

Agenda Item #13.B.2.



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

Board of Vocational Nursing and Psychiatric Technicians
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DATE: May 1, 2014

TO: Board Members

FROM: Jessica Gomez, R. N., M.S.N.
Nursing Education Consultant

SUBJECT: Shepherd University Vocational Nursing Program – Consideration of Placement on Provisional Approval¹; Consideration of Request to Admit Students (Director: Agustin Dominic Pacis, Los Angeles, Los Angeles County, Private)

Shepherd University Vocational Nursing Program is presented to the Board for consideration of placement on provisional approval.

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

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

Section 2530(l) of the Vocational Nursing Rules and Regulations states:

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

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

Additionally, the program is requesting approval to admit a part-time class of 30 students commencing July 7, 2014, and graduating September 19, 2015. The proposed class would **replace** students who graduated September 2013.

History of Prior Board Actions

(See Attachment A, History of Board Action)

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

Enrollment

The program is approved to offer full – time classes that are 12 months (52 weeks) in length and part - time classes that are 15 months (60 weeks) in length. Currently, the program offers part – time classes only. The program requires prior Board approval for the admission of each class.

The following table represents **current and proposed** student enrollment based on current and proposed class starts and completions. The table indicates a **maximum enrollment of 81 students** for the period from **November 2009 through September 2015**.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Complete			
8/10		29	29	29
11/10		20	15	29 + 15 = 44
3/11		24	21	44 + 21 = 65
7/11		20	16	65 + 16 = 81
	10/11 (8/10 Class)		-29	81 - 29 = 52
	2/12 (11/10 Class)		-15	52 - 15 = 37
10/11		16	17	37 + 17 = 54
3/12		11	9	54 + 9 = 63
6/12		8	8	63 + 8 = 71
	6/12 (3/11 Class)		-21	71 - 21 = 50
	10 / 12 (7/11 Class)		-16	50 - 16 = 34
	2/13 (10/11 Class)		-17	34 - 17 = 17
	3/13 (3/12 Class)		-9	17 - 9 = 8
	9/13 (6/12 Class)		-8	8 - 8 = 0
7/7/14 (Proposed)	9/19/15	30	30	30 + 0 = 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 January 2008 through September 2012, specify the pass percentage rates for graduates of Shepherd University 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 Average Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate [CCR §2530(I)]	Variance From State Average Annual Pass Rate
Jan – Mar 2010	14	12	86%	76%	64%	74%	-10
Apr - Jun 2010	10	9	90%	74%	71%	75%	-4
Jul – Sep 2010	10	6	60%	74%	78%	75%	+3
Oct - Dec 2010	8	7	88%	77%	81%	76%	+5
Jan - Mar 2011	19	16	84%	80%	81%	77%	+4
Apr - Jun 2011	12	7	58%	71%	73%	76%	-3
Jul – Sep 2011	10	7	70%	74%	76%	76%	0
Oct – Dec 2011	11	6	55%	74%	69%	75%	-6
Jan – Mar 2012	19	12	63%	77%	62%	74%	-12
Apr – Jun 2012	11	4	36%	72%	57%	74%	-17
Jul – Sep 2012	15	9	60%	74%	55%	74%	-19
Oct – Dec 2012	7	4	57%	70%	56%	74%	-18
Jan – Mar 2013	10	6	60%	75%	53%	73%	-20
Apr – Jun 2013	10	6	60%	78%	60%	73%	-13
Jul – Sep 2013	8	4	50%	75%	57%	74%	-17
Oct – Dec 2013	12	8	67%	76%	60%	76%	-16
Jan – Mar 2014	8	3	38%	74%	55%	76%	-21

*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.

California Code of Regulations (Code) § 2530(I) 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 approved vocational nursing schools for the same period.”

Based on the most recent data available (January to March 2014) the program's average annual pass rate is **55 %**. The California average annual pass rate for graduates from approved vocational nursing programs who took the NCLEX-PN® for the first time during the same period is 76%. The pass rate for the Shepherd University Vocational Nursing Program is **21** percentage points **below** the state average annual pass rate. Published examination statistics for the period of January 2010 through March 2014 substantiate the

program's **noncompliance** with regulatory requirements for **nine (9) consecutive quarters**.

Faculty and Facilities

Section 2534(d) of the Code states:

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

The number of Board approved faculty totals 13, including the program director. The director has 100% administrative responsibility. Of the total faculty, 12 are approved to teach in the clinical area.

Based on a maximum enrollment of 81 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 Code 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 **does not have** 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. The program's current curriculum includes, in part, the following content:

Content	Theory Hours	Clinical Hours
Rehabilitation Nursing	5	8
Obstetrical Nursing	35	24
Pediatric Nursing	30	24

Board files substantiate approval of clinical facilities to provide such experiences. However, based on the number of previously enrolled students per class and the current request, the existing approved facilities are inadequate to provide clinical experiences of like character and quality that are consistent with the program's current curriculum.

Other Considerations

On January 11, 2006, the Executive Officer approved Shepherd University's request to begin a vocational nursing program with an initial class of 30 students on March 13, 2006, only. Also, the program curriculum was approved for 1560 hours, including 600 theory hours, and 960 clinical hours.

On April 12, 2007, the Executive Officer approved the program's initial accreditation for the period from April 12, 2007, through April 11, 2011. Additionally, the program's

admission of an initial full-time class of 30 students to start on May 21, 2007, only, to **replace** students graduating on June 16, 2007, was approved.

On August 1, 2007, the program's request to admit a full-time class of 30 students to start on September 10, 2007, only, was approved.

On August 26, 2011, the Executive Officer **approved** the Shepherd University Vocational Nursing Program's application for continued full accreditation for the period from April 12, 2011, through April 11, 2015, and issued a certificate accordingly. Additionally, the Executive Officer issued the program a Notice of Violation for noncompliance with California Code of Regulations Section 2534 (a). The program was required to submit written documentation setting forth its plan to prevent reoccurrences of the violation by September 16, 2011.

On November 2, 2012, the Executive Officer **denied** the program's request to admit a part-time class of 30 students commencing November 5, 2012, graduating February 8, 2014, to **replace** students who graduated October 6, 2012. The program was required to submit a report to the Board that included a comprehensive analysis of the program, specific actions taken to improve program pass rates, timelines for expected results, and the effectiveness of corrective actions taken to address the following elements no later than November 30, 2012. The following elements were required:

- a. Current Student Enrollment.
- b. Admission Criteria.
- c. Screening and Selection Criteria.
- d. Terminal Objectives.
- e. Curriculum Objectives.
- f. Instructional Plan.
- g. Theory and Clinical Objectives for Each Course.
- h. Lesson Plans for Each Course.
- i. Textbooks.
- j. Attendance Policy.
- k. Grading Policy
- l. Remediation Policy.
- m. Evaluations of Theory and Clinical Faculty.
- n. Evaluations of Theory Presentations.
- o. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
- p. Evaluation of Student Achievement.

Further, the program was required to continue obtaining Board prior to the admission of each class. At that time, the program's average annual pass rate was **55%, nineteen (19) percentage points below** the state average annual pass rate.

On November 29, 2012 Shepherd University submitted the required comprehensive analysis (see Attachment B).

On July 29, 2013, the assigned consultant forwarded correspondence to the director advising that the program's average annual pass rates had been more than ten (10) percentage points below state average annual pass rates for six (6) consecutive quarters. The program was requested to provide documentation verifying implementation of the

previously submitted plan to correct its noncompliant average annual pass rates, an evaluation of the effectiveness thereof, and subsequent revisions (see Attachment C).

On November 26, 2013, the assigned consultant forwarded electronic correspondence to the director requesting a copy of his revised plan of correction by December 4, 2013 (see Attachment D).

On December 4, 2013, the requested report was received (see Attachment E). That report includes:

- **Mandatory NCLEX-PN® Review:** Review is mandatory for all new graduates and optional for previous graduates. Implemented December 20, 2012. Two (2) graduating classes have taken the review.
- **Comprehensive Exit Exam:** An exit exam was implemented on March 2013, one (1) class has now taken this exam. The Director is researching program/systems to test the validity and comprehensiveness of the exit exam.
- **Teaching Plan Revision:** Director plans to revise all teaching materials and practice tests for the **NCLEX-PN®** review class for future use.
- **Student Incentives:** Incentives will be offered to encourage graduates to take the licensure examination within 90 days of graduation.
- **NCLEX-PN® Review:** The review will be scheduled prior to program completion.
- **HESI Practice Tests:** The Program Director will incorporate HESI bundle testing and implement strict monitoring in all four levels for future classes.
- **New Admission Criteria:** For all future classes the Director will implement a new admission criteria.
 1. Age requirement, educational level with verification and review of foreign diploma documents will remain.
 2. Center for Nursing Education and Testing (C-NET) exams are given to all prospective students. Required scores will be increased from Math 50% (increased to 55%), Vocabulary 50% (remains same), Reading/Comprehension 55% (remains same).
 3. Students will be monitored while writing on campus admission essays.
 4. Director will continue to conduct interviews to evaluate student comprehension and verbalization of the English language.
- **Faculty and Staff Development:** Program director will conduct staff meetings to inform faculty of the corrective actions taken, results, and additional revisions necessary to meet improvement priorities.

Based on published examination statistics, the program's current average annual pass rate is **55%**. This is **21** percentage points **below** state average annual pass rates. The program currently has **nine (9) consecutive quarters** of pass rates **below** the State average pass rates.

The program graduated its last class in September 2013. The final class commenced prior to the program's analysis of elements negatively impacting student achievement and development of the action plan submitted on November 29, 2012. As such, the action plan has not been implemented.

Given the foregoing, the following deficiencies are identified.

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.”

Violation #1: Based on the number of previously enrolled students per class and the existing approved clinical facilities, the program lacks sufficient clinical facilities to provide clinical experiences of like character and quality that are consistent with the program's current curriculum.

Plan of Correction #1: This violation is **not corrected**.

Section 2530(l) of the Vocational Nursing Rules and Regulations states:

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

Violation #2: Based on published examination statistics, the program has failed to maintain an average annual pass rate that is compliant with regulatory requirements. Specifically, the program's average annual pass rates have been in excess of ten (10) percentage points **below** State average annual pass rates for nine (9) consecutive quarters (January 2012 through March 2014).

Plan of Correction #2: This violation is **not corrected**. The violation will be corrected when the program's pass rates improve and are consistent with regulatory requirements.

Recommendations:

1. Place the Shepherd University Vocational Nursing Program on provisional approval for the period from May 16, 2014 to May 31, 2016 and issue a notice to the program to identify specific area of noncompliance and requirements for correction as

referenced in Section 2526.1 (e) of the California Code of Regulations. (See Attachment F).

2. Deny the program's request to admit a class of 30 student commencing July 7, 2014, and graduating September 19, 2015, to **replace** students who graduated September 2013.
3. Defer to the Executive Officer approval of the program's admission of 20 students commencing July 7, 2014, and graduating September 19, 2015, to **replace** students who graduated September 19, 2013, **provided** the following conditions are met by **June 13, 2014**.
 - a. The program submits written documentation verifying Board approval of clinical facilities required to provide clinical experiences of like character and quality for all students in the areas specified in Section 2533 of the California Code of Regulations.
 - b. The program has no more than ten (10) students per instructor during clinical experience.
4. 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.
5. Require the program to admit no additional classes without prior approval by the full Board.
6. Require the program to submit a report to the Board no later than six (6) months after commencement of the next class. The report must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and the effect of employed interventions. The following elements must be addressed in the analysis.
 - a. Admission Criteria.
 - b. Screening and Selection Criteria.
 - c. Terminal Objectives.
 - d. Curriculum Objectives.
 - e. Instructional Plan.
 - f. Theory and Clinical Objectives for Each Course.
 - g. Lesson Plans for Each Course.
 - h. Textbooks.
 - i. Attendance Policy.
 - j. Remediation Policy.
 - k. Evaluations of Theory and Clinical Faculty.
 - l. Evaluations of Theory Presentations.
 - m. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
 - n. Evaluation of Student Achievement.
 - o. Current Enrollment.
7. Require the program to comply with all approval standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code

Section 2880, and Article 5 of the Board's Regulations, commencing at California Code of Regulations, Title 16, Section 2526.

8. Require the program to demonstrate incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's approval.
9. Failure to take any of these corrective actions may cause the full Board to revoke the program's approval.
10. Place the program on the **May 2016** Board agenda for reconsideration of provisional approval.

Rationale: Since Quarter 1 2011, the program's average annual pass rate has dropped **20** percentage points. The program's current average annual licensure pass rate is **55%**. This is **21** percentage points **below** the state average annual pass rate. This is the ninth (9th) quarter the program's licensure pass rate has been more than ten (10) percentage points **below** the state average annual pass rate and thus noncompliant with regulatory requirements.

Further, the program lacks sufficient clinical sites to provide clinical experiences for the proposed class size. Given the foregoing, placement of the program on provisional approval and reducing the number of admitted students will allow the director the time required to make revisions necessary to improve the effectiveness of instruction and maximize student achievement.

Attachment A: History of Prior Board Actions

Attachment B: Program Correspondence Dated November 27, 2013; Received November 29, 2012

Attachment C: Board Correspondence Dated July 29, 2013

Attachment D: Board Correspondence Dated November 26, 2013

Attachment E: Program Correspondence Dated December 3, 2013; Received December 4, 2013

Attachment F: Draft Notice of Change in Approval Status



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

SHEPHERD UNIVERSITY VOCATIONAL NURSING PROGRAM

History of Prior Board Actions

- On January 11, 2006, the Executive Officer approved Shepherd University's request to begin a vocational nursing program with an initial class of 30 students on March 13, 2006, only; and approved the program curriculum for 1560 hours, including 600 theory, and 960 clinical hours.
- On April 12, 2007, the Executive Officer approved initial full accreditation for Shepherd University Vocational Nursing Program for the period from April 12, 2007, through April 11, 2011, and issued a certificate accordingly; and approved the program to admit a full-time class of 30 students to start on May 21, 2007, only, to **replace** students graduating on June 16, 2007.
- On August 1, 2007, the Executive Officer approved the program's request to admit a full-time class of 30 students to start on September 10, 2007, only.
- On December 5, 2007, the Executive Officer approved the program's request to admit a full-time class of 30 students to start on January 6, 2008, only.
- On June 4, 2008, the Executive Officer approved the program's request to admit 1a full-time class of 30 students to start on June 16, 2008, only. The Executive Officer approved the Shepherd University Vocational Nursing Program's request to admit a full-time class of 30 students on August 18, 2008, to **replace** students graduating on August 9, 2008.
- On December 8, 2008, the Executive Officer approved the program's request to admit a full-time class of 30 students on December 8, 2008, only.
- On March 18, 2009, the Executive Officer approved the program's request to admit a class of 30 students to start April 13, 2009 to **replace** the class graduating April 4, 2009.
- On August 18, 2009, the Executive Officer approved the program's request to admit a full-time class of 30 students on August 18, 2009, only, with an anticipated graduation date of November 6, 2010.
- On November 4, 2009, the Executive Officer approved the Shepherd University Vocational Nursing Program's request to admit a full-time **replacement** class for students graduating January 22, 2010, with 30 students, to start on November 30, 2009, only, with an anticipated graduation date of March 13, 2011.

- On August 6, 2010, the Executive Officer approved Shepherd University Vocational Nursing Program's request to admit a part-time, 60 week class, class of 30 students commencing August 9, 2010 only, with a projected graduation date of October 22, 2011, to **replace** students graduating July 17, 2010, **and** approved the program's request to admit a part-time class of 30 students commencing November 15, 2010 only, with a projected graduation date of February 25, 2012, to **replace** students graduating November 6, 2010; **and** denied the program's request for ongoing admissions of four (4) part-time classes, of 30 students each, every 16 weeks, at this time; **and** required the program to obtain Board approval prior to the admission of each class.
- On February 18, 2011, the Executive Officer **approved** Shepherd University Vocational Nursing Program's request to admit a part-time class of 30 students commencing March 21, 2011, graduating June 16, 2012. The proposed class will **replace** students graduating March 12, 2011; and, **approved** the program's request to admit a part-time class of 30 students commencing July 11, 2011 only, with a projected graduation date of October 11, 2011, to **replace** students scheduled to graduate July 2, 2011; and, **denied** Shepherd University Vocational Nursing Program's request for ongoing admissions of four (4) part-time classes, of 30 students each, every 16 weeks, at this time; and, required the program to obtain Board approval prior to the admission of each class.
- On August 26, 2011, the Executive Officer approved the Shepherd University Vocational Nursing Program's application for continued full accreditation for the period from April 12, 2011, through April 11, 2015, and issued a certificate accordingly; **and**, issued the program a Notice of Violation for noncompliance with California Code of Regulations Section 2534 (a); **and**, required the program to submit written documentation setting forth its plan to prevent reoccurrences of the violation by September 16, 2011.

Additionally, the Executive Officer **denied** the program's request for ongoing admission of four (4) part-time classes of 30 students every 16 weeks; and, **approved** the program's admission of a part-time class of 30 students to start October 31, 2011 to **replace** the class graduating on October 22, 2011; **and**, required the program to continue obtaining Board approval prior to the admission of each class.

- On November 21, 2011, the Executive Officer approved the Shepherd University Vocational Nursing Program's application for continued full accreditation for the period from April 12, 2011, through April 11, 2015, and issued a certificate accordingly. Additionally, the program was issued a Notice of Violation for noncompliance with California Code of Regulations Section 2534 (a) and required to submit written documentation setting forth its plan to prevent reoccurrences of the violation by December 16, 2011. The Executive Officer denied the program's request for ongoing admission of four (4) part-time classes of 30 students every 16 weeks and approved the admission of a part-time class of 30 students to start November 28, 2011 to **replace** the class graduating on October 22, 2011. The program was required to continue obtaining Board approval prior to the admission of each class.
- **On March 1, 2012, a new director was approved by the Board.**

- On March 16, 2012, the Executive Officer **approved** Shepherd University Vocational Nursing Program's request to admit a part-time class of 30 students commencing March 19, 2012, and graduating June 1, 2013. The proposed class will **replace** students who graduated February 25, 2012; **and**, required the program to continue to obtain Board approval prior to the admission of each class.
- On April 6, 2012, the director submitted a plan to increase program licensure.
- On June 22, 2012, the Executive Officer **approved** Shepherd University Vocational Nursing Program's request to admit a part-time class of 30 students commencing June 25, 2012, and graduating September 21, 2013. The proposed class will **replace** students who graduated June 16, 2012; **and**, required the program to continue to obtain Board approval prior to the admission of each class.
- On November 2, 2012, the Executive Officer **denied** Shepherd University Vocational Nursing Program's request to admit a part-time class of 30 students commencing November 5, 2012, and graduating February 8, 2014. The proposed class will **replace** students who graduated October 6, 2012; **and**, required the program to submit a report to the Board no later than **November 30, 2012**. The report shall include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timelines for expected results, and the effectiveness of corrective actions taken to address the following elements:
 - a. Current Student Enrollment.
 - b. Admission Criteria.
 - c. Screening and Selection Criteria.
 - d. Terminal Objectives.
 - e. Curriculum Objectives.
 - f. Instructional Plan.
 - g. Theory and Clinical Objectives for Each Course.
 - h. Lesson Plans for Each Course.
 - i. Textbooks.
 - j. Attendance Policy.
 - k. Grading Policy
 - l. Remediation Policy.
 - m. Evaluations of Theory and Clinical Faculty.
 - n. Evaluations of Theory Presentations.
 - o. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
 - p. Evaluation of Student Achievement.

And, require the program to continue to obtain Board approval prior to the admission of each class.

- On July 29, 2013, the Board forwarded a letter to the director requesting documentation verifying elements of the program's plan to increase the program's licensure pass rate had been implemented

- On November 2, 2013, a letter was sent to the director notifying the program of low pass rates, requesting an update on the previously submitted action plan, and potential change in program status for noncompliant pass rates.
- On November 26, 2013, the assigned consultant forwarded electronic correspondence to the director requesting a copy of his revised plan of correction by December 4, 2013.
- On December 4, 2013, the requested report was received.
- On March 7, 2014, a letter was sent to the director notifying the program director the program had been placed on the May Board agenda for consideration of placement on provisional approval.

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



B V N P T www.shepherduniversity.edu UNIVERSITY

Ms. Pam Hinckley, R.N., M.S.N.
Nursing Education Consultant
Board of Vocational Nursing and
Psychiatric Technicians
2535 Capitol Oaks Drive, Suite 205
Sacramento, CA 95833

2012 NOV 29 PM 1:30

BVNPT Received *edee*
on *11/30/12* with *MC*

November 27, 2012

Subject: Executive Officer
Meeting, Follow-Up

Dear Ms. Hinckley:

Thank you for your letter dated November 2, 2012, in regard to the denial of our request to admit a part-time class of 30 students. What follows is the report which was required for submission by November 30, 2012.

The report furnishes the information which was gathered during the comprehensive analysis of the program. Specific actions which will be taken to improve program pass rates, suggested timelines for expected results, and consideration of the effectiveness of the corrective actions taken to address the 16 elements specified in the letter of November 2 are presented in narrative form.

Please do not hesitate to contact me should you require further information regarding the report submitted and content therein.

Sincerely,


Agustin Dominic Pacis, R.N., B.S.N.
Director of Vocational Nursing
Shepherd University

Shepherd University

Vocational Nursing Program Comprehensive Analysis

November 27, 2012

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Vocational Nursing Program
Comprehensive Analysis
November 2012

Program: Vocational Nursing Program	Submission Date: November 27, 2012
Division: School of Nursing	Program Director: Agustin Dominic D. Pacis
Lead Person in Charge of Assessment: Agustin Dominic D. Pacis	Assessment Members: Agustin Dominic Pacis, Nancylee Siwula, Anne Anderson and LVN Program Faculties



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VOCATIONAL NURSING PROGRAM

COMPREHENSIVE ANALYSIS

NOVEMBER 2012

A. Current Student Enrollment:

Thirty-one students remain, spread throughout the remaining terms as follows:

- Term 4 = 16 remain from a start of 16
- Term 3 = 8 remain from a start of 10
- Term 2 = 7 remain from a start of 8
- Term 1 = none

Throughout each term the evaluation of student progress has primarily involved academic testing and clinical skills performance. These methods of evaluation will continue to be central to the remaining student population. However, retention of students as well as monitoring of progress will include, but not be limited to:

- Instructor Training Workshops have been scheduled to increase effective utilization of principles of teaching adult learners in both the classroom and clinical setting.

As of December 1, 2012, all Faculties will be required to attend at least one Workshop focused on teaching/learning as necessary to increase student academic performance.

- Strengthen student learning skills by incorporation of NCLEX-style questions in every scheduled theory and clinical assignment day. Completion of these practice questions will be part of the daily theory/clinical assignment for the day, and will enhance discussion of the material and rationales for application to patient care.
- Learning Resource Center available to students with access to computer-based testing utilizing programs such as HESI, Kaplan, and Lippincott NCLEX-preparation reviews.
- Concentration of early NCLEX-preparation by assignments to be completed outside of class composed of NCLEX-type scenarios and presented for class discussion during the week.
- One-to-one sessions with students to identify specific instructional needs and support student-centered instructional methods.

Increased performance expectations will be communicated to the students, and the need for increased work on the part of the student will be supported through use of weekly tutoring and mentoring conferencing.

See *Attachments 1 (Term 2), 2 (Term 3), and 3 (Term 4) Student Rosters* reflecting current grades
See *Attachment 4-a Faculty Qualification Evaluation Plan, Attachment 4-b Faculty Training Schedule*.

B. Admission Criteria:

- Age requirement, educational level with verification and review of foreign diploma documents remain adequate.
- Successful completion of the C-NET with passing scores revised to:
Math =55% (up from 50%), Vocabulary=50% (remains the same), and
Reading/Comprehension 55% (remains the same).

This revision became effective August 1, 2012, and significantly increases the minimal preparation required for Applicants.

See *Attachment 5 Admission Assessment: C-NET Policy*

See *Attachment 6 Admissions Criteria*

C. Screening and Selection Criteria:

Currently, Admission Criteria includes the following:

- Successful completion of the skills based testing (C-NET).
- Written essay.
- Interview with the DON/ADON.
- Demonstration of reading and comprehension of a sample of textbook material to be discussed at the interview.

Analysis of current policy application revealed that attempts to pass C-NET sometimes exceeded the original policy of two attempts in 2 weeks. It was found that some administrative personnel lacked comprehensive understanding of the requirements for Applicant acceptance.

The list of essay questions was given to the Applicant by the administrative personnel on duty that day. For many Applicants the list of essay questions was taken home and brought back completed prior to the interview. Thus, there was no way to verify that the essays were actually completed by the specific Applicant.

The interview with the DON/ADON includes having the Applicant read one or two paragraphs from a textbook, and then informally discusses the information. In many instances, Applicants' reading skills are more advanced than their verbal language skills, but basic

comprehension is still a key element. For international students, it was originally determined that completion of ESL Level 5 classes would be required for Applicant admission. If accepted into the VN Program, these classes could be taken concurrently with Term 1.

See *Attachment 7 Screening and Selection Criteria*

CORRECTIVE ACTION PLAN:

1. All administrative personnel involved in Applicant processing will participate in on-site conferencing to more adequately prepare them to properly manage test administration.

The Administration Supervisor will be responsible and accountable for staff adherence to established guidelines for test administration.

2. Strict adherence to the originally established policy of two attempts to successfully complete the C-NET. There are currently 3 versions of the C-NET exam in use and they will be rotated/alternated to ensure accurate measurement of Applicant performance.

Note: Resources can be suggested for those Applicants requiring re-testing. There are numerous materials available in bookstores and local libraries. The C-NET Study Guide is also available for student reference.

3. All essays are to be completed on-campus. The Applicant will be monitored and only non-typed, non-computer generated essays will be accepted for consideration.

The essay questions will be increased in number with varying topics which cannot be predicted.

4. Interviews with DON/ADON will continue to include reading and discussion of textual material but number of samples will be increased and sources will be varied.

This measure has been very helpful in providing opportunity for early detection of verbal deficits. A scoring system of 0-1-2 will be implemented to ensure inter-rater reliability. The scores will reflect comprehension, ability to verbally communicate understanding, and insight related to the material. Choice and control of the reading samples will be at the discretion of the DON/ADON.

Effective with the anticipated incoming class these measures will be implemented and tracked. In particular, the scoring system for the reading sample will be correlated with the C-NET scores.

Student selection will continue to involve evaluation of the C-NET scores, essays and personal interview. The scoring system for each will be valued in accordance with objective, equitable and valid application to the entrance process. The ultimate decision

rests with the DON with recommendations from the Admissions Committee consideration of all Applicant qualifications.

See *Attachment 8-a Selection Interview Form*, *Attachment 8-b Written Essay*, *Attachment 8-c Written Skills Proficiency Grading Form*

D. Terminal Objectives:

The Terminal Objectives were reviewed for completeness and found to be satisfactory related to overall program goals for increasing complexity and mastery of material and skills.

E. Curriculum Objectives:

The Curriculum Objectives were reviewed for completeness related to the breadth and scope of material to be learned, and were found to be satisfactory.

F. Instructional Plan:

The Instructional Plan was reviewed for completeness related to stated learning objectives and utilization to facilitate adult learning, and was found to be satisfactory. The published 2011 NCLEX-PN Test Plan was used as a basis for review of the Instructional Plan.

G. Theory and Clinical Objectives for Each Course:

The Theory and Clinical Objectives for each course were reviewed for completeness related to mastery of material and incorporation of integration of material from one term to the next succeeding term, and were found to be satisfactory.

H. Lesson Plans for Each Course:

Lesson Plans were reviewed for completeness, thoroughness of topics covered, and efficacy for instructor utilization to present and explain conceptual framework of course materials. Over the 6 years of the VN Program operation at Shepherd University several revisions and expansions of the lesson plans for all terms have been incorporated and added to the lesson plan base. Additionally, Faculty is encouraged to discuss and implement refinements to the lesson plans based on current classroom needs in keeping with mastery of material.

I. Textbooks:

Review of textbooks was completed. All required texts and reading assignments are specified in the Instruction Plan which is given to each of the students. Additionally, current editions of all texts are available in the library for student use.

It was found that many students did not have the required texts or were sharing texts. One of the factors associated with this practice is the cost associated with text purchase.

CORRECTIVE ACTION PLAN:

1. All students will be required to have a complete set of texts. At time of Applicant acceptance, and again at Orientation, emphasis will be placed on the necessity of acquisition of texts, availability of texts in the library, and how to use these resources in order to successfully complete the VN Program.
2. In-service for instructors to implement classroom activities which utilize the required texts.
3. Monitor students who do not have texts and work with them to ensure adequate use of library resources as needed.

J. Attendance Policy:

The Attendance Policy is published in the Shepherd University catalog and also the VN Program Handbook. Review of student records for record of class attendance and make-up for missed classes revealed that there is adequate monitoring and documentation currently in place. The current policy is upheld.

K. Grading Policy:

The Grading Policy is published in the Shepherd University catalog and also in the VN Program Handbook.

Student records were reviewed to verify grading documented per policy. (Refer to prior Attachments 1, 2 and 3 for current grades.) The expected minimal GPA is 75% at this time. Students who do not achieve and maintain the required GPA are not promoted to the next term.

The Grading Policy will be followed without exception for all students in all terms.

L. Remediation Policy:

The Remediation Policy is stated in the VN Program Handbook.

Review of policy implementation revealed that students who required remediation to achieve the required GPA of 75% were often unwilling to engage or participate in remediation activities designed to improve test scores. Various factors were: need to attend work hours, childcare difficulties, insistence on working alone or to work with a peer off-campus.

CORRECTIVE ACTION PLAN;

1. Review Remediation Policy with all remaining students.
2. Remediation will be implemented in Term 1 at the point that the second test in that term is failed.
3. Remediation will be mandatory for all students unable to achieve the required GPA.

For all students on remediation, time, place and activities will be designated to ensure student participation. Consideration will be given for student's need to attend work hours and have adequate childcare.

Students will be encouraged to work with other peers as is possible. Interaction with Faculty is preferable to working alone and will be presented as such to students so that they can take the most benefit from resources offered.

4. A Student Learning Contract is implemented once a student is officially placed on remediation. The development and implementation of this tool has been effective in student accountability for maintaining the required GPA.

See Attachment 9-a Learning Contract, Attachment 9-b Remediation Plan Form, Attachment 9-c Remediation Plan Form (Summary Report)

M. Evaluation of Theory and Clinical Faculty:

The evaluation process for Theory and Clinical Faculty was reviewed by the DON/ADON. Responsibility and accountability for supervision and direction of all Faculties are delegated to the DON.

The DON and the Clinical Coordinator complete Faculty evaluations. All Faculty conference with the DON regarding the results of the evaluations. Faculty peer review and student evaluation are incorporated.

CORRECTIVE ACTION PLAN:

1. Revision of forms was completed in August, 2012, and has been in use since that time.

2. Evaluation parameters now include refined performance expectations, such as closer monitoring of student progress.
3. Faculty will attend at least one annual workshop focused on increased ability to utilize teaching methods based on the established principles of teaching adult learners, and tailoring presentations to encompass cultural and language differences.
4. Consider development of a long term pathway for Faculty Development, i.e., Basic Instructor to Master Instructor, or Instructor Certification from an agency such as the National Center for Competency Testing for Certified Post-Secondary Instructor. Appropriate recognition and incentives will be incorporated into the pathway.

See *Attachment 10 Faculty Evaluation Form*

See *Attachment 11 Student Class Evaluation Form*

N. Evaluations of Theory Presentations:

The current policy on evaluations of Theory presentations is being followed at this time, and is already part of the Instructor evaluations.

Instructors are expected to evaluate the effectiveness of presentations as a continuous part of the teaching/facilitation process. Along with academic testing, this is a most useful mechanism to ensure that material presented is cohesive, timely, and geared to the knowledge needed to successfully complete the VN Program.

CORRECTIVE ACTION PLAN:

1. Consider weekly/bi-weekly observations of all presentations, including one peer review and one by DON/ADON.
2. Key priorities for evaluation will be: effective classroom application of principles of teaching adult learners; ability to accommodate individual student differences related to culture and/or language; early intervention for detected learning deficits.

See Attachments as presented above

O. Evaluations of Clinical Rotations and their Correlation to Theory Presentations:

Evaluation of the Clinical Rotations involves assessment of the clinical facilities and patient population available, Student evaluation and in-put from the Clinical Instructor(s). A rigorous effort is made to provide patient care opportunities which mesh with the theory material for that particular term.

CORRECTIVE ACTION PLAN:

1. Weekly site visits to observe students' performance with patient population as available and assigned.
2. Increase Facility staff in-put regarding student/Instructor activities from once at end-of-term evaluation to three times during term.
3. Additional opportunity for students' evaluation of clinical experience, i.e., mid-term as well as end-of-term assessment.
4. Construct a laboratory-based "Skills Fair" in disease-specific patient care scenarios to compensate for any limited direct patient care experiences.
Hold these "Skills Fairs" at least twice during the term, i.e., mid-term and end-of-term before the final clinical evaluations.

P. Evaluation of Student Achievement:

Current tools for measurement and tracking of student achievement are: academic testing, clinical performance, and remediation (as necessary for the specific student). Additional information includes general participation in class, case studies as required in the specific Term, and thoroughness of completion of assignments as delegated by the Instructor.

See Attachment 12 HESI Predictability Exit Exam Policy

See Attachment 13 Shepherd University LVN Comprehensive Exit Exam Policy

CORRECTIVE ACTION PLAN:

1. Consider: weekly conferencing with identified at-risk/vulnerable students who are struggling to maintain the required GPA of 75%. DON will be kept apprised of these specific students' progress by instructors.
2. Written test reviews have been part of the VN Program materials given out to assist students in focusing on the breadth and scope of material presented. Since some of the testing materials have been revised over the past 6 years, new test reviews will be developed and completed by the end of January, 2013.
3. Close monitoring of achieved GPA has always been conducted, and will be intensified so that early interventions can be implemented, i.e., tutoring/mentoring, more one-to-one work with Instructor, or conferencing to help resolve interpersonal problems.
4. More vigorous utilization of current assessment measures (HESI as well as term-specific tests); tracking of resources used outside of classroom assignments, and increased length of NCLEX-PN review post-program completion.

SUMMARY:

It is anticipated that the measures proposed will quickly improve current student achievement. There will be immediate incorporation of the steps detailed in the preceding sections A-P. Specifically, increasing criteria for Applicant acceptance into the VN Program, heightened student academic and clinical performance, incorporation of NCLEX-PN style practice questions/computerized practice testing programs, and increased Faculty performance will serve as the basis for increasing student abilities.

The DON will act to ensure that all Faculty and staff associated with the VN Program are familiar with and adherent to the established policies. The DON/ADON will hold timely meetings to inform Faculty of the Corrective Actions taken, results, and additional revisions which will be implemented as necessary to meet improvement priorities as identified.

By increasing academic and clinical performance expectations the students will be better prepared to pass the NCLEX due to their increased motivation, hard work and early correction of identified deficits. Graduates will be encouraged, and incentives devised, to promote taking the NCLEX within 90 days of Program completion. To that end, the NCLEX review will be scheduled prior to Program completion and students informed so that they can schedule the necessary time to prepare for and attend the review. The DON/ADON already reaches out to those graduates from previous classes who may be in need of another NCLEX-PN review before taking/re-taking the examination.

We cannot predict which students or how many students will be taking the NCLEX-PN in a given quarter. We anticipate that, with implementation of the corrective measures as stated, NCLEX-PN pass rates for Shepherd University will show consistent improvement beginning with the second quarter of 2013, and continuing forward.

Thank you in advance for your consideration of information presented in this report, and its relationship to BVNPT approval to start a new class for the VN Program at Shepherd University.

SHEPHERD UNIVERSITY

VOCATIONAL NURSING PROGRAM
COMPREHENSIVE ANALYSIS
NOVEMBER 2012

ATTACHMENT

<i>Attachment 1</i>	<i><u>Student Rosters Term 2</u></i>
<i>Attachment 2</i>	<i><u>Student Rosters Term 3</u></i>
<i>Attachment 3</i>	<i><u>Student Rosters Term 4</u></i>
<i>Attachment 4-a</i>	<i><u>Faculty Qualification Evaluation Plan</u></i>
<i>Attachment 4-b</i>	<i><u>Faculty Training Schedule</u></i>
<i>Attachment 5</i>	<i><u>Admission Assessment: C-NET Policy</u></i>
<i>Attachment 6</i>	<i><u>Admissions Criteria</u></i>
<i>Attachment 7</i>	<i><u>Screening and Selection Criteria</u></i>
<i>Attachment 9-a</i>	<i><u>Learning Contract,</u></i>
<i>Attachment 9-b</i>	<i><u>Remediation Plan Form</u></i>
<i>Attachment 9-c</i>	<i><u>Remediation Plan Form (Summary Report)</u></i>
<i>Attachment 10</i>	<i><u>Faculty Evaluation Form</u></i>
<i>Attachment 11</i>	<i><u>Student Class Evaluation Form</u></i>
<i>Attachment 12</i>	<i><u>HESI Predictability Exit Exam Policy</u></i>
<i>Attachment 13</i>	<i><u>Shepherd University LVN Comprehensive Exit Exam Policy</u></i>



SHEPHERD UNIVERSITY, SCHOOL OF NURSING

3200 N. San Fernando Road, Los Angeles, CA 90065 (323) 550-8888

Faculty Qualification Evaluation Plan

FACULTY QUALIFICATIONS				
<i>Area to be Evaluated</i>	<i>Frequency of Evaluation</i>	<i>Method of Evaluation</i>	<i>Outcome</i>	<i>By Whom</i>
Faculty BVNPT Approvals	Ongoing	Approval to theory/clinical Assignment.	Assignments consistent with BVNPT Regulations	Director/Assistant Director
Faculty Nursing License and CPR Certification Renewals	Ongoing	Record maintenance of RN license and CPR certification renewal.	Assignment consistent with BVNPT Regulations California facility requirements, and SU School of Nursing's requirements.	Director/Assistant Director
Faculty Performance Evaluation	Yearly	Faculty evaluation completed according to contractual requirements. Peer review – Every semester by two other instructor IDEA – end of the Semester Students Faculty Evaluation – end of the semester	Evaluation consistent with SU guidelines.	Director/Assistant Director
Faculty In-Service Training	Yearly	Faculty are required to take class or attend seminar on the topic of teaching improvement and two seminars or CEU regarding the subject/course they teach.	Assignments consistent with SU Guidelines	Director/Assistant Director

FACULTY IN-SERVICE TRAINING ANNUAL SCHEDULE

LVN Program

SU School of Nursing

Updated on 11/22/2012

Faculty Name: Chi Su Sung

Attachment 4-b

No	Topic	Speaker	Date	Where	How does this session relate to the improvement of instruction and curriculum?	Related Major Subject	Evidence
1.	Principles of teaching adult learners: A self learning module		04/10/2012	Glendale career college	To enhance ability of teaching-Learning process regards to planning, implementation & evaluating an instructional program.	general	Certificate
2.	Student learning enrichment workshop		08/21/2012	Shepherd University	To improve management and organization in the classroom to enhance student learning such as learning styles and technology.	general	Certificate
3.	The National Certification Corporation for the Obstetric,	National Board Test	06/15/2012	Testing Center in Irvine, CA	To expand knowledge and to obtain national board certificate in specialty area of OB, GYN and Neonatal	Maternity	Certificate

	Gynecologic and Neonatal Nursing Specialties				nursing	
4.	Lactation Educator Counselor Training Program		UC San Diego	12/13/2011 02/16/2012	To increase knowledge as health care provider to improve breastfeeding to lactation women and to obtain LEC certificate.	Maternity Lactation Educator Counselor Certificate
5.	Sweet Success: Diabetics and Pregnancy		Anaheim Embassy Hotel	11/02 – 11/03/2012	To increase medical knowledge of relationship between diabetic mothers and newborns and their latest research.	Maternity Certificate
6.	Master Teacher Development Process: Module 1 Defining Good Teaching		On line class	October 31, 2012	Gain practical tools to enhance teaching techniques, energize classes, and increase professionalism in the student body. The modules cover essential elements of effective teaching in: <ul style="list-style-type: none"> • Explaining how teachers reasons for teaching influence student success in the classroom. • Define key components of good teaching 	General – Teachings Skills
7.	Master Teacher Development Process: Module 2 Planning a		On line class	To be taken December 2012	Gain practical tools to enhance teaching techniques, energize classes, and increase professionalism in the	General – Teachings Skills

	Class				<p>student body. The modules cover essential elements of effective teaching in:</p> <ul style="list-style-type: none"> • Recognizing the importance of planning. • Identifying ways to effectively plan a class. • Comparing and contrast the various teaching techniques. • Utilizing a planning checklist 		
8.	Master Teacher Development Process: Module 3 Fundamentals of Classroom Success		To be taken December 2012	On line class	<p>Gain practical tools to enhance teaching techniques, energize classes, and increase professionalism in the student body. The modules cover essential elements of effective teaching in:</p> <ul style="list-style-type: none"> • Explaining how the teacher creates the learning environment in the classroom. • Determining how the classroom environment influences student participation. • Identifying behavior in the classroom that might hinder the learning process. • Identifying ways that a student can have a win-win learning experience in the classroom. • Listing actions that can help establish classroom control. • Recognizing appropriate strategies to deal with 	General – Teachings Skills	

					<p>disruptive student behavior.</p> <ul style="list-style-type: none"> Describing interventions to re-establish classroom control. 		
9.	<p>Master Teacher Development Process: Module 4 Questioning Techniques to Keep Students Engaged</p>		<p>To be taken January 2013</p>	<p>On line class</p>	<p>Gain practical tools to enhance teaching techniques, energize classes, and increase professionalism in the student body. The modules cover essential elements of effective teaching in:</p> <ul style="list-style-type: none"> Listing reasons for asking questions. <p>1. Indicating how to select students to respond.</p> <ul style="list-style-type: none"> Listing the different forms questions can take. Listing the characteristics of a good question. Listing strategies for effective classroom questioning. Define Bloom's Taxonomy. Outlining the six levels of learning in Bloom's Taxonomy. 	<p>General – Teachings Skills</p>	
10.	<p>Master Teacher Development Process: Module 5 Defining Critical Thinking</p>		<p>To be taken January 2013</p>	<p>On line class</p>	<p>Gain practical tools to enhance teaching techniques, energize classes, and increase professionalism in the student body. The modules cover essential elements of effective teaching in:</p> <ul style="list-style-type: none"> Explaining why critical thinking is so important for both teachers and 	<p>General – Teachings Skills</p>	

					<p>students.</p> <ul style="list-style-type: none"> Identifying how previous knowledge can help and hinder the understanding of new information. Describing ways a teacher can assess students' critical thinking skills. Explaining the role that values, assumptions, and opinions play in students' processing and evaluating what they learn. Explaining the characteristics of critical and non-critical thinkers. 		
11.	Master Teacher Development Process: Module 6 Engaging Students with Different Learning Styles		To be taken February /March 2013	On line class	<p>Gain practical tools to enhance teaching techniques, energize classes, and increase professionalism in the student body. The modules cover essential elements of effective teaching in:</p> <ul style="list-style-type: none"> Listing the three major learning styles. Comparing and contrast teaching methods that will appeal to a variety of learners with different styles. 	General – Teachings Skills	
12.	Master Teacher Development Process: Module 7 Developing Professionalism		To be taken February /March 2013	On line class	<p>Gain practical tools to enhance teaching techniques, energize classes, and increase professionalism in the student body. The modules cover essential elements of effective teaching in:</p> <ol style="list-style-type: none"> Explaining the different 	General – Teachings Skills	

Attachment 5



SHEPHERD UNIVERSITY, SCHOOL OF NURSING
3200 N. San Fernando Road, Los Angeles, CA 90065
(323) 550-8888

Admission Assessment: CNET Policy

Requirements

Center for Nursing Education and Testing (CNET) Pre-Nursing Assessment Test-PN consists of 150 test questions items and requires three hours to complete. The VN program applicant must pass the C-NET with a minimum score of 55% in reading/reasoning, 55% in numerical ability, and 50% in vocabulary. The applicant is allowed to retake the C-NET one time in order to improve their scores. The student must wait one week before retaking the exam. the CNET

Reading Comprehension/Reasoning Ability 40 Questions (1 hour)

The content and reading levels of the exam are similar to the applied-science excerpts found in the PN textbooks. Topics include nutrition, infection, safety, child abuse, exercise, etc. There are two diagnostic scores:

1. Reading Comprehension-20 items.
2. Reasoning Ability-20 items.

Numerical Ability 50 questions (1 Hour)

There are three diagnostic scores:

1. Basic operations with whole numbers (add, subtract, multiply, divide)-10 items.
2. Fractions, percent, decimals (conversions of fractions to decimals & vice versa)-20 items.
3. Applying skills in actual situations (ratio and proportion, non-algebraic formulas and conversions)-20 items.

Language Ability 60 questions (1 Hours)

The questions apply common terms that are used frequently in nursing practice. There are three diagnostic scores:

1. Vocabulary - 20 items.
2. Spelling - 20 items.
3. Grammar and usage (sentence correction)-20 items.

- The increase in the Numerical ability is to prepare the students for Med Math

2/28/2007 Revision 8/6/2012

- Increase numerical ability to 55% from 50%

Attachment 6

SHEPHERD UNIVERSITY VOCATIONAL NURSING PROGRAM

2526 (a)(12)

Admissions Criteria

Applicant must:

1. Must be 18 years of age or older.
2. Have a High School Diploma or its equivalent. *Foreign transcripts must be evaluated and approved prior to applying to the Vocational Nursing Program.*
3. Prospective students must complete an Admissions Application for Shepherd University and an Admissions Application for the School of Vocational Nursing.
4. Complete a personal interview with *the Vocational Nursing Program Coordinator.*
5. Write an essay to be evaluated by detailing the following questions:
 - a. What do you think are the ideal characteristics of a nurse? How do you match up to them?
 - b. What led you to choose nursing as a career?
 - c. What *are* your career plans? Do you plan to work towards becoming a Registered Nurse?
6. Pass a skills-based test: C-NET with minimum score of reading/reasoning 55%, numerical ability 50%, and vocabulary 50%. C-NET score should be placed in students' files.
7. Complete a personal interview with a Vocational Nursing Program Representative.
8. Hold a valid CPR certification to cover the length of the VN program
9. Financial aid packaging must be complete
10. Required to complete a personal interview with the Director of Nursing or Assistant Director of Nursing

The Admissions Committee chaired by the Director of the Vocational Nursing Program will make the final **Informal** admissions decision regarding candidate program entry.

Formal acceptance into the Nursing Program is contingent upon the student submission of required screening and documentation.

2/28/2007

Attachment 7

SHEPHERD UNIVERSITY VOCATIONAL NURSING PROGRAM

2625 (a)(13)

Screening and Selection Criteria

Potential students, after successfully completing admissions evaluation examinations, write an essay, and have an interview with the Director/Assistant Director of Nursing.

The essay is evaluated and scored by the Director/Assistant Director of Nursing.

The interview format consists of specialized questions. The interview process presents a full 'realistic' picture to the potential applicant and involves the pre-counseling components of critical thinking, time management, employment, transportation, childcare, study needs, scheduling, and a review of classroom and clinical expectations. We feel that this approach might dissuade those prospective students who are not fully committed to completing the program or having unresolved issues related to the above components, from enrolling in the VN Program.

The VN Admission Committee, comprised of the Director of Nursing, Assistant Director of Nursing, and Director of Admissions, meet and discuss each individual prospective student in depth. Student selection is based on the admission evaluation examination scores, the pre-counseling components mentioned above, essay rating, previous education, and commitment to the program. If there appears to be 'problem' areas, the prospective student is again interviewed, and, in some instances, deferred or denied admission pending resolution of the issues cited.

We will continuously evaluate our selection process of initial application, assessment scores, interview process, and admission committee actions, and will make necessary changes to improve these processes.

06/01/05



SHEPHERD UNIVERSITY, SCHOOL OF NURSING

3200 N. San Fernando Road, Los Angeles, CA 90065 (323) 550-8888

VOCATIONAL NURSING PROGRAM

SELECTION INTERVIEW FORM

CANDIDATE: _____ DATE _____

EVALUATOR _____

1. PHYSICAL EXAM & IMMUNIZATION REQUIREMENTS:

We require a physical exam & a series of immunizations, & some clinical facilities require drug screening test.

Do you accept these requirements? Yes _____ No _____

Do you have any health or physical conditions that may present a problem in attending the program or in completing assigned nursing duties (heavy lifting, carrying, walking, bending) in your clinical rotation?

Yes _____ Explanation _____

No _____

Comments _____

2. TRANSPORTATION

The first six weeks you will be here at school four days a week. After that, you will only be here two days, the other two days you will be at an off site clinical facility in various locations (Torrance, Downey, Monterey Park, San Fernando Valley, Santa Clarita, Los Angeles area, El Monte, Glendale/Pasadena, Long Beach) and need to have dependable transportation.

How will you commute to these clinical facilities?

Have car _____ Take bus _____ Carpool _____ Other _____

Comments _____

3. WORK

Do you work now? Yes _____ No _____

Comments _____

Are you going to have to work during your program of study? Yes _____ No _____

If yes, how many hours do you plan on working while in school? _____

We would like you to know that this is an intensive program and it will require a lot of study time on a daily basis. How will you plan your study time along with your work schedule and life activities? _____

Comments _____

Attachment 8-a

SELECTION INTERVIEW FORM CONTINUED

4. CHILD CARE & OTHER FAMILY RESPONSIBILITIES

Do you have any family responsibilities such as child care or elder care or care of other family members?

Yes _____ Explanation _____

No _____

*If Yes, what time does pre-school open or baby sitter arrive etc? _____

How do you think you will be able to manage these responsibilities while you are in school? _____

5. TIME MANAGEMENT

This is an intensive 60 week program. How will you manage your time and various responsibilities during the program _____

What are your expectations of this program? _____

TEST SCORES

C-NET Reading/Reasoning comp _____ %
Numerical _____ % Language _____ %

Interview Rating _____ Essay Rating _____ Total Rating _____

COMMENTS:

RECOMMENDATION TO ADMISSION COMMITTEE:

ACCEPT _____ DENY _____ DEFER _____



SHEPHERD UNIVERSITY, SCHOOL OF NURSING

3200 N. San Fernando Road, Los Angeles, CA 90065 (323) 550-8888

VOCATIONAL NURSING PROGRAM

WRITTEN ESSAY FOR
STUDENT SELECTION INTERVIEW

Write an essay to be evaluated by detailing the following questions:

1. What do you think are the ideal characteristics of a nurse? How do you match up to them?
2. What led you to choose nursing as a career?
3. What are your career plans? Do you plan to work towards becoming a Registered Nurse?
4. Describe a problem situation and detail the steps/methods you took to solve/handle the situation. Is there anything that you would have done differently?



SHEPHERD UNIVERSITY, SCHOOL OF NURSING

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VOCATIONAL NURSING PROGRAM

WRITTEN SKILLS PROFICIENCY GRADING FORM

STUDENT _____

DATE _____

EVALUATOR _____

QUESTIONS 1-3	Points	Points Earned
1. Demonstrates understanding of the question.	2	_____
2. Content is clear and logical.	2	_____
3. Writing is legible and neat.	2	_____
4. Grammar and spelling are correct.	2	_____
5. Answer addresses the question adequately.	2	_____
Total Possible	10	_____

QUESTION 4	Points	Points Earned
1. Demonstrates understanding of the question.	2	_____
2. Content is clear and logical.	2	_____
3. Writing is legible and neat.	2	_____
4. Grammar and spelling are correct.	2	_____
5. Answer addresses the question adequately.	2	_____
Total Possible	10	_____

Evaluator's comments:

Final Score _____

Attachment 9-a



SHEPHERD UNIVERSITY

PROGRAM LEARNING CONTRACT

PROGRAM LEARNING CONTRACT 05 10

3200 N. San Fernando Rd., Los Angeles, CA 90065 Tel: (323) 550-8888 Fax: (323) 550-1313 www.shepherduniversity.edu

ACTION PLAN LEARNING CONTRACT

PROGRAM	<input type="checkbox"/> LVN <input type="checkbox"/> RN (ADN) <input type="checkbox"/> RN (BSN) <input type="checkbox"/> OTHER:
----------------	--

STUDENT NAME	LAST, FIRST MIDDLE
---------------------	--------------------

Beginning Date	mm/dd/yyyy
----------------	------------

FACULTY NAME	LAST, FIRST MIDDLE
---------------------	--------------------

Ending Date	mm/dd/yyyy
-------------	------------

Brief Description of the Problem(S)

I. NATURE OF THE PROBLEM	II. REQUIREMENTS FOR OVERCOMING THE PROBLEMS
<ul style="list-style-type: none"> <input type="checkbox"/> A. Absenteeism (Class/Clinical) <input type="checkbox"/> B. Tardiness (class/Clinical) <input type="checkbox"/> C. Disruptive classroom or clinical behavior <input type="checkbox"/> D. Unprepared for clinical <ul style="list-style-type: none"> <input type="checkbox"/> 1. Unsatisfactory plan for client care <input type="checkbox"/> 2. Had not researched client problems or medications <input type="checkbox"/> E. Unsafe clinical practice <ul style="list-style-type: none"> <input type="checkbox"/> 1. Did not demonstrate mastery of basic skills <input type="checkbox"/> 2. Could not calculate medication dosages, IV rates, heparin drips, etc. <input type="checkbox"/> 3. Cannot communicate clearly in or understand English <input type="checkbox"/> 4. Other <input type="checkbox"/> F. Noncompliance with dress code, personal hygiene and appearance <input type="checkbox"/> G. Deficiencies in Essential Behaviors as outlined in the Student Handbook.(see attached). <input type="checkbox"/> H. Did not follow up on lab remediation recommendations <input type="checkbox"/> I. Lacking in professional demeanor <input type="checkbox"/> J. Written work deficit <input type="checkbox"/> K. Health/BCLS/Malpractice requirements not complete <input type="checkbox"/> L. Removal from clinical area by Agency <input type="checkbox"/> M. Other: 	<ul style="list-style-type: none"> <input type="checkbox"/> Improvement of study habits <input type="checkbox"/> Seek counseling for. Personal issues <input type="checkbox"/> Reduce outside work hours <input type="checkbox"/> Improve writing skills <input type="checkbox"/> Improve verbal and communication skills <input type="checkbox"/> Must practice in college lab with faculty lab tutor or regular tutoring staff <input type="checkbox"/> Other:
III. CONTRACTUAL LIMITATIONS/OBLIGATIONS	
<ul style="list-style-type: none"> <input type="checkbox"/> May not be late for or absent from clinical, lab, or class <input type="checkbox"/> May not sleep during class <input type="checkbox"/> Must be present in proper attire with appropriate equipment <input type="checkbox"/> Must attend college laboratory remediation for the following: <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> Must come to clinical prepared with written care plan <input type="checkbox"/> Must attend college writing lab and produce a satisfactory assignment <input type="checkbox"/> May not administer meds without instructor being present <input type="checkbox"/> Must provide appropriate documentation of current health/BCLS/malpractice requirements to School of Nursing before returning to clinical <input type="checkbox"/> Must have physical or psychological evaluation by health care professional 	

Attachment 9-a

	<input type="checkbox"/> Other:
--	---------------------------------

IV. OTHER GENERAL REQUIREMENTS OR COMMENTS	V. POSSIBLE CONSEQUENCES
<input type="checkbox"/> Other:	<input type="checkbox"/> Initiation of Action Plan or Contract <input type="checkbox"/> Continuation of Action Plan or Contract <input type="checkbox"/> Termination of Action Plan or Contract <input type="checkbox"/> Other:

VI. SIGNATURES

After the development of the action plan or learning contract sign below:

Signed (Student): _____ Date: _____

Signed (Faculty): _____ Date: _____

VII. FACULTY NOTES ON PROGRESS

When an action plan or learning contract is instituted, the student and faculty should meet on a weekly basis to evaluate progress.

Date	Note	Student Initials	Instructor Initials

VIII. OUTCOMES

ACTION PLAN Date of Evaluation: / /

Termination of Action Plan Continuation of Action Plan (initiate new form)

Attachment 9-a

<input type="checkbox"/> Initiation of Learning Contract (initiate new form)	
<input type="checkbox"/> Other:	
LEARNING CONTRACT	Date of Evaluation: / /
Termination of Contract	<input type="checkbox"/> Continuation of Contract (initiate new form)
	<input type="checkbox"/> Course Failure <input type="checkbox"/> Other:

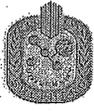
IX. SIGNATURES

Once outcomes of the action plan or learning contract have been met sign below:

Signed (Student): _____ Date : _____

Signed (Faculty): _____ Date : _____

Attachment 9-b



SHEPHERD UNIVERSITY, SCHOOL OF NURSING

3200 N. San Fernando Road, Los Angeles, CA 90065 (323) 550-8888

REMEDIATION PLAN FORM

THEORY

STUDENT NAME _____

DATE _____

TERM LEVEL: _____ COMPONENT _____

DEVELOPMENT OF THE PLAN

• *AREAS REQUIRING REMEDIATION:*

Knowledge of component subject material; Pediatric

• *GOALS; ST/LT:*

By the end of the Review Class the student will:

1. Improve study techniques.
2. Develop and utilize an individualized plan of study.
3. Increase knowledge of subject material

• *ACTION PLAN:*

The students will:

1. Identify deficiencies and problem areas of subject material.
2. Identify areas of study habits requiring improvement.
3. Develop an individualized plan of study.
4. Complete appropriate assignments -
 - a. Read HESI Remediation
 - b. Go over the 55 key points in the subject matter

Attachment 9-b

IMPLEMENTATION OF THE PLAN

- *ASSIGNMENT:*
 1. Attend assigned remediation sessions.
 2. Identify problem areas of material.
 3. Develop plan of study.
 4. Write out daily objectives for instructor review.
 5. Complete the HESI Remediation Plan
 6. Complete other learning assignments/CDS as assigned.

EVALUATION OF THE PLAN

- *EVALUATION:* _____

FINAL RECOMMENDATION

- *RECOMMENDATION:* _____

Instructor signature & date

Student signature & date

Director of Nursing signature & date



SHEPHERD UNIVERSITY, SCHOOL OF NURSING
3200 N. San Fernando Road, Los Angeles, CA 90065
(323) 550-8888

Vocational Nursing Program

REMEDICATION PLAN FORM

Summary Report

• **AREAS REQUIRING REMEDIATION:**

Knowledge of component subject material; Pediatric Nursing

8 students who failed the HESI Pediatrics Exam

• **GOALS; ST/LT:**

By the end of the Term the student will:

1. Improve study techniques.
2. Develop and utilize an individualized plan of study.
3. Increase knowledge of subject material
4. Pass the Remediation Test for HESI
5. Increase GPA to 80% or better by end of term.

• **ACTION PLAN:**

The students will:

1. Identify deficiencies and problem areas of subject material.
2. Identify areas of study habits requiring improvement.
3. Develop an individualized plan of study.
4. Complete appropriate assignments -
 - a. Read HESI Remediation
 - b. Go over the 55 key points in the subject matter

EVALUATION OF THE PLAN

- **EVALUATION:** _____

FINAL RECOMMENDATION

- **RECOMMENDATION:** _____

Instructor signature & date

Director of Nursing signature & date

(To be accomplished by the Instructor Assigned)

Attachment 10

OTHER CLASS OBSERVATION

*For the following statements, please score each questions according to the following scale
1. Need to Improve; 2. Acceptable; 3. Average; 4. Good; 5. Exceptional N/A= Not applicable*

	<i>Student Observation</i>	1	2	3	4	5	N/A
1	Had Actively Participated in Class						
2	Most of Students Attended						
3	Prepared and Followed Lecture Plan Consistently						
4	Submitted The Assigned Projects on Time						
5	Had Actively Interacted with Instructor						
6	Had Actively Interacted with Students						
<i>Instructor's Preparation</i>		1	2	3	4	5	N/A
7	Demonstrated Expertise in Subject Matter						
8	Well Organized for Whole and Each Class						
9	Effectively Introduced Topic/Goal of Lesson						
10	Punctuality of Both Starts and End of Class						
<i>Instructor's Presentation</i>		1	2	3	4	5	N/A
11	Role-Modeled in The Subject Matter						
12	Displayed Enthusiasm for Teaching in General						
13	Demonstrated Sensitivity to Student Learning Styles						
14	Covered Material at An Effective Pace						
15	Utilized Supporting Materials/Technology						
16	Used Proper Voice Tone and Non-Verbal Communication Techniques						
<i>Discussion</i>		1	2	3	4	5	N/A
17	Utilized Learning Activities That Actively Engaged The Students						
18	Displayed Positive & Appropriate Interaction & Rapport with Students						
19	Encouraged Student Use of Critical Thinking Skills						
20	Interrelated Course Concepts with Practical Application						
21	Constructively Responded to Incorrect Student Responses						
22	Remained Open to Differing Point of Views and Perspectives						
23	Regularly Elicited Student Participation						
24	Exhibited Effective Conflict Resolution Skills						
<i>Assessment</i>		1	2	3	4	5	N/A
25	Properly Designed Test/Assignment Relevancy to The Learning						
26	Properly Allocated Test/Assignment Frequency						
27	Given Helpful Feedback/ Comments for The Further Learning						
28	Given Clear Grading Criteria & Rubrics						
<i>Mission Of University</i>		1	2	3	4	5	N/A
29	Nurtured Through Spiritual Practices Like Prayer/Praises/Testimonials						
30	Encouraged Sensitivity to Cultural Uniqueness & Diversity						
31	Close Relevancy Given to Vocational Leadership for The Future						
32	Academic Confidence Achieved to This Subject						
33	Caring Community Formed Among Students						
34	Caring Community Formed Between Students and Faculty						
35	Like to Recommend This Class to Other Students						

EXTRA COMMENTS: Use the back of the sheet if necessary

Attachment 11



SHEPHERD UNIVERSITY

Class Evaluation Form

revised 10-12

3200 N. San Fernando Rd., Los Angeles, CA 90065 Tel: (323) 550-8888 Fax: (323) 550-1313 www.shepherduniversity.edu

PROFESSOR	CLASS CODE AND TITLE:
DATE: / /	YEAR: 1 <input type="checkbox"/> Fall 2 <input type="checkbox"/> Winter 3 <input type="checkbox"/> Spring 4 <input type="checkbox"/> Summer

This evaluation should be done by the class attending students for the betterment of class and planning. Please mark the appropriate place to the each question.

*For the following statements, please score each questions according to the following scale:
1. Need to Improve; 2. Acceptable; 3. Average; 4. Good; 5. Exceptional N/A= Not applicable*

	<i>Student Observation</i>	1	2	3	4	5	N/A
1	Had Actively Participated in Each Session						
2	Attended All of Classes						
3	Prepared and Followed Lecture Plan Consistently						
4	Completed and Submitted All The Assigned Projects on Time						
5	Had Actively Interacted with Instructor						
6	Had Actively Interacted with Students						
	<i>Instructor's Preparation</i>	1	2	3	4	5	N/A
7	Demonstrated Expertise in Subject Matter						
8	Well Organized For Whole and Each Class						
9	Effectively Introduced Topic/Goal of Lesson						
10	Punctuality of Both Starts and End of Class						
	<i>Instructor's Presentation</i>	1	2	3	4	5	N/A
11	Role-Modeled in The Subject Matter						
12	Displayed Enthusiasm for Teaching in General						
13	Demonstrated Sensitivity to Student Learning Styles						
14	Covered Material at An Effective Pace						
15	Utilized Supporting Materials/Technology						
16	Used Proper Voice Tone and Non-Verbal Communication Techniques						
	<i>Discussion</i>	1	2	3	4	5	N/A
17	Utilized Learning Activities That Actively Engaged The Students						
18	Displayed Positive & Appropriate Interaction & Rapport with Students						
19	Encouraged Student Use of Critical Thinking Skills						
20	Interrelated Course Concepts with Practical Application						
21	Constructively Responded to Incorrect Student Responses						
22	Remained Open to Differing Point of Views and Perspectives						
23	Regularly Elicited Student Participation						
24	Exhibited Effective Conflict Resolution Skills						
	<i>Assessment</i>	1	2	3	4	5	N/A
25	Properly Designed Test/Assignment Relevancy to The Learning						
26	Properly Allocated Test/Assignment Frequency						
27	Given Helpful Feedback/ Comments for The Further Learning						
28	Given Clear Grading Criteria & Rubrics						
	<i>Mission Of University</i>	1	2	3	4	5	N/A
29	Nurtured Through Spiritual Practices Like Prayer/Praises/Testimonials						
30	Encouraged Sensitivity to Cultural Uniqueness & Diversity						
31	Close Relevancy Given to Vocational Leadership for The Future						
32	Academic Confidence Achieved to This Subject						
33	Caring Community Formed Among Students						
34	Caring Community Formed Between Students and Faculty						
35	Like to Recommend This Class to Other Students						

EXTRA COMMENTS: Use the back of the sheet if necessary.

Attachment 12



SHEPHERD UNIVERSITY, SCHOOL OF NURSING

3200 N. San Fernando Road, Los Angeles, CA 90065 (323) 550-8888

HESI Predictability Model (HPM) : Exit Exam Policy

All vocational nursing (VN) students must attain an overall score of 900 (80%) on the HESI Predictability Model (HPM) exam. Please note that this may cause a delay in notification to the BVNPT of the student's eligibility to take the NCLEX-PN licensing exam.

The HESI Exit Exam measures the student's readiness for the NCLEX-PN examination using a question format and an exam blueprint that matches the latest NCLEX-PN Test Plan. It identifies the strengths and weaknesses of the students, and the possible need for remediation prior to taking NCLEX-PN.

Students are allowed three attempts to take the HESI Exit Exam. In order to take the HESI exit exam, students are required to participate in the NCLEX-PN Review Class. The HESI Exit exam is scheduled following the NCLEX-PN review class.

Any student who does not successfully attain a score of 900 (80%) will be assigned a remediation study plan. The student must wait two weeks before she/he can re-take the exam, and must meet with the program director prior to scheduling the exam.

Any student who is unable to achieve a passing score on the second attempt will be assigned a remediation study plan including private tutoring. The student must wait three weeks before re-taking the exam, and must meet with the program director prior to scheduling the examination. There is a fee for the third HESI Exit Exam test and for private tutoring. All fees are responsibility of the student.

A student who does not successfully pass the third attempt will meet with the Academic and Curriculum Committee for review.

HESI Predictability Model (HPM) Exit Exam results are only valid for six months. Any student who does not process NCLEX-PN licensing exam within six months will need to re-take the HESI exit exam in order to facilitate the paper for NCLEX-PN exam.



SHEPHERD UNIVERSITY, SCHOOL OF NURSING
3200 N. San Fernando Road, Los Angeles, CA 90065
(323) 550-8888

Shepherd University LVN Comprehensive Exit Exam Policy

Students must pass the SU LVN Comprehensive Exit Exam with a minimum score of 80% in order to meet the SU University Nursing Program's Graduation Requirements.

Who is eligible to take the SU LVN Comprehensive Exit Exam?

Students who have completed all required courses with at least a cumulative grade point average of 75% or better pass.

When is the SU LVN Comprehensive Exit Exam schedule?

SU LVN Comprehensive Exit Exam is scheduled two weeks after the final day of their last semester.

How is the SU LVN Comprehensive Exit Exam administered?

SU LVN Comprehensive Exit Exam is administered as a 3 hours proctored exam, and it consists of 150 multiple choice items that have only one correct answer. A 200 question *Scantron* sheet will be used as answer sheet. Coverage of the exam is as follows:

- | | |
|--|----------|
| 1. Fundamentals of Nursing | 40 items |
| 2. Medical Surgical Nursing | 40 items |
| 3. Obstetrical Nursing | 15 items |
| 4. Pediatrics Nursing | 15 items |
| 5. Pharmacology | 15 items |
| 6. Mental Health | 10 items |
| 7. Leadership, Legal and Ethics | 10 items |
| 8. Community Health, Hospice and Rehab | 5 items |

- Anatomy and Physiology is incorporated in Fundamentals and Medical Surgical Nursing

How many times can the student take the exit exam?

A student may take the SU LVN Comprehensive Exit Exam twice. If the student fails the first attempt, the student is placed on remediation status and must follow a study plan. Student will have to sign the learning contract which contains the steps of the study plan. These steps include private tutoring with an assigned instructor, identifying the student's weaknesses, practice test and assignments, and other learning modalities that help the student meet the objectives.

Student can retake the SU LVN Comprehensive Exit Exam after fulfilling the learning contract. The student must wait two weeks, meet with the LVN Program Director, and then schedule a time for the retake examination. Students are allowed to attend the NCLEX-PN Review prior to completing the SU LVN Comprehensive Exit Exam. Student who failed the retake will be evaluated by the Academic Curriculum Committee.

Attachment 13

Where do students report a grade or score dispute?

If a student is unsure about the accuracy of a grade or score, the student should request a detailed explanation of how it was computed. Student can make an appointment with a faculty member to review their test scores. If this does not result in a satisfactory resolution, the student should contact the LVN Program Director.

When this policy will take effect?

The SU LVN Comprehensive Exit Exam Policy will apply to LVN students in Cohort 16 and all succeeding cohorts.



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



BUSINESS, CONSUMER SERVICES, AND HOUSING 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



July 29, 2013

Dominic Pacis, Director
Vocational Nursing Program
Shepherd University
3200 North San Fernando Road
Los Angeles, CA 90065

Dear Ms. Pacis:

The Board of Vocational Nursing and Psychiatric Technicians are providing you an update of your program's status related to Section 2530(1) of the Vocational Nursing Rules and Regulations. The Board has reviewed your plan for improving your program's NCLEX-PN@ pass rates and will continue monitoring the pass rates closely.

Section 2530 (l) of the Vocational Nursing Rules and Regulations states,

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

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

Statistics furnished by furnished by Pearson VUE, and published by the National Council of State Boards of Nursing as "Jurisdictional Summary of All First-Time Candidates Educated in Member Board Jurisdiction", indicate that the pass rates for **Shepherd University** Vocational Nursing Program have fallen below 10 percentage points of the state average pass rate for the past **six** quarters. Submit the following by **August 16, 2013**.

Please provide documentation verifying that the elements of the program's plan to increase the program's licensure pass rates has been implemented. Additionally, include any new elements to the plan that you may have added and evaluate the effectiveness of plan to date.

Should you have questions, please do not hesitate to contact me at (916) 263- 7840.

Sincerely,

Pam Hinckley

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



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

From: Hinckley, Pam@DCA
Sent: Tuesday, November 26, 2013 1:55 PM
To: agustin dominic pacis (dominic_pacis@yahoo.com)
Subject: February Board Meeting

Dear Dominic,

In preparation for the February 2014 Board meeting I have attached a letter and the forms you will need to complete and submit to me. Feel free to start working on your plan to increase your pass rates now. I would appreciate a copy of your plan by the December 4, 2013 due date as well, so I can enter it into the report. If you have any questions, please feel free to contact me.

Pam Hinckley, P.N., M.S.N.

Board of Vocational Nursing and Psychiatric Technicians
2325 Capitol Oaks Drive, Suite 205
Sacramento, CA 95833
Phone: (916) 263- 7840
FAX: (916) 263-7866
pam.hinckley@dca.ca.gov





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

SHEPHERD UNIVERSITY

SCHOOL OF NURSING

3200 N. San Fernando Rd., Los Angeles, CA 90065
(Phone) 323.550.8888 (FAX) 323.550.1313 (URL) www.shepherduniversity.edu

BVNPT

2013 DEC -4 PM 1:11

December 3, 2013

Pam Hinckley, R.N. M.S.N.
Board of Vocational Nursing and Psychiatric Technicians
2535 Capitol Oaks Drive, Suite 205
Sacramento, CA 95833

BVNPT Received *EOU*
on *12/4/13* with *J*

Dear Ms. Hinckley:

Thank you for your letter of November 26, 2013 requesting further information to be used in consideration of program status change and approval for another class. I urge you to give consideration to the following points when forming your recommendation:

1. Over the last year, specifically, the Action Plan items as described in the Program Analysis Report of 2012 have been applied only to a group of students which did not come under the new admission criteria which has been developed.
2. Unless at least one other class is allowed to start, the actions designed cannot be fully implemented and evaluated to ensure that the required pass rate is highly likely to be achieved.
3. There have been incremental improvements in pass rates over the last 3 quarters, even though small. However, these small improvements can be seen as representative of the outcome of actions implemented with the existing students.
4. The very last graduates have yet to test even though they have all given assurance to Administration that they intend to test early.
5. Being put on provisional status is understandable given the past several quarter pass rates falling below the mandated percentage requirements.
6. Continuing to withhold approval for a new class start at this time is perhaps premature, given that there has been no opportunity to fully implement the necessary Action Plan items as described in the Program Analysis Report of 2012 and succeeding updates.
7. With the Action Plan as developed, and the Administrative changes to date, it is reasonable to anticipate that the new class would be successful in the program as well as in pass rate achievement.

Attached please find a Summary of Current Activity and Action Plan. This Summary reflects program activity since the last report submitted to you November, 2013.



SHEPHERD UNIVERSITY
SCHOOL OF NURSING

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Shepherd University would like to request to admit 30 students to start July 7, 2014. This class will replace the class graduated last September 21, 2013 and expect to graduate on September 19, 2015.

Thank you for your continuing support of the VN Program. I appreciate your insight and guidance to help Shepherd University VN Program regain full vibrancy and accreditation status.

Yours truly,



Dominic D. Pacis, BSN, RN

Director of Vocational Nursing Program
Shepherd University
3200 N. San Fernando Road, Los Angeles, CA 90065

Attachments:

1. Summary of Current Activity and Action Plan
2. Enrollment Table
3. Faculty and Facility Forms
4. OB Tracking Form
5. Faculty: Clinical Assignment Form



Summary of Current Activity and Action Plan

The following are Action Plan items outlined in the initial Program Analysis Report sent to the Board in November 2012:

1. Mandatory NCLEX-PN review for new graduates and optional review for previous graduates not yet tested or testing for the first time.

- a) To date Shepherd University Vocational Program have conducted three (3) mandatory review class and all the three last cohort students attended the review.
- b) The Program Director already reaches out to those graduates from previous classes who may be in need of another NCLEX-PN review before taking/re-taking the examination.
- c) The Program Director made every effort to provide review services to graduate who are amenable to engage themselves for review.
- d) The Program Director plans to continue to monitor the progress of the remaining students who did not take the NCLEX-PN exam.
- e) There is a plan to revise all the teaching materials and practice tests for the review class for future class use.
- f) Aside from NCLEX review from the school, the school is on the process of looking for outside review class that the school can adapt (e.g. Kaplan, etc.) for future class.
- g) Graduates will be encouraged, and incentives devised, to promote taking the NCLEX-PN within 90 days of Program completion.
- h) NCLEX-PN review will be scheduled prior to Program completion and students informed so that they can schedule the necessary time to prepare for and attend the review.

2. Implementation of Shepherd University Comprehensive Exit Examination as part of graduation requirement.

- a) The Shepherd University Comprehensive Exit Examination started to implement last March 2013. There are two cohort classes taken the exam, last one was last September 2013.
- b) Based on the analysis of the result of the two cohorts, Shepherd University VN program identified two main areas of deficiency: Critical Thinking and Fundamentals of Nursing. These two areas are now the primary focus for the graduated students and possible on the future class.
- c) The program director recommends revising the test bank for the Shepherd University Comprehensive Exit Examination.
- d) The program director is looking for program/system to test the validity and comprehensiveness of the questions given in the Shepherd University Comprehensive Exit Examination for future class.



SHEPHERD UNIVERSITY

SCHOOL OF NURSING

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3. Incorporation of HESI practice tests and HESI Bundle into the core curriculum:
 - a) The Program Director will continue to use this one for the future class, however HESI bundle will be implemented in all level starting from semester one.
 - b) Strict implementation and monitoring will be implemented in all level for the future class.
 - c) To increase the compliance of the students in doing the assigned case study and practice test, students are brought to computer lab every week.
4. HESI Exit Exam as predictor test.
 - a) Program Director will continue to monitor the result and do follow-ups on the students who are in remediation monthly until they will take the examination.

Action Plan to be implemented for future class. In addition to the action plans mentioned above the program director have listed some areas to be implemented in future class.

A. Admission Criteria:

1. Age requirement, educational level with verification and review of foreign diploma documents remain adequate.
2. Successful completion of the C-NET with passing scores revised to: Math =55% (up from 50%), Vocabulary=50% (remains the same), and Reading/Comprehension 55% (remains the same).

This revision became effective August 1, 2012, and significantly increases the minimal preparation required for Applicants, however this is not yet implemented because we have not open a class since then.

B. Screening and Selection Criteria:

Currently, Admission Criteria includes the following:

- Successful completion of the skills based testing (C-NET).
- Written essay.
- Interview with the Program Director /Assistant Program Director.
- Demonstration of reading and comprehension of a sample of textbook material to be discussed at the interview.

Analysis of current policy application revealed that attempts to pass C-NET sometimes exceeded the original policy of two attempts in 2 weeks. It was found that some administrative personnel lacked comprehensive understanding of the requirements for Applicant acceptance.



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SCHOOL OF NURSING

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The list of essay questions was given to the Applicant by the administrative personnel on duty that day. For many Applicants the list of essay questions was taken home and brought back completed prior to the interview. Thus, there was no way to verify that the essays were actually completed by the specific Applicant.

The interview with the Program Director /Assistant Program Director includes having the Applicant read one or two paragraphs from a textbook, and then informally discusses the information. In many instances, Applicants' reading skills are more advanced than their verbal language skills, but basic comprehension is still a key element. For international students, it was originally determined that completion of ESL Level 5 classes would be required for Applicant admission. If accepted into the VN Program, these classes could be taken concurrently with Term 1.

CORRECTIVE ACTION PLAN:

1. All administrative personnel involved in Applicant processing will participate in on-site conferencing to more adequately prepare them to properly manage test administration.

The Administration Supervisor will be responsible and accountable for staff adherence to established guidelines for test administration.

2. Strict adherence to the originally established policy of two attempts to successfully complete the C-NET. There are currently 3 versions of the C-NET exam in use and they will alternate to ensure accurate measurement of Applicant performance.

Note: Resources can be suggested for those Applicants requiring re-testing. There are numerous materials available in bookstores and local libraries. The C-NET Study Guide is also available for student reference.

3. All essays are to be completed on-campus. The Applicant will be monitored and only non-typed, non-computer generated essays will be accepted for consideration.

The essay questions will be increased in number with varying topics which cannot be predicted.

4. Interviews with Program Director /Assistant Program Director will continue to include reading and discussion of textual material but number of samples will be increased and sources will be varied.



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This measure has been very helpful in providing opportunity for early detection of verbal deficits. A scoring system of 0-1-2 will be implemented to ensure inter-rater reliability.

The scores will reflect comprehension, ability to verbally communicate understanding, and insight related to the material. Choice and control of the reading samples will be at the discretion of the Program Director /Assistant Program Director.

Effective with the anticipated incoming class these measures will be implemented and tracked. In particular, the scoring system for the reading sample will be correlated with the C-NET scores.

5. The Program Director will act to ensure that all Faculty and staff associated with the VN Program are familiar with and adherent to the established policies. The Program Director /Assistant Program Director will hold timely meetings to inform Faculty of the Corrective Actions taken, results, and additional revisions which will be implemented as necessary to meet improvement priorities as identified.

Please complete the following **Enrollment Data Table** for all **Previous and Currently Enrolled** classes and for those classes that are **proposed or projected**.

School Name: Shepherd University

ENROLLMENT DATA			
CLASS DATES		#Students Admitted at time of class start	#Students who have graduated or are still in the class
List ALL classes to date. Include if FT or PT and include proposed classes <small>If this is a request for a replacement class, identify which class the new class will replace</small>	Date class will Complete		
Cohort 18 (PT)	Sept 21,2013	8	8
No Students at any cohort at this time			
Proposed class			
Cohort 19 (PT)	September 19,2015	30	
Start Date: July 7,2014			

Signature: Dominic D. Pacis, BSN, RN

Date: December 3, 2013

Board of Vocational Nursing & Psychiatric Technicians

ANNUAL REPORT - SCHOOL FACULTY

Vocational Nursing Psychiatric Technician Program

School Name	Faculty Name	Type of License			Degree				Tchg. Cred./ Equiv.		Position Code				FT; PT; Substitute			Teaches Theory and or Clinical			Board Approval Date	Employee Termination Date (If Applicable)	
		RN	VN	PT	A	B	M	D	C	E	D	AD	I	TA	AF	FT	PT	S	(T)	(C)			Both
Shepherd University		1				1				1							1				1	10/1/2007	3/21/2012
		1				1			1								1				1	3/6/2012	
		1				1				1							1				1	2/2/2007	
		1					1			1							1				1	6/22/2005	3/21/12
		1				1	1	1	1								1				1	5/4/2012	
		1				1			1								1				1	5/3/2012	
			1			1				1							1				1	3/14/2007	8/1/2011
			1			1			1								1		1		1	5/8/2006	
			1			1			1								1		1		1	3/6/2012	
		1					1			1							1				1	5/18/2005	7/16/12
		1					1			1							1				1	11/24/2004	
		1				1				1							1				1	10/1/2007	
		1				1				1							1				1	4/2/2008	7/16/12
		1				1		1	1								1				1	3/6/2012	
		1				1		1	1		1						1				1	2/28/2012	
		1				1			1								1				1	3/27/2006	2/25/2012
			1			1			1								1			1	1	8/8/2012	
		1				1				1							1				1	10/11/2007	7/16/12
			1			1				1							1			1	1	6/8/2006	3/21/2012
		1					1			1							1				1	12/3/2007	3/26/2012
		1				1				1							1				1	5-1-2005	
		1				1				1							1				1	2/16/2007	3/26/2012
						1				1							1				1	6/22/2012	

August 27, 2013 V November 5, 2013

Maternity and Pediatric Tracking Form

Shepherd University

The purpose of this form is to delineate the program's presentation of theory instruction and clinical experience in Maternity Nursing and Pediatric Nursing to enrolled students and to ensure that every student receives the number of hours of theory instruction and clinical training consistent with the Board - approved curriculum.

List each student assignment for Maternity Nursing and Pediatric Nursing. Include both theory instruction and clinical experience, according to the program's instructional plan. Fill in the corresponding week of theory instruction and clinical experience from the program's instructional plan (IP). Modify the form as needed to show the number of students you are requesting and the number of weeks in your terms.

Students	IP Wk # 1	IP Wk # 2	IP Wk # 2	IP Wk # 3	IP Wk # 3	IP Wk # 4	IP Wk # 4	IP Wk # 5	IP Wk # 5	IP Wk # 6	IP Wk # 6	IP Wk # 7	IP Wk #7	IP Wk #	IP Wk #	IP Wk #	IP Wk #
1.	Pedia lecture	Pedia lecture	SA	Pedia lecture	AT	Pedia lecture	TK Field trip	OB Lecture	SK1	OB	SK2	OB	NWBC	FT 1	FT 2		
2.	Pedia lecture	Pedia lecture	SA	Pedia lecture	AT	Pedia lecture	TK	OB	SK1	Lecture	SK2	Lecture	NWBC	FT 1	FT 2		
3.	lecture	Pedia	SA	Pedia	AT	Pedia	Field trip	Lecture	SK1	OB	SK2	OB	NWBC	FT 1	FT 2		
4.	Pedia lecture	Pedia lecture	SA	Pedia lecture	AT	Pedia lecture	TK	OB	SK1	Lecture	SK2	Lecture	NWBC	FT 1	FT 2		
5.	lecture	Pedia	SA	Pedia	AT	Pedia	Field trip	Lecture	SK1	OB	SK2	OB	NWBC	FT 1	FT 2		
6.	Pedia lecture	Pedia lecture	SA	Pedia lecture	AT	Pedia lecture	TK	OB	SK1	Lecture	SK2	Lecture	NWBC	FT 1	FT 2		
7.	lecture	Pedia	SA	Pedia	AT	Pedia	Field trip	Lecture	SK1	OB	SK2	OB	NWBC	FT 1	FT 2		
8.	Pedia lecture	Pedia lecture	SA	Pedia lecture	AT	Pedia lecture	TK	OB	SK1	Lecture	SK2	Lecture	NWBC	FT 1	FT 2		
9.	lecture	Pedia	SA	Pedia	AT	Pedia	Field trip	Lecture	SK1	OB	SK2	OB	NWBC	FT 1	FT 2		
10.	Pedia lecture	Pedia lecture	SA	Pedia lecture	AT	Pedia lecture	TK	OB	SK1	Lecture	SK2	Lecture	NWBC	FT 1	FT 2		
11.	lecture	Pedia	SA	Pedia	AT	Pedia	Field trip	Lecture	SK1	OB	SK2	OB	FT 1	FT 2	NWBC		
12.	Pedia lecture	Pedia lecture	SA	Pedia lecture	AT	Pedia lecture	TK	OB	SK1	Lecture	SK2	Lecture	FT 1	FT 2	NWBC		
13.	lecture	Pedia	SA	Pedia	AT	Pedia	Field trip	Lecture	SK1	OB	SK2	OB	FT 1	FT 2	NWBC		
14.	Pedia lecture	Pedia lecture	SA	Pedia lecture	AT	Pedia lecture	TK	OB	SK1	Lecture	SK2	Lecture	FT 1	FT 2	NWBC		
15.	lecture	Pedia	SA	Pedia	AT	Pedia	Field trip	Lecture	SK1	OB	SK2	OB	FT 1	FT 2	NWBC		
16.	Pedia lecture	Pedia lecture	AT	Pedia lecture	SA	Pedia lecture	TK	OB	SK2	Lecture	SK1	Lecture	FT 1	FT 2	NWBC		
17.	lecture	Pedia	AT	Pedia	SA	Pedia	Field trip	Lecture	SK2	OB	SK1	OB	FT 1	FT 2	NWBC		
18.	Pedia lecture	Pedia lecture	AT	Pedia lecture	SA	Pedia lecture	TK	OB	SK2	Lecture	SK1	Lecture	FT 1	FT 2	NWBC		
19.	lecture	Pedia	AT	Pedia	SA	Pedia	Field trip	Lecture	SK2	OB	SK1	OB	FT 1	FT 2	NWBC		
20.	Pedia	Pedia	AT	Pedia	SA	Pedia	TK	OB	SK2	OB	SK1	OB	FT 1	FT 2	NWBC		
21.	lecture	lecture	AT	lecture	SA	lecture	Field trip	Lecture	SK2	Lecture	SK1	Lecture	FT 2	NWBC	FT 1		
22.	Pedia	Pedia	AT	Pedia	SA	Pedia	TK	OB	SK2	OB	SK1	OB	FT 2	NWBC	FT 1		
23.	lecture	lecture	AT	lecture	SA	lecture	Field trip	Lecture	SK2	Lecture	SK1	Lecture	FT 2	NWBC	FT 1		
24.	Pedia	Pedia	AT	Pedia	SA	Pedia	TK	OB	SK2	OB	SK1	OB	FT 2	NWBC	FT 1		

Students	IP Wk # 1	IP Wk # 2	IP Wk # 2	IP Wk # 3	IP Wk # 3	IP Wk # 4	IP Wk # 4	IP Wk # 5	IP Wk # 5	IP Wk # 6	IP Wk # 6	IP Wk # 7	IP Wk #7	IP Wk #	IP Wk #	IP Wk #	IP Wk #
25.	lecture	lecture	AT	lecture	SA	lecture	Field trip	Lecture	SK2	Lecture	SK1	Lecture	FT 2	NWBC	FT 1		
26.	Pedia	Pedia	AT	Pedia	SA	Pedia	TK	OB	SK2	OB	SK1	OB	FT 2	NWBC	FT 1		
27.	lecture	lecture	AT	lecture	SA	lecture	Field trip	Lecture	SK2	Lecture	SK1	Lecture	FT 2	NWBC	FT 1		
28.	Pedia	Pedia	AT	Pedia	SA	Pedia	TK	OB	SK2	OB	SK1	OB	FT 2	NWBC	FT 1		
29.	lecture	lecture	AT	lecture	SA	lecture	Field trip	Lecture	SK2	Lecture	SK1	Lecture	FT 2	NWBC	FT 1		
30.	Pedia	Pedia	AT	Pedia	SA	Pedia	TK	OB	SK2	OB	SK1	OB	FT 2	NWBC	FT 1		

*Week 1-4: Pediatric Rotation
 Week 5-7: Maternity Rotation

Faculty/Class Assignments:

Class - Pediatric Rotation M/W/Th: FT TK (Christine Orteza), SA (Nancylee Siwula), AT (Emma Vaquilar)
 OB Rotation M/W/F: SK1 (Susie Chung), SK 2 (George Chua)

SK: Skills lab, SK1 (L & D skills lab), SK2 (Postpartum skills lab)

FT 1: Fieldtrip 1 (OB tours to St. Joseph Hospital and Lamaze class)

FT 2: Fieldtrip 2 (baby care and breastfeeding class at St Joseph Hospital)

NWBC: Natural Woman Birthing Center (waiting for board approval to be use)

AT: Atwater Park Center (Daycare for kids with special needs)

SA: Saugus School district, La Mesa School (Special education class)

TK Field trip: Totally Kids Hospital – field trip in this hospital where they give the student a hospital tour and common procedure in acute setting for sick child.

Staff let the student observe the common procedure for children

Note: after IP week 7 – this are extra time for OB clinical not included in our curriculum hours.

No current student enrolled from semester 1 to semester 4

Last cohort graduated September 21, 2013

Faculty/Student Clinical Assignments

Complete for all currently enrolled and all proposed students.

Use data for your faculty and facilities that will accurately document the status on the first clinical day for your proposed students.

School: **Shepherd University**

Faculty name	Assigned facility	# of Students Allowed/Instructor	# of Students Actually in Group	Level of students being taught	Days of Clinical Experience	Time of Clinical Experience	Pre-conference Time	Post-conference Time
Mila Gonda	Hollywood Community Hospital	12	10	Term 1	Tuesday Friday	07:00AM – 3:00PM	07:00 AM	02:30 PM
Christine Orteza	Hollywood Community Hospital	12	10	Term 1	Tuesday Friday	07:00AM – 3:00PM	07:00 AM	02:30 PM
Leonilla Ancheta	Country Villa Nursing	15	10	Term 1	Tuesday Friday	07:00AM – 3:00PM	07:00 AM	02:30 PM
December 1,2013								



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



BUSINESS, CONSUMER SERVICES AND HOUSING AGENCY GOVERNOR EDMUND G. BROWN JR.
BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS
2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945
Phone (916) 263-7800 Fax (916) 263-7855 Web www.bvnpt.ca.gov



CERTIFIED MAIL

May XX, 2014

Agustin Dominic Pacis, B.S., R.N.
Director, Vocational Nursing Program
Shepherd University
3200 North San Fernando Road
Los Angeles, CA 90065

Subject: Notice of Change in Approval Status

Dear Mr. Pacis:

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on May 16, 2014, the status of the Shepherd University Vocational Nursing Program has been changed from full approval to provisional approval for the two – year period from May 16, 2014 through May 30, 2016.

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, May 30, 2014**.

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 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.”

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 Shepherd University Vocational Nursing Program for the past sixteen (16) quarters are set forth in the following table.

NCLEX-PN® Licensure Examination Data			
Annual Statistics*			
Quarter	State Average Annual Pass Rate	Program Average Annual Pass Rate	Variance from State Average Annual Pass Rate
Jan – Mar 2008	76%	81%	+5
Apr – Jun 2008	78%	75%	-3
July - Sep 2008	74%	74%	0
Oct - Dec 2008	73%	85%	+12
Jan - Mar 2009	72%	87%	+15
Apr - Jun 2009	70%	79%	+9
July - Sep 2009	72%	71%	-1
Oct - Dec 2009	73%	64%	-9
Jan - Mar 2010	74%	64%	-10
Apr - Jun 2010	75%	71%	-4
Jul - Sep 2010	75%	78%	+3
Oct - Dec 2010	76%	81%	+5
Jan - Mar 2011	77%	81%	+4
Apr - Jun 2011	76%	73%	-3
Jul - Sep 2011	76%	76%	0
Oct - Dec 2011	75%	69%	-6
Jan - Mar 2012	74%	62%	-12
Apr - Jun 2012	74%	57%	-17
Jul - Sep 2012	74%	55%	-19
Oct - Dec 2012	74%	56%	-18
Jan - Mar 2013	73%	53%	-20
Apr - Jun 2013	73%	60%	-13
Jul - Sep 2013	74%	57%	-17
Oct - Dec 2013	76%	60%	-16
Jan - Mar 2014	76%	55%	-21

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

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

REQUIRED CORRECTION(S)

1. Shepherd University Vocational Nursing Program shall bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate.
2. The program shall admit no additional students without prior approval by the full Board.
3. The program shall secure sufficient clinical sites to provide clinical experience for all students in the areas specified in Section 2533 of the California Code of Regulations.
4. The program shall maintain a maximum of ten (10) students per instructor during clinical experience.
5. The program shall submit report in no later six (6) months after commencement of the next class. The report shall include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for expected results, and the effectiveness of corrective actions taken to address the following elements:
 - 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. Grading 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.
 - p. Current Enrollment.
6. The program shall 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. 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.

8. 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 2016** Board Meeting agenda, at which point the Board may revoke or extend the program's accreditation. If you have additional information that you wish considered beyond the required corrections listed on page 3, 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: **Prior approval by the full Board 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.

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