



House Memorial 50: Statewide Plan for Nursing Education

Convened by the New Mexico Board of Nursing and the
New Mexico Center for Nursing Excellence

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FORWARD

The New Mexico Board of Nursing, the New Mexico Center for Nursing Excellence, the New Mexico Department of Health, the New Mexico Department on Higher Education and the New Mexico Health Policy Commission are pleased to present this report from the House Memorial 50 Task Force.

House Memorial 50 was enacted at the end of the 2010 Legislative Session because of the vision for readily available and seamless access to ongoing, formal nursing education in the State. A priority was the development of a well planned and articulated system in New Mexico to provide not only improved health care access by educating an increased number of registered nurses but also to utilize nursing education to create workforce development opportunities throughout the State.

Between March of 2010 and September 2010, source documents were reviewed and meetings were facilitated to address the legislative intent of the Memorial.

This report will be distributed to the members of the Legislative Health and Human Services Committee and the Legislative Education Study Committee by November 1, 2010. The report will also be available to be downloaded on the New Mexico Board of Nursing website: www.bon.state.nm.us and on the NM Center for Nursing Excellence website: www.nmnursingexcellence.org.

EXECUTIVE SUMMARY

House Memorial (HM) 50 was sponsored by Representative Eleanor Chavez and passed by the New Mexico House of Representatives to ensure that there was momentum toward a timely development of a statewide plan for nursing education. Envisioned was a plan that would include mechanisms for seamless admission processes, to share faculty among institutions, and to allow for early entry into Masters of Science in Nursing or Nursing Doctorate programs. Additionally, a statewide infrastructure was envisioned for use of simulation and distance education.

The HM 50 Task Force conducted four meetings between March and September 2010. To prevent duplication of effort and to structure the effort, the Task Force conducted an informal survey of the state's public nursing programs to determine what work was in place that might address the tasks outlined in HM 50. Finally, the Task Force reviewed data and the work of HJM 40 to avoid replication.

The survey documented extensive work being done through an effort by the nursing educators in the state and the report provides a summary of work currently underway in New Mexico. For example, while a timeline has not been established, New Mexico State University is planning a curriculum for students with a Bachelor's Degree in a non nursing field to obtain a Master in Nursing as an entry to practice degree. The University of New Mexico is currently developing a BSN to Ph.D. program, with a BSN to Doctoral of Nursing Practice (DNP) program projected for 2012.

Of particular note: nurse educators representing all of the state's public programs and some of the proprietary programs have developed a consortium to look at a number of the facets necessary for the state wide plan. Since December 2009, the New Mexico Nursing Education Consortium (NMNEC) has met regularly to develop a common vision, recruit schools and obtain memorandums of agreement, establish an infrastructure, and structure their work. With a grant from the New Mexico Board of Nursing "Nursing Excellence Fund", the Consortium is establishing committees of faculty from around the state to begin designing a common curriculum. Work around curriculum will also include clinical education and the effective use of simulation, as well clinical site opportunities and coordination. The goal is to have a common curriculum in place by 2013.

Work is also under way regarding the efficient use of tele-education and simulation. New Mexico State University and Dona Ana Community College, through funding from the New Mexico Board of Nursing, collaborated to host a simulation workshop. The work will be shared beyond the southern part of the state.

New Mexico nursing education programs have developed an articulation plan for course credits to facilitate student transfer between schools. Dual credit, whether between post secondary schools or between secondary and post secondary schools, will need the support and collaboration of education administration.

These initiatives by the schools and colleges of nursing are the cornerstone of the state plan for nursing education; other work supports and enhances this effort. Such additional work includes **Nursing Education Enhancement Grants.** The New Mexico Legislature has appropriated funds for nursing education enhancement, with the goal of increasing nursing education capacity. These funds are managed by the NM Higher Education Department (HED), and awarded through a grant process

Clinical education sites are a major challenge in providing nursing education. While the NM Nursing Education Consortium will address issues of simulation, identifying, coordinating and efficiently using clinical sites is imperative. Currently, the Las Cruces Community Action Team (CAT) is conducting a pilot program in efficiently coordinating students' clinical time. During the fall of 2010, the Las Cruces CAT is implementing a web-based community-wide orientation for students entering clinical sites. The Practice Committee, Nursing Council of New Mexico, has targeted the issue of new graduate/licensed nurses' transition into nursing practice. While larger organizations have shown success in retention and building competence of new nurses through residency programs, small and rural hospitals do not have the resources to support residency programs. The Practice Committee, through the New Mexico Center for Nursing Excellence, has partnered with Idaho State University to participate in a federal Health Resources and Services Administration (HRSA) project to implement a rural nurse residency program. Currently communities with facilities participating or in the process of applying include: Artesia, Taos, Crownpoint, Shiprock, Grants, Albuquerque, Las Cruces, and the U.S. Indian Health Service.

Discussions in the first two Task Force meetings coupled with the analysis of what was in place post HM 40 led to recommendations. The most effective use of the Task Force's time would be to assist in beginning a dialogue with University and College administrators to discuss the administrative implications of a state plan for nursing education, and to garner their support for adoption and implementation of the work. The Task Force hosted a meeting of University and College administrators August 24, 2010. The consensus of those attending included: 1) the proposed plan and the work of the Nursing Education Consortium should proceed, with the NM Nursing Education Consortium taking the lead on development of the state plan for nursing education and 2) academic leaders must support and ensure administrative participation in the state plan development.

In light of the work currently being done, the Task Force identified the following:

- **RECOMMENDATION: Within the next 18 months, the New Mexico Higher Education Department develop policies and infrastructure that address administrative issues to include, but not limited to:**
 - Faculty workload and reimbursement when engaged with students from multiple schools;
 - Funding - through the funding formula and other potential sources, to include a process of funding allocation transparency;
 - The need for simulation support as simulation is expensive in terms of equipment, faculty, and support;
 - Students - the allocation of credit hours, tuition when taking classes from multiple schools; and,
 - Student financial aid – how will that work with students potentially taking classes from multiple sources?
- In review of the work of House Joint Memorial 40 (2009), the Task Force identified recommendations that need continued attention for New Mexico to advance its goals in nursing education and nursing workforce development:
 - **RECOMMENDATION: New Mexico Higher Education Department will develop a compensation package and implementation plan to improve nursing faculty compensation.**
 - **RECOMMENDATION: Legislative support for state health professions workforce planning and data collection, to include but not limited to:**
 - Authorize licensing boards to use surplus funds to develop and enhance systems to collect workforce data;
 - Require all health professions to be full participants in health professions workforce planning efforts, as aligned with federal health care reform legislation.
 - Encourage and support partnerships for data collection and analysis.
 - **RECOMMENDATION: Determine and report on the economic benefit and impact of nursing in New Mexico communities.**

BACKGROUND

House Memorial (HM) 50 was sponsored by Representative Eleanor Chavez to build upon the 2009 enacted House Joint Memorial (HJM) 40: “The Impact of the Shortage of Nursing Instructors on the Status of Nursing in New Mexico.” The work of HJM 40 provided a baseline by evaluating available data and identifying challenges for policy makers and educators moving forward on the issues for New Mexico nursing education. Some of the findings included:

- New Mexico ranks 49 out of 51 states in the number of registered nurses per 100,000 people – 600/100,000 versus the national average of 836/100,000 (Kaiser Family Foundation, 2009). To improve the ratio of nurses to population by 25% would require 3,000 additional nurses over the estimated 2008 workforce.
- New Mexico will need approximately 5,000 additional registered nurses (over the 2008 workforce) by 2020 (New Mexico Center for Nursing Excellence, January 2009). This estimate does not reflect the impact of health care reform legislation.
- For the 2009/2010 academic year, New Mexico nursing programs were unable to admit 20% of the qualified applicants.
- It was estimated that an additional 469 students (over 2009/2010 academic year enrollment) will be needed statewide each year to meet the estimated workforce needs for 2020.
- To support this student enrollment, 48 additional Faculty Full Time Equivalents (FTEs) ¹ will be needed for entry-to-practice programs. New Mexico schools of nursing report that the estimate of additional faculty needed may be as high as 171 additional FTEs, when taking into account entry-to-practice programs, graduate programs, and projected retirements.
- The primary bottleneck to nursing education expansion is adequate nursing faculty. While shortfalls in infrastructure and sites for clinical education are also significant contributing factors, nursing programs deans and directors cite faculty shortfalls as their largest challenge.
 - Competitive salaries are the greatest challenge to nurse faculty recruitment and retention [See Appendix C, HM 40 New Mexico Public Faculty Salary Comparison, page 30].

¹ Faculty Full Time Equivalents: Because each school defines full time faculty differently, the HJM 40 task force chose to accept each school’s definition of full time by using the term Faculty Full Time Equivalents. One full time faculty member as reported by any given school was considered one FTE. Part time faculty was considered to be 0.5 FTE.

- Nurses in clinical practice (Master's prepared) earn 50-60% more than a nursing faculty member with similar education and experience.
- The starting salary of a faculty member with a minimum Masters of Science in Nursing (MSN) is \$43,990; the average starting salary of a newly licensed RN is \$47, 010.
- The salaries of nursing faculty are less than geography, math, science, and history faculty.

In light of the recently enacted federal health care reform, the need for more highly educated nurses is acute. Advanced practice nurses (nurse practitioners, nurse midwives, clinical nurse specialists) will play a critical role in providing primary care services, particularly in rural areas. Chronic disease management, health promotion, and transitions in care are roles for which nurses are particularly prepared to assume. The priority must be to ensure that readily available and seamless access to on-going formal nursing education – nursing aide through doctorate – be available, particularly in rural communities. A well planned and articulated system for educating nurses in New Mexico will impact health care access, and effectively provide opportunities for workforce development in our communities throughout New Mexico.

The current economic challenges facing the state also impact the ability for nursing education programs to expand to meet the demand. New models of providing nursing education, to include collaboration and shared resources, also must be a priority.

WORK OF THE TASK FORCE

Overview: The HM 50 Task Force conducted four meetings between March and September 2010. The Task Force conducted an informal survey of public nursing programs in the state to determine what work was in place that might be addressing the tasks outlined in HM 50. The survey documented what was being done and what follows is a summary of work currently underway.

HM 50 Task: “Develop a statewide plan for nursing education involving multiple institutions of nursing education, focusing on:”

- A. Registered Nurse to bachelor-of-science-in-nursing (RN to BSN) programs; bachelor-of-science-in-nursing to doctorate in nursing programs; allowing early entry into master's of science in nursing and nursing doctoral programs.**

- 1) RN to BSN Programs.** Currently, six (6) New Mexico colleges and universities provide RN to BSN programs: Eastern New Mexico University, New Mexico Highlands University, New Mexico State University, University of New Mexico, Western New Mexico University, and Northern New Mexico College. There are also several proprietary and web-based RN to BSN programs available from other states. Many partnerships have been developed around RN to BSN education (Figure 1).

Figure 1: RN to BSN Partnerships
Eastern New Mexico University-Roswell with Clovis Community College, Northern New Mexico College, New Mexico Junior College: RN to BSN
New Mexico State University, Dona Ana Community College, NMSU – Carlsbad, NMSU – Alamogordo, San Juan College, Central New Mexico Community College: RN to BSN
Eastern New Mexico University, New Mexico Highlands University, Northern New Mexico College, Western New Mexico University: standardization of RN to BSN curricula; sharing RN to BSN courses
Eastern New Mexico University, University of New Mexico, New Mexico State University, San Juan College: collaboration for RN to BSN student advisement
University of New Mexico – Taos, Luna Community College, Central New Mexico Community College, San Juan College: RN to BSN

2) Early Entry to Masters/Doctoral Programs

- a. **Masters Program.** New Mexico State University is planning a curriculum for students with a Bachelor's Degree in a non nursing field to obtain a Master in Nursing as an entry to practice degree. The first class is expected to be admitted in the summer of 2011.
- b. **Bachelor to Doctoral Programs.** The University of New Mexico is currently developing a BSN to Ph.D. program. A BSN to Doctoral of Nursing Practice (DNP) program is projected for the near future.

B. The development of a statewide curriculum for nursing education; the use of simulation and tele-education and other distance learning technology to enhance nursing education and promote the efficient use of resources; sharing faculty.

- 1) **New Mexico Nursing Education Consortium:** In December 2009, the New Mexico nursing education programs came together and established the New Mexico Nursing Education Consortium. To date, every public school is involved in the Consortium, with private schools, the New Mexico Board of Nursing, and the New Mexico Center for Nursing Excellence as associate members (See Figure 2).

Figure 2: NM Nursing Education Consortium Members
Albuquerque Public Schools
Central New Mexico Community College
Clovis Community College
Eastern New Mexico University
Eastern New Mexico University (Roswell)
ITT Technical Institute
Luna Community College
New Mexico Center For Nursing Excellence
New Mexico Highlands University
New Mexico Junior College
New Mexico State University
New Mexico State University (Alamogordo)
New Mexico State University (Carlsbad)
Dona Ana Community College (NMSU)
Northern New Mexico College
Pima Medical Institute
San Juan College
Santa Fe Community College
University of New Mexico
University of New Mexico (Gallup)
University of New Mexico (Taos)
University of New Mexico (Valencia)
University of Phoenix
Western New Mexico University

The mission of the Consortium is:

“Prepare nurses for entry and educational advancement through developing and sustaining a resource-efficient and unified system of accessible, innovative, and state-of-the-art nursing education.”

The three main goals of the Consortium are:

- Increase BSN and graduate prepared nurses by enhancing pre-licensure BSN education and facilitating RN-BSN completion. Allows students to complete BSN program within home community, and become eligible for graduate study.
- Improve the efficiency, quality, and educational outcomes of nursing education across the state by utilizing a common curriculum plan, sharing faculty and learning resources across New Mexico nursing schools.
- Increase workforce diversity throughout New Mexico by improving nursing education access to minorities, particularly in rural areas.

The expected impact of this work is:

- Cost efficiency – nursing programs can increase enrollment but still contain costs through sharing faculty and resources.
- Educational Access and Quality – students obtain degrees within their home communities; sharing resources creates quality in education for all schools involved
- Sustainable, Quality Care – creates a larger workforce of diverse, highly educated nurses and faculty; increased healthcare access and quality of care for all communities, especially rural areas.

Since December 2009, the Consortium has met regularly to develop a common vision, recruit schools and obtain memorandums of agreement, establish an infrastructure, and structure their work. (See Appendix E, NM Nursing Consortium Fact Sheet, page 32). With a grant from the New Mexico Board of Nursing “Nursing Excellence Fund”, they are currently establishing committees of faculty from around the state to begin designing a common curriculum. Work around curriculum will also include clinical education and the effective use of simulation, as well clinical site opportunities and coordination. The goal is to have a common curriculum in place by 2013.

2) Current Work: Efficient Use of Tele-Education and Simulation.

There are several partnerships in the development of sharing agreements related to tele-education and simulation (Figure 3). Examples of other work related to tele-education and simulation include:

- New Mexico State University faculty has completed at least one research study comparing different kinds of simulation technology for effectiveness in student learning. This study is in press in the journal “Simulation in Nursing Practice”.
- New Mexico State University and Dona Ana Community College collaborated to host a simulation workshop. In August 2010 The NMSU School of Nursing and the DACC Department of Nursing collaborated to offer a faculty workshop on using simulation in nursing education. The Board of Nursing funded this collaboration. Nine faculty members from both campuses were sent to a regional conference. When they returned this group planned and implemented the First Annual Simulation Institute workshop for nursing faculty. Educators from all over southern New Mexico were invited. Thirty participants attended from seven schools (Alamogordo Community College, Dona Ana Community College, Carlsbad Community College, Main NMSU campus, Memorial Medical Center, Vista College, and Western New Mexico University). Faculty earned 13.5 CEUs for this workshop. Four new nursing simulation scenarios were developed that can be shared among New Mexico nursing schools.

Figure 3: Tele-Education and Simulation Partnerships
Central New Mexico Community College/University of New Mexico – Rio Rancho Campus simulation lab
Dona Ana Community College/New Mexico State University simulation lab
Northern New Mexico College/Santa Fe Community College: shared obstetrics simulations
Eastern New Mexico University – Roswell/Luna Community College: share courses through ITV
Northern New Mexico College/University of New Mexico-Taos: share courses through ITV
ITT Technical Institute and Carrington (Apollo) College: developing shared simulation lab

C. Providing a seamless admission process to nursing school; allowing the possibility of dual enrollment.

Seamless admission processes and dual enrollment for nursing programs require a two phase, coordinated approach. The New Mexico Nursing Education Consortium has assumed responsibility for the development of a common, coordinated curriculum that facilitates seamless advancement through formal nursing education levels. New Mexico nursing education programs have developed an articulation plan for course credits to facilitate student transfer between schools. Dual credit, whether between post secondary schools, or between secondary and post secondary schools need the support and collaboration of education administration. Examples of dual credit/dual enrollment models being tested include:

- a. A pilot project between Clovis Community College (CCC) and Eastern New Mexico University (ENMU) to enroll students in ENMU for general education classes, transition to CCC for the associate nursing program, and continue at ENMU for a BSN. Students remain ENMU students while attending CCC classes, utilizing dormitories and other support services.
- b. A pilot project between Central New Mexico Community College (CNM) and the University of New Mexico (UNM) at the Rio Rancho Campus exposes CNM nursing students to UNM faculty and counselors from the onset of the nursing program. While true dual enrollment is not yet possible due to administrative issues, these students are able to plan their coursework to support continuation in the UNM

bachelor program. A commitment has been made by UNM that students in good standing will be accepted with priority into the bachelor RN to BSN program at the completion of their associate degree. The future goal is for true dual enrollment. This project is underway, effective fall 2010.

Figure 4: Seamless Admission/Dual Admission Post Secondary Partnerships
Eastern New Mexico University/Clovis Community College
Central New Mexico Community College/University of New Mexico – Rio Rancho Campus
New Mexico Highlands University, University of New Mexico – Taos, Luna Community College, Santa Fe Community College: seamless transfer to RN to BSN program

Almost every nursing program in the state participates in secondary/post secondary dual credit agreements in their communities and around the state. Figure 5 summarizes some of the dual credit partnerships between colleges and high schools.

D. Develop a statewide infrastructure for distance learning and a central curriculum resource website.

Several issues were identified regarding a statewide infrastructure for distance learning:

- There are broad access issues in some rural areas of the state.
- A statewide distance learning platform needs to be funded. Currently, state schools and are using the “Ideal NM” platform for distance learning. State funding for this platform is lost in FY 2011. If schools continue to use this platform, they will incur an annual licensing fee of \$50,000 - \$100,000. Distance education programs would need to be integrated to support a statewide educational system.

Acquisition/development of a statewide, integrated distance learning platform would best be accomplished at the state level, perhaps through a collaborative effort between the New Mexico Higher Education Department and New Mexico Public Education Department.

A central curriculum resource website for nursing education faculty is incorporated in the New Mexico Nursing Education Consortium goals.

Figure 5: Secondary/Post Secondary Dual Credit Partnerships		
Post Secondary School	Secondary School(s)	Courses/Programs
Central New Mexico Community College	16 school districts, 9 charter schools/institutes. CYFD Juvenile Justice Education	Associate degree nursing program prerequisites.
Central New Mexico Community College	Independence High School	Nursing assistant/home health aide certification, health unit coordinator certification.
Clovis Community College	Clovis, Portales, Texico, Dora, Grady, Elida high school	Healthcare Assistant Program; Nurse Tech Program.
Eastern New Mexico University – Roswell	Roswell Independent School District, Dexter High School, Hagerman High School, Artesia High School	Nursing assistant, emergency medical technician courses.
Eastern New Mexico University	45 school districts statewide	general education prerequisites
Luna Community College	Santa Rosa, Pecos, Cuba, Coronado, Mesa Vista, West Las Vegas, Robertson, Wagon Mound, Penasco, Mora, Springer, Maxwell, Raton, Cimarron, Questa High Schools, Tierra Encantada Charter School, West Las Vegas Family Partnership, CYFD Juvenile Justice System, Las Vegas Christian Academy	Nursing assistant course, associate degree nursing program prerequisites.
New Mexico Highlands University	Las Vegas City, West Las Vegas, Mora, Maxwell, Raton Schools	Associate degree nursing program prerequisites, developing career ladder in Raton high schools to include nursing assistant program.
New Mexico Junior College	Lea County high schools (5)	Nursing assistant program, prerequisites for associate degree nursing program.
New Mexico State University	Las Cruces Public Schools	Partnership in Experience-based Career Education and Learning (EXCEL) Program – in development to include dual credit for nursing prerequisite courses.
NMSU Alamogordo	Alamogordo Public Schools	Nursing assistant program; dual credit with Mescalero Public Schools is being explored.
NMSU Carlsbad	Carlsbad, Artesia, Loving public Schools	Associate degree nursing program prerequisite courses.
Northern New Mexico College	High schools in Espanola Valley, Penasco, Pojoaque, Ojo Caliente	Dual credit for associate degree nursing program prerequisites, electives. Developing high school based licensed practical nursing program in Rio Arriba County.
San Juan College	Aztec Municipal Schools, Bloomfield Municipal Schools, Central Consolidated Schools, Farmington Municipal Schools, Las Cruces Public Schools	Nurse aide certification, associate degree nursing program prerequisite courses.
Santa Fe Community College	Santa Fe Public Schools	Emergency medical technician, nursing aide, health careers courses.
University of New Mexico	Albuquerque Public Schools, Bernalillo High School, Southwest Secondary Learning Centers, Rio Rancho Public Schools, Albuquerque Institute of Mathematics and Science, Walatowa Charter High School, Public Academy for Performing Arts, Creative Education Preparatory School	Bachelor of Science in Nursing program prerequisites.
UNM – Gallup	Three school districts – 9 high schools	Associate degree nursing program prerequisites, electives.
UNM – Taos	Taos and Colfax County Schools - 10 high schools	Associate degree nursing program prerequisites, electives.
Western New Mexico University	Silver City high schools, Cliff, Cobre Deming, Socorro High Schools	Nursing assistant, associate degree nursing program prerequisites, electives.

Supporting/Supplemental Work

These initiatives by the schools and colleges of nursing are the cornerstone of the state plan for nursing education; other work supports and enhances this work.

The Nursing Education Enhancement Grants

Beginning in 2004, the New Mexico Legislature has appropriated funds for nursing education enhancement, with the goal of increasing nursing education capacity. The current appropriation is for \$6.2 million over a 2-year allocation (\$3.2 million/year). These funds are managed by the NM Higher Education Department (HED), and awarded through a grant process. New Mexico schools and colleges of nursing submit proposals, and grant awards are allocated directly to the nursing schools and colleges. The NM HED has been engaged with the nursing education community and has tailored the grant awards to the needs and goals for nursing education. During the 2010 call for proposals, NM HED stressed collaborations in their scoring criteria, giving emphasis to the NM Nursing Education Consortium and the benefits of collaboration and resource sharing. The projects funded during the 2010 application process are listed in Appendix F, Nursing Enhance Fund 2010 Grant Projects, page 34.

In addition to an assessment of what the schools of nursing had in place, other work had been accomplished through New Mexico First and through the Center for Nursing Excellence. The following is in place through those efforts:

Faculty Development: Nursing Council of New Mexico

Funded by a grant from the NM Board of Nursing, the Education Committee of the Nursing Council of New Mexico hosted the 2010 Faculty Conference June 2, 3 in Albuquerque. The conference was specifically coordinated to support the work of the NM Nursing Education Consortium. With over 120 attendees from 20 schools and other organizations, the conference focused on introducing faculty to concepts and processes in establishing a collaborative curriculum and state model. Consultants from Oregon, a pioneer in developing a coordinated state nursing education system, shared their experiences and facilitated discussion.

The Education Committee has chosen to expand their efforts in faculty development through other strategies, with a goal to enhance faculty effectiveness, and provide faculty with the tools needed to implement a common curriculum.

Clinical Education Site Initiative: Community Action Team, Nursing Council of New Mexico

Clinical education sites are a major challenge in providing nursing education. While the NM Nursing Education Consortium will address issues of simulation, identifying, coordinating and

efficiently using clinical sites is imperative. The Las Cruces Community Action Team (CAT) is conducting a pilot program in efficiently coordinating students' clinical time. During the fall of 2010, the Las Cruces CAT is implementing a web-based community-wide orientation for students entering clinical sites. Traditionally, students were required to complete an orientation for each clinical site they worked in, repeating information and spending considerable time in orientation instead of at the bedside caring for patients. The Las Cruces CAT has built consensus among clinical sites in the area based on a foundational common orientation that students complete online before starting clinical rotations. The goal is to save student, faculty and clinical site staff time and get students into direct patient care sooner. The next phase is to consider adopting a web-based clinical site scheduling system. Used in other states, the web-based clinical manager has shown to increase capacity for clinical education. With success of the pilot project in Las Cruces, the system will be made available to other areas of the state.

Transition-To-Practice Program: Practice Committee, Nursing Council of New Mexico

The Practice Committee of the Nursing Council of New Mexico targeted the issue of new graduate/licensed nurses' transition into nursing practice. While larger organizations have shown success in retention and building competence of new nurses through residency programs, small and rural hospitals do not have the resources to support residency programs. The Practice Committee, through the New Mexico Center for Nursing Excellence, has partnered with Idaho State University to participate in a federal Health Resources and Services Administration (HRSA) project to implement a rural nurse residency program. A year-long, web based program with local preceptor support, new nurses strengthen skills critical in rural settings. While participating in the HRSA study there is no cost to New Mexico facilities to participate. The goal is a statewide, centrally managed residency program in which New Mexico health care facilities can "plug and play" when needed, and do not have to maintain the infrastructure of a residency program. Currently communities with facilities participating or in the process of applying include: Artesia, Taos, Crownpoint, Shiprock, Grants, Albuquerque, Las Cruces, and the U.S. Indian Health Service.

College Administration: Support of a Statewide Plan for Nursing Education

Discussions in the first two Task Force meetings coupled with the analysis of what was in place post HM 40 led to several recommendations. The most effective use of the Task Force's time would be to assist in beginning a dialogue with University and College administrators to discuss the administrative implications of a state plan for nursing education, and to garner their support for adoption and implementation of the work. An introductory meeting was held with

College Administrators on August 24, 2010 and the following provides a synopsis of the meeting.

The meeting was structured to inform college administration about the New Mexico Nursing Education Consortium's work around a state plan for nursing education, it provided an opportunity to raise questions, contribute input into what challenges they could articulate, and to solicit their support for the project. The meeting was held in Santa Fe, with college presidents, provosts/academic deans, and regent presidents invited to attend. Attendees are noted in Appendix G, page 35. After introductory comments by Dr. Alfredo Vigil, Secretary of Health, and Dr. Tino Pestalozzi, Deputy Cabinet Secretary, Higher Education Department, the task force provided informational sessions regarding the nursing workforce, regulations and accreditation of nursing education programs, challenges from Higher Education Department, and the New Mexico Nursing Education Consortium. The general discussion included:

- The role and inclusion of proprietary schools in discussions of nursing education;
- Clinical education (clinical sites) – the lack of clinical sites, the requirement by some organizations for students to have liability insurance, and the need for strategic management of clinical sites;
- The need for clear messaging around the work of the Nursing Consortium. Framing the discussion around ADN and BSN education will be divisive; need to have a more global and encompassing message;
- Curriculum Issues - need to ensure cultural diversity is included; curriculum updates are time consuming and need a state platform to ensure current, evidence-based curriculum; need to address pre-requisite courses: availability, ability of students to master material; and
- Administrative Issues
 - Concern for faculty overload;
 - Funding - need to weigh in on public policy through the funding formula task group to drive funding;
 - The need for simulation support as simulation is expensive in terms of equipment, faculty, and support;
 - Students: who owns a student, tuition, and credit hours if they take classes from multiple sources?
 - Financial aid – how will that work with students potentially taking classes from multiple sources?
 - The statewide plan needs to respect uniqueness of each institution and its community.
 - Need to ensure the statewide plan for nursing education dovetails into the Higher Education Department's state plan.

There was consensus from those attending that 1) the proposed plan and the work of the Nursing Education Consortium should proceed, and 2) there would be support to have academic leaders participate in the plan development.

Recommendations:

- NM Nursing Education Consortium is the best group to take the lead on development of the state plan for nursing education.
- Engage administrative side as needed:
 - Curriculum: Academic Deans/Provosts
 - Student Enrollment/Credit: Registrars
 - Student Financial aid: Financial advisors
- Nursing employers must be at the table for curriculum and simulation discussions.
- Respect institutional uniqueness.
- Respect/incorporate/embrace diversity.
- Broaden the message and be sensitive to how plan/work is articulated.

STATEWIDE STRATEGIC PLAN FOR HIGHER EDUCATION

While this initiative was being undertaken, the New Mexico Higher Education Department was developing a statewide strategic plan of its own. Over eighteen town hall forums throughout the state were conducted that provided valuable input and feedback that will result in a road map for our institutions of higher education. The importance of nursing education was mentioned at several forums. In addition, the nursing consortium model was forwarded as a solution to many challenges facing nursing education in New Mexico. In fact, this model has been presented as a way to connect and make more efficient our postsecondary system as a whole. The recommendations forwarded in the higher education strategic plan will be available in November, 2010.

RECOMMENDATIONS

In light of the work currently being done, particularly the New Mexico Nursing Education Consortium, and the willingness of college and university administrations to support a statewide plan for nursing education, the Task Force identified four (4) primary recommendations.

- The New Mexico Nursing Education Consortium estimates they will have a statewide curriculum ready for implementation within 18 months (by 2012-2013). For the implementation of the shared curriculum to be fully successful, administrative issues around inter-school collaborations and sharing of resources must be addressed.

- **RECOMMENDATION: Within the next 18 months, the New Mexico Higher Education Department develop policies and infrastructure that address administrative issues to include, but not limited to:**
 - Faculty workload and reimbursement when engaged with students from multiple schools;
 - Funding - through the funding formula and other potential sources, to include a process of allocation transparency;
 - The need for simulation support as simulation is expensive in terms of equipment, faculty, and support;
 - Agreement on pre-requisite and core courses across institutions;
 - Students - allocation of credit hours, tuition when taking classes from multiple schools; and,
 - Student financial aid – how will financial aid work with students potentially taking classes from multiple sources.
- In review of the work of House Joint Memorial 40 (2009), the Task Force identified three other recommendations that need continued attention for New Mexico to advance its goals in nursing education and nursing workforce development:
 - Nursing faculty is the cornerstone of nursing education: without sufficient numbers and properly prepared faculty, the state plan for nursing education will not meet its goals. Nursing faculty salaries continue to be disproportionate to community nurses with similar education and experience, and with other faculty. A competitive and appropriate salary is the primary barrier to faculty recruitment and retention.
RECOMMENDATION: New Mexico Higher Education Department will develop a compensation package and implementation plan to improve nursing faculty compensation.
 - Being able to clearly articulate the status of nursing education and the nursing workforce and to use reliable models for projecting future needs is imperative. While work on nursing workforce data continues, New Mexico has not established the workforce data processes to provide timely, reliable data bases for analysis and projections. New Mexico recently received federal funding through New Mexico Workforce Solutions for health professions workforce planning.
RECOMMENDATION: Legislative support for state health professions workforce planning and data collection, to include but not limited to:
 - Authorize licensing boards to use surplus funds to develop and enhance systems to collect workforce data;

- **Require all health professions to be full participants in health professions workforce planning efforts, as aligned with federal health care reform legislation.**
 - **Encourage and support partnerships for data collection and analysis.**
- HJM 40 identified the need to articulate nursing workforce in terms of economic development for the state. The HM 50 Task Force emphasizes that the need to tie nursing workforce and nursing education to economic development is critical to a robust discussion of the return on investment in nursing education and nursing workforce development.

RECOMMENDATION: Determine and report on the economic benefit and impact of nurses providing continued care across the life span (acute, preventive, chronic, transitional, and end-of-life care) in New Mexico communities, both in terms of being a valuable resource of well paying jobs, and the health savings for government, communities, and private industry.

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Appendix A

1 A MEMORIAL

2 REQUESTING THE NEW MEXICO CENTER FOR NURSING EXCELLENCE AND
3 THE BOARD OF NURSING TO CONVENE A TASK FORCE TO DEVELOP A NEW
4 STATEWIDE EDUCATION PLAN AND REPORT TO THE LEGISLATURE ON THAT
5 PLAN.

6 WHEREAS, out of fifty states and the District of
7 Columbia, New Mexico ranks fiftieth for the number of nurses
8 per one hundred thousand population; and

9 WHEREAS, according to the New Mexico center for nursing
10 excellence, New Mexico will need an estimated five thousand
11 more nurses in the work force than were in the work force as
12 of June 2008 in order to meet projected needs; and

13 WHEREAS, programs to educate nurses in New Mexico have
14 almost doubled their capacity in the last seven years; and

15 WHEREAS, New Mexico schools offering nursing degree
16 programs were unable to admit two hundred forty qualified
17 applicants for the 2009-2010 academic year, which represents
18 twenty percent of all applicants; and

19 WHEREAS, according to a recent survey and study
20 conducted by the New Mexico center for nursing excellence,
21 between forty-eight and one hundred seventy-one additional
22 full-time-equivalent nursing faculty members are needed to be
23 able to admit all qualified candidates for a nursing degree;
24 and

25 WHEREAS, many barriers exist to the recruitment and

HM 50
Page 1

1 retention of nursing faculty members, including faculty
2 compensation that does not compete with practice settings, a
3 weak educational pipeline to develop new faculty, models of
4 education that prohibit collaboration among institutions and a
5 challenging and difficult work environment; and

6 WHEREAS, in January 2009, the higher education
7 department issued the *New Mexico Nursing Program Development*
8 *Enhancement Fund Study*, which contained recommendations to
9 increase the capacity of New Mexico educational institutions
10 to educate nurses and to increase the number of nurse faculty
11 members, including encouraging career pathways for master's-
12 and doctoral-level educators to teach in nursing programs and
13 increases in faculty salaries through multi-level strategies;
14 and

15 WHEREAS, the study conducted by the New Mexico center
16 for nursing excellence recommended that nurse educators,
17 supported by the higher education department, develop a
18 statewide plan for nursing education to address the identified
19 barriers and challenges to ensuring an adequate supply of
20 nurses to meet future demand; and

21 WHEREAS, a task force created in 2009 pursuant to House
22 Joint Memorial 40, made up of the New Mexico higher education
23 department, the board of nursing and the center for nursing
24 excellence, found that experienced faculty who are at
25 retirement age might extend their careers by having the

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Page 2

1 flexibility to reach students through off-site distance
2 learning; and

3 WHEREAS, the House Joint Memorial 40 task force found
4 that the current nursing educational system, in which each
5 nursing educational institution is responsible for developing
6 its own curriculum, recruiting and retaining qualified faculty
7 and finding clinical rotations for nursing students, is highly
8 inefficient; and

9 WHEREAS, the House Joint Memorial 40 task force found
10 that the development of a statewide curriculum to decrease
11 faculty preparatory time; the sharing of faculty to make the
12 best use of existing expertise; the regional sharing of
13 facilities; and the use of web-based education for common core
14 curricula would afford new efficiencies in nursing education;

15 NOW, THEREFORE, BE IT RESOLVED BY THE HOUSE OF
16 REPRESENTATIVES OF THE STATE OF NEW MEXICO that the center for
17 nursing excellence and the board of nursing be requested to
18 convene a task force composed of representatives from the
19 higher education department, the New Mexico health policy
20 commission, the department of health and New Mexico
21 institutions of higher learning to develop a statewide plan
22 for nursing education involving multiple institutions of
23 nursing education, focusing upon:

24 A. the development of programs, such as the
25 registered-nurse to bachelor-of-science-in-nursing program and

HM 50
Page 3

1 the bachelor-of-science-in-nursing to doctorate-in-nursing
2 program, to train nursing faculty from the population of
3 nurses;

4 B. the development of a statewide curriculum for
5 nursing education;

6 C. the use of simulation and tele-education and
7 other distance-learning technology to enhance nursing
8 education and promote the efficient use of resources;

9 D. providing a seamless admission process to
10 nursing school;

11 E. allowing the possibility of dual enrollment in
12 associate's and bachelor's of science in nursing programs;

13 F. allowing early entry into master's of science
14 in nursing or nursing doctorate programs; and

15 G. sharing faculty among nursing educational
16 institutions; and

17 BE IT FURTHER RESOLVED that, following the development
18 of a statewide nursing education plan, the center for nursing
19 excellence and the board of nursing be requested to develop a
20 statewide infrastructure for distance learning and a central
21 curriculum resource web site; and

22 BE IT FURTHER RESOLVED that the center for nursing
23 excellence and the director of the board of nursing report the
24 findings of the task force to the legislative health and human
25 services committee and the legislative education study

HM 50
Page 4

1 committee by November 1, 2010; and

2 BE IT FURTHER RESOLVED that copies of this memorial be
3 transmitted to the director of the center for nursing
4 excellence, the executive director of the board of nursing,
5 the secretary of higher education, the secretary of health and
6 the director of the New Mexico health policy commission.

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HM 50
Page 5

S/ BEN LUJAN
BEN LUJAN, SPEAKER
HOUSE OF REPRESENTATIVES

S/ STEPHEN R. ARIAS
STEPHEN R. ARIAS, CHIEF CLERK
HOUSE OF REPRESENTATIVES

Appendix B

HM 50 TASK FORCE MEMBERS

Barbara Hickok, Chief Nursing Officer, Public Health Division, New Mexico Department of Health, Albuquerque

Sam Howarth, New Mexico Health Policy Commission/Department of Health, Santa Fe

Len Malry, Director of Workforce Education, New Mexico Higher Education Department, Santa Fe

Michael Haley, New Mexico Legislative Council Service, Santa Fe

Jay Helter, New Mexico Public Education Department, Santa Fe

Karen Wells, New Mexico Legislative Council Service, Santa Fe

Jeff Dye, President and CEO, New Mexico Hospital Association

Joie Glenn, Executive Director, New Mexico Association for Home and Hospice Care

Carolyn Roberts, Executive Director, New Mexico Nurses Association

Dr. Fran A'Hern Smith, Director, Nursing Program, ITT Technical Institute, Albuquerque

Dr. Elizabeth Berrey, Executive Director, Nursing Program, Central New Mexico Community College

Nisa Bruce, Director, Nursing Program, San Juan College, Farmington

Mary Gautreaux, Director, Nursing Program, Carrington College, Albuquerque

Dr. Jean Giddens, Executive Dean, College of Nursing, University of New Mexico

Lorraine Goodrich, Eastern New Mexico University, Portales

Dr. Theresa Keller, Assistant Professor and Associate Director of Undergraduate Studies, New Mexico State University College of Nursing, Las Cruces

Kathleen Matta, Director, Nursing Program, Santa Fe Community College, Santa Fe

Polly Petersen, New Mexico Board of Nursing, Las Cruces

Dr. Nancy Ridenour, Dean, College of Nursing, University of New Mexico

Dr. Pamela Schultz, Dean, College of Nursing, New Mexico State University, Las Cruces

Sheri Shupe, Director, Nursing Program, Vista College, Las Cruces

Patricia Boyle, Executive Director, New Mexico Center for Nursing Excellence

Deborah Walker, Executive Director, New Mexico Board of Nursing

Appendix C

HM 40 New Mexico Public Faculty Salary Comparison

	Entry	Mean	Median	Exp.	75%
Nursing Instructors ^{2,3}	\$43,990.00	\$57,570.00	\$54,920.00	\$64,370.00	\$66,130.00
Registered Nurses	\$47,010.00	\$61,830.00	\$61,190.00	\$69,250.00	\$72,770.00
Nurse Practitioner (Santa Fe) ⁴	data not available	data not available	data not available	data not available	\$84,002.00
Nurse Practitioner (ABQ)	data not available	data not available	data not available	data not available	\$72,567.00
Geography teachers ⁵	\$48,150.00	\$63,040.00	\$61,320.00	\$70,490.00	\$73,360.00
Health specialty teachers	\$40,710.00	\$57,760.00	\$54,700.00	\$66,290.00	\$71,460.00
Math/Science	\$46,290.00	\$64,250.00	\$62,990.00	\$73,240.00	\$76,520.00
History teachers	\$47,570.00	\$61,240.00	\$61,260.00	\$68,070.00	\$71,250.00

(House Joint Memorial 40 Task Force, 2009)

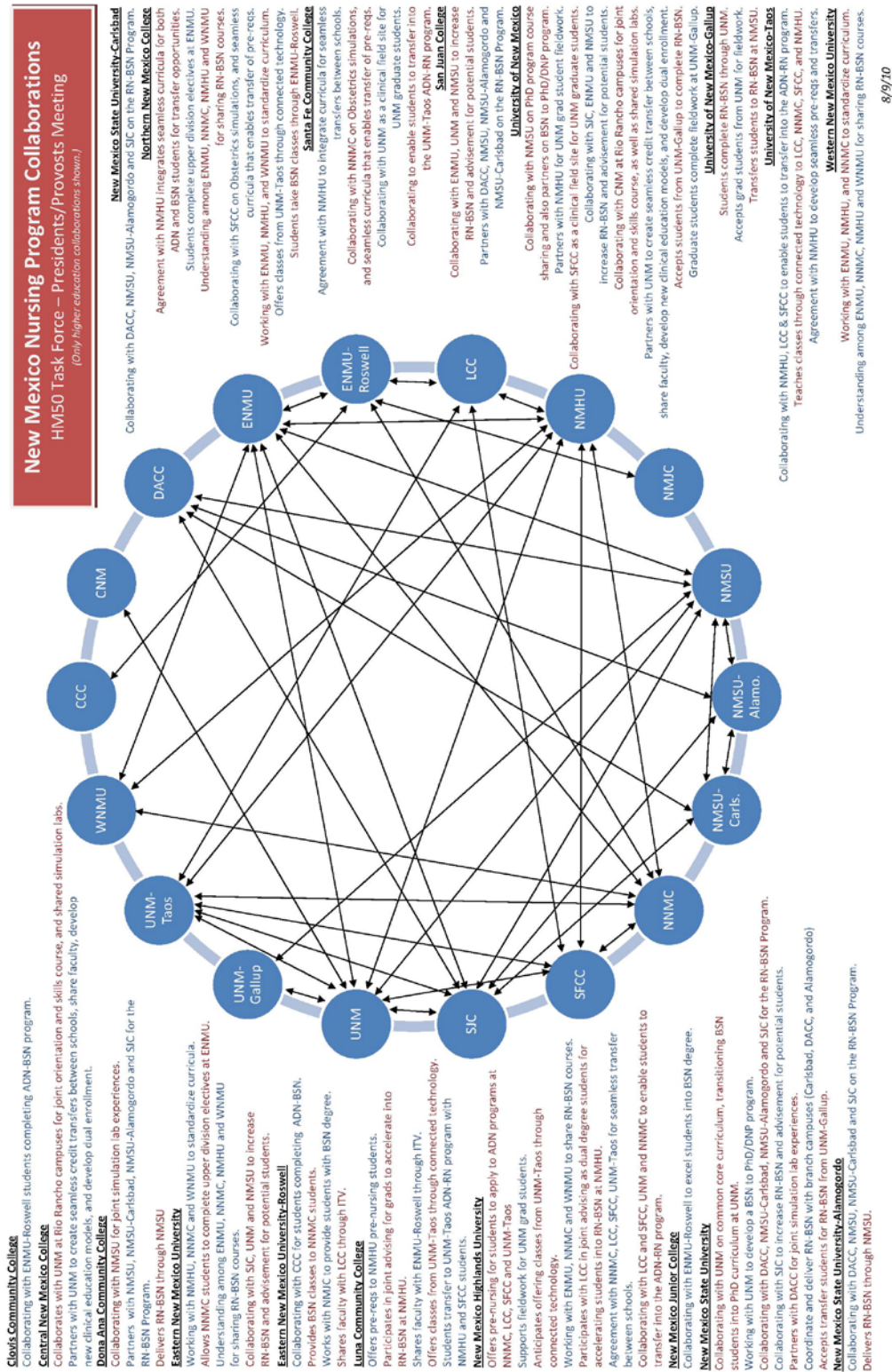
² Entry level nurse instructors are experienced nurses with a minimum of a masters degree in nursing

³ All figures for post secondary instructors taken from New Mexico Department of Workforce Solutions, Economic Research and Analysis Bureau, Occupational Employment Statistics, <http://www.dws.state.nm.us/eds/EDS200802/PAGE0064.HTM> in May 2009

⁴ Figures for nurse practitioner in Santa Fe and Albuquerque are from salary.com

⁵ All faculty in salary comparison are instructors in post-secondary schools

Appendix D



Appendix E

NMNEC

New Mexico Nursing Education Consortium

Fact Sheet

There have been a number of emerging and troubling issues related to nursing education in New Mexico and across the country over the past two decades. The concerns are exacerbated in New Mexico, which currently stands 50th in the nation for the ratio of nurses to population. Concerned faculty members formed the New Mexico Nursing Education Consortium (NMNEC) in December, 2009, determined to use team-work and state-wide collaboration to improve the future of nursing in the state.

THE ISSUES

- The shortage of registered nurses is estimated to reach 500,000 (a 40% vacancy rate) by year 2025.
- Each year, nursing programs across the state turn away several hundred qualified applicants due to financial barriers and shortages of nursing faculty, making it impossible to increase enrollment.
- The education level of the nurse has been shown to impact the quality and safety of patient care and is directly linked to the supply of nurse practitioners and nursing faculty. Currently, only 37% of nurses in New Mexico report a bachelor degree or higher in nursing (NMCNE, 2009), yet the Institute of Medicine (IOM) recommends that 75% of all nurses should be prepared at the bachelor's degree or higher.
- Workforce diversity is considered essential in providing care to underserved minorities. The American Association of Colleges of Nursing (2010) reported that in 2009 only 7.2% of the nation's enrolled baccalaureate nursing students represented underserved minorities. The figure was even lower for graduate students.

SOLUTIONS

The NMNEC has agreed that the current delivery of nursing education is not meeting the needs of the state, and a new collaborative model of nursing education is needed for New Mexico. The group has identified three main goals:

1. Increase the number of baccalaureate and graduate prepared nurses throughout the state by enhancing pre-licensure BSN education and facilitating RN-BSN completion programs. This cooperation among the existing community colleges and universities will allow students to complete baccalaureate education within their home communities and be eligible for graduate study.
2. Improve the efficiency, quality, and educational outcomes of nursing education across the state by utilizing a common curriculum plan, sharing faculty and learning resources across New Mexico nursing schools.
3. Increase workforce diversity throughout New Mexico by improving nursing education access to minorities, particularly in rural areas.

IMPACT

- By working together, nursing programs can increase enrollment, improve the quality of education, and contain costs through the sharing of faculty and other educational resources.
- Increased access to baccalaureate nursing education in underserved communities will improve workforce diversity and healthcare for minorities.
- The statewide collaboration will allow students to obtain advanced nursing degrees within their home communities, improving the quality and access of healthcare in rural areas.
- The nursing education plan requires cooperation among educational institutions, community organizations, health care agencies, and the state Board of Nursing, producing widespread support for the statewide initiative. The challenges facing nursing education affects nearly every citizen in the state; thus, cooperation of all institutions and organizations is critical in producing effective solutions.

The consortium follows a national trend for statewide nursing education collaboratives in multiple states, and is a pre-cursor to the House Memorial 50 legislation recently passed. Working through the NMNEC, nurse educators are committed to building a new model for nursing education to meet current and future needs. The challenges facing nursing education affect nearly every citizen in the state; thus, cooperation of all institutions and organizations is critical in producing effective solutions.

NMNEC
New Mexico Nursing Education Consortium

Vision & Mission

VISION

The New Mexico Nursing Education Consortium is a collaborative partnership with a vision for nursing education that addresses the healthcare needs of New Mexicans by preparing a qualified, diverse, and professional nursing workforce.

MISSION

The mission of the New Mexico Nursing Education Consortium is to prepare nurses for entry and educational advancement through developing and sustaining a resource-efficient and unified system of accessible, innovative, and state-of-the-art nursing education.

Statewide Involvement

SCHOOLS

Albuquerque Public Schools	New Mexico State University (Carlsbad)
Central New Mexico Community College	New Mexico State University (Dona Ana)
Clovis Community College	Northern New Mexico College
Eastern New Mexico University	Pima Medical Institute
Eastern New Mexico University – Roswell	San Juan College
ITT Technical Institute	Santa Fe Community College
Luna Community College	University of New Mexico
New Mexico Highlands University	University of New Mexico (Gallup)
New Mexico Junior College	University of New Mexico (Taos)
New Mexico State University	Western New Mexico University
New Mexico State University (Alamogordo)	

ORGANIZATIONS

New Mexico Board of Nursing
New Mexico Center for Nursing Excellence

Revised 5/26/10

Appendix F

New Mexico Program Development Enhancement Fund Utilization Matrix Fiscal Year 2011

Institution (alphabetical order)	Faculty/Faculty Salary Enhancement	Administration Personnel	Curriculum Development	Scholarships	Recruitment/ Retention	Supplies/ Equipment	Dual Credit	Simulation Labs	Professional Development
Central New Mexico Community College	X	X		X		X			X
Clovis Community College	X			X				X	X
Eastern New Mexico University			X	X	X	X			
Eastern New Mexico University - Roswell	X	X		X		X		X	
Luna Community College	X			X	X	X			X
New Mexico Highlands University	X	X	X		X			X	
New Mexico Junior College	X					X	X	X	
New Mexico State University	X	X							X
New Mexico State University- Alamogordo		X				X	X	X	
New Mexico State University - Carlsbad	X			X	X			X	X
New Mexico State University – Dona Ana	X	X				X			X
Northern New Mexico College	X	X		X		X			X
San Juan College	X		X				X	X	
Santa Fe Community College	X				X				X
University of New Mexico	X	X	X	X	X				X
University of New Mexico - Gallup	X	X		X		X			X
University of New Mexico - Taos	X	X	X				X		
Western New Mexico University	X	X							X

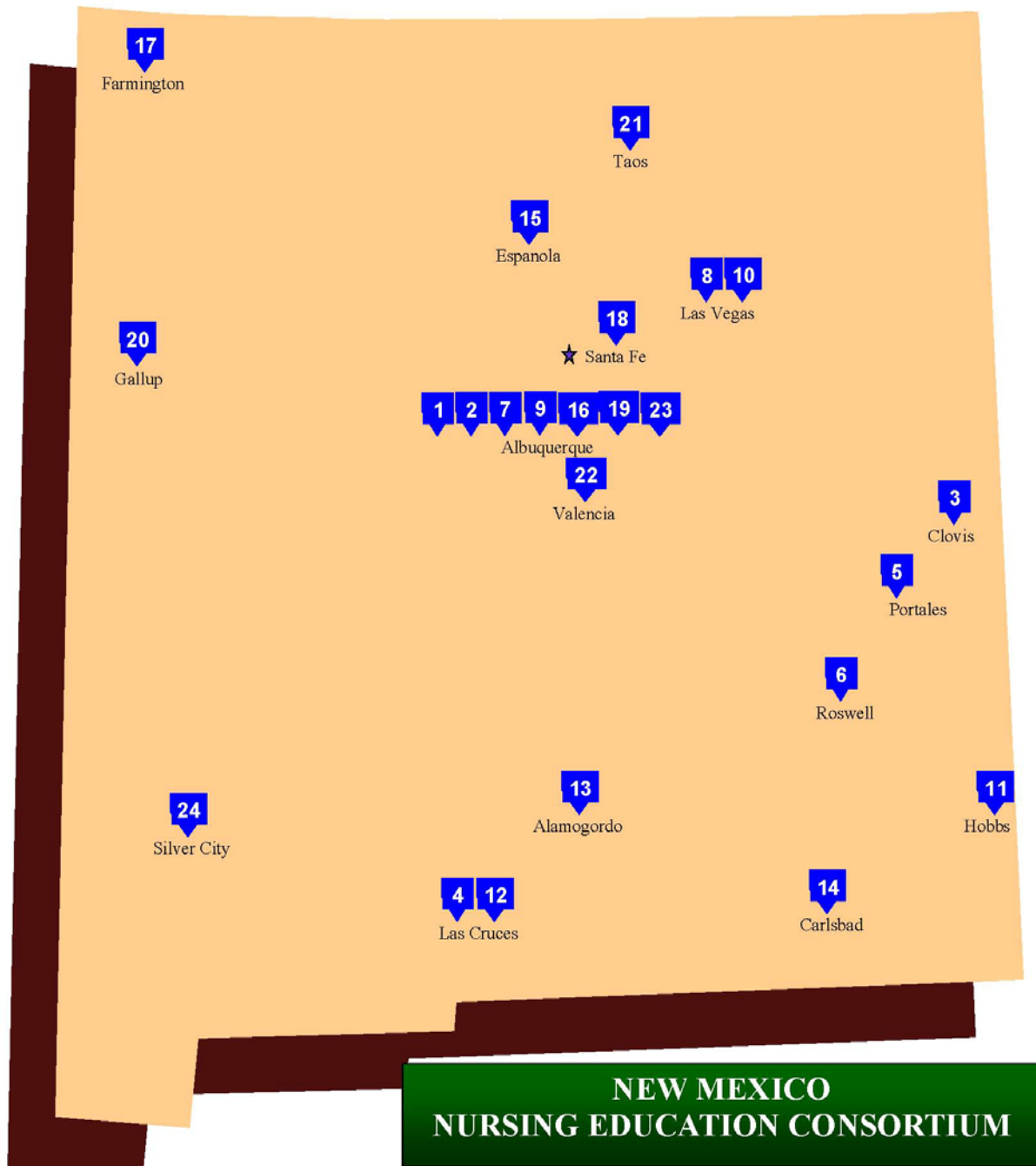
Appendix G

House Memorial 50 - Task Force Meeting - August 24, 2010

<i>Name</i>	<i>School/Organization</i>
Dr. Fran A'Hern Smith	ITT Technical Institute
Dr. Steve Arnold	New Mexico State University
John Austin	UNM Valencia
Dr. Rusty Barcelo	Northern New Mexico College
Dr. Jane Batson	Eastern New Mexico University - Roswell
Dr. Elizabeth Berrey	Central New Mexico Community College
Michael P. Brauch	Northern New Mexico College
Nisa Bruce	San Juan College
Pug Burge	UNM Health Science Center
Shawn Dupri	Vista College
Danny Earp	NM Assoc. of Independent Comm. Colleges
Kathy Falkenhagen	University of New Mexico - Taos
Jean Giddens	UNM College of Nursing
Joie Glenn	NM Assoc. of Home and Hospice Care
Deborah Hardin	CHRISTUS St Vincent Hospital
Jay Hetler	New Mexico Public Education Department
Barbara Hickok	New Mexico Department of Health
Dr. Sheryl Hruska	San Juan College
Dr. Robins Jones	Clovis Community College/Board of Nursing
Dr. Terry Keller	New Mexico State University
Vicky Kingsbury	Dona Ana Community College
Dr. Jamie Laurenz	Eastern New Mexico University
Theresa Lopez	Northern New Mexico College
Dr. Margaret Lovelace	New Mexico State University - Dona Ana
Len Malry	New Mexico Higher Education Department
Dr. Steve McCleery	New Mexico Junior College

<i>Name</i>	<i>School/Organization</i>
Dr Sheila Ortego	Santa Fe Community College
Dr. Leslie Paternoster	Eastern New Mexico University
Polly Petersen	NM Board of Nursing
Beth Pitonzo	Central New Mexico Community College
Dr. Nancy Ridenour	UNM Health Science Center
Dr. Gilbert Rivera	New Mexico Highlands University
Michael Roane	ITT Technical Institute
Carolyn Roberts	New Mexico Nurses Association
Dr. Pam Schultz	New Mexico State University
Anthony Sena	Northern New Mexico College
Sheri Shupe	Vista College
Delores Thompson	New Mexico Junior College
Jim Tolbert	Vista College
Dr. Faye Vowell	Western New Mexico University
Robbin Wilson	Vista College

Appendix H



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|---|--|---|
| 1. Albuquerque Public Schools | 10. New Mexico Highlands University | 19. University of New Mexico |
| 2. Central New Mexico Community College | 11. New Mexico Junior College | 20. University of New Mexico (Gallup) |
| 3. Clovis Community College | 12. New Mexico State University | 21. University of New Mexico (Taos) |
| 4. Dona Ana Community College (NMSU) | 13. New Mexico State University (Alamogordo) | 22. University of New Mexico (Valencia) |
| 5. Eastern New Mexico University | 14. New Mexico State University (Carlsbad) | 23. University of Phoenix (Albuquerque) |
| 6. Eastern New Mexico University (Roswell) | 15. Northern New Mexico College | 24. Western New Mexico University |
| 7. ITT Technical Institute | 16. Pima Medical Institute | |
| 8. Luna Community College | 17. San Juan College | |
| 9. New Mexico Center for Nursing Excellence | 18. Santa Fe Community College | |

Appendix I

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