

Agenda Item #15.D



STATE AND CONSUMER SERVICES AGENCY • GOVERNOR EDMUND G. BROWN JR.

BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS
2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945
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DATE: February 9, 2011

TO: Board Members

FROM: 
Cheryl C. Anderson, M. S., R. N.
Supervising Nursing Education Consultant

SUBJECT: Medical Career College, Fremont, Vocational Nursing Program –
Reconsideration of Provisional Accreditation; Request to Admit Students
(Director: Marilyn Castillo, Fremont, Alameda County, Private)

On February 18, 2010, the Board placed Medical Career College, Fremont, Vocational Nursing Program on provisional accreditation for the two - year period from February 18, 2010, through February 17, 2012. That action was taken due to the program's noncompliance with Section 2530 (I) of the Vocational Nursing Rules and Regulations, which states:

“The program shall maintain a yearly average minimum pass rate on the licensure examination that does not fall below 10 percentage points of the state average pass rate for first time candidates of accredited vocational nursing schools for the same period.

- (1) Failure to maintain the required yearly average minimum pass rate for two years or eight consecutive quarters may be cause to place a program on provisional accreditation.”

The Board specified that Medical Career College Vocational Nursing Program must bring its licensure examination average annual pass rate to no more than ten (10) percentage points below the State annual average pass rate for four (4) consecutive quarters by February 17, 2011.

The following table shows the variance of the program's pass rates from the state average annual pass rates of first time graduates of accredited vocational nursing programs for the past thirteen (13) quarters. This data substantiates the program's continued noncompliance with Section 2530(I) of the Vocational Nursing Rules and Regulations.

NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Average Annual Pass Rate	Program Average Annual Pass Rate	Variance from State Average Annual Pass Rate
Oct – Dec 2007	76%	35%	-41
Jan – Mar 2008	75%	36%	-39
Apr – Jun 2008	75%	35%	-40
Jul – Sep 2008	74%	33%	-41
Oct – Dec 2008	73%	33%	-40
Jan – Mar 2009	72%	0%	-72
Apr – Jun 2009	70%	29%	-41
Jul – Sep 2009	72%	37%	-35
Oct – Dec 2009	73%	37%	-36
Jan – Mar 2010	74%	33%	-41
Apr – Jun 2010	75%	40%	-35
Jul – Sep 2010	75%	42%	-33
Oct – Dec 2010	76%	39%	-37

The program requests approval to admit 15 students into a day class commencing March 7, 2011, and graduating March 22, 2012, to **replace** students scheduled to graduate February 10, 2011. Additionally, the program requests approval to admit 15 students into an evening class commencing March 7, 2012, graduating March 22, 2012, to **replace** students who graduated October 28, 2010.

History of Prior Board Actions

- On May 12, 2006, the Executive Officer approved Medical Career College's request to begin a vocational nursing program with an initial class of 30 students on June 19, 2006 only, **and** approved the program curriculum for 1600 hours, including 630 theory, and 970 clinical hours.
- On July 10, 2007, the Executive Officer approved initial full accreditation for the Medical Career College Vocational Nursing Program for the period from July 10, 2007, through July 9, 2011, and issued a certificate accordingly; **and** approved the program's request to admit a full-time class of 30 students on August 20, 2007, only, to **replace** students graduating on August 8, 2007; **and** approved the program's request to admit a second full-time class of 30 students on October 1, 2007 only, with a projected graduation date of October 31, 2008.
- On February 27, 2008, the Executive Officer approved the program's request to admit 30 students on March 17, 2008, only, with an anticipated graduation date of May 8, 2009.
- On June 4, 2008, the Executive Officer approved the program's request to admit 30 students on July 14, 2008 only, with an anticipated graduation date of August 21, 2009.

- On October 8, 2008, the Executive Officer approved the program's request to admit 15 students on December 1, 2008 only, graduating January 29, 2010, to **replace** a full – time day class; **and** approved the program's request to admit 15 students on December 1, 2008 only, to **replace** a full-time evening class. Graduation of that class is scheduled for January 29, 2010.
- On November 13, 2008, the assigned consultant forwarded correspondence notifying the director that the program's average annual pass rate had fallen below 10 percentage points of the state average annual pass rate for the past four (4) consecutive quarters. The program was requested to submit a written plan for improving its NCLEX-PN[®] pass rates by December 13, 2008.

The director reported that the program requires completion of the ATI tool as part of the program's curriculum review and NCLEX-PN[®] preparation process. Additionally, the director noted that the program had hired consultants to work with faculty on professional development issues.

- On March 18, 2009, the assigned consultant forwarded correspondence notifying the director that the program's average annual pass rate had fallen below 10 percentage points of the state average annual pass rate for the past five (5) consecutive quarters. The director was requested to submit a copy of the program's detailed plan for improving the NCLEX-PN[®] pass rates, the date the plan was implemented, and the effectiveness of the employed interventions by April 2, 2009.

The director reported that the program received feedback that students were not following ATI requirements for completion of the Virtual ATI products that were added. The program switched to another review product offered by ATI, and students met with program consultants to review individualized reports regarding their progress. The program re-assigned faculty and hired an assistant director in an effort to strengthen student instruction.

- On April 21, 2009, the assigned consultant forwarded correspondence notifying the program director that the program's average annual pass rate had fallen below 10 percentage points of the state average annual pass rate for six (6) consecutive quarters. The program was requested to submit documentation verifying that the elements of the program's plan of correction had been implemented. The program was asked to send a full listing of student names, and specific documentation showing how each student met the admissions, screening and selection criteria for admission to the program by May 21, 2009. The program failed to submit the requested documentation.
- On July 15, 2009, the director reported, "As part of our plan of correction, we replaced Instructors, enhanced our curriculum and were working on creating an Admissions Committee and new policies to be submitted for approval. Once approved, we are looking forward to a more successful student population, and once

approved for our next class we plan on instituting and having an ongoing evaluation of improvement regarding our newly approved policies.”

- On July 16, 2009, the Board received correspondence from the director and evidence that all students meet the admissions, screening and selection criteria.
- On August 19, 2009, the assigned consultant forwarded correspondence notifying the program director that the program’s average annual pass rate had fallen below 10 percentage points of the state average annual pass rate for seven (7) consecutive quarters. The consultant requested submission of an analysis of the effects of the program improvement plan.
- On September 3, 2009, the Executive Officer denied the program’s request for admission of a class of 30 students on September 21, 2009, with a projected graduation date of November 30, 2010, to **replace** students that graduated on May 1, 2009. This denial is based upon the program’s annual pass rate of 29%.

The Executive Officer approved the program’s admission of a class of 15 students on September 21, 2009, only, with a projected graduation date of November 30, 2010, only, to **replace** students that graduated on May 1, 2009.

The Executive Officer denied the program’s request for admission of a class of 30 students on September 21, 2009, with a projected graduation date of November 30, 2010, to **replace** students that graduated on August 21, 2009. This denial is based upon an annual pass rate of 29%, and historical Executive Officer approval of class sizes of 15 students.

The Executive Officer approved the program’s admission of a class of 15 students on September 21, 2009, only, with a projected graduation date of November 30, 2010, only, to **replace** students that graduated on August 21, 2009.

- **On October 12, 2009, the Board approved a new program director.**
- On February 18, 2010, the Board placed Medical Career College, Fremont, Vocational Nursing Program on provisional accreditation for the two - year period from February 18, 2010, through February 17, 2012. The following corrections were required.
 1. The Medical Career College Vocational Nursing Program must bring its licensure examination annual average pass rate to no more than ten (10) percentage points below the State annual average pass rate for four (4) consecutive quarters by **February 17, 2011**.
 2. The program must prepare and implement a written plan to improve its pass rate and make modifications to the plan as necessary based on the success or failure of the actions taken. That plan must include a comprehensive analysis of the program, specific actions that will be taken to improve program pass rates, and timelines for expected results. The following elements must be addressed in the analysis:

- a. Current Student Enrollment.
 - b. Admission Criteria.
 - c. Screening and Selection Criteria.
 - d. Terminal Objectives.
 - e. Curriculum Objectives.
 - f. Instructional Plan.
 - g. Theory and Clinical Objectives for Each Course.
 - h. Lesson Plans for Each Course.
 - i. Textbooks.
 - j. Attendance Policy.
 - k. Remediation Policy.
 - l. Evaluations of Theory and Clinical Faculty.
 - m. Evaluations of Theory Presentations.
 - n. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
 - o. Evaluation of Student Achievement.
3. The program must submit a follow-up report in ten (10) and twenty – two (22) months evaluating the effectiveness of any corrective actions taken by each element listed in number 2 above.
 4. The program must comply with all accreditation standards in article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code section 2880, and article 5 of the Board’s regulations, commencing at California Code of Regulations, title 16, section 2525.
- On March 10, 2010, the Board forwarded correspondence to the program per certified and regular mail delineating actions taken by the Board relative to the program’s placement on provisional accreditation.
 - **On March 30, 2010, a new program director was approved.**
 - On June 26, 2010, the Executive Officer deferred action on the program’s request to admit students to the Board for consideration at the September 16, 2010 meeting. This decision was based on the program’s pass rate statistics. The consultant notified the director of the decision per telephone.
 - September 1, 2010, the Executive Officer approved Medical Career College Vocational Nursing Program’s request to admit a full – time day class of 15 students on September 27, 2010 only, with a projected graduation date of November 18, 2011, to **replace** full – time day students who graduated February 11, 2010; **and** approved the program’s request to admit a full – time evening class of 15 students on September 27, 2010 only, with a projected graduation date of November 18, 2011, to **replace** full – time evening students who graduated February 11, 2010; **and** required the program to obtain Board approval prior to the admission of each class.
 - On November 5, 2010, the Board received program correspondence requesting approval to admit a day and evening class.

- On December 13, 2010, the Board received electronic correspondence from the program director titled, “*Program Response to Provisional Accreditation.*”
- On December 13, 2010, the assigned consultant forwarded correspondence advising the director that the submitted “*Program Response to Provisional Accreditation,*” did not fully comply with the Board’s decisions of February 18, 2010. The program was requested to submit all required documents by December 24, 2010.
- On December 23, 2010, the Board received the director’s electronic correspondence and revised “*Program Response to Provisional Accreditation.*”
- January 13, 2011, the Supervising Nursing Education Consultant sent correspondence to the director requesting the submission of documents for Board presentation.
- On January 24, 2011, copies of the program’s report were received for dissemination to Board members.

Enrollment

The program offers full – time day and evening classes that are 53 weeks in length. Board approval is required prior to the admission of each class. The enrollment table below presents the pattern of admissions for **current and proposed** classes.

The following table represents **current and projected** student enrollment based on current and proposed class starts and completions. The table indicates a **maximum enrollment of 59** students during the period **December 2008 through March 2011.**

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Complete			
12/08 AM		14	14	14
12/08 PM		15	15	14 + 15 = 29
9/09 PM		15	15	29 + 15 = 44
1/10 AM		15	15	44 + 15 = 59
	2/10 (12/08 AM Class)		-14	59 - 14 = 45
	2/10 (12/08 PM Class)		-15	45 - 15 = 30
9/10 AM		11	10	30 + 10 = 40
9/10 PM		11	9	40 + 9 = 49
	10/10 (9/09 PM Class)		-15	49 - 15 = 34
	2/11 (1/10 AM Class)		-15	34 - 15 = 19
3/11 (Proposed AM)		15		19 + 15 = 34
3/11 Proposed PM)		15		34 + 15 = 49

Licensing Examination Statistics

The following statistics, furnished by Pearson VUE, and published by the National Council of State Boards of Nursing as "Jurisdictional Summary of All First-Time Candidates Educated in Member Board Jurisdiction," for the period January 2008 through December 2010, specify the pass percentage rates for graduates of Medical Career College Vocational Nursing Program on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®).

NCLEX-PN® Licensure Examination Data						
Quarterly Statistics					Annual Statistics*	
Quarter	# Candidates	# Passed	% Passed	State Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate
Oct – Dec 2007	17	6	35%	76%	35%	76%
Jan - Mar 2008	5	2	40%	76%	36%	76%
Apr - Jun 2008	1	0	0%	70%	35%	75%
Jul - Sep 2008	1	0	0%	75%	33%	74%
Oct – Dec 2008	No Candidates Tested			73%	33%	73%
Jan – Mar 2009	No Candidates Tested			70%	0%	72%
Apr – Jun 2009	20	6	30%	71%	29%	70%
July - Sep 2009	31	13	42%	74%	37%	72%
Oct – Dec 2009	11	4	36%	76%	37%	73%
Jan – Mar 2010	10	1	10%	76%	33%	74%
Apr – Jun 2010	8	6	75%	74%	40%	75%
Jul – Sep 2010	14	7	50%	76%	42%	75%
Oct – Dec 2010	4	0	0%	77%	39%	76%

The Annual Pass Rate changes every quarter. It is calculated by dividing the number of candidates who passed during the current and previous three-quarters by the number of candidates who tested during the same period.

Based on the most recent data available (October – December 2010), the program's average annual pass rate is 39%. The California average annual pass rate for graduates from accredited vocational nursing programs who took the NCLEX-PN® for the first time during the same period is 76%. The pass rate for the Medical Career College Vocational Nursing Program is 37 percentage points **below** the state average annual pass rate.

Faculty and Facilities

Section 2534(d) of the Vocational Nursing Rules and Regulations states:

"For supervision of clinical experience, there shall be a maximum of 15 students for each instructor."

The program's Board - approved faculty totals seven (7), including the program director. The director has 100% administrative duties. Of the total faculty, six (6) are approved to teach in the clinical area.

Based on a maximum enrollment of 59 students, four (4) instructors are needed. Therefore, the number of faculty is adequate for the current and proposed enrollment.

Section 2534(b) of the Vocational Nursing Rules and Regulations states:

“Schools shall have clinical facilities adequate as to number, type, and variety of patients treated, to provide clinical experience for all students in the areas specified by Section 2533. There must be available for student assignment, an adequate daily census of patients to afford a variety of clinical experiences consistent with competency-based objectives and theory being taught.”

The program’s clinical facilities are adequate as to type and variety of patients treated to enable current and proposed students to meet clinical objectives in accordance with Section 2534(b) of the Vocational Nursing Rules and Regulations. This information has been verified by the consultant.

Other Considerations

As noted previously, the Board placed the Medical Career College Vocational Nursing Program on provisional accreditation on **February 18, 2010**, due to the performance of program graduates on the NCLEX-PN®. **At that time, the program had an average annual pass rate of 37%**. Further, the program average annual pass rate had been more than ten (10) percentage points below the state average annual pass rate for eight (8) consecutive quarters. As such, the program was noncompliant with section 2530 (l) of the Vocational Nursing Rules and Regulations.

On March 10, 2010, the assigned consultant forwarded correspondence per certified and regular mail notifying the program of the Board’s action placing the program on provisional accreditation. (See Attachment A) **On March 30, 2010, a new program director was approved.**

On April 5, 2010, the Board received correspondence from the director requesting approval to admit two (2) classes. The assigned consultant discussed the director’s request and strongly recommended the director implement strategies to achieve sustained improvement in student achievement.

On June 26, 2010, the Executive Officer deferred a decision on the program’s request to admit students to the Board for consideration at the September 16, 2010 meeting. This decision was based on the program’s pass rate statistics. The consultant notified the director of the decision.

For the period **January – March 2010**, the program’s average **quarterly** pass rate was **10%**; the program’s average **annual** pass rate was **33%**. The California average annual pass rate for graduates from accredited vocational nursing programs completing the NCLEX-PN® for the first time during the same period was 74%. Therefore, the program’s average annual pass rate was **41 percentage points below** the state average annual pass rate.

For the period **April – June 2010**, the program's average **quarterly** pass rate improved to **75%**; the average **annual** pass rate improved to **40%**. The California average annual pass rate for graduates from accredited vocational nursing programs who completed the NCLEX-PN® for the first time during the same period was 75%. Therefore, the program's average annual pass rate was **35 percentage points below** the state average annual pass rate.

On September 1, 2010, the Executive Officer approved the program's request to admit a full – time day class of 15 students and a full – time evening class of 15 students on September 27, 2010. This decision was based on the program's improved average quarterly and average annual pass rate statistics.

For the period **July – September 2010**, the program's average **quarterly** pass rate declined to **50%**; the average **annual** pass rate was **42%**. The California average annual pass rate for graduates from accredited vocational nursing programs who completed the NCLEX-PN® for the first time during the same period is 75%. Therefore, the program's average annual pass rate was **33 percentage points below** the state average annual pass rate.

On November 5, 2010, the Board received the program's request for approval to admit two (2) classes. Specifically, the program proposed the admission of a day class of 15 students and an evening class of 15 students, both classes to commence March 22, 2011. (See Attachment B)

On December 13, 2010, the Board received the program's electronic correspondence titled, "*Program Response to Provisional Accreditation.*" Upon analysis, the assigned consultant identified that the program's response was not fully compliant with the Board's decisions of February 18, 2010. Additional information was requested. (See Attachment C)

On December 23, 2010, the Board received the director's electronic correspondence and revised, "*Program Response to Provisional Accreditation.*" On January 24, 2011, copies of the program's report were received for dissemination to Board members. (See Attachment D)

As presented therein, the program reported implementation of the following interventions:

➤ **Revised Admission Criteria.**

As presented, the program's admission criteria were revised to require applicants to complete the Test of Essential Academic Skills (TEAS). Additionally, the director reported that applicants for admission must have completed two (2) prerequisite classes, such as Anatomy & Physiology and Medical Terminology.

➤ **Revised Instructional Plan.**

The director reported the following revisions in its instructional plan.

1. Improved correlation between presented theory and clinical instruction.
2. Revision of examinations to reflect the style and format of examination items on the NCLEX/PN®.
3. ATI and HESI Assessment Tests have been incorporated throughout the curriculum.
4. Increased emphasis placed on critical thinking.
5. Clinical simulation added to enhance theoretical presentation.

➤ **Identification of Students with Performance Deficits.**

The director reported that all students are assessed on a weekly basis to identify academic strengths and weaknesses. Additionally, the program reported its graduation criteria have been revised to require students to score 80% on a comprehensive exit examination.

➤ **Revised Attendance Policy.**

The director reported the following revisions in its Attendance Policy.

1. Students are required to contact instructors and establish a remediation plan for achievement of unmet objectives.
2. Students are required to participate in scheduled Skills Lab.

➤ **Revised Remediation Policy.**

The director reported revision of its Remediation Policy to require placement of students on academic probation for grades below 75%.

➤ **Adequacy of Instructional Methods and Materials.**

The program reports workshops and seminars have been conducted to improve the development of assigned faculty.

For the period **October – December 2010**, the program's average **quarterly** pass rate declined to **0%**; the average **annual** pass rate was **39%**. The California average annual pass rate for graduates from accredited vocational nursing programs who completed the NCLEX-PN® for the first time during the same period is 76%. Therefore, the program's average annual pass rate was **37 percentage points below** the state average annual pass rate.

In summary, the director has reported implementation of interventions to address students' deficiencies in knowledge and clinical performance. However, it must be noted that the program's pass rates do **not** evidence sustained improvement.

Specifically, program performance statistics evidence that the program's quarterly pass rate has been more than ten (10) percentage points below the State quarterly pass rate for twelve (12) of the thirteen (13) previous quarters. Further, the program's average annual pass rate has been more than ten (10) percentage points below the State average annual pass rate for thirteen (13) consecutive quarters.

On February 18, 2010, the Board placed the program on provisional accreditation from February 1, 2010 through September 30, 2012. The Board directed that the program shall bring its average annual pass rate to no more than ten (10) percentage points below the State annual average pass rate for four (4) consecutive quarters by February 17, 2011. At that time, the program's average annual pass rate was 37%.

The program has failed to bring its average annual pass rate to no more than ten (10) percentage points below the State annual average rate for four (4) consecutive quarters as required. Based on the most recent period (October – December 2010), the program's average annual pass rate pass is 39%. As such, the program's average annual pass rate is 37 percentage points **below** the state average annual pass rate.

Recommendations:

1. Approve the program's request to admit 15 students into a day class commencing March 7, 2011, and graduating March 22, 2012, to **replace** students scheduled to graduate February 10, 2011.
2. Approve the program's request to admit 15 students into an evening class commencing March 7, 2011, and graduating March 22, 2012, to **replace** students that graduated October 28, 2010.
3. Require the Medical Career College Vocational Nursing Program to bring its average annual pass rate to no more than ten (10) percentage points below the State annual average pass rate by **February 28, 2012**.
4. Require the program to admit no further students unless approved by the full Board.
5. Issue a Revised Notice of Noncompliance and Requirements for Correction to reflect:
 - a. Prior violations relative to the program's annual average pass rate on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX/PN[®]) shall be corrected by February 28, 2012; and
 - b. Compliance with all accreditation standards is required.
6. Schedule the program for reconsideration of provisional accreditation at the February 2012 Board meeting.

Rationale: As noted previously, the program was placed on provisional accreditation on February 18, 2010 through February 17, 2012, due to noncompliance with regulatory requirements relative to performance pass rates. Specifically, the program's average annual pass rates have been more

than ten (10) percentage points below the State **annual** pass rates for thirteen (13) consecutive quarters. The Board directed that the program shall bring its average annual pass rate to no more than ten (10) percentage points below the State annual average pass rate for four (4) consecutive quarters by February 17, 2011. At that time, the program's average annual pass rate was 37%.

The following table presents the program's pass rates since placement on provisional accreditation.

Reporting Period	Average Quarterly Pass Rates		Average Annual Pass Rates		Variance
	Program	State	Program	State	
Oct – Dec 2009	36%	76%	37%	73%	-36
Jan – Mar 2010	10%	76%	33%	74%	-41
Apr – Jun 2010	75%	74%	40%	75%	-35
Jul – Sep 2010	50%	76%	42%	75%	-33
Oct – Dec 2010	0%	77%	39%	76%	-37

Based on reported performance statistics, 122 Medical Career College Vocational Nursing Program graduates completed the NCLEX/PN[®] from October 2007 through December 2010. Of the total program graduates tested, 37% (45 graduates passed; 63% (73 graduates) failed the NCLEX/PN[®].

During the past three (3) consecutive quarters, the program's average quarterly pass rates have varied. The average annual pass rates have also varied; however, it is noted that prior to the most recent quarter, the average annual pass rate improved progressively from 33% to 42%. Such improvement supports the recommendation to continue provisional accreditation through February 28, 2012.

- Attachment A: Notice of Change in Accreditation Status dated March 10, 2010.
- Attachment B: Program electronic correspondence dated November 4, 2010; received November 5, 2010.
- Attachment C: Attachment D: Board correspondence dated December 13, 2010.
- Attachment D: Program electronic correspondence received December 23, 2010, and January 24, 2011.
- Attachment E: Draft Notice of Change in Accreditation Status.



BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS
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CERTIFIED MAIL

March 10, 2010

Marilyn S. Castillo, M.S., B.S.N., R.N., President
Vocational Nursing Program
Medical Career College
41300 Christy Street
Fremont, CA 94538

Subject: Notice of Change in Accreditation Status

Dear Ms. Castillo:

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on February 18, 2010, the status of the Medical Career College Vocational Nursing Program has been changed from full accreditation to provisional accreditation for the two – year period from February 18, 2010, through February 17, 2012. Please sign and return the enclosed “Acknowledgement of Change in Accreditation Status” form by **Friday, March 19, 2010**.

AREAS OF NON-COMPLIANCE [VIOLATION(S)]

In accordance with Section 2526.1(c) of title 16 of the California Code of Regulations,

“The Board may place any program on provisional accreditation when that program does not meet all requirements as set forth in this chapter and in Section 2526...”

Section 2530(l) of title 16 of the California Code of Regulations states:

“The program shall maintain a yearly average minimum pass rate on the licensure examination that does not fall below 10 percentage points of the state average pass rate for first time candidates of accredited vocational nursing schools for the same period.

- ...
- (l) Failure to maintain the required yearly average minimum pass rate for two years or eight consecutive quarters may be cause to place a program on provisional accreditation.”

The program pass rates of the Medical Career College, Fremont, Vocational Nursing Program for the past ten (10) quarters are set forth in the following table.

Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate
Jul – Sep 2007	76%	35%
Oct – Dec 2007	76%	36%
Jan – Mar 2008	75%	33%
Apr – Jun 2008	74%	33%
Jul – Sep 2008	74%	29%
Oct – Dec 2008	73%	47%
Jan – Mar 2009	72%	29%
Apr – Jun 2009	70%	35%
Jul – Sep 2009	72%	41%
Oct – Dec 2009	73%	40%

Based on this data, the program failed to meet the annual average pass rate requirement.

REQUIRED CORRECTION(S)

1. The Medical Career College Vocational Nursing Program must bring its licensure examination annual average pass rate to no more than ten (10) percentage points below the State annual average pass rate for four (4) consecutive quarters by **February 17, 2011**.
2. The program must prepare and implement a written plan to improve its pass rate and make modifications to the plan as necessary based on the success or failure of the actions taken. That plan must include a comprehensive analysis of the program, specific actions that will be taken to improve program pass rates, and timelines for expected results. The following elements must be addressed in the analysis:
 - a. Current Student Enrollment.
 - b. Admission Criteria.
 - c. Screening and Selection Criteria.
 - d. Terminal Objectives.
 - e. Curriculum Objectives.
 - f. Instructional Plan.
 - g. Theory and Clinical Objectives for Each Course.
 - h. Lesson Plans for Each Course.
 - i. Textbooks.
 - j. Attendance Policy.
 - k. Remediation Policy.
 - l. Evaluations of Theory and Clinical Faculty.
 - m. Evaluations of Theory Presentations.
 - n. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
 - o. Evaluation of Student Achievement.

3. The program must submit a follow-up report in ten and 22 months evaluating the effectiveness of any corrective actions taken by each element listed in number 2 above.
4. The program must comply with all accreditation standards in article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code section 2880, and article 5 of the Board's regulations, commencing at California Code of Regulations, title 16, section 2525.

Failure to take these corrective actions may cause the Board to revoke the program's accreditation. In the event additional violations of the accreditation standards are identified, such violations may result in further corrective action or revocation of provisional accreditation.

FUTURE BOARD ACTION

Your program will be placed on the **February 2011** Board Meeting agenda for reconsideration of your accreditation status. The nursing education consultant assigned to your program will ask you to submit documentation of the correction of your violation(s) by the fifteenth day of the second month prior to that Board meeting.

OTHER IMPORTANT INFORMATION

Please be advised that, pursuant to the Board's regulations, the program will not be authorized to admit new classes beyond the established pattern of admissions previously approved by the Board. The established pattern of admissions approved by the Board is as follows: Prior Board approval is required for the admission of each class.

In the event your program is required to submit any report(s) as a corrective action pursuant to this notice, such reports are required in addition to any other reports required pursuant to 2527 of the Board's regulations.

The program may no longer advertise that it has full accreditation, and should take steps to correct any ongoing advertisements or publications in that regard.

A copy of title 16, California Code of Regulations, section 2526.1, regarding provisional accreditation is attached for your reference. A complete copy of the Board's laws and regulations can be found on the Board's web site at www.bvnpt.ca.gov.

Should you have questions, please do not hesitate to contact the Board.

Sincerely,

TERESA BELLO-JONES, J.D., M.S.N., R.N.
Executive Officer

cca

Enclosures

cc: Board Members

Agenda Item #15.D. – Attachment B



Medical Career College BVNPT

2010 NOV -5 AM 11:46

edie
BVNPT Received
on 11-8-10 with KR

November 4, 2010

Board of Vocational Nursing
And Psychiatric Technicians
2535 Capitol Oaks Drive, Suite 205
Sacramento, CA. 95833-2945

Dear Ms. Anderson:

I would like to request your kind office for classes that will replace the morning class that will graduate on February 10, 2011 and an evening class that graduated last October 28, 2010 with 15 students each class for the Vocational Nursing Program of Medical Career College in Fremont, California. The start date for both requested classes will be March 7, 2011 and will end March 22, 2012.

The clinical schedules are as follow:

Morning class of 15 students that started September 27, 2010 has Wednesday and Thursday from 7:00 a.m. - 3:30 p.m. clinical schedule

Instructors: Rosita Betonio, R.N. (Main Clinical Instructor)
Veronica Fuentes, R.N. (Substitute)

Clinical Sites: Windsor Country Drive Care Center, Fremont
All Saints Sub-Acute and Rehabilitation Center, San Leandro
Kaiser Permanente Medical Office, Milpitas, CA
The Learning Tree, Fremont
Valley House Care Center, Santa Clara, CA.
A Grace Sub Acute Rehabilitation Care Center, San Jose, CA
Bay Point Health Care Center, Hayward, CA.

Evening Class of 15 students that started last September 27, 2010 has Wednesday and Thursday from 3:00 p.m.- 11:30 p.m. clinical schedule

Instructors: Fred Cohen, L.V.N.(Main Clinical Instructor)
Gloria Galindez, R.N.(Substitute)



Medical Career College

Clinical Sites: Windsor Country Drive Care Center, Fremont
Bay Point Health Care Center, Hayward, CA.
All Saints Sub Acute and Rehabilitation Center, San Leandro
Kaiser Permanente Medical Office, Milpitas, CA
The Learning Tree, Fremont
Valley House Care Center, Santa Clara, CA.
A Grace Sub Acute Rehabilitation Center, San Jose, CA

The new morning class with start date of March 7, 2011 has a clinical schedule as follows:

Monday and Tuesday 7:00a.m- 3:30p.m.

Instructors: Rosita Betonio, R.N.(Main Clinical Instructor)
Veronica Fuentes, R.N. (Substitute)

Clinical Sites: Windsor Country Drive Care Center, Fremont
A Grace Sub Acute and Rehabilitation Center, San Jose, CA
All Saints Sub Acute and Rehabilitation Center, San Leandro
Kaiser Permanente Medical Office, Milpitas, CA
The Learning Tree, Fremont
Valley House Care Center, Santa Clara
Bay Point Health Care Center, Hayward, CA.

The new evening class with start date of March 7, 2011 has a clinical schedule as follows:

Monday and Tuesday 3:00 p.m.- 11:30p.m.

Instructors: Wilhelmina Barin, R.N. (Main Instructor)
Gloria Galindez, R.N. (Substitute)

Clinical Sites: Windsor Country Drive Care Center, Fremont
A Grace Sub Acute and Rehabilitation Center, San Jose, CA
All Saints Sub Acute and Rehab. Center, San Leandro
Bay Point Health Care Center, Hayward, CA.
Kaiser Permanente Medical Office, Milpitas, CA
The Learning Tree, Fremont
Valley House Care Center, Santa Clara



Medical Career College

With regards to the school resources, MCC is able to provide ample comfortable space for classroom, library/conference room and skills lab with adequate equipment and supplies needed for students to use.

MEDICAL CAREER COLLEGE is at 41300 Christy St. on a 9,449 sq.ft. space building. The school has different rooms for the purpose of providing a better atmosphere for learning. It has 2 large classrooms and 1 large skills lab (6 bed capacity) for VN Program. Other rooms include library/conference, computer lab, faculty room, Director's office, classrooms for CNA's, Hemodialysis Technicians and a separate skills lab for those programs. There is also a storage room, printer room, break room and 2 large bathrooms. With regards to access to transportation, there are two bus stops right in front of the school coming from the Bart Station.

Thank you for your kind consideration regarding this matter.

Sincerely,

Marilyn Castillo, R.N., B.S.N.
Director of VN Program

Please complete the following Enrollment Data Table for all classes currently enrolled and for those that are proposed.

Medical Career College: 41300 Christy Street, Fremont, CA. 94538

ENROLLMENT DATA			
CLASS DATES		#Students Admitted at time of class start	#Students who are still in the class
Date class started or will start	Date class will Complete		
01/04/2010	02/10/2011	15	15
09/27/2010	10/13/2011	11	10
09/27/2010	10/13/2011	11	9
03/07/2011	03/22/2012		
03/07/2011	03/22/2012		

Board of Vocational Nursing & Psychiatric Technicians
ANNUAL REPORT - SCHOOL FACULTY
 Vocational Nursing Program

School Name	Faculty Name	Type of License			Degree				Tchg. Cred./Equiv.				Position Code				FT; PT; Substitute			Teaches Theory and or Clinical			Board Approval Date	Employee Termination Date (If Applicable)		
		RN		VN		PT		A	B	M	D	C	E	D	AD	I	TA	AF	FT	PT	S	(T)			(C)	Both
Medical Career College	Barin, Wilhelmina	1						1							1				1						04/20/10	
	Betonio, Rosita	1					1								1				1						09/13/06	
	Castillo, Marilyn	1					1						1						1						10/06/05	
	Cohen, Fred			1											1				1						9/30/09	
	Fuentes, Veronica	1					1								1				1						2/09/10	
	Galindez, Gloria	1					1								1				1						8/04/09	
	Germaine, Josephine	1					1								1				1						2/23/06	
	Chan, Fan Fung	1					1								1				1						06/02/08	09/28/10
	De Guzman, Mervina	1					1								1				1						08/24/07	09/28/10
	Telmo, Maricar	1					1								1				1						03/20/08	09/28/10

Maternity/Pediatric Clinical Experience Tracking Form

List the abbreviation for the facility/unit where each student will be located for their maternity, pediatric and other experience each week during the level. The purpose of this form is to demonstrate how you will rotate your students through your maternity and pediatric slots to allow every student to have the number of hours of clinical experience in maternity and pediatrics that you have designated in your curriculum. Please modify the form to indicate the number of students you are requesting and the number of weeks in your terms.

Students	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
1.	LT (P)	LT (P)	LT (P)	KP (O)	KP (O)	KP (O)
2.	LT (P)	LT (P)	LT (P)	KP (O)	KP (O)	KP (O)
3.	LT (P)	LT (P)	LT (P)	KP (O)	KP (O)	KP (O)
4.	LT (P)	LT (P)	LT (P)	KP (O)	KP (O)	KP (O)
5.	LT (P)	LT (P)	LT (P)	KP (O)	KP (O)	KP (O)
6.	LT (P)	LT (P)	LT (P)	KP (O)	KP (O)	KP (O)
7.	LT (P)	LT (P)	LT (P)	KP (O)	KP (O)	KP (O)
8.	LT (P)	LT (P)	LT (P)	KP (O)	KP (O)	KP (O)
9.	LT (P)	LT (P)	LT (P)	KP (O)	KP (O)	KP (O)
10.	LT (P)	LT (P)	LT (P)	KP (O)	KP (O)	KP (O)
11.	LT (P)	LT (P)	LT (P)	KP (O)	KP (O)	KP (O)
12.	LT (P)	LT (P)	LT (P)	KP (O)	KP (O)	KP (O)
13.	LT (P)	LT (P)	LT (P)	KP (O)	KP (O)	KP (O)
14.	LT (P)	LT (P)	LT (P)	KP (O)	KP (O)	KP (O)
15.	LT (P)	LT (P)	LT (P)	KP (O)	KP (O)	KP (O)
16.	KP (O)	KP (O)	KP (O)	LT (P)	LT (P)	LT (P)
17.	KP (O)	KP (O)	KP (O)	LT (P)	LT (P)	LT (P)
18.	KP (O)	KP (O)	KP (O)	LT (P)	LT (P)	LT (P)
19.	KP (O)	KP (O)	KP (O)	LT (P)	LT (P)	LT (P)
20.	KP (O)	KP (O)	KP (O)	LT (P)	LT (P)	LT (P)
21.	KP (O)	KP (O)	KP (O)	LT (P)	LT (P)	LT (P)
22.	KP (O)	KP (O)	KP (O)	LT (P)	LT (P)	LT (P)
23.	KP (O)	KP (O)	KP (O)	LT (P)	LT (P)	LT (P)
24.	KP (O)	KP (O)	KP (O)	LT (P)	LT (P)	LT (P)
25.	KP (O)	KP (O)	KP (O)	LT (P)	LT (P)	LT (P)
26.	KP (O)	KP (O)	KP (O)	LT (P)	LT (P)	LT (P)
27.	KP (O)	KP (O)	KP (O)	LT (P)	LT (P)	LT (P)



Program Response to Provisional Accreditation

The purpose of this report is to present a plan from to the Board of Vocational Nursing and Psychiatric Technician on the proposed efforts to improve the pass rate for the NCLEX PN examination pass rates for Medical Career College (MCC) LVN program students.

The LVN Program was initiated by MCC in 2006. The first cohort of students was admitted based on the school's admission criteria. The design of the program and the sequences of courses were developed in a different manner and the content of the NCLEX PN was not integrated in the courses. Once the program was completed, the students did the review individually without any supervision from neither the school nor any additional follow-up.

The pass rate of the school for the quarters of 2007-2009 is as follows:

DATE	State Annual Average Pass Rate	Program Annual Pass Rate
July-Sept 2007	76%	35%
Oct-Dec 2007	76%	36%
Jan –March 2008	75%	33%
April-June 2008	74%	33%
July –Sept. 2008	74%	29 %
Oct-Dec 2008	73%	47%
Jan-Mar 2009	72%	29%
Apr – Jun 2009	70%	35%
July –Sept. 2009	72%	41%
Oct-Dec 2009	73%	40%

On February 28, 2010, the school was placed on a provisional accreditation based on the poor pass rate and ordered that the program's pass rate should be improved to no more than ten (10) percentages below the State annual average pass rate.

The President of the College and Director of the Program prior to the BVNPT ruling has solicited the assistance of an Academic Consultant to conduct a review of the program.



Medical Career College

Report to President Marilyn Castillo, M.D.

July 31- Aug 1, 2008

By

Rosalinda Elena B. Mila, M.D.

This is a report of the visit to Medical Career College July 31-August 1, 2008

Strengths of Medical Career College:

- ❖ Accreditation/approval of the VN, CNA, Home health and Hemodialysis programs.
- ❖ Facility that is spacious, neat, clean, and accessible.
- ❖ Nursing laboratory with supplies
- ❖ President of the College has experience with MD and Nursing Degrees
- ❖ Committed and friendly staff

Weakness and Recommendations

Weakness	Recommendation	Reference if Appropriate
1. Lack of defined job descriptions.	Develop specific job descriptions with responsibilities delineated for both academic and administrative staff. Actual duties should be matched with assignments.	
2. Lack of directions for needed responsibilities	Develop action plans with responsible party and timelines. Regular staff meetings	
3. Lack of orientation for instructors when hired.	Develop an orientation and implement it. Develop process for mentoring new faculty.	
4. Centralized control	Develop organizational chart with clear lines of communication. Be sure there is communication up and down the organization.	Accreditation site visits may be a problem if this is not done. What is on paper should match what is actually being done and instructors should all be aware of what has been submitted.
5. Instructors have limited involvement with program evaluation.	Instructors should assess student examinations and provide summary of student evaluations to be discussed at a faculty meeting. Proactively identify needs and challenge students	



Medical Career College

6. VN care plans are not consistent from course to course and no common rubrics have been established.	Develop a consistent format for care plans and develop a rubric for evaluation. This will be valuable for both instructors as well as students.	
7. Pass rate for VN for 2007 was 30% as published by the Board on the Board website.	Provide review the NCLEX-PN	
8. Desire for national accreditation and addition of new programs	Obtain material from ACCST and BRN, and then begin to develop material for review.	

During the review, various strategies were undertaken to address the rigor of the program.

The educational mission and goals of Medical Career College were revisited. As of the moment, the latest annual pass rate (10/09-09/10) of MCC is at 84.62. The school is currently allowed to admit 15 students per class with prior approval from the BVNPT. At present, there are three cohorts: Cohort 7 with 15 students that will graduate on Feb10, 2011, Cohort 8 and Cohort 9 with 10 and 9 students respectively and will graduate on October 13, 2011.

The admission requirements were revisited. The Test of Essential Academic Skills was added to the admission requirements.

" The purpose of *TEAS® test (Test of Essential Academic Skills) is to identify strengths and weaknesses in the basic information needed to successfully complete a nursing program and ultimately pass NCLEX and begin a career in this satisfying medical profession. Because of its reputation, some nursing schools use the TEAS test as their entrance examination.

The *TEAS® test has 170 items and is divided into four parts. It takes just under four hours and each section is timed separately.

1. **READING** has 40 items covering paragraph comprehension, comprehension of longer passages, and making inferences and coming to conclusions. This section lasts 50 minutes.
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4. The **ENGLISH and LANGUAGE USAGE** section has 55 items and covers



Medical Career College

punctuation, grammar, sentence structure, contextual words, and spelling. This section lasts 65 minute."

Other admission requirements are the proof of high school diploma, completion of two prerequisites such as Anatomy & Physiology (25 points) and Medical Terminology (25 points), and 2 letters of recommendations (10 points). Candidates are selected by adding the points and taking into consideration the timeliness and completeness of the submitted requirements

The Director for Vocational Nursing and Director of Admissions conduct the entrance interview and all the necessary documents are submitted for the compliance.

With regards to the curriculum and terminal objectives, MCC has a monthly Faculty Meeting to talk about all the important issues about the program, suggestions and revisions towards curriculum enhancement, review of policies and procedures, updates with the different cohorts. During these meetings, each faculty member has the chance to share educational resources, strategies and techniques, new ideas and issues that need to be resolved to improve their quality of teaching.

MCC has conducted seminars and workshops towards faculty development. The faculty members must also have the clear responsibility to participate in administering and implementing policy, particularly pertaining to academic affairs. They are involved in creating their syllabus and lesson plans, selecting the course materials, instructional equipments and utilizing outside resources to enhance the quality of student learning. Our faculty members perform regular assessment of student learning outcomes through direct and indirect evidence by giving written and oral quizzes, oral presentations, case studies, return demonstrations, computer adaptive testing and group works. Every quarter or at the end of each term, instructors do student evaluations for both theory and clinical portions of the program. Those students with low grades and poor attendance and unsatisfactory performance in class are placed into remediation and progressive discipline per institution policy. Faculty members are very well involved with providing tutorials for those students who needs help. The evaluation of Clinical and Theory Instructors every end of each term by the students and annually by the VN Program Director is done. The results of the evaluations are discussed with the individual faculty. Orientation of new faculty members is implemented. All faculty members e aware of their job descriptions and placed in their personal files.

Additional educational resource includes books in the library (2006-2011) and new reference materials. The textbooks from Lippincott and Evolve/Elsevier Publishing Company are used. The computer adaptive tests include ATI and HESI (Case Studies, Specialty Tests, Comprehensive Tests) to improve the student's critical thinking and analysis. A HESI live review and in-house NCLEX reviews after graduation free of charge to the graduates.

An exit comprehensive test is required by MCC for the graduating students before they will be released to take the NCLEX-PN. It is set to 80% passing grade. The faculty shares any educational resources and information with each other to achieve a one



Medical Career College

common goal, and that is, to improve student achievement and improve Medical Career College's pass rate. The ultimate goal is to achieve a comparable pass rate to state scores, continue to be an institution of higher learning with rigor and prepare students for a career.

Agenda Item #15.D. – Attachment C



STATE AND CONSUMER SERVICES AGENCY • ARNOLD SCHWARZENEGGER, GOVERNOR
BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS
2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945
Phone (916) 263-7800 Fax (916) 263-7866 Web www.bvnpt.ca.gov



December 13, 2010

Marilyn S. Castillo, B.S., R.N., Director
Vocational Nursing Program
Medical Career College
41300 Christy Street
Fremont, CA 94538

Subject: Accreditation Status

Dear Ms. Castillo:

The Board of Vocational Nursing and Psychiatric Technicians (Board) is scheduled to reconsider the following elements relative to the ***Medical Career College Vocational Nursing Program*** on **February 25, 2011**.

- Reconsideration of Provisional Accreditation Status.
- Request to Admit Students.

The Board received your electronic correspondence this day, titled, "Program Response to Provisional Accreditation." As presented, the submitted document does not fully comply with the Board's decisions of February 18, 2010.

As specified in the *Notice of Change in Accreditation Status*, dated March 10, 2010, the following corrections were required.

1. The Medical Career College Vocational Nursing Program must bring its licensure examination annual average pass rate to no more than ten (10) percentage points below the State annual average pass rate for four (4) consecutive quarters by **February 17, 2011**.
2. The program must prepare and implement a written plan to improve its pass rate and make modifications to the plan as necessary based on the success or failure of the actions taken. That plan must include a comprehensive analysis of the program, specific actions that will be taken to improve program pass rates, and timelines for expected results. The following elements must be addressed in the analysis:
 - a. Current Student Enrollment.
 - b. Admission Criteria.
 - c. Screening and Selection Criteria.
 - d. Terminal Objectives.
 - e. Curriculum Objectives.
 - f. Instructional Plan.
 - g. Theory and Clinical Objectives for Each Course.

- h. Lesson Plans for Each Course.
 - i. Textbooks.
 - j. Attendance Policy.
 - k. Remediation Policy.
 - l. Evaluations of Theory and Clinical Faculty.
 - m. Evaluations of Theory Presentations.
 - n. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
 - o. Evaluation of Student Achievement.
3. The program must submit a follow-up report in ten and 22 months evaluating the effectiveness of any corrective actions taken by each element listed in number 2 above.
4. The program must comply with all accreditation standards in article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code section 2880, and article 5 of the Board's regulations, commencing at California Code of Regulations, title 16, section 2525.

All requested information must be received by **Friday, December 24, 2010.**

Should you have questions, please do not hesitate to contact me at (916) 263-7843.

Sincerely,

Cheryl C. Anderson

CHERYL C. ANDERSON, M.S., R.N.

Supervising Nursing Education Consultant

cca

Attachments:

- 1. Blank Enrollment Table.
- 2. Blank Faculty and Facility Forms.
- 3. Faculty: Student Assignment Form.
- 4. OB/Peds Tracking Form.
- 5. Acknowledgement Form.

Agenda Item #15.D. – Attachment D



Medical Career College

BVNPT Received
on 1/24/10 with KR

BVNPT

2011 JAN 24 AM 11:26

Program Response to Provisional Accreditation

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- ❖ President of the College has MD and Nursing Degrees
- ❖ Committed and friendly staff.

Weakness and Recommendations

Weakness	Recommendation	Reference if Appropriate
1. Lack of defined job descriptions.	Develop specific job descriptions with responsibilities delineated for both academic and administrative staff. Actual duties should be matched with assignments.	



Medical Career College

2. Lack of directions for needed responsibilities	Develop action plans with responsible party and timelines. Regular staff meetings	
3. Lack of orientation for instructors when hired.	Develop an orientation and implement it. Develop process for mentoring new faculty.	
4. Centralized control	Develop organizational chart with clear lines of communication. Be sure there is communication up and down the organization.	Accreditation site visits may be a problem if this is not done. What is on paper should match what is actually being done and instructors should all be aware of what has been submitted.
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Medical Career College

The pass rate of the school for the quarters of 2009-2010 is as follows:

DATE	State Annual Average Pass Rate	Program Annual Pass Rate
04/01/2009-03/31/2010		30%
07/01/2009-06/30/2010		100%
10/01/2009-09/30/2010		84.62%

A. Current Student Enrollment

ENROLLMENT DATA			
CLASS DATES		#Students Admitted at time of class start	#Students who are still in the class
Date class started or will start	Date class will Complete		
01/04/10	02/10/11	15	15
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B. Admissions Criteria

The admission requirements were revisited. The Test of Essential Academic Skills was added to the admission requirements.

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Medical Career College

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Other admission requirements are the proof of high school diploma, completion of two prerequisites such as Anatomy & Physiology (25 points) and Medical Terminology (25 points), and 2 letters of recommendations (10 points). Candidates are selected by adding the points and taking into consideration the timeliness and completeness of the submitted requirements

The Director for Vocational Nursing and Director of Admissions conduct the entrance interview and all the necessary documents are submitted for the compliance.

C. Selection and Screening Criteria

1. Applicant's name will be put on the eligibility list upon completion of application/registration form, completion of prerequisites, academic requirements like Diploma, TEAS testing result and payment of fees.
2. Two candidates will be considered "alternates" and will be able to attend through the Fundamentals period (3 weeks) when the quota has been filled.
3. The first alternate will be allowed to replace any student who leaves the program during that period of time.
4. If an alternate does not replace a student, he/she will be guaranteed admission to the next class.
5. All the rest of the other applicants proven eligible but did not make the quota are placed in a wait list.
6. The wait list will be good for 12 months.



D. Terminal Objectives

The Terminal Objectives were revisited and aligned with the Vision and Mission of the College. Bloom's taxonomy of Objectives was utilized to enhance them.

Vocational Nurse Program Terminal Objectives

Upon satisfactory completion of the Board of Vocational Nursing and Medical Career College requirements for this program, the graduate will be prepared to:

1. Use basic knowledge of normal human anatomy and function, principles of communication of different diseases and human psychological conditions as well as the physical responses to diseases to provide safe and effective nursing care to all clients of all ages in different health care settings.
2. Utilize the nursing process in observing, recognizing, reporting and participates in patient care planning and implementation to meet the client and their families holistic needs by performing technical and manual nursing skills within the scope of practice for the Licensed Vocational Nurse in State of California.
3. Recognize, respect and support growth and development and cultural diversity of all people under his/her care with respect to their rights, dignity and individuality.
4. Use proper and effective interpersonal skills when communicating with clients, families and co-workers by fostering confidentiality and collaboration between the client and to all members of the health care team by organizing care in a health care setting that will provide appropriate direction to staff members.
5. Recognize each client as a unique entity as well as an integral part of a family, a culture and the community by assisting and helping the client to meet and attain his/her optimal physical, emotional, psychological, social, spiritual, and intellectual and safety needs.
6. Provide health education and information related to community health services, and resources in relation to activities of daily living and health practices for clients with common illnesses.
7. Function and assume responsibilities within the legal and ethical boundaries of his/her role as a Licensed Vocational Nurse in the State of California.
8. Assume responsibility for personal and professional growth to broaden and advance his/her knowledge and skills.

E. /G. Curriculum, Theory and Clinical Objectives

With regards to the curriculum, theory and clinical objectives, MCC has a monthly Faculty Meeting to talk about all the important issues about the program, suggestions and revisions towards curriculum enhancement, review of policies and procedures, updates with the different cohorts. During these meetings, each faculty member has the chance to share educational resources, strategies and techniques, new ideas and issues that need to be resolved to improve their quality of teaching.



PREREQUISITES COURSES

1. ANATOMY AND PHYSIOLOGY (54 HOURS)

1. Define anatomical terms and identify major organ structures
2. Classify organ structures and functions
3. Describe primary functions
4. Identify landmarks utilized in nursing
5. classify the different organ systems and homeostasis
6. discuss alterations caused by illness

2. MEDICAL TERMINOLOGY (54 HOURS)

1. Analyze word roots, important acronyms and eponyms
 2. Employ prefixes and suffixes in word building and analysis
- Exhibit a strong knowledge of medical terminology

VOCATIONAL NURSE COURSES

Course: Basic Medical Surgical Nursing (BMS)

Total:	Theory	180 hours
	Clinic	288 hours

Course Description:

Fundamentals of bedside nursing. Theoretical framework for understanding process of assessing and planning nursing care of the adult patient is discussed. The application of principles and practice of basic nursing care, nutrition, and medication administration is emphasized.

Curriculum Objectives for Basic Medical Surgical Nursing

By the end of BMS the student will demonstrate:

1. knowledge of the origins of nursing and the role of the LVN
2. beginning skills in basic nursing procedures
3. beginning understanding of the nursing process and care planning
4. beginning skills in caring for clients with selected conditions
5. beginning cultural sensitivity when providing care to clients
6. beginning knowledge and skill in administering oral medications



Theory Course Objectives:

Upon completion of this course the student will be able to:

1. Utilize basic communication skills.
2. Practice basic skills in observations by reporting and recording obvious deviations from physical and emotional norms.
3. Utilize problem solving techniques to obtain information needed for safe and individualized nursing care.
4. Define and correctly use medical terminology.
5. Understand the role of the hospital and its function in the community.
6. Apply scientific principles of anatomy and physiology to provide safe and effective nursing care.
7. Function as a member of a nursing team and demonstrate professional attitudes and interpersonal relationships.
8. Demonstrate ability to safely administer oral medications.
9. Demonstrate ability to meet comfort and hygiene needs of the patient and to modify environment appropriately.
10. Organize and carry out a nursing assignment for one or two patients.
11. Demonstrate the appropriate use of universal precautions.
12. List components of the Nursing Process.
13. Describe basic nutritional principles and standard hospital diets.
14. Demonstrate ability to perform a physical assessment.
15. Solve drug dosage problems with a minimum of 100% accuracy.
16. Explain the six rights of drug administration.
17. Describe safety guidelines in preparing and administering drugs.
18. Describe biological factors affecting the action of drugs.
19. Demonstrate knowledge of the basic principles of nutrition for healthy individuals.
20. Describe standard hospital diets.

Clinical Objectives:

Upon completion of this course the student will be able to:

1. Demonstrate knowledge of the nursing process in providing beginning individualized nursing care.
2. Demonstrate efficient use of time and resources.
3. Provide safe, responsible nursing care for one or two patients.
4. Use knowledge of anatomy, physiology and Maslow's list of basic human needs in providing nursing care.
5. Demonstrate beginning skills in communication and interpersonal skills.
6. Prepare and administer oral medications using the 6 "rights" of drug administration.
7. Discuss and explain the drugs administered, the indications for giving and potential side effects.



Course: Intermediate Medical Surgical Nursing (IMS) Curriculum Objectives

Total:	Theory	180 hours
	Clinic	288 hours

Course Description:

Common health problems of adults and related issues including medications, nutrition, socioeconomic, psychological and cultural factors. Includes application of principles and practices of intermediate nursing care to adult clients in the clinical setting.

Curriculum Objectives for Intermediate Medical Surgical Nursing

By the end of IMS the student is expected to demonstrate:

1. Increased knowledge and ability to care for clients with more involved medical and surgical situations
2. Ability to search out information required for patient care
3. Ability to give suggestions to the R.N. regarding nursing care plans
4. Increased knowledge and skill in oral medication administration and beginning skill in administering parenteral medications
5. Cultural sensitivity when caring for clients and families

Theory Course Objectives:

Upon completion of this course the student will be able to:

1. Describe verbally and in writing, the normal structure and function of the body systems studied.
2. Apply principles of nursing care to patient with medical and/or surgical disorders, including medications, pre and post- operative care, and asepsis.
3. Identify nutritional needs of clients related to presented conditions.
4. Refine skills in problem solving and planning nursing care.
5. Apply safety principles and techniques in client care.
6. Demonstrate understanding of the responsibility of the nurse in the preparation of clients for and assisting with diagnostic tests.
7. Explain diagnostic measures used in detecting selected medical-surgical conditions.
8. Explain physiologic effects of selected disease conditions.
9. Explain influence of emotional factors on selected diseases.
10. Demonstrate understanding of the influence of culture, race, and religion upon health and wellness of the individual.
11. Solve drug dosage problems with a minimum of 100% accuracy.



Clinical Objectives:

Upon completion of the course the student will be able to:

In the clinical setting the student will demonstrate a knowledge of:

1. Normal anatomy and physiology of selected conditions.
2. Principles of nursing care and pharmacology on selected medical and surgical conditions.
3. The relationship between diet and the treatment of disease.
4. Emotional changes due to illness, stress and anxiety.
5. Cultural, religious, and other influences on the client's health.
6. Community resources and the need for disease prevention.

The student will demonstrate satisfactory performance by:

1. Improving technical skill in performing treatments and procedures.
2. Improved written and oral communication skills.
3. Utilizing more advanced problem solving in collaboration with the nursing team.
4. Organizing work and setting appropriate priorities.
5. Identifying client needs verbally and in writing.
6. Charting diagnosis-pertinent observations on assigned clients.
7. Administering parenteral and percutaneous medications correctly.

Course: Advanced Medical Surgical Nursing (AMS) **Curriculum Objectives**

Totals:	Theory	180 hours
	Clinic	284 hours

Course Description:

Common health problems of adults and related issues, including medications, diet therapy, socioeconomic, psychological and cultural factors. Clinical supervision will include the application of principles and practices of advanced nursing care of adult clients, patient teaching and care planning. Emphasis on organization and preparation for licensure and employment.

Curriculum Objectives for Advanced Medical Surgical Nursing

By the end of AMS the student is expected to demonstrate:

1. advanced knowledge and skill in providing care to clients with very involved conditions
2. improved ability to expand nursing care plans by coordinating with other staff
3. ability to provide culturally sensitive care for clients and their families



4. knowledge and skill in administering oral and parenteral medications
5. professional attitude when working with facility staff, instructors and other students
6. Explain the role of the LVN in home health care

Theory Course Objectives:

Upon completion of this course the student will be able to:

1. Describe, verbally and in writing, the normal structure and function of the body systems studied.
2. Recognize anatomical and physiological changes resulting from disturbances in the body systems studied.
3. Discuss the role of the nurse who prepares the client and assists with diagnostic tests specific to conditions of the systems studied.
4. Identify, verbally and in writing, the needs of selected surgical clients and the significant factors in perioperative nursing care.
5. Demonstrate an ability to distinguish between physiological and psychological needs.
6. Identify verbally and in writing, responses which promote or block therapeutic communication.
7. Demonstrate ability to provide information to team members incorporating principles of communication and interpersonal relationships.
8. Demonstrate ability in a role playing scenario to deal with a problem situation with a client, family or staff member.
9. Identify and describe three types of leadership.
10. List at least four steps charge nurses can take to help satisfy team members' higher level needs.
11. Share with peers one reference source for improving geriatric nursing expertise and one reference for improving leadership expertise.
12. Identify specific qualities desirable in an effective leader or charge nurse.
13. Explain fluid and electrolyte balance and the role of the kidneys in maintaining this balance.
14. Discuss principles of renal dialysis.
15. Describe etiology, symptoms, complications and treatment of venereal disease.
16. Discuss social and psychological implications of venereal disease.
17. Discuss psychological, physiological and sociological theories on the causes of alcoholism.
18. Discuss the extent and patterns of local and national drug abuse.
19. List short and long term goals for rehabilitation of patients with neurologic conditions.
20. Discuss implications of neurologic conditions for the patient in relation to altered body function or body image and prognosis.
21. Explain levels of consciousness of the patient and the nursing care involved.
22. Achieve a minimum math competency score of 90% or better.



Clinical Objectives:

Upon completion of this course the student will be able to:

1. Describe and explain the normal anatomy and physiology and the changes resulting from altered functions of specific body systems.
2. Utilize the basic steps and methods of problem solving and apply this to nursing actions.
3. Understand normal nutritional needs and how they are altered due to illness.
4. Use appropriate communication skills to discuss, assess and prepare verbal and written reports.
5. Develop a plan for nursing care based on client needs and modify it based upon client response.
6. Plan and organize an assignment for two clients using initiative, independence and logic to set priorities.
7. Explain the client's diagnosis.
8. Provide nursing care that will maintain optimal physical and mental health for the client and which conforms to doctor's orders.
9. Discuss the medications each assigned client is receiving including action, reason for administration, side effects, and nursing care.
10. Apply scientific principles in the performance of nursing care.
11. Provide basic health teaching and training to help meet the needs of the client and his family.
12. Provide frequent or continuous nursing assessment for a critically ill client.
13. Evaluate the effectiveness of his/her care.
14. Explain the role of a team leader.
15. Function in the role of team leader supervising a minimum of three other students.

Course: Obstetrics

Total:	Theory (6 hrs x 3 weeks)	=	18 hours
	Clinic (18 hrs x 3 weeks)	=	54 hours

Course Description:

Principles of nursing care of client during prenatal, delivery, and post-partum periods. Observation in obstetrics and newborn areas in the hospital setting.



Curriculum Objectives:

By the end of Obstetrics, the student is expected to demonstrate:

1. Increased knowledge and ability to care for clients with obstetrical conditions
2. Ability to search out information required for patient care
3. Ability to give suggestions to the R.N. regarding OB nursing care plans
4. Increased knowledge and skill in oral medication administration and beginning skill in administering parenteral and pain medications
5. Cultural sensitivity when caring for clients and their families.

Theory Course Objectives:

Upon completion of this course the student will be able to:

1. Discuss historical changes and the impact on maternal and infant mortality.
2. Describe physical changes in mother and fetus from conception to birth.
3. Discuss complications of pregnancy and methods of prevention and treatment.
4. Identify the most common conditions which put pregnancy at risk.
5. Discuss care of the client from prenatal period through post-partum.
6. Describe physiological changes occurring in each stage of labor.
7. List a minimum of two postpartum complications.
8. Discuss the role of the nurse as a health teacher in family centered maternity care.

Clinical Course Objectives:

1. Admit a client to the labor room and assist the family during labor.
2. Care for a mother after vaginal delivery.
3. Care for a mother after cesarean section.
4. Assist with the admission of a newborn to the nursery.
5. Assist with the assessment for at least one newborn.
6. Develop a plan of care using NANDA for a client during the postpartum period.
7. Develop a nursing care plan for a newborn using NANDA.
8. Assist with discharge teaching for a mother and baby.

Course: Pediatrics

Total: Theory (6 hrs x 3 weeks) = 18 hours
Clinic (18 hrs x 3 weeks) = 54 hours



Course Description:

Normal child growth and development. Characteristics of the well child and related socioeconomic, psychological and cultural factors. Supervised observation and participation in facilities which provide care for children.

Curriculum Objectives:

By the end of Pediatrics, the student is expected to demonstrate:

6. Increased knowledge and ability to care for well and sick children
7. Ability to search out information on immunization schedules
8. Ability to give suggestions to the R.N. regarding Pediatric nursing care plans
9. Increased knowledge and skill in oral medication administration and beginning skill in administering parenteral medications
10. Cultural sensitivity when caring for clients and their families.

Theory Course Objectives:

Upon completion of this course the student will be able to:

1. Describe a child's normal growth and development from birth to adolescence.
2. Teach parents about basic health care, growth and development and about changes that occur during pediatric hospitalization.
3. Establish effective relationships with families and other health TEAM members.
4. Name the common childhood communicable diseases for which immunizations are available.
5. Develop a nursing care plan utilizing problem solving techniques.
6. Use two systems to successfully calculate children's dosages.

Clinical Course Objectives:

Upon completion of this course the student will be able to:

1. Communicate appropriately with a child and the parents while providing nursing care.
2. Describe the role of the pediatric nurse.
3. Demonstrate correct technique in measuring a child's height weight and head circumference.
4. Plan and evaluate play therapy for a child.
5. Care for children in a well-child setting.
6. Care for sick children in an outpatient setting.



F. INSTRUCTIONAL PLAN

The plan has been improved with the former schedule followed and with a new set of instructors correlating the theory and clinical to the NCLEX examination format through the assistance of ATI and HESI.

H. LESSON PLANS for Each Course

Update of the lesson plans with the introduction of new textbooks and current materials are done continuously. The regular testing conducted weekly diagnose the strengths and weaknesses of students and/or cohorts.

Strategies for effective testing include item analysis of questions in pure recall, analysis and interpretation. Critical thinking is encouraged not only through written examinations but also in the daily class participation. Case studies are utilized through usage of Evolve/Elsevier instructional resources. Skills are demonstrated in the simulations and return demonstrations are critiqued.

The sequencing of knowledge and skills acquisition is monitored and students are individually counseled /tutored for any difficulties/challenges.

I. Textbooks

Fundamentals of Nursing, The Art and Science of Nursing Care, 6th Edition, Carol Taylor, Carol Lillis, Priscilla Lemone (Used in Basic Medical-Surgical Nursing BMS0, 2008

Introductory Medical-Surgical Nursing, 10th Edition, Barbara K. Timby and Nancy Smith (Used in Intermediate and Advanced Medical-Surgical Nursing-IMS & AMS), 2009

Introductory Clinical Pharmacology, 8th Edition, Sally Roach and Susan Ford (Used in all three, BMS,IMS,AMS), LWW, 2008

Introduction to Maternity & Pediatric Nursing, 5th Edition, Emily McKinney and Christine Rosner (Used in Maternity and Pediatric Nursing), Saunders Elsevier, 2007

Medical Terminology Systems, A Body Systems Approach, 6th Edition, Barbara Gyls and Mary Ellen Wedding, F.A. Davis, 2009 (Used in Medical Terminology and Anatomy & Physiology)

Stedman's Medical Dictionary for the Health Professions and Nursing, Illustrated, 6th Edition, LWW, 2008 (Optional , student's choice)

Nursing 2011 Drug Handbook, 31st Edition, Lippincott, 2011 (Optional, student's choice)



J. Attendance Policy

The Attendance Policy has been strengthened with the increasing emphasis on class participation, quizzes and case discussions.

This program follows a sequential pattern from basic to more complex information. Each new block of information adds to and builds upon the previous level. Students must meet the required objectives in theory and clinical performance for each block before advancing to the next. It is the student's responsibility to contact the instructor to establish ways of achieving unmet objectives that occur for any reason.

Students are cautioned that excessive non-attendance interferes with the ability to complete this program. Experiences in the clinical area cannot be duplicated and valuable learning opportunities are lost. The most common problems which interfere with learning frequent tardiness and absences. In the event that either of these problems occurs a conference with the instructor will be held with the goal to provide the student with every opportunity for success in this program.

- I. Students are expected to attend regularly and be on time for both theory and clinical classes.
- II. A daily sign in sheet will be used which will be countersigned by the instructor.
- III. Students who are unable to attend theory or clinical portions of the program must notify the instructor at least one hour before the start of class.
- IV. An agreement must be made promptly with the instructor for make up work.
- V. A decision to dismiss or retain any student will be based on the student's overall performance and the reason(s) for excessive absenteeism or tardiness.

NOTE: Dismissal is determined by the Director.

- VI. Students are required to participate in skills lab as scheduled.
- VII. All classes are on site. There are no remote learning classes available.
- VIII. Tuition fees will be refunded, if applicable, to students who are dismissed from the program using the standard, state mandated formula and process.

K. Remediation Policy

The policy states that a student is required to attend remediation once the grade falls below 75%. This is the period of academic probation. When the grade improves to 75% and above, the remediation ceases. The Vocational Nurse Director and/or instructor in charge conducts the remediation. Within the Course, the student undergoes at least three counseling sessions. The student after the remediation and counseling may be terminated from the program if no improvement or progress occurs. The student may appeal the decision based on merit.



L. Evaluations of Theory and Clinical Faculty

Student Evaluation of Instructor

Instructor Name: _____ Date: _____

(Circle One) Theory Clinical Both

Please rate this instructor by checking the appropriate number for each criterion.

Thank you,
Marilyn S. Castillo, R.N., B.S.N., V.N. Program Director

Please use the following guide when answering:

1 – Excellent 2 – Above Average 3 – Average 4 – Poor N/A

Faculty Criteria	Your Rating
Served as a role model.	
Provided support and guidance.	
Reviewed learning objectives and discussed ways to achieve them.	
Reviewed the skills that I could perform independently and those that needed direct supervision.	
Oriented me to the unit and the facility and introduced me to key participants of the health care team.	
Helped me to utilize the nursing process and make independent clinical judgments and plans within the L.V.N. scope of practice.	
Provided frequent feedback on my progress.	
Demonstrated good listening skills.	
Showed enthusiasm for the instructor role.	
Would you recommend this instructor continue instructing at Medical Career College?	Yes No (circle one)

Notable strengths or weaknesses and any other comments about the instructor:



M. Evaluations of Theory Presentation

Vocational Nurse Program

	Excellent	Very Good	Good	Poor
Training Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theory Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Objectives Explained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Topics Taught Clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction Easily Understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laboratory Skills Room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical Training Facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receptiveness of Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical Objectives Met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Term: Basic Intermediate Advanced

Student Name (printed): _____

Student Signature: _____



Medical Career College

Comments

Or

Recommendations:

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Overall Rating of Agency*:

<input type="radio"/>	Outstanding
<input type="radio"/>	Satisfactory
<input type="radio"/>	Unsatisfactory



O. Evaluation of Student Achievement

Evaluation of Vocational Student Progress

Student's Name	Date
Evaluator's Name/ Title	

End of Term	
<input type="checkbox"/> BMS	Date
<input type="checkbox"/> IMS	Date
<input type="checkbox"/> AMS	Date
<input type="checkbox"/> OB/PEDS	Date

Attendance		
THEORY	Absences	Hours Completed
CLINICAL	Absences	Hours Completed

Grades/ Test Results			
Medical Surgical	Final Grade	Clinical Training	Final Grade
Pharmacology	Final Grade		
Nutrition	Final Grade		Overall Grade

	YES	NO
1. Does the student's current overall grade indicate adequate performance and progress toward program completion?		
2. Does the student's psychomotor performance indicate adequate performance and progress toward program completion?		
3. Does the student's affective performance indicate adequate performance and progress toward program completion?		

Comments: _____

Program Director's Signature _____
 Instructor's Signature _____
 Student's _____ Signature _____
 Updated: 10/8/10



Medical Career College

In summary, MCC has conducted year- round seminars and workshops towards faculty development. The faculty members must also have the clear responsibility to participate in administering and implementing policy, particularly pertaining to academic affairs. They are involved in creating their syllabus and lesson plans, selecting the course materials, instructional equipments and utilizing outside resources to enhance the quality of student learning. Our faculty members perform regular assessment of student learning outcomes through direct and indirect evidence by giving written and oral quizzes, oral presentations, case studies, return demonstrations, computer adaptive testing and group works. Every quarter or at the end of each term, instructors do student evaluations for both theory and clinical portions of the program. Those students with low grades and poor attendance and unsatisfactory performance in class are placed into remediation and progressive discipline per institution policy. Faculty members are very well involved with providing tutorials for those students who needs help. The evaluation of Clinical and Theory Instructors every end of each term by the students and annually by the VN Program Director is done. The results of the evaluations are discussed with the individual faculty. Orientation of new faculty members is implemented. All faculty members are aware of their job descriptions and placed in their personal files.

Additional educational resource includes books in the library (2006-2011) and new reference materials. The textbooks from Lippincott and Evolve/Elsevier Publishing Company are used. The computer adaptive tests include ATI and HESI (Case Studies, Specialty Tests, Comprehensive Tests) to improve the student's critical thinking and analysis. A HESI live review and in-house NCLEX reviews after graduation free of charge to the graduates.

An exit comprehensive test is required by MCC for the graduating students before they will be released to take the NCLEX-PN. It is set to 80% passing grade. The faculty shares educational resources and information with each other to achieve a one common goal, and that is, to improve student achievement and improve Medical Career College's pass rate. The ultimate goal is to achieve a comparable pass rate to state scores, continue to be an institution of higher learning with rigor and prepare students for a career.

Agenda Item #15.D. – Attachment E



STATE AND CONSUMER SERVICES AGENCY • GOVERNOR EDMUND G. BROWN JR.

BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS
2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945
Phone (916) 263-7800 Fax (916) 263-7855 Web www.bvnpt.ca.gov



CERTIFIED MAIL

March XX, 2011

Marilyn S. Castillo, M.S., B.S.N., R.N.
Director, Vocational Nursing Program
Medical Career College
41300 Christy Street
Fremont, CA 94538

Subject: Notice of Change in Accreditation Status

Dear Ms. Castillo:

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on February 25, 2011, the status of the Medical Career College Vocational Nursing Program has been changed from full accreditation to provisional accreditation for the two – year period from February 18, 2010 through February 28, 2012. Please sign and return the enclosed “Acknowledgement of Change in Accreditation Status” form by **Friday, March 11, 2011**.

AREAS OF NON-COMPLIANCE [VIOLATION(S)]

In accordance with Section 2526.1(c) of title 16 of the California Code of Regulations,

“The Board may place any program on provisional accreditation when that program does not meet all requirements as set forth in this chapter and in Section 2526...”

Section 2530(l) of title 16 of the California Code of Regulations states:

“The program shall maintain a yearly average minimum pass rate on the licensure examination that does not fall below 10 percentage points of the state average pass rate for first time candidates of accredited vocational nursing schools for the same period.

- (l) Failure to maintain the required yearly average minimum pass rate for two years or eight consecutive quarters may be cause to place a program on provisional accreditation.”

The program pass rates of the Medical Career College Vocational Nursing Program for the past twelve (12) quarters are set forth in the following table.

NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate	Variance from State Annual Average Pass Rate
Oct – Dec 2007	76%	35%	-41
Jan – Mar 2008	75%	36%	-39
Apr – Jun 2008	75%	35%	-40
Jul - Sep 2008	74%	33%	-41
Oct - Dec 2008	73%	33%	-40
Jan – Mar 2009	72%	0%	-72
Apr – Jun 2009	70%	29%	-41
Jul - Sep 2009	72%	37%	-35
Oct – Dec 2009	73%	37%	-36
Jan – Mar 2010	74%	33%	-41
Apr – Jun 2010	75%	40%	-35
Jun – Sep 2010	75%	42%	-33

Based on this data, the program failed to meet the annual average pass rate requirement.

REQUIRED CORRECTION(S)

1. The Medical Career College Vocational Nursing Program must bring its average annual pass rate on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX/PN®) to no more than ten (10) percentage points below the State annual average pass rate by **February 28, 2012**.
2. The program must prepare and submit a written plan to improve its pass rates and make modifications to the plan as necessary based on the success or failure of the actions taken. Follow – up reports must be submitted in five (5) months, but no later than July 1, 2011, and ten (10) months, but no later than December 1, 2011. The reports must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and the effect of employed interventions. The following elements must be addressed in the analysis.
 - a. Current Enrollment.
 - b. Admission Criteria.
 - c. Screening and Selection Criteria.
 - d. Terminal Objectives.
 - e. Curriculum Objectives.
 - f. Instructional Plan.
 - g. Theory and Clinical Objectives for Each Course.
 - h. Lesson Plans for Each Course.
 - i. Textbooks.
 - j. Attendance Policy.

- k. Remediation Policy.
 - l. Evaluations of Theory and Clinical Faculty.
 - m. Evaluations of Theory Presentations.
 - n. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
 - o. Evaluation of Student Achievement.
4. The program must admit no additional students unless specifically approved by the Board.
 5. The program must comply with all accreditation standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code section 2880, and Article 5 of the Board's Regulations, commencing at California Code of Regulations, Title 16, section 2526.

Failure to take these corrective actions may cause the Board to revoke the program's accreditation. In the event additional violations of the accreditation standards are identified, such violations may result in further corrective action or revocation of provisional accreditation.

FUTURE BOARD ACTION

Your program will be placed on the **February 2012** Board Meeting agenda for reconsideration of your accreditation status. The nursing education consultant assigned to your program will ask you to submit documentation of the correction of your violation(s) by the fifteenth day of the second month prior to that Board meeting.

OTHER IMPORTANT INFORMATION

Please be advised that, pursuant to the Board's regulations, the program will not be authorized to admit new classes beyond the established pattern of admissions previously approved by the Board. The established pattern of admissions approved by the Board is as follows: **Prior Board approval is required for the admission of each class.**

In the event your program is required to submit any report(s) as a corrective action pursuant to this notice, such reports are required in addition to any other reports required pursuant to 2527 of the Board's regulations.

The program may no longer advertise that it has full accreditation, and should take steps to correct any ongoing advertisements or publications in that regard.

A copy of title 16, California Code of Regulations, section 2526.1, regarding provisional accreditation is attached for your reference. A complete copy of the Board's laws and regulations can be found on the Board's web site at www.bvnpt.ca.gov.

Should you have questions, please do not hesitate to contact the Board.

Sincerely,

TERESA BELLO-JONES, J.D., M.S.N., R.N.
Executive Officer

cca

Enclosure

cc: Board Members