February 17-19 with ATI providing a student orientation on February 18. Uniform fitting is scheduled for January 10, 2020.

**Faculty hiring**-Currently, PC has hired 5 full-time and eight part-time faculty that will cover Medical/surgical, geriatrics, pediatrics, and obstetrics. There is a current search for a psych/mental health faculty. PC has also hired a faculty for the Skills and Simulation lab and Academic Success Coordinator. Faculty professional development for ATI is scheduled for January 22 & 23, 2020 and high and mid fidelity orientation by Laerdal in January and February 2020.

**Physical site**-The simulation and skills lab are being prepared with equipment and supplies. Two high-fidelity mannequins are in place with several mid-fidelity mannequins available for the skills lab.

**Clinical sites**- as reported at the October ELC and November Board meetings, all facilities have confirmed the ability to accommodate the ADN students with the change in start date.

Dr. McLeod, Ms. Brown, and the administrative team has worked diligently to resolve all prior concerns and the program is ready to start the first cohort of students in February 2020.

<b>ACTION:</b>	<b>Recommend Continuing Approval of An Approved Nursing Program, Pacific College Associate Degree Nursing Program. (BPC 2788; CCR 1421, 1423) (Present)</b>		
<b>MOTION:</b>	<b>Michael Jackson</b>		
<b>SECOND:</b>	<b>Donna Gerber</b>		
<b>VOTE:</b>	<b>MJ: Aye</b>	<b>DG: Aye</b>	<b>KM: Abs</b>
<b>PUBLIC COMMENT:</b>	<b>None</b>		

**7.10 Discussion and Possible Action Regarding Whether to Recommend Continuing Approval or Other Action(s) for Advanced Practice Program, Holy Names University FNP-MSN Nurse Practitioner and Post Master’s Certificate FNP Nursing Programs (CCR 1480) (Present)**

**BACKGROUND:**

Aimee Paulson, DNP, FNP-BC, RN, has been the HNU FNP Program Director since Fall 2018. Dr. Paulson has been teaching at HNU since 2015. She replaced now retired former program director, Dr. Maria Mangini, FNP, RN, PhD. Dr. Edith Jenkins-Weinrub is the Dean of the HNU School of Nursing(SoN) and works collaboratively with the FNP program director to ensure compliance with Board, CCNE and WASC/WSCUC regulations, standards, and reporting requirements.

The FNP Program was first BRN approved in 1997. The MSN degree option is a six-seven semesters program of study and the Post Master’s FNP Certificate program of study is six semesters since only select courses are offered in certain terms. Current program enrollment is 41 enrolled in the program. There are 27 in the first year and 14 second semester program students. Of the 41 enrolled in these two program options, (37) are FNP-MSN option students and (4) are Post Master’s FNP Certificate students. The approved program enrollment pattern is twice a year admission of up to 35 students, Fall and Spring terms. Approved total program enrollment is up to 70 students at any one time. HNU is CCNE accredited through Spring 2022 and WASC/WSCUC accredited until 2024. Please refer to the latter part of this agenda item summary for further detail regarding WASC/WSCUC and Department of Education actions between 2016-2019.

On time program/degree completion rates for the last three years (24/29), (20/24), (15/17) have ranged from 82-88%. Program students are required to take the standardized national certification exams in preparation for taking the FNP national certification exam after graduation. Program national certification pass rates indicate the program has increased the number of graduates taking either the AANP or ANCC national FNP certification exams and pass rates have ranged from 75%-100% for those electing to take the national certification exam soon after program completion. HNU voluntarily subscribes to the national benchmarking program evaluation data collection, analysis, and reporting through EBI/Skyfactor and uses reported data for

program improvement actions. The estimated cost of the FNP-MSN program option is \$50,592. The estimated cost of the Post Master's FNP Certificate option is \$34,782.

FNP program students and clinical agencies report satisfaction with the educational preparation and performance of program students and graduates, program orientation, and clinical preceptor orientation and precepted experiences. The program enjoys an excellent reputation in the communities it serves. Graduates have no difficulty finding FNP employment.

A continuing approval visit was conducted by K. Daugherty, NEC July 11-13, 2019. One area of non-compliance, CCR 1484 (d) (9) Curriculum was made. Three areas of suggested recommendations to strengthen the program ( CCR 1484 (b) (3) Administration, CCR 1484 (c) Faculty, and CCR 1484 (d) (12) (P) Curriculum-Legal Aspects were identified as described in the attached agenda materials. The program corrected the one area of non-compliance immediately as described in the program's written response as attached. During the CAV in July 2019 and as well as post visit, HNU was asked to provide written evidence/materials related to HNU's WASC/WSCUC accreditation status and any pertinent Department of Education (DOE) action letters. These documents are attached and summarized below.

- HNU's WASC/WSCUC July 2016 action letter acknowledged receipt of the March 2016 accreditation site visit report; reaffirmed HNU accreditation for **eight years**; scheduled a Special Visit for Spring 2019 to verify operationalization of a comprehensive retention plan; implementation of developed processes to generate report and analyze data relative to student retention and reasons students leave HNU after a second year of study; coordination of academic and student service programs to improve educational effectiveness; results of student success assessments; assessment of core competencies, general education and program level learning outcomes; evidence of improved and stable financial base reflected in part in the achievement of strategic enrollment goals; and regular evaluation of the president and succession plans for all key university leaders. Please refer to the attached WASC/WSCUC letter dated July 8, 2016.
- From April 21, 2017 until July 31, 2018, HNU was placed on Department of Education (DOE) Heightened Cash Monitoring 1 payment method/Zone reporting requirements when HNU's Financial Ratio Composite score was calculated by DOE to be 1.1 instead of the minimum score of 1.5 as required by regulations 34 C.F.R. 668.171 (b) (1). DOE identified the lower than required composite score was based on audit of the financial statements provided by HNU for FYE June 30, 2016. HNU's reporting deficiency (incorrect reporting of tuition revenue and deferred revenue) for FYE June 30, 2016 was identified by DOE in April 2017 (see attached documents). Effective July 31, 2018, DOE

Federal Student Aid Office had reviewed HNU's June 30, 2017 financial statements and released HNU from the HCM1 Monitoring payment method and the Zone reporting requirements when HNU 2017 financial statement documents evidenced/yielded a composite score of 2.4 out of a possible 3.0. Since then, HNU has maintained a composite score of 1.5 or higher. In HNU's attached CAV November 2019 response, HNU reports its FY 18/19 composite score is 1.8. According to HNU report documents this score indicates HNU's financially viable according to the requirements set by the Federal Student Aid Office of the Department of Education. Please refer to the attached DOE letters dated April 21, 2017 and July 31, 2018 and the HNU's September WASC progress report and the November 2019 CAV Response documents.

- A pre-scheduled WASC/WSCUC Special Visit occurred in February 2019 to verify progress in the areas mentioned in the 2016 commission action letter. In July 2019 HNU received the WASC commission action letter confirming receipt of 2019 February Special Visit team report; reaffirming WASC/WSCUC for another six years through 2024. WASC action also outlined the evidence to be included in HNU's September 30, 2019 progress report that was to include evidence of HNU's secured 30-years loan amount; HNU successfully attained \$49,000,0000 of California Municipal Financial Authority (CMFA), Revenue Bonds Series 2019 as fully executed on September 27, 2019. HNU has possession of the monies to pay off HNU's current line of credit and have an operating reserve to fund the HNU strategic institutional, enrollment and business plans as accepted by WASC. Please refer to the attached HNU's September 2019 WASC Progress Report documents.
- As of submission of this agenda item document packet, HNU has maintained its full WASC/WSCUC accreditation status through 2024 with the previously established reviews to occur according to the following schedule: Mid-cycle Review Spring 2020, Offsite Review Fall 2023 and Accreditation Visit Spring 2024. Please refer to the WASC website page printed on 12/18/19 as attached.
- HNU has provided a written response to the CAV findings and submitted the required evidence correcting the area of non-compliance along with written documentation related to HNU's current WASC/WSCUC status/reports including HNU's institutional and program specific budgets evidencing financial viability for the next five years.
- Presentation of HNU's CAV findings and submitted evidence of compliance is being made to provide BRN ELC committee members and the full Board ample opportunity to review HNU's submitted

evidence in support of continuing approval for the next five years. The presentation today is the opportunity for Board members to speak directly with university representatives in relation to HNU's stable senior institutional leadership, sufficiency of resources as evidenced in the attached five year institutional and program specific budgets and compliance evidence documents.

<b>ACTION:</b>	<b>Recommend Continuing Approval or Other Action(s) for Advanced Practice Program, Holy Names University FNP-MSN Nurse Practitioner and Post Master's Certificate FNP Nursing Programs (CCR 1480) (Present)</b>		
<b>MOTION:</b>	<b>Michael Jackson</b>		
<b>SECOND:</b>	<b>Donna Gerber</b>		
<b>VOTE:</b>	<b>MJ: Aye</b>	<b>DG: Aye</b>	<b>KM: Abs</b>
<b>PUBLIC COMMENT:</b>	<b>None</b>		

**7.11**

**Public Comment for Items Not On The Agenda**

**NOTE:** The Committee may not discuss or take action on any matter raised during the Public Comment section that is not included on this agenda, except whether to decide to place the matter on the agenda of a future meeting. (Government Code, Sections 11125 and 11125.7(a)).

**PUBLIC COMMENT: None**

**7.12**

**ADJOURNMENT: 10:07 am**

Submitted by:

Accepted by:

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Mary Ann McCarthy, EdD, MSN, RN, PHN  
Nursing Education Consultant/ELC Liaison

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Michael Jackson, MSN, RN- Chairperson

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

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**AGENDA ITEM:** 7.2  
**DATE:** March 12, 2020

**ACTION REQUESTED:** Discussion and Possible Action Regarding Whether to Recommend Ratification of Minor Curriculum Revisions or Other Action (CCR 1426) (Consent)

**REQUESTED BY:** Mary Ann McCarthy, Nursing Education Consultant

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

Minor Curriculum revisions include the following categories:

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

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

- 7.2.1 California State University San Bernardino Baccalaureate Degree Nursing Program
- 7.2.2 Carrington College Advanced Placement LVN-RN Associate Degree Nursing Program
- 7.2.3 Mendocino College Associate Degree Nursing Program
- 7.2.4 Monterey Peninsula College Associate Degree Nursing Program
- 7.2.5 Los Angeles Trade Tech College Associate Degree Nursing Program
- 7.2.6 The Marsha Fuerst School of Nursing at GCC and GCC-SD Associate Degree Nursing Program
- 7.2.7 University of California Davis, Betty Irene Moore School of Nursing Family Nurse Practitioner FNP-MS Nursing

**Acknowledge Receipt of Program Progress Report:**

- 7.2.8 Simpson University Baccalaureate Degree Nursing Program
- 7.2.9 American University of Health Sciences Baccalaureate Degree Nursing Program
- 7.2.10 Reedley College at Madera Community College Center Associate Degree Nursing Program
- 7.2.11 The Marsha Fuerst School of Nursing Associate Degree Nursing Program, (GCC-SD)

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

**PERSON TO CONTACT:** Mary Ann McCarthy, EdD, MSN, RN, PHN  
Nursing Education Consultant

**MINOR CURRICULUM REVISIONS**  
**Education/Licensing Committee**  
**March 12, 2020**

<b>SCHOOL NAME</b>	<b>APPROVED BY NEC</b>	<b>DATE APPROVED</b>	<b>SUMMARY OF CHANGES</b>
<i>Full name and what degree program</i>	<i>First initial. Last name</i>	<i>XX/YY/ZZZZ</i>	
<b>ELM</b>			
<b>BSN</b>			
California State University San Bernardino Baccalaureate Degree Nursing Program	W. Boyer	01/03/2020	<p>CSUSB is going into the quarter to semester conversion starting Fall 2020. Summer 2020 will only have 6 weeks instead of 10 weeks.</p> <p>The program has requested alternate schedules for nursing courses offered during the summer 2020 term only. The alteration will provide for the University calendar schedule to start early in August and finish in December to accommodate the new 16-week semester plan. The alteration will also benefit the senior graduating cohort that normally would take these courses in Fall 2020 over the full 16-week semester.</p> <p>The proposed changes are for NURS 334/335 Maternal Child &amp; Women's Health Theory and Lab offered to Foreign-Trained nurses. The course will be taught in 6 weeks instead of 10 weeks. Students will complete 40 hours of lecture to satisfy a 4-unit quarter course and 90 hours of clinical to meet the 3-unit quarter lab course. The students will have two days of theory and clinical per week instead of one to complete all the required hours. Also, NURS 404: Leadership and Nursing Management Theory (4 units = 40 hours) NURS 408: Leadership and Nursing Management Seminar (1 Unit = 10 hours) NURS 409: Leadership and Nursing Management Clinical (4 units = 120 hours). The courses will be taught in 6 weeks as opposed to the 10-week quarter format.</p>
<b>ADN</b>			
Carrington College Advanced Placement LVN-RN Associate Degree Nursing Program	K. Daugherty	1/15/2020	Board notified effective December 31, 2019, the President of Carrington Colleges changed from Donna Loraine, PhD to Mr. Mitch Charles, MBA. Letter indicates this change is applicable to all Carrington College programs and locations.
Mendocino College Associate Degree Nursing Program	S. Ward	02/032020	The program submitted a minor curriculum revision to add (4) one-unit laboratory courses in each semester of the program that will be content required for graduation to provide students with additional practice in skills

**MINOR CURRICULUM REVISIONS**  
**Education/Licensing Committee**  
**March 12, 2020**

<b>SCHOOL NAME</b> <small>Full name and what degree program</small>	<b>APPROVED BY NEC</b> <small>First initial. Last name</small>	<b>DATE APPROVED</b> <small>XX/YY/ZZZZ</small>	<b>SUMMARY OF CHANGES</b>
			and simulation in addition to other clinical courses. They include Nur-52A-Nursing Technical Lab I (1 unit- 1st semester), Nur 52B-Nursing Technical Lab II (1 unit-2nd semester), Nur 52C- Nursing Technical Lab III (1 unit-3rd semester), and Nur 52 D- Nursing Technical Lab IV (1 unit- 4th semester).
Monterey Peninsula College Associate Degree Nursing Program	S. Ward	02/18/2020	The program updated the philosophy, unifying theme, end-of-program outcomes, course level student learning outcomes, and leveled course objectives. The changes more concretely reflect the curriculum elements and reference to the Nursing Practice Act. Math course requirements were modified to indicate that either a (4) or (5) unit course can meet graduation requirements.
Los Angeles Trade Tech College Associate Degree Nursing Program	H. Sands	2/20/20	Minor curriculum change is requested. Background information: At the Nov. 1-2/2016 CAV, (4) non-compliances were found: 1424 (e ), Program director, 1424 (b), Total Program Evaluation, 1426 (d) -Curriculum. All but 1426 (d) – curriculum issues were addressed. The School had been operating with an outdated curriculum with the last revision in 2008. Required elements were lacking in addition to concepts and current trends and practices to prepare graduates with expected knowledge and skills to enter the profession. The School was placed on deferred action and has provided regular progress reports which culminated in a Major Curriculum Revision approved by the BRN (L. Melby) on 4-26-19 with the intent to implement Fall 2018. Implementation was extended due to multiple levels requiring approval including the LACCD Board of Trustees and the State Chancellor’s office. Out of meetings at these levels, the number of total nursing units for licensure recommendations to meet approval was a reduction of 11.5 semester units (9.5-unit reduction in nursing theory, 2-unit reduction in clinical). The required semester units by the BRN is 18 semester units theory and 18 semester units clinical. LATTC has achieved this by integrating content under other course offerings. The total units for licensure including science and communication will still exceed the total minimum of 58 semester units by 6.5 units. Upon implementation of the revised curriculum, the deferred

**MINOR CURRICULUM REVISIONS**  
**Education/Licensing Committee**  
**March 12, 2020**

<b>SCHOOL NAME</b> <small>Full name and what degree program</small>	<b>APPROVED BY NEC</b> <small>First initial. Last name</small>	<b>DATE APPROVED</b> <small>XX/YY/ZZZZ</small>	<b>SUMMARY OF CHANGES</b>
			action for continuing approval will be revisited with consideration for approval.
The Marsha Fuerst School of Nursing at GCC and GCC-SD Associate Degree Nursing Program	C. Velas	12/18/2019	Minor curriculum revision to reduce units in ADN104-obstetrics and ADN103-pediatrics course to align better with clinical site availability in these two content areas. Course objectives will not change for either OB or Pediatrics. Faculty have researched and realized the content for ADN109-Pharmacology is not adequately taught in this two-unit course so 1 unit will be added. MIC203-Microbiology will also gain one unit to have more time for content understanding. There is no change in overall nursing or degree unit requirement.
<b>APRN</b>			
University of California Davis, Betty Irene Moore School of Nursing Family Nurse Practitioner FNP-MS Nursing Program	K. Daugherty	02/18/2020	Program correction submitted to reflect 72 quarter units of FNP theory and 33 quarter units of clinical, totaling 105 quarter units for graduation from the FNP M.S. nursing degree option. Previously submitted forms reflected NRS400 as a 2 units course instead of a 1unit course. All forms to be updated to reflect current/correct curriculum course numbers, units, and graduation requirements.

**MINOR CURRICULUM REVISIONS**  
**Education/Licensing Committee**  
**March 12, 2020**

<b>SCHOOL NAME</b> <i>Full name and what degree program</i>	<b>APPROVED BY NEC</b> <i>First initial. Last name</i>	<b>DATE APPROVED</b> <i>XX/YY/ZZZZ</i>	<b>PROGRESS REPORT</b>
<b>ELM</b>			
<b>BSN</b>			
Simpson University Baccalaureate Degree Nursing Program	K. Daugherty	2/21/20	Required progress report received from SU PD/Dean of Nursing, Ms. Smith. Program and institutional leadership remain stable. Progress report verifies compliance with Board regulations, and SU's progress in strengthening institutional financial sustainability/viability as described in the previous continuing approval materials/information. Institutional and program enrollment targets are being met. Total nursing program enrollment is 113. Fall and Spring enrollments remain at a maximum of 27 each Fall and Spring terms including re-entry students. PD reports no program budgetary or resource deficits/restrictions. PD also reports institutional leadership continues to be very supportive of the nursing program and Dean/PD Ms. Smith. WASC/WSCUS accreditation status remains unchanged-accreditation with notice of concern. Next accreditation visit is to occur in Fall 2024. SU continues to participate in DOE Title IV HEA program & distribution of federal student aid per DOE HCM1 requirements. SU anticipates achieving a DOE cut score of 2.0 or better in the upcoming reporting/review cycle (August 2020) and official DOE removal from HCM1 listing by late Fall 2020. First time NCLEX-RN testers for O-D 2019 (3/3) 100%. SU's first CCNE re-accreditation site visit occurred in February 2020 with PD reported favorable outcomes. CCNE formal re-accreditation action anticipate by Fall 2020. SU continues to participate in local clinical regional planning meetings in October and April each year. No issues with clinical facilities placements/no displacement reported.
American University of Health Sciences Baccalaureate Degree Nursing Program	H. Sands	2/18/20	Quarterly progress report submitted. Progress has been made regarding sufficient resources: (1) FT faculty member & (6) new PT faculty have been hired. One of the Adjunct faculty members has assumed a FT teaching load and being processed as a FT position. A FT Clinical Coordinator has been

**MINOR CURRICULUM REVISIONS**  
**Education/Licensing Committee**  
**March 12, 2020**

<b>SCHOOL NAME</b> <small>Full name and what degree program</small>	<b>APPROVED BY NEC</b> <small>First initial. Last name</small>	<b>DATE APPROVED</b> <small>XX/YY/ZZZZ</small>	<b>PROGRESS REPORT</b>
			hired. Additional IV pumps have been ordered for the simulation labs. Faculty have completed Laerdal simulation training and phase 2 of year-long interprofessional simulation training with Charles Drew University of Medicine is underway. Simulation meetings scheduled monthly and continue to work toward Simulation Accreditation through SIHS. Dr. Atienza continues to be the Dean of the SON with 100% administrative time. He has one ADON and a 2 <sup>nd</sup> ADON for the MSN program will be hired by June 2020. Both ADONs will have 30-40% release time.
<b>ADN</b>			
Reedley College at Madera Community College Center Associate Degree Nursing Program	S. Ward	02/21/2020	The program provided a letter to the BRN NEC to inform regarding the status of a significant organizational change that is anticipated. Specifically, the letter stated in part the following transcribed as written in the letter. "Accreditation Commission for Community and Junior Colleges (ACCJC) Board of Governor awarded "Candidacy Status" on January 29, 2020 for Madera Community College Center to become an independent college. This will lead to Madera Community College becoming the newly accredited independent 115th community college in California starting in Fall 2020." A continuing approval visit to the A.D.N. program is scheduled in April 2020.
The Marsha Fuerst School of Nursing Associate Degree Nursing Program, (GCC-SD)	W. Boyer	02/03/2020	<p><b>January 2020 – Update Report for GCC-San Diego Teach-out Program</b></p> <p>In December 2019, seventeen students completed the program. This brings the total number of graduates to 76 graduates. All September graduates have taken the NCLEX-RN 21 of 22 graduates passed resulting in a pass rate of 95% for this cohort.</p> <p>In December 2019, there were 17 graduates. They are still receiving their eligibility to test. Thus far, three graduates have taken and passed NCLEX-RN.</p> <p><b>Student Breakdown by cohort and terms:</b></p> <p>Currently student count is 60.</p> <p><b>Term 8-</b> 18 students (8 generic and 10 advanced placement LVNs) These students will graduate March 16, 2020</p>

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			<p><b>Term 7-</b> 15 generic students in Peds and OB. These students are scheduled to graduate on June 1, 2020</p> <p><b>Term 6-</b> 16 students (8 generic/8 advanced placement LVNs) These students are scheduled to graduate on August 21, 2020</p> <p><b>Term 5-</b> 11 students (8 generic/3 advanced placement LVNs) These students failed their last course. We extended them an opportunity to repeat the course that was not originally scheduled to be offered again. All of these students accepted this opportunity. They are scheduled to graduate on October 30, 2020. Tutoring is available for all students. Student determined to be “at risk” with less than 79% in the course at mid-term is placed on a success contract. Students on a success contract are required to meet with their instructor weekly. HESI-Elsevier specialty exams and online NCLEX prep tools are utilized throughout the curriculum. In the final term, students are provided Kaplan online NCLEX Prep as an additional tool. The Dean of RN Program tracks the students’ progress with HESI Exit Exam, Kaplan Exit Exam and the Kaplan NCLEX Prep in their last term and after graduation until they pass NCLEX.</p>
<b>APRN</b>			

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

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**AGENDA ITEM: 7.3**  
**DATE: March 12, 2020**

**ACTION REQUESTED:** Discussion and Possible Action Regarding Whether to Recommend Continuing Approval or Other Action for Approved Nursing Programs (Prelicensure) (BPC 2788, CCR 1421, 1423) (Consent)

**REQUESTED BY:** Mary Ann McCarthy, Nursing Education Consultant

**BACKGROUND:** The BRN staff have conducted a regularly scheduled continuing approval visit. This process begins with a self-study written by the nursing program and analyzed by the assigned Nursing Education Consultant. It is followed by a 2-3-day site visit including visits to clinical sites, verification of resources, (skills and simulation lab), and meetings with students, faculty, and administrators.

**The following programs have met all Board rules and regulations for Continuation of Approval of Prelicensure Nursing Programs and are consent agenda items.**

7.3.1 Mount San Jacinto Associate Degree Nursing Program

7.3.2 Weimar Institute Associate Degree Nursing Program

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

**PERSON TO CONTACT:** Mary Ann McCarthy, EdD, MSN, RN, PHN  
Nursing Education Consultant

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

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**AGENDA ITEM:** 7.3.1

**DATE:** March 12, 2020

**ACTION REQUESTED:** Discussion and Possible Action Regarding Whether to Recommend Continuing Approval or Other Action for Approved Nursing Program, Mount San Jacinto Associate Degree Nursing Program (Prelicensure) (BPC 2788, CCR 1421, 1423) (Consent)

**REQUESTED BY:** Badrieh Caraway, Supervising Nursing Education Consultant

**BACKGROUND:** Peter Zografos, PhD, RN was appointed as Program Director on June 26, 2015 after the resignation of Raelene Brooks, MSN, RN, former Nursing Program Director. Mr. Nicholas Garcia, MSN, RN was appointed Assistant Director on August 13, 2018.

A regularly scheduled Continuing Approval Visit was conducted on December 9 -10-2019 by Badrieh, Caraway, SNEC and Dr. Alexandra Duke, NEC. The program was found to be in full compliance of all BRN rules and regulations; two recommendations were given in CCR Section 1424(d) Sufficiency of Resources (securing funds for the five (5) grant funded positions, clinical coordinator, two student counselors, nursing student program specialist and instructional aide), and CCR Section 1424(e) The Release Time for the Assistant Director. On February 4, 2020, the program submitted a response to the two recommendations with time lines for implementation of their action plans. (please see attached).

Mount San Jacinto College (MSJC) is currently accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC). MSJC offers classes at four locations across a 1,700 square mile district: The San Jacinto Campus, the Menifee valley Campus, the San Gorgonio Pass Campus, and the Temecula Higher Education Center (THE Center). MSJC also offers several online classes to provide students with even greater flexibility.

A total of 83 students are currently enrolled in the Associate Degree nursing program; the pattern of enrollment is 12-24 students a semester, two times per year (Fall/Spring).

Policies for prior nursing and military veteran experience and education are in place and appear on the college website and in the college catalog.

The Student Success Advisor position (21 hrs. /week) will be losing grant funding and other grant funded positions ( clinical coordinator, nursing student program specialist and instructional aide) are also subject to losing grant funds. During meetings with the students, they enthusiastically shared how the two Student Success Advisors / Consultants were instrumental in assisting them with establishing remediation plans and for other general guidance. During meetings with the faculty, Nursing Program Director and the administration team members, they all identified the need for increasing the hours for both student advisors/ consultants from part- time to full- time positions. The student advisors / consultants are covering over 1,330 students.

Increasing the Assistant Director's release time was another identified need by both faculty and the Nursing Program Director. The program is currently working on a major curriculum revision which

requires additional release time for the Assistant Director over the currently allocated 20% in order to be able to carry out the administration activities and assist with the major curriculum revision and other projects.

During the visit, the need for increasing the release time for the Assistant Director was also discussed with Dr. Roger W. Schultz, President, Ms. Joyce Johnson, Executive Dean of Instruction and Dr. Crystal Nasio, Interim Associate Dean of Nursing and Allied Health. A plan is under review for increasing the Assistant Director's release time and / or addition of a second Assistant Director to assist with the nursing program's major curriculum revision and other activities related to the administration of the nursing program.

The program reported progress in these areas: The Occupational Internship, Full-Time Faculty and Administrative hires, and the Partnership with Loma Linda University – Murrieta. Mount San Jacinto College participates in a regional consortium with Inland Empire Health Care Education Consortium. Simulation is integrated throughout the curriculum at 15-20 %. The nursing program is demonstrating high performance: NCLEX pass rates ranged between 95.24% to 96.24% for 2018-2019, retention rate (77.2 %), job placement rate (97%), student satisfaction with faculty and courses are over (90%), and employer satisfaction with program graduates are above (90%).

**NEXT STEP:** Place on Board agenda

**PERSON TO CONTACT:** Badrieh, Caraway, MS, MEd, RN  
Supervising Nursing Education Consultant

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FOR INITIAL/CONTINUING PROGRAM APPROVAL REVIEW**

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PROGRAM NAME: Mount San Jacinto College  
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DATE OF VISIT:  
12-9-19 and 12-10/19

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<b>CALIFORNIA CODE OF REGULATIONS ARTICLE 2. REGISTRATION AND EXAMINATION</b>			
<p><b>1418. Eligibility for Licensure of Applicants Who Have Military Education and Experience.</b></p> <p>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, in whole or in part, the minimum standards for competency set forth in Section 1443.5 and 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, in whole or in part, the education requirements for licensure.</p>	X		Military Policy consistent with CCR 1418 and available on the department website and in the ADN Student Handbook for review.
<b>CALIFORNIA CODE OF REGULATIONS ARTICLE 3. PRELICENSURE NURSING PROGRAMS</b>			
<b>1420. Definitions. (a) - (q)</b>	X		Located at <a href="http://www.rn.ca.gov">www.rn.ca.gov</a> : Nursing Practice Act/California Code of Regulations/Article 3. Prelicensure Nursing Programs
<p><b>1421. Application for Approval.</b></p> <p>1421(a) An institution of higher education or affiliated institution applying for approval of a new prelicensure registered nursing program (program applicant) shall be in the state and shall comply with the requirements specified in the board's document entitled, "Instructions for Institutions Seeking Approval of a New Prelicensure Registered Nursing Program", (EDP-I-01Rev 03/10), ( "Instructions"), which is hereby incorporated by reference, including:</p> <p>(1) Notify the board in writing of its intent to offer a new program that complies with board requirements;</p> <p>(2) Submit a feasibility study in accordance with the requirements specified in the "Instructions";</p>			NA

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<p>(3) Appoint a director who meets the requirements of section 1425(a). Such appointment shall be made upon board acceptance of the feasibility study for the proposed program.</p> <p>(4) After acceptance of the feasibility study by the board, and no later than six (6) months prior to the proposed date for enrollment of students, submit a self-study to the board in accordance with the requirements specified in the "Instructions" demonstrating how the program will meet the requirements of sections 1424 through 1432 of this article and sections 2786.6(a) and (b) of the code.</p> <p>(5) Have a representative at public meetings of the board and board committee pursuant to the "Instructions" when the feasibility study and self-study are considered.</p> <p>1421(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:</p> <p>(1) Evidence of initial and sustainable budgetary provisions for the proposed program;</p> <p>(2) Institution of higher education's authority to grant an associate of arts, baccalaureate, or higher degree;</p> <p>(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;</p> <p>(4) Evidence of availability of clinical placements for students of the proposed program;</p> <p>(5) Plans for administrative and faculty recruitment to staff the proposed program.</p> <p>1421(c) The board's designee shall review the self-study, conduct a site visit of the proposed program, and submit a written report to the board that contains findings as to whether the application and supporting</p>			

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<p>documentation for the proposed program comply with the requirements set forth in (a)(4). 1421(d) The board shall consider the application along with the written report and may thereafter grant or deny approval, or defer action on the application. The board's decision is based on the applicant's demonstration that it meets the requirements of sections 1424 through 1432 and sections 2786.6(a) and (b) of the code</p>			
<p><b>1422. Certificate of Approval.</b></p> <p>1422(a) A certificate of approval shall be issued to each nursing program when it is initially approved by the board.</p> <p>1422(b) The board shall revoke a nursing program's approval, and the program shall return the certificate of approval to the board under the following conditions: (1) The institution of higher education cannot grant degrees; or (2) The board determines that the nursing program is in non-compliance with the requirements set forth in this article or sections 2786 through 2788 of the code.</p>			NA
<p><b>1423. Approval Requirements.</b></p> <p>1423(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.</p> <p>1423(b) A material misrepresentation of fact by a program applicant or an approved nursing program in any information required to be submitted to the board is grounds for denial of approval or revocation of the program's approval.</p>			NA

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<p><b>1423.1. Grounds for Denial or Removal of Board Approval.</b></p> <p>The board shall deny approval and shall remove approval of a prelicensure nursing program that:</p> <p>1423.1(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.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>1423.1(b) Fails to provide opportunity for applicants with military education and experience for equivalent academic credit through challenge examination or other method of evaluation.</p>	X		<p>The updated Military policy and policies related to transfer and credit are available in the ADN Program Student Handbook and online on the Nursing Department Website.</p>
<p><b>1423.2. Denial or Revocation of Approval of a Nursing Program.</b></p> <p>1423.2(a) Upon presenting evidence of noncompliance with Article 3 and lack of demonstrated corrective actions to remove noncompliance, the board may take actions to:</p> <p>(1) Deny approval of a nursing program; or</p> <p>(2) Revoke approval from a nursing program; or</p>			NA

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<p>(3) Place a nursing program on a warning status with intent to revoke approval; or (4) Revoke approval when a program has been on a warning status for one year and the program fails to show substantive corrective changes.</p> <p>1423.2(b) The board shall provide specific requirements for correction of noncompliance findings and a return date for review of the program's approval status.</p>			
<p><b>1424. Administration and Organization of the Nursing Program.</b></p> <p>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</p>	X		<p>Pg. 1 of the MJSC Student Policy and Procedure Handbook 2019-2020 describes the college and ADN Mission Statements. The last revision to the ADN program mission was May 2013 and November 2014 for the MSJC mission statement. Both mission statements take into consideration the components of 1424(a). The curriculum was adapted from the California Community College Chancellor's Office and incorporates the seven core values and QSEN competencies. A major curriculum revision is in progress with plans for Spring 2021 implementation.</p>
<p>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.</p> <p>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.</p>	X  X		<p>Program policies and procedures reflect the mission statement and objectives of the program. They are located in the ADN Program Student Handbook and are available on the Nursing Program website.</p> <p>The faculty and Program Director meet twice a month to analyze data that comprise the Total Evaluation Plan. Evidence is documented regarding admission and selection processes, attrition and retention, end of course surveys, graduate surveys, and NCLEX results. Documentation provides evidence of responsiveness to data collected and analyzed.</p>

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<p>1424(b)(2) The program shall have a procedure for resolving student grievances.</p> <p>1424(b)(3) The program shall have policies and procedures regarding the 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</p>	<p>X</p> <p>X</p>		<p><b>Attrition Rates:</b></p> <table border="1" data-bbox="1276 508 1738 695"> <tr> <td>2014-2015</td> <td>29%</td> </tr> <tr> <td>2015-2016</td> <td>22%</td> </tr> <tr> <td>2016-2017</td> <td>16%</td> </tr> <tr> <td>2017-2018</td> <td>16%</td> </tr> <tr> <td>2018-2019</td> <td>Pending</td> </tr> </table> <p>Reasons for attrition vary and have included academic failures, safety issues, and personal reasons. A steady increase in attrition rates in 2014-2016 supported the program’s move to the implementation of a Multicriteria Screening of applicants beginning September 2018.</p> <p>If retention falls below target (&lt;85%) the Promotion, Enrollment, Attrition, and Retention (PEAR) committee evaluates reasons for attrition and “intervene develop remediation program”</p> <p>A procedure for resolving student grievances is referenced in the nursing student handbook, college catalog, and at the college’s online website. No student grievances has been filed in the last five years.</p> <p>The use of challenge exams to gain credit for prior relevant military education and clinical experience is documented in the</p>	2014-2015	29%	2015-2016	22%	2016-2017	16%	2017-2018	16%	2018-2019	Pending
2014-2015	29%												
2015-2016	22%												
2016-2017	16%												
2017-2018	16%												
2018-2019	Pending												

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<p>(B) the use of evaluative methods to validate achievement of course objectives and competencies.</p> <p>1424(b)(4) The program shall make available the policies and procedures, including the acceptance of military coursework and experience, on the school's website.</p>	X		<p>Challenge/Advanced Placement for Military – Trained Healthcare Personnel Policy.</p> <p>The Military policy is available on the ADN Program website and student handbook. Students reported receiving credits for their Military training.</p>
<p>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 the institution with which it is affiliated, and between the program, the institution and clinical agencies.</p>	X		<p>The organizational chart reflects the relationships within the nursing department that meet requirements, and illustrates relationships between the program, college administrations, faculty, students, and clinical facilities.</p>
<p>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.</p>	X		<p>Funding sources include state and federal allocations and student fees (tuition). Grant funding: California Promise, CAL, Chafee, Federal Pell, Federal Supplemental Education Opportunity, and Academic Competitiveness grants. The ADN program received the Song Brown Capitation Grant in Fall 2018 that will extend through August 2020 with plans to re-apply every two years to supplement staff and faculty positions. Grant funding was used to purchase Virtual ATI NCLEX prep and NCSBN Learning EXT and one 800-1000 square foot modular classroom with smart room capabilities. Concerns regarding grant funded services and staff was discussed with Ms. Joyce Johnson, Executive Dean of Instruction. She sated that the budgetary plan is in place for covering the grant funded staff and services if needed.</p> <p><b>Faculty:</b> Currently there are 10 full time faculty positions which includes the Program Director and Skills Lab Coordinator positions. There are 19 part time faculty.</p>

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	X		<p><b>Skills Lab Support Staff:</b> Skills Lab Coordinator (full time non-teaching faculty) – works directly with the lab to assist with supply ordering, scheduling, clinical simulations, skills checkoff procedures, and management of education resources. This faculty also provides remediation to students who are unsuccessful during examinations and clinical skills.</p> <p><b>Other grant funded positions are:</b> 1 Clinical Coordinator 2 Part time Nursing and Allied Health Counselor. The counselors expressed the need for being full time to serve the large number of students and reduce their waiting time. The need for full time counselors was discussed with the college administration team and plan under review for increasing counselors time in meeting the students need. 1 Nursing Student Program Specialist 1 Instructional Aide position has not been filled</p> <p><b>Administrative/Clerical Staff:</b> Three full time Administrative/clerical support staff which are sufficient to meet department demands such as Building/Offices. Classrooms/Computer Lab, Skills/Simulation Lab and other student support services:</p>
1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.	X		The Program Director position is described as a 12-month administrative faculty position with 100% release time. The Assistant Director position is described as having 20% release time. The need for increasing the release time for Assistant Director was discussed with Dr. Schultz, President, and Ms. Joyce Johnson, Executive Dean of Instruction. The plan is under review

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			for increase in Assistant Director's release time and addition of the second Assistant Director to assist with the nursing program's major curriculum revision and administration of the nursing program .
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.	X		The assistant director is BRN approved as of August 2018. The written position description includes full authority to assume the job duties of Program Director in absence of Director. The
1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.	X		The following are the program committees: Promotion, Enrollment, Admission, and Retention (PEAR); Learning Resource; Curriculum; Nursing Advisory; Guided Pathways; and Learning Resource. Each committee has a role in the Total Program Evaluation.  Faculty meet regularly for general program business and minutes are kept of these meetings. Recommendations from committees regarding curriculum, program policies, and evaluation are brought to the ADN faculty for final approval prior to implementation.

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<p>1424(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 <b>the content expert in that area</b>. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be <u>clinically competent in the areas to which they are assigned</u>.</p>	X		<p>Five (5) Content Experts are assigned in the program. During the visit based on review of the Report on Faculty forms (EDP-P-10) and in order to meet the CCR Sections; 1424(h),1426(d) and 1425(f), the list of the Content Expert was revised.</p> <table border="1" data-bbox="1276 675 2062 1019"> <tr> <td><b>Med Surg</b></td> <td>Nicolas Garcia and Denise Roberts (both full-time instructors).</td> </tr> <tr> <td><b>Obstetrics</b></td> <td>Magdalena Suarez and Viki Hay Ward. (both part-time instructors) .</td> </tr> <tr> <td><b>Pediatrics</b></td> <td>Laura Gibson (full-time instructor)</td> </tr> <tr> <td><b>Mental Health/Psych</b></td> <td>Susan Farrington (full-time instructor)</td> </tr> <tr> <td><b>Geriatrics</b></td> <td>Charlene Le and Susan Farrington (both full-time instructors).</td> </tr> </table>	<b>Med Surg</b>	Nicolas Garcia and Denise Roberts (both full-time instructors).	<b>Obstetrics</b>	Magdalena Suarez and Viki Hay Ward. (both part-time instructors) .	<b>Pediatrics</b>	Laura Gibson (full-time instructor)	<b>Mental Health/Psych</b>	Susan Farrington (full-time instructor)	<b>Geriatrics</b>	Charlene Le and Susan Farrington (both full-time instructors).
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<p>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.</p>	N/A		<p>Non-faculty members are not used in in the program.</p>										
<p>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.</p>	X		<p>Compliant relationships of authority and communication are depicted in the organizational chart and articulated in job descriptions.</p>										

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<p>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.</p>	X		<p>Clinical sites include those included in the Inland Empire Health Care Education Consortium (IEHEC). The BRN criteria for establishing student - teacher ratio is referenced in the program's self-study document on page 75. The student: teacher ratio is set at 8:1 and for clinical lab/simulation settings. The student-teacher ratio in the clinical setting is also influenced by the contractual agreements between the program and clinical facilities</p>
<p><b>1425. Faculty - Qualifications and Changes.</b> 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 09/2012), 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 09/2012) and Director or Assistant Director Approval form (EDP-P-03, Rev 09/2012), 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:</p>	X		<p>The Program Director, Assistant Director and faculty are BRN approved to teach in their assigned clinical areas. The program provided a list of RN license expiration dates for each faculty member.</p>
<p>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;</p>	X		<p>With 15 years of teaching experience, Peter Zografos, PhD, RN was appointed Program Director on June 26, 2015 following the resignation of Raelene Brooks, MSN, RN. Dr. Zografos' educational background and clinical experience meet the minimum qualifications for the position. BRN approval form on file. Duty statement for position meets all functions, authority, and responsibility in 1420(h) and 1424 (e).</p>

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<p>(2) One (1) years' experience as an administrator with validated performance of administrative responsibilities consistent with section 1420(h);</p> <p>(3) Two (2) years' experience teaching in pre- or post-licensure registered nursing programs; and</p> <p>(4) One (1) year's continuous, full-time or its equivalent experience direct patient care as a registered nurse; or</p> <p>(5) Equivalent experience and/or education, as determined by the board.</p>			
<p>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.</p>	X		<p>Nicholas Garcia, MSN, RN was appointed Assistant Director on August 13, 2018. With 9 years of teaching experience with MSJC, Nicholas meets the minimum qualifications for the position.</p>
<p>1425(c) An instructor shall meet the following minimum qualifications:</p> <p>(1) The education requirements set forth in subsection (a)(1); and</p> <p>(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:</p> <p>(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</p> <p>(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</p> <p>(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.</p>	X		<p>Sixteen (16) faculty are approved as Instructors by the BRN.</p>

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<p>1425(d) An assistant instructor shall meet the following minimum qualifications: (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; (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.</p>	X		Thirteen (13) faculty are approved as Assistant Instructors by the BRN.
<p>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.</p>	X		One (1) faculty is approved as Clinical Teaching Assistant by the BRN.
<p>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</p>	X		See 1424 (h). Four (4) Content Experts are approved as Instructors by the BRN and one (1) Content Expert is covering both Geriatric and P/MH. All Content Experts meet the minimum qualifications for the position.

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<p>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</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical 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.</p>			
<p><b>1425.1. Faculty Responsibilities</b> 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.</p>	X		<p>Faculty (including full time and part time) participate in instruction, evaluation of students, and the planning and implementation of curriculum content at both the course and program level. Activities documented in committee meeting minute with regard to input into program policy development; responsibility for program implementation and outcomes, and program evaluation.</p>
<p>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.</p>	X		<p>Orientation of new full time and part time faculty includes attending a New Faculty Orientation that is held by the department the week before the semester begins. New full-time and associate faculty also attend a college wide orientation. New full-time faculty are assigned a full-time faculty mentor for at least one semester.</p>
<p>1425.1(c) A registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.</p>	X		<p>Clinical faculty supervise only students enrolled in the ADN Program.</p>

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1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches. The board document, "Faculty Remediation Guidelines" (EDP-R-08 Rev. 02/09), which provides guidelines for attaining and documenting clinical competency, is herein incorporated by reference.	X		Clinical competence of all assigned faculty verified. Faculty maintain clinical competence through continuing education and by teaching or practice in the approved nursing content area.
<b>1426. Required Curriculum.</b> 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.	X		Date of Last Major Curriculum Revision: November 2006  Date of Last Minor Curriculum Revision: August 12, 2019  Plans to submit candidacy application for accreditation by the Accreditation Commission for Education of Nursing (ACEN) during the Fall 2019 semester.
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 <u>2725</u> , and to meet minimum competency standards of a registered nurse.	X		The conceptual framework has a unifying theme based on the seven core principles including nursing process, communication, safety, quality improvement/fiscal responsibility, nursing role/leadership, patient centered care, and evidence-based practice. The curriculum was adapted from the California Community College Chancellor's Office model. Submission of Major Curriculum Revision to BRN is planned for Spring 2021 to reduce core units from 42 to 36. The curriculum is designed to be completed in four (4) semesters after the completion of prerequisite courses.
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:	X		The college follows and 18-week semester. Some courses run over 9 weeks while others run over 18 weeks.

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<p>1426(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.</p>	X		All concepts are integrated throughout the curriculum.
<p>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.</p>	X		The program has tools to measure student performance in all clinical courses. Evaluative are consistent with conceptual framework, leveled, and used for formative (mid-term) and summative clinical evaluations.
<p>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.</p>	X		<p>Course hours are calculated using 18-week semester.</p> <p>1 hour of theory = 1 unit                      3 hours of clinical = 1 unit                      Hours for theory and clinical meet Board requirements.</p>

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<p><b>1426.1 Preceptorship.</b></p> <p>1426.1. 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:</p> <p>1426.1(a) The course shall be approved by the board prior to its implementation.</p> <p>1426.1(b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that include all of the following:</p> <p>(1) Identification of criteria used for preceptor selection;</p> <p>(2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student, and faculty responsibilities;</p> <p>(3) Identification of preceptor qualifications for both the primary and the relief preceptor that include the following requirements:</p> <p>(A) An active, clear license issued by the board;</p> <p>(B) Clinically competent, and meet the minimum qualifications specified in section 1425(e);</p> <p>(C) Employed by the health care agency for a minimum of one (1) year; and</p> <p>(D) Completed a preceptor orientation program prior to serving as a preceptor.</p> <p>(E) A relief preceptor, who is similarly qualified to be the preceptor is present and available on the primary preceptor's days off.</p> <p>(4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses:</p> <p>(A) The frequency and method of faculty/preceptor/student contact;</p>	X		<p>NURS 248 Preceptorship is a 2.5-unit BRN approved course that has not utilized preceptors since 2013 due to lack of available preceptors. Thus, the NURS 248 course has functioned with a clinical faculty member who assists students with meeting the course objectives with a focus on leadership and advanced medical-surgical nursing under the direct supervision of a BRN-approved clinical instructor.</p>

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<p>(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. 1426.1(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</p>			
<p><b>1427. Clinical Facilities.</b>  1427(a) A nursing program shall not utilize any agency or facility 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.</p>	X		All clinical facilities are BRN approved.

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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.	X		Clinical facilities provide experiences necessary to meet written objectives for student learning. Clinical course objectives are posted and provided to the clinical agencies.
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.	X		Clinical facility contracts current and maintained by program.  Clinical facility contracts demonstrate implementation of CCR Section 1427(c) requirements.
1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact that an additional group of students would have on students of other nursing programs already assigned to the agency or facility.	X		The clinical placement coordinator arranges student placements, evaluates clinical sites, and attends regular meetings of the Inland Empire Healthcare Consortium.  Clinical Facility Authorization Requests document that students from other nursing programs already assigned to the clinical facilities will not be displaced.

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<p><b>SECTION 7: STUDENT PARTICIPATION</b></p> <p>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:</p> <p>(a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum, instruction, and evaluation of the various aspects of the program, including clinical facilities.</p>	X		<p>There are defined mechanisms for student participation such as designated student representatives who are invited to the faculty meetings to share concerns, Brown Bag with the Program Director</p> <p><b>Student input is gained from:</b> Course Evaluations, Annual Program Evaluation, Graduate Exit Survey, Graduate Alumni Survey, Faculty Evaluations.</p> <p><b>Students participate in:</b> National Student Nurses Association (nursing student organization) where they developed a formal peer mentoring program to provide an additional retention resource.</p>
<p><b>1428.6. Policies Relating to Establishing Eligibility for Examination.</b></p> <p>(a) At least four (4) weeks prior to its established graduation date, the nursing program shall submit to the board a roster of names of those students and their expected date to successfully complete required course work. Except as provided below such a student shall be deemed eligible to take the examination after the date on which the student successfully completed the required course work.</p> <p>(b) The nursing program shall notify the board immediately by telephone, facsimile, or e-mail of any student who fails to maintain eligibility and such individuals shall be deemed ineligible to take the examination.</p>	X		<p>Program policies regarding NCLEX-RN applications of nursing graduates are consistent with pertinent regulations.</p>
<p><b>1429. Licensed Vocational Nurses, Thirty (30) Semester or Forty-Five (45) Quarter Unit Option.</b></p> <p>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</p>	X		

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<p>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 challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.</p>			<p>LVN and 30 Unit Option Information is available in the ADN Program Student Handbook and online on the Nursing Department website and conforms to regulatory requirements.</p>
<p>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.</p>	X		<p>The program provides information for prospective LVN admission candidates on the 30-unit semester curriculum option on the nursing website and in the college catalogue. Students are encouraged to meet with a Nursing Counselor to discuss the application requirements and procedures. The Program Director meets with any accepted students who wish to pursue this option for specific advice and educational planning.</p>
<p>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.</p> <p>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, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric</p>	X X  X		<p>The program reports that they have not had any students in the last five (5) years to apply for this program.</p> <p>The 30 Unit Option curriculum consists of 30 units.</p> <p>Required nursing coursework is included in the curriculum plan.</p>

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nursing and geriatric nursing. The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations.			
<p><b>1430. Previous Education Credit.</b></p> <p>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.</p>	X		Policies regarding previous education credit is available in the ADN Program Student Handbook and online on the Nursing Department website.

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<p><b>1431. Licensing Examination Pass Rate Standard.</b></p> <p>The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates.</p> <p>1431(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.</p> <p>1431(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.</p> <p>1431(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.</p>	X		<p>Chaffey NCLEX RN Pass Rates have been above the BRN regulation of 75%% for first time takers.</p> <p><b>NCLEX RN Pass Rates for first-time candidates are as follows:</b></p> <table border="1" data-bbox="1276 643 1990 889"> <tbody> <tr> <td>2014-2015</td> <td>95.35%</td> </tr> <tr> <td>2015-2016</td> <td>91.11%</td> </tr> <tr> <td>2016-2017</td> <td>92.73%</td> </tr> <tr> <td>2017-2018</td> <td>97.3%</td> </tr> <tr> <td>2018-2019</td> <td>95.83%</td> </tr> <tr> <td>2018-2019</td> <td>first quarter – 100% - 39 out of 39 graduates passing</td> </tr> </tbody> </table>	2014-2015	95.35%	2015-2016	91.11%	2016-2017	92.73%	2017-2018	97.3%	2018-2019	95.83%	2018-2019	first quarter – 100% - 39 out of 39 graduates passing
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2017-2018	97.3%														
2018-2019	95.83%														
2018-2019	first quarter – 100% - 39 out of 39 graduates passing														
<p><b>1432. Changes to an Approved Program.</b></p> <p>1432(a) Each nursing program holding a certificate of approval shall:</p> <p>(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.</p>	X														

(REVIEWED 09/19, Rev 09/2019)

**CONSULTANT APPROVAL REPORT  
FOR INITIAL/CONTINUING PROGRAM APPROVAL REVIEW**

**WORK COPY**

PROGRAM NAME: Mount San Jacinto College  
VISIT NECs: Badrieh Caraway, SNEC; Alexandra Duke, NEC

DATE OF VISIT:  
12-9-19 and 12-10/19

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<p>(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.</p> <p>1432(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.</p>			

**REPORT OF FINDINGS**  
**Mount San Jacinto College**  
**Associate Degree Nursing Program**  
**CONTINUING APPROVAL VISIT**  
**December 9-10, 2019**

**NON-COMPLIANCE:**

None

**Recommendations:**

**1. 1424(d) Sufficiency of Resources.**

Need for change of the status from part -time to full- time for the two student Advisors/ Consultants.

**2. CCR Section 1424(e) The Release Time for the Assistant Director.**

Increase the release time for the Assistant Director from the 20% currently allocated time and/or consideration for hiring a second Assistant Director



### **BRN CAV Documentation on Recommendation**

**Recommendation:**

Need for change of the status from part -time to full- time for the two student Advisors/ Consultants

**Narrative/Response:**

The Program Director, Assistant Director, and the Executive Dean met following the BRN CAV on January 22, 2019 to review the recommendation to have two dedicated FT Nursing Counselors/Advisors. The Program Director and Assistant Director were informed that with the development of pathways, nursing will be placed in the “Nursing/Health and Wellness” pathway. Each pathway will have dedicated counselors to ensure that students within this pathway will have access to at least 3 FT Counselors. The outcomes of these pathways will need to be reviewed once they are implemented to ensure that this student need is met.

**Timeline:** The implementation of these pathways should be in place sometime between Fall 2020 and Spring 2021 semester. The college-wide committees continue to work with college administration and the college academic senate to ensure that the implementation of these pathways results in sufficient resources to meet student learning needs and outcomes.

**Follow Up Protocol:** The Program Director and Assistant Director will continue to meet with the Executive Dean this semester to ensure that this process is in place for January 2021.



### **BRN CAV Documentation on Recommendation**

**Recommendation:** Increase the release time for the Assistant Director from the 20% currently allocated time and/or consideration for hiring a second Assistant Director

**Narrative/Response:** The Program Director and Assistant Director met with the Executive Dean on January 22 and January 29, 2020 to discuss the need to have two Assistant Director positions with up to 25% release time for each. The discussion centered on the need to have one Assistant Director focus on helping with the curriculum revision and ACEN accreditation, while the second Assistant Director would assist with the administrative component, including working with faculty to ensure consistency in program operations and student learning outcomes. The Executive Dean was amenable to this aware of the importance for having two Assistant Directors.

**Timeline:** The implementation of two Assistant Directors with 25% release time for each will be instituted for the Fall 2020 semester.

**Follow Up Protocol:** The Program Director and Assistant Director will continue to meet with the Executive Dean this semester to ensure that this process is in place for August 2020.

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

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**AGENDA ITEM:** 7.3.2

**DATE:** March 12, 2020

**ACTION REQUESTED:** Discussion and Possible Action Regarding Whether to Recommend Continuing Approval or Other Action for Approved Nursing Program (Prelicensure) Weimar Institute (WI) Associate Degree Nursing Program (BPC2788, CCR 1421, 1423) (Consent)

**REQUESTED BY:** Katie Daugherty, Nursing Education Consultant

**BACKGROUND:** WI received BRN initial program approval (September 2014) for an associate degree nursing and admission of up to 20 students once a year (Fall semester). Dr. Lenora Follett has served as the program director since May 2015. To date, WI has graduated 22 students and has 29 currently enrolled in the nursing program.

Weimar Institute is approximately 30 miles northeast of Sacramento in Placer county. The campus is easily accessed from Interstate 80. Weimar Institute is a private, non-profit, self-supporting, faith-based institution and entity of the Weimar Center of Health and Education. WI is affiliated with the Seventh-day Adventist Church. WI began educating students for a life of Christian service in 1978. The WI campus includes RN staffed NEWSTAT Lifestyle and Depression Recovery programs, a natural foods store, the WI Academy, WI elementary school, WI college/university level academic degree programs and instructional facilities, WI farms, residential housing for faculty and students, and a stand-alone medical clinical (Stallant Health) that is open to the public.

In 2014 WI held CA Bureau for Private Postsecondary Education approval while it was working on its WASC accreditation. WI was granted WASC/WSCUS initial accreditation on February 22, 2019. Initial WASC/WSCUS accreditation is for six years retroactive back to January 1, 2018 and encompasses accreditation for seven bachelor's degree programs including an RN to BSN and the BRN approved Associate Degree Nursing program. WI will have the customary WASC reviews including a Spring 2021 Mid-cycle review; Spring 2022 Special Visit, Spring 2024 Offsite review and a Fall 2024 Accreditation visit. WI does not distribute federal financial aid.

WI Associate Degree Nursing program consists of 77-84 units of instruction; 44 units of nursing- 26 theory and 18 clinical units. There are a total of four full regular 15 weeks semesters and a shorter Summer term (Gero and Pediatrics courses). Overall on time program retention rate is 81%. Simulation use ranges from 0-25% per clinical course component. The annual NCLEX-RN pass rates (July 1- June 30); for 2017-2018 100% (11/11); 2018-2019 85.71% (6/7); First quarter 2019-2020-July-Sept is 100% (4/4). The total tuition and fees cost of the nursing program and prerequisites is reported as \$64,380.00 and \$46,400.00. These

figures do not include room, board, uniforms, and books.

Total WI institutional enrollment at the time of the program's first continuing approval visit was reported as approximately 110 students. The WASC/WSCUS website lists 92 undergraduate FTE and zero graduate FTE. The WI nursing program is in the process of seeking voluntary national nursing accreditation through The Accreditation Commission for Education in Nursing (ACEN) for the approved pre-licensure Associate Degree Nursing Program and its relatively newly established RN to BSN degree option. Future enrollment in the RN-BSN program option will be based on adequate enrollment numbers and faculty. To date, graduates of WI associate degree RN program seek RN to BSN degree completion elsewhere, typically at Adventist Colleges and Universities. WI's recent successful WASC/WSCUS accreditation will facilitate RN to BSN degree completion for WI Associate Degree Nursing program graduates at a much broad number of the colleges and universities moving forward.

Dr. Follett and program faculty participate in clinical regional planning groups/meetings within the Sacramento region. The WI nursing program has successfully secured a number of local clinical placement sites within the Sacramento, Sierra Nevada and Placer counties for the majority of the program's clinical rotations. This has significantly reduced need to travel to more distant BRN approved sites in the Adventist Health Care System statewide network of clinical facilities. Current clinical facilities include Heritage Oaks inpatient Psych in Sacramento, Dignity Sierra Nevada Memorial Medical Center (M/S/Gero), Sutter Faith Auburn Acute Care Hospital (M/S/Gero), Westview LTC/SNF (M/S/Gero), Dignity Methodist Hospital in Sacramento for OB/Advanced M/S. WI provides a 5 weeks inpatient Pediatrics clinical rotation each summer term at Loma Linda Medical Center in Southern CA. WI also has a number of community-based, ambulatory and or outpatient clinical rotations such as Beautiful Minds Behavioral Health, Stallant Health outpatient clinical, NEWSTART and Depression Recovery Programs. Historically, WI has provided low cost or no cost transportation, housing, meal arrangements for students, particularly for completion of clinical rotations at some distance from the main campus such as the Summer clinical rotation for Peds at Loma Linda University Children's Hospital.

WI's first continuing approval visit included clinical site visits in November and the routinely scheduled campus site visit December 2-4, 2019. Three areas of non-compliance were identified, CCR 1425, 1425.1 (d) Faculty, CCR 1426 (a) Curriculum/Changes, CCR 1427 (c) Clinical Facilities. Two recommendations CCR 1424 (d) Administration-Resources and CCR 1426 (d) Curriculum were made as detailed in the attached report of findings and consultant continuing approval visit report.

CAV visited clinical sites expressed high levels of satisfaction with students, faculty, program administration and clinical site coordination/collaboration. At least one acute care hospital site has offered additional clinical placements for WI without displacing other nursing program's existing placements.

WI submitted requisite written response and evidence demonstrating correction of the three areas of non-compliance and a narrative describing plans to address the suggested recommendations as attached.

**NEXT STEP:**

Place on Board agenda

**PERSON TO CONTACT:**

Katie Daugherty, MN, RN  
Nursing Education Consultant

## REPORT OF FINDINGS

Weimar Institute  
ASSOCIATE DEGREE NURSING PROGRAM  
CONTINUING APPROVAL VISIT  
November 18, 19, & 22, December 2-4, 2019

### NON-COMPLIANCE: (3)

#### CCR Section 1425 and 1425.1 (d) Faculty, Faculty Qualifications, Changes, Clinical Competence

- Two faculty taught courses with medical surgical and geriatrics content without the required faculty approval in Geriatrics.

#### CCR 1426 (a) Curriculum

- The Pediatrics course N301 was increased from four to five weeks without obtaining Board approval prior to implementation of this change.

#### CCR 1427 (c) 1-6 Clinical Facilities Written Agreements

- Several of the existing written agreements were missing at least one of the six required elements.

**CONSULTANT APPROVAL REPORT  
FOR INITIAL/CONTINUING PROGRAM APPROVAL REVIEW**

**PROGRAM NAME:** Weimar Institute Associate Degree Nursing Program  
**VISIT NEC:** Katie Daugherty, MN, RN, Nursing Education Consultant

**DATE OF VISIT:** 11/18, 19, 22/19 Clinical Site Visits;  
Campus Visit December 2-4, 2019

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
<b>CALIFORNIA CODE OF REGULATIONS ARTICLE 2. REGISTRATION AND EXAMINATION</b>			
<p><b>1418. Eligibility for Licensure of Applicants Who Have Military Education and Experience.</b></p> <p>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, in whole or in part, the minimum standards for competency set forth in Section 1443.5 and 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, in whole or in part, the education requirements for licensure.</p>	X		Written evidence available online in the WI 2019-2020 School Bulletin and WI Nursing Program SHB publications.
<b>CALIFORNIA CODE OF REGULATIONS ARTICLE 3. PRELICENSURE NURSING PROGRAMS</b>			
<b>1420. Definitions. (a) - (q)</b>	X		Located at <a href="http://www.rn.ca.gov">www.rn.ca.gov</a> : Nursing Practice Act/California Code of Regulations/Article 3. Prelicensure Nursing Programs.
<p><b>1421. Application for Approval.</b></p> <p>1421(a) An institution of higher education or affiliated institution applying for approval of a new prelicensure registered nursing program (program applicant) shall be in the state and shall comply with the requirements specified in the board's document</p>	X		On September 18, 2014 Weimar Institute Associate Degree Nursing Program was granted initial program approval to admit up to 20 students a year beginning in Fall 2015.







**CONSULTANT APPROVAL REPORT  
FOR INITIAL/CONTINUING PROGRAM APPROVAL REVIEW**

**PROGRAM NAME:** Weimar Institute Associate Degree Nursing Program  
**VISIT NEC:** Katie Daugherty, MN, RN, Nursing Education Consultant

**DATE OF VISIT:** 11/18, 19, 22/19 Clinical Site Visits;  
Campus Visit December 2-4, 2019

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
	X		<ul style="list-style-type: none"> <li>• Bachelor's in Business Administration</li> </ul> <p>In August 2019, WI Nursing Program attained WSCUC approval for its RN to BSN degree option. Due to faculty availability limitations, no RN to BSN degree courses have been offered by WI as yet.</p> <p>At the time of initial WSCUC approval total WI enrollment listed as 92; now estimated to have increased to ~110. No graduate FTEs listed by WSCUC.</p> <p>WI's nursing program was approved as a five-term program of study including four 15 weeks terms and one summer term of 5 weeks. WI plans to seek ACEN voluntary nursing accreditation in the future for the AD and RN to BSN degree options.</p> <p>The program was initially approved in September 2014 to admit up to 20 students once a year each Fall semester beginning in Fall 2015. To date, WI has enrolled a total of 57 new students; C#1=(9); C#2=(8); C#3=(12); C#4=(11); C#5 (17). Thus far, four students have re-entered the program. C#6 is expected to enroll (19) new students and (1) re-entry student in Fall 2020. As of the date of the site visit; WI has graduated a total of 22 of the 57 students. 21/22 passed the NCLEX-RN exam on first attempt.</p> <p>At the time of the visit, total program enrollment is 27 students; 18 students in the first semester and 9 students in the third semester of the program.</p>

**CONSULTANT APPROVAL REPORT  
FOR INITIAL/CONTINUING PROGRAM APPROVAL REVIEW**

**PROGRAM NAME:** Weimar Institute Associate Degree Nursing Program  
**VISIT NEC:** Katie Daugherty, MN, RN, Nursing Education Consultant

**DATE OF VISIT:** 11/18, 19, 22/19 Clinical Site Visits;  
Campus Visit December 2-4, 2019

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
<p><b>1423. Approval Requirements.</b></p> <p>1423(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.</p> <p>1423(b) A material misrepresentation of fact by a program applicant or an approved nursing program in any information required to be submitted to the board is grounds for denial of approval or revocation of the program's approval.</p>	<p>X</p> <p>X</p>		<p>None identified to date.</p>
<p><b>1423.1. Grounds for Denial or Removal of Board Approval.</b></p> <p>The board shall deny approval and shall remove approval of a prelicensure nursing program that:</p> <p>1423.1(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.</p>	<p>X</p>		<p>To date WI has had no inquiries or military applicants.</p> <p>Advanced Placement/Challenge into to the WI nursing program is available to applicants with necessary prerequisite and admission requirements. Challenge of first semester nursing program courses and admission into the second semester of the nursing major is on a space available basis.</p>

**CONSULTANT APPROVAL REPORT  
FOR INITIAL/CONTINUING PROGRAM APPROVAL REVIEW**

**PROGRAM NAME:** Weimar Institute Associate Degree Nursing Program  
**VISIT NEC:** Katie Daugherty, MN, RN, Nursing Education Consultant

**DATE OF VISIT:** 11/18, 19, 22/19 Clinical Site Visits;  
Campus Visit December 2-4, 2019

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
(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.	X		Written policies and procedures in place and available online.
(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.	X		
(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.			
1423.1(b) Fails to provide opportunity for applicants with military education and experience for equivalent academic credit through challenge examination or other method of evaluation.	X		

**CONSULTANT APPROVAL REPORT  
FOR INITIAL/CONTINUING PROGRAM APPROVAL REVIEW**

**PROGRAM NAME:** Weimar Institute Associate Degree Nursing Program  
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**DATE OF VISIT:** 11/18, 19, 22/19 Clinical Site Visits;  
Campus Visit December 2-4, 2019

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
<p><b>1423.2. Denial or Revocation of Approval of a Nursing Program.</b></p> <p>1423.2(a) Upon presenting evidence of noncompliance with Article 3 and lack of demonstrated corrective actions to remove noncompliance, the board may take actions to:</p> <p>(1) Deny approval of a nursing program; or (2) Revoke approval from a nursing program; or</p> <p>(3) Place a nursing program on a warning status with intent to revoke approval; or (4) Revoke approval when a program has been on a warning status for one year and the program fails to show substantive corrective changes.</p>	See comments section	See comments section	Refer to Visit non-compliance findings as listed in the report. See CCR 1425, 1425.1; CCR 1426, & CCR 1427 of this report for detailed description of visit findings/areas of non-compliance. Program indicates its intention to submit evidence of full compliance promptly following the site visit to support Board action for continuing program approval.
<p>1423.2(b) The board shall provide specific requirements for correction of noncompliance findings and a return date for review of the program's approval status.</p>	X		
<p><b>1424. Administration and Organization of the Nursing Program.</b></p> <p>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,</p>	X		The Nursing program philosophy is consistent with Seventh-Day Adventist beliefs and a mission of service. Three main themes are integrated throughout the program of study and each course in the nursing major.

**CONSULTANT APPROVAL REPORT  
FOR INITIAL/CONTINUING PROGRAM APPROVAL REVIEW**

**PROGRAM NAME:** Weimar Institute Associate Degree Nursing Program

**VISIT NEC:** Katie Daugherty, MN, RN, Nursing Education Consultant

**DATE OF VISIT:** 11/18, 19, 22/19 Clinical Site Visits;  
Campus Visit December 2-4, 2019

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
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	X		<p>These include:</p> <ul style="list-style-type: none"> <li>-Demonstrate compassionate ministry toward all persons;</li> <li>-Whole Person health promotion across the life span;</li> <li>-Evidenced-based nursing process approach.</li> </ul> <p>Other integrated concepts include: Person, environment, health-illness continuum; nursing and nursing education, ANA Code of Ethics and CA NPA.</p>
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.	X		<p>There is a well-developed student handbook that includes required content.</p>

**CONSULTANT APPROVAL REPORT  
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APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
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.	X		Over the past several program cycles the Systematic Evaluation Plan (SEP) has been reviewed and revised. WI schedules yearly program assessment using WI's Assessment Management System( AMS, WEAVE software to manage Comprehensive Program Review(CPR). Christina Harris, PhD, WI Director of Assessment and Institutional Research assists the Nursing Program in relevant program assessment and evaluation functions using the Assessment Management System (AMS) along with the WEAVE software support. Faculty can access results, recommendations, evidence of improvements and discussion occurs during Faculty-Staff Committee and the Academic Affairs Council meetings. Total program enrollment thus far is 57 new students; 22 of the 57 have graduated and taken NCLEX as first-time testers; a total of 7 of the 57 voluntarily withdrew from the program to pursue educational preparation in fields other than nursing; all 7 had passing course grades at the time of voluntary withdrawal. Of the total of 57 new students, 4 of the 57 have re-entered the program; one other student is slated for Fall 2020 re-entry. A total of 46/57 are reported as on time degree completions. The overall on time program completion rate is a retention rate of 81% and attrition rate of 19%.
1424(b)(2) The program shall have a procedure for resolving student grievances.	X		There is a written grievance policy and procedure in place. There have been no grievances since program inception. The Board has not received any student or faculty complaints since program inception.

**CONSULTANT APPROVAL REPORT  
FOR INITIAL/CONTINUING PROGRAM APPROVAL REVIEW**

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Campus Visit December 2-4, 2019

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
<p>1424(b)(3) The program shall have policies and procedures regarding the 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.</p>	X		<p>Evidenced in the online school bulletin and program SHB. In addition to course specific program and student responsibilities the WI SHB and the Nursing Program SHB describe the written policies and procedures for previous credit, challenge and advanced placement for military personnel.</p>
<p>1424(b)(4) The program shall make available the policies and procedures, including the acceptance of military coursework and experience, on the school's website.</p>	X		
<p>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 the institution with which it is affiliated, and between the program, the institution and clinical agencies.</p>	X		<p>PD Dr. Follett reports to the Interim Chief Academic Officer, Dr. George Araya, Ed.D.  WI institutional and Nursing Program charts provided. Within the Nursing Program there is a Nursing Faculty Council consisting of the Program Director, all nursing department faculty and one representative from the first year and one representative from the second year of the nursing program. The Nursing Faculty Council addresses departmental concerns, student affairs, curriculum, admission, progression and graduation matters.</p>

**CONSULTANT APPROVAL REPORT  
FOR INITIAL/CONTINUING PROGRAM APPROVAL REVIEW**

**PROGRAM NAME:** Weimar Institute Associate Degree Nursing Program  
**VISIT NEC:** Katie Daugherty, MN, RN, Nursing Education Consultant

**DATE OF VISIT:** 11/18, 19, 22/19 Clinical Site Visits;  
Campus Visit December 2-4, 2019

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
<p>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.</p>	<p>X</p>		<p>There is sufficient physical space, equipment, skills and simulation labs, faculty offices, administrative support staff, and a core of stable faculty (Chong, Collins, Follett, Guarin) who have been with the program since program inception. Program also has several part time/adjunct faculty (Quion, Ripley, Raines, Waterbrook). WI administration recognizes more full-time faculty (4 FT plus the PD) will be needed when the program consistently enrolls up to 20 students every year. Several of WI's senior leadership team including the President, provide requisite expertise and institutional oversight for no salary but as part of personal/professional commitments to the mission and value of service to others. A number of the program faculty and staff reside on the WI campus. The nursing program has a full-time administrative support staff person. Van transportation is provided for instructors and students traveling to clinical sites. WI is also expanding available on campus housing/apt., meeting, space. Sufficient IT and computer access is readily available for students, staff and students. Populi is the learning system platform used by the nursing program faculty and students.</p> <p><u>Suggested recommendations to strengthen the program: CCR Section 1424(d) Administration/Organization</u> <u>– Resources</u></p> <ul style="list-style-type: none"> <li>• Recruit and retain a total of four full time faculty plus the full-time program director no later than December 2020.</li> <li>• Implement a formal structured student success/remediation/tutoring program specific to nursing Program needs including staff, faculty, physical space and instructional materials.</li> </ul>

**CONSULTANT APPROVAL REPORT  
FOR INITIAL/CONTINUING PROGRAM APPROVAL REVIEW**

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Campus Visit December 2-4, 2019

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
<p>1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.</p>	X		<p>PD Dr. Lenora Follett, PhD, RN was appointed program director in May 2015. She has 70% (30 hrs./wk.) assigned administrative time to administer the program and 30% (9-10 hrs./wk.) assigned teaching time. PD is a 12 months position. There are two program Assistant Directors (ADs). Cheryl Guarin, MSN, RN and Dr. Phyllis, Collins, DNP, RN. AD assigned time for administrative activities ranges from 10% (3 hrs./wk.) for Ms. Guarin and 10%-20% (6 hrs./wk.) for Dr. Collins. The remainder of each AD's workload is assigned teaching time. Both are 12 months positions. Written job descriptions describe roles and responsibilities for the PD and ADs.</p>
<p>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.</p>	X		<p>Dr. Collins and Ms. Guarin have been working closely with PD Dr. Follett to become knowledgeable about the regulations. Ms. Guarin is responsible for the various management functions associated with skills/simulation labs; Dr. Collins assists with planning program changes, hiring, and strategic planning.</p>
<p>1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.</p>	X		<p>Evidence indicates the faculty have worked very cohesively on all aspects of the program on a consistent basis since program inception. Faculty demonstrate implementation of strong student-centric processes and practices.</p>

**CONSULTANT APPROVAL REPORT  
FOR INITIAL/CONTINUING PROGRAM APPROVAL REVIEW**

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**DATE OF VISIT:** 11/18, 19, 22/19 Clinical Site Visits;  
Campus Visit December 2-4, 2019

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
<p>1424(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.</p>	<p>X</p> <p>X</p>		<p>Full time RN program faculty include: Dr. Follett; Dr. Collins, C. Guarin, MSN. A. Chong is part time while completing her FNP. Dr. Collins is in the process of completing necessary Gero remediation but does not teach Gero until remediation and Board approval in Gero accomplished. A number of part time clinical faculty have been used since the inception of the program. Student and clinical agency staff reported consistently high levels of satisfaction with the KSAs/competence of program faculty.</p> <p><b>Content Experts:</b> Geriatrics: A. Chong, MSN Medical-Surgical: A. Chong, MSN; C.Guarin MSN OB: Dr. P. Collins PEDS: Dr. K. Ripley Psych/MH: Dr. L. Follett</p>
<p>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.</p>	<p>X</p>		<p>N302 nursing faculty work in collaboration with institutional WI President and faculty member, Dr. Nedley, MD. Students are introduced to a broad range of general principles and concepts of health-related prevention/treatment modalities in western medicine and other international prevention/treatment modalities, beliefs and cultures including lifestyle and other natural therapies. Refer to recommendation in the Curriculum section of this report regarding N302.</p>
<p>1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the</p>	<p>X</p>		<p>Dr. Collins and C. Guarin function under the direction of the PD, Dr. Follett.</p>

**CONSULTANT APPROVAL REPORT  
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Campus Visit December 2-4, 2019

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.	X		
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.	X		Instructor to student ratios vary depending on the clinical facility requirements. Typically, most clinical cohorts include no more than 10 students per clinical cohort. Clinical rotations in each course include direct patient care nursing unit-based assignments and other “out rotations” that meet course objectives. “Out rotations” may include 1-3 of the 9-10 students in any given clinical cohort.
<p><b>1425. Faculty - Qualifications and Changes.</b> 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 09/2012), 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 09/2012) and Director or Assistant Director Approval form (EDP-P-03, Rev 09/2012),</p>		X	<p><b><u>Non-compliance:</u></b> <b><u>CCR Section 1425,1425.1 (d) Faculty Qualifications, Changes, Clinical Competence</u></b></p> <ul style="list-style-type: none"> <li>• <b>Two faculty taught courses with medical surgical and geriatrics content without the required faculty approval in Geriatrics.</b></li> </ul>



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APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
	X		<p>decade of teaching (July 2000-May 2011) at Seventh Day Adventist Andrews University, MI.</p> <p>Cheryl Guarin, MSN, RN completed her MSN in Medical Surgical Nursing in June 1995 at Adventist University Luline Kahoy Silang Caute in the Philippines. She was an instructor at the University of Philippines in medical surgical nursing in 1995. She completed her BSN in 1989. Her direct patient care experience is also in medical-surgical and geriatrics nursing.</p>
<p>1425(c) An instructor shall meet the following minimum qualifications:</p> <p>(1) The education requirements set forth in subsection (a)(1); and</p> <p>(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:</p> <p>(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</p> <p>(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</p> <p>(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.</p>	X		<p>(6) Instructors include: Chong, Collins, Follett, Guarin, Quion, Ripley.</p>



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within the previous five (5) years as a registered nurse providing direct patient care.			
<p>1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:</p> <p>(1) A master's degree in the designated nursing area; or</p> <p>(2) A master's degree that is not in the designated nursing area and shall:</p> <p>(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</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical 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.</p>	<p>X</p> <p>X</p>		<p>Refer to Report on Faculty forms for specific evidence.</p>

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<p><b>1425.1. Faculty Responsibilities</b> 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.</p>	X		Compliance evidenced to date.
<p>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.</p>	X		Strengthening new part time clinical faculty orientation is an ongoing program priority. Faculty workloads and unexpected changes in clinical facility availability/teaching assignments for part time clinical faculty had presented some challenges in attaining the desired level of thorough/systematic orientation in some past instances for at least one part time clinical faculty.
<p>1425.1(c) A registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.</p>	X		Compliance evidenced to date.
<p>1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches. The board document, "Faculty Remediation Guidelines" (EDP-R-08 Rev. 02/09), which provides guidelines for attaining and documenting clinical competency, is herein incorporated by reference.</p>		Refer to comments section in the CCR 1425 section of this report pg.15	CAV interviews to date indicate the full and part time faculty are knowledgeable, competent, supportive of student learning. Two faculty members need to submit sufficient Geriatrics remediation evidence for reclassification to teach Geriatrics course content for teaching assignments in N221 and N224.

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<p><b>1426. Required Curriculum.</b> 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.</p>		X	<p><b><u>Non-compliance:</u></b> <b><u>CCR 1426 (a) Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• <b>The Pediatrics course N301 was increased from four to five weeks without obtaining Board approval prior to implementation of this change.</b></li> </ul> <p>Course syllabus submitted as part of self-study documents reflected the 5 weeks course length. PD indicates this was an oversight and will be promptly corrected.</p>
<p>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 <u>2725</u>, and to meet minimum competency standards of a registered nurse.</p>	X		<p>Course syllabi reflect integration of the nursing process throughout the curriculum as well as BPC Section 2725 and the CCR 1443.5. PSLOs include:</p> <ul style="list-style-type: none"> <li>• Spiritual Leaders</li> <li>• Health Evangelists</li> <li>• Professional Growth</li> <li>• Critical Thinkers</li> <li>• Effective Communicators</li> <li>• Quantitative Thinkers</li> <li>• Principled Workers</li> </ul>

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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:	X		The total program of study including CRL and other degree units ranges from 77-84 semester units. CRL units range from 71-78 units. Other degree units include 6 units RELB 101, RELB 271.
(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.	X		The approved program curriculum includes a total of 44 units of nursing; 26 semester units of nursing theory and 18 units of nursing clinical units.
(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written, and group communication.	X		6 units of communication are required: (Comm. 202 and Eng. 101)
(3) Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.	X		Science units total 21-28 units: Biol 121/121a A&P I/lab, Biol 122/122a A&P II/lab, Biol 221/223a Micro/lab, FDNT Nutr 214, Psych 101, Soc. 215, Math 121 or 110, or 122 or equiv., Chem 111, 111a or equiv.

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<p>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 management.</p>	X		<p>Compliance evidenced. Course syllabi are well developed. Suggest replacing the 2010 ANA Standards with the 2015 version in all syllabi.</p> <p><u>Suggested recommendations to strengthen the program:</u> CCR 1426 (d) Curriculum</p> <ul style="list-style-type: none"> <li>• Implement changes in N302 Health Promotion and N301 Obstetrics as planned.</li> <li>• Grade and return all written course assignments to students in a timely manner.</li> <li>• Continue to pursue increased opportunities for students to perform medication administration, parenteral therapies including venipuncture in the direct patient care settings used throughout the program.</li> </ul>
<p>(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 process for evaluating and granting equivalency credit for military education and experience that results in meeting the same course objectives and competency standards.</p>	X		

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<p>1426(e) The following shall be integrated throughout the entire nursing curriculum:</p> <ul style="list-style-type: none"> <li>(1) The nursing process;</li> <li>(2) Basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing;</li> <li>(3) Physical, behavioral, and social aspects of human development from birth through all age levels;</li> <li>(4) Knowledge and skills required to develop collegial relationships with health care providers from other disciplines;</li> <li>(5) Communication skills including principles of oral, written, and group communications;</li> <li>(6) Natural science, including human anatomy, physiology, and microbiology; and</li> <li>(7) Related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.</li> </ul>	X		Program materials including course syllabi reflect compliance.
<p>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.</p>	X		Program has first- & second-year clinical evaluation tools in place. Thus far, faculty report satisfaction with developed tools as well as the program skills checklist.
<p>1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula:</p> <ul style="list-style-type: none"> <li>(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.</li> </ul>	X		Refer to approved CRL/TCP forms for compliance details. 15 weeks semesters; Summer term includes 2 weeks for N224 and 5 weeks of instruction for N301, the Pediatrics intensive at LLU in

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<p>(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.</p>	X		<p>Southern California. Students consistently report the Pediatric course although shorter than the traditional 15 weeks semester term continues to be an excellent course/clinical rotation that meets course objectives and SLOs.</p> <p>Simulation labs (Swift River virtual reality and Shadow Health) are integrated throughout the curriculum in compliance with the regulation. Nursing courses include 75% direct patient care clinical hours except for Nurs 220 Fundamentals. On an ongoing basis, the faculty and program leadership will review and revise all nursing syllabi as necessary to more clearly reflect at minimum at least 75% direct patient care clinical hours in every nursing clinical course component except Nurs 220. Program faculty understand the 25% non-direct patient care clinical hours in any clinical course includes the combined total hours for skills and simulation labs per this regulation and CCR 1420 (e).</p>
<p><b>1426.1 Preceptorship.</b> 1426.1. 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:</p>	N/A		

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<p>1426.1(a) The course shall be approved by the board prior to its implementation.</p> <p>1426.1(b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that include all of the following:</p> <p>(1) Identification of criteria used for preceptor selection;</p> <p>(2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student, and faculty responsibilities;</p> <p>(3) Identification of preceptor qualifications for both the primary and the relief preceptor that include the following requirements:</p> <p>(A) An active, clear license issued by the board;</p> <p>(B) Clinically competent, and meet the minimum qualifications specified in section 1425(e);</p> <p>(C) Employed by the health care agency for a minimum of one (1) year; and</p> <p>(D) Completed a preceptor orientation program prior to serving as a preceptor.</p> <p>(E) A relief preceptor, who is similarly qualified to be the preceptor is present and available on the primary preceptor's days off.</p> <p>(4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses:</p> <p>(A) The frequency and method of faculty/preceptor/student contact;</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>		

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<p>(B) Availability of faculty and preceptor to the student during his or her preceptorship experience;</p> <p>1. Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship.</p> <p>2. Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity.</p> <p>(5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities:</p> <p>(A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student;</p> <p>(B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor;</p> <p>(6) Maintenance of preceptor records that includes names of all current preceptors, registered nurse licenses, and dates of preceptorships; and</p> <p>(7) Plan for an ongoing evaluation regarding the continued use of preceptors.</p> <p>1426.1(c) Faculty/student ratio for preceptorship shall be based on the following criteria:</p> <p>(1) Student/preceptor needs;</p> <p>(2) Faculty's ability to effectively supervise;</p> <p>(3) Students' assigned nursing area; and</p> <p>(4) Agency/facility requirements</p>	N/A		

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<p><b>1427. Clinical Facilities.</b></p> <p>1427(a) A nursing program shall not utilize any agency or facility 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.</p>	X		<p>The program has a total of 10 primary clinical sites consistently used for implementation of the clinical learning experiences. These include: Heritage Oaks(inpatient psych), Loma Linda University Inpatient Acute Care Pediatrics units, Dignity Methodist Acute Care Hospital Sacramento, Dignity Sierra Nevada Memorial Acute Care Hospital, Sutter Auburn Faith Acute Care Hospital. Other clinical placements located on the Weimar Institute campus include Newstart Program, Depression Recovery Program, and the Stallant Health Outpatient Medical Clinic, Westview LTC/SNF, plus the outpatient clinic, Beautiful Minds (BH/Psych).</p> <ul style="list-style-type: none"> <li>• The listing of BRN approved clinical facilities also includes of number of “back up” pediatric, psych, and health promotion/medical surgical outpatient/community-based sites that remain on the clinical site approval roster.</li> <li>• WI is a member of the Sacramento Region Clinical Planning group.</li> <li>• Clinical placements for some clinical placements are made through myClinical Exchange for health systems such as Sutter and Dignity Health systems.</li> <li>• A number of the clinical sites approved as part of initial program approval have been deleted/purged from the clinical site roster since the sites have never been used by the program. Most of</li> </ul>

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			the deleted clinical sites are a significant distance from the program main campus; one distant OB site was completely lost to due to recent fires in Paradise/Feather River.
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.	X		<p><b><u>CAV Clinical site visits include:</u></b></p> <ul style="list-style-type: none"> <li>• Beautiful Minds Outpatient Health Promotion/Behavioral Health; (P/MH, M/S)</li> <li>• Dignity Methodist Hospital (OB, M/S;)</li> <li>• Dignity Sierra Nevada Memorial Hospital (M/S);</li> <li>• Sutter Auburn Faith Hospital (Fundamentals/M/S);</li> <li>• Westview LTC/SNF (Fundamentals, Gero).</li> </ul> <p>The Pediatrics course N301 is completed at Loma Linda Children’s University Hospital over 5 weeks in the summer term. The Pediatric theory faculty member is also the LLU pediatric course faculty.</p>
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		X	<p>Although the sample WI clinical agreement template includes all six elements per CCR 1427 (c), the CAV site visit review of the existing clinical facility written agreements indicated some signed agreements did not include clearly the six elements to be clearly stated or at least one element was missing completely.</p> <p><b><u>Non-compliance:</u></b> <b><u>CCR 1427 (c) 1-6 Clinical Facilities Written Agreements</u></b></p> <ul style="list-style-type: none"> <li>• Several of the existing written agreements were missing at least one of the six required elements.</li> </ul>

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<p>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.</p>		<p>See page 29 for details.</p>	
<p>1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact that an additional group of students would have on students of other nursing programs already assigned to the agency or facility.</p>	<p>X</p>		<p>No issues identified to date.</p>
<p><b>SECTION 7: STUDENT PARTICIPATION</b> 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.</p>	<p>X</p>		<p>Student representatives(one from first year and one from second year) attend Faculty Council meetings. Re-sequencing of N224 Gero to the summer term is a recent example of student feedback to meet student learning needs. Students consistently complete end of course evaluations.</p>

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<p><b>1428.6. Policies Relating to Establishing Eligibility for Examination.</b></p> <p>(a) At least four (4) weeks prior to its established graduation date, the nursing program shall submit to the board a roster of names of those students and their expected date to successfully complete required course work. Except as provided below such a student shall be deemed eligible to take the examination after the date on which the student successfully completed the required course work.</p>	X		To date no issues identified.
<p>(b) The nursing program shall notify the board immediately by telephone, facsimile, or e-mail of any student who fails to maintain eligibility and such individuals shall be deemed ineligible to take the examination.</p>	X		PD communicates with BRN licensing staff as needed. No issues to date.
<p><b>1429. Licensed Vocational Nurses, Thirty (30) Semester or Forty-Five (45) Quarter Unit Option.</b></p> <p>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</p>	X		No LVN 30-unit option applicants to date. See next page for course requirements.

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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 challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.	See page 31		
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.	X		Program applicants considering advanced placement or LVN 30 unit are required to meet with the PD/Nursing Program Chair.
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.	X		<p>The program has not had any LVN 30-unit applicants to date.</p> <p>The LVN 30-unit non-degree; program completer option includes a total of 28.5 units as listed below:</p> <ul style="list-style-type: none"> <li>• Physiology w/lab and Micro w/lab (4/4 units) 8.0 units</li> <li>• N224 Geriatric-Community Nursing 2.0 units</li> <li>• N225 Mental Health/Psych Nursing 3.5 units</li> <li>• N300 Intermediate M/S II 5.5 units</li> <li>• N302 Health Promotion 4.0 units</li> </ul>

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<p>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, 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.</p>	X		<ul style="list-style-type: none"> <li>• N303 Advanced M/S Nursing                      5.5 units</li> </ul>
<p><b>1430. Previous Education Credit.</b></p> <p>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.</p>	X		

**CONSULTANT APPROVAL REPORT  
FOR INITIAL/CONTINUING PROGRAM APPROVAL REVIEW**

**PROGRAM NAME:** Weimar Institute Associate Degree Nursing Program  
**VISIT NEC:** Katie Daugherty, MN, RN, Nursing Education Consultant

**DATE OF VISIT:** 11/18, 19, 22/19 Clinical Site Visits;  
Campus Visit December 2-4, 2019

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
<p><b>1431. Licensing Examination Pass Rate Standard.</b> The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates.</p>	X		<p>The program has used the Kaplan Predictive Testing package since program inception. Thus far, the program has had two annual (July 1-June 30) sets of pass rate results as follows:</p> <ul style="list-style-type: none"> <li>• 2016-2017 (11/11) 100%</li> <li>• 2017-2018 (6/7) 85.71%</li> <li>• One quarter of results 2018-2019 (O-D) (4/4) 100%</li> </ul>
<p>1431(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.</p>	X		
<p>1431(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.</p>	N/A		

**CONSULTANT APPROVAL REPORT  
FOR INITIAL/CONTINUING PROGRAM APPROVAL REVIEW**

**PROGRAM NAME:** Weimar Institute Associate Degree Nursing Program  
**VISIT NEC:** Katie Daugherty, MN, RN, Nursing Education Consultant

**DATE OF VISIT:** 11/18, 19, 22/19 Clinical Site Visits;  
Campus Visit December 2-4, 2019

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
1431(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.	N/A		
<p><b>1432. Changes to an Approved Program.</b></p> <p>1432(a) Each nursing program holding a certificate of approval shall:</p>	X		Changes per this regulation have been timely to date.
(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.	X		

**CONSULTANT APPROVAL REPORT  
FOR INITIAL/CONTINUING PROGRAM APPROVAL REVIEW**

**PROGRAM NAME:** Weimar Institute Associate Degree Nursing Program  
**VISIT NEC:** Katie Daugherty, MN, RN, Nursing Education Consultant

**DATE OF VISIT:** 11/18, 19, 22/19 Clinical Site Visits;  
Campus Visit December 2-4, 2019

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
<p>(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.</p>	X		
<p>1432(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.</p>	X		

# WEIMAR

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## I N S T I T U T E

20601 West Paoli Ln  
PO Box 486  
Weimar, CA 95736  
530.422.7999  
www.weimar.edu

February 25, 2020

Katie Daugherty  
Board of Registered Nursing  
PO Box 944210  
Sacramento, CA 94244-2100

Dear Katie:

This letter is in response to the Consultant Approval Report for Continuing Approval Review for Weimar Institute Nursing Program after clinical site visits November 18, 19 and 22, 2019 and a campus visit December 2-4, 2019.

**Section One: Areas of Noncompliance:** According to CCR 1423.2(b) the Board of Nursing provided specific areas of noncompliance and recommendations for correction of these areas of noncompliance:

**CCR 1425. Faculty – Qualifications and Changes:**

**Regulation:** 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 09/2012), 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 09/2012) and Director or Assistant Director Approval form (EDP-P-03, Rev 09/2012), which are herein incorporated by reference.

**School visit findings regarding noncompliance:** Two faculty taught courses with medical surgical and geriatrics content without the required faculty approval in Geriatrics.

**Actions by Weimar Institute Nursing Program:**

A Faculty Approval/Resignation Notification form (EDP-P-02) for Marieta Neri, which included Geriatrics, was submitted and approved on December 11, 2019.

Phyllis Collins has completed theory remediation for Geriatrics but a new Faculty Approval form has not been submitted, as she is unable at this time to complete the skills check-off at the clinical facility because of a fractured ankle. She will not teach in Geriatrics until she receives the new Faculty Approval reclassification form which includes Geriatric approval. We recruited another faculty member (Rita Germain) whose approval includes Geriatrics. She would be able to teach The Geriatrics

course if Dr. Collins is unable to receive Approval before the class in May. **The noncompliance is fully corrected with these actions.**

#### **CCR 1426. Required Curriculum:**

**Regulation:** 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.

**School visit findings regarding noncompliance:** The Pediatrics course N301 was increased from four to five weeks without obtaining Board approval prior to implementation of this change.

#### **Actions by Weimar Institute Nursing Program:**

A new Total Curriculum Plan form (EDP-P-05a) which increased the NURS 301 Pediatrics course from four to five weeks was submitted 12/03/2019 and approved 12/04/2019. **The noncompliance is fully corrected.**

#### **CCR 1427(c). Clinical Facilities:**

**Regulation:** 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.

**School visit findings regarding noncompliance:** Several of the existing written agreements were missing at least one of the six required elements.

#### **Actions by Weimar Institute Nursing Program:**

Addendums have been signed by all clinical sites where the Affiliation Agreement was missing one of the six required elements. **The noncompliance is fully corrected.**

### **Section Two: Recommendations for the Weimar Institute Nursing Program**

#### **School visit recommendations for strengthening the program: 1424(d)**

- Recruit and retain a total of four full time faculty plus the full-time program director no later than December 2020.
- Implement a formal structured student success/remediation/tutoring program specific to nursing program needs including staff, faculty, physical space and instructional materials.

#### **Plans by Weimar Institute Nursing Program: 1424(d)**

The nursing program has already retained an additional full time faculty since January 2020. The current plans are to retain another full time faculty by December 2020. A potential faculty that was scheduled to begin working for the department in

June 2020 has since communicated that she is unable to join the Weimar Institute Nursing faculty, so the program is currently recruiting another faculty member.

The faculty are currently planning for a student success/remediation/tutoring program, which will be more easily implemented with additional faculty. The Nursing department includes adequate physical space to conduct a program such as this. Our faculty are researching what is being done by Loma Linda University nursing department, where they have a very effective program.

**School visit recommendations for strengthening the program: 1426(d)**

- Implement changes in N302 Health Promotion and N 301 Obstetrics as planned.
- Grade and return all written course assignments to students in a timely manner.

**Plans by Weimar Institute Nursing Program: 1426(d)**

Thank you for the suggestions to strengthen the NURS 302 Health Promotion class under 1426(d). We are considering several options to strengthen the nursing aspect of Health Promotion.

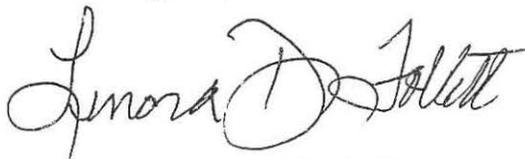
The faculty are considering the possibility of increasing the theory hours in NURS 301 Obstetrics. We were glad to discuss this with you.

We are also working with a clinical site to improve opportunities for students to perform medication administration and parenteral therapies including IV administration.

We had one faculty member that did not return written course assignments to students in a timely manner, but this faculty member did not renew her contract. Returning student work in a timely manner is a priority for all of our faculty.

Thank you for the very productive visit.

With regards,



Lenora D. Follett, PhD, RN  
Professor of Nursing  
Director Weimar Institute Nursing Program  
Cell 978-855-5673

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

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**AGENDA ITEM:** 7.4  
**DATE:** March 12, 2020

**ACTION REQUESTED:** Discussion and Possible Action Regarding Whether to Recommend Approval or Other Action Regarding Prelicensure Program Unit Adjustment or Other Changes, (CCR 1426, 1432) (Major Curriculum Revision) (No Enrollment Increase) (Consent)

**REQUESTED BY:** Mary Ann McCarthy, Nursing Education Consultant

**BACKGROUND:** The BRN staff have evaluated the major curriculum revision requests.

**The following programs have met all Board rules and regulations for a major curriculum revision without enrollment increase for a Prelicensure Nursing Program and are consent agenda items.**

- 7.4.1 The Valley Foundation School of Nursing at San Jose State University Baccalaureate Degree Nursing Program
- 7.4.2 Stanbridge University Associate Degree Nursing Program

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

**PERSON TO CONTACT:** Mary Ann McCarthy, EdD, MSN, RN, PHN  
Nursing Education Consultant

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

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**AGENDA ITEM:** 7.4.1  
**DATE:** March 12, 2020

**ACTION REQUESTED:** Discussion and Possible Action Regarding Whether to Recommend Approval or Other Action Regarding Prelicensure Program Unit Adjustment or Other Changes, The Valley Foundation School of Nursing at San Jose State University Baccalaureate Degree Nursing Program (CCR 1426, 1432) (Major Curriculum Revision) (No Enrollment Increase) (Consent)

**REQUESTED BY:** Shelley Ward, Nursing Education Consultant

**BACKGROUND:** A major curriculum change proposal was submitted to revise the BRN approved curriculum for the baccalaureate degree nursing program planned for implementation in Fall 2020.

The curriculum redesign proposal describes reasons for the changes to include preparing graduates who are ready for transition to practice from clinical partner input, and in response to meeting the Commission on Collegiate Nursing Education (CCNE) accreditation requirements. The impetus for a structural change in the curriculum is also related to the description of a mandate from the California State University system to provide a four-year graduation for all majors by 2025.

Program learning outcomes were reduced by one, and individual Course Learning Outcomes were revised for a target of eight as appropriate. Six semesters of nursing specific coursework were reduced to 5- semesters as depicted on the attached Curriculum Crosswalk (Appendix B), and on Advising Roadmap Major: BS in Nursing Fall 2020 (attached). A separate curriculum pathway was created for students in the RN to BSN option, whereas previously students in this option merged into the 5<sup>th</sup> and sixth semester classes with generic BSN degree students after taking bridge courses.

The overview of the change process depicts a strategic intent on the part of faculty to address content saturation by adopting a teaching framework to scaffold basic concepts throughout the curriculum. The plan as described is to implement a clinical reasoning model as related to the nursing process, to use evidence-based conceptual language to promote consistency and incorporate competency-based assessments of students across the curriculum. Faculty intend to use the Kaplan learning system to promote student clinical judgement and NCLEX examination success.

The change process included the integration of pathophysiology and pharmacology into individual theory courses, and the deletion of repetitive course content. New courses that were added include: NURS 13 A- Geriatric Theory (2 units), NURS 13 B - Geriatric Practicum (1 unit), NURS 100wE- Evidence Based Practice & Writing (3 units), NURS 32- Health Assessment and Skills III (1 unit) and NURS 166- Simulation (1) unit.

The revised curriculum conforms with requirements in California Code of Regulations, Title 16, Division 14, Article 3. Prelicensure Nursing Programs.

**NEXT STEP:**

Place on Board agenda.

**PERSON TO CONTACT:**

Shelley Ward, MPH, RN  
Nursing Education Consultant

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- f. EDP-P-17 for Advanced Placement

December 13, 2019

Shelley Ward, MPH, RN  
Nursing Education Consultant  
CA Board of Registered Nursing  
1747 North Market Blvd., Suite 150  
Sacramento, CA 95834-1924

Dear Ms. Ward,

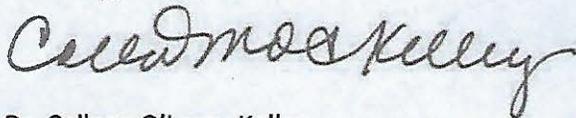
The Valley Foundation School of Nursing (TVFSON) has developed a major curriculum redesign in order to ensure the readiness of our new graduates for transition to practice in the changing health care environment. Several minor changes are outlined in the attached proposal including reduction of one program learning outcome, the separation of our Advanced Placement students into their own curriculum pathway and inclusion of recommended content from the American Association of Colleges of Nursing CCNE accrediting body.

In addition to these changes, our current three-year program will be reduced to a two-and-a-half-year program per the California State University four-year graduation mandate for all majors by 2025. We have included both nursing program roadmaps, a crosswalk of old and new content, and required Board of Registered Nursing forms.

The highlight of our curriculum redesign is the incorporation of innovative teaching/learning approaches. We completed an extensive series of faculty development workshops and will continue to provide ongoing trainings for teaching strategies in virtual simulation, online technologies and utilization of supplemental Kaplan resources to support faculty and students. As schools of nursing continue to struggle with content saturation, we have embraced the approach of teaching basic concepts scaffolded throughout the curriculum. Moreover, we are integrating the clinical reasoning model that expands upon the nursing process to enhance the baccalaureate level competencies required of novice-level practitioners.

The faculty of the TVFSON are confident that moving into this teaching structure will enhance the student's ability to retain and apply essential knowledge and clinical judgement in practice. Please review our redesign proposal attached to this correspondence. Please contact me at [colleen.oleary-kelley@sjsu.edu](mailto:colleen.oleary-kelley@sjsu.edu) or Dr. Lisa Rauch (Asst. Director and Curriculum Coordinator) at [lisa.rauch@sjsu.edu](mailto:lisa.rauch@sjsu.edu) for questions or comments.

Sincerely,



Dr. Colleen O'Leary-Kelley  
Director and Professor

Redesign Proposal  
Proposed Implementation August 2020  
The Valley Foundation School of Nursing

In 2015, The Valley Foundation School of Nursing began a curriculum revision of the undergraduate nursing program at San Jose State University. Through a partnership with Stanford Medical Center and Kaiser Permanente the faculty participated in a redesign process to revise the baccalaureate nursing program. Minor changes were made to the program learning outcomes (Appendix A), these changes included emphasis on current healthcare language, and a reduction of total number of the programs learning outcomes by one. In addition, the Advanced Placement RN to BSN program was separated from the traditional BSN program to create its own pathway. The new pathway allows for more online courses meeting the current needs of these working students.

#### **Driving Factors for Major Curriculum Revision**

There were several driving factors that led to a major curriculum redesign. First, our hospital partners voiced the need to address readiness for practice issues. Many hospital agencies have been increasingly concerned with the growing number of new graduates who need more assistance and time to transition to independent nursing practice. The Valley Foundation School of Nursing has introduced several efforts to address the practice readiness issue within the redesign. Specifically, we are implementing a Clinical Reasoning Model within the Nursing Process content, conducting Competency-Based Assessments of students across the curriculum, and employing Conceptual Language to provide consistency for students across the curriculum.

A second driving factor for curriculum redesign was the California State University mandate to reduce time to graduation to a total of four years by 2025. For Nursing this meant reducing the total semesters to four. Faculty raised significant concern with patient and student safety in a four-semester program at the baccalaureate level. Ultimately, our redesign efforts created a five-semester Baccalaureate nursing program. A third factor was related to the

Redesign Proposal  
Proposed Implementation August 2020  
The Valley Foundation School of Nursing

curriculum content itself. A core component of the redesign was to provide more evidence-based concepts of current practice and less duplication of content. A small task force was formed to assess curriculum roadmaps of other schools of Nursing, while simultaneously building a partnership with a local hospital to offset the academic practice gap. After consulting with our advisory council of partners, the decision was made to enhance the SJSU Baccalaureate nursing program with a curriculum redesign.

With encouragement from our hospital partner to rethink “how” we were delivering our program, we began evaluating teaching methods and technology. We discovered that our faculty were not systematic in delivery of content or practice, which led to an overall assessment of the faculty and creation of eight faculty development days over the course of one year. The faculty development workshops included learning to use unfolding case scenarios and clinical reasoning pathways, test question writing, and online training for Kaplan learning systems. Faculty also reviewed the characteristics and culture of the current student population, the current simulation program, best practices for online teaching, and implemented two curriculum retreat days. We identified the shortage of faculty and administrative staff in our department and requested additional staff and open faculty positions. It is with great pleasure that we report the faculty were engaged, enthusiastic and fully participated throughout the redesign process.

### **Major Areas of Change**

A cross walk of each semester is included in this packet to clarify changes across the curriculum. Please see Appendix B. In addition, a summary of each course is provided in Section II. The primary areas of change in the revised curriculum are as follows:

#### ***Teaching Strategies***

We plan to enhance student learning by incorporating several strategies to promote active learning. 1) To incorporate NCLEX concepts throughout the curriculum and to promote

Redesign Proposal  
Proposed Implementation August 2020  
The Valley Foundation School of Nursing

development of clinical judgement, the faculty selected the Kaplan learning system. The Kaplan resources will be integrated in each semester, and will include computer adapted testing and virtual simulation to address the NCLEX Next Gen content. Faculty will be introduced to the Kaplan resources one semester at a time (as the previous product is phased out) and will integrate Kaplan resources—practice tests, videos, test-taking strategies in the theory, health assessment and skills courses. 2) In the past, students failed to carry forward competencies and content previously learned from one semester to the next. Faculty, (especially new clinical faculty) had difficulty understanding the specific level of practice that students should be performing at. Faculty reviewed evidence-based methods to enhance students' development of clinical competency at each semester level. A competency assessment process has been established that will be implemented in all clinical practicum courses. Clinical faculty will be instructed on the standardized process of competency assessment beginning Spring 2020. The new competency-based assessment captures all skill domains including communication, technical skill and clinical reasoning at the beginning of each semester, during the semester and at final evaluations. In addition, TVFSON has implemented several standardizations to course syllabi to reinforce and emphasize professional Nursing behaviors, therapeutic communication, ethics and safety throughout all nursing courses.

***Program Changes***

Separation of the RN to BSN program from the BSN program. In the current curriculum, our advanced placement students are merged into the BSN program. This came from a belief that it would build resilience and provide some role modeling for the unlicensed students. The demographics of our student population have changed and many of the advanced placement nurses have less than 5 years' experience, or are newly graduated from their associate degree program. Many ADN graduates are eagerly seeking employment but are often hired once they are enrolled in a BSN program. This has resulted in retention issues for the advanced

Redesign Proposal  
Proposed Implementation August 2020  
The Valley Foundation School of Nursing

placement program as student work schedules often conflict with on-campus courses. After consideration of current RN-BSN programs, the faculty decided to separate the RN to BSN program from the traditional BSN program. We believe the separation is essential for the following reasons: 1) Advanced placement students are already working in the community and prefer an online platform to accommodate the working nurses. 2) Advanced placement students tend to have more nursing experience which allows us to reduce the number of community health clinical hours to the 90-hour minimum. 3) The curriculum needed to be more oriented to working nurses and their transition to practice. 4) Updated content to include self-care, health policy, simulation and integration of theory and research into practice.

**Content Changes**

In addition, we have also changed the following courses and content.

<b>Course or Content</b>	<b>Change</b>	<b>Rationale</b>
NURS 13A & 13B Geriatrics	Geriatric theory was previously threaded throughout curriculum. <i>Change:</i> A new theory course and practicum will be provided to focus on the Care of the Older Adult.	Due to the changing demographics and the 65+ population increasing we felt it important to provide focused content on this population
NURS 100wE Evidence Based Practice and Writing Workshop (100W)	The EBP course content was a standalone course. <i>Change:</i> The EBP course will now be embedded in the upper division writing workshop course 100W.	Students need more practice with writing and can focus on nursing content, nursing literature and writing for nursing research instead of taking two separate courses.
N12, N22 *& N32	There are currently two Nursing Skills courses. <i>Change:</i> There will be three Health Assessment & Skills courses delivered over 3 of 5 semesters. The	Maternal Infant and Child Health assessment skills have been primarily taught in the clinical setting. This has been

Redesign Proposal  
Proposed Implementation August 2020  
The Valley Foundation School of Nursing

<p>Health  Assessment and  Skills (HAS)  I, II, III</p>	<p>new courses are similar to the current curriculum, but have a heavier emphasis on nursing assessment for I &amp; II. We have added a third HAS course to cover Child Health and Maternal Infant skills.</p>	<p>problematic for consistency over the delivery of nursing interventions. Having a 1-unit front loaded course will help the student in the clinical setting where they will be assessing mothers and babies in the public health practicums and preparation for their Maternal Infant courses. In addition, the students will have consistent instruction from a skills instructor instead of a variety of clinical instructors.</p>
<p>Pathophysiology</p>	<p>This has currently been a stand-alone course in the current curriculum.  <i>Change:</i> This course will be threaded through each of the specialty areas with an emphasis on using conceptual consistent language.</p>	<p>Student GPA scores are increasingly higher than in years past. Students are able to grasp the pathology content and apply it to disease management. In addition, faculty felt they could focus on specialty content at a higher level of application if conceptual language is used across the curriculum. All theory courses in the new curriculum were increased by 1 unit to accommodate the addition of pathophysiology/pharmacology content.</p>

Redesign Proposal  
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NURS 10 Pharmacology	Pharmacology has been a stand-alone course in the current curriculum as a 3 unit course. <i>Change:</i> There will be an introduction to pharmacology course focusing on the foundations of pharmacology. This new course will be a 2-unit course.	Faculty wanted students to have a basic understanding of pharmacological processes but felt the student would retain more knowledge if emphasis was placed in the specialty area theory courses.
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Finally, clinical evaluation tools have been revised to match the new course learning objectives for clinical practicum (Appendix C). The changes in the evaluation tools reflect the changes in the course learning outcomes.



**Appendix B**  
**Curriculum Crosswalk**  
**The Valley Foundation School of Nursing**  
**San Jose State University**

**Note: Highlighted courses are new, and complete coursework including GE requirements is in the curriculum roadmap.**

	Current Curriculum BSN	Redesign Curriculum BSN	Changes and Rationale
Semester	Entry at Junior Year – 6 Semesters	Entry at Junior Year- 5 Semesters	
<b>1</b>	<b>N 43</b> Pathophysiology (3 units)  <b>N 23</b> Pharmacology (3 units)  <b>N 53</b> Nursing Skills I (3 units)  <b>N33</b> Professional Role Development (2 units)	<b>NURS 10</b> Leadership I (2 units)  <b>NURS 12</b> Health Assessment & Skills I (3 units)  <b>NURS 11</b> Intro to Pharmacology (2 units)  <b>NURS 13A</b> Geriatric Theory (2 units)  <b>NURS 13B</b> Geriatric Practicum (1 units)  <b>NURS 100w E</b> Evidence Based Practice & Writing (3 units)	<ul style="list-style-type: none"> <li>• Patho/Pharm incorporated into each theory class.</li> <li>• Scaffolding of content needed</li> <li>• Purged repetitive content in (6) Professional Role Development courses and condense to (3) Leadership courses</li> <li>• Adding focus areas for Gerontology, Genetics, Palliative care, Clients with Disabilities</li> <li>• Added first semester practicum experience</li> <li>• Incorporated EBP and university GE writing course into 1 course</li> </ul>
<b>2</b>	<b>N 24</b> Med/Sur Theory (4 units)  <b>N 44</b> Med/Sur Practicum (3 units)  <b>N 128</b> Evidence Based Practice (2 units)  <b>N 54</b> Nursing Skills II (2 units)  <b>N 34</b> Professional Role Development (1 units)	<b>NURA 20A</b> Med/Sur Theory (4 units)  <b>NURA 20B</b> Med/Sur Practicum (3 units)  <b>NURS 123A</b> Mental Health Theory (3 units)  <b>NURS 123B</b> Mental Health Practicum (2 units)  <b>NURS 22</b> Health Assessment and Skills II (2 units)	<ul style="list-style-type: none"> <li>• New Theory courses include patho and pharmacology units increase by 1.</li> <li>• Moved mental health to the front of the curriculum to increase communications across all practicum settings</li> <li>• Clinical Competency assessments toll integrated</li> </ul>
<b>3</b>	<b>N 126B</b> Obstetrics Theory (2 units)  <b>N 126A</b> Pediatric Theory (2 units)  <b>N146B</b> Obstetric Practicum (2 units)	<b>NURS 164A</b> Community Health Theory (3 units)  <b>NURS 164B</b> Community Health Practicum (3 units)	<ul style="list-style-type: none"> <li>• Community health paired with pediatrics to enhance practicums across the continuum of care.</li> </ul>

**Appendix B**  
**Curriculum Crosswalk**  
**The Valley Foundation School of Nursing**  
**San Jose State University**

	<p><b>N146A</b> Pediatric Practicum (2 units)</p> <p><b>N 136</b> Professional Role Development (2 units)</p>	<p><b>NURS 165A</b> Pediatric Theory (3 units)</p> <p><b>NURS 165B</b> Pediatric Practicum (2 units)</p> <p><b>NURS 161</b> Leadership II (2 units)</p> <p><b>NURS 32</b> Health Assessment and Skills III (1 units)</p>	<ul style="list-style-type: none"> <li>• Health Assessment and Skills course added to increase students competency with obstetric and pediatric patients</li> <li>• Incorporation of Genomics and Genetics content in pediatrics to meet current standards</li> </ul>
<b>4</b>	<p><b>N 125</b> Adv. Med/Sur Theory (4 units)</p> <p><b>N 145</b> Adv Med/Sur Practicum (4 units)</p> <p><b>N 133</b> Professional Role Development (2 units)</p>	<p><b>NURS 167A</b> Med/Sur Theory (4 units)</p> <p><b>NURS 167B</b> Med/Sur Practicum (3 units)</p> <p><b>NURS 168A</b> Obstetric Theory (3 units)</p> <p><b>NURS 168B</b> Obstetric Practicum (2 units)</p> <p><b>NURS 166</b> Simulation (1 units)</p>	<ul style="list-style-type: none"> <li>• Additional Simulation course has been added in preparation for semester 5 preceptorship.</li> </ul>
	<p><b>RN to BSN Bridge Courses</b></p> <p><b>N 144</b> Clinical Nurse Application</p> <p><b>N123</b> Theory Overview</p> <p><b>N128</b> Evidence Based Practice</p>		<ul style="list-style-type: none"> <li>• Bridge courses are moved into a separate pathway</li> </ul>

**Appendix B  
Curriculum Crosswalk  
The Valley Foundation School of Nursing  
San Jose State University**

<p><b>5</b></p>	<p><b>N 127B</b> Community Health Theory (2 units)</p> <p><b>N 147B</b> Community Health Practicum (3 units)</p> <p><b>N 127A</b> Mental Health Theory (2 units)</p> <p><b>N 147A</b> Mental Health Practicum (2 units)</p> <p><b>N 137</b> Professional Role Development (2 units)</p> <p><b>Advanced Placement (Bridge) are integrated into the semester 5 cohort with traditional unlicensed students for all courses.</b></p>	<p><b>NURS 178</b> Leadership III (3 units)</p> <p><b>NURS 177</b> Preceptorship (4 units)</p> <p><b>End of Program</b></p>	<ul style="list-style-type: none"> <li>• This Semester remains the same.</li> <li>• Leadership III is an Areas S upper GE course.</li> <li>• Preceptorship remains the same</li> </ul> <p>• Bridge courses are moved into a separate pathway</p>
<p><b>6</b></p>	<p><b>N 148</b> Preceptorship (4 units)</p> <p><b>N 138</b> Professional Role Development (3 units)</p> <p><b>Advanced Placement (Bridge) are integrated into the semester 6 cohort with traditional unlicensed students for all courses. Bridge students are given the option to choose a preceptorship or senior project.</b></p>		<p>Reduced program by one semester.</p> <p>• Bridge courses are moved into a separate pathway</p>

**Appendix B  
Curriculum Crosswalk  
The Valley Foundation School of Nursing  
San Jose State University**

	<b>RN to BSN pathway</b>	<b>RN to BSN pathway</b>	<b>Changes and Rationale</b>
	Entry with RN License 3 semesters	Entry with RN License 3 semesters	
<b>1</b>	<b>N124</b> Theory Overview  <b>N128</b> Evidence Based Practice  <b>N144</b> Clinical Nurse Application	N111 Professional Practice Success I  N170 Evidence Based Practice  N171 Theoretical Foundations	<ul style="list-style-type: none"> <li>• Adv. Placement course will be hybrid/ primarily on line to meet the needs of the student population.</li> <li>• N111 is a new course (1of 2) focused on professional practice, increasing clinical reasoning, linking theory to practice and creating a plan for longevity in the profession. N144 was integrated into two courses N11 and N112 with a focus on professional practice, transitioning to practice.</li> <li>• EBP &amp; Theory classes have minor course revisions</li> </ul>
<b>2</b>	N127B Community Health (2 units)  N147B Community Health Practicum (3 Units)  N137 Professional Role Development (2 units)	N112 Professional Practice Success II  N172 Community Health Theory (3 units)  N173 Community Health Practicum (2 units)	<ul style="list-style-type: none"> <li>• N112 is the second of 2 new course focusing on developing systems viewpoint and implementation of change in the healthcare setting.</li> <li>• N172 has increased by 1 unit to accommodate PHN certification requirements</li> <li>• N173 has been reduced by 1 unit to a total of 90 clinical hours for PHN certification.</li> </ul>
<b>3</b>	N148A Senior Preceptorship (4 units)  N138 Professional Role Development (3 units)	N177A Preceptorship (3 units)  N178A Leadership ( 3 units)	<ul style="list-style-type: none"> <li>• N177A will offer a senior preceptorship or project which is focused on a quality improvement theory research and practice projects in the community or acute care setting.</li> <li>• N178A has no changes maintain Area S upper GE requirements.</li> </ul>

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

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**AGENDA ITEM:** 7.4.2

**DATE:** March 12, 2020

**ACTION REQUESTED:** Discussion and Possible Action Regarding Whether to Recommend Approval or Other Action Regarding Prelicensure Program Unit Adjustment or Other Changes, Stanbridge University Associate Degree Nursing Program (CCR 1426, 1432) (Major Curriculum Revision) (No Enrollment Increase) (Consent)

**REQUESTED BY:** Badrieh Caraway, Supervising Nursing Education Consultant

**BACKGROUND:** Mr. Yasith Weerasuriya is the CEO/President and co-founder of the Stanbridge University in Irvine, California. He is responsible for the development of a new Associate Degree Nursing (ADN) program for Stanbridge University Los Angeles Campus in Southern California. In November 2019, Stanbridge University's ADN program received approval from the BRN to enroll students at its alternative/secondary location in, Los Angeles (Alhambra). The approved enrollment pattern is 30 students, three times a year, for two years starting in March 2020.

On February 24, 2020, LA campus facility and clinical site visits were conducted by Badrieh Caraway, Supervising Nursing Education Consultant and found the program to be in compliance with all Board rules and regulations.

**Accreditation:**

Stanbridge College is currently accredited by Accrediting Commission of Career Schools and Colleges (ACCSC) and approved by the Bureau of Private Postsecondary Education (BPPE) to award Associate of Science Degrees in Nursing. The Vocational Program is approved by the Bureau of Vocational Nursing & Psychiatric Technicians (BVNPT). and their Associate Degree Nursing Program is approved by Board of Registered Nursing.

**Organizational Structure and Allocation of Resources for Alhambra Campus:**

The ADN program is led by a BRN approved full-time Program Director, Ms. Tracy Frye, and full-time Assistant Program Director Dr. Lisa Jones; they both have 100 percent release time to lead, develop, and administer all aspects of the program. The full-time Assistant Program Director, Dr. Lisa Jones, is assigned to the Los Angeles Campus and has 100 percent release time to work cooperatively with the Program Director, and she is delegated the authority to perform the Director's duties in the Director's absence.

The Assistant Program Director, under the supervision of the Program Director, is currently recruiting and interviewing faculty to teach courses for Term 3. Faculty positions have been advertised since November 2019 after the BRN approval of the Los Angeles campus. The Assistant Program Director has selected 10 applicants for hire consideration. During the next phase, the applicants will be interviewed by the Program Director and Assistant Program Director throughout June 2020. The program is seeking Board approval prior to employment with a start date of August 2020. The same process will be utilized for the Term 4 courses with

ongoing active recruitment with a hire date of August 2020 and a start date of October 2020. The hiring time frame has been reported in the attached report by the program.

The campus has three (3) full-time skills/simulation laboratory coordinators. Each coordinator is fully trained and has the required skillsets necessary to support the program. Mr. Van Vleet, the Simulation

Lab manager has been with the institution for seven years. He has extensive training as the primary operator of Laerdal Simulation through Saddleback Memorial Medical Center, and he has an AHA, certificate.

**Curriculum:**

The program has ten (10) quarters, each comprising of ten instructional weeks, with exception to the final quarter at eleven weeks. The first two (2) quarters of the program are dedicated to prerequisite completion and the remaining eight (8) quarters are core curriculum.

The Board approved Stanbridge University Associate Degree in Nursing program curriculum requires 119.5 quarter units - 78 units in the nursing major (49.5 Theory and 28.5 Clinical), 9.0 units in Communication, 28.5 units in Science, and 4.0 units in general education.

The enrollment projections include prerequisite quarters. Pre-requisite courses will be offered at the Los Angeles campus. Students who have completed coursework at regionally or nationally accredited universities or colleges may request an evaluation for transfer credit. Military veterans can receive a transfer of credit and evaluation of previous education and training in the Armed Forces. The proposed pre-licensure Associate of Science in Nursing (ADN) degree program at the Los Angeles Campus- has an intended start date of March 2020.

**Clinical Facility:**

The program has provided the Board with ten (10) signed EDP-P-18 Program Clinical Facility Authorization Forms from clinical partners showing evidence the program has secured the required clinical learning experiences to implement the program's curriculum and learning outcomes. In addition, the program has since secured two additional facilities, La Palma Community Hospital and College Hospital Long Beach, and is currently collaborating with four other facilities including Centinela Hospital Medical Center, St. Francis Medical Center, Cedars Sinai Medical Center, and White Memorial Medical Center, which will enhance the diversity of student learning. On February 24, 2020, four clinical sites were visited by the SNEC, and during the visits the hospital Chief Executive Officers shared their plans to expand their facilities with several specialty units, such as P/ MH, and Pediatrics, and their vision in partnering with the Stanbridge University, Glendale Community College and other Colleges and Universities in the LA area to offer students with various learning opportunities and potential for post-graduation enrollment in the new graduate training. Please see attached agenda.

**NCLEX Pass Rate:**

The Stanbridge University Associate Degree Nursing program's pass rates continue to be well above the BRN regulation. 2015-2016, 100%; 2016-2017, 100%; 2017-2018, 100%; and 2018-2019, 93.94%. 2019-2020, 98.18%.

**NEXT STEP:**

Place on Board agenda.

**PERSON TO CONTACT:**

Badrieh Caraway, RN, MS, MEd, CHES  
Supervising Nursing Education Consultant

**Clinical Affiliation Site Visit Agenda**  
**California Board of Registered Nursing (BRN)**  
**Monday, February 24, 2020**

**ASSOCIATE DEGREE NURSING PROGRAM**

**Badrieh Caraway, MEd, MS, RN, CHEN**

Supervisor Nursing Education Consultant, California Board of Registered Nursing

<b>TIME</b>	<b>AGENDA ITEM</b>	<b>PARTICIPANT(S)</b>	<b>LOCATION</b>
9:45 AM – 10:00 AM	Meet with the Assistant Program Director, Tour, Review Itinerary	<b>Dr. Lisa Jones</b> , <i>Assistant Program Director</i>	Stanbridge University Alhambra Campus 2215 W. Mission Rd Alhambra, CA 91803 (866) 742-1130
10:30 AM – 11:00 AM	Tour of Hospital	<b>Dr. Lisa Jones</b> , <i>Assistant Program Director</i> <b>Reeva Van Brunt, MSN, MBAc, CNL, PHN, RN</b> Nurse Educator	Alhambra Hospital Medical Center 100 S. Raymond Ave Alhambra, CA 91801 (626) 300-6802
11:30 AM – 12:00 PM	Tour of Hospital	<b>Dr. Lisa Jones</b> , <i>Assistant Program Director</i> <b>Eric Ragadio, MSN, RN</b> Associate Chief Nursing Officer	San Gabriel Valley Medical Center 438 W. Las Tunas Dr San Gabriel, CA 91776 (626) 570-6571
<b>12:00 PM – 12:30 PM</b>	<b>Lunch</b>		
1:00 PM – 1:30 PM	Tour of Hospital	<b>Dr. Lisa Jones</b> , <i>Assistant Program Director</i> <b>Francis P. Largoza, MSN, MBA, RN</b> Chief Nursing Officer	Greater El Monte Community Hospital 1701 Santa Anita Ave S. El Monte, CA 90068 (626) 579-7777
2:15 PM – 2:45 PM	Tour of Hospital	<b>Dr. Lisa Jones</b> , <i>Assistant Program Director</i> <b>Herbert Villafuerta, RN, MBA, CCRN-K</b> Chief Nursing Officer/Chief Operating Officer	Garfield Medical Center 525 N. Garfield Ave Monterey Park, CA 91754 (626) 307-2000
2:45 PM – 3:00 PM	NEC Consultant Meeting/Assistant Program Director	<b>Dr. Lisa Jones</b> , <i>Assistant Program Director</i>	Garfield Medical Center 525 N. Garfield Ave Monterey Park, CA 91754 (866) 742-1130

## **Executive Summary**

In November 2019, Stanbridge University's ADN program received approval from the BRN to enroll students at its alternative/secondary location in Alhambra, Los Angeles. The approved enrollment pattern is 30 students, three times a year, for two years starting in March 2020.

### **Clinical Education**

The clinical education facilities utilized by the ADN LA program will provide quality learning and clinical experiences that align with the program's philosophy, mission, and student learning outcomes. Cohort populations of 30 students will represent three clinical groups, each comprised of ten students to maintain a faculty to student ratio of 1:10 in all laboratory and clinical assignments. The program has provided the Board with signed EDP-P-18 Program Clinical Facility Authorization Forms from clinical partners showing evidence the program has secured the required clinical learning experiences to implement the program's curriculum and learning outcomes. In addition, the program has since secured two additional facilities La Palma Community Hospital and College Hospital Long Beach, and is currently collaborating with four other facilities including Centinela Hospital Medical Center, St. Francis Medical Center, Cedars Sinai Medical Center, and White Memorial Medical Center, which will enhance the diversity of student learning.

### **Program Leadership and Faculty**

The ADN program is led by a BRN approved full-time Program Director and full-time Assistant Program Director. The Program Director has 100 percent release time to lead, develop, and administer all aspects of the program. The Assistant Program Director has 100 percent release time to work cooperatively with the Program Director and is delegated the authority to perform the Director's duties in the Director's absence.

The Assistant Program Director, under the supervision of the Program Director, is currently recruiting and interviewing faculty to teach courses for Term 3. Faculty positions have been advertised since November 2019 after the BRN approval of the LA program. All applicant CVs and resumes received are forwarded by Human Resources to the Assistant Program Director for screening of candidates to teach in Term 3. To date, the Assistant Program Director has selected 10 applicants for hire consideration. During the next phase, the applicants will be interviewed by the Program Director and Assistant Program Director throughout June 2020. The program will seek Board approval prior to employment with a start date of August 2020. The same process will be utilized for the Term 4 courses with ongoing active recruitment with a hire date of August 2020 and a start date of October 2020.

The branch campus has three (3) full-time skills/simulation laboratory coordinators. Each coordinator is fully trained and has the required skillsets necessary to support the program. Mr. Van Vleet, the Simulation Lab Manager, has been with the institution for seven years and has extensive training as the primary operator of Laerdal simulation through Saddleback Memorial Medical Center and an AHA

instructor. The role of the laboratory coordinator is to support the RN faculty with any skills and simulation preparation.

The program has in place sufficient numbers of general education faculty. No additional hires are required.

### **Physical and Learning Resources**

The university has made a concerted effort to preserve continuity of student learning across campuses. Each campus provides ADN nursing students with congruent classroom, laboratory, student services, community service opportunities, career and alumni services, and academic resources; the Los Angeles and Orange County curriculum, applied learning strategies, and instructional methodologies are the same.

### **Simulation Lab**

The simulation lab is used in NUR1100 Fundamentals of Nursing I, NUR1300 Medical-Surgical Nursing I, NUR1400 Medical-Surgical Nursing II, NUR1500 Maternal and Newborn Nursing, NUR1600 Family and Child Nursing, NUR1700 Advanced Nursing I, and NUR1800 Advanced Nursing II. Simulation lab experiences increases the critical reasoning, synthesis, and analysis of increasingly complex care scenarios in the program's nursing students. All materials and resources allocated to the lab will be used to hone the response time to critical conditions by students in the program.

### **Virtual Reality Lab**

The university's Virtual Reality lab substantially enhances and engages students in the study of the human anatomy, pathology and diseases is integrated into the program's NUR1100 Fundamentals of Nursing I, NUR1200 Fundamentals of Nursing II, NUR1300 Medical-Surgical Nursing I, NUR1400 Medical-Surgical Nursing II, NUR1600 Family and Child Nursing, and NUR1700 Advanced Nursing I courses. The Virtual Reality Laboratory uses zSpace Education Systems for medical training in conjunction with the Anatomage virtual dissection table, the most technologically advanced 3D anatomy visualization system for anatomy and physiology education available. Virtual-holographic models provide students with a new perspective on core anatomy and physiology concepts needed for patient care and visualize anatomy exactly as they would on a fresh cadaver.

### **ATI Curriculum**

Stanbridge University has adopted the use of the Assessment Technologies Institute (ATI) to support students' learning throughout the nursing program. Upon enrollment, students are first introduced to ATI during orientation. During prerequisite studies, students complete ATI's Achieve assessment and review. The program's core didactic courses include ATI activities and assessments through ATI's templates, online practice, and proctored assessments. Learning resources include Dosage Calculations and Safe Medication Administration, Nurses Touch, Pharmacology Made Easy, ATI Skills Modules Series,

and Capstone Content Review followed by Virtual ATI regression and during the last term concluding with the Live Review prior to graduation.

### **Clinical Skills Lab**

ADN students utilize the clinical skills lab across the entirety of the curriculum to learn the essential skills needed for the practice of nursing.

### **Cadaver Lab**

The cadaver laboratory is used during the prerequisite SCI1030 Human Anatomy and SCI1040 Human Physiology to gain a deep understanding of the structure, composition, and functions of the human body.

### **Library**

Students have access to the online Learning Resource System (LRS) on demand. The University Librarian is available to all students by phone and email, and the branch campus has a resident Assistant Librarian who is available to provide onsite learning support. The institution's Information Literacy Program is integrated into the program's curriculum during orientation, NUR1100 Fundamentals I, NUR1200 Fundamentals II, and NUR1300 Medical-Surgical Nursing I where students move from an emergent level of understanding to proficiency by graduation.

### **Center for Excellence in Undergraduate and Graduate Writing**

The Center for Excellence in Undergraduate and Graduate Writing is available to assist students with all aspects of writing, including help with APA style; avoiding plagiarism and grammar, usage, and punctuation errors; overcoming writer's block; using various editing techniques; and engaging in critical research and writing. The Center's writing specialists assist ADN students across the curriculum with written reports, oral presentations, nursing literature, and research writing.



February 25, 2020

Badrieh Caraway, RN, MS, MEd, CHES  
Supervising Nursing Education Consultant  
California Board of Registered Nursing

Dear Ms. Caraway,

Thank you for your email dated February 13, 2020 requesting additional information regarding the university's ADN Los Angeles Major Curriculum Change.

As requested, please find the following for your consideration:

### Faculty and Staff Plan

The ADN program is led by a BRN approved full-time Program Director and full-time Assistant Program Director. The Program Director has 100 percent release time to lead, develop, and administer all aspects of the program. The Assistant Program Director has 100 percent release time to work cooperatively with the Program Director and is delegated the authority to perform the Director's duties in the Director's absence.

Name		Release Time
Tracy Frye, MSN-Ed, RN	Program Director	100%
Lisa Jones, PhD, MSN, RN	Assistant Program Director, Los Angeles Branch	100%

The Assistant Program Director, under the supervision of the Program Director, is currently recruiting and interviewing faculty to teach courses for Term 3. Faculty positions have been advertised since November 2019 after the BRN approval of the LA program. All applicant CVs and resumes received are forwarded by Human Resources to the Assistant Program Director for screening of candidates to teach in Term 3. To date, the Assistant Program Director has selected 10 applicants for hire consideration. During the next phase, the applicants will be interviewed by the Program Director and Assistant Program Director throughout June 2020. The program will seek Board approval prior to employment with a start date of August 2020. The same process will be utilized for the Term 4 courses with ongoing active recruitment with a hire date of August 2020 and a start date of October 2020.

Course	Hire Date	Start Date	BRN Approval
NUR1100 Fundamentals of Nursing I	June 2020	August 2020	Prior to Hire
NUR1101 Medication Administration	June 2020	August 2020	Prior to Hire
NUR1060 Gerontology	June 2020	August 2020	Prior to Hire
NUR1200 Fundamentals of Nursing II	August 2020	October 2020	Prior to Hire
NUR1201 Psychiatric Mental Health Nursing	August 2020	October 2020	Prior to Hire



The ADN Los Angeles program shall maintain faculty adequate in type and number to develop and implement the program approved by the Board and shall hire at least one qualified instructor in the designated nursing areas of geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics.

The branch campus has three (3) full-time skills/simulation laboratory coordinators. Each coordinator is fully trained and has the required skillsets necessary to support the program. Mr. Van Vleet, the Simulation Lab Manager, has been with the institution for seven years and has extensive training as the primary operator of Laerdal simulation through Saddleback Memorial Medical Center and an AHA instructor. The role of the laboratory coordinator is to support the RN faculty with any skills and simulation preparation.

Nursing faculty do not teach in the general education courses. The ADN Los Angeles program has sufficient general education faculty. No additional hires are required.

### **Program Credit Load**

The ADN program consists of 119.5 quarter credit hours and 1778.5 hours of didactic, lab, and clinical instruction. The program's shared governance provides faculty ownership and collective responsibility for planning, organizing, implementing, and evaluating all aspects of the program including the credit and instructional hours.

The program has joined in conversations with other nursing programs concerning greater standardization of pre-licensure nursing education including credit load and clinical hours and has the intent to continue to move forward with authentic conversations to grow relationships and find collaborative solutions to the complex issues facing California's nursing schools, nursing students, and the RN workforce.

### **Clinical Facility Authorization Forms and Agreements**

Stanbridge University has provided the Board with signed EDP-P-18 Program Clinical Facility Authorization Forms from clinical partners attesting that the ADN program's Los Angeles branch will not displace students from other prelicensure nursing programs. The signed EDPs are evidence that the program has secured the required clinical learning experiences to implement the program's curriculum and learning outcomes. In addition, the program has since acquired two additional clinical education facilities, La Palma Community Hospital and College Hospital Long Beach. The program is currently collaborating with four other facilities including Centinela Hospital Medical Center, St. Francis Medical Center, Cedars Sinai Medical Center, and White Memorial Medical Center which will enhance the diversity of student learning. The clinical sites will be available to accommodate the first cohort of 30 students in August 2020 and subsequent cohorts in October 2020 and February, April, and July of 2021.

### **Campus Resources**

The ADN Los Angeles campus and program have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to support the approved enrollment pattern and achieve the program's objectives. Please see the program's Major Curriculum Change for available physical and learning resources.

Sincerely,

A handwritten signature in cursive script that reads "Tracy Frye".

Tracy Frye, MSN-Ed, RN | ADN Program Director

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

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**AGENDA ITEM: 7.5**  
**DATE: March 12, 2020**

**ACTION REQUESTED:** Discussion and Possible Action Regarding Whether to Recommend Approval or Other Action Regarding Prelicensure Program Unit Adjustment or Other Changes, California State University San Bernardino Baccalaureate Degree Nursing Program (CCR 1426, 1432) (Major Curriculum Revision – WITH Enrollment Increase AND Change from Quarters to Semesters) (Present)

**REQUESTED BY:** Wayne Boyer, Nursing Education Consultant

**BACKGROUND:** Angie Gagalang, PhD(c), MSN, RN is currently the Program Director the nursing programs at California State University San Bernardino (CSUSB). Terese Burch, PhD, RN, is the Assistant Director and Department Chair.

A proposal for a Major Curriculum Revision for the BSN program to change from the 10-week quarter to a 15-week semester with enrollment increase with implementation planned for Fall Semester, 2020 was submitted November 15, 2019.

The proposed curriculum revision moves from 12 quarters to 8 semesters delivered over four years and complies with the CSU system-wide initiative to cap baccalaureate majors at 120 semester units (equivalent to 180 quarter units). The pre-licensure BSN curriculum is approved by the CSUSB faculty senate and the CSU Chancellor's Office. To comply with CSU system wide initiative to cap baccalaureate majors at 120 units, changes were made to General Education unit requirements.

Revisions were made to the conceptual framework in order to better meet the defined scholarship of nursing by the American Association of Colleges of Nursing (AACN). The framework includes the Essentials of Baccalaureate Education for Professional Nursing Practice (2008), The Essentials of Master's Education in Nursing (2011). and Cultural Competencies Toolkit; CCR 1426 of the Nurse Practice Act; ANA's Code of Ethics with Interpretive Statements, QSEN (Quality, Safety in Education Nursing); the TIGER (Technology & Informatics Guiding Education Reform) Initiative, and the Code of Conduct of the National Student Nurses' Association (NSNA). As such, students and faculty alike subscribe to precepts of nationally-vetted sources of pedagogy, standardization, regulation, technological advances, service learning, and professional conduct.

The new curriculum includes:

A revision to units: Nursing Theory-41 units, Nursing Clinical-19 units, Communication-9 units, and Science-20 units for a total of 89 units required for licensure. Other degree

requirements equal 31units for a total of 120 units for graduation. Course numbers and course names were changed.

Three previously required GE courses were eliminated. Content in some nursing courses was determined to contain sufficient GE content.

The mission vision and values reflect editorial changes to better demonstrate alignment with the CSUSB strategic plans.

The revision will assist in the future development of a collaborative enrollment process with community college programs.

This proposal meets BRN rules and regulations and details of the curriculum changes are outlined in the attachment to this Agenda Item Summary.

The curriculum revision will support an enrollment increase at the satellite campus of CSUSB located in Palm Desert, California, 71 miles from the main campus. Palm Desert is located in the Coachella Valley, a largely agricultural area of Eastern Riverside County that is medically underserved. The program is seeking to increase enrollment at the Palm Desert campus to 18 students twice a year versus once a year for a total annual enrollment of 36 students. Total enrollments for CSUSB will increase from 114 per year to 132 per year but will not impact the San Bernardino Campus or clinical sites in that area. The Palm Desert campus has sufficient space and resources to support the enrollment increase. The enrollment increase will align with the enrollment pattern of the main campus. It will also allow teaching of nursing courses every semester allowing for increased retention of faculty

Advisory Committee Meetings were conducted with academic and industry partners. Industry representatives approved for the proposed increase stating that their nursing needs have not been met and a hiring preference for BSN prepared nurses. Letters of support for the enrollment increase have been received from the program directors at College of the Desert and Copper Mountain College. A sample clinical schedule incorporating the increased students has also been developed. The programs will continue to work collaboratively to accommodate the additional students.

CSUSB continues to have NCLEX-RN pass rates above the BRN minimum of 75%:

2014-2015 – 77.05% - 127 took the exam  
2015-2016 – 90.38% - 104 took the exam  
2016-2017 – 91.53% - 118 took the exam  
2017-2018 – 96.23% - 106 took the exam  
2018-2019 – 90.00% - 100 took the exam

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

**PERSON TO CONTACT:** Wayne Boyer, DNP, MSN, PHN, RN  
Nursing Education Consultant



College of Natural Sciences  
Department of Nursing

November 15, 2019

To: Wayne Boyer, DNP, MSN, RN  
Nursing Education Consultant  
California Board of Registered Nursing

From: Evangeline Fangonil-Gagalang, MSN, RN  
BSN Program Director Department of Nursing  
California State University, San Bernardino

Subject: Proposed Major Revision of BSN Pre-Licensure Curriculum & Increase in enrollment at CSUSB Palm Desert Campus.

**Rationale for Curriculum Revision:**

This proposal seeks to revise the traditional pre-licensure BSN curriculum to comply with the campus-wide mandated conversion from quarters to semesters effective Fall Semester 2020. The nursing faculty was highly involved in the discussion and planning of the conversion of the curriculum into a semester format. The changes in the curriculum are noted below. The BRN forms EDP-P05 and EDP-P-06 are attached.

This proposal also requests to increase CSUSB admission number from 114 to 136 students annually.

**Summary of Proposed Changes:**

- 1) The mission vision and values reflect editorial changes to better demonstrate alliance with the CSUSB strategic plans.
- 2) The Program Learning Objectives (PLOs) reflect editorial changes to articulate the goals clearly. The PLOs remain aligned with the *Baccalaureate Essentials* established by the American Association of Colleges of Nursing (AACN).
- 3) The pre-licensure BSN curriculum is approved by the CSUSB faculty senate and the CSU Chancellor's Office.
- 4) The curriculum complies with the CSU system-wide initiative to cap baccalaureate majors at 120 semester units (equivalent to 180 quarter units).
- 5) In the former curriculum there were 67 quarter-units of nursing courses and in the revised curriculum there are 60 semester-units of nursing courses. This resulted in increased nursing units at 60 semester units which is equivalent to 90 quarter units.

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College of Natural Sciences  
Department of Nursing

- 6) More nursing units were added to the revised curriculum because select GE units were waived due to duplication of GE content in nursing courses. The following nursing courses meet GE equivalencies:
  - a. NURS 3640 Intro to Nursing Theories meets the Writing Intensive Requirement.
  - b. NURS 4222 Intro to Nursing Research & EBP meets the Upper Division GE Category B5 Scientific Inquiry.
  - c. NURS 4417 Community & Public Health Nursing Practice meets Upper Division GE Category D5 Social Science, Diversity & Inclusivity Requirement.
- 7) Gerontologic concepts are threaded in the Medical-Surgical courses in the quarter system as well as in the semester system.
- 8) The NURS 4840 Leadership & Management course is revised to be a theory course only. It will not have a companion clinical preceptorship course unlike in the quarter system.
- 9) The NURS 4920 Integration of Knowledge in Nursing is a new course that will replace the courses NURS 302 Technological Assessment I and NURS 402 Technological Assessment II
- 10) The Clinical Evaluation Tools (CET) will not change.
- 11) CSUSB DON requests to increase the admission number from 114 to 136 students annually. The increased in the number of students will enable the BSN program at CSUSB Palm Desert Campus to have a dual admission (Fall and Spring) annually. Letters of support and meeting minutes from a luncheon held to seek support from community partners are attached.

Thank you for your time and consideration. We look forward to the approval of our quarter to semester curriculum revision and increase enrollment by the Board of Registered Nursing.

Sincerely,



Evangeline Fangonil-Gagalang, PhD(c), MSN, RN  
BSN Program Director



Terese Burch, PhD, RN  
Department Chair

CSUSB Department of Nursing  
 Comparison of Units in Required Nursing Courses – BSN Program  
 Current BRN-Approved Quarter Curriculum vs. Proposed Semester Curriculum

Course #	Course Title (Quarter)	Unit	Theory Hours	Clinical Hours	Course #	Course Title (Semester)	Unit	Theory Hours	Clinical Hours
NURS 202	Concepts of Professional Nursing	2	20		NURS 2602	Foundational Concepts	2	30	0
NURS 316	Health Assessment	4	20	60	NURS 3016	Health Assessment	3	15	90
NURS 380	Pathophysiological Concepts as Applied to Nursing Practice	4	40		NURS 3080	Pathophysiologic Concepts	3	45	0
NURS 200	Foundations of Nursing Process, Roles and Skills	4	40		NURS 2821	Foundational Theory & Skills	5	45	90
NURS 201	Foundations of Nursing Process, Roles and Skills: Lab	3		90					
NURS 382	Pharmacology and Therapeutics for Nursing Practice	4	40		NURS 3082	Pharmacology & Therapeutics	3	45	0
NURS 220	Intermediate Nursing Process, Roles and Skills	4	40		NURS 3221	Nursing Care Adults/Older Adults I	6	45	135
NURS 221	Intermediate Nursing Process, Roles and Skills: Clinical	4		120					
NURS 334	Maternal Child and Women's Health	4	40		NURS 3635	Nursing Care Women, Infants, & Families	5	45	90
NURS 335	Maternal Child and Women's Health: Lab	3		90					
NURS 340	Theories of Nursing	2	20		NURS 3640	Intro to Theories of Nursing & Health	3	45	0
NURS 332	Families and Children	4	40		NURS 3633	Nursing Care Children & Families	5	45	90
NURS 333	Families and Children: Laboratory	3		90					
NURS 400	Psych/Mental Health Nursing	4	40		NURS 4415	Psychiatric & Mental Health Nursing Prac	5	45	90
NURS 415	Psych/Mental Health Nursing: Clinical	3		90					
NURS 320	Advanced Nursing Process, Roles and Skills	3	30		NURS 4833	Nursing Care Adults/Older Adults II	7	45	180
NURS 323	Advanced Nursing Process, Roles and Skills: Clinical	4		120					
NURS 422	Nursing Research	4	40		NURS 4222	Intro to Nursing Research & EBP	3	45	0
NURS 302	ATI I-Technological Assessment I	1	10		NURS 4920	Integration of Knowledge for Nursing	2	30	0
NURS 402	ATI II-Technological Assessment II	2	20						
NURS 406	Community/Public Health Nursing	4	40		NURS 4417	Comm & Public Health Nursing Practice	5	45	90
NURS 417	Community/Public Health Nursing: Clinical	3		90					

NURS 404	Leadership in Nursing: Nursing Management	4	40		NURS 4840	Leadership & Management	3	45	0
NURS 408	Capstone Seminar	1	10						
NURS 409	Preceptor Capstone Lab	4		120					
	Total	99	530	870		Total	60	615	855

**TOTAL CURRICULUM PLAN**

(916) 322-3350

Submit in duplicate

Name of School: CSU San Bernardino										Date Submitted:					
Type of Program: BSN										<b>For BRN Office Use Only</b>					
Revision: Major					Effective Date:			Fall 2020							
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.														By:	
Check appropriate year: <b>FIRST YEAR</b>								Check:			*Wk:		15		
								Total	Theory		Lab		Total Hours		
Quarter/Semester								Total	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab	
SEMESTER 1								M	S	O	C	P	G	**Wk:	
CHEM 2070														15	
ENG 1070A WRIT														15	
BIOL 2230 A&P I														15	
GE FOUND SEM														15	
														15	
								1						0	
								1						0	
<b>Total</b>								15	13	13	2	6	195	90	
Quarter/Semester														Total Hours	
SEMESTER 2								M	S	O	C	P	G	**Wk:	
BIOL 2240 A&P II														15	
PSYCH 1100														15	
COMM 1006 ORAL														15	
COMM 1007 CR TK														15	
GE US HISTORY														15	
														1	
														1	
<b>Total</b>								16	15	15	1	3	225	45	
Quarter/Semester														Total Hours	
SEMESTER 3								M	S	O	C	P	G	**Wk:	
BIOL 2200 MICRO														15	
MATH 1201 STATS														15	
PSY 2201 DEV PSY														15	
GE WORLD LANG LIT														15	
GE AMER GOVT														15	
														1	
														1	
<b>Total</b>								16	15	15	1	3	225	45	

\* 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)

**TOTAL CURRICULUM PLAN**

(916) 322-3350

**Submit in duplicate**

Name of School:CSU San Bernardino										Date Submitted:											
Type of Program:BSN										<b>For BRN Office Use Only</b>											
Revision:MAJOR					Effective Date:			FALL 2020													
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.															By:		Date:				
Check appropriate year: <b>SECOND YEAR</b>								Check:			*Wk:										
								Theory		Lab		Total Hours									
Quarter/Semester								Total Units	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab							
SEMESTER 4															M	S	O	C	P	G	**Wk:
N2602 CONCEPTS														15	2	2	2	0	0	30	0
N2821 F. THEORY								X	X				X	15	5	3	3	2	6	45	90
N3016 H. ASSESS								X	X				X	15	3	1	1	2	6	15	90
GE ARTS														15	3	3	3	0	0	45	0
														1			0		0	0	
														1			0		0	0	
														1			0		0	0	
<b>Total</b>														13	9	9	4	12	135	180	
Quarter/Semester THIRD YEAR															Total Hours						
SEMESTER 5										M	S	O	C	P	G	**Wk:					
N3080 PATHO														15	3	3	3	0	0	45	0
N3082 PHARM														15	3	3	3	0	0	45	0
N3221 NSG CARE I								X	X				X	15	6	3	3	3	9	45	135
FREE ELECTIVE														15	2	2	2	0	0	30	0
														1			0		0	0	
														1			0		0	0	
														1			0		0	0	
<b>Total</b>														14	11	11	3	9	165	135	
Quarter/Semester															Total Hours						
SEMESTER 6										M	S	O	C	P	G	**Wk:					
N3633 CHILD&FAM											X			15	5	3	3	2	6	45	90
N3635										X				15	5	3	3	2	6	45	90
N3640 THEORIES														15	3	3	3	0	0	45	0
GE PHILOSOPHY														15	3	3	3	0	0	45	0
														1			0		0	0	
														1			0		0	0	
														1			0		0	0	
<b>Total</b>														16	12	12	4	12	180	180	

\* 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**

(916) 322-3350

Submit in duplicate

Name of School:CSU San Bernardino										Date Submitted:				
Type of Program:BSN										For BRN Office Use Only				
Revision:MAJOR					Effective Date: FALL 2020									
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.										By: Date:				
Check appropriate year: FOURTH YEAR								Check:				*Wk:		
								Theory		Lab		Total Hours		
Quarter/Semester								Total Units	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
SEMESTER 7														
M	S	O	C	P	G	**Wk:								
N4222 RES&EBP						15	3	3	3	0	0	45	0	
N4415 PSY MH				X	X	15	5	3	3	2	6	45	90	
N4417 COMM PH					X	15	5	3	3	2	6	45	90	
UDGE LIT						15	3	3	3	0	0	45	0	
						1			0		0	0	0	
						1			0		0	0	0	
						1			0		0	0	0	
<b>Total</b>								16	12	12	4	12	180	180
Quarter/Semester												Total Hours		
SEMESTER 8														
M	S	O	C	P	G	**Wk:								
N4833 ADULTS II	X	X			X	15	7	3	3	4	12	45	180	
N4840 LEADERSHIP						15	3	3	3	0	0	45	0	
N4920 INTEGRATION					X	15	2	2	2	0	0	30	0	
						1			0		0	0	0	
						1			0		0	0	0	
						1			0		0	0	0	
						1			0		0	0	0	
<b>Total</b>								12	8	8	4	12	120	180
Quarter/Semester												Total Hours		
M	S	O	C	P	G	**Wk:								
						1			0		0	0	0	
						1			0		0	0	0	
						1			0		0	0	0	
						1			0		0	0	0	
						1			0		0	0	0	
						1			0		0	0	0	
<b>Total</b>								118	95	95	23	69	1425	1035

\* 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

**REQUIRED CURRICULUM:  
CONTENT REQUIRED FOR LICENSURE**

(916) 322-3350

Submit in **DUPLICATE**.

Program Name: CSU SAN BERNARDINO	<b>For Board Use Only</b>  Approved by: _____ <u>NEC</u>  Date: _____  <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor	
Date of Implementation: FALL 2020	
Academic System: <input checked="" type="checkbox"/> Semester _____ 15 weeks/semester <input type="checkbox"/> Quarter _____ weeks/quarter	

**REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426**

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	<b>36</b>	<b>54</b>	67	*60
Theory	(18)	(27)	40	*41
Clinical	(18)	(27)	27	*19
Communication Units	6	9	12	*9
Science Units	16	24	32	*20
<b>TOTAL UNITS FOR LICENSURE</b>	<b>58</b>	<b>87</b>	111	*89
Other Degree Requirements			69	*31
<b>TOTAL UNITS FOR GRADUATION</b>			180	120

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

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	NURS 4415 NURS 3082 NURS 4920	Psych Mental health & Lab Pharmacology & Therapeutics Integration
Personal Hygiene	NURS 2821 NURS 4920	Foundational Theory & Skills Integration
Human Sexuality	NURS 3633 NURS 3635 NURS 4415 NURS 4417 NURS 4920	Children & Families Women, Infant, & Families Psych Mental Health Community Public Health Integration

Client Abuse	NURS 2602 NURS 2821 NURS 3221 NURS 3633 NURS 3635 NURS 4415 NURS 4417 NURS 4920	Foundational Concepts Foundational Theory & Skills Nursing Care I Adults & Older Adults Children & Families Women, Infant, & Families Psych Mental Health Community Public Health Integration
Cultural Diversity	NURS 2602 NURS 2821 NURS 3221 NURS 3633 NURS 3635 NURS 4415 NURS 4417 NURS 4833 NURS 4920	Foundational Concepts Foundational Theory & Skills Nursing Care I Adults & Older Adults Children & Families Women, Infant, & Families Psych Mental Health Community Public Health Nursing Care II Adults & Older Adults Integration
Nutrition	NURS 2821 NURS 3016 NURS 3221 NURS 3633 NURS 3635 NURS 4415 NURS 4417 NURS 4833 NURS 4920	Foundational Theory & Skills Health Assessment Nursing Care I Adults & Older Adults Children & Families Women, Infant, & Families Psych Mental Health Community Public Health Nursing Care II Adults & Older Adults Integration
Pharmacology	NURS 3082 NURS 3221 NURS 3633 NURS 3635 NURS 4415 NURS 4417 NURS 4833 NURS 4920	Pharmacology Nursing Care I Adults & Older Adults Children & Families Women, Infant, & Families Psych Mental Health Community Public Health Nursing Care II Adults & Older Adults Integration
Legal Aspects	NURS 2602 NURS 2821 NURS 3082 NURS 3221 NURS 3633 NURS 3635 NURS 4415 NURS 4833 NURS 4840 NURS 4920	Foundational Concepts Foundational Theory & Skills Pharmacology Nursing Care I Adults & Older Adults Children's and families Women, infants, and Families Psych Mental Health Nursing Care II Adults & Older Adults Leadership Integration
Social/Ethical Aspects	NURS 2602 NURS 2821 NURS 3221 NURS 3640 NURS 3633 NURS 3635 NURS 4415 NURS 4417 NURS 4222 NURS 4833 NURS 4840 NURS 4920	Foundational Concepts Foundational Theory & Skills Nursing Care I Adults & Older Adults Intro Theories of Nursing Children & Families Women, Infant, & Families Psych Mental Health Community Public Health Nursing Research and EBP Nursing Care II Adults & Older Adults Leadership Integration
Management/Leadership	NURS 4833 NURS 4840 NURS 4920	Nursing Care II Adults & Older Adults Leadership Integration

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.

REQUIRED CONTENT	Course Number	Course Title	Units
<b>NURSING</b>			
Medical-Surgical	NURS 3016 NURS 2821 NURS 3080 NURS 3082 NURS 3221 NURS 4833 NURS 4840 NURS 4920	Health Assessment Foundational Theory & Skills Pathophysiology Pharmacology Nursing Care I Adults & Older Adults Nursing Care II Adults & Older Adults Leadership Integration	
Obstetrical	NURS 3635	Women, Infant, & Families	
Pediatric	NURS 3633	Children & Families	
Psych/Mental Health	NURS 4415	Psych Mental Health	
Geriatrics	NURS 2821 NURS 3016 NURS 3221 NURS 3080 NURS 3082 NURS 4415 NURS 4833 NURS 4920	Foundational Theory & Skills Health Assessment Nursing Care I Adults & Older Adults Pathophysiology Pharmacology Psych Mental Health Nursing Care II Adults & Older Adults Integration	
<b>BASIC SCIENCES</b>			
Anatomy	BIOL 2230	Human Physiology & Anatomy I	
Physiology	BIOL 2240	Human Physiology & Anatomy II	
Microbiology	BIOL 220 CHEM 2070	Microbiology General Organic and Bio Chemistry	
Societal/Cultural Pattern	GE	World Language or Literature and other courses that meet the social science GE category	
Psychology	PSY 2201	Development through the Life-Span	
<b>COMMUNICATION</b>			
Oral	COMM 1006	Oral Communication	
Written	ENG 1007 A	English	
Group	COMM 1070	Critical Thinking	
<b>* TOTAL UNITS</b>			

\* The "TOTAL UNITS" should match "TOTAL UNITS FOR LICENSURE" on page 1.

**LVN 30 UNIT OPTION**

<b>REQUIRED CONTENT</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Units</b>
<b>NURSING</b>			
Advanced Medical-Surgical	NURS 4833	Nursing Care Adults & Older Adults II	7
	NURS 3082	Pharmacology	3
Psych/Mental Health	NURS 4415	Psych Mental Health	5
Geriatrics	NURS 4833	Nursing Care Adults & Older Adults II	
Management/Leadership	NURS 4840	Leadership	3
<b>BASIC SCIENCES</b>			
Physiology	BIOL 2230	Human Physiology & Anatomy I	4
	BIOL 2240	Human Physiology & Anatomy II	4
Microbiology	BIOL 2200	Microbiology	4
<b>TOTAL UNITS</b>			<b>30</b>
Signature Program Director/Designee:		Date:	

**Desert Regional Medical Center, Palm Springs, CA**

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Acute Rehab		N1	N1 CSUSB 2821				
2 East (4) Ortho/Tele	N2	N2 AM N2 PM N1	N2 AM N1	CMC	CMC		
4 East SNF		N1	N1 CSUSB 2821				
4 Sinatra (4) Oncology	N3 AM N3 PM	N3 AM N3 PM	CSUSB 2821	CMC	CMC		
5 Sinatra (4) M/S – Trauma	CMC	N1	N1 CSUSB 2821	CMC	CMC		
3 East (4) Tele – Cardiac	N2	N2 AM N2 PM	N2 AM	CMC	CMC		
2 Sinatra (4) Tele – Cardiac	N3 AM N3 PM	N3 AM N3 PM	N4	N4	CMC		
3 Sinatra (4) Tele – Stoke	N3 AM N3 PM	N3 AM N3 PM	N4	N4			
ICU (4)	CMC	CMC	N4	N4	CMC		
ED (2)	CMC (1) N3 AM (1) N3 PM (1)	CMC (1) N3 AM (1) N3 PM (1)	N4	N4	CMC		
ED Psych (1)	N3 AM N3 PM	N3 AM N3 PM					
OB	N2	N2 AM N2 PM	N2 AM	CSUSB 3635 AM CSUSB 3635 PM			
Peds	N2	N2 AM N2 PM	N2 AM	CMC	CMC		
Cath Lab (1)	CMC	CMC	N4	N4	CMC		
OR (1)	CMC	N1	N1	CMC	CMC		
PACU (1)		CMC	N4	N4			

**Eisenhower Medical Center, Rancho Mirage, CA**

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
2 East Ortho/Obs		N1	N1 CSUSB 2821	N1 CSUSB 3221	N1 CSUSB 3221		
4 East Surgical		N1	N1 CSUSB 2821	N1 CSUSB 3221	N1 CSUSB 3221		
3 East Oncology	N3 am N3 pm	N3 am N3 pm	CSUSB 2821	CSUSB 3221	CSUSB 3221		
4 North Ortho		N1	N1 CSUSB 2821	N1 CSUSB 3221	N1 CSUSB 3221		
3 North Tele – Neuro	CSUSB 4833		N4	CSUSB 3221/N4	CSUSB 4833		
3 South Tele – Hosp.	N3 am N3 pm	N3 am N3 pm	N4	N4	CSUSB 4833		
4 South Tele – Vasc	N3 am N3 pm	N3 am N3 pm	N4	N4	CSUSB 4833		
ICU	CSUSB 4833		N4	N4	CSUSB 4833		
OR (1)							
Cath Lab (1)	CSUSB 4833		N4	N4	CSUSB 4833		
ED (2)	CSUSB 4833	N3 am N3 pm	N4	N4	CSUSB 4833		
ED Psych (1)	N3 am N3 pm	N3 am N3 pm					
PACU (1)	CSUSB 4833		N4	N4	CSUSB 4833		
SDS/DOC		N1	N1	N1	N1		

**John F. Kennedy Memorial Hospital, Indio, CA**

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Tower		N2 AM N2 PM	N2 AM N2 PM	PV PM	PV PM		
ACES		N2 AM N2 PM	N2 AM N2 PM	PV PM	PV PM		
Mother/Baby (PP)	CSUSB 3633 AM CSUSB 3633 PM	N2 AM N2 PM	N2 AM N2 PM	PV PM	PV PM		
ED	CSUSB 3633 AM CSUSB 3633 PM						
OB		N2 AM N2 PM	N2 AM N2 PM	CMC	CMC	CMC	
Peds	CSUSB 3633 AM CSUSB 3633 PM	N2 AM N2 PM	N2 AM N2 PM	PV PM	PV PM		
Nursery	CSUSB 3633 AM CSUSB 3633 PM	N2 AM N2 PM	N2 AM N2 PM	CMC PV PM	CMC PV PM	CMC	
ICU							
OR							

## **DON Philosophy**

The Department of Nursing (DON) at California State University, San Bernardino (CSUSB) is committed to the university's broad mission of teaching and service, research excellence, and intellectual interaction and creativity included in the full range of programs offered through the DON.

The philosophy of the Department of Nursing is derived from a synthesis of beliefs and values shared by faculty, staff, students, alumni and clinical agencies, and community stakeholders concerning nursing, nursing education, nursing students and the university. This philosophy and purpose stems from the mission, vision, and core values of the department. The mission and vision speak to collaboration, innovation, and excellence. The core values are integrity, professionalism, and ethical accountability; excellence, innovation, and leadership; caring, respect, and cultural sensitivity; community collaboration and social justice.

Professional nursing is both an art and a science, entrusted by society to provide services to promote, maintain, and restore the health and well-being of individuals, families and communities from diverse backgrounds in a variety of settings. Nursing as a discipline is grounded in theory and research that directs and validates clinical practice decisions and actions, and generates knowledge for practice. Nursing as a profession derives its authentic authority over nursing education, research, practice and service from a social and ethical contract with the public. This contract mandates that the profession act responsibly in promoting person-centered, safe, evidence-based collaborative care, utilizing informatics with a focus on quality improvement for the public's health and well-being.

The faculty recognize that student-centered learning requires an environment which promotes strategies that encompass students learning styles and facilitates learning outcomes which are cognitive, affective and psychomotor and driven by the idea of continuous improvement. Rich and varied educational opportunities are an integral part of lifelong learning and demonstrating professionalism in partnership with communities. Successful CSUSB nursing students are expected to learn, to lead, and to transform themselves, the profession, and the community by fulfilling leadership roles and providing evidence-based nursing practice.

Graduate nursing education builds upon the baccalaureate curriculum to prepare nursing students for advanced nursing roles by promoting the development of advanced knowledge, concepts and skills.

## **DON Mission, Vision, Values**

### **Our Mission**

The mission of the CSUSB DON is to promote and support:

- development of students in preparation for professional practice, scholarship, leadership, and lifelong learning.
- collaboration to address health needs and promote health equity of diverse populations in the community.
- respect, inclusivity, and collegiality among diverse students, faculty, and staff.
- faculty professional development in teaching, scholarship, service and practice.
- wellness among students, faculty, staff, and the larger community whom we serve.

### **Our Vision**

To be a center of collaboration and innovation in nursing education, scholarship, practice, and service.

### **Our Values**

Integrity, Professionalism, and Ethical Accountability  
Excellence, Innovation, and Leadership  
Caring, Respect, and Cultural Sensitivity  
Community Collaboration and Social Justice

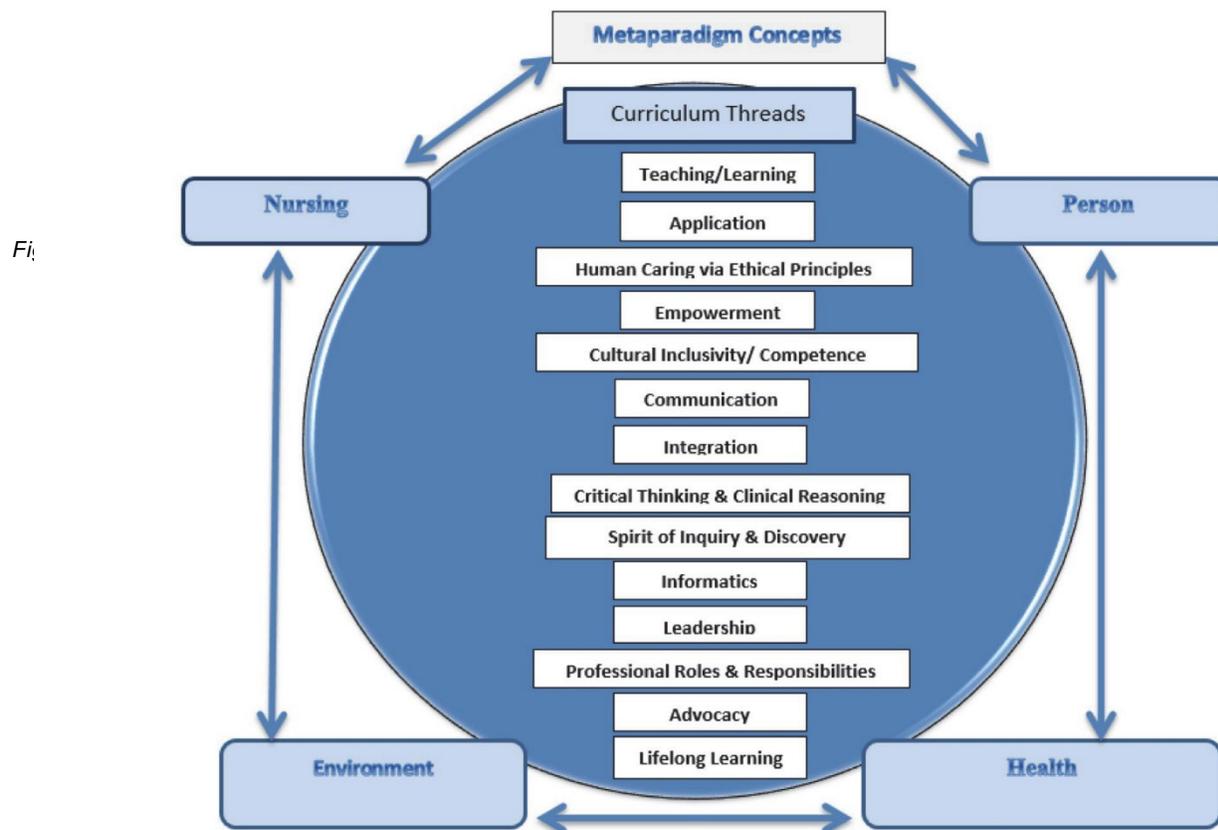
## DON Conceptual Framework

### Conceptual Framework of the Curriculum:

The conceptual framework for the nursing curriculum at California State University San Bernardino (CSUSB) is in accordance with the statement defining the scholarship of nursing by the American Association of Colleges of Nursing (AACN).

We subscribe to the theses of AACN's The Essentials of Baccalaureate Education for Professional Nursing Practice (2008), The Essentials of Master's Education in Nursing (2011), and Cultural Competencies Toolkit; Title 16 of the California Code of Regulations of the California Board of Registered Nursing (BRN); ANA's Code of Ethics with Interpretive Statements, QSEN (Quality, Safety in Education Nursing); the TIGER (Technology & Informatics Guiding Education Reform) Initiative, and the Code of Conduct of the National Student Nurses' Association (NSNA). As such, students and faculty alike subscribe to precepts of nationally-vetted sources of pedagogy, standardization, regulation, technological advances, service learning, and professional conduct.

### METAPARADIGM CONCEPTS



Figure(1) : Conceptual Framework, Department of Nursing, California State University San Bernardino.

**Nursing:** is a practice discipline involving human caring that is concerned with improving quality of life and promoting, maintaining, and restoring health in partnership with persons, families, groups, populations, and communities. The art and science of caring in nursing consists of a unique body of knowledge based on theory, research, and practice. Nursing strives to improve the quality of life in institutional, community, regional, and global arenas. In particular, students teach and learn through a variety of course, program and volunteer activities with the underserved and vulnerable populations, which are at increased risk for a variety of medico-legal and socioeconomic problems.

Therapeutic nursing interventions are based upon a belief about the uniqueness of the human condition that is contextually and culturally relevant to both the receiver and the provider. These interventions are purposeful, strategic, and informed and are performed by a nurse for or with a person(s) using primary, secondary, or tertiary interventions or preventive measures. Evidence-based interventions are developed by synthesizing theory, research, and practice. The key elements for the provision of therapeutic nursing interventions include sound clinical reasoning, collaboration, and critical thinking. Therapeutic nursing interventions are implemented via psychomotor, psychosocial, and communication skills, both affective & cognitive. Additionally, a milieu that supports professional nursing practice exhibits: ethical principles, human caring, research, technology integration, information and health literacy, empowerment, cultural inclusivity/competence, leadership, and clarity of professional roles.

**Person:** An individual whose values and beliefs stem from a unique culture consciously and unconsciously learned and integrated through daily practice. Interactions with self, other individuals, families, populations, and communities continually impact the person holistically in an environment that expands from the self to the globe. The person is capable of self-actualization and decision-making within the context of rights, obligations, and desires.

**Environment:** The human and the environment comprise a constantly interactive and mutually influencing set of forces within a system that result in a lived experience. Subsystems shaping this lived experience include but are not limited to the: biological chemical, genetic, geographical, psychological, emotional, spiritual, socioeconomic, and technological. This internal and external environment is maintained by semipermeable boundaries between the subsystems across which data and information flow. The goal of these interactions is homeostasis or the sustaining of life. States of disequilibrium (known as illness and/or stress responses) occur in which the eventual outcomes are a return to a steady state or death.

**Health:** We subscribe to the definition of “health” from the Preamble to the Constitution of the World Health Organization adopted in 1946. “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity” (WHO, 1946). In addition, we note that emotional and spiritual well-being are also essential to health, and ultimately, to self-actualization.

## Curriculum Threads

**Teaching/Learning:** Where the teaching includes productive dialogue between students and teachers.

- Service
- Nursing Excellence
- Intellectual Interaction & Creativity

**Application:** Where new nursing knowledge is used to help solve local, community, and international health problems and encourage health promotion.

- Wellness Activities
- Responsiveness to Health Needs of Diverse Populations & Environments
- Commitment to Global Awareness
- Person-centered safe care
- Community engagement

**Human Caring via Ethical Principles:** in nursing includes value of person, respect for human dignity, compassion, nurturing and understanding the needs of the individual, family, and community. Respect for human dignity, a trusting relationship between nurse and client (patient), the right of the client to determine their own course of treatment, and a respectful relationship with colleagues and others (AACN, Code of Ethics for Nurses, 2015).

- Person-centered
- Respect, community collaboration, social justice, health disparities, promotion, prevention, health equity
- Legal Rights & Responsibilities
- Ethical Practice, Integrity, Ethical Accountability

**Empowerment:** Encouraging and supporting nurses in using their knowledge and skills to assist patients in making decisions regarding their care.

- Encouraging patients, consumers, families, communities to communicate interests and priorities for learning, needs, and change

**Cultural Inclusivity/Competence:** Delivery of care that is culturally appropriate while realizing own biases. Providing patient care that is in accordance with each patient's view of the world.

- Synthesis of beliefs and values
- Reflective learning and practice

**Communication,** within the context of nursing, is both the expression and reception of information that is clear and concise and respectful of all cultures and ethnicities.

- Civility in all interactions
- Confidentiality/information security
- Advanced Directives
- Collaboration with interdisciplinary team

- Informed consent

**Integration:** Building relationships among and across all health disciplines

- Validates clinical practice, decisions and actions (#14)
- Assist in role definition of various members of the health care team (5\_7\_2015)

**Critical Thinking** is a complex process that involves reflection, analysis, inference, synthesis, and being open-minded regarding affective and content information received in every situation.

Clinical Reasoning is “the process used to assimilate information, analyze data, and make decisions regarding patient care” (Simmons, Lanuza, Fonteyn, & Hicks, 2003, as cited in the Essentials of Baccalaureate Education in Nursing, 2008, p. 36). For nurses, clinical reasoning is based on the nursing process.

**Spirit of inquiry & Discovery:** the evidence-based and systematic inquiry used to ask questions, solve problems, and/or generate new knowledge. Students of the CSUSB nursing program are expected to critique and analyze evidence, apply it to patient care, and disseminate information to benefit local and global communities. Faculty-led activities result in the generation of cutting-edge and particular knowledge while students participate selectively in aspects of the research process in concert with the faculty.

- Scholarly Professionals
- Providing EBNP
- Continuous Improvement
- To Learn, To Lead, To Transform
- Excellence, Innovation, Leadership

**Informatics:** includes computer and information literacy as foundational to nursing practice in the domains of: data, information, knowledge, and wisdom.

- Information Literacy Recognizing when information is needed while having the ability to locate, evaluate and effectively use the information and an intellectual framework for same (McConigle & Mastrian, (2012).
- Computer Literacy Basic, nontechnical knowledge about computers and how to use them; familiarity and experience with computers, software, and computer systems. In health care, “devices” (portable hardware) constitute the conduit or throughput across which data and information are acquired, utilized, and managed by students and faculty in the process of nursing care and documentation in any patient setting. Technology contributes to all areas of nursing practice, making both care and documentation more safe, efficient, and easily disseminated to appropriate agencies or healthcare professionals. Nurses must therefore become competent in use of technology as well as the data and information derived therein.

**Leadership** evolves on a continuum from dynamic followership, collaboration, to leadership with cultural inclusivity/competence throughout.

- Dynamic followership, respect for self, others, wellness; chain of command
- Assignment, delegation, scope of practice, supervision
- Management of cases, people, budgets & equipment; continuity of care

**Professional Roles and Responsibilities** include delivering safe care, coordinating care, designing care using evidence-based practice as a member of the healthcare team. The professional nurse needs to evaluate one's own practice as well as contribute to the support and advancement of the profession. The professional nurse must focus on continuous self-evaluation and lifelong learning. The nurse who upholds professional roles and responsibilities advocates for quality health care and functions as a leader in the community, internationally and for the profession (AACN, 2015).

**Advocacy (Health & Social Policy)** is the compilation of decisions made within the governmental and quasi-governmental entities and sometimes-private entities, regarding health and health care. Policies influence health in areas such as access to care, patient care delivery, and financing. It is therefore incumbent upon the nursing profession to consider the impact of health policy on professional nursing practice and to participate in policy development as warranted.

**Lifelong Learning:** As an applied science, nursing requires that one pursue knowledge throughout one's working life and beyond. This pursuit of knowledge should be ongoing and voluntary. It is thought to enhance social inclusion and active nursing citizenship and forestall the aging process. Thus, the outcome of these activities exceeds the arena of employability to favor goals of life satisfaction.

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College of Natural Sciences

Department of Nursing

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Friday May 15, 2015

Approved 11.2016/

Revised by Faculty Organization 05.12.2017

College of Natural Sciences  
Department of Nursing

December 3, 2019

Dear Ms. Dawn Page,

We are very happy to finally meet you at San Bernardino Valley College to discuss the process of having a concurrent enrollment between the community colleges in the Inland Empire and the California State University in San Bernardino. It is our hope that we continue working to create a pathway for students in the Associate Degree Nursing (ADN) program get into the Bachelor of Science in Nursing (BSN) plan of study, concurrently.

California State University San Bernardino (CSUSB) is in the process of converting from the quarter system into a semester format. With this change, the Department of Nursing in the Palm Desert Campus (PDC) is seeking to have a dual admission annually, one in the Fall and one in the Spring. This is in response to community requests for increased enrollment opportunities.

Currently, CSUSB admits 18-20 students once a year in the Fall at PDC. As we transition from the quarter to semester in Fall 2020, we plan to enroll twice a year. This will allow for continuous course offerings throughout the year, which will enable our faculty to teach the same set of courses each semester. More importantly, this will provide availability of courses to the students who do not progress to the next set of courses for a variety of reasons.

Due to current rules and regulations set forth by the California Board of Registered Nursing, we need to seek your support in allowing us to increase our enrollment by 20 students. By signing this letter below, you will convey your support to CSUSB's plan for increase enrollment starting in the academic year 2020-21.

Sincerely,



Terri Burch and Angie Gagalang  
California State University in San Bernardino  
College of Natural Science, Department of Nursing

Dawn Page      Copper Mountain College      12-4-19  
Print Name      Name of Institution      Date

Support CSUSB department of nursing to increase enrollment of additional 18 students starting AY 2020-21 (Admitting 18 in Fall 2020 and 18 Spring 2021) for a total of 36 students annually in the Palm Desert Campus.

909.537.5380 • fax: 909.537.7089 • <http://nursing.csusb.edu>

5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393



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

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**AGENDA ITEM: 7.6**  
**DATE: March 12, 2020**

**ACTION REQUESTED:** Discussion and Possible Action Regarding Whether to Recommend Continuing Approval or Other Action for Approved Nursing Programs (Prelicensure), Mendocino College Associate Degree Nursing Program (BPC 2788, CCR 1421,1423) (Present)

**REQUESTED BY:** Shelley Ward, Nursing Education Consultant

**BACKGROUND:** A regularly scheduled continuing approval visit was conducted at the Mendocino College A.D.N. program on November 18-20, 2019. The program was found to be in non-compliance to include CCR Sections 1424 (b)(1) program evaluation plan, 1424 (d) resources, 1426 (a) approved curriculum. Details regarding the findings are included in the attachments to this report.

Mendocino College within the Mendocino-Lake Community College District includes the Ukiah Main Campus, Lake Center, North County Center and Coast Center. The A.D.N. program is located on the Ukiah Main Campus.

Subsequent to the approval visit the program through the efforts of the faculty, program and college administration implemented a plan to address the areas of non-compliance. At the time of preparing this report the program is in compliance with the three sections of regulation. The purpose in presenting this report is to request that the program submit a progress report to the Nursing Education Consultant on a date to be determined in Spring semester 2021, to demonstrate sustaining compliance in the areas of program evaluation and resources.

The reason for this request is that the program was found to be in non-compliance with two of the three same CCR sections, namely 1424 (b)(1) program evaluation plan, and 1424 (d) resources at the March 16-18, 2015 BRN continuing approval visit conducted by Janette Wackerly, SNEC.

Ongoing challenges with recruitment and retention of full-time faculty and for director and assistant director positions have been a critical factor related to the 2019 non-compliance findings. The director and assistant director positions have traditionally been faculty positions with allocated release time at 75% for the director and 25% for the assistant director, for administration of the program in addition to teaching responsibilities. Due to retirements, the unanticipated departure of one director, as well also other situations there have been periods of time in which either the director or assistant director position has been vacant or the incumbent was not able to be present.

The college has maintained attempts to recruit external candidates for the director or assistant director positions. After the 2015 approval visit the college recruited back a prior faculty member (Frances Laughton) who was in retirement to serve at various times as either the assistant director or director. Additionally, a qualified individual was retained to serve on a non-permanent basis as the assistant director in July 2017, however this position did not include teaching responsibilities. This strategy was employed in part given that there were no other qualified faculty who could serve in either capacity given their recent time as faculty in the program. The program has had (3) different program directors, which includes the current director, after Dr. French's retirement occurring after the 2015 BRN approval visit.

The program enrolls 18-20 generic students annually in fall, and 4-6 (or more based on attrition) LVN-RN students the following Spring to graduate a class of 24 every Spring. The self-study for the November 2019 approval visit reported that the ADN program is approved for (4) faculty FTE's which include the director and assistant director positions. The program identified that there was an 100% turnover of (4) full-time faculty positions since Spring 2017. Reasons for faculty turnover vary. Issues such as salary scale, rural location etc. are described as factors that contribute to the difficulty in recruiting and retaining qualified faculty. Funding sources from grants and from highly engaged clinical partners has consistently been utilized to support program operations, including key staff and (1) full-time faculty categorically funded position.

At the time of the visit the written plan for the evaluation of the total program did not address issues related to the adequate type and number of faculty although the situation and impact since the 2015 BRN visit was stated in several areas in the program's self-study report. At the conclusion of the approval visit the program director and assistant director positions would again need to be replaced at the end of December 2019. College administrators outlined a plan to maintain compliance with regulatory requirements if it could be implemented prior to the beginning of the Spring 2020 semester.

Subsequent to the November BRN 2019 continuing approval visit the program has undergone an organizational structure change by adding an Executive Dean/Director non-teaching 100% administrative position responsible for the A.D.N. program, in addition to retaining the (4) full-time faculty positions, which as described at this time to be a definitive 2-year plan. Dr. Peggy Walsh Gobel DNSc/PhD, MSN, SHN, FNPC, RNC, BSN was approved as the A.D.N program director on 12/11/2019. She brings an extensive portfolio of administrative and academic experience to continue to build on the progress that the most recent program director Frances Laughton accomplished. This will allow for (2) full-time faculty members to serve as assistant program directors with the intent that one will in time continue as the program director, and the other as assistant program director. Both newly approved assistant program directors have been retained by the program since spring 2017.

The program submitted a comprehensive progress report in February 2020, to address the (3) areas of non-compliance and other aspects of program improvement noted in the consultant's visit report. Recent faculty hires have allowed the program to staff courses per the required regulatory classifications at this time. Program and college administrators are pursuing additional plans to establish and maintain an adequate type and number of full-time faculty to sustain this program on an ongoing basis. The written evaluation plan has been revised in many areas including tracking and addressing program staffing and other important areas. A minor

curriculum revision was submitted to address the area of non-compliance in the area of curriculum.

This program receives ongoing financial support from local clinical partners and the Mendocino College Foundation. These entities are actively working with the program director and other college administrators to maintain a viable A.D.N. program. Graduates are recruited by local clinical facilities and described as highly regarded, invaluable and irreplaceable for providing nursing services in this rural area. Graduates also serve as program faculty while continuing to work as RN's at local clinical facilities.

The program has traditionally had notable NCLEX examination pass rates given all the personnel transition issues over several years as represented below in BRN records.

2012-2013-94.74%  
2013-2014-100 %  
2014-2015- 100%  
2015-2016- 100 %  
2016-2017-90.91%  
2017-2018- 95.65%  
2018-2019-84.21%  
July 2019-Sept. 2020 – 100%

Since the time of the 2015 BRN continuing approval visit the Board has received three progress reports from the NEC related to program evaluation and personnel resources. An interim visit was conducted on 1/30/2017 related to adequate program faculty and program administration resources.

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

**PERSON TO CONTACT:** Shelley Ward, MPH, RN  
Nursing Education Consultant

## REPORT OF FINDINGS

### MENDOCINO COLLEGE ASSOCIATE DEGREE NURSING PROGRAM CONTINUING APPROVAL VISIT November 18-20, 2019

#### NON-COMPLIANCE:

**CCR Section 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.**

The written plan for evaluation of the total program does not include reference to adequate type and number of faculty, program administration related resources, or the tracking and resolution of student complaints/grievances.

**CCR Section 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.**

A definitive plan for replacement of the Director, Assistant Director and faculty positions could not be confirmed by the conclusion of the approval visit, for the position changes that were communicated in the self-study report as becoming effective in December 2019.

**CCR Section 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**

The curriculum that is being implemented incorporates four courses that are not included in the approved BRN curriculum plan.

**CONSULTANT APPROVAL REPORT  
FOR INITIAL/CONTINUING PROGRAM APPROVAL REVIEW**

**WORK COPY**

PROGRAM NAME: Mendocino College Associate Degree Nursing Program  
VISIT NECs: Shelley Ward

DATE OF VISIT: November 18-20-2019

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<b>CALIFORNIA CODE OF REGULATIONS ARTICLE 2. REGISTRATION AND EXAMINATION</b>			
<p><b>1418. Eligibility for Licensure of Applicants Who Have Military Education and Experience.</b></p> <p>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, in whole or in part, the minimum standards for competency set forth in Section 1443.5 and 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, in whole or in part, the education requirements for licensure.</p>	X		Policy Guidelines for Military Personnel Nursing Admission Mendocino College is used as the basis for evaluating and awarding credit.
<b>CALIFORNIA CODE OF REGULATIONS ARTICLE 3. PRELICENSURE NURSING PROGRAMS</b>			
<b>1420. Definitions. (a) - (q)</b>	Information Only		Located at <a href="http://www.rn.ca.gov">www.rn.ca.gov</a> : Nursing Practice Act/California Code of Regulations/Article 3. Prelicensure Nursing Programs
<p><b>1421. Application for Approval.</b></p> <p>1421(a) An institution of higher education or affiliated institution applying for approval of a new prelicensure registered nursing program (program applicant) shall be in the state and shall comply with the requirements specified in the board's document entitled, "Instructions for Institutions Seeking Approval of a New Prelicensure Registered Nursing Program", (EDP-I-01Rev 03/10), ("Instructions"), which is hereby incorporated by reference, including:</p> <p>(1) Notify the board in writing of its intent to offer a new program that complies with board requirements;</p> <p>(2) Submit a feasibility study in accordance with the requirements specified in the "Instructions";</p>	1424 (a) - (d) is not applicable		The program self-study report described initiation of the program in 2003 as a response to the need for registered nurses for the area's rural hospitals.

(REVIEWED 09/19, Rev 09/2019)

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PROGRAM NAME: Mendocino College Associate Degree Nursing Program  
VISIT NECs: Shelley Ward

DATE OF VISIT: November 18-20-2019

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<p>(3) Appoint a director who meets the requirements of section 1425(a). Such appointment shall be made upon board acceptance of the feasibility study for the proposed program.</p> <p>(4) After acceptance of the feasibility study by the board, and no later than six (6) months prior to the proposed date for enrollment of students, submit a self-study to the board in accordance with the requirements specified in the "Instructions" demonstrating how the program will meet the requirements of sections 1424 through 1432 of this article and sections 2786.6(a) and (b) of the code.</p> <p>(5) Have a representative at public meetings of the board and board committee pursuant to the "Instructions" when the feasibility study and self-study are considered.</p> <p>1421(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:</p> <p>(1) Evidence of initial and sustainable budgetary provisions for the proposed program;</p> <p>(2) Institution of higher education's authority to grant an associate of arts, baccalaureate, or higher degree;</p> <p>(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;</p> <p>(4) Evidence of availability of clinical placements for students of the proposed program;</p> <p>(5) Plans for administrative and faculty recruitment to staff the proposed program.</p> <p>1421(c) The board's designee shall review the self-study, conduct a site visit of the proposed program, and submit a written report to the board that contains findings as to whether the application and supporting</p>	<p>1424 (a) - (d) is not applicable</p> <p>1424 (a) - (d) is not applicable</p>		<p>This is a Board approved prelicensure RN program at the time of the November 2019 continuing approval visit.</p>

(REVIEWED 09/19, Rev 09/2019)

**CONSULTANT APPROVAL REPORT  
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PROGRAM NAME: Mendocino College Associate Degree Nursing Program  
VISIT NECs: Shelley Ward

DATE OF VISIT: November 18-20-2019

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<p>documentation for the proposed program comply with the requirements set forth in (a)(4). 1421(d) The board shall consider the application along with the written report and may thereafter grant or deny approval, or defer action on the application. The board's decision is based on the applicant's demonstration that it meets the requirements of sections 1424 through 1432 and sections 2786.6(a) and (b) of the code</p>	<p>1424 (a) - (d) is not applicable</p>		<p>The program is currently a Board approved prelicensure RN program.</p>
<p><b>1422. Certificate of Approval.</b></p> <p>1422(a) A certificate of approval shall be issued to each nursing program when it is initially approved by the board.</p> <p>1422(b) The board shall revoke a nursing program's approval, and the program shall return the certificate of approval to the board under the following conditions: (1) The institution of higher education cannot grant degrees; or (2) The board determines that the nursing program is in non-compliance with the requirements set forth in this article or sections 2786 through 2788 of the code.</p>	<p>X</p> <p>X</p>		<p>Board Action Letter on file at the BRN copied in part:  October 01, 2003  Carol Gee, MSN, RN Director of Nursing Mendocino College 1000 Hensley Creek Road Ukiah, CA 95482  SUBJECT: BOARD ACTION  Dear Ms. Gee:  The Board of Registered Nursing at its September 12, 2003 meeting in Burbank voted the following action:</p>

**CONSULTANT APPROVAL REPORT  
FOR INITIAL/CONTINUING PROGRAM APPROVAL REVIEW**

**WORK COPY**

PROGRAM NAME: Mendocino College Associate Degree Nursing Program  
VISIT NECs: Shelley Ward

DATE OF VISIT: November 18-20-2019

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
			"Grant Initial Approval of Mendocino College LVN to RN Associate Degree Nursing Program"
<p><b>1423. Approval Requirements.</b></p> <p>1423(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.</p> <p>1423(b) A material misrepresentation of fact by a program applicant or an approved nursing program in any information required to be submitted to the board is grounds for denial of approval or revocation of the program's approval.</p>	<p>X</p> <p>X</p>		<p>The A.D.N. program currently has a continue approval status per Board Action Letter dated June 8, 2015. The three areas of non-compliance identified during the Nov. 18-20, 2019 continuing approval visit are identified in this report in CCR Sections 1424 (b)(1), 1424 (d), and 1426 (a).</p>
<p><b>1423.1. Grounds for Denial or Removal of Board Approval.</b></p> <p>The board shall deny approval and shall remove approval of a precicensure nursing program that:</p> <p>1423.1(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.</p> <p>(1) Each precicensure 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.</p> <p>(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</p>	<p>X</p> <p>X</p> <p>X</p>		<p>The program's advance placement credit policies and procedures apply to previous students who withdrew from the RN program, LVN to RN Bridge, LVN 30- Unit Option and Veteran's with medical education and experience.</p> <p>Licensed LVN's are granted credit to enter 3<sup>rd</sup> semester level coursework in Fall after completion of the LVN transition courses in the prior spring semester.</p> <p>The policy and procedure for individuals with military education and experience differentiates obtaining credit for those with or without a California LVN license.</p>

(REVIEWED 09/19, Rev 09/2019)

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APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<p>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.</p> <p>1423.1(b) Fails to provide opportunity for applicants with military education and experience for equivalent academic credit through challenge examination or other method of evaluation.</p>	<p>X</p> <p>X</p>		<p>Information is available to the public and the Board via the college and nursing program websites. The consultant discussed the regulations that have been modified since the last approval visit. The organization of the information on the program's website was updated during the continuing approval visit to enhance visibility.</p>
<p><b>1423.2. Denial or Revocation of Approval of a Nursing Program.</b></p> <p>1423.2(a) Upon presenting evidence of noncompliance with Article 3 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; or (4) Revoke approval when a program has been on a warning status for one year and the program fails to show substantive corrective changes.</p> <p>1423.2(b) The board shall provide specific requirements for correction of noncompliance findings and a return date for review of the program's approval status.</p>	<p>X</p> <p>X</p>		<p>The program is currently in a continue approval status per Board Action letter dated June 8, 2015. Areas of non-compliance identified at the November 18-20, 2019 continuing approval visit will be provided to the Board at a future meeting.</p>
<p><b>1424. Administration and Organization of the Nursing Program.</b></p>	<p>X</p>		<p>The philosophical statement describes components to include the individual, health, the environment, nursing and nursing</p>

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<p>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</p>	X		<p>education. Students are described as active participants in a variety of program elements. Program Student Learning Outcomes and Terminal Program Outcomes are clearly defined. The program was also notified to revise the philosophical statement to include all aspects included in this section, and in the terminal program outcomes to include instructional outcomes as stated in CCR Section 1426 (d).</p>
<p>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.</p> <p>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.</p>	X	X	<p>Policies and procedures specific to students in the Associate Degree Nursing Program are contained in the Associate Degree Nursing Program RN Student Handbook 2019-2021. The program was notified to revise the policy for dismissal from the program to clarify how it applies to students that do not pass the clinical component of a courses, given that some courses have both the theory and clinical components in one course.</p> <p>The written plan for evaluation of the total program has been improved since the prior BRN visit finding of non-compliance. It includes an area evaluated as a resources survey. There is no description that includes what is stated in other areas of the self-study report regarding persistent issues including but not limited to; how the adequacy of faculty and program administration resources are determined, the sufficient time for administration of the program, and recruitment and retention issues. Students in the 3<sup>rd</sup> semester of the program communicated the status of a program specific complaint related to changes in instructional methodology that occurred during this semester. The written plan does not currently include an area to evaluate student complaints/grievances.</p>

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<p>1424(b)(2) The program shall have a procedure for resolving student grievances.</p> <p>1424(b)(3) The program shall have policies and procedures regarding the 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.</p> <p>1424(b)(4) The program shall make available the policies and procedures, including the acceptance of military coursework and experience, on the school's website.</p>	<p>X</p> <p>X</p> <p>X</p>	<p>X</p>	<p><b><u>Non-Compliance 1424 (b)(1):</u></b> The written plan for evaluation of the total program does not include reference to adequate type and number of faculty, program administration related resources, or the tracking and resolution of student complaints/grievances.</p> <p>The student grievance process and procedure is located in the Mendocino College 2019-2020 Catalog, and in the Associate Degree Nursing Program RN Student Handbook 2019-2021.</p> <p>The “Policy Guidelines for Military Personnel Nursing Admissions Mendocino College” document describes the policy, procedure and methods used for granting credit specific to the A.D.N. program, which is accessed from a weblink in the nursing program’s website information.</p> <p>The college catalogue, nursing student handbook and the nursing program website provide information regarding the acceptance of military coursework and experience.</p>
<p>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 the institution with which it is affiliated, and between the program, the institution and clinical agencies.</p>	<p>X</p>		<p>The self-study report and the Director and Assistant Director position descriptions included in the self-study report describe the current organizational structure. Discussions included future anticipated changes needed for faculty to assume new leadership roles for the assistant director position(s).</p>
<p>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.</p>		<p>X</p>	<p>The program enrolls 18-20 generic students annually in fall, and 4-6 (or more based on attrition) LVN-RN students the following Spring to graduate a class of 24 every Spring. Funding sources from grants and from clinical partners has consistently been</p>

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		X	<p>utilized to support program operations, including key staff and (1) full-time faculty categorically funded position. Skills lab and simulation instruction resources have been significant enhanced. The self-study reported that the ADN program is approved for 4 FTE's which include the director and assistant director positions. The program identified that there was an 100% turnover of (4) full-time faculty positions since Spring 2017. Reasons for faculty turnover vary. The current program director returned from retirement to initially assume the vacant assistant director position (BRN approval 1/13/2017), after the unanticipated leave of the incumbent program director in December 2016 (BRN Director approval 6/2015-6/2017), then subsequently became current the program director. The program director is scheduled to resume retirement in December 2019. The program has been unable to secure and retain a qualified faculty member to serve in the capacity of assistant program director subsequent to the 2015 BRN continuing approval visit, therefore the College elected to establish an agreement with a qualified individual who was BRN approved on 7/31/2017, to function as the assistant program director without teaching responsibilities. This arrangement is planned to conclude in December 2019. Additional data requested during the visit identified that full-time faculty have as needed performed functions in an overload status. The syllabus for the N 126 Nursing Seminar I course taught during the approval visit describes that the course faculty is a BRN approved assistant instructor. Issues such as salary scale, rural location etc. are described as factors that contribute to the difficulty in recruiting and retaining qualified faculty who can also meet the regulatory requirements to function as the program director and</p>

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		X	<p>assistant director. The NEC met with the responsible Dean, the Vice President of Academic Affairs, and the Interim Superintendent/President of the College to convey the seriousness of program faculty and administrative resource issues. They communicated a tentative plan for the replacement of the director, assistant director and faculty positions that was anticipated to become finalized imminently. In part, two of the current full-time faculty originally BRN approved as assistant program instructors in Spring 2017, will meet qualifications for the assistant director position at the end of Fall 2019 semester. Future allocation of time for faculty to participate in program administration is to be determined. This area of non-compliance was also rendered at the 2015 BRN continuing approval visit.</p> <p><b><u>Non-Compliance 1424 (d):</u></b> A definitive plan for replacement of the Director, Assistant Director and faculty positions could not be confirmed by the conclusion of the approval visit, for the position changes that were communicated in the self-study report as becoming effective in December 2019.</p>
1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.	X		<p>The director and assistant director positions are faculty positions. Currently, the director position is allocated 75% administrative release time, with a 25% teaching load. The assistant director position is allocated 25% administrative release time, with a 75% teaching load. Due to the inability to recruit and retain externally, or have any existing faculty member qualified to serve in the assistant director position, the program arranged for a qualified professional as contract staff to serve as the program assistant director for a “fixed amount of release time”, reported as not</p>

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	X		constituting 25%. The current assistant director does not have teaching responsibilities in the program. The director's administrative and teaching time has varied over time due in part to staffing issues. This area was noted in the prior approval visit as being a focal point related to determining adequacy for the program.
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.	X		See CCR 1424 (e). The NEC alerted the program director and college administrative representatives that this area will need to be reconsidered given the discussions regarding future organizational change.
1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.	X		Faculty use Core Faculty and All Faculty/Team Building standing committee structures as ongoing forums to accomplish faculty responsibilities. Clinical Coordinator Duties and Responsibility Statements for 1 <sup>st</sup> and 2 <sup>nd</sup> year students are in writing.
1424(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.	X		The program had four full time and (17) part-time faculty at the time of the visit. The self-study report noted that adjunct faculty, some who are program graduates, have provided support given their longevity with the program, and by facilitating positive clinical experiences since they are staff at many of the clinical agencies in use. The NEC explained how the regulatory classification of faculty relates to adequate program resources when meeting with administration of the College. The program was advised to establish a plan to maintain ongoing contact experts in each of the (5) areas of nursing given the impending transition of the program director.
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.	X		Courses in which non-faculty participate in the clinical practicum experiences include: N 112 (2 <sup>nd</sup> semester) and in N 122 (3 <sup>rd</sup> semester). Non-faculty responsibilities are in the Handbook for

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	X		Non-Faculty Clinical Nursing Staff. Students are provided with “Out Migration” instructions, specific experience objectives, learning activities and expectations.
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.	X		Noted on organizational chart and position descriptions.
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.	X X X X X X		The clinical lab/practicum is generally scheduled at a 1:6-8 faculty to student ratio and does not exceed a 1:10 ratio.
<b>1425. Faculty - Qualifications and Changes.</b> 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 09/2012), 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 09/2012) and Director or Assistant Director Approval form (EDP-P-	X		BRN faculty approval forms on file.

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03, Rev 09/2012), 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:	X		
<p>1425(a) The director of the program shall meet the following minimum qualifications:</p> <p>(1) A master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;</p> <p>(2) One (1) years' experience as an administrator with validated performance of administrative responsibilities consistent with section 1420(h);</p> <p>(3) Two (2) years' experience teaching in pre- or post-licensure registered nursing programs; and</p> <p>(4) One (1) year's continuous, full-time or its equivalent experience direct patient care as a registered nurse; or</p> <p>(5) Equivalent experience and/or education, as determined by the board.</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>Not applicable</p>		<p>Frances Laughton RN, MSN/FNP (1995) is the program director per BRN approval on 6/19/2017. She previously served as the BRN approved program assistant director during the prior approval visit in 2015.</p> <p>Approval form documenting qualifications is on file.</p>
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.	X		<p>Anna Valdez, RN, PhD Nursing Education (2008) is the program assistant director per BRN approval on 7/31/2017.</p> <p>Approval form documenting qualifications is on file.</p>
1425(c) An instructor shall meet the following minimum qualifications: (1) The education requirements set forth in subsection (a)(1); and	X		At the time of the visit there were (6) BRN approved instructors.

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<p>(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: (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; and (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.</p>	<p>X X X X</p>		<p>Heidi Crean (FT), Frances Laughton (FT), Carole Jean Kendall-Douchette ( PT), Cathleen Lukrich (PT), Medie Parrott ( PT), Kimberly Swift (FT)</p>
<p>1425(d) An assistant instructor shall meet the following minimum qualifications: (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; (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.</p>	<p>X X X X</p>		<p>At the time of the visit there were (8) BRN approved assistant instructors. Assistant instructors are part-time faculty with the exception of Shanti Adhikari who is a full-time faculty member.</p>
<p>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.</p>	<p>X</p>		<p>At the time of the visit there were (7) BRN approved clinical teaching assistants. Clinical teaching assistants are part-time faculty.</p>

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<p>1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:</p> <p>(1) A master's degree in the designated nursing area; or</p> <p>(2) A master's degree that is not in the designated nursing area and shall:</p> <p>(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</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical 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.</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p>		<p>Medical/Surgical: Frances Laughton, Kimberly Swift Obstetrics: Heidi Crean Pediatrics: Frances Laughton, Heidi Crean Mental Health/Psychiatric: Francis Laughton Geriatrics: Frances Laughton, Kimberly Swift</p>
<p><b>1425.1. Faculty Responsibilities</b> 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.</p>	<p>X</p>		<p>The NEC had a discussion with faculty regarding recent changes in theory classroom instruction methodology as described by students, and to determine impact as a component of evaluation of the total program.</p>
<p>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.</p>	<p>X</p>		<p>The ADN Faculty Handbook (2018-2019) describes that orientation to the ADN program is provided for full-time and adjunct faculty at the time of hire. The program also has an ADN Adjunct &amp; Clinical Faculty Handbook (2019-2020). The program</p>

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			was notified to develop a method to document completion of orientation to the A.D.N. program for full-time and part-time faculty.
1425.1(c) A registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.	X		Faculty are assigned to supervise A.D.N. program students.
1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches. The board document, "Faculty Remediation Guidelines" (EDP-R-08 Rev. 02/09), which provides guidelines for attaining and documenting clinical competency, is herein incorporated by reference.	X		Faculty maintain clinical competency through teaching clinical practicums at clinical facilities and many are currently employed as registered nurses in practice in addition to program teaching responsibilities.
<p><b>1426. Required Curriculum.</b> 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.</p>		X	The most recent minor curriculum revision was approved by the Board on November 15, 2018. The self-study report notes that the last major curriculum revision was in 2005. Faculty have incrementally updated the curriculum to include content related to QSEN concepts, the NCLEX- RN test plan, and actively use ATI instructional and evaluation resources. ATI products are used for testing, grading and progression in the program. Students communicated that they thought that the use of ATI was a BRN requirement. They additionally described how ATI content compares with other course content, the impact on overall workload, and the ‘high stakes’ exams per program policies/procedures. NEC feedback was provided regarding student expressed comments. The self-study report notes that that faculty will need be positioned to continue to revise the curriculum to work on issues such as the Next Generation NCLEX imperative. Four clinical laboratory courses are now

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		X	<p>contained in the program curriculum that are not approved by the Board. The courses are described in the Mendocino College 2019-2020 Catalog, and in the syllabi provided in the self-study report. Students described their learning experiences in this coursework during the visit. They include Nur-52A- Nursing Technical Lab I (1 unit- 1<sup>st</sup> semester), Nur 52B-Nursing Technical Lab II (1 unit-2<sup>nd</sup> semester), Nur 52C- Nursing Technical Lab III (1 unit-3<sup>rd</sup> semester), and Nur 52 D- Nursing Technical Lab IV (1 unit- 4<sup>th</sup> semester).</p> <p><b><u>Non-Compliance 1426 (a):</u></b> The curriculum that is being implemented incorporates four courses that are not included in the approved BRN curriculum plan.</p>
<p>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 <a href="#">2725</a>, and to meet minimum competency standards of a registered nurse.</p>	X		<p>Core concepts include: safety, quality improvement, informatics, evidence-based practice, collaboration/ teamwork, patient/ family-centered care, psychosocial integrity, and physiological integrity. Integrated processes include: nursing process, critical thinking, pharmacological/parenteral therapies, health promotion, teaching and learning.</p>
<p>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:</p> <p>(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.</p>	X  X		<p>The curriculum is sequenced so that students must first complete required prerequisites, general education and college specific coursework before completion of nursing courses. Nursing courses are implemented over four semesters (Fall-Spring).</p> <p>Nursing: 47 units (29 units theory and 18 clinical)</p>

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<p>(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written, and group communication.</p> <p>(3) Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.</p>	<p>X</p> <p>X</p>		<p>Communication Units: 6</p> <p>Science Units: 21</p> <p>Total Units for Licensure : 74</p> <p>Other Degree Requirements (9)- American Institutions, Humanities, Nutrition)</p> <p>Total for Graduation: 83 units</p>
<p>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 management.</p> <p>(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 process for evaluating and granting equivalency credit for military education and experience that results in meeting the same course objectives and competency standards.</p>	<p>X</p> <p>X</p>		<p>Nursing Courses in each semester of the program have a combined theory and clinical course. Semester (2) includes the obstetrical and pediatrics content. Semesters (3) and (4) include mental health/psychiatric nursing content within the same course that provide medical/surgical and geriatrics content.</p> <p>The program has a policy and procedure that describes the process for curriculum adjustments.</p>
<p>1426(e) The following shall be integrated throughout the entire nursing curriculum:</p>			

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(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.	X X X X X X		The curriculum includes the specified content at varying course levels.
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.	X		Student receive midterm and final evaluation in clinical practicum course components on the Clinical Outcomes and Evaluations Form. Program Student Learning Outcomes include successful completion of specified ATI examinations. Clinical Expectations and Performance Standards tools are constructed by Level 1 and Level 2 criteria.
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.	X X		The BRN approved curriculum plan is structured within a 17-week semester system.  1 unit of theory = 17 hours One unit of clinical = 51 hours  Faculty are using simulation as an instructional modality in the program in the campus lab setting and by use of Virtual Simulation (CoursePoint+) media, Simulation is used in courses

(REVIEWED 09/19, Rev 09/2019)





**CONSULTANT APPROVAL REPORT  
FOR INITIAL/CONTINUING PROGRAM APPROVAL REVIEW**

**WORK COPY**

PROGRAM NAME: Mendocino College Associate Degree Nursing Program  
VISIT NECs: Shelley Ward

DATE OF VISIT: November 18-20-2019

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
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.	X		The NEC visited Adventist Health Ukiah Valley clinical facility which is one of the primary hospitals used and met with students and faculty from the N122 3 <sup>rd</sup> semester course.
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.	X X X X X X		Written agreements are in effect for clinical facilities in use.
1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact that an additional group of students would have on students of other nursing programs already assigned to the agency or facility.	X		The program reported the challenges of maintaining adequate clinical sites for instruction with examples including the loss of use of USCF Benioff Children's Hospital Oakland for inpatient pediatric clinical placements, the Creekside Behavioral Health Program for mental health/ psychiatric nursing instruction. Mendocino County Jail was also temporarily lost however became available again for Fall 2019. The program was able to add a pediatric rotation at the Mendocino County Department of Public

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VISIT NECs: Shelley Ward

DATE OF VISIT: November 18-20-2019

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
			Health and the Aurora Santa Rosa Hospital for mental health/psychiatric clinical.
<p><b>SECTION 7: STUDENT PARTICIPATION</b></p> <p>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:</p> <p>(a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum, instruction, and evaluation of the various aspects of the program, including clinical facilities.</p>	<p>X X X</p>		<p>Students have multiple avenues to provide input into the program. This includes and is not limited to completion of course and program evaluations, election of Class Officers who can participate in faculty and other program functions. Students recently used a letter format to communicate with faculty and program administration to provide input on a specific course matter. The NEC spoke to students about exercising their participation through established channels, and to faculty regarding providing feedback to students when program changes occur due to student input.</p>
<p><b>1428.6. Policies Relating to Establishing Eligibility for Examination.</b></p> <p>(a) At least four (4) weeks prior to its established graduation date, the nursing program shall submit to the board a roster of names of those students and their expected date to successfully complete required course work. Except as provided below such a student shall be deemed eligible to take the examination after the date on which the student successfully completed the required course work.</p> <p>(b) The nursing program shall notify the board immediately by telephone, facsimile, or e-mail of any student who fails to maintain eligibility and such individuals shall be deemed ineligible to take the examination.</p>	<p>X  X</p>		<p>The program has information on the current BRN licensing processes.</p>
<p><b>1429. Licensed Vocational Nurses, Thirty (30) Semester or Forty-Five (45) Quarter Unit Option.</b></p>			<p>There are no enrolled students who are in this curriculum pattern, and there have not been any subsequent to the 2015 BRN approval visit.</p>



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DATE OF VISIT: November 18-20-2019

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<p>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.</p>	X		<p>There is a total of (20) semester units of nursing course content including leadership and management coursework.</p>
<p><b>1430. Previous Education Credit.</b></p> <p>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.</p>	X		<p>Credit for advance placement entry options in the nursing program is on a space available basis. Credit can be obtained through methods including transfer and credit by examination. Information specific to reentry, LVN's, and for individuals with military education and experience are specified in written sources such as the college catalog, nursing student handbook and the college and nursing program website. LVN's take Nur 50- LVN to RN Transition Course (1 unit theory), and Nur 52 T- Nursing LVN-RN Transition Lab (1 unit Clinical) when they enter in the Spring semester, then join 3<sup>rd</sup> semester generic students in the Fall.</p>
<p><b>1431. Licensing Examination Pass Rate Standard.</b></p> <p>The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates.</p> <p>1431(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.</p>	X  X		<p>Annual NCLEX pass rates (July- June) for first-time test takers has consistently exceeded the regulatory requirements as follows: 2012-2013- 94.74% 2013-2014- 100% 2014-2015- 100% 2015-2016- 100% 2016-2017-90.91% 2017-2018-95.65% 2018-2019-84.21% 2019-2020 (July-Sept Only)- 100%</p>

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APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<p>1431(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.</p> <p>1431(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.</p>	<p>X</p> <p>X</p>		<p>The use of ATI products is described to students in the student handbook as “a testing strategy that prepares students for the NCLEX-RN testing environment”. Practice, testing and remediation using ATI products is integrated into the program.</p> <p>The report noted that pass rates variations were attributed in part to faculty and program administration changes since 2015, and to other individual student related circumstances.</p> <p>The faculty have identified the expected pass rate outcome for 1<sup>st</sup> time test takers to be at or above 90% and continue to develop and implement strategies to achieve this expectation.</p>
<p><b>1432. Changes to an Approved Program.</b></p> <p>1432(a) Each nursing program holding a certificate of approval shall:</p> <p>(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.</p> <p>(2) Notify the board within ten (10) days of any:</p> <p>(A) Change in fiscal condition that will or may potentially adversely affect applicants or students enrolled in the nursing program.</p> <p>(B) Substantive change in the organizational structure, administrative responsibility, or accountability in the nursing program, the institution of</p>	<p>X</p> <p>X</p> <p>X</p>		<p>The program and College have been engaged in the recruitment of an external program director in anticipation of the retirement of the current program director in December 2019. Program and college leadership described the organizational structure changes</p>

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<p>higher education in which the nursing program is located or with which it is affiliated that will affect the nursing program.</p> <p>1432(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.</p>	<p>X X X X X</p>		<p>under consideration including the potential for (2) assistant program directors using current faculty positions, to function concurrently as a component of future resource planning.</p>



February 7, 2020

Shelley Ward, MPH, RN  
Nursing Education Consultant  
Board of Registered Nursing  
PO Box 944210  
Sacramento, CA 94244-2100

**SUBJECT: Mendocino College RN Program Self-Study 2019 Follow-up Report.  
Response to BRN Findings**

Dear Shelley Ward:

Attached please find for your review, the narrative documentation and attachments for the areas noted as areas of non-compliance in our BRN visit in November 18, 19, 20, 2019 as follows:

**First Area of Non-Compliance:**

**CCR Section 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.

**Second Area of Non-Compliance:**

**CCR Section 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.

**Third Area of Non-Compliance:**

**CCR Section 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 implementation.

Respectfully,

Peggy Walsh Goebel DNSc/PHd, MSN, SHN, FNPc, RNC, BSN,  
Executive Dean, Mendocino College

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## **I. First Area of Non-Compliance: 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.**

The written plan for evaluation of the total program does not include reference to adequate type and number of faculty, program administration related resources, or the tracking and resolution of student complaints/grievances.

**Plan for improvement: New total Written Program Evaluation Plan to include the following: (see attached)**

### **Total Program Evaluation Program:**

Since our last visit and areas of non-compliance a new written Total Program Evaluation tool was updated and written. It will be reviewed, evaluated, and updated at least annually in compliance with 1424 (b) for compliance with admission and selection procedures, attrition and retention of students, performance of graduates meeting community needs, 1424 (b) 2 procedure for resolving student grievances, 1424(b) 3 granting credit for military education and acquired knowledge and 1424 (d) sufficient recourses including faculty, library, staff and support services. (See attached plan)

Historically, the program has had areas of non-compliance in the areas of total program evaluation plan and insufficient faculty resources from our 2015 visit. As of this writing, we think we have a solid plan in place to remediate both of these areas of non-compliance as we move forward as follows:

In compliance with 1424(b) As of Spring 2020 we will have a new written plan for evaluation which will include: type and number of faculty, program administration related resources, admission and selection procedures, attrition and retention of students, performance of graduates, meeting community needs and tracking and resolution of student complaints/resources and tracking of military applicants. (See Program Evaluation Attached)

#### **1) Faculty 1424 (d)**

In compliance with 1424d of the regulations, we currently have sufficient faculty, resources, clinical sites, district and community support to admit a full cohort in Fall 2020. Applications are now being accepted for the fall cohort starting in February 2020.

Based on workload calculations taken from class assignments and student enrollment, our program needs 5 full time Master's prepared BRN approved instructors and a variety of BRN approved adjunct clinical instructors for lab and clinical plus a full time 100% Dean/Director. This ratio reported below should remain stable with our total number of students in the future. Alternately, we could use a combination of BSN/MSN faculty in some lectures that could be

team taught with the MSN faculty as lead instructor. We are currently piloting one class this semester in a team format Nur 136 with a Masters prepared BRN approved lead instructor working directly with a BSN approved assistant instructor.

Currently in, 2020-2021, we have 16 adjunct clinical instructors in a variety of clinical settings, and 4 full time faculty. This number includes: 2 BRN approved instructors, 10 BRN approved Assistant Instructors and 8 BRN approved Clinical teaching assistants. Of this list we have 2 tenure track positions, Heidi Crean MSN, Instructor, Kim Swift MSN, Instructor, 1 longstanding categorical position, Shanti Adhikari BSN, assistant instructor, and one temporary full time position, Suzanne Hewitt PhD, assistant instructor, who we are working to move into a full time tenure track position (see Debra attachment and faculty rubric attachment). This temporary position will come before the staffing committee in March 2020. Currently this temporary position was funded by external funding found this year from the support of the local hospitals for the Director position.

We found a funded full time faculty tenure track position from 2015 which was never filled. Vice President Polak is bringing that documentation to the staff committee with an urgent petition that it be reinstated this year 2020

The categorical position has been provided by categorical funds which have funded one solid faculty position for the past 8-10 years from the 3 major area hospitals and the college foundation. The foundation and clinical facilities tell us they intend to continue with this funding. The categorical position has been used for a clinical/simulation faculty in the past and has worked out well for the college and the community. (See attachment Katie F)

I have spoken with Katie Fairbairn from the Foundation, and she is committed to providing ongoing support for the nursing program. Katie will continue to facilitate the procurement of categorical funding for the faculty position as she has for the past 10 years. She has provided the invoices of the major hospital contributions for your review upon request. Katie reports that the nursing program is “critically important to our local hospitals as we are the only source for hiring permanent local nurses who stay in the area and grow in their profession”. She reports the facilities are impressed with the students high NCLEX pass rate and clinical performance and that the clinical agencies report that hiring a Mendocino graduate is about “half the cost of hiring someone outside the area or hiring a traveler”, so they feel it is a good investment”. She has no reason to believe these categorical funds will stop.

We have a solid plan in place to maintain this faculty ratio with the college, the foundation and the community. We will continue to work with the District, the Community, and the Foundation to maintain the program and comply with the BRN regulations to maintain program compliance.

We have financial support from the Mendocino College Foundation for faculty and program support. There are funds for training, remediation and education of faculty from through our Dean, Dennis Aseltyne, of Career and Technical Education/Applied Academics.

College and program administration met with the clinical leaders of Adventist Hospital on Monday 2/10/20 to explore joint partnerships for staffing 2 positions. (\*see attached letters of support from Katie Fairbairn (Foundation), Jerry Chaney RN (Nursing Community Advocate) and Lindsey Spencer, DON Adventist hospital). We have a past history of a joint appointment with Adventist when we hired Heidi Crean (who is now one of our full time tenure track positions) and will had this paperwork available for review at the Adventist meeting as well as the BRN policy on Joint Appointments. I also have an email out to the COADN president to survey how many other AD nursing programs use joint appointments to get any suggestions from them on this process.

Currently the Dean/Director is a full time administration position and has been funded 2020 by the local hospitals. The Dean/Director has 100% administration release and has no teaching load. 2021 the Dean/Director position will remain 100% administration and will be paid by a combination of District and Strong Workforce funds. Moving forward into 2022 this position will be supported with District Funds. Administration is exploring options to retain this position as Dean/management and opening it up for applications and not returning the position to having a teaching load. There will be two other health programs coming onboard, paramedic and physical therapy assistant which may come under the direction of the Dean of Allied Health in the future starting in 2022. I suggested to the VP that this seemed to be the trend in most AD Nursing programs to date.

There is a plan by Administration to incorporate the Director position into the college budget for next year using Strong Workforce Program and District Funds. We will continue to use the District's Program Review system to petition for nursing faculty.

We plan to include staffing for the Nursing Program on the annual Program Review to ask for priority status in staffing this coming year to hardwire internal funding to keep our temporary faculty position that we recruited this year and to ask for one additional full time tenure track position.

We have created a faculty spreadsheet to track faculty names, clinical expertise, those approved by the BRN for the role of director 1424 (e) assistant director 1424 (f) (j), those approved to teach by the BRN in the areas of: Medical Surgical, Geriatrics, Mental Health, Pediatrics, OB 1426 (h), those that meet standards for content expert 1426 (d) by content and clinical practice. The rubric will also list if the faculty is approved by the BRN as: Director 1425 (a), Assistant Director 1425 (b), Instructor 1425 (c) Assistant Instructor 1425 (d) or Clinical Teaching Assistant 1425(e). These will also be reviewed annually for currency and any necessary updates. (See attachment)

Load is established by a workload formula created and maintained by the District. Currently, for Spring 2020 I have calculated a load for all time faculty to have a complete load of 50-52% (100-104%) for the semester which represents minimal overload and includes all release time for roles as: assistant director (12.5%/semester, 25% per academic year), lead instructor (5% per semester/10% per academic year) (first year, second year), lead clinical instructor (first year, second year) 5% per semester/10% per academic year and simulation lab coordinators 5-10%. (See organization chart).

I have calculated load for fall 2020 and it is almost identical to load for spring 2020. Load is based on faculty qualifications, BRN approval of faculty in teaching positions, areas of content experts and class and district need.

I have calculated that we need 5 full time master's prepared BRN approved full time instructors each semester plus one Director/Dean. This would represent one full time BRN approved Master's prepared instructor for each of the required BRN content expert areas.

We now have 4 full time faculty and 16 adjuncts and one Dean/Director for 2020-2021 who fill this requirement. We currently have 3 adjunct faculty pursuing their master's degree and will support and encourage them to join us in the future. We are piloting one class as a team teaching class with one BRN approved MS instructor lead and one BSN assistant instructor.

For content experts 1425 (f), we currently have BRN approved instructors as content experts in all the following: Med/Surg/Geri: Kim Swift MSN, Heidi Crean MSN, OB/Pedi. We have hired a consultant to provide a content expert for Mental Health, Melissa Gory RN MSN. Kim Swift is approved to teach mental health. We will be writing a remediation plan for Suzanne Hewitt to remediate to teach both Mental Health and Pediatrics in the future. We are exploring the possibility of both Suzanne Hewitt and Kim Swift to remediate as content experts in the area of Mental Health in the future. (See attachment rubric faculty). Suzanne Hewitt would also like to remediate to teach Pediatrics and OB. I have spoken with a colleague, clinical expert in Pediatrics, Alice Black, MS CNS who expressed a willingness to work with us next Spring as our content expert in Pediatrics.

We currently have a full time Dean/Director funded by the local hospitals at 100% release time. This position will be funded next year by the District and funds from Strong Workforce. The District is exploring the possibility of retaining this position as management as we move forward into 2022, as Dean of Allied Health with an open recruitment process. The District will be adding two more health science programs: paramedic and assistant physical therapy. This position will be supported in the future by District funds.

## **Recruitment/Retention of faculty:**

We will continue to actively recruit and try to retain faculty. Dean Aseltyne has shared with us that he has obtained a new \$30,000 Strong Workforce Grant (see attachment) to provide funds to all Nursing and Allied Health Programs to support professional development. These can be used to advance career exploration, upskill resources, and revise program curriculum. This grant runs from Dec 1, 2019-Dec 31, 2020 and can be used for faculty training, workshops, remediation and recruitment.

We have a partnership with local hospitals and Sonoma State University's Master's Program in Nursing for recruitment of faculty. We will work with the program review to increase staffing and with public information to advertise and help recruit qualified nursing faculty.

## **2) Program Administration related resources:**

\*As seen on the attached organizational chart (1424c), 1424f\*, 1424j

Sufficiency of Resources was an area of deficiency following the Continuing Approval Visit Report of Findings from the March 16, 17 and 18, 2015 visit. Specifically, this referred to the amount of overload time worked by the Director and Assistant Director who were both teaching load in addition to the release time allocated for program administration.

Currently we have been able to recruit and obtain an Executive Dean/Program Director, Peggy Goebel using funds obtained by our three major hospitals and our Foundation. With the money saved from that Director position this year, we were able to hire a temporary full time medical surgical instructor, Suzanne Hewitt. We submitted and were approved to appoint two Assistant Directors, Kim Swift and Heidi Crean. The plan is to train both Kim and Heidi while in their tenure process to be able to assume the leadership positions of Director and Assistant Director of the program when I retire in January 2022. These two faculty have expressed interest and willingness to train for these roles. Funding for the position of Dean/Director next year will come from College/District funds and Strong Work force state funding. The District plans to explore the option of keeping the position of Dean/Director a management position Allied Health starting in 2022 and opening it up for recruitment of candidates with an Assistant Director of Nursing. These positions will be supported with District funding in the future.

### **3) Tracking and Resolution of Student Complaints/Grievances: 1424b (2)**

The program shall have a procedure for resolving student grievances,

- a) printed in at least one official document
- b) grievance process is readily available to students, objective and universally applied.

The student grievance/complaint process and resolution will be part of the ongoing total program evaluation plan (see Program Evaluation Plan attached)

The RN program student grievance procedure is well defined in the Nursing Program student handbook and is attached to this document. The student grievance policy is also found in our Mendocino College Catalog: <https://www.mendocino.edu/college/board-trustees/board-policies-and-administrative-procedures>

Students are provided with a copy of the handbook upon acceptance into the nursing program. Mendocino College faculty are readily available to address student concerns. The chain of command for resolution of a student complaint or grievance is:

1. Faculty of Record or Lead Instructor
2. Assistant Director/Director
3. Dean of Applied Academics in the Office of Instruction
4. Dean of Counseling and Student Programs in the Student Services Office

On September 26, 2019, 3rd semester students had a concern about a teaching technique called: ‘flipped classroom’. They registered a complaint with the two second year instructors, met with the Director, Fran Laughton, and met with the Dean, Dennis Aseltyne. They filed a formal complaint, which was not signed, but not an official grievance. This student problem was resolved at the level of the Dean, Dennis Aseltyne. All complaints and grievances are taken very seriously. Our process is to direct the student to first try to resolve the issue via appropriate channels of communication and the chain of command: instructor, lead instructor, Assistant Director, Director then Dean of Applied Academics, if appropriate. All student grievances and official complaints are kept in a locked file in the office of the program director and are reviewed annually. This annual review and grievance/complaint process can be found in the total program evaluation plan (See Evaluation Plan Attachment)

Fall 2019 3rd semester students had 0% attrition and 100% retention as seen on the graph. (See attached). All students passed all components of this course with good outcomes. ATI results for this cohort were an average of 80% for the Bridge students (5) and 78.5% for the generic students (19), which was actually a bit higher than last year’s cohort. National mean is 71%. Group National percentile Rank was 94% for the Bridge students and 91% for the generic students. All students in this cohort passed the course with grades ranging from 80-100%. (See ATI attached)

Student representation/Support/Admission:

A student representative will be invited to attend general faculty meetings where the student can bring questions or concerns forward for faculty response. (Section 1428).

**4) Military Policy consistent with Section 8 of Director's Handbook**

**Military**

CCR 1424. Administration and Organization of the Nursing Program

CCR 1426. Required Curriculum.

CCR 1430. Previous Education Credit

Mendocino College Nursing Program has developed a military admissions policy that conforms with current BRN regulations. The programs Military Policy is attached to this document. It complies with Section 8 of the Director's Handbook.

It is also available on the nursing program website <https://www.mendocino.edu/nursing> and is available in the Program Application and the Student Handbook. Students with military background/experience are tracked during the application process by use of an internal spreadsheet utilized for determining acceptance criteria. Students with military experience who are admitted into the program are tracked in the Master Student Database used for assembling student demographic, prerequisite course grading, and other nursing student information. Students with Military background are given a second space in the program lottery.

See Military Attestation form and Military Policy attached.

## **II. Second area of Non-Compliance 1424d CCR**

**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.**

A definitive plan for replacement of the Director, Assistant Director and faculty positions could not be confirmed by the conclusion of the approval visit, for the position changes that were communicated in the self-study report as becoming effective in December 2019.

### **Plan for Correction:**

The total number of students in the program is 48, which represents 38 generic and 10 bridge VN-ADN students. There are 19 generic and 5 bridge students in both first and second year.

All faculty that were intended and scheduled to teach in Spring 2020 are teaching.

**\*As seen on the attached organizational chart (1424c), 1424f\*, 1424j**

We were able to recruit and obtain an Executive Dean/Program Director, Peggy Goebel using funds obtained by our three major hospitals and our Foundation. With the money saved from that Director position this year, we were able to hire a temporary full time medical surgical instructor, Suzanne Hewitt. We submitted and were approved to appoint two assistant Directors, Kim Swift and Heidi Crean. The plan is to train both Kim and Heidi while in their tenure process to be able to assume the leadership positions of Director and Assistant Director of the program when I retire in January 2022. They are willing to train for these roles. The Assistant Directors have been approved for 25% release time per academic year. Lead instructor duties have been folded into the Assistant Director duties and release time for the next two years. Funding for the position of Dean/Director next year will come from College/District funds and Strong Work force. We are working on a funding source for Suzanne's position with the help of administration, Program Review, the foundation and the local hospitals. There are two clinical leads, one for first year and one for second year clinical. Each faculty receive 10% per academic year for these duties. The faculty are again exploring a team teaching model to present to administration. We are piloting one course this semester, Nur 136 co-taught by a MSN instructor and a BSN assistant instructor. Courses are divided by load. Overload is carefully monitored and we try to maintain 100% per faculty. In cases of overload, every attempt is made to apply overload equally amongst faculty.

As of Spring 2020, all full time faculty are at 50-52% load (100-104%) load, including release time for assistant director, lead instructor, simulation lead, preceptor lead and clinical lead.

**1424d** we have adequate space, each faculty has their own office, we have a new state of the art Sim lab, Library and computer lab for student use. The college has just hired a new full time librarian. Faculty make good use of college technology in and out of the classroom.

**1424e, 1424f:** 1424J We have also developed and revised job descriptions and release time for: *(see attached)*

- \*Dean/Director
- \*Assistant Director
- \*Lead Instructor
- \*Clinical Coordinator
- \*EDP-P-11 Nursing Curriculum and Clinical Facilities Form. Staffing S 2020 and F2020

#### **1425F: Content Experts**

- All Faculty are approved by the BRN in the theory and clinical areas they teach. We have content experts in all the following areas: OB, Med Surg, Pedi, Geri. When Fran retired, we lost our Mental Health content expert. I have obtained permission from the District to hire a content expert, Melissa Gory MSN, Mental Health expert, who teaches Mental Health at SRJC. We have hired, Melissa Gory and will submit her paperwork this week We do have one faculty approved to teach Mental Health nursing and one more who wishes to remediate to teach Mental Health. Our content expert will guide our faculty by online consultation, zoom meetings, review our syllabi, objectives, consult with our clinical instructors, review our tests items for NCLEX relevancy and generally be available for any questions relevant to mental health content. We will explore other options in the future for more FT faculty to become content experts in mental health. *(Attachment J-Mental Health Job Description)*

#### **Other Campus Resources:**

- Funding is available to faculty for professional development and leadership.
- Strong Workforce funding up to 30,000 this year
- Recruitment/Retention of faculty:
- Support from 3 local hospitals for categorical funding for one FT faculty
- Support from 3 local hospitals for clinical placement, student/faculty support
- Support from Katie Fairbairn and Jerry Chaney from Foundation
- 3 additional PT faculty currently in pursuit of their MS degree, we are encouraging them to stay with us!
- Support for mental health content expert
- Support for faculty to participate in larger college community

## Faculty Resource Support:

- We have created a faculty spreadsheet to track faculty names, clinical expertise, those approved by the BRN for the role of director 1424 (e) assistant director 1424 (f) (j), those approved to teach by the BRN in the areas of: Medical Surgical, Geriatrics, Mental Health, Pediatrics, OB 1426 (h), those that meet standards for content expert 1426 (d) by content and clinical practice. The rubric will also list if the faculty is approved by the BRN as: Director 1425 (a), Assistant Director 1425 (b), Instructor 1425 (c) Assistant Instructor 1425 (d) or Clinical Teaching Assistant 1425(e). These will also be reviewed annually for currency and any necessary updates.
- Load is established by a workload formula created and maintained by the District. Currently, for Spring 2020 I have calculated a load for all time faculty to have a complete load of 50-52% (100-104%) for the semester which represents minimal overload and includes all release time for roles as: assistant director 12.5%/semester, 25% per academic year, lead instructor 5% per semester/10% per academic year (first year, second year), lead clinical instructor (first year, second year) 5% per semester/10% per academic year and simulation lab coordinators 5-10%. (See organization chart). I have calculated load for Fall 2020 and it is almost identical to load for Spring 2020. Load is based on faculty qualifications, BRN approval of faculty in teaching positions and class and district need. I have calculated that we need 5 full time BRN approved Master's prepared instructors one in each of the 5 required content areas each semester plus one full time Director/Dean. Currently, we have 4 full time faculty and 16 adjuncts who fill this requirement. We currently have 3 adjunct faculty pursuing their master's degree and will support and encourage them to join us in the future.
- For content experts 1425 (f), we currently have content experts in all the following: Med/Surg/Geri: Kim Swift, Heidi Crean, OB/Pedi: Heidi Crean. We hired a consultant to provide our content expert for Mental Health, Melissa Gory. Kim Swift is approved to teach mental health. We will be writing a remediation plan for Suzanne Hewitt to remediate to teach both Mental Health and OB. We are exploring the possibility of both Suzanne Hewitt and Kim Swift to remediate as content experts in the area of Mental Health in the future. (see attachment)
- We currently have a full time Dean/Director funded by the local hospitals at 100% release time. This position will be funded next year by the District and funds from Strong Workforce. The District is exploring the possibility of retaining this position as management as we move forward into 2022, as Dean of Allied Health with an open

recruitment process. The District will be adding two more health science programs: paramedic and assistant physical therapy.

**It is my recommendation that we have 5 full time, master's prepared, BRN approved instructors, one for each content area (Medical/Surgical, Geriatrics, OB, Mental Health and Pediatrics), and one full time 100% Dean/Director to provide stability for this program as we move forward to provide and demonstrate program stability for this district and this community.**

### **III. Third area of Non-Compliance CCR Section 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 implementation.**

The curriculum that is being implemented incorporates four courses that are not included in the approved BRN curriculum plan.

We have submitted these four courses to our consultant for approval as a Minor Curriculum Change. These will be considered one unit lab courses required for graduation but not for licensure. We have submitted them with required: letterhead, syllabi, grading criteria, EDP-P5a and EDP-P-06 curriculum forms as required and suggested in the BRN's Director's handbook, Section 4 for Minor Curriculum Change.

### **B. Attachments**

The program's assigned NEC will advise regarding any additional documentation needed in order to evaluate the proposed revision.

A minor curriculum revision was submitted to Shelley Ward on. 1/24/2020 to include the following:

- Memo requesting minor curriculum change
- Revised EDP-P- 05 Total Curriculum plan
- Revised EDP-P-06 Content Required for Licensure
- NUR 52 ABCD: syllabi and grading criteria

February 7, 2020

## Mendocino College Program Evaluation Plan

In regards to the Section 1424 (b) (1): The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedure, attrition, and retention of students, and performance of graduates meeting community needs.

Nursing administrators and faculty participate in regular, ongoing staff meetings to discuss the program evaluation plan. Participation includes full and part time faculty meetings and regular internal meetings with core faculty. The following depicts our completed program evaluation plan:

The program evaluation plan involves evaluation of the ADN courses by the students, the new graduate employer survey, the new graduate survey, and faculty evaluation by students. Included in the plan are pass rates and retention/attrition data compiled yearly by cohort for faculty review and oversight. Annual advisory meetings are held where members of the community, employers, faculty, and students provide input and share information about the program. The aggregate evaluation data is reported at staff meetings where faculty determine the appropriate response or action required by considering trends, and recurrent or significant problems. Through ongoing evaluation, implementation of corrective actions and evaluation, the program will remain strong and responsive to student and community needs.

### **Admission and Selection Procedures**

Prospective students must first complete required prerequisites and general education and institutional requirements before entry into the program. Initial screening is based on the California Chancellor's Office Formula for Nursing Student Success which weighs the following factors: applicant's overall college GPA, English prerequisite GPA, and prerequisite sciences GPA. Applicants who achieve the minimum cut score (80%), using this formula, are then chosen by a random computerized selection process (lottery). In addition, students must also achieve a 62% composite score on the TEAS basic entrance examination and attend a mandated orientation workshop in order to be considered for admission into the nursing program.

Evaluation of the admission and selection procedures will include the annual review of NCLEX pass rates (via Mountain Measurement Inc.), attrition rates, and the correlation between Teas entrance scores, attrition rates, and NCLEX pass rates. This information will be reviewed regularly at faculty meetings.

### **Expected Outcomes and Key Performance Indicators:**

1. The evaluation plan is congruent with state and national standards 100% of the time.
2. The evaluation plan is used for continuous program improvement 100% of the time.
3. Attrition rates - 20% or less of students fail to complete the program.
4. Retention rates - 80% of all students will complete the program on time.
5. Licensure rates - 80% of all students will be successful on their first attempt at passing the NCLEX-RN.
6. Job placement rates - 85% of all graduates, who desire employment, will be employed in medical facilities within 6 months of graduation.
7. Course surveys by current students – course meets professional standards 85% of the time
8. Student achievement in the clinical setting – 85% of students will achieve a satisfactory score in all clinical areas.
9. Program satisfaction by graduates - 85% of responding graduates will *agree* or *strongly agree* that the overall knowledge and skills gained from the program was sufficient for entry level practice.
10. Program satisfaction by employers - 80% of responding administrators will evaluate the graduate's performance as satisfactory (agree or strongly agree) regarding knowledge, communication skills, technical skills, and patient care.
11. Faculty performance –Faculty will achieve satisfactory evaluation rating in all areas.

Evidence of Results

Criteria/ Component to be Evaluated	Materials and/or Activities	Committee/Person Responsible for Evaluation and Timeframe	Indicators of Achievement	Analysis/Next Step
Organization/ Administration of Program	Total Program Review  Components and analysis of evaluation plan are reviewed	Program Director, Dean of Applied Academics, Faculty  Annually	Program and Resource Planning	Utilize this program evaluation plan. Continue to compile and evaluate data on yearly basis at end of year faculty meeting,
	Release time for Program Director/Dean, Assistant Director	Program Director, Dean of Applied Academics, Vice President of Academic Affairs  Bi-annually	Program Dean/Director 80-100% Release;  25% Assistant Director per semester; Two Assistant Director 12.5% each per semester	Assistant Director position split between two faculty  Days/hours for each AD are located in program plan, job description and on master calendar in office. Schedule is also reported in faculty meetings. Each Assistant Director will assume on site responsibility one day per week as listed on calendar in absence of director. We currently have one Assistant Director, Heidi Crean representing us on the College Budget and Planning Committee to advocate for staffing for our program. We also have one Assistant Director, Kim Swift on the Curriculum Committee to advocate for any future curriculum issues.
	Advisory Committee meetings	Program Director  Annually	Community & Academic Participation  Resource Planning	Continue discussion with community & academic partners Maintain external funding sources and explore additional funding mechanisms Currently exploring options for joint appointments with clinical agencies and college for faculty hiring. Currently have one categorical full time faculty position supported by clinical agencies.

Criteria/ Component to be Evaluated	Materials and/or Activities	Committee/Person Responsible for Evaluation and Timeframe	Indicators of Achievement	Analysis/Next Step
	Program Review	Program Director, Dean of Applied Academics, Vice President of Academic Affairs  Annually	Director, Assistant Director  Release time	Utilize program review and BRN plan to evaluate appropriate release time for administration of the program
Philosophy and Outcomes	NCLEX Pass Rates*	Director/Staff  Annually and for each cohort	NLCEX pass rates* are $\geq 85\%$ for each cohort	Continue to evaluate and adopt learning approach and methods that promote student performance and success on NCLEX update based on new NCLEX format
	Student Participation	Assistant Director/Students  Monthly	Students participate in general full faculty meetings and participation noted in faculty minutes	Assistant Directors are assigned to communicate with students (one for first year, one for second year) and to encourage student representatives to contribute ideas and concerns to program administrators and faculty and to attend faculty meetings
	Program satisfaction by graduates	Director, Staff  Annually by cohort	Program evaluation completed by graduates.  Students Agree or Strongly Agree program outcomes are met	Continue with student evaluations at the end of their educational program. Administrative assistant will distribute evaluations in class on last class day and collate and tabulate findings. Discuss findings and possible changes at staff meetings.

Criteria/ Component to be Evaluated	Materials and/or Activities	Committee/Person Responsible for Evaluation and Timeframe	Indicators of Achievement	Analysis/Next Step
	Student Preceptorship Experience	Director, Faculty  Annually and per cohort.	Students successfully complete preceptorship hours in last semester	Students evaluated by nurse preceptor and clinical coordinator for meeting preceptorship student learning objectives and ability to use critical thinking skills and safely apply theory to clinical practice. Continue to ensure students meet the program requirement of 132 hrs prior to graduation
Program of Study, Curriculum, Instructional Techniques	SLO Assessment tools for course	Director, Faculty, Curriculum Committee  3-year cycle for district compliance, review bi-annually update as needed for BRN and NCLEX compliance.	Curriculum revised or updated to align with SLO assessment	Continue assessing course SLOs on three-year cycle for district compliance and annually for BRN compliance. Modify content or instructional method as agreed in faculty meetings. Continue to update content for NCLEX relevancy with upcoming changes to new NCLEX. Review curriculum to consolidate and streamline to fewer number of courses.
	Student course pass rate	Faculty  Bi-Annually and by cohort.	Students must maintain theory grade of $\geq 75\%$ to pass course  >90% of students met this criterion	Continue to monitor student success using transparent and agreed upon instructional methods and grading criteria. Discuss in regular core faculty meetings. Review core test items and course objectives to be in compliance with new NCLEX format and expectations. Include higher level critical thinking expectations and integration of theory to practice using evidence based practice guidelines.

Criteria/ Component to be Evaluated	Materials and/or Activities	Committee/Person Responsible for Evaluation and Timeframe	Indicators of Achievement	Analysis/Next Step
	Student satisfaction surveys	Director and all faculty/ Staff  Review Bi-Annually	Course surveys completed by students at end of each semester and administered in class or online by program staff.  Agree or Strongly Agree course outcomes and objectives are met	Continue with the evaluation tool at the end of each semester. Discuss findings and possible changes at staff meetings. Post evaluations on Canvas for greater student access. Incentivize students to complete evaluations each semester by giving one lab hour to complete program evaluations.
	Program Data for Attrition/ Retention	Director/Assistant Director/Staff  Bi-Annually and by cohort	Track Attrition/Retention yearly and by program cohort	Continue to monitor program attrition and identify any trends in curriculum or instructional techniques to maintain retention.
	Student Grievance Procedure	Director, Faculty  Review Bi-Annually, and by occurrence.	Track student grievance, complaints and resolutions	Revised procedure to articulate specific process and chain of command and review process. Mechanism for tracking includes administrative review, locked file in director's office, database & annual review
Educational Facilities, Resources, and Services	Course surveys	Director, Faculty  Bi-Annually	No specific concerns identified by students	No specific benchmark; faculty discuss at regular faculty meetings.

Criteria/ Component to be Evaluated	Materials and/or Activities	Committee/Person Responsible for Evaluation and Timeframe	Indicators of Achievement	Analysis/Next Step
	Simulation surveys	Director, Faculty  Bi-annually	≥90% of students will agree or strongly agree with increased development of skills & knowledge (Q8-Sim evaluation score).	Increased student participation in simulation activities from 0 to 5 per student; includes use of high fidelity sims. Implemented V-Sim for pre-sim learning. Includes learning objectives, debriefing, and NCLEX test categories. Will update with new NCLEX format when released. 2 faculty to attend NCLEX workshop by COADN in April 2020.
	Library and Learning Center surveys  And Nursing Program technological resources	Director, staff  Annually	Meets or exceeds rating in all survey areas	New State of the art library with advanced technology including Healthcare database resources  College in process of hiring new Head Librarian  Faculty regularly review and update library resources pertaining to nursing Nursing Department has received funding and equipment to conduct Zoom online/facetime faculty meetings to increase faculty participation in faculty meetings especially for those faculty who do not live in the area. These meetings will be started 2/27/20. Core faculty will be present on campus. All other faculty will be invited to attend in person or on Zoom.

Criteria/ Component to be Evaluated	Materials and/or Activities	Committee/Person Responsible for Evaluation and Timeframe	Indicators of Achievement	Analysis/Next Step
Affiliating Agencies and Clinical Learning Activities	Advisory Meetings	Director Annually	Collaborative discussions with clinical and academic partners	None needed
	Clinical Director	Clinical Coordinators Annually	Annual meeting with Clinical Directors & Staff	Discuss any changes, policies or concerns Facilitate ongoing collaboration
	Clinical Coordination	Faculty/Clinical Coordinators Continuous at each faculty meeting	Release time assigned to two FT faculty to develop and assign student clinical rotations Coordinate with facilities and adjunct faculty to update and maintain student clinical experience	Discuss at faculty meetings. Update policies, procedures or student information as agreed.
	Simulation	Director, Faculty  Continuous and review at each faculty meeting	Continue to integrate simulation activities into skills lab for enhanced student learning	Simulation lab includes learning manikins with improved simulation technology, bar code administration, and upgrades to Pyxis Formal planning in progress to continue to expand simulation activities.

Criteria/ Component to be Evaluated	Materials and/or Activities	Committee/Person Responsible for Evaluation and Timeframe	Indicators of Achievement	Analysis/Next Step
	Student clinical & preceptorship evaluations	Faculty, clinical coordinator  Bi-Annually, Annually	≥90% of students will achieve a satisfactory score in all clinical areas.	New clinical evaluation tool developed in collaboration with clinical faculty.
	Learning Contract	Director, Faculty and Clinical Faculty  Continuous at each faculty meeting	No medication errors or injuries reported ≥ past 5 years  1 safety matter 2017; needlestick incident, non-contaminated.  1 needle stick 2/2019 during preceptorship. Followed program, agency, district and worker's compensation protocol.	Learning contract assigned if remediation activities are required for clinical skills/ careplanning.  Director/faculty addresses safety concerns at faculty meetings/ shares & develops strategies to prevent injuries. Reviews program and hospital policy.

Criteria/ Component to be Evaluated	Materials and/or Activities	Committee/Person Responsible for Evaluation and Timeframe	Indicators of Achievement	Analysis/Next Step
Student Achievement	<p>Program Attrition Rate</p> <p>Method: Number of students who drop out of the program</p>	<p>Director/Staff</p> <p>Annually and by cohort.</p>	<p>2015/2017 Cohort: 0%</p> <p>2016/2018 Cohort:13.7%</p> <p>2017/2019 Cohort:18.5%</p> <p>2018/2020 Cohort: 4%</p> <p>2019/2021 Cohort: 4%</p>	<p>Mandatory Application orientation workshop started by program staff in 2015. This increases local resident enrollment which increases retention and decreases attrition. It also increases the local nursing workforce after graduation. This increases the collaboration of local hospitals for program support.</p> <p>Pharmacology courses reduced to 1 unit as previous</p> <p>Added math workshop for nursing students to summer schedule</p> <p>Revised Seminar course content to emphasize evidence based practice. Introduced online/hybrid model using Canvas LMS.</p> <p>Revised Leadership course to eliminate redundancy and develop progressive learning pathway.</p>
	<p>Program Retention Rates</p> <p>Method: Number of students who successfully complete the program</p>	<p>Director/Staff</p> <p>Annually</p>	<p>2015/2017 Cohort: 100%</p> <p>2016/2018 Cohort:86.3%</p> <p>2017/2019 Cohort:81.5%</p> <p>2018/2020 Cohort: 96%</p> <p>2019/2021 Cohort: 96%</p>	<p>See Above</p> <p>Military Admissions Process and attestation form Added in compliance with Section 8 of BRN director’s handbook. Military Students are tracked in program for attrition and retention. Military students receive 2 slots in lottery system.</p>

Criteria/ Component to be Evaluated	Materials and/or Activities	Committee/Person Responsible for Evaluation and Timeframe	Indicators of Achievement	Analysis/Next Step
	<p>NCLEX Pass Rate*</p> <p>Method: Board of Registered Nursing reports and website. Mountain Measurement Annual Report</p>	<p>Director/Staff</p> <p>Annually</p>	<p>2015 Cohort: 100%</p> <p>2016 Cohort: 81%</p> <p>2017 Cohort: 100%</p> <p>2018 Cohort: 86%</p> <p>2019 Cohort: 100%</p>	<p>Curriculum change to integrate QSEN competencies</p> <p>Changed to online platform w/links to procedural videos and NCLEX mapping. Integrates NCLEX style quizzing; incentivizes ATI prep.</p> <p>Will update to new NCLEX format when released</p>
Graduate Outcomes	<p>NCLEX-RN Pass Rate*</p> <p>Method: Board of Registered Nursing reports and website. Mountain Measurement Annual Report</p>	<p>Director</p> <p>Annually and by cohort</p>	<p>Pass Rates*</p> <p>NCLEX 5-yr pass rate <math>\geq</math> 93%</p>	Continue as stated above
	Employer Survey Tool	<p>Director/Staff</p> <p>Annually and by cohort</p>	<p>All respondents marked strongly agree or agree that graduates were prepared as entry level RNs in past 5-years</p>	None required

Criteria/ Component to be Evaluated	Materials and/or Activities	Committee/Person Responsible for Evaluation and Timeframe	Indicators of Achievement	Analysis/Next Step
	New Graduate Survey Tool	Director/Staff  Annually and by cohort	100% of returns indicate graduates feel that they are well prepared for practice. Agree or strongly agree	None required
Faculty Performance	Faculty evaluation cycle	Faculty, District  Per MCFT contract 8.1.3, Full-time faculty are “evaluated by June 1st every three years ”  Per AFT/CFT Contract Adjunct Faculty are evaluated the first semester they start and then again in the 6 <sup>th</sup> semester of instruction  Adjunct faculty must be evaluated by a full time nursing faculty or instructional Dean	Criteria met for tenure track faculty. Specific data not shared due to confidentiality	Faculty with needs improvement scores receive remediation plans or they are not assigned load per contract  All evaluations are up to date per contract.  Adjunct faculty are not rehired if evaluation is unsatisfactory

Criteria/ Component to be Evaluated	Materials and/or Activities	Committee/Person Responsible for Evaluation and Timeframe	Indicators of Achievement	Analysis/Next Step
	Type & Number of Faculty	College Administration, Director Nursing  Bi-Annually	Program Review  This Self-study  We need 5 FT masters prepared BRN approved faculty, one for each content area: OB, pediatrics, Geri, Med/Surg, Mental Health, plus one full time Director.  Utilize the most current program evaluation plan approved by the BRN	Program needs 5 faculty master's prepared BRN approved faculty and 1 Director/Dean with 100% release. Program currently has 4 FT faculty, 16 adjuncts and 1 FT Director/Dean.  We have 2 FT Master's Prepared BRN approved faculty instructors and 1 PHD BRN assistant instructor and 1 BSN instructor in a master's Program.  Additional faculty should be content experts in Mental Health and Pediatrics.  Work with administration, foundation, and community to ensure program has enough faculty to meet ongoing program needs.
	Student satisfaction surveys  Method: Course surveys by current students at end of each semester	Director and all faculty/ Staff  Bi-Annually	Agree or Strongly Agree course outcomes and objectives are met	Continue with the evaluation tool at the end of each semester. Discuss findings and possible changes at staff meetings. Post evaluations on Canvas

Criteria/ Component to be Evaluated	Materials and/or Activities	Committee/Person Responsible for Evaluation and Timeframe	Indicators of Achievement	Analysis/Next Step
	Have Content Experts in all five areas	Director, Faculty Continuous. 5-yr renewal cycle	Faculty maintain current content expert status  <b>Current Content Experts:</b> Heidi Crean MSN OB & Pediatrics Kim Swift MSN MS/Geri Melissa Gory RN MSN: Mental Health	Rubric developed for tracking content expert status  Faculty are employed or assigned clinical rotations in designated content expert areas.  We have just hired Melissa Gory RN MSN who is a clinical specialist in Mental Health.  New hire will start as our MH content expert here after receipt of approval from BRN next week.  We have contacted a clinical specialist, Alice Black MS CNS in pediatrics who is willing to work with us next Spring 2021 as our content expert in Pediatrics.

\*This NCLEX data is compiled by the BRN but stored and aggregated in the nursing department

\*Student data is presented by cohort

# Part 2: Attachments

Attachment A-Letter from Mendocino College Vice President of Academic Affairs

Attachment B-Faculty Rubric/Total number and type of faculty

Attachment C-Foundation Director Letter of Support

Attachment D- Community/Foundation member Letter of Support

Attachment E-Organizational Chart

Attachment F-Strong Work Force Grant Funding

Attachment G-Student Grievance

Attachment H-Student Data – Attrition/Retention Pass Rates

Attachment I-ATI Reports-Student Pass Report

Attachment J-Military Policy and Attestation

Attachment K-Job Descriptions

Attachment L–EDP-P-11

Attachment M-Content Expert Mental Health

Attachment N-Minor Curriculum Revision

Attachment O-Student Handbook

## ATTACHMENT C Foundation Letter of Support

February 5, 2020

Board of Registered Nursing Attn: Shelley Ward, Consultant

Dear Ms. Ward,

I am writing to you regarding the long-term stability and funding for faculty in the Mendocino College Nursing Program.

The Mendocino College Foundation is the 501 c(3) non-profit or official fundraising arm of Mendocino College. Established in 1984 for the sole purpose of supporting student success at Mendocino College. Our mission is to support Mendocino College in educating leaders, fostering intellectual growth and enriching lives by creating opportunities to invest in a better future for our students and communities.

The Foundation has over \$11 million in assets, and is governed by an 18 member volunteer board of directors who represent an array of industry in the area. The Foundation Board of Directors are extremely supportive of the nursing program. The board has approved funding support, has lead individual fundraising efforts, and annually meets with the local hospital CEO's to secure on-going funding for the program.

- 1.) Adventist Health Ukiah, Adventist Health Howard and Sutter Lakeside Hospitals have all provided funding on an annual basis to fund an additional 1.0 FTE faculty member for the Nursing Program. These donations have occurred regularly for the past ten years and is currently providing \$115,000 in annual funding.
- 2.) Adventist Health Ukiah, the Howard Foundation and the Mendocino College Foundation have combined efforts to fund a Director/Dean of Nursing position for one year (January 1, 2020-December 31, 2020) in order to work with the BRN to meet program standards and train staff. The total funding support is \$170,000.
- 3.) The Mendocino College Nursing Program provides highly trained and sought after nursing candidates for our local hospitals. A large percentage of our graduates stay and work in our local area hospitals.
- 4.) The reason our nurses are so "sought" after is due to the faculty to student ratio and history of high NCLEX pass rates in our program.
- 5.) The cost to hire and train an MC graduate is about half the cost of hiring someone from outside the area or employing "traveler" nurses.

Additionally, the Foundation has worked directly with the nursing program to provide funding for students to pay their NCLEX (state board examination fees), purchased lab coats and nursing shoes and have provided support for student's in emergency situations in order to keep them in school and progressing towards their goal of becoming a nurse.

The MC Nursing Program is critically important to the local hospitals as we are their only source of hiring permanent local nurses who will stay in the area and grow in their profession. While there is no guarantee or contractual reason the hospital will continue to fund the additional program, I have absolutely no indication or fear that they will discontinue supporting the program based on the aforementioned reasons.

Mendocino County is a small rural environment and our partnership with the local hospitals has always been a collaborative effort to obtain common goals.

In collaboration with Adventist Health, the Mendocino College Nursing Program has benefitted from our partnership in the form of medical facilities for nursing candidates to meet their required preceptorship training and hours.

One of the outcomes of the collaboration has placed our nursing program in a competitive status as evidenced by our ranking as one of the top 10 programs in the State of California.

It is imperative that we support efforts to preserve and strengthen the Mendocino College Nursing Program.

Sincerely,

*Katie Fairbairn*

Katie Fairbairn, Mendocino College Foundation Executive Director

## ATTACHMENT D Letter of Support Community Foundation Member

February 4, 2020

Peggy Goebel, Debra Polak, Jason Wells, Judson Howe, Lindsey Spenser, & Linda Gibson:

First, let me express my regrets for not being able to join the meeting in person Thursday morning. I have a scheduling conflict.

Second, I want to express my gratitude for the support Adventist Health has been to the funding of Mendocino College Nursing program faculty over the years. This has been a relationship that began when I was the VP for Patient Care at Adventist Health Ukiah Valley. I spent 35 years at AVUV, 18 of which I was VP for Patient Care. It took me 20 years of lobbying Mendocino College before the Nursing Program was begun. It has been a real blessing to our community! I believe that it is vitally important to sustain the Nursing Program!

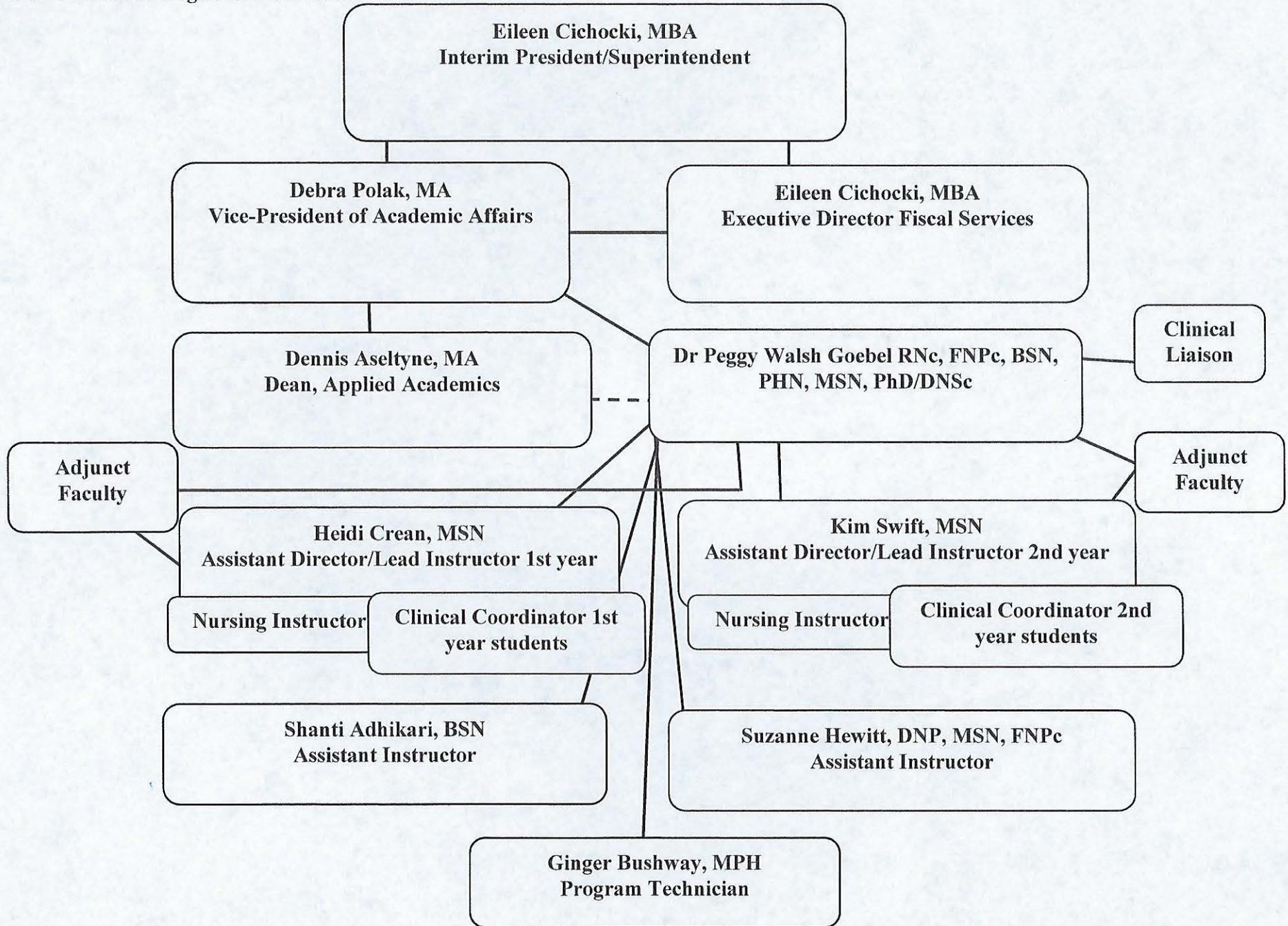
Third, we face a challenge to the Nursing Program from the Board of Registered Nursing Credentialing about recruiting and retaining qualified faculty. We have been cited before and must address it now with a plan or our program is at risk. My assessment is the barrier has been competitive compensation. The College has a salary scale and labor agreements that make it challenging to be competitive with the clinical setting. I know of two other Junior Colleges who have developed a Public Private Partnership to address this issue, Sacramento and Monterey. I believe Sacramento is Sutter Health partnership?? What I understand this to mean is the following:

- 1) The faculty would be Adventist Health employees.
- 2) The College would contract for faculty services, qualification specific, and compensate Adventist Health for those services within its compensation and benefit cost guidelines. Adventist Health would subsidize that compensation to make it competitive.
- 3) Schedules would be coordinated with Faculty duties and clinical duties with Adventist Health if desired. Clinical practice helps faculty to remain current and relevant.
- 4) Faculty would be co managed by Adventist Health and Mendocino College specific liaisons.

I am sure it is not that "simple". I have confidence that the two organizations with the same goal of retaining the Nursing Program, can figure it out. I appreciate everything that each of you do to build a healthy community! Many Thanks!

Jerry Chaney

**ATTACHMENT E Organizational Chart**



## **ATTACHMENT F Additional Funding through Strong Work Force Grant Funding**

### **Statement of Support for Mendocino AD Nursing Program from Dean of Applied Academics, Dennis Aseltyne MA**

#### **Mendocino College Associate Degree Nursing Program Faculty Stability**

##### **Mendocino College Associate Degree Nursing (AND) Program - Faculty Stability**

Recruitment and retention of qualified faculty to teach and administrate our ADA program has been a challenge recently after a dozen years of stability and student success. The Assistant Nursing Director and Nursing Director both retired in 2014. Some PT & FT Mendocino College faculty understood their Community College salaries were no longer competitive in comparison to the wages paid to R. N.'s in a remote/rural area experiencing acute healthcare provider shortages. The wage gap widened. Our instructors had to work two, sometimes three jobs to sustain a living family wage in our District. The 2015 BRN Program Review identified our program having "inadequate resources." The following actions were taken to stabilize our nursing program credited with 100% NCLEX pass rates for first-time testing students, three of the past four years.

- Develop a strong-working, transparent recruitment plan and robust partnership with Adventist Health Ukiah Valley to onboard, mentor and support new faculty. Two of our FT faculty members in year three of a four-year tenure track, now are both Assistant Directors. Each were recruited and paid by Adventist Health Ukiah Valley to join our sustainable teaching team at Mendocino College.
- Hire an experienced Executive Nursing Dean with 35 years of nursing educational leadership skills to stabilize our program, staff, students and demonstrate a solid commitment to our Health Care community partners, hospitals and clinics.
- Dedicate Mendocino College administrative resources by assigning our Vice President of Academic Affairs be directly responsible for the day-to-day sustainable operations of our ADN program and directly supervise our Executive Nursing Dean.
- Provide continued quality professional development opportunities for all adjunct, full time and ADN administrators in order to continue to provide high-touch, in-person connections to all our diverse nursing students. Continue upgrading equipment and facilities like our million-dollar state-of-the-art simulation lab paid for by an overwhelmingly passed community bond initiative in 2008.
- Financial support provided by multiple public and private funding mechanisms like the Mendocino Community College Foundation, Adventist Health Ukiah Valley, North-Far-North Strong Workforce Consortium State funding, Carl Perkins federal funding, numerous Allied Health grants.
- The greatest resource Mendocino College ADN program has to guarantee its stability and sustainability is the relentless perpetual support of all our community members. Volunteers give of their time, guidance and funding to ensure the life blood and heart of quality health care services for our nursing students. We continue to produce successful, motivated and respected nurses like the spring flowers each May.

**NURSING CURRICULUM AND CLINICAL FACILITIES**

(916) 322-3350

NAME OF PROGRAM: Mendocino College Nursing Program Spring 2020	SIGNATURE ( <i>Director of RN Program</i> ):	DATE: 01/27/2020
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Please list all nursing subjects offered **during the quarter/semester of the approval visit.**

NURSING COURSE (Name & Number)	M / S	O	C	P M H	G	UNITS		LEAD INSTRUCTOR (Name)	CLINICAL LAB INSTRUCTOR(S) (Name)	#STUDENTS/ SECTION	CLINICAL SITE
						LEC	LAB				
NUR 112	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5	5	Heidi Crean (M/S, G, C, O)	Heidi Crean (M/S, G, C, O), Medie Parrott (C), Krista Todd (M/S, G), Jessica Killops (M/S, G), Shanti Adhikari (M/S, G), Charlotte Kelley (O, M/S, G), Suzanne Hewitt (C, M/S, G)	19/4568	Adventist Health Ukiah Valley, Adventist Health Howard Memorial, Sutter Lakeside Hospital, MC Public Health, MCHC, LVHC (Clinics), Care for Her Little Lake Health Center, Care for Her Ukiah
NUR 115	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		Heidi Crean (C, O, M/S, G)		19/4570	
NUR 116	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1		Heidi Crean (M/S, G, C, O)	Shanti Adhikari (M/S, G)	19/4571	
NUR 131	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1		Melissa Gory (PMH), Kim Swift (M/S, G)		24/4572	
NUR 132	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	4	4	Melissa Gory (PMH), Kim Swift (M/S, G)	Nancy Goodman (M/S, G, PMH), Jordan Ward (M/S, G), Carole Kendall	24/4573	Santa Rosa Memorial Hospital, Creekside Rehabilitation & Behavioral Health,

									(M/S, G), Shanti Adhikari (M/S, G), Suzanne Hewitt (C, M/S, G)		Adventist Health Ukiah Valley, Adventist Health Howard Memorial, Sutter Lakeside Hospital, Coast District Hospital
NUR 135	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1		Melissa Gory (PMH), Kim Swift (M/S, G)		24/4577	
NUR 136	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2		Kim Swift (M/S, G)	Shanti Adhikari (M/S, G)	24/4578	
NUR 52B	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1	Heidi Crean (C, O, M/S, G)	Brandy Wann (M/S, G), Christina Obenyah (M/S, G), Suzanne Hewitt (C, M/S, G)	24/4561/552 2, 5531	
NUR 52D	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		1	Melissa Gory (PMH), Kim Swift (M/S, G)	Shanti Adhikari (M/S, G), Carole Kendall (M/S, G)	24/5540/554 3, 5549	

## NURSING CURRICULUM AND CLINICAL FACILITIES

NAME OF PROGRAM: Mendocino College Nursing Program Fall 2020	SIGNATURE ( <i>Director of RN Program</i> ):	DATE: 02/07/2020
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Please list all nursing subjects offered during the quarter/semester of the approval visit.

NURSING COURSE (Name & Number)	M / S	O	C	P M H	G	UNITS		LEAD INSTRUCTOR (Name)	CLINICAL LAB INSTRUCTOR(S) (Name)	#STUDE NTS/ SECTIO N	CLINICAL SITE
						LEC	LAB				
NUR 102	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5	5	Heidi Crean (M/S, G)	Heidi Crean (M/S, G, O, C), Suzanne Hewitt (M/S, G, C), Krista Todd (M/S, G), Carole Kendall-Doucette (M/S, G), Lisa Leonard (M/S, G), Jessica Killops (M/S, G), Megan Hoover (M/S, G), Nancy Goodman (M/S, G), Shanti Adhikari (M/S, G), Christina Obenyah (M/S, G)	20/0548	Adventist Health Ukiah Valley, Adventist Health Howard Memorial, Sutter Lakeside Hospital, Lakeport Post-Acute, Ukiah Post-Acute, Northbrook Healthcare Center
NUR 105	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1		Heidi Crean (M/S, G)	Suzanne Hewitt (M/S, G, C)	20/0531	
NUR 52A	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1		Heidi Crean (M/S, G),	Suzanne Hewitt (M/S, G, C), Krista Todd (M/S, G), Christina Obenyah (M/S, G), Carole Kendall-Doucette (M/S, G)	20/0411/0 414,0432	

NUR 121	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1		Kim Swift (M/S, G)		24/0528	
NUR 122	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	4	4	Melissa Gory (PMH), Kim Swift (M/S, G)	Lisa Leonard (M/S, G), Debra Summit (M/S, G), Shanti Adhikari (M/S, G)	24/0529	Adventist Health Ukiah Valley, Adventist Health Howard Memorial, Sutter Lakeside Hospital, DCI Dialysis, Infusion Center, UVMC Surgical Outmigrations, Lake County Jail, Mendocino County Jail
NUR 125	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1		Kim Swift (M/S, G)	Shanti Adhikari (M/S, G)	24/0540	
NUR 126	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2		Kim Swift (M/S, G)	Shanti Adhikari (M/S, G)	24/0532	
NUR 52C	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1		Kim Swift (M/S, G)	Shanti Adhikari (M/S, G), Lisa Leonard (M/S, G)	24/0479, 0482, 0485	

## **REPORT OF FINDINGS**

### **Mendocino College Associate Degree Nursing Program CONTINUING APPROVAL VISIT March 16, 17, 18, 2015**

#### **NON-COMPLIANCE:**

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.

The nursing program had collected data on admission and selection, attrition and retention of students and students meeting community needs. The program lacked a written plan for evaluation of the total program which faculty plan to address.

1424(d) – The program shall have sufficient resources, including faculty, library, and staff support services, physical space and equipment, including technology, to achieve the program's objectives.

The Mendocino College, Planning and Budget Committee, are granting approval to replace a full time vacated nursing faculty position and to replace the current director spring 2015 and assistant director when she retires in spring 2016.

The approval visit had determined insufficient faculty resources to meet the objectives of the nursing program.

#### **RECOMMENDATIONS:**

1424(e) -The director and the assistant director shall dedicate sufficient time for administration of the program.

Director has 75% release time to administer the program and teaching courses in overload status. Assistant director has 25% release time to administer the program and teaching courses in overload status.

1425 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.

Suggestion attention be paid to reporting faculty changes, notification of hiring faculty and resignations to meet 1425

1424(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatric, 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 an interdisciplinary team; focusing on quality improvement, and using information technology.

N132 Complex Medical Surgical Nursing II remove NCLEX REVIEW (Med-Surg), (OB&Peds) (Comprehensive Review) if appropriate identify as ATI as described the courses Student Learning Outcomes.

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

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**AGENDA ITEM: 7.7**  
**DATE: March 12, 2020**

**ACTION REQUESTED:** Discussion and Possible Action Regarding Acceptance of Program Progress Report and Discussion and Possible Action to Address Any Performance Gaps Including Actions Described in 16 CCR § 1423.2(a). East Los Angeles College Associate Degree Nursing Program (Present)

**REQUESTED BY:** Mary Ann McCarthy, Nursing Education Consultant

**BACKGROUND:** At the November 2019 Board Meeting the BRN Changed Continue Approval Status of East Los Angeles College Associate Degree Nursing Program to Warning Status with Intent to Close the Program. Monthly Progress Reports to Nursing Education Consultant, Present at All ELC Meetings During Period Of Warning Status (October 2020). College 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.

Updates from February 2020 Board meeting are in blue. **Completed items in red.**  
Nursing Program Report

The program was found to be in non-compliance in six (6) areas at the time of this visit:

1. CCR Section 1424(b)(1) – Administration and Organization – Program Evaluation
  - *Ongoing – One Assistant Director has taken the lead for this project to develop (in conjunction with program faculty) and maintain the program’s evaluation plan.*
2. CCR Section 1424(d) Resources; CCR Section (e) and (f) Director and Assistant Director ‘s dedicated sufficient time for Administration of the program  
**Completed**
3. CCR Section 1424(h) Faculty type and number
  - *Ongoing - for MS faculty and PMH faculty*
4. CCR Section 1425 – Faculty Qualifications and Changes
  - Content Experts are identified and reminded to submit validated courses of continuing education in the form of Report on Faculty EDP:
5. CCR Section 1426(b) Required Curriculum
  - *Ongoing - Outside faculty liaison for new curriculum development and implementation, guiding the faculty in enhancing the current curriculum to facilitate NCLEX pass rate and will be facilitating the faculty in developing a new curriculum.*
6. CCR Section 1431–Licensing and Examination Pass rate Standard
  - *Ongoing - Case manager is working with current seniors as well as contacting and following graduates from eh past 10 years who have not taken the NCLEX.*

Five (5) recommendations were given for:

1. CCR Section 1424(b) –Policies and Procedures  
**Completed**
2. CCR Section 1424(c) Organizational Chart  
**Completed**
3. CCR Section 1425(f) – Faculty Qualifications and Changes-Content Expert  
**Completed**
4. CCR Section 1425.1(a) Faculty Responsibility – Planning and implementing curriculum content
  - *Ongoing – Second Assistant Director is collaborating closely with Kaplan educator to develop and maintain ELAC records that reflect not only adherence to stated policy but also data collection, analysis and recommendations related to student performance for the semester testing and any other Kaplan testing.*
5. CCR Section 1425.1(d) Faculty Responsibilities – Clinical Competency.  
**Completed**

#### Workforce Development Report

Update on alumni:

- Identified 18 alumni who have confirmed passing NCLEX (NCLEX status previously unknown)
- Identified 7 alumni who are interested in NCLEX test prep and testing/retesting (since last reporting period)

#### College Administration Report

The outside consultant's report to the college was submitted March 3, 2020. Due to the need for the College administration to review the report, the College administration will submit a summary of actions based on the report with timelines at the April 2020 Board meeting.

**NEXT STEP:**

Place on Board Agenda.

**PERSON TO CONTACT:**

Mary Ann McCarthy, EdD, MSN, RN, PHN  
Nursing Education Consultant

# **EAST LOS ANGELES COLLEGE DEPARTMENT OF NURSING**

## **Monthly Report to the Board of Registered Nursing**

### **Areas of Non-Compliance**

**1424(b) 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.**

Assistant Director Martha Garcia is taking the lead on the Total Program Evaluation Plan. The tool is to include the following:

- NCLEX pass rate;
- Attrition/completion;
- Employment;
- Curriculum outcomes;
- Kaplan outcomes; and
- Mountain Measurements outcomes

**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.**

Early February 2020 all supplies ordered have been received in the Nursing Learning Lab. All equipment ordered has not been received, however there is more purging of outdated, broken, and other unnecessary materials.

The full-time tenure-track faculty position for Medical/Surgical Nursing closed with five names on the list to fill the position. Interview will potentially take place March 2020 in preparation for the fall semester. Administration is aware that whom ever is selected must be cleared by the BRN before the position can be offered.

The opportunity to fill the full-time tenure-track faculty position for the Psychiatric Mental/Health position (Notice of Intent) is in place with the description of the position to be posted on the website within the next week. Knowing how challenging it is to fill this position the Director is reaching out to former graduates and friends that hold a Master's degree in Mental Health.

**1424(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.**

Content Experts are identified and reminded to submit validated courses of continuing education in the form of Report on Faculty EDP:

- Medical/Surgical - Kimberly Knight
- Psychiatric Mental/Health - Jack Duncan
- Obstetrics - Martha Garcia
- Children/Pediatrics – Jade Valmonte
- Geriatrics – Rachel Plotkin Olumese

All Content Experts have successfully completed the mandatory annual Clinical Competencies at Los Angeles County +USC Medical Center where they must meet successfully complete the Clinical Competencies.

K. Knight is the only instructor not assigned at LAC+USC Medical Center at this time.

**Mandatory Courses for Instructors required annually:**

- LAC+USC Medical Center Orientation/Reorientation Handbook-course#00432811
- Compliance Awareness Training (CAT) – Course #00002820
- Privacy & Security Survival Training: Protecting Patient Information – Course #51.07.06.0009
- Courses Required Every 2 Years:
  - Sexual Harassment Prevention Training – Course #00303760
- One-time Required Course:
  - The Basics of Just Culture – Course #00421052
- ORCHID TRAINING
  - Instructors must attend a 2-day course to obtain access

All courses need to be completed within 60 days of assignment and can be accessed via the learning net. All full-time faculty are cleared at LAC-USC Medical Center.

**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.**

The faculty along with the guidance of Ms. Cox is making progress looking at the overall curriculum. Faculty met on 26 February following the guidelines established by Ms. Cox:

1. Meet as faculty
2. Using the list we completed, determine from our curriculum what is (Basic, Chronic, Acute, and Complex) with the topics we currently cover. We can move things around based on complexity.
3. Determine progression (leveling) using Blooms Taxonomy with testing and CLOs (ex. application, analysis, etc.)
4. Understand and discuss that we will be converting to one Fundamental course and 3 M/S courses. To later be aligned with Kaplan testing.
5. We also need to look at whether our coupled courses like (N267/N268) have equal level of difficulty. We can determine this by our tests, skills, and expectations.

According to Ms. Cox, the new curriculum will only be taught in Spring and Fall Semesters, beginning Fall 2020. We will discuss at a later date as to how that will play out.

The following is the **new ELAC curriculum:**

First Semester: Pharm 16 weeks, Intro, 8 weeks, and Fundamentals 8 weeks.

Second Semester: M/S I, 8 weeks, and Psych, 8 weeks

Third Semester: M/S II, 8 weeks and OB, 8 weeks

Fourth Semester: M/S III, 8 weeks Peds 8 weeks and Role Transition, 16 weeks.

Pharm - Theory 1.5 units, Skills Lab 1.0 units

Intro - Theory 1.0, Clinical 1.5 units, Skills Lab, 0.5 units

Fund - Theory 1.0, Clinical 1.5 units, Skills Lab 0.5 units.

M/S I, II and III - Theory 3 units each, Clinical 2.0 units each, Skills Lab 0.5 units

Psych - Theory 1.5 units, Clinical 1.5 units, Skills Lab 0.5 units.

OB and Peds - Theory's 2.0 units each, Clinical 1.5 units each, Skills Lab 0.5 units each.

V. P. Ornelas has approved a total 26.5 hours for Rachel Plotkin Olumese to do Kaplan-NCLEX Prep. According to Ms. Cox this new change will happen immediately. The Kaplan content will be delivered by Rachel Plotkin Olumese, it is not a class. After meeting with Audrey Schou, Kaplan Consultant, L. Gaines recommended that R. P. Olumese prepare a template and determine how she plans to deliver Kaplan. Ms. Cox is essentially making the same request which it to be submitted by the end of the week.

Per Ms. Cox, the faculty will take the revised course content and divide it into three M/S courses. The content committee reviewed the current curriculum and the new curriculum will be Fundamentals and only three M/S courses. Below is the suggested progression. Ensure that the illness content meet Basic, Chronic, Acute and Complex in 1st through 4th semester.

Fundamentals content will be “Basic”  
M/S I Content will be “Chronic” Illness  
M/S II content will be “Acute” Illness  
M/S III content will be “Complex” Illness

**Health Assessment/Physical Assessment will now be integrated in ALL courses.** When revising the MS course content, be sure to integrate the Assessment piece.

The Psych content must be reviewed to ensure no overlap with M/S and reduced to 1.5 units. Additionally, the difficulty of the content is to be at the second semester level. This means that because Psych is a second semester course its difficulty is at a **second semester level using the same Blooms Taxonomy.**

OB content must be reviewed to ensure no overlap with M/S. Additionally, the difficulty of the content is to be at the **third semester** level.

Peds content must be reviewed to ensure no overlap with M/S. Additionally, the difficulty of the content is to be at the **fourth semester** level.

Faculty are to develop a Plan as to how to accomplish the task at hand. Meetings will be as follows:

#### **Time line for Planning**

- 2/26/20 @ 11:00-2:00 PM G9-Faculty Lounge
- 3/2/20 @ 1:30 PM G9-Faculty Lounge
- 3/9/20 @ 1:30 PM G9-Faculty Lounge
- 3/11/20 Submission of Final Documents for Curriculum Planning

This deadline for the above directives of the project is no later than **12 March 2020 a.m.** This deadline is concrete allowing time to give Kaplan a chance to work on the changes. More importantly once the directives are complete, global objectives, units, objectives developed, review of books, activities, and SLOs must be completed and typed into ECD submitted and submitted to the curriculum committee by deadline. There is a lot to be done. I would consider changing to Lewis M/S textbook beginning Fall 2020.

Introduction and Fundamentals need a revision. We need to prepare the ELAC nursing student immediately. While working on Fundamentals, make sure you begin with normal and progress to Basic Nursing Care. Review Blooms.

Brenda Chan and Martha Garcia are also reviewing curriculum. Brenda Chan will take over Kaplan. That committee will update her on their progress to date. Kaplan will be integrated as faculty move from course to course.

**Per Ms. Cox,** Please be aware that Theory will be taught two days a week. This will assist the students with less content at each lecture. I'm not advising this for you all to make assignments. I will make assignment. I just want you aware that lectures must be shortened.

Lastly, please let me know which courses you are interested in teaching. In doing so please "reply to all". All requests will be reviewed. Please ensure you are approved by the BRN to teach those courses. Ms. Gaines can let you know if approved. All full-time faculty will teach lecture, clinical and skills lab. This was an FYI not for folks to be developing assignments. I just was data collecting.

As identified above, all courses will have three hours of Skills Lab per week. Keep this in mind while developing curriculum. Remember, Theoretical Concepts are transferred clinical practice and practiced in a non-threatening environment (skills Lab).

Work on the SLOs and Global Course Objectives to follow. **It's Students first.**

All faculty are required to attend the meetings to create, review, and finalize these assignments. Everyone's participation is required. You can meet face-to face, Skype, or Face time.

Health Assessment and Med/Surg content has been identified in a grid along with integration plan for Kaplan. **(an attachment)**

**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.**

Work continues in relationship to NCLEX preparation, several graduates from the December 2019 class have been coming onto campus to study and review for the examination while waiting for approval to sit for the NCLEX.

Rachel Plotkin Olumese has been assigned to do NCLEX Prep work with the current senior students who will be completing the program June 2020. As curriculum work continues there is greater sense of support and enhancement of learning by strengthening course content in all areas along with total Kaplan integration throughout the program.

**Recommendations:**

**1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:**

related to 1424(h) Nursing administration needs to ensure through a record keeping process that Nursing faculty members whose teaching responsibilities include subject matter Content Experts maintain clinical competency in the areas to which they are assigned. (2013, 2017, 2019)

Content Experts are identified and reminded to submit validated courses of continuing education utilizing the Report on Faculty form.

- Medical/Surgical - Kimberly Knight
- Psychiatric Mental/Health - Jack Duncan
- Obstetrics - Martha Garcia
- Children/Pediatrics – Jade Valmonte
- Geriatrics – Rachel Plotkin Olumese

All Content Experts have successfully completed the mandatory annual Clinical Competencies at Los Angeles County +USC Medical Center where they must meet successfully complete the Clinical Competencies.

K. Knight is the only instructor not assigned at LAC+USC Medical Center at this time.

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

The change in assignments and moving from 8 weeks to 16 weeks created a serious challenge for faculty and students as both fed on the lack of desire to follow BRN mandate/recommendation. Change has not been easy, however slow the process may be, there is finally a sense of urgency to move forward. Work continues to be needed to come together as a united front.

Consultant McJannet met with students, faculty, and staff on 18 – 20 February 2020 It has been made clear to all faculty Within the week, faculty recognize the importance of an aggressive timeline to make sure that content is ready to be submitted to campus and district curriculum committees.

Kaplan work is being reviewed and discussed to ensure that Kaplan is integrated throughout the curriculum thus promoting the significance of utilizing Kaplan as a tool to enhance learning.

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

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**AGENDA ITEM: 7.8**  
**DATE: March 12, 2020**

**ACTION REQUESTED:** Discussion and Possible Action Regarding Changing Warning Status with Intent to Close to Continuing Approval of Prelicensure Nursing Program, Career Care Institute Associate Degree Nursing Program. (BPC 2788; CCR 1421, 1423) (Present)

**REQUESTED BY:** Donna Schutte, Nursing Education Consultant

**BACKGROUND:** On October 1, 2019, Corrine Stevens, EdD, MSN/Ed, RN was named Interim Program Director at Career Care Institute (CCI) Associate Degree Nursing Program. Her Assistant Director is Kim Gore-Amador, EdD, MSN/Ed, RN, and she has been serving in that role since June 16, 2019. The CCI ADN program was approved by the BRN on September 7, 2017 with an enrollment of 32 students annually. All sixteen Cohort 1 students graduated from the program on December 6<sup>th</sup>. Currently, there are 30 Cohort 2 students and 32 Cohort 3 students for a total of 62 students enrolled.

On November 14, 2019, the Board placed CCI ADN Program on Warning Status with Intent to Close after a School Visit was conducted on August 19<sup>th</sup>, 2019 by Badrieh Caraway, Supervising NEC, and Donna Schutte, NEC. This School Visit, to finalize initial approval processes, had been moved up from September 7, 2019 in response to the resignation of a fifth Program Director.

The following 13 areas of non-compliance were identified:

Administration and Organization of the Nursing Program, CCR 1424(e) and 1424(j) - *High Program Director and Assistant Director turnover; Lack of mentoring and succession plan*  
Sufficiency of Resources, CCR 1424(d) and Curriculum, CCR 1425.1(b) - *High faculty turnover; Allegations of missed clinical hours*  
Total Program Evaluation, CCR 1424(b)(1) – *Incomplete; No evidence of implementation*  
Administration and Organization of the Nursing Program, CCR 1424(b)(2) – *Grievance Policy and Financial Aid complaints*  
Administration and Organization of the Nursing Program, CCR 1424 (c) – *Organizational Chart*  
Faculty Responsibility, CCR 1425.1 (b) and 1424(j) - *Orientation; Supervision*  
Faculty Responsibility, CCR 1424(g) - *Faculty participation in program*  
Student Participation, CCR 1428 -*Student participation in curriculum*  
Resources, CCR 1424(d) - *Equitable and available clinical experiences; Physical equipment*  
Required Curriculum, CCR 1426(d) - *ATI grading practices*  
Clinical Facilities, CCR 1427(a) and (c)(2) - *Prior BRN approval; Clinical orientation of faculty*  
LVN 30-Unit Option, CCR 1429(b) - *Objective counseling*  
Previous Education Credit, CCR 1430 – *LVN Advanced Placement Policy*

To resolve these areas of non-compliance, Dr. Corrine Stevens was hired by CCI with a one-year appointment. Dr. Gore-Amador has been oriented to the Assistant Director position. It is planned

that she will assume the Director position in June 2020. An Administrative Hiring, Succession, and Retention Plan is in place. CCI recently hired Terri Jackson, MSN, RN and she has been approved as an Assistant Director. Ms. Jackson is currently participating in orientation and it is planned that she will assume Assistant Director duties in June 2020. To address high turnover in theory and clinical faculty, a Faculty Hiring Plan, A New Faculty Orientation, and a Faculty Retention Plan that incorporates Exit Interviews are in place. A policy addressing both theory and clinical instructor absences and tardiness has been developed. Attendance including start and end times of theory and clinical sessions is being monitored daily and is reviewed by the Assistant Director on an ongoing basis.

An updated Total Program Evaluation Plan is being implemented. Current NCLEX Pass Rate is 92.8% with 13 of 14 Cohort 1 graduates successfully completing the exam and 2 students waiting to test. The attrition rate for the program is 5.9%. The program's Grievance Policy is available for review in Faculty and Student Handbooks. Grievance Policy signs are displayed in classrooms and serve as reminders of its importance. Issues regarding financial aid resolved.

All faculty and clinical facilities are BRN approved. CCI has 4 full-time faculty and 17 part-time faculty. Nine faculty are BRN approved as Instructors with four serving as course Lead Faculty and/or Content Experts. Twelve (12) faculty are BRN approved as Assistant Instructors. There are no plans to incorporate a preceptorship course in the curriculum at this time. The Program's Organizational/Communication Chart has been updated. A plan for course faculty communication throughout the semester is developed along with structure, function, and schedules for all program committees. A policy regarding student participation in the program is available in the Student Handbook. Minutes of meetings document student participation.

Newly contracted clinical facilities in pediatrics and med surg include Department of Health LA County, Caring Corner Day Care Center-Bakersfield, and Ellison John Transitional Care Center. Rotating clinical schedules ensure students with equitable learning opportunities. Air conditioning and drinking fountains are functional. ATI procedures are consistent with program policy with signed student acknowledgement forms on file. All clinical facilities are BRN approved. Faculty and students are receiving orientation at the identified clinical facility.

Information regarding the LVN 30 Unit Option is available on the CCI nursing website and Student Handbook along with information regarding the limitations on licensure. Credit for Prior Education Policy was reviewed with Cohort 2 and 3 LVNs with signed acknowledgement forms filed.

CCI was asked by the Board to return to the Education and Licensing Committee in a year or when all areas of non-compliance were rectified. All areas are now in compliance. CCI is requesting return to full continuing approval status. See Attachment #1- Program Response.

**NEXT STEP:** Place on Board Agenda

**PERSON TO CONTACT:** Donna Schutte, DNSC, RN  
Nursing Education Consultant



**Career Care  
Institute**  
*for a better future!*

February 27, 2020

Department of Consumer Affairs  
Board of Registered Nursing  
P.O. Box 944210  
Sacramento, California 94244-2100  
Dr. Donna Schutte, RN, Nurse Consultant

Dear Dr. Schutte,

It is with pleasure that Career Care Institute thanks you for your assistance in correcting our areas of non-compliance. The CCI team has worked very closely with you during this period to not only correct all deficiencies but to learn how to enhance our program and increase our knowledge of all new protocols and state guidelines. We are very proud to recognize our 2017 cohort graduates, of whom 13 of 16 have successfully passed the NCLEX and are now an integral part of our profession. Our pass rate for the 4<sup>th</sup> quarter 2019 was 100%, with 7 testers and 7 passed. For the current quarter, 7 tested and 6 passed with 2 waiting to test. These statistics give CCI an 85.7% pass rate for quarter 1 of 2020. Our overall pass rate for the cohort is 92.8%.

Having met all required corrections, Career Care Institute respectfully request to be removed from the Warning Status with Intent to close. We look forward to continuing our relationship with our nurse consultant and we strive to maintain compliance with all state and federal governors of our program.

Respectfully Submitted,

A handwritten signature in black ink that reads "Corrine O. Stevens RN MSN EdD". The signature is written in a cursive style.

Corrine O. Stevens, RN, BSN, MSN, PHN, EdD

***Career Care Institute***

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**Career Care Institute  
Areas of Non-Compliance Action Plan  
Dates of Compliance**

<b>BRN Area of Noncompliance</b>	<b>CCI's Response</b>	<b>Date of Compliance</b>
<p><b>1.CCR SECTION 1424(e), and 1424(j) Administration and Organization of the Nursing Program.</b></p> <p><i>High turnover rate of Program Directors resulting in instability in the Administration of the Nursing Program and lack of mentoring/succession plan for the Assistant Nursing Program Director.</i></p>	<p><b>1. CCR SECTION 1424(e), and 1424(j) Administration and Organization of the Nursing Program.</b></p> <p>CCI hired Dr. Corrine Stevens as Interim Program Director with a one-year appointment to resolve program deficiencies and facilitate role development of the current Assistant Director. Effective date 10/01/2019.</p> <p>Assistant Director 90-day Orientation (training) period with Checklist in place.</p> <p>Director Handbook part of training for with assigned NEC on 11/06/2019.</p> <p>Retention Plan and Hiring Plan developed, implemented, and included in the Total Program Evaluation. Retention Plan includes salary merit increase and suggestions for improvement on Exit Interviews.</p> <p>Dr. Gore to become Program Director in June 2020</p> <p>Terri Jackson to assume role of Assistant Program Director in June 2020.</p>	<p>10/1/2019</p> <p>12/21/2019</p> <p>PD self-reviewed 11/5/2019 (Director Handbook is an on-going resource.)</p>

<p><b>2.CCR SECTION 1424(d) Sufficiency of Resources and 1425.1(b) Curriculum.</b>  <i>The high turnover rate of faculty negatively impacting student learning outcomes both in theory and clinical experiences. Half of the students present at our meetings voiced complaints/allegations of missed clinical hours in each course due to lack of available faculty. Cohort 1 student complaints/allegations regarding not having clinical faculty resulted in the need for make-up of clinical hours of up to 90 hours prior to their October graduation. Cohort 2 student complaints/allegations regarding ongoing clinical instructor tardiness (up to 1.5 hours) and having frequent changes in clinical instructors resulted in inadequate clinical supervision for them. Five out of 7 faculty spoken with at the School Visit were new with 1-3 months of CCI employment history. No orientation or faculty development was conducted.</i></p>	<p><b>2. CCR SECTION 1424(d) Sufficiency of Resources and 1425.1(b) Curriculum.</b></p> <p>CCI scheduled clinical hours and all students met the required number of clinical hours. Students were provided current documentation of their clinical hours on August 29, 2019.</p> <p>The Interim Program Director is ensuring that all new hires receive orientation.</p> <p>Faculty Retention and Hiring Plan Policy in place.</p> <p>A new policy addressing both class and clinical instructor tardiness has been developed</p> <p>New Policy: Record keeping procedure - Course theory and clinical hours including all absences (program or student). Monitored by Lead Instructor, AD, and PD.</p>	<p>10/18/2019</p> <p>10/8/2019</p> <p>09/11/2019</p> <p>09/11/2019</p>
<p><b>3.CCR SECTION 1424(b)(1) Total Program Evaluation.</b>  <i>The program did not have a mechanism for summarizing, on an annual basis, action taken related to the issues</i></p>	<p><b>3. SECTION 1424(b)(1) Total Program Evaluation.</b></p> <p>TPE revised and being implemented.</p>	<p>10/24/2019</p>

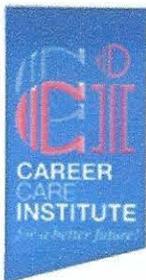
<p><i>identified by the data collected for the total program evaluation plan and from students' evaluations of theory and clinical courses. Questions from Administrative Team regarding use of the Total Program Evaluation (TPE) Plan (last revision 09-14-18). An incomplete TPE with outcomes not available for review such as end of course student survey summaries and ATI summary of test results/follow up.</i></p>	<p>CCI faculty evaluated the program in late October and will evaluate after each term. Evaluation will include results of student surveys, final exams, grades, skills competencies as well as ATI proctored exam scores.</p>	<p>02/27/20</p>
<p><b>4 &amp; 5. CCR SECTION 1424(b)(2) and 1424(c) Administration and Organization of the Nursing Program.</b>  <i>Students not aware of the Grievance Policy/Chain of Communication for the nursing program. Fear of retaliation; students fearing being reported to Administration by class students. Cohort 1 student complaints/allegations regarding Financial Aid. Required payments increasing significantly at different times in the first year causing ongoing financial hardship. Cohort 2 students with no financial aid problems since problems worked out prior to their enrollment.</i></p>	<p><b>4 &amp; 5. CCR Section 1424(b)(2) and 1424 (c) Administration and Organization of the Nursing Program.</b></p> <p>The Grievance Policy/Chain of Command has been posted in all classrooms and the student breakroom. Following the School Visit, the policy was reviewed with students and acknowledgement forms signed. Retaliatory behavior/bullying continues to not be tolerated in the student complaint and the resolution process.</p> <p>Financial aid payment amounts were consistent throughout the 2017-2018 school year. All 16 students in Cohort 1 received a scholarship of \$2,000 with a disbursement date of October 18, 2019</p>	<p>09/20/2019</p> <p>09/20/2019</p>

<p><b>6. CCR SECTION 1425.1 (b) and 1424 (j) Faculty Responsibility.</b>  <i>The number of full time and part time nursing faculty and names of Content Experts in the five clinical specialties not able to be verified by nursing administration at time of School Visit. BRN Reports of Faculty and Facilities not updated as requested by assigned NEC for review during School Visit. Pediatrics nursing course Lead Instructor not coordinating pediatric clinical experiences. A pediatrics Assistant Instructor identified as "Lead" and responsible for coordinating pediatric clinical rotations. NS250 Introduction to Community and NS 262 Nursing Role Transition and Leadership approved as preceptorship courses but not implemented.</i></p>	<p><b>6. CCR SECTION 1425.1 (b) and 1424(j) Faculty Responsibility.</b></p> <p>Faculty guidelines on Committee meetings developed with meetings being held routinely</p> <p>CCI has 4 full time faculty  17 per diem faculty;  (9) BRN approved Instructors and (12) BRN approved Assistant Instructors.  (2) FT faculty are content experts  (3) PT faculty are content experts</p> <p>The pediatric clinical instructor was counseled on proper procedures for student clinical placements.</p> <p>Preceptorships will continue as not included in last semester courses.</p>	<p>11/11/2019</p> <p>02/21/2020</p> <p>10/19/2019</p> <p>08/29/2019</p>
<p><b>7. CCR Section 1424(g) Faculty Responsibility.</b>  <i>There is no mechanism for consistent communication throughout the semester between the course instructor and those faculty who are adjunct faculty for that course. Faculty present at our meeting not aware of nursing committees. Stated faculty meetings held on Thursday afternoons with curriculum discussed and few faculty members in attendance</i></p>	<p><b>7. CCR Section 1424(g) Faculty Responsibility.</b></p> <p>To facilitate consistent communication, the Program Evaluation and Curriculum Committees have scheduled a joint meeting at the end of each term. All faculty are welcomed to provide input.</p> <p>Faculty participation in the program committees have been reviewed, revised, updated and being implemented. Faculty are providing input to the meetings</p>	<p>10/24/2019 Meeting held</p> <p>01/15/2020</p>

<p><b>8. CCR SECTION 1428 Student Participation.</b>  <i>No student participation on nursing committees. There is no formalized mechanism for students to participate in meetings such as the Curriculum and Policy/Procedure Committees, and with the full faculty.</i></p>	<p><b>8. CCR SECTION 1428 Student Participation.</b>          Student policy and procedure for participation in the program committees, reviewed, revised, updated and being implemented. Students are providing input to the meetings</p>	<p>01/15/2020</p>
<p><b>9. CCR SECTION 1424(d) Resources.</b>  <i>Insufficiency of resources including the need for pediatric clinical experiences (issue identified in Initial Approval Visit) and acute medical surgical experiences. Cohort 2 student complaints/allegations of not having equitable clinical experiences within the four clinical groups. Other student complaints/allegations of not having open skills lab hours, the lack of air conditioning in a second-floor classroom and laboratory, and no running water in public drinking fountains</i></p>	<p><b>9. CCR SECTION 1424(d) Resources.</b>          On August 20, 2019, the Department of Health Services Los Angeles County was approved by the BRN for utilization of pediatric and medical surgical clinical.          Other clinical affiliations with Dignity Health are being pursued.          CCI created rotating clinical schedules to ensure all students have the same learning opportunities.          Additional clinical facilities have been added, Caring Corners (Peds) and Ellison John Transitional Care (MS, Fundamentals, Geri)          Students were notified that they may request through the Clinical Coordinator extra instruction in the simulation lab.          Classrooms, and laboratory now have working air conditioning. The 4 drinking fountains are functioning</p>	<p>08/29/2019          09/11/2019          09/11/2019          10/21/2019          01/5/2020          08/29/2019          08/29/2019</p>

<p><b>10. CCR Section 1426 (d) Required Curriculum.</b>  <i>Cohort 1 student complaints/allegations that should they not attain 72% on the ATI Predictor Exam after three attempts, CCI administrators will submit their NCELX Licensing Applications as “non-graduating granting” even though all content required for graduation was completed successfully</i></p>	<p><b>10. CCR SECTION 1426(d) Required Curriculum.</b>  Students given the ATI Policy and signed acknowledgement form. Students were misinformed by the previous ATI Coordinator.</p>	<p>08/29/2019</p>
<p><b>11. CCR SECTION 1427(a) Clinical Facilities and 1427(c) (2).</b>  <i>Two clinical facilities in use not BRN approved: LA County, South Valley Health Center and Antelope Valley Community Clinic. Faculty complaints/allegations that staff at one clinical facility refuse to provide orientation for assigned CCI clinical faculty and students, a contractual requirement of facility agreements. No remedy instituted.</i></p>	<p><b>11. CCR SECTION 1427(a) (c) Clinical Facilities.</b>  Students have not been placed with LA County or Antelope Valley Community Clinic. BRN approval for LA County was received on 08-27-19 following the School Visit. Faculty and students received the orientation at the identified clinical facility.</p>	<p>08/29/2019</p>
<p><b>12. CCR SECTION 1429(b) LVN 30-Unit Option.</b>  <i>Nursing student handbook and other documents do not accurately reflect this option. No LVN 30 Unit Option students enrolled in the nursing program. Public access to LVN 30 Unit Option information not online on the Nursing Website although available in the Student Handbook given to students on enrollment with no</i></p>	<p><b>12. CCR SECTION 1429(b) LVN 30-Unit Option.</b>  The information regarding the 30 Unit Option has been added to the CCI Website and ADN Student Handbook, College Handbook, along with information regarding the limitations on licensure.</p>	<p>08/29/2019</p>

<p><i>statements regarding the limitations on licensure.</i></p>		
<p><b>13. CCR SECTION 1430 Previous Education Credit.</b>  <i>Cohort 2 student (9-10 LVN students) complaints/allegations of not being given credit for prior LVN education. All required to enroll in all nursing courses beginning with fundamentals and considered "generic" students. These same LVNs requested by Administration to enroll in the upcoming LVN Transition Course for Advanced Placement students with a cost of around \$1500 not taken by "generic" students</i></p>	<p><b>13. CCR SECTION 1430 Previous Education Credit.</b></p> <p>The Interim Program Director reviewed and revised the current policy. Interim Director reviewed the policy with students to ensure they understood it. Students acknowledged the new policy with signature. CCI has reduced the cost of this course from \$1200.00 to \$600.00" for students.</p>	<p>10/11/2019</p>



ADN Program Monthly Progress Report  
November 2019

Cohort 1	<ul style="list-style-type: none"> <li>• 16 students started in cohort 1, 16 students completed and passed Term 6.</li> <li>• Students have created Breeze and Pearson Vue accounts, submitted BRN application. Students utilizing VATI and U world to prepare for NCLEX-RN.</li> <li>• Pinning Ceremony planned for Nov 1, Graduation Ceremony scheduled for Dec. 6, location and time TBD</li> <li>• At the time of this report, we have no NCLEX data to report.</li> </ul>
Cohort 2	<ul style="list-style-type: none"> <li>• All 30 students successfully passed term 3 (medical- surgical 1, Sociology, Written communication) &amp; started term 4; OB, Peds, &amp; Oral Communications.</li> <li>• Students are scheduled for 9 hours of Skills Lab for both OB &amp; Peds, 9 hours of Simulation for the first few weeks of term before attending community facilities. Antelope Valley Hospital, and of Caring Corner in Bakersfield</li> <li>• Liz Gonzales is teaching OB theory, skills lab &amp; sim lab. Erika Talbot will be covering OB clinical as well as assisting with OB skills &amp; sim lab.</li> <li>• Jinu Sebastian has been going through OB remediation with Liz Gonzales and has plans to complete OB clinical remediation with Erika Talbot in December.</li> <li>• Helen Frederickson will be teaching peds theory and Dr. Marcia Luna will be teaching peds clinical as well as assisting with peds skill &amp; sim lab.</li> <li>• Ashley Demay is teaching Oral Communication</li> </ul>
Cohort 3	<ul style="list-style-type: none"> <li>• New cohort of 32 ADN students began term 1 10/21/19.</li> <li>• 10 LVNs entered into the program with only 3 LVN students meeting the requirements for Advanced Placement. These 3 students are still deciding if they want to challenge Fundamentals. If and when they make their decision to challenge Fundamentals, they will test the week of February 17, 2020. These students are not Advanced Placement until they take and pass Fundamentals, Med-Surg 1, OB &amp; Peds.</li> <li>• As of this report, all 10 LVNs are considered generic and will not be taking the Transition course.</li> <li>• 20 enrolled in Ethics, 11 Anatomy, 9 Physiology and 8 enrolled in Algebra.</li> <li>• Many of the students received credit granting for term 1 and will begin term 2 in March.</li> <li>• Dr. Caroline Lazar is teaching both A &amp; P</li> <li>• Dr. Sam Salehi is teaching Ethics</li> <li>• Ashley Demay is teaching Algebra</li> </ul>
Hiring Plan	Continuation of running ads for FT/PT theory and clinical faculty for all specialties (med/surg, OB, Peds, Geri, Mental Health) on HigherEd and Indeed
Orientation/ Staff Development	<p>3 new hires utilized new faculty orientation handbook and checkoff sheet.</p> <ul style="list-style-type: none"> <li>• Dr. Stevens and Dr. Gore are mentoring Tamika Merriwether, as well as Liz Gonzales for OB remediation.</li> <li>• Dr. Gore is mentoring Brent Brummert.</li> <li>• Helen Frederickson, Peds content expert, is mentoring Marica Harris Luna &amp; Andrea Bagsby, both which are peds instructors.</li> </ul>

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	<ul style="list-style-type: none"> <li>Jinu Sebastain has also been involved with the mentoring of the new hires.</li> </ul> <p>Discussed staff development ideas for faculty</p> <ul style="list-style-type: none"> <li>ATI Virtual training for all faculty is being arranged through ATI for the beginning of January 2020. Waiting response from ATI to confirm dates.</li> <li>QSEN training by Dr. Annette Cannon PhD, MSN, RN February 2020 TBD</li> <li>As well as having faculty to train staff on topic related to their content area of expertise. Each faculty member will pick a month and prepare a topic of their choice. For the month of November, 11/25, Dr. Gore will present on the Student Centric classroom and various teaching strategies to engage the adult learner.</li> </ul>
Faculty	<p>3 new faculty hires</p> <ul style="list-style-type: none"> <li>Brent Brummert NP, RN AI, Med/Surg, PT</li> <li>Dr. Marcia Harris –Luna I Peds, PT</li> <li>Andrea Bagsby – AI, Peds, PT</li> </ul>
Clinical Facility	<p>Jinu Sebastian visited several clinical facilities for peds &amp; OB rotations</p> <ul style="list-style-type: none"> <li>Bartz Altadonna Community Health Center: not taking students at this time</li> <li>Care Net Women’s Resources: not taking students at this time</li> <li>Ena Rideau Johnson Family Home: not taking students at this time</li> <li>Bakersfield Memorial Hospital Peds ED: not taking students at this time</li> <li>Caring Corner: under contract (expect to have approval in November)</li> </ul>
Curriculum Review	<p>Monthly faculty meeting held on 10/24/19. 4 faculty present, 1 student rep present and 2 faculty in attendance via phone conference.</p> <p>Agenda Items:</p> <ul style="list-style-type: none"> <li>Gradebooks</li> <li>SAP Reports</li> <li>Cohort 1 Pinning Ceremony</li> <li>Binders for Skills Checkoff</li> <li>Open Forum</li> </ul> <p>End of Term Curriculum Review Meeting met before the Monthly Faculty Meeting. (Due to the work schedules of committee members, it was decided that this meeting would occur on this date to coincide with the monthly meeting). Future meetings will be scheduled separately.</p> <p>Curriculum review for Term 3 &amp; Term 6</p> <p><u>Term 3</u></p> <ul style="list-style-type: none"> <li><i>Med/Surg I</i>: Student rep voiced concerns regarding MS1 that there was too much material and the class did not know what was really covered in MSI vs MSII. They would have liked to have that knowledge so it was not so overwhelming. Would like to have more time for MS instead of only 3 hours.</li> <li><i>Sociology</i>: Student rep felt sociology course was ok.</li> <li><i>Written Communication</i>: Student rep indicated that students were expected to know about APA format, but had never been exposed to APA. Would like to see APA taught at the beginning of the course. Also felt that written communication should be offered at the beginning of the program to allow the students to more experience for writing papers. The instructor for the class will</li> </ul>

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	<p>make some minor changes such as discontinuing grammar quizzes because they did not seem to be a reliable measure of student knowledge.</p> <p><u>Term 6</u></p> <ul style="list-style-type: none"><li>• <i>Med/Surg II</i>: Student concerns noted by instructor from students while in the class, 3 hours not a lot of class time to cover all material.</li><li>• <i>Nursing Leadership</i>: students felt the textbook for the Leadership course was too hard to follow. When given the opportunity to view a different Leadership textbook, students felt that particular book would have been much better to use.(should be noted that Dr.Gore has already made the textbook change for the next Leadership class)</li></ul> <p>Students enjoyed Leadership simulation &amp; felt this helped prepare them for the clinical setting.</p>
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Dr. Kim Gore, EdD, MSN/Ed, RN

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ADN Program Monthly Progress Report  
December 16, 2019

Cohort 1	<ul style="list-style-type: none"> <li>• December 6, 2019 Graduation for first ADN cohort held</li> <li>• 15 students have received BRN eligibility to test and now waiting for ATT</li> <li>• 1 student working on completing Live scan</li> <li>• All students working with U world and/or ATI to review for NCLEX-RN</li> </ul>
Cohort 2	<ul style="list-style-type: none"> <li>• Term 4: OB, Peds, &amp; Oral Communications.</li> <li>• Students have completed 9 hours of Skills Lab for both OB &amp; Peds, 9 hours of Simulation.</li> <li>• No students are at risk at this time.</li> </ul>
Cohort 3	<ul style="list-style-type: none"> <li>• Term 1: General Education courses are being taught this term.</li> <li>• 20 students enrolled in Ethics, 11 Anatomy, 9 Physiology and 8 enrolled in Algebra.</li> <li>• No students at risk at this time.</li> </ul>
Hiring Plan	Continuation of running ads for FT/PT theory and clinical faculty for all specialties (med/surg, OB, Peds, Geri, Mental Health) on HigherEd and Indeed
Orientation/ Staff Development	<p>Staff Development</p> <ul style="list-style-type: none"> <li>• Due to the Thanksgiving Holiday, 11/25 presentation on the Student Centric classroom and various teaching strategies was cancelled. However, PowerPoint presentation was sent out to all faculty to review. Will address with faculty on 12/19 during monthly faculty meeting when would be a good date to schedule training for Student Centric classroom.</li> <li>• ATI is offering several virtual webinars during the month of December. Faculty are choosing 3 webinars of their choice to attend.</li> <li>• Staff orientation: Myaisha Moore was hired for clinical coordinator. Jinu Sebastian has been providing orientation and training for Myaisha.</li> </ul>
Faculty	<ul style="list-style-type: none"> <li>• Monthly ADN faculty meeting scheduled for 12/19. At this meeting one of the items we will address is creating our committees and calendars for 2020</li> </ul>
Clinical Facility	<p>Clinical sites being pursued</p> <ul style="list-style-type: none"> <li>• Ridgecrest Hospital: OB/PEDS/MS</li> <li>• Henry Mayo: OB/PEDS/MS</li> <li>• Tehachapi: MS</li> <li>• Adventist Health (San Joaquin): OB/MS</li> <li>• The Ellison John Center: MS</li> <li>• Penny Lane: Mental Health</li> </ul>

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	<ul style="list-style-type: none"> <li>• Tarzana: Mental Health</li> <li>• Mental Health America: Mental Health</li> <li>• Bakersfield Behavioral Health: Mental Health</li> <li>• Good Samaritan: Mental Health</li> </ul> <p>Antelope Valley Hospital has implemented the process of using Pronto Wellness to assist with the onboarding of nursing students and faculty. This has delayed our PEDS rotation which was already scheduled and approved by AVH. We have had to delay our PEDS rotation. However, missed PEDS clinical days have been rescheduled. We anticipate clearance early next week from Pronto/AVH to have our students in the clinical site. Students are rotating through Caring Corners in Bakersfield.</p>
Curriculum Review	At the time of this report, no review of curriculum is due. Curriculum review is due March 5, 2020.

Submitted by: Dr. Kim Gore, EdD, MSN/Ed, RN  
 ADN Assistant Program Director

Reviewed by: Dr. Corrine Stevens, EdD, MSN/Ed, RN  
 ADN Interim Program Director

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ADN Program Monthly Progress Report  
January 16, 2020

Cohort 1	<ul style="list-style-type: none"> <li>● In the month of December, 7 students scheduled their first attempt for NCLEX-RN, all 7 students passed.</li> <li>● In January, 5 students successfully passed their first attempt at NCLEX-RN.</li> <li>● 3 students have scheduled test dates the last week of January to take NCLEX-RN</li> <li>● 1 student is still reviewing in VATI</li> </ul>
Cohort 2	<ul style="list-style-type: none"> <li>● Term 4: OB, Peds, &amp; Oral Communications.</li> <li>● Students currently in OB at Antelope Valley Hospital and Peds rotation at Caring Corner</li> </ul>
Cohort 3	<ul style="list-style-type: none"> <li>● Term 1: General Education courses are being taught this term.</li> <li>● 20 students enrolled in Ethics, 11 Anatomy, 9 Physiology and 8 enrolled in Algebra.</li> <li>● No students at risk at this time.</li> <li>● The class will choose class reps in March when the entire class convenes for Fundamentals.</li> </ul>
Hiring Plan	<p>Continuation of running ads for FT/PT theory and clinical faculty for all specialties (med/surg, OB, Peds, Geri, Mental Health) ADON, on HigherEd and Indeed</p> <ul style="list-style-type: none"> <li>● There have been no faculty resignations</li> <li>● New faculty hired Madhu Soni for OB. New hire orientation completed with Jinu Sebastin on 1/8/20. Ms. Soni is scheduled to attend AVH orientation on 1/20/20.</li> <li>● New MS faculty hired, Aubrey Donaldson completing hiring process</li> </ul>
Orientation/ Staff Development	<p>Staff Development</p> <ul style="list-style-type: none"> <li>● Faculty continue to attend ATI academy Webinars</li> <li>● Concept Mapping (DTBD)</li> <li>● ATI Training scheduled for 2/28/20</li> </ul>
Faculty	<ul style="list-style-type: none"> <li>● Monthly ADN faculty meeting scheduled for 1/23. At this meeting one of the items we will address is creating our committees and calendars for 2020 (this item was on the agenda for December, however due to the holidays and few faculty, it was deferred to Jan.)</li> </ul>

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	<ul style="list-style-type: none"> <li>• Jan. 23 faculty meeting discussed committee assignments, exit interviews questions when employees resign. Selected Dorthea Orem as nursing theorist to add to curriculum.</li> <li>• Jan 13, TPE meeting with Dr. Dykehouse, Dr.Gore and Dr. Stevens</li> <li>• See Exhibit 7</li> </ul>
Clinical Facility	<p>No new clinical facilities added. However, CCI continues to community outreach of facilities</p> <ul style="list-style-type: none"> <li>• Jan. 17, met with Bakersfield Behavioral Health Administration to discuss possible contract. Waiting to hear from BBH.</li> </ul> <p>Antelope Valley Hospital has implemented the process of using Pronto Wellness to assist with the onboarding of nursing students and faculty. This has delayed our PEDS rotation which was already scheduled and approved by AVH. We have had to delay our PEDS rotation. However, missed PEDS clinical days have been rescheduled. We anticipate clearance from Pronto/AVH to have our students in the clinical site after January 24, 2020. Pronto/AVH has notified us that our PEDS instructor can attend hospital orientation January 16, 2020. <b>(Dr. Luna has completed AVH orientation and will begin PEDS clinical at AVH as soon as CCI is cleared through Pronto)</b> This will give us 6 weeks to continue to complete PEDS clinical hours. This matter was discussed with our NEC and it was agreed upon that if we have to continue Peds clinical into Term 5, the students would receive a course grade for Peds but receive an incomplete for clinical until all Peds clinical are completed.</p> <p>Students are currently rotating through Caring Corners in Bakersfield*Caring Corners has given CCI an additional clinical day. We will utilize the extra day to make up PEDS clinical which were cancelled by AVH.</p>
Curriculum Review	<ul style="list-style-type: none"> <li>• At the time of this report, no review of curriculum is due. Curriculum review is due March 5, 2020.</li> <li>• CCI's BRN approved Self Study, on page 26, states "The curriculum committee will meet initially a minimum of one time and as needed each month with an agenda established by the curriculum chair."</li> <li>• The Curriculum Committee, if needed, will meet on the first Friday of the month</li> <li>• The Policy &amp; Procedure Committee will meet on the second Friday of the month</li> <li>• The Program Evaluation Committee will meet on the third Friday of the month</li> </ul>
Action Plan	<ul style="list-style-type: none"> <li>• TPE is being updated: CCI attrition rate is 94.1% NCLEX-RN current pass rate 100% (13/13)</li> <li>• Program Website has been revised and updated 11/11/19.</li> <li>• Student Handbook (ADN Guidelines), has been updated on 11/11/19 and will be posted on CCI Website by 12/24/19.</li> </ul>

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	<ul style="list-style-type: none"><li>• School Handbook is in the process of being revised and updated.</li><li>• The policy regarding Student Participation in the Nursing Program can be found on page 28-29 in the ADN Guidelines as well as page 15 in the BRN Self Study.</li><li>• EDP-P-11 for next term is not completed at this time as we are waiting for faculty response as to what day(s) they are available. EDP-P-11 will be updated by 2/14/20</li><li>• Student Services keeps track of students attendance for both theory and clinical. Copies are sent to the ADN Department (to be filed in cohorts attendance binders) and all instructors keep a copy as well.</li></ul>

Submitted by: Dr. Kim Gore, EdD, MSN/Ed, RN  
ADN Assistant Program Director

Reviewed by: Dr. Corrine Stevens, EdD, MSN/Ed, RN  
ADN Interim Program Director

*Career Care Institute*



### Exit Interview Questions

1. Why did you begin looking for another job?
2. If you could change anything about the organization, what would you choose?
3. Did you voice your concerns to Human Resources?
4. Did you think your orientation, work goals and responsibilities were clear?
5. Did you feel you had all the resources you needed to do your best work here?
6. Did you receive frequent, constructive feedback from your manager?
7. How would you describe the culture of our company?
8. What did you appreciate most about working here?
9. What could we have done to make you want to stay?
10. What recommendations would you like to give to your team? To the executive team?

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11. What would make this a better place to work?

12. Would you ever consider working here again? Would you recommend others apply for a position here?

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ADN Program Monthly Progress Report  
February 2020

Cohort 1	<ul style="list-style-type: none"> <li>• 13 students took and passed NCLEX-RN first try</li> <li>• 1 student failed on first NCLEX-RN attempt and plans to retake in 45 days</li> <li>• 2 students still have not tested (one of which is still working with ATI through VATI)</li> </ul>
Cohort 2	<ul style="list-style-type: none"> <li>• OB: 3 students at risk. Students are being remediated by OB instructor Liz Gonzales. Ms Gonzales is confident that all 3 students will pass OB</li> <li>• PEDS: 5 students at risk. Helen Frederickson has been offering remediation for the students.</li> <li>• Oral Communication: Students doing well, no students at risk</li> </ul>
Cohort 3	<ul style="list-style-type: none"> <li>• 3 LVN students meet requirements to challenge exams. All three students challenged Fundamentals, 2 passed by achieving a level 2 on ATI Fundamentals Comprehensive Exam, the other student failed the exam. Both students then took the Dosage Calculation Exam for which a score of 100% was needed, neither student passed the exam. There will be no advance placement of LVNs in this cohort</li> <li>• Dr. Caroline Lazar is teaching both A &amp; P all students are doing very well</li> <li>• Dr. Sam Salehi is teaching Ethics, no students are at risk.</li> <li>• Ashley Demay is teaching Algebra 1 student is at risk, however the instructor is working very hard with the student in remediation and feels the student will pass the course.</li> </ul>
Hiring Plan	Continuation of running ads for FT/PT theory and clinical faculty for all specialties (med/surg, OB, Peds, Geri, Mental Health) on HigherEd and Indeed
Orientation/ Staff Development	<ul style="list-style-type: none"> <li>• ATI training scheduled 2/27/20</li> <li>• QSEN training scheduled 3/20/20</li> <li>• As well as having faculty to train staff on topic related to their content area of expertise</li> </ul>
Faculty	<ul style="list-style-type: none"> <li>• Terri Jackson, MSN, RN hired as ADON and is currently in the onboarding process</li> <li>• Aubrey Donaldson RN hired for MS and Peds</li> </ul>
Clinical Facility	<ul style="list-style-type: none"> <li>• Ellison John approved for Fundamentals, MS I&amp;II as well as Geriatric</li> </ul>
Curriculum Review	<ul style="list-style-type: none"> <li>• End of Term Curriculum Review Meeting scheduled for 2/27/20</li> </ul>

Submitted by: Dr. Kim Gore, EdD, MSN/Ed, RN

Reviewed by: Dr. Corrine Stevens, EdD, MSN/Ed, RN

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