

# Agenda Item #5.E.4.B.



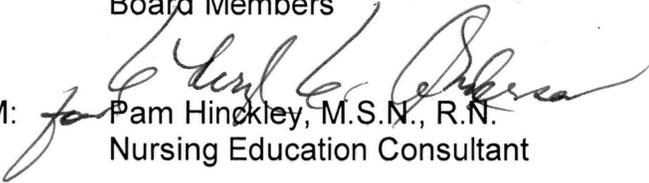
BUSINESS, CONSUMER SERVICES, AND HOUSING AGENCY • GOVERNOR EDMUND G. BROWN JR.

**BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS**  
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DATE: October 14, 2013

TO: Board Members

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

SUBJECT: Career Care Institute, Inc., Moreno Valley, Vocational Nursing Program  
- Consideration of Request to Admit Students (Director: Corrine Stevens,  
Moreno Valley, Riverside County, Private)

The Education Division Report on the Career Care Institute, Inc., Moreno Valley, Vocational Nursing Program summarizes the Board's prior action placing the program on provisional approval and includes program licensing examination statistics, and other relevant information. The report with relevant items are attached to this memorandum.

On September 13, 2013, a report relative to the Career Care Institute, Inc., Moreno Valley, Vocational Nursing Program was considered by less than a quorum of the full Board (see **draft** September 13, 2013, Board Meeting Minutes, attached to Agenda Item #5). The recommendations from that meeting were to accept the report and adopt the recommendations without changes.

Attachment A: Agenda Item #11.D.2. Career Care Institute, Inc., Moreno Valley, Vocational Nursing Program – Consideration of Request to Admit Students, Dated August 28, 2013.

# Agenda Item #11.D.2.



BUSINESS, CONSUMER SERVICES AND HOUSING AGENCY • GOVERNOR EDMUND G. BROWN JR.

## BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS

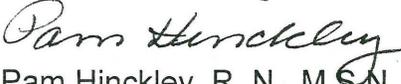
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DATE: August 28, 2013

TO: Board Members

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

SUBJECT: Career Care Institute, Inc., Moreno Valley, Vocational Nursing Program  
– Consideration of Request to Admit Students (Director: Corrine Stevens,  
Moreno Valley, Riverside County, Private)

Career Care Institute, Inc., Moreno Valley, Vocational Nursing Program was placed on provisional approval<sup>1</sup> for the period September 6, 2012, through September 30, 2014 due to pass rates on the licensure examination that was noncompliant with regulatory requirements. The program was required to bring its average annual pass rate to no more than ten (10) percentage points below the state average annual pass rate. Further, the Board directed that the program admit no additional classes without prior approval by the full Board. Reconsideration of the program's status was scheduled for the September 2014 Board meeting. On September 19, 2012, the Board forwarded the Notice of Change in Approval Status.

Career Care Institute, Inc., Moreno Valley, Vocational Nursing Program requests Board approval to admit 50 students commencing October 1, 2013, graduating March 30, 2014. This class would **replace** the class that graduated August 31, 2012.

### History of Prior Board Actions

(See Attachment A for Prior Board Actions)

### Enrollment

The program offers a full – time course of instruction that is 60 weeks in length. Prior Board approval is required for the admission of each class.

The following table represents **projected** student enrollment based on the current class data. The table indicates a **maximum enrollment of 77 students** for the period of **June 2008 to April 2013**.

<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.

<b>ENROLLMENT DATA</b>				
<b>CLASS DATES</b>		<b>#Students Admitted</b>	<b>#Students Current or Completed</b>	<b>Total Enrolled</b>
<b>Start</b>	<b>Complete</b>			
6/08		27	12	<b>12</b>
	9/09 (6/08 class)		-12	12 - 12 = <b>0</b>
11/09		50	30	0 + 30 = <b>30</b>
11/10		44	15	30 + 15 = <b>45</b>
	4/11 (11/09 Class)		-30	45 - 30 = <b>15</b>
5/11		25	25	15 + 25 = <b>40</b>
11/11		25	13	40 + 13 = <b>53</b>
	4/12 (11/10 class)		-15	53 - 15 = <b>38</b>
	8/12 (5/11 Class)		-25	38 - 25 = <b>13</b>
10/12	3/14	20	17	13 + 17 = <b>30</b>
	4/13 (11/11 Class)		-13	30 - 13 = <b>17</b>
10/13 <b>(Proposed)</b>	2/15	50		17 + 50 = <b>77</b>

### **Licensing Examination Statistics**

The following statistics, furnished by the Pearson Vue and published by the National Council of State Boards of Nursing as "Jurisdictional Summary of All First-Time Candidates Educated in Member Board Jurisdiction," for the period January 2010 through June 2013, specify the pass percentage rate for graduates of the Career Care Institute, Inc., Moreno Valley, Vocational Nursing Program on the National Council Licensure Examination for Practical (Vocational) Nurses (NCLEX-PN®).

NCLEX-PN® Licensure Examination Data							
Quarterly Statistics					Annual Statistics*		
Quarter	# Candidates	# Passed	% Passed	State Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate	Variance from State Average Annual Pass Rate
Jan - Mar 2010	7	5	71%	76%	71%	74%	-3
Apr – Jun 2010	2	2	100%	74%	78%	75%	+3
Jul – Sep 2010	2	0	<b>0%</b>	76%	<b>64%</b>	75%	-11
Oct – Dec 2010	1	0	<b>0%</b>	77%	<b>58%</b>	76%	-18
Jan – Mar 2011	<b>No Candidates Tested</b>			80%	<b>40%</b>	77%	-37
Apr – Jun 2011	1	0	<b>0%</b>	71%	<b>0%</b>	76%	-76
Jul – Sep 2011	2	2	100%	74%	<b>50%</b>	75%	-25
Oct – Dec 2011	10	6	<b>60%</b>	74%	<b>62%</b>	75%	-13
Jan – Mar 2012	7	4	<b>57%</b>	77%	<b>60%</b>	74%	-14
Apr – Jun 2012	4	0	<b>0%</b>	72%	<b>52%</b>	74%	-22
Jul - Sep 2012	8	7	88%	74%	<b>59%</b>	74%	-15
Oct – Dec 2012	4	2	<b>50%</b>	70%	<b>57%</b>	74%	-17
Jan – Mar 2013	12	6	<b>50%</b>	75%	<b>54%</b>	73%	-19
Apr – Jun 2013	6	5	83%	78%	67%	73%	-6

\*The Annual Pass Rate changes every quarter. It is calculated by dividing the number of candidates who passed during the current and previous three quarters by the number of candidates who tested during the same period. If no data is available for the relevant period, the statistic is carried over from the last quarter for which data is available.

Based on the most current data available (April-June 2013), the program’s average annual pass rate is **67%**. The California average annual pass rate for graduates from approved vocational nursing programs who took the NCLEX-PN® for the first time is 73%. The average annual pass rate for the Career Care Institute, Moreno Valley, Vocational Nursing Program is **six (6)** percentage points **below** the state average annual pass rate.

### **Faculty and Facilities**

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

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

The total number of Board - approved faculty is eight (8), including the program director. The director has 100% administrative duties. Of the total faculty, seven (7) are approved to teach in the clinical area.

Based on a maximum enrollment of 77 students, six (6) instructors are needed. Therefore, the number of current faculty is adequate for the current and proposed enrollment.

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

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

The program has clinical facilities that 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**

As noted previously, the Board placed the program on provisional approval for the two (2) year period from September 6, 2012, through September 30, 2014 due to noncompliant program pass rates on the licensure examination. The program was required to bring its average annual pass rate to no more than ten (10) percentage points below the state average annual pass rate. Further, the Board directed that the program admit no additional classes without prior approval by the full Board. Reconsideration of the program’s status was scheduled for the September 2014 Board meeting. On September 19, 2012, the Board forwarded the Notice of Change in Approval Status (see Attachment B.)

On May 8, 2013 the Board approved a new director. On June 13, 2013, the Board received the program’s first comprehensive analysis, as required in the Notice. Included in that analysis were the following elements (see Attachment C):

- **Admission Criteria and Screening and Selection Criteria** – The test (Wonderlic) was deemed an appropriate test. The director identified that some students were allowed to enter the program when they were scoring approximately five (5) points below the minimum score.

**Plan:** The admissions staff will refer the candidate to the director and she will review the test. The prospective student will be enrolled with the provision of being placed on academic support. The academic support contract specifies that the potential student must complete Level 1 with a 75% and if the student does not achieve this percentage, they are placed on Probation-Level 2. The student must maintain an 80% average on the midterm in Level 2 or they will be terminated.

- **Terminal Objectives** – No problem identified.

- **Curriculum Objectives**- No problem identified.
- **Instructional Plan/Theory and Clinical Objectives** – It was identified that the theory teacher was not following the Board approved instructional plan.
  - Plan:** Meet with faculty periodically to ensure that the instructional plan is being followed and to ensure theory to clinical correlation is occurring. The director will make regular clinical site visits.
- **Lesson Plans** – The lesson plans were updated.
  - Plan:** Faculty development training on the use of lesson plans, textbook correlation, supplemental materials and quizzes and exams.
- **Textbooks** –
  - Plan:** Math and care plan books ordered. A teacher was assigned to teach basic math and dosage calculations. Remediation is available each Friday and on theory days after class.
- **Attendance Policy** – No changes made.
  - Plan:** Reissue all students a copy of the policy on attendance to all faculty and students, review with the faculty and students, implement warnings, suspensions or terminations as appropriate for students not adhering to the policy and implement disciplinary action for faculty not following the attendance policy.
- **Remediation** – Students performing poorly on exams, skills lab and clinical.
  - Plan:** Remediation to be offered to students on any theory day, after class, and on Friday each week. Faculty will be trained on remediation policy and activities appropriate to content missed.
- **Evaluations** – Students were not participating in the evaluation process.
  - Plan:** Encourage students to participate in the evaluation process. Ensure students that retaliation will not occur. Review results with the instructor and create a plan of improvement, as needed. Schedule faculty meetings to discuss the curriculum, sequence of presentation, and correlation to clinical.
- **Enrollment** – Currently 14 students are enrolled in classes.

**Recommendations:**

1. Deny Career Care Institute, Moreno Valley, Vocational Nursing Program's request to admit a day class of 50 full-time students on October 14, 2013, graduating on February 12, 2015, to **replace** a class that graduated August 31, 2012.
2. Approve the program's admission of a day class of 30 full-time students on October 14, 2013, graduating on February 12, 2015, only, to **replace** students that graduated August 31, 2012.
3. Require the program to admit no additional classes without prior approval by the full Board.

**Rationale:** As noted previously, the Board placed the Career Care Institute, Inc., Moreno Valley, Vocational Nursing Program on provisional approval for the period September 6, 2012, through September 30, 2014 due to noncompliant licensure pass rates. The program was required to bring its average annual pass rate to no more than ten (10) percentage points below the state average annual pass rate. At that time, the program's average annual pass rate of **52%** was **22** percentage points **below** the state average annual pass rate.

Currently, 14 quarters of licensure data are available for the program. Twelve (12) of the 14 quarters are **below** the state average annual pass rate. The 12 quarters of low pass rates are consecutive from July 2010 through June 2013. The current quarter pass rate is **83%** and the average annual pass rate is **67%**. As such, the program's average annual pass rate is **six (6)** percentage points **below** the state average annual pass rate.

Based on the significant history of low licensure pass rates, denial of 50 students and approval of a class of 30 students is prudent.

Attachment A: History of Prior Board Actions

Attachment B: Board Correspondence -Terms of Provisional Approval, dated September 19, 2012.

Attachment C: Program Correspondence - Comprehensive Analysis, dated June 11, 2013; received June 13, 2013.

## Agenda Item #11.D.2., Attachment A

### CAREER CARE INSTITUTE, MORENO VALLEY VOCATIONAL NURSING PROGRAM

#### History of Prior Board Actions

- On June 4, 2008, the Executive Officer approved Career Care Institute, Inc., Moreno Valley's request to begin a vocational nursing program with an initial class of 50 students on June 16, 2008 only, **and** approved the program curriculum for 1564 hours, including 588 theory and 976 clinical hours.
- On August 27, 2008, Career Care Institute, Moreno Valley, informed the Board that students will be receiving theory instruction at the Career Care Institute, Lancaster campus location, and clinical instruction at facilities approved for the Career Care Institute, Moreno Valley campus. This action was taken in response to requirements of an accrediting agency not affiliated with the Board or the State of California.
- **On February 1, 2009, the Board was notified of the director's resignation.**
- **On July 23, 2009, a new director was approved.**
- On September 3, 2009, the Executive Officer approved initial full accreditation for the Career Care Institute, Moreno Valley, Vocational Nursing Program for the period of September 3, 2009 through September 2, 2013, and directed staff to issue a certificate accordingly, **and** approved the program's request to admit a class of 50 students on October 5, 2009, only, to **replace** students graduating on September 25, 2009. That class is expected to graduate on February 14, 2011.
- **On November 10, 2009, the Board approved a new director.**
- On September 21, 2010, the Executive Officer approved the program's request to admit a class of 50 students commencing October 11, 2010 and graduating December 16, 2011; **and** required the program to continue obtaining Board approval prior to the admission of each class.
- On January 20, 2011, the director notified the Board that commencement of the class scheduled for October 11, 2010, had been delayed to November 29, 2010. Graduation was projected for April 2, 2012.
- On March 24, 2011, the Board was notified that admission of the October 2009 class was delayed to November 2, 2009.

- On April 21, 2011, the Executive Officer **denied** Career Care Institute, Moreno Valley, Vocational Nursing Program's request to admit a class of **50** students commencing May 9, 2011, and graduating September 1, 2012; **and approved** the program's admission of a class of **25** students commencing May 9, 2011, and graduating September 1, 2012; **and** required the program to continue obtaining Board approval prior to the admission of each class.
- On April 28, 2011, the SNEC and NEC conducted a conference call with the director, Marc Hodges, Associate Campus Director, and Mr. Carrasco, Chief Executive Officer, to discuss the program's concerns relative to the Executive Officer's decisions.
- On August 19, 2011, the Executive Officer deferred action on Career Care Institute, Moreno Valley, Vocational Nursing Program's request to admit a class of 25 students commencing August 29, 2011, to the full Board at the September 9, 2011 meeting.
- On August 26, 2011, the Board received correspondence from the director relative to its pass rates. Additionally, the director withdrew the request "for a new class until the pass rate for the next quarter is available.
- On September 1, 2011, the Board received electronic correspondence from the program director requesting to be returned to the September 2011 Board agenda.
- On September 1, 2011, the assigned consultant forwarded electronic correspondence informing the director that the program remains on the November 2011 Board agenda.
- On September 26, 2011, the program was removed from the Board's agenda due to an increase in licensure pass rates.
- **On November 30, 2011, the Board received notification of the director's resignation.**
- **On February 6, 2012 the Board approved a new director.**
- On February 22, 2012, the Board notified the director that the program's pass rates had fallen more than ten (10) percentage points below the state average annual pass rate for the past six (6) quarters.
- On May 7, 2012, the Board notified the director that the program's pass rates had fallen more than ten (10) percentage points below the state average annual pass rate for the past seven (7) quarters. The program was required to submit a plan to increase their licensure pass rates by June 7, 2012.

- On May 25, 2012, the Board received the director's evaluation of the plan to increase licensure pass rates.
  - On July 24, 2012, the assigned consultant forwarded correspondence requesting submission of eighteen (18) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire Board members to consider by August 3, 2012.
  - On August 1, 2012, the program director submitted eighteen (18) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.
4. On September 6, 2012, the Board placed Career Care Institute, Moreno Valley, Vocational Nursing Program on provisional approval for the two-year period from September 6, 2012, through September 30, 2014, and issued 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; **and**, **denied** the program's request to admit a day class of 50 full-time students on October 1, 2012, graduating on March 30, 2014, to **replace** a class that graduated April 8, 2012; **and**, approved the program's admission of a day class of 20 full-time students on October 1, 2012, graduating on March 30, 2014, to replace students that graduated April 8, 2012; **and**, required the program to conduct clinical classes with minimally one instructor for every ten students, an instructional ratio of 1:10; **and**, required the program to admit no additional classes without prior approval by the full Board; **and**, required the program to submit follow-up reports in nine months, but no later than **June 1, 2013**, and 21 months, but no later than **June 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; **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 incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's accreditation; and, advised that failure to take any of these corrective actions may cause the full Board to revoke the program's accreditation; **and**, place the program on the **September 2014** Board agenda for reconsideration of provisional approval.

- On September 19, 2012, the Board forwarded the Notice of Change in Accreditation Status.
- **On May 8, 2013 the Board approved a new director.**

# Agenda Item #11.D.2., Attachment B



STATE AND CONSUMER SERVICES AGENCY • GOVERNOR EDMUND G. BROWN JR.  
**BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS**  
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## CERTIFIED MAIL

September 19, 2012

Winifred Olajide, B.S. R.N.  
Director, Vocational Nursing Program  
Career Care Institute, Inc., Moreno Valley  
22500 Town Circle, Suite 2205  
Moreno Valley, CA 92553

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

Dear Ms. Olajide:

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on September 6, 2012, the status of the Career Care Institute, Inc., Moreno Valley, Vocational Nursing was changed to provisional approval for the two-year period from September 6, 2012, through September 29, 2014.

The purpose of this letter is to explain the areas of non-compliance found and the corrections required of your program to avoid losing approval completely.

Once you have reviewed this letter, please sign and return the enclosed "Acknowledgement of Change in Approval Status" form by **Friday, September 28, 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 approval when that program does not meet all requirements as set forth in this chapter and in Section 2526..."

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

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

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

Program pass rates for the Career Care Institute, Inc., Moreno Valley, Vocational Nursing Program for the past ten (10) 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
Jan – Mar 2010	74%	71%	-3
Apr - Jun 2010	75%	78%	+3
Jul – Sep 2010	75%	64%	-11
Oct – Dec 2010	76%	58%	-18
Jan – Mar 2011	77%	40%	-37
Apr – Jun 2011	76%	0%	-76
Jul – Sep 2011	76%	50%	-26
Oct – Dec 2011	75%	62%	-13
Jan – Mar 2012	74%	60%	-17
Apr – Jun 2012	74%	52%	-22

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

**REQUIRED CORRECTION(S)**

1. The Career Care Institute, Inc., Moreno Valley, Vocational Nursing Program shall bring its average annual pass rate to no more than ten (10) percentage points below state average annual pass rates.
2. The program shall conduct clinical classes with minimally one (1) instructor for every ten (10) students, an instructional ratio of 1:10.
3. The program shall demonstrate incremental progress in correcting its violation. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's approval.
4. The program shall admit no additional students unless specifically approved by the full Board.
5. The program shall submit follow - up reports in nine (9) months, but no later than **June 1, 2013**, and 21 months, but no later than **June 1, 2014**. The report must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timelines for implementation, and the effect of employed interventions. The following elements must be addressed in the analysis:

- a. Current Enrollment.
  - b. Admission Criteria.
  - c. Screening and Selection Criteria.
  - d. Terminal Objectives.
  - e. Curriculum Objectives.
  - f. Instructional Plan.
  - g. Theory and Clinical Objectives for Each Course.
  - h. Lesson Plans for Each Course.
  - i. Textbooks.
  - j. Attendance Policy.
  - k. Remediation Policy.
  - l. Evaluations of Theory and Clinical Faculty.
  - m. Evaluations of Theory Presentations.
  - n. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
  - o. Evaluation of Student Achievement.
6. The program shall comply with all approval standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code section 2880, and Article 5 of the Board's Regulations, commencing at California Code of Regulations, Title 16, section 2526.
  7. Failure to take any of these corrective actions may cause the full Board to revoke the program's approval.
  8. In the event additional violations of the approval standards are identified, such violations may result in further corrective action or revocation of provisional approval.

#### **FUTURE BOARD ACTION**

Your program will be placed on the **September 2014** Board Meeting agenda, at which point the Board may revoke or extend the program's approval. If you have additional information that you wish considered beyond the required corrections listed on page 2 and 3, you must submit this documentation by the fifteenth day of the second month prior to the Board meeting.

#### **OTHER IMPORTANT INFORMATION**

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

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

The program may no longer advertise that it has full 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 approval 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

Enclosures

cc: Board Members

TBJ:cca



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## **TITLE 16**

### **CALIFORNIA CODE OF REGULATIONS**

#### **2526.1. Provisional Approval.**

- (a) Provisional accreditation means a program has not met all requirements as set forth in this chapter and in Chapter 6.5, Division 2 of the Business and Professions Code.
- (b) Provisional accreditation shall be granted for a period determined by the Board.
- (c) 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. If the program has not met all requirements at the end of the initial provisional accreditation period, provisional accreditation may be extended if the program demonstrates to the satisfaction of the Board a good faith effort to correct all deficiencies.
- (d) Any program holding provisional accreditation may not admit "new" classes beyond the established pattern of admissions previously approved by the Board. The admission pattern is defined by the number of students per class and the frequency of admissions for the six class admissions that immediately precede the Board action to consider provisional accreditation.
- (e) A program placed on provisional accreditation shall receive written notification from the Board. The notification to the program shall include specific areas of noncompliance and requirements for correction. A program's failure to correct delineated areas of noncompliance is cause for revocation of provisional accreditation.
- (f) A material misrepresentation of fact by a vocational nursing program in any information submitted to the Board is cause for revocation of provisional accreditation.
- (g) A program whose provisional accreditation has been revoked shall be removed from the Board's list of accredited programs. The status of students as potential applicants for licensure will be determined by the Board.
- (h) A program that is removed from the Board's list of accredited programs subsequent to Board action based on the program's non-compliance with applicable regulations shall not reapply to establish a vocational nursing program for a minimum period of one calendar year.



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## **CERTIFIED MAIL**

September 19, 2012

Winifred Olajide, B.S., R.N.  
Director, Vocational Nursing Program  
Career Care Institute, Inc., Moreno Valley  
22500 Town Circle, Suite 2205  
Moreno Valley, CA 92553

**Subject: Board Meeting Follow – Up**

Dear Ms. Olajide:

The Board of Vocational Nursing and Psychiatric Technicians (Board) considered the consultant's report relative to **Career Care Institute, Moreno Valley, Vocational Nursing Program – Consideration of Placement on Provisional Approval; Consideration of Request to Admit Students**, at its September 6, 2012 meeting.

Decisions rendered by the Board included, but were not limited to, the following:

1. Deny Career Care Institute, Moreno Valley, Vocational Nursing Program's request to admit a day class of 50 full – time students on October 1, 2012, graduating on March 30, 2014, to **replace** a class that graduated April 8, 2012.
2. Approve the program's admission of a day class of 20 full – time students on October 1, 2012, graduating on March 30, 2014, to replace students that graduated April 8, 2012.
3. Require the program to conduct clinical classes with minimally one (1) instructor to ten (10) students, an instructional ratio of 1:10.
4. Require the program to admit no additional students unless specifically approved by the full Board.

**Rationale:** The program currently has eight (8) consecutive quarters of poor licensure pass rates. During quarter four (4) of 2011, the program's licensure pass rates rose to 62% from 0% during Quarter 2 2011. The increase from 0% to 62% was the result of two (2) candidates testing which brought the quarter pass rate up to 100%. Currently, the program's **quarter pass rate is 0%** and the **average annual pass rate is 52%**. As such, the program's average annual pass rate is 22 percentage points **below** the state average annual pass rate.



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



September 19, 2012

TO: Education Division

FROM: Career Care Institute, Moreno Valley, Vocational Nursing Program

**SUBJECT: Acknowledgement of Receipt of Board Meeting Materials**

I, hereby acknowledge receipt of the following documents with attachments memorializing Board decisions rendered at the September 6, 2012 Board Meeting.

➤ ***Career Care Institute, Moreno Valley, Vocational Nursing Program.***

1. Correspondence Documenting Board Decisions
2. *Notice of Provisional Approval.*
3. California Code of Regulations Excerpt Section 2526.1. Provisional Approval.
4. *Certificate of Provisional Approval.*

Please sign and fax the ***Acknowledgement of Receipt of Board Meeting Materials*** to the Board at (916) 263-7866 by Friday, September 28, 2012.

\_\_\_\_\_  
(Signature, Director)

\_\_\_\_\_  
(Date)

Name of Program: \_\_\_\_\_

***Please complete this form and fax to the Board at  
(916) 263-7866 by Friday, September 28, 2012.***



## **CERTIFICATE OF PROVISIONAL APPROVAL**

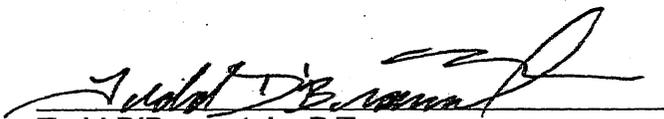
for

### ***Career Care Institute, Moreno Valley Vocational Nursing Program***

This document reflects that the Board of Vocational Nursing and Psychiatric Technicians (Board) has provisionally approved the above-named program pursuant to Article 5 of the Vocational Nursing Practice Act and the Board's Rules and Regulations. A copy of documents related to the provisional approval may be obtained by contacting the Board at the address above. A candidate's completion of an approved vocational nursing program is partial fulfillment of requirements for the vocational nurse licensure examination.

**Effective: September 6, 2012**

**Expires: September 30, 2014**

  
Todd D'Braunstein, P.T.  
President



  
Teresa Bello-Jones  
Executive Officer

VF  
**Agenda Item #11.D.2., Attachment C**



BVNPT  
2013 JUN 13 PM 4:35

*for a better future!*

June 11, 2013

Mrs. Pam Hinckley, RN, MSN  
Nursing Education Consultant  
BVNPT  
2535 Capital Oaks Drive, Suite 205  
Sacramento, CA 935833-2945

BVNPT Received  
on 6/12/13 with

BDU  
S

Dear Mrs. Hinckley,

Career Care Institute, Inc., Moreno Valley Vocational Nursing Program is submitting a comprehensive analysis of the vocational nursing program at the Moreno Valley campus.

Having reviewed all areas listed in the board's comprehensive analysis guideline; I have developed several plans of action that will serve to correct deficiencies. Although recently approved as the Director for this program; I am diligently working toward improvement in many of the areas that have shown deficits.

Currently, there have been six applications submitted to take the NCLEX from the April 2013 graduating class. These students have been using the ATI® NCLEX review plan and we are looking forward to success on the boards for these students.

Thanking you in advance for your consideration.

Respectfully submitted,

A handwritten signature in cursive script that reads 'Corrine O. Stevens RN MSN'.

Corrine O. Stevens, RN, MSN  
Director of Nurses

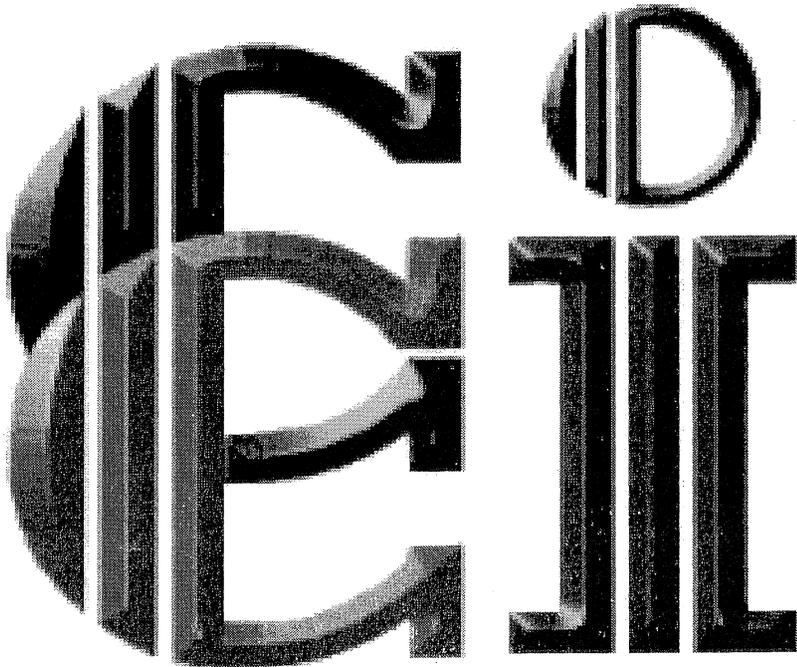
43770 15<sup>th</sup> Street West Suite 120 Lancaster, CA 93534 • Ph: 661-942-604 Fx: 661-942-8130  
2151 Alessandro Drive Ste 150 Ventura, CA 93001 • Ph: 805-477-0660 Fx: 805-477-0659  
22500 Town Circle Suite 2205 Moreno Valley, CA 92553 • Ph: 951-214-6446 Fx: 951-214-6440

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# Program Analysis

Career Care Institute

Moreno Valley Campus





*for a better future!*

June 8, 2013

Board of Vocational Nursing and Psychiatric Technicians

2535 Capital Oaks Drive Suite 205

Sacramento, Calif. 95833-2945

Pam Hinckley, R.N. M.S.N.

Nursing Education Consultant

Dear Mrs. Hinckley,

Pursuant to the Vocational Nursing Board request; I have conducted a comprehensive analysis of the vocational nursing program for Career Care Institute, Moreno Valley campus.

According to the last plan of action implemented May 2, 2012, the Moreno Valley campus has implemented the ATI ® NCLEX-PN ® plan for preparation of the students for the NCLEX exam. The personal review can be done online, at home or at the school. The school has a computer room composed of 14 computers. Since the implementation of the ATI® NCLEX-PN® review plan the student pass rates did improve for the third quarter of 2012 to 87.50% but the yearly pass rate remains below the acceptable 10% below the state average scores for first time testing. Currently the school's pass rate is 53.57%.

***Identified Problem in this area:***

The testing plan and policies were implemented in May 2012 as an action plan of improvements for the board pass rates. An intense review was provided with the then current graduates and the board passage rate was better for these students. Further analysis proved that continued use of the review program was not being conducted by all faculties. The faculty brought in their own NCLEX-PN review books instead of using the approved review issued by the school. The ATI coordinator from the Lancaster Campus was sent weekly to train and do proctored exams for the

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students. The staff rejected the training efforts and refused to continue with the ATI testing plan with the students.

---

***Goal:***

The goal is to improve and maintain state board pass rates at a yearly minimum pass rate 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.

***Plan of Action:***

1. Faculty development to train all faculties how to implement ATI® remediation with the students (i.e. Focus review for identified deficits in content areas).
2. Instruct students how to effectively use the ATI® testing program at home.
3. Provide a trained ATI coordinator for assistance to the students.
4. Schedule ATI remediation two days a week.
5. Follow exam schedule per level to improve student knowledge base of content areas per level.
6. Use results of proctored exams per level to assist student to develop a focused review of content areas that show deficits in knowledge base.
7. Assign student with the virtual coach during level 4 to start preparation for the exit exam from the program and prepare to take the NCLEX exam.

Further analyses were conducted according to the board specified comprehensive analysis criteria. Exhibits of each of the specified documents are included in the analyses as follows:

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**a. Admission Criteria**

The admission criterion is adequate and includes the basic requirements for the program. The Wonderlic® Basic Skills test is used as an entrance exam and prospective students are given a study guide for the math and verbal component. Minimal scores to allow the student to enter the program are a verbal score of 350 – 399 and a math score of 250 – 299.

***Identified problem:***

Students are admitted at the lower scores with no remediation for academic support. The current policy does provide for academic support for the students; however, no remediation has been offered to the students who entered at the minimal scoring.

***Goal:***

To allow prospective students an opportunity to enroll in the Vocational Nursing Program with additional academic assistance to help students reach their goal of becoming a Licensed Vocational Nurse.

***Plan of Action:***

1. When a student has not met the testing/screening criteria in either or both areas (Verbal and Math) but are within 5 points of the minimum, the admission representative will provide the test results to either the Director of Nursing or Campus Director or the student's Verbal score is between 350 – 399 and the Math between 250 – 299.
2. The Director of Nurses or Campus Director will meet with the student and review the test scores.
3. The Director of Nurses or Campus Director will inform the student of the ability to enroll with the provision of being placed in Academic Support.
4. Prospective student will review the Academic Support Contract and if willing, sign the contract. An example of the academic support contract is displayed below:



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**Academic Support Contract**

I, \_\_\_\_\_, have not met the minimum testing/screening criteria set forth by Career Care Institute. I realize that I am being given the opportunity to enroll; however, I must comply with the requirements stated below:

1. I must attend Academic Support for the entire first level each Friday from 10:00 am – 12:00 pm
2. I must complete all assigned work in theory, clinical, and Academic Support
3. I must maintain satisfactory attendance (as attendance and academics are closely connected)
4. I must complete level 1 with an overall score of 75% in Fundamentals and Pharmacology
5. I must pass the Fundamentals and Pharmacology Finals
6. If I pass the Fundamentals and Pharmacology Finals but my score in each area is below 75%, I will enter level 2 on probation.

If I enter level 2 on probation, I must continue to attend Academic Support, and if my grades are not at 80% at midterm, I will be terminated from the program.

\_\_\_\_\_  
Student Signature & Date

\_\_\_\_\_  
Director's Signature & Date

April 2010; Revised July 2010

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**b. Screening and Selection Criteria**

Career Care Institute is using Wonderlic Basic Skills Test (WBST) from Wonderlic, Inc. This is a test of problem solving ability. It contains various types of questions that must be completed without the aid of a calculator or other problem-solving device. This timed evaluation tool requires the ability of quick decision-making, the ability to follow instructions, and the ability to draw inferences to find effective solutions to unexpected problems in the work place. These tests consist of Quantitative skills (Math) and Verbal skills (English) to evaluate a student's ability to benefit from the course.

***Identified Problem:***

The students are being admitted with minimal passing scores without a remediation plan for assistance. These exams are intended to be a guideline but many of the students continue to have problems with reading comprehension and mathematics for Pharmacology during the program. Although the current students are in Level 2; the weaknesses identified were noted among these current students as evidenced by the theory grades and math scores on pharmacology test.

***Goal:***

To improve student performance in reading comprehension and mathematics and pharmacology during the nursing program.

***Plan of Action:***

1. Amend the screening and selection to include a remediation component for students admitted to the program that may have scored poorly on the Wonderlic® entrance exams.
2. Implementation of this policy amendment will assign students to remediation upon admission and will be used as a guide throughout the program to address their critical thinking skills which will ultimately improve program completion and board pass rates.
3. Remediation for the current students has been implemented.
4. Expected outcome is improvement in theory grades and mathematics for dosage calculations tests score.

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### **Screening and Selection Criteria Policy**

Career Care Institute is using Wonderlic® Basic Skills Test (WBST) from Wonderlic, Inc. This is a test of problem solving ability. It contains various types of questions that must be completed without the aid of a calculator or other problem-solving device. This timed evaluation tool requires the ability of quick decision-making, the ability to follow instructions, and the ability to draw inferences to find effective solutions to unexpected problems in the work place. These tests consist of Quantitative skills (Math) and Verbal skills (English) to evaluate a student's ability to benefit from the course.

An eligible candidate for admission to the vocational nursing program must achieve a Verbal score of 350. Candidates scoring between 350 and 399 on the Verbal portion of the assessment will enter with the requirement of attending Academic Support. The student enrolling with a score between 350 and 399 is mandated to attend weekly nursing remediation and critical thinking skills lab each Friday. Student performance is evaluated at midterm and students with a GPA of 80% or greater are relieved from this requirement. Students at midterm below 80% will continue weekly remediation. Candidates scoring 400 or greater on the Verbal portion will enter without such requirement.

Candidates scoring between 250 and 299 on the Math portion of the assessment will enter with the requirement of attending Academic Support in Math. The student enrolling with a score between 250 and 299 is mandated to attend weekly nursing remediation and Math class each Friday. Student performance is evaluated at midterm and students with a GPA of 80% or greater are relieved from this requirement. Students at midterm below 80% will continue weekly remediation and Math class. Candidates scoring 300 or greater on the Math portion will enter without such requirement.

Depending on candidate's score, he or she will attend nursing remediation and Math class each Friday.

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During the program, if a student fails any exam, they will be required to attend Academic Support remediation that week. Anytime a student falls below 80% in any subject, they will be required to attend remediation until they achieve 80%.

*Revised 08/06; 06/09*

*Revised 05/17/13*

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**c. Terminal Objectives**

Terminal Objectives for the program were reviewed and updated. No revisions are required.

The terminal objectives of the program continue to provide a vocational nursing education that produces competent and ethical nurses and prepares the candidate to successfully pass the NCLEX-PN® examination.

**TERMINAL OBJECTIVES**

At the completion of this program, the student will be able to:

1. Demonstrate competence in direct patient care activities in hospitals and in community-based health care agencies.
2. Demonstrate ethical and caring behaviors while providing nursing care.
3. Successfully pass the vocational nursing program.
4. Successfully pass the school's Exit Exam.
5. Successfully pass the NCLEX-PN ®.
6. Become successfully employed as a licensed vocational nurse.

*Reviewed May 2008; June 2012; May 2013*

**d. Curriculum Objectives**

The curriculum objectives were reviewed and updated. No changes required. The curriculum correlates with the student lesson plan and clinical objectives for each level of the program.

**CURRICULUM OBJECTIVES**

**Level I**

The students completing this Level will have a foundation in the history and evolution of nursing. Each student is expected to demonstrate basic nursing skills such as, feeding, hygiene, dressing changes, and transferring patients. The student will be able to demonstrate the use of the nursing process to provide holistic care for the entire family.

**Level II**

Upon the completion of this Level, students will demonstrate knowledge of Integumentary, Endocrine, Blood and Lymphatic, Cardiovascular, and Respiratory Systems. The students will be able to care for two patients with disorders in these areas while utilizing the nursing process. Students will be able to verbalize diagnostic procedures, surgical procedures, and medications used when treating their patients.

**Level III**

The students successfully completing this Level will demonstrate knowledge of the Musculoskeletal, Gastrointestinal, Neurological, Urinary, and Reproductive Systems. The students will be able to care for three patients with disorders in these systems while utilizing the nursing process. Students are expected to verbalize anticipated needs of patient and family while emphasizing prevention of complications.

**Level IV**

At the end of this Level, our students are expected to demonstrate leadership abilities in the management of the support staff, and overseeing the care, while giving medications and treatments to four or more patients. The students may observe childbirth, as well as care for the newborn, the mother, and the child.



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By visiting Mental Health Agencies, Hospices, Rehabilitation Units, as well as Home Health Agencies, the students will be prepared for their career as an LVN and successfully pass the school designated Exit Exam

*Reviewed May 2008*

*Revised June 2012; Reviewed May 2013*

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**e. Instructional Plan**

The instructional plan was reviewed and updated. The exhibit includes an instructional plan for each of the levels one through four.

***Identified Problem:***

The instructional plan is appropriate and collaborates with the clinical skills objectives; however, the theory teacher was not using the instructional plan in the appropriate weeks according to curriculum. The clinical teachers were on the appropriate weeks in the objective packets but the theory teacher had not covered the content in the lecture as dictated by the curriculum. This led to the student not being prepared through lecture for their clinical experience.

***Goal:***

The student will be prepared through lecture and testing for the clinical experience prior to being evaluated on their clinical skills for the content area.

***Plan of Action:***

1. Meet regularly with clinical staff and theory teachers to ensure correlation of instructional plan.
2. Monitor theory instructors for compliance with instructional plan.
3. Clinical site visits per Director to review clinical objective correlation with instructional plan.

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**f. Theory and Clinical Objectives for Each Course**

The theory and clinical objectives were reviewed and compared for collaborative content. These documents are in compliance. No revisions required. All documents were updated.

***Identified Problem:***

The theory and clinical objectives are appropriate and collaborates with the clinical skills objectives; however, the theory teacher was not using the instructional plan in the appropriate weeks according to curriculum. The clinical teachers were on the appropriate weeks in the objective packets but the theory teacher had not covered the content in the lecture as dictated by the curriculum. This led to the student not being prepared through lecture for their clinical experience.

***Goal:***

The student will be prepared through lecture and testing for the clinical experience prior to being evaluated on their clinical skills for the content area.

***Plan of Action:***

1. Meet regularly with clinical staff to ensure correlation of instructional plan.
2. Monitor theory instructors for compliance with instructional plan.
3. Clinical site visits per Director to review clinical objective correlation with instructional plan.

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**g. Lesson Plans for Each Course**

The lesson plans for each course was reviewed and updated. The exhibits include lesson plans for each of the course levels one through four. The lesson plan for the course displays the theory objectives, content outline and delivery methodology, assignments to cover the content and performance objectives for each level.

***Identified Problem:***

The theory instructor was teaching from personal unapproved textbooks. Tests were being generated from the teacher's personal records instead of the test banks assigned to the school issued textbooks that are used by the students. Students complained that assignments were irrelevant to tests and that they did not know what they were going to be tested on because lectures did not cover content on the tests. This resulted in poor performance on exams.

***Goal:***

To provide appropriate theory content and assignments to meet theory objectives that prepare the student to meet their performance objectives as dictated by the approved curriculum for the vocational nursing program.

***Plan of Action:***

1. Faculty development training of the appropriate use of the lesson plans for each course.
2. Ensure that only approved textbooks are used in the nursing program.
3. Supplemental materials must be approved through the Director of Nurses before implementation.
4. Ensure that all quizzes and exams are generated from test banks that correspond to school issued textbooks.

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**h. Textbooks**

All text books were reviewed for current editions as specified by the curriculum.

***Identified Problem:***

1. Students scoring poorly in math; current math for Meds book was not being implemented.
2. The current pharmacology book was not being implemented.
3. The nursing care plan book was not being used to assist in applying the nursing process for patient care.
4. No teacher assigned to teach math for pharmacology/dosage calculations.

***Goal:***

The student will have full access and usage of the textbooks and study materials to complete their studies for the vocational nursing program.

***Plan of Action:***

1. Math and nursing care plan books were ordered and issued to students the following week.
2. A teacher has been assigned to teach basic math remediation and dosage calculations.
3. Remediation is available each Friday and on theory days after class for students needing assistance.
4. Implementation of new remediation schedule to start in June 2013 with the current level 3 class.

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**i. Attendance Policy**

The attendance policy is current and includes test and exam make-ups and theory and clinical make-up policies. This policy was reviewed and updated. No changes are required.

***Identified Problem:***

1. Students showing up tardy and late repeatedly to clinical sites.
2. Registrar has been generating appropriate warnings and suspensions.
3. Administration refusing to adhere to attendance policies; student make-ups was not implemented for clinical hours.
4. Assignments were not given to cover content missed when the student missed a theory day.
5. Student had excessive hours missed but was excused by administration without merit. One student had missed in excess of 80 clinical hours and 30 theory hours which lead to the student being terminated from the program.

***Goal:***

Student will adhere to attendance guidelines described in the Vocational Nursing guidelines and attendance policy approved by the state board of nursing to complete the mandated hours for completion of the vocational program.

***Plan of Action:***

1. Reissue the Vocational Nursing guidelines and the school policy on attendance to each student and staff member.
2. Review policies with the students and faculty.
3. Have the registrar to issue warnings, suspensions, or terminations as appropriate for appropriate absences.
4. Implement disciplinary action for faculty now following attendance policies for students.
5. Faculty to fax in attendance sheets within two hours after students sign-in for clinical or by Monday of the following week to the registrar.

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**POLICY: ATTENDANCE GUIDELINES**

All objectives of the Vocational Nursing program must be met in order to complete the program successfully.

No more than 2 absences per level will be allowed. Students who are absent 2 days within a level will receive a Final Termination Warning and will be placed on attendance probation.

Absences will be managed according to the following procedure:

- I. 1 absence in one level = written warning  
2 absences in one level = probation  
3 absences in one level = suspension and Final Warning of Termination  
4 absences in one level = Termination
- II. If a student is absent during a quiz, the student will not be able to take or make-up the quiz and a score of zero will be entered.
  - a. The student who is going to be absent may make arrangements to take the quiz prior to the scheduled class session.
- III. If a student is absent during a midterm or final, he or she may take the exam; however, the student loses the ability to retest if the final is not passed.
  - a. If the student passes, he or she will only receive an 80%.
  - b. All midterms and finals must be taken in order.
- IV. All missed theory hours must be made up to complete the required clock hours. This will be done by:
  - a. attending remediation the Friday of the week of the missed day, or
  - b. completing a case study or written assignment covering objectives for the missed class session to be turn in within three days.
- V. All clinical absences must be made up before entering a new level unless special arrangement has been made with the Director of Nurses and Campus Director.

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- VI. Clinical hours will be made up during make-up week (please refer to the *Clinical Make-up Policy*).
- VII. For administrative purposes, students are highly encouraged to provide written documentation the first day back to class.

*Revised 08/06; 01/08; 08/09; 4/10; 01/11*

*Reviewed June 2012; May 2013*

### **TARDINESS**

Students arriving more than 5 minutes late either at the start of class or upon returning from break will be tardy. There are no grace periods.

Theory and Clinical:

There is no excuse for lateness in the classroom or clinical setting. If a student is more than 15 minutes late at the start of class, more than 15 minutes late returning from a break, or leaves class prior to the instructor dismissing the class or student, the student is sent home and marked absent. All absences must be made up.

*Revised August 2009*

*Revised June 2012*

*Reviewed May 2013*

### **Policy on Instructor Being Late to Class**

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#### **Purpose**

To provide faculty and students with guidelines on the process to follow when an instructor is not present at the beginning of class (theory or clinical).

#### **Goal**

Vocational Nursing students, faculty, and Career Care Institute administration will have clear guidelines as to what should occur when students are at theory or clinical and the instructor is not present.

#### **Guidelines**

Students shall be in their seats, ready for class to begin at the appointed time. If the teacher is late, students may talk quietly while waiting. Every effort will be made to inform the students should class be cancelled because of sickness or other emergency. Otherwise, students should allow the instructor 15 minutes before leaving. When the teacher begins class, students should be quiet and give attention to the class.

Regarding clinical sites, students must remain at the clinical site until dismissed. The protocol of contact for a student to receive permission to leave their clinical site upon an instructor's failure to appear at the start of the shift is to first contact their instructor. If the instructor is not available, after leaving a message on the instructor's contact number, the student shall contact the Clinical Coordinator. If the Clinical Coordinator is unavailable, after leaving a message, the student shall contact the Director of Nursing. If the Director of Nursing is unavailable, after leaving a message the student shall contact the School Director. If the School Director is unavailable the student shall leave a message on the school's answering service. The student must follow this contact procedure regardless of the clinical assignment. A student who does not comport to these procedures under circumstances when an instructor is not present at the start of a clinical assignment will be marked absent.

*April 2009; August 2009; Revised June*

*2012; Reviewed May 2013*

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### CLINICAL MAKE-UP ACTIVITIES

POLICY: Clinical absences are usually made up through attendance at the clinical facility.

On occasion, a student may make up a clinical day at another clinical facility as long as the assigned instructor adheres to the objectives for the day missed. This may only occur if the student has been oriented to that facility. Arrangements for make up days may only take place when the day is arranged by the Clinical Coordinator. The student is responsible for taking the clinical objectives for the missed day so that the substitute clinical instructor may evaluate them.

Clinical make-up activities are limited to performance evaluation in skills laboratory or additional time in the clinical area with clients/patients.

#### PROCEDURE:

Student will provide the instructor with his or her objective packet for the objectives missed.

Instructor will evaluate the student, mark accordingly and return the objective packet to the student. The student bears the responsibility to turn in the completed objective to receive hours and clinical grade.

*Revised August 2009; April 2010; Reviewed June 2012; May 2013*

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## **Clinical Make-up Policy**

### **Purpose**

To provide faculty and students with requirements of the clinical make-up week.

### **Goal**

Vocational Nursing students and faculty will have a clear understanding of requirements when a student must attend clinical make-ups.

### **Guidelines**

In the event a student is absent or suspended on a clinical day, the student will make up that day during clinical make-up week. Absent is defined as not being present in class, being more than 15 minutes late to class, or being sent home by the clinical instructor.

Clinical make-up week is week 16 for levels 1-3 and week 18 for level 4. The clinical make-up schedule will be posted during week 15 for levels 1-3 and during week 17 for level 4.

If the student believes there is a discrepancy in the number of days he or she is scheduled, the student must meet with the Registrar for discussion.

Clinical make-up week begins on Sunday and ends on Saturday. The student may be assigned any day of the week, any shift, and any facility.

When the clinical make-up list is posted, the student must comply with the posted list. No clinical site switches will be granted.

In the event the student is absent on the scheduled clinical make-up day, the student is subject to termination due to failure to complete required hours per level.

*December 29, 2008*

*Revised June 2012*

*Reviewed May 2013*

**i. Remediation Policy**

The remediation algorithm has previously been approved by the Board for the institution and is currently being implemented. Reviewed and updated, no revisions required.

***Identified Problem***

1. Students were scoring poorly on exams in theory.
2. Clinical skills check-offs show poor clinical skill performance in Level 2 students.
3. Remediation for math showed poor understanding of math concepts.
4. No remediation for clinical or theory had been implemented to failing students.

***Goal:***

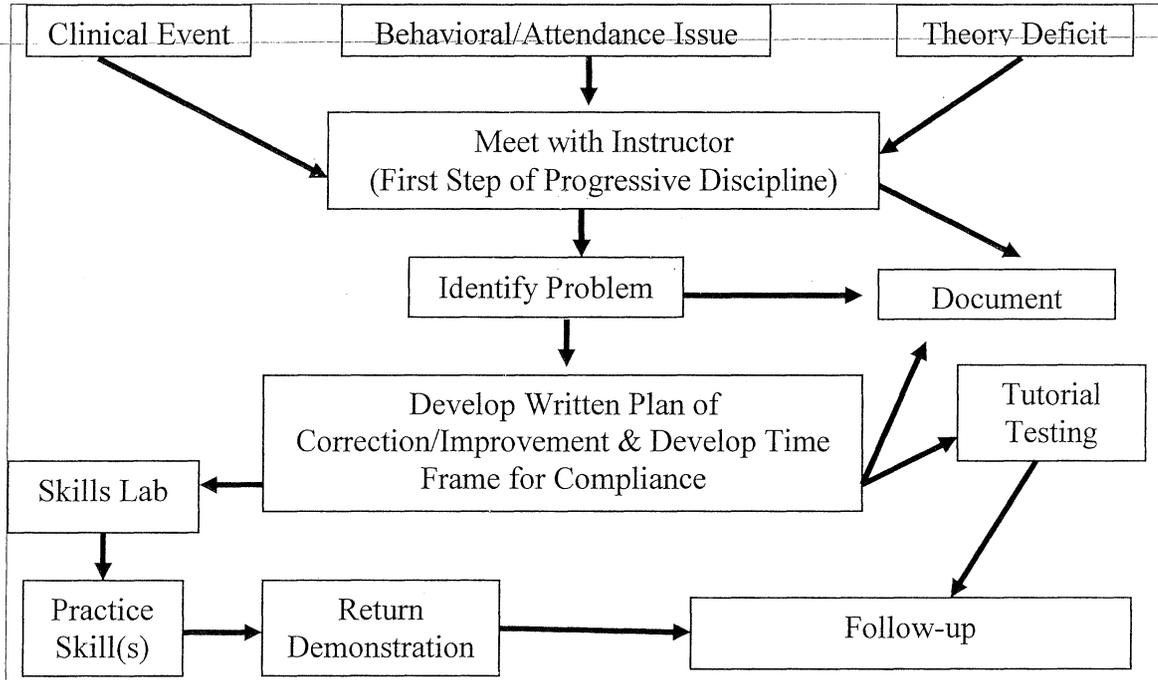
To improve test/exam scores for students who have not met the required scores for theoretical concepts or clinical skills performance in the vocational nursing program.

***Plan of Action:***

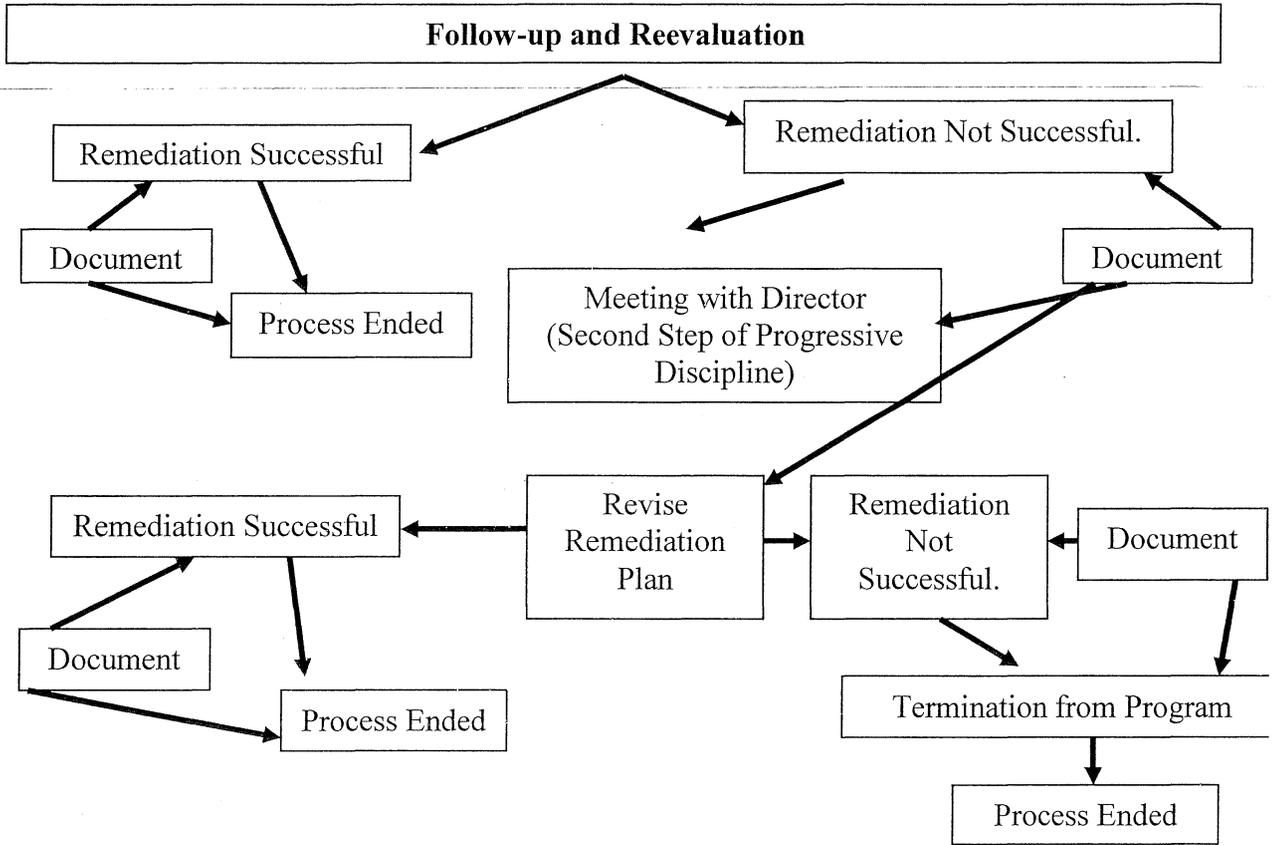
1. Students will be provided with remediation for any theory deficit such as failing exams or test to improve exam scores.
2. Remediation to be offered to students on theory days after class and on Friday each week.
3. Clinical skills review will be offered on campus in the skills lab on theory days after class and on Friday of each week.
4. Clinical faculty will refer any student who is not meeting the skills objective to clinical skills lab on campus for one-on-one remediation in the area of deficit.
5. Theory instructor will provide a review packet of content for student assignment to improve any areas where the student has shown a deficit.
6. ATI coordinator will assign any failing student to do a focus review of the content area where student may have scored poorly on the practice exams using the ATI study modules.
7. Student may be retested on midterms and final exams after remediation is completed.
8. Faculty training on remediation protocols and procedures for improvement of student outcomes.

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**Remediation Policy**



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**k. Evaluations of Theory and Clinical Faculty**

This exhibit is the current form being used for theory and clinical faculty evaluations. At the end of each course, an evaluation should be conducted by the student of their faculty during their clinical experience. This also gives the student an opportunity to evaluate if their theory correlates to their clinical experience. This evaluation is then analyzed and discussed with the instructor in an effort to identify any problem areas and provide a plan of correction.

***Identified Problem***

1. Of the 17 students enrolled, only 6 students responded to the surveys.
2. Surveys (electronic version) are now done on the computer using survey monkey.
3. Student complained of not meeting clinical objectives with one instructor.
4. Students express reluctance to respond to survey for fear of faculty retaliation.

***Goal:***

To provide an accurate and concise evaluation of clinical experience for the student during the vocational nursing program.

***Plan of Action:***

1. Encourage students to participate in the evaluation process.
2. Explain to student the process of the evaluation and how evaluations are tools for improvement in the educational goals.
3. Reassure student that retaliation from instructors is a violation of faculty performance and is not tolerated at the institution.
4. Review survey results with instructor for implementation of action plan of improvement in areas identified by student survey.
5. Review with faculty the evaluation criteria and any plans for improvement.



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**CAREER CARE INSTITUTE, INC. NURSING PROGRAM  
CLASSROOM (THEORY/CLINICAL) FACULTY EVALUATION FORM**

LEVEL: \_\_\_\_\_ INSTRUCTOR: \_\_\_\_\_ DATE: \_\_\_\_\_

Note: The College takes these evaluations very seriously and would like the students to participate in this evaluative procedure. We therefore ask you to take your part in this process seriously and take time to mark the scale below.

**INSTRUCTIONS:**

1. Please use the following scale to evaluate the instructor for this course.
2. Please note that this is an evaluation of the instructor's qualities.
3. Evaluate the instructor using the following criteria:

	A OUT- STANDING	B AVERAGE	C IN- ADEQUATE	D N/A
Is punctual in arriving to and starting class or clinical				
Is punctual in dismissing class and/or clinical				
Has clear objectives for the class/clinical				
Meets stated objectives per clinical objectives				
Meets stated objectives per theory syllabus				
Stimulates class discussion				
Provides grading criteria				
Presentations are clear/thorough				
Makes class interesting				
Has a positive attitude				
Answers questions clearly and respectfully				
Gives clear assignments				
Is willing to meet with students who require remediation				
Examinations represent a fair and thorough coverage of subject				
Grades are given according to outlined criteria				

You may write additional comments on the back of this page.

Your assistance in evaluating instructors ensures a continuing quality in your program. Thank you.

Student Name (print) \_\_\_\_\_ Student Signature \_\_\_\_\_

Date \_\_\_\_\_

*Revision 07/06; 6/14/07*

*Reviewed 5/13*

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### **I. Evaluations of Theory Presentations**

This exhibit is the current form being used to evaluate the theory presentation. This evaluation is presented to the student at the end of each level to allow an opportunity for evaluation of the instructor for their theory presentation. This evaluation becomes a part of the employee's annual review. If any deficits are identified the instructor must provide an action plan of correction to include strategies to improve teaching methodologies for their theory presentations.

#### ***Identified Problem:***

1. Students complained that test scores are low because the theory teacher was teaching from several different books on one subject.
2. Tests were given from the teachers' personal test and not the test for the approved test banks.
3. Students were not taught in the order of the lesson plan.
4. Student assignments were not congruent with testing.
5. Students were three weeks behind in lecture for Level 2.

#### ***Goal:***

Theory sequence will be in sequential order according to the student daily lesson plan and the instructional plan for the vocation nursing program.

#### ***Plan of Action:***

1. Theory instructor will provide appropriate content using the approved books and other instructional materials for the vocational nursing program.
2. Theory presentations will be provided according to the approved instructional plan and daily lesson plan for the vocational nursing program.
3. Theory instructors who administer tests and exams are to use the approved test banks provided by the current books approved for the vocational nursing program.



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**CAREER CARE INSTITUTE, INC. NURSING PROGRAM  
CLASSROOM (THEORY) FACULTY EVALUATION FORM**

LEVEL: \_\_\_\_\_ INSTRUCTOR: \_\_\_\_\_ DATE: \_\_\_\_\_

Note: The College takes these evaluations very seriously and would like the students to participate in this evaluative procedure. We therefore ask you to take your part in this process seriously and take time to mark the scale below.

**INSTRUCTIONS:**

1. Please use the following scale to evaluate the instructor for this course.
2. Please note that this is an evaluation of the instructor's qualities.
3. Evaluate the instructor using the following criteria:

	A OUT- STANDING	B AVERAGE	C IN- ADEQUATE	D N/A
Is punctual in arriving to and starting class or clinical				
Is punctual in dismissing class and/or clinical				
Has clear objectives for the class/clinical				
Meets stated objectives per clinical objectives				
Meets stated objectives per theory syllabus				
Stimulates class discussion				
Provides grading criteria				
Presentations are clear/thorough				
Makes class interesting				
Has a positive attitude				
Answers questions clearly and respectfully				
Gives clear assignments				
Is willing to meet with students who require remediation				
Examinations represent a fair and thorough coverage of subject				
Grades are given according to outlined criteria				

You may write additional comments on the back of this page.

Your assistance in evaluating instructors ensures a continuing quality in your program. Thank you.

Student Name (print) \_\_\_\_\_ Student Signature \_\_\_\_\_

Date \_\_\_\_\_

*Revision 07/06; 6/14/07*

*Reviewed 5/13*

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**m. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations**

These exhibits are examples of the clinical rotation assignments used to correlate the theory and clinical component of each of the levels one through four.

***Identified Problem:***

1. Students complain that the theory teacher had not covered the disease process that they were being assigned in the clinical site.
2. Clinical teachers stated that students were not taught the theory content to correlate with the clinical objectives.
3. Clinical faculty met resistance from theory teacher regarding correlation of theory and clinical objectives.
4. Students are three weeks behind in theoretical content.

***Goal:***

To ensure appropriate theory and clinical correlation for students in the vocational nursing program.

***Plan of Action:***

1. Schedule faculty meeting to discuss curriculum.
2. Faculty orientation to appropriate implementation of the theoretical lesson plan and clinical objectives.
3. Instruct all faculties on the sequence of the instructional plan and importance of adherence to the plan.
4. Faculty disciplinary action for noncompliance to instructional plan.

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**n. Evaluation of Student Achievement**

Student achievement is evaluated by quiz and exam scores in theory and successful demonstration of skills in the clinical setting. These exhibits are examples of the clinical objective packets for levels one through four and an example of a final exam for each of the courses during levels one through four.

***Identified Problem:***

1. Student exam scores missing.
2. Students were given assignments when the midterm exam was missed instead of administering the make-up exam per policy.
3. Grade book for the school was kept in personal documents instead of on the main computer server of the school.
4. No remediation for missed exams and no make up-test.
5. Students stating the exams were taken, no record of exam for the students.
6. All previous test and exams were destroyed.

***Goal:***

To correct student grades and exam scores for proper credit of achievement.

***Plan of Action:***

1. Remediate all students on theory content not covered by previous instructor.
2. Give quiz 2 for all students in Anatomy & physiology, Medical/Surgical Nursing and Pharmacology.
3. Remediate and prepare students to take missed midterm exams.
4. Retrieve grade book and provide corrective action of student grades.
5. Prepare students for final exams level 2.
6. Remediation plan was implemented.



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**o. Current Enrollment**

Current enrollment began with 20 students in October 2012. As of this date there are 14 students remaining.

**Closing statement:**

This campus has been without a Director of Nurses for more than six months. The policies reviewed in this document were in place yet not being implemented to their capacity; for example, remediation for students was not implemented. Currently, I have hired a theory instructor who is implementing remediation for the students. Clinical sites were reviewed and confirmed as to the availability and appropriateness for clinical assignments.

Training in the simulation lab has been scheduled for all instructors. An ATI® coordinator has been assigned to the campus to assist students and train instructors how to implement the NCLEX review for these students. One of the part-time instructors is being assigned to teach mathematics remediation. Student evaluations are scheduled for the first week of June. A follow-up of recent graduates has shown that these students are working with the ATI® NCLEX review coach for boards review. We are confident that our efforts will improve our current board pass rates in the upcoming months.

Respectfully submitted,

A handwritten signature in black ink that reads 'Corrine O. Stevens RN MSN'.

Corrine O. Stevens, RN, MSN, PHN, ABD

Director of Nurses

***Career Care Institute, Inc.***

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