

Agenda Item #8.A.11.



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



DATE: January 30, 2015

TO: Board Members

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

SUBJECT: WestMed College, Merced, Vocational Nursing Program –
Reconsideration of Provisional Approval; Consideration of Request to
Admit Students (Director: Tracey Jensen, Merced, Merced County, Private)

On February 24, 2012, the Board placed West Med College, Merced, Vocational Nursing Program on provisional approval for the two-year period from February 24, 2012, through February 28, 2014. The program was required to admit no additional students unless approved by the Board. Those actions were taken due to the program's noncompliance with requirements set forth in section 2530 (l) of the Vocational Nursing Rules and Regulations which states:

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

On February 13, 2014, the Board extended the program's provisional approval through February 28, 2015.

The program is presented to the Board for reconsideration of its provisional status. In addition, the program requests approval to admit a class of 20 students on April 20, 2015, graduating on June 2, 2016. This is **not a replacement** class. The program also requests approval to admit a class of 20 students commencing on August 10, 2015, graduating on September 23, 2016, to **replace** the class that is scheduled to graduate in August 2015.

History of Prior Board Actions

(See Attachment A, History of Prior Board Actions)

Enrollment

The program offers full-time classes that are 51 weeks in length. The program requires Board approval prior to the admission of each class. The pattern of admissions

for proposed classes is seen in the enrollment table below.

The following table represents **past, current and projected** student enrollment based on current and projected class starts and completions. The table indicates a **maximum enrollment of 68 students** during the period **June 2012 through November 2015**.

ENROLLMENT TABLE				
CLASS DATES		# Students	# Students Current or Completed	Total
Start	Complete			
6/12		30	16	16
5/13		30	26	16 + 26 = 42
	6/13 (6/12 Class)		-16	42 - 16 = 26
5/14		30	28	26 + 28 = 54
	6/14 (5/13 Class)		-26	54 - 26 = 28
10/14		20	20	28 + 20 = 48
3/15 Proposed	6/16	20	20	48 + 20 = 68
	6/15 (5/14 Class)		-28	68 - 28 = 40
8/10 Proposed	9/16	20	20	40 + 20 = 60
	11/15 (10/14 Class)		-20	60 - 20 = 40

Licensing Examination Statistics

The following statistics, furnished by the Pearson Vue 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 December 2014, specify the pass percentage rates for graduates of the WestMed College, Merced, Vocational Nursing Program on the National Council Licensure Examination for Practical (Vocational) Nurses (NCLEX-PN[®]).

NCLEX-PN [®] Licensure Examination Data							
Quarterly Statistics					Annual Statistics*		
Quarter	# Candidates	# Passed	% Passed	State Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate [CCR §2530(l)]	Variance from State Average Annual Pass Rate
Jan-Mar 2008	23	17	74%	76%	74%	76%	-2

NCLEX-PN® Licensure Examination Data

Quarterly Statistics					Annual Statistics*		
Quarter	# Candidates	# Passed	% Passed	State Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate [CCR §2530(I)]	Variance from State Average Annual Pass Rate
Apr-Jun 2008	1	1	100%	70%	75%	75%	0
Jul-Sep 2008	2	2	100%	75%	77%	74%	+3
Oct-Dec 2008	3	3	100%	73%	79%	73%	+6
Jan-Mar 2009	21	11	52%	70%	63%	72%	-9
Apr-Jun 2009	8	5	63%	71%	62%	70%	-8
July-Sep 2009	13	9	69%	74%	62%	72%	-10
Oct-Dec 2009	3	0	0%	76%	56%	73%	-17
Jan-Mar 2010	22	15	68%	76%	63%	74%	-11
Apr-Jun 2010	10	7	70%	74%	65%	75%	-10
Jul-Sep 2010	25	20	80%	76%	70%	75%	-5
Oct-Dec 2010	9	4	44%	77%	70%	76%	-6
Jan-Mar 2011	28	15	54%	82%	64%	77%	-13
Apr-Jun 2011	9	5	56%	71%	62%	76%	-14
Jul-Sep 2011	23	10	44%	74%	49%	77%	-28
Oct-Dec 2011	28	14	50%	74%	50%	75%	-25
Jan-Mar 2012	10	4	40%	77%	47%	74%	-27
Apr-Jun 2012	10	4	40%	72%	45%	74%	-29
Jul-Sep 2012	13	9	69%	74%	51%	74%	-23
Oct-Dec 2012	26	10	38%	70%	46%	74%	-28
Jan-Mar 2013	6	1	17%	75%	44%	73%	-29
Apr-Jun 2013	2	1	50%	78%	45%	73%	-28
Jul-Sep 2013	1	1	100%	75%	37%	74%	-37
Oct-Dec 2013	13	11	85%	76%	64%	76%	-12
Jan-Mar 2014	3	1	33%	74%	74%	76%	-2
Apr-Jun 2014	1	0	0%	66%	72%	73%	-1
Jul-Sep 2014	9	8	89%	72%	77%	73%	+4
Oct-Dec 2014	6	6	100%	72%	79%	72%	+7

*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 section 2530(l) 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.”

Examination statistics substantiate the program’s **noncompliance** for twelve (12) consecutive quarters **from Quarter 1 - 2011 through Quarter 4 – 2013**, and its **compliance** for the most recent four (4) consecutive quarters from **Quarter 1 – 2014 through Quarter 4 – 2014**.

Based on the most current data available (October – December 2014), the program’s average annual pass rate is **79%**. The California average annual pass rate for graduates from approved vocational nursing programs who took the NCLEX-PN® for the first time is **72%**. The average annual pass rate for the WestMed College, Merced, Vocational Nursing Program is **7** percentage points **above** the state average annual pass rate.

Faculty and Facilities

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

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

The current number of Board-approved faculty totals eleven (11), including the program director. The director has 80% administrative and 20% teaching duties. Of the total faculty, eleven (11) instructors are approved to teach clinical.

Based upon a maximum enrollment of 68 students, five (5) instructors are required for clinical supervision. Therefore, the current number of faculty is adequate for the current enrollment.

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

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

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

Other Considerations

As noted previously, the Board placed the WestMed College, Merced, Vocational Nursing Program on provisional approval on February 24, 2012, for the two – year period from February 24, 2012 through February 28, 2014, due to the noncompliance with regulatory requirements relative to program pass rates. **At that time, the program's average annual pass rate was 50%, 25 percentage points below state average annual pass rates.**

On February 28, 2014, the Board extended the program's provisional approval for the one – year period from February 28, 2014 through February 28, 2015.

On October 20, 2014, the director submitted an updated program analysis chronologically outlining actions implemented by the program regarding increasing licensure pass rates. Actions included (See Attachment B):

➤ **Selection Criteria Changes**

- The required entrance score was increased to 19 or better on the Wonderlic admission examination.
- Interviews were initiated as part of the admission process.

➤ **Instructional Plan Updates**

- An instructional plan was approved by the Board on June 1, 2012.
- Textbooks were updated July 2013.
- Converted to eBooks using iPads July 2013.
- Lesson Plans are maintained in a master book allowing access to all instructions.

➤ **Started using Evolve Case Studies and Practice Exams July 2011**

➤ **Policies and Procedures Changes**

- Attendance Policy
 - Students may not have more than three (3) incidents of absence, tardiness, or leaving early during any four-month period.
 - After the fourth incidence the students is placed on probation or terminated at the discretion of the director
 - Students must make up all missed time.
- Remediation Policy
 - Each student is evaluated after each examination
 - Students having difficulty passing examinations are placed on the remediation program
 - One-on-one conferences with program director
 - Students who fail and exam more than two (2) times are offered tutoring

➤ HESI Specialty and Exit Examinations

- March 2012
 - Initiated HESI exit examination
 - Students are allowed four (4) attempts to pass the examination.

- July 2012
 - Requirements for the exit exam changed to allow two (2) attempts to pass the examination.
 - Students who failed the two (2) attempts were provided equivalency certificates to allow students to challenge NCLEX-PN®.

- January 2014
 - HESI specialty examinations fully incorporated as final examinations.
 - Grading weight for final examinations increased in designated terms.

On November 5, 2014, The Board approved a new program director.

Summary and Status of Program Deficiencies

Implementation of the program's plan of correction was started in February 2012. Since that time four (4) classes have graduated; one (1) each in March 2012; July 2012, June 2013, and May 2014. As the program has chronologically implemented the improvement plan, each class was exposed to additional elements of the plan of correction, resulting in a higher pass rate.

Published examination statistics evidence the progressive improvement in the program's average annual pass rates. For twelve (12) consecutive quarters from Quarter 1 - 2011 through Quarter 4 – 2013, the program was noncompliant with regulatory requirements. For the most recent four (4) consecutive quarters from Quarter 1 – 2014 through Quarter 4 – 2014, statistics substantiate the program's compliance. From Quarter 3 – 2013 through Quarter 4 – 2014, the program's average annual pass rate improved from 37% to 79%. During that time, 27 program graduates completed the NCLEX/PN®. Of the total tested, 21 (77%) passed the examination.

Based on the most current data available (Quarter 4, 2014), the program's average annual pass rate is **79%**. As such, the program's average annual pass rate is **7** percentage points **above** the state average annual pass rate.

Recommendations:

1. Approve WestMed College, Merced, Vocational Nursing Program for the four year period from February 13, 2015 through February 12, 2019, and issue a certificate accordingly.

2. Approve the program's request to admit a class of 20 students on April 20 2015, graduating on June 2, 2016, only. This is not a replacement class.

3. Defer to the Executive Officer the program's requests to admit a class of 20 students commencing on August 10, 2015, graduating on September 23, 2016, only, to **replace** the class that is scheduled to graduate in August 2015.
4. Require the program to admit no additional students unless approved by the Board.

Rationale: The director has implemented changes aimed at improving the programs average annual pass rate. Each of the classes that have graduated since the implementation of the plan has had a higher licensure examination pass rate than the previous class.

Published examination statistics evidence the progressive improvement in the program's average annual pass rates. For twelve (12) consecutive quarters from Quarter 1 - 2011 through Quarter 4 - 2013, the program was noncompliant with regulatory requirements. For the most recent four (4) consecutive quarters from Quarter 1 - 2014 through Quarter 4 - 2014, statistics substantiate the program's compliance. From Quarter 3 - 2013 through Quarter 4 - 2014, the program's average annual pass rate improved from 37% to 79%. The most recent annual average pass rate is 7 percentage points above the state average annual pass rate.

The program has provided documentation that indicates adequate resources, including faculty and facilities, to afford the current and proposed student population to achieve its educational objective.

The foregoing supports the recommendation to grant approval of the program and approve the program's admission of the requested class.

Attachment A: History of Prior Board Actions

Attachment B: Provisional Approval Report dated October 20, 2014

Agenda Item #8.A.11., Attachment A

WESTMED COLLEGE, MERCED VOCATIONAL NURSING PROGRAM

History of Prior Board Actions

- On August 9, 2006, the Executive Officer approved the West Med College, Merced Vocational Nursing Program's request to begin a vocational nursing program with an initial full-time class of 30 students commencing September 25, 2006, **only**; and approved the program curriculum for 1544 hours, including 590 theory, and 954 clinical hours.
- The Executive Officer directed that the program director consult weekly with the assigned Nursing Education Consultant and, if necessary, meet at the Board's Sacramento office to prevent non-compliance issues as occurred at the West Med - San Jose Vocational Nursing Program.
- On January 25, 2007, the program notified the Board that West Med College had become an affiliate of National University.
- **On August 6, 2007, a new program director was approved.**
- On August 7, 2007, the program **admitted a class** of 30 students plus three (3) alternates **without prior Board approval**.
- On October 2-3, 2007, the program was inspected to determine compliance with Article 5 of the Vocational Nursing Rules and Regulations. Five (5) violations were identified. Those violations were corrected after the visit.
- On November 8, 2007, the Executive Officer approved initial full accreditation for the West Med College, Merced, Vocational Nursing Program for the period from October 3, 2007, through October 2, 2011, and issued a certificate accordingly; **and**, approved the program's request to admit a full-time class of 25 students on January 14, 2008 **only**, graduating February 15, 2009
- **On January 11, 2011, a new director was approved.**
- On November 3, 2011, the Executive Officer deferred action on the program's request for continued approval by the Board at its February 24, 2011 meeting. That decision was based on the program's noncompliance with California Code of Regulations Sections 2530(k), 2530 (l), 2527(c) and 2533(f). Additionally, the Executive Officer **denied** the program's request to admit a class of 30 students commencing on November 28, 2011 and graduating December 20, 2012, to **replace** students graduating on November 23, 2011, at this time, **and**, approved the program's major

curriculum revision as follows: Decrease overall program hours from 1544 to 1536. Decrease theory hours from 590 to 576. Increase clinical hours from 954 to 960, **and**, the director was required to submit a revised Instructional Plan by November 30, 2011.

- On November 30, 2011, the Board received the program's revised instructional plan.
- On January 19, 2012, the assigned consultant forwarded correspondence requesting submission of fifteen (15) copies of pertinent documents, plan, and subsequent actions taken to correct identified problems that they desire Board members to consider.
- On January 25, 2012, the Board received correspondence from the program director and fifteen (15) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.
- On February 24, 2012, the Board denied West Med College, Merced, Vocational Nursing Program's request to admit a day class of 30 full-time students on April 19, 2012, graduating on April 19, 2013, to **replace** a class that graduated November 23, 2011, at this time; **and**, denied the program's request to admit an evening class of 30 full-time students on April 30, 2012, graduating May 31, 2013, to **replace** a class that will graduate on March 28, 2012, at this time. **And, placed** West Med College, Merced, Vocational Nursing Program on provisional approval for the two-year period from February 24, 2012, through February 28, 2014; **and, required** the program to admit no additional students unless approved by the full Board; **and**, required the program to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate by **January 2, 2014**. **And, required** the program to submit follow-up reports in nine months, but no later than **November 1, 2012**, and 21 months, but no later than **November 1, 2013**. The reports must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and the effect of employed interventions. The following elements must be addressed in the analysis.
 - a. Admission Criteria.
 - b. Screening and Selection Criteria.
 - c. Terminal Objectives.
 - d. Curriculum Objectives.
 - e. Instructional Plan.
 - f. Theory and Clinical Objectives for Each Course.
 - g. Lesson Plans for Each Course.
 - h. Textbooks.
 - i. Attendance Policy.
 - j. Remediation Policy.
 - k. Evaluations of Theory and Clinical Faculty.
 - l. Evaluations of Theory Presentations.
 - m. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
 - n. Evaluation of Student Achievement.
 - o. Current Enrollment; **and**,

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

The Board placed the program on the **February 2014** Board agenda for reconsideration of provisional approval.

- On March 19, 2012, the Board forwarded to the program, per certified and regular mail, the Notice of Change in Accreditation Status.
- On March 26, 2012, the Board received the program's signed Acknowledgement of Change in Accreditation Status. The document was signed by the program director on March 26, 2012.
- On April 4, 2012, the assigned consultant forwarded correspondence requesting submission of eighteen (18) copies of pertinent documents, plan, and subsequent actions taken to correct identified problems that they desire Board members to consider.
- On April 16, 2012, the Board received correspondence from the program director and eighteen (18) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.
- On May 11, 2012, the Board approved the program's request to admit a class of 30 full-time students on June 4, 2012, graduating June 27, 2013, to **replace** students that graduated on November 23, 2011; and continued to require the program to admit no additional students unless approved by the full Board.
- On January 11, 2013, Donna Chin was approved as the new program director.
- On February 6, 2013, the Board approved West Med College, Merced, Vocational Nursing Program's request to admit a class of 30 full-time students and three alternates on May 21, 2013, **only**, graduating June 26, 2014, to **replace** students that graduate on June 27, 2013; **and**, continued to require the program to admit no other students unless approved by the full Board.
- On February 12, 2014, the Board **extend** Provisional Approval for the West Med College, Merced, Vocational Nursing Program for one year from February 28, 2014 through February 28, 2015, and issue a certificate, and issue a notice identifying specific areas of non-compliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations; **and, approved** the program's request to admit a class of 30 full-time students and three alternates on May 5, 2014, **only**, graduating June 25, 2015, to **replace** students that graduate on June 26, 2014; **and, required** the program to admit no additional students unless

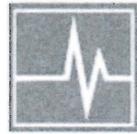
approved by the full Board; **and, required** the program to submit a follow-up report no later than **November 1, 2014**. The report must include a review of the comprehensive analysis submitted previously by the program including the effect of employed interventions, identification of revisions required in the program's plan of correction, and timeline for implementation.

Additional the Board **required** the program to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate; **and, required** 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; **and, required** the program to demonstrate incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's approval.

Failure to take any of these corrective actions may cause the full Board to revoke the program's approval; **and, placed** the program on the **February 2015** Board agenda for reconsideration of provisional approval.

- On May 1, 2014 Approved West Med College, Merced, Vocational Nursing Program's request to admit a class of 20 full-time students and two alternates on October 10, 2014, **only**, graduating November 20, 2015, to **replace** students that graduate on June 27, 2014; **and**, Continued to require the program to admit no additional students unless approved by the full Board.
- On October 20, 2014, the Board received an updated analysis of the program's progress towards increasing licensure pass rates.
- **On November 5, 2014, a Board approved a new program director.**

Agenda Item #8.A.11., Attachment B



**WestMed
College**

An Affiliate of the National University System

BVNPT RECD EDU
ON 10.21.14. WITH JG, NEC VIA EMAIL

October 20, 2014

RE: WestMed College 04-045 Provisional Approval Follow up Report

Jessica Gomez, RN
Nursing Education Consultant
Board of Vocational Nursing and Psychiatric Technicians
2535 Capitol Oaks Drive
Sacramento, CA 95833

Dear Ms. Gomez,

WestMed College, Merced is pleased to present this report of accomplishments in our Vocational Nursing Program as evidence of our commitment to achieving benchmark NCLEX-PN pass rates and complying with all BVNPT directives. To this end, a number of changes were implemented to improve our selection criteria and to expand the knowledge and critical thinking skills of our students. A full report addressing all the requirement areas is attached (Attachment A). A summary of our actions and their results appears below:

- Selection Criteria Changes
 - The required entrance score was increased to 19 or better on the Wonderlic admissions exam within two attempts for consideration to the VN Program.
 - Interviews were initiated as part of the admission process. An interview guide was developed and refined into a rubric.
- Instructional Plan Updates
 - The instructional plan was approved on June 1, 2012.
 - Textbooks were updated to include Pharmacology Math, Medical Terminology, Psychology, and NCLEX-PN practice and converted to eBooks using iPads in July of 2013.
- Evolve Case Studies and Practice Exams
 - In January 2011, WestMed began using HESI case studies and practice tests.
- HESI Specialty and Exit Exams
 - Beginning March 2012, the exit exam used by WestMed was changed to the HESI exit exam. Initially, students were allowed four attempts. Specialty exams were used as review tools.

- July 2012, requirements for the exit exam were changed to allow only two attempts. Students who failed were issued equivalency certificates to allow them to challenge the NCLEX-PN.
- January 2014, HESI specialty exams are fully incorporated as final exams in the designated terms. Grading weight was increased for final exams. At the same time, the HESI exit exam was instituted as the final exam for term 4.
- NCLEX-PN Scores
 - June 2013 graduates scored an average of 75%. All but two (2) graduate recommended for this cohort have tested.
 - June 2014 graduates are currently at 100% with seven (7) recommended graduates remaining.
 - Beginning June 2013, WestMed College assisted students who pass the exit exam by paying for the application and testing fees.
 - WestMed College continues to offer NCLEX-PN testing assistance to its graduates and to those who were not successful so they may challenge the BVNPT. The Program Director provides individualized assistance to these individuals.

The cumulative effect of the program improvements continues to demonstrate improvement in graduate success on the NCLEX-PN, as well as in their ability to critically think in their new roles as health care practitioners. We are continuing to evaluate and refine our processes with a student-centered focus. These actions will be continuously evaluated for success and modified accordingly.

I look forward to hearing from you. Please call if you have any questions.

Sincerely,



Donna Chin, MSN, RN
VN Program Director

Attachments: A – WestMed College, Merced Program Review
B – Interview Guide

cc. Dr. Tracey Jensen, President
Ms. Angelica Cazarez, Campus Director
Mr. Jeremy Lyon, Associate Vice President, Academics
Ms. Cheryl Anderson, Supervising Nurse Education Consultant
File

Attachment A: WestMed College, Merced Program Review

The following areas have been evaluated during the period from January 2012 through October 2014 in preparation for this report to the BVNPT as part of our requirement during provisional approval.

Admission and Selection Processes

Admission criteria

Admission criteria for the Vocational Nursing Program remained consistent since July 2012. Prospective students must score 19 or better on the Wonderlic admissions exam within two attempts for consideration (General Catalog, Admission Procedures, p. 19, item 3). Classes using this requirement appear in Table 1 below.

Table 1 - Applicant History

Class Start	Applicants	Passed		Number	
		Wonderlic	Interviews	Enrolled	Alternates
June 4, 2012	266	65	38	30	3
May 21, 2013	90	41	39	30	3
May 5, 2014	64	52	52	30	3
October 10, 2014	57	38	38	20	2

Following an analysis of the success patterns of the students selected through October 2014, the entrance score may be increased. This decision will be made prior to the next class enrollment.

Screening and selection criteria

In addition to the above selection criteria, students are interviewed. The interview guide was refined following its use with the 6/4/2012 cohort based on feedback and again following its use with the 6/21/2013 cohort. Scores from the Wonderlic exam and the overall student GPA were considered where candidates were substantially similar in all other admissions criteria. A rubric was evaluated and implemented by faculty and the Program Director for student selection (Attachment B). Remaining under consideration is the establishment of a minimum GPA and raising the minimum Wonderlic score. Scoring weight for successful college courses and achievement of the Wonderlic score on the first attempt were added and will be analyzed for student outcomes.

Table 2 – Admission and Screening Criteria Changes

Cohort Start	Program Changes
June 4, 2012	Wonderlic score increased to 19 or better Interviews started
May 21, 2013	Rubric used for interview process
October 10, 2014	Weight added to rubric for previous successful college experience in the sciences and Wonderlic score of 19 or better on first attempt

Curriculum

Terminal and curriculum objectives

WestMed College Vocational Nursing Program organized its curriculum around a conceptual framework threaded throughout the program including clinical problem solving using the nursing process, client-centered holistic nursing, communication, nutrition, pharmacology, life cycle development, cultural awareness and sensitivity, and health teaching. These themes result in the program outcomes listed below:

1. Know the scope of the maximum utilization of the licensed vocational nurse as specified by the Nursing Practice Act.
2. Utilize the nursing process in assessing, evaluating, planning, and implementing nursing care for the individual client or group.
3. Collaborate with the healthcare team in promoting and maintaining health, preventing disease and disability, caring for and rehabilitating individuals who are experiencing an altered health state, and contributing to the ultimate quality of life until death.
4. Provide safe, effective, and individualized care for clients and considers diversity in all aspects of client care, including: gender, age, ethnicity, income level, sexual orientation, health status, religion, spirituality, political beliefs, national origin, and lifestyle.
5. Act in a professional manner, upholding ethical and legal standards, and safeguard confidential information in providing evidence based care.
6. Function as a committed life-long learner.

These themes and terminal objectives resulted in an instructional plan organized from simple to complex and threaded with the concepts. These updates were approved in December 2011. No change is indicated.

Instructional plan

The instructional plan has undergone multiple revisions since 2011. In December 2011, the updated instructional plan was approved with the redesign of the program objectives and

adjustment to program hours. In June 2012, the plan was approved for changes to the distribution of pharmacology across the terms. No change in hours or other content occurred. No changes are indicated at this time. Over the next year, content for the program will be migrated into a learning management system to allow for deeper analysis of student performance and consistency across cohorts.

Theory and clinical objectives for each course

As previously mentioned, the curriculum was redesigned in 2011 and is being used with minor updates in 2012 for the third cohort. Course objectives are leveled across the curriculum leading to the terminal objectives. Evaluations of student performance in clinical and theory are measured against these objectives. No change is indicated at this time.

Lesson plans for each course

Instructors use the instructional plan as a starting point for creating daily and weekly lesson plans. Materials provided by the textbook publisher supplement these lesson plans. In addition, instructors meet weekly to promote consistency across the curriculum in theory, lab, and clinical. The instructors organized a master lesson plan book to share as part of their desire for consistency. No change is indicated at this time however, faculty are being enlisted to develop a standardized set of lesson plans including assignments, classroom activities, and exams.

Textbooks

In 2011, the VN Program recognized the need to update and upgrade textbooks with the curriculum. Students often complained the textbook was difficult to follow and lacked depth and breadth required to fulfill assignments. Faculty agreed a change was required. The single textbook was replaced with a variety of texts focused on specific areas of the curriculum (fundamentals, maternity, and pediatrics, medical/surgical). In 2012, these texts were evaluated against student performance and feedback. A textbook for strengthening testing skills and critical thinking was added with the addition of the Evolve Case Studies and HESI specialty and exit exams. In early 2013, faculty evaluated the need to add a drug, lab, and care planning text. This evaluation resulted in the addition of the drug and lab books. The care planning text was added to the library as a resource. Additional care planning resources are available as eBooks in the library. In addition, students found the text for psychology difficult to follow. A suitable alternative was evaluated and selected. Beginning with the cohort starting 5/21/2013, students are issued iPads and all textbooks are now electronic books. Feedback from students is generally positive for the electronic resources. Students bring their iPads to school and clinical for references. In August 2014, the VN faculty from the San Jose and Merced locations met to discuss the program and evaluate outcomes. During this meeting some additional texts were offered for

consideration to assist in critical thinking development and NCLEX-PN preparation. The current list of texts appears below:

- Chabner: *Medical Terminology: A Short Course, 6th ed*
- deWitt: *Fundamental Concepts and Skills for Nursing, 4th ed*
- Leifer: *Introduction to Maternity & Pediatric Nursing, 6th ed*
- Linton: *Introduction to Medical/Surgical Nursing, 6th ed*
- Malarkey: *Saunders Nursing Guide to Diagnostic and Laboratory Tests - Pageburst E-Book on VitalSource, 2nd Edition*
- Mulholland: *The Nurse, The Math, The Meds, 2nd ed*
- Silvestri: *Saunders Comprehensive Review for the NCLEX-PN Examination, 4th ed*
- Skidmore-Roth: *Mosby's 2013 Nursing Drug Reference - Pageburst E-Book on VitalSource, 26th Edition*
- Thibodeau & Patton: *Structure & Function of the Body, 14th ed with workbook*

All text resources include online supplemental materials including practice exams, assignments, and critical thinking exercises.

Policies & Procedures

Attendance policy

The VN Program follows the College's attendance policy which states:

Students may not have more than three incidents of absence, tardiness, or leaving early during any consecutive four-month period. After the fourth occurrence of absence, tardiness, or leaving early, a student may be placed on probation or terminated at the discretion of the program director.

Faculty enforce the rules for attendance and inform the program director when students are exceeding or approaching the maximum incidences. All missed hours are required to be made-up on designated days and must be completed prior to advancing to the next course. Currently, one student is on probation due to attendance.

Remediation policy

Like the attendance policy, the VN Program follows the College's remediation policy which states:

Students who have difficulty passing their exams are put into the remediation program where they have one-on-one conferences with the program directors. In

cases where a student repeatedly fails an exam, tutoring is offered by the program director, faculty members, or selected students who are ahead in the program.

In addition, the VN Program assesses student performance following each exam. Students failing to pass the exam with 75% or better meet with the instructor to review the exam and evaluate student study habits. Mondays and Fridays are designated remediation days. A faculty member is to assist students with study and remediation. In addition, faculty are available following class or clinical as desired by students.

The grade point average is being evaluated for consideration to increase the minimum passing GPA to 80% or better. This will be evaluated following the NCLEX-PN results of the July 2014 graduating class.

Evaluations

Theory and clinical faculty

The College solicits student feedback in several areas including teaching, resources, and clinical/lab experiences using a Likert scale ranging from 0, strongly dissatisfied, to 5, strongly satisfied. Feedback from students remains positive in all areas.

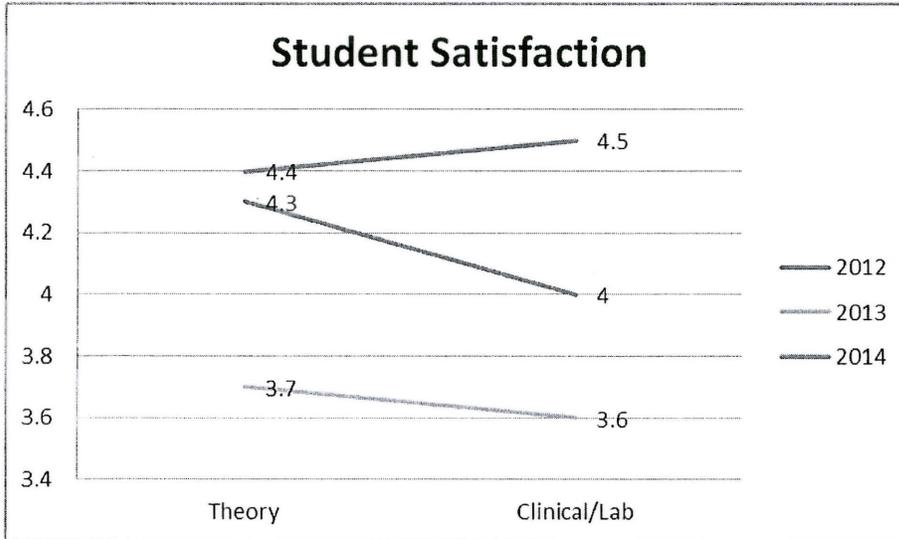


Figure 1: Student VN Program Evaluations by Cohort

Faculty are observed by the program director, campus director, and occasionally other faculty in theory, lab, and clinical experiences. Currently there are two primary didactic instructors and three clinical/lab instructors. Each cohort is coordinated by one faculty

member to ensure consistency across each experience. Faculty meet weekly to discuss student achievement and lesson plans for the week.

During theory, faculty use a variety of teaching methods including PowerPoint™ presentations, videos, demonstrations, group activities, and case studies. In the lab, faculty demonstrate procedures, show videos, and observe return demonstrations. In clinical, faculty assist students in researching patient information, developing and updating care plans, and observing procedures. No changes are required at this time.

Clinical rotations and their correlation to theory presentations

WestMed College continues to enjoy close relationships with leadership and staff at several clinical facilities. Rotations are specifically designed to coordinate with theory topics.

Foundations No clinical or lab
courses

Term 1 Lab – review of all fundamental skills
Clinical hours spent in long-term care and general clinic with a focus on
fundamental skills and assessments

- Hylond Healthcare
- Franciscan Healthcare
- Castle Family Health Centers
- Simulation Lab

Term 2 No lab for this term.
Clinical hours spent in long-term care, general clinics, urgent care with a
focus on medical/surgical conditions

- Mercy Hospital
- Hylond Healthcare
- Franciscan Healthcare
- DaVita Dialysis Center
- Castle Family Health Centers
- Simulation Lab

Term 3 Lab – practice maternity/pediatric skills
Clinical hours spent in acute care hospitals and clinics with a focus on
mother/baby, pediatrics, and psychiatric conditions

- Madera Hospital
- Mercy Hospital
- Castle Family Health Centers
- Mercy Specialty Clinics
- Simulation Lab

Term 4

Lab – overview and skill practice/testing

Clinical hours spent in acute care hospital specialty units including the emergency room, internal medicine and surgery clinics with a focus on advanced medical/surgical conditions and leadership

- Mercy Hospital
- Castle Family Health Centers
- Mercy Specialty Clinics
- Simulation Lab

While the number and types of clinical facilities is adequate, the program director continues to evaluate additions to provide students with a variety of experiences to enhance learning and emphasize theory topics. WestMed College is in the process of securing three additional clinical sites for student experience including a psychiatric hospital and outpatient surgical facility. A dialysis center was added since the last report.

Student Achievement

Evolve case studies, practice exams, and specialty exams were added to the curriculum in January 2012 as a way of increasing critical thinking and preparing students for the NCLEX-PN exam. Additionally, specialty exams for fundamentals, mental health, medical/surgical, maternity, pediatrics, and pharmacology were implemented. At first, these specialty exams were used for review in the final term. Attrition in the program was primarily the result of student initiated withdraw and retention was high (Figure 2). They have since been incorporated into the program as final exams and remediation exams in each term.

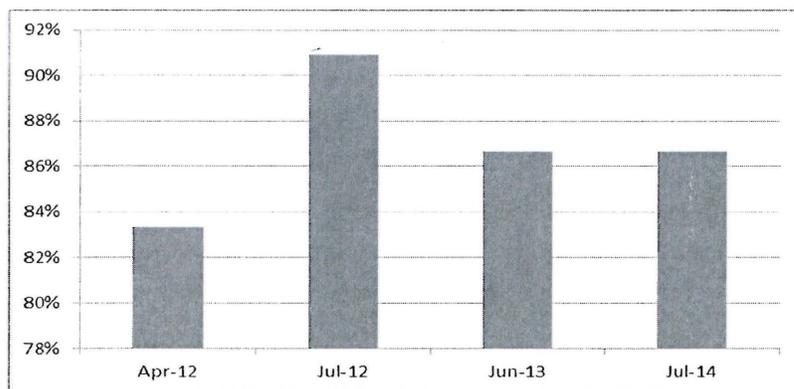


Figure 2: Cohort Graduation Rate Comparison

Originally, students were allowed up to four (4) attempts at the exit exam. In 2013, the number of attempts on the exit exam was reduced to two (2). This has decreased the

number of students eligible for recommendation. The rigor of each term has increased with emphasis on critical thinking activities.

Figure 3 depicts student progress in HESI Exit Exam result averages between the cohorts and test versions. Student scores are trending upward and several individuals within the cohorts have exceeded the national average. In the weeks preceding the exit exam, instructors devote a great deal of time to review of all areas using a number of interactive means including games such as Jeopardy, Who Wants to be a Nurse (from the millionaire style game), Concentration, and others. These have been very successful and students find the competitive environment conducive to review.

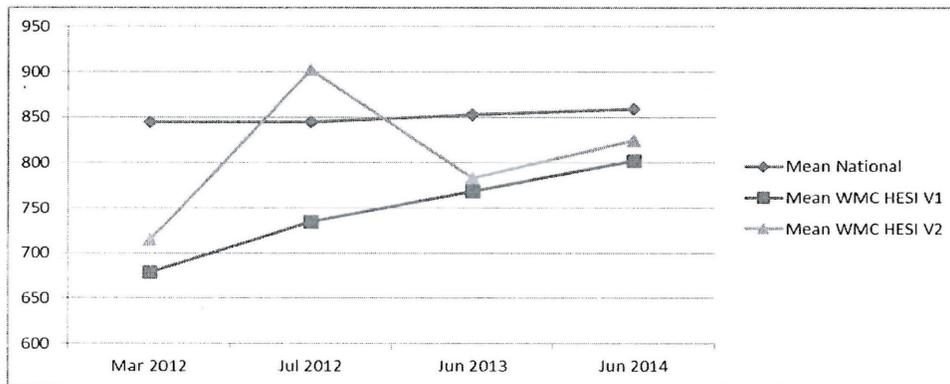


Figure 3: HESI Exit Exam Comparison

NCLEX-PN Pass Rates

WestMed College continues to track graduate success in the NCLEX-PN exam. Over the past three years, the college has experienced declining scores. This pattern is more evident as graduates delay taking the exam beyond six months after graduation. The college evaluated contributing factors to this pattern finding graduates expressed difficulty in meeting the financial obligations for the application and testing fees. Beginning with the June 2013 graduating class, WestMed College assumed the cost for these fees for students successfully passing the exit exam. This resulted in an increased number of students taking the NCLEX-PN exam within six (6) months of graduation which may also be a contributing factor to the success of subsequent cohorts (Table 3).

Table 3 - Cohort Statistics

Month/Yr	Graduates/ Equivalency	Passed Exit/ Recommended	Taken NCLEX-PN	Passed NCLEX-PN	Cohort Pass Rate
Mar 2012	25	20	18	8	44%
Jul 2012	30	29	22	13	59%
Jun 2013	26	16	14	12	75%
Jul 2014	26	17	10	10	100%

Figure 3 shows the current cohort pass rates on the NCLEX-PN exam. At the time of this report, Quarter 3 results were not available for comp

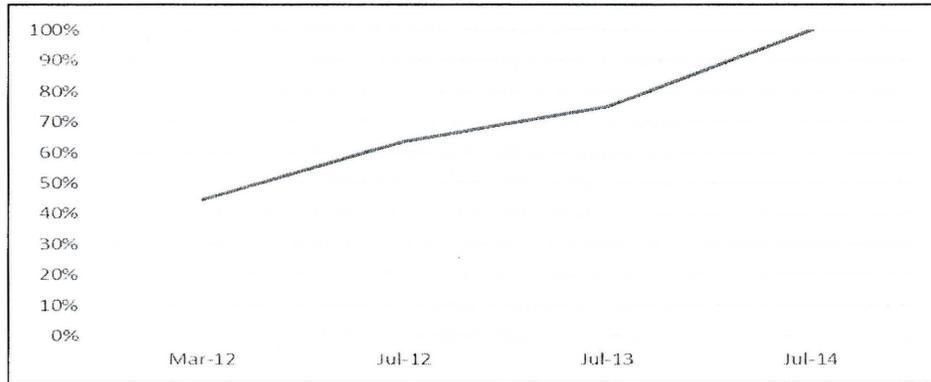


Figure 4 – Cohort NCLEX-PN Pass Rate

WestMed College, Merced believes the Evolve Case Studies and Practice Exams, as well as the HESI Exit Exam, have contributed to student achievement on the NCLEX-PN exam. These products will remain a part of the curriculum. Recognizing the challenges of students in taking the NCLEX-PN timely, the College began paying the application and testing fees. No further changes are indicated at this time.

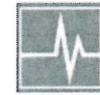
Current Enrollment

The Vocational Nursing Program currently has 47 enrolled students in two (2) cohorts. The students are primarily female and demographics for the cohorts are as follows:

Gender	Ages	Ethnicity	Marital Status	Education
M – 11%	< 20 – 4%	Asian – 13%	Married – 25%	High School/GED – 25%
F – 89%	20-25 – 40%	Hispanic – 29%	Divorced/Separated – 7%	Some College – 54%
	26-30 – 29%	Caucasian – 42%	Single – 65%	Associate – 3%
	31-35 – 7%	African American – 13%	Unknown – 3%	Unknown – 28%
	> 35 – 20%	Other/Unknown – 3%		

This remains consistent with previous years. The high number of students with some college represents students attempting to complete degrees in the local community college but finding challenges in enrolling in nursing programs.

Attachment B: VN Program Candidate Interview



**WestMed
College**

An Affiliate of the National University System

VN Program Candidate Interview

3031 Tisch Way, Suite 8PW
 330 E. Yosemite Ave, Suite 201

San Jose CA 95127
Merced, CA 95340

(408)236-1170
(209) 386-6300

FAX : (408)236-1180
FAX: (209) 386-6335

Name: _____ Proposed Start _____ Interview Date _____

Directions: Score each item with the whole number per column

Score: Section 1(_____ X 2) + Section 2 (_____ x 1) + Section 3 (_____ x 1.5) = _____

Scoring:		0	5	10	Score
Section 1	Wonderlic	19 or repeated exam (regardless of score)	20 - 22	≥ 23	
	College	No college or college math/science GPA < 2.0	Some college with math/science GPA > 2.0 and < 2.6 in 1 attempt	Degree. Math/science GPA > 2.5	
	Experience/ community service	None	Healthcare role with direct patient contact < 1yr experience	Healthcare role with direct patient care contact 1yr or more experience	
Section 2	Professionalism	Inappropriate attire; inappropriate body language.	Appropriate clothing; some inappropriate body language.	Appropriate dress and manners are used; appropriate body language.	
	Attitude	Shows lack of interest; fidgeting; lack of eye contact; Slouching; flippant responses	Limited interest; minimal fidgeting; occasional loss of eye contact; brief slouching-quickly correcting self	Shows interest throughout; no fidgeting; maintains eye contact; sitting straight in chair	
	Communication	Speech unclear (very difficult to understand message); volume inappropriate (too loud/soft)	Speech mixed (lapses in sentence structure & grammar); volume uneven (varied)	Speech clear with appropriate use of sentence structure & grammar; volume even	
	Role knowledge	Limited or distorted understanding of the nursing role.	Minimal understanding of nursing role and its relationship to other health professions	Strong grasp of nursing role and relationship in the health professions	
Section 3	Critical Thinking	No questions asked; questions not focused on program. Unable to grasp instructions or follow directions.	Asks few questions, demonstrates limited curiosity about program; applies previous comments to current areas with some inconsistencies	Questions are well organized; demonstrate curiosity about program requirements; connects questions to previous comments	
	Motivation/ self-awareness/ coping	Inappropriate answers to questions; evasive; limited awareness of personal limitations	Attempts to answer questions but responses evasive, not well organized	Provides thorough, well thought out responses	
	Ethical awareness	Unaware or limited knowledge expressed about importance of ethical behavior	Expresses choices showing awareness of the importance of ethical behavior in life and in the profession	Provides in-depth responses demonstrating understanding and application of ethical behavior	

VN Candidate Interview Guide (Not a part of the student file)

Staff record results for items 1 and 2 on the scoring sheet. All prospects are interviewed and asked the questions below. Make notes about responses and perceptions for discussion before scoring the candidate. Incorporate staff notes into responses for Attitude, Professionalism, and Communication.

Questions

1. What factors have influenced your decision to become a nurse? (Motivation, self-awareness)
2. Describe any volunteer work you are currently involved in or participated in the past. What influenced you to participate in these activities? (Community service, motivation, self-awareness)
3. What qualities do you possess that you believe make you a good nurse? (self-awareness, critical thinking)
4. Give a specific example of an ethical decision in which you were involved. Describe how you came to your decision. *The specifics of the decision are not necessary.* (ethical awareness, critical thinking)
5. Describe behaviors you believe reflect cheating in school. If you caught someone cheating, what would you do? (ethical awareness, self-awareness)
6. What problems or challenges do you anticipate during school? (self-awareness)
7. What regrets do you have about your school or experiences up to this point? (self-awareness)
8. Describe a time when you have been a member of a team. What was your contribution?
9. Why do you want to come to this school? (motivation)
10. What do you believe is the role of the nurse in influencing health policy? Patient behavior? Nursing practice? Community awareness? (role knowledge, critical thinking)
11. Describe specific actions you are taking to improve on two of your weaknesses. (self-awareness, motivation)
12. What is the role of a nurse? (role knowledge, critical thinking)
13. If you do not get into this nursing program, what will you do? (motivation, self-awareness, coping)
14. Describe a recent stressful situation and the steps you've taken to work through your stress. (self-awareness, coping)

STAFF NOTES: (make notes on prospect behavior related to professionalism, attitude, and communication)

Interview Notes:
