

# Agenda Item #13.A.2.



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

## BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS

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DATE: April 24, 2013

TO: Board Members

FROM:   
Pam Hinckley, R.N., M.S.N.  
Nursing Education Consultant

SUBJECT: Bethesda University of California Vocational Nursing Program –Consideration of Request to Admit Students (Director: Nanyun Lee, Anaheim, Orange County, Private)

On May 11, 2012, the Board changed the status of the Bethesda University of California, Vocational Nursing Program to provisional approval<sup>1</sup> for the two – year period from May 11, 2012 through May 30, 2014. The program was required to admit no additional students without prior approval by the full Board. That action was taken due to the program's noncompliance with Section 2530 (l) of the Vocational Nursing Rules and Regulations.

The program requests Board approval to admit 30 full-time students into a class commencing on August 5, 2013 and graduating on August 4, 2014.

### History of Prior Board Actions

(See Attachment A, History of Board Action)

### Enrollment

The program is approved to offer a full-time course of instruction that is 60 weeks in length. The program is required to obtain Board approval prior to the admission of each class. The pattern of admissions for proposed classes is seen in the enrollment table below.

The following table represents **projected** student enrollment based on current and proposed class starts and completions. The table indicates a **maximum enrollment of 81 students** for the period from **December 2008 through August 2013**.

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<sup>1</sup> 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.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Completed			
3/08 FT		27	22	22
12/08		31	20	22 + 20 = 42
2/09		25	4	42 + 4 = 46
	2/09 (3/08 Class)		-22	46 - 22 = 24
6/09 FT		17	14	24 + 14 = 38
	12/09 (12/08 Class)		-20	38 - 20 = 18
	2/10 (2/09 Class)		-4	18 - 4 = 14
2/10 FT		27	12	14 + 12 = 26
	8/10 (6/09 Class)		-14	26 - 14 = 12
5/10 (Cited Prev.) (Unapproved)		27	21	12 + 21 = 33
10/10 FT (Class E)		7	6	33 + 6 = 39
10/10 PT (Cited Prev.) (Class J) (Unapproved) Transferred from Stanton		15	12	39 + 12 = 51
	3/11 (2/10 FT Class)		-12	51 - 12 = 39
3/11 PT (Cited Prev.) (Class L) (Unapproved) Transferred from Stanton		25	18	39 + 18 = 57
	6/11 (5/10 Class)		-21	57 - 21 = 36
6/11 PT (Cited Prev.) (Class M) (Unapproved) Transferred from Stanton		14	3	36 + 3 = 39

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Completed			
8/11 FT (Cited Prev.) (Class N) (Unapproved) Transferred from Stanton		14	14	39 + 14 = 53
10/11 PT (Cited Prev.) (Class F) (Unapproved) Transferred from Stanton		8	10	53 + 10 = 63
	11/11 (10/10 FT Class)		-6	63 - 6 = 57
3/12 PT (Cited Prev.) (Class G) (Unapproved)		21	21	57 + 21 = 78
	5/12 (10/10 PT Class)		-12	78 - 12 = 66
	7/12 (8/11 FT N Class)		-14	66 - 14 = 52
	9/12 (10/11 FT F Class)		-10	52 - 10 = 42
	10/12 (3/11 PT L Class)		-18	42 - 18 = 24
	12/12 (6/11 PT M Class)		-3	24 - 3 = 21
8/13 FT Proposed	8/14	30		21 + 30 = 51
	7/13 (3/12 PT G)		-21	51 - 21 = 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 July 2009 through March 2013, specify the pass percentage rates for graduates of Bethesda University of California 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 15 quarters.

NCLEX-PN® Licensure Examination Data							
Quarterly Statistics				Annual Statistics*			
Quarter	# Candidates	# Passed	% Passed	State Average Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate	Variance From State Average Annual Pass Rate
Jul – Sep 2009	7	6	86%	72%	86%	72%	+14
Oct – Dec 2009	1	0	0%	76%	75%	73%	+2
Jan – Mar 2010	No Candidates Tested			76%	75%	74%	+1
Apr – Jun 2010	10	5	50%	74%	61%	75%	-14
Jul – Sep 2010	8	3	38%	75%	42%	75%	-33
Oct – Dec 2010	9	3	56%	77%	48%	76%	-28
Jan – Mar 2011	7	2	29%	80%	44%	77%	-33
Apr – Jun 2011	2	0	0%	71%	39%	76%	-37
Jul – Sep 2011	6	1	17%	74%	33%	75%	-42
Oct – Dec 2011	16	7	44%	74%	32%	75%	-43
Jan – Mar 2012	7	1	14%	77%	29%	74%	-45
Apr – Jun 2012	1	0	0%	72%	30%	74%	-44
Jul – Sep 2012	5	2	40%	76%	35%	74%	-39
Oct – Dec 2012	3	1	25%	70%	33%	74%	-41
Jan – Mar 2013	6	2	33%	75%	33%	73%	-40

\*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 the period **April 2010 through March 2013**.

Based on the most recent data available (January – March 2013), the program's average annual pass rate is **33%**. 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 73%. The pass rate for the Bethesda University of California Vocational Nursing Program is **40 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 eleven (11), including the program director. Eight (8) instructors are available to teach in the clinical area. The director has 100% administration duties.

Based on a maximum enrollment of 78 students, six (6) instructors are required for clinical supervision. Therefore, the current number of faculty is adequate for the current enrollment.

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

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

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

## **Other Considerations**

Board records substantiate approval of the program's initial class on February 13, 2008. Published examination statistics specify an average annual pass rate of 86% for graduates of that class. For the next two (2) consecutive quarters, the program's average annual pass rates were 75%. Thereafter, the program's average annual pass rates declined progressively.

On February 22, 2012, the program was notified their pass rates had been more than ten (10) percentage points below the state average annual pass rate for seven (7) quarters. Additionally, they were advised they were being placed on the May 2012 Board agenda.

On March 14, 2012, the director of record submitted a plan to increase the program's licensure examination pass rates. Included in that plan were the following.

- Kaplan Test Prep will provide a live test prep class for the NCLEX examination.
- ATI proctored, non-proctored and NCLEX preparation exams.

- Incorporated Evolve website with Blackboard. Case studies, assessment forms, videos, etc. are available on this site.
- Tutoring provided by a nursing instructor.
- Continuing education provided for instructors.
- Four (4) week NCLEX review course provided.
- Improved communication between staff and students.
- Implemented a success plan to identify and help at-risk students.
- Increased communication between theory and clinical instructors to assure that students are meeting the objectives.

On March 28, 2012, the program was issued a notice of violation relative to violations of the California Code of Regulations, Sections 2527(b) related to reporting of faculty terminations and 2530(k) related to admission of unapproved classes. The program was required to submit a plan to prevent future violations by **April 20, 2012**. On April 6, 2012, the Board received the required plan to prevent future reoccurrence of these violations from the director.

As noted previously, on May 11, 2012, the Board placed the program on provisional approval for the two – year period from May 11, 2012 through May 30, 2014 and directed the program to admit no additional students without prior approval by the full Board. The Board's action resulted from the program's noncompliance with Section 2530 (l) of the Vocational Nursing Rules and Regulations relative to program pass rates.

On May 16, 2012, the Board forwarded to the director the Notice of Change in Approval Status, identifying program deficiencies and required corrections (see Attachment B)

On September 13, 2012, Board received electronic correspondence from the director requesting a meeting with Board representatives. Additionally, the director requested the program be placed on the November Board agenda. Included in that request were the program's updates. Included in that update were the following elements:

- Mandatory tutoring
- Mandatory virtual ATI
- Proctored ATI
- Optional NCLEX review.
- Developing a Pre-course for all students but mainly targeting ESL students. The course will include medical terminology and documentations.
- Textbooks were updated in the curriculum.
- Re-arrangement of staff so that strong instructors are used in theory and clinical.
- VN Administration is being restructured due to concerns about unprofessional conduct.

Included in the update were concerns about the program's administration.

On September 18, 2012, the SNEC and NEC met with Bethesda University representatives, Director, Nanyun Lee, Young Choo Kim, Chief Academic Officer, Mantae

Kim, Chief Financial Officer and Mark Treston, Compliance director, in Board headquarters. The meeting was held at the request of the director to discuss the program's status and a request to admit students.

At that meeting, Bethesda representatives attempted to clarify the relationship between College of Medical Arts, Stanton University, and Bethesda University. Additionally, program representatives attempted clarification of the subsequent transfer of students between Stanton University and Bethesda University. As presented, College of Medical Arts started with 3 separate Board - approved campuses. Two (2) of those campuses became Stanton University and Bethesda University. Lengthy explanations were given by representatives from the school, however, upon conclusion of the meeting, it still remains unclear the current relationship between Stanton University and Bethesda University.

Additionally, program representatives questioned Board decisions relative to the program's approval status. The school's chief academic officer cited "errors" in the History of Board Action that required correction. The school's chief financial officer queried "how can we repair the current situation?"

The SNEC advised program representatives that the History of Board Action included in the Board report is a chronology of Board Actions. Further, the representatives were advised that the Board placed the program on provisional approval due to noncompliance with regulatory requirements. On June 13, 2012, the Board forwarded to the director the Notice of Change in Approval Status. That document identified program deficiencies and required corrections to avoid complete loss of approval. The SNEC reminded the director of the upcoming comprehensive analysis that is due to the Board on February 1, 2013.

The director provided documents relative to her findings upon assuming the position of director. Additionally, the director provided a verbal account of her assessment of the program and problems she has identified thus far. The director advised that the program has hired a consultant to assist with curriculum revision and that a significant portion had been completed.

A review of enrollment data provided by program representatives and the director identified discrepancies between current data and information that was previously submitted to the NEC by the director. The director was advised to provide the NEC with the following documents:

- Updated enrollment data
- Facility list
- OB/Peds rotation schedule for all current and proposed students.
- Resources utilized by the instructors in the classroom and skills laboratory.

On October 3, 2012, the program submitted 18 copies of their plan, and subsequent actions taken to correct identified problems that they desire Board members to consider. The following elements were included:

- Program's plan to prevent future violations of 2527(b), 2530(k) and 2530(l).
- Mandatory NCLEX prep classes (60 hours).
- ATI Testing (entrance and throughout the program).
- CE courses for faculty.
- Encouraging former graduates to come to the school for NCLEX review.
- Success Plan (identifies at-risk students and implements interventions).
- Consultant hired. As a result, an ongoing analysis of the curriculum is in effect. Implemented Concept Mapping and Critical Thinking skills into the curriculum.
- Increased mandatory passing score from 75% to 77%.
- Rearranged staff and placed most experienced staff in theory and clinical.
- Instructional Plan-incorporated most recent textbooks.
- Administration restructuring.
- Initiated Mandatory passing of Exit Exam.

On September 24, 2012, the program submitted the updated enrollment data, facility list, OB/Peds rotation schedule and list of resources utilized by instructors and photographs of the laboratory and classroom as requested by the NEC at the September 18, 2012 meeting.

On March 11, 2013, the assigned consultant forwarded correspondence requesting submission of two (2) copies and a CD or Flash Drive of pertinent documents, plan, and subsequent actions taken to correct identified problems that they desire Board members to consider by March 22, 2013 (see Attachment C).

On March 22, 2013, the Board received correspondence from the program director and two (2) copies and a CD of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider (see Attachment D). The following elements were identified:

- The director created a "Green Light" program for graduates. Essentially, the green light program identifies those graduates who have passed the ATI exit examinations and are ready to take the NCLEX-PN®.
- Implemented mandatory:
  - Tutoring for all students in remediation
  - Virtual ATI
  - Weekly ATI proctored exams
- NCLEX prep class 3 nights per-week for a total of 60 hours.
- Medical terminology class started for all students but specifically ESL students.
- Restructuring of administration to add focus on VN program.

The program's current quarter licensure pass rate is **33%** and the average annual pass rate is **33%**. As such, the pass rate is **40** percentage points **below** the state average annual pass rate.

## Recommendations:

1. Deny Bethesda University Vocational Nursing Program 's request to admit 20 full-time students into a class commencing on August 5, 2013 and graduating on August 4, 2014.
2. Continue to require the program to obtain full Board approval prior to the admission of each class.

**Rationale:** As noted previously, the program was placed on provisional approval May 11, 2012 for two (2) years, due to pass rates on the NCLEX/PN<sup>®</sup> that were noncompliant with regulatory requirements. **At that time, the program's average annual pass rate was 29%, 45 percentage points below the state average annual pass rate.** After one (1) year of the program being on Provisional Approval, the program's average annual pass rate is **33%**. This licensure data supports the denial of additional students. It is important to note, the program's original request was to request replacement of a part-time class. The part-time class was unapproved by the Board. As such, this class is not a replaceable class and was therefore processed as a request for a new class.

A total of 57 students graduated from Bethesda University in 2012. Of the 57 students that graduated in 2012, fourteen (14) have taken the licensure examination and 43 have not taken the examination. Of the fourteen (14) graduates that tested, seven(7) or 50% passed the NCLEX-PN<sup>®</sup> and seven (7) or 50% failed.

The program's plan to bring up the licensure pass rates was implemented in March 2012. The 2012 graduates should have benefited from the program's efforts to increase licensure pass rates. The 2012 graduates, graduated in May, July, September, October and December. Since only fourteen (14) graduates have tested, to date, and 43 remaining to test, it is difficult to assess the impact of the program's plan to increase the licensure pass rates. Therefore, the requested class is recommended to be denied until more licensure data is available for the 2012 graduates. The 43 graduates are expected to test in Quarter two (2) and three (3) of 2013. Currently, 21 students remain enrolled in classes. These students are scheduled to graduate in July 2013.

- Attachment A: History of Prior Board Actions.  
Attachment B: Notice of Change in Approval Status, Dated May 16, 2012.  
Attachment C: Board Correspondence Dated March 11, 2013.  
Attachment D: Program Correspondence Dated March 20, 2013; Received March 22, 2013.

## Agenda Item # 13.A.2, Attachment A

### Bethesda University of California Vocational Nursing Program

- On February 13, 2008, the Executive Officer approved the College of Medical Arts, Torrance request, to begin a vocational nursing program with an initial full-time class of 30 students commencing February 19, 2008 only; and approved the program curriculum for 1590 hours, including 622 theory, and 968 clinical hours.
- On March 5, 2008, the Board was notified that the school had formed a partnership with Centinela Valley School District to offer the program at the Centinela Valley Adult School site and would delay commencement of the first class until March 10, 2008. At that time the school will be known as the College of Medical Arts, Lawndale, Vocational Nursing Program.
- On November 7, 2008, the program submitted documentation of the school's name change to Stanton University, effective December 1, 2008.
- On December 8, 2008, the Executive Officer approved initial full accreditation for Stanton University (formerly College of Medical Arts, Torrance, and College of Medical Arts, Lawndale), Vocational Nursing Program for the period from December 8, 2008, through December 7, 2012, and issued a certificate accordingly. Additionally, the Executive Officer approved the program's requests to admit the following classes, thereby increasing the program's frequency of admissions.
  - a. A full-time class of 45 students on February 17, 2009 only, to **replace** students graduating on February 27, 2009.
  - b. A full-time class of 45 students on December 15, 2008 only, graduating December 4, 2009.
- On May 13, 2009, the Executive Officer approved the program's request to admit 45 students into a full-time class on June 15, 2009 only, graduating May 15, 2010.
- On September 17, 2009, the Board received correspondence requesting a change in the program's name to Bethesda Christian University Vocational Nursing Program.
- On October 8, 2009, the Board received electronic notification of the director's resignation, effective October 5, 2009.
- **On October 12, 2009, a new program director was approved.**

- On January 7, 2010, the Executive Officer approved Bethesda Christian University Vocational Nursing Program's request to admit a full-time class of 30 students on January 11, 2010 only, with a projected graduation date of January 13, 2011.
- On June 25, 2010, the program notified the Board that commencement of the January 11, 2010 class was delayed to February 8, 2011.
- On August 6, 2010, the Executive Officer approved Bethesda University of California Vocational Nursing Program's request to admit a full-time class of 30 students on September 13, 2010 only, with a projected graduation date of August 25, 2011, to **replace** students graduating March 16, 2010; and, required the program to obtain Board approval prior to the admission of all classes.
- On May 11, 2011, the program was notified that its average annual pass rates had fallen more than ten (10) percentage points below the state average annual pass rates for the past five (5) quarters.
- On August 14, 2011, the program was notified that its average annual pass rates had fallen more than ten (10) percentage points below the state average annual pass rates for the past six (6) quarters.
- On February 22, 2012 the program was notified that its average annual pass rates had fallen more than ten (10) percentage points below the state average annual pass rates for more than seven (7) consecutive quarters. The following information was requested by March 9, 2012.
  - a. Current and projected enrollment.
  - b. Approved faculty.
  - c. Approved clinical facilities.
  - d. Clinical rotation schedule.
  - e. Analysis of the submitted corrective action plan.
- On March 14, 2012, the Board received the program's plan to increase the licensure pass rates.
- **On March 26, 2012, a new program director was approved.**
- On March 28, 2012, the Board forwarded a notice of violation to the program director relative to violations of the California Code of Regulations, sections 2527(b) and 2530(k). The program was required to submit a plan to prevent future violations to the Board by **April 20, 2012**.
- On April 4, 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.

- On April 6, 2012, the director submitted a plan to prevent future violations, as referenced on March 28, 2012.
- On April 16, 2012, the Board received correspondence from the program director and eighteen (18) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.
- On April 17, 2012, the school manager and the director met with the SNEC and NEC at the Board's offices. The focus of the meeting was to inform the Board's representatives of the school's history and request consideration of replacement classes. The NEC provided the new director an orientation to her new role.
- On May 11, 2012, the Board denied Bethesda University Vocational Nursing Program's request to admit a full-time class of 30 students commencing on July 17, 2012, graduating June 19, 2013, to **replace** students who transferred to Bethesda University from Stanton University; **and**, denied the program's request to admit a Part-time class of 30 students on June 11, 2012, graduating December 13, 2013, to **replace** students who transferred to Bethesda University from Stanton University; **and**,

Placed Bethesda University Vocational Nursing Program on provisional approval for the two-year period from May 11, 2012, through May 31, 2014, and issue a notice to the program to identify specific areas of noncompliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations; **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 April 1, 2014; and**,

Required the program to admit no additional students without prior approval by the full Board; **and**,

Required the program to submit follow-up reports in nine months, but no later than **February 1, 2013**, and 21 months, but no later than **February 1, 2014**. The reports shall include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and the effect of employed interventions. The following elements must be addressed in the analysis.

- Admission Criteria.
- Screening and Selection Criteria.
- Terminal Objectives.
- Curriculum Objectives.
- Instructional Plan.
- Theory and Clinical Objectives for Each Course.

- Lesson Plans for Each Course.
- Textbooks.
- Attendance Policy.
- Remediation Policy.
- Evaluations of Theory and Clinical Faculty.
- Evaluations of Theory Presentations.
- Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
- Evaluation of Student Achievement.
- Current Enrollment; and,

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; and,

Required the program to demonstrate substantive incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's approval; and, advised the program that failure to take any of these corrective actions may cause the full Board to revoke the program's approval; and,

Place the program on the **May 2014** Board agenda for reconsideration of provisional approval.

- On June 13, 2012, the Board forwarded to the director the Notice of Change in Approval Status.
- On August 17, 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
- On September 18, 2012, Board representatives met with program representatives relative to the program's approval status and request to admit students. Program representatives present were: Nanyun Lee, Director, Young Choo Kim, Chief Academic Officer, Mantae Kim, Chief Financial Officer and Mark Treston, Compliance director.
- On October 3, 2012, the Board received correspondence from the program director and eighteen (18) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.
- On November 9, 2012, the Board **denied** Bethesda University of California Vocational Nursing Program 's request to admit 30 part-time students into a class commencing on January 10, 2013 and graduating on June 15, 2014; and, **denied** the program's request to admit 30 full-time students into a class commencing on March 10, 2013 and

graduating on March 20, 2014; and, required the program to continue to obtain full Board approval prior to the admission of each class.

- On March 11, 2013, the assigned consultant forwarded correspondence requesting submission of two (2) copies and a CD or Flash Drive of pertinent documents, plan, and subsequent actions taken to correct identified problems that they desire Board members to consider by March 22, 2013.
- On March 22, 2013, the Board received correspondence from the program director and two (2) copies and a CD of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.

## Agenda Item #13.A.2., Attachment B



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

**BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS**  
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May 16, 2012

Nanyun Lee  
Bethesda University  
Vocational Nursing Program  
730 North Euclid Avenue  
Anaheim, CA 92801

***Subject: Notice of Change in Approval Status***

Dear Ms. Lee:

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on May 11, 2012, the status of the Bethesda University Vocational Nursing Program has been changed from full approval to provisional approval for the two – year period from May 11, 2012 through May 31, 2014. Please sign and return the enclosed “Acknowledgement of Change in Approval Status” form by **Friday, May 31, 2012**.

**AREAS OF NON-COMPLIANCE [VIOLATION(S)]**

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

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

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

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

The program pass rates of the Bethesda University Vocational Nursing Program for the past eight (8) quarters are set forth in the following table.

NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate	Variance from State Annual Average Pass Rate
Jul – Sep 2010	75%	100%	+25
Oct – Dec 2010	76%	50%	-27
Jan – Mar 2011	77%	27%	-50
Apr – Jun 2011	76%	22%	-54
Jul – Sep 2011	76%	18%	-58
Oct – Dec 2011	75%	8%	-67
Jan – Mar 2012	74%	29%	-45

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

### REQUIRED CORRECTION(S)

1. Place Bethesda University Vocational Nursing Program on provisional approval for the two-year period from May 11, 2012, through May 31, 2014, and issue a notice to the program to identify specific areas of noncompliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations.
2. Require the program to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate.
3. Require the program to admit no additional students without prior approval by the full Board.
4. Require the program to submit follow-up reports in nine months, but no later than **February 1, 2013**, and 21 months, but no later than **February 1, 2014**. The reports must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and the effect of employed interventions. The following elements must be addressed in the analysis.
  - a. Admission Criteria.
  - b. Screening and Selection Criteria.
  - c. Terminal Objectives.
  - d. Curriculum Objectives.
  - e. Instructional Plan.
  - f. Theory and Clinical Objectives for Each Course.
  - g. Lesson Plans for Each Course.
  - h. Textbooks.
  - i. Attendance Policy.
  - j. Remediation Policy.
  - k. Evaluations of Theory and Clinical Faculty.
  - l. Evaluations of Theory Presentations.
  - m. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
  - n. Evaluation of Student Achievement.
  - o. Current Enrollment.

5. Require 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.
6. 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.
7. Failure to take any of these corrective actions may cause the full Board to revoke the program's approval.

#### **FUTURE BOARD ACTION**

Your program will be placed on the **May 2014** Board Meeting agenda for reconsideration of your approval status. The nursing education consultant assigned to your program will ask you to submit documentation of the correction of your violation(s) by the fifteenth day of the second month prior to that Board meeting.

#### **OTHER IMPORTANT INFORMATION**

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

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

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

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

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

Sincerely,



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

Enclosure  
TBJ/ph  
cc: Board Members

# Agenda Item #13.A.2., 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](http://www.bvnpt.ca.gov)



## CERTIFIED MAIL

March 11, 2013

Nanyun Lee  
Vocational Nursing Program Director  
Bethesda University of California  
730 North Euclid Avenue  
Anaheim, CA 92801

### *Re: Consideration of Request to Admit Students While on Provisional Approval*

Dear Ms. Lee:

On May 11, 2012, the Board changed the status of the Bethesda University of California, Vocational Nursing Program to provisional approval for the two – year period from May 11, 2012 through May 30, 2014. The program was required to admit no additional students without prior approval by the full Board to the *Bethesda University of California Vocational Nursing Program*. The Board is scheduled to consider that request at its meeting scheduled May 9, 2013. That meeting is **tentatively** scheduled to be held in Milpitas, California.

To ensure dissemination and review by individual Board members and relevant staff for timely consideration prior to the May Board meeting, please submit the following written information by **Friday, March 22, 2013:**

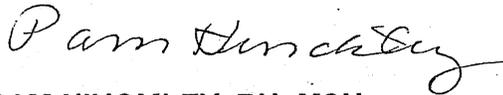
- Two (2) copies of pertinent documents related to subsequent actions taken by the program to correct identified problems *that you desire Board members to consider*. Please remember existing statutes require that any document considered by the Board will become a public record. Accordingly, please redact all names of students.
- In addition, please provide information on a compact disc (CD) for Board use. Again, please remember to redact any student names prior to copying information onto the CD.

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.

The Board strongly recommends that you plan to attend the meeting and be prepared to respond to questions from Board members relative to your program.

Please contact the Board at (916) 263-7843 should further clarification be needed.

Sincerely,



**PAM HINCKLEY, RN, MSN**  
Nursing Education Consultant  
Board of Vocational Nursing and Psychiatric Technicians  
2535 Capitol Oaks Drive, Suite 205  
Sacramento, CA 95833  
(916) 263-7843 Phone  
(916) 263-7866 Fax  
[Pam\\_hinckley@dca.ca.gov](mailto:Pam_hinckley@dca.ca.gov)

# Agenda Item #13.A.2., Attachment D



Bethesda University of California

BVNPT

2013 MAR 22 PM 1:43

## Vocational Nursing School

730 N Euclid St. Anaheim, Ca. 92801  
Tel (714) 517-1945 Fax (714)683-1419  
[www.buc.edu](http://www.buc.edu)

Date: March 20, 2013

To: Pam Hinckley, R.N., M.S.N.  
Nursing Education Consultant

From: Nanyun Lee, DON  
Bethesda University of California

BVNPT Received EDV  
on 3/22/13 with DJ

Subject: Evidence for the BVNPT May Board Meeting

Dear Mrs. Pam Hinckley:

In this document I will cover/clarify a variety of subjects and issues. I will organize everything by sections to help simplify the flow of this document. Some of the information will be repeated from previous correspondence but my hope is that all the information that I am submitting will show the board how dedicated I am to the growth and success of my current students, future students, and the VN program at Bethesda University of California. I would like to persuade the board to re-evaluate the decision and approve Bethesda the opportunity to start a full-time vocational nursing class in Summer of 2013. I truly believe that Bethesda is currently following all guidelines set out by the BVNPT and I will show that all corrections required by the board have been adhered to and will be evident by my follow-up report. Please contact me if you have any questions or need further clarification on any items in this document.

### SECTION ONE- Annual Pass Rates of the NCLEX Exam

In response to your "Certified" letter dated 11-13-12, Subject: Board Meeting Follow-Up, I would like to give you current updates.

I believe your data concerning our 2012 graduates and their NCLEX pass rate is incorrect. Your letter dated 11-13-12 stated that the May 2012 class graduated twelve students and that the licensure data for this class is 35.29%. I would like to clarify and correct this comment. The May 2012 class graduated twelve (12) students and out of those twelve, three students took the NCLEX exam and passed. Thus the passing rate for the May 2012 class should be 100% and not 35.29% that was stated in the correspondence. I believe this incorrect score of 35.29%, influenced the boards decision to not allow Bethesda to admit a full-time VN class. If this is the

case, please review the evidence and re-calculate the NCLEX scores from the May 2012 class. See Exhibit A.

The calculation of the NCLEX scores from 2012 are taken based on the NCSBN form sent to myself in January. I don't believe the board is aware that many students that took the NCLEX in 2012, actually graduated between 2009-2011. These students graduated before I was the Director of Nursing at Bethesda. These students did not benefit from the improved curriculum, staff, administration, and mandatory V-ATI classes that Bethesda currently offers. It is my opinion, that their failure to pass the NCLEX should not reflect the current progress that Bethesda has made. To calculate the true progress and improvement that Bethesda's students, staff, and administration have made, please emit the students' scores who graduated from 2009-2011 but took the NCLEX in 2012. Bethesda University graduated fifty-seven (57) students in 2012 and the NCLEX scores from these students show an enormous improvement compared to previous years graduates. I will now update the board on all of the fifty-seven (57) students who graduated in 2012.

I've created a spreadsheet to monitor all 2012 graduates' licensure data. I have attached this spreadsheet for your review (See Last Page of Document, Labeled Exhibit A). This chart is color coded and the codes are as follows:

- a. Green light means students pass V-ATI Exit Exam and are ready to take NCLEX exam.
- b. Red highlight indicates the student has passed the NCLEX exam.
- c. Pink highlight signifies V-ATI coach recommends for the readiness to take the NCLEX exam.
- d. Pending for Green light means student is continuing to work towards passing the V-ATI Exit Exam.

Fifty-seven students graduated in 2012. In your letter dated November 13, 2012 you stated that there were 54 students graduated but that number has increased to 57 because three students graduated in December 2012. This is a breakdown of all fifty-seven graduates and their current progress towards the NCLEX exam.

The May 2012 class graduated twelve (12) students. Out of those twelve, three students took the NCLEX exam and passed, four students were sent to take the NCLEX exam after passing graduation Exit Exam on 10/15/12 and 11/19/12, these students are currently waiting for NCLEX test dates from the Boards. The remaining five students are still working on their green lights, to be graduated.

The July 2012 class graduated fourteen (14) students. Out of that fourteen, two students passed the test, and one student failed to pass. Five students are recommended for NCLEX and are awaiting test dates. Two students are green lighted and also are awaiting a test date for the

NCLEX. The remaining four students are pending for green light and have not passed the Exit Exam.

The October 2012 class (Class F) graduated ten (10) students. Out of that ten students, seven are green lighted and awaiting test dates for the NCLEX. The remaining three students are pending for green light and have not passed the Exit Exam.

Another October 2012 class (Class L) graduated eighteen (18) students. Out of that eighteen, one student passed the Exit Exam and is awaiting a test date for the NCLEX. Two students are green lighted and awaiting test dates for the NCLEX. The remaining fifteen students are pending for green light and have not passed the Exit Exam.

The December 2012 class graduated three (3) students. Out of that three, one is recommended for NCLEX and the remaining two students are pending for green light and have not passed the Exit Exam.

I will now present an overview of the fifty-seven (57) students that graduated in 2012. Out of the fifty-seven students, five students have passed and one has failed the NCLEX Exam. Fourteen (14) students have a green light and are awaiting NCLEX test date. Eight (8) students have been recommended to take the NCLEX. The remaining twenty-nine (29) students are pending for green light.

## **SECTION TWO- Actions Taken to Improve NCLEX Pass Rate**

I would like to update you on the items that Bethesda University has implemented to achieve a higher pass rate for our 2012 graduates.

- a. The school has implemented mandatory tutoring for all students in remediation. I have designated an instructor for all tutoring. Students have voiced their approval regarding their tutoring sessions.
- b. The school has implemented mandatory Virtual ATI upon completion of the program.
- c. Along with the mandatory virtual ATI, current students are being given a mandatory weekly proctored ATI examination with subsequent focused review. This has been implemented to ready the students for NCLEX style questions, as well as to indicate which areas the students need to review.
- d. The school has started a mandatory NCLEX prep class 3 nights per week. The first class was held on 9/9/12 until they have a total of 60 NCLEX hours or more.
- e. The school is currently composing a medical terminology/documentation class which will be open to all students but targeting our ESL students to further prepare them for NCLEX testing.

- f. I have also rearranged the instructional staff so that there are strong, experienced instructors with each class both in theory and in the clinical setting.
- g. The daily curriculum has been updated to reflect the current books being used and instructors are now implementing these updates.
- h. The school has restructured the administration for the VN Department due to concerns of unprofessionalism and lack of interest in the vocational nursing program itself.
- i. We have improved communication with our students and graduates with a quarterly newsletter developed by our Career Services Coordinator as well as frequent contact via email. Through these channels, we are able to inform them of resources and offerings available to them to assist with board passage. This gives them more information in preparing for boards. Our grads are allowed to continue to use all school resources until they have successfully taken NCLEX.

### **SECTION THREE- Follow Up Analysis of the VN Program**

In this section I will address all the elements that the Board has requested in the letter dated June 13, 2012

- A. **Admission Criteria**-These forms are located on the enclosed CD.

## **Bethesda University of California VOCATIONAL NURSING PROGRAM**

### **ADMISSION CRITERIA**

#### **REQUIREMENTS:**

- A. Completion of an application
- B. Satisfactorily completed 12<sup>th</sup> grade of high school or its equivalent
- C. Transcripts - mailed directly to the school. If high school was completed outside the U.S., we use G.E.D. or U.S. college or university transcript of graduation or verification of high school diploma done by Foreign Education Credentialing Agencies.
- D. Pass the NET (Nurse Entrance Test) published by Educational Resources, Inc.  
For reading: Candidate will pass with 52% and above.  
For math: Candidate will pass with 62% and above.
- E. Meet Health Requirements:

1. Physical Examination
  2. Diphtheria/Tetanus-verification of a booster received within the last ten years
  3. Oral Polio 1,2,3,4  
If you are unsure of your immunization, consult with your private physician or County Health Department
  4. Tuberculin Skin Test - every year if negative
  5. Chest X-ray - if positive; tuberculin skin test
  6. Hepatitis B vaccine is required
  7. Measles and Rubella immunizations
- F. Current CPR Certification
- G. Health Insurance - strongly recommended
- H. Student Liability Insurance - before being allowed into clinical setting
- I. Letters of Recommendation (three)
- J. Verification of previous education or experience in the health field
- K. Interview with Director

Bethesda University of California  
Vocational Nursing Program

**NEW STUDENT INTERVIEW SCORING SHEET**

Student Name: \_\_\_\_\_ Class # \_\_\_\_\_

QUESTION	4	3	2	1	0
1. Why should you be considered as a candidate for the _____ Program?					
2. Describe your experience, if any, in the health care field.					
3. What arrangements have you made to your current situation to help your goal in becoming a nurse?					
4. What are your short-term goals?					
5. What are your long-term goals?					

6. Scenario #1...What would you do if you see that your classmate was cheating?					
7. Scenario #2...You feel that your instructor is very unprofessional and nasty towards you, how would you handle this situation?					
8. How would you handle gossip and negative comments directed toward you?					
9. How would you handle constructive criticism?					
10. Have you ever been convicted of a crime, misdemeanor or felony, and/or convicted of any drug related offense?					
<b>TOTAL SCORE</b>					

Ratings are 1 to 4 with 4 being the highest. Total possible score: 36  
Comments:

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Interviewer's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

B. **Screening and Selection Criteria**-These forms are located on the enclosed CD.

Bethesda University of California  
VOCATIONAL NURSING PROGRAM

**SCREENING AND SELECTION CRITERIA**

**POLICY**

All applicants who meet the minimum requirements for admission will be considered.

## PROCEDURE

- a. Bethesda University of California will convene the Admissions Committee, consisting of the Program Director and at least one instructor, who will:
  1. Verify and document the qualifications of each candidate.
  2. Commence oral interviews.
  3. Score Candidates.
  4. Make a final selection of candidates to be admitted to the program.

Selection is based upon the following:

- Passing the Nurse Entrance Test
- Work experience
- Letters of Recommendation
- Oral Interview
- Previous education
- Date of Application
- Application status of candidates (placement of previous alternate student)

- b. The top 30 candidates plus 3 alternates will be selected. See the Alternate Student Policy.
- c. In case the two candidates are equally qualified for the last slot in the class, selection will be based upon the date of the application.
- d. Students who drop or take a leave of absence may return only if there is an available slot and the written request to return is accepted.

## ALTERNATE STUDENT POLICY

### PURPOSE:

The school may admit alternate students in each new class to replace students who may drop out.

### PROCEDURE:

1. The number of alternate students admitted may not exceed 10% of the school's Board-approved number of students per class.
2. **Alternate student will be designated two (2) weeks prior to the first day of class.**
3. The student will receive a letter with explanation on the alternate policy.
4. Alternate students will be allowed to complete all classes prior to the commencement of the clinical experience. If a slot does not become available prior to the commencement of the clinical experience the alternate student will be accepted into the program for next start date. An updated application must be submitted.

Bethesda University of California

## VOCATIONAL NURSING PROGRAM

### VOCATIONAL NURSE APPLICATION PROCESS:

Your package consists of the following forms:

1. An application form
2. A request form for your **official high school transcript** or your **official G.E.D. transcript**.  
Complete the transcript request form and mail it to your high school for completion. The official high school transcript must be mailed directly from your high school to Medacom College. Proof of completion of 12<sup>th</sup> grade or G.E.D. is required.
3. Verification of previous education or experience in the Health Field.
4. Complete the application form, and mail to:

Bethesda University of California  
Vocational Nursing Program  
303 West Lincoln Avenue #160  
Anaheim, CA 92805

5. An interview is required. Phone (714) 765-3555 to schedule an interview.

**Deadline for completing all admission requirements is \_\_\_\_\_.**

Upon notification of acceptance for the \_\_\_\_\_, class, you will be required to:

1. Attend a **mandatory orientation** class on \_\_\_\_\_.
2. Submit a completed COLLEGE OF MEDICAL ARTS Vocational Nursing Physical form and lab results, including Hepatitis "B" immunization or verification of immunization by \_\_\_\_\_.
3. Obtain a CPR certificate by \_\_\_\_\_.



# Bethesda University of California

730 N. Euclid Street. Anaheim, CA, 92801  
(714) 683-1460 Main School Line Fax (714) 683-1419

Dear \_\_\_\_\_,

You have been accepted you as an alternate student into the Bethesda University of California Vocational Nursing Program. Thirty students have been accepted and enrolled as a core group. You will attend class until the end of the on-campus Fundamentals,

\_\_\_\_\_  
If, during that two week period, one of the core group cannot continue and you have met the testing requirements, you will be admitted to this class in the order of your number. Your alternate number is \_\_\_\_\_.

If there is no loss of any student from the core group, a position is reserved for you in the next class which we anticipate will begin in \_\_\_\_\_, 2\_\_\_\_\_.

Respectfully,

Director of Nursing

I was given an opportunity to ask questions. I understand and accept the position of alternate. (Please sign below. This document will be placed in your file and a copy may be provide for you.)

I accept the position of alternate number \_\_\_\_\_.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**C. Terminal Objectives-** This section can be found on the enclosed CD in the Mission, Vision, Goals file.

**Bethesda University of California  
Vocational Nurse Program**

**TERMINAL OBJECTIVES**

1. To graduate nurses, inspired with a sound philosophy of life through the integration of the school's philosophy and the ideals of the nursing profession.
2. To educate nurses through carefully coordinated program of theory, clinical practice, counseling and guidance. The graduate will:
  - a) Meet the requirements for licensure.
  - b) Function efficiently in a beginning staff position in a hospital or other health agency.
  - c) Use mature judgment and analytical thought in performing nursing activities.
  - d) Be conscientious in applying nursing skills to the health needs of mankind, regardless of race, color, gender, creed, or economic status.
  - e) Be capable of self-direction and strive for professional and personal improvement.
  - f) Have reached the educational level requisite for beginning advanced study in any field of nursing.
  - g) Provide safe, competent nursing care to clients of all ages, in a variety of health care settings.
  - h) Utilize the nursing process to meet the holistic needs of client and family.
  - i) Recognize each client as a unique individual with specific psychosocial, biophysical and spiritual needs.
  - j) Demonstrate leadership/supervisory skills under the direction of the R.N. in the health care setting.
  - k) Communicate effectively with other members of the health care team.
  - l) Apply principles of therapeutic communications when interacting with clients and family.
  - m) Provide holistic nursing care in a respectful, dignified manner.
  - n) Identify environmental, cultural and social factors that contribute to health and disease.
  - o) Apply knowledge of the legal and ethical responsibilities of the nurse when providing nursing care to clients.
  - p) Participate in client and family education.

D. **Curriculum Objectives-** These forms are located on the enclosed CD.

## **CURRICULUM OBJECTIVES**

To accomplish our mission, Bethesda University of California is further committed to:

- preparing students to provide quality and compassionate care in a dynamic and competitive workplace
- promoting respect and self-sufficiency while fostering responsibility, values, skills and accountability necessary to achieve success
- encouraging students to learn to think critically, make decisions, solve problems, and take initiative needed to meet current and future challenges in their personal lives and careers
- creating an intellectually stimulating atmosphere that is conducive to motivating students to realize their potential through learning and the development of relevant skills
- providing a quality education, and utilizing modern, relevant, and practical equipment necessary to achieving learning objectives
- maintaining a skilled, experienced, professional education staff devoted to the personal and professional development of each student
- providing special services and activities designed to promote student's life-long learning and quality of life in the community
- supporting recruitment and hiring activities to ensure a highly qualified faculty
- ensuring ongoing opportunities to develop the professional knowledge and abilities of the staff and faculty
- offering guidance and advising designed to assist students in making decisions that may affect their education, career, and personal success
- ensuring the requisite library and learning resources needed to enable students to achieve their educational objectives
- ensuring responsible financial stewardship and resources needed to support the school, its mission and students
- enabling students to overcome barriers to their success
- ensuring students achieve their professional and personal goals
- assisting students in developing and living the human values in everyday life
- strengthening operational and programmatic services through continuous improvement

## **EXHIBIT B**

### **COMPETENCIES**

**Title of Training:** Vocational Nursing

**Training Provider Name:** Bethesda University of California

Training Length: 1590 hrs 48 wks

Number of Competencies: 20

\*List skills, knowledge and ability of student will have obtained upon completion of training: how skills are measured and minimum score required for passing.

\*Student will be able to:

	Competency	Measurement	Minimum Score
1.	Discuss basic human anatomy and physiology.	Demonstrate and understanding of the basic anatomy and Physiology of the human body.	Achieve a "Pass" grade in theory and lab.
2.	Discuss the basic principles of psychology, growth and development.	Demonstrate and understanding of psychology, growth and development.	Achieve a "Pass" grade of 78% or better in theory.
3.	Discuss the history of nursing, its evolution and impact in Nursing practice.	Demonstrate an understanding of the history of nursing, its evolution and impact in nursing practice.	Achieve a "Pass" grade of 78% in theory.
4.	Discuss ethical, legal, cultural, Spiritual, economic, and environmental factors that influence health and the provision of nursing care.	Demonstrate an understanding of the ethical, legal, cultural, Spiritual, economic, and environmental factors that influence health and the provision of nursing care.	Achieve a "Pass" grade in clinical and 78% in theory.
5.	Discuss critical thinking in the management of patient disease and the provision of patient care.	Demonstrate critical thinking in the management of patient disease and the provision of patient care.	Achieve a "Pass" grade in clinical and 78% in theory.
6.	Discuss the principles of nursing process in patient communication and documentation.	Utilize nursing process principles in patient communication and documentation.	Achieve a "Pass" grade in clinical and 78% in theory.
7.	Discuss the legal and ethical issues affecting the practice of nursing.	Demonstrate an understanding of the legal and ethical issues in nursing.	Achieve a "Pass" grade in clinical and 78% in theory.
8.	Discuss patient safety in the provision of patient care.	Demonstrate the ability to ensure patient safety in the provision of patient care.	Achieve a "Pass" grade in clinical and 78% in theory.
9.	Discuss shared meanings unique to nursing and appropriate during the provision of nursing care.	Identify and utilize shared meanings unique to nursing and appropriate during the provision of nursing care.	Achieve a "Pass" grade in clinical and 78% in theory.

10.	Discuss the basic principles of pharmacological therapies.	Demonstrate and understanding of the basic principles of pharmacological therapies.	Achieve a "Pass" grade in clinical and 78% in theory.
11.	Discuss the basic principles of nutrition.	Demonstrate and understanding of the basic principles of nutrition.	Achieve a "Pass" grade in clinical and 78% in theory.
12.	Discuss basic medical-surgical nursing related to endocrine and urinary disorders.	Demonstrate and understanding of the basic medical-surgical nursing related to endocrine and urinary disorders.	Achieve a "Pass" grade in clinical and 78% in theory.
13.	Discuss how to apply experimental learning to disease management and basic nursing practice.	Demonstrate the ability to apply experimental learning to disease management and basic nursing practice.	Achieve a "Pass" grade in clinical and 78% in theory.
14.	Discuss the relevant scientific information of physiology and pathophysiology of disorders for the following systems: cardiovascular and peripheral vessels, respiratory, gastrointestinal, endocrine, genitourinary, musculoskeletal, sensory and neurological, integumentary, and reproductive.	Demonstrate and understanding of the relevant scientific information of pathophysiology and the disease process of disorders for the following systems: cardiovascular, peripheral vascular, respiratory, gastrointestinal, endocrine, genitourinary, musculoskeletal, neurological, integumentary, and reproductive.	Achieve a "Pass" grade in clinical and 78% in theory.
15.	Discuss skills concepts in the care and management of patients with disorders of the following systems: cardiovascular, peripheral vascular, respiratory, gastrointestinal, endocrine, genitourinary, musculoskeletal, neurological, integumentary, and reproductive.	Demonstrate and understanding of the skills concepts in the care and management of patients with disorders of the following systems: cardiovascular, peripheral vascular, respiratory, gastrointestinal, endocrine, genitourinary, musculoskeletal, neurological, integumentary, and reproductive.	Achieve a "Pass" grade in clinical and 78% in theory.

16.	Discuss the manifestation of disease processes requiring and/or preventing physiological and psychological adaptation.	Demonstrate recognition of how the manifestation of disease processes requiring and/or preventing physiological and psychological adaptation.	Achieve a "Pass" grade in clinical and 78% in theory.
17.	Prepare and discuss a plan of care for patients with disorders of the following systems: cardiovascular and peripheral vascular, respiratory, gastrointestinal, endocrine, genitourinary, musculoskeletal, sensory and neurological, integumentary, and reproductive.	Develop a plan of care utilizing concept mapping for patients with disorders of the following systems: cardiovascular, peripheral vascular, respiratory, gastrointestinal, endocrine, genitourinary, musculoskeletal, neurological, integumentary, and reproductive.	Achieve a "Pass" grade in clinical and 78% in theory.
18.	Prepare and discuss comprehensive teaching plans specific to patient diseases.	Develop comprehensive teaching plans specific to assigned patients' diseases.	Achieve a "Pass" grade in clinical and 78% in theory.
19.	Discuss the care in emergencies and the pharmacological therapies utilized within the scope of VN practice	Administer care in emergencies and utilize pharmacological therapies within the scope of VN practice.	Achieve a "Pass" grade in clinical and 78% in theory.
20.	Identify and discuss community resources available in the provision of team approach care to patients with varied needs	Develop a plan of care utilizing resources available in the community appropriate to the needs of specific patient.	Achieve a "Pass" grade in clinical and 78% in theory.

**E. Instructional Plan-** These forms are located on the enclosed CD.

**F. Theory and Clinical Objectives for Each Course-** These forms are located on the enclosed CD in the Instructional Plan.

**G. Lesson Plans for Each Course-** The lesson plans for each course can be found on the enclosed CD.

**H. Textbooks-** This form is located on the enclosed CD.

## TEXTBOOKS

### Required Texts

Christensen, B. & Kockrow, E. (2010). Foundations and Adult Health Nursing. (6<sup>th</sup> ed).  
Mosby. St. Louis, Missouri.

Clayton, B. D, Stock, Y. N, Cooper, S. E. (2010). Basic Pharmacology for Nurses. (15<sup>th</sup>  
ed). Mosby, Inc. St. Louis, Missouri.

Herlihy, B. (2011). The Human Body in Health and Illness. (4<sup>th</sup> ed). Saunders. St. Louis,  
Missouri.

Hill, S. and Howlett, H (2009). Success in Practical/Vocational Nursing. (6<sup>th</sup> ed).  
Saunders. St. Louis, Missouri.

Lahey, B. (2009). Psychology: An Introduction. (11th ed). McGraw-Hill. Avenue of the  
Americas, New York.

Leifer, G. & Hartston, H. (2004). Growth and Development Across the Lifespan a Health  
Promotion Focus. Mosby. St. Louis, Missouri.

### **Recommended Texts**

Christensen, L. & Kockrow, E. (2011). Foundations and Adult Health Nursing. (6<sup>th</sup> ed).  
Mosby/Elsevier Inc. St. Louis, Missouri.

deWit, S. (2009). Fundamental Concepts and Skills for Nursing. (3<sup>rd</sup> ed). Saunders.  
St. Louis, Missouri.

deWit, S. (2009). Medical-Surgical Nursing Concepts & Practice. Saunders.  
St. Louis, Missouri.

Leifer, G. (2011). Introduction to Maternity and Pediatric Nursing (6<sup>th</sup> ed).  
Mosby. St. Louis, Missouri.

Polan, E. & Taylor, D. (2011). Journey Across the Life Span. (4<sup>th</sup> ed). F. A. Davis Company.  
Philadelphia, PA.

**I. Attendance Policy-** This form is located in the enclosed CD.

### **Attendance Policy**

Attendance is expected for the full duration of theory and clinical courses. An "Unexcused  
Absence" may be granted due to illness, death in immediate family, financial concerns,  
relationship conflicts, court appearances, emergency medical, dental or legal appointments.

### **Theory Classes:**

It is the student's responsibility to be on time for all classes. The student must notify the school  
if they are going to be tardy or absent. If a student is absent, it is the student's responsibility to

obtain all class information and assignments from the instructor. Unprofessional conduct in the classroom will not be tolerated. Students will be asked to leave the class. Failure to complete theory course objectives will result in a final grade of "Incomplete." The student will be permitted to repeat one test, and/or retake a final examination in any given course one time for a satisfactory grade if less than a "C" grade was achieved in the first attempt. If less than a 78% grade is achieved after a second attempt the student will be required to repeat the course.

### **Clinical Experience:**

It is the student's responsibility to be on time for all clinical experiences. The student is expected to attend all scheduled clinical days, unless other arrangements are made with the clinical instructor.

If absent, the student must first phone the instructor, if unable to contact instructor by cellular phone, the student will call the assigned unit or agency and leave a message of absence at least one (1) hour prior to the beginning of clinical experience. Student must obtain the name of person to whom the message is given. If a student with an "excused absence" has missed a clinical day, an additional day will be granted by the instructor if the student needs the clinical time to meet the clinical objectives of the course. The student is required to remain on the assigned unit during clinical hours except with the instructor's permission.

Failure to complete required clinical course objectives will result in a final grade of "Unsatisfactory". The student will be given the opportunity to complete the course with another class, providing space is available. A final grade of "Unsatisfactory" for a second time will necessitate termination of the student from the program.

Only two (2) absences are allowed per semester.

When a student returns to the school after any absence, he/she must obtain a signed excuse slip from the attendance office.

Excessive tardiness and absences in any clinical or theory course may cause a student to fail to complete course objectives.

Absence on any clinical or theory day will require the student to complete missed objectives as soon as possible after returning to school. Student must complete semester objectives before moving to the next semester.

It is the student's responsibility to meet with the instructor to make a plan of action to allow student to complete the missed objectives.

The school's make-up policy allows time for students to complete unsatisfactory or incomplete objectives.

## **Make-up and Absenteeism Policy and Procedure**

### **Policy Statement**

- Attendance determines the student's competency in all areas of the program.
- If absenteeism prevents the student from meeting the program objectives, the student may be required to repeat the classroom training, clinical experience or both.

### Procedure

- A. Refer to the school attendance policy.
- B. Written assignments and make-up tests.
  - No make-up tests or written assignments will be permitted unless the instructor gives approval.
  - There will be no make-up test for unexcused absence and the student will receive a grade of 0 points for the test.
  - With the approval of the Administrator/Director, the student will have FIVE- day period; the grade will be dropped one grade level for each day not made up.
  - All make-up written assignments will be lowered 5% grade level per day for lateness.
- C. Theory Make-up
  - The student must make arrangement for scheduled make-up as per the school attendance policy
  - The make-up should consist of the scheduled topic or components and the required hours of that day that the student missed in order to be counted as make-up credit.
- D. Clinical Make-up
  - The student must make an arrangement for scheduled make-up as outlined in the school attendance policy.
  - Additional time in clinical area and performance evaluation, which should reflect the clinical objectives missed, will be required and the number of required hours for it to be considered a make-up credit.

**J. Remediation Policy-** This form is located on the enclosed CD.

### Remediation Policy

- To increase retention of students in the Vocational Nursing Program by identifying students at risk of not completing the course successfully.
- To provide assessment, assistance, referral and consultation to facilitate the student's success.

#### **Procedure:**

1. Any student who has not maintained at least a 78% grade average in theory and a Satisfactory rating in clinical performance will be referred to the Program Director for remediation.
2. The Program Director will review documentation of and discuss the student's performance with Instructor's.



Prepared				
Respectful/Professional				
Reliable/Dependable				
Organized				

Suggestions for improvement:

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### CLINICAL FACILITY REVIEW POLICY

At the end of each semester, and at the end of each rotation, students and instructor will complete Evaluation of Clinical Setting form. These forms will be submitted to the Director of Nursing.

The result will be summarized and a letter will be sent to the facility liaison no later than a week after the rotation ends. Summary will also be discussed in the faculty meeting for evaluation of curriculum.

### LETTER TO FACILITY LIAISON

#### SAMPLE

Date: \_\_\_\_\_

Address: \_\_\_\_\_

Dear: \_\_\_\_\_

Thank you for allowing our students to utilize your facility during their semester 1 experience.

During their stay, students rate your staff as stated that the staff were particularly helpful and are student-friendly. The students enjoyed their experiences and will utilize these learned knowledge and skills in the clinical setting when performing their duties and responsibilities, not only as students, but also as professionals.

I am looking forward to sending another group of students to your facility.

Sincerely yours,

**Bethesda University of California**  
**VOCATIONAL NURSING PROGRAM**  
**EVALUATION OF FACULTY BY STUDENT**  
**THEORY/CLASSROOM SETTING**

COURSE: \_\_\_\_\_ SEMESTER: \_\_\_\_\_ INSTRUCTOR: \_\_\_\_\_

You are to anonymously evaluate the Instructor's theory performance. Your objective and constructive feedback will be used to improve the Instructor's performance, and to recognize the positive efforts and teaching of the instructor. Evaluations are a required procedure of the Vocational Nursing Program and must be performed on each instructor.

These evaluations are designed to provide faculty with information which will allow them to improve their teaching and to evaluate their job performance. Remember to be professional and objective when making comments.

Evaluate all classes the individual taught during this course. Review each category and objectively evaluate the instructor's performance. Constructive feedback will be invaluable in helping the instructor to improve teaching and make necessary revisions. Give specific suggestions or ideas whenever possible.

Evaluations should be returned to the Program Director and place in an envelope. Please return evaluations in a timely manner. The evaluations will be treated in a confidential manner. Instructors do not see individual evaluations. They are given typed, composite copy that is compiled by the Program Director.

Scoring process: read the description and score the instructor for each category. Each student will receive one evaluation for all their theory instructors. There are four (4) categories per faculty. Please record your comments on the space provided for. Please comment if you gave the instructor a score of D or E. Thank you for your help in this important evaluation.

CODE: A – Excellent    B – Above Average    C – Average    D – Below Average    E – Poor

	A (5)	B (4)	C (3)	D (2)	E (1)
<b>CATEGORY 1 – SUBJECT MATTER</b> (Command and knowledge of the subject matter)					
Demonstrates broad knowledge of subject matter; able to answer most questions readily					
<b>CATEGORY 2 – ORGANIZATION</b> (Organization of subject matter; evidence of preparation, thoroughness, clear objective, emphasis and summary of main points)					
<b>CATEGORY 3 – TEACHING METHODS –</b>					
a. Clear appropriate, varied, creative. Keeps students continually involved in class. Clear, enthusiastic, well-poised and direct					
a. Meets objectives. Encourages student involvement. Clear and understandable, good vocabulary, and voice is clear.					

CATEGORY 4 – TESTING EFFECT					
a. Tests covers learning guidelines, objectives and are understandable					
a. Tests are clear and are reasonable, not too difficult and covers the subject					

COMMENTS:

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Bethesda University of California  
 VOCATIONAL NURSING PROGRAM  
 STUDENT EVALUATION OF CLINICAL SETTING

FACILITY: \_\_\_\_\_ SEMESTER: \_\_\_\_\_

1. Which unit/areas were you assigned? \_\_\_\_\_
2. How would you rate this facility for experience? (check one)  
 Excellent     Very good     Good     Fair     Poor
3. How would you rate the overall helpfulness of hospital staff? (check one)  
 Excellent     Very good     Good     Fair     Poor
4. What special activities contributed to your learning experience at this facility?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. What experiences, if any, were detrimental to your training?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
6. Rating of clinical instructor's helpfulness in your learning activities:  
 Excellent     Very good     Good     Fair     Poor

Comment: \_\_\_\_\_  
 \_\_\_\_\_



8. Concepts presented in the classroom and skills presented in the skills lab reinforced each other					
9. Evaluation of student learning was fair and consistent					

Comment: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Evaluation of Curriculum

Evaluation of the program is an ongoing process made by several entities, both inside and outside the program structure. During the monthly faculty meetings at least one component of the curriculum will be reviewed. Minutes will be indicate those faculty members in attendance and the action taken as a result of the review.

Evaluation will be done by each student at the end of each semester of instruction and at the end of the program. This will include, but not be limited to, an evaluation of theory/clinical content, instructors, clinical facilities and equipment. This information will be shared with staff during the faculty meetings.

Facilities used for clinical experience will be asked annually to evaluate the program effectiveness. If a facility is used intermittently, an evaluation will be requested soon after the students leave the site.

The Bureau for Private Postsecondary and Vocational Education evaluates this program, and its faculty. They review the entire program as it will be presented to potential students prior to allowing the program to begin operation. Approval is for three years. A site visit may be made before reapproval.

The BVNPT also evaluates the program initially and reviews it every four years. This includes a visit to the program and clinical sites, and review of program records.

A Community Advisory Board meets at least annually to review the program's relevance to the needs and expectations of the potential employers; professional organizations and consumers in the community. Minutes will be maintained.

**L. Evaluations of Theory Presentations-** These forms are located on the enclosed CD.

Bethesda University of California  
 VOCATIONAL NURSING PROGRAM  
*Presentation Evaluation Form*  
*Theory/Clinical Presentations*

Presentation Grade [5= Excellent (A); 4 = Good (AB); 3 = Satisfactory (B); 2 = Some problems (BC); 1 = Many problems (C); 0 = Did not present (F); NA= not applicable]: \_\_\_\_\_

Presenter(s): \_\_\_\_\_

Topic: \_\_\_\_\_

\_\_\_\_ 1. Introduction: Did the introduction capture your interest? Was necessary background given? Was a clear purpose conveyed?

\_\_\_\_ 2. Organization: Was there a clear organization? Were transitions between sections clear and effective? Did the organization lead to a clear conclusion?

\_\_\_\_ 3. Content: Did the speakers support their points? Was the supporting material relevant, up to date?

\_\_\_\_ 4. Visual Aids: Were visual aids used effectively and appropriately, carefully prepared?

\_\_\_\_ 5. Conclusion: Were key points reinforced? Was a sense of closure provided? If appropriate, was a course of action proposed?

\_\_\_\_ 6. Delivery: Was/were the speaker(s) natural, enthusiastic? Did they speak clearly? Were appropriate gestures, posture, expressions used?

\_\_\_\_ 7. Discussion: Were questions answered accurately, clearly, effectively?

8. General Comments (use back):

#### I. Evaluation of Clinical Rotations and Their Correlation to Theory

**Presentation-** These forms are located on the enclosed CD. VN Skills Competency Checklist is too long to add to this document.

In order to facilitate student learning, theory instructors are responsible for updating and informing clinical instructors of current theory topics and systems covered, and for providing

suggestions for enhanced learning. Clinical instructors are responsible for assigning care plans based on the current system covered in theory, and to reinforce any instruction suggested by the theory instructor. Clinical instructor are responsible for communicating to the theory instructor by responding message received, and to inform the instructor of any student incidents/issues relevant to theory. Please see the form below for the policy on Course Continuity.

Bethesda University of California  
VOCATIONAL NURSING PROGRAM

## Course Continuity

For course continuity, the lead teacher (often the full-time theory instructor) should meet with the adjunct instructor(s) prior to beginning the clinical rotation to review and explain the following documents and resources necessary to guide clinical teaching:

1. Program objectives, and the level objectives that contribute to their achievement
2. Conceptual framework of the program
3. Course syllabus
4. Course materials given to the students, including the schedule of clinical experiences
5. A copy of any text being used for the course
6. Calendar indicating school holidays and breaks as well as a breakdown of student schedules away from the clinical unit
7. Room assignments for pre and post clinical conferences
8. Copy of rotation schedule and clinical objectives for each unit
9. Letter for Nursing Education Department Nurse Manager verifying student CPR, malpractice insurance, and immunizations
10. Student evaluation forms and timeframes
11. Systems of medication administration (Pyxis machines), documentation, and information retrieval.

Bethesda University of California  
VOCATIONAL NURSING PROGRAM  
REVIEW OF CLINICAL FACILITY EVALUATION

Last Review Date: \_\_\_\_\_

Clinical Instructor: \_\_\_\_\_

Facility Name: \_\_\_\_\_

Instructor's Evaluation:

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Action Plan:

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\_\_\_\_\_  
Director

\_\_\_\_\_  
Current Review Date

Bethesda University of California  
VOCATIONAL NURSING PROGRAM  
INSTRUCTOR EVALUATION OF CLINICAL SETTING

SEMESTER: 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ YEAR: \_\_\_\_\_

Name of Facility: \_\_\_\_\_

Assigned Area or Unit: \_\_\_\_\_

INSTRUCTIONS: read each statement and mark your response on this form. **DO NOT** sign your name.

- A - Strongly Agree
- B - Agree
- C - Disagree
- D - Strongly Disagree
- E - Not Applicable

	A	B	C	D	E
1. There was adequate and appropriate space for student conferences					
2. There was a receptive and positive learning environment for the instructional program					
3. There were treatment plans available that were current and appropriate					
4. There were adequate resources (supplies, equipment, manuals) available for student learning					
5. The availability of staffing provided a consistent learning environment.					
6. The variety of patient/client population provided sufficient learning experiences for students.					
7. The patient/client census was sufficient to meet course objectives					
8. Sufficient variety of health problems was represent within the patient population					
9. The policy and procedure manuals were available and current					

Comment:

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J. **Evaluation of Student Achievement-** These forms are located on the enclosed CD. The form, "Evaluations of Student Progress" can be found in the file labeled Evaluation of Theory and Clinical Facility. Also instructors use Excel sheets to monitor the students' progress.

### CLINICAL EVALUATION BY INSTRUCTOR

The clinical evaluation covers the following areas:

AREA	SATISFACTORY	UNSATISFACTORY
1. Professional Attitude		
1. Punctuality		
1. Attendance		
1. Appearance		
1. Development of therapeutic skills		
1. Pharmacology skills		

1. Written Assessments		
1. Charting		
1. Communication skills		
1. Managing Integrity of the Patient		
1. Technical competence		
1. Judgment		
1. Quality of Work		
1. Attitude		
1. Initiative		
1. Cooperation		

The clinical evaluation will reflect current clinical objectives and student's progress applying class work to the clinical experience. Strengths will be identified and praised. If all of the areas are met satisfactorily, the student will receive a "Satisfactory" rating.

A "Satisfactory" rating indicates:

- a. Care Plans meet criteria and are handed in on time.
- b. Performance meets all objectives with accuracy and student is functioning at the level of current training
- c. Professional behavior in communication and appearance meets standards.

A "Satisfactory" rating must be maintained in order for the student to progress to the next semester of the program. The student will be given a "Unsatisfactory" rating if areas of weakness or deficiency are noted and are not resolved satisfactorily by the end of the semester.

An "Unsatisfactory" rating results when a student does not bring up identified deficiencies to a satisfactory level or when unsafe performance has been identified, in which case the student is recommended for dismissal from the program.

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 STUDENT'S SIGNATURE DATE

\_\_\_\_\_  
 INSTRUCTOR'S SIGNATURE DATE

### EVALUATION OF STUDENT PROGRESS

#### POLICY:

Evaluation of student progress will be ongoing and based upon meeting both theory and clinical objectives. Progress in theory is defined as maintaining a grade of "C" or better (78% or higher). Progress in clinical is defined as maintaining a Satisfactory (S3) or higher. A failure in either area will cause the student to fail the semester or Specialty.

## PROCEDURE:

For theory classes:

Point will be given for each component, such as tests, papers, projects. To pass, the student must receive a minimum of 78% of the total points. A worksheet will be available for the student's use in keeping track of personal scores. A mid-term and final grade will be given to the student for Med/Surg Levels I and II; a final grade in OB and Peds will be given at the end of each, separately.

Each instructor will grade and review results of required work with students and allow them time for discussion. Material is covered swiftly and time may not always be available for further review, so time may be given periodically throughout each Level for student questions regarding tests and other work given between the review times. All points are considered accurate at the time and will not be changes.

In addition, at any time that the instructor feels that a student is in jeopardy, she/he will notify the director immediately and provide written documentation, including all grades to date. The director will meet with the instructor, within 5 business days, to formulate a plan of action for the individual student. The director, or director and instructor, will meet with the student to discuss the terms of this plan of action.

Any time the student feels in jeopardy she/he should consult with the instructor regarding the problem, following the grievance process as outlined.

Grades will follow this scale:

100%-90%	=A
89%-82%	=B
81%-78%	=C
77%-73%	=D
Below 72%	=Failed
Withdraw	=W
Incomplete	=Inc

If the student fails the terms of probation an "Incomplete" will be given. If an incomplete is given, the objectives must be met in a manner to be decided that meets Board requirements and school policies.

### For clinical training:

The clinical instructor is responsible for all student clinical assignments and evaluations. It is recognized that an exact match between theory and clinical are not always possible. Student assignments will include completion of forms for each patient assignment. Some pages may be used more than once. Other assignments may be given as appropriate. Any problems will be handled as per policy, or through a discussion with the director.

Evaluations will be discussed with each student as an on-going, continuous part of the class and written assessments will be made to each student at least once during semester. Final evaluations are discussed with each student during the last week of each semester. The final clinical evaluation and the clinical assignments will be included in the student's file. All tests are the property of the school and will be kept by the Director. No student may keep a test; all tests must be returned to the instructor prior to leaving class after reviewing results.

**K.Current Enrollment-** This form is located in the enclosed CD.

## BETHESDA UNIVERSITY OF CALIFORNIA

730 N. Euclid St. Anaheim, CA 92801 Phone: 866-912-031 Fax: 714-683-1440

PART TIME # G START 03/01/2012 END 10-15-2013

Student List
Student 1
Student 2
Student 3
Student 4
Student 5
Student 6
Student 7
Student 8
Student 9
Student 10
Student 11
Student 12

Student 13
Student 14
Student 15

Revised 02/19/13

#### **SECTION FOUR- Reasons the NCLEX Exam Scores Were Low Under Prior Administration**

I did a thorough investigation into the causes of the graduate's poor performance on the licensure examination and I discovered many variables that contributed to the students' poor performance.

- a. **Tutoring**-The previous director said there was mandatory tutoring but there was little follow through. The tutoring policy needed more structure, consistent follow-up, and monitoring. This was discussed in the monthly faculty meetings.
- b. **Faculty Orientation/In-Services**- I believe that there was no faculty orientation and in-services in order to provide the best qualified staff that is trained properly. On-going evaluation and monitoring system were also implemented. Emphasis on faculty accountability was also implemented.
- c. **Communication with Graduates**- Under the former administration there was no communication with the students after graduation. This communication is necessary because the students need continued support until they take the NCLEX. Bethesda will continue to monitor and coach the students until Virtual ATI is completed. Thus the NCLEX Exam success will be guaranteed by approximately 98 percent.
- d. **Tracking Students Pass Rates on NCLEX**- The previous administration also did not track the students pass rate of the NCLEX.
- e. **Curriculum**- The curriculum needed to be updated because the previous textbooks did not match up with the lesson plans. I have updated the textbooks and they now coincide with the lesson plans. Also the previous administration did not offer a weekly proctored ATI examination with subsequent focused review. This part of the curriculum was cut because of budget issues and it is vital for the success of the students. Bethesda has mandatory ATI ongoing at all levels and it is monitored and supported by an ATI coach.

- f. **NCLEX Prep Class-** The previous administration did not have the NCLEX prep class, which is a live review class, as MANDATORY. Bethesda now offers this NCLEX prep class as MANDATORY and it is sixty (60) hours or more.
- g. **ESL Class-** The previous administration offered an ESL class that was 40 hours and I have increased the current ESL class to 60 hours. Bethesda continuously offers extra help to ESL students and instructors monitor growth and reports students progress at the monthly faculty meetings.

### **SECTION FIVE- Student Progress of the Current VN Class.**

The current VN class just received a new instructor as of January 2013. The ATI coach reported that the student's performed poorly on their weekly focus review and some students were not following through on the remediation studying that the ATI coach required. I investigated the last instructor and found that she wasn't monitoring the student's progress effectively. Because the students were having difficulty with the ATI, I found that the previous instructor's teaching strategies and classroom management skills were lacking. She was well liked by the class but some students were not meeting their benchmarks/curriculum objectives.

The new instructor has excellent classroom management and teaching strategies. She is monitoring the student's progress effectively and they have become more successful in meeting their benchmarks. She uses three types of forms to monitor her students and make a plan of action to help them succeed. The three forms are The Success Plan, Probation Notice, and Theory Make-Up Record. The Success Plan identifies specific learning needs of the student and addresses any problems or struggles. Any student on a Success Plan must meet with the Director Of Nursing (myself) and have mandatory tutoring. Tutoring is currently twice a week for one hour before class. The instructor is researching how to add an additional tutoring session via online chat and she is also planning on giving additional tutoring on learning skills and study habits on an as needed basis. The Probation Notice is to notify the student that they are on probation and the reason they were placed on probation. The Theory Make-Up Record is used if a student has missed a class or an exam.

The current class has eighteen (15) students. The class started with twenty-four (24) students, then two students transferred in from a previous class. Eleven students withdrew because they expressed dislike to the new theory instructor. Efforts were made to encourage the students to stay and extra help was offered but inevitably they chose to leave.

In conclusion, I hope this document clarifies any issues, problems, or confusion from previous correspondence. I apologize if my previous letter dated October 30, 2012 Subject: Response to October 23, 2012 Correspondence, was unclear or misleading. Thus far, it is evident that

Bethesda is graduating students that are passing the NCLEX Exam. Out of the six students that have taken the NCLEX exam, five students have passed and one has failed. There are twenty-two students awaiting an NCLEX exam date from the board and some students have been waiting since October 2012. Once these students can take the NCLEX the BVNPT should be able to recognize the vast improvement made at Bethesda. I truly hope the BVNPT board recognizes the efforts taken to improve the education that all students are receiving at Bethesda. Bethesda is in close contact with the graduates and are continuously monitoring their V-ATI progress (Green Light). I look forward to hearing back from you and to see if you have any further recommendations.

Sincerely,



Nanyun Lee,  
BSN, RN  
Director of Nursing Program  
Bethesda University of California

STUDENTS	STATUS OF VIRTUAL ATI	DATE SENT TO BVNPT	DATE COMPLETED	PASS/FAIL
PT# J - JUN				
J 1			05/01/12	Passed
J 2			05/01/12	Passed
J. 3	Pending for Greenlight		05/01/12	
J. 4	Pending for Greenlight		05/01/12	
J. 5	Green light	10/15/12	05/01/12	
J. 6	Pending for Green light		05/01/12	
J. 7	Pending for Green light		05/01/12	
J. 8	Green light	11/19/2012	05/01/12	
J. 9	Recommend for NCLEX	10/15/12	05/01/12	
J 10	Green light	10/15/12	05/01/12	Passed 02/08/2013
J. 11	Pending for Green light		05/01/12	
J. 12	Green light	10/15/12	05/01/12	
FT #N PATTY				
N. 1	Recommend for NCLEX	10/15/12	07/22/12	
N 2	Recommend for NCLEX	10/15/12	07/22/12	Passed
N. 3	Green light	01/29/13	07/22/12	
N. 4	Pending for Green light		07/22/12	
N. 5	Recommend for NCLEX	10/15/12	07/22/12	
N. 6	Pending for Green light		07/22/12	
N 7	Recommend for NCLEX	10/15/12	07/22/12	Passed
N. 8	Recommend for NCLEX	07/30/12	07/22/12	FAILED- passed 2 <sup>nd</sup>
N. 9	Pending for Green light		07/22/12	
N. 10	Recommend for NCLEX	10/25/12	07/22/12	
N. 11	Green light	02/01/13	07/22/12	
N. 12	Recommend for NCLEX	10/15/12	07/22/12	
N. 13	Recommend for NCLEX	10/15/12	07/22/12	
N. 14	Pending for Green light		07/22/12	
FT #F - DANIEL				
F. 1	Green Light	01/08/13	10/08/12	
F. 2	Pending for Green light		10/08/12	
F. 3	Green Light	01/15/13	10/08/12	
F. 4	Pending for Green light		10/08/12	
F. 5	Green light	03/07/13	10/08/12	
F. 6	Green light	03/07/13	10/08/12	
F. 7	Green Light	01/08/13	10/08/12	
F. 8	Green light	01/29/13	10/08/12	
F. 9	Green light	03/07/13	10/08/12	
F. 10	Pending for Green light		10/08/12	
PT #L				
L. 1	Pending for Green light		10/22/2012	
L. 2	Pending for Green light		10/22/2012	
L. 3	Pending for Green light		10/22/2012	
L. 4	Pending for Green light		10/22/2012	
L. 5	Pending for Green light		10/22/2012	
L. 6	Pending for Green light	02/27/2013 G.L	10/22/2012	
L. 7	Pending for Green light	02/27/2013 G.L	10/22/2012	
L. 8	Pending for Green light		10/22/2012	
L. 9	Pending for Green light		10/22/2012	
L. 10	Pending for Green light		10/22/2012	
L. 11	Pending for Green light		10/22/2012	
L. 12	Pending for Green light		10/22/2012	
L. 13	Pending for Green light		10/22/2012	
L. 14	Pending for Green light		10/22/2012	
L. 15	Indenpend	01/29/2013	10/22/2012	
L. 16	Pending for Green light		10/22/2012	
L. 17	Pending for Green light		10/22/2012	
L. 18	Pending for Green light		10/22/2012	

PT # M- PATTY				
M. 1	Pending for Green light		12/19/12	
M. 2	Recommend	01/29/2013	12/19/12	
M. 3	Pending for Green light		12/19/12	

\* Green Green light – Graduated

Revised. 03/18/2013

Exhibit # A