

Agenda Item # 11.A.3.



STATE AND CONSUMER SERVICES AGENCY • ARNOLD SCHWARZENEGGER, GOVERNOR

Board of Vocational Nursing and Psychiatric Technicians

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DATE: October 23, 2012

TO: Board Members

FROM: 
Suellen Clayworth, M.N., R.N.
Nursing Education Consultant, Retired Annuitant

SUBJECT: Casa Loma College, Hawthorne, Vocational Nursing Program – Consideration of Placement on Provisional Approval¹; Consideration of Request for Major Curriculum Revision (Director: Jayne Grint, Los Angeles, Los Angeles County - Private)

Casa Loma College, Hawthorne, Vocational Nursing Program is presented to the Board for consideration of placement on provisional approval for a second time. The program was placed on Provisional Accreditation from September 6, 2002, through September 5, 2004. On September 10, 2004, the Board reinstated full accreditation for the program.

In accordance with Section 2526.1(c) of the Vocational Nursing Rules and Regulations,

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

Section 2530(l) of the Vocational Nursing Rules and 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.

¹ Prior to January 1, 2012, references in article 4 of the Vocational Nursing Practice Act and article 4 of the Psychiatric Technicians Law provided that the Board accredits all vocational nursing and psychiatric technicians programs. Pursuant to Business and Professions Code Sections 2883 and 4532 (Senate Bill 539, Chapter 338, Statutes of 2011), **accredit** was changed to **approve**. There was no change to the Board's authority or jurisdiction.

- (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.”

History of Board Action

(See Attachment A, March 1972 through September 17, 2012)

Enrollment

The Casa Loma College, Hawthorne, Vocational Nursing Program is currently approved for ongoing admissions five (5) times per year for its 46-week full-time program. The pattern of admissions for current classes is seen in the enrollment table below.

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 161 students** for the period May 2009 through December 2012.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Complete			
5/18/09		30	29	29
8/3/09		30	30	29 + 30 = 59
10/19/09		30	26	59 + 26 = 85
12/7/09		30	28	85 + 28 = 113
3/8/10		30	26	113 + 23 = 136
5/24/10		30	25	136 + 25 = 161
	6/4/10 (5/18/09 Class)		-29	161 - 29 = 132
8/9/10		30	25	132 + 25 = 157
	8/13/10 (8/3/09 Class)		-30	157 - 30 = 127
10/18/10		30	23	127 + 23 = 150
	10/23/10 (10/19/09 Class)		-26	150 - 26 = 124
12/06/10		30	24	124 + 24 = 148
	12/17/10 (12/7/09 Class)		-28	148 - 28 = 120
03/07/11		30	20	120 + 20 = 140
	3/16/11 (3/8/10 Class)		-26	140 - 26 = 114
05/06/11		30	22	114 + 22 = 136

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Complete			
	6/3/11 (5/24/10 Class)		-25	136 - 25 = 111
08/01/11		30	22	111 + 22 = 133
	8/19/11 (8/9/10 Class)		-25	133 - 25 = 108
10/17/11		30	21	108 + 21 = 129
	11/4/11 (10/18/10 Class)		-23	129 - 23 = 106
12/05/11		30	25	106 + 25 = 131
	12/9/11 (12/06/10 Class)		-24	131 - 24 = 107
02/21/12		30	22	107 + 22 = 129
	03/12/12 (03/07/11 Class)		-20	129 - 20 = 109
05/07/12		30	21	109 + 21 = 130
	05/18/12 (05/06/11 Class)		-22	130 - 22 = 108
07/23/12		30	28	108 + 28 = 136
	08/6/12 (08/01/12 Class)		-22	136 - 22 = 114
10/8/12		30		114 + 30 = 144
	10/29/12 (10/17/11 Class)		-21	144 - 21 = 123
	12/7/12 (12/05/11 Class)		-25	123 - 25 = 98
12/17/12 Projected		30		98 + 30 = 128

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 September 2012, specify the pass percentage rates for graduates of the Casa Loma College, Hawthorne, Vocational Nursing Program on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®), and the variance from state average annual pass rates.

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	Variance From State Average Annual Pass Rate
Jan - Mar 2008	37	25	68%	75%	68%	75%	-7
Apr - Jun 2008	23	22	96%	70%	72%	74%	-2
Jul - Sep 2008	35	29	83%	74%	78%	74%	+4
Oct - Dec 2008	28	21	75%	73%	79%	73%	+6
Jan - Mar 2009	32	20	63%	70%	78%	72%	+6
Apr - Jun 2009	32	23	72%	71%	73%	70%	+3
July-Sep 2009	23	15	65%	74%	69%	72%	-3
Oct - Dec 2009	30	24	80%	76%	70%	73%	-3
Jan - Mar 2010	25	15	60%	76%	70%	74%	-4
Apr - Jun 2010	31	23	74%	74%	71%	75%	-4
Jul - Sep 2010	21	16	76%	75%	73%	75%	-2
Oct - Dec 2010	32	13	41%	77%	62%	76%	-14
Jan - Mar 2011	50	37	74%	80%	66%	77%	-11
Apr - Jun 2011	26	13	50%	71%	61%	76%	-15
Jul - Sep 2011	25	12	48%	74%	56%	75%	-19
Oct - Dec 2011	12	9	75%	74%	63%	75%	-31
Jan - Mar 2012	39	26	67%	77%	59%	74%	-15
Apr - Jun 2012	26	15	58%	72%	61%	74%	-13
Jul - Sep 2012	29	15	52%	74%	61%	74%	-13

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. If no data is available for the relevant period, the statistic is carried over from the last quarter for which data is available.

This data substantiates the program's compliance for eleven (11) consecutive quarters from January 2008 through September 2010; and noncompliance for the most recent eight (8) consecutive quarters, from October 2010 through September 2012.

Based on the **most recent data available** (July to September 2012), the program's average annual pass rate is 61%. The California average annual pass rate for graduates from accredited vocational nursing programs who took the NCLEX-PN[®] Licensure Examination for the first time during the same period is 74%. The average annual pass rate for the Casa Loma College, Hawthorne, Vocational Nursing Program is **thirteen (13) 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 total number of Board-approved faculty totals 17, including the director. The director has 80% administrative responsibility and 20% teaching duties. **A new director was approved for the program on September 17, 2012.** Fifteen instructors are approved to teach clinical. For a maximum enrollment of 161 students, eleven (11) clinical instructors are needed. Therefore, faculty is adequate for the current and proposed enrollment.

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

“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

In the period between June 2010 and March 2012, 256 students graduated from the program. Of those, 186 graduates took the licensure examination for the first time. That is, 73% of graduates tested during that time period. Of those testing 119 candidates passed the examination. That is a 64% pass rate during that period.

The following correspondence was sent to the program director regarding the program’s low licensure examination pass rates:

February 22, 2012 - Certified Letter informing the program of five quarters of pass rates more than 10 percentage points below the state average pass rate and requesting a plan for improving the pass rates from the director by March 2012. (Attachment B)

May 7, 2012 – Letter informing the program of six quarters of pass rates more than 10 percentage points below the state average pass rate and requesting information from the director and requesting a status report on the implementation of the program’s plan of correction. The status report was received by the Board on July 10, 2012. (Attachment C)

August 2, 2012 – Certified Letter informing the program of seven quarters of pass rates more than 10 percentage points of the state average pass rate and

requesting information from the director in preparation for being considered for provisional approval at the November 2012 Board Meeting. That information was to be submitted by August 31, 2012. The information was received from the new director on August 30, 2012. (Attachment D)

The program's plan for improving pass rates was initiated in 2009 and has been continually assessed since that time. The plan includes the following elements:

1. Analyzing the educational learning needs of the faculty and students, as they relate to incorporating concept mapping into the lesson plans. The director states that the program has seen an increase in pass rates when concept maps have been used. The use of concept maps is now mandated in both theory and clinical practice. This mandate will be supported by ongoing faculty in-services.
2. Enhancing faculty retention.
3. Enhancing student academic and clinical performance.
 - a. Effective October 2011 students were no longer allowed to advance on academic probation.
 - b. Obtaining additional clinical sites.
 - c. Enhancing student and faculty use of ATI program materials and on-line enrichment and testing opportunities. Program is increasing utilization of ATI's Comprehensive Assessment and Remediation Program (CARP) with all students.
 - d. Enhancing the development of critical thinking and psychomotor skills needed in the clinical setting of the students in all levels. (Included hiring an instructor to manage the skills lab.)
 - e. Academic coach was hired in January 2012 to assist faculty with remediation and tutoring for at risk students. Students who fail quizzes, tests or final examinations are now mandated to meet with the academic coach for remediation.
 - f. Coordinating course objectives, lesson plans, exams and skills development to more closely conform to the NCLEX-PN[®] Test Plan.
 - g. Presenting on-site NCLEX-PN[®] Review Course.
 - h. Increasing utilization of ATI products to ensure student familiarity with online testing and NCLEX-PN[®] type questions.

The director reports that the measures listed above have been implemented and that slowly the program is seeing positive effects on the students and is seeing more participation by students in the voluntary programs for enrichment.

As part of the changes being made, the program requests to implement the major curriculum revision that was approved for the Casa Loma College, Van Nuys, Vocational Nursing Program in October 2012.

The request for Major Curriculum Revision is as follows:

CONTENT	THEORY HOURS	CLINICAL HOURS
Anatomy & Physiology	52	
Nutrition	27	
Psychology	35	
Normal Growth & Development	10	
Nursing Fundamentals	75	176
Nursing Process	12	
Communication	7	
with pts with psychological disorders	4	
Patient Education	4	
Pharmacology	73	
Medical/Surgical Nursing	222	688
Communicable Disease	8	
Gerontological Nursing	15	
Rehabilitation Nursing	8	
Maternity Nursing	24	48
Pediatric Nursing	24	48
Leadership	16	8
Supervision	2	8
Ethics & Unethical Conduct	2	
Critical Thinking	3	
Culturally Congruent Care	2	
End-of-Life Care	6	
NCLEX Review	49	
Total Hours	680	976

Total Theory Hours: 680

Total Clinical Hours: 976

Total Program Hours: 1656

Basic revisions: No new content has been added. Theory hours, 103 hours were added to existing content areas and to time available for ATI remediation and testing. Clinical hours have been increased from 954 to 976.

Rationale: Faculty found that students were struggling to grasp concepts, and, in general were not studying enough outside of class. They felt that increased instructional hours would allow time to clarify concepts.

Review of pass rate statistics indicates that 94% of the graduates that tested from the November 2011 graduating class passed the examination; however only 18 out of 23 graduates from that class have tested. Of the 24 graduates from December 2011, 12 have tested and nine passed for a 75% pass rate. Of the 20 graduates from the March 2012 class, only nine have tested and seven passed for a 77% pass rate. Of the 22 graduates from the May 2012 class, seven have tested and five have passes for a 71% pass rate. It appears that a pattern of improvement is beginning to be established, but it is not yet solidified. It is also of concern that the percentage of graduates who have tested has remained under 80% since December 2010.

Based on published program statistics, submitted documents, and materials, the following violation is identified.

Section 2530(I) of the Vocational Nursing Rules and 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.”

Violation #1: Based on published examination statistics, the program has failed to maintain an average annual pass rate that is compliant with regulatory requirements. Specifically, the program’s average annual pass rates have been more than ten (10) percentage points below the state average annual pass rates for eight (8) consecutive quarters from October 2010 through September 2012.

Plan of Correction #1: This violation is **not corrected**. The violation will be corrected when the program’s pass rates improve and are consistent with regulatory requirements.

Recommendations:

1. Place the Casa Loma College, Hawthorne, Vocational Nursing Program on provisional approval for the two – year period from November 9, 2012, through November 30, 2014, and issue a notice to the program to identify specific areas of noncompliance and requirements for correction, as referenced in Section 2526.1 (e) of the California Code of Regulations. (See Attachment E for draft of Notice)
2. Require the program to bring its average annual pass rate to no more than ten (10) percentage points below the state average annual pass rates.
3. Approve the admission of the class of 30 students projected to start on December 17, 2012.
4. Rescind the program’s approval for ongoing admissions and require the program to obtain approval by the full Board prior to the admission of additional students.

5. Approve the program's proposed curriculum revision to include 680 theory hours and 976 clinical hours for a total of 1656 program hours.
6. Require the program to submit follow-up reports in nine (9) months, but no later than **August 1, 2013**, and 21 months, but no later than **August 1, 2014**. The reports must include a comprehensive analysis of the program, specific actions to improve program pass rates, timeline for implementation, and expected outcomes. The following elements must be addressed in the analysis.
 - a. Admission Criteria.
 - b. Screening and Selection Criteria.
 - c. Terminal Objectives.
 - d. Curriculum Objectives.
 - e. Instructional Plan.
 - f. Theory and Clinical Objectives for Each Course.
 - g. Lesson Plans for Each Course.
 - h. Textbooks.
 - i. Attendance Policy.
 - j. Remediation Policy.
 - k. Evaluations of Theory and Clinical Faculty.
 - l. Evaluations of Theory Presentations.
 - m. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
 - n. Evaluation of Student Achievement.
 - o. Current Enrollment.
7. Require the program to comply with all approval 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.
8. Require the program to demonstrate incremental progress in correcting the violation. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's approval.
9. Failure to take any of these corrective actions may cause the full Board to revoke the program's approval.
10. Place the program on the **November 2014** Board agenda for reconsideration of provisional approval.

Rationale: The Board has serious concerns relative to the program's performance as reported under Other Considerations. The demonstrated noncompliance with regulatory requirements supports the recommendation to place the program on provisional approval. The program has proposed several actions to address the lack of student achievement and improve program pass rate; however, the results have thus far been minimal. More time is needed to ascertain whether these measures will ultimately be successful.

The program has demonstrated that it has sufficient resources, including faculty and facilities, to support the current and proposed enrollment. Board staff will continue to monitor the program's effectiveness by tracking class admissions, the effectiveness of employed interventions, and the program's licensure examination pass rates each quarter.

- Attachment A: History of Prior Board Actions
- Attachment B: Board Correspondence Dated February 22, 2012
- Attachment C: Board Correspondence Dated May 7, 2012.
- Attachment D: Board Correspondence Dated August 2, 2012
- Attachment E: Draft Notice of Change in Approval Status
- Attachment F: Request for copies of pertinent documents for Board members, dated October 3, 2012

Agenda Item #11.A.3.Attachment A

Casa Loma College, Hawthorne Vocational Nursing Program

History of Prior Board Actions

- In March 1972, the Casa Loma College, Lake View Terrace, Vocational Nursing Program was granted initial accreditation. The initial class commenced in October 1971.
- The program was approved for 1531 hours, including 577 theory and 954 clinical hours.
- On July 15, 1988, the Board granted approval to start a satellite full-time program in Los Angeles for two classes per year, with a maximum of 30 students per class.
- On January 24, 1997, the Board denied the Casa Loma College Vocational Nursing Program's request to admit classes on a continuous basis; approved the admission of 24 full-time students on January 25, 1997, and April 1997 only, and elected to consider the program's request to admit additional classes at its June 1997 meeting. In addition, the Board requested that the new director and assigned nursing education consultant meet at the Board's Sacramento office to review and evaluate prior attrition reports, and discuss methods to reduce attrition. This meeting was accomplished on March 27, 1997. The Board also requested that a follow-up report on attrition and examination statistics be presented at its June 1997 meeting.
- **In May 1997, a new program director was approved.**
- On June 27, 1997, the Board approved the Casa Loma College Vocational Nursing Program's request to admit 24 students in the full-time program at the Los Angeles campus on June 29, 1997. Consideration of the program's request to admit 24 students at the Los Angeles campus on October 1, 1997, was scheduled for the September 1997 meeting. The Board also requested that a follow-up report on attrition, examination statistics and faculty be presented at its September 1997 meeting.
- On August 12, 1997, the current program director was no longer affiliated with the College.
- **On August 28, 1997, a new program director (interim) was approved.**
- On September 19, 1997, the Board approved the program's request to admit 24 full-time students on September 29, 1997, at its Los Angeles campus.

- On November 7, 1997, the Board requested a follow-up report on attrition and examination statistics be presented at the April 1998 Board Meeting.
- **On January 15, 1998, a new program director was approved.**
- On January 30, 1998, the Board denied the program's request to admit a class of 24 students on February 24, 1998, and April 1, 1998. The program's request to admit 24 students on June 21, 1998, and August 9, 1998, was scheduled for consideration at the Board's June 1998 meeting, and the program's request to admit 24 students on November 29, 1998, was scheduled for consideration at the Board's meeting in September 1998.
- On April 17, 1998, the Board granted approval to admit a class of 24 students on April 23, 1998. The program's request to admit 24 students on July 13, 1998, was scheduled for consideration at the Board's June 26, 1998, meeting. The program's request to admit 24 students on September 24, 1998, was scheduled for consideration at the September 18, 1998, Board meeting. The program's request to admit 24 students on December 3, 1998, was scheduled for consideration at the Board's November 20, 1998, meeting. The program's request to admit 24 students on February 8, 1999, was scheduled for consideration at the January 1999 Board meeting. The program's request to admit five full-time classes each year on a continuous basis was denied.
- On June 26, 1998, the Board granted approval to admit a class of 24 students on July 17, 1998.
- On September 11, 1998, the Board granted approval to admit a class of 24 students on September 24, 1998. Following the Board meeting the program changed the admission date to October 5, 1998.
- On November 20, 1998, the Board granted approval to admit a class of 24 students on December 3, 1998.
- On January 22, 1999, the Board granted approval to admit a class of 24 students on March 31, 1999.
- On April 16, 1999, the Board granted approval to admit a class of 24 students on June 17, 1999.
- On June 25, 1999, the Board granted approval to admit a class of 24 students on September 17, 1999.
- On September 17, 1999, the Board granted approval to admit a class of 24 students on November 23, 1999, only.
- **On November 2, 1999, a new program director was approved.**

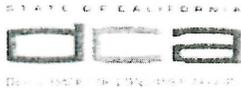
- On November 19, 1999, the Board granted approval to admit a class of 24 students on February 29, 2000, only.
- On April 14, 2000, the Board granted approval to admit a class of 24 students on May 17, 2000, and requested the program perform a detailed analysis of all program elements to determine causes of poor student performance on the licensure examination and identify written solutions, goals and timelines for the purpose of improving examination pass rates. The written report of this analysis was to be submitted to the Board by July 15, 2000. Information from this report will be taken into consideration for determining the admission of future classes.
- On June 29, 2000, the program director of the Van Nuys campus (formerly Lake View Terrace and Sylmar) assumed the role of interim director.
- **On July 18, 2000, a new program director was approved.**
- On September 29, 2000, the Board approved the Casa Loma College, Los Angeles, Vocational Nursing Program's request to admit a class of 24 full-time students on October 9, 2000.
- On November 17, 2000, the Board approved the Casa Loma College, Los Angeles, Vocational Nursing Program's request to admit a class of 24 full-time students on January 19, 2001.
- On February 2, 2001, the Board approved Casa Loma College, Los Angeles Vocational Nursing Program's request to admit a full-time class of 24 students on April 9, 2001, only, replacing the class that graduates March 9, 2001. A follow-up report is to be presented at the September 2002 Board meeting on the program's analysis of its plan to improve student pass rates which was implemented in January 2001.
- On April 27, 2001, the Board approved Casa Loma College, Los Angeles, Vocational Nursing Program's request to admit a class of 24 full-time students on June 26, 2001, only, replacing the class that graduates May 25, 2001. Additionally, the Board requested an interim report on the program's analysis of its plan to improve student pass rates be presented at the September 2001 Board meeting.
- On September 7, 2001, the Board approved Casa Loma College, Los Angeles, Vocational Nursing Program's request to admit a class of 24 full-time students on September 26, 2001, only, replacing the class that graduates October 25, 2001, with the provision licensure examination pass rates will improve with the fourth quarter reporting period.
- On November 16, 2001, the Board approved Casa Loma College, Los Angeles, Vocational Nursing Program's request to admit a class of 24 full-time students on December 3, 2001, only. The Board would continue to monitor licensure exam pass rates. If licensure examination scores did not improve, the Board would seriously consider restricting or denying future admissions.

- On February 8, 2002, the Board approved Casa Loma College, Los Angeles, Vocational Nursing Program's request to admit a class of 24 full-time students on February 19, 2002, only, replacing the class that graduated on February 1, 2002. The Board would continue to closely monitor licensure exam pass rates. If licensure examination scores did not improve, the Board would seriously consider restricting or denying future admissions.
- On April 12, 2002, the Board denied Casa Loma College, Los Angeles, Vocational Nursing Program's request to admit a class of 24 full-time students on May 6, 2002, only, replacing the class that graduated on April 19, 2002.
- On June 28, 2002, the Board approved Casa Loma College, Los Angeles, Vocational Nursing Program's request to admit a class of 24 full-time students on July 23, 2002, only.
- On September 6, 2002, the Board placed the Casa Loma College, Los Angeles, Vocational Nursing Program on provisional accreditation for the period from September 6, 2002, through September 5, 2004. In addition, the Board approved the program's request to admit a class of 24 full-time students on October 7, 2002, only, replacing the class that graduated on September 27, 2002.
- On November 8, 2002, the Board approved Casa Loma College, Los Angeles, Vocational Nursing Program's request to admit a class of 24 full-time students on January 13, 2003, only, replacing the class that graduated on December 20, 2002.
- On February 21, 2003, the Board approved Casa Loma College, Los Angeles, Vocational Nursing Program's request to admit a class of 24 full-time students on March 3, 2003, only, replacing the class that graduated on February 21, 2003.
- On April 11, 2003, the Board approved Casa Loma College, Los Angeles, Vocational Nursing Program's request to admit a class of 24 full-time students on May 19, 2003, only, replacing the class that graduated on May 6, 2003.
- On June 20, 2003, the Board approved Casa Loma College, Los Angeles, Vocational Nursing Program's request to admit a class of 24 full-time students on August 5, 2003, only, replacing the class that graduated on July 25, 2003.
- On September 19, 2003, the Board approved Casa Loma College, Los Angeles, Vocational Nursing Program's request to admit a class of 24 full-time students commencing October 20, 2003, only, to replace students who graduate on October 10, 2003.
- On November 14, 2003, the Board approved the program's request to admit a class of 24 full-time students commencing February 2, 2004, only, to replace students who graduate on February 13, 2004.

- On February 2, 2004, the Executive Officer approved the program's request to admit a class of 24 full-time students commencing April 19, 2004, only, to replace students who graduate on March 26, 2004.
- On May 14, 2004, the Board approved extension of provisional accreditation for a period of one year for the program for the period from May 14, 2004, through May 13, 2005, and approved ongoing admissions to replace graduating classes, only, with the stipulation that no additional classes are to be added to the program's current pattern of admissions without prior Board approval. The program's current pattern of admissions includes five full-time classes of 24 students admitted each calendar year.
- On September 10, 2004, the Board reinstated full accreditation for the Casa Loma College, Los Angeles, Vocational Nursing Program for the four-year period from September 10, 2004, through September 9, 2008, and issued a certificate accordingly.
- On January 12, 2005, the Board approved the Casa Loma College, Los Angeles, Vocational Nursing Program's request to increase the size of all five full-time classes admitted each year from 24 to 30 students starting with the April 18, 2005, class.
- On March 10, 2008, Casa Loma Director of Compliance, Sharon Dugan, requested a change in school name from Casa Loma College, Los Angeles, to Casa Loma College, Hawthorne.
- On June 4, 2008, the Executive Officer approved continued full accreditation of the Casa Loma College, Hawthorne, Vocational Nursing Program for a four-year period, from September 9, 2008, through September 8, 2012, and the Board issued a certificate accordingly.
- **On October 24, 2008, Rochelle Eaton was approved as director of the Casa Loma College, Hawthorne, Vocational Nursing Program.**
- On February 22, 2012, the program was notified that its average annual pass rates had fallen more than ten (10) percentage points below state average annual pass rates for five (5) quarters. The program was asked to provide a written plan for improving the pass rates by March 9, 2012.
- On March 16, 2012, the plan for improvement was received by the Board.
- On May 7, 2012, the program was notified that its average annual pass rates had fallen more than ten (10) percentage points below state average annual pass rates for six (6) quarters. The program was asked to provide documentation regarding the implementation of its plan for improvement and copies of the faculty's daily lesson plans by June 7, 2012.

- On July 10, 2012, the Board received the report including the status of the implementation of the plan for improvement and received copies of the faculty's daily lesson plans.
- On August 2, 2012, the program was notified that its average annual pass rates had fallen more than ten (10) percentage points below state average annual pass rates for seven (7) quarters. The program was notified that the program may be considered for placement on provisional approval at the November 2012 Board Meeting and was asked to provide the following information by August 31, 2012:
 1. Current enrollment information.
 2. Current faculty and facility information.
 3. Documentation demonstrating the clinical rotation schedules for all current classes.
 4. An analysis of your program's correctional plan submitted **July 10, 2012**, indicating the elements that have been effective and those that have not. Describe alterations that you will make in the plan based on this analysis.
 5. Any other pertinent information to be considered by the Board. (Note: Information submitted after the deadline may not receive due consideration by the Board.)
- **On August 24, 2012, Janet Nishina was approved as director of the Casa Loma College, Hawthorne, Vocational Nursing Program.**
- **On September 17, 2012, Jayne Grint was approved as director of the Casa Loma College, Hawthorne, Vocational Nursing Program and subsequently completed New Director Orientation.**
- On October 3, 2012, the assigned consultant forward correspondence to the director requesting documents for dissemination to Board Members.

Agenda Item #11.A.3.Attachment B



BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS
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February 22, 2012

CERTIFIED

Casa Loma College - Hawthorne
Vocational Nursing Program
Rochelle Eaton, Director
12540 S. Crenshaw Boulevard
Hawthorne, CA 90250

Subject: NCLEX-PN® Program Performance

Dear Ms. Eaton:

The Board of Vocational Nursing and Psychiatric Technicians (Board) is providing you an update of your program's status related to Section 2530 (l) of the Vocational Nursing Rules and Regulations.

Section 2530 (l) of the Vocational Nursing Rules and 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.

- (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."

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," indicate that the **pass rates** for the **Casa Loma College- Hawthorne Vocational Nursing Program** have fallen below 10 percentage points of the state average pass rate for the past five (5) quarters.

Please provide the Board with your written plan for improving your program's NCLEX-PN® pass rates by March 9, 2012. The Board will continue monitoring the pass rates closely.

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

Sincerely,

Diane Oran, MN, RN, CNS-BC
Nursing Education Consultant

Agenda Item #11.A.3.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



May 7, 2012

Casa Loma College - Hawthorne

Vocational Nursing Program

Rochelle Eaton, Director

12540 S. Crenshaw Boulevard

Hawthorne, CA 90250

Dear Ms. Eaton:

The Board of Vocational Nursing and Psychiatric Technicians is providing you an update of your program's status related to Section 2530(l) of the Vocational Nursing Rules and Regulations. The Board has reviewed your plan for improving your program's NCLEX-PN® pass rates and will continue monitoring the pass rates closely.

Section 2530 (l) of the Vocational Nursing Rules and 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.

- (1) Failure to achieve the required yearly average minimum pass rate within two years of initial approval may be cause to place a program on provisional accreditation.
- (2) 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."

Statistics furnished by 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", indicate that the pass rates for Vocational Nursing Program have fallen below 10 percentage points of the state average pass rate for the past **six** quarters.

Please provide the following information by **June 7, 2012**.

1. Please provide documentation verifying that the elements of your NCLEX-PN improvement plan of correction are being carried out.
2. Please provide copies of your faculty's daily lesson plans.

Should you have questions, please do not hesitate to contact me at (916) 263-7838.

Sincerely,

Diane Oran

Diane Oran MN, RN, NP-BC, CNS-BC
Nursing Education Consultant

Agenda Item #11.A.3.Attachment D



STATE AND CONSUMER SERVICES AGENCY • ARNOLD SCHWARZENEGGER, GOVERNOR



BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS

August 2, 2012

2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945
Phone (916) 263-7800 Fax (916) 263-7866 | Web www.bvnpt.ca.gov

Rochelle Eaton, Director
Vocational Nursing Program
Casa Loma College, Hawthorne
12540 South Crenshaw Blvd.
Hawthorne, CA 90250

Dear Ms. Eaton:

Section 2530 (l) of the Vocational Nursing Rules and 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.

- (3) Failure to achieve the required yearly average minimum pass rate within two years of initial approval may be cause to place a program on provisional accreditation.
- (4) 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 accreditation²."

Statistics furnished by the 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", indicate that the pass rates for **Casa Loma College, Hawthorne, Vocational Nursing Program** have fallen below 10 percentage points of the state average pass rate for the past seven quarters. **This means that on November 9, 2012 your program may be considered for provisional approval.**

Please submit the following information to me by **August 31, 2012**:

1. Current enrollment information.
2. Current faculty and facility information.
3. Documentation demonstrating the clinical rotation schedules for all current classes.
4. An analysis of your program's correctional plan submitted **July 10, 2012**, indicating the elements that have been effective and those that have not. Describe alterations that you will make in the plan based on this analysis.
5. Any other pertinent information to be considered by the Board. (Note: Information submitted after the deadline may not receive due consideration by the Board.)

² Prior to January 1, 2012, references in article 4 of the Vocational Nursing Practice Act and article 4 of the Psychiatric Technicians Law provided that the Board accredits all vocational nursing and psychiatric technicians programs. Pursuant to Business and Professions Code Sections 2883 and 4532 (Senate Bill 539, Chapter 338, Statutes of 2011), **accredit** was changed to **approve**. There was no change to the Board's authority or jurisdiction.

Should you have questions, please do not hesitate to contact me at 916-263-7826.

Sincerely,

Suellen Clayworth

Suellen Clayworth, M.N., R.N.
Nursing Education Consultant, Retired Annuitant

Agenda Item #11.A.3.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) 263-7859 Web www.bvnpt.ca.gov



CERTIFIED MAIL

November XX, 2011

Jayne Grint, Director
Casa Loma College, Hawthorne
Vocational Nursing Program
12540 South Crenshaw Blvd.
Hawthorne, CA 90250

Subject: Notice of Change in Approval Status

Dear Ms. Grint:

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on November 10, 2011, the approval status of the Casa Loma College, Hawthorne, Vocational Nursing Program has been changed from full approval to provisional approval for the two-year period from November 9, 2012, through November 30, 2014. The purpose of this letter is to explain the areas of non-compliance found and the corrections required of your program to avoid losing accreditation completely.

Once you have reviewed this letter, please sign and return the enclosed "Acknowledgement of Change in Approval Status" form by **Friday, November 30, 2012.**

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 accreditation³ when that program does not meet all requirements as set forth in this chapter and in Section 2526..."

³ Prior to January 1, 2012, references in article 4 of the Vocational Nursing Practice Act and article 4 of the Psychiatric Technicians Law provided that the Board accredits all vocational nursing and psychiatric technicians programs. Pursuant to Business and Professions Code Sections 2883 and 4532 (Senate Bill 539, Chapter 338, Statutes of 2011), **accredit** was changed to **approve**. There was no change to the Board's authority or jurisdiction.

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 or two years or eight consecutive quarters may be cause to place a program on provisional accreditation.”

Section 2533(f) of the California Code of Regulations states:

“All curricular changes that significantly alter the program philosophy, conceptual framework, content, objectives, or other written documentation as required in Section 2526, shall be approved by the Board prior to implementation. Proposed curricular changes must be submitted to the Board in final form by the fifteenth day of the second month preceding the month preceding the month of the Board meeting at which the changes will be considered. Revisions should include:

- (1) Explanation of changes;
- (2) Rationale for proposed revision;
- (3) Description of revised curriculum materials; and
- (4) Changes to behavioral objectives, if applicable.”

Program pass rates of the Casa Loma College, Hawthorne, Vocational Nursing Program for the past fifteen (19) quarters are set forth in the following table.

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	Variance From State Average Annual Pass Rate
Oct – Dec 2010	32	13	41%	77%	62%	76%	-14
Jan – Mar 2011	50	37	74%	80%	66%	77%	-11
Apr – Jun 2011	26	13	50%	71%	61%	76%	-15
Jul – Sep 2011	25	12	48%	74%	56%	75%	-19
Oct – Dec 2011	12	9	75%	74%	63%	75%	-31
Jan – Mar 2012	39	26	67%	77%	59%	74%	-15
Apr – Jun 2012	26	15	58%	72%	61%	74%	-13
Jul – Sep 2012	29	15	52%	74%	61%	74%	-13

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. If no data is available for the relevant period, the statistic is carried over from the last quarter for which data is available.

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

REQUIRED CORRECTION(S)

1. The Casa Loma College, Hawthorne Vocational Nursing Program shall show documented progress satisfactory to the Board, to improve the effectiveness of instruction and program pass rates on the NCLEX/PN® by **November 1, 2014**. If no progress has been shown by then, the Board may revoke the program's accreditation completely.
2. The program shall admit no additional students unless specifically approved by the full Board.
3. The program shall submit follow-up reports in three (3) months, but no later than **February 1, 2013**, and nine (9) months, but no later than **August 1, 2013**, and twenty – one (21) months, but no later than **August 1, 2014**.. The report must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timelines 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.

The program shall notify all enrolled students of actions taken by the Board relative to the program's accreditation status, and expected time for resolution.

4. The program shall 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.
5. The program shall demonstrate incremental progress in correcting its violations. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's accreditation.
6. Failure to take any of these corrective actions may cause the full Board to revoke the program's accreditation.
7. 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 **November 2014** Board Meeting agenda, at which point the Board may revoke or extend the program's accreditation. If you have additional information that you wish considered beyond the required corrections listed on page 3 and 4, you must submit this documentation by the fifteenth day of the second month prior to the 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: **Based on the above corrections, the full Board's permission will be required for each future class admission.**

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

Enclosures

cc: Board Members

TBJ:cca

Agenda Item # 11.A.3.Attachment F



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) 263-7859 Web www.bvnpt.ca.gov



October 3, 2012

Jayne Grint
Director, Vocational Nursing Program
Casa Loma College, Hawthorne
12540 South Crenshaw Blvd.
Hawthorne, CA 90250

Subject: Consideration for Placement on Provisional Approval

Dear Ms. Grint:

On November 9, 2012, the Board of Vocational Nursing and Psychiatric Technicians (Board) is scheduled to consider the following items relative to the ***Casa Loma College, Hawthorne, Vocational Nursing Program.***

- Consideration for Placement on Provisional Approval.

To ensure dissemination to individual Board members and relevant staff for timely consideration at the November 9, 2012 Board Meeting, please submit:

- Eighteen (18) copies of any pertinent documents that you desire Board members to consider. At a minimum, a copy of the program's NCLEX-PN® Improvement Plan should be included. Please remember existing statutes require that any document considered by the Board will become a public record. Accordingly, please redact all names of students.
- In addition, please provide any information that you submit for the Board members on a compact disc (CD) for Board use. Again, please remember to redact any student names prior to copying information onto the CD.

To ensure dissemination and review by Board Members prior to the meeting, the deadline for submission of the requested documents and the CD is **Friday, October 12, 2012.**

Although the primary purpose of this letter is to convey the Board's need for the copies, please be assured that, if timely submitted, any correspondence and attachments will be reviewed and, if appropriate, information submitted may be included in the report of the assigned consultant.

Please do not hesitate to contact the Board at (916) 263-7843 should you have questions.

Sincerely,

Suellen Clayworth

SUELLEN CLAYWORTH, M.S., R.N.
Nursing Education Consultant – Retired Annuitant



Casa Loma College
School of Nursing & Allied Health

12540 S. Crenshaw Blvd.
Hawthorne, CA 90250-3327

BVNPT Received *edu*
on *10/15/12* with *MC.*

tel 310-220-3111 | fax 323-242-0264
web site: <http://www.casalomacollege.edu>
e-mail: info@casalomacollege.edu

October 9, 2012

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

Re: Consideration for Placement on Provisional Approval

Dear Board Members:

Please find enclosed a copy of the program's NCLEX-PN Improvement Plan with attachments at your request.

As the new Director of Nursing, I not only recognized the many issues plaguing this campus, but initiated changes for improvement from my very first day, one month ago. I collected data through student surveys, faculty meetings and by spending many hours reviewing boxes of files left by my predecessors. What I found was chaos, low NCLEX pass rates and a general dissatisfaction among students and faculty.

I formulated a correction plan based on the collected data and met with Mr. V. Gregory Malone to express my concerns and ideas. He was truly receptive. I met with faculty and students and explained how the positive changes would help us, not only meet our goal of INCREASED NCLEX SCORES, but improve our school substantially in many ways.

As of this date, these are some of the changes that have occurred:

1. Classroom etiquette enforcement. (Rationale: Disruptions are negative to learning and disrespectful to others. Ensure students hear the instructor. Prepare students for proper behavior in clinical sites and in the workplace.)
2. Secure clinical sites being utilized and obtain 2 additional sites. (Rationale: Ensure students are able to have the best learning opportunities available and complete the clinical hours required by BVNPT.)
3. Hire 5 new faculty members. (Rationale: BSN and MSN prepared instructors brought in with the expectation of higher level teaching, evidenced-based practice knowledge and experience in the field of nursing.)
4. Reorganize existing staff in theory and clinical settings. (Rationale: Students appreciate faculty working in areas of expertise. Raises morale of faculty and students.)
5. Reorganize remediation and tutoring faculty to reflect improvement in student test scores. (Rationale: NCLEX content expert with experience in successful teaching strategies restructures sessions. Open to all levels 3 days a week. Students are elated.)
6. Regular classroom visits by DON speaking with students and observing faculty teaching strategies. (Rationale: Validating students' concerns and problem-solving. Boosting self-esteem with encouragement. Ensuring the best teaching practices.)

Our school is located in Los Angeles County in an area that is quite socio-economically challenged. Our students come to us from surrounding areas in similar situations. Our student population is primarily black, many are single mothers and 100% are on student loans to meet their education needs. Most are young but some come to us looking for a second career after layoffs due to a poor economy. Many have a desire to improve their lifestyles for themselves and their families. They have made great sacrifices to be here.

I have interviewed every new student to Level 1 and have found them to all have one characteristic in common: they are motivated to learn and become successful as nurses. With the changes in place, I have begun to look at this particular class as a pilot program for success on their NCLEX. When I met with them in the classroom, I asked them for a commitment to be professional adults, study hard and utilize the tutoring classes. We talked about their goals and how Casa Loma College has a commitment to them to provide the best education possible.

A month is not a long time to show results, but students and faculty seem more united to succeed as a result of the restructure thus far. Many say the "school feels different".

I have met with all Levels and we are determined to raise our test scores. My faculty is ready to turn this school around to reflect NCLEX scores that meet or beat the state percentage. We have a long way to go, but I believe we are headed in the right direction and can make a difference in this community.

Thank you for this opportunity to discuss the positive changes and new direction of Casa Loma College.

Respectfully,



Jayne Grint RN, MSN/Ed, PHN
Director of Nursing
Casa Loma College
Hawthorne Campus

CASA LOMA COLLEGE HAWTHORNE CAMPUS

DEPARTMENTAL OPERATIONAL PLAN

DEPARTMENT: NATIONAL COUNCIL LICENSURE EXAMINATION-PRACTICAL NURSING (NCLEX-PN) IMPROVEMENT PLAN

Date: March 8, 2012

Date: October 5, 2012

Prepared by: Rochelle Eaton MSN/Ed., RN.

Prepared by: Jayne Grint RN, MSN/Ed, PHN

Director of Nursing

Director of Nursing

Component #1				
Immediate intervention				
Faculty development program				
Objective #1. Analyze the educational learning needs of the faculty and students, as they relate to incorporating concept mapping into the lesson plans.				
	Action Strategies to Achieve	Implementation Date	Responsible Party	Status Update
	<ul style="list-style-type: none"> A. Develop an assessment tool for faculty to determine attitudes and knowledge relating to concept mapping. B. Perform a needs assessment of the Faculty as relating to the use of concept mapping. C. Provide instructors with resources needed to implement concept maps in instructional concepts and materials. <ul style="list-style-type: none"> 1. In-service on Instructional Strategies – Concept Mapping 2. In-service – Teaching with Technology D. Implement the use of concept mapping at all levels of instruction. 	<ul style="list-style-type: none"> A. 5/19/09 B. 6/09 C1. 7/8/09 C2. 8/13/09 D. 10/28/09 	<ul style="list-style-type: none"> Rochelle Eaton, DON Rochelle Eaton, Rochelle Eaton, 	<p>A-D Currently instructors are utilizing concept maps when presenting materials, and as a tool for students to use when studying, Academic coach tutors students in use and creation of concept maps. ATI materials include concept map templates for use by students in completing focused reviews and for independent use as a study aid.</p>

	<p>E. Evaluate effectiveness of use of concepts maps as evidenced by student test scores prior to and after integration of concept mapping into instructional materials.</p>	<p>E. 1/10</p>	<p>Faculty Rochelle Eaton</p>	<p>F. Reviewed test scores prior to utilization of concept mapping and then after the use of concept mapping was implemented.</p> <p>Nursing Process exam prior to concept map student scores were averaging 72 %, after concept mapping scores are at 82.68.</p> <p>Basic human needs lecture prior to concept mapping scores were 75.8% after concept mapping scores increased to 97%.</p> <p>Ethical/Legal Aspects of Nursing scores prior to concept map 77% after concept mapping lecture scores increased to 86.6%.</p> <p>6/12 Follow-up</p> <p>Faculty resources provided by editors of recently adopted textbooks include stand-alone copies of concept maps for inclusion in lectures or as handouts for the students.</p> <p>Academic coach continues to use concept mapping in tutoring and remediation activities. Increased focus on concept mapping as a part</p>
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			Jayne Grint	<p><i>teaching theory, July 30, 2012.</i></p> <p>9/12 Update New DON hired and approved</p> <p>10/12 Update ADON hired and approved</p> <p>3 new faculty hired and approved</p> <p>Reassignment of faculty</p> <p>3 new clinical sites</p> <p>2 new clinical areas added in current clinical sites</p>
	<p>B. Provide faculty opportunities for professional development relating to the enhancement of teaching skills, expanding understanding of educational theory and methodologies, evaluation of student learning needs, learning styles, and critical reasoning development.</p> <p>1. On-going provision of in-service programs and opportunities on-site.</p>		Rochelle Eaton	<p>B. 1a. Cultural Diversity in the classroom (11/09).</p> <p>1b.Fostering Critical Thinking and Problem Solving Skills Among Faculty and Students. (11/10).</p> <p>1c.Classroom Management and promoting Positive Outcomes. (6/11).</p> <p>1d.Planning for Instruction (12/11), presented by D. Gibbs, PhD, RN</p> <p>6/12 Update: April 24, 2012 In-service for instructors – Developing Test Questions presented by D. Gibbs, PhD, RN.</p>

	<p>2. <i>One day faculty retreat with the Van Nuys Campus. This is a "Team Building" project to create alignment of both campuses relating to educational objectives and goals. .</i></p> <p>3. Provide opportunities and support for faculty to attend off-site continuing educations programs applicable to the role of nurse educator.</p>	<p>Nov 14, 2012</p>	<p>Jayne Grint</p> <p>Gibbs, D. PhD., RN Hutchison, B., MSN, (EdDc), RN Jayne Grint RN, MSN/Ed, PHN</p> <p>Rochelle Eaton</p>	<p>9/12 Update: September 17th and 19th faculty meetings to introduce positive changes to increase NCLEX pass rates.</p> <p>October 15th and 17th In-service for instructors – Teaching Strategies By Dolores Gibbs PhD, RN Nov/Dec Dates and Topics TBA</p> <p>3. 2a. Teaching innovations in Anatomy. (4/2010). 2b. California Institute for Nursing & Health Care. Level One Simulation Training. February 9 & February 10, 2011. 2c. CINHC Level 3 Debriefing Workshop. (3/11). 2d. 2011 NCLEX Conference, NCLEX Psychometrics, NCLEX Item Development, NCLEX Preparation for Students. (9/2011) 2e. Nuts and Bolts for Nurse Educators: Effective Strategies for NCLEX Success (8/2011). 2. f An overview of Certified Nurse Educator CM (CNE) Exam. 8/2011. 2.g Developing an NCLEX</p>
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			Jayne Grint	<p>Success Plan (8/11) 2.h.Planning for Instruction (12/11).</p> <p>6/12 Up-date Within the last 60 days three instructors have completed their Masters Degree programs with a focus on nursing education.</p> <p>9/12 Up-date 2 Faculty members will attend the ATI conference in Las Vegan, NV 1 Faculty member completed MSN</p>
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Component # 3 ACADEMIC SUCCESS				
Immediate intervention				
ACADEMIC STUDENT SUCCESS				
Objective #1 Enhance student academic and clinical performance				
	Action Strategies to Achieve	Implementation Date	Responsible Party	Status Update

			Jayne Grint	<p><i>sites and we are in ongoing conversations with four at present. Several are in preparation for State visits and are asking for return calls after their surveys.</i></p> <p>Update 10/12: Approved sites</p> <ol style="list-style-type: none"> 1. Manchester Manor 5/2010 2. Torrance Care East 1/2012 3. VA Westwood 7/2003 4. White Memorial Hosp. 12/03 5. Rancho Los Amigos 4/2000 6. Centinela Hospital 6/2011 7. Fireside Convalescent 9/12 8. Playa Del Rey Rehab 10/12 <p>3 clinical sites pending</p>
	<p>C. Enhance student and faculty use of ATI program materials and on-line enrichment and testing opportunities.</p> <ol style="list-style-type: none"> 1. Incorporate ATI Comprehensive Assessment and Remediation Program (CARP) into the lesson plans/curriculum 2. Collaborate with ATI representative in order to determine best practice 	5/2011	<p>Rochelle Eaton All Faculty</p> <p>Rochelle Eaton All Faculty</p>	<p>See Attachment <i>See Attachment for a more comprehensive (CARP) plan for utilization of ATI material.</i></p>

	<p>strategies for student comprehension.</p> <p>3. Schedule ATI in-services for both students and Faculty.</p> <p>4. Developed a contract for students to sign during first week of class. (CARP)</p> <p><i>(Contract is developed and in place) Students are instructed in the use of CARP and how to utilize ATI both via text and online. This is signed during the first week of the Program.</i></p>	<p>2011</p>	<p><i>Janet Nishina</i></p> <p>Rochelle Eaton All Faculty</p>	<p><i>In-service for faculty on new features: Nurse Logic, Test Taking Strategies, Pharmacology Made Easy, Skills Modules, (Beginning to utilize more effectively.</i></p> <p>May 16,2011, August 1,2011, October,17,2011, December 5, 2011</p> <p>6/12 Follow-up: Review of ATI testing results for each level and Comprehensive Exit Exam. Current Level 2 student cohort showed improved scores on Fundamentals proctored exam with majority of students achieving Level 1 scores and a group of students reaching Level 2 scores. Most recent student cohorts have expanded ATI materials including clinical skills videos with pre and post tests, Live scenario applications and pharmacology materials.</p> <p><i>We were not effectively utilizing the ATI material and the new CARP ATI Plan will assist in bringing up the Pass Rate. There will be a more</i></p>
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	<p>D. Enhance the development of critical thinking and psychomotor skills needed in the clinical setting of the students in all levels</p> <ol style="list-style-type: none"> 1. Hire instructor to manage skills lab. 2. Reorganize and restock skills lab. 3. Develop supplemental materials to enhance the skills lab experience at all levels. 4. Increase student accountability for material covered in skills videos. 	<p>11/2010</p> <p>Ongoing</p> <p>1/2012</p>	<p>Jayne Grint, DON</p> <p>Rochelle Eaton</p> <p>Yvette Bergeron</p> <p>Yvette Burgeron</p> <p>Naomi McElvain</p>	<p><i>intensive use of ATI material at all levels.</i></p> <p>Update 9/12: Reassigned faculty for tutoring and monitoring of ATI study time in Learning Center. Hired new faculty for NCLEX review 3 days a week available to all levels.</p> <p>1. Instructor hired to be skills lab coordinator.</p> <p>4. Skills lab has been completely revamped. New equipment has been added and supplies reviewed and maintained in quantities sufficient for the needs of the program</p> <p>5. Lab instructor has developed extensive supplemental resources binder for use by students and faculty.</p> <p>6. Pre-tests and post-tests</p>
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	<p>5. Provide student opportunities to develop and refine critical reasoning skills in the clinical setting.</p>	<p>1/2012</p>	<p>All Faculty</p>	<p>are being developed to be used in conjunctions with skills videos to increase student accountability for material and to reinforce information covered in videos.</p> <p>6/12 Up-date: Pre and post-tests available for four of the skills videos have been completed and remainder in process at this time. <i>Continue to build Test Bank.</i></p> <p>7.Implemented use of “Real Life Scenarios” portion of ATI materials to allow students to improve critical reasoning skills in the clinical setting. This resource will be used in Levels 2 - 5.</p> <p>Outcome Fourth quarter 2010 NCLEX pass rate 40.63. First quarter 2011 NCLEX pass rate increased to 74%.</p> <p>6/12 Update: Fourth quarter 2011 NCLEX pass rate increased to 75%</p>
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				<p>First Quarter 2012 NCLEX pass rate 67%. Review of the data showed that of the group of students who graduated during the 2011 academic year passed at a rate of 76.7%, however 5 students who graduated in the 2010 academic year also took the NCLEX exam and all failed. This dropped our overall score to the 67% level.</p> <p>Although we do not yet have second quarter 2012 scores available, 10 students who took the exam during that period have self-reported passing the NCLEX. This gives us reason to believe that the scores for second quarter 2012 will meet the stated benchmark.</p>
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Component #3 continued				
Immediate intervention				
ACADEMIC SUCCESS				
Objective #2 Enhance role of faculty as mentor and establish position for Academic Coach.				
	Action Strategies to Achieve	Implementation	Responsible Party	Status Update

		Date		
	<p>A. Insure that students are aware of the tutoring services available.</p> <p><i>Effective immediately it is mandatory that any fail of quiz, test, or final-student will attend tutoring or remediation.</i></p> <p>B. Track student exam scores to identify at risk students who may benefit from tutoring and coaching.</p> <p>C. Provide counseling memos for students not meeting the academic requirements of the program.</p>	<p>January 2012</p> <p>January 2012</p> <p>January 2011</p>	<p>Rochelle Eaton All Faculty</p> <p>Jayne Grint</p> <p>Rochelle Eaton All Faculty</p> <p>Rochelle Eaton All Faculty</p>	<p>A. Calendars posted in classrooms with times as well as dates of tutoring sessions. Moodle (Online system to send a message to all students) posted regarding days and hours of tutoring.</p> <p>B. <i>Bulletin Board with schedule of tutorial times located in hallway near classrooms.</i></p> <p>Update 9/12: DON visit to every classroom to ensure students are aware of new tutors and restructuring of tutoring services.</p> <p>C. Student grades tracked and students counseled at first sign of difficulty. <i>This has been inconsistent since the beginning of the year.</i></p> <p>D. Students at all program levels receive counseling letters immediately following a grade below the</p>

	<p>D. Hire an academic coach to assist faculty with remediation and tutoring For at risk students.</p>	<p>January 2012</p>	<p>Rochelle Eaton All Faculty</p>	<p>accepted standard on an exam. Memos outline the grade expectations which have not been met, the remediation or tutoring required, as well as required follow-up and include student signature to verify receipt of the memo. Counseling memos are placed in student file, a copy goes to the academic coach and the student receives a copy.</p> <p>E. Academic coach receives a copy of all counseling memos, contacts students, sets up appointments based upon student needs and facilitates tutoring and remediation activities. Sessions may be individual or group and are provided after school hours or during student lunch break to accommodate the needs of the students.</p> <p><i>Students have received the memo to attend tutorial or remedial services. However this has not been effective. It is now mandatory that all</i></p>
	<p>E. Assess tutoring and remediation outcomes based on number of</p>	<p>February 2012</p>	<p>Rochelle Eaton Naomi McElvain</p>	

	<p>students utilizing services, number of sessions held, and exam scores of the participating students.</p>		<p>Janet Nishina Naomi McElvain</p>	<p><i>students failing a quiz, test or final will meet with the academic coach for remediation or tutorial.</i></p> <p>F. Ongoing process. Difficult to assess impact at this point. There has been feedback from students stating that they find the sessions helpful. A number of students who are not required to attend sessions have begun to participate as they believe that there is value in the sessions.</p> <p>6/12 Update: Student participation in optional tutoring program continues to increase. We continue to refine the process for referral of students for remediation assistance. <i>Please see attached, "Student Success Plan" where all students who have received a low grade will have to attend Mandatory tutorial or remediation.</i> <i>All grades on now online and the DON and academic coach will have access-to make sure that all students are captured and a plan of action set into place.</i></p>
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	<p>F. Coordinate course objectives, lesson plans, exams and skills development to more closely conform to the NCLEX test plan to increase student knowledge needed to succeed in passing boards.</p>	<p>11/20/10</p>	<p>Rochelle Eaton Faculty</p> <p>Janet Nishina</p> <p>Jayne Grint</p> <p>Jayne Grint</p>	<p>G. 3/2011 Restructuring of Levels Test, quizzes, final exams reviewed and revised.</p> <p><i>Implementation: to add one or two NCLEX questions and an ATI question into each lesson, to assist the students to learn how best to answer the questions.</i></p> <p>Update 9/12: DON advises each class of students that an NCLEX tutor is available to give “mock NCLEX” exams 3 days a week.</p> <p>3/11 Anatomy and Physiology review by A&P instructor at each level as systems and disorders are presented</p> <p>Update 10/12: DON reviews A & P exams and quizzes with instructor and discusses improvements and changes to be made for the appropriate VN level, including complexity and pertinent information.</p>
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Component # 4 NATIONAL COUNCIL LICENSURE EXAMINATION FOR PRACTICAL NURSING (NCLEX-PN) REVIEW				
Immediate intervention				
Objective #1. Review components of the NCLEX-PN to reflect new test plan format.				
	Action Strategies to Achieve	Implementation Date	Responsible Party	Status Update
	A. Update test bank to include more NCLEX style questions.	2011	Rochelle Eaton	Completed 2012
	B. Explore alternate test bank options for faculty retrieval.	2012	Rochelle Eaton Faculty	6/12 Up-date Integration of additional test bank material is hampered to some degree by variations in format used by source providers. However we continue to utilize test banks from all text books and ATI.
	C. Analyze all course exams & quiz results to determine content areas needing review or enhancement.	2012	Rochelle Eaton Faculty	6/12 Up-date: Every quiz and exam is subjected to item analysis to determine areas needing review or enhancement. As new text books are introduced testing material is reviewed and updated to accurately reflect the material presented and to insure that stated course objectives are met. Instructor resource materials

	<p>D. Present on-site NCLEX Review Course</p>	<p>2010</p>	<p>Rochelle Eaton</p>	<p>are available online and in hard copies for faculty to use, as well as to insure continuity in the event that the instructor is absent or replaced.</p> <p>NCLEX reviews held on campus every 10 weeks 5-6 consecutive Saturdays.</p> <p>Update 10/12: NCLEX review classes held 3 times a week with hours convenient for students.</p> <p>Student attendance in Jan 2011 3-5 Student attendance has grown to 15-20 in 2012. (Note: In the past this review has been offered as a part of our Level 5 curriculum, however due to increasing amount of subject matter to be covered at all levels, this was dropped.)</p> <p>6/12 Up-date: Participation in our NCLEX review program has continued to increase. A few students who are still in the program are also attending these review classes as a means of possibly improving their test score when the time comes for them to be tested.</p>
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	<p>E. Increase our utilization of ATI products to ensure student familiarity with online testing and NCLEX type questions.</p>	<p>2011</p>	<p>Rochelle Eaton</p>	<p>Update 10/12: Students express motivation to attend NCLEX classes for all levels.</p> <p>Implementation of CARP Policy at all student levels.</p> <p>6/12 Up-date: Most recent student cohorts have expanded ATI materials including clinical skills videos with pre and post tests, Live scenario applications and pharmacology materials.</p> <p>Update 9/12: DON makes several visits a day to the Learning Center to monitor students and faculty.</p>
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Casa Loma College Vocational Nursing Program ATI Comprehensive Assessment and Remediation Program Policy

In its continued effort and commitment to increase the level of knowledge and skills our students obtain during the program, Casa Loma College integrates the ATI Comprehensive Assessment and Remediation Program (CARP) as 5% of the grade in each course and the ATI Comprehensive Predictor as a final exam, in order to ensure students have the knowledge base required to successfully pass the National Council Licensing Exam (NCLEX-PN).

As part of the ATI package, students will be required to complete practice and proctored assessments as a course requirement. The following policy describes the use of the Assessment Technologies Inc. (ATI) Comprehensive Assessment and Review Program (CARP) as a component of progression, and graduation in the nursing program at Casa Loma College. This policy has been developed to facilitate the assessment of at-risk students and establish a review and remediation process to enhance their success in the program and on NCLEX-PN after graduation.

The ATI assessments are evaluated to identify areas of strengths and weaknesses and an individualized remediation plan is created based upon the results. Students will earn points for completion of Practice exam, the level achieved on the Proctored tests, and the completion of Remediation assignments in identified areas.

When does ATI testing occur?

☑ Students in the Vocational Nursing Program will be required to take ATI practice tests prior to taking the Proctored Assessments pertaining to each of the major courses/content areas throughout the curriculum. The Proctored Assessments will be given throughout each level in the assigned nursing courses to allow time for remediation. Testing will take place on campus and will be proctored.

Proctored Assessment Tests	
Critical Thinking (<i>entrance</i> assessment)	Level 1 - Week 1
Mental Health Nursing	Level 2 - Week 2
Fundamentals for Nursing Practice	Level 3 - Week 1
Adult Medical-Surgical Nursing	Level 4 - Week 9
Pharmacology of Nursing Practice	Level 4 - Week 9
Maternal/Newborn	Level 5 - Week 2
Nursing Care of Children	Level 5 - Week 5
Critical Thinking (<i>exit</i> assessment)	Level 5 - Week 6
PN Comprehensive Predictor	Level 5 - Week 7

Preparation for the proctored assessment is essential for student success. The Practice tests listed below are designed to provide students with tools to achieve success and will be required in order to achieve full credit for the ATI component of the program and for entrance to sit for the corresponding Proctored tests.

ATI Practice, Non-proctored Tests	
Self Assessment Inventory	Level 1 - Week 1
Mental Health Nursing	Due in order to sit for Proctored test by Level 2 - Week 2
Fundamentals for Nursing Practice	Due in order to sit for Proctored test Level 3 - Week 1
Adult Medical-Surgical Nursing	Due in order to sit for Proctored test Level 4 - Week 9
Pharmacology of Nursing Practice	Due in order to sit for Proctored test Level 4 - Week 9
Maternal/Newborn	Due in order to sit for Proctored test Level 5 - Week 2
Nursing Care of Children	Due in order to sit for Proctored test Level 5 - Week 5

1. Attain 80% on the practice assessments Form A and Form B. Practice assessments.
2. Students are eligible to receive a maximum of 10 points in each subject for completion of Practice and Proctored tests and remediation exercises.
3. The remediation plan is to create and complete a Focused Review on topics missed. The score received on the ATI proctored assessment will determine the required time in focused review.

Casa Loma College
Vocational Nursing Program
ATI Comprehensive Assessment and Remediation Program Policy

Level 2 Courses	Practice Tests	Points Awarded (80% or better to receive credit)	Proctored Exam	Points awarded for achievement on ATI Proctored Exam	Focus Review Time required for evidence of remediation on missed topic from ATI Proctored Assessment (All templates due on the day of the final exam @ 0830)	Points awarded	Total possible points awarded in each course
Nursing 2	PN Mental Health Online Practice (Form A and Form B)	<u>2 points</u>	PN Mental Health 2011	If you score at Level 3 – <u>8 points</u>	No Remediation required templates optional		<u>10 Points</u>
				If you score at Level 2 – <u>5 points</u>	2 hours minimum and 8 remediation templates required (All templates due on the day of the final exam @ 0830)	<u>2 points</u>	<u>9 points</u>
				If you score at Level 1 – <u>1 point</u>	3 hours minimum and 12 remediation templates required (All templates due on the day of the final exam @ 0830)	<u>3 points</u>	<u>6 Points</u>
				If you score at < Level 1 – <u>0 point</u>	4 hours and 15 remediation templates required (All templates due on the day of the final exam @ 0830)	<u>4 points</u>	<u>6 points</u>
Pharm B	Dosage and Calculations tutorial: Desired Over Have, Oral Medications Dosage and Calculations tutorial: Desired Over Have, Parenteral (IV) Medications	<u>5 points</u> (80% or better to receive credit) <u>5 points</u> (80% or better to receive credit)	N/A	N/A	N/A	<u>N/A</u>	<u>10 Points</u>

**Casa Loma College
Vocational Nursing Program
ATI Comprehensive Assessment and Remediation Program Policy**

Level 3 Courses	Practice Tests	Points Awarded (80% or better to receive credit)	Proctored Exam	Points awarded for achievement on ATI Proctored Exam	Focus Review Time required for evidence of remediation on missed topic from ATI Proctored Assessment (All templates due on the day of the final exam @ 0830)	Points awarded	Total possible points awarded in each course
Nursing 3	PN Fundamentals Online Practice (Form A and Form B)	<u>2 points</u>	PN Fundamentals Online Practice 2011 Form B	If you score at Level 3 - <u>8 points</u>	No Remediation required templates optional		<u>10 Points</u>
				If you score at Level 2 - <u>5 points</u>	2 hours minimum and 8 remediation templates required (All templates due on the day of the final exam @ 0830)	<u>2 points</u>	<u>9 points</u>
				If you score at Level 1 - <u>1 point</u>	3 hours minimum and 12 remediation templates required (All templates due on the day of the final exam @ 0830)	<u>3 points</u>	<u>6 Points</u>
				If you score at < Level 1 - <u>0 point</u>	4 hours and 15 remediation templates required (All templates due on the day of the final exam @ 0830)	<u>4 points</u>	<u>6 points</u>
Pharm C	Pharmacology Made Easy 2.0	Total of <u>10 Points</u> (80% or better on tests in order to receive credit)					<u>10 Points</u>
	Musculoskeletal	2 pts				2 pts	
	Cardiac	2 pts				2 pts	
	Respiratory	2 pts				2 pts	
	Renal (Instructor will give assignment)	2 pts				2 pts	
	Gastrointestinal	2 pts				2 pts	

Casa Loma College
Vocational Nursing Program
ATI Comprehensive Assessment and Remediation Program Policy

Level 4 Courses	Practice Tests	Points Awarded	Proctored Exam	Points awarded for achievement on ATI Proctored Exam	Focus Review Time required for evidence of remediation on missed topic from ATI Proctored Assessment (All templates due on the day of the final exam @ 0830)	Points awarded	Total possible points awarded in each course
Nursing 4	PN Adult Medical Surgical online Practice Form A and Form B	<u>2 points</u> (80% or better in order to receive credit)	PN Adult medical Surgical 2011 Form B	If you score at Level 3 – <u>8 points</u>	No Remediation required templates optional		<u>10 Points</u>
				If you score at Level 2 – <u>5 points</u>	2 hours minimum and 8 remediation templates required (All templates due on the day of the final exam @ 0830)	<u>2 points</u>	<u>9 points</u>
				If you score at Level 1 – <u>1 point</u>	3 hours minimum and 12 remediation templates required (All templates due on the day of the final exam @ 0830)	<u>3 points</u>	<u>6 Points</u>
				If you score at < Level 1 – <u>0 point</u>	4 hours and 15 remediation templates required (All templates due on the day of the final exam @ 0830)	<u>4 points</u>	<u>6 points</u>
Pharm D	Pharmacology Made Easy 2.0	<u>10 Points</u>					<u>10 Points</u>
	Endocrine	<u>2 pts</u>				<u>2 pts</u>	
	Neurological Part 1 and Part 2	<u>2 pts</u>				<u>2 pts</u>	
	Integumentary (Assignment will be given by Instructor)	<u>2 pts</u>				<u>2 pts</u>	
	Sensory (Assignment will be given by Instructor)	<u>2 pts</u>				<u>2 pts</u>	

Casa Loma College
Vocational Nursing Program
ATI Comprehensive Assessment and Remediation Program Policy

	Reproductive & GU	<u>2 pts</u>				<u>2 pts</u>	
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Casa Loma College
Vocational Nursing Program
ATI Comprehensive Assessment and Remediation Program Policy

Level 5 Courses	Practice Tests	Points Awarded	Proctored Exam	Points awarded for achievement on ATI Proctored Exam	Focus Review Time required for evidence of remediation on missed topic from ATI Proctored Assessment (All remediation and templates are due on the day of finals for that subject)	Points awarded	Total possible points awarded in each course
Obstetrical Nursing	PN Maternal Newborn online Practice 2011 Form A and B	<u>2 points</u> (80% or better in order to receive credit)	PN Maternal Newborn 2011 Form B Proctored	If you score at Level 3 – <u>8 points</u>	No Remediation required templates optional (All remediation and templates are due on the day of finals for that subject)		<u>10 Points</u>
				If you score at Level 2 – <u>5 points</u>	2 hours minimum and 8 remediation templates required (All remediation and templates are due on the day of finals for that subject)	<u>2 points</u>	<u>9 points</u>
				If you score at Level 1 – <u>1 point</u>	3 hours minimum and 12 remediation templates required (All remediation and templates are due on the day of finals for that subject)	<u>3 points</u>	<u>6 Points</u>
				If you score at < Level 1 – <u>0 point</u>	4 hours and 15 remediation templates required (All remediation and templates are due on the day of finals for that subject)	<u>4 points</u>	<u>6 points</u>
Pediatric Nursing	PN Nursing Care of Children online Practice 2011 Form A and B	<u>2 points</u> (80% or better in order to receive credit)	PN Nursing Care of Children 2011 Form B Proctored	If you score at Level 3 – <u>8 points</u>	No Remediation required templates optional (All remediation and templates are due on the day of finals for that subject)		<u>10 Points</u>
				If you score at Level 2 – <u>5 points</u>	2 hours minimum and 8 remediation templates required (All remediation and templates are due on the day of finals for that subject)	<u>2 points</u>	<u>9 points</u>

**Casa Loma College
Vocational Nursing Program
ATI Comprehensive Assessment and Remediation Program Policy**

				If you score at Level 1 – <u>1 point</u>	3 hours minimum and 12 remediation templates required (All remediation and templates are due on the day of finals for that subject)	<u>3 points</u>	<u>6 Points</u>
				If you score at < Level 1 – <u>0 point</u>	4 hours and 15 remediation templates required (All remediation and templates are due on the day of finals for that subject)	<u>4 points</u>	<u>6 points</u>
PharmacologyE	Pharmacology Made Easy 2.0	<u>10 Points</u> (80% or better in order to receive credit)					<u>10 points</u>
	Comprehensive all systems						
End of Program	Practice Tests	Points Awarded	Proctored Exam	Points awarded for achievement on ATI Proctored Exam	Focus Review Time required for evidence of remediation on missed topic from ATI Proctored Assessment	Points awarded	Total possible points awarded in each course
	Critical Thinking (<i>exit</i> assessment)	No Points	PN Comprehensive Predictor	No points Must pass at National Level Consistent with 80% chance of passing the NCLEX - PN	TBD	<u>Pass/Fail</u>	

Students must complete the ATI Critical Thinking Entrance Exam and the Self-Assessment Inventory in Level 1 and Critical Thinking Exit in Level 5 by the assigned dates in order to pass the courses. Students who do not meet these requirements will be given a “D” in the course.

Rational: While a set passing score has not been mandated for the Critical Thinking Entrance and Exit Examinations, students are required to take the examinations. Data from these examinations and the Self-Assessment Inventory provide information that can be used in counseling students for success in the program. This data also provides information regarding our Program Outcomes.

**Casa Loma College
Vocational Nursing Program
ATI Comprehensive Assessment and Remediation Program Policy**

CASA LOMA COLLEGE
Vocational Nursing Program

ATI EXAM STUDY GUIDE

NAME: _____ DATE OF ATI EXAM: _____

Class Number: _____ Level: _____ INSTRUCTOR: _____

ATI EXAM: _____ SCORE: _____

VN STUDENT STUDY GUIDE PLAN:

- Complete an ATI Focused Review for the missed topics Total Hours Assigned: _____
- Complete Nurse Logic Modules Total Hours Assigned: _____
- Complete assessments in Learning System PN Total Hours Assigned: _____
- Attain an 90% on the online practice test Form A
- Complete application exercises from the ATI Review Modules based on topics missed
- Complete Remediation Template found on Student ATI Home page
- Create a concept map on missed topics
- Complete a 5x7 note card for each Topic to Review
- Visit skills lab to practice related skills
- Other:

I agree to complete this Study Guide plan by _____ (Student to complete at least one week before scheduled proctored Exam).

Student Signature: _____ Date: _____

Director Signature: _____ Date: _____

Follow-up appointment scheduled. _____ Date: _____

COMPLETE

INCOMPLETE

Comments:

Copy provided to Academic Assistant: _____
(Name)

Academic Coach Signature: _____ Date: _____



Implementing Comprehensive Assessment & Review Program (CARP)

The following represents collective ideas of nursing programs across the country and is considered by your ATI Team to be best practices for implementing CARP. These ideas and samples are suggestions, not requirements.

YOU MAY BEGIN.

Nursing Course

Beginning of the term through end of the term

Assign appropriate **NurseLogic** modules near beginning of term per group critical thinking/problem solving levels (place in syllabus with due dates). Also use **NurseLogic** to strengthen student critical thinking/problem solving deficits as they are identified individually.

Assign chapters from ATI **Review Modules** as part of student reading assignments (place in syllabus with due dates).

As a class, answer several questions from **Learning System** each class meeting.

As an instructor, take **ATI practice tests** and review **proctored ATI test** topics so that you are aware of the content covered by ATI.

Incorporate questions from ATI's **practice tests** and **Learning System** into course tests and quizzes.

Create and administer custom assessments using ATI's **Custom Assessment Builder**. Use ATI questions seen on no other ATI tests and/or add your own questions. Tests can be paper-pencil, practice via the ATI Web site or proctored via the ATI Web site.

Middle of the term

Make available Form B of the ATI **practice test** (for Medical-Surgical courses, make available pertinent **targeted Medical Surgical practice tests** when appropriate). Also, make available Form A of the ATI **practice test**, or save this test for remediation opportunities after students take the **proctored ATI test**.

You may require students to present ATI **practice test** results as their "ticket" to sit for the **proctored ATI test**.

If you require that students receive a certain score on their ATI **practice test**, use the "Products" tab to set the time in-between attempts to ≥ 24 hours.

Make available pertinent **Learning System** "Practice" tests and "Final" tests.

End of the term

Before the final exam for the course, schedule the **proctored ATI test** Form B (e.g. two weeks before the final, three weeks before the final, etc.). Testing in ATI before taking the course final will provide practice for the final. Spacing ATI tests and course tests will mitigate test-taking overload. If students score less than the set goal (e.g. less than Level 2, etc.), require students to re-take the **proctored ATI test** Form A in approximately one week.

Host 1:1 student success meetings/advising sessions with students not meeting the set goal on the **proctored ATI test**. Review ATI transcripts, ATI remediation options and the student's course performance.

If ATI **practice test** Form A was saved, make it available to students as practice for the re-take and practice for the course final.

Require remediation based on performance on the **proctored ATI test**.

Example 1- For missed topics, complete and submit **ATI**

Remediation Templates:

Level 3 – 5 remediation templates

Level 2 – 8 remediation templates

Level 1 – 12 remediation templates

Below Level 1 – 15 remediation templates

Example 2- Study missed topics using **ATI Focused Review**

Level 3 – 1 hours

Level 2 – 2 hours

Level 1 – 3 hours

Below Level 1 – 4 hours

Sample grading policy—ATI recommends that CARP accounts for $\leq 10\%$ of the student's final grade; $\leq 5\%$ is ideal. Below is a **sample grading policy**. The goal is to assign the appropriate amount of points (per your unique program and students) at each stage of the implementation process. This motivates students to use ATI at each stage, and it distributes points fairly across the ATI process and across the course.

ATI practice test	ATI proctored Test	ATI Remediation	ATI proctored test RE-TAKE	Total possible: practice + proctored + remediation + retake (if required)
1 pt.	Level 3 = 7 pts.	2 pts.	No re-take	10 pts. / 10 pts. (e.g. ATI = 10 pts.. course total = 200 pts. ATI value = 5%)
	Level 2 = 6 pts.		No re-take	9 pts. / 10 pts. (e.g. ATI = 10 pts.. course total = 200 pts. ATI value = 5%)
	Level 1 = 3 pts.		Re-take required Level 2 or 3 = 1 pt.	7 pts. / 10 pts. (e.g. ATI = 10 pts.. course total = 200 pts. ATI value = 5%)
	Below Level 1 = 2 pts.		Re-take required Level 2 or 3 = 1 pt.	6 pts. / 10 pts. (e.g. ATI = 10 pts.. course total = 200 pts. ATI value = 5%)



During nursing school (continued)

MATERNAL NEWBORN NURSING

Content Mastery Series:

Review Module—text with embedded media content (including video)

Online Practice Assessments— 2 versions, rationales, with alternate-item-style questions (60 Q&A/test)

Proctored Assessment—1 test, 1 *FREE* retake (different version), with alternate-item-style questions (65 Q&A/test)

Remediation—Online Focused Review, Review Module and ATI Remediation Templates

Learning System—2 versions of online practice tests, integrated critical thinking tools and rationales (30 Q&A/test)

1 online final practice test with integrated critical thinking tools and rationales (40 Q&A)

NURSING CARE OF CHILDREN

Content Mastery Series:

Review Module—text with embedded media content (including video)

Online Practice Assessments— 2 versions, rationales, with alternate-item-style questions (60 Q&A/test)

Proctored Assessment—1 test, 1 *FREE* retake (different version), with alternate-item-style questions (65 Q&A/test)

Remediation—Online Focused Review, Review Module and ATI Remediation Templates

Learning System—2 versions of online practice tests, integrated critical thinking tools and rationales (40 Q&A/test)

1 online final practice test with integrated critical thinking tools and rationales (50 Q&A)

MENTAL HEALTH NURSING

Content Mastery Series:

Review Module—text with embedded media content (including video)

Online Practice Assessments— 2 versions, rationales, with alternate-item-style questions (60 Q&A/test)

Proctored Assessment—1 test, 1 *FREE* retake (different version), with alternate-item-style questions (65 Q&A/test)

Remediation—Online Focused Review, Review Module and ATI Remediation Templates

Learning System—2 versions of online practice tests, integrated critical thinking tools and rationales (40 Q&A/test)

1 online final practice test with integrated critical thinking tools and rationales (50 Q&A)

COMMUNITY HEALTH NURSING

Content Mastery Series:

Review Module—text with embedded media content (including video)

Online Practice Assessments— 2 versions, rationales, with alternate-item-style questions (50 Q&A/test)

Proctored Assessment—1 test, 1 *FREE* retake (different version), with alternate-item-style questions (55 Q&A/test)

Remediation—Online Focused Review, Review Module and ATI Remediation Templates

Learning System—1 online practice test, integrated critical thinking tools and rationales (20 Q&A)

1 online final practice test with integrated critical thinking tools and rationales (20 Q&A)

LEADERSHIP

Content Mastery Series:

Review Module—text with embedded media content (including video)

Online Practice Assessments— 2 versions, rationales, with alternate-item-style questions (60 Q&A/test)

Proctored Assessment—1 test, 1 *FREE* retake (different version), with alternate-item-style questions (65 Q&A/test)

Remediation—Online Focused Review, Review Module and ATI Remediation Templates

Learning System—1 online practice test with integrated critical thinking tools and rationales (40 Q&A)

1 online final practice test with integrated critical thinking tools and rationales (50 Q&A)

GERONTOLOGY

Learning System—1 online practice test with integrated critical thinking tools and rationales (30 Q&A)

1 online final practice test with integrated critical thinking tools and rationales (40 Q&A)



During nursing school (continued)

COMMUNICATION

Learning System—1 online practice test with integrated critical thinking tools and rationales (20 Q&A)
1 online final practice test with integrated critical thinking tools and rationales (20 Q&A)

NCLEX preparation and Exit

RN Comprehensive Online Practice Assessments—2 different versions, 1 with rationales, 1 without (150 Q&A/test)

RN Comprehensive Predictor Proctored Assessment—1 test, 1 *FREE* retake test (different version) (180 Q&A/test)

Remediation: Online Focused Review, Review Module and Remediation Templates

Learning System—1 online final practice test with integrated critical thinking tools and rationales (150 Q&A)

Critical Thinking Exit Assessment— proctored test (40 Q&A)

Tutoring and Remediation Plan

Student Success Center

A specific area/classroom will be designated as the Student Success Center. The Center will be open from 2:00 – 4:30 pm and 11:30 – 12:30 pm, Monday through Friday. The Center will be staffed by a faculty member to assist with questions, homework, quiz and test preparation. Students need to bring all of their materials with them. Students may work alone or in small groups. The Center will be an area for serious work, not a social hall or hang out. All classroom policies will apply. Cell phone use is prohibited while in the Center. The Center is NOT an individualized tutoring center, but is rather, a resource center where students may get tips, support and encouragement.

One-on-one tutoring may be available from the course instructor. If a student needs specific instructional assistance and the Center is empty, the faculty staffing the Center may work with that student. Students may also schedule individual tutoring with the Academic Coach, if available.

Remediation

A student scoring 77% or lower and ANY exam, including the final, will be required to complete mandatory remediation activities as determined by the Academic Coach. These activities will be based upon the objectives relating to the materials covered in the test and may include workbook pages, writing out objectives, creating concept maps and completing questions from the NCLEX review book, as well as any other activity deemed appropriate. Remediation activities are to be completed in the Student Success Center. Students will log the hours and the faculty staffing the Center will sign off on the log. All activities must be completed and turned in to the Coach within 7 days of being assigned. All documentation will be returned to the course instructor for approval and placed in the student's file. Failure to complete the assigned work will result in the student being

ineligible to retake the exam at the end of the course, as per the guidelines in the Student Handbook. Final exams will require remediation activity but MAY NOT be retaken. Note: We are working on a way to have Moodle notify the DON or Academic Coach when a failing grade is entered into the gradebook.

Student-Tutors

Any student in Level 4 or Level 5 who has a GPA of 3.5 in all content areas may volunteer to work with students in the Center. This is NOT a work/study position. Interested students need to contact their course instructor for a letter of approval.