



DATE: April 28, 2015

TO: Board Members

FROM: Donna G. Johnson, RNP, MS, MA
Nursing Education Consultant

SUBJECT: Medical Career College Vocational Nursing Program – Reconsideration of Provisional Approval; (Director: Marilyn Castillo, Fremont, Alameda County, Private)

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

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

On February 24, 2012, the Board reconsidered the program's status. The Board extended the program's provisional approval through February 28, 2013.

On February 6, 2013, the Board reconsidered the program's status. The Board extended the program's provisional approval through February 28, 2014.

On February 28, 2014 the Board reconsidered the program's status and again extended the program's provisional approval, this time through February 28, 2015.

On February 13, 2015, the Board reconsidered the program's status, the program's request to admit students, and a report of findings from an unannounced program inspection. The Board denied the program's requests to admit additional students and extended the program's provisional approval for the three-month period through May 31, 2015.

The program is presented today for reconsideration of its provisional approval.

History of Prior Board Actions

(See Attachment A, History of Prior Board Action)

Enrollment

The program offers full-time day and evening classes that are 53 weeks in length. Approval by the full Board is required prior to the admission of each class.

The following table represents **current and projected** student enrollment based on current class starts and completions. The table indicates a **maximum enrollment of 32** students during the period **January 2010 through November 2015**. The current enrollment totals **22** students.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Complete			
1/10 Day		14	14	14
6/10 Day		10	9	14 + 9 = 23
6/10 Eve		9	9	23 + 9 = 32
	2/11 (1/10 Day)		-14	32 - 14 = 18
3/11 Day		11	11	18 + 11 = 29
	7/11 (6/10 Day)		-9	29 - 9 = 20
	7/11 (6/10 Eve)		-9	20 - 9 = 11
7/11 Eve		13	13	11 + 13 = 24
	3/12 (3/11 Day)		-11	24 - 11 = 13
4/12 Day		11	11	13 + 11 = 24
	8/12 (7/11 Eve)		-13	24 - 13 = 11
8/12 Eve		15	13	11 + 13 = 24
	5/13 (4/12 Day)		-11	24 - 11 = 13
5/13 Day		11	11	13 + 11 = 24
	9/13 (8/12 Eve)		-13	24 - 13 = 11
9/13 Eve		15	13	11 + 13 = 24
	6/14 (5/13 Day)		-11	24 - 11 = 13
8/14 Day	9/15	10	8	13 + 8 = 21
	10/14 (9/13 Eve)		-13	21 - 13 = 8
10/14 Eve	11/15	15	14	8 + 14 = 22

Licensing Examination Statistics

The following statistics, furnished by Pearson VUE, and published by the National Council of State Boards of Nursing as "Jurisdictional Summary of All First-Time Candidates Educated in Member Board Jurisdiction," for the period October 2007 through March 2015, specify the pass

percentage rates for graduates of Medical Career College Vocational Nursing Program on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®), and the variance of the program's pass rates from state average annual pass rates for the past 30 quarters.

NCLEX-PN® Licensure Examination Data							
Quarterly Statistics					Annual Statistics*		Variance from State Average Annual Pass Rate
Quarter	# Candidates	# Passed	% Passed	State Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate [CCR §2530(I)]	
Oct-Dec 2007	17	6	35%	76%	35%	76%	-41
Jan-Mar 2008	5	2	40%	76%	36%	76%	-40
Apr-Jun 2008	1	0	0%	70%	35%	75%	-40
Jul-Sep 2008	1	0	0%	75%	33%	74%	-41
Oct-Dec 2008	No Candidates Tested			73%	33%	73%	-40
Jan-Mar 2009	No Candidates Tested			70%	0%	72%	-72
Apr-Jun 2009	20	6	30%	71%	29%	70%	-41
July-Sep 2009	31	13	42%	74%	37%	72%	-35
Oct-Dec 2009	11	4	36%	76%	37%	73%	-36
Jan-Mar 2010	10	1	10%	76%	33%	74%	-41
Apr-Jun 2010	8	6	75%	74%	40%	75%	-35
Jul-Sep 2010	14	7	50%	76%	42%	75%	-33
Oct-Dec 2010	4	0	0%	77%	39%	76%	-37
Jan-Mar 2011	5	3	60%	82%	52%	77%	-25
Apr-Jun 2011	7	2	29%	71%	40%	76%	-36
Jul-Sep 2011	6	4	67%	74%	41%	77%	-36
Oct-Dec 2011	3	2	67%	74%	52%	75%	-23
Jan-Mar 2012	5	4	80%	77%	57%	74%	-17
Apr-Jun 2012	6	2	33%	72%	60%	74%	-14
Jul-Sep 2012	11	8	73%	74%	64%	74%	-10
Oct-Dec 2012	2	1	50%	70%	63%	74%	-11
Jan-Mar 2013	5	4	80%	75%	63%	73%	-10
Apr-Jun 2013	5	3	60%	78%	70%	73%	-3
Jul-Sep 2013	1	0	0%	75%	62%	74%	-12
Oct-Dec 2013	5	4	80%	76%	69%	76%	-7
Jan-Mar 2014	5	3	60%	74%	63%	76%	-13
Apr-Jun 2014	7	1	14%	66%	44%	73%	-29
Jul-Sep 2014	3	3	100%	72%	55%	73%	-18

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
Oct-Dec 2014	3	2	67%	72%	50%	72%	-22
Jan-Mar 2015	3	2	67%	73%	50%	71%	-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 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.”

This data substantiates the program's **noncompliance** with regulations related to pass rates for **16 quarters** and **compliance** for a total of **four (4) quarters since placement on provisional approval**. Further, the program has been **noncompliant** for the past **five (5)** consecutive quarters.

Based on the most recent data available (January through March 2015), the program's average annual pass rate is **50%**. 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 71%. The pass rate for the Medical Career College Vocational Nursing Program is **21** percentage points **below** the state average annual pass rate.

Faculty and Facilities

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

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

The program's Board - approved faculty totals five (5) including the program director. The director has 100% administrative duties. Of the total faculty, four (4) are approved to teach in the clinical area.

Based on the Board's February 13, 2015 decision requiring the program to provide no less than one (1) instructor for every ten (10) students in all clinical experiences and the program's maximum enrollment of thirty-two (32) students, four (4) instructors are needed. Therefore, the 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 lacks 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

Medical Career College Vocational Nursing Program enrolled its initial class in 2006. On July 10, 2007, the program was granted full accreditation. In November 2008, the program was notified of four (4) quarters of non-compliant pass rates on the licensure examination. According to submitted documents, the program's improvement plan at that time was to implement ATI and hire a consultant to work on professional development.

In March 2009, the program was notified of five (5) quarters of non-compliant pass rates on the licensing examination. An update of the program's improvement plan was requested. The program reported it had changed ATI review products, students were getting individual reports on progress, faculty had been reassigned, and an assistant director had been hired.

In April 2009, the program was notified of six (6) quarters of non-compliant pass rates on the licensing examination. Documentation was requested regarding admission standards and implementation of the action plan. In July 2009, the program responded by stating they had replaced an instructor, enhanced the curriculum, and were working on admission standards.

In August 2009, the program was notified of seven (7) quarters of non-compliant pass rates on the licensing examination. **In October 2009, a new director was approved.**

On February 18, 2010, the Board placed the program on provisional accreditation for a two (2) year period. At that time, the program's average annual pass rate was 39%.

On March 30, 2010, the Board approved the current program director.

On December 23, 2010, the Board received the program's revised report, "Program Response to Provisional Accreditation." A summary of that report was presented in the February 2011 report to the Board when a request to admit students was considered. The summary from that report included the following:

- 1) TEAS and two pre-requisite classes as admission criteria.
- 2) In terms of curriculum, the Instructional Plan now included more emphasis on critical thinking; ATI and HESI assessment tests were used; examinations were revised to reflect style and format of NCLEX/PN® questions; the program stated that there was now improved correlation between presented theory and clinical instruction; and clinical simulation was added to enhance theoretical presentation.

- 3) Weekly assessment of students and required minimum of 80% on comprehensive exit examination.
- 4) Revised attendance policy, including required participation in skills lab.
- 5) Revised remediation policy such that students with grades below 75% were placed on academic probation.
- 6) There had been workshops and seminars for faculty.

The program's December 2011 follow-up report is summarized:

- 1) Curriculum Review and Revision: the report discussed case studies and care plans, listed the daily schedule in school, gave examples of assignments and provided a blank copy of a facility evaluation form and a theory faculty evaluation form. The program stated they had delayed external review of the program.
- 2) Facility Development: the program reported they added computers.
- 3) Faculty/staff development: performance improvement plans were said to be in place and three seminars had been conducted. (It was not clear if this was in addition to the listing in the December 2010 report).
- 4) Student Resources: HESI review and exit exams.
- 5) Admissions: gave details of the entrance exam.
- 6) Plans: to review the program in 2012.

On February 24, 2012, the Board extended the program's provisional approval for one year. Rationale at that time discussed the inconsistency in pass rate progress but also that the previous two (2) consecutive quarters had demonstrated quarterly pass rates that were less than ten (10) percentage points below the state quarterly pass rate. Further, there had been a thirteen (13) percentage point increase in the average annual pass rate (**from 39% to 52%**) since placement on provisional approval.

In November 2012, the Board received the program's required updated analysis of the effectiveness of its implemented improvement plan. The report contained multiple examples of "Vocational Student Progress," a document from an instructor called *Custom Assessment of Educational and Student Programs with Interventions*, a document from another instructor regarding teaching methods, and grade records. The program also reported that terminal objectives had been realigned, lesson plans had been updated with new texts, and the attendance policy had been strengthened.

On February 6, 2013, the Board extended the program's provisional approval for one year. Rationale at that time discussed that while the pass rate had been showing a "gradual, consistent increase", there had been a slight drop in the quarter just prior to the meeting.

The program's October 2013 follow up report described strategies undertaken and included (as summarized):

- 1) Students: advising, counseling, test-taking skills, test review and feedback; rigorous orientation.
- 2) Policies: strengthened policy on progression, advisement, and remediation.
- 3) Faculty: training and orientation; evaluate teaching materials.
- 4) Curriculum: plan program review.
- 5) Testing and Evaluation: start LVN pre-entrance exam in the future; ATI structured remediation.

On February 13, 2014, provisional approval was again extended for one year. Rationale at that time included that the program's average annual pass rate was up to 69%. In addition, it was further noted that "consistent improvement has not been fully demonstrated." On March 5, 2014, a Notice of Change in Approval Status was sent to the program. On March 10, 2014, the program director acknowledged receipt of the Notice of Change in Approval Status which advised the program director of identified violations and required corrections. (See Attachment B).

On October 28, 2014, the Board received the required update on program plans to improve licensing examination pass rates. (See Attachment C).

In the second table on the first page of the report, the data listed in the Program Quarterly Pass Rate column does not match the program quarterly pass rate as 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 and noted in the table, above.

The October 28, 2014 report from the program (See Attachment C) is summarized:

- 1) "Status Quo" or "Same" in admission criteria, screening and selection, attendance, and remediation.
- 2) Terminal Objectives: To be reviewed in July 2015.
- 3) Curriculum Objectives: "Review of curriculum to mirror the changes in the NCLEX-PN® test plan," starting with a current cohort.
- 4) Instructional Plan: Added Kaplan NCLEX review May 2014 at completion of program with minimum pass rate set at 95%, continued use of NCLEX review.
- 5) Theory and Clinical Objectives for each course: critical thinking exercises are given and reinforced.
- 6) Lesson Plans: Added virtual clinical excursions for Maternity, Pediatrics, Fundamentals, and Medical-Surgical nursing.
- 7) Texts: Added PrepU offering digital text, quizzes, and interactive tools.

- 8) Evaluation of Theory and Clinical Faculty: Quarterly observation in class and onsite.
- 9) Evaluation of Clinical Rotations and Correlation to Theory: "Initiated and continued with clinical facility evaluation (in compliance with ABHES Accreditation)"
- 10) Evaluation of student achievement: feedback given to students on a weekly/quarterly basis.

As reported to the Board on February 13, 2015, an unannounced survey inspection of the Medical Career College Vocational Nursing program was conducted on December 16 and 17, 2014. Fourteen (14) violations were identified. On December 19, 2014, a Notice of Violations was sent to the director. (See Attachment D). On January 1, 2015, the program's response was received by the Board. (See Attachment E).

At the February 13, 2015 Board meeting the program director hand delivered a document titled "Reconsideration of Provisional Status." (See Attachment F). That document included:

1. A plan to evaluate the curriculum
2. A plan for clinical instructors to evaluate clinical facilities
3. A report of staff a faculty training to follow admission, selection and screening policies
4. A plan to increase the minimum passing grade from 70% to 75%
5. A report of two faculty meetings
6. A copy of the warning letter to faculty regarding working while teaching
7. A copy of a remediation form
8. Copies of ATI Comprehensive tests
9. A plan of faculty receiving binders of lesson plans and instructional plan
10. A report of searching for clinical facilities
11. A revised credit granting policy.

The Board denied the program's requests to admit additional students and extended the program's provisional approval for the three – month period through May 31, 2015.

On February 23, 2015, the Board forwarded to the program, per certified mail, the *Notice of Extension of Provisional Approval*. The *Notice* specified areas of identified noncompliance and corrections required of the program. (See Attachment G). The program's receipt of the *Notice* on February 25, 2015, was confirmed by the U.S. Postal Service.

On February 26, 2015, a letter was sent to the program identifying necessary revisions in a submitted clinical facility application. A total of seven (7) revisions were required, including a more accurate report of hours of student experience at the site and a list of clinical objectives that could be accomplished at the site.

On February 27, 2015, the assigned Nursing Education Consultant conducted a telephone conference with the program director. A summary of the conversation was provided to the director. (See Attachment H).

On March 9, 2015, a letter was sent, via certified mail, to the program describing the failure of the program to complete required corrections as identified in the *Notice of Extension of*

Provisional Approval. (See Attachment I). Specifically, the director failed to submit verifiable plans for clinical placements for maternity and pediatric nursing for currently enrolled students.

On March 11, 2015, the program submitted the required student enrollment data. Between March 6 through 12, 2015, after revisions, a total of three (3) clinical facilities for maternity and pediatric nursing were approved for use by the program.

On March 12, 2015, the program submitted an updated response to violations that were identified during and immediately after the December 2014 program inspection. (See Attachment J). Data submitted by the program on March 13, 2015 documented inadequacy of maternity and pediatric clinical facilities for the currently enrolled students. (See Attachment K).

On April 1, 2015, the program submitted the curriculum evaluation plan (which was a revision of the plan that was submitted on March 12, 2015) and an analysis of results. (See Attachment L). Several aspects of the April 1, 2015 Curriculum Evaluation Plan Analysis (Attachment L) are of concern, as noted below.

➤ **Curriculum Review.**

In this section of the document, the program director states,

“The aim of the review was to make sure that course objectives are in observance with the BVNPT guidelines and there is proper integration between theory and clinical objectives.”

While it is important to ensure consistency with the Board – approved Instructional Plan and that theory and clinical objectives are correlated, the goal of curriculum evaluation is to evaluate whether or not the curriculum is effective, consistent with the current NCLEX-PN® test plan, meets the needs of today’s Vocational Nursing student, and ensures that students are equipped with the knowledge, skills, and abilities required for the delivery of safe and competent care to clients. New test plans were published in 2008, 2011, and 2014. The program’s curriculum was approved May 12, 2006.

The program director further states,

“There are some areas that were added into the course objective specifically in determining the outcome objectives incorporated into the lesson plan. There were inaccuracies in clinical objectives and therefore I decided to make a revised clinical objective packet that is tailored fit to the clinical rotation.”

While the Board requires programs to submit “Clinical objectives for each student level to be achieved at this facility,” revision of clinical objectives should be based on correlation with theory objectives. Clinical objectives to be achieved at clinical facilities should be based on the correlated clinical objectives from the instructional plan and clinical experiences available at the clinical facility.

Section 2533(f) of the Vocational Nursing Rules and Regulations states,

“All curricular changes that significantly alter the program philosophy, conceptual framework, content, objectives, or other written documentation as

required in Section 2526, shall be approved by the Board prior to implementation. Proposed curricular changes must be submitted to the Board in final form by the fifteenth day of the second month preceding the month of the Board meeting at which the changes will be considered. Revisions should include:

- (1) Explanation of changes;
- (2) Rationale for proposed revision;
- (3) Description of revised curriculum materials; and
- (4) Changes to behavioral objectives, if applicable.”

The director has reported revisions of the program curriculum. However, it is unclear what revisions or updates the program has made. **No curricular revisions have been submitted to this Board for approval.**

➤ **NCLEX Performance.**

In this section of the document, the program director reports a lack of consistency and follow up with ATI being integrated into the curriculum and offers the following statement, “I have implemented that theory and clinical instructor will implement to the students integrated ATI curriculum.” Given the long history of the program referring to the use of ATI as a key factor of the improvement plans since placement on provisional approval, it is unclear exactly what this statement means or how it will affect student outcome.

The director also states, “DON and faculty will continue mapping NCSBN Test Plan with course content to assure alignment every 4 months.” Again, it is not clear what is intended or how it will affect student outcome.

➤ **Clinical Manual/Instructional Plan.**

In this section the program director confirmed the inadequacy of clinical hours in pediatrics and maternity nursing “due to lack of site.” The referenced submission to the Board on March 13, 2015 documented a lack of clinical sites, as noted in Attachment K.

➤ **Environment.**

The program director provided a list of nine (9) clinical facilities. Of the six (6) medical – surgical sites listed, a total of two (2) facilities are in current use for medical-surgical nursing clinical experiences and one (1) medical-surgical site was very recently approved by the Board. **Representatives at a total of three (3) facilities, all medical-surgical nursing sites, confirmed**, via phone consultation with the assigned consultant on April 3, 2015, that **the program has not, at any time, had Vocational Nursing students assigned clinical rotations at the facilities.** This includes a site approved in 2006 and reportedly used, a site approved and reportedly used in 2010, and a site approved and reportedly used in 2014. The latter site reported that, if contacted by the program, they would consider allowing students to attend.

A total of three (3) sites that serve pediatric and maternity patients were listed in the submitted analysis. Representatives from the site approved by the Board in 2010 confirmed on December 18, 2014 that **students from this program have not attended**

clinical rotations at that site for a period of three (3) years. The site provided verbal and written communication on April 3, 2015 confirming that they are not available for students from this program. (See Attachment M).

The two (2) facilities approved by the Board in 2015 are available to accommodate students.

➤ **Students.**

The program director identified “inefficiencies in terms of documenting and monitoring of student progress.” Also identified was a problem with implementation of the remediation process and that students failing remediation “for the second time will have a meeting with the DON.” In this section, the program director again noted problems with integrating ATI into the curriculum and “lack of monitoring.”

It is of concern that the director has not been better monitoring and implementing remediation and integration of ATI over the past five (5) years of provisional approval. Further, it was not specified what the process would be, other than meeting with the director, when a student fails remediation for a second time.

➤ **Faculty.**

In this section, the program director reported on negative findings on the evaluations of two (2) theory instructors. The program director also reported on negative findings on the evaluations of two (2) clinical instructors. With the exception of one faculty member approved by the Board on March 4, 2015, program documents describe three (3) faculty members who were Board approved in 2006, 2009, and 2010.

The fact that the director had not identified such problems earlier **indicates the lack of active administration of the program over the course of the past several years on provisional approval.**

On April 2, 2015, a letter was sent to the program regarding denial of a recently submitted clinical facility application. The facility is a child care center for healthy children. The following problems were identified with the submitted application.

1. Intention to spend 32 hours observing well children without an instructor on site.
2. Clinical objectives that were didactic in nature, were not measurable, and / or were related to instructor – led experiences with sick children.
3. Facility not aware the program did not intend to have an instructor with the students.
4. Plan to have students on site from 8 AM to 5 PM; the facility stated all children nap for two hours mid – day and “there would be nothing for the students to do.”

On April 6, 2015, the assigned Nursing Education Consultant (NEC) approved a maternity clinical facility application. This application represented an increase in the days available to students for maternity clinical experience. However, no further documentation of proposed clinical placements was submitted to reflect the increased maternity clinic time available to students.

On April 22, 2015, the assigned NEC conducted a phone consultation with the program director to determine the status of unresolved issues. The program director stated she was continuing to search for pediatric clinical facilities and that the search was difficult and frustrating. The program director further stated that she did not recognize there was a deadline for submitting documentation of adequacy of clinical placement plans for maternity and pediatrics for the currently enrolled students.

When asked during the phone consultation to clarify possible changes to the Instructional Plan, possible changes to clinical objectives, and how to account for the discrepancy in reported number of program hours, the program director stated that, "there was confusion about Instructional Plan hours; I corrected it." The program director now reports that the program presents a total of 1600 hours. The program director described resubmitting clinical objectives for clinical facility applications and stated the Instructional Plan had not been changed. She then described adding a column to the Instructional Plan to reflect incorporation of ATI. Electronic transmission of the current Instructional Plan was requested by the assigned consultant.

Later on April 22, 2015, the program submitted a clinical facility application for extended days at a previously approved clinic offering pediatric nursing experience. The submitted application clearly indicates the facility would be a satellite site, meaning no instructor would be present. Board staff called the clinic to confirm information regarding student clinical rotations on the submitted application. According to the clinic, the agreement was for an instructor to be on site. (See Violation #13, below). As reported, information contained in the submitted application is inconsistent with the facility's agreement with the program.

On April 23, 2015, the NEC again conducted a phone consultation with the program director. At that time, the director stated the intention to submit a new clinical facility application. By the time of the last draft of this report, no further applications have been received and the program has still not provided the required documentation of adequate placements in pediatric and maternity clinical rotations for current students.

Violations

Current status of the **14** violations identified during and immediately following the December 16 and 17, 2014 unannounced program inspection follows.

Section 2526(a)(8) of the Vocational Nursing Rules and Regulations states:

"The institution shall apply to the Board for approval. Written documentation shall be prepared by the director and shall include:
... (8) Evaluation methodology for curriculum."

Violation #1: Board files confirm that the program has a methodology and procedure for evaluation of the curriculum. However, the program director failed to produce documentation confirming that the curriculum had been evaluated to determine its currency, effectiveness, consistency with the NCLEX/PN® test plan, or need for revision.

Status #1: This violation is **corrected**. Correction occurred in several steps.

- 1) The program submitted a table with features of the NCLEX-PN® test plan and a statement that, “the Director and faculty of Medical Career College **have planned** to review the present curriculum of the Vocational Nurse Program in the second quarter of 2015.”
- 2) After consultation with the assigned NEC, on February 27, 2015, the program submitted, on March 12, 2015, an update to the response to violations. (See Attachment J). This document includes another plan to evaluate the curriculum and the statement that the curriculum was given to the faculty on February 12, 2015 “to re-read the curriculum based on the currency and consistency with NCLEX test plan.”
- 3) In a phone consultation with the program director on March 16, 2015, the director described that the outcome of curriculum evaluation is that **lesson plans are being revised to include ATI review questions each week.**
- 4) A new document, submitted on April 1, 2015, provides an analysis of a recent curriculum evaluation, as discussed, above.

Section 2526(a)(11) of the Vocational Nursing Rules and Regulations states:

“The institution shall apply to the Board for approval. Written documentation shall be prepared by the director and shall include:
 ... (11) Evaluation methodology for clinical facilities.”

Violation #2: Board files confirm that the program has a methodology and procedure for evaluation of clinical facilities. However, the program director failed to produce documentation confirming that clinical facilities had been evaluated by faculty.

Status #2: This violation is **corrected**. On March 12, 2015, the program submitted a new policy that specifies the director will evaluate clinical facilities monthly. The document includes evaluation of **one** clinical facility by the director on March 9, 2015. (See Attachment J).

Section 2526(a)(12) of the Vocational Nursing Rules and Regulations states:

“The institution shall apply to the Board for approval. Written documentation shall be prepared by the director and shall include:
 ... (12) Admission criteria.”

Section 2526(a)(13) of the Vocational Nursing Rules and Regulations states:

“The institution shall apply to the Board for approval. Written documentation shall be prepared by the director and shall include:
 ... (13) Screening and selection criteria.”

Violation #3: Based on review of current and recently graduated student files, the program failed to follow its Board approved admission, screening, and

selection policies, as noted by the admission of multiple students with below proficiency scores on the entrance examination.

Status #3: This violation is **not corrected**. However, on March 12, 2015, the program submitted updated policies related to admissions, screening, and selection, including more specific criteria, that, **if implemented as described, will prevent future occurrences of this violation.**

Section 2526(a)(15) of the Vocational Nursing Rules and Regulations states:

“The institution shall apply to the Board for approval. Written documentation shall be prepared by the director and shall include:

... (15) Evaluation methodology for student progress.”

Violation #4: Board files confirm that the program has a methodology for evaluation of student progress. Examination of student files and interviews with the program director and one (1) faculty member indicate that the program is not following the approved evaluation methodology, as noted by the liberal use of bonus points on all exams and as a component of the course grade.

Status #4: This violation is **not corrected**. However, in the document received from the program on March 12, 2015, the program described increasing passing score from a minimum of 70% to 75% and stated that bonus points will no longer be utilized. **If implemented as described, this should prevent future occurrences of this violation.**

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

“Regular faculty meetings shall be held. Minutes shall be available to the Board’s representative.”

Violation #5: The director provided faculty meeting agendas; however, minutes indicating faculty discussion regarding the vocational nursing program were very minimal.

Status #5: This violation is **corrected**. The program submitted minutes and attendance of recent faculty meetings.

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

“Clinical faculty shall have no other responsibilities during the hours assigned to the instruction of students.”

Violation #6: During interviews conducted at the time of the program inspection, students and the clinical instructor described clinical make-up hours on the weekend during the time the assigned instructor is working as an employee of the facility.

Status #6: This violation is **not corrected**. However, the program has submitted signed a statement that the clinical instructor shall no longer work as a staff

member at the facility during the time of providing clinical instruction to students.

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

“Each instructor shall have a daily lesson plan which correlates the theory and practice offered to the student. A copy of this plan shall be available to the director.”

Violation #7: At the beginning of the survey visit, Board representatives requested sample lesson plans from Maternity Nursing, Mental Health Nursing, Nursing Fundamentals, and Pediatric Nursing. The program director failed to provide lesson plans that correlate the theory and practice offered to students as prescribed by regulation, with the exception of one lesson plan for a topic in Nursing Fundamentals. The director provided a binder of pediatric final exams as a lesson plan for Pediatrics Nursing.

A schedule of topics in Maternity Nursing that was given to students was offered as lesson plans in Maternity Nursing. No materials were presented for Mental Health Nursing.

Status #7: This violation is **corrected**. The program has submitted lesson plans that note theory and clinical objectives and include relevant instructional methodologies, etc.

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

“The school shall evaluate student performance to determine the need for remediation or removal from the program.”

Violation #8: During the survey visit, Board representatives examined files of all current students and the most recent graduates. The representatives also examined records related to remediation of the students. In the records regarding remediation, student problems are vaguely and incompletely listed, minimal plans for remediation are presented, and follow-up and outcome are not documented.

According to a faculty member teaching a current cohort, some students had failed out of the program; records regarding this were asked for but not produced by the program director.

Status #8: This violation is **not corrected**. However, in the documents submitted on March 12, 2015, the new policy and documentation now includes director oversight and involvement with the process. **If implemented as described, future occurrences of this violation should be prevented.**

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

“Each school shall have on file proof that each enrolled student has completed a general education course of study through the 12th grade or evidence of

completion of the equivalent, thereof. Equivalency is determined by the Department of Education in any of the United States or by a nationally – recognized regional accrediting body.”

Violation #9: Evaluation and analysis of student records substantiated that the program failed to have on file proof that each enrolled student had completed a general education course of study through the 12th grade or the equivalent thereof. Specifically, one (1) student record did not have evidence of equivalency of high school at the time of the survey visit.

Status #9: This violation is **corrected**. The director provided the required documentation within 24 hours of the survey visit.

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

“The Board 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 #10: The program’s average annual pass rate has been **greater than ten (10) percentage points below** the state average annual pass rate for **26 of 30** quarters for which examination data were reviewed. Over the past five (5) quarters (January 2014 – March 2015), the program’s average annual pass rates have been between **13 to 29 percentage points below** the state average annual pass rate.

Status #10: This violation is **not corrected**. The program stated the following: “ATI Comprehensive Predictability for Passing NCLEX on the First Attempt will be at 95% and up before releasing the student to take the NCLEX, adhere to the approved curriculum and instructional plan of Medical Career college approved by the BVNPT, regular faculty and professional development meetings, regular tutorials and remediation, evaluation of student progress must be reinforced.”

The program’s updated response to the violations, dated March 12, 2015, states that free tutorials will be provided for students failing to achieve 95% on the predictor exam.

Section 2533(a) of the Vocational Nursing Rules and Regulations states:

“Vocational nurse programs shall include theory and correlated clinical experience.”

Violation #11: The program failed to provide instruction that included theory and correlated clinical experience as prescribed by existing regulation.

During the program survey visit, Board representatives interviewed a clinical instructor and students at a clinical site. The instructor was unable to state what the students were studying in theory. The instructor referred

to content on the respiratory system. The students, in Term 2, Week 3, per the Board – approved instructional plan, were scheduled to be studying cancer nursing.

In addition, students were not able to describe patient assessment, which, according to the Board – approved instructional plan, was presented in Term 1. The clinical instructor and the students described a focus on medication administration and wound care since the beginning of the program. Students were observed to be paired with a medication administration nurse, a wound care nurse, or a CNA on staff. Only two (2) students were paired with the clinical instructor on the day of the survey visit.

Status #11:

This violation is **not corrected**. On March 12, 2015, the program submitted clinical objectives for each term of the program and stated that instructors will post clinical objectives at clinical facilities, that the director is regularly communicating with faculty, and that the director will monitor lectures and facilities. The submitted clinical objectives represent more detail than the clinical objectives submitted by the program with the initially approved instructional plan. However, a curriculum revision was not requested and it is not clear how well the clinical objectives, submitted as a list in the March 12, 2015 violation response update, are correlated with didactic content.

Section 2533(f) of the Vocational Nursing Rules and Regulations states:

“All curricular changes that significantly alter the program philosophy, conceptual framework content, objectives, or other written documentation as required in Section 2526, shall be approved by the Board prior to implementation . . .”

Violation #12:

Board records confirm that the instructional plan for the Medical Career College Vocational Nursing Program was approved by the Board in 2006 for **1600 hours**, of which 630 hours were theory content and 970 hours were clinical content. Board records also confirm that the approved instructional plan includes 54 hours of Maternity Nursing experience **in a clinical setting** and 54 hours of Pediatric Nursing experience **in a clinical setting**.

The program now lists a total of **1652** hours, with 684 hours of theory content and 968 hours of clinical content. **No changes were approved by the Board**. During the program survey visit, the director provided a 2009 email from the Board and stated this was documentation of approval of the curriculum changes. The email was an approval of a revision of admissions and screening policies. The director reports that with adding a pre-requisite of medical terminology, she added those hours to the curriculum total.

In addition, as reported to the two Board representatives during the program inspection, “**half**” of the maternity and “**half**” of the pediatric clinical experience hours (approximately **27 hours** for each type of clinical experience) are now conducted in the Skills Laboratory with only basic equipment and a “baby doll” brought in by a faculty member. The director

also described use of virtual clinical excursions in Pediatric and Maternity Nursing for clinical hours.

These changes were **not approved** by the Board.

Status #12:

This violation is **not corrected**. The program described a plan to revert to the Board – approved hours for theory and clinical content of the program. The program also stated that current students will complete maternity and pediatric hours in clinical sites, as opposed to simulation in the lab.

In the March 12, 2015 violation response update from the program, the director states that the program “will revert to the board approved instructional plan of **1544** hours.”

That document also contained a list of clinical objectives for each term that were to be posted at clinical facilities. These clinical objectives differ from clinical objectives submitted by the program in 2007. Curriculum revision has not been requested. The clinical objectives were submitted as a list, independent from theory content.

On March 13, 2015, the program submitted Maternity and Pediatric Faculty Student Clinical Assignment forms utilizing clinical facilities that were approved on March 11 and 12, 2015. Time in skills lab was no longer included in placement plans. **However, due to limitations on the number of students the facilities can accommodate, the program still lacks clinical facilities required to accommodate all of the currently enrolled students within the time frame provided in the instructional plan.** (See Violation #13, below.)

During phone consultation on April 22, 2015, the program director stated the total program hours is **1600**, as was approved by this Board, and that the change to the Instructional Plan was that a column for ATI was added. The program director further stated that she had “resubmitted clinical objectives” when submitting clinical facility applications.

It is important to note that the correct process to revise program clinical objectives begins with the director’s submission of a request for a curriculum revision and the submission of the required documentation. Upon receipt, the assigned consultant will complete an analysis to ensure accuracy, consistency with established nursing knowledge, skills, and abilities, established educational principles regarding curriculum development, and compliance with statutory and regulatory requirements. The site – specific clinical objectives that accompany the clinical facility application are to come from the clinical objectives in the Board – approved Instructional Plan, and applied to the specific site.

An electronic transmission of the Instructional Plan as currently being delivered was requested on April 22, 2015. The Board – approved Instructional Plan that the program submitted, as requested, does represent the originally approved instructional plan. The above reported ATI column

was not included. However, it is noted that clinical objectives are missing from that plan. Board files indicate that basic clinical objectives for each course and a skills list was submitted by the program in 2007.

The program has not submitted a proposed revision of the curriculum.

Section 2882 of the Vocational Nurse Practice Act states:

“The course of instruction of an approved school of vocational nursing shall consist of not less than the required number of hours of instruction in such subjects as the board may from time to time by regulation determine, together with the required number of hours in the care of medical, surgical, obstetrical patients, sick children, and such other clinical experience as from time to time may be determined by the board.”

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. Clinical objectives which students are expected to master shall be posted on patient care units utilized for clinical experience.”

Violation #13: Based on observation and evaluation of students during a clinical rotation, the program failed to post clinical objectives to be accomplished by students in the patient care units.

Board representatives interviewed the program director during the visit. The director stated that due to inadequate clinical sites for Maternity and Pediatric Nursing, students are spending “**half**” of the clinical hours designated in the Board – approved instructional plan as clinical facility hours for Maternity and Pediatric Nursing in simulation in the skills lab, which lacks adequate resources for simulation. The director also noted that the main site for Pediatrics and Maternity Nursing, a clinic, was not available during hours the evening students typically attend clinical experiences.

After the program survey, Board representatives contacted all clinical facilities listed as Maternity and Pediatric Nursing sites by the Medical Career College Vocational Nursing Program, including sites listed by the director as planned sites for current and proposed students. A child care center did not return Board calls. **The two clinics reportedly utilized by the program report that no students have rotated through those sites for approximately three (3) years.**

Status #13: This violation is **not corrected**. Clinical facility applications for maternity and pediatric nursing were approved by the Board on March 11 and 12, 2015. Maternity and Pediatric Faculty Student Clinical Assignment Forms were submitted by the program on March 13, 2015. However, clinical

facilities now being utilized for Pediatric and Maternity Nursing experience have limitations in the number of students allowed at one time. **This limits the number of students that can be served by the available facilities and still maintain correlation to theory content.**

To date, the program **lacks** adequate clinical facilities to accommodate all of the currently enrolled students. On March 13, 2015, the director reported that the search for clinical facilities continues, noting two potential sites. (See Attachment K). On April 2, 2015, a letter was sent to the program regarding inaccuracies in a clinical facility application for the child care program that the director indicated as a potential site. On April 3, 2015, the second potential site informed the Board that the site had no plans to provide clinical education for the program's students. (See Attachment M).

On April 22, 2015, the program submitted a clinical facility application for a pediatric clinic. The submitted application clearly indicates that no instructor would be on site. Board staff phoned the clinic to confirm the submitted application. The Director of Nursing Services at the facility noted that there was to be an instructor on site at all times. (See Attachment N). As such, the assigned NEC was unable to approve the submitted clinical facility application.

As of 4:00 PM on April 23, 2015, the time of this writing, the status of clinical facilities is unchanged. **The program lacks adequate clinical facilities as indicated by the program director** on March 13, 2015 and confirmed via the NEC's phone consultation with the program director on April 22, 2015.

Section 2535 of the Vocational Nursing Rules and Regulations states:

"Each school shall have a policy, approved by the Board for giving credit toward the curriculum requirements.

- (a) Transfer credit shall be given for related previous education completed within the last five years. This includes the following courses:
 - (1) Approved vocational or practical nursing courses.
 - (2) Approved registered nursing courses.
 - (3) Approved psychiatric technician courses.
 - (4) Armed services nursing courses.
 - (5) Certified nurse assistant courses.
 - (6) Other courses the school determines are equivalent to courses in the program.
- (b) Competency-based credit shall be granted for knowledge and/or skills acquired through experience. Credit shall be determined by written and/or practical examinations."

Violation #14: Board records confirm that the program has a Board - approved policy regarding granting transfer and competency based credit for prior education and experience. However, an analysis of student records and of the program's Academic Catalog produced no mention of the option of credit granted on the basis of applicants' related education previously completed

or demonstrated possession of knowledge, skills, and abilities acquired through prior experience. No waivers of credit were found in student records.

Status #14:

This violation is **not corrected**. However, the program submitted a new credit granting policy and stated that training would be provided to staff. A new credit granting form was submitted on February 27, 2015 and is included in Attachment J. **If implemented as described, this plan would likely prevent future occurrences of the violation.**

Summary

Since placement on provisional approval in February 2010, the program **continues to be non-compliant** with existing regulations regarding average annual pass rates on the licensure examination with the following exceptions:

- 1) Quarter 3 - 2012: Ten (10) percentage points below state average annual pass rate
- 2) Quarter 1 - 2013: Ten (10) percentage points below state average annual pass rate
- 3) Quarter 2 - 2013: Three (3) percentage points below state average annual pass rate
- 4) Quarter 4 - 2013: Seven (7) percentage points below state average annual pass rate.

Throughout 2014 and the first quarter of 2015, the program's average annual pass rates have ranged from **13 to 29** percentage points **below** the state average annual pass rate. The program's average annual pass rate is currently **21%** points **below** the state pass rate.

The following table, comprised of NCLEX/PN statistics as 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," and comprised of data on class completions as furnished by the program, presents a detailed analysis of pass rates of program graduates **per cohort** for the period 2008 through the Quarter 1 of 2015.

Analysis of NCLEX/PN Statistics for Program Graduates (2008 - 2015)				
Class Completions		Program Graduates Tested		
Date	#	# Tested	# Passed	% Passed
8/07	28	9	2	22.22%
9/08	29	27	6	22.22%
10/08	28	26	12	46.15%
5/09	27	25	10	40.00%
8/09	27	21	6	28.57%
2/10	29	19	12	63.15%
10/10	15	11	7	63.63%
2/11	14	8	6	75.00%
7/11	18	11	5	45.45%
3/12	11	8	8	100%
8/12	13	10	6	60.00%
5/13	11	8	4	50.00%
9/13	13	9	3	33.33%
6/14	11	4	4	100%
10/14	13	3	3	100%
TOTAL	287	199	94	47.23%

The table above would seem to indicate improvement in licensure pass rates for the most recent graduates. However, it is important to note **that improvement is based on seven (7) program candidates reported as completing the program in June 2014 and October 2014. The program reports that 24 students graduated from those two (2) classes.**

The table above also demonstrates an overall pass rate of **47.23%**, meaning **that less than half of the graduates from this program pass the licensure exam on the first attempt.** The statistics in the NCLEX-PN® Licensure Examination Data table presented on pages 3 and 4 of this report document that, **prior to placement on provisional approval** in February 2010, 96 graduates took the licensing examination and 42 (**44%**) **were successful on the first attempt.** **Since placement on provisional approval**, 108 graduates have taken the licensing examination and 51 (**47%**) **were successful on the first attempt.** While that represents an improvement of 3% since placement on provisional approval, it also indicates that **since placement on provisional approval, greater than 50% of graduates are still unsuccessful on the first attempt.**

The program has failed to provide significant and successful improvement plans since placement on provisional approval. Reports submitted by the program in November 2008, March 2009, February 2011, and October 2013 refer to improvement plans involving use of ATI in the curriculum. The report submitted in October 2014 refers to adding Kaplan review materials. The program director described the outcome of the March 2015 curriculum review as adding ATI review questions to lesson plans. While the documents submitted on April 1, 2015 indicate more evaluation of the program, significant concerns remain, as noted, above. Among those concerns are the director now reporting changes to clinical objectives of the Instructional Plan without Board approval and misrepresentation regarding clinical facilities.

A recent unannounced program inspection identified a total of **14 violations**, of which five (5) violations (relating to evaluation of curriculum; evaluation of clinical facilities; faculty meetings; lesson plans; and high school completion) are corrected. A total of four (4) violations (relating to admission, screening, and selection of students; evaluation of student progress; remediation;

clinical faculty responsibilities; and credit granting) will be corrected if submitted plans are implemented as described. A total of **five (5) violations** (related to pass rates; implementation of unapproved major curriculum revisions; theory to clinical correlation; inadequate clinical facilities) **remain uncorrected**.

Recommendations:

1. Revoke Medical Career College Vocational Nursing Program's provisional approval, effective May 31, 2015.
2. Remove the program from the Board's *List of Approved Programs*.

Rationale: When placed on provisional approval, the program average annual pass rate was 39%. Since placement on provisional approval in February 2010, the program average annual pass rate has been **greater than 10 percentage points below** the state average annual pass rate for a total of **16 of the last 20** quarters, including the past **five (5) consecutive** quarters. During that time, 108 graduates have taken the licensing examination and 51 (47%) were successful on the first attempt. This data indicates that **since placement on provisional approval, less than 50% of graduates are successful on the first attempt**. The current pass rate of 50% remains, after five (5) years on provisional approval, greater than 10 percentage points **below** the state average annual pass rate.

On December 19, 2014, the program received a notice of deficiencies identified during an unannounced onsite inspection by Board representatives on December 16 and 17, 2014. That notice included deadlines to correct the deficiencies. On February 23, 2015, the program received the *Notice of Extension of Provisional Approval* which identified required corrective actions, including correction of the remaining deficiencies. In particular, the required corrective actions listed in the notice of February 23, 2015, required the program to submit, under penalty of perjury, accurate and verifiable plans for clinical placements for maternity and pediatric nursing for currently enrolled students, **no later than March 1, 2015**. To date, the program has failed to secure adequate clinical facilities and submit accurate and verifiable plans for placements.

Also of concern is the critical and ongoing lack of accuracy in reporting by the program director, as was noted in the February 2015 report to the Board. Specifically, the program director reported, in the October 28, 2014 program update, that the program had "Initiated and continued with clinical facility evaluation (in compliance with ABHES Accreditation)." However, during the Board's onsite inspection of the program on December 16 and 17, 2014, the director provided no documentation of clinical facility evaluations. The director has now provided documentation of one (1) recent clinical facility evaluation. Further, the program director's report of the use of maternity and pediatric clinical facilities contradicted the report from the clinical facilities, as was outlined in the February 2015 report. **As recently as April 1, 2015, the program director lists clinical facilities that either have not ever hosted students from this program or that directly state they have no plans to provide clinical education opportunities to students from this program.**

Based on submitted documents and information, the program's administration has failed to demonstrate an awareness of the critical nature, need, and requirement for programmatic improvement and the ability to correct the deficiencies.

The program has failed to correct all of the identified violations. Noncompliance with regulatory requirements has been documented by non – compliant pass rates and the number and type of violations identified on the recent unannounced program inspection. Of the 14 identified violations, **five (5) violations** (relating to evaluation of curriculum; evaluation of clinical facilities; faculty meetings; lesson plans; and high school completion) are **corrected**. **Four (4) violations** (relating to admission, screening, and selection of students; evaluation of student progress; remediation; clinical faculty responsibilities; and credit granting) are **uncorrected, however, will be corrected if submitted plans are implemented as described**. **Five (5) remain uncorrected**. Those uncorrected violations for which a viable plan has not been submitted relate to the following.

1. Maintenance of compliant average annual pass rates of program graduates.
2. Implementation of unapproved major curriculum revisions.
3. Absence of theory to clinical correlation.
4. Inadequacy of clinical facilities that offer clinical experiences that are consistent with presented didactic content and sufficient to provide clinical experiences of like character and quality for enrolled and projected student population

The program has had more than three (3) months to correct the violations identified during the program survey visit, specifically the violations related to lack of clinical facilities. The program has had five (5) years on provisional approval to correct the violation related to program pass rates. To date, violations remain. Given the foregoing, the recommendation is to revoke provisional approval of the Medical Career College Vocational Nursing Program.

Based on reported enrollment data, two (2) classes are currently enrolled in the program. A class of eight (8) students is scheduled to graduate in September 2015 and fourteen (14) students are scheduled to graduate in November 2015. A closure date of May 31, 2015 is recommended to allow transfer of the enrolled students to other programs prior to the beginning of rotations in maternity and pediatric nursing.

If the Board adopts the recommendations, the following options are available for these students.

1. Students may apply for admission to other approved programs, requesting transfer credit for previously completed theory and clinical instruction.
2. Students with prior paid work experience may apply for vocational nurse licensure based on equivalent education and experience.

Attachment A: History of Prior Board Actions
Attachment B: 2014 Notice of Continuation of Provisional Approval and Acknowledgement
Attachment C: Program Correspondence Dated October 28, 2014
Attachment D: Board Correspondence Dated December 19, 2014
Attachment E: Program Correspondence Dated January 1, 2015

Attachment F: Program Correspondence Dated February 13, 2015
Attachment G: 2015 Notice of Extension of Provisional Approval and Acknowledgment
Attachment H: Board Correspondence Dated February 27, 2015
Attachment I: Board Correspondence Dated March 9, 2015
Attachment J: Program Correspondence Dated March 12, 2015
Attachment K: Program Correspondence Dated March 13, 2015
Attachment L: Program Correspondence Dated April 1, 2015
Attachment M: Electronic Correspondence Dated April 3, 2015
Attachment N: Electronic Correspondence Dated April 22, 2015.

Agenda Item #7.A.2., Attachment A

MEDICAL CAREER COLLEGE VOCATIONAL NURSING PROGRAM

History of Prior Board Actions

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

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

- On March 18, 2009, the assigned consultant forwarded correspondence notifying the director that the program's average annual pass rates had fallen more than ten (10) percentage points below state average annual pass rates for the past five (5) consecutive quarters. The director was requested to submit a copy of the program's detailed plan for improving the NCLEX-PN® pass rates, the date the plan was implemented, and the effectiveness of the employed interventions by April 2, 2009.

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

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

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

- **On October 12, 2009, the Board approved a new program director.**

- On February 18, 2010, the Board placed Medical Career College Vocational Nursing Program on provisional accreditation for the two - year period from February 18, 2010, through February 17, 2012. The following corrections were required.
 1. The Medical Career College Vocational Nursing Program must bring its licensure examination annual average pass rate to no more than ten (10) percentage points below the State annual average pass rate for four (4) consecutive quarters by **February 17, 2011**.
 2. The program must prepare and implement a written plan to improve its pass rate and make modifications to the plan as necessary based on the success or failure of the actions taken. That plan must include a comprehensive analysis of the program, specific actions that will be taken to improve program pass rates, and timelines for expected results. The following elements must be addressed in the analysis:
 - a. Current Student Enrollment.
 - b. Admission Criteria.
 - c. Screening and Selection Criteria.
 - d. Terminal Objectives.
 - e. Curriculum Objectives.
 - f. Instructional Plan.
 - g. Theory and Clinical Objectives for Each Course.
 - h. Lesson Plans for Each Course.
 - i. Textbooks.
 - j. Attendance Policy.
 - k. Remediation Policy.
 - l. Evaluations of Theory and Clinical Faculty.
 - m. Evaluations of Theory Presentations.
 - n. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
 - o. Evaluation of Student Achievement.
 3. The program must submit a follow-up report in ten (10) and twenty – two (22) months evaluating the effectiveness of any corrective actions taken by each element listed in number 2 above.
 4. The program must comply with all accreditation standards in article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code section 2880, and article 5 of the Board’s regulations, commencing at California Code of Regulations, title 16, section 2525.
- On March 10, 2010, the Board forwarded correspondence to the program per certified and regular mail delineating actions taken by the Board relative to the program’s placement on provisional accreditation.
- On March 16, 2010, the Board received verification of program receipt of the Notice of Change in Accreditation Status, dated March 10, 2010, from the U.S. Postal Service.
- **On March 30, 2010, a new program director was approved.**

- On June 26, 2010, the Executive Officer **deferred action** on the program's request to admit students to the Board for consideration at the September 16, 2010 meeting. This decision was based on the program's **average annual pass rate of 33%**. The consultant notified the director of the decision per telephone.
- September 1, 2010, the Executive Officer **approved** Medical Career College Vocational Nursing Program's request to admit a full – time day class of 15 students on September 27, 2010 only, with a projected graduation date of November 18, 2011, to **replace** full – time day students who graduated February 11, 2010; and approved the program's request to admit a full – time evening class of 15 students on September 27, 2010 only, with a projected graduation date of November 18, 2011, to **replace** full – time evening students who graduated February 11, 2010; and required the program to obtain Board approval prior to the admission of each class. That decision was based on the program's **average annual pass rate of 40%**, seven percentage points improved since the previous quarter.
- On November 5, 2010, the Board received program correspondence requesting approval to admit a day and evening class.
- On December 13, 2010, the Board received electronic correspondence from the program director titled, "*Program Response to Provisional Accreditation.*"
- On December 13, 2010, the assigned consultant forwarded correspondence advising the director that the submitted "*Program Response to Provisional Accreditation,*" did not fully comply with the Board's decisions of February 18, 2010. The program was requested to submit all required documents by December 24, 2010.
- On December 23, 2010, the Board received the director's electronic correspondence and revised "*Program Response to Provisional Accreditation.*"
- January 13, 2011, the Supervising Nursing Education Consultant sent correspondence to the director requesting the submission of documents for Board presentation.
- On January 24, 2011, copies of the program's report were received for dissemination to Board members.
- On February 25, 2011, the Board considered the program's request to admit students. The Board approved the program's admission of the following.
 - a. Fifteen (15) students into a day class commencing March 7, 2011, and graduating March 22, 2012, to **replace** students scheduled to graduate February 10, 2011; and
 - b. Fifteen (15) students into an evening class commencing March 7, 2011, and graduating March 22, 2012, to **replace** students that graduated October 28, 2010.

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

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

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

- On April 5, 2011, the Board forwarded, per certified and regular mail, a Revised Notice of Noncompliance and Requirements for Correction.
- On April 13, 2011, the Board received the program's signed Acknowledgement of Change in Accreditation Status. The document was signed by the program director on April 7, 2011.
- On December 2, 2011, the Board received program correspondence and the required follow – up report specified in the Notice dated April 5, 2011. Information contained therein indicated commencement of the 15 students approved on February 25, 2011 to **replace** students that graduated February 10, 2011 was delayed to July 18, 2012.
- On January 23, 2012, the assigned consultant sent correspondence requesting submission of documents for dissemination to Board members.
- On January 27, 2012, copies of the program's report were received for dissemination to Board members.
- On February 24, 2012, the Board approved the following recommendations:
 1. Approved the program's request to admit 15 students into a day class commencing April 2, 2012 only, graduating April 22, 2013, to **replace** a class that scheduled to graduate March 22, 2012.
 2. Approved the program's request to admit 15 students into an evening class commencing April 2, 2012 only, graduating April 22, 2013.
 3. Required the program to admit no additional students unless approved by the full Board.
 4. Extended the Medical Career College Vocational Nursing Program's Provisional Approval for the one - year period from February 18, 2012 through February 28, 2013, and issued a certificate and issued a notice to the program to identify specific areas of non-compliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations
 5. Required the program to submit a follow-up report in nine months, but no later than **November 1, 2012**. The report must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and the effect of employed interventions. The report must address all elements as identified in the Notice of Change in Accreditation Status dated April 5, 2011.
 6. Required the program to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate by **February 28, 2013**.

7. Required the program to comply with all accreditation standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code Section 2880, and Article 5 of the Board's Regulations, commencing at California Code of Regulations, Title 16, Section 2526.
 8. Required the program to demonstrate incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's accreditation.
 9. Failure to take any of these corrective actions may cause the full Board to revoke the program's accreditation.
 10. Placed the program on the **February 2013** Board agenda for reconsideration of provisional accreditation.
- On March 30, 2012, the Board received verification of program receipt of the Notice of Change in Accreditation Status.
 - On December 26, 2012, the assigned consultant forwarded correspondence requesting submission of eighteen (18) copies of pertinent documents, plan, and subsequent actions taken to correct identified problems that they desire Board members to consider.
 - On February 6, 2013, the Board approved the following recommendations:
 1. Approve the program's request to admit 15 students into a day class commencing May 13, 2013, only, and graduating June 6, 2014, to **replace** the class that is scheduled to graduate May 3, 2013.
 2. Approve the program's request to admit 15 students into an evening class commencing September 16, 2013, only, and graduating October 9, 2014, to replace the class that is scheduled to graduate September 9, 2013.
 3. Require the program to admit no additional students unless approved by the full Board.
 4. Extend the Medical Career College Vocational Nursing Program's Provisional Approval for the one -year period from February 22, 2013, through February 28, 2014, and issue a certificate, and issue a notice to the program to identify specific areas of non-compliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations
 5. Require the program to submit a follow-up report no later than November 1, 2013. The report must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and the effect of employed interventions. The report must address all elements as identified in the Notice of Change in Approval Status dated April 5, 2011.
 6. Require the program to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate.
 7. Require the program to comply with all approval standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code Section 2880, and Article 5 of the Board's Regulations, commencing at California Code of Regulations, Title 16, Section 2526.
 8. Require the program to demonstrate incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's approval.

9. Failure to take any of these corrective actions may cause the full Board to revoke the program's approval.
- On March 27, 2013, the Board received the director's acknowledgment of receipt of the Notice of Change in Approval Status, along with identified violations and required corrections.
 - On February 13, 2014, the Board approved the following recommendations:
 1. Extend the Medical Career College Vocational Nursing Program's Provisional Approval for the one - year period from February 28, 2014 through February 28, 2015, 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.
 2. Approve the program's request to admit 15 students into a day class commencing August 11, 2014, and graduating September 4, 2015, to **replace** students scheduled to graduate June 6, 2014.
 3. Approve the program's request to admit 15 students into an evening class commencing October 13, 2014, and graduating November 5, 2015, to **replace** students scheduled to graduate on October 9, 2014.
 4. Require the program to admit no additional students unless approved by the full Board.
 5. Require 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 by the program including the effect of employed interventions and identification of revisions required to the program's plan of correction, and a timeline for implementation.
 6. Failure to show progress shall constitute cause for revocation of provisional approval.
 7. 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.
 8. 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.
 9. 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.
 10. Failure to take any of these corrective actions may cause the full Board to revoke the program's approval.
 11. Place the program on the **February 2015** Board agenda for reconsideration of provisional approval.
 - On March 14, 2014, the Board received the director's acknowledgment of receipt of the Notice of Change in Approval Status, along with identified violations and required corrections.
 - On October 28, 2014, the Board received the program's Response to Provisional Approval and a request to admit students.
 - On December 16 and 17, 2014 an unannounced program survey visit was conducted.

- On December 19, 2014, the Board sent, via certified mail, a Notice of Violations to the program.
- On January 2, 2015, the Board received the program's response to the violations.
- On February 13, 2015, the Board approved the following recommendations: Extend provisional approval for the Medical Career College Vocational Nursing Program for a **three (3) month** period from March 1, 2015 through May 31, 2015, 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.
 1. Continue to 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.
 2. Continue to require the program to obtain approval by the full Board prior to the admission of additional students.
 3. Deny the program's request to admit 15 students into a day class commencing September 21, 2015, and graduating October 14, 2016, to **replace** students scheduled to graduate September 4, 2015.
 4. Deny the program's request to admit 15 students into an evening class commencing November 16, 2015, and graduating December 8, 2016 to **replace** students scheduled to graduate on November 5, 2015.
 5. Require the program director to submit, under penalty of perjury, accurate and verifiable plans for clinical placements for maternity and pediatric nursing for currently enrolled students, no later than **March 1, 2015**.
 6. Require the program director to submit, under penalty of perjury, the names of all enrolled students, date of admission, placement in the curriculum, and expected dates of graduation by **March 1, 2015**.
 7. Require the program to provide no less than one (1) instructor for every ten (10) students in all clinical experiences.
 8. Continue to require the program to comply with all approval standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business and Professionals Code, section 2880, and Article 5 of the Board's Regulations, commencing at California Code of Regulations, Title 16, section 2526.
 9. Continue to 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.
 10. Failure to take any of these corrective actions may cause the full Board to revoke the program's approval.
 11. Place the program on the **May 2015** Board agenda for reconsideration of provisional approval.
- At the February 13, 2015 Board meeting the program director hand delivered a document titled "Reconsideration of Provisional Status"
- On February 23, 2015, the Board forwarded to the program, per certified mail, the *Notice of Extension of Provisional Approval* of the Medical Career College, Vocational Nursing Program. The program's receipt of the *Notice* on February 25, 2015, was confirmed by the U.S. Postal Service.

- On February 26, 2015, a letter was sent to the program identifying necessary revisions in a submitted clinical facility application.
- On February 27, 2015, a telephone conference was conducted with the program director.
- On March 9, 2015, a letter was sent, via certified mail, to the program describing the failure of the program to complete required corrections as identified in the *Notice of Extension of Provisional Approval*.
- On March 11, 2015, the program submitted the required student enrollment data.
- On March 12, 2015, the program submitted an updated response to the violations.
- Data submitted by the program on March 13, 2015 documented inadequacy of maternity and pediatric clinical facilities for the currently enrolled students.
- On April 1, 2015, the program submitted a document reporting on program evaluation.
- April 2, 2015, a letter was sent to the program regarding denial of a recently submitted clinical facility application

Agenda Item #7.A.2., Attachment B



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

Board of Vocational Nursing and 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



March 5, 2014

Marilyn Castillo, B.S.N., R.N.
Director, Vocational Nursing Program
Medical Career College
41300 Christy Street
Fremont, CA 94538

Subject: Notice of Continuation of Provisional Approval Status

Dear Ms. Castillo:

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on February 28, 2014, the provisional accreditation status of the Medical Career College Vocational Nursing Program has been extended for the one-year period from February 28, 2014, through February 28, 2015. The purpose of this letter is to explain the areas of non-compliance found and the corrections required of your program to avoid losing accreditation completely.

Once you have reviewed this letter, please sign and return the enclosed "Acknowledgement of Change in Accreditation Status" form by **Monday, April 1, 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 2530(l) of title 16 of the California Code of Regulations states:

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

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

Program pass rates of the Medical Career College Vocational Nursing Program for the past twenty-two quarters are set forth in the following table.

NCLEX-PN® Licensure Examination Data							
Quarterly Statistics					Annual Statistics*		Variance from State Average Annual Pass Rate
Quarter	# Candidates	# Passed	% Passed	State Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate	
Oct-Dec 2007	17	6	35%	76%	35%	76%	-41
Jan-Mar 2008	5	2	40%	76%	36%	76%	-39
Apr-Jun 2008	1	0	0%	70%	35%	75%	-40
Jul-Sep 2008	1	0	0%	75%	33%	74%	-41
Oct-Dec 2008	No Candidates Tested			73%	33%	73%	-40
Jan-Mar 2009	No Candidates Tested			70%	0%	72%	-72
Apr-Jun 2009	20	6	30%	71%	29%	70%	-41
July-Sep 2009	31	13	42%	74%	37%	72%	-35
Oct-Dec 2009	11	4	36%	76%	37%	73%	-36
Jan-Mar 2010	10	1	10%	76%	33%	74%	-41
Apr-Jun 2010	8	6	75%	74%	40%	75%	-35
Jul-Sep 2010	14	7	50%	76%	42%	75%	-33
Oct-Dec 2010	4	0	0%	77%	39%	76%	-37
Jan-Mar 2011	5	3	60%	82%	52%	77%	-25
Apr-Jun 2011	7	2	29%	71%	40%	76%	-36
Jul-Sep 2011	6	4	67%	74%	41%	77%	-36
Oct-Dec 2011	3	2	67%	74%	52%	75%	-23
Jan-Mar 2012	5	4	80%	77%	57%	74%	-17
Apr-Jun 2012	6	2	33%	72%	60%	74%	-14
Jul-Sep 2012	11	8	73%	74%	64%	74%	-10
Oct-Dec 2012	2	1	50%	70%	63%	74%	-11
Jan-Mar 2013	5	4	80%	75%	63%	73%	0
Apr-Jun 2013	5	3	60%	78%	70%	73%	-3
Jul-Sep 2013	1	0	0%	75%	62%	74%	-12
Oct-Dec 2013	5	4	80%	76%	69%	76%	-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.

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

REQUIRED CORRECTION(S)

1. The program shall admit no additional students unless approved by the full Board.
2. The program shall submit a follow-up report no later than **November 1, 2014**. The report must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and the effect of employed interventions. The report must address all elements as identified in the Notice of Change in Approval Status dated April 5, 2011.
3. The program shall bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate.
4. 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.
5. 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.
6. The program shall notify all enrolled students of actions taken by the Board relative to the program's accreditation status, and expected time for resolution.
7. Failure to take any of these corrective actions may cause the full Board to revoke the program's approval.

FUTURE BOARD ACTION

Your program will be placed on the February 2015 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: **Based on the above corrections, the full Board's permission will be required for each future class admission.**

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

The program may not 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,

A handwritten signature in black ink, appearing to read "Teresa Bello-Jones", written in a cursive style.

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

Enclosures

cc: Board Members

TBJ:sc



Board of Vocational Nursing and 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



Acknowledgement of Continuation of Provisional Approval

I, _____, director of Medical Career College VN Program
(Director's Name) (Name of Program)

hereby acknowledge that this program's status of provisional approval has been continued. I understand that in accordance with Section 2526.1 (f) of the Vocational Nursing Rules and Regulations and Section 2581.1 (f) of the Psychiatric Technician Rules and Regulations, the Board will consider any advertisement of full approval while on provisional approval as "material misrepresentation of fact". "Material misrepresentation of fact" may lead to revocation of the program's approval. Further, I understand the program's provisional approval status will continue to be reflected on the Board's internet website.

Please complete and return this form to the Board by **March 30, 2014**.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

(Signature of Director)

(Date)



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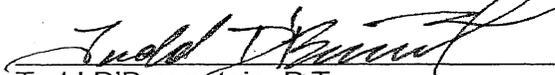
CERTIFICATE OF PROVISIONAL APPROVAL

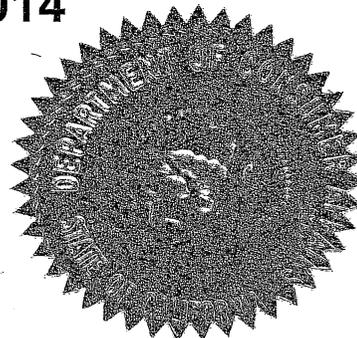
for

Medical Career College, Fremont Vocational Nursing Program

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

Effective: February 28, 2014


Todd D'Braunstein, P.T.
President



Expires: February 28, 2015


Teresa Bello-Jones
Executive Officer



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Board of Vocational Nursing and Psychiatric Technicians
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Phone 916-263-7800 Fax 916-263-7855 Web www.bvnpt.ca.gov



BVNPT

2014 MAR 14 PM 12:50

Acknowledgement of Continuation of Provisional Approval

BVNPT
un 3/14/14
JEDU

I, MARILYN CASTILLO, director of Medical Career College VN Program
(Director's Name) (Name of Program)

hereby acknowledge that this program's status of provisional approval has been continued. I understand that in accordance with Section 2526.1 (f) of the Vocational Nursing Rules and Regulations and Section 2581.1 (f) of the Psychiatric Technician Rules and Regulations, the Board will consider any advertisement of full approval while on provisional approval as "material misrepresentation of fact". "Material misrepresentation of fact" may lead to revocation of the program's approval. Further, I understand the program's provisional approval status will continue to be reflected on the Board's internet website.

Please complete and return this form to the Board by **March 30, 2014**.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Marilyn Castillo, RN
(Signature of Director)

3/10/14
(Date)

Agenda Item #7.A.2., Attachment C



Medical Career College

I. Background

BVNPT RECD EDU
ON 10/28/14 WITH DJ, NEC

Medical Career College was initially placed on provisional approval status on February 18, 2010 with an average annual pass rate of 37% for noncompliance with Section 2530 of the Vocational Nursing Rules and Regulations which states:

A. "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 the first time candidates of accredited vocational nursing schools for the same period. "

The Program's pass rate for the past 4 years compared to the State Annual pass rate has consistently improved as shown in the following table:

YEAR	PROGRAM AVERAGE ANNUAL PASS RATE	STATE AVERAGE ANNUAL PASS RATE	VARIANCE
OCT-DEC 2010	39%	75%	-37
OCT-DEC 2011	52%	75%	-23
OCT-DEC 2012	63%	74%	-11
OCT-DEC 2013	69%	76 %	-7

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

YEAR	PROGRAM QUARTERLY PASS RATE	STATE QUARTERLY PASS RATE	VARIANCE
JAN-MAR 2013	63%	73%	0
APRIL-JUNE 2013	70%	73%	-3%
JUL-SEP- 2013	62%	74%	-12%
OCT-DEC 2013	69%	76%	-7%
JAN-MAR 2014	62.50%	74.16%	-13.5%
APR-JUN 2014	33.33%	66.29%	-39.67%
JUL-SEP 2014	100 %		
OCT-DEC 2014*			



Medical Career College

In the meeting last February 13, 2014, the Board commented that:

“ While the pass rate has improved, consistent improvement has not been fully demonstrated. As such, extension of the provisional approval for an additional year is recommended to ensure that the program will achieve and maintain an average pass rate that is compliant with the requirements specified in the Vocational Nursing Rules and Regulations (maintain a yearly average minimum pass rate that does not fall below 10 percentage points of the state average pass rate for the first time candidates of accredited vocational nursing schools for the same period.”

In the letter dated March 3, 2014 on page 3, the statement that says that the program failed to comply with the annual pass rate requirement is incorrect since the NCLEX-PN Licensure Examination Data on the same page shows the following with the last quarter results:

Quarter	# Candidates	#Passed	% Passed	State Quarterly Pass Rate	Program Ave Annual Pass Rate	State Average Annual Pass Rate	Variance from State Average Annual Pass Rate
Oct-Dec 2013	5	4	80%	76%	69%	76%	-7

II. Present Status

Herewith is a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and effect of employed interventions.

A. Current Enrollment

ENROLLMENT DATA			
CLASS DATES		# of Students Admitted	Present Enrollment (Oct 2014)
Date class started or will start	Date class will Complete		
08-11-2014	09-04-2015	10	08
10-13-2014	11-05-2015	15	15



Medical Career College

B. Admission Criteria

ACTION	TIMELINE	EFFECT OF INTERVENTION	PERSON /S ACCOUNTABLE
Status quo			School Director

C. Screening and Selection Criteria

ACTION	TIMELINE	EFFECT OF INTERVENTION	PERSON /S ACCOUNTABLE
Status Quo			School Director/VP for Admissions

D. Terminal Objectives

ACTION	TIMELINE	EFFECT OF INTERVENTION	PERSON /S ACCOUNTABLE
To be reviewed in the next Advisory Board meeting (July 2015)	Annually	Employment rates to be collected and reviewed Employer's Survey Review	School Director

E. Curriculum Objectives

ACTION	TIMELINE	EFFECT OF INTERVENTION	PERSON /S ACCOUNTABLE												
Review of Curriculum to mirror the changes in the NCLEX Test PN	Starting with Cohort 16	Data to be gathered	School Director/Nursing Faculty/Student representative												
<table border="1"> <thead> <tr> <th>Client Categories/ Subcategories</th> <th>% of Questions</th> <th>Change in % of Questions</th> </tr> </thead> <tbody> <tr> <td>Safe and Effective Care Environment <ul style="list-style-type: none"> Coordinated Care Safety and Infection Control </td> <td>16-22%</td> <td>3% increase</td> </tr> <tr> <td></td> <td>10-16%</td> <td>1% decrease</td> </tr> <tr> <td>Health Promotion and</td> <td>7-13%</td> <td>No</td> </tr> </tbody> </table>	Client Categories/ Subcategories	% of Questions	Change in % of Questions	Safe and Effective Care Environment <ul style="list-style-type: none"> Coordinated Care Safety and Infection Control 	16-22%	3% increase		10-16%	1% decrease	Health Promotion and	7-13%	No			
Client Categories/ Subcategories	% of Questions	Change in % of Questions													
Safe and Effective Care Environment <ul style="list-style-type: none"> Coordinated Care Safety and Infection Control 	16-22%	3% increase													
	10-16%	1% decrease													
Health Promotion and	7-13%	No													



Medical Career College

Maintenance		change			
Psychological Integrity	8-14%	1% increase			
Physiological Integrity					
• Basic Care and Comfort	7-13%	2% decrease			
• Pharmacological Therapies	11-17%	No change			
• Reduction of Risk Potential	10-16%	1% increase			
• Physiological Adaptation	7-13%	2% decrease			
Preparation of initial Program Effectiveness Plan in compliance of ABHES accreditation					School Director VP of Admissions/Marketing VP of Finance Registrar Academic Consultant

F. Instructional Plan

ACTION	TIMELINE	EFFECT OF INTERVENTION	PERSON /S ACCOUNTABLE
Added Kaplan NCLEX Review starting for Cohort 14 (May 15, 2014)	At the completion of the program	Data to be gathered Exit test passing grade set at 95%	School Director
Continued with the use of NCLEX review resources (i.e. ATI Testing, Comprehensive NCLEX Review Book by Saunders, Judith Miller Tutorial Video, and Lippincott NCLEX Review Book	Interspersed in the courses	Scores are collected and added to student's progress reports	Nursing Instructors



Medical Career College

G. Theory and Clinical Objectives for Each Course

ACTION	TIMELINE	EFFECT OF INTERVENTION	PERSON /S ACCOUNTABLE
In each course, critical thinking exercises are given and reinforced	Quarterly updates	Enhancement of test taking skills	Nursing Instructor/School Director

H. Lesson Plans for Each Course

ACTION	TIMELINE	EFFECT OF INTERVENTION	PERSON /S ACCOUNTABLE
<p>Added Virtual Clinical Excursions in Maternity, Pediatrics, Fundamentals and Medical Surgical</p> <p><i>One of the most complete nursing education learning systems available, Virtual Clinical Excursions is an online program that guides you through a virtual hospital where the patients are real and their conditions are constantly changing. By immersing students in a realistic, yet safe, nursing environment, VCE simulates the average clinical rotation by allowing users to conduct a complete assessment of a patient and set priorities for care, collect information, analyze and interpret data, prepare and administer medications, and reach conclusions about complex problems. Each lesson has a textbook reading assignment and activities based on "visiting" the patients in the hospital - providing a perfect environment to "practice" what you are learning.</i></p>			Nursing Instructors



Medical Career College

I. Textbooks

ACTION	TIMELINE	EFFECT OF INTERVENTION	PERSON /S ACCOUNTABLE																					
<p>Use PrepU for Cohorts 14 and 15</p> <p><i>PrepU streamlines the study and learning process through customized adaptive learning experiences tailored to each user's knowledge level. Students identify where they need to spend more study time; instructors get real time data for maximizing class performance</i></p> <p>The performance in the NCLEX will be correlated to the scores in PrepU</p>	2014 Cohorts	<p>Initial data:</p> <table border="1" data-bbox="829 506 1182 709"> <thead> <tr> <th>Quarter</th> <th>Cohort</th> <th>Takers/Passed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>14</td> <td>3 / 2</td> </tr> <tr> <td></td> <td>15</td> <td>2 / 1</td> </tr> <tr> <td>2</td> <td>14</td> <td>2 / 0</td> </tr> <tr> <td></td> <td>15</td> <td>5 / 1</td> </tr> <tr> <td>3</td> <td>14</td> <td>3 / 3</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Quarter	Cohort	Takers/Passed	1	14	3 / 2		15	2 / 1	2	14	2 / 0		15	5 / 1	3	14	3 / 3				Nursing Instructors
Quarter	Cohort	Takers/Passed																						
1	14	3 / 2																						
	15	2 / 1																						
2	14	2 / 0																						
	15	5 / 1																						
3	14	3 / 3																						

J. Attendance Policy

ACTION	TIMELINE	EFFECT OF INTERVENTION	PERSON /S ACCOUNTABLE
Same			

K. Remediation Policy

ACTION	TIMELINE	EFFECT OF INTERVENTION	PERSON /S ACCOUNTABLE
Same			



Medical Career College

L. Evaluations of Theory and Clinical Faculty

ACTION	TIMELINE	EFFECT OF INTERVENTION	PERSON /S ACCOUNTABLE
Classroom and onsite observation	Quarterly	Faculty ensures that students are engaged	School Director
Expectations from Instructors are printed as part of the job description for faculty	Upon hire and start of each cohort		School Director

M. Evaluations of Clinical Rotations and Correlation to Theory Presentation

ACTION	TIMELINE	EFFECT OF INTERVENTION	PERSON /S ACCOUNTABLE
Initiated and continued with clinical facility evaluation (in compliance with ABHES Accreditation)	Will start with each completing cohort	Correlation of clinical skills and cognitive knowledge	School Director Registrar Staff Analyst

N. Evaluation of Student Achievement

ACTION	TIMELINE	EFFECT OF INTERVENTION	PERSON /S ACCOUNTABLE
Continued in every cohort and feedback given to students on a weekly/quarterly basis			Nursing Instructors

Summary:

The efforts to comply with the pass rate has been going on with gains in the quality of curriculum, faculty hired, student participation and their increasing responsibility in passing the licensure examination.



CERTIFIED MAIL

December 19, 2014

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

Subject: Notice of Violation

Dear Ms. Castillo,

On December 16 and 17, 2014 the Board of Vocational Nursing and Psychiatric Technicians (Board) made an unannounced survey visit to the *Medical Career College Vocational Nursing Program*. Based on the survey visit, the following violations were identified:

Section 2526(a)(8) of the Vocational Nursing Rules and Regulations states:

"The institution shall apply to the Board for approval. Written documentation shall be prepared by the director and shall include:

... (8) Evaluation methodology for curriculum.

Violation #1: Board files confirm that the program has a methodology and procedure for evaluation of the curriculum. However, the program director failed to produce documentation confirming that the curriculum had been evaluated to determine its currency, effectiveness, consistency with the NCLEX/PN® test plan, or need for revision.

Required Action: Provide a plan for evaluation of the curriculum and a timeline in which curriculum evaluation will be accomplished.
Due no later than December 31, 2014.

Section 2526(a)(11) of the Vocational Nursing Rules and Regulations states:

"The institution shall apply to the Board for approval. Written documentation shall be prepared by the director and shall include:

... (11) Evaluation methodology for clinical facilities."

Violation #2: Board files confirm that the program has a methodology and procedure for evaluation of clinical facilities. However, the program director failed to produce documentation confirming that clinical facilities had been evaluated by faculty.

Required Action: Provide documentation of evaluation of clinical facilities and a proposed timeline for ongoing evaluation of clinical facilities. Evaluation of clinical facilities should include, but not be limited to:

- 1) Which term(s) in the program the facility is utilized by students;
- 2) Describe the types of experience available as related to the ability of the students to meet the program's stated clinical objectives;
- 3) Description of observed evidence of correlation of theory to clinical;
- 4) Dates students are in the clinical site;
- 5) Identified problems;
- 6) Plan to correct problems.

Due no later than December 31, 2014.

Section 2526(a)(12) of the Vocational Nursing Rules and Regulations states:

"The institution shall apply to the Board for approval. Written documentation shall be prepared by the director and shall include:
... (12) Admission criteria.

Section 2526(a)(13) of the Vocational Nursing Rules and Regulations states:

"The institution shall apply to the Board for approval. Written documentation shall be prepared by the director and shall include:
... (13) Screening and selection criteria.

Violation #3: Based on review of current and recently graduated student files, the program failed to follow its Board approved admission, screening, and selection policies as noted by admission of multiple students with below proficiency scores on the entrance examination.

Required Action: Provide a plan for correction that describes how the program will follow the policy for admission, screening and selection of applicants to the program. Provide verification of training, of all individuals associated with the school, regarding admission, screening and selection policies.
Due no later than December 31, 2014.

Section 2526(a)(15) of the Vocational Nursing Rules and Regulations states:

“The institution shall apply to the Board for approval. Written documentation shall be prepared by the director and shall include:

... (15) Evaluation methodology for student progress.

Violation #4: Board files confirm that the program has a methodology for evaluation of student progress. Examination of student files and interviews with the program director and one faculty member indicate that the program is not following the approved evaluation methodology as noted by the liberal use of bonus points on all exams and as a component of the course grade. This is not in accordance with the Board – approved evaluation methodology.

Required Action: Provide a plan for correction, including plans for implementation, which describes how the program will follow the Board – approved methodology for evaluation of student progress. Alternatively, provide a proposed revision to the methodology for evaluation of student progress that more accurately measures appropriate minimum passing scores.
Due no later than December 31, 2014.

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

“Regular faculty meetings shall be held. Minutes shall be available to the Board’s representative.”

Violation #5: The director provided faculty meeting agendas; however, minutes indicating faculty discussion regarding the vocational nursing program were very minimal.

Required Action: Provide a plan for frequency of faculty meetings relative to the vocational nursing program at Medical Career College. Provide a schedule and an agenda for the next three (3) faculty meetings.
Due no later than December 31, 2014.

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

“Clinical faculty shall have no other responsibilities during the hours assigned to the instruction of students.”

Violation #6: During interviews conducted during the program survey visit, students and the clinical instructor described clinical make-up hours on the weekend during the time the instructor is working as an employee of the facility.

Required Action: Provide a detailed plan for adequate coverage of clinical instruction such that clinical faculty have no other responsibilities during hours of instruction.
Due no later than December 31, 2014.

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

“Each instructor shall have a daily lesson plan which correlates the theory and practice offered to the student. A copy of this plan shall be available to the director.”

Violation #7: At the beginning of the survey visit, Board representatives requested sample lesson plans from maternity nursing, mental health nursing, nursing fundamentals, and pediatric nursing. The program director failed to provide lesson plans that correlates the theory and practice offered to students as prescribed by regulation, with the exception of one lesson plan for a topic in nursing fundamentals. The director provided a binder of pediatric final exams as a lesson plan for pediatrics. A schedule of maternity nursing topics that was given to students was offered as maternity nursing lesson plans. No materials were presented for mental health nursing.

Required Action: Provide lesson plans for all lectures listed in the Board approved Instructional Plan.
Due no later than December 31, 2014.

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

“The school shall evaluate student performance to determine the need for remediation or removal from the program.”

Violation #8: During the survey visit, Board representatives examined files of all current students and the most recent graduates. The representatives also examined records related to remediation of the students. In the records regarding remediation, student problems are vaguely and incompletely listed, minimal plans for remediation are presented, and follow-up and outcome are not documented. According to a faculty member teaching a current cohort, some students had failed out of the program; records regarding this were not produced by the program director.

Required Action: Provide a detailed written proposal, including timeline for implementation, for revision of the remediation plan, including appropriate follow-up with students.
Due no later than December 31, 2014.

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

“The Board 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 #9: The program’s average annual pass rate has been **greater than ten (10) percentage points below** the state average annual pass rate for **fifteen of nineteen** quarters for which examination data were reviewed. The program’s average annual pass rate has been between **14 to 33 points below** the state average annual pass rate for the **past three quarters**.

Required Action: Improve pass rates to compliant levels as described in the regulations.

Section 2533(a) of the Vocational Nursing Rules and Regulations states:

“Vocational nurse programs shall include theory and correlated clinical experience.”

Violation #10: During the program survey visit, Board representatives interviewed a clinical instructor and students at a clinical site. The instructor was not able to state what the students were studying in theory. The instructor referred to content on the respiratory system. The students, in week three of term two, were scheduled, per the Board – approved instructional plan, to be studying cancer nursing. In addition, students were not able to describe patient assessment, which, according to the Board – approved instructional plan, was presented in term one. The clinical instructor and the students described a focus on medication administration and wound care since the beginning of the program. Students were observed to be paired with a medication administration nurse, a wound care nurse, or a CNA on staff, and only two students were paired with the clinical instructor on the day of the survey visit.

Required Action: Submit a detailed list of clinical objectives that are correlated with theory as presented in the Board – approved instructional plan.
Provide a plan to prevent future occurrences.
Provide documentation of how theory and clinical instructors will correlating theory and clinical instruction.
Due no later than December 31, 2014.

Section 2533(f) of the Vocational Nursing Rules and Regulations states:

“All curricular changes that significantly alter the program philosophy, conceptual framework content, objectives, or other written documentation as required in Section 2526, shall be approved by the Board prior to implementation . . .”

Violation #11: Board records confirm that the instructional plan for the Medical Career College Vocational Nursing Program was Board – approved in 2006 as **1600** hours, of which 630 hours were theory content and 970 hours were clinical content. Board records also confirm that the approved instructional plan includes 54 hours of maternity nursing experience **in a clinical setting** and 54 hours of pediatric nursing experience **in a clinical setting**.

The program now lists a total of **1652** hours, with 968 hours of clinical content and 684 hours of theory content. **No changes were approved by the Board.** During the program survey visit, the director provided a 2009 email from the Board and stated this was documentation of approval of the curriculum changes. The email was an approval of a revision of admissions and screening policies. The director reports that with adding a pre-requisite of medical terminology, she added those hours to the curriculum total.

In addition, as reported to the two Board representatives during the survey visit, “**half**” of the maternity and “**half**” of the pediatric clinical experience hours (approximately **27 hours** for each type of clinical experience) are now conducted in the skills lab with only basic equipment and a “baby doll” brought in by a faculty member. This change was **not approved** by the Board.

Required Action: Provide a detailed plan for revision of the curriculum or a plan for return to the Board – approved curriculum.
Due no later than December 31, 2014.

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. Clinical objectives which students are expected to master shall be posted on patient care units utilized for clinical experience.”

Violation #12: Clinical objectives for the students were not posted in the patient care units during the program survey visit.

Board representatives interviewed the program director during the program survey visit. The director stated that due to inadequate clinical sites for maternity and pediatric nursing, students are spending "half" of the clinical hours designated in the Board – approved instructional plan as clinical facility hours for maternity and pediatric nursing in simulation in the skills lab, which lacks adequate resources for simulation. The director also noted that the main site for pediatrics and maternity nursing, a clinic, was not available during hours the evening students typically attend clinical experiences.

Further, Board representatives contacted all clinical facilities listed as maternity and pediatric nursing sites by the Medical Career College Vocational Nursing program, including sites listed by the director as planned sites for current and proposed students. A day care center did not return Board calls. The two clinics reportedly utilized by the program both report that **no students have rotated through those sites for approximately three years.**

Required Action:

Submit new clinical facility applications for pediatric and maternity clinical sites such that students can accomplish the competency-based objectives of the program. Subsequent to obtaining Board approval for pediatric and maternity clinical sites, submit a schedule identifying how current students will gain maternity and pediatric clinical experiences. This must be provided in a manner such that dates and locations of experiences for individual students can be identified.

Provide documentation that clinical objectives are posted on all clinical sites.

Provide documentation that all clinical faculty have been provided with a copy of the detailed clinical objectives that correlate with theory.

Due no later than December 31, 2014.

Verify completion of maternity and pediatric clinical experiences prior to graduation of all current students.

Section 2535 of the Vocational Nursing Rules and Regulations states:

“Each school shall have a policy, approved by the Board for giving credit toward the curriculum requirements.

- (a) Transfer credit shall be given for related previous education completed within the last five years. This includes the following courses:
 - (1) Approved vocational or practical nursing courses.
 - (2) Approved registered nursing courses.
 - (3) Approved psychiatric technician courses.
 - (4) Armed services nursing courses.

- (5) Certified nurse assistant courses.
 - (6) Other courses the school determines are equivalent to courses in the program.
- (b) Competency-based credit shall be granted for knowledge and/or skills acquired through experience. Credit shall be determined by written and/or practical examinations.”

Violation #13: Board records confirm that the program has a Board - approved policy regarding transfer credit and competency-based credit. However, an analysis of student records and of the Academic Catalog produced no mention of the option of credit by transfer or competency. No waivers of credit were found in student records.

Required Action: Provide a plan, method of implementation, and timeline for implementation to ensure that students are appropriately granted transfer credit for applicable coursework.
Provide documentation of training, for all individuals associated with the program, regarding credit – granting as described in the Vocational Nursing Rules and Regulations.
Due no later than December 15, 2014.

Be advised that the continuation of such violations further jeopardizes your program’s approval.

Should further information be needed, please feel free to contact me.

Sincerely,
Donna G. Johnson
Donna G. Johnson, RNP, MS, MA
Nursing Education Consultant
donna.johnson@dca.ca.gov
916-263-7842

Agenda Item #7.A.2., Attachment E



Medical Career College

I. Section 2526(a)(8)

Based on Maslow Theory of Nursing and the NCLEX Test Plan revised last April, 2014, the Director and faculty of Medical Career College have planned to review the present curriculum of the Vocational Nurse program in the second quarter of 2015.

Cohort 13 has followed the 1652 hours with 684 hours of theory content and 968 hours of clinical hours. However, during the visit last December 16 and 17, 2014, it was pointed out by the Board that the Director should revert to the 1600 hours composed of 630 hours of theory and 970 hours of clinical hours. The entire hours spent in maternity and pediatric clinical experience will also be in hospital sites and the current students will undergo a make-up of a total of 54 hours as a remediation (27 hours of maternity and 27 hours of pediatric).

Vocational Nursing	NCLEX PN Test Plan	Theory Hours	Clinical Hours
A. Anatomy and Physiology	Potential for Alterations in Body Systems/ Alterations in Body Systems/ Basic Pathophysiology/ Fluid and Electrolyte Imbalances/	54	
B. Nutrition	Nutrition and Oral Hydration	14	
C. Psychology	Behavioral Management/ Coping Mechanisms/ Crisis Intervention/ Mental Health Concepts Stress Management/ Therapeutic Environment	26	
D. Normal Growth and Development	Sensory/Perceptual Alterations	18	
E. Nursing Fundamentals	Client Rights/Referral Process/Resource Management Health Promotion/Disease Prevention/ Changes/Abnormalities in Vital Signs/ Diagnostic Tests/ Laboratory Values	27	52
F. Nursing Process	Establishing Priorities Self-care/ Support Systems/ Elimination/ Personal Hygiene/ Rest and Sleep	10	
G. Communication	Reporting of Incident/Event/Irregular Occurrence/Variance/ Therapeutic Communication	2	
H. Patient Education	Confidentiality/Information Security/ Data Collection Techniques/ High Risk Behaviors Lifestyle Choices/	18	
I. Pharmacology	Chemical and Other Dependencies/Adverse Effects/Contraindications /Side Effects/Interactions/Dosage Calculations/Expected Actions and Outcomes/Medical Administration/Pharmacological Pain Management/Unexpected management to Therapies	57	
J. Medical Surgical Nursing	Clinical Care Assignments/Accident/Error/Injury Prevention/ Emergency Response Plan/ Potential for Complications of Diagnostic Tests/Treatments/Procedures/ Potential for Complications from Surgical Procedures and Health Alterations Therapeutic Procedures/ Medical Emergencies	310	792
K. Communicable Diseases	Handling Hazardous and Infectious Materials/Standard Precautions/Transmission-Based Precautions/Surgical Asepsis	2	
L. Gerontological Nursing	Continuity of Care/Home Safety/Safe Use of Equipment/Security Plan/Aging Process/ Abuse or Neglect	10	
M. Rehabilitation Nursing	Collaboration with Interdisciplinary Team/Ergonomic Principles Assistive Devices/ Mobility/Immobility	11	
N. Maternity Nursing	Clinical Care Assignments/ Ante/Intra/Postpartum and Newborn Care/	18	54
O. Pediatric Nursing	Clinical Care Assignments/Least Restrictive Restraints and Safety Devices/ Developmental Stages and Transitions	18	54
P. Leadership	Advocacy/Information technology	8	9
Q. Supervision	Concepts of Management and Supervision	8	9
R. Ethics and Unethical Behavior	Ethical Practice/	4	
S. Critical Thinking	Performance Improvement	5	
T. Culturally Congruent Care	Cultural Awareness/ Religious and Spiritual Influences on Health	5	
U. End of Life Care	Advance Directives/Informed Consent/Legal Responsibilities/End of Life Concepts/Grief and Loss/Nonpharmacological Comfort Interventions	5	

- The Curriculum Hours will be discussed in the Faculty Meeting.



- II. Evaluation Methodology for Clinical Facilities Evaluation of Clinical Facilities will be done by Clinical Instructors every end of each term to determine if the clinical objectives were achieved and were correlated to the theory objectives. If problems are identified during the clinical rotation, it must be presented during faculty meetings with the Program Director as well as to the Advisory Board for plan of correction and resolution. **Evaluation of Clinical Facilities Form Attachment II-A**
- III. Admission Criteria/Selection and Screening Criteria- Strict compliance to the admission, selection and screening criteria will be used in the subsequent cohorts. The VP for Admissions and staff will collate the data on the previous cohorts and the NCLEX pass rates. Any significant findings will be reported to the Board. Training will be done in one of the staff meetings.
- IV. Evaluation Method for Student Progress Sound statistical methods like mean, median and mode will be used in examinations and the minimum pass level (Angoff method) will be used. **The school will adhere to the NEC recommendation of raising up the minimum passing grade from 70% to 75%.**

Determining a Minimum Pass Level (MPL) Using the Angoff Method

- 1) A lecturer in a course writes an exam item for their material.
- 2) That item is submitted to a panel of course directors from the "sister" courses from the four UIC-COM campuses (Chicago, Peoria, Rockford, Urbana.)
- 3) The course directors discuss the characteristics of a borderline passing student and come to a consensus.(A borderline passing student is defined as one who just barely hits the minimum pass level for the exam.)
- 4) Each course director on the panel judges the item and considers: "Would a BORDERLINE passing medical student be able to correctly answer this item without guessing?"
- 5) The exam item receives a score based on the course director's answer:
 - a. "Yes" = 1
 - b. "No" = 0
 - c. "Maybe" = 0.5
- 6) The scores submitted by each course director are averaged to give that item a value.
- 7) On an exam, the values of all the items are averaged and this number is the Minimum Pass Level (MPL) for the Exam.

- V. Regular Faculty Meetings will be held on a monthly basis and as needed. Form for Faculty Meeting Minutes is attached. **Attachment V-A**

Topics for Faculty meetings:

1. Curriculum Evaluation- Course Objectives/Syllabus Writing
2. Student Achievement/Pass rates
3. Effectiveness of Remediation
4. Clinical Facility Evaluation



- VI. Clinical faculty shall have no responsibilities during the hours of instructions- Prior to assigning faculty to go the clinical sites; strict compliance to faculty duties will be reiterated.
- VII. Lesson Plans are attached.
- VIII. Orientation for Faculty on Remediation Policy will be done and new forms for student remediation and student termination will be implemented. Orientation for Faculty on Remediation Policy, Student Remediation Form and Student Termination Form attached. **Attachment VIII-A, VIII-B, VIII-C**
- IX. ATI Comprehensive Predictability for Passing NCLEX on the First Attempt will be at 95% and up before releasing the student to take the NCLEX, adhere to the approved curriculum and instructional plan of Medical Career College approved by the BVNPT, regular faculty and professional development meetings, regular tutorials and remediation, evaluation of student progress must be reinforced.
- X. Instructors (Clinical and Theory) must be provided with the Clinical Objectives that correlates with the Theory Objectives for reference. In addition, the instructors must communicate with each other in regards to the course syllabus being taught for proper alignment. Curriculum Objectives will be discussed in the faculty meetings on a regular basis. Curriculum Objectives are attached. **Attachments X-A, X-B, X-C, X-D, X-E**
- XI. The designated Board-approved curriculum will be utilized with a total of 1600 hours of which 630 hours were theory content and 970 hours were clinical content.
- XII. The school will search for pediatric and maternity clinical sites so that the students will be able to accomplish the competency-based objectives of the program. Upon approval of the applications, the clinical schedule will be provided to the current students prior to their graduation. Clinical Faculty will be provided the detailed clinical objectives that correlate with theory objectives. Clinical instructors will be directed to post the clinical objectives in the clinical sites at all times during their rotation. Documentation of training will be furnished to the Board.
- XIII. Credit Granting Policy must be strictly implemented. Staff associated with the program regarding credit granting will be given an in-service training and documentation of the training will be furnished to the Board. Credit Granting Policy attached. **Attachment XIII-A**



Medical Career College

EVALUATION OF FACILITIES

Evaluation Done by Instructor: _____

Date of Evaluation: _____

Name of Facility: _____

TERM	CLINICAL OBJECTIVES	TYPES OF EXPERIENCE TO BE MET	THEORY TOPICS TO BE COVERED	DATES OF EXPERIENCE	PROBLEMS IDENTIFIED	PLAN OF CORRECTION
						*

*Detailed Plan of Correction to be attached

ATTACHMENT V-A



Medical Career College

41300 Christy Street, Fremont, California (510) 445-0319

VN FACULTY MEETING

Topic: _____

Speaker/s: _____

Date: _____

Major Points of Presentation:

Attendees:

How does this session relate to the improvement of instruction and curriculum?

Prepared by: _____

Date: _____

ATTACHMENT VIII - A



Medical Career College

Orientation for Remediation Policy

1. Identify problem: Clinical Event, Behavioral Issue or Theory Deficit
2. Student meets with Instructor first (instructor documents meeting)
3. If problem is not resolved at student-instructor level, written referral given to Program Director.
4. Program Director develops written plan of correction or improvement and develops a time frame.
5. Options for remediation:
 - Theory- Tutoring, case studies, independent study, written examination, attendance at seminars or workshops, continuing education credits re research reports.
 - Clinical- Performance evaluation in skills lab or additional time in the clinical area with clients.
6. Program Director follows up remediation plan of tutoring and or retesting within set time frame agreed upon at follow-up meeting and reevaluation.
7. Remediation is deemed successful or not successful- document.
8. Process ends if remediation is successful.
9. If remediation is not successful, additional meeting with Program Director with second step for remediation plan and document.
10. If additional remediation is not successful with proper documentation, termination from the program
11. The Remediation Form must be filled up completely with all the details needed, followed up on the given date for reevaluation.

Signature:

Instructor: _____

Marilyn Castillo, RN, BSN: _____

ATTACHMENT VIII-B



Medical Career College

Student Remediation or Probation

Student: _____ Date: _____
(Print)

Instructor: _____
(Print)

You have been placed on Remediation Probation in the following area(s):
Problem Area(s): ___ Clinical Event ___ Behavioral Issue ___ Theory Deficit

Continued on back

Instructor: _____ Date: _____
(Signed)

Student: _____ Date: _____
(Signed and Dated when received)

Action(s) required renewing satisfactory standing in this program:

Date of Reevaluation: _____

Comments after Reevaluation: ___ Successful ___ Not Successful (Proceed to 2nd Step of Remediation)

Instructor: _____
(Signed)

Student: _____ Date: _____
(Signed and Dated when received)

ATTACHMENT VIII-C



Medical Career College

Student Termination

Name: _____

Date: _____

You are being terminated from the Vocation Nursing Program for the following reason(s):

Director: _____

Instructor: _____

Student: _____

Student Comments:

If there is insufficient room, please continue on the back of on a new sheet of paper.



ATTACHMENT X-A

Medical Career College

VII. Course: V.N. Basic Medical Surgical Nursing (BMS) Curriculum Objectives

Totals: Theory 186 hours
Clinic 286 hours

Course Description:

- Fundamentals of bedside nursing.
- Theoretical framework for understanding process of assessing and planning nursing care of the adult patient.
- Application of principles and practice of basic nursing care, nutrition, and medication administration.

Theory Course Objectives:

Upon completion of this course the student will be able to:

1. Utilize basic communication skills.
2. Practice basic skills in observations by reporting and recording obvious deviations from physical and emotional norms.
3. Utilize problem solving techniques to obtain information needed for safe and individualized nursing care.
4. Define and correctly use medical terminology.
5. Understand the role of the hospital and its function in the community.
6. Apply scientific principles of anatomy and physiology to provide safe and effective nursing care.
7. Function as a member of a nursing team and demonstrate professional attitudes and interpersonal relationships.
8. Demonstrate ability to safely administer oral medications.
9. Demonstrate ability to meet comfort and hygiene needs of the patient and to modify environment appropriately.
10. Organize and carry out a nursing assignment for one or two patients.
11. Demonstrate the appropriate use of universal precautions.
12. List components of the Nursing Process.
13. Describe basic nutritional principles and standard hospital diets.
14. Demonstrate ability to perform a physical assessment.
15. Solve drug dosage problems with a minimum of 100% accuracy.
16. Explain the six rights of drug administration.



Medical Career College

17. Describe safety guidelines in preparing and administering drugs.
18. Describe biological factors affecting the action of drugs.
19. Demonstrate knowledge of the basic principles of nutrition for healthy individuals.
20. Describe standard hospital diets.

Clinical Objectives:

Upon completion of this course the student will be able to:

1. Demonstrate knowledge of the nursing process in providing beginning individualized nursing care.
2. Demonstrate efficient use of time and resources.
3. Provide safe, responsible nursing care for one or two patients.
4. Use knowledge of anatomy, physiology and Maslow's list of basic human needs in providing nursing care.
5. Demonstrate beginning skills in communication and interpersonal skills.
6. Prepare and administer oral medications using the 6 "rights" of drug administration.
7. Discuss and explain the drugs administered, the indications for giving and potential side effects.

Course Outline

1. Fundamentals of Nursing
 - a. Orientation to program and study skills
 - b. History of nursing
 - c. Patient care skills
 - d. Blood borne pathogens and communicable diseases
 - e. Medical terminology
 - f. Nutrition
 - g. Communication
 - h. Health and safety
 - i. Physical assessment
 - j. Pharmacology – Math



Medical Career College

2. Skills Laboratory
 - a. Handwashing
 - b. Bedmaking (occupied and unoccupied)
 - c. Oral care
 - d. Range of motion
 - e. Vital signs
 - f. Feeding
 - g. Bathing, perineal care
 - h. Foley catheter care
 - i. Turning, moving, positioning, transferring
 - j. Physical assessment

3. Basic Medical Surgical Theory
 - a. Legal aspects
 - b. Ethics
 - c. Patient education
 - d. Spiritual, emotional and cultural components
 - e. Beginning nursing skills in the following areas:
 - (1) Gastrointestinal
 - (2) Neurological
 - (3) Respiratory
 - (4) Cardiovascular
 - (5) Musculoskeletal
 - (6) Gerontology
 - (7) Urinary
 - (8) Integumentary
 - (9) Special Senses – Eye
 - (10) Endocrine
 - f. Nursing process
 - g. Nutritional needs and modifications necessary related to body system disorders
 - h. Psychological components and cultural diversity
 - i. Pharmacology – principles of administration

4. Clinical Component
 - a. Basic nursing care for one or two patients
 - b. Administration of oral medications



Medical Career College

Curriculum Objectives for Basic Medical Surgical Nursing

By the end of BMS the student will demonstrate:

1. knowledge of the origins of nursing and the role of the LVN
2. beginning skills in basic nursing procedures
3. a beginning understanding of the nursing process and care planning
4. beginning skills in caring for clients with selected conditions
5. beginning cultural sensitivity when providing care to clients
6. beginning knowledge and skill in administering oral medications

ATTACHMENT X-B



Medical Career College

VIII. Course: Intermediate Medical Surgical Nursing (IMS) Curriculum Objectives

Totals: Theory 178 hours
 Clinic 288 hours

Course Description:

Common health problems of adults and related issues including medications, nutrition, socioeconomic, psychological and cultural factors. Includes application of principles and practices of intermediate nursing care to adult clients in the clinical setting.

Theory Course Objectives:

Upon completion of this course the student will be able to:

1. Describe verbally and in writing, the normal structure and function of the body systems studied.
2. Apply principles of nursing care to patient with medical and/or surgical disorders, including medications, pre and post operative care, and asepsis.
3. Identify nutritional needs of clients related to presented conditions.
4. Refine skills in problem solving and planning nursing care.
5. Apply safety principles and techniques in client care.
6. Demonstrate understanding of the responsibility of the nurse in the preparation of clients for and assisting with diagnostic tests.
7. Explain diagnostic measures used in detecting selected medical-surgical conditions.
8. Explain physiologic effects of selected disease conditions.
9. Explain influence of emotional factors on selected diseases.
10. Demonstrate understanding of the influence of culture, race, and religion upon health and wellness of the individual.
11. Solve drug dosage problems with a minimum of 100% accuracy.



Medical Career College

Clinical Objectives:

Upon completion of the course the student will be able to:

In the clinical setting the student will demonstrate knowledge of:

1. Normal anatomy and physiology of selected conditions.
2. Principles of nursing care and pharmacology on selected medical and surgical conditions.
3. The relationship between diet and the treatment of disease.
4. Emotional changes due to illness, stress and anxiety.
5. Cultural, religious, and other influences on the client's health.
6. Community resources and the need for disease prevention.

The student will demonstrate satisfactory performance by:

1. Improving technical skill in performing treatments and procedures.
2. Improved written and oral communication skills.
3. Utilizing more advanced problem solving in collaboration with the nursing team.
4. Organizing work and setting appropriate priorities.
5. Identifying client needs verbally and in writing.
6. Charting diagnosis-pertinent observations on assigned clients.
7. Administering parenteral and percutaneous medications correctly.



Medical Career College

Course Outline

1. Perioperative care
2. Wound healing
3. Cancer
4. AIDS
5. Fluids and electrolytes
6. Endocrine system – selected disorders
7. Respiratory system – selected disorders
8. Gastrointestinal system – selected disorders
9. Cardiovascular system – selected disorders
10. Musculoskeletal system – selected disorders
11. Neurological system – selected disorders
12. Gynecology – selected disorders
13. Urinary system – selected disorders
14. Special senses – ear
15. Psychology
16. Nutrition related to selected body system disorders
17. Pharmacology – Action, therapeutic uses, dosage and adverse effects of selected medications.

Curriculum Objectives for Intermediate Medical Surgical Nursing

By the end of IMS the student is expected to demonstrate:

1. Increased knowledge and ability to care for clients with more involved medical and surgical situations
2. Ability to search out information required for patient care
3. Ability to give suggestions to the R.N. regarding nursing care plans
4. Increased knowledge and skill in oral medication administration and beginning skill in administering parenteral medications
5. Cultural sensitivity when caring for clients and families

ATTACHMENT X-C



Medical Career College

IX. Course: Advanced Medical Surgical Nursing (AMS) Curriculum Objectives

Totals: Theory 176 hours
Clinic 288 hours

Course Description:

Common health problems of adults and related issues, including medications, diet therapy, socioeconomic, psychological and cultural factors.

Clinical supervision will include the application of principles and practices of advanced nursing care of adult clients, patient teaching and care planning.

Emphasis on organization and preparation for licensure and employment.

Theory Course Objectives:

Upon completion of this course the student will be able to:

1. Describe, verbally and in writing, the normal structure and function of the body systems studied.
2. Recognize anatomical and physiological changes resulting from disturbances in the body systems studied.
3. Discuss the role of the nurse who prepares the client and assists with diagnostic tests specific to conditions of the systems studied.
4. Identify, verbally and in writing, the needs of selected surgical clients and the significant factors in perioperative nursing care.
5. Demonstrate an ability to distinguish between physiological and psychological needs.
6. Identify verbally and in writing, responses which promote or block therapeutic communication.
7. Demonstrate ability to provide information to team members incorporating principles of communication and interpersonal relationships.
8. Demonstrate ability in a role playing scenario to deal with a problem situation with a client, family or staff member.
9. Identify and describe three types of leadership.
10. List at least four steps charge nurses can take to help satisfy team members' higher level needs.



Medical Career College

11. Share with peers one reference source for improving geriatric nursing expertise and one reference for improving leadership expertise.
12. Identify specific qualities desirable in an effective leader or charge nurse.
13. Explain fluid and electrolyte balance and the role of the kidneys in maintaining this balance.
14. Discuss principles of renal dialysis.
15. Describe etiology, symptoms, complications and treatment of venereal disease.
16. Discuss social and psychological implications of venereal disease.
17. Discuss psychological, physiological and sociological theories on the causes of alcoholism.
18. Discuss the extent and patterns of local and national drug abuse.
19. List short and long term goals for rehabilitation of patients with neurologic conditions.
20. Discuss implications of neurologic conditions for the patient in relation to altered body function or body image and prognosis.
21. Explain levels of consciousness of the patient and the nursing care involved.
22. Achieve a minimum math competency score of 90% or better.

Clinical Objectives:

Upon completion of this course the student will be able to:

1. Describe and explain the normal anatomy and physiology and the changes resulting from altered functions of specific body systems.
2. Utilize the basic steps and methods of problem solving and apply this to nursing actions.
3. Understand normal nutritional needs and how they are altered due to illness.
4. Use appropriate communication skills to discuss, assess and prepare verbal and written reports.
5. Develop a plan for nursing care based on client needs and modify it based upon client response.
6. Plan and organize an assignment for two clients using initiative, independence and logic to set priorities.
7. Explain the client's diagnosis.
8. Provide nursing care that will maintain optimal physical and mental health for the client and which conforms to doctor's orders.



Medical Career College

9. Discuss the medications each assigned client is receiving including action, reason for administration, side effects, and nursing care.
10. Apply scientific principles in the performance of nursing care.
11. Provide basic health teaching and training to help meet the needs of the client and his family.
12. Provide frequent or continuous nursing assessment for a critically ill client .
13. Evaluate the effectiveness of his/her care.
14. Explain the role of a team leader.
15. Function in the role of tem leader supervising a minimum of three other students.

Course Outline

1. Leadership and supervision
2. Nursing process
3. Sexually transmitted diseases
4. Genitourinary
5. Gynecology
6. Respiratory
7. Cardiovascular
8. Gastrointestinal
9. Endocrinology
10. Musculoskeletal
11. Neurological
12. Integumentary
13. Psychology
14. Professional adjustments
15. Home health nursing
16. Pharmacology
17. Patient education, rehabilitation, nutrition for selected conditions



Medical Career College

Curriculum Objectives for Advanced Medical Surgical Nursing

By the end of AMS the student is expected to demonstrate:

1. advanced knowledge and skill in providing care to clients with very involved conditions
2. improved ability to expand nursing care plans by coordinating with other staff
3. ability to provide culturally sensitive care for clients and their families
4. knowledge and skill in administering oral and parenteral medications
5. professional attitude when working with facility staff, instructors and other students
6. Explain the role of the LVN in home health care

ATTACHMENT X-D



Medical Career College

NURS 140 Obstetrics Curriculum Objectives

Hours: Theory (6 hours X 3 weeks) = 18 hours
Clinical (18 hours X 3 weeks) = 54 hours

Course Description:

Principles of nursing care of client during prenatal, delivery, and post-partum periods.
Observation in obstetrics and newborn areas in the hospital setting.

Theory Course Objectives:

Upon completion of this course, the student will be able to:

1. Discuss historical changes and the impact on maternal and infant mortality.
2. Describe the physical changes in mother and fetus from conception to birth.
3. Discuss complications of pregnancy and methods of prevention and treatment.
4. Identify the most common conditions which put pregnancy at risk.
5. Discuss care of the client from prenatal period through post-partum.
6. Describe physiological changes occurring in each stage of labor.
7. List a minimum of two postpartum complications.
8. Discuss the role of the nurse as a health teacher in family centered maternity care.

Clinical Course Objectives:

Upon completion of this course, the student will be able to:

1. Experience ambulatory care of women in prenatal and gynecologic setting.
2. Discuss care of client from prenatal period through postnatal period.
3. Describe the physiological changes occurring in women during prenatal and postnatal period.
4. Assist with the assessment during prenatal and postnatal check-up.
5. Develop a care plan using NANDA for a client during the prenatal period.
6. Develop a plan of care using NANDA for a client during the postpartum period.
7. Communicate appropriately with parents and children while providing nursing care.
8. Assist with postnatal care visit for a mother and baby.

ATTACHMENT X - E



Medical Career College

NURS 150 Pediatrics Curriculum Objectives

Hours: Theory (6 hours X 3 weeks) = 18 hours
Clinical (18 hours X 3 weeks) = 54 hours

Course Description:

Normal child growth and development. Characteristics of the well child and related socioeconomic, psychological and cultural factors. Supervised observation and participation in facilities which provide care for children.

Theory Course Objectives:

Upon completion of this course, the student will be able to:

1. Describe a child's normal growth and development from birth to adolescence.
2. Teach parents about basic health care, growth and development and about changes that occur during pediatric hospitalization.
3. Establish effective relationships with families and other health team members.
4. Name the common childhood communicable disease for which immunizations are available.
5. Develop a nursing care plan utilizing problem solving techniques.
6. Use two systems to successfully calculate children's dosages.

Clinical Course Objectives:

Upon completion of this course, the student will be able to:

1. Communicate appropriately with a child and the parents while providing nursing care.
2. Describe the role of the pediatric nurse.
3. Demonstrate correct technique in measuring a child's height, weight, and head circumference.
4. Plan and evaluate play therapy for a child.
5. Care for the client with one or more of the following: pyloric stenosis, nephritic syndrome, kidney failure, laryngotracheobronchitis, appendicitis, and cystic fibrosis.
6. Write drug cards for medications of assigned clients.

ATTACHMENT XIII - A



Medical Career College

Credit Granting

The Vocational Nursing Practice Act requires each school of Vocational Nursing to grant credit for previous education and other acquired related knowledge or experience in the field of nursing prior to the program. To qualify, this education or experience must be completed within 5 years prior to admission to the program.

Credit will be granted for the following courses completed within the last 5 years:

1. Accredited vocational or practical nursing courses
2. Accredited registered nursing courses
3. Accredited psychiatric technician courses
4. Armed services nursing courses
5. Certified nurse assistant courses
6. Other courses the school determines are equivalent to courses in the program

Credit may also be extended to candidates that submit verification of work experience in an acute facility within the last 5 years. Written and/or performance assessment may be required. Credit or partial credit, will be granted if the candidate meets requirements equivalent to our course objectives.

Credit(s) cannot be transferred by testing. Only transcript evaluation may be used to meet the requirement for transferred credit(s).

Please comply with the terms outlined in the letter of Acceptance/Rejection of Credit and submit anything required with your application.

Agenda Item #7.A.2., Attachment F



Medical Career College

*Rec'd
02/13/15
@Britt*

Reconsideration of Provisional Status

Violation #1 Section 2526 (a) (8)

The curriculum will be evaluated in the March 2015 faculty meeting to determine its currency, effectiveness and consistency with NCLEX test plan. Revisions to be done as needed.

Violation #2 Section 2526 (a) (11)

Action plan: Clinical Facility Evaluation will be done by the Clinical Instructor quarterly and will be reviewed by the Program Director.

Attachment A1 Policy and Procedure on Clinical Facility Evaluation

Attachment A2 Example review of Clinical Facility Evaluation done on 02/11/2015

Violation #3 Section 2526 (a) (12)

Action taken: Strict compliance to the admission, selection and screening criteria in subsequent cohorts. Staff training was done last January 31, 2015 and faculty training done on January 14, 2015.

Attachment B1 Admission, Screening and Selection Criteria

Attachment B2 Minutes of staff meeting on January 31, 2015 and minutes of faculty meeting on January 14, 2015.

Violation #4 Section 2526 (a) (15)

Action plan/taken: The Board approved evaluation for student progress for theory and clinical will be utilized. The minimum passing grade will be increased from 70% to 75%. Evaluation of student progress for theory and clinical training is done on a quarterly basis and results are discussed during faculty



Medical Career College

meetings and advisory board meetings. Program Director examine for completeness of documents and verified.

- Attachment C1 Copies of Evaluation of Student Progress in Theory
- Attachment C2 Copies of Evaluation of Student Progress in Clinical

Violation #5 Section 2530 (b)

Action plan: Regular faculty meetings will be done every month and as needed.
Minutes will be made available to the Board Representatives.

- Attachment #D1 Copy of Faculty Meeting on January 14, 2015 and February 12, 2015

Violation #6 Section 2530

Action taken: The faculty has been served the warning letter.
Six students that needed the clinical make-up had completed the activity.

- Attachment #E1 Signed copy of the warning letter served to the faculty.

Attachment #E2 During the clinical make-up, the Director of Staff Development at Bay Point during the clinical make-up attested that the faculty was not scheduled to work on the day of make-up with the students.

- Attachment #E1 Signed copy of the warning letter served to the faculty.



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Violation #7 Corrected

Violation #8 Section 2530 (i)

Action plan/taken: The process of documentation will continue and the faculty teaching the cohort will complete the document and lay down the plan for the student.

All forms will be examined and signed by the program director.

Attachment #F1 Copy of Remediation Form

Violation #9 Section 2530 (g) - Corrected

Violation #10 Section 2530 (l)

One student took the NCLEX in January and is waiting for the result.

The program has been using the ATI Comprehensive Predictability Test. All students should get 95% and above on the first attempt. If the score is 95% and above, the student will be released to take the NCLEX. If it is below 95%, tutorial will be provided.

Attachment #G1 Copies of ATI Comprehensive Tests

Violation #11 Section 2533 (a) The Vocational Nurse Programs shall include theory and correlated clinical experience.

Action taken: The instructors were provided with binders which contains instructional plan and lesson plans for all the topics to be taught in each term aside from the curriculum objectives for theory and clinical training, Regular communication between the faculty and the program director thru email, telephone, in person and faculty meetings to ensure that there



Medical Career College

will be proper alignment between theory and clinical training. Program Director will monitor the classroom lectures and visits in the clinical sites on a regular basis for better theory to clinical correlation. The clinical instructor will post the specific clinical objectives and specific clinical skills to be learned by the student in the nursing station where they are assigned.

Attachment #H1 Sample of specific clinical objectives and skills

Violation #12 Section 2533

Action plan: Medical Career College Vocational Nurse Program will revert to the board approved instructional plan.

Meetings to procure the pediatrics and maternity sites has been scheduled. Upon approval, MCC will submit to the Board the completion of hours.

Violation #13 Section 2534 (b)

Action plan: The clinical instructor will post the clinical objectives in the patient care units. The program director will ensure that the clinical objectives are taught and are correlated with theory.

Violation #14 Credit Granting Policy was added in the Academic Catalog that states "the Vocational Nursing Practice Act requires each school of Vocational Nursing to grant credit for previous education and other acquired related knowledge or experience in the field of nursing prior to the program. To qualify, this education or experience must be completed within 5 years prior to admission to the program".

Note: Regarding item of program from page 6 of the letter, the 2015 school catalog contains the Statement of Provisional Approval from the BVNPT.



Medical Career College

ATTACHMENTS



Medical Career College

Policy on Clinical Facility Evaluation

Policy:

It is the policy of Medical Career College to ensure that the Vocational Nurse Program Clinical Instructor is responsible for doing a clinical facility evaluation every end of term.

Procedure:

1. Clinical Instructor will do a clinical facility evaluation every end of term by using the board approved form.
2. Clinical Instructor will include in the evaluation if clinical objectives were met, types of experience and skills learned, problems identified and plan of correction and actions taken.
3. The evaluation will be submitted to the RN Program Director for review.
4. Based on the information submitted, RN Program Director must present the review of the clinical facility evaluation in the faculty meeting for further discussion.
5. RN Program Director will be responsible for the oversight of the policy and for implementing the procedure.



Medical Career College

ATTACHMENT A2

Review of Clinical Facility Evaluation

Facility Name: Bay Point Nursing

Last Review Date: 2/11/15

Clinical Instructor: FRED COHEN

Instructor's evaluation:

FACILITY PROVIDES STUDENTS WITH BASIC NURSING
SKILLS + CRITICAL THINKING OPPORTUNITIES -
WOUND CARE, MEDICATION PASS, ADL'S, + GERIATRIC
PSYCHIATRIC SITUATIONS... INDEPENDENT & SUPERVISED
STUDENT SITUATIONS:

Action(s) taken:

ANY PROBLEMS WERE RESOLVED
WITH STAFF; RELATED TO SCOPE OF
DUTIES THE STUDENTS WERE EXPECTED
TO PERFORM!! STUDENTS WERE
OBSERVED BY STAFF + ^{ERROR} ~~WERE~~ EARNED
THE TRUST OF THE FACILITY ADMINISTRATION

MARVIN, RN

(Director)

2/11/15

(Current Review Date)



Medical Career College

ATTACHMENT A3

Review of Clinical Facility Evaluation

Facility Name: Baypoint Health Care

Last Review Date: 2/11/15

Clinical Instructor: Rosita Betonio RN, BSN

Instructor's evaluation: Baypoint is an appropriate clinical site for BSN for the students. The staff nurses are very supportive to the students. The students understand and demonstrate to safely administer oral medications and facility are organize and carry out a nursing assignment for one or more patients

Action(s) taken:

No problems identified at this time

[Signature], RN

(Director)

2/11/15

(Current Review Date)



Medical Career College

Vocational Nurse Program

Admission, Screening and Selection Requirements

A. MINIMUM REQUIREMENTS FOR ADMISSION

1. U.S. High school diploma or completion of GED is required by the California Nurse Practice Act, Section 2866
2. All foreign transcripts must be evaluated by a member of the National Association of Educational Credentialing Service for 12th grade equivalency
3. Evidence of good physical and emotional health.
4. Completion of prerequisite courses with a grade of C or better from all of the courses.
 - a. A community college course in human anatomy and physiology or the Introduction to Human Anatomy & Physiology from Medical Career College. This course shall be a minimum of three semester units or 54 credit hours.
 - b. Pass the ATI TEAS test administered by Medical Career College on English and Language Usage, Reading, Mathematics and Science. Applicant must at least score a Proficient ATI Academic Preparedness Level.
5. Two letters of recommendation from other schools or agencies.
6. At least 18 years of age.
7. Free of criminal conviction.

B. SELECTION CRITERIA

1. Application to Medical Career College should be completed after completion of items identified in A1 and A4 (a) and (b).
2. Applicant's name will be placed on the eligibility list in the order of date and time that the completed application was accepted and the application fee was paid.
3. Class size is projected to be 15 students but is subject to change.
4. The names, in order, following those accepted will be considered "Alternates" and be put on the "Wait List" as per #2, above.
5. Alternates will attend classes through the Fundamentals period (3 weeks). The alternate at the top of the list at time of an opening will be allowed to replace any student who leaves the program during that time.
6. If an alternate does not replace a student, he/she will be guaranteed admission to the next class. The alternate who becomes a student in the next class is not



Medical Career College

Vocational Nurse Program

Admission, Screening and Selection Requirements

required to attend class days already attended however attendance is encouraged to refresh skills.

C. ACCEPTED STUDENTS

If an applicant is accepted into the Vocational Nurse Program, the student must be able to:

1. Work flexible schedules including some evenings and/or weekends.
2. Visit the hospital the day/evening prior to scheduled clinical experience for client selection/assessment
3. Pass a physical exam including negative tuberculin testing (PPD), measles (rubeola & rubella) titre, and varicella positive immunity and be covered by personal health insurance throughout the program. Students with positive PPD should submit a copy of a Chest X-ray result to the school indicating that the student does not have active tuberculosis.
4. Obtain a Hepatitis B immunization.
5. Submit a proof of current CPR certification.
6. Submit a proof of liability/malpractice insurance.
7. Acceptance of the student into the Vocational Nurse Program is based upon the discretion of the Program Director.



Medical Career College

41300 Christy Street, Fremont, California (510) 445-0319

STAFF MEETING MINUTES

Topic: Administrative Policies and Procedures
Admission, Screening and Selections Requirements

Speaker/s: Marilyn Castillo, RN (President/Director)

Date: 01/31/2015

Major Points of Meeting:

1. Discussed the Administrative Policies and Procedures on Student Admission, Health Screening, Attendance and Make-up, Student Ratio Policy and Criminal Screening.
2. Addressed the Admission, Screening and Selection Criteria and requirements for the Vocational Nurse Program. Strict compliance will be followed in the subsequent cohorts.
3. Credit Granting Policy reinforced.

Attendees: Rhonda Quibada, HR/FINANCE
 Dell TATAD V.P. ADMISSION/MARKETING
 Marilyn CASTILLO, PRESIDENT/DIRECTOR
 MA. SUSAN R. GARROTE, REGISTRAR
 ENANGELINE YAGI

How does this session relate to the improvement of instruction and curriculum?

By strictly enforcing the Administrative Policies and Procedures, Admission Requirements, Screening and Selection Criteria as well as Credit Granting Policy, the school will be able to get well qualified applicants with higher proficiency scores and will produce higher passing rates in NCLEX.

Open Forum:

No further questions or clarifications. Everyone present agreed on all the policies and procedures to be followed strictly.

Prepared by: Marilyn Castillo, RN

Date: 01/30/2015

ATTACHMENT B2



Medical Career College

41300 Christy Street, Fremont, California (510) 445-0319

FACULTY MEETING MINUTES

Topic: Plan of Corrections for (14) Violations during Unannounced Visit of 12/16-12/17/14 by Board NECs

Speaker/s: Marilyn Castillo, RN (President/Director)

Date: 01/14/2015

Major Points of Meeting:

1. Discussed each violations identified by the Board NECs
2. Discussed the plan of corrections for each violation identified
3. Addressed the importance of strictly following the plan of corrections for compliance with the Vocational Nursing Rules and Regulations.
4. Copies of the violations and plan of corrections provided to the faculty members.
5. Each faculty member received a binder that contains the instructional plan, lesson plans and the different forms that they will be using during the course of the program.

Attendees:

V. Fuentes, RN
Rosen *B. L. M.* *J. Cal*

How does this session relate to the improvement of instruction and curriculum?

By strictly adhering to the plan of corrections for the identified violations, the school will be able to improve the quality of instructions and curriculum thereby improving student achievement and higher pass rates in class and in NCLEX.

Open Forum:

1. Questions asked by Ms. Betonio- Clarification on the Evaluation of Clinical Facilities regarding frequency and timeframe. Evaluation of clinical facilities is done at the end of each term by the faculty with the oversight by the Program Director. Results will be discussed at the faculty meeting.
2. Clarification of Mr. Cohen on Clinical Make-up- Prior to assigning faculty to go to clinical sites, strict compliance to faculty duties will be reiterated. Clinical make-up hours with the students must be done by Clinical Instructors who has no other duties in the facility other than teaching.

Prepared by: *Marilyn Castillo, RN* **Date:** 1/14/15



Medical Career College

Evaluation of Vocational Student Progress in Theory

Student's Name	Date
	1/23/2015
Evaluator's Name, Title V. Fuentes, RN, MSN	

End of Term	
<input checked="" type="checkbox"/> BMS	Date Dec 19, 2014
<input type="checkbox"/> IMS	Date
<input type="checkbox"/> AMS	Date
<input type="checkbox"/> OB/PEDS	Date

Attendance		
THEORY	Absences 2 hours only	Hours Completed yes
Comments	late/leave early - none	Hours to be Completed

Grades/ Test Results			
	Final Grade	Class Participation/Attitude	
Medical Surgical	94.1%	Class Participation/Attitude (oral pres + group act)	SATISFACTORY <input checked="" type="checkbox"/> UNSATISFACTORY
Pharmacology	94.1%		
Nutrition/ OB/Ped	94.1%		Overall Grade 94.1%

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

Comments: Work/Study Schedules - not working, Study \bar{g} well
 Prep U/ATI Test - Yes - (200-300 Ques \bar{g} week)
 Study Group - will begin this week

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

Overall - doing great!



Evaluation of Vocational Student Progress in Theory

Student's Name <u>[Signature]</u>	Date <u>1/23/2015</u>
Evaluator's Name <u>V. Fuentes, RN, MSN</u>	

End of Term	
<input checked="" type="checkbox"/> BMS	Date <u>Dec 19, 2014</u>
<input type="checkbox"/> IMS	Date
<input type="checkbox"/> AMS	Date
<input type="checkbox"/> OB/PEDS	Date

Attendance		
THEORY	Absences <u>1 day only (sick)</u>	Hours Completed <u>yes</u>
Comments	<u>late/leave - none</u>	Hours to be Completed <u>0</u>

Grades/ Test Results			
	Final Grade	Class Participation/Attitude	
Medical Surgical	<u>91%</u>	<u>(oral pres + group activity)</u>	SATISFACTORY <input checked="" type="checkbox"/> UNSATISFACTORY
Pharmacology	<u>91%</u>		
Nutrition/ OB/Pedi	<u>91%</u>		Overall Grade <u>91%</u>

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

Comments: Work/Study Schedules - 4 days/week; Every day studies
Prep II/ATI Tests - (100 ques/8 weeks)
Study Group - Yes 2 classmates

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

Overall - doing great!



Medical Career College

ATTACHMENT C 2

Evaluation of Vocational Student Progress in Clinical

Student's Name	Date
	12/03/14
Evaluator's Name/Title	
Rosita Betton RN, BSN	

End of Term	
<input checked="" type="checkbox"/> BMS	Date 11/26/14
<input type="checkbox"/> IMS	Date
<input type="checkbox"/> AMS	Date
<input type="checkbox"/> OB/PEDS	Date

Attendance		
CLINICAL	Absences none	Hours Completed 46
Comments	Excellent attendance	Hours to be Completed none

Grades/ Test Results			
	Final Grade	Class Participation/ Attitude	SATISFACTORY
Medical Surgical	90 N		✓
	Final Grade		UNSATISFACTORY
Pharmacology	90 N		
			Overall Grade
			90 % Pass

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

Comments: is a Good Leader, Performs Exotic
Skills in med passing as well as to get into
degrees. Assess patients thoroughly, Good JTB
Confirms the Good work.
 Program Director's Signature man RN
 Instructor's Signature Rosita Betton RN
 Student's Signature _____



Medical Career College

ATTACHMENT 2

Evaluation of Vocational Student Progress in Clinical

Student's Name	Date
	12/08/14
Evaluator's Name/Title	
Rosita Refomero RN, BSN	

End of Term	
<input checked="" type="checkbox"/> BMS	Date 11/26/14
<input type="checkbox"/> IMS	Date
<input type="checkbox"/> AMS	Date
<input type="checkbox"/> OB/PEDS	Date

Attendance		
CLINICAL	Absences none	Hours Completed 45
Comments	45 min attendance	Hours to be Completed none

Grades/ Test Results			
Medical Surgical	Final Grade 90	Class Participation/ Attitude	<input checked="" type="checkbox"/> SATISFACTORY <input type="checkbox"/> UNSATISFACTORY
Pharmacology	Final Grade 92		
			Overall Grade 92% Pass

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

Comments: is a dependable person honest and respect full work is put up hard. Actively participates in the class. Perform for assignment very well. Good job in med. passing. Observed her 5 weeks in med. passing.
 Program Director's Signature _____
 Instructor's Signature Rosita Refomero RN
 Student's Signature _____

ATTACHMENT D1



Medical Career College

41300 Christy Street, Fremont, California (510) 445-0319

FACULTY MEETING MINUTES

Topic: Plan of Corrections for (14) Violations during Unannounced Visit of 12/16-12/17/14 by Board NECs

Speaker/s: Marilyn Castillo, RN (President/Director)

Date: 01/14/2015

Major Points of Meeting:

1. Discussed each violations identified by the Board NECs
2. Discussed the plan of corrections for each violation identified
3. Addressed the importance of strictly following the plan of corrections for compliance with the Vocational Nursing Rules and Regulations.
4. Copies of the violations and plan of corrections provided to the faculty members.
5. Each faculty member received a binder that contains the instructional plan, lesson plans and the different forms that they will be using during the course of the program.

Attendees:

V. Fuentes, RN
Robert Belmont

J. Cal

How does this session relate to the improvement of instruction and curriculum?

By strictly adhering to the plan of corrections for the identified violations, the school will be able to improve the quality of instructions and curriculum thereby improving student achievement and higher pass rates in class and in NCLEX.

Open Forum:

1. Questions asked by Ms. Betonio- Clarification on the Evaluation of Clinical Facilities regarding frequency and timeframe. Evaluation of clinical facilities is done at the end of each term by the faculty with the oversight by the Program Director. Results will be discussed at the faculty meeting.
2. Clarification of Mr. Cohen on Clinical Make-up- Prior to assigning faculty to go to clinical sites, strict compliance to faculty duties will be reiterated. Clinical make-up hours with the students must be done by Clinical Instructors who has no other duties in the facility other than teaching.

Prepared by: Marilyn Castillo, RN
[Signature]

Date: 1/14/15



Medical Career College

41300 Christy Street, Fremont, California (510) 445-0319

VN FACULTY MEETING

Topic: Review of the Clinical Facility Evaluation
Speaker/s: Marilyn Castillo, RN, BSN, Program Director
Date: February 12, 2015

Major Points of Presentation:

1. Address the Policy and Procedure in doing the Clinical Facility Evaluation
2. Discuss the results of the clinical facility evaluation submitted by the clinical instructors.
3. Emphasize the importance of posting the clinical objectives in the nursing unit where the students are assigned.
4. Regular and frequent communications between Faculty and the Director regarding theory and clinical correlation.

Attendees:

Fred Cohen, INSTRUCTOR
V. Fuentes
[Signature]

How does this session relate to the improvement of instruction and curriculum?

By knowing the clinical facility evaluation, the program will be able to either continue utilizing the clinical site or search for another site to achieve the clinical objectives needed to be taught to the students.

Posting the clinical objectives will enable the clinical instructor, the students, and the clinical site to be well guided by the clinical instruction.

Open Forum:

- ① How do we post objectives in clinical? (Veronica)
- ② How is ATI relevant to passing NCLEX?? (FRED)

Prepared by: _____

[Signature]

Date: _____

2/12/15

ATTACHMENT E1



Medical Career College

BMS Clinical Attendance

Facility: Baypoint Health Care

Date: 2/9/15

Instructor Name: [Signature]

Cohort 16

Instructor signature: [Signature]

Student Name	Time In	Break	Time Out	Total Hours	Student Signature
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

Clinical Objectives

The student will be able to learn, demonstrate and perform required clinical skills below.

- Temp/ Pulse/ Resp
- Blood Pressure
- Apical Pulse
- Bed making
- Bath/ Back care
- Intake & Output
- Feeding
- Oral care
- Shaving
- Shampoo
- Range of Motion
- Turning & Lifting
- Elastic Stockings/ TEDS/ SCDS
- Transfer (Bed- Gurney- Chair)
- Enema
- Catheter care (condom/ indwelling)
- Monitor O₂ (cannula, mask)
- Specimen Collection (urine, sputum, stool)
- Monitor I. V. (rate, site)
- Restraints (Posey, soft, 4 point)
- Standard Precautions
- Transfer & Discharge
- Oral Medications
- Eye Irrigations, medication, dosages
- Blood Glucose Testing

Scarsdale

[Signature]

[Signature] DSD

noted: not scheduled to work

ATTACHMENT E2



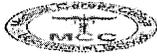
Medical Career College

February 3, 2015

To: Ms. [redacted] N,

I am writing this letter to serve as a warning regarding doing make-up classes for Medical Career College while performing your duties as a staff at Bay Point Care and Rehabilitation Center in Hayward. This cannot be tolerated and not repeated in the future.

Signature of Marilyn Castillo, RN and Date [Signature], RN 2/10/15
Signature of [redacted] io, RN and Date [Signature]



Student Remediation or Probation

Student: _____ Date: _____
(Print)

Instructor: _____
(Print)

You have been placed on Remediation Probation in the following area(s):
Problem Area(s): ___ Clinical Event ___ Behavioral Issue ___ Theory Deficit

Continued on back

Instructor: _____ Date: _____
(Signed)

Student: _____ Date: _____
(Signed and Dated when received)

Program Director: _____ Date: _____
(Signed)

Action(s) required renewing satisfactory standing in this program:

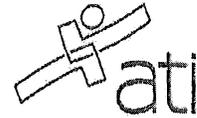
Date of Reevaluation: _____

Comments after Reevaluation: ___ Successful ___ Not Successful (Proceed to 2nd Step of Remediation)

Instructor: _____
(Signed)

Student: _____ Date: _____
(Signed and Dated when received)

Program Director: _____ Date: _____
(Signed)



Individual Performance Profile PN Comprehensive Predictor 2011

Individual Name:		Adjusted Individual Total Score:	73.3%
Student Number:		Predicted Probability of Passing	
Institution:	Medical Career College	NCLEX-PN® on the First Attempt:	96%
Program Type:	PN	Mean - National:	67.1%
Test Date:	8/14/2014	Percentile Rank - National:	77
# of Questions:	150		

Individual Performance in the Major Content Areas																				
Sub-Scale	# Items	Individual Score	Mean National	Percentile Rank National	Individual Score (% Correct)															
					1	10	20	30	40	50	60	70	80	90	100					
Coordinated Care	24	83.3%	68.5%	94																
Safety and Infection Control	21	81.0%	72.2%	83																
Health Promotion and Maintenance	15	66.7%	69.7%	48																
Psychosocial Integrity	15	60.0%	62.6%	51																
Basic Care and Comfort	18	77.8%	66.6%	83																
Pharmacological Therapies	21	81.0%	62.2%	95																
Reduction of Risk Potential	18	61.1%	65.1%	44																
Physiological Adaptation	18	66.7%	68.8%	49																

Topics To Review

Coordinated Care (24 Items)

Concepts of Management and Supervision (2 Items)

Assigning, Delegating, and Supervising Client Care: Appropriate Assignment for Float Nurse (Basic Concept, RM L and M 5.0 Chp 1)

Ethical Practice (1 Item)

Ethical Responsibilities: Client Understanding of Organ Donation (Basic Concept, RM Fundamentals 7.0 Chp 3)

Legal Responsibilities (5 Items)

Bacterial, Viral, and Fungal Infections: Nationally Notifiable Infectious Diseases (Basic Concept, RM AMS PN 8.0 Chp 83)

Legal Responsibilities: Recognizing Scope of Practice (Basic Concept, RM L and M 5.0 Chp 3)

Safety and Infection Control (21 items)

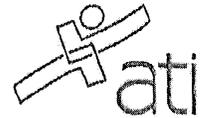
Emergency Response Plan (2 items)

Disaster Planning and Emergency Management: Recommending Clients for Discharge (Basic Concept, RM L and M 5.0 Chp 5)

Handling Hazardous and Infectious Materials (2 Items)

Handling Hazardous Materials: Intracavity Radiation Therapy (Therapeutic Procedure, RM L and M 5.0 Chp 4)

Reporting of Incident/Event/Irregular Occurrence/Variance (2 Items)



**Individual Performance Profile
PN Comprehensive Predictor 2014**

Individual Name:		Adjusted Individual Total Score:	79.3%
Student Number:		Predicted Probability of Passing	
Institution:	Medical Career College	NCLEX-PN® on the First Attempt:	98%
Program Type:	PN	Mean - National:	67.7%
Test Date:	1/16/2015	Percentile Rank - National:	92
# of Questions:	150		

Individual Performance in the Major Content Areas																				
Sub-Scale	# Items	Individual Score	Mean National	Percentile Rank National	Individual Score (% Correct)															
					1	10	20	30	40	50	60	70	80	90	100					
Coordinated Care	28	71.4%	71.0%	55																
Safety and Infection Control	20	85.0%	68.1%	96																
Health Promotion and Maintenance	15	86.7%	68.1%	94																
Psychosocial Integrity	16	87.5%	70.6%	91																
Basic Care and Comfort	15	86.7%	66.9%	97																
Pharmacological Therapies	21	90.5%	64.6%	99																
Reduction of Risk Potential	20	60.0%	63.1%	47																
Physiological Adaptation	15	73.3%	68.4%	74																

Topics To Review

Coordinated Care (28 items)

Client Care Assignments (1 item)

Managing Client Care: Appropriate Task to Delegate to Assistive Personnel (RM L and M 6.0 Chp 1, Active Learning Template - Basic Concept)

Collaboration with Interdisciplinary Team (2 items)

Coordinating Client Care: Discharging a Client (RM L and M 6.0 Chp 2, Active Learning Template - Basic Concept)

Concepts of Management and Supervision (3 items)

Managing Client Care: Appropriate Assignment for Float Nurse (RM L and M 6.0 Chp 1, Active Learning Template - Basic Concept)

Continuity of Care (1 item)

Coordinating Client Care: Discharging a Client Diagnosed with Diabetes Mellitus (RM L and M 6.0 Chp 2, Active Learning Template - Basic Concept)

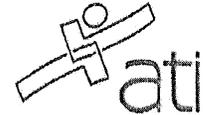
Establishing Priorities (5 items)

Chronic Obstructive Pulmonary Disease: Prioritizing Client Care (Active Learning Template - System Disorder, RM AMS PN 9.0 Chp 19)

Informed Consent (2 items)

Legal Responsibilities: Appropriate Process for Informed Consent (RM Fundamentals 8.0 Chp 4, Active Learning Template - Basic Concept)

Individual Performance Profile
PN Comprehensive Predictor 2014



Individual Name:		Adjusted Individual Total Score:	76.0%
Student Number:		Predicted Probability of Passing	
Institution:	Medical Career College	NCLEX-PN® on the First Attempt:	96%
Program Type:	PN	Mean - National:	67.7%
Test Date:	1/29/2015	Percentile Rank - National:	84
# of Questions:	150		

Individual Performance in the Major Content Areas																				
Sub-Scale	# Items	Individual Score	Mean National	Percentile Rank National	Individual Score (% Correct)															
					1	10	20	30	40	50	60	70	80	90	100					
Coordinated Care	28	85.7%	71.0%	94																▲
Safety and Infection Control	20	70.0%	68.1%	61															▲	
Health Promotion and Maintenance	15	73.3%	68.1%	69															▲	
Psychosocial Integrity	16	68.8%	70.6%	50															▲	
Basic Care and Comfort	15	80.0%	66.9%	89																▲
Pharmacological Therapies	21	81.0%	64.6%	92																▲
Reduction of Risk Potential	20	70.0%	63.1%	77															▲	
Physiological Adaptation	15	73.3%	68.4%	74																▲

Topics To Review

Coordinated Care (28 items)

Informed Consent (2 items)

Legal Responsibilities: Appropriate Process for Informed Consent (RM Fundamentals 8.0 Chp 4, Active Learning Template - Basic Concept)

Legal Responsibilities (2 items)

Legal Responsibilities: Recognizing Malpractice (RM Fundamentals 8.0 Chp 4, Active Learning Template - Basic Concept)

Referral Process (5 items)

Coordinating Client Care: Appropriate Care Setting Following Total Hip Arthroplasty (RM L and M 6.0 Chp 2, Active Learning Template - Basic Concept)

Diabetes Mellitus Management and Complications: Need for Education (Active Learning Template - System Disorder, RM AMS PN 9.0 Chp 72)

Safety and Infection Control (20 items)

Accident/Error/Injury Prevention (7 items)

Bowel Elimination: Safety Precautions When Administering a Tap Water Enema (RM Fundamentals 8.0 Chp 43, Active Learning Template - Nursing Skill)

Client Safety: Preventing Falls (RM Fundamentals 8.0 Chp 12, Active Learning Template - Basic Concept)

ATTACHMENT H1



Medical Career College

BMS Clinical Attendance

Facility: _____

Date: _____

Instructor Name: _____

Cohort

Instructor signature: _____

Student Name	Time In	Break	Time Out	Total Hours	Student Signature

Clinical Objectives

The student will be able to learn, demonstrate and perform required clinical skills below.

- Temp/ Pulse/ Resp
- Blood Pressure
- Apical Pulse
- Bed making
- Bath/ Back care
- Intake & Output
- Feeding
- Oral care
- Shaving
- Shampoo
- Range of Motion
- Turning & Lifting
- Elastic Stockings/ TEDS/ SCDS
- Transfer (Bed- Gurney- Chair)
- Enema
- Catheter care (condom/ indwelling)
- Monitor O₂ (cannula, mask)
- Specimen Collection (urine, sputum, stool)
- Monitor I. V. (rate, site)
- Restraints (Posey, soft, 4 point)
- Standard Precautions
- Transfer & Discharge
- Oral Medications
- Eye Irrigations, medication, dosages
- Blood Glucose Testing
- Other

THEORY TOPIC: _____

ATTACHMENT H1



Medical Career College

IMS Clinical Attendance

Facility: _____

Date: _____

Instructor Name/Title: _____

Cohort

Instructor signature: _____

Student Name	Time In	Break	Time Out	Total Hours	Student Signature

Clinical Objectives

The student will be able to learn, demonstrate and perform required clinical skills below.

- Nasogastric Tube Insertion
- Nasogastric Tube Irrigation
- Tube Feeding
- Urinary Catherization (Straight)
- Urinary Catherization (Indwelling)
- Urinary Catheter Irrigation
- Enterostomal Appliance Change
- Monitoring Blood Transfusion (Site/Rate)
- IM and SC Medications
- Ear Irrigations, Medications
- Wound Dressing: Change Sterile/ Wet to Dry/Dry
- Wound Irrigation
- Hot & Cold Applications (K pad, Ice pack)
- Preoperative Care
- Postoperative Care
- Preoperative Shave (OR/ OB)
- Suture and Staple Removal
- Other

Theory Topic: _____



Medical Career College

AMS Clinical Attendance

Facility: _____

Date: _____

Instructor Name: _____

Cohort

Instructor signature: _____

Student Name	Time In	Break	Time Out	Total Hours	Student Signature

Clinical Objectives

Student will be able to learn, demonstrate and perform required clinical skills below.

- Admissions
- Discharge
- Nasopharyngeal Suction
- Oropharyngeal Suction
- Tracheostomy Care
- Tracheostomy Injection
- Intradermal Injection
- Other

Theory Topic: _____

Agenda Item #7.A.2., Attachment G



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

Board of Vocational Nursing and 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

February 23, 2015

Marilyn Castillo, B.S., R.N.
Director, Vocational Nursing Program
Medical Career College
41300 Christy Street
Fremont, CA 94538

Subject: Notice of Extension of Provisional Approval

Dear Ms. Castillo:

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on February 13, 2015, Medical Career College Vocational Nursing Program's provisional approval has been extended for the three (3) month period from March 1, 2015 through May 31, 2015.

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 **Monday, March 2, 2015**.

AREAS OF NON-COMPLIANCE [VIOLATION(S)]

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

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

Section 2526(a)(8) of the Vocational Nursing Rules and Regulations states:

"The institution shall apply to the Board for approval. Written documentation shall be prepared by the director and shall include:
... (8) Evaluation methodology for curriculum."

Section 2526(a)(11) of the Vocational Nursing Rules and Regulations states:

"The institution shall apply to the Board for approval. Written documentation shall be prepared by the director and shall include:
... (11) Evaluation methodology for clinical facilities."

Section 2526(a)(12) of the Vocational Nursing Rules and Regulations states:

"The institution shall apply to the Board for approval. Written documentation shall be prepared by the director and shall include:
... (12) Admission criteria."

Section 2526(a)(13) of the Vocational Nursing Rules and Regulations states:

"The institution shall apply to the Board for approval. Written documentation shall be prepared by the director and shall include:
... (13) Screening and selection criteria."

Section 2526(a)(15) of the Vocational Nursing Rules and Regulations states:

"The institution shall apply to the Board for approval. Written documentation shall be prepared by the director and shall include:
... (15) Evaluation methodology for student progress."

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

"Regular faculty meetings shall be held. Minutes shall be available to the Board's representative."

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

"Clinical faculty shall have no other responsibilities during the hours assigned to the instruction of students."

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

"The school shall evaluate student performance to determine the need for remediation or removal from the program."

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

"The Board 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.”

Section 2533(a) of the Vocational Nursing Rules and Regulations states:

“Vocational nurse programs shall include theory and correlated clinical experience.”

Section 2533(f) of the Vocational Nursing Rules and Regulations states:

“All curricular changes that significantly alter the program philosophy, conceptual framework content, objectives, or other written documentation as required in Section 2526, shall be approved by the Board prior to implementation . . .”

Section 2882 of the Vocational Nurse Practice Act states:

“The course of instruction of an approved school of vocational nursing shall consist of not less than the required number of hours of instruction in such subjects as the board may from time to time by regulation determine, together with the required number of hours in the care of medical, surgical, obstetrical patients, sick children, and such other clinical experience as from time to time may be determined by the board.”

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. Clinical objectives which students are expected to master shall be posted on patient care units utilized for clinical experience.”

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 approved vocational nursing schools for the same period...”

The program pass rates of the Medical Career College Vocational Nursing Program for the past 29 quarters are set forth in the following table.

NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate	Variance from State Annual Average Pass Rate
Oct - Dec 2007	76%	35%	-41
Jan - Mar 2008	76%	36%	-40
Apr - Jun 2008	75%	35%	-40
Jul - Sep 2008	74%	33%	-41
Oct - Dec 2008	73%	33%	-40
Jan - Mar 2009	72%	0%	-72
Apr - Jun 2009	70%	29%	41
July - Sep 2009	72%	37%	-35
Oct - Dec 2009	73%	37%	-36
Jan - Mar 2010	74%	33%	-41
Apr - Jun 2010	75%	40%	-35
Jul - Sep 2010	75%	42%	-33
Oct - Dec 2010	76%	39%	-37
Jan - Mar 2011	77%	52%	-25
Apr - Jun 2011	76%	40%	-36
Jul - Sep 2011	77%	41%	-36
Oct - Dec 2011	75%	52%	-23
Jan - Mar 2012	74%	57%	-17
Apr - Jun 2012	74%	60%	-14
Jul - Sep 2012	74%	64%	-10
Oct - Dec 2012	73%	63%	-11
Jan - Mar 2013	73%	63%	-10
Apr - Jun 2013	73%	70%	-3
Jul - Sep 2013	74%	62%	-12
Oct - Dec 2013	76%	69%	-7
Jan - Mar 2014	76%	63%	-13
Apr - Jun 2014	73%	44%	-29
Jul - Sep 2014	73%	55%	-18
Oct - Dec 2014	72%	50%	-22

Based on this data, the program failed to meet statutory and regulatory requirements for vocational nursing programs.

REQUIRED CORRECTION(S)

1. The Medical Career College 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 continue to obtain approval by the full Board prior to the admission of additional students.

3. The program shall submit, under penalty of perjury, accurate and verifiable plans for clinical placements for maternity and pediatric nursing for currently enrolled students, no later than **March 1, 2015**.
4. The program director shall submit, under penalty of perjury, the names of all enrolled students, date of admission, placement in the curriculum, and expected dates of graduation by **March 1, 2015**.
5. The program shall provide no less than one (1) instructor for every ten (10) students in all clinical experiences.
6. The program shall comply with all approval standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business and Professionals Code, section 2880, and Article 5 of the Board's Regulations, commencing at California Code of Regulations, Title 16, section 2526.
7. 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.
8. Failure of the program 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 2015** Board Meeting agenda, at which point the Board may revoke or extend the program's provisional approval. The nursing education consultant assigned to your program will ask you to submit documentation of the correction of your violation(s) by the fifteenth day of the second month prior to that Board meeting. If you have additional information that you wish considered beyond the required corrections listed on pages 4 and 5, you must submit this documentation by the fifteenth day of the second month prior to that Board meeting.

If you have additional information that you wish considered beyond the required corrections listed on pages 4 and 5, 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

Notice of Change in Approval Status
Medical Career College
Vocational Nursing Program
February 23, 2015
Page 6 of 6

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 approval is attached for your reference. A complete copy of the Board's laws and regulations can be found on the Board's web site at www.bvnpt.ca.gov.

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: dgj



BUSINESS, CONSUMER SERVICES, AND HOLDING AGENCY • GOVERNOR EDWARD 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



February 23, 2015

BVNPT Receiver *EPK*
on *2/25/15* with *[Signature]*

TO: Education Division

FROM: Medical Career College Vocational Nursing Program

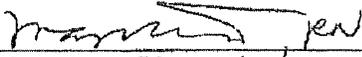
SUBJECT: Acknowledgement of Receipt of Board Meeting Materials

I, hereby acknowledge receipt of the following report with attachments for the February 13, 2015 Board Meeting.

> **Medical Career College Vocational Nursing Program.**

1. Notice of Change in Approval Status.
2. California Code of Regulations Excerpt Section 2526.1. Provisional Approval.
3. Certificate of Provisional Approval.

Please sign and fax the **Acknowledgement of Receipt of Board Meeting Materials** to the Board at (916) 263-7866 by Monday, March 2, 2015.


2/25/15

 (Signature, Director) (Date)

Name of Program: MEDICAL CAREER COLLEGE

**Please complete this form and fax to the Board at
(916) 263-7866 by Monday, March 2, 2015.**

Agenda Item #7.A.2., Attachment H

From: Johnson, Donna@DCA

Sent: Friday, February 27, 2015 12:35 PM

To: marilyncastillo

Cc: Garcia, Dannetta@DCA

Subject: MCC.Phone Conversation #2 2.25.15

Attachments: MATERNITY FACULTY STUDENT CLINICAL ASSIGNMENTS 8.11.14.doc; PEDIATRIC FACULTY STUDENT CLINICAL ASSIGNMENTS 8.11.14.doc

Marilyn –

Thank you for speaking with me this afternoon. In our conversation, we further discussed the clinical facility application for Gardner Clinic and we discussed the challenge of finding adequate placements such that your students can accomplish the clinical objectives in accordance with the time frames specified in the Board – approved Instructional Plan.

In our conversation we also discussed remaining violations and additional steps to correct them. We reviewed the document you provided at the February Board meeting and I specified actions that would be necessary to fully correct the identified violations. A brief summary is provided, below:

- 1) Violation #1: Provide to the Board, electronically, documentation of the curriculum evaluation you are planning to conduct in the next two weeks. That documentation should be provided no later than March 15, 2015.
- 2) Violation #2: As director, you may wish to be evaluating the clinical facilities yourself. I discussed with you the significant limitations in the plan you presented in the document.
- 3) Violation #3: I identified questions regarding, and deficits in, the plan for admission, screening and selection.
- 4) Violation #4: You may wish to specify how a grade will be derived and you noted bonus points will no longer be utilized.
- 5) Violation #5: I noted it will be important to continue with regular faculty meetings.
- 6) Violation #8: As director, you may wish to be more involved in the remediation process.
- 7) Violation #10: We discussed the dilemma of weak admission standards and higher exit standards and suggested you clarify what is meant by “tutorial will be provided.”
- 8) Violation #11: I discussed issues with identified clinical objectives as presented on the forms attached to the 2/13/15 document. I discussed the difference between a list of tasks and issues such as patient assessment. We discussed the need for revision of the curriculum and the clinical objectives.
- 9) Violation #12 and 13: You identified the challenge of finding adequate clinical facilities for maternity and pediatric nursing and that the search continues.
- 10) Violation #14: You may wish to submit a new form that better reflects the regulations related to credit granting.

To this email I have attached the forms to be utilized to document clinical placements for maternity and pediatric nursing for the currently enrolled students. As noted in the recommendations approved by the Board on 2.13.15, this documentation is due by March 1, 2015.

Please let me know if you have any questions or concerns. As indicated to you today, I am happy to assist as needed and welcome your call, email, or appointment for a meeting here at the Board.

Donna

Donna G. Johnson, RNP, MS, MA
Nursing Education Consultant
Board of Vocational Nursing and Psychiatric Technicians
2535 Capitol Oaks Drive, Suite 205
Sacramento, CA 95833
Email: donna.johnson@dca.ca.gov
Phone: 916-263-7842
Fax: 916-263-7866

Agenda Item #7.A.2., Attachment I

Board of Vocational Nursing and 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

March 9, 2015

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

Dear Ms. Castillo,

On February 23, 2015, the Board of Vocational Nursing and Psychiatric Technicians (Board) forwarded to you, per certified mail, the *Notice of Extension of Provisional Approval* of the Medical Career College, Vocational Nursing Program. The program's receipt of the *Notice* on February 25, 2015, was confirmed by the U.S. Postal Service. The *Notice* specified areas of identified noncompliance and corrections required of your program in order to avoid losing approval completely.

As specified in the *Notice*, Corrective Action #3 states that the program shall submit verifiable plans for clinical placements for Maternity and Pediatric nursing for currently enrolled students no later than March 1, 2015.

To date, you have failed to submit verifiable plans for clinical placements for maternity and pediatric nursing for currently enrolled students.

As you are aware, the Board has been working with you regarding clinical facility applications. To date, after required revisions, one application has been approved. In addition, pending required revisions, another two applications are pending approval. A total of two phone consultations have been held to identify required corrective actions and to discuss clinical facilities, required clinical experiences, and the clinical facility application process.

In the February 23, 2015, *Notice of Extension of Provisional Approval* of the Medical Career College Vocational Nursing Program that was received by the program on February 25, 2015, Corrective Action #4 required the program to submit, under penalty of perjury, the names of all enrolled students, date of admission, placement in the curriculum, and expected date of graduation by March 1, 2015.

To date, you have failed to submit the required information to the Board.

Failure to comply with required corrections may cause the full Board to revoke the program's approval.

You may wish to schedule an appointment to further consult with Board representatives at our headquarters in Sacramento.

Sincerely,

Donna G. Johnson

Donna G. Johnson, RNP, MS, MA

Nursing Education Consultant

donna.johnson@dca.ca.gov

916-263-7842

Agenda Item #7.A.2., Attachment J



Medical Career College

Reconsideration of Provisional Status

Violation #1 Section 2526 (a) (8) Action Plan

The curriculum was given to the faculty on February 12, 2015 to re-read the curriculum based on the currency and consistency with NCLEX test plan. Evaluation was finalized last March 11, 2015 faculty meeting.

Attachment A1 Evaluation of Curriculum

Violation #2 Section 2526 (a) (11) Action Taken

Clinical Experience Site Evaluation will be done by the Director of Nursing monthly and will be discussed and reviewed during monthly faculty meetings.

Attachment B Policy and Procedure on Clinical Facility Evaluation

Attachment B1 Sample review of Clinical Facility Evaluation

Attachment B1 Sample review of Student Quarterly Clinical Site Evaluation

Violation #3 Section 2526 (a) (12) Action Taken

Strict compliance to the admission, selection and screening criteria in subsequent cohorts. Meeting were undertaken by the faculty and staff.

Attachment C1 Admission, Screening and Selection Criteria

Attachment C2 Minutes of staff meeting on January 31, 2015 and

Attachment C3 Minutes of faculty meeting on January 14, 2015.

Attachment C4 Minutes of faculty meeting on February 12, 2015

Attachment C5 Copy of Staff Meeting on March 11, 2015 and

Attachment C6 Minutes of faculty meeting on March 11, 2015



Medical Career College

Violation #4 Section 2526 (a) (15) Action Taken

The Board approved evaluation for student progress for theory and clinical will be utilized. The minimum passing grade will be increased from 70% to 75% (changes made in the course syllabus). Evaluation of student progress for theory and clinical training is done on a quarterly basis and results are discussed during faculty meetings. Director of Nursing examine completeness of documents and verified. No bonus points are being given and grades are derived from activities in the course syllabus.

- Attachment D1 Evaluation Methodology for Student Progress
- Attachment D2 Copies of Evaluation of Student Progress in Theory
- Attachment D3 Copies of Evaluation of Student Progress in Clinical

Violation #5 Section 2530 (b) Action Taken

Regular faculty meetings will be done every month and as needed. Minutes will be made available to the Board Representatives.

See previous attachments

Violation #6 Section 2530 Action Taken

The faculty has been served the warning letter.
Six students that needed the clinical make-up has completed the activity.

- Attachment #E1 Signed copy of the warning letter served to the faculty. (previously submitted 2/13/15)
- Attachment #E2 The Director of Staff Development at Bay Point during the clinical make-up attested that the faculty was not scheduled to work on that day.



Medical Career College

Violation #7 Corrected

Violation #8 Section 2530 (i) Action Plan

The process of documentation will continue and the faculty teaching the cohort will complete the document and lay down the plan for the student. All forms will be examined and signed by the director of nursing. The director of nursing will oversee the entire remediation process.

Attachment #F1 Copy of Remediation Form (previously submitted on 2/13/15)

Violation #9 Section 2530 (g) - Corrected

Violation #10 Section 2530 (l) Action Taken

The program has been using the ATI Comprehensive Predictability Test. Students who gets 95% and above on the first attempt are predicted to pass the NCLEX. If the student's scores below 95%, free tutorial will be provided. Tutorials consist of 5 hours of lectures and practice for a total of 10 days.

Attachment #G1 Copies of ATI Comprehensive 2014 Tests (previously provided to the board on 2/13/14)

Violation# 11 Section 2533 (a) Action Taken

The instructors were reminded to refer to the instructional plan and lesson plans for all the topics to be taught in each term. Regular communication between the faculty and the director of nursing is made thru email, telephone, in person. Director of Nursing will monitor the lectures and will visit the clinical sites on a regular basis for compliance. The clinical instructor will post the specific clinical objectives and skills in the nursing station during rotation.

Attachment #H1 Sample of clinical objectives



Medical Career College

Violation#12 Section 2533 Action Taken

Medical Career College Vocational Nurse Program will revert to the board approved instructional plan of 1544 hours.

Pediatrics and Maternity sites has been procured and were approved by the board. on March 11, 2015. The school is continuously in search for more pediatrics and maternity sites for student's use.

Violation #13 Section 2534 (b) Action Taken

The clinical instructor will post the clinical objectives in the patient care units. The director of nursing will ensure that the clinical objectives are taught and are correlated with theory.

See previous attachment

Violation #14 Action taken

Credit Granting Policy was added in the 2015-2016 Catalog that states that the Vocational Nursing Practice Act requires each school of Vocational Nursing to grant credit for previous education and other acquired related knowledge or experience in the field of nursing prior to the program. To qualify, this education or experience must be completed within 5 years prior to admission to the program.

Attachment I1 Credit Granting Form

Credit granting form was previously provided electronically to the board on 2/27/15.

Statement of Provisional Approval from the BVNPT is now in the current catalog.

Note: Highlighted attachments are new entries.



Curriculum Evaluation Plan

Category	Areas of Evaluation	Description	Action Plan	Person –in-Charge	Timeline	Outcome
Curriculum	Philosophy	Focus on the philosophy and integration in the curriculum with best practices and NCLEX	Review by Director of Nursing and Faculty	Director of Nursing	Semi-Annually	Curriculum aligned to best practices and NCLEX
	Course Objectives	Course Learning Outcomes/ Objectives are specific, measurable, achievable, realistic and time-related	Course Evaluation Instrument to be answered by: Students Faculty Clinical Facility Evaluation	Faculty and Students Clinical Coordinator and Director of Nursing	Monthly (Faculty Meeting) Quarterly (Student Survey)	<ul style="list-style-type: none"> Higher satisfaction through student survey Up-to-date clinical and faculty evaluation Implementation of course objectives
	NCLEX Performance	Integration of ATI resources into the curriculum Faculty aligns examination with ATI NCLEX	ATI test results and faculty examination results will be compared as to content and students' performance	Director of Nursing Faculty	Monthly	ATI NCLEX test plan and test item blueprint incorporated in the curriculum
	Instructional Plan Clinical Manual	Integration of the theory and clinical objectives Correlation of knowledge acquired in the classroom and knowledge/application	Review of the instructional plan and clinical objectives	Director of Nursing Faculty	Bi-yearly in-service Quarterly Reports	Updated and Aligned Instructional Plan to NCLEX Strict compliance to the instructional plan External Audit



Medical Career College

		in the clinical sites				
	Educational Resources	Procurement of best practices resources	Textbooks Review	Director of Nursing Faculty	Quarterly	<ul style="list-style-type: none"> Updated textbooks and resources Utilization documentation
Environment	Clinical Facilities	Vigilant monitoring of clinical sites for quality rotation	Director of Nursing clinical evaluation	Director of Nursing, Students	Director of Nursing (monthly)	<ul style="list-style-type: none"> Updated clinical site evaluation Procurement of clinical sites approved by BVNPT
		Review of clinical cases	Students' clinical evaluation Clinical Coordinators' reports		Students (quarterly) Weekly	
	Campus	Facility equipped with Library and Laboratory Study res	Student survey Faculty review Inventory check-off lists	Director of Nursing Faculty Students Staff	Quarterly	100 % Compliance
Students	Recruitment / Admission	Admission process and evaluation of potential students reviewed	Review of recruitment and admission process	Director of Nursing Staff	Start of the program Admission Process	<ul style="list-style-type: none"> Admission testing requirements Admission GPA Screening of students and identification of the high-risk
	Remediation Process	Track students progress from admission to graduation Remediation plan in place	Remediation Algorithm review Progress report	Director of Nursing Faculty	Weekly by faculty Discussions in Monthly Faculty meeting	<ul style="list-style-type: none"> Strict implementation of the Remediation process Record of student's progress from



Medical Career College

					Special meeting when necessary	admission to graduation
	Supplemental ATI prep	Integration of ATI through focus review, Utilization of ATI NCLEX test format	ATI progress report	ATI coordinator Faculty	Weekly by faculty Monthly Nurses' meeting	-Increase ATI scores -100% compliance with ATI focus review
	Graduate Passing Rates	Monitoring, evaluating and analyzing the graduate passing rate	Demographic data on NCLEX passing rate	Administration, Director of Nursing	Quarterly	-Increase NCLEX passing rate of first time takers
Faculty	Teaching effectiveness (Theory)	Clinical evaluation tool effective teaching strategies, ATI workshop review, technology in classroom faculty role analysis workshops in areas of expertise	Instructor evaluation instrument, Direct observation of faculty while teaching, self-evaluation, Nurses meeting report	Students, Director of Nursing, selected faculty, theory instructor	Beginning and the end of each level, Incidental; optional as needed, Monthly during Nurses' meeting report	-High survey score for teaching effectiveness -Update teaching methods
Faculty (continued)	Teaching effectiveness (Clinical)	Clinical evaluation tool effective teaching strategies, ATI workshop review Improvement of new faculty orientation	Instructor evaluation instrument, Direct observation by the Director of nursing and Clinical Coordinator, self-evaluation, Nurses meeting report	Director of Nursing, Clinical coordinator, clinical instructor	Beginning and the end of each level, Incidental; optional as needed, Monthly Nurses' Meeting	-Higher score for clinical evaluation -Stabilization of faculty and staff
	Staff Development, Service	Continuing education, training and team building	Self-evaluation, Review of continuing education, monthly and quarterly in-	Administration, Director of nursing	Monthly and quarterly	Improve new faculty orientation Increase compliance on continuing education stabilization of faculty and



Medical Career College

			service review			staff
Administration and Staff	Director of Nursing	Compliance with duties and responsibilities	Review of accomplishments	Administration	Annually	<ul style="list-style-type: none"> • Improve student services • Improve survey result
	Director of Nursing	Compliance with duties and responsibilities	Review of accomplishments	Administration	Annually	Increase job satisfaction
Organization	Qualifications of administrative and faculty personnel	Established duties and responsibilities, and qualifications for administrative and personnel	Review of documents based on external and internal agency required qualifications	Director of Nursing Staff	Annually	100% compliance and implementation of administrative and faculty recruitment
	Program Records	Improvement on student record maintenance Documentation of program minutes as a resource for quality assurance	Review of faculty and student record maintenance Program minutes Review of faculty and student credentials Audit of graduates	Administration Director of Nursing	Annually	<ul style="list-style-type: none"> • Up-to-date faculty and student records • 100% compliance on faculty and student credentials • Graduate audit
	Program Policies	Improve processes for policy development and adherence	Review of program policies including those external agencies, including the BVNPT policy on Organization and Administration of the Program and	Advisory Board Director of Nursing Staff	Annually	100% implementation and compliance of Program Policy



Medical Career College

			Program Policies			
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ATTACHMENT B



Medical Career College

Policy on Clinical Facility Evaluation

Policy:

It is the policy of Medical Career College to ensure that the Vocational Nurse Program Director is responsible for doing a clinical facility evaluation every month.

Procedure:

1. Program Director will do a clinical facility evaluation every month by using the board approved form.
2. Based on the information gathered, RN Program Director must present the review of the clinical facility evaluation in the faculty meeting for further discussion.
5. RN Program Director will be responsible for the oversight of the policy and for implementing the procedure.

ATTACHMENT B1



Medical Career College

Clinical Experience Site Evaluation Form

Site: ALL SAINTS SUB ROUTE Level: 2

Rotation: Intermediate Medical Date of Evaluation: 3/09/15

Evaluation Name: Surgical Nursing MARILYN CASTILLO Evaluator Signature: [Signature]

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

1. The clinical site provided the student with a stimulating learning environment.

1 2 3 4 5

2. The supplies and equipment were adequate.

1 2 3 4 5

3. The clinical site challenged the student.

1 2 3 4 5

4. The clinical site offers a variety of learning experiences.

1 2 3 4 5

5. The student was able to implement information learned in the future.

1 2 3 4 5

6. The student will be able to implement information learned in the future.

1 2 3 4 5

7. There was adequate interaction between the student and the clinical staff.

1 2 3 4 5

8. This clinical site should be used for students in the future.

1 2 3 4 5

9. Overall it was a good clinical experience for the student.

1 2 3 4 5

10. Please describe the strengths of this clinical site.

The staff are very supportive and helpful. It is conducive to learn a lot of clinical skills.

11. Describe areas of improvement for this clinical site and clinical instructor and give constructive criticism to how to improve these areas.

None The clinical site is an excellent site for medical surgical nursing

ATTACHMENT B1



Medical Career College

Clinical Site Evaluation

It is the desire of this institute to provide the very best clinical experience possible. We are asking you help in evaluating the clinical site which you attended this Level. Please fill out the questionnaire below: (Name optional).

Clinical site All Saints Instructor Mr. Cohen

	Yes	No	N/A
1. Were you able to meet your objectives?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Was the staff supportive?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Would you work at this site?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. did you learn new skills here?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Would you recommend this site?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Was parking available?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Was equipment operable and available?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Was this a stimulating learning environment?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Could you could utilize your skills here?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments This is the perfect place to learn about respiratory disorders.

Thank You.



Medical Career College

Vocational Nurse Program

Admission, Screening and Selection Requirements

A. MINIMUM REQUIREMENTS FOR ADMISSION

1. U.S. High school diploma or completion of GED is required by the California Nurse Practice Act, Section 2866
2. All foreign transcripts must be evaluated by a member of the National Association of Educational Credentialing Service for 12th grade equivalency
3. Evidence of good physical and emotional health.
4. Completion of prerequisite courses with a grade of C or better from all of the courses.
 - a. A community college course in human anatomy and physiology or the Introduction to Human Anatomy & Physiology from Medical Career College. This course shall be a minimum of three semester units or 54 credit hours.
 - b. Pass the ATI TEAS test administered by Medical Career College on English and Language Usage, Reading, Mathematics and Science. Applicant must at least score a Proficient ATI Academic Preparedness Level which is equivalent to a Mean Program Score of 56.0% (equivalent to adjusted individual total score of 62%) and above. Applicants are only allowed two entrance tests.
5. Two letters of recommendation from other schools or agencies.
6. At least 18 years of age.
7. Free of criminal conviction.

B. SELECTION CRITERIA

1. Application to Medical Career College should be completed after completion of items identified in A1 and A4 (a) and (b).
2. Applicant's name will be placed on the eligibility list in the order of date and time that the completed application was accepted and the application fee was paid.
3. Class size is projected to be 15 students but is subject to change.
4. The names, in order, following those accepted will be considered "Alternates" and be put on the "Wait List" as per #2, above.
5. Alternates will attend classes through the Fundamentals period (3 weeks). The alternate at the top of the list at time of an opening will be allowed to replace any student who leaves the program during that time.



Medical Career College

Vocational Nurse Program

Admission, Screening and Selection Requirements

6. If an alternate does not replace a student, he/she will be guaranteed admission to the next class. The alternate who becomes a student in the next class is not required to attend class days already attended however attendance is encouraged to refresh skills.

C. ACCEPTED STUDENTS

If an applicant is accepted into the Vocational Nurse Program, the student must be able to:

1. Work flexible schedules including some evenings and/or weekends.
2. Visit the hospital the day/evening prior to scheduled clinical experience for client selection/assessment
3. Pass a physical exam including negative tuberculin testing (PPD), measles (rubeola & rubella) titre, and varicella positive immunity and be covered by personal health insurance throughout the program. Students with positive PPD should submit a copy of a Chest X-ray result to the school indicating that the student does not have active tuberculosis.
4. Obtain a Hepatitis B immunization.
5. Submit a proof of current CPR certification.
6. Submit a proof of liability/malpractice insurance.
7. Acceptance of the student into the Vocational Nurse Program is based upon the discretion of the Program Director.

ATTACHMENT C2



Medical Career College

41300 Christy Street, Fremont, California (510) 445-0319

STAFF MEETING MINUTES

Topic: Administrative Policies and Procedures
Admission, Screening and Selections Requirements

Speaker/s: Marilyn Castillo, RN (President/Director)

Date: 01/31/2015

Major Points of Meeting:

1. Discussed the Administrative Policies and Procedures on Student Admission, Health Screening, Attendance and Make-up, Student Ratio Policy and Criminal Screening.
2. Addressed the Admission, Screening and Selection Criteria and requirements for the Vocational Nurse Program. Strict compliance will be followed in the subsequent cohorts.
3. Credit Granting Policy reinforced.

Attendees: Rhoda Quibol, HR/Finance
 Dell TATAD V.P. ADMISSION/MARKETING
 MARILYN CASTILLO, PRESIDENT/DIRECTOR
 MA. SUSAN R. GARROTE, REGISTRAR
 ENANGELINE YAGI

How does this session relate to the improvement of instruction and curriculum?

By strictly enforcing the Administrative Policies and Procedures, Admission Requirements, Screening and Selection Criteria as well as Credit Granting Policy, the school will be able to get well qualified applicants with higher proficiency scores and will produce higher passing rates in NCLEX.

Open Forum:

No further questions or clarifications. Everyone present agreed on all the policies and procedures to be followed strictly.

Prepared by: Marilyn Castillo, RN

Date: 01/30/2015

ATTACHMENT C3



Medical Career College

41300 Christy Street, Fremont, California (510) 445-0319

FACULTY MEETING MINUTES

Topic: Plan of Corrections for (14) Violations during Unannounced Visit of 12/16-12/17/14 by Board NECs

Speaker/s: Marilyn Castillo, RN (President/Director)

Date: 01/14/2015

Major Points of Meeting:

1. Discussed each violations identified by the Board NECs
2. Discussed the plan of corrections for each violation identified
3. Addressed the importance of strictly following the plan of corrections for compliance with the Vocational Nursing Rules and Regulations.
4. Copies of the violations and plan of corrections provided to the faculty members.
5. Each faculty member received a binder that contains the instructional plan, lesson plans and the different forms that they will be using during the course of the program.

Attendees:

V. Fuentes, RN
Rosen *[Signature]* *[Signature]*

How does this session relate to the improvement of instruction and curriculum?

By strictly adhering to the plan of corrections for the identified violations, the school will be able to improve the quality of instructions and curriculum thereby improving student achievement and higher pass rates in class and in NCLEX.

Open Forum:

1. Questions asked by Ms. Betonio- Clarification on the Evaluation of Clinical Facilities regarding frequency and timeframe. Evaluation of clinical facilities is done at the end of each term by the faculty with the oversight by the Program Director. Results will be discussed at the faculty meeting.
2. Clarification of Mr. Cohen on Clinical Make-up- Prior to assigning faculty to go to clinical sites, strict compliance to faculty duties will be reiterated. Clinical make-up hours with the students must be done by Clinical Instructors who has no other duties in the facility other than teaching.

Prepared by: *Marilyn Castillo, RN*
[Signature]

Date: 1/14/15

ATTACHMENT C4



Medical Career College

41300 Christy Street, Fremont, California (510) 445-0319

VN FACULTY MEETING

Topic: Review of the Clinical Facility Evaluation

Speaker/s: Marilyn Castillo, RN, BSN, Program Director

Date: February 12, 2015

Major Points of Presentation:

1. Address the Policy and Procedure in doing the Clinical Facility Evaluation
2. Discuss the results of the clinical facility evaluation submitted by the clinical instructors.
3. Emphasize the importance of posting the clinical objectives in the nursing unit where the students are assigned.
4. Regular and frequent communications between Faculty and the Director regarding theory and clinical correlation.

Attendees:

Fred Cohen, INSTRUCTOR
V. Fuentes
[Signature]

How does this session relate to the improvement of instruction and curriculum?

By knowing the clinical facility evaluation, the program will be able to either continue utilizing the clinical site or search for another site to achieve the clinical objectives needed to be taught to the students.

Posting the clinical objectives will enable the clinical instructor, the students, and the clinical site to be well guided by the clinical instruction.

Open Forum:

- ① How do we post objectives in clinical? (Vernica)
- ② How is ATI relevant to passing NCLEX?? (FRED)

Prepared by:

[Signature]

Date:

2/12/15

ATTACHMENT C5



Medical Career College

41300 Christy Street, Fremont, California (510) 445-0319

STAFF MEETING MINUTES

Topic: Administrative Policies and Procedures
Admission, Screening and Selections Requirements

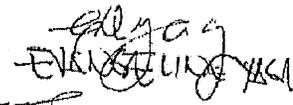
Speaker/s: Marilyn Castillo, RN (President/Program Director)

Date: 03/11/2015

Major Points of Meeting:

1. Discuss and reinforce admission, screening and selection criteria particularly the entrance test (ATI TEAS) - applicant must achieve mean program score of 56% which is equivalent to adjusted individual total score of 62%. The applicants are only allowed to take two entrance tests. Strict compliance will be followed in the subsequent cohorts.
2. Establish the duties and responsibilities of the different personnel and administrative staff to ensure smooth flow in the day to day operation.

Attendees:

MA. SUSAN R. GARROTE - 
 DELFIN TATAD - 
 EVELYN LING YKA

How does this session relate to the improvement of instruction and curriculum?

By strictly enforcing the Administrative Policies and Procedures, Admission Requirements, Screening and Selection Criteria, the school will be able to get well qualified applicants with higher proficiency scores and will produce higher passing rates in NCLEX.

Open Forum:

No further questions or clarifications. Everyone present agreed on all the policies and procedures to be followed strictly. No clarifications made regarding ATI TEAS.

Prepared by: MARILYN CASTILLO, RN

ATTACHMENT C6



Medical Career College

41300 Christy Street, Fremont, California (510) 445-0319

VN FACULTY MEETING

Topic: Curriculum Evaluation/Response to Violations

Speaker/s: Marilyn Castillo, RN

Date: March 11, 2015

Major Points of Presentation:

1. Curriculum Evaluation to be done quarterly
2. Incorporating NCLEX Test Plan into the instructional plan
3. Forms for clinical facility evaluation by Program Director and students
4. Remediation Algorithm Review
5. Specific Clinical Objectives

6. CLINICAL FACILITY EVALUATION BY PROGRAM DIRECTOR (selection)
 7. ATI TESTS at 62% & taken 2X only (Admission, Screening & Selection)

Attendees:

[Handwritten signatures]
 M. Castillo
 V. Frost
 J. Holt

How does this session relate to the improvement of instruction and curriculum?

[Handwritten response:] By having quarterly review of the curriculum by the Program Director and the faculty, review will be 100% compliance in the instructional plan, higher pass rate and higher satisfaction from the students

Open Forum: - CAN WE USE PROP U USE, HOMEWORK QUALITY, PROJECTS & GENERAL ATTITUDE TOWARDS "GRADES"

Prepared by: Marilyn Castillo, RN

Date: 3/11/15

ATTACHMENT D1



Medical Career College

Evaluation Methodology for Student Progress

A student's final grade will be based on numerous evaluation methods. Students will be assigned homework and will be given written quizzes and written major examinations including a written final examination. Students must pass skills lab and clinical rotation based on Pass or Fail.

Evaluation Method	Percent Toward Final Grade	Minimum Required
Quizzes and Major Exams	50% No bonus points given	Students must earn an average of 75% by the time of the final grade
Midterm	15% No bonus points given	Students must earn an average of 75% by the time of the final grade
Written Final Exam	20% No bonus points given	Students must score a minimum of 75% by the time of the final grade
Written Paper/Oral Pres. Projects/Homework/PrepU	15%	Student must accomplish satisfactory grade
Skills Lab	N/A	Pass or Fail
Clinical Performance	90%-100% A, 80%-89% B 70%-79% C, 60%-69% D, 59% below F	Pass or Fail
Professional Behavior and Attendance	N/A	Students may not miss more than 2 excused absences per term. Hours missed must be made up. Student must complete a minimum of 1530 hours prior to program completion. Must score appropriate for each behavior by course completion as indicated above.

The Program Director with input from instructors may assign make-up work for missed exams, assignments and attendance. If the student fails to meet the minimum grade of 75% and other requirements for progress, the student will be placed on remediation algorithm process that begins with a notice of remediation, which proceeds to remediation development plan and ends with remediation evaluation. Students must pass a final written comprehensive exit exam prior to successfully completing this program. An ATI Comprehensive Exit Exam of 95% and above is also required before the student will be allowed to take NCLEX.

ATTACHMENT D.2



Medical Career College

Evaluation of Vocational Student Progress in Theory

Student's Name _____	Date <u>1/23/2015</u>
Evaluator's Name/Title <u>V. Fuentes, RN, MSN</u>	

End of Term	
<input checked="" type="checkbox"/> BMS	Date <u>Dec 19, 2014</u>
<input type="checkbox"/> IMS	Date _____
<input type="checkbox"/> AMS	Date _____
<input type="checkbox"/> OB/PEDS	Date _____

Attendance		
THEORY	Absences <u>2 hours only</u>	Hours Completed <u>yes</u>
Comments <u>late/leave early - none</u>		Hours to be Completed <u>0</u>

Grades/ Test Results			
	Final Grade	Class Participation/Attitude	
Medical Surgical	<u>94.1%</u>	<u>(over pres + group act)</u>	SATISFACTORY <input checked="" type="checkbox"/> UNSATISFACTORY <input type="checkbox"/>
Pharmacology	<u>94.1%</u>		
Nutrition/ OB/Ped	<u>94.1%</u>		Overall Grade <u>94.1%</u>

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

Comments: Work/Study Schedules - not working, Study of well
Prep/ATI Tests - Yes - (200-300 ques of week)
Study Group - will begin this week

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



Medical Career College

ATTACHMENT D3

Evaluation of Vocational Student Progress in Clinical

Student's Name <i>[Redacted]</i>	Date 12/02/14
Evaluator's Name Title Rosita Betems RN BSN	

End of Term	
<input checked="" type="checkbox"/> BMS	Date 11/26/14
<input type="checkbox"/> IMS	Date
<input type="checkbox"/> AMS	Date
<input type="checkbox"/> OB/PEDS	Date

Attendance		
CLINICAL	Absences none	Hours Completed 48
Comments	Excellent attendance	Hours to be Completed none

Grades/ Test Results				
Medical Surgical	Final Grade 90 B	Class Participation/ Attitude	SATISFACTORY ✓	UNSATISFACTORY
Pharmacology	Final Grade 90 A			
			Overall Grade 90 % Pass	

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

Comments: R Good Leader Demos Great Skills is mid passing as well as Pa. G. into dressing. assess patients thoroughly. Good JOB
Confirms the Good Nurse
 Program Director's Signature [Signature]
 Instructor's Signature Rosita Betems RN
 Student's Signature _____

ATTACHMENT E1



Medical Career College

February 3, 2015

To: Ms. _____

I am writing this letter to serve as a warning regarding doing make-up classes for Medical Career College while performing your duties as a staff at Bay Point Care and Rehabilitation Center in Hayward. This cannot be tolerated and not repeated in the future.

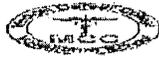
Signature of Marilyn Castillo, RN and Date *Marilyn Castillo, RN* 2/10/15

Signature of _____, RN and Date _____

ATTACHMENT E2

Redacted by Board Staff due to student names on the clinical attendance list that was signed by DSD when confirming that the clinical instructor was not working as a staff member on the day of clinical make – up on February 9, 2015.

ATTACHMENT H1



Medical Career College

Student Remediation or Probation

Student: _____ Date: _____
(Print)

Instructor: _____
(Print)

You have been placed on Remediation Probation in the following area(s):
Problem Area(s): ___ Clinical Event ___ Behavioral Issue ___ Theory Deficit

Continued on back

Instructor: _____ Date: _____
(Signed)

Student: _____ Date: _____
(Signed and Dated when received)

Program Director: _____ Date: _____
(Signed)

Action(s) required renewing satisfactory standing in this program:

Date of Reevaluation: _____

Comments after Reevaluation: ___ Successful ___ Not Successful (Proceed to 2nd Step of Remediation)

Instructor: _____
(Signed)

Student: _____ Date: _____
(Signed and Dated when received)

Program Director: _____ Date: _____
(Signed)

ATTACHMENT G1



**Individual Performance Profile
PN Comprehensive Predictor 2011**

Individual Name:		Adjusted Individual Total Score:	73.3%
Student Number:		Predicted Probability of Passing	
Institution:	Medical Career College	NCLEX-PN® on the First Attempt:	96%
Program Type:	PN	Mean - National:	67.1%
Test Date:	8/14/2014	Percentile Rank - National:	77
# of Questions:	150		

Individual Performance in the Major Content Areas																				
Sub-Scale	# Items	Individual Score	Mean National	Percentile Rank National	Individual Score (% Correct)															
					1	10	20	30	40	50	60	70	80	90	100					
Coordinated Care	24	83.3%	68.5%	94																
Safety and Infection Control	21	81.0%	72.2%	83																
Health Promotion and Maintenance	15	66.7%	69.7%	48																
Psychosocial Integrity	15	60.0%	62.6%	51																
Basic Care and Comfort	18	77.8%	66.6%	83																
Pharmacological Therapies	21	81.0%	62.2%	95																
Reduction of Risk Potential	18	61.1%	65.1%	44																
Physiological Adaptation	18	66.7%	68.8%	49																

Topics To Review

Coordinated Care (24 items)

Concepts of Management and Supervision (2 Items)

Assigning, Delegating, and Supervising Client Care: Appropriate Assignment for Float Nurse (Basic Concept, RM L and M 5.0 Chp 1)

Ethical Practice (1 item)

Ethical Responsibilities: Client Understanding of Organ Donation (Basic Concept, RM Fundamentals 7.0 Chp 3)

Legal Responsibilities (5 Items)

Bacterial, Viral, and Fungal Infections: Nationally Notifiable Infectious Diseases (Basic Concept, RM AMS PN 8.0 Chp 83)

Legal Responsibilities: Recognizing Scope of Practice (Basic Concept, RM L and M 5.0 Chp 3)

Safety and Infection Control (21 items)

Emergency Response Plan (2 items)

Disaster Planning and Emergency Management: Recommending Clients for Discharge (Basic Concept, RM L and M 5.0 Chp 5)

Handling Hazardous and Infectious Materials (2 items)

Handling Hazardous Materials: Intracavity Radiation Therapy (Therapeutic Procedure, RM L and M 5.0 Chp 4)

Reporting of Incident/Event/Irregular Occurrence/Variance (2 Items)



Student Remediation or Probation

Student: _____ Date: _____
(Print)

Instructor: _____
(Print)

You have been placed on Remediation Probation in the following area(s):
Problem Area(s): ___ Clinical Event ___ Behavioral Issue ___ Theory Deficit

Continued on back

Instructor: _____ Date: _____
(Signed)

Student: _____ Date: _____
(Signed and Dated when received)

Program Director: _____ Date: _____
(Signed)

Action(s) required renewing satisfactory standing in this program:

Date of Reevaluation: _____

Comments after Reevaluation: ___ Successful ___ Not Successful (Proceed to 2nd Step of Remediation)

Instructor: _____
(Signed)

Student: _____ Date: _____
(Signed and Dated when received)

Program Director: _____ Date: _____
(Signed)



Medical Career College

Vocational Nurse Program

Admission, Screening and Selection Requirements

A. MINIMUM REQUIREMENTS FOR ADMISSION

1. U.S. High school diploma or completion of GED is required by the California Nurse Practice Act, Section 2866
2. All foreign transcripts must be evaluated by a member of the National Association of Educational Credentialing Service for 12th grade equivalency
3. Evidence of good physical and emotional health.
4. Completion of prerequisite courses with a grade of C or better from all of the courses.
 - a. A community college course in human anatomy and physiology or the Introduction to Human Anatomy & Physiology from Medical Career College. This course shall be a minimum of three semester units or 54 credit hours.
 - b. Pass the ATI TEAS test administered by Medical Career College on English and Language Usage, Reading, Mathematics and Science. Applicant must at least score a Proficient ATI Academic Preparedness Level which is equivalent to a Mean Program Score of 56.0% (equivalent to adjusted individual total score of 62%) and above. Applicants are only allowed two entrance tests.
5. Two letters of recommendation from other schools or agencies.
6. At least 18 years of age.
7. Free of criminal conviction.

B. SELECTION CRITERIA

1. Application to Medical Career College should be completed after completion of items identified in A1 and A4 (a) and (b).
2. Applicant's name will be placed on the eligibility list in the order of date and time that the completed application was accepted and the application fee was paid.
3. Class size is projected to be 15 students but is subject to change.
4. The names, in order, following those accepted will be considered "Alternates" and be put on the "Wait List" as per #2, above.
5. Alternates will attend classes through the Fundamentals period (3 weeks). The alternate at the top of the list at time of an opening will be allowed to replace any student who leaves the program during that time.



Medical Career College

Vocational Nurse Program

Admission, Screening and Selection Requirements

6. If an alternate does not replace a student, he/she will be guaranteed admission to the next class. The alternate who becomes a student in the next class is not required to attend class days already attended however attendance is encouraged to refresh skills.

C. ACCEPTED STUDENTS

If an applicant is accepted into the Vocational Nurse Program, the student must be able to:

1. Work flexible schedules including some evenings and/or weekends.
2. Visit the hospital the day/evening prior to scheduled clinical experience for client selection/assessment
3. Pass a physical exam including negative tuberculin testing (PPD), measles (rubeola & rubella) titre, and varicella positive immunity and be covered by personal health insurance throughout the program. Students with positive PPD should submit a copy of a Chest X-ray result to the school indicating that the student does not have active tuberculosis.
4. Obtain a Hepatitis B immunization.
5. Submit a proof of current CPR certification.
6. Submit a proof of liability/malpractice insurance.
7. Acceptance of the student into the Vocational Nurse Program is based upon the discretion of the Program Director.

ATTACHMENT H 1



Medical Career College

CLINICAL OBJECTIVES

LONG TERM CARE/SKILLED NURSING FACILITY (Term 1)

Medical Career College students are in their 1st term of 4. They are currently studying Fundamentals of Nursing, with special emphasis on the principles of nursing which are: safety, infection control, body mechanics, confidentiality, and patient right. Using the nursing process, the students will provide basic care for 1 to 2 patients.

STUDENTS ARE EXPECTED TO:

- Gather information from Kardex, listen to report, gather any supplemental information needed to care for the patient safely.
- Take vital signs and assess each client carefully, taking into account clients known problems/illnesses and reason for hospitalization.
- Provide or assist with bathing/showers and daily hygiene of assigned clients
- Assist with feeding or care of GT feeding.
- Report any abnormalities in client's condition such as abnormal vital signs or any areas of skin breakdown.
- Chart accurately and in timely manner on appropriate facility forms.
- Submit narrative documentation of head-to-toe assessment to the instructor.
- Gather data from assigned patient charts.
- Write a priority nursing diagnosis daily with priority interventions and rationales.
- Perform appropriate patient teaching as approved by instructor.
- Perform accuchecks on diabetic clients under the direct supervision of the instructor.
- Perform dressing changes and treatments in the presence of or with the approval of the instructor.
- Assist with admission and discharge procedure.

Medical Career College Students will be here on the following days: _____



Medical Career College

CLINICAL OBJECTIVES

SKILLED NURSING/ADULT MEDICAL SURGICAL NURSING (Term 2)

Medical Career College students are in their 2nd term of 4. They are currently studying beginning Medical Surgical nursing, with special emphasis on the endocrine, Integumentary, cardiovascular, and respiratory systems. Students will learn treatment and caring for the client with cancer, chronic pain, blood disorders, and fluid and electrolyte imbalance.

STUDENTS ARE EXPECTED TO:

- Gather information from Kardex, listen to report, gather any supplemental information needed to care for the patient safely.
- Take vital signs and assess each client carefully, taking into account clients known problems/illnesses and reason for hospitalization.
- Provide or assist with bathing/showers and daily hygiene of assigned clients.
- Assist with feeding or care for and administer GT feeding.
- Report any abnormalities in client's condition such as abnormal vital signs or any areas of skin breakdown.
- Chart accurately and in a timely manner on appropriate facility forms.
- Submit narrative documentation of head-to-toe assessment to the instructor.
- Gather data from assigned patient charts.
- Write a priority nursing diagnosis daily with priority interventions and rationales.
- Perform appropriate patient teaching as approved by instructor.
- Perform accuchecks on diabetic clients, administer insulin coverage if ordered by MD and only under the direct supervision of the instructor.
- Observe IV and document type of IV, rate of IV, and condition of site on appropriate facility forms.
- Perform dressing changes and treatments in the presence of or with the approval of the instructor.
- Assist with admission and discharge procedure.

Medical Career College Students will be here on the following days: _____



Medical Career College

CLINICAL OBJECTIVES

ADULT MEDICAL SURGICAL NURSING (Term 3)

Medical Career College students are in their 3RD term of 4. They are currently studying advanced medical-surgical nursing, with special emphasis on the musculoskeletal, gastrointestinal, neurological, urinary, and reproductive systems. Also study in pancreatic/liver and eye/ear disorders.

STUDENTS ARE EXPECTED TO:

- Gather information from Kardex, listen to report, gather any supplemental information needed to care for the patient safely.
- Take vital signs and assess each client carefully, taking into account clients known problems/illnesses and reason for hospitalization.
- Provide or assist with bathing/showers and daily hygiene of assigned clients.
- Assist with feeding or care for and administer GT feeding.
- Report any abnormalities in client's condition such as abnormal vital signs or any areas of skin breakdown.
- Chart accurately and in a timely manner on appropriate facility forms.
- Submit narrative documentation of head-to-toe assessment to the instructor.
- Gather data from assigned patient charts.
- Write a priority nursing diagnosis daily with priority interventions and rationales.
- Perform appropriate patient teaching as approved by instructor.
- Perform accuchecks on diabetic clients, administer insulin coverage if ordered by MD and only under the direct supervision of the instructor.
- Observe IV and document type of IV, rate of IV, and condition of site on appropriate facility forms.
- Perform dressing changes and treatments in the presence of or with the approval of the instructor.
- Administer medications per MD order in the presence of the instructor.
- Insert NG Tubes and Foley Catheter per MD order under direct supervision of instructor.
- Assist with admission and discharge procedure.
- Demonstrate ability to perform as a leader.

Medical Career College Students will be here on the following days: _____



Medical Career College

Clinical Objectives for Maternity Health Center Care Nursing

Upon completion of the clinical experience in the health center care setting, the student will be able to:

1. Assist with physical assessment for a mother on prenatal check-up.
2. Develop a plan of care, using NANDA, for a client during prenatal check-up.
3. Develop a plan of care, using NANDA, for a client during postpartum period.
4. Assist staff in preparing clients for examination procedures.
5. Take vital signs, height and weight of clients.
6. Assist in routine screenings such as PAP smear.
7. Identify where asepsis and health teaching are utilized in the maternity health center care setting.
8. Assist in cleaning and sterilizing medical instruments and equipment.
9. Write a summary of how you the student were able to meet the above objectives and be prepared to share these experiences during clinical conference.
10. Assist in performing routine lab tests such as pregnancy tests.
11. Assist in completing laboratory slips as necessary.
12. Care for a mother during prenatal period.
13. Observe during postpartum check-up.
14. Establish effective relationship with families and other health team members.
15. Identify a minimum of two postpartum complications and appropriate nursing care.
16. Discuss the role of the nurse as a health teacher in a family centered maternity care.

Medical Career College Students will be here on the following days: _____



Medical Career College

Clinical Objectives for Pediatric Health Center Care Nursing

Upon completion of the clinical experience in the health center care setting, the student will be able to:

1. Assist with physical assessment for a child during normal routine well child visit.
2. Assist with physical assessment for a child with an infection.
3. Develop a plan of care, using NANDA, for a sick child.
4. Assist staff in preparing clients for examination procedures.
5. Demonstrate correct technique in measuring child height, weight and head circumference.
6. Take vital signs such as temperature, blood pressure, respiration and pulse rate.
7. Assist in routine screenings such as hearing test and vision check.
8. Identify where asepsis and health teaching are utilized in the pediatric health center care setting.
9. Assist in cleaning and sterilizing medical instruments and equipment.
10. Write a summary of how you the student were able to meet the above objectives and be prepared to share these experiences during clinical conference.
11. Assist in performing routine lab tests.
12. Assist in completing laboratory slips as necessary.
13. Communicate appropriately with a child and parent(s) while providing nursing care.
14. Identify the role of a pediatric nurse in a health center care setting.
15. Establish effective relationship with families and other health team members.
16. Write drug cards for medications of assigned clients.
17. Identify the routine immunization schedule for the different age groups.

Medical Career College Students will be here on the following days: _____



Medical Career College

Acceptance or Rejection of Credit Option

The Vocational Nursing Practice Act requires each school of Vocational Nursing to grant credit for previous education and other acquired related knowledge or experience in the field of nursing prior to the program. To qualify, this education or experience must be completed within 5 years prior to admission to the program. Please review the following, check any that apply and check either the statement of acceptance or rejection. Sign and date this form and return it with the application form and all documentation requested to the office.

1. Check all courses completed: (Submit copy of course description and transcript)

- Accredited Vocational or Practical Nursing Courses
- Accredited Registered Nursing Courses
- Accredited Psychiatric Technician Courses
- Armed Services Nursing Courses
- Certified Nurse Assistant Courses
- Other courses the school determines are equivalent to courses in the program

I **DO** want credit for any of the courses checked above. (Include documentation for all, including explanation of any clinical experience.)

I **DO NOT** want credit for any of the courses listed in 'A' above.

2. Work Experience:

Verification of work experience in an acute facility within the last 5 years.
(Dates of employment on company letterhead)

I **DO** want credit for this work experience

I **DO NOT** want credit for any work experience

Signature: _____

Printed Name: _____

Date: _____

Agenda Item #7.A.2., Attachment K

Johnson, Donna@DCA

From: marilyn castillo <
Sent: Friday, March 13, 2015 9:54 PM
To: Johnson, Donna@DCA
Subject: Re: Board Materials
Attachments: Medical Career College current clinical facilities.xls; Medical Career College current faculty.xls; Faculty-Student Clinical Assignment for Maternity and Pediatrics AM and PM.pdf

Follow Up Flag: Follow up
Flag Status: Flagged

Dear Ms.Donna,

There are no changes in the current number of students enrolled in the August 2014 AM and October 2014 EVENING as of the moment.

I would like to notify you that Washington Township and Learning Tree are no longer in my list of current facilities. I contacted them late last week. Washington Township will no longer accept VN students while Learning Tree has a new management and does not want to accept students too. I am still in communication with Ms. _____, manager of Kaiser Milpitas Women's and Pediatrics regarding possible clinical rotation. She's on vacation and will be back on March 23. By the way, I have an appointment at the Kiddie Academy on Wednesday, March 18 and another OB clinic in San Leandro next week so that we can fill up the missing hours for two students in maternity and 4 students in pediatrics in the evening class. Thank you..

Sincerely,
Marilyn

Agenda Item #7.A.2., Attachment L



Medical Career College

4-1-2015

Dear Ms. Donna Johnson,

I am submitting to you the result of the curriculum evaluation plan analysis. The evaluation result provides an in-depth analysis of the VN Program and I have to say that it has provided me with valuable insights about the need to implement change on key areas in the curriculum. I believed that these changes will translate to a better passing rate for the school. The other category on the curriculum evaluation plan which timeline falls annually has not been evaluated and reviewed. The areas in the curriculum evaluation plan that I have evaluated and analyzed are the following:

- I. Curriculum
 - Course Objectives
 - NCLEX Performance
 - Instructional Plan / Clinical Manual
 - Educational Resources
- II. Environment
 - Clinical facilities
 - Campus
- III. Students
 - Recruitment/Admission
 - Remediation Process
 - Supplemental ATI Prep
 - Graduate Passing Rates
- IV. Faculty
 - Teaching Effectiveness (Clinical)
 - Teaching Effectiveness (Clinical)
 - Staff Development/ In-Service

Respectfully,
Marilyn Castillo, RN, BSN
Medical Career College
Fremont, CA. 94538



Curriculum Evaluation Plan Analysis

I. Curriculum

Course Objectives: The course objectives for theory and clinical have been reviewed by the Director of Nursing, theory and clinical instructors. The aim of the review was to make sure that course objectives are in observance with the BVNPT guidelines and there is proper integration between theory and clinical objectives. There are some areas that were added into the course objective specifically in determining the outcome objectives incorporated into the lesson plan. There were inaccuracies in clinical objectives and therefore I decided to make a revised clinical objective packet that is tailored fit to the clinical rotation. New policy implemented to assure that students must bring with them the clinical objective packet every clinical rotation and that strict compliance is demanded for clinical instructors. Compliance to this new policy will be use for faculty evaluation. I have implemented instructions to theory and clinical instructors to make sure that proper coordination is vital to promote alignment with the course objectives both for the theory and clinical.

NCLEX Performance: I have seen through evaluation of the ATI program shows that there is lack of consistency and follow up with ATI being integrated into the curriculum. Re-evaluation was done with the staff and making sure that students comply with ATI activities as outlined in the lesson plan. Students are neglecting the ATI and are not up-to-date with their assignments. There is lack of reporting on progress report for ATI. I have implemented that theory and clinical instructor will implement to the students integrated ATI curriculum. DON monitors monthly testers and tracks achievements and those not testing. DON and faculty will continue mapping NCSBN Test Plan with course content to assure alignment every 4 months. Comparison with ATI assessments with faculty prepared exams to assure adherence to the Test Plan since ATI is also based on Test plan content. The comparison will also validate curriculum compliance with the Test Plan.

Clinical Manual/Instructional Plan – I have reviewed the Clinical/Manual Instructional plan with the staff specifically looking into the number of hours both for theory and clinical. Number of hours must reflect the student's clinical rotations. Result of the evaluation shows that there has been inefficiencies in clinical hours in PEDs and OB due to lack of site. I have assigned one instructor to immediately look for additional PEDs and OB site to comply with the clinical hours particularly rotations for the sick child. I conducted a meeting with the clinical instructor and revised the clinical schedule so that it will coincide with the clinical manual/instructional plan. I already submitted to the BVNPT the student clinical rotation for PEDs/OB on March 13, 2015. I will ensure that there will be close monitoring and compliance with the scheduled clinical rotation specifically in the area of PEDs/OB.

Educational Resources – Currently all students have been provided with their text books namely Prep U by Lippincott, Saunders 5th edition, and ATI text books. Based on the text book review conducted by DON and faculty, the current textbooks are up-to-date. Library resources has also been reviewed and found to be sufficient for utilization. Computer resources including internet are adequate for student's use. One result of the evaluation is identifying the need for tutorial services as part of student's resource. I already have assigned one of the instructors to handle the tutorial service for the student.



There will be information dissemination with the regards to the availability of tutorial services. The tutorial service is free of charge for the students.

II. Environment

Clinical Facilities: I completed a review and evaluation of the updated list of approved clinical sites. Currently the program has 9 approved clinical sites. There are 2 additional pending for approval. The breakdown of the following sites:

- 2 Long term care/rehabilitation facility
- 1 OB Facility
- 1 PEDs (Sick Child)
- 3 Sub-acute facility
- 1 Physicians Office
- 1 Home health facility

There are 2 additional sites pending for approval consist of 1 PEDs and 1 OB.

I scheduled an on-site observation and evaluation of the following BVNPT approved clinical sites. Result of analysis of the following approved clinical sites:

1. County Drive Care Center – this site is a skilled nursing facility and rehabilitation. The sites average daily census is 116. Patients seen in the site are gerontologic. This site is conducive and can be best utilized for level 1 and 2 where students can practice their fundamental skills and Nursing process. Pre and post conference area are provided. Staffs are student friendly and has good learning environment. One observation is the lack of enough parking spaces. This problem has been resolved by carpooling and coming in early in the site.
2. Baypoint Health Care- This is a skilled nursing facility and rehabilitation. The average census is 90. The facility can provide a variety of learning experience beneficial for level 1 and 2 students. There are enough parking spaces available. There are available spaces for pre and post conference.
3. Gardner Health Center – This is an OB/PEDs site with a census between 40-60. The site is conducive for level 4 clinical rotations. This is a newly approved site and I have met with staff and my personal observation this site provides a good learning environment. There are parking spaces available for the students. There is an available space for pre and post conference.
4. All Saints Sub-acute – This is a sub/acute long term care facility with a 62 average daily census. This site provides a higher acuity of care for multi-complex patients. This site is best utilized for level 2 and 3 students and can already pass medication and higher bedside nursing care. There are limited parking spaces so students are advice to come early and or do carpooling. Available space provided for pre and post conference of the students.
5. Kaiser Women’s Clinic – This is a physician’s office with an average daily census of 100 per day. This is a good site for level 4 students. There is no problem with parking spaces.



6. Los Altos Sub-Acute- This is a sub-acute long term with rehabilitation. The average daily census is 130. The site is best utilized for level 2 and 3. There is a limited site for parking spaces but pre and post conference area is available for student's use.
7. Lincoln Villa – The site is an assisted living facility. The facility has an average daily census of 45. The site is best utilized for level 4 during their leadership and management. The parking is limited and advice student to come early and do carpooling. There is an available space for pre and post conference.
8. East bay Pediatrics – This is a pediatric clinic with an average daily census of 15-20 per day. This site is conducive for level 4 for the maternal/peds rotation. There are available spaces for parking for students. There are no available spaces for pre and post conference.
9. Amberwood Gardens- This is a Sub-acute long term rehab facility with an average daily census of 200. The site has Alzheimer's unit that can be used for level four mental health nursing. This site is best utilized for level 3, 4. Available space provided pre and post conference of the students. There is no problem in parking space.

Campus – Evaluation of the campus has been done for the first quarter. I have updated the inventory lists with the theory instructor particularly materials needed for the assimilation lab. I also checked on the functionality of the equipments and so far all equipments are working and are currently been use by the students. The computer lab has undergone regular check. I also purchased additional PPE materials for the skills lab on March 4, 2015.

III. Students

Recruitment/ Admission – Evaluation for the admission process have been reviewed and that includes admission, screening and selection requirements. One key area identified is the need to increase the passing score for the admission test. The admission test utilized is ATI TEAS and students must at least score a proficient ATI Academic Preparedness Level which is equivalent to a Mean Program Score of 56.0% (equivalent to adjusted individual total score of 62%) and above. Applicants are only allowed two entrance tests.

Remediation Process – Evaluation on the remediation process shows that there are inefficiencies in terms of documentation and monitoring of student progress. There was a remediation process in place but the problem lies on the implementation. I observed that theory instructors are not fully aware of the importance of the remediation process in helping struggling students academically. The first step of the action plan was to recreate the form that will identify specific areas of deficiency and come up with a developmental plan. The next step was to meet the staff during the monthly nurse's meeting and discuss the remediation process new guidelines that shall be implemented immediately. The remediation process has taken effect already and strict compliance is being monitored. Non-compliance will be issued advisement. Students that have failed remediation for the second time will have a meeting with the DON. The nurse meeting was done March 11, 2015. Currently, we have there are 6 students on academic remediation and developmental plan is already been made.



Supplemental ATI Prep- Evaluation analysis shows that there is lacking in terms of integrating ATI into the curriculum. There is also problem with compliance among the students as a consequent result of the lack of monitoring. The first step is to align ATI into the curriculum through revision of the lesson plan. The next step I did was to assign one of the instructors for ATI to be the coordinator. The main responsibility is to monitor, follow-up, answers questions and inquiries, and conduct ATI focus review. The ATI instructor will be provided with additional ATI training for support.

Graduate passing rate – There has been a deficient in terms of monitoring, evaluating and analysis of performance particularly in the predictor exam at the end of the program. New guidelines was implemented with regards to the passing rate set at 95% predictability which is equivalent to 70% individual score that has been change from the previous 63% individual score. I will continue to invite previous graduates to attend the review class with an incentive of paying a portion of the review fee to provide support and encouragement as these students prepare to take the NCLEX for the first time.

IV. Faculty

Faculty –Teaching Effectiveness Theory – evaluation results shows that there were 2 theory instructors that were evaluated on 03/18-19/2015 respectively. My analysis on the result of the evaluation shows that one of the instructors is not submitting grades in a timely manner, lacks classroom management, organizational skills, and adapting to the learners needs. The second instructor lacks compliance on the remediation process and needs to improve on compliance. The plan of action is to provide in-service training for theory instructor on classroom management and teaching strategies.

Teaching Effectiveness Clinical Instructor – There were 2 instructors that were evaluated on March 17 and March 24 respectively and one of the instructors has shown efficiency in terms of clinical knowledge and gives timely feedback to the students. However, this instructor needs to be level headed and improve on communication skills to create more positive learning environment. The instructor is in compliance with regards to attendance and clinical rotation policy. Advisement was provided for the said instructor to learn to be tolerant and flexible in dealing with the students and to learn concept on conflict management. The second instructor was found to be inefficient with time management and lacks compliance with the clinical objective guidelines. The instructor needed to be reminded in following the instructional plan. The action plan is to provide for clinical instructors an in-service focusing on the deficient areas.

Staff Development – Evaluation analysis shows that the staff last training was held last October 3, 2014 on the topic on “Motivating Student’s through effective Teaching” held in the campus that was facilitated by a guest speaker Matthew Cruz, BSN, RN. Additional training was also conducted on December 18, 2014 on the topic of curriculum evaluation and course objective writing held in the campus facilitated by Dr. Rosalinda Milla. Based on the theory and clinical evaluation I have concluded that the staff needs additional training with regards to effective teaching strategies, thereby I have an action plan to carry out another 2 days in-service training to foster staff development with a tentative date between May 18 -29, 2015. I am making arrangement with the schedule of the invited guest speaker Mr. Allan Ocampo, BSN, RN, MSN for the final date.



Curriculum Evaluation Plan

Category	Specific Area of Evaluation	Description	Action Plan/ Strategy	By Whom	Timeline	Expected Outcome
Curriculum	Philosophy	Focusing on the core philosophy and integration in the curriculum	Director of Nursing and Faculty review	Director of Nursing and Faculty	Quarterly	-Development of an integrated curriculum framework
	Course Objectives	Clearly defined learning objectives that are useful for instructors and students	Course Evaluation Instrument -Student -Faculty - Clinical facility	Faculty, Students, Clinical coordinator	Monthly (Faculty Meeting) Every 4 Months (Student Survey)	-Higher satisfaction through student survey -Up-to-date clinical and faculty evaluation -strict monitoring of course objective
	NCLEX Performance	Incorporating ATI through integrating ATI resources into the curriculum and using ATI NCLEX Exam comparing it with Instructor generated exam Ensure test security	Measurement of curriculum assessment is through the comparison of faculty generated exam with ATI exams.	Director of Nursing, Faculty	Monthly	-Utilize ATI NCLEX test plan and test item blueprint into the curriculum
	Clinical Manual, Instructional Plan	Instructional plan both theory and clinical must provide an integrated learning approach	Review of the instructional plan and clinical objectives	Director of Nursing, Faculty	Bi-yearly in-service, Quarterly	-Up-to-date Instructional Plan -100% compliance of the instructional plan
	Educational Resources	Provision of additional resources to expand knowledge	Text Books Review	Director of Nursing, Faculty	Quarterly	-Updated books and resource utilization documentation



Medical Career College

Environment	Clinical Facilities	Monitoring of clinical sites to ensure quality clinical rotation	Director of Nursing clinical evaluation, Students clinical evaluation	Director of Nursing, Students	Director of Nursing (monthly), Students (quarterly)	-Up-to-date clinical site evaluation - develop more clinical sites
	Campus	Provide a stimulating learning environment	Student questionnaire survey, Faculty review, Inventory check-off lists	Director of Nursing, Faculty, Students, Administration	At the end of each level	-There will be 100% compliance with policy
Students	Recruitment / Admission	Understanding the indicators for a better admission process and evaluating the need to change admission policies	Review of recruitment and admission process	Director of Nursing, Administration,	Beginning of the program, upon admission	-pre-admission testing requirements -pre-admission GPA screening for - -at-risk students interview of potential students
	Remediation Process	Track students progress from admission to graduation through remediation plan involving student and faculty involvement in remediation	Remediation algorithm review, Progress report	Director of Nursing, Faculty	Weekly , Monthly Nurses' meeting	Implementation of the Remediation process Keep individual record of student's progress from admission to graduation
	Supplemental ATI prep	Integration of ATI through focus review, utilization of ATI NCLEX test format	ATI progress report	ATI coordinator, faculty	Weekly, Monthly Nurses' meeting	-Increase ATI scores -100% compliance with ATI focus review
	Graduate Passing Rates	Monitoring, evaluating and analyzing the graduate passing	Demographic data on NCLEX passing rate	Administration, Director of Nursing	Quarterly	-Increase NCLEX passing rate of first time takers



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		rate				
Faculty	Teaching effectiveness (Theory)	Clinical evaluation tool effective teaching strategies, ATI workshop review, technology in classroom faculty role analysis workshops in areas of expertise	Instructor evaluation instrument, Direct observation of faculty while teaching, self-evaluation, Nurses meeting report	Students, Director of Nursing, selected faculty, theory instructor	Beginning and the end of each level, Incidental; optional as needed, Monthly during Nurses' meeting report	-High survey score for teaching effectiveness -Update teaching methods
Faculty (continued)	Teaching effectiveness (Clinical)	Clinical evaluation tool effective teaching strategies, ATI workshop review Improvement of new faculty orientation	Instructor evaluation instrument, Direct observation by the Director of nursing and Clinical Coordinator, self-evaluation, Nurses meeting report	Director of Nursing, Clinical coordinator, clinical instructor	Beginning and the end of each level, Incidental; optional as needed, Monthly Nurses' Meeting	-Higher score for clinical evaluation -Stabilization of faculty and staff
	Staff Development, Service	Continuing education, training and team building	Self-evaluation, Review of continuing education, monthly and quarterly in-service review	Administration, Director of nursing	Monthly and quarterly	Improve new faculty orientation Increase compliance on continuing education stabilization of faculty and staff
Administration	Director of Nursing	Compliance with duties and responsibilities	Review of accomplishments	Administration	Annually	Increase job satisfaction Better survey result
	Director of Campus	Compliance with duties and responsibilities	Review of accomplishments	Administration	Annually	Increase job satisfaction Better survey



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						result
Organization	Qualifications of administrative and faculty personnel	Established duties and responsibilities, and qualifications for administrative and personnel	Review of documents based on external and internal agency required qualifications	Director of Nursing, Administration	Annually	-100% compliance and implementation of administrative and faculty recruitment
	Program Records	Improvement on student record maintenance, documentation of program minutes as a resource for quality assurance	Review of faculty and student record maintenance; program minutes; Review of faculty and student credentials; graduate audit	Administration, Director of Nursing	Annually	-Up-to-date faculty and student record -100% compliance on faculty and student credentials; graduate audit
	Program Policies	Improve processes for policy development and adherence	Review of program policies including those external agencies, including the BVNPT policy on Organization and Administration of the Program and Program Policies	Review committee (Director of Nurses), Administration	Annually	100% implementation and compliance of Program Policy

Agenda Item #7.A.2., Attachment M

Johnson, Donna@DCA

From:
Sent: Friday, April 03, 2015 11:16 AM
To: Johnson, Donna@DCA
Subject: Medical Career College

Follow Up Flag: Follow up
Flag Status: Flagged

Hello Donna:

This is to inform you that Kaiser Permanente Milpitas Women's Clinic is not be providing a clinical rotation for students from Medical Career College in Fremont .

Bindu Israni, RN, MSN

Women's Health, Dermatology & Pediatrics
611 South Milpitas Blvd.,
Milpitas, CA 95035



NOTICE TO RECIPIENT: If you are not the intended recipient of this e-mail, you are prohibited from sharing, copying, or otherwise using or disclosing its contents. If you have received this e-mail in error, please notify the sender immediately by reply e-mail and permanently delete this e-mail and any attachments without reading, forwarding or saving them. Thank you.

Agenda Item #7.A.2., Attachment N



BUSINESS, CONSUMER SERVICES AND HOUSING AGENCY • GOVERNOR ED MUNGIO BROWN JR

Board of Vocational Nursing and Psychiatric Technicians
2535 Capitol Oaks Drive Suite 205, Sacramento, CA 95833-2945
Phone 916-263-7800 Fax 916-263-7866 Web www.bvnpt.ca.gov



CLINICAL FACILITY APPROVAL APPLICATION

FOR BOARD USE ONLY

INSTRUCTIONS: Please complete both front and back of this form to demonstrate compliance with Title 16, California Code of Regulations (CCR) §§ 2534 and 2584. Submit separate forms for multiple campuses or if use of the facility is proposed for both Vocational Nurse (VN) and Psychiatric Technician (PT) programs. **ALL REQUESTED INFORMATION IS MANDATORY. FAILURE TO PROVIDE ALL INFORMATION WILL RESULT IN THE APPLICATION BEING REJECTED AS INCOMPLETE.**

Approved By: _____

Date Approved: _____

PRINT LEGIBLY IN INK

SCHOOL NAME AND CAMPUS: MEDICAL CARIBBEAN COLLEGE VN PT

1. NAME OF CLINICAL FACILITY: GARDNER HEALTH CENTER (FAMILY HEALTH NETWORK, INC)

ADDRESS: 195 E. VIRGINIA ST

CITY: SAN JOSE STATE: CA ZIP: 95112

TELEPHONE #: _____ FAX #: () _____

2. NAME OF FACILITY ADMINISTRATOR: _____ 3. NAME OF FACILITY DIRECTOR: NORMA AVALOS, RN

4. CONTACT PERSON: NORMA AVALOS, RN TELEPHONE #: _____ EMAIL: _____

5. TYPE OF FACILITY: Pediatric Clinic 6. LICENSE STATUS (Check One):
 Licensed Certified Other

7. CLIENT POPULATION: Check All That Apply
 Adults Peds Geriatrics Other

8. AVERAGE DAILY CENSUS FOR FACILITY: _____

9. FACILITY DIRECTOR: PLEASE INDICATE THE UNITS/SERVICES (OB, MED/SURG, PEDI, ETC.) AVAILABLE FOR STUDENT ASSIGNMENT FROM THIS PROGRAM, THE AVERAGE DAILY CENSUS FOR EACH AND THE MAXIMUM NUMBER OF STUDENTS FROM THIS PROGRAM THAT EACH UNIT CAN ACCOMMODATE.

UNITS/SERVICES	Average Daily Census for Unit/Services	# Students Possible Per Unit/Services		
<u>Pediatrics</u>	<u>60</u>	<u>2</u>		

10. FACILITY DIRECTOR: PLEASE ANSWER THE FOLLOWING QUESTIONS.

A. Were the student's clinical objectives given to you for review? Yes No

B. Are the students' clinical objectives achievable in your facility? Yes No

C. Does your facility limit the ratio of instructors to students? # _____ instructors to # _____ students. Yes No

D. Will the instructor(s) have an orientation to your facility? Yes No

E. Are students' required to complete a special facility orientation? Yes No

F. Is the instructor free to make assignments which correlate with current theory classes, including administration of medications, treatments, use of equipment and charting? Yes No

G. Is the instructor free to move students to areas where immediate, pertinent learning is available, even with short notice? Yes No

H. Is adequate space available for classes and conferences? Yes No

I. Is this space available for uninterrupted use by students and faculty? If not, what other arrangements have been made? Yes No

See page 2 for Facility Signature

OVER

11. THE FOLLOWING INFORMATION MUST BE COMPLETED FOR EACH STUDENT LEVEL. IF THE CLINICAL EXPERIENCE WILL BE ACHIEVED AT A SATELLITE SITE, CHECK THIS BOX.

HOW MANY WEEKS WILL EACH STUDENT SPEND AT THIS FACILITY? (i.e. # weeks/student at facility) 2 weeks

A. Level of Student	ADVANCED - PEDIATRICS		
B. Starting Calendar Date	JULY 2015		
C. Unit / Services	PEDIATRICS		
D. Number of Students	2		
E. Days of Week	MON - FRI		
F. Start & End Times of Day	8:30am - 5:30pm		
G. Total Hours Per Week *	40 HOURS/STUDENT		
H. Pre-Conference Days & Times	NONE		
I. Post-Conference Days & Times	NONE		
J. Instructor on Site (List Days & Times)	NONE		

*# Days Per Week times # Hours Per Day must equal Total Hours per Week

12. Copies of the following documents must be attached.

- CLINICAL OBJECTIVES FOR EACH STUDENT LEVEL TO BE ACHIEVED AT THIS FACILITY
 PLAN FOR FACULTY ORIENTATION TO FACILITY

13. PROGRAM DIRECTOR: PLEASE ANSWER THE FOLLOWING QUESTIONS.

Did you discuss with the facility:

A. Course description and student clinical objectives? Yes No

B. Specific nursing care and procedures required for student achievement of clinical objectives? Yes No

C. The facility's policies and procedures regarding student placement? Yes No

D. The facility's documentation and charting methodologies? Yes No

E. Location of facility emergency and non-emergency equipment? Yes No

F. Facility emergency and non-emergency procedures? Yes No

G. Scheduling of facility conference rooms? Yes No

14. THIS SIGNATURE CONFIRMS THAT I HAVE REVIEWED AND AGREE WITH THE CONTENTS OF THIS FORM AND ALL ATTACHMENTS.

FACILITY Director's Signature: Norma Avila RN Date: 4/22/15

FACILITY Director's Printed Name: NORMA AVILA RN Date: 4/22/15

15. I HEREBY CERTIFY UNDER PENALTY OF PERJURY UNDER THE LAWS OF THE STATE OF CALIFORNIA THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS TRUE AND CORRECT.

PROGRAM Director's Signature: Marilyn Castillo, RN Date: 4/22/15

PROGRAM Director's Printed Name: MARILYN CASTILLO, RN Date: 4/22/15

FOR BOARD USE ONLY

NAME OF FACILITY REPRESENTATIVE SPOKEN WITH: Approved Denied

COMMENTS:

BOARD CONSULTANT'S SIGNATURE:

Johnson, Donna@DCA

From: Norma Avalos ✓
Sent: Wednesday, April 22, 2015 3:28 PM
To: Johnson, Donna@DCA
Cc:
Subject: Medical Career College

Hello Ms. Johnson,

As per our conversation, I would like to make the clarification that an instructor from Medical Career College **WILL** be one site at all times when VN students are present at our clinic site.

Please let me know if I can be of any further assistance.

Norma Avalos, RN
Director of Nursing Services
Gardner Family Health Network, Inc.
160 E. Virginia St. Suite #100
San Jose. CA 95112

