

UNIVERSITY OF CALIFORNIA, ACADEMIC SENATE

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

J. Daniel Hare
Telephone: (510) 987-9303
Fax: (510) 763-0309
Email: dan.hare@ucop.edu

*Chair of the Assembly of the Academic Senate
Faculty Representative to the Regents
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200*

November 10, 2015

**AIMÉE DORR
PROVOST AND EXECUTIVE VICE PRESIDENT
UNIVERSITY OF CALIFORNIA**

Re: Approval of Master of Science in Nursing degree program at UC Davis

Dear Aimée:

In accordance with the *Universitywide Review Processes For Academic Programs, Units, and Research Units* (the "Compendium"), and on the recommendation of CCGA, the Academic Council has approved UC Davis' proposal to establish a new Master's Entry Program for Nursing (MEPN) - Master of Science in Nursing (MSN) program.

Because this is a new degree, and the Assembly of the Academic Senate is not meeting within 30 days of CCGA's approval, the Academic Council must approve the program per Senate Bylaw 125.B.7.

I am enclosing CCGA's report on its review of the new degree, and respectfully request that your office complete the process of obtaining the President's approval.

Sincerely,

A handwritten signature in blue ink that reads "J. Daniel Hare".

J. Daniel Hare, Chair
Academic Council

Cc: Academic Council
Senate Director Baxter
Senate Executive Directors



COORDINATING COMMITTEE ON GRADUATE AFFAIRS (CCGA)

Valerie Leppert, Chair
vlleppert@ucmerced.edu

ACADEMIC SENATE

University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

November 6, 2015

ACADEMIC COUNCIL CHAIR DAN HARE

Dear Dan:

At its November 4 meeting, the Coordinating Committee on Graduate Affairs (CCGA) voted 11-0-1 to approve the proposal to establish a new Master's Entry Program for Nursing (MEPN) - Master of Science in Nursing (MSN) degree program at the Betty Irene Moore School of Nursing (BOMSON) at UC Davis. This is a self-supporting degree program that is aimed to prepare students with a bachelor's degree in related fields to become Registered Nurses in six quarters. The MEPN will provide students with all didactic and clinical subject matter required by the California Board of Registered Nursing (BRN) to qualify for the RN licensing examination and subsequent licensure. In addition, the graduate level nursing science courses are designed to prepare students for leadership responsibilities in a wide variety of health-care settings.

CCGA solicited a number of initial review letters for the proposal, from both inside and outside the UC system, and several letters were included with the proposal. However, the program-provided letters were of limited use because most read as letters of support, and did not provide the level of detail with regard to both strengths and weaknesses of the program that CCGA seeks. The initial CCGA-solicited reviews returned were largely positive, finding the proposal to be very thorough and well considered, and an innovative educational program to train practitioners, as well as educators and leadership, in nursing. A compelling argument for the proposal for reviewers was the limited capacity of nearby graduate nursing programs and the demand for trained nurses.

However, concerns were also raised in initial review regarding issues related to both academic quality and rigor, and resources for the program. Reviewers wanted more information with regard to entry requirements, were concerned about the availability of electives for students to complete the program within the given 6 quarters, thought the breadth of interdisciplinary teaching could be expanded, and that periodic review of the program could be improved by a program-level, versus course evaluation, approach. More details were requested regarding student advising and career preparation. Concerns were also raised that there should be more explicit emphasis on community outreach, and on ethnic/cultural impacts on the health care environment.

With regard to resources, reviewers were very concerned about the financial sustainability of the program, given its self-supporting nature, and how its teaching needs would be staffed with respect to faculty commitments to other programs in the school. In addition, related to budget, concern was expressed about the size of graduate level courses planned. The University Committee on Planning and Budget (UCPB) commented that the fees that will be assessed, although high, are consistent with the resources

needed to run the program, and that the 20 percent allocation of fees to student fellowships should help improve access. Further, given that the entire School of Nursing is self-supporting, the program is likely a necessary component for the overall sustainability of the school's programs. Finally, UCPB pointed to the need for careful planning and monitoring as the school grows.

In response to concerns raised in initial reviews, CCGA solicited a response from the program, and two additional reviews from UC faculty who are experts in the field and in graduate education. The two new reviewers were asked to address the concerns of initial reviewers, and the program response. They were satisfied with respect to the response to academic issues raised – among them, that the graduate course enrollments will be capped by accreditation requirements, demonstration of alignment of the curriculum with certification for public health nursing, demonstration of adequate capacity for clinical placements, and further details on student advising and placement. However, there were still areas of concern around resources related to faculty staffing through ramifications of a possible mix of “tenure line” and “non-tenure line” faculty, and the overall teaching needs across the school. The proposers provided a final response that detailed the hire of new faculty, the roles of “tenure line” and “non-tenure line” faculty in the program, and how teaching workload would be distributed. They also detailed a very rigorous financial planning process that has become a model of best practices at UC Davis.

CCGA discussed all reviews received for the program, as well as UCPB's evaluation of it, and the program responses. Members were satisfied that all concerns had been addressed with both respect to the academic quality and rigor of the program, as well as resources, and voted to approve it. CCGA especially commended the program on their careful planning, and thoughtful and well-organized responses to the committee.

As you know, CCGA's approval is usually the last stop of the Academic Senate side of the systemwide review and approval process except when the new degree title must be approved by the President, under delegated authority from the Board of Regents. According to the Academic Senate Bylaws, the Assembly of the Academic Senate (or the Academic Council if the Assembly is not meeting within 30 days of CCGA's approval) must approve new degree titles. Given its status as a new graduate program title on the Davis campus, CCGA submits its approval of the Master of Science in Nursing degree program for formal approval by the Assembly of the Academic Senate. For your information, I have included the CCGA lead reviewer's final report as an enclosure. If you have any questions, please let me know.

Sincerely,



Valerie Leppert, Ph.D.
Chair, CCGA

cc: Jim Chalfant, Academic Council Vice Chair
CCGA Members
Hilary Baxter, Academic Senate Executive Director
Michael LaBriola, Academic Senate Analyst
Shane White, UCPB Chair
Kimberly Peterson, Academic Planning Analysis Manager
Chris Procello, Academic Planning and Research Analyst
Heather Young, Associate Vice Chancellor for Nursing, UC Davis
Paul FitzGerald, Professor and Department Chair, UC Davis

Regan Davis, Education Program Analyst, UC Davis
Jeffrey Gibeling, Vice Chancellor for Graduate Education, UC Davis
Rachael Goodhue, Graduate Council Chair, UC Davis
Gina Anderson, UC Davis Academic Senate Executive Director
Kelly deMarrais, UC Davis Academic Senate Analyst

Enclosures (1)

November 1, 2015

Re: UCD MEPN CCGA review

As lead reviewer for the CCGA review of the UCD MEPN proposal, I am summarizing here the reviews of four UC reviewers and two external reviewers, as well as the comments from the UC Academic Senate Committee on Planning and Budget, and the responses of the program to these reviews.

The proposed Master's Entry Program in Nursing, at the Betty Irene Moore School of Nursing (BOMSON) at UC Davis is a very thorough and well-considered program. As noted by one reviewer, the educational aims and objectives of the program are measurable and thoroughly reflect the American Association of Colleges of Nursing Essentials for Baccalaureate Education in Nursing (2009) and Essentials for Masters Education in Nursing (2011), as well as, the Commission on Collegiate Nursing Education (CCNE) standards for accreditation (2008). In general terms, the program has been designed to be placed well among existing graduate programs in Nursing, and it serves an important need in entry nursing programs in the region and nationally. Moreover, it will take advantage of existing strong infrastructure at UCD and in the region, able to provide access to BIMSON inter-program teaching resources, UCD campus interprofessional resources, and a regional network of training sites, and its plan as a self-supporting program should lead to a fully self-sustaining program within five years. The planning and development of the program is complemented by outstanding thorough external reviews that have helped shape the final proposal. The comments below are on a few issues that may be important to consider as the program moves forward, but the overall conclusion from reading this proposal is that it is very much worthy of approval.

Program objectives

The MEPN is an entry program at the graduate level, taking students with bachelor's degrees in related fields, for entry into a career in nursing. The program is a six-quarter program that will cover a number of interdisciplinary aspects of nursing in a modern medical health care delivery context, as well as providing the basic elements in preparation for the RN licensing exam. As such, it is viewed as an innovative educational program that will train both practitioners as well as potential educators and leadership in nursing. The faculty is drawn from existing and proposed new hires in the Betty Irene Moore School of Nursing; commitments from many existing faculty to teach some of the core courses are already in place, and affiliated educational facilities are mostly identified for providing the curriculum.

Careers available for graduates

A compelling rationale for this new program is that nearby programs for graduate entry training in nursing only have capacity to accept a small proportion of qualified applicants. The career opportunities for graduates of these programs are generally assumed to be there although we don't have specific numbers on how many jobs are going to be available in the region in the next few years.

Program organization and curriculum; interdisciplinary teaching; curriculum review

The program proposal describes a six-quarter program for students that have already obtained a bachelor's degree and sufficient credits in a set of courses including physiology, psychology and other science topics listed as specific UC Davis courses. It is not clear how equivalent course work at other colleges will be assessed. In addition, any additional criteria used for assessment of candidates for admission, such as health care experience, are not described, though admission decisions usually are based on a more holistic review of an applicant's skills, professional and life experiences, and personal traits not simply academic performance. The MEPN applicants will be evaluated against the core values of leadership, cultural inclusiveness, technological innovation, interprofessional teamwork, and research.

The program allows for electives in the curriculum, though with a fairly tight six-quarter program, the availability of electives and time available to complete the full curriculum within six quarters could be an issue for some students.

The description of interdisciplinary teaching is a compelling strength of the program, though potential interaction with other health care professions might be even more broadly defined, including the School of Medicine, or even the Graduate School of Management (i.e., medical economics, health care management, etc.). Some distinctive and unique strengths of the MEPN program are its focus on aging, rural health, diverse populations, interprofessional leadership and health technologies.

In response to questions about training sites, the program has described the development of a "Three System Solution" that takes advantage of existing resources in the UC Davis Medical Center, Northern California Veterans Healthcare System, and Kaiser Permanente Northern California, plus additional sites not being used by the other nursing schools in the area.

The novel curriculum will have regular review but the described approach is mainly using course evaluations, rather than a comprehensive review of the overall curriculum. The external advisors as well as internal faculty should probably be involved in a full review of the adequacy and appropriateness of the curriculum with two or three years of the launching of the program.

The proposal describes the original Moore Foundation contribution to the School of Nursing, and the financial plan does show a path to self-sufficiency in five years. It would be helpful to understand in more detail how the original contribution to the School of Nursing will enable resources for this particular program, specifically in terms of educational resources, curriculum planning, and faculty recruitment, and perhaps also in student support such as fellowships. As the program is described at present, there is a planned ongoing re-evaluation of the finances of the program, which also incorporates 20% financial aid to support a diverse population of students.

Self-supporting program aspects; finances

The financial plan is reasonably clear; the facilities and budget for the program appear adequate and have considered the costs of launching and then building the program over time. However, some additional details on student financial support would be helpful. The commitment of faculty to this program in relation to other educational programs in the School of Nursing is also not completely clear in terms of percent commitment to this program versus others. While the Gordon and Betty Moore Foundation gift is a great help in launching these programs, the question remains whether the program will be sustainable beyond the initial five years, and this will ultimately need to be addressed.

The UC Academic Senate Committee on Planning and Budget also provided a review of the program, and notes that “Overall, this appears well thought out and complete... considering that the entire School of Nursing is operating entirely as a self-supporting entity, without any State funding.” There were some questions about overlapping cohorts paying different fees, but these appear to be minor issues.

In response to the reviews, the program notes that diversity will be supported by a financial model in which financial aid will be equivalent to 20% of the tuition and fees. The tuition for this program is in the mid to high range for private MEPN programs, which is in part driven by the market demand for such a program, and the need to provide stable finances that may be adjusted as the program develops in the first five years.

Faculty

The letters from faculty showing commitment to the program are very helpful, and the listing of faculty teaching for the core courses also helps. The overall leadership of this program was not as easy to find – for example, the director for this program has not been clearly designated in relation to the overall NSHC Graduate Group, nor has the director’s responsibilities in the program been defined. If the responsibility for the program rests with this larger Graduate Group as a group responsibility it was not made clear. As a self-supporting program, these costs need to be clearly identified separately, especially as enrollment grows. Similarly, the admissions committee as described seems to be specific to this program, but again it needs to be clearer, including some description of admissions priorities.

In response to the concerns noted here, the program has noted that three new faculty have already been hired with three additional faculty currently being recruited. It is stated that there are now 6 new faculty and 17 current faculty available to teach MEPN students, and a table was provided identifying these faculty and their roles in teaching the MEPN courses.

Student support

The Graduate advisors as described have some role in reporting to the program, but as it relates to the students and actual advising, there seems to be no more explicit detail than “communicate to students their standing in the program” and writing up a “remediation plan for submitting to the Associate Dean for Academics for approval.” This would seem inadequate advising and support for students that in many cases may

be coming from an unrelated background. There should at least be a clear requirement for regular meetings with each student. In addition, there should be more detail on career advising for the students. Although the job opportunities are generally assumed to be robust, students will still need capable guidance to launch their careers. There is also a question raised about specific plans for preparing the MEPN students to be eligible for public health nurse certification, but the program response indicated that the curriculum is designed to meet the specific California Code of Regulations public health nurse certification requirements.

Diversity and community engagement

A critical part of training an appropriate and culturally sensitive health care work force would be training in community outreach and engagement, and sensitivity to ethnic and cultural impacts on health behavior, and interaction with the health care system. There seems to be little explicit incorporation of these principles in the curriculum or in the way the educational sites are organized. Given the region's ethnic and cultural diversity, a well designed curriculum taking diversity training into account could be turned around and developed into a great strength for the program, especially considering the level of direct contact between the community and workers in the nursing profession. Diversity fellowships could be included in student recruitment plans and financial plans. In response to these concerns, the program noted that the 20% financial aid target is intended to support a diverse student population.

Summary

The proposed program has an adequate plan for going forward, and has the resources and infrastructure from the School of Nursing to proceed with the program. It is worthy of approval by CCGA.