

Agenda Item #13.A.3



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

BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS

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DATE: February 6, 2013

TO: Board Members

Suellen Clayworth

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

SUBJECT: Medical Career College, Fremont, Vocational Nursing Program –
Reconsideration of Provisional Approval¹ and Request to Admit Students
(Director: Marilyn Castillo, Fremont, Alameda County, Private)

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

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

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

On February 24, 2012, the Board extended the Medical Career College Vocational Nursing Program's Provisional Approval for the one - year period from February 18, 2012 through February 28, 2013, and required the program to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate by **February 28, 2013**. The program is now presented to the Board for review of its Provisional Approval status.

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.

Additionally, the program director requests approval to admit 15 students into a day class commencing May 13, 2013, and graduating June 6, 2014, to **replace** students scheduled to graduate May 3, 2013. Additionally, the program requests approval to admit 15 students into an evening class commencing September 16, 2013, and graduating October 9, 2014, to **replace** students scheduled to graduate on September 9, 2013.

History of Prior Board Actions

(See Attachment A, History of Prior Board Action, May 12, 2006 – February 24, 2012)

Enrollment

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

The following table represents **current and projected** student enrollment based on current and proposed class starts and completions. The table indicates a **maximum enrollment of 30** students during the period **April 2012 through September 2013**.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Complete			
4/12 AM		11		11
8/12 PM		15		11 + 15 = 26
	5/13 (4/12 AM Class)		-11	26 - 11 = 15
5/13 (proposed AM)		15		15 + 15 = 30
	9/13 (8/12 PM Class)		-15	30 - 15 = 15
9/13 (proposed PM)		15		15 + 15 = 30

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 October 2007 through December 2012, specify the pass percentage rates for graduates of Medical Career College Vocational Nursing Program on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®), and the variance of the program's pass rates from state average annual pass rates for the past 21 quarters.

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 2007	17	6	35%	76%	35%	76%	-41
Jan-Mar 2008	5	2	40%	76%	36%	76%	-40
Apr-Jun 2008	1	0	0%	70%	35%	75%	-40
Jul-Sep 2008	1	0	0%	75%	33%	74%	-41
Oct-Dec 2008	No Candidates Tested			73%	33%	73%	-40
Jan-Mar 2009	No Candidates Tested			70%	0%	72%	-72
Apr-Jun 2009	20	6	30%	71%	29%	70%	-41
July-Sep 2009	31	13	42%	74%	37%	72%	-35
Oct-Dec 2009	11	4	36%	76%	37%	73%	-36
Jan-Mar 2010	10	1	10%	76%	33%	74%	-41
Apr-Jun 2010	8	6	75%	74%	40%	75%	-35
Jul-Sep 2010	14	7	50%	76%	42%	75%	-33
Oct-Dec 2010	4	0	0%	77%	39%	76%	-37
Jan-Mar 2011	5	3	60%	82%	52%	77%	-25
Apr-Jun 2011	7	2	29%	71%	40%	76%	-36
Jul-Sep 2011	6	4	67%	74%	41%	77%	-36
Oct-Dec 2011	3	2	67%	74%	52%	75%	-23
Jan-Mar 2012	5	4	80%	77%	57%	74%	-17
Apr-Jun 2012	6	2	33%	72%	60%	74%	-14
Jul-Sep 2012	11	8	73%	74%	64%	74%	-10
Oct-Dec 2012	2	1	50%	70%	63%	74%	-11

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 **noncompliance** with Section 2530 (l) of the Vocational Nursing Rules and Regulations for twenty-one (21) quarters.

Based on the most recent data available (October – December 2012), the program's average annual pass rate is 63%. The California average annual pass rate for graduates from accredited vocational nursing programs who took the NCLEX-PN® for the first time during the same period is 74%. The pass rate for the Medical Career

College Vocational Nursing Program is **eleven (11) percentage points below** the state average annual pass rate.

Faculty and Facilities

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

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

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

Based on a maximum enrollment of 30 students, two instructors are needed. Therefore, the number of faculty is adequate for the current and proposed enrollment.

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

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

The program's clinical facilities are adequate as to type and variety of patients treated to enable current and proposed students to meet clinical objectives in accordance with Section 2534(b) of the Vocational Nursing Rules and Regulations.

Other Considerations

The program was first placed on provisional accreditation in February 2010. That "accreditation", now titled "approval", was reviewed by the Board at the February 24, 2012, Board Meeting. The Board extended the program's provisional approval to February 28, 2013, based on the fact that although the licensure examination pass rates continued to be more than ten percentage points below the state average annual pass rates, the program's pass rates were consistently improving. At the time the Board originally placed the program on provisional accreditation the program's average annual pass rate was 37%. At the time of extension of provisional approval in February 2012, the program's average annual pass rate was 52%. Currently, as of December 2012, the program's annual average pass rate is 63%.

The director was required to submit a follow-up report in November 2012. She submitted a report that listed the actions that have been taken, but it did not contain an analysis of the effectiveness of those actions as had been required by the Board. On December 21, 2012, electronic correspondence was sent to the director asking for that analysis.

On January 8, 2013, the director submitted her analysis of the results of the program's plan of correction. Her analysis indicates incremental progress toward implementing actions that will improve the program's licensure examination pass rate. (See Attachment B)

Recommendations:

1. Approve the program's request to admit 15 students into a day class commencing May 13, 2013, **only**, and graduating June 6, 2014, to **replace** the class that is scheduled to graduate May 3, 2013.
2. Approve the program's request to admit 15 students into an evening class commencing September 16, 2013, **only**, and graduating October 9, 2014, to **replace** the class that is scheduled to graduate September 9, 2013.
3. Require the program to admit no additional students unless approved by the full Board.
4. Extend the Medical Career College Vocational Nursing Program's Provisional Approval for the one - year period from February 21, 2013 through February 28, 2014, and issue a certificate, and issue a notice to the program to identify specific areas of non compliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations (See Attachment C)
5. Require the program to submit a follow-up report no later than **November 1, 2013**. The report must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and the effect of employed interventions. The report must address all elements as identified in the Notice of Change in Approval Status dated April 5, 2011.
6. Require the program to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate.
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 violations. 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 **February 2014** Board agenda for reconsideration of provisional approval.

Rationale: As noted previously, the program was placed on provisional accreditation on February 18, 2010 through February 17, 2012, due to noncompliance with regulatory requirements relative to licensure examination pass rates. At that time, the program's average annual pass rate was 37%. Currently the program's average annual pass rate is 63%. The pass rate was showing a gradual, consistent increase until the last quarter of 2012 when it dropped slightly. This drop is of concern; however, the Board requires more time to determine if the program pass rate will continue to drop or will resume its upward progression.

- Attachment A: History of Prior Board Actions
- Attachment B: Director's analysis of results of program's plan of correction
- Attachment C: Letter requesting documents for February 2013 Board Meeting dated December 26, 2012.

Agenda Item #13.A.3, Attachment A

History of Prior Board Actions

- On May 12, 2006, the Executive Officer approved Medical Career College's request to begin a vocational nursing program with an initial class of 30 students on June 19, 2006 only, **and** approved the program curriculum for 1600 hours, including 630 theory, and 970 clinical hours.
- On July 10, 2007, the Executive Officer approved initial full accreditation for the Medical Career College Vocational Nursing Program for the period from July 10, 2007, through July 9, 2011, and issued a certificate accordingly; **and** approved the program's request to admit a full-time class of 30 students on August 20, 2007, only, to **replace** students graduating on August 8, 2007; **and** approved the program's request to admit a second full-time class of 30 students on October 1, 2007 only, with a projected graduation date of October 31, 2008.
- On February 27, 2008, the Executive Officer approved the program's request to admit 30 students on March 17, 2008, only, with an anticipated graduation date of May 8, 2009.
- On June 4, 2008, the Executive Officer approved the program's request to admit 30 students on July 14, 2008 only, with an anticipated graduation date of August 21, 2009.
- On October 8, 2008, the Executive Officer approved the program's request to admit 15 students on December 1, 2008 only, graduating January 29, 2010, to **replace** a full – time day class; **and** approved the program's request to admit 15 students on December 1, 2008 only, to **replace** a full-time evening class. Graduation of that class is scheduled for January 29, 2010.
- On November 13, 2008, the assigned consultant forwarded correspondence notifying the director that the program's average annual pass rates had fallen more than ten (10) percentage points below state average annual pass rates for the past four (4) consecutive quarters. The program was requested to submit a written plan for improving its NCLEX-PN[®] pass rates by December 13, 2008.

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

- On March 18, 2009, the assigned consultant forwarded correspondence notifying the director that the program's average annual pass rates had fallen more than ten (10) percentage points below state average annual pass rates for the past five (5) consecutive quarters. The director was requested to submit a copy of the program's

detailed plan for improving the NCLEX-PN® pass rates, the date the plan was implemented, and the effectiveness of the employed interventions by April 2, 2009.

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

- On April 21, 2009, the assigned consultant forwarded correspondence notifying the program director that the program's average annual pass rates had fallen more than ten (10) percentage points below state average annual pass rates for six (6) consecutive quarters. The program was requested to submit documentation verifying that the elements of the program's plan of correction had been implemented. The program was asked to send a full listing of student names, and specific documentation showing how each student met the admissions, screening and selection criteria for admission to the program by May 21, 2009. The program failed to submit the requested documentation.
- On July 15, 2009, the director reported, "As part of our plan of correction, we replaced Instructors, enhanced our curriculum and were working on creating an Admissions Committee and new policies to be submitted for approval. Once approved, we are looking forward to a more successful student population, and once approved for our next class we plan on instituting and having an ongoing evaluation of improvement regarding our newly approved policies."
- On July 16, 2009, the Board received correspondence from the director and evidence that all students meet the admissions, screening and selection criteria.
- On August 19, 2009, the assigned consultant forwarded correspondence notifying the program director that the program's average annual pass rates had fallen more than ten (10) percentage points of state average annual pass rates for seven (7) consecutive quarters. The consultant requested submission of an analysis of the effects of the program improvement plan.
- On September 3, 2009, the Executive Officer **denied** the program's request for admission of a class of **30** students on September 21, 2009, with a projected graduation date of November 30, 2010, to **replace** students that graduated on May 1, 2009. This denial was based upon the program's average annual pass rate of 29%. The Executive Officer **approved** the program's admission of a class of **15** students on September 21, 2009, only, with a projected graduation date of November 30, 2010, only, to **replace** students that graduated on May 1, 2009.

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

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

- **On October 12, 2009, the Board approved a new program director.**
- On February 18, 2010, the Board placed Medical Career College, Fremont, Vocational Nursing Program on provisional accreditation for the two - year period from February 18, 2010, through February 17, 2012. The following corrections were required.
 1. The Medical Career College Vocational Nursing Program must bring its licensure examination annual average pass rate to no more than ten (10) percentage points below the State annual average pass rate for four (4) consecutive quarters by **February 17, 2011.**
 2. The program must prepare and implement a written plan to improve its pass rate and make modifications to the plan as necessary based on the success or failure of the actions taken. That plan must include a comprehensive analysis of the program, specific actions that will be taken to improve program pass rates, and timelines for expected results. The following elements must be addressed in the analysis:
 - a. Current Student Enrollment.
 - b. Admission Criteria.
 - c. Screening and Selection Criteria.
 - d. Terminal Objectives.
 - e. Curriculum Objectives.
 - f. Instructional Plan.
 - g. Theory and Clinical Objectives for Each Course.
 - h. Lesson Plans for Each Course.
 - i. Textbooks.
 - j. Attendance Policy.
 - k. Remediation Policy.
 - l. Evaluations of Theory and Clinical Faculty.
 - m. Evaluations of Theory Presentations.
 - n. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
 - o. Evaluation of Student Achievement.
 3. The program must submit a follow-up report in ten (10) and twenty – two (22) months evaluating the effectiveness of any corrective actions taken by each element listed in number 2 above.
 4. The program must comply with all accreditation standards in article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code section 2880, and article 5 of the Board's regulations, commencing at California Code of Regulations, title 16, section 2525.

- On March 10, 2010, the Board forwarded correspondence to the program per certified and regular mail delineating actions taken by the Board relative to the program's placement on provisional accreditation.
- On March 16, 2010, the Board received verification of program receipt of the Notice of Change in Accreditation Status, dated March 10, 2010, from the U.S. Postal Service.
- **On March 30, 2010, a new program director was approved.**
- On June 26, 2010, the Executive Officer **deferred action** on the program's request to admit students to the Board for consideration at the September 16, 2010 meeting. This decision was based on the program's **average annual pass rate of 33%**. The consultant notified the director of the decision per telephone.
- September 1, 2010, the Executive Officer **approved** Medical Career College Vocational Nursing Program's request to admit a full – time day class of 15 students on September 27, 2010 only, with a projected graduation date of November 18, 2011, to **replace** full – time day students who graduated February 11, 2010; and approved the program's request to admit a full – time evening class of 15 students on September 27, 2010 only, with a projected graduation date of November 18, 2011, to **replace** full – time evening students who graduated February 11, 2010; and required the program to obtain Board approval prior to the admission of each class. That decision was based on the program's **average annual pass rate of 40%**, seven percentage points improved since the previous quarter.
- On November 5, 2010, the Board received program correspondence requesting approval to admit a day and evening class.
- On December 13, 2010, the Board received electronic correspondence from the program director titled, "*Program Response to Provisional Accreditation.*"
- On December 13, 2010, the assigned consultant forwarded correspondence advising the director that the submitted "*Program Response to Provisional Accreditation,*" did not fully comply with the Board's decisions of February 18, 2010. The program was requested to submit all required documents by December 24, 2010.
- On December 23, 2010, the Board received the director's electronic correspondence and revised "*Program Response to Provisional Accreditation.*"
- January 13, 2011, the Supervising Nursing Education Consultant sent correspondence to the director requesting the submission of documents for Board presentation.
- On January 24, 2011, copies of the program's report were received for dissemination to Board members.

- On February 25, 2011, the Board considered the program's request to admit students. The Board approved the program's admission of the following.
 - a. Fifteen (15) students into a day class commencing March 7, 2011, and graduating March 22, 2012, to **replace** students scheduled to graduate February 10, 2011; and
 - b. Fifteen (15) students into an evening class commencing March 7, 2011, and graduating March 22, 2012, to **replace** students that graduated October 28, 2010.

The program was required to admit no further students unless approved by the full Board. Additionally, the program was required to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate by **February 28, 2012**. Additionally, the Board directed issuance of a Revised Notice of Noncompliance and Requirements for Correction to reflect:

- a. Prior violations relative to the program's annual average pass rate on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX/PN) shall be corrected by February 28, 2012; and
- b. Compliance with all accreditation standards is required.

Reconsideration of provisional accreditation was scheduled for February 24, 2012.

- On April 5, 2011, the Board forwarded, per certified and regular mail, a Revised Notice of Noncompliance and Requirements for Correction.
- On April 13, 2011, the Board received the program's signed Acknowledgement of Change in Accreditation Status. The document was signed by the program director on April 7, 2011.
- On December 2, 2011, the Board received program correspondence and the required follow-up report specified in the Notice dated April 5, 2011. Information contained therein indicated commencement of the 15 students approved on February 25, 2011 to **replace** students that graduated February 10, 2011 was delayed to July 18, 2012.
- On January 23, 2012, the assigned consultant sent correspondence requesting submission of documents for dissemination to Board members.
- On January 27, 2012, copies of the program's report were received for dissemination to Board members.
- On February 24, 2012, the Board approved the following recommendations:

1. Approved the program's request to admit 15 students into a day class commencing April 2, 2012 only, graduating April 22, 2013, to **replace** a class that scheduled to graduate March 22, 2012.
 2. Approved the program's request to admit 15 students into an evening class commencing April 2, 2012 only, graduating April 22, 2013.
 3. Required the program to admit no additional students unless approved by the full Board.
 4. Extended the Medical Career College Vocational Nursing Program's Provisional Accreditation for the one - year period from February 18, 2012 through February 28, 2013, and issue a certificate, and issue a notice to the program to identify specific areas of non-compliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations (see Attachment J.)
 5. Required the program to submit a follow-up report in nine months, but no later than **November 1, 2012**. The report must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and the effect of employed interventions. The report must address all elements as identified in the Notice of Change in Accreditation Status dated April 5, 2011.
 6. Required the program to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate by **February 28, 2013**.
 7. Required the program to 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.
 8. Required the program to demonstrate incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's accreditation.
 9. Failure to take any of these corrective actions may cause the full Board to revoke the program's accreditation.
 10. Placed the program on the **February 2013** Board agenda for reconsideration of provisional accreditation.
- On December 26, 2012, the assigned consultant forwarded correspondence requesting submission of eighteen (18) copies of pertinent documents, plan, and subsequent actions taken to correct identified problems that they desire Board members to consider.

Agenda Item #13.A.3, Attachment B

**Medical Career College
Vocational Nursing Program**

**Director's Analysis of Results of Program's Plan of
Correction**

1900

1901

1902

UPDATE ON REQUIRED CORRECTIONS

	<p>Anatomy & Physiology (25 points) and Medical Terminology (25 points), and 2 letters of recommendations (10 points). Candidates are selected by adding the points and taking into consideration the timeliness and completeness of the submitted requirements.</p>		
<p>Screening and Selection Criteria</p>	<ol style="list-style-type: none"> 1. Applicant's name will be put on the eligibility list upon completion of application/registration form, completion of prerequisites, academic requirements like Diploma, TEAS testing result and payment of fees. 2. Two candidates will be considered "alternates" and will be able to attend through the Fundamentals period (3 weeks) when the quota has been filled. 3. The first alternate will be allowed to replace any student who leaves the program during that period of time. 4. If an alternate does not replace a student, he/she will be guaranteed admission to the next class. 5. All the rest of the other applicants proven eligible but did not make the quota are placed in a wait list. 6. The wait list will be good for 12 months. 		
<p>Terminal Objectives</p>	<p>The Terminal Objectives were revisited and aligned with the Vision and Mission of the College. Bloom's taxonomy of Objectives was</p>		

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	<p>utilized to enhance them.</p> <p>Vocational Nurse Program Terminal Objectives</p> <p>Upon satisfactory completion of the Board of Vocational Nursing and Medical Career College requirements for this program, the graduate will be prepared to:</p> <ol style="list-style-type: none">1. Use basic knowledge of normal human anatomy and function, principles of communication of different diseases and human psychological conditions as well as the physical responses to diseases to provide safe and effective nursing care to all clients of all ages in different health care settings.2. Utilize the nursing process in observing, recognizing, reporting and participates in patient care planning and implementation to meet the client and their families holistic needs by performing technical and manual nursing skills within the scope of practice for the Licensed Vocational Nurse in State of California.3. Recognize, respect and support growth and development and cultural diversity of all people under his/her care with respect to their rights, dignity and individuality.4. Use proper and effective interpersonal skills when communicating with clients, families and co-workers by fostering confidentiality and collaboration between the client and to all members of the health care team by organizing care in a health care setting that		
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	<p>will provide appropriate direction to staff members.</p> <p>5. Recognize each client as a unique entity as well as an integral part of a family, a culture and the community by assisting and helping the client to meet and attain his/her optimal physical, emotional, psychological, social, spiritual, and intellectual and safety needs.</p> <p>6. Provide health education and information related to community health services, and resources in relation to activities of daily living and health practices for clients with common illnesses.</p> <p>7. Function and assume responsibilities within the legal and ethical boundaries of his/her role as a Licensed Vocational Nurse in the State of California.</p> <p>8. Assume responsibility for personal and professional growth to broaden and advance his/her knowledge and skills.</p>		
Curriculum, Theory and Clinical Objectives		Annual review being done	
Instructional Plan		See Faculty reports (Attachment G)	
Lesson Plans for Each Course	<p>Update of the lesson plans with the introduction of new textbooks and current materials are done continuously. The regular testing conducted weekly diagnose the strengths and weaknesses of students and/or cohorts.</p> <p>Strategies for effective testing include item analysis of questions in pure recall, analysis</p>	<p>Focused Review weekly on Saunders Comprehensive NCLEX, Judith Miller Videos and other resources for NCLEX preparation aside from the required textbooks.</p>	

UPDATE ON REQUIRED CORRECTIONS

	<p>and interpretation. Critical thinking is encouraged not only through written examinations but also in the daily class participation. Case studies are utilized through usage of Evolve/Elsevier instructional resources. Skills are demonstrated in the simulations and return demonstrations are critiqued.</p> <p>The sequencing of knowledge and skills acquisition is monitored and students are individually counseled/tutored for any difficulties /challenges.</p>		
<p>Textbooks</p>	<p>Fundamentals of Nursing, The Art and Science of Nursing Care, 7th Edition, Carol Taylor, Carol Lillis, Priscilla Lemone (Used in Basic Medical-Surgical Nursing BMS, LWW, 2011</p> <p>Skills Checklist For Fundamentals of Nursing, The Art & Science of Nursing Care, 7th Edition, Carol Taylor, Carol Lillis, Priscilla Lemone, LWW, 2011</p> <p>Introductory Medical-Surgical Nursing, 10th Edition, Barbara K. Timby and Nancy Smith (Used in Intermediate and Advanced Medical-Surgical Nursing-IMS & AMS), LWW, 2010</p> <p>Introduction to Maternity & Pediatric Nursing, 6th Edition, Gloria Leifer (Used in Maternity and Pediatric Nursing), 6th Edition, Saunders Elsevier, 2011</p>		

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	<p>Medical Terminology Systems, A Body Systems Approach, 6th Edition, Barbara Gylys and Mary Ellen Wedding (Used in Medical Terminology and Anatomy & Physiology), F.A. Davis, 2009</p> <p>Henke's Med Math, Dosage Calculation, Preparation and Administration, 7th Edition, Susan Buchholz, LWW, 2012</p> <p>Stedman's Medical Dictionary for the Health Professions and Nursing, Illustrated, 7th Edition, LWW, 2011 (Optional, student's choice)</p> <p>Nursing 2012 Drug Handbook, 32nd Edition, Lippincott, 2012 (Optional, student's choice)</p>		
<p>Attendance Policy</p>	<p>The Attendance Policy has been strengthened with the increasing emphasis on class participation, quizzes and case discussions.</p> <p>This program follows a sequential pattern from basic to more complex information. Each new block of information adds to and builds upon the previous level. Students must meet the required objectives in theory and clinical performance for each block before advancing to the next. It is the student's responsibility to contact the instructor to establish ways of achieving unmet objectives that occur for any reason.</p> <p>Students are cautioned that excessive non-</p>		

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	<p>attendance interferes with the ability to complete this program. Experiences in the clinical area cannot be duplicated and valuable learning opportunities are lost. The most common problems which interfere with learning frequent tardiness and absences. In the event that either of these problems occurs a conference with the instructor will be held with the goal to provide the student with every opportunity for success in this program.</p> <p>I. Students are expected to attend regularly and be on time for both theory and clinical classes.</p> <p>II. A daily sign in sheet will be used which will be countersigned by the instructor.</p> <p>III. Students who are unable to attend theory or clinical portions of the program must notify the instructor at least one hour before the start of class.</p> <p>IV. An agreement must be made promptly with the instructor for make-up work</p> <p>V. A decision to dismiss or retain any student will be based on the student's overall performance and the reason(s) for excessive absenteeism or tardiness.</p> <p>NOTE: Dismissal is determined by the Director.</p> <p>VI. Students are required to participate in skills lab as scheduled.</p> <p>VII. All classes are on site. There are no remote learning classes available.</p> <p>VIII. Tuition fees will be refunded, if</p>		
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UPDATE ON REQUIRED CORRECTIONS

	applicable, to students who are dismissed from the program using the standard, state mandated formula and process.		
Remediation Policy	The policy states that a student is required to attend remediation once the grade falls below 75%. This is the period of academic probation. When the grade improves to 75% and above, the remediation ceases. The Vocational Nurse Director and/or instructor in charge conducts the remediation. Within the course, the student undergoes at least three counseling sessions. The student after the remediation and counseling may be terminated from the program if no improvement or progress occurs. The student may appeal the decision based on merit.		
Evaluations of Theory and Clinical Faculty	See Attachment H	Faculty members are evaluated on an annual basis and as needed. Instructors are giving tutorials on their days off.	
Evaluation of Student Achievement	See Attachment I	Evaluations of Student Progress for both Clinical and Theory being done every end of each quarter which includes their performance based on grades, safe and competent nursing skills, attendance, class participation and attitude. Other Evaluations	

UPDATE ON REQUIRED CORRECTIONS

		<p>such as Student Evaluation of Instructors, Evaluation of Theory Presentations, Evaluation of Clinical Rotations and their correlations to Theory Presentation are all in-placed and being utilized for continued quality assurance purposes.</p> <p>ATI Focused Assessment and Focused Review- Students are provided with unlimited ATI-online practice assessments on the different specialty subjects. They are also provided with Proctored Online Examinations which are scheduled by the school. After each proctored examination, they are required to submit Focused Review Notes which will then be reviewed and used in class as a plan to improve test scores.</p> <p>Regular weekly examinations given by Instructors regarding the subject matters being taught.</p>	
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UPDATE ON REQUIRED CORRECTIONS

		<p>Critical thinking exercises and prioritization questions provided to the students on a regular basis.</p> <p>Comprehensive Exit Test (ATI) is required prior to being release for NCLEX with a passing percentage of 90%</p> <p>Results</p> <p>In Cohort 8, only three students out of the nine graduates have successfully passed the NCLEX. The exit examination utilized was HESI.</p> <p>In Cohort 9, only two of the eight students passed the NCLEX. The HESI was used as an exit examination.</p> <p>In Cohort 10, the predicted probability of passing NCLEX on 1st attempt among the 7 students who have passed the NCLEX was 89.0%, with grades ranging from 85% to 98%.</p> <p>In Cohort 11, the predicted probability of passing NCLEX on 1st attempt went up to 91% with grades ranging from 84% to 99%. No one has taken</p>	
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UPDATE ON REQUIRED CORRECTIONS

		<p>the NCLEX for this cohort but based on Cohort 10 results, it is expected that a positive correlation may exist.</p> <p>Cohort 12 and 13 has just started.</p> <p>Data is being actively collected and utilized to improve the rigor of the academic offerings. Data is shared to all the stakeholders and also used in program review and in the national accreditation plans.</p> <p>Importantly, soft skills are modeled by the administration, faculty and staff of MCC.</p>	
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Medical Career College

Cohort 8: June 14, 2010 to July 14, 2011

Instructors: Jo Germaine RN and Rosita Betonio RN

Student Name	TEAS	Final Grade	HESI score	Predicted Probability of Passing NCLEX on 1 st attempt	NCLEX
[REDACTED]	76.5%	88.2%	741	68.02%	P
[REDACTED]	61.8%	90.5%	810	75.96%	Released but uncertain of result
[REDACTED]	71.8%	94.5%	924	84%	Not released yet
[REDACTED]	70.6%	92%	958	86.09%	P
[REDACTED]	61.8%	91.8%	614	58.67%	Not released yet
[REDACTED]	71.8%	94.1%	855	80.45%	P
[REDACTED]	80.6%	94.5%	X	X	X
[REDACTED]	75.9%	81.5%	580	55.24%	Not released yet
[REDACTED]	68.8%	93.5%	1065	92.45%	Not released yet

An X mark indicates that the student did not pass the HESI Exit yet and is not released to take NCLEX



Medical Career College

Cohort 9: June 14, 2010 to July 14, 2011

Instructor: Fred Cohen LVN

Student Name	TEAS	Final Grade	HESI score	Predicted Probability of Passing NCLEX on 1 st attempt	NCLEX
[REDACTED]	73.5%	80%	1219	99.99%	Released but uncertain of result
[REDACTED]	95%	85%	1191	99.99%	F
[REDACTED]	79.4%	86%	1290	99.99%	P
[REDACTED]	75.9%	85%	1233	99.99%	Not yet released
[REDACTED]	50%	80%	1117	97.9%	F
[REDACTED]	73.5%	85%	1243	99.99%	F
[REDACTED]	71.8%	90%	1195	99.99%	P
[REDACTED]	54.1%	90%	1204	99.99%	Will take the exam on Feb 2013

An X mark indicates that the student did not pass the HESI Exit yet and is not released to take NCLEX



Medical Career College

Cohort 10: March 7, 2011 to March 22, 2012

Instructors: Veronica Fuentes, RN and
Rosita Betonio, RN

Student Name	TEAS	Final Grade	ATI score	Predicted Probability of Passing NCLEX on 1 st attempt	NCLEX
[REDACTED]	77.6%	86.5%	76.7%	98%	P
[REDACTED]	64.7%	85.4%	65.3%	85%	P
[REDACTED]	64.1%	84.6%	67.3%	89%	P
[REDACTED]	55.9%	87.3%	65.3%	85%	P
[REDACTED]	68.2%	78.4%	X	X	X
[REDACTED]	55.3%	88.3%	67.3%	89%	P
[REDACTED]	56.5%	84.4%	69.3%	92%	P
[REDACTED]	69.4%	80.3%	X	X	X
[REDACTED]	54.1%	84.4%	65.3%	85%	P
[REDACTED]	80%	88.5%	68%	90%	Mailed application Oct. 10, 2012

An X mark indicates that the student did not pass the ATI Exit and is not released to take NCLEX

Cohort 11: July 18, 2011 to August 14, 2012

Instructor: Fred Cohen, L.V.N.

Student Name	TEAS	Final Grade	ATI score	Predicted Probability of Passing NCLEX on 1 st attempt	NCLEX
[REDACTED]	58.8%	75%	X	X	X
[REDACTED]	71.8%	94%	72.7%	95%	Released to take NCLEX
[REDACTED]	79.7%	82%	67.3%	89%	Released to take NCLEX
[REDACTED]	55.9%	78%	X	X	X
[REDACTED]	60.6%	79.6%	68.7%	91%	Released to take NCLEX
[REDACTED]	66.7%	71.6%	X	X	X
[REDACTED]	58.8%	79.3%	69.3%	92%	Released to take NCLEX
[REDACTED]	52.9%	88%	72%	95%	Released to take NCLEX
[REDACTED]	71.2%	83.6%	65.3%	85%	Released to take NCLEX
[REDACTED]	68.2%	81.6%	68%	90%	Released to take NCLEX
[REDACTED]	64.7%	93.6%	82%	99%	Released to take NCLEX
[REDACTED]	60.6%	92.6%	68%	90%	Not released yet
[REDACTED]	75.5%	81.6%	64%	84%	Released to take NCLEX

An X mark indicates that the student did not pass the ATI Exit yet and is not released to take NCLEX



Medical Career College

Cohort 12: April 16, 2012 till May 10, 2013

Instructors: Veronica Fuentes, R.N. and
Rosita Betonio, R.N.

Student Name	Cohort	Basic Medical Surgical Nursing Final Grades	Intermediate Medical Surgical Nursing Final Grades	Advance Medical Surgical Nursing Final Grades	ATI	NCLEX
[REDACTED]	12	88				
[REDACTED]	12	77				
[REDACTED]	12	86				
[REDACTED]	12	72				
[REDACTED]	12	90				
[REDACTED]	12	87				
[REDACTED]	12	80				
[REDACTED]	12	86				
[REDACTED]	12	77				
[REDACTED]	12	74				
[REDACTED]	12	78				



Medical Career College

Cohort 13: August 20, 2012 till September 5, 2013

Instructors: Fred Cohen, L.V.N.

Student Name	Cohort	Basic Medical Surgical Nursing Final Grades	Intermediate Medical Surgical Nursing Final Grades	Advance Medical Surgical Nursing Final Grades	ATI	NCLEX
[REDACTED]	13	83				
[REDACTED]	13	89				
[REDACTED]	13	87				
[REDACTED]	13	85				
[REDACTED]	13	75				
[REDACTED]	13	88				
[REDACTED]	13	92				
[REDACTED]	13	88				
[REDACTED]	13	89				
[REDACTED]	13	88				
[REDACTED]	13	82				
[REDACTED]	13	83				
[REDACTED]	13	89				
[REDACTED]	13	83				
[REDACTED]	13	87				

December 21, 2012

To: Dr. Marilyn Castillo, Director of Medical Career College

Dear Madam,

I am one of the faculty members of Medical Career College who teach at the Vocational Nurse Program and currently teaching Cohort 12. We have numerous teaching methods that we utilize to educate our nursing students enrolled in the program. Our program incorporates the following teaching methods:

1. Weekly tests are provided and includes a midterm exam and final exam for each term- Basic Medical Surgical Nursing, Intermediate Medical Surgical Nursing, Advanced Medical Surgical Nursing, OB and Pediatric Nursing.
2. We discuss and review in-class completed tests weekly and have class questions and answers discussions.
3. Quarterly class evaluations after the completion of each term are performed.
4. In addition to quarterly class evaluations, I meet with some students one-on one, if their test score is below 70% to discuss ways on how to study and learn more effectively.
5. Assign the class additional homework, such as ATI practice tests questions online, and review the ATI books for extra practice tests questions.
6. The class performs several Nursing Care Plans as a class activity, as well as, for homework.
7. The class performs Oral Presentations and submits typed papers with nursing care plans using the nursing process in each term, BMS, IMS, and in AMS.
8. We have class discussions that include case studies and patient scenarios which take place in class theory and during nursing skills practices.
9. We conduct NCLEX style practice test questions using the Saunders and ATI books.
10. In addition to the theory class which meets twice per week, we schedule an additional day to practice nursing skills and execute the checklist form for nursing skills.
11. The class is scheduled and meets at Medical Career College for regular, weekly study groups.
12. I meet with students regularly in person during theory days at school, and also provide support via email for questions and class updates.

Sincerely,

Veronica Fuentes, R.N., M.S.N.

Faculty Member

Medical Career College

December 28, 2012

To: Dr. Marilyn Castillo, Director of Medical Career College

From: Fred Cohen, L.V.N., Instructor Vocational Nurse Program

Re: CUSTOM ASSESSMENT OF EDUCATIONAL AND STUDENT PROGRAMS WITH INTERVENTIONS, APPLICATIONS AND ANALYSIS

I sincerely hope this will give you a picture of the time, dedication and sincerity that is put into my student's future. It is based on the premise that "no student will learn from you if they feel that you do not care about them". Through the years I have learned many ways, techniques and applications that not only help the students succeed in passing their NCLEX, but instill in them the sense of pride and self-esteem that is gained through meeting objectives and goals. That becoming responsible for one's actions and accountable for one's behavior is the cornerstone of success. That no one is a "failure" until the day comes that they "give up" trying.

The following instructions and methods are a "template" for remediation and teaching guides for our students to organize, structure and utilize information. Using the "evidence-based", "critical thinking" and "nursing process" models progressively my students learn the "test success" methods and the "Life-skills" they will need to become productive nurses in our society.

1. Day one- all students are asked to write an essay explaining why they want to become a nurse, what they expect from this program and what they feel will be expected from them by the program. This allows me to evaluate their desires and some of their needs that may arise and gives me a sense of the student's commitment.
2. Students are asked to submit a weekly "schedule" broken down...day by day, and hour by hour showing what days and hours that they will be utilizing for study and homework.
3. After reviewing this with the student (1:1), I come up with a "realistic" plan of action that the student will stick to and be able to manage realistically.
4. Students are given daily assignments helping them to analyze information and to help build "endurance" in test-taking and time management skills.
5. Taking into account that many students have been "out of school" for many years and many are working full-time jobs or have children, weekly one on one sessions are held with all students on a rotating basis to see what I can do to help them meet their goals or if they need any assistance in areas where they "fall short". Extra critical thinking materials are given to the student and answers and rationales are discussed.
6. The "Cornell" note taking system is taught to all my students to help them learn a more efficient and effective method not only of "not-taking" but a system that helps the student study and comprehend the day's class notes better.
7. Early on, students learn "test success" concepts....How to use Maslow's Hierarchy of Needs, The ABC's, Erikson's stages and the Nursing Process are incorporated into all lectures, homework assignments and weekly examinations. This introduces the student to these vital concepts in the

beginning of the program and slowly incorporates itself into the students "way of thinking" when working with nursing exams and patients in clinical setting.

8. Weekly exams are administered. The test is gone over immediately after all are done. All students are required to "re-write" the questions they got wrong and apply the test taking success methods they have learned to those questions (rationales and identifying mistakes).
9. After the exam, the student has a few days to turn in the remediation questions with reasons and rationales that caused them to err.
10. Frequent "character building" sessions are held for 15 minutes twice a week. A story or parable is read and the students discuss and write a small paragraph on what message they got out of it. Stories are taken from books like "The 7 habits of Highly Effective People", success stories from "Chicken Soup for the Soul", and "Moving on beyond Procrastination". I have found this to be an indispensable tool to uplifting and instilling confidence in my students.
11. Class group projects are assigned once a term where students form teams and get together (on their own time) and construct a visual and auditory presentation on a group of diseases to their peers. This helps, many students overcome their fear of "getting up in front of an audience" and "public speaking".
12. Group study is encouraged... I always stress the fact that this is a "WE" program... that you are not alone here... I ask the students to ask for help before their problem gets out of hand. Group study (no more than 3 students to the group) is an effective way for students to study... I provide them with "extra materials" (CDs, DVDs, and hand-outs) as added encouragement. This form of study has proved to improve grades by 200 to 300%.
13. Handouts are given to all students to be kept in a separate 3 ring binder. These handouts reinforce either the nursing process, critical thinking, evidence – based nursing, Maslo's and Erickson's theories and important NCLEX test taking strategies. Handouts are often in the form of "critical thinking questions" that the students researches and is marked by me and returned to students for future study.
14. Class notes are "hand-written" daily with added "test-taking" and "study tips" and "nursing highlights" so students can focus on the most important content of the lecture.
15. Films and other computer images are used to enhance lectures..."often a picture is worth a thousand words".
16. In clinical setting, students first get a full tour of the facility, they are given a "treasure hunt" checklist with items they must find like the MSDS, PDR, KARDEX, FIRE EXTINGUISHERS, MEDICAL SUPPLIES, MEDICAL EMERGENCY BOX, CRASH CART, ETC.
17. All students are given handouts that are in the form critical mapping for pharmacology. They must use these and have them filled out before administering any medication.
18. Students learn many clinical skills here in class first with common checklists and then applied in the nursing facility with their patients.
19. Students receive and construct a "Clinical Log" for their assigned patient (one) in BMS. This log is comprehensive in that it addresses all aspects of the Nursing Process, plus it has the student perform a "head-to-toe" exam, neurological exam and many other aspects of assessment.

20. All clinical are discussed after the clinical is over in a "post-clinical" meeting, where the student can discuss any problems they had or ask any questions. They can also request a one to one to discuss any other problems they are focusing in clinical.
21. Last, but not least, I encourage the students to bond with each other and to develop self-confidence and self-esteem. Awards may be given out during the term to acknowledge a "job well done"... this helps to raise the self-esteem and confidence and is an invaluable tool to make students feel their "hard work" is not overlooked".
22. Numerous NCLEX style questions are reviewed both in class and at home. Rationales are given and discussed.
23. Test Taking Secrets- strategies and tips are discussed and students get packets for home use to hand in as extra credit assignments.
24. Daily "positive" quotes are put on the board with much success. Students from years past still to this day have the quotes they copied from my board.

Respectfully,

Fred Cohen, L.V.N.

Faculty Member

Medical Career College



Medical Career College

Name of Instructor: VERONICA FUENTES, RN Date of Evaluation: 10/18/12
 Date of Hire: 01/04/10

Instructor Evaluation

Periodically, each instructor needs to be reassessed on their teaching attitudes and procedures used to avoid becoming complacent. This will allow the institution to evaluate the instructor's capability to provide excellent quality of education to produce competent and caring individuals that will serve the community.

Rating Scale: Excellent= 4 Good= 3 Average=2 Poor= 1

Beginning of Class Period

- | | | | | |
|--|---|---|---|---|
| 1. Begin class promptly at the designated time | ④ | 3 | 2 | 1 |
| 2. Take attendance daily | ④ | 3 | 2 | 1 |
| 3. Never late in class | ④ | 3 | 2 | 1 |
| 4. Begin the day's lesson immediately; no fooling around | ④ | 3 | 2 | 1 |

Classroom Instruction and Procedure

- | | | | | |
|---|---|---|---|---|
| 1. Follow a written lesson plan for that particular lesson | ④ | 3 | 2 | 1 |
| 2. Have written syllabi and course descriptions for each subject taught | ④ | 3 | 2 | 1 |
| 3. Have written goals for each subject taught | ④ | 3 | 2 | 1 |
| 4. Check student progress with established goals | ④ | 3 | 2 | 1 |
| 5. Vary the class procedures from day to day | ④ | 3 | 2 | 1 |
| 6. Use audio visual aids when appropriate | ④ | 3 | 2 | 1 |
| 7. Provide individual help outside of class when asked | ④ | 3 | 2 | 1 |
| 8. Always write legibly on the board | ④ | 3 | 2 | 1 |
| 9. Always speak distinctly and clearly; enunciate well | ④ | 3 | 2 | 1 |
| 10. Have no irritating mannerisms | ④ | 3 | 2 | 1 |
| 11. Do not introduce irrelevant materials in class | ④ | 3 | 2 | 1 |
| 12. Prepare test that measure progress on what is being taught in class | ④ | 3 | 2 | 1 |
| 13. Return tests corrected and scored within 24 hours | ④ | 3 | 2 | 1 |
| 14. Make the subject relevant and applicable to the student's major | | | | |



Medical Career College

- program and to present day concepts (4) 3 2 1
- 15. Do not dominates the class and allow for students to take part (4) 3 2 1
- 16. Evaluate other textbooks for possible adoption (4) 3 2 1
- 17. Supplement class with outside notes and periodicals (4) 3 2 1
- 18. Use community resources (4) 3 2 1
- 19. Preview all homework assignments (4) 3 2 1
- 20. Allow plenty of time to make complete, clear assignments (4) 3 2 1
- 21. Review homework when appropriate (4) 3 2 1
- 22. Evaluate, in some manner, all homework submitted (4) 3 2 1
- 23. Do not assign an excessive amount of homework (4) 3 2 1

Classroom Management

- 1. Make class policies and procedures well known to the students early in the session (4) 3 2 1
- 2. Write an assignment on the board or use a duplicated sheet (4) 3 2 1
- 3. Never sarcastic (4) 3 2 1
- 4. Know each student by name (4) 3 2 1
- 5. Use the bulletin board to good advantage (4) 3 2 1
- 6. Enthusiastic about the subject and the institution (4) 3 2 1

End of Period

- 1. Seldom dismiss the class before time of dismissal (4) 3 2 1
- 2. Check the condition of the room before he/she leaves (4) 3 2 1

[Signature] RJ 10/18/12
School Director Signature/Date

[Signature] Maria Veronica Fuster, RJ
Instructor Signature/Date



Medical Career College

October 18, 2012

Annual Instructor Evaluation

Name: Veronica Fuentes, MSN, RN, BSN
Date of Hire: 01/04/2010

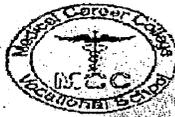
Ms. Veronica Fuentes has been a valuable employee of Medical Career College for almost 3 years now. She works as Theory Instructor in the Vocational Nurse Program as well as in Home Health Aide Program. She is very flexible in her schedule and help out as a substitute teacher if needed. She comes in on her days off to teach her students on more nursing skills, tutorials and provide NCLEX Review.

Ms. Fuentes has been assisting in planning, updating and improving the VN Program Curriculum. She makes changes and updates the weekly quizzes and make sure that those changes are taught in her lectures to improve the grades of her students. She is always ready with her daily lesson plans and is very organize in putting together student documents such as quizzes and projects in binders. Ms. Fuentes is very reliable and dependable whenever she is being assigned any project or paperwork whether it is for accreditation or for quality assurance purposes.

Medical Career College has been blessed for having Ms. Veronica Fuentes as Faculty Member. She has all the important qualities of a remarkable teacher. She was able to improve the school's pass rate and is still continuing to do so.

Veronica Fuentes, MSN, RN, BSN

Marilyn Castillo, RN, BSN, MD



Medical Career College

Name of Instructor: WILHELMINK BARIN Date of Evaluation: 9/14/11

Date of Hire: 4/15/10

Instructor Evaluation

Periodically, each instructor needs to be reassessed on their teaching attitudes and procedures used to avoid becoming complacent. This will allow the institution to evaluate the instructor's capability to provide excellent quality of education to produce competent and caring individuals that will serve the community

Rating Scale: Excellent= 4 Good= 3 Average= 2 Poor= 1

Beginning of Class Period

- | | | | | |
|--|---|---|---|---|
| 1. Begin class promptly at the designated time | 4 | 3 | 2 | 1 |
| 2. Take attendance daily | 4 | 3 | 2 | 1 |
| 3. Never late in class | 4 | 3 | 2 | 1 |
| 4. Begin the day's lesson immediately; no fooling around | 4 | 3 | 2 | 1 |

Classroom Instruction and Procedure

- | | | | | |
|---|---|---|---|---|
| 1. Follow a written lesson plan for that particular lesson | 4 | 3 | 2 | 1 |
| 2. Have written syllabi and course descriptions for each subject taught | 4 | 3 | 2 | 1 |
| 3. Have written goals for each subject taught | 4 | 3 | 2 | 1 |
| 4. Check student progress with established goals | 4 | 3 | 2 | 1 |
| 5. Vary the class procedures from day to day | 4 | 3 | 2 | 1 |
| 6. Use audio visual aids when appropriate. | 4 | 3 | 2 | 1 |
| 7. Provide individual help outside of class when asked | 4 | 3 | 2 | 1 |
| 8. Always write legibly on the board | 4 | 3 | 2 | 1 |
| 9. Always speak distinctly and clearly; enunciate well | 4 | 3 | 2 | 1 |
| 10. Have no irritating mannerisms | 4 | 3 | 2 | 1 |
| 11. Do not introduce irrelevant materials in class | 4 | 3 | 2 | 1 |
| 12. Prepare test that measure progress on what is being taught in class | 4 | 3 | 2 | 1 |
| 13. Return tests corrected and scored within 24 hours | 4 | 3 | 2 | 1 |
| 14. Make the subject relevant and applicable to the student's major | 4 | 3 | 2 | 1 |



Medical Career College

Name of Instructor: JD GERMAINE Date of Evaluation: 12/10/10

Date of Hire: 06/06/06

Instructor Evaluation

Periodically, each instructor needs to be reassessed on their teaching attitudes and procedures used to avoid becoming complacent. This will allow the institution to evaluate the instructor's capability to provide excellent quality of education to produce competent and caring individuals that will serve the community.

Rating Scale: Excellent= 4 Good= 3 Average=2 Poor= 1

Beginning of Class Period

- 1. Begin class promptly at the designated time ④ 3 2 1
- 2. Take attendance daily ④ 3 2 1
- 3. Never late in class ④ 3 2 1
- 4. Begin the day's lesson immediately; no fooling around ④ 3 2 1

Classroom Instruction and Procedure

- 1. Follow a written lesson plan for that particular lesson ④ 3 2 1
- 2. Have written syllabi and course descriptions for each subject taught 4③ 2 1
- 3. Have written goals for each subject taught ④ 3 2 1
- 4. Check student progress with established goals ④ 3 2 1
- 5. Vary the class procedures from day to day 4③ 2 1
- 6. Use audio visual aids when appropriate ④ 3 2 1
- 7. Provide individual help outside of class when asked ④ 3 2 1
- 8. Always write legibly on the board ④ 3 2 1
- 9. Always speak distinctly and clearly; enunciate well ④ 3 2 1
- 10. Have no irritating mannerisms ④ 3 2 1
- 11. Do not introduce irrelevant materials in class ④ 3 2 1
- 12. Prepare test that measure progress on what is being taught in class ④ 3 2 1
- 13. Return tests corrected and scored within 24 hours 4③ 2 1
- 14. Make the subject relevant and applicable to the student's major



Medical Career College

- | | |
|--|---------|
| program and to present day concepts | ④ 3 2 1 |
| 15. Do not dominates the class and allow for students to take part | ④ 3 2 1 |
| 16. Evaluate other textbooks for possible adoption | ④ 3 2 1 |
| 17. Supplement class with outside notes and periodicals | ④ 3 2 1 |
| 18. Use community resources | ④ 3 2 1 |
| 19. Preview all homework assignments | ④ 3 2 1 |
| 20. Allow plenty of time to make complete, clear assignments | ④ 3 2 1 |
| 21. Review homework when appropriate | ④ 3 2 1 |
| 22. Evaluate, in some manner, all homework submitted | ④ 3 2 1 |
| 23. Do not assign an excessive amount of homework | ④ 3 2 1 |

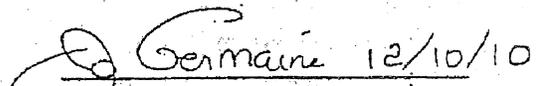
Classroom Management

- | | |
|---|---------|
| 1. Make class policies and procedures well known to the students early in the session | ④ 3 2 1 |
| 2. Write an assignment on the board or use a duplicated sheet | ④ 3 2 1 |
| 3. Never sarcastic | ④ 3 2 1 |
| 4. Know each student by name | 4 ③ 2 1 |
| 5. Use the bulletin board to good advantage | ④ 3 2 1 |
| 6. Enthusiastic about the subject and the institution | ④ 3 2 1 |

End of Period

- | | |
|---|---------|
| 1. Seldom dismiss the class before time of dismissal | ④ 3 2 1 |
| 2. Check the condition of the room before he/she leaves | ④ 3 2 1 |


 School Director Signature/Date


 Instructor Signature/Date



Medical Career College

Name of Instructor: ROSITA BETONIO, RN Date of Evaluation: 11/27/12

Date of Hire: 12/18/06

Instructor Evaluation

Periodically, each instructor needs to be reassessed on their teaching attitudes and procedures used to avoid becoming complacent. This will allow the institution to evaluate the instructor's capability to provide excellent quality of education to produce competent and caring individuals that will serve the community.

Rating Scale: Excellent= 4 Good= 3 Average=2 Poor= 1

Beginning of Class Period

- 1. Begin class promptly at the designated time (4) 3 2 1
- 2. Take attendance daily (4) 3 2 1
- 3. Never late in class 4 (3) 2 1
- 4. Begin the day's lesson immediately; no fooling around (4) 3 2 1

Classroom Instruction and Procedure

- 1. Follow a written lesson plan for that particular lesson 4 (3) 2 1
- 2. Have written syllabi and course descriptions for each subject taught 4 (3) 2 1
- 3. Have written goals for each subject taught (4) 3 2 1
- 4. Check student progress with established goals (4) 3 2 1
- 5. Vary the class procedures from day to day (4) 3 2 1
- 6. Use audio visual aids when appropriate (4) 3 2 1
- 7. Provide individual help outside of class when asked (4) 3 2 1
- 8. Always write legibly on the board 4 (3) 2 1
- 9. Always speak distinctly and clearly; enunciate well (4) 3 2 1
- 10. Have no irritating mannerisms (4) 3 2 1
- 11. Do not introduce irrelevant materials in class (4) 3 2 1
- 12. Prepare test that measure progress on what is being taught in class (4) 3 2 1
- 13. Return tests corrected and scored within 24 hours (4) 3 2 1
- 14. Make the subject relevant and applicable to the student's major



Medical Career College

- program and to present day concepts 4 3 2 1
- 15. Do not dominates the class and allow for students to take part (4) 3 2 1
- 16. Evaluate other textbooks for possible adoption (4) (3) 2 1
- 17. Supplement class with outside notes and periodicals 4 (3) 2 1
- 18. Use community resources (4) 3 2 1
- 19. Preview all homework assignments (4) 3 2 1
- 20. Allow plenty of time to make complete, clear assignments (4) 3 2 1
- 21. Review homework when appropriate (4) 3 2 1
- 22. Evaluate, in some manner, all homework submitted (4) 3 2 1
- 23. Do not assign an excessive amount of homework (4) 3 2 1

Classroom Management

- 1. Make class policies and procedures well known to the students early in the session 4 (3) 2 1
- 2. Write an assignment on the board or use a duplicated sheet (4) 3 2 1
- 3. Never sarcastic 4 (3) 2 1
- 4. Know each student by name (4) 3 2 1
- 5. Use the bulletin board to good advantage (4) 3 2 1
- 6. Enthusiastic about the subject and the institution (4) 3 2 1

End of Period

- 1. Seldom dismiss the class before time of dismissal 4 (3) 2 1
- 2. Check the condition of the room before he/she leaves (4) 3 2 1

M. ..., RN 11/27/12
 School Director Signature/Date

Rosie ...
 Instructor Signature/Date



Medical Career College

Name of Instructor: FRED COHEN Date of Evaluation: 11/14/12

Date of Hire: 09/21/09

Instructor Evaluation

Periodically, each instructor needs to be reassessed on their teaching attitudes and procedures used to avoid becoming complacent. This will allow the institution to evaluate the instructor's capability to provide excellent quality of education to produce competent and caring individuals that will serve the community.

Rating Scale: Excellent= 4 Good= 3 Average=2 Poor= 1

Beginning of Class Period

- | | | | | |
|--|-----|---|---|---|
| 1. Begin class promptly at the designated time | (4) | 3 | 2 | 1 |
| 2. Take attendance daily | (4) | 3 | 2 | 1 |
| 3. Never late in class | (4) | 3 | 2 | 1 |
| 4. Begin the day's lesson immediately; no fooling around | (4) | 3 | 2 | 1 |

Classroom Instruction and Procedure

- | | | | | |
|---|-----|-----|---|---|
| 1. Follow a written lesson plan for that particular lesson | (4) | 3 | 2 | 1 |
| 2. Have written syllabi and course descriptions for each subject taught | (4) | 3 | 2 | 1 |
| 3. Have written goals for each subject taught | (4) | 3 | 2 | 1 |
| 4. Check student progress with established goals | (4) | 3 | 2 | 1 |
| 5. Vary the class procedures from day to day | (4) | 3 | 2 | 1 |
| 6. Use audio visual aids when appropriate | (4) | 3 | 2 | 1 |
| 7. Provide individual help outside of class when asked | (4) | 3 | 2 | 1 |
| 8. Always write legibly on the board | 4 | (3) | 2 | 1 |
| 9. Always speak distinctly and clearly; enunciate well | (4) | 3 | 2 | 1 |
| 10. Have no irritating mannerisms | (2) | 3 | 2 | 1 |
| 11. Do not introduce irrelevant materials in class | (4) | 3 | 2 | 1 |
| 12. Prepare test that measure progress on what is being taught in class | (4) | 3 | 2 | 1 |
| 13. Return tests corrected and scored within 24 hours | (4) | 3 | 2 | 1 |
| 14. Make the subject relevant and applicable to the student's major | | | | |



Medical Career College

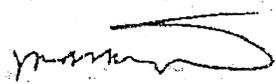
- program and to present day concepts (4) 3 2 1
- 15. Do not dominates the class and allow for students to take part (4) 3 2 1
- 16. Evaluate other textbooks for possible adoption (4) 3 2 1
- 17. Supplement class with outside notes and periodicals (4) 3 2 1
- 18. Use community resources (4) 3 2 1
- 19. Preview all homework assignments (4) 3 2 1
- 20. Allow plenty of time to make complete, clear assignments (4) 3 2 1
- 21. Review homework when appropriate (4) 3 2 1
- 22. Evaluate, in some manner, all homework submitted (4) 3 2 1
- 23. Do not assign an excessive amount of homework (4) 3 2 1

Classroom Management

- 1. Make class policies and procedures well known to the students early in the session 4(3) 2 1
- 2. Write an assignment on the board or use a duplicated sheet (4) 3 2 1
- 3. Never sarcastic (4) 3 2 1
- 4. Know each student by name (4) 3 2 1
- 5. Use the bulletin board to good advantage (4) 3 2 1
- 6. Enthusiastic about the subject and the institution (4) 3 2 1

End of Period

- 1. Seldom dismiss the class before time of dismissal (4) 3 2 1
- 2. Check the condition of the room before he/she leaves 4(3) 2 1

 11/14/12
 School Director Signature/Date


 Instructor Signature/Date



Medical Career College

Evaluation of Vocational Student Progress

Student's Name <i>[Signature]</i>	Date 7/13/11
Evaluator's Name/ Title V. Fuentes, RN	

End of Term	
<input checked="" type="checkbox"/> BMS	Date 7/13/11
<input type="checkbox"/> IMS	Date
<input type="checkbox"/> AMS	Date
<input type="checkbox"/> OB/PEDS	Date

Attendance		
THEORY	Absences only (2) good	Hours Completed
CLINICAL	Absences	Hours Completed

Grades/ Test Results			
Medical Surgical	Final Grade	Clinical Training	Final Grade
Pharmacology	Final Grade		
Nutrition	Final Grade		Overall Grade: 4

	YES	NO
1. Does the student's current overall grade indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the student's psychomotor performance indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the student's affective performance indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Class Participation & Homework - very good
Overall positive attitude in class.

Program Director's Signature [Signature]
 Instructor's Signature V. Fuentes, RN
 Student's Signature [Signature]



Medical Career College

Evaluation of Vocational Student Progress

Student Name <i>[Signature]</i>	Date 6/21/11
Evaluator's Name/Title <i>[Signature]</i>	

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

Attendance		
THEORY	Absences	Hours Completed
CLINICAL	Absences	Hours Completed

Grades/ Test Results			
Medical Surgical	Final Grade	Clinical Training	Final Grade 85%
Pharmacology	Final Grade		
Nutrition	Final Grade		Covered Grade 85%

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

Comments: *Demonstrates skills Good Po/ife and*
enthusiasm

Program Director's Signature _____
 Instructor's Signature *[Signature]*
 Student's Signature *[Signature]*



Medical Career College

Evaluation of Vocational Student Progress

Student's Name <i>Amiguel</i>	Date <i>10/27/11</i>
Evaluator's Name/ Title <i>V. Fuentes RN</i>	

End of Term	
<input type="checkbox"/> BMS	Date
<input checked="" type="checkbox"/> IMS	Date <i>10/27/11</i>
<input type="checkbox"/> AMS	Date
<input type="checkbox"/> OB/PEDS	Date

Attendance		
THEORY	Absences <i>(3) days absent</i>	Hours Completed
CLINICAL	Absences <i>per Ms. Rosita</i>	Hours Completed

Grades/ Test Results			
Medical Surgical	Final Grade	Clinical Training	Final Grade <i>per Ms. Rosita</i>
Pharmacology	Final Grade	<i>87%</i>	
Nutrition	Final Grade		
			Overall Grade

	YES	NO
1. Does the student's current overall grade indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the student's psychomotor performance indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the student's affective performance indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: *After visiting patient care - knowledgeable, steady every day, doing well class overall, positive attitude*

Program Director's Signature *[Signature]*
 Instructor's Signature *V. Fuentes*
 Student's Signature *Amiguel*



Medical Career College

Evaluation of Vocational Student Progress

Student's Name <i>[Handwritten Signature]</i>	Date 3/23/12
Evaluator's Name/Title <i>[Handwritten Signature]</i>	

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

Attendance		
THEORY	Absences	Hours Completed
CLINICAL	Absences	Hours Completed

Grades/Test Results			
Medical Surgical	Final Grade	<div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; margin: 0 auto;"></div>	Final Grade 92%
Pharmacology	Final Grade		
Nutrition	Final Grade		Overall Grade 92%

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

Comments: *Congratulations. Continue and carry the THINGS you learn from clinicals. Good luck!! and may you be blessed.*

Program Director's Signature *[Handwritten Signature]*
 Instructor's Signature *[Handwritten Signature]*
 Student's Signature *[Handwritten Signature]*



Medical Career College

Evaluation of Vocational Student Progress

Student's Name <i>[Handwritten Name]</i>	Date 3/23/12
Evaluator's Name/ Title <i>V. Fuentes RN, MSN</i>	

End of Term	
<input type="checkbox"/> BMS	Date
<input type="checkbox"/> IMS	Date
<input checked="" type="checkbox"/> AMS	Date 3/23/12
<input checked="" type="checkbox"/> OB/PEDS	Date

(Short 4.5)

Attendance		
THEORY	Absences	Hours Completed
CLINICAL	Absences <i>per Ms. Rosta</i>	Hours Completed

82.2%

Grades/ Test Results			
Medical Surgical	Final Grade	Clinical Training	Final Grade <i>per Ms Rosta</i>
Pharmacology	Final Grade		
Nutrition	Final Grade		Overall Grade

	YES	NO
1. Does the student's current overall grade indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	
2. Does the student's psychomotor performance indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	
3. Does the student's affective performance indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	

Comments: *Makeup has to be done - works had to study & improved a lot*

Program Director's Signature *[Signature]* RN
 Instructor's Signature *V. Fuentes*
 Student's Signature *[Signature]*



Medical Career College

Evaluation of Vocational Student Progress

Student's Name <i>[Handwritten Signature]</i>	Date <i>3/23/12</i>
Evaluator's Name/ Title <i>V. Fuentes, RN, MBA</i>	

End of Term	
<input type="checkbox"/> BMS	Date
<input type="checkbox"/> IMS	Date
<input checked="" type="checkbox"/> AMS	Date <i>3/23/12</i>
<input checked="" type="checkbox"/> OB/PEDS	Date

Attendance		
THEORY	Absences	Hours Completed
CLINICAL	Absences <i>per Ms Rosita</i>	Hours Completed

Grades/ Test Results			
Medical Surgical	Final Grade	Clinical Training	Final Grade <i>Ms Rosita</i>
Pharmacology	Final Grade		
Nutrition	Final Grade		

(short 3)

82.5%

	YES	NO
1. Does the student's current overall grade indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the student's psychomotor performance indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the student's affective performance indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: *Makes few to be done - work had improved a lot*

Program Director's Signature *[Signature]*
 Instructor's Signature *V. Fuentes*
 Student's Signature *[Signature]*



Medical Career College

Evaluation of Vocational Student Progress

Student's Name <i>Marcos M. Lopez</i>	Date <i>3/23/12</i>
Evaluator's Name/Title <i>V. Fuentes, RN, MSN</i>	

End of Term	
<input type="checkbox"/> BMS	Date
<input type="checkbox"/> IMS	Date
<input checked="" type="checkbox"/> AMS	Date <i>3/23/12</i>
<input checked="" type="checkbox"/> OB/PEDS	Date

(Short 4.75)

Attendance		
THEORY	Absences	Hours Completed
CLINICAL	Absences <i>per Ms. Rosita</i>	Hours Completed

81.8%

Grades/ Test Results			
Medical Surgical	Final Grade	Clinical Training	Final Grade <i>per Ms. Rosita</i>
Pharmacology	Final Grade		
Nutrition	Final Grade		Overall Grade

	YES	NO
1. Does the student's current overall grade indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the student's psychomotor performance indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the student's affective performance indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: *Makes hours to bedline - No deep for positive attitude & works very hard.*

Program Director's Signature *[Signature]*

Instructor's Signature *[Signature]*

Student's Signature *[Signature]*



Medical Career College

Evaluation of Vocational Student Progress

Student's Name <i>[Signature]</i>	Date 3/23/12
Evaluator's Name/ Title V. Fuente, RN, MSN	

End of Term	
<input type="checkbox"/> BMS	Date
<input type="checkbox"/> IMS	Date
<input checked="" type="checkbox"/> AMS	Date 3/23/12
<input checked="" type="checkbox"/> OB/PEDS	Date

Attendance		
THEORY	Absences	Hours Completed
CLINICAL	Absences <i>per Ms. Rosita</i>	Hours Completed

Grades/ Test Results			
Medical Surgical	Final Grade	Clinical Training	Final Grade <i>per Ms. Rosita</i>
Pharmacology	Final Grade		
Nutrition	Final Grade		

	YES	NO
1. Does the student's current overall grade indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	
2. Does the student's psychomotor performance indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	
3. Does the student's affective performance indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	

Comments: *Makes hours to be done - Justin works very hard & improved alot in April (Term 3) - very intelligent.*

Program Director's Signature *[Signature]*
 Instructor's Signature *V. Fuente*
 Student's Signature *[Signature]*



Medical Career College

Evaluation of Vocational Student Progress

Student's Name <i>[Signature]</i>	Date 3/23/12
Evaluator's Name/Title V. Fuentes, RN, MSN	

End of Term	
<input type="checkbox"/> BMS	Date
<input type="checkbox"/> IMS	Date
<input checked="" type="checkbox"/> AMS	Date 3/23/12
<input checked="" type="checkbox"/> OB/PEDS	Date

Attendance		
THEORY	Absences <i>plan to do makeup hours</i>	Hours Completed
CLINICAL	Absences <i>per Ms. Rosita</i>	Hours Completed

(short)
8³⁰

Grades/ Test Results			
Medical Surgical	Final Grade	Clinical Training	Final Grade <i>per Ms. Rosita</i>
Pharmacology	Final Grade		
Nutrition	Final Grade		Overall Grade

85.6%

	YES	NO
1. Does the student's current overall grade indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the student's psychomotor performance indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the student's affective performance indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: *Makeup Hours table completed - Sukhinder is very responsible & intelligent & works very hard - always caring & positive attitude*

Program Director's Signature _____
 Instructor's Signature *V. Fuentes*
 Student's Signature *[Signature]*



Medical Career College

Evaluation of Vocational Student Progress

Student's Name <i>[Signature]</i>	Date 7/13/11
Evaluator's Name/ Title V. Fuentes, RN	

End of Term	
<input checked="" type="checkbox"/> BMS	Date 7/13/11
<input type="checkbox"/> IMS	Date
<input type="checkbox"/> AMS	Date
<input type="checkbox"/> OB/PEDS	Date

Attendance		
THEORY	Absences <i>0 very good</i>	Hours Completed
CLINICAL	Absences	Hours Completed

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

	YES	NO
1. Does the student's current overall grade indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the student's psychomotor performance indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the student's affective performance indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Class Participation + Homework - Very good
Was on CNA (LTC/SNF) & good experience

Program Director's Signature _____
 Instructor's Signature V. Fuentes, RN
 Student's Signature [Signature]



Medical Career College

Evaluation of Vocational Student Progress

Student's Name <i>Mendoza</i>	Date 10/27/11
Evaluator's Name/Title <i>V. Fuentes, RN</i>	

End of Term	
<input type="checkbox"/> BMS	Date
<input checked="" type="checkbox"/> IMS	Date 10/27/11
<input type="checkbox"/> AMS	Date
<input type="checkbox"/> OB/PEDS	Date

Attendance		
THEORY	Absences 0	Hours Completed
CLINICAL	Absences <i>per Ms. Rosita</i>	Hours Completed

Grades/ Test Results			
Medical Surgical	Final Grade	Clinical Training	Final Grade <i>per Ms. Rosita</i>
Pharmacology	Final Grade 82%		
Nutrition	Final Grade		Overall Grade

	YES	NO
1. Does the student's current overall grade indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	
2. Does the student's psychomotor performance indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	
3. Does the student's affective performance indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	

Comments: *Work full-time, study - weekends leave class early to go to work Saturdays (2:30 PM)*

Program Director's Signature _____
 Instructor's Signature *V. Fuentes*
 Student's Signature *Mendoza*



Medical Career College

Evaluation of Vocational Student Progress

Student's Name <i>[Signature]</i>	Date 7/13/11
Evaluator's Name/ Title V. Fuentes, RN	

End of Term	
<input checked="" type="checkbox"/> BMS	Date July 13, 2011
<input type="checkbox"/> IMS	Date
<input type="checkbox"/> AMS	Date
<input type="checkbox"/> OB/PEDS	Date

Attendance		
THEORY	Absences <i>0 very good</i>	Hours Completed
CLINICAL	Absences	Hours Completed

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

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

Comments: Class Participation + Homework - very good,
Work as CNA currently at hospital + VA SWF (experience)

Program Director's Signature [Signature]
 Instructor's Signature V. Fuentes, RN
 Student's Signature [Signature]



Medical Career College

Evaluation of Vocational Student Progress

Student's Name <i>[Signature]</i>	Date 10/27/11
Evaluator's Name/Title <i>V. Fuentes, RN</i>	

End of Term	
<input type="checkbox"/> BMS	Date
<input checked="" type="checkbox"/> IMS	Date 10/27/11
<input type="checkbox"/> AMS	Date
<input type="checkbox"/> OB/PEDS	Date

Attendance		
THEORY	Absences <i>(2 days absent)</i>	Hours Completed
CLINICAL	Absences <i>per Ms. Rosita</i>	Hours Completed

Grades/ Test Results			
Medical Surgical	Final Grade	Clinical Training	Final Grade <i>per Ms Rosita</i>
Pharmacology	Final Grade		
Nutrition	Final Grade		Overall Grade <i>87%</i>

	YES	NO
1. Does the student's current overall grade indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the student's psychomotor performance indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the student's affective performance indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: *Work full-time, overall is doing well, study 3-4 hrs/week + study above leaves little to work (2 hrs)*

Program Director's Signature *[Signature]*
 Instructor's Signature *V. Fuentes, RN*
 Student's Signature *[Signature]*



Medical Career College

Evaluation of Vocational Student Progress

Student's Name <i>Francis Brown</i>	Date 6/21/11
Evaluator's Name/Title <i>Rosie Brown RN BSN Instructor</i>	

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

Attendance		
THEORY	Absences	Hours Completed
<u>CLINICAL</u>	Absences	Hours Completed

Grades/ Test Results			
Medical Surgical	Final Grade	Clinical Training	Final Grade
Pharmacology	Final Grade	<i>85%</i>	
Nutrition	Final Grade		

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

Comments: *Francis is intelligent motivated and eager to learn. Needs to improve her attendance and come to school on time and regularly.*

Program Director's Signature _____
 Instructor's Signature *Rosie Brown*
 Student's Signature _____



Medical Career College

Evaluation of Vocational Student Progress

Student's Name <i>[Signature]</i>	Date 10/11/11
Evaluator's Name/Title Roxana Refroid RN BSN	

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

Attendance		
THEORY	Absences	Hours Completed
<u>CLINICAL</u>	Absences	Hours Completed

Grades/Test Results			
Medical Surgical	Final Grade	Clinical Training	Final Grade
Pharmacology	Final Grade	<i>[Signature]</i>	[]
Nutrition	Final Grade		

	YES	NO
1. Does the student's current overall grade indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the student's psychomotor performance indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the student's affective performance indicate adequate performance and progress toward program completion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: *Answers questions "Good" Very intelligent in answering questions during classroom but needs to follow instructions well to be made on HANDS on needs to come to school regularly and on TIME → SEE*

Program Director's Signature _____ *[Signature]*
 Instructor's Signature _____ *Roxana Refroid*
 Student's Signature _____ *[Signature]*

Updated: 10/8/10



Medical Career College

Evaluation of Vocational Student Progress

Student's Name <i>Francis Williams</i>	Date <i>3/19/12</i>
Evaluator's Name/ Title <i>Roberto R.N.</i>	

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

Attendance		
THEORY	Absences	Hours Completed
CLINICAL	Absences	Hours Completed

Grades/ Test Results			
Medical Surgical	Final Grade	Clinical Training	Final Grade <i>94 B</i>
Pharmacology	Final Grade		
Nutrition	Final Grade		Final Grade <i>94 B</i>

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

Comments: *Francis completed hours of clinical training. Good performance. Skills well contribute to be a good future Nurse. Continue the good work!!*

Program Director's Signature *[Signature]*
 Instructor's Signature *[Signature]*
 Student's Signature *[Signature]*



Medical Career College

Cohort 8: June 14, 2010 to July 14, 2011

Instructors: Jo Germaine RN and Rosita Betonio RN

Student Name	TEAS	Final Grade	HESI score	Predicted Probability of Passing NCLEX on 1 st attempt	NCLEX
[REDACTED]	76.5%	88.2%	741	68.02%	P
[REDACTED]	61.8%	90.5%	810	75.96%	Released but uncertain of result
[REDACTED]	71.8%	94.5%	924	84%	Not released yet
[REDACTED]	70.6%	92%	958	86.09%	P
[REDACTED]	61.8%	91.8%	614	58.67%	Not released yet
[REDACTED]	71.8%	94.1%	855	80.45%	P
[REDACTED]	80.6%	94.5%	X	X	X
[REDACTED]	75.9%	81.5%	580	55.24%	Not released yet
[REDACTED]	68.8%	93.5%	1065	92.45%	Not released yet

An X mark indicates that the student did not pass the HESI Exit yet and is not released to take NCLEX

Agenda Item #13.A.3, Attachment C



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

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



December 26, 2012

Marilyn Castillo, Director
Vocational Nursing Program
Medical Career College
41300 Christy Street
Fremont, CA 94538

Subject: Reconsideration of Provisional Approval and Request to Admit Students

Dear Ms. Castillo:

On February 21, 2013, the Board of Vocational Nursing and Psychiatric Technicians (Board) is scheduled to consider the following items relative to the ***Medical Career College Vocational Nursing Program***.

Reconsideration of Provisional Approval and Request to Admit Students

To ensure dissemination to individual Board members and relevant staff for timely consideration at the February 21, 2013 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 most recent revision 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 **Thursday, January 10, 2013.**

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

Описание работы системы



Система предназначена для автоматизации процессов управления проектами и ресурсами. Она позволяет планировать задачи, контролировать сроки и распределять ресурсы между различными проектами.

Версия: 1.0
Дата: 2023-09-15

Система разработана на базе современных технологий и обеспечивает высокую производительность и надежность. Она поддерживает интеграцию с другими системами и имеет гибкую архитектуру.

Основные функции системы включают: планирование задач, контроль сроков, управление ресурсами, отчетность и анализ. Система предоставляет удобный интерфейс для пользователей и поддерживает различные форматы данных.

Система обеспечивает безопасность данных и имеет механизмы резервного копирования. Она поддерживает работу в режиме реального времени и имеет высокую масштабируемость.

Система разработана с учетом требований к производительности и надежности. Она имеет низкие требования к ресурсам и проста в установке и эксплуатации.

Система имеет гибкую архитектуру и поддерживает интеграцию с другими системами. Она имеет высокую степень безопасности и защиту данных.

Система предоставляет удобный интерфейс для пользователей и поддерживает различные форматы данных. Она имеет высокую производительность и надежность.

Система разработана с учетом требований к производительности и надежности. Она имеет низкие требования к ресурсам и проста в установке и эксплуатации.

Система разработана на базе современных технологий и обеспечивает высокую производительность и надежность. Она поддерживает интеграцию с другими системами и имеет гибкую архитектуру.