

AGENDA ITEM #18.B.3.



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

BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS
2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945
Phone (916) 263-7800 Fax (916) 263-7855 Web www.bvnpt.ca.gov



COVER SHEET

SUBJECT: InfoTech Career College Vocational Nursing Program. *Reconsideration of Provisional Approval; Consideration of Request to Admit Students.*
(Director: Asima Jabbar, Bellflower, Los Angeles County, Private)

The InfoTech Career College Vocational Nursing Program requests reconsideration of provisional approval. Additionally, the program requests approval to admit a full-time day class of 20 students on September 6, 2016, graduating on February 15, 2018. This class would **replace** the class that graduated on February 20, 2016. Extension of provisional approval and denial of the program's requests are recommended.

Recommendations:

1. Deny the Info Tech Career College Vocational Nursing Program's request for early termination of provisional approval.
2. Continue the program's provisional approval as previously determined by the Board through November 31, 2016.
3. Deny the program's request to admit a class of 20 full-time students on September 6, 2016, graduating on February 15, 2018.
4. Require the program to obtain adequate Board approved clinical facilities as to number, type, and variety of patients treated to afford students clinical experiences in all areas specified by Section 2533.
5. Require the program director to submit, under penalty of perjury, the names of all enrolled students, dates of admission, placement in the curriculum, and expected dates of graduation by **September 15, 2016**.
6. Continue the program's requirement to admit no additional students unless approved by the Board.
7. Continue to 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. 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.
9. Place the program on the agenda of the Board's **November 2016** meeting, for reconsideration of provisional approval.

Agenda Item #18.B.3.



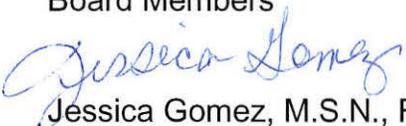
BUSINESS, CONSUMER SERVICES, AND HOUSING AGENCY • GOVERNOR EDMUND G. BROWN, JR.

Board of Vocational Nursing and Psychiatric Technicians
2535 Capitol Oaks Drive Suite 205, Sacramento, CA 95833-2945
Phone 916-263-7800 Fax 916-263-7859 www.bvnpt.ca.gov



DATE: August 1, 2016

TO: Board Members

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

SUBJECT: InfoTech Career College Vocational Nursing Program. Reconsideration of Provisional Approval; Consideration of Request to Admit Students. (Director: Asima Jabbar, Bellflower, Los Angeles County, Private)

The InfoTech Career College Vocational Nursing Program requests reconsideration of provisional approval. Additionally, the program requests approval to admit a full-time day class of 20 students on September 6, 2016, graduating on February 15, 2018. This class would **replace** the class that graduated on February 20, 2016. Extension of provisional approval and denial of the program's requests are recommended.

On November 10, 2011, the Board placed the InfoTech Career College Vocational Nursing Program on provisional approval for the two (2) year period from November 10, 2011 through November 30, 2013, due to pass rates on the licensure examination that were noncompliant with requirements set forth in California Code of Regulations Section 2530 (l). The Board directed that the program admit no additional students unless approved by the full Board. Further, the program was required to continue to demonstrate incremental progress in correcting identified violations.

On November 22, 2013, the Board extended the program's provisional approval from November 22, 2013 through November 30, 2014, and issued a notice to the program identifying specific areas of noncompliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations.

On November 21, 2014, the Board extended the program's provisional approval for a one (1) year period, and issued a notice to the program identifying specific areas of noncompliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations. Reconsideration of the program's status was scheduled for the November 2015 Board Meeting.

On November 20, 2015, the Board considered extension of the program's provisional approval for a six (6) month period to May 2016. The new program director requested that the program remain on provisional approval for one (1) year, to allow her time to evaluate the program and identify areas for improvement. The program director has submitted a complete program analysis and now requests that the program receive full approval.

History of Prior Board Actions

(See Attachment A, History of Prior Board Actions)

Enrollment

Each class admission to the 60-week full-time program must have prior Board approval. The pattern of admissions for current classes is seen in the enrollment table below.

The following table represents **current and proposed** student enrollment based on current and proposed class start dates. The table indicates a **maximum enrollment of 46 students** for the period **May 2008 through July 2017**.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Completed			
5/08		24	17	17
	8/09 (5/08 Class)		- 17	17 - 17 = 0
6/11 (Delayed from 2/1/10)		30	17	0 + 17 = 17
8/12		17	9	17 + 9 = 26
	8/12 (6/11 Class)		-17	26 - 17 = 9
8/13		15	7	9 + 7 = 16
	10/13 (8/12 Class)		-9	16 - 9 = 7
	12/14 (8/13 Class)		-7	7 - 7 = 0
2/14		18	10	0 + 10 = 10
11/14	2/16	13	13	10 + 13 = 23
	5/15 (2/14 Class)		-10	23 - 10 = 13
8/15	1/17	16	16	13 + 16 = 29
	2/16 (11 14 Class)		-13	29 - 13 = 16
2/16	7/17	14	10	16 + 10 = 26
9/16 PROPOSED	2/18	20		26 + 20 = 46
	1/17 (8/15 Class)		-16	46 - 16 = 30

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Completed			
	7/17 (2/16 Class)		-10	30 - 10 = 20

Licensing Examination Statistics

The following statistics, furnished by the Pearson Vue and published by the National Council of State Boards of Nursing as "Jurisdictional Summary of All First-Time Candidates Educated in Member Board Jurisdiction," for the period October 2009 through June 2016 specify pass percentage rates for graduates of the InfoTech 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.

NCLEX-PN® Licensure Examination Data							
Quarter	Quarterly Statistics				Annual Statistics*		
	# 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 2009	5	3	60%	76%	60%	73%	-13
Jan - Mar 2010	4	1	25%	76%	44%	74%	-30
Apr - Jun 2010	3	1	33%	74%	42%	75%	-33
Jul - Sep 2010	1	0	0%	76%	38%	75%	-37
Oct - Dec 2010	No Candidates Tested			77%	25%	76%	-51
Jan - Mar 2011	1	1	100%	80%	40%	77%	-37
Apr - Jun 2011	No Candidates Tested			71%	50%	76%	-26
Jul - Sep 2011	No Candidates Tested			74%	100%	76%	+24
Oct - Dec 2011	No Candidates Tested			74%	100%	75%	+25
Jan - Mar 2012	No Candidates Tested			77%	N/A	74%	N/A
Apr - Jun 2012	No Candidates Tested			72%	N/A	74%	N/A
Jul - Sep 2012	No Candidates Tested			74%	N/A	74%	N/A
Oct - Dec 2012	1	0	0%	70%	0%	74%	-74
Jan - Mar 2013	3	3	100%	75%	75%	73%	+2
Apr - Jun 2013	4	2	50%	78%	63%	73%	-10
Jul - Sep 2013	3	2	67%	75%	64%	74%	-10
Oct - Dec 2013	1	1	100%	76%	73%	76%	-3
Jan - Mar 2014	No Candidates Tested			74%	63%	76%	-13
Apr - Jun 2014	3	3	100%	66%	86%	73%	+13
Jul - Sep 2014	No Candidates Tested			72%	100%	73%	+27
Oct - Dec 2014	2	1	50%	72%	80%	72%	+8
Jan - Mar 2015	5	4	80%	73%	80%	71%	+9

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
Apr – Jun 2015	4	3	75%	69%	73%	72%	+1
Jul – Sep 2015	1	0	0%	73%	67%	72%	-5
Oct – Dec 2015	2	2	100%	75%	75%	72%	+3
Jan – Mar 2016	4	1	25%	73%	55%	72%	-17
Apr – Jun 2016	No Candidates Tested			75%	43%	74%	-31

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

California Code of Regulations (Code) Section 2530 (l), 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 approved vocational nursing schools for the same period.”

The Program's examination statistics for the period of twenty-seven (27) reported quarters, October 2009 through June 2016, substantiate the program's **noncompliance** with regulatory requirements for **eleven (11) quarters and compliance for thirteen (13) quarters**. It is also noted that the program had no first-time candidates tested for nine (9) of the previous 24 quarters. Due to no first-time candidates testing for six (6) consecutive quarters (April 2011 through September 2012), no program pass rate data was available for Quarters 1, 2 and 3 of 2012.

Based on the most current data available (April to June 2016), the program's average annual pass rate is **43%**. The California average annual pass rate for graduates from approved vocational nursing programs who took the NCLEX-PN® for the first time is **74%**. The average annual pass rate for the InfoTech Career College Vocational Nursing program is **thirty-one (31) 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 number of Board-approved faculty totals eight (8), including the director. The director has 90% administrative and 10% teaching duties. Of the total faculty, seven (7) instructors including the director are approved to teach clinical.

Pursuant to Vocational Nursing Rules and Regulations section 2534(d), four (4) instructors are needed for a maximum enrollment of 46 students. Therefore, the number of current faculty is adequate for the current and proposed enrollment.

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 does **not** have sufficient clinical facilities to afford the number, type, and variety of patients that will provide clinical experience consistent with competency-based objectives and theory being taught.

Other Considerations

As noted previously, the program has been on provisional approval since November 10, 2011, due to noncompliance with regulatory requirements relative to program pass rates. At that time, the program’s average annual pass rate was 100%; the Board noted that the pass rate represented statistics for one (1) candidate. Further, it was noted that the program had been noncompliant with regulatory requirements for seven (7) of the previous eight (8) quarters with average annual pass rates that were 13 to 51 percentage points **below** state average pass rates.

On November 22, 2013, the Board extended the program’s provisional status through November 30, 2014. At that time, the program’s average annual pass rate was 64%.

On November 21, 2014, the Board extended the program’s provisional approval for a one (1) year period from December 1, 2014, through November 30, 2015. At that time, the program’s average annual pass rate was 100%; however, it was noted that the pass rate represented statistics for four (4) candidates. On December 10, 2014, the Board forwarded a *Notice of Change in Approval Status* to the program. (See Attachment B)

On July 17, 2015, the Director submitted a request to change the entrance test from the Test of Essential Academic Skills (TEAS) to a combination of Scholastic Level Exam (SLE) with a minimum score of 24, and Wonderlic® Basic Skills Test (WBST) with a minimum score for the WBST of 265.

On August 7, 2015, the director supplied a new admission evaluation process which includes: SLE and WBST testing, a one page personal statement narrative essay, and an interview with the director (see attachment C).

On August 7, 2015 the director submitted a report detailing processes implemented during the program’s provisional approval status that have resulted in the increase of NCLEX-PN® pass rates, and improved success of the program (see attachment D). The improvements include:

- Initiated revised admission, screening, and selection criteria August 7, 2015.
- Completed curriculum revision in 2012, with reevaluation in 2014.
- Revised lesson plans in 2012 to match new curriculum and instructional plan

- Reevaluated in 2014.
- Evaluated textbooks in 2014.
 - Anatomy and Physiology, and Medical Terminology texts were replaced.
- Attendance Policy was not changed.
- Evaluated Remediation Policy and instituted additional remediation opportunities.
- Evaluated clinical and theory faculty.
- Added consistent student evaluation that includes:
 - Post mid-term, and final examination counseling
 - Addition of ATI® testing and practice examination:
 - Evaluations of ATI® data indicates students are underutilizing ATI® practice exams and remediation tools.
 - NCLEX-PN® review and ATI® mentoring will be added at the end of the program.
 - Continue to require students to reach 92 or above to release student for NCLEX-PN® examination.
 - Previous graduates are invited back to audit classes and attend NCLEX-PN® review session.

On October 20, 2015, the Board approved a new Director.

On December 18, 2015, the Board notified the program of the decision to extend provisional approval for one (1) year, November 20, 2015 through November 30, 2016 (see attachment E).

On February 26, 2016, the Program submitted the required follow-up report due no later than February 15, 2016. (See attachment F) The report included a comprehensive analysis of the program, Actions, taken, Timeline for implementation, and the effect of the employed interventions. Topics included:

- Admission and screening criteria,
- Terminal objectives,
- Curriculum objectives,
- Instructional plan,
- Theory and clinical objectives for each course,
- Lesson plans for each course,
- Textbooks,
- Attendance policy,
- Remediation policy,
- Evaluations of theory and clinical faculty,
- Evaluation of theory presentations,
- Evaluations of clinical rotations and the correlation to theory presentations,
- Evaluations of student achievement, and,
- Examples of implemented forms, and photos of the additions to the skills lab and in Classrooms.

As previously noted, the program does **not** have sufficient clinical facilities to afford the number, type, and variety of patients that will provide clinical experience consistent with competency-based objectives and theory being taught.

On June 3, 2016, the program was notified, via email, of insufficient facilities for the four (4) program modules containing Fundamentals of Nursing and Medical/Surgical Nursing clinical assignments for the students. Specifically, there are only two (2) approved clinical sites and students were assigned to one site for the complete program.

On June 10, 2016, the program director responded and submitted a clinical calendar that only rotated the students between two (2) clinical sites throughout the program for Fundamentals of Nursing and Medical/Surgical Nursing.

On June 24, 2016, the program was again notified via email, of concerns regarding student placement in only two (2) clinical sites for Medical/Surgical Nursing. That on June 3, 2016, the program was required to obtain a variety of clinical sites.

On June 27, 2016, the program submitted one application for a clinical site for all four (4) modules. The application was returned for clarification of requested information.

On July 1, 2016, the evaluation of the faculty and student clinical assignments was completed. The program was notified of the findings and required to submit faculty/student clinical assignments utilizing facilities as approved by the Board and the facility.

The following violation was identified:

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

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

Violation #1: Program supplied a faculty/student clinical placement forms indicating students would be placed in a long term or a skilled nursing facility for the duration of the program expect for the Pediatric and OB clinical. The clinical placement for the Pediatric and OB clinical experiences did not match the facility applications approved by the clinical site or the Board.

Status of Violation #1: This violation is not corrected.

Summary

According to the comprehensive analysis submitted by the director, the program's last evaluation of the curriculum and instructional plan occurred in 2012. The National Council of State Boards of Nursing (NCSBN®) updated the licensure test plan in 2014. The program is utilizing an outdated curriculum.

On November 20, 2015, the Board identified the program's six (6) consecutive quarters (April 2014 through October 2015), of compliant pass rates. For the two (2) most recent quarters (January – June 2016), the average annual pass rates are again non-compliant with section 2530(l) of the Vocational Nursing Rules and Regulations. The most current Quarter 2, 2016, average annual pass rate is 43%, 31 percentage points **below** the state.

During the preparation of this report one (1) violation was identified. Specifically, noncompliance was identified with requirements specified in California Code of Regulations Section 2534 (b). The program does not have sufficient number of Board approved facilities to afford students the ability to complete the program's learning objectives as set forth in its curriculum.

Recommendations:

1. Deny the Info Tech Career College Vocational Nursing Program's request for early termination of provisional approval.
2. Continue the program's provisional approval as previously determined by the Board through November 31, 2016.
3. Deny the program's request to admit a class of 20 full-time students on September 6, 2016, graduating on February 15, 2018.
4. Require the program to obtain adequate Board approved clinical facilities as to number, type, and variety of patients treated to afford students clinical experiences in all areas specified by Section 2533.
5. Require the program director to submit, under penalty of perjury, the names of all enrolled students, dates of admission, placement in the curriculum, and expected dates of graduation by **September 15, 2016**.
6. Continue the program's requirement to admit no additional students unless approved by the Board.
7. Continue to 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. 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.
9. Place the program on the agenda of the Board's **November 2016** meeting, for reconsideration of provisional approval.

Rationale: As stated previously, examination statistics for the period of October 2009 through June 2016 substantiate the program's **noncompliance** with regulatory requirements for **nine (9) quarters** and **compliance** for the remaining **thirteen (13) quarters**. It is also noted that the program had no first-time candidates tested for ten (10) of the twenty-seven (27) reported quarters. Due to no first-time candidates testing for six (6) consecutive quarters (April 2011 through September 2012), no program pass rate data was available for Quarters 1, 2 and 3 of 2012. The program was compliant with regulatory requirements for six (6) consecutive quarters from April 2014 – December 2015.

Statistics for Quarter 1 - 2016 and Quarter 2 - 2016, confirm the program is currently noncompliant with Section 2530 of the California Code of Regulations. The program's most current average annual pass rate (April – June 2016) is **43%**, **31** percentage points **below** the state average annual pass rate.

The director reported she has implemented programmatic changes aimed at improving the program's average annual pass rate. However, the documentation provided by the program, identified that the curriculum has not been evaluated since 2012, and the program lacks adequate resources including, clinical facilities.

The foregoing supports the recommendation maintain the provisional approval as previously designated until November 30, 2016, and denial of the requested class of students.

The Board staff will continue to monitor the program by tracking class admissions, resources, and the program's quarterly annual average pass rate.

- Attachment A: History of Prior Board Actions.
- Attachment B: Notice of Extension of Provisional Approval Dated December 10, 2014.
- Attachment C: Program Correspondence Received August 7, 2015.
- Attachment D: Program Correspondence Received August 7, 2015.
- Attachment E: Notice of Extension of Provisional Approval Dated December 18, 2016.
- Attachment F: Program Correspondence Received February 26, 2016.

Agenda Item #18.B.3., Attachment A

INFO TECH CAREER COLLEGE VOCATIONAL NURSING PROGRAM

History of Prior Board Actions

- On May 14, 2008, the Executive Officer approved InfoTech Career College's request to begin a vocational nursing program with an initial class of 30 students commencing May 19, 2008 only, with a projected graduation date of August 11, 2009; **and** approved the program curriculum for 1560 hours, including 600 theory, and 960 clinical hours.
- **On September 9, 2008, a new program director was approved.**
- **On March 11, 2009, a new program director was approved.**
- **On July 6, 2009, a new program director was approved.**
- On July 13, 2009, the Board received the program's Program Records Survey.
- On July 20 – 21, 2009, the program was inspected for compliance with regulatory requirements for initial approval. Fourteen (14) violations of the California Code of Regulations were identified. Recommendations for correction of each violation and a timeline for correction were discussed.
- On August 28, 2009, the Board forwarded correspondence to the director relative to the absence of required corrections of violations identified during the survey visit. A response was requested by September 10, 2009.
- On September 10, 2009, the Board received the program's response to identified survey violations.
- On October 5, 2009, the assigned consultant met with the program director relative to the proposed corrections of the fourteen (14) violations identified during the July 20 – 21, 2009 survey visit. Required revisions were specified. The director agreed to submit the required revised documents to correct all previously identified violations by Friday, October 30, 2009.
- On November 2, 2009, the Board received the program's revised documents addressing violations identified during the survey visit.
- On December 16, 2009, the assigned consultant, per telephone conference call, advised the director that the submitted information did not completely address violations identified during the July 2010 survey visit. Corrections specified during the

visit and during the October 5, 2009 meeting were reiterated. Additional revisions were requested by Tuesday, December 29, 2009.

- On December 30, 2009, the Board received the program's final revisions addressing violations identified during the survey visit.
- On January 7, 2010, the Executive Officer approved initial full accreditation for the InfoTech Career College Vocational Nursing Program for the period from January 6, 2010, through January 5, 2014, and issued a certificate accordingly; **and**, approved the program's request to admit a class of 30 students commencing February 1, 2010, to **replace** students graduating August 24, 2009. That class was projected to graduate March 7, 2011.
- On March 1, 2010, the Board received electronic correspondence from the school owner advising of the director's termination.
- On March 2, 2010, the SNEC discussed the program's status with Ashok Garg, President, and Owner. Mr. Garg advised that commencement of the next class would be delayed due to the lack of financial aid. The owner projected commencement of that class for August 2010.
- On October 1, 2010, the Board received correspondence from A. Garg reporting the school's plans to admit a class on October 25, 2010 and the hiring of a new program director.
- On October 5, 2010, the Board forwarded correspondence per certified mail to A. Garg relative to the lack of submission of an application for a new director and information relative to the planned class.
- **On November 30, 2010, a new program director was approved.**
- On December 4, 2010, the program was notified that its average annual pass rates had fallen below 10 percentage points of the state average annual pass rate for the past four (4) quarters. The director was requested to submit a written plan for improving the program's NCLEX-PN® pass rates by December 20, 2010.
- On December 29, 2010, the Board received correspondence from the director and supporting documents related to the program's plan to increase licensure pass rates.
- February 17, 2011, the program was notified that its average annual pass rates had fallen below 10 percentage points of the state average annual pass rate for the past five (5) quarters. The program was requested to submit a written plan for improving their NCLEX-PN® pass rates by March 4, 2011.
- On March 4, 2011, the Board received correspondence from the director and supporting documents related to the program's plan to increase licensure pass rates.

- On May 16, 2011, the program was notified that its average annual pass rates had fallen below 10 percentage points of the state average annual pass rates for the past six (6) quarters. The program was requested to submit a written plan for improving their NCLEX-PN® pass rates by June 3, 2011.
- **On April 13, 2011, a new program director was approved.**
- **On June 15, 2011, a new program director was approved.**
- On November 10, 2011, the Board placed the InfoTech Career College Vocational Nursing Program on provisional accreditation for the two-year period from November 10, 2011, through November 30, 2013, and issue a notice to the program to identify specific areas of noncompliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations. The Board denied the program's request for approval to admit a class of 30 full-time day students on January 17, 2012, graduating on March 23, 2013, at this time, and required the program to admit no additional students unless approved by the full Board. 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 for four consecutive quarters.

Additionally, the program was required to submit follow-up reports in 9 months, but no later than **August 1, 2012**, and 21 months, but no later than **August 1, 2013**. The reports must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and the effect of employed interventions. The following elements must be addressed in the analysis.

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

Further, the Board required the program to comply with all approval standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code Section 2880, and Article 5 of the Board's Regulations, commencing at California Code of Regulations, Title 16, Section 2526. The program is required to continue to demonstrate incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the

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

The program was placed on the November 2013 Board agenda for reconsideration of provisional approval.

- On November 22, 2011, the Board forwarded to the director the *Notice of Change in Approval Status*.
- On January 19, 2012, the assigned consultant forwarded correspondence requesting submission of fifteen (15) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.
- On January 20, 2012, the program director submitted fifteen (15) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.
- On February 6, 2012, the Board approved InfoTech Career College Vocational Nursing Program's request for approval to admit a class of 15 full-time, day students on April 9, 2012, only, graduating on July 1, 2013; and, required the program to admit no additional students unless approved by the full Board.
- On September 4, 2012, the Board received the program's comprehensive analysis.
- On December 13, 2012 the assigned consultant forwarded correspondence requesting submission of eighteen (18) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.
- On December 28, 2012, the program director submitted eighteen (18) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.
- On February 22, 2013, the Board denied the program's request for approval to admit a class of 30 full-time, day students on March 25, 2013, graduating on May 30, 2014; **and**, required the program to admit no additional students unless approved by the full Board.
- On March 27, 2013, the assigned consultant requested submission of two (2) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.
- On March 29, 2013, the program director submitted two (2) copies and a CD of the requested documents.
- On May 10, 2013, the Board approved the program's request for approval to admit a class of 20 full-time, day students on June 3, 2013, graduating on August 11, 2014, to **replace** a class that graduated on August 21, 2012; and, required the program to admit no additional students unless approved by the full Board.

- On June 5, 2013, the assigned consultant forwarded correspondence requesting submission of two (2) copies and a CD of pertinent documents and subsequent actions taken to correct identified problems that they desire Board members to consider by June 13, 2013.
- On June 17, 2013, the director submitted two (2) copies and a CD of the requested documents.
- On August 1, 2013, the Board received the program's comprehensive analysis.
- On September 13, 2013, the Board deferred action on the program's request to admit a class of 30 full-time, students on November 11, 2013, graduating on January 7, 2015 to the November 2013 Board meeting; **and** required the program to admit no additional students unless approved by the full Board.
- On November 22, 2013, the Board denied InfoTech Career College Vocational Nursing Program's request to admit a class of 30 full-time, students on February 10, 2014, graduating on April 22, 2015 to replace the class that graduated on August 27, 2012; **and**, approved the program to admit a class of 20 full-time students on February 10, 2014, only, graduating on April 22, 2015 to **replace** the class that graduated on August 27, 2012; **and, extended** provisional approval for the Info Tech Career College Vocational Nursing Program for a one (1) year period from November 22, 2013, through November 30, 2014 and issue a notice to the program to identify specific areas of noncompliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations; **and**, required the program to admit no additional classes without prior approval by the full Board; **and** required the program to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate; **and**

Required the program to submit a follow-up report in nine (9) months but no later than **August 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 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.
- p. Evaluation of Outreach Attempts to Reach Prior Graduates who have not Taken the Licensure Examination; **and**, advised

Failure to show progress shall constitute cause for revocation of provisional approval; **and** required the program to comply with all approval standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code section 2880, and Article 5 of the Board's Regulations, commencing at California Code of Regulations, Title 16, section 2525; **and**, required the program to demonstrate incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's approval; **and**, advised that failure to take any of these corrective actions may cause the full Board to revoke the program's approval; and, placed the program on the November 2014 Board agenda for reconsideration of provisional approval.

- On October 20, 2014, the Board received the program's comprehensive analysis. This report was due to the Board by August 1, 2014.
- On November 21, 2014, the Board approved the program's request to admit a class of 30 full-time students on December 1, 2014, only, graduating on January 26, 2016 to **replace** the class that graduated on August 26, 2013; and, **extended** InfoTech Career College's Vocational Nursing Program provisional approval for a one (1) year period from December 1, 2014, through November 30, 2015, and issued a notice to the program to identify specific areas of noncompliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations; **and** required the program to admit no additional students unless approved by the full Board; **and** required the program to submit a follow-up report in nine (9) months, but no later than **August 1, 2015**. The report must include an updated comprehensive analysis of the program, identifying specific actions taken to improve program pass rates that have worked and those that needed revision and why. The following elements must be addressed in the analysis.
 - a. Admission Criteria.
 - b. Screening and Selection Criteria.
 - c. Terminal Objectives.
 - d. Curriculum Objectives.
 - e. Instructional Plan.
 - f. Theory and Clinical Objectives for Each Course.
 - g. Lesson Plans for Each Course.
 - h. Textbooks.
 - i. Attendance Policy.
 - j. Remediation Policy.
 - k. Evaluations of Theory and Clinical Faculty.
 - l. Evaluations of Theory Presentations.
 - m. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
 - n. Evaluation of Student Achievement.
 - o. Current Enrollment; **and**

Continued to 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; **and** continued 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; **and** advised that failure to show progress shall constitute cause for revocation of provisional approval; and, failure to take any of these corrective actions may cause the full Board to revoke the program's approval; **and** placed the program on the **November 2015** Board agenda for reconsideration of provisional approval.

- On December 10, 2014, the Board forwarded the Extension of Notice of Provisional Approval.
- On May 15, 2015 the Full Board approved the program's request to admit a class of 22 full-time students on June 29, 2015, only, graduating on September 23, 2016 to **replace** the class that graduated on May 21, 2015; **and** continued the program's requirement to admit no additional students unless approved by the full Board.
- On October 15, 2015 the Board approved a new Director.
- On November 20, 2015, the Board extended the provisional approval of InfoTech Career College Vocational Nursing Program for the one (1) year period from December 1, 2015 through November 31, 2016, and issue a certificate accordingly; and,
 1. Approved the program's request to admit a class of 20 full-time students on February 22, 2016, **only**, graduating on July 17, 2017 to **replace** the class scheduled to graduate on February 20, 2016.
 2. Required the program director to submit, under penalty of perjury, the names of all enrolled students, dates of admission, placement in the curriculum, and expected dates of graduation by **March 14, 2016**.
 3. Continued the program's requirement to admit no additional students unless approved by the full Board.
 4. Required the program to submit a follow-up report in three (3) months, but no later than **February 15, 2016**. The report must include an updated comprehensive analysis of the program, identifying specific actions taken to improve program pass rates that have worked and those that needed revision and why. The following elements **must be addressed** in the analysis.
 - a. Admission Criteria.
 - b. Screening and Selection Criteria.
 - c. Terminal Objectives.
 - d. Curriculum Objectives.
 - e. Instructional Plan.
 - f. Theory and Clinical Objectives for Each Course.
 - g. Lesson Plans for Each Course.

- h. Textbooks.
 - i. Attendance Policy.
 - j. Remediation Policy.
 - k. Evaluations of Theory and Clinical Faculty.
 - l. Evaluations of Theory Presentations.
 - m. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
 - n. Evaluation of Student Achievement.
 - o. Current Enrollment.
-
- 5. Continue to 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.
 - 6. 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.
 - 7. Place the program on the agenda of the Board's **November 2016** meeting, for reconsideration of provisional approval.

Agenda Item #18.B.3., 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



CERTIFIED MAIL

December 10, 2014

Elizabeth Estrada, B.S., R.N.
Director, Vocational Nursing Program
Info Tech Career College
8527 Alondra Boulevard, Suite 174
Paramount, CA 90723

Subject: Notice of Extension of Provisional Approval

Dear Ms. Estrada:

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on November 21, 2014, the provisional approval status of the Info Tech Career College Vocational Nursing Program has been extended for the one – year period from December 1, 2014 through November 30, 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, December 15, 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 approval when that program does not meet all requirements as set forth in this chapter and in Section 2526..."

Section 2527 (a) of the California Code of Regulations states:

"The Board shall require such reports by schools and conduct such investigations as necessary to determine whether or not approval will be continued."

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 Info Tech Career College Vocational Nursing Program for the past 20 quarters are set forth in the following table.

NCN-XFN License Examination Pass Rates			
Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate	Variance from State Annual Average Pass Rate
Oct – Dec 2009	73%	60%	-13
Jan – Mar 2010	74%	44%	-30
Apr – Jun 2010	75%	42%	-33
Jul – Sep 2010	75%	38%	-37
Oct – Dec 2010	76%	25%	-51
Jan – Mar 2011	77%	40%	-37
Apr – Jun 2011	76%	50%	-26
Jul – Sep 2011	76%	100%	+24
Oct – Dec 2011	75%	100%	+25
Jan – Mar 2012	74%	100%	+26
Apr – Jun 2012	74%	0%	-74
Jul – Sep 2012	74%	0%	-74
Oct – Dec 2012	74%	0%	-74
Jan – Mar 2013	73%	75%	+2
Apr – Jun 2013	73%	63%	-10
Jul – Sep 2013	74%	64%	-10
Oct – Dec 2013	76%	73%	-3
Jan – Mar 2014	76%	63%	-13
Apr – Jun 2014	73%	86%	+13
Jul – Sep 2014	73%	100%	+27

This data substantiates the program's history of non-compliance with Section 2530(l) of the Vocational Nursing Rules and Regulations for 11 of 20 Quarters.

REQUIRED CORRECTION(S)

1. The Info Tech 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 of the full Board prior to the admission of additional students.
3. The program shall submit a follow-up report in nine (9) months, but no later than **August 1, 2015**. The report must include an updated comprehensive analysis of the program, identifying specific actions taken to improve program pass rates that have worked and those that needed revision and why. The following elements **must be addressed** in the analysis.
 - a. Admission Criteria.
 - b. Screening and Selection Criteria.
 - c. Terminal Objectives.

- d. Curriculum Objectives.
 - e. Instructional Plan.
 - f. Theory and Clinical Objectives for Each Course.
 - g. Lesson Plans for Each Course.
 - h. Textbooks.
 - i. Attendance Policy.
 - j. Remediation Policy.
 - k. Evaluations of Theory and Clinical Faculty.
 - l. Evaluations of Theory Presentations.
 - m. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
 - n. Evaluation of Student Achievement.
 - o. Current Enrollment.
4. The program shall continue 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.
 5. The program shall continue to demonstrate incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's approval.
 7. Failure to take any of these corrective actions may cause the full Board to revoke the program's approval.
 8. In the event additional violations of the approval standards are identified, such violations may result in further corrective action or revocation of provisional approval.

FUTURE BOARD ACTION

Your program will be placed on the **November 2015** Board Meeting agenda, at which point the Board may revoke or extend the program's approval. If you have additional information that you wish considered beyond the required corrections listed on pages 2 and 3, you must submit this documentation by the fifteenth day of the second month prior to that Board meeting.

OTHER IMPORTANT INFORMATION

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

Notice of Change in Approval Status

Info Tech Career College

Vocational Nursing Program

December 10, 2014

Page 4 of 4

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: ph



Agenda Item #18.B.3., Attachment C.

Infotech Career College

BVNPT RECT 8/7/15
Via email JG

EVALUATION PROCESS

A committee of faculty and the Director of Nursing will evaluate students for admission to the VN program based on the following:

1. a) The student must achieve a test score of 24 on Wonderlic Scholastic Level Exam (SLE) and b) also score a minimum of 265 on Wonderlic Basic Skills Test (WBST). Both exams need to be passed in order to be admitted.
2. A personal statement in narrative essay of at least 1 page, discussing: a) reason you chose Nursing as a career, b) how Nursing will help you service the community, c) your desire to pursue nursing.
3. Interview with the Director of Nursing (DON).

Students should discuss: current personal commitments outside of school (e.g., work, family), and their plan to handle both school and personal commitments. Nursing faculty will evaluate candidate personal statements to determine that the candidate is serious about the career, is aware of the significant commitment needed to succeed in school, and has a time management plan in place to fulfill both personal and school related responsibilities.



Agenda Item #18.B.3., Attachment D

InfoTech Career College

PROVISIONAL REPORT

BVNPT
Received 8/7/15
via e-mail JG

FOR THE BVNPT

AUGUST, 2015

After a long collaborative effort of the Director of Nursing and staff, the college is ready to submit this provisional report. Our purpose to provide the data to support InfoTech Career College's request to be moved from a "Provisional approval" to a regular approval as an accredited vocational nursing college recognized by the Board of Vocational Nursing & Psychiatric Technicians. The current Director of Nursing started in 2011 and has provided consistent leadership and incorporated specific strategies to improve the success of the program. InfoTech Career College has retained a dedicated professional staff. Consequently, the results have improved significantly for the students that have graduated.

Historical Information

Infotech Career College has had many challenges in the development of its program. The first program results were less than satisfactory. The pass rate of the very first cohort in 2009 was unsatisfactory on the students' first attempt. With the support and assistance of the BVNPT, the program went through a thorough review, revisions made, and delivery of vocational nursing educational content was improved. After many directors, the current director has maintained a stable program for almost four years.

With a small enrollment, close personal attention has been provided to each of the students ensuring their success..

Admissions Criteria, Screening and Selection Criteria

The following changes have been made to improve the admissions criteria for our new cohort:

1. For our new cohort we are using a two new entrance exams SLE and WBST. Passing scores in the Wonderlic SLE is 24 and WBST passing is 265. These tests include Reading Comprehension, English Grammar and Mathematics.
2. We also have a prerequisite class in Anatomy & Physiology and Intro to Pharmacology math.

Terminal Objectives

Our terminal objectives have been stable and no major changes have been made. We continue to strive to educate safe competent vocational nurses who will make a difference in their patients' lives.

Curriculum Objectives –

In our last report in 2014, we reported a curriculum deficiency. The four modules have been re-evaluated and deficiencies were identified. In 2012 the Genitourinary System was found to be lacking in the original curriculum. The Genitourinary System was added as an important content necessary for core knowledge needed



by the students. The curriculum is been stable with no major changes. It was determined to keep the curriculum stable in order to encourage consistency in the educational content. The improving pass results seem to indicate that the curriculum has been effective.

Instructional Plan – In 2012, the instructional plan was revised to be consistent with changes in the curriculum objectives. Also, the references and assignments given to students were revised to reflect updates in textbooks, study guides, and other resources. **In 2014**, the instructional plan continues to be stable without any major changes.

Theory and Clinical Objectives for Each Course

Since the last report in 2014, very few changes in theory and clinical objectives were needed.

After approval from BVNPT in 2012 of an outstanding pediatric facility, our Module IV students were able to have a good pediatric clinical experience at Totally Kids Specialty Healthcare. We have now had two cohorts benefit from the experience in this great facility and our current cohort is now actively involved with pediatrics. The facility continues to contribute to the students understanding of growth and development and care of pediatric patients. Infotech Career College continues to have an outstanding relationship with this pediatric facility.

Lesson Plans for Each Course

Each Lesson plan was modified in accordance with curriculum objectives and improved with addition of updated resources. An assessment in **2014** indicated no need to change at this time.

Textbooks

We have added two textbooks for Anatomy & Physiology and for Medical Terminology. These are more in-depth than the textbooks we had before. The same textbooks are being utilized in 2014-2015.

Attendance Policy

We continue to have minimal issues with attendance. All the students are afforded make-up opportunities when needed. In the report below, a summary of the attendance of each cohort is included.

Remediation Policy

1. We continue to have the policy that if students miss makes up hours; they subsequently owe double the amount of hours they originally had to make up. This has improved participation for the remediation sessions. A separate monitoring and tracking system has had to be developed to track this process.
2. Some students are given the option of doing their remediation during the two hours after theory class when the theory instructor is available for remediation, extra assistance, and make-up.



InfoTech Career College

Evaluations of Theory and Clinical Faculty

1. **One of our former** clinical instructors (previously approved by the BVNPT) has been re-hired for our upcoming clinical rotations for our Mod III.
2. The Assistant Director of Nursing has performed her duties well in teaching pediatrics, obstetrics, and Medical-Surgical Nursing. She was oriented to various management responsibilities and has grown in her leadership abilities. She has been able to handle some administrative duties when the director was not available.
3. We have a new theory/clinical instructor (approved by the BVNPT recently) to teach theory and clinical for the new cohort that started recently.

Evaluations of Theory Presentations

Our theory instructor has been stable for several years. Ms. Jordan has done well in teaching theory and has been a solid instructor. She is currently the beginning of Term III and is closely monitoring their progress. Because of the Assistant Director's expertise in pediatrics and obstetrics, she has been able to provide classes on these subjects. We anticipate that the recently graduated class will show success in these areas.

Evaluations of Clinical Rotations and Their Correlation to Theory Presentations

Care plans continue to be a challenge. The Director did a special workshop on care plans for students and instructors. We anticipate an improvement in the use of care plans in the clinical setting. More work is needed to ensure that the students correlate the use of concept mapping and care plans. It is our goal to utilize concept mapping to integrate critical thinking in their care plan development. We are looking for additional resources or guest teachers to provide special classes to cover how to integrate concept mapping.

Most of the acute facilities approached for possible clinical rotations are moving towards an all RN staff. The Director continues to search and evaluate new facilities for possible sites as the school adds new cohorts. The long term care facilities seem to be accepting of LVN students. These long term care facilities and some home care agencies are possible job targets for the students when they graduate. We anticipate needing several more facilities as the new cohort is ready for their clinical experience.

Evaluation of Student Achievement

We have had the ability because of the small size of our student population, to monitor each student carefully. When there is any concern with individual students, they are identified early. We have utilized notice of non-compliance forms effectively. The instructors are empowered to fill out the non-compliance forms, review the necessary improvements, and have students sign the form stating their commitment to change. If the instructor deems it necessary and the problem is more serious, the program director and the instructor will meet with the student together.



InfoTech Career College

If the students fail a mid-term or final, they are counseled and then allowed to retake the exam. On retake, the highest they can get is a 76. This gives the student a strong incentive to pass the first time they take the exam. At checkpoints throughout the module, the students are counseled both by the Director of Nursing and the Instructor.

The students were underutilizing the resources that they have including the ATI practice exams and remediation tools. We are planning to have a special ATI class given by ATI representative experts to come in with another presentation as a refresher. It is anticipated that the more frequent use of the "practice ATI exams" will be more meaningful as they approach the end of the program. In the past, we were able to obtain additional help and on-line presentations from **ATI** to boost the student's ability to utilize this resource. This happened in the beginning of the program. This planned refresher will give the students a boost on the resource and update them on any changes that may have been updated during the year.

Because NCLEX Reviews for students after finishing Module IV have been effective, we plan on continuing with the use of ATI mentoring after the classes have ended. They are required to take the practice Comprehensive exams as often as necessary to be prepared for the Comprehensive Predictor exam. We continue to require the students to pass the exit exam with a **predictor score of 92 or above prior to releasing them to take the NCLEX exam.**

Preliminary monitoring of this process seems to rapidly identify weaknesses in individual student knowledge and give them specific guidelines for remediation. The students that are following the guidelines are showing significant increase in their knowledge.

Evaluation of Outreach Attempts to Reach Prior Graduates who have not taken the Licensure Examination:

It has been extremely helpful to review the reports from the ATI mentors that work with each individual student. The college is informed of the student's progress on a regular basis. In addition, the Director and staff will call the student to give them encouragement and motivation. When necessary, additional resources are suggested to facilitate their studying. Former students who have not yet taken the NCLEX (if we can reach them) are invited to come in and sign up for the ATI review mentoring. The college is willing to allow former graduate students, who have not taken the NCLEX yet, to "audit" classes and be invited to attend NCLEX review sessions when they are available. Again, this would emphasize the college's willingness to support their success. However, there have been some challenge is finding these students from earlier than 2010. We are concerned about the impact on the passing scores of these past students on current past rates.



InfoTech Career College

Below is an example of the report we get from ATI (student's names removed)

ATI-Virtual NCLEX PREP Progress :

Student 1	
08/05/2015	25% stage - On target meeting benchmark of 60% with VATI Fundamentals assessment. Individualized remediation provided on areas identified. 08/05/2015 - PN VATI Fundamentals 2014 - 85.0% 08/04/2015 - Nurse Logic Testing and Remediation Beginner - 65.0% 08/04/2015 - Nurse Logic Priority Setting Frameworks Beginner - 70.0% 08/04/2015 - Nurse Logic Knowledge and Clinical Judgment Beginner - 60.0% 08/04/2015 - Nurse Logic Nursing Concepts Beginner - 55.0%
Student 2	
07/30/2015	Beginning Review - Welcome to Virtual-ATI communication sent with request of time commitment to engage in the review. 07/16/2015 - PN RN Comprehensive Predictor 2011 2013 Survey - - 07/16/2015 - PN Comprehensive Predictor 2011 Form B - 71.3% 07/15/2015 - PN RN Comprehensive Predictor 2011 2013 Survey - - 07/15/2015 - PN Comprehensive Predictor 2011 Form B - 67.3% 07/08/2015 - PN RN Comprehensive Predictor 2011 2013 Survey - -
Student 3	
07/29/2015	Beginning Review - Student beginning review with Nurse Logic to enhance test taking skills. 07/26/2015 - PN RN Comprehensive Predictor 2011 2013 Survey - - 07/15/2015 - PN Comprehensive Predictor 2011 Form B - 70.7% 07/15/2015 - PN Pharmacology Online Practice 2014 B - 48.0% 07/14/2015 - PN Fundamentals Online Practice 2014 B - 51.7% 07/14/2015 - PN Comprehensive Online Practice 2014 A - 59.3%
Student 4	
07/24/2015	Beginning Review - A study plan was recommended as a guide based on the Comprehensive assessment score and the student's time commitment to the review.
07/24/2015	Beginning Review - Welcome to Virtual-ATI communication sent with request of time commitment to engage in the review.
Student 5	
7/27/2015	Beginning Review - A study plan was recommended as a guide based on the Comprehensive assessment score and the student's time commitment to the review. 07/26/2015 - PN RN Comprehensive Predictor 2011 2013 Survey - - 07/08/2015 - PN Comprehensive Predictor 2011 Form C - 70.7% 07/02/2015 - PN Nursing Care of Children 2011 Form A - 56.7% 07/02/2015 - PN Adult Medical Surgical 2011 Form A - 63.3% 07/01/2015 - PN Maternal Newborn 2011 Form B - 62.0%
Student 6	



InfoTech Career College

07/28/2015	Beginning Review - A study plan was recommended as a guide based on the Comprehensive assessment score and the student's time commitment to the review.
07/24/2015	Beginning Review - Welcome to Virtual-ATI communication sent with request of time commitment to engage in the review.
Student 7	
07/29/2015	Beginning Review - A study plan was recommended as a guide based on the Comprehensive assessment score and the student's time commitment to the review.
07/29/2015	Beginning Review - Welcome to Virtual-ATI communication sent with request of time commitment to engage in the review.
Student 8	
07/23/2015	Beginning Review - A study plan was recommended as a guide based on the Comprehensive assessment score and the student's time commitment to the review.
07/23/2015	Beginning Review - Welcome to Virtual-ATI communication sent with request of time commitment to engage in the review.

Graduated Cohort 2014-2015:

STUDENT ID	ATI COMPREHENSIVE EXIT EXAM
Student 1	98%
Student 2	94%
Student 3	93%
Student 4	95%
Student 5	97%
Student 6	93%
Student 7	95%
Student 8	97%
Student 9	96%
Student 10	96%

The NCLEX passing rate success for the students who graduated in 2013 is significantly better than the previous cohort. Because of this success, we will continue with the following as stated in the last report.

8527 Alondra Blvd, Suite #174, Paramount, CA 90723
 Telephone: 562-804-1239 Facsimile: 562-866-7739



InfoTech Career College

1. Constant contact by phone, email and text encouraging students to keep on track to study for their NCLEX
2. Use of the ATI Virtual Tutor. In the past, we have offered in-person NCLEX tutoring. Student participation was low for the in-person NCLEX review because after the VN program, students get involved in work and family obligations. The ATI Virtual Tutor allows students to complete personalized NCLEX tutoring on their own schedule. We find the ATI Virtual Tutor more effective than a group session because it is targeted to the student's specific needs and more user-friendly because students can complete tutoring on their own schedule.

We will continue to call, email and text the remaining students to encourage them to take their NCLEX as soon as they get the "green light" form their ATI Virtual Tutor.

Cohort 2015-2016: There are 11 students currently in the class which started February 24, 2015. They are currently in Module III.

Below are the results of the 12 active students (one of these students is repeating MOD-III):

STUDENT ID	MOD I	MOD II
Student 1	80%	75%
Student 2	82%	79%
Student 3	82%	77%
Student 4	81%	78%
Student 5	76%	78%
Student 6	82%	82%
Student 7	85%	83%
Student 8	82%	80%
Student 9	81%	76%
Student 10	78%	76%
Student 11	74%	76%
Student 12	80%	76%

Our NCLEX preparation procedure for the previous cohorts has improved student outcomes, we realize there is still room for improvement. We will implement these strategies for the cohort which has just graduated.

Our goals are: (1) to make students pass the ATI comprehensive exit exam on the first try, and (2) to sign them up for ATI Virtual immediately following their

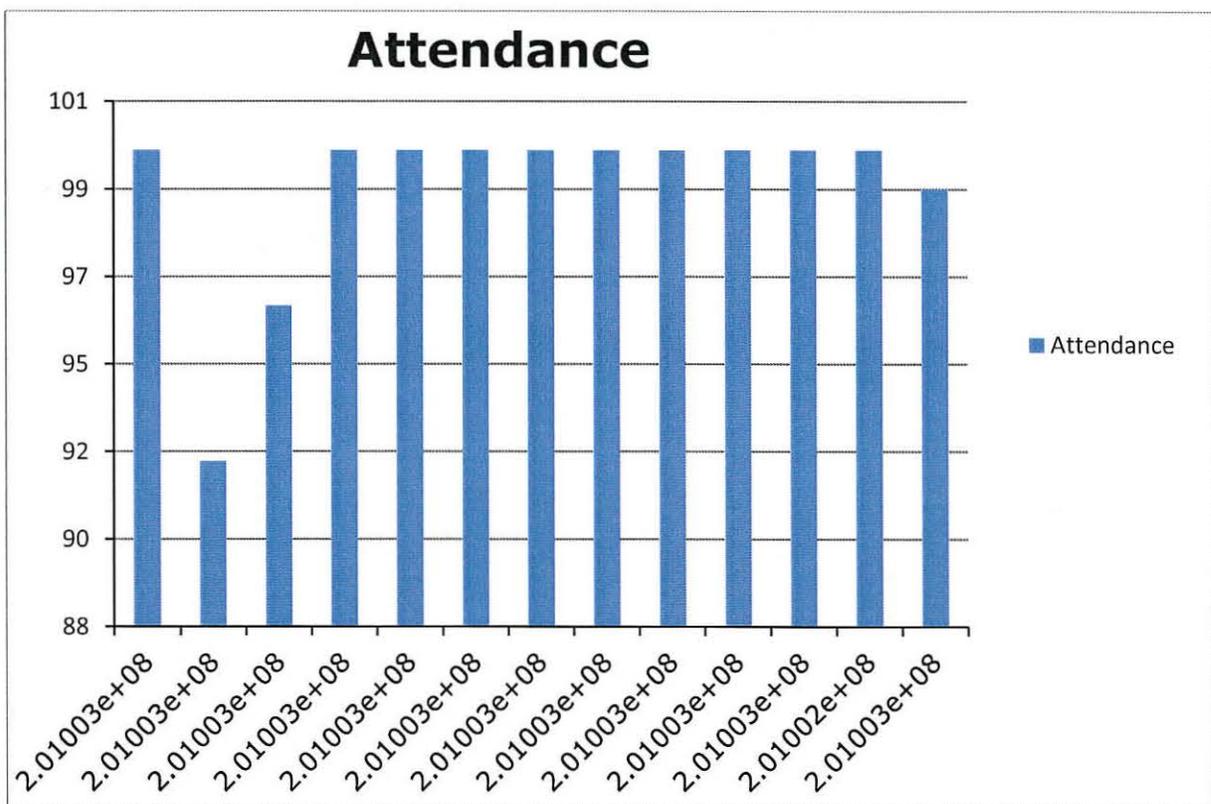


InfoTech Career College

exit exam. To accomplish goal (1), we seek to build up students' confidence and proficiency in testing. To this end, we have scheduled students to come to campus for all-day ATI testing sessions after their Module IV final exam.

They will test; the Instructor will print out the report, and review common weaknesses with students the next day. The students will test and re-test until they are able to reach 90% on the preliminary exams. Only then will they be allowed to take the exit exams. We believe that when students pass the exit exam on the first try, they are more likely to pass the NCLEX exam on the first try. To accomplish goal (2), Infotech will pay the fees for the ATI Virtual Product up front, and have students login and make contact with the tutor immediately after they pass their exit exam.

Below is the attendance chart for the 12 currently enrolled students:



Pass Rates:

Annual pass rate for the entire year of 2014 was 80%. So far this year, our 1st Quarter Pass rate was 100% (only one student took exam). Our 2nd Quarter Pass rate was 67%.



InfoTech Career College

ADDITIONAL STRATEGY:

After the last module and assessment of their final exam, Infotech plans on providing minimum of two weeks of NCLEX preparation and testing included in their tuition. It becomes mandatory for students to complete. At the end of these two weeks, they will be taking the final exit exam which we have already determined the passing rate to be 92%. With this strategy, we anticipate an extremely high passing rate for the NCLEX.

SUMMARY NOTE:

We are closely monitoring the progress of our newest cohort 2015-2016 and expect this group to be very successful.

We are growing as a quality vocational nursing program. With assistance from the BVNPT, minimal changes in both the curriculum and teaching have been made. this year. We have a quality, highly educated faculty and have made a significant transformation as a school from the time we started our first cohort in 2009. Our faculty is a stable force for continued growth.

The Director of Nursing is currently interviewing for additional positions in anticipation of need to be made to fill positions that will come up as the new cohort is approved for 2016.

Once again, we request to be placed with full accreditation. In addition, we are requesting a new cohort to start on January 25, 2016 Thank you for your important consideration of our request. We are confident that the program has grown and can continue to produce the kind of nurses we can all be proud of.

Respectfully Submitted:

Elizabeth Estrada, MSN, RN
Program Director
Infotech Career College



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

December 18, 2015

Asima Jabbar, Director
Vocational Nursing Program
InfoTech Career College
8527 Alondra Boulevard, Suite #174
Paramount, CA 90723

Subject: Notice of Extension of Provisional Approval

Dear Ms. Jabbar:

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on November 20, 2015, the InfoTech Career College Vocational Nursing Program's provisional approval has been extended for the one (1) year period from December 1, 2015 through November 30, 2016.

The purpose of this letter is to explain the areas of noncompliance identified 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 **Thursday, December 31, 2015**.

AREAS OF NON-COMPLIANCE (VIOLATIONS(S))

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

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

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

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

InfoTech Career College
Vocational Nursing Program
Notice of Extension of Provisional Approval
 December 18, 2015
 Page 2 of 4

Program pass rates for the InfoTech Career College Vocational Nursing Program for the past 24 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 2009	73%	60%	-13
Jan – Mar 2010	74%	44%	-30
Apr – Jun 2010	75%	42%	-33
Jul – Sep 2010	75%	38%	-37
Oct – Dec 2010	76%	25%	-51
Jan – Mar 2011	77%	40%	-37
Apr – Jun 2011	76%	50%	-26
Jul – Sep 2011	76%	100%	+24
Oct – Dec 2011	75%	100%	+25
Jan – Mar 2012	74%	N/A	N/A
Apr – Jun 2012	74%	N/A	N/A
Jul – Sep 2012	74%	N/A	N/A
Oct – Dec 2012	74%	0%	-74
Jan – Mar 2012	73%	75%	+2
Apr – Jun 2013	73%	63%	-10
Jul – Sep 2013	74%	64%	-10
Oct – Dec 2013	76%	52%	-24
Jan – Mar 2014	76%	63%	-13
Apr – Jun 2014	73%	86%	+13
Jul – Sep 2014	73%	100%	+27
Oct – Dec 2014	72%	80%	+8
Jan – Mar 2015	71%	80%	+9
Apr – Jun 2015	72%	73%	+1
Jul – Sep 2015	72%	67%	-5

REQUIRED CORRECTION(S)

1. InfoTech Career College Vocational Nursing Program shall continue to admit no additional students unless approved by the full Board.
2. The program director shall submit, under penalty of perjury, the names of all enrolled students, dates of admission, placement in the curriculum, and expected dates of graduation by **March 14, 2016**.
3. The program shall submit a follow-up report in three (3) months, but no later than **February 15, 2016**. The report must include an updated comprehensive analysis of the program, identifying specific actions taken to improve program pass rates that

have worked and those that needed revision and why. The following elements **must be addressed** in the analysis.

- a. Admission Criteria.
 - b. Screening and Selection Criteria.
 - c. Terminal Objectives.
 - d. Curriculum Objectives.
 - e. Instructional Plan.
 - f. Theory and Clinical Objectives for Each Course.
 - g. Lesson Plans for Each Course.
 - h. Textbooks.
 - i. Attendance Policy.
 - j. Remediation Policy.
 - k. Evaluations of Theory and Clinical Faculty.
 - l. Evaluations of Theory Presentations.
 - m. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
 - n. Evaluation of Student Achievement.
 - o. Current Enrollment.
4. The program shall continue 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.
 5. The program shall continue 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.
 6. 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 **November 2016** Board Meeting agenda, at which point the Board may revoke or extend the program's approval. If you have additional information that you wish considered beyond the required corrections listed on pages 3 and 4, 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: **Approval by the full Board is required prior to the admission of additional students.**

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 section 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 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,


JOHN BROOKS
Acting Executive Officer

Enclosures

cc: Board Members

JB: jg

7.



TITLE 16 CALIFORNIA CODE OF REGULATIONS

2526.1. Provisional Approval.

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

Note: Authority cited: Section 2854, Business and Professions Code. Reference: Sections 2880, 2881 and 2883; Business and Professions Code.



Acknowledgement of Change in Approval Status

I, Asima Jabbar, director of InfoTech Career College Vocational Nursing
(Director's Name) (Name of Program)

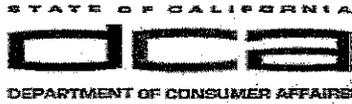
Program hereby acknowledge that this program's provisional status has been extended for the one – year period from December 1, 2015 through November 30, 2016. I understand that in accordance with Section 2526.1 (f) of the Vocational Nursing Rules and Regulations and Section 2581.1 (f) of the Psychiatric 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 be reflected on the Board's internet website.

Please complete and return this form to the Board by Thursday, December 31, 2015.

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)



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



CERTIFICATE OF PROVISIONAL APPROVAL

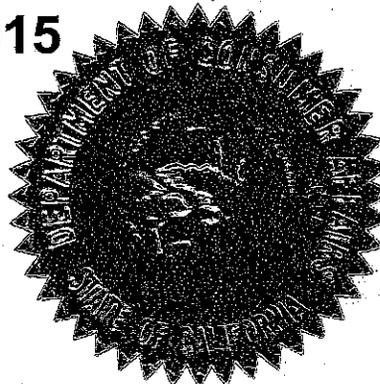
for

InfoTech Career College 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: December 1, 2015

Todd D'Braunstein, P.T.
President



Expires: November 30, 2016

John Brooks
Acting Executive Officer



INFOTECH CAREER COLLEGE

COMPREHENSIVE ANALYSIS OF THE PROGRAM

PRESENTED TO:

THE

**BUREAU OF VOCATIONAL NURSING AND PSYCHIATRIC
TECHNICIANS (BVNPT)**

PRESENTED BY:

ASIMA JABBAR, RN, MSN-ED



FEBRUARY 25, 2016

Success is a beginning, not a destination!!!!!!!



INFOTECH CAREER COLLEGE

Table of Contents

INTRODUCTION	5
Historical Information	6
Admission / Screening & Selection Criteria	8
Comprehensive Analysis	8
Actions Taken	8
Timeline for Implementation	8
Effect of Employed Interventions	8
Terminal Objectives	9
Comprehensive Analysis	9
Actions Taken	9
Timeline for Implementation	9
Effect of Employed Interventions	9
Curriculum Objectives	9
Comprehensive Analysis	9
Action taken	9
Timeline for implementation	9
Effect of Employed Interventions	10
Instructional Plan	10
Comprehensive Analysis	10
Actions Taken	10
Timeline for Implementation	10
Effect of Employed Interventions	10
Theory and Clinical Objectives for each Course.....	10
Comprehensive Analysis	10
Actions Taken	11
Timeline for Implementation	11
Effect of Employed Interventions	11



INFOTECH CAREER COLLEGE

Lesson Plans for Each Course	11
Comprehensive Analysis	11
Actions Taken	11
Timeline for Implementation	12
Effect of Employed Interventions	12
Textbooks	13
Comprehensive Analysis	13
Actions Taken	13
Timeline for Implementation	13
Effect of Employed Interventions	13
Attendance Policy	13
Comprehensive Analysis	13
Actions Taken	14
Timeline for Implementation	14
Effect of Employed Interventions	14
Remediation Policy	14
Comprehensive Analysis	14
Actions Taken	14
Timeline for Implementation	15
Effect of Employed Interventions	15
Evaluations of Theory and Clinical Faculty	15
Comprehensive Analysis	15
Actions Taken	15
Timeline for Implementation	16
Effect of Employed Interventions	16
Evaluations of Theory Presentations	16
Comprehensive Analysis	16
Actions Taken	16



INFOTECH CAREER COLLEGE

Timeline for Implementation	16
Effect of Employed Interventions	17
Evaluations of Clinical Rotations and their Correlation to Theory Presentations	17
Comprehensive Analysis	17
Actions Taken	17
Timeline for Implementation	17
Effect of Employed Interventions	17
Evaluations of Student Achievement	18
Comprehensive Analysis	18
Actions Taken	18
Timeline for Implementation	19
Effect of Employed Interventions	19
CONCLUSION	20
Tables and Exhibits	22
Table 1: Vocational Nurse Graduates Outcomes	23
Table 2: Quarterly Pass Rates	25
Table 3: ATI-Virtual NCLEX PREP Progress	26
Table 4: ATI Comprehensive Exit Exam Scores, 2015 Graduates	28
Table 5: Grades for Class of 2016 Cohort	28
Table 6: Attendance Chart	29
Table 7: Grades Class of 2017	30
Exhibit A: Care Harbor Free Health Clinic Event	31
Exhibit B: Skills Check List	32
Exhibit C: Classroom Photos	40-42
Exhibit C: Skills lab Photos	43



INFOTECH CAREER COLLEGE

Dear Respective Board Members and the NEC:

This report is to request the BVNPT to remove InfoTech Career College (ICC) from Provisional Approval based on our overall success in raising our pass rates above the state average.

INTRODUCTION

Since 2011, Infotech has had strong and stable leadership. The prior Director of Nursing had been with Infotech for four (4) years and our pass rates have steadily improved due to interventions implemented by the College faculty and staff. Infotech has increased the educational qualifications of our faculty to include mostly nurses with a BSN or MSN degree. Additionally, we have increased our usage of ATI review materials which has contributed to students' success rates.

As the current DON, I am using my experience in shifting struggling schools to become successful. I have implemented improvements which will continue to increase student outcomes and raise NCLEX passing rate to above the national average. I have full support of management, faculty and staff in implementing the desired improvements.

One opportunity for improvement that I have identified is enforcement of our Exit Policy. Although our Exit Policy states that students must achieve a Green Light on ATI Virtual before the School will sign off on the students' applications, it was discovered that the prior DON was signing graduates' applications before they received the Green Light. She was signing off on applications when students were complete with the Medical Surgical portion of the ATI Virtual Review, but before they had finished the OB and Pediatric Review. The previous DON was doing this because she believed that students would complete their reviews and receive the Green Light on their own, and because she did not want to hold the students back due to a lengthy application processing time. However, we found that many students did not complete their reviews after she had signed their applications. This resulted in some of our students failing the NCLEX exam. Two (2) of the seven (7) students who took the exam in Quarter 4 of 2015 had taken the NCLEX without receiving the Green Light.

To remedy this situation, I abide by our Exit Policy and do not sign the students' applications until they receive a Green Light from ATI Virtual on all subjects. By holding students accountable to our policy, I expect that more students will pass NCLEX and the School's pass rate will rise above the national average.



INFOTECH CAREER COLLEGE

While the ATI Virtual is a valuable tool for students to use after graduation, our goal is for students to be ready to take the NCLEX within 30 days of completion. I am currently addressing the issue of graduates waiting too long to take the NCLEX exam. Students that do not take the NCLEX soon after graduation are less likely to pass, and more likely to delay their NCLEX further due to work and family pressures. I have addressed these issues by adjusting our admissions criteria and by adding required review hours. I have not made changes to our approved 1560 hours curriculum, but I have added a total of 238 hours of NCLEX review, which are designed as courses delivered after each module in the curriculum (includes an ATI exam after each module). I am hoping that distributing NCLEX review throughout the curriculum in this way will build students' confidence in the material after each subject and strengthen their foundation to learn subsequent topics. I strongly believe that if students are reviewing throughout their program, they will not need as much time for comprehensive review after completion.

Historical Information

The program pass rate for ICC has significantly increased since June 2014 after hard work from our faculty, NEC member's guidance and the dedication of our students. We are still in touch with every one of our graduates since 2009. Even if they have already taken the NCLEX and failed, we encourage them to review and try again. We invite them to take NCLEX review on campus and support them in completing the ATI virtual review materials. We strongly advise graduates who have not yet taken the NCLEX to wait for the Green Light from ATI before attempting the NCLEX. We have kept in touch with all of our graduates by calling, emailing, and inviting them to talk with us on campus. Those who are delaying their NCLEX state reasons such as changing career plans or continuing education as reasons why they are either putting NCLEX on hold or do not plan to take it at all (Table 1). However, we have found that more graduates than before are taking the NCLEX since the implementation of ATI Virtual and since the School started paying for the students' exams if they are compliant with the exit process. *My hypothesis is that these measures boost the students' confidence and remove financial barriers, which can motivate graduates to take their exams.*

Whereas implementing ATI Virtual has both motivated more graduates to take the NCLEX and has significantly increased pass rates, we have found that graduates are still taking too long to complete their ATI Virtual. We have found that after leaving the classroom environment, students lose focus, and being alone they are not as motivated to complete their studies on time. To prevent future graduates from



INFOTECH CAREER COLLEGE

delaying or not taking the NCLEX, I now require that graduates take the ATI Virtual reviews on campus until they get the Green Light. The School has installed many computers on campus so that all graduates can be accommodated. We are hoping that this change will encourage students to focus on completing ATI Virtual reviews within a month of graduation, thereby increasing Infotech's pass rate to a National level, which will further improve California NCLEX results overall.

We are proud to present our increased success rate and we will continue to improve NCLEX results through implementing improvements and evaluating results (Table 2).



INFOTECH CAREER COLLEGE

COMPREHENSIVE ANALYSIS OF THE PROGRAM

Admission / Screening & Selection Criteria

Comprehensive Analysis

In the past, Infotech has been utilizing the ATI TEAS test. Upon further evaluation of this test, we have decided that the cost of this test is prohibitive to many applicants, and deters qualified applicants from taking the entrance exam. Therefore, Infotech started to research alternative testing providers and decided upon the SLE and WBST.

Furthermore, Infotech identified common causes of lack of student achievement: working excessive hours, childcare responsibilities, and lack of family support. We have implemented counseling regarding these issues at multiple points: admissions interview with School staff, personal admission interview with the DON, and class orientation. We encourage students not just to pass with minimum scores in all their exams, but to keep their scores above 80%. Furthermore, we have students formulate alternative plans for work or childcare in case obstacles occur during their course of study. The DON emphasizes each of these points in personal interviews prior to admitting students into the program.

Actions Taken

- a. New entrance exams: SLE and WBST. Passing score on the Wonderlic SLE is 20 and WBST passing is 265.
- b. Rigorous counseling regarding common barriers to student success during admissions process, orientation, and first day of class.
- c. Director of Nursing interview with the prospective student provides a program policies and student expectations during the VN program. This has helped us to assist students in focusing to be better practitioners and being able to pass the NCLEX by following the program's educational and attendance policies.

Timeline for Implementation

Since October 2015.

Effect of Employed Interventions

Many more students are able to take the admissions exam, which gives Infotech a wider pool of candidates to choose from without any compromise in aptitude. Additionally, the



INFOTECH CAREER COLLEGE

more rigorous student intake procedure has clarified student expectations up front so that they can plan their time and backup plans in advance to handle the demands of the program.

Terminal Objectives

Comprehensive Analysis

Our terminal objectives have not changed. We continue to educate safe and competent vocational nurses who will make a difference in their patients' lives.

Actions Taken

Terminal objectives are discussed with the students during orientation and a copy is included with the student handbook. It was determined to keep the curriculum stable in order to encourage consistency in delivering instructional content.

Timeline for Implementation

The four modules have been re-evaluated in 2012 and remain the same.

Effect of Employed Interventions

Students' terminal objectives are emphasized by Faculty throughout their program. Students are motivated because they are aware of the overall outcome expected of them.

Curriculum Objectives

Comprehensive Analysis

The four modules have been re-evaluated in 2012 and remain the same without any change to the curriculum.

Action taken

It was determined to keep the curriculum stable in order to encourage consistency in the educational content.

Timeline for implementation

The curriculum was re-evaluated in 2012 and remains the same.



INFOTECH CAREER COLLEGE

Effect of Employed Interventions

The improving pass results seem to indicate that the curriculum has been effective. Curriculum Objectives have been helpful to the students because they are written in detail.

Instructional Plan

Comprehensive Analysis

The instructional plan was revised in 2012 and there have been no changes since then. However, it was recognized that students would benefit from a more condensed summary of the Instructional Plan so that they know the tests, assignments, and reading to expect each week.

Actions Taken

A copy of the instructional plan has been given to Instructors, and students receive an Itinerary which summarizes the Instructional Plan by outlining the course sequence. Theory and clinical content hours are correlated weekly and include: Topics covered, clinical skills, assignments and scheduled tests.

Timeline for Implementation

Implemented since 2012.

Effect of Employed Interventions

Students have found the Itinerary useful in helping them plan ahead for assignments and tests. Students are encouraged to read chapters ahead of time so that they can ask meaningful questions and contribute to discussions in class. It provides an overview of the teaching plan and guides students and Instructors by keeping expectations consistent. Additionally, it helps students to prepare well in advance for exams.

Theory and Clinical Objectives for each Course

Comprehensive Analysis

No changes in the theory and clinical objectives since 2012. All students received theory objectives along with the instructional plan. After communicating with students, our new DON discovered that some students are weak in skills such as insertion of foley catheter and nasogastric tube. It was discovered that more rigorous testing of skills taught needs to be implemented before students advance to the next module.



INFOTECH CAREER COLLEGE

Actions Taken

All students receive theory and clinical objectives as part of their syllabus. Theory and clinical objectives are aligned weekly. Clinical objectives are also posted at each clinical site. This helps students to keep track with the clinical skills objectives expected of them. On the Skills Checklist form and the grading sheet (Exhibit B), we also added a column after each module to evaluate students and we require students to pass with at least an 80% on skills demonstration. If a student fails to demonstrate minimum 80% competency in skills test after each module, they are given an opportunity to demonstrate a second time.

Timeline for Implementation

Implemented since August 2015.

Effect of Employed Interventions

Communicating, distributing and reviewing objectives have allowed Instructors and students to stay focused on subject material and understand instructions better. Students read theory objectives as listed on the instructional plan, which has contributed to higher performance on tests.

Since implementation of the skills testing, students are more confident in performing skills. Students read clinical objectives as detailed on the instructional plan for skills lab and for the clinical rotations. This has assisted them in performing the skills required as they progress in each term.

Lesson Plans for Each Course

Comprehensive Analysis

Although Infotech was maintaining lesson plans prior to 2012, there was not enough consistency and collaboration between Instructors in improving upon and developing lesson plans. Lesson plans needed to be revised to incorporate diversity of technology, learning styles, and teaching methods. Additionally, more evaluation of effectiveness of lesson plans needed to be implemented by Instructors. Infotech has installed smart boards.

Actions Taken

Infotech has made a shared drive for all Nursing Faculty in which Instructors store their lesson plans. This way, all Faculty can easily access and share lesson plans.



INFOTECH CAREER COLLEGE

These shared lesson plans have also encouraged evaluation and collaboration to improve teaching methods. Lesson plans are discussed during faculty meetings and proposed improvements are discussed. Instructors give feedback on effectiveness of improvements. For example, Instructors have found that group presentations and reports have motivated students to research and engage with material. We trained our faculty to utilize smart board, which makes learning more interesting for the students.

The DON requires all instructors to print and place lesson plans on teacher's desk prior to each lecture day as mandated by BVNPT (VN 2530). All Instructors are notified to present lesson plan to the Director prior to teaching and maintain lesson plans on designated shared drive at the Campus. This way, DON can easily access and review lesson plans.

Timeline for Implementation

Although lesson plans have always been maintained on campus as mandated by BVNPT, lesson plans have been placed on shared drive and more rigorously evaluated since 2015.

Effect of Employed Interventions

Our Instructors are more confident in presenting information to the students because they are well prepared and lesson plans are evaluated and shared among faculty. Faculty is more engaged with student learning and more supported in implementing diverse learning methods and technologies. Students are receiving higher quality instruction as a result. Installation of smart boards makes learning more interesting for the students.

Lesson plans correlate theory and clinical content and are presented to the DON. Lesson plans allow Instructors to teach effectively and plan material that they need to discuss ahead of time.

Improved NCLEX results are evidence of the effectiveness of good lesson plan implementation.



INFOTECH CAREER COLLEGE

Textbooks

Comprehensive Analysis

Our senior students were complaining that the textbook, *Language of Medicine* by Davi- Ellen Chabner, is difficult to understand for a student new to a nursing program. A need for a more user-friendly text was identified. Upon discussing with Instructors and considering my positive past experience with other textbooks, we decided to change the Anatomy and Physiology textbook to *Structure & Function of the Body* by Thibodeau and Patton.

Actions Taken

We have added *Structure & Function of the Body*, 15th edition by Thibodeau and Patton. We have removed *The Language of Medicine* by Davi- Ellen Chabner.

Timeline for Implementation

Implemented from Feb 2016 with our new cohort

Effect of Employed Interventions

The new A & P book is written in simple language with many colorful diagrams. It is easier to understand. According to my past experience, this book has been helpful for students in that they establish a foundation for learning about disorders and body systems later in the curriculum. All the new books are ordered and given to the Instructors. They include more comprehensible material that will assist students in passing NCLEX.

Attendance Policy

Comprehensive Analysis

Our attendance policy itself has been effective and we have had minimal issues with attendance due to the fact that our Faculty follows up with and questions students when they are tardy or absent. However, in the past, students were required to make up double the hours in case they are absent. We have found that this practice presents unnecessary barriers to the student and is not effective in deterring absenteeism. Since our students are adults with personal and professional responsibilities, they found it unreasonably difficult to make up time that they legitimately had to miss. Additionally, since our policy stated that students had to make up missed time within the module, we



INFOTECH CAREER COLLEGE

found students were delaying making up their time only until the very end, which was not beneficial to them in reviewing the content they missed.

Actions Taken

We no longer require students to make up double the hours missed. Students are allowed to make up hours missed only in the presence of the clinical and theory Instructors on certain scheduled days. Students who miss theory days are given the opportunity of making up time when the theory Instructor is available to review material and give assignments. Additionally, they are encouraged by the School to make up time right away. This way, the students can promptly complete assignments relevant to the lesson they missed. Attendance summary can be reviewed in Table 6.

Timeline for Implementation

Implemented since 2015.

Effect of Employed Interventions

Tardiness and absenteeism has decreased, and students are more proactive about makeup hours. Enforcement of attendance policy has made a tremendous difference in the students' education.

Remediation Policy

Comprehensive Analysis

In the past we were requiring students to retake failed midterms and final exams only. Remediation assignments were required for failed weekly unit tests, but re-test was not required. We found that students were taking their unit tests for granted because they would not be re-tested on it even if they failed. Additionally, students who are not re-tested are not motivated to do better because they know that ultimately their initial failing grade will be recorded, even upon completion of remediation assignments.

Actions Taken

Students who fail unit exams are counseled by the DON. This way, students know they are held accountable each week. Additionally, our new remediation policy is that students who fail a unit test must re-take that test the following week and must score 90% or above in order to achieve a 76% passing grade recorded for that test.



INFOTECH CAREER COLLEGE

Timeline for Implementation

Implemented since December 2015

Effect of Employed Interventions

Now our remediation policy is implemented and strictly followed by the Instructors. Students are motivated in doing remediation for unit tests because they are being rewarded for their hard work by receiving a passing grade of 76% for the failed tests upon retake score of 90% or above. Additionally, re-testing the students assures faculty that the student does not have any learning gaps in content.

Evaluations of Theory and Clinical Faculty

Comprehensive Analysis

Students evaluate their Instructors after each term. The DON evaluates faculty as well. Upon the Directors' rounds to the clinical sites, no major issues were noted with the Instructors' performance. The clinical objectives were posted and student schedule was available on each nursing station. Students carry a clinical skills checklist with them. However, one student was wearing nail polish, which is out of dress code. It is important that infractions of school policy be addressed immediately, as students take their education more seriously when they know they are being held accountable.

Our theory Instructors follow the approved curriculum and carry a corresponding itinerary, along with the lesson plans. We have implemented SmartBoards this year, which will introduce more diversity in teaching methods and interest in the classroom. Instructors have access to complete EVOLVE resources including PowerPoints, and EVOLVE also has capability to integrate with SmartBoard technology. Our theory Instructors are excellent and well-qualified, and represent diverse areas of expertise. The Assistant Director of Nursing has expertise specific to pediatrics and OB/GYN.

Actions Taken

Staff and faculty meeting occurred regarding enforcement of school policies. It was determined that while enforcement of policies would have to be a team-wide effort, Instructors should be the first to enforce it. The DON provided Instructors with notice of non-compliance forms to write students up if they are not following school policies, including dress code. It was agreed that students would receive a verbal warning for the first instance, and a written warning of non-compliance for a second instance. Upon the third instance, students would need to answer to a committee consisting of faculty and



INFOTECH CAREER COLLEGE

staff. Student Services staff, along with the DON, reviewed school policies with all active Vocational Nursing students. Additionally, DON emphasized importance of prompt policy enforcement with Instructors.

Also, Instructors were provided training on the use of SmartBoards. Instructors' use of educational technology will be a part of future faculty evaluations.

Timeline for Implementation

Ongoing

Effect of Employed Interventions

Holding Instructors accountable for enforcing school policies promptly has improved student compliance. Regular evaluations by both students and DON makes student and Instructors aware that they are being evaluated and that they comply with our educational goals and school policies.

Instructor evaluations, followed by staff meetings, has helped Instructors with being more effective in the classroom.

Evaluations of Theory Presentations

Comprehensive Analysis

Our theory Instructor has been stable for several years and doing an exceptional job in teaching. Our Assistant Director's expertise is in pediatrics and obstetrics. Therefore, she has been able to teach these subjects. Upon learning of the technology, our Instructors requested SmartBoards for better delivery of the lecture presentations. The College has recently installed this technology. Forms are distributed to the students after each term to evaluate the Instructor's theory presentations.

Actions Taken

We continue to evaluate Instructors' performance. Our new theory Instructors are evaluated regularly according to the same criteria and maintain communication with our experienced Instructors to ensure consistency and continuity between cohorts. We installed SmartBoards in each class room and all the Instructors were provided with training on using them.

Timeline for Implementation

Ongoing implementation. Smart boards were installed in February 2016 (Exhibit C).



INFOTECH CAREER COLLEGE

Effect of Employed Interventions

Evaluations provide feedback on the overall performance of the Instructor and assist the DON in evaluating performance. Any issues noted by students are further investigated by the DON and the School administration. If issues are found which require improvements, Administration makes changes accordingly to provide better education to our students. It seems that Instructors and students are enjoying our new SmartBoards.

Evaluations of Clinical Rotations and their Correlation to Theory Presentations

Comprehensive Analysis

Our clinical Instructors are given a copy of the itinerary and instructional plan. They try their best to assign patients to the students according to the condition they are studying in their theory class. Students are evaluated for clinical performance in the context of the theory learned. We continue to educate Instructors to integrate the use of concept mapping and care plans into the clinical rotations. We have found that students who use concept mapping are better able to integrate critical thinking in their care plan development.

Actions Taken

We have developed a form which provides a quick overview of the student's progress (Exhibit B). A binder is kept in the faculty office.

Timeline for Implementation

Implemented since 2012

Effect of Employed Interventions

This form provides student performance in correlation to theory. It provides information if the student is following directions and educational goals in carrying theoretical knowledge to clinical practice. We have found that by utilizing this form, students are more effectively relating theory and clinical content.



INFOTECH CAREER COLLEGE

Evaluations of Student Achievement

Comprehensive Analysis

We are implementing early recognition and intervention for students who need academic assistance. In previous years, we used to have individual counseling only with students who failed mid-terms or finals, but now we take students seriously even if they fail a unit test.

Actions Taken

Students who fail a weekly exam are counseled. Study skills, including time management and utilizing a diversity of learning resources, are typically discussed. Students are then allowed to retake the unit test or exam. Upon retake, students need to score above 90% in order to make up the prior exam score up to a maximum of 76%. This grading practice gives the student a strong incentive to pass the first time they take the exam, and it also is effective in holding students accountable for knowledge deficiencies. All students, even those who are passing their exams, are counseled at least once per term both by the Director of Nursing and the Instructor. During these conversations, we hope to address any issues before problems arise. Also, keeping open communication between the student and faculty motivates the student and improves student outcomes.

The students are utilizing resources such as: NCLEX review test on computers, Saunders review book, Evolve and the ATI practice exams and remediation tools.

We continue to provide NCLEX Reviews for students after Module IV and *now we require students to attend NCLEX review classes after each module and ATI testing after each module.* This will help to prepare students for NCLEX from day one of the program and not wait until Module IV.

Students are required to take the practice Comprehensive exams as often as necessary to prepare for the Comprehensive Predictor exam. We continue to require the students to pass the exit exam with a predictor score of 92 or above prior to releasing them to take the NCLEX exam. School has added several new computers for our graduates to practice NCLEX review and ATI Virtual review.

We noticed that graduates were not practicing ATI Virtual reviews from home or taking several months to complete the ATI program and receive a Green Light. We strongly believe that students must take NCLEX within one month of the graduation date, and we are implementing interventions accordingly.



INFOTECH CAREER COLLEGE

ATI sends Infotech a weekly summary of the students' progress on ATI Virtual (Table 3). We review this report and contact students who appear to be inactive or having trouble with the ATI system.

A maternal child birth manikin is kept in the nursing skills lab and used whenever students start their OB hours (Exhibit C).

Students are required to write on the video monitoring form information that they learned from educational videos that they have seen. After the video monitoring, Instructor discusses the subject they monitored. It provides information about whether students are at the level required to proceed to the next term successfully.

Timeline for Implementation

Implemented since December 2015.

Effect of Employed Interventions

Infotech has added a new delivery manikin in the skills lab. This manikin is a great tool to explain to the student's maternal procedures and child birthing process. Module I students can also learn how to obtain vital signs from this manikin.

We have also increased our usage of educational videos, which are available through ATI and other publishers. Upon watching educational videos, students are retaining knowledge and developing critical thinking skills by writing information on the form followed by the Instructor's discussion. Instructors are staying with the students during video monitoring.

We have yet to observe the results of required review hours distributed between the modules and requiring students to complete ATI virtual on campus, but we are confident that these interventions will result in higher student outcomes.

Infotech has achieved 75% annual pass rate in 2015. Our goal is to increase our annual pass rate to 85% in 2016.



INFOTECH CAREER COLLEGE

CONCLUSION

With the teamwork of our quality, highly educated faculty, we have made a significant transformation since 2012. Our faculty is a stable force for continued growth. We added more qualified instructors this year with Masters degrees and strong backgrounds in nursing education. Continuous communication, monitoring and feedback with students about their progress, and meetings are important components of a quality program.

Through continuous communication with our graduates, we are aware of the reasons why each of our graduates either have failed or not taken their exam. We are proud of the fact that many of our graduates who failed the first time have passed on their second attempt due to the fact that they have responded to our efforts (Table 1). Our staff is helpful in supporting nursing faculty in communicating with students and providing required reports. Our well-qualified faculty and staff has evaluated opportunities for improvement and agreed upon corrective actions during meetings. We continuously evaluate the results of our corrective actions and modify accordingly.

In 2016, we will observe the effects of requiring students to practice ATI Virtual on campus and strictly enforcing our Exit Policy by requiring Green Light before signing their papers. Our pass rates will improve with this implementation. In 2015, we have added required NCLEX review hours in between our modules. We will see the results of adding required NCLEX hours when this cohort graduates in 2017. We anticipate that this will enable students to successfully pass NCLEX within one month of graduation.

For the past three (3) years, Infotech has achieved excellent pass rates. In 2013, we achieved 73% (8 out of 11 passed). In 2014, we achieved 80% (4 out of 5 passed). In 2015, we achieved 75% (9 out of 12 passed). In 2013 and 2015, we would have achieved above 80% if only one (1) more graduate in that year had passed their NCLEX. Since we are so close, we are confident that we can achieve 85% minimum pass rate by 2017 with our recent implementations.



INFOTECH CAREER COLLEGE

Once again, it's our humble request NEC, Ms. Jessica Gomez and the respective board members *to grant Infotech full approval status*. Thank you for your important consideration of our request to start another cohort this year in February. We are confident that the program has grown and will continue to produce prudent nurses for our community and fulfill a growing demand for the nurses. We will continue to increase NCLEX results and achieve more than national results in 2016.

Sincerely,

Asima Jabbar, MSN-ED, RN
The program Director



INFOTECH CAREER COLLEGE

Tables and Exhibits



INFOTECH CAREER COLLEGE

Table 1: Vocational Nurse Graduates Outcome



INFOTECH CAREER COLLEGE

INFOTECH CAREER COLLEGE						
VOCATIONAL NURSING OUTCOMES TABLE						
Name	Start	Grad	NCLEX STATUS	ATI REVIEW	Employment Status	Note
1	2/24/2014	8/1/2015	ATT Received/ Waiting NCLEX	Green Light	Working-In Field	
2	2/24/2014	8/1/2015	ATT Received/ Waiting NCLEX	Green Light	Not Employed	
3	2/24/2014	8/1/2015	PASS-1st ATTEMPT	Green Light	Not Employed	
4	2/24/2014	8/1/2015	WAITING	Midpoint	Working-In Field	
5	2/24/2014	8/1/2015	WAITING	Inactive	Working-In Field	Expressed that she doesn't have time to review because she is busy with work
6	2/24/2014	8/1/2015	WAITING	Midpoint	Not Employed	
7	2/24/2014	8/1/2015	Took Exam/Awaiting Results	Green Light	Working-in Field	
8	2/24/2014	8/1/2015	PASS-1st ATTEMPT	Green Light	Working-In Field	
9	11/3/2014	8/1/2015	WAITING	Midpoint	Not Employed	
10	2/24/2014	8/1/2015	PASS-1st ATTEMPT	Green Light	Working-In Field	
11	8/26/2013	7/1/2014	PASS-1st ATTEMPT	Green Light	Working-In Field	
12	8/26/2013	7/1/2014	PASS-1st ATTEMPT	Green Light	Continuing Education-In Field	
13	8/26/2013	7/1/2014	PASS-1st ATTEMPT	Green Light	Working-In Field	
14	8/26/2013	7/1/2014	PASS-1st ATTEMPT	Green Light	Working-In Field	
15	8/26/2013	7/1/2014	PASS-1st ATTEMPT	Green Light	Working-In Field	
16	8/26/2013	7/1/2014	PASS-2ND ATTEMPT	Green Light	Working-In Field	1st time: took NCLEX without green light
17	8/26/2013	7/1/2014	PASS-2ND ATTEMPT	Green Light	Continuing Education-In Field	1ST time: received green light, but student stated she had text anxiety
18	8/27/2012	8/1/2013	PASS-1st ATTEMPT	Green Light	Working-In Field	
19	8/27/2012	8/1/2013	PASS-1st ATTEMPT	Green Light	Working-In Field	
20	8/27/2012	8/1/2013	FAILED	Inactive	Working-In Field	Working as C.N.A., says she is busy working
21	8/27/2012	8/1/2013	PASS-1st ATTEMPT	Green Light	Working-In Field	
22	8/27/2012	8/1/2013	PASS-1st ATTEMPT	Green Light	Working-In Field	
23	8/27/2012	8/1/2013	PASS-1st ATTEMPT	Green Light	Working-In Field	
24	8/27/2012	8/1/2013	PASS-1st ATTEMPT	Green Light	Working-In Field	
25	8/27/2012	8/1/2013	WAITING	Inactive	Working-In Field	busy working
26	8/27/2012	8/1/2013	WAITING	Inactive	Working-In Field	busy working
27	6/6/2011	7/1/2012	PASS-1st ATTEMPT	Green Light	Working-In Field	
28	6/6/2011	7/1/2012	PASS-1st ATTEMPT	Green Light	Continuing Education-In Field	
29	6/6/2011	7/1/2012	PASS-3rd ATTEMPT	Green Light	Working-In Field	Passed 3rd attempt; ESL student
30	6/6/2011	7/1/2012	PASS-1st ATTEMPT	Green Light	Working-In Field	
31	6/6/2011	7/1/2012	PASS-1st ATTEMPT	Green Light	Working-In Field	
32	6/6/2011	7/1/2012	PASS-1st ATTEMPT	Green Light	Working-In Field	
33	6/6/2011	7/1/2012	PASS-1st ATTEMPT	Green Light	Working-In Field	
34	6/6/2011	7/1/2012	PASS-1st ATTEMPT	Green Light	Working-In Field	
35	6/6/2011	7/1/2012	WAITING	Inactive	Working-In Field	busy working; manager
36	6/6/2011	7/1/2012	PASS-1st ATTEMPT	Green Light	Working-Out of Field	busy working; manager
37	6/6/2011	7/1/2012	WAITING	Inactive	Working-In Field	busy working
38	6/6/2011	7/1/2012	PASS-1st ATTEMPT	Green Light	Working-In Field	
39	6/6/2011	7/1/2012	WAITING	Inactive	Moved out of State	
40	6/6/2011	7/1/2012	FAILED	Inactive	Working-In Field	busy working; took and failed exam twice
41	6/6/2011	7/1/2012	PASS-2ND ATTEMPT	Green Light	Working-In Field	
42	5/19/2008	8/6/2009	FAILED	Inactive	Working-In Field	
43	4/20/2009	8/6/2009	FAILED	Inactive	Working-In Field	
44	9/2/2008	8/6/2009	PASS-2ND ATTEMPT	Green Light	Working-In Field	
45	7/18/2008	8/6/2009	PASS-2ND ATTEMPT	Green Light	Working-In Field	
46	5/19/2008	8/6/2009	PASS-1st ATTEMPT	Green Light	Working-In Field	
47	5/19/2008	8/6/2009	PASS-2ND ATTEMPT	Green Light	Working-In Field	
48	5/19/2008	8/6/2009	PASS-1st ATTEMPT	Green Light	Working-In Field	
49	5/19/2008	8/6/2009	FAILED	Active	Working-In Field	
50	5/19/2008	8/6/2009	PASS-2ND ATTEMPT	Green Light	Working-In Field	
51	5/19/2008	8/6/2009	PASS-2ND ATTEMPT	Green Light	Working-In Field	
52	5/19/2008	8/6/2009	WAITING	Inactive	Working-In Field	changed career plans
53	5/19/2009	8/6/2009	WAITING	Inactive	Working-In Field	changed career plans



INFOTECH CAREER COLLEGE

Table 2: Quarterly Pass Rates

California State results for the 4th Quarter of 2015 is 74.74%, and ICC's is 100%. California Annual results for year 2015 is 72.45% and ICC's is 75%.

Quarter	State pass rate	ICC Program pass rate	Comments
April-June 2014	73%	86%	
July-Sep 2014	73%	100%	
Oct-Dec 2014	72%	80%	
Jan-Mar 2015	71%	80%	
Apr-Jun 2015	72%	73%	
Jul-Sep 2015	72%	67%	
Oct-Dec 2015	74.4%	100%	
ANNUAL PASS RATE	72.45%	75%	

As you can see from the chart above, Infotech has consistently achieved above state average passing rate in every quarter but one since Quarter 2 of 2014. This was all possible with the help of our NEC, Ms. Jessica Gomez.

Infotech is requesting Ms. Gomez and honorable board members to remove InfoTech Career College from Provisional Approval based on our overall success in raising our pass rates above the state average.



INFOTECH CAREER COLLEGE

Table 3: ATI-Virtual NCLEX PREP Progress

STUDENT 1: PASSED NCLEX IN NOV 2015
STUDENT 2: PASSED NCLEX IN NOV 2015
STUDENT 3: TOOK NCLEX IN DEC 2015 AWAITING RESULTS
STUDENT 4: SCHEDULING NCLEX EXAM IN END OF JANUARY

Student 5	
01/06/2016	<p>Anomalies continue to be noted in a student's assessment taking even after previous online discussion. Individualized remediation unable to be determined accurately. We will continue to work with student to achieve a 100% completed status, but will be unable to determine a Green Light.</p> <p>11/17/2015 - PN Comprehensive Online Practice 2014 B - 83.3% 11/05/2015 - PN VATI Management 2014 - 81.7% 10/28/2015 - PN VATI Mental Health 2014 - 84.0% 10/21/2015 - PN VATI Nursing Care of Children 2014 - 85.0% 10/14/2015 - PN Maternal Newborn Online Practice 2014 B - 82.0%</p>
Student 6	
01/06/2016	<p>75% stage - On target meeting benchmark of 60% with VATI Nursing Care of Children assessment. Individualized remediation provided on areas identified</p> <p>11/18/2015 - PN VATI Nursing Care of Children 2014 - 98.3% 11/02/2015 - PN VATI Maternal Newborn 2014 - 98.0% 09/30/2015 - PN VATI Adult Medical Surgical 2014 - 100.0% 09/22/2015 - PN Learning System Medical-Surgical: Dermatological - 45.0% 09/22/2015 - PN Learning System Medical-Surgical: Endocrine - 45.0%</p>
Student 7	
12/29/2015	<p>75% stage - On target meeting benchmark of 60% with VATI Maternal Newborn assessment. Individualized remediation provided on areas identified</p> <p>12/03/2015 - PN VATI Maternal Newborn 2014 - 70.0% 12/03/2015 - PN Maternal Newborn Online Practice 2014 A - 60.0% 11/25/2015 - PN Adult Medical Surgical Online Practice 2014 B - 97.8%</p>



INFOTECH CAREER COLLEGE

	11/25/2015 - PN Adult Medical Surgical Online Practice 2014 A - 98.9% 11/23/2015 - PN Learning System Medical-Surgical: Neurosensory - 73.3%
Student 8	
01/06/2016	75% stage - Not meeting benchmarks of 60% with VATI Maternal Newborn assessment. Individualized remediation provided to help increase knowledge of content. 01/06/2016 - PN Maternal Newborn Online Practice 2014 B - 64.0%
Student 9	
07/27/2015	Beginning Review - A study plan was recommended as a guide based on the Comprehensive assessment score and the student's time commitment to the review. 07/26/2015 - PN RN Comprehensive Predictor 2011 2013 Survey - - 07/08/2015 - PN Comprehensive Predictor 2011 Form C - 70.7% 07/02/2015 - PN Nursing Care of Children 2011 Form A - 56.7% 07/02/2015 - PN Adult Medical Surgical 2011 Form A - 63.3% 07/01/2015 - PN Maternal Newborn 2011 Form B - 62.0%
Student 10	
12/16/2015	Beginning Review - A study plan was recommended as a guide based on the Comprehensive assessment score and the student's time commitment to the review.



INFOTECH CAREER COLLEGE

Table 4: ATI Comprehensive Exit Exam Scores, 2015 Graduates

STUDENT ID	ATI COMPREHENSIVE EXIT EXAM
Student 1	98%
Student 2	94%
Student 3	93%
Student 4	95%
Student 5	97%
Student 6	93%
Student 7	95%
Student 8	97%
Student 9	96%
Student 10	96%

Table 5: Grades for Class of 2016 Cohort

There are 14 students currently in the class which started November 3, 2014. They are currently in Module IV. Below are the results of the 12 active students and 2 students repeating:

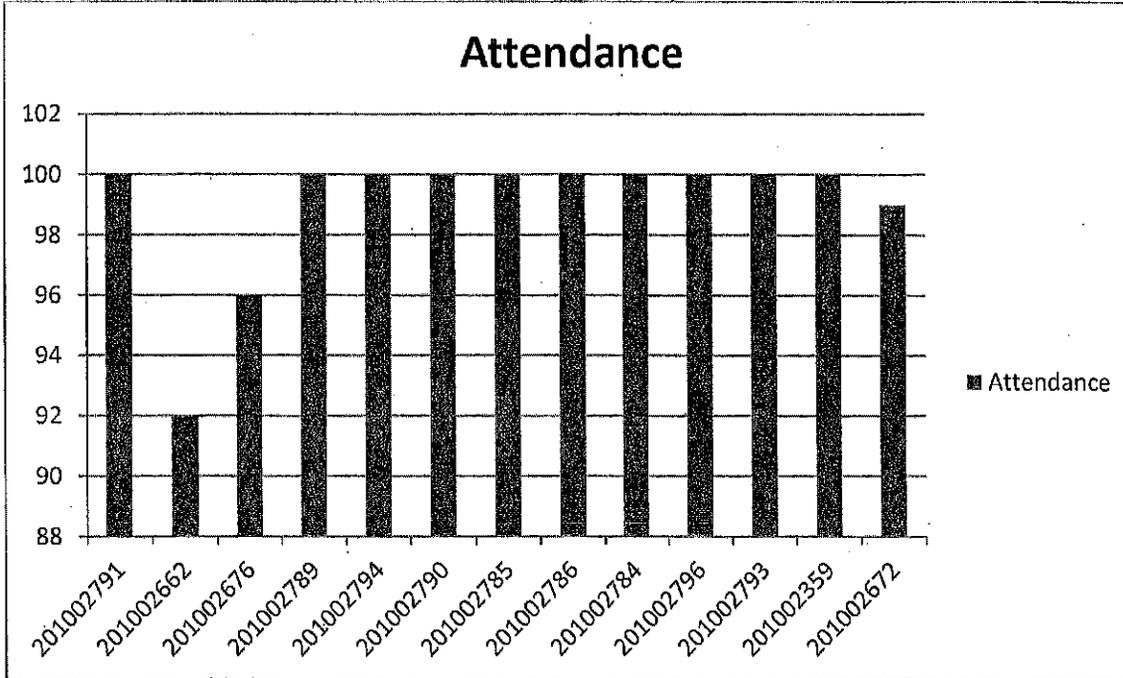
STUDENT ID	MOD I	MOD II	MOD III
Student 1	80%	75%	81%
Student 2			86%
Student 3			78%
Student 4	82%	79%	76%
Student 5	76%	78%	83%
Student 6	82%	77%	83%
Student 7	81%	78%	85%
Student 8	76%	78%	87%
Student 9	82%	82%	87%
Student 10	85%	83%	92%
Student 11	82%	80%	86%
Student 12	81%	76%	82%
Student 13	78%	77%	77%
Student 14	80%	76%	79%



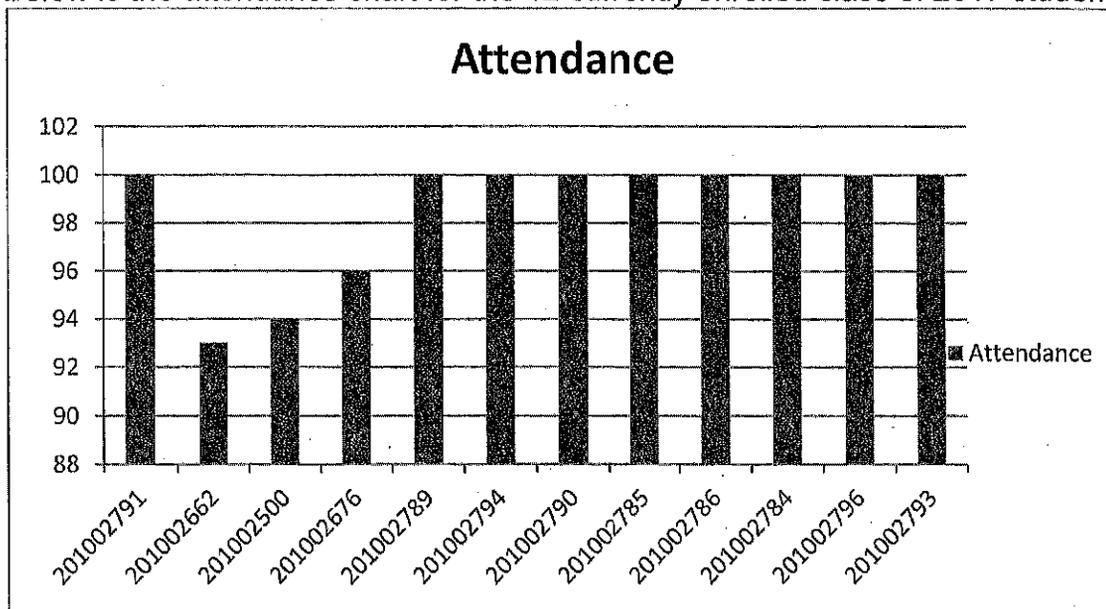
INFOTECH CAREER COLLEGE

Table 6: Attendance Chart

Below is the attendance chart for the 14 currently enrolled class of 2016 students:



Below is the attendance chart for the 12 currently enrolled class of 2017 students:





INFOTECH CAREER COLLEGE

Table 7: Grades Class of 2017

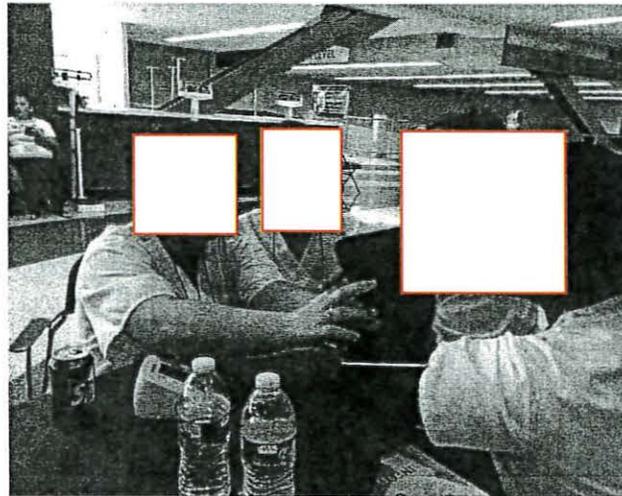
Below are the results of the 12 active class of 2017 students

STUDENT ID	MOD I
Student 1	85%
Student 2	85%
Student 3	83%
Student 4	90%
Student 5	83%
Student 6	86%
Student 7	83%
Student 8	82%
Student 9	80%
Student 10	89%
Student 11	93%
Student 12	90%



INFOTECH CAREER COLLEGE

Exhibit A: Care Harbor Free Health Clinic Event



Infotech Career College had the opportunity to participate in Care Harbor (<http://www.careharbor.org>) in September 2015. This event took over the large LA Sports Area. The Director of Nursing volunteered to manage the triage area and invited other schools and volunteer RNs to participate. Care Harbor is a mass free clinic that provides health care to the underserved population of Los Angeles. This huge event involved almost 4,500 underserved and an army of volunteer doctors, nurses, and other health professionals. The triage area was made up of 60 triage participants to see all who came for care.

This event functioned as an experience that the students used for additional clinical experience/make-up to give the opportunity to solve any deficiencies in their obligation for clinical hours. The students were trained to take an initial history, assess the client (vital signs, some physical assessment) prioritize their care, and express a caring manner.

The students were quite emphatic about the value of this experience. We were pleased to provide this opportunity to be of service to the community and for them to utilize the skills they have learned in the program.



INFOTECH CAREER COLLEGE

Ambulation					
Antiemetic Hose, Elastic Stockings (T.E.D. Hose)					
Application of Non-Legend Topical Ointments					
Application of Non-Sterile Dressing					
Applying a Behind-the-Ear Hearing Aid					
Applying Postural Supports (Safety Devices)					
Applying Soft Wrist/Ankle Restraint as Safety Device					
Artificial Limbs					
Assist in the Use of the Bedpan					
Assist in the Use of Urinal					
Assisted Ambulation of Resident With Gait Belt					
Assisting Resident to Commode/Toilet					
Assisting the Resident to Ambulate With Walker					
Assisting the Resident to Ambulate With Cane					
Assisting the Resident Who Can Feed Self					
Assisting Transfer From Bed to Chair or Wheelchair					
Assisting Transfer From Chair or Wheelchair to Bed					
Assisting with Oral Hygiene					
Back Rub					
Bandages & Binders					



INFOTECH CAREER COLLEGE

Bed Bath/Partial Bath					
Bed Making, Occupied					
Bed Making, Unoccupied					
Bed Pan & Urinal					
Bladder Management/Toileting					
Bladder Retraining					
Blood Pressure					
Blood Specimen Collection					
BMI Collection					
Body Mechanics – Gen. Rules (Lifting & Moving, Positioning, Transferring)					
Bowel Retraining					
Care for Patient in Isolation					
Care of Resident With Tubing (Oxygen, IV, Gastronomy, Nasogastric, Urinary Catheter)					
Catheter Care					
Changing the Clothes of Resident With IV					
Charting & Reporting					
Cleansing Enema					
Clinical Assignment					
Collect and Identify Specimen (Sputum, Urines-Clean Catch/Routine UA, Stool)					
Combing the Resident's Hair					
CPR & FBAO					
CPR Skills					
Demonstrates Fire/Disaster Procedures					
Denture Care					



INFOTECH CAREER COLLEGE

Discharging the Resident					
Document Changes in Resident's Body Functions/Behavior					
Document in Military Time					
Document V/S, ADLS Timely/Correctly					
Double Bagging Trash/Waste					
Dressing and Undressing the Resident					
Emergency Care					
Empty Urinary Bags					
Encourages Resident to Make Choices					
Enema					
Environment					
Explains Procedure to Resident					
Feeding the Helpless Resident					
Feeding, Serving Trays					
Feeding, Special Problems					
Foley Catheter					
Foley Insertion					
Grooming (Patient)					
Hand Washing					
Handles O ₂ Safely					
Head to Toe Assessment					
Heimlich Maneuver for the Conscious Resident					
Heimlich Maneuver for the Unconscious					



INFOTECH CAREER COLLEGE

Resident					
Helping the Helpless Resident Up to the Head of the Bed With Two Assistants					
Hygiene					
Incontinent Care					
Infection Control, Waste					
Intake & Output					
Keeps Resident Records Confidential					
Knocks on Door Before Entering					
Linen Handling					
Measure and Record Vital Signs (Temperature, Oral, Axillary, Rectal, Electronic, Pulse-Radial/Apical, Respiration, Blood Pressure)					
Measuring and Weighing the Resident Using an Upright Scale					
Measuring Oral Intake					
Measuring the Height of Resident in Bed					
Measuring Urinary Output					
Mechanical Lift					
Medication Administration					
Medicinal Shampoo					
Mouth Care of the Unconscious Resident					
My Plate					
Nail Care					
Nasogastric & Gastronomy Tube Feedings					
Occupied Bed Making					



INFOTECH CAREER COLLEGE

Oral Hygiene					
Ostomy					
Ostomy Care					
Oxygen Tubing Care					
Participates in Resident Care Planning					
Patient Privacy & Rights					
Perineal Care					
Personal Hygiene					
Positioning					
Positioning of Call Light					
Postmortem Care					
Proper Handling of Linen					
Protective Devices, Restraints					
Pulls Privacy Curtains During Personal Care					
Pulse					
Range of Motion					
Range of Motion Exercises					
Rectal Suppositories					
Rehabilitative Devices					
Removing a Behind-the-Ear Hearing Aid					
Removing, Cleaning, and Reinserting an Artificial Eye					
Reports Appropriate Information to Charge Nurse					
Respiration					



INFOTECH CAREER COLLEGE

Reverse Isolation					
Safety Reminder Devices					
Shampoo of Bedridden Resident					
Shampoo with Shower or Tub Bath					
Shaving					
Shaving—Electrical Shaver					
Shaving—Razor Blade					
Shower					
Shower Bathing					
Specimen Collection					
Splints					
Sterile Technique					
Temperature, Axillary (Oral, Rectal)					
Transferring the Resident					
Treats Resident With Respect and Dignity					
Tub Bathing					
Turning and Positioning the Resident (Supine, Side-Lying, Use of Lift Sheet)					
Universal Precautions (Glove, Gown, Mask)					
Unoccupied Bed Making					
Use of Cane (Prosthetic Devices, Scales, Walker, Wheelchair)					
Use of Feeding Assistance Devices					
Use of Fire Extinguisher					
Use of Gait Belt					
Verifying that Resident Has Been Given					



INFOTECH CAREER COLLEGE

Correct Diet Tray					
Vital Signs					
Weighing the Resident in Bed					
Wound Care					
Pediatric skills					
Injections					
Maternity skills					
Labor ,delivery, & postpartum care					

Comments: _____

Passing Score is 80%/(100)	First time scores	Remediation scores
Term-1		
Term-2		
Term-3		
Term-4		

Student Signature

Instructor Signature



INFOTECH CAREER COLLEGE

Skill Demonstration -Test

Student's Name:----- Module:-----

Instructor's Name:----- Date:-----

Topic for the demonstration:-----

Testing Items	Grade- 10 points max Out of 100%	Comments	
Check physicians order	1		
Wash hands, provide curtain for privacy, introduce self, identify patient, and explain the procedure	2		
Assembled necessary equipment	2		
Performed procedure correctly	4		
Document	1		
Total possible points	10		

Note: Student needs to score 80% to pass the Skills test.

First demonstration Grade: -----

Re-demonstration Grade: -----

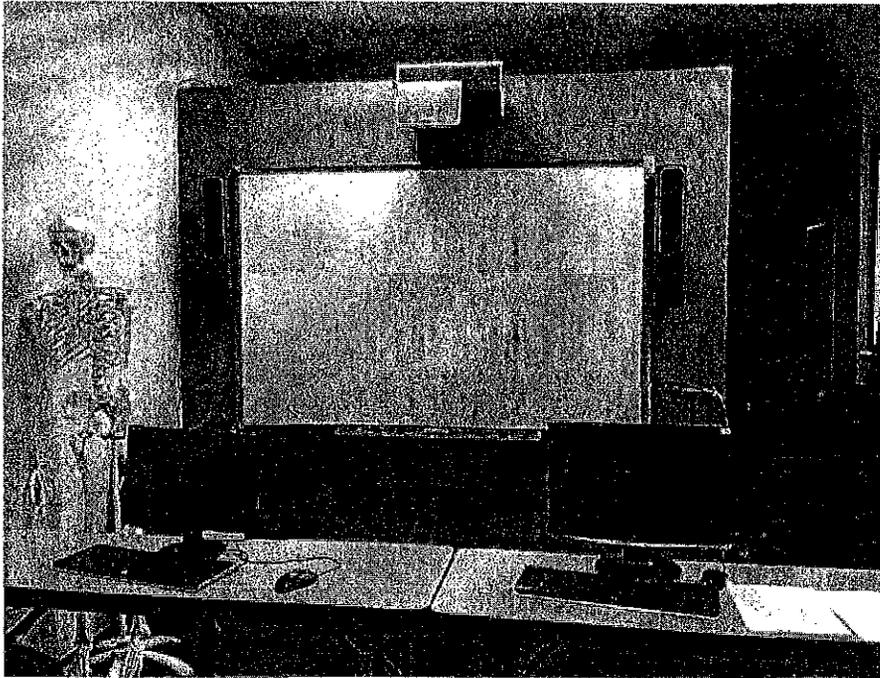
Comments: _____

Instructor's Signature: _____



INFOTECH CAREER COLLEGE

Exhibit C: Classroom Photos



SmartBoard (interactive whiteboard)



INFOTECH CAREER COLLEGE



Skills lab manikins



VitalSim Manikin by Leardal.