



# Agenda Item #18.

## EDUCATION COMMITTEE MEETING MINUTES

October 14, 2016

SACRAMENTO, CALIFORNIA

### BOARD MEMBERS

#### PRESENT:

Dr. Bernice Bass de Martinez, Public Member  
John Vertido, L.V.N. Educator Member

#### STAFF PRESENT:

Dr. Kameka Brown, Executive Officer  
Cheryl Anderson, Supervising Nursing Education Consultant  
Beth de Young, Nursing Education Consultant  
Margarita Valdez, Nursing Education Consultant  
Jessica Gomez, Nursing Education Consultant  
Faye Silverman, Nursing Education Consultant  
Lydia Zeigler, Nursing Education Consultant  
Rebecca Bon, Legal Counsel, DCA  
Laura Friedman, Legal Counsel, DCA

#### 1. CALL TO ORDER.

The meeting was called to order at 1:06 P.M. by Chairperson Dr. Bass de Martinez.

#### 2. PLEDGE OF ALLEGIANCE.

John Vertido led those assembled in the Pledge of Allegiance.

#### 3. INTRODUCTION OF BOARD MEMBERS AND STAFF.

Committee Members introduced themselves. Kameka Brown, Executive Officer, introduced staff present.

#### 4. INTRODUCTION OF APPROVED SCHOOLS REPRESENTED AT MEETING BASED UPON VOLUNTARY SIGN – IN LIST.

The following programs voluntarily signed in and were recognized by the Chairperson.

- A. Career Care Institute, Ventura, Vocational Nursing Program.
- B. Casa Loma College, Van Nuys, Vocational Nursing Program.

- C. Glendale Career College Vocational Nursing Program.
- D. Pasadena City College Vocational Nursing Program.
- E. Shasta College Vocational Nursing Program.
- F. Unitek College Vocational Nursing Programs.

**5. MATTERS RELATED TO NATIONAL COUNCIL LICENSURE EXAMINATION FOR PRACTICAL/VOCATIONAL NURSES (NCLEX/PN®).**

**A. Discussion and Consideration of the Southern California Directors of Vocational Nursing Programs' Request for Candidates' Names Associated with Programs' NCLEX/PN® Pass/Fail Statistics.**

Presenters: Arvella Buck, Director, North West College, Glendale, Vocational Nursing Program; Janet Nishina, Instructor, Casa Loma College, Van Nuys, Vocational Nursing Program.

A. Buck and J. Nishina presented a request from the Southern California Directors of Vocational Nursing Programs (SCDVNP). Specifically, SCDVNP requested the Board include the following information in examination statistical reports sent to programs.

- 1) Candidate Names;
- 2) Graduation Date;
- 3) Pass/Fail Results per Candidate.

As presented, the directors would utilize the information to evaluate program pass rates; appropriateness of admission, screening and selection criteria; and the effectiveness of employed interventions. Additionally, SCDVNP seeks to identify candidates who delay testing and the impact of such candidates on program pass rates.

**Legal Counsel Response:**

L. Friedman, Legal Counsel advised that it is the opinion of DCA Legal Division that the Board is prohibited from the disclosure of such information, pursuant to the California Information Practices Act. The California Information Practices Act applies to all state agencies and to all personal information. Boards are authorized to release aggregate data relative to candidate statistics.

The names of candidates are not public information; names of licensees are public information. Programs may verify the names of graduates with the official list of licensees.

**Committee Discussion:**

Chairperson Bass de Martinez stated that the Board acknowledges SCDVNP's request and appreciates the impact on programs. However, existing statutes and regulations prohibit the Board from disclosing the

requested information. Chairperson Bass de Martinez recommended SCDVNP pursue further discussion among members to identify actions that might be taken given requirements set forth in existing statutes.

**Public Comment:** None.

**MOTION:** The Committee recommends that the Board deny disclosure of candidate names; graduation dates; or pass/fail results per candidate in examination statistical reports disseminated to programs. Such disclosure is prohibited by the California Information Practices Act.

**Moved/Seconded:** J. Vertido/B. Bass de Martinez

**Support:** 2    **Oppose:** 0    **Abstain:** 0

**B. Discussion and Consideration of the Southern California Directors of Vocational Nursing Programs' Proposed Revisions to Testing Criteria.**

Ms. Buck and Ms. Nishina presented a request from SCDVNP. Specifically, SCDVNP requested the Board require candidates to complete the NCLEX/PN® within six (6) months of receiving the Authorization to Test. Further, SCDVNP requests the Board require authorization by the program director prior to approval of failure candidates for reexamination.

Additionally, SCDVNP requests the Board amend California Code of Regulations §§ 2512 and 2571 as follows:

An application shall be deemed to have been abandoned and the application fee forfeited when:

- 1) The applicant fails to complete the application within two years after it is originally submitted;
- 2) The applicant fails to complete the application within two years after the last notification of deficiency; or
- 3) The applicant without good cause fails to take the examination within one year **six months after being scheduled eligibility for examination.**

**Public Comment:** None.

**Staff Information:**

C. Anderson reported that after the Board communicates candidate eligibility, each candidate receives the following information from the test vendor:

"After a NCLEX registration is created, it will stay open for 365 days waiting for candidate eligibility from the BON/RB. Once you are made eligible, you must test within the validity dates on the Authorization to Test (ATT) email.

- If you are not made eligible or are denied eligibility by your BON/RB within the 365-day time period, you will forfeit your NCLEX registration and exam fee. If this occurs, you will need to reregister and pay another exam fee after the current registration expires.
- You may not have two NCLEX registrations (of the same exam type) open at the same time. If you reregister before your current registration expires, your second registration will be processed and denied, and the fee collected will be non-refundable.”

**Public Comment:** None.

**Committee Discussion:** None.

**MOTION:** No Motion Required

**C. Discussion and Consideration of 2017 NCLEX/PN® Test Plan.**

C. Anderson reported that the Board will disseminate the 2017 NCLEX/PN® Test Plan to all VN programs. Programs are advised to complete a comparative analysis of their curriculum and the new test plan; identify required revisions; develop a timeline to ensure completion; and communicate that information to the assigned Nursing Education Consultant.

**Public Comment:** None.

**Committee Discussion:** None.

**MOTION:** No Motion Required

**6. CONSIDERATION OF PROGRAM PLACEMENT ON PROVISIONAL APPROVAL.**

**A. Career Care Institute, Ventura, Vocational Nursing Program.**  
*Consideration of Placement on Provisional Approval; Consideration of Request to Admit Students.*

J. Gomez reported provisional approval is recommended due to the following:

After receipt of student complaints, Board representatives completed an unannounced onsite program inspection. Based on findings:

- Eight (8) violations of the California Code of Regulations were identified. Three (3) of the identified violations have been corrected; five (5) violations have not been corrected.
- The program lacks sufficient approved clinical sites that are adequate as to number, type, and variety of patients treated to enable current and proposed students to achieve educational objectives.

**Program Representative:**

Corinne Stevens, Program Director, acknowledged the identified violations and confirmed the program's efforts to achieve resolution.

**Public Comment:** None.

**Committee Discussion:** None.

**MOTION:** The Committee accept and recommend the Board adopt the report with recommendations. (See Attachment A)

**Moved/Seconded:** J. Vertido/B. Bass de Martinez

**Support:** 2     **Oppose:** 0     **Abstain:** 0

**B. Pasadena City College Vocational Nursing Program. *Consideration of Placement on Provisional Approval.***

J. Gomez reported provisional approval is recommended due to the program's noncompliance with regulatory requirements specified in California Code of Regulations Section 2530 (I).

**Program Representative:**

Carla Christensen, Program Director, Donna Nielsen, Instructor, stated agreement with NEC recommendations; confirmed the program's efforts to achieve resolution; and requested advice on how to uphold Title 5, equitable opportunities for admission, while maintaining good pass rates.

**Public Comment:** None.

**Committee Discussion:** Chairperson Bass de Martinez advised that programs must find ways to help admitted candidates to be successful.

**MOTION:** The Committee accept and recommend the Board adopt the report with recommendations. (See Attachment B)

**Moved/Seconded:** J. Vertido/B. Bass de Martinez

**Support:** 2     **Oppose:** 0     **Abstain:** 0

**C. Shasta College Vocational Nursing Program. Consideration of Placement on Provisional Approval.**

M. Valdes reported that provisional approval is recommended due to six (6) identified violations of the California Code of Regulations. Of that total, the program has corrected five (5) violations.

**Program Representative:**

Elaina Carmeno, Dean, Health Sciences, Nancy Skaggs, Program Director, stated acceptance and agreement with NEC recommendations. Dean Carmeno reported that the class with a low pass rate was unusual, as eight (8) students were classified as English-Second-Language (ESL). This hampered their understanding.

**Public Comment:** None.

**Committee Discussion:** None.

**MOTION:** The Committee accept and recommend the Board adopt the report with recommendations. (See Attachment C)

**Moved/Seconded:** J. Vertido/B. Bass de Martinez

**Support:** 2    **Oppose:** 0    **Abstain:** 0

7. **PUBLIC COMMENT ON ITEM NOT ON THE AGENDA.** None Received.
8. **ADJOURNMENT.** The meeting was adjourned at 4:15 P.M.

\_\_\_\_\_  
Dr. Bass de Martinez, Public Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
John Vertido, LVN Educator Member

\_\_\_\_\_  
Date

**Attachments:**

- Attachment A: Career Care Institute, Ventura, Vocational Nursing Program Board Report, Dated October 4, 2016
- Attachment B: Pasadena City College Vocational Nursing Program Board Report, Dated October 4, 2016
- Attachment C: Shasta College Vocational Nursing Program Board Report, Dated October 6, 2016

# Agenda Item #18., Attachment A.



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](http://www.bvnpt.ca.gov)



DATE: October 4, 2016

TO: Board Members

FROM: Faye Silverman, RN, MSN/Ed, PHN, WOCN  
Nursing Education Consultant

SUBJECT: Career Care Institute, Ventura, Vocational Nursing Program – Consideration of Placement on Provisional Approval; and Consideration of Request to Admit Students (Director: Denise McElvogue, Ventura, Ventura County – Private)

The Career Care Institute, Ventura, Vocational Nursing Program is presented for consideration of placement on provisional approval. Provisional approval is recommended.

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

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

Due to complaints submitted to the Board from two (2) current students, an unannounced inspection of the Career Care Institute, Ventura, Vocational Nursing Program was conducted on July 5 and 6, 2016. **Eight (8)** violations were identified.

Additionally, the program requests approval to admit a class of 30 students to commence October 24, 2016, with an expected graduation date of February 8, 2018, to **replace** the class that graduated on July 1, 2016.

The following table shows the variance of the program’s pass rates from state average annual pass rates of first time graduates of approved vocational nursing programs for the past 18 consecutive quarters.

NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate	Variance from State Annual Average Pass Rate
Jan – Mar 2012	74%	86%	+12
Apr – Jun 2012	74%	80%	+6

NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate	Variance from State Annual Average Pass Rate
Jul – Sep 2012	74%	80%	+6
Oct – Dec 2012	74%	66%	-8
Jan – Mar 2013	73%	63%	-10
Apr – Jun 2013	73%	68%	-5
Jul – Sep 2013	74%	69%	-5
Oct – Dec 2013	76%	74%	-2
Jan – Mar 2014	76%	78%	+2
Apr – Jun 2014	73%	76%	+3
Jul – Sep 2014	73%	71%	-2
Oct – Dec 2014	72%	63%	-9
Jan – Mar 2015	71%	60%	-11
Apr – Jun 2015	72%	53%	-19
Jul – Sep 2015	72%	55%	-17
Oct – Dec 2015	72%	64%	-8
Jan – Mar 2016	72%	65%	-7
Apr – Jun 2016	74%	68%	-6

### History of Prior Board Actions

(See Attachment A for History of Prior Board Actions)

### Enrollment

Each class admission to the 16-month program must have prior Board approval. The pattern of admission for current classes is seen in the enrollment data table below.

The following table represents **current and projected** student enrollment based on current and proposed class starts and completions. The table indicates a **maximum enrollment of 100 students** for the period **July 2015 through September 2017**.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Complete			
7/15		22	14	0 + 14 = 14
9/15		32	19	14 + 19 = 33

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Complete			
1/16		26	19	33 + 19 = 52
5/16		38	32	52 + 32 = 84
	10/16 (7/15 Class)		-14	84 - 14 = 70
10/16 Proposed	2/18	30	30	70 + 30 = 100
	1/17 (9/15 Class)	32	-19	100 - 19 = 81
	5/17 (1/16 Class)	36	-19	81 - 19 = 62
	9/17 (5/16 Class)	38	-32	62 - 32 = 30

### Licensing Examination Statistics

The following statistics, furnished by Pearson VUE and published by the National Council of State Boards of Nursing as "Jurisdictional Summary of All First-Time Candidates Educated in Member Board Jurisdiction" for the period January 2012 through June 2016, specify the pass percentage rates for graduates of the Career Care Institute, Ventura, Vocational Nursing Program on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®).

NCLEX-PN® Licensure Examination Data							
Quarterly Statistics					Annual Statistics*		
Quarter	# Candidates	# Passed	% Passed	State Average Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate [CCR §2530(I)]	Variance from State Average Annual Pass Rate
Jan - Mar 2012	22	16	73%	77%	86%	74%	+12
Apr - Jun 2012	15	10	67%	72%	80%	74%	+6
Jul - Sep 2012	16	10	63%	72%	80%	74%	+6
Oct - Dec 2012	15	9	60%	70%	66%	74%	-8
Jan - Mar 2013	13	8	62%	75%	63%	73%	-10
Apr - Jun 2013	21	17	81%	78%	68%	73%	-5
Jul - Sep 2013	13	9	69%	76%	69%	74%	-5
Oct - Dec 2013	29	22	76%	76%	74%	76%	-2
Jan - Mar 2014	14	12	86%	74%	78%	76%	+2
Apr - Jun 2014	18	13	72%	66%	76%	73%	+3
Jul - Sep 2014	34	24	59%	72%	71%	73%	-2
Oct - Dec 2014	20	9	45%	72%	63%	72%	-9

NCLEX-PN® Licensure Examination Data							
Quarterly Statistics					Annual Statistics*		
Quarter	# Candidates	# Passed	% Passed	State Average Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate[CCR §2530(l)]	Variance from State Average Annual Pass Rate
Jan – Mar 2015	19	13	68%	73%	60%	71%	-11
Mar – Jun 2015	19	10	53%	69%	53%	72%	-19
Jul – Sep 2015	24	13	54%	73%	55%	72%	-17
Oct – Dec 2015	16	14	88%	75%	64%	72%	-8
Jan – Mar 2016	18	13	72%	73%	65%	72%	-7
Apr – Jun 2016	14	9	64%	75%	68%	74%	-6

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

California Code of Regulations § 2530(l) states:

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

This data substantiates the program’s compliance with Section 2530 (l) of the Vocational Nursing Rules and Regulations for 15 of the previous 18 consecutive quarters from January 2012 through June 2016. However it is important to note that the Quarter 1, 2015, through Quarter 3, 2015, the program’s pass rate averaged between **11** and **19** percentage points below the state.

Based on the most recent data available (April through June 2016), the program’s average annual pass rate is **68%**. The California average annual pass rate for graduates from approved vocational nursing programs who took the NCLEX-PN® Licensure Examination for the first time during the same period is 74%. The average annual pass rate for the Career Care Institute, Ventura, Vocational Nursing Program is **six 6**) percentage points **below** the state average annual pass rate.

**Faculty and Facilities**

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

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

The number of Board-approved faculty totals **nine (9)**. The director has 60% teaching and 40% administrative responsibility. Seven (7) instructors are approved to teach clinical. However, based on information from the program director, one faculty member approved

to teach clinical **is currently out on medical leave with an unknown return date.** As such, the program has six (6) instructors approved to teach clinical classes.

For a maximum enrollment of 100 students, seven (7) instructors are needed. Therefore, faculty **is not adequate** for the current enrollment until the faculty member on Workman's compensation returns, or is replaced.

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

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

Clinical sites are **not adequate** as to number, type and variety of patients treated to enable current students to achieve the clinical objectives.

### **Other Considerations**

**On April 21, 2016, the Board approved a new program director.**

On June 17, 2016, the Board received a complaint, via Email, from a current Career Care Institute, Ventura, vocational nursing student in Level 4, alleging the instructor who is also the program director had left the classroom without an instructor for approximately 70% of the time. As reported, students were expected to study theory and complete their ATI assignments during the absence of an instructor. The complaint continued that the instructor (the current program director) was being removed from the class by the former director to train her for the position. (See Attachment B)

On June 23, 2016, the Board requested information regarding the allegations. The due date for return of information was July 5, 2016. (See Attachment C)

On June 28, 2016, the Board received an additional complaint from another student alleging the same issues and providing dates the students did not receive lecture and were left alone in the classroom. (See Attachment D)

On June 28, 2016, the Board received an additional Email complaint from the first complainant. This email focused on the visit from the previous director of the program discussing with the students the inappropriateness of the students contacting the BVNPT and the Bureau of Private Postsecondary Education (BPPE). (See Attachment E)

**On August 17, 2016 the Board approved a new program director.**

## Unannounced Program Inspection

On July 5 and 6, 2016, Board staff conducted an unannounced program inspection of Career Care Institute's Ventura Campus.

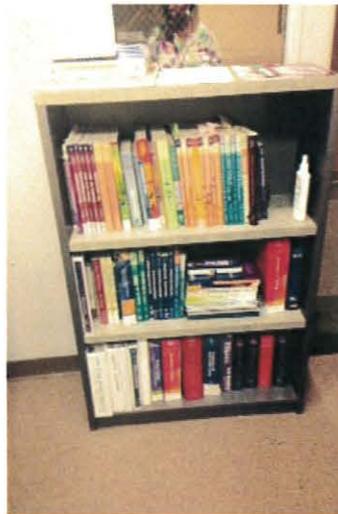


Career Care Institute – Ventura Campus

The program is offered in a clean well maintained building. There are ample parking spaces for the students. The program has a large computer lab, with 34 workstations for proctored testing. The library is in the tutoring office. There is one small bookcase containing current reference materials, and one computer for student use.



Computer Lab



Library



Computer in Tutors Office

There are three (3) classrooms, **Classroom 1 and 3** accommodate **40** students and **Classroom 2** accommodates **28** students. Additionally, each classroom contains a lectern, faculty desk with computer, white board, projector and screen in each room.

There are two skills labs. Each lab was well stocked and an inventory list was maintained in each lab for replacement of used materials. Skills lab one (1) is the largest lab. It contains 32 student desks, a sink, four (4) patient beds, and three (3) mannequins, one adult, one child, and one to simulate birthing. It was noted that the pediatric

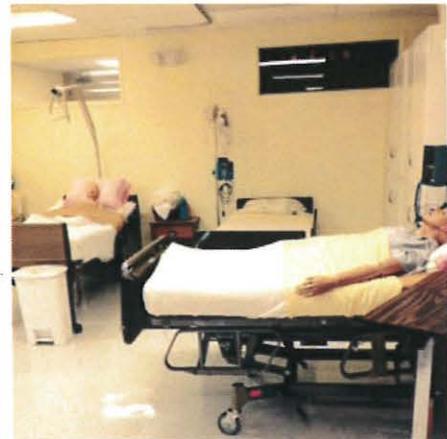
mannequin was fitted with a colostomy bag, too big for the opening, and was placed over the chest area (see photo below). When asked why the colostomy bag was at that site, it was explained that it was to show students how to apply ostomy bags. It was also noted that the adult mannequin had ostomy sites appropriate for colostomy bag placement, with no ostomy bags attached.



Well stocked Supplies



Pediatric Mannequin



Pediatric and adult low fidelity mannequins

Skills lab two (2) has 20 student desks, 1 Vital Sim male mannequin and 1 low fidelity mannequin. The Vital Sim mannequin is a mid-fidelity and provides the students the opportunity to listen to different heart rates and sounds, breathe sounds, and learn how to take apical pulses, and BPs.



Mid fidelity mannequin

**Interviews with Students** - Eight (8) students in Level 4 were on campus to complete clinical make-up hours. Students in Level 4 were assigned to provide instruction for Level 1 students in the Skills Lab. No instructor was observed during the session. No advanced learning was taking place.

All eight (8) students were aware of the alleged complaints and stated that the Dean of Nursing for CCI Vocational Nursing Programs, and the former program director at the Ventura campus, had come into the classroom and read the complaint to the students. The students stated that the dean said that they "should have gone through the proper

chain of command and should have never sent a complaint to the BVNPT or the BPPE". The students stated that they had tried talking with the program director, and since the Dean was the one pulling the director/instructor out of the classroom, they did not feel they would be heard. The students stated that the dean seemed shocked to hear that the students had not had an instructor for the majority of the Level 4 module. Additionally, the students identified that ATI is being used as the learning method provided to students. Students are told to work in study groups, or work on computers during lecture time to complete ATI testing and remediation. Six (6) of the eight (8) students stated that they do not feel prepared to take the NCLEX-PN licensure examination since their Level 4 module was self-taught.

Students currently in the class, that had just entered the Level 4 module, alleged that the information provided in their study packets for ATI did not coincide with the information in the text book or printed lesson plans, and they had becoming very confused.

All students interviewed identified the only positive aspect of the program as being the clinical instructors.

**Interview with instructors** - The instructor interviewed by Board representatives validated the student complaint. One instructor stated she had volunteered to teach the Level 4 class; however, her request was denied by the director. The instructor stated that she was aware of several days the students did not have an instructor in the classroom. She stated that she has taught the Level 4 module several times in the past and would have taught the class. However, she had not been scheduled to teach it for this group of students, and was only allowed limited time with the students.

**Interview with Dean of Nursing for CCI** – The dean confirmed that she had been at the Ventura campus on Wednesdays as the complaint had stated. She additionally stated that she was unaware of the program director's teaching schedule. She did have some meetings with the director on Wednesdays. Further, she stated that the program had been using Virtual ATI in the program as the learning experience for students, but had recently been instructed by their accrediting body that they could not use the Virtual ATI as classroom teaching unless they applied for approval for distance learning. "The program stopped using the ATI two weeks ago."

**Interview with Program Director** - The program director was not available during the unannounced site inspection. She was reportedly on vacation. The Campus Director provided the program director's written response to the student complaints. The response did not correlate with the student's or interviewed instructor's account of the reported issues. The report listed the name of an assigned instructor. As noted above, the interviewed instructor was never assigned to the class, and had been denied overtime to teach the class. Additionally, the report addressed the dates the student had reported no instructor in the classroom. Information in the director's report confirmed the program's utilization of ATI testing in lieu of theory and clinical instruction. (See Attachment F)

Based on the foregoing the following eight (8) violations were identified:

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

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

... (12) Screening and selection.

**Violation #1:** The program's Board approved screening and selection criteria includes the use of Wonderlic® Based Skills Test as the program's preadmission testing method. The required minimal admission scores include:

**Quantitative Skills:**

Students must meet a minimum score 250. Students who score between 250 and 299 may enter program, but must attend an Academic Support Math class on Fridays.

**Verbal Skills (English):**

Students must meet a minimum score of 350. Students who score between 350 and 399 must attend a weekly nursing remediation and English class on Fridays.

On July 5, 2016, Board staff inspected student files of currently attending and the most recent graduates of July 1, 2016. Sixteen (16) student files provided documentation that students are admitted into the program with admission testing scores **below** the minimum acceptance score specified by the program. No evidence was provided upon request that the Friday remediation classes for Math or English were provided to any of the students.

Program / Job Name: \_\_\_\_\_  
Test Date: 06/20/2014

Summary	Scores	Normative Grade Level
Verbal Skills	305	12
Quantitative Skills	265	8.3
Skills Composite	285	9.1

Required Skills Score	Advised Requirement
350	Pass
385	Fail

Verbal Skills Form 2

Total Verbal Score: **305**

Quantitative Skills Form 3

Total Quantitative Score: **265**

**Status Violation #1:** This violation is **uncorrected**.

The program provided information regarding the Wonderlic® admission testing process, and tutoring provided to students who fail the entrance examination. The response addresses tutoring for prospective students in Math and English prior to a retake of the admission examination. The current grades of the sixteen (16) students who were admitted with admission testing scores below program's policy. One of the students is currently struggling. According to the action plan the student's progress will be monitored weekly by the instructor. No mention of remediation was offered.

**Section 2526(a)(16) of the Vocational Nursing Rules and Regulations states:**

"The institution shall apply to the Board for approval. Written documentation shall be prepared by the director and shall include:  
... (16) A list of resources for provision of counseling and tutoring services for students.

**Violation #2:** No evidence was provided that the program provides a list of services for tutoring or counseling available to students at the school or within the community. The students are required to obtain information regarding tutoring and counseling from the registrar.

**Status Violation #2:** This violation is **corrected**. Based on information submitted by the director, flyers and a binder containing local resources have been placed in the student resource center, on bulletin boards, in class rooms, and in the student break room.

**Section 2527(b) of the Vocational Nursing Rules and Regulations states:**

"A school shall report to the Board within ten days of the termination of a faculty member."

**Violation #3:** Board records substantiate approval of 22 current program faculty. The school provided upon request a list of current faculty members. The list included thirteen (13) faculty names (See Attachment G). Notice of the termination of nine (9) faculty members has not been received by the Board.

**Status Violation #3:** This violation is **uncorrected**.

An updated list of faculty was provided that included 13 approved faculty. Of the total non -reported terminations, seven (7) letters of resignation were submitted.

After submission of the report, two (2) faculty members were terminated and the director resigned on August 11 and 12, 2016. The Board was notified of the terminations and resignation on August 12, 2016 for these three (3) faculty members.

Submission of a plan of correction is required that eliminates future noncompliance by reporting faculty terminations within the time prescribed by regulation.

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

“The Program shall have sufficient resources, faculty, clinical facilities, library, staff and support services, physical space, skills laboratory and equipment to achieve the program’s objectives.

**Violation #4:** Information received per complaints and interviews and Board staff observation confirmed that the program failed to provide sufficient faculty to achieve the program’s objectives for Level 4 students.

On July 5, 2016, students for Level 1 fundamentals, were witnessed by Board staff, sitting in a classroom without a clinical instructor or skills practice supplies. Students were waiting for their turn in the skills lab to complete learning activities. According to the students, all hours on campus counted as clinical hours for the day. Level 4 students stated that they were assessing Level 1 students in the skills lab as their clinical make up hours.

**Status Violation #4:** This violation is **uncorrected**.

The director identified the need to obtain new clinical sites, and to provide impacted students the times and dates for makeup classes. There was no mention of obtaining additional faculty members to teach the program.

Since the director’s response to the violations, a new director has been approved. Further, one faculty member, from another campus, was approved to substitute for a one month period, (August 29, 2016 to September 29, 2016).

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

“The program’s instructional plan shall be available to all faculty.”

**Violation #5:** The program was unable to produce a copy of the Board approved instructional plan. Lesson plans were identified as the instructional plan by both faculty members and the clinical coordinator. Instructors interviewed had no knowledge of the instructional plan.

**Status Violation #5:** This violation is **corrected**.

A copy of the Instructional plan has been provided, which was not available at the time of the visit. Faculty members signed a form indicating availability of, and orientation to the instructional plan.

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

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

**Violation #6:** The program has a remediation policy. Documents in student files indicated that remediation is initiated with assignments and goals students must meet. However, remediation forms in student files, were initiated, and signed as completed on the same day. The student was given assignments to complete and submit at a later date. No re-evaluation of student progress was documented. As identified in the attached photos, the initiation and completion date of remediation was April 13, 2016. The expected date of completion of remediation tasks was identified as April 20, 2016. The instructor signed the form as completed on April 13, 2016. No student evaluation was added. Five (5) remediation forms were identified in one student’s file without reevaluation or follow-up.

**Status Violation #6:** This violation is **uncorrected**. The director stated that an in-service would be taught regarding the use of the remediation form on August 19, 2016, by the director at the monthly faculty meeting. The director resigned on August 12, 2016. No information when training will be addressed.

**Section 2533 of the Vocational Nursing Rules and Regulations states:**

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

**Violation #7:** Students completing clinical make-up hours for Level 4, were witnessed by Board staff, assisting students in Level 1 with fundamental skills. There was no evidence of advanced nursing skills being practiced for correlation to theory taught in Level 4.

**Status Violation #7:** The violation is **uncorrected**.

The director submitted a policy to place students at clinical sites for make-up of clinical. No evidence of implementation or date for implementation was provided.

**Section 2529 (b) of the Vocational Nursing Rules and Regulations states:**

“Each vocational nursing program shall have one faculty member, designated as director who meets the requirements of subsection (c)(1) herein, who shall actively administer the program. The director is responsible for compliance with all regulations in Chapter 1, Article 5 (commencing with Section 2525et seq.)”

**Violation #8:** The program had a board approved director. Evidenced by the number of current violations, and the lack of faculty in the classrooms the director has not actively administered the program and has not maintained program compliance with all regulations as required in Chapter 1, Article 5 of the Vocational Nursing Regulations.

**Status Violation #8:** The violation is **uncorrected**.

On August 12, 2016, the program director resigned. On August 17, 2016, a new program director was approved. The director is in the process of correcting violations. However, there remains an inadequate number of faculty and facilities for students to meet the learning objectives of the program.

**Summary:**

On June 17, 2016, the Board received the initial complaint from student #1 that there was inadequate faculty presence in the classroom.

On June 21, 2016, the program was notified of the allegations and requested to submit a response no later than July 5, 2016.

On June 28, 2016, the Board received a complaint from student #2, regarding the same issues identified in the initial complaint dated June 17, 2016.

On July 5 and 6, 2016, the assigned Nursing Education Consultant conducted an unannounced program inspection. **Eight (8) violations** were identified. During the program inspection the campus director provided the directors response to student complaints (see Attachment H). Of concern, the director specified that students assigned to clinic hours were on campus studying for the ATI examination.

On July 22, 2016, the Board notified the program of violations and the Board Decisions regarding the unannounced program survey report (see Attachments I and J).

On August 11, 2016, the program director submitted the response to the violations. Two (2) of the eight (8) violations are considered corrected. (See Attachments K and L, and M). However, six (6) violations are uncorrected.

On August 12, 2016, **the director submitted her resignation as director and instructor** along with the termination of two faculty members, effective immediately.

**On August 17, 2016, the Board approved a new program director.**

September 15, 2016, the current program director provided evidence that the same two (2) violations previously identified as corrected violations have been addressed and are considered corrected. However, the same six (6) violations remain uncorrected.

The Program has remained compliant with Section 2530 (I) of the Vocational Nursing Rules and Regulations for 15 of the previous 18 consecutive quarters from January 2012 through March 2016. However, it is important to note that the Quarter 1, 2015, through Quarter 3, 2015, the program's pass rate averaged between **11** and **19** percentage points below the state. The program's current Quarter 2, 2016, average annual pass rate is **68%**, which is **6** percentage points **below** the state for first time testers.

#### **Recommendation:**

1. Place the Career Care Institute, Ventura, Vocational Nursing Program on provisional approval for the two-year period from November 4, 2016, through November 29 2018; and issue a notice to the program to identify specific area of non-compliance and requirements for correction as referenced in Section 2526.1 of the California Code of Regulations. (See Attachment G)
2. Deny the request to admit a class of 30 students commencing on October 24, 2016, expected to graduate on February 8, 2018.
3. Require the program to correct existing violations identified during the onsite inspection, and submit a report providing evidence of implemented interventions, to include the following no later than **December 16, 2016**.
  - a. Implementation of the approved methodology, including timeline for admission and screening program applicants.

- b. Implementation of the Board approved instructional plan, and evidence all faculty members have access and understand the use of the instructional plan.
  - c. Implementation of the approved attendance policy to include identification of students for whom absences are identified and assigned and completed make-up hours.
  - d. Instruction that demonstrates a correlation between theory and clinical experiences for enrolled students.
  - e. Identification and implementation of process of providing local resources for tutoring and counseling students.
  - f. Active administration by a Board - approved director.
  - g. Instructional calendar that specifies a schedule for the provision of theory and correlated clinical rotations consistent with the curriculum for enrolled students.
  - h. Identification and implementation of process of providing sufficient resources, faculty, clinical facilities, library, staff and support services, physical space, skills laboratory and equipment to achieve the program's objectives.
  - i. Implementation of the approved methodology, including timeline implementation of evaluation of student progress and performance and determine the need for remediation or removal from the program.
  - j. Submission of a plan of correction that eliminates future noncompliance by reporting faculty terminations within the time prescribed by regulation.
4. Require the program to admit no additional classes without prior approval by the Board.
  5. Require the director's to submit, under penalty of perjury, the names of all enrolled students, date of admission, placement in the curriculum, and expected date of graduation within 15 days of the commencement of a class.
  6. Require the program to submit a report to the Board no later than seven (7) months, but no later than **June 1, 2017**, and twenty – one (21) months, but no later than **August 1, 2018**. The report must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and the effect of employed interventions. The following elements must be addressed in the analysis.
    - a. Admission Criteria.
    - b. Screening and Selection Criteria.
    - c. Terminal Objectives.
    - d. Curriculum Objectives.
    - e. Instructional Plan.
    - f. Theory and Clinical Objectives for Each Course.
    - g. Lesson Plans for Each Course.
    - h. Textbooks.
    - i. Attendance Policy.
    - j. Remediation Policy.
    - k. Evaluations of Theory and Clinical Faculty.

- l. Evaluations of Theory Presentations.
  - m. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
  - n. Evaluation of Student Achievement.
  - o. Current Enrollment
7. Require the program to comply with all approval standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business and Professionals Code, section 2880, and Article 5 of the Board's Regulations, commencing at California Code of Regulations, Title 16, section 2526.
  8. Require the program to demonstrate incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's approval.
  9. Place the program on the Board's **November 2018** agenda for reconsideration of provisional approval.

**Rationale:** Data substantiates the program's compliance with Section 2530 (l) of the Vocational Nursing Rules and Regulations for 15 of the previous 18 consecutive quarters from January 2012 through March 2016. However it is important to note that the Quarter 1, 2015, through Quarter 3, 2015, the program's pass rate averaged between **11** and **19** percentage points below the state.

Subsequent to the Board receiving two (2) student complaints alleging no theory faculty in the classroom for the majority of the Level 4 theory class, Board staff conducted an unannounced program inspection. Eight (8) violations were identified. Two of the identified violations substantiates the student complaints which includes, the lack of faculty in the classroom, and theory and clinical hours being replaced with virtual ATI.

The director submitted the program response to the violations on August 11, 2016. On August 12, the director submitted her resignation as both instructor and director. On September 15, 2016, the director submitted documentation that identifies two (2) of the eight (8) violations have been corrected.

The program does not have adequate faculty to support the requested admission. Bearing in mind the violations identified during the program inspection, and lack of adequate faculty, consideration of provisional approval, denial of the requested class, and enforcing correction of all violations is warranted.

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

Attachment A: History of Prior Board Actions.

Attachment B: Student Complaint via Email Received June 17, 2016.

Attachment C: Board Correspondence Regarding Complaint Dated June 23, 2016.  
Attachment D: Student Complaint via Email Received June 28, 2016.  
Attachment E: Student Complaint via Email Received June 28, 2016  
Attachment F: Correspondence from program Received June 5, 2016.  
Attachment G: Ventura Faculty List Supplied 7/5/16  
Attachment H: Correspondence from Program received July 5, 2016  
Attachment I: Notice of Violations Dated July 22, 2016  
Attachment J: Correspondence Regarding Board Decision Dated July 22, 2016  
Attachment K: Correspondence from Program Dated August 10, 2016.  
Attachment L: Correspondence from Director Dated August 10, 2016.  
Attachment M: Correspondence from Director Dated September 15, 2016

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

### CAREER CARE INSTITUTE, VENTURA VOCATIONAL NURSING PROGRAM

#### History of Prior Board Actions

- On November 2, 2004, the Executive Officer approved Career Care Institute, Ventura to begin a vocational nursing program with an initial class of 50 students on November 15, 2004, only. The program curriculum was approved for 1564 hours, including 588 theory, and 976 clinical hours.
- On September 16, 2005, the Executive Officer approved initial full accreditation for Career Care Institute, Ventura, Vocational Nursing Program for the period from September 16, 2005, through September 15, 2009, and issued a certificate accordingly; approved the program's request to admit a full-time daytime class of 50 students starting February 21, 2006, only, to replace students graduating February 10, 2006, and approved the program's request to admit a full-time evening class of 50 students on September 19, 2005, only.
- **On June 27, 2006, a new director was approved.**
- On August 9, 2006, the Executive Officer approved the program's request to admit a full-time class of 50 students starting January 3, 2007, only, to replace students graduating December 18, 2006.
- **On January 3, 2007, a new director was approved.**
- On April 12, 2007, the Executive Officer approved the program to admit a full-time class of 50 students, on June 4, 2007, only, replacing the class graduating May 24, 2007.
- On April 10, 2008, the Executive Officer approved the Career Care Institute, Ventura, Vocational Nursing Program to admit a full-time class of 50 students, on May 12, 2008, only, replacing the class graduating May 4, 2008.

The Executive Officer approved ongoing admissions to replace graduating classes, only, with the following stipulations:

- a. No additional classes are added to the program's current pattern of admissions without prior Board approval. The program's current pattern of admissions includes admission of two full-time classes that are each 16 months long. These classes start approximately five months apart. Each of these classes will be replaced at the time of graduation. In this pattern of

ongoing admissions, there will be no more than two classes running concurrently and no more than 50 students enrolled in each class at any given time.

- b. The director documents that adequate resources, i.e. faculty and facilities, are available to support each admitted class of students.
- On September 3, 2009, the Board approved continued full accreditation for the Career Care Institute, Ventura, Vocational Nursing Program for the period September 16, 2009 through September 15, 2013, and issued a certificate accordingly.
  - On January 7, 2010, the Executive Officer approved the Career Care Institute, Ventura Vocational Nursing Program request for ongoing admissions of full-time classes of 45 students every quarter, to replace graduating classes, beginning with classes admitted on March 1, 2010; June 28, 2010; and October 18, 2010, with the following stipulations:
    - a. No additional classes are added to the program's current pattern of admissions without prior Board approval. The program's current pattern of admissions includes admission of three (3) full-time classes that are each 16 months long. These classes start approximately three (3) months apart. Each of these classes will be replaced at the time of graduation. In this pattern of ongoing admissions, there will be no more than three (3) classes running concurrently and no more than 45 students enrolled in each class at any given time.
    - b. The director documents that adequate resources, i.e. faculty and facilities, are available to support each admitted class of students.
  - On July 17, 2013 the Executive Officer **continued** full approval of the Career Care Institute, Ventura, Vocational Nursing Program for the period September 16, 2013 through September 15, 2017, and issue a certificate accordingly; and, **continued** approval of the program's ongoing admissions of full-time classes of 45 students every quarter, to **replace** graduating classes with the following stipulations:
    - a. No additional classes are added to the program's pattern of admissions without prior Board approval. The program's pattern of admissions will include admission of one (1) class of 45 students four (4) times per year, only, admitting in February, June, September and December, to **replace** graduating classes.
    - b. The director documents that adequate resources, i.e. faculty and facilities, are available to support each admitted class of students.
    - c. The program maintains an average annual pass rate that is compliant with Section 2530 (l) of the Code.
  - On July 22, 2016 the Executive Officer placed the program on the Education Committee Agenda for consideration of placement on provisional approval, and:

- a- **Immediately rescind** approval of the program's ongoing admissions of full-time classes of 45 students every quarter, to **replace** graduating classes.
- b- **Require** the program to admit no additional classes unless approved by the Board.
- c- **Require** the program to correct all violations identified during the onsite inspections, and submit a report identifying implemented interventions and timelines no later than **August 12, 2016**.

## AGENDA ITEM #18., Attachment A.B.

**From:** [REDACTED]  
**Sent:** Friday, June 17, 2016 11:32 AM  
**To:** Gomez, Jessica@DCA  
**Cc:** [REDACTED]  
**Subject:** Career Care Institute- Ventura, CA

Hi Jessica,

We have had an issue from the beginning of our Level 4 at Career Care Institute in Ventura, CA. Since March of 2016, we have not had a consistent Instructor approximately 70% of the time. We are teaching ourselves our lesson plans for testing (which we have almost every week). We have one final left next week which is cumulative of the entire level (20 chapters).

Our quizzes are 50 questions- Finals are 100 questions. We have two quizzes and One final per section. There are 4 sections total in Level 4 (3/16/16-7/1/16). We are required to score 75% to pass.

Our Instructor- Denise McElvogue is pulled out of our class every Wednesday because she is being trained to replace the Director of Nursing at our school. The Director of Nursing that oversees the three CCI campuses (Dr. Stevens) comes down to train her Tuesdays and Wednesdays. Our Theory classes are Wednesday and Thursday. Thursday is always testing day so we are never fully prepared to test as we have not had enough teaching on the subject matter. She will send us study guides, but unfortunately many times the study guide did not come close to the tests. Also, they are sent at the last minute. Some of these tests are four chapters with hundreds of pages. (This is an accelerated program).

We have asked numerous times for help and for teaching. Another Teacher has been kind enough to come in and try and help but she is unable to assist us without knowledge of the material. Also she is unable to work overtime so she has to leave early. Our class is 5 hours Wed-Thur (1 pm-6 pm). We spend the time studying amongst ourselves, going to the computer lab, or taking numerous breaks at her direction to pass the time. (She literally pops into class to tell us to take breaks)

We have asked numerous times for study sessions prior to our test on testing day since she is not available for us on our designated school days. Numerous times she has stated for us to be there at 12 pm (one hour prior to class) to review for the test. She does not show up or states she will be there and comes in late.

She also has scheduled personal tutoring time during our class hours.

I wish to remain anonymous on this as I do have two weeks left. The other students in my class are willing to come forward and confirm this information as well.

## **AGENDA ITEM #18., Attachment A.B.**

We were especially concerned with the fact that the DON of all campuses knowingly pulls her from our class. She is supposed to be a role model for these schools and every week leaves us with no Teacher.

This is a service we are paying for that we did not receive and it sets us up to fail on our testing- especially during the final stages of our schooling.

I have also filed a complaint with the Bureau for Private Postsecondary Education and I have emailed/ spoken to Karen Johnson regarding this matter.

Thank you for taking the time to review this matter.

Respectfully-

A large black rectangular redaction box covering the signature area.

# Agenda Item #18., Attachment A.C.



BUSINESS, CONSUMER SERVICES, AND HOUSING AGENCY • GOVERNOR EDWARD 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



## CERTIFIED MAIL

June 23, 2016

Ms. Denise McElvogue  
Director, Vocational Nursing Program  
Career Care Institute - Ventura  
2151 Alessandro Dr. Ste. 150  
Ventura CA. 93001

Regarding: Student Complaint

Dear Ms. McElvogue,

The Board of Vocational Nursing and Psychiatric Technicians (Board) has received a complaint alleging the level 4 students at Career Care Institute - Ventura campus are not receiving the education they are paying for. The complaint states that you are their assigned instructor, and have been pulled out of class for training as the new director every Tuesday and Wednesday. Specifically, the complaint alleges the class of students have not had a consistent instructor for approximately 70% of the time, and the students are expected to teach themselves from the study guides. Additional allegations include:

- 1- Students do not feel prepared to take their final examination scheduled for the week of June 20, 2016, or the NCLEX licensure examination after graduation.
- 2- An instructor was willing to come into the classroom to assist the students with their learning, however the instructor did not know the content that was being taught, and was not allowed to stay and assist students due to overtime issues.
- 3- Students are supplied study guides which do not include the content or topics that the students are expected to know and understand for the examinations or quizzes.
- 4- Students have requested study session and tutoring.
  - a. Hours provided are not scheduled on student classroom days,
  - b. Pre-testing study time has been scheduled one (1) hour prior to class, however the instructor does not show up or is very late.
- 5- Students are instructed to studying together, go to the computer lab, or taking numerous breaks to pass the time.

The Board requests that you provide information relative to the allegations. Your response should include, but not be limited to the following information.

- Allegations and outcomes regarding not consistently maintaining assigned instructors for all theory classes.
  - Detailed explanation of why the program would not have the assigned instructor, or a qualified substitute instructor in the classroom for the duration of every theory class in the program.
  - Provide a plan to assist students to obtain missed level 4 theory information.
  - Provide the faculty assignments for theory and clinical for all current classes.
  - Provide the program's policy and procedures of securing a substitute in the case of emergency to cover instructor absences.
  - Provide a plan describing methods that you can achieve orientation to the director position without classroom disruption.

**Notice of Complaint**

June 23, 2016

Page 2 of 2

- Provide detailed information as to where the program's Board approved instructional plans are maintained, and acknowledgment that all faculty members are aware of how to obtain instructional plans for each class.
  - A detailed explanation why an instructor, willing to assist with the learning process of the students, would not be provided classroom lesson plans, and not allowed to assist due to overtime issues.
- Allegations and outcomes regarding the program's attendance policy.
- Provide a detailed process for maintaining attendance during any instructor's absences in the classroom.
  - Provide a detailed explanation how students are achieving the program's Board approved classroom hours when provided numerous extended breaks.
  - If students have missed theory hours, how will the hours be made up?

The information should be received no later than Tuesday July 5, 2016.

Should further information be needed, please do not hesitate to contact the Board.

Sincerely,

*Jessica Gomez*

Jessica Gomez MSN, RN  
Nursing Education Consultant

## AGENDA ITEM #18., Attachment A.D.

**From:** [REDACTED]  
**Sent:** Tuesday, June 28, 2016 8:25 PM  
**To:** Gomez, Jessica@DCA  
**Subject:** concerned student

To whom it may concern,

Hello, my name is [REDACTED]. I am currently a nursing student at career care institute in Ventura ca. I am a returning student that has joined the March 2015 class. We are in level 4 and 2 days from completing the program. Since my initial enrollment (December 2013) this school has been one huge disappointment. I was encouraged to drop, wrongfully terminated (confirmed by the Director of Nursing), and put into the wrong class upon my return. Because of what I have gone through with this school, the CEO has let me come back as a non repaying student (only paying for the initial tuition of \$29,000).

Joining the March 2015 class I had anticipated the school to be more well organized than it was when I had left. About a month into level 4 I gathered this was not the case. Our class has had new rules and guidelines implemented on us throughout the entire level that has caused MAJOR setbacks, we have had a numerous about of miscommunication between staff members, and to top it off, our level 4 instructor remained nearly absent throughout most of this level. The past 2 months, we have received no more than an hour or so of lecture from her on our normal 6 hour theory days. She has had other teachers attempt to lecture us with no information on what subject we are supposed to be lectured on and has had multiple staff members come and take roll, remaining absent the rest of the day. I feel as we have self taught ourselves throughout this entire level. We have sat in class, a computer lab, and the break room without a teacher the past couple weeks. It is extremely disappointing and not what I signed up for.

I had documented some of the days and times we were left alone in class (unfortunately not all). I also have recorded 2 conversations that the dean of school had with us as well as the director of the campus. In these recordings we are discussing some of the implementations made and the conflict it was creating.

If anything I spoke on in this email is relayed back to the school I would like to remain anonymous, at least until I have completed this program and have graduated. Thank you very much for taking the time to read this.

Sincerely,  
[REDACTED]

May 11, 2016 - I had texted my friend, "we have one more hour of class. we have had no slide show and no preparation for the test tomorrow. It's like we don't even have a teacher anymore."

## **AGENDA ITEM #18., Attachment A.D.**

May 25,2016 - had asked 3 staff members in charge of our class if and when graduation has been moved to. No response. Found out later that week it would be moved from August to October.

May 26,2016 - Teacher in class for 40 min. Mr. Hall spoke with our class about the new policy for Ati (we were required to complete the exit exam as well as 12 weeks of virtual Ati).

Wednesday June 1, 2016 - teacher not present most of class. Not prepared for final on June 2, 2016. (Final was already pushed back because students had complained the previous week that we were not being lectured and we were unprepared).

June 20,2016 - teacher signed us in and left the classroom for the rest of the day. Dean of school came in to speak with class after being requested for 5 weeks.

June 21,2016- arrived on time at 7:30a.m. Our class had no one even come in to take roll. At 8:22 a.m. Mrs. Denise came in class to let us know we can go on a break. We have her the sign in sheet WE made for her letting her know who was absent or late that day.

June 22 & 23 2016 teacher was present for volunteer projects only. Then we were left to continue with our study groups.

June 27,2016 - Mr. Ken signed us in. I did not see another teacher the rest of the day.

June 28,2016 - once again we made our own sign in sheet. No one came to check on us until 10:50 a.m. The lady who came to check on us was the front office receptionist. She let us know our lunch was from 11-12pm. When we came back we went back to out study groups.

## AGENDA ITEM #18., Attachment A.E.

**From:** [REDACTED]  
**Sent:** Tuesday, June 28, 2016 3:41 PM  
**To:** Johnson, Karen@DCA; Gomez, Jessica@DCA  
**Cc:** [REDACTED]  
**Subject:** Career Care Institute- Ventura Campus 3/9/15 Class

Hi Karen,

I just wanted to keep you updated regarding the ongoing issue with this school. They did end up passing the Student accepting her first Comprehensive Predictor score. Turns out that if the students already took the Comprehensive Predictor twice, they are automatically on Virtual because they only have two test codes per student. They are currently waiting now to get onto Virtual- It has been one week. The other students will not take the test until next week and then VATI the week after if necessary.

I spoke to Jessica Gomez at the Board of Nursing and discussed the complaint I filed. She suggested I have the other students submit complaints to her email. They have agreed to do so.

Yesterday 6/27/16 at 3:00 pm, Dr. Corrine Stevens, (DON of all CCI Campuses) came into our classroom again. She wanted to speak to our class regarding a "serious subject." She stated she didn't want the information to spread like wildfire, but that a few of the students from "our class" reported the school not only to the BPPE, but also the Board of Nursing. She went on to state that these were serious allegations that were stated and that whoever it was better be prepared that if "the shoe doesn't fit, please don't wear it." She then proceeded to read verbatim the complaints of my email to the entire class. She stated that she was extremely disappointed in whoever it was and that she finds these claims hard to believe. She stated we were to follow the rules of the chain of command and it was unfair to the class and the school that we did not do that. She dissected each claim I made and dismissed each one, accusing them to be false. She then addressed our class and asked us the following question- "Can you honestly sit there and tell me that you had no Instructor for 70% of your class time?". The entire class then stated "Yes, that is true". At that point she appeared shocked that it was not just a few of us, but 99% of our class of 30 students stating that the allegations were correct. She then preceded to question us for the next 45 minutes on what and who we spoke to and why we didn't follow the chain of command. We stated that we did in fact go to our Director- Bill Hall and we attempted to speak to her however, she was the one pulling our Teacher out of class each week. We were also told on numerous occasions that she would be in to address our class, but she never showed up (Dr. Stevens). We were then reminded again on what the school pays for us (To take our boards, for our place to have a graduation ceremony, etc...)  
We were kept overtime while trying to attempt to answer her questions. When someone spoke up and stated we were on overtime, she then appeared agitated, and dismissed us.

We have two days of school left. Tomorrow she is planning on coming down from Lancaster campus again and addressing our class. We still do not have a graduation

## **AGENDA ITEM #18., Attachment A.E.**

ceremony date. We still do not have firm answers on Virtual ATI. We have had no Instructor again this week. The Office Manager came in this morning and asked us "Did anyone sign you in?" We informed her that we had no one had been in to check on us. She apologized and sent us on break. We arrived at 7:30 am. She came in at 10:30 am.

Our class is now being called "crazy and difficult". We are being told that some of the faculty "can not stand our class." This is from other staff members. This information is extremely unprofessional. It is a disservice to each student that has worked extremely hard teaching themselves and has paid a great deal of money to do so.

I will keep you posted on anything else that should arise.

Thank you again-

A large black rectangular redaction box covering the signature area.

## Agenda Item #18., Attachment A.F.

BVNPT Received  
During Unannounced  
Site visit. 7/6/16 jg



**Career Care  
Institute**  
*for a better future!*

June 28, 2016

Jessica Gomez, MSN, RN  
Nursing Education Consultant  
Board of Vocational Nursing & Psychiatric Technicians  
2535 Capital Oaks Drive, Suite 205  
Sacramento, CA 95833

Ms. Gomez:

I have had the opportunity to review and respond to all of the allegations received by your office from the level 4 students that have recently finished the VN program. I understand the frustration and stress the students have faced in this level. In partnership with Dr. Corrine Stevens, Dean of Academics, and Mr. Bill Hall, Campus Director, I will ensure open communication with students, provide a fulfilling learning experience and remain compliant with all Board approved, Career Care Institute policies and procedures.

1. In reference to item 1, students not feeling prepared for the final exam: The final exam administered June 23, 2016, resulted in 27 out of 29 students passing the exam on the first attempt. The two students that did not pass the first attempt were able to achieve a passing score on the final exam retake per Career Care Institute (CCI) policy.

In reference to item 1, students not feeling prepared for NCLEX: Assessment Technologies Institute (ATI) assessments are administered throughout the program to assess the base knowledge of each student. These tests are used as a tool to assess learning of the content in addition to classroom based instruction. These ATI tests are included during their teaching modules to train the student how to critically think through the NCLEX style questions that are designed to simulate prioritization of basic knowledge through utilization of the nursing process. These questions in ATI have been modeled to be congruent with our curriculum and the NCLEX test plan.

2. In reference to Item 2: Ms. Michele Blake has been trained to teach level 4 and is approved by the Board as a qualifying instructor. She taught the level 4 class that recently graduated (4/21/16) and has the same curriculum content as the students.

In addition, Ms. Blake has been oriented to the test bank and can create her own tests. Class theory is Wednesday and Thursday, 1pm-6pm. Students get (2) 15-minute breaks and 30 minutes for a lunch break. Binders for each level, that include complete level content for theory and clinical, are readily available in the nurse's station. At no time have I been pulled from teaching theory class to train for DON. There were some pertinent administrative meetings that required my attendance.

3. In reference to Item 3: Study guides with the overall objectives are given to students one week ahead of a quiz/exam. The study guide includes but is not limited to basic procedures, diagnostics tests discussed, disease process, nursing implication or medical surgical treatment and management of the type of patients that are discussed in theory and assigned during clinical class. The theory content and clinical content are collaborative each week of the module. For instance, the level 4 students have the specialty areas of mental health, OB, maternal newborn care, pediatrics, growth and development, and leadership. Students are tested on each of these areas for content. Clinically, the students are assigned patients to meet the objectives.
4. Attendance for study time one hour before class the day of the quiz/exam was instructor supervised. Students that wanted or needed to be there were unable to attend due to other commitments. Therefore, we reviewed during class time the day before the quiz/exam, during this time, students had the opportunity to work on the study guide. We then reviewed the study guide together as a class with all students in attendance. Students were allowed to ask any questions they had from the study guide or for clarification on any material we covered in class. This produced a more comprehensive way to have all the students available for review especially those that needed or wanted to attend study group the day of the quiz/exam but were unable to due to other commitments.
5. In reference to Item 5: Students were given a recommendation to form study groups. This allowed them to share and help each other with difficult content. The student was not given this as a directive; it was suggested as a means of peer support. During the last two weeks of the VN program, students were instructed to go to the computer lab to finish assignments, work on ATI in preparation for the NCLEX, and/or study for the final exam. Clinical time on campus included (2) 15 minute breaks as well as 1 hour for lunch.
6. The policy for failing a test is that a student remediates for the failed quiz/exam with the instructor after class. In addition, the student is mandated to attend academic remediation. This includes scheduled times with our academic support instructor (ASI). The ASI tracks student attendance for mandated remediation. Outcomes and recommendations are based upon student's response to the remediation plan. The ASI does follow up and recommends further tutoring or release from academic support pending advances in grades. Enclosed is an example of an academic

support advisement that is issued to a student upon failure of a quiz or exam. The ASI or theory teacher work collaboratively to monitor these at-risk students. This procedure is implemented according to the approved remediation algorithm which is approved by the state Board. Please see example.

7. During the last 2 weeks of class, the students were allowed to go to the computer lab to complete homework and assignments. These were not breaks but merely review of ATI that covered content taught in the classroom as well as studying for the last final and for the NCLEX.

Information relative to the allegations and outcomes:

- In reference to allegation of unattended class: The class has been attended by an instructor unless theory hours are not taught, such as during an exam which may require a proctor only. The proctor is a licensed teacher who may be monitoring the class at that time. In addition, Daniel Flores, Career Services, has been in class to give a resume workshop as well as to speak with the students about giving a good interview, job search advice, and using APA format to write papers. In addition, Dr. Corrine Stevens, Dean of Academics; Bill Hall, Campus Director; Gloria Almanza, Office Manager; Mona Bashash, ATI Director; and Andrew Ortiz, ATI Coordinator, have also had to go into the classroom to discuss policies and procedures, clarify graduation requirements, hand out surveys, offer encouragement and support, and answer ATI questions. During these times, I have either stayed in the room or stepped out during the times there was a speaker in the classroom. At no time has there been 70% of non-teacher instructed content.
- In reference to making up missed theory information: If a student is absent from theory, they are given an assignment that corresponds to the theory subject missed. The students are required to complete the homework outside of theory time. The student will have one week to complete the assignment. See the attached, Policy: Attendance Guideline. See example.
- In reference to the faculty assignments: Level 1 theory faculty, Erika Coolman. Level 2 theory faculty, Michele Blake. Level 3 faculty, Michele Blake. Level 4 faculty, Denise McElvogue. Level 1 clinical faculty, Lisa Hubbard, Tawn Klugman, Carol Puerto. Level 2 clinical faculty, Lisa Hubbard, Tawn Klugman, Carol Puerto. Level 3 clinical faculty, Janet Latonio, Ken Smith. Level 4 clinical faculty, Mavis del Castillo Janet Latonio, and Ken Smith.
- In the absence of a teacher, a theory and clinical binder with the entire content for the theory or clinical class can easily be found in the nursing office for immediate access. This binder includes Student Daily Lesson Plan, and teacher's guide to conducting a class in the absence of an

instructor. All theory and clinical classes are assigned instructors to facilitate the students' learning and ensuring they are meeting all objectives required of them. In the event an instructor is absent, a trained and qualified, Board approved instructor is assigned to cover class. At no time is a class left unattended. Please see attached policy.

- In reference to the allegation of being pulled out of clinical to train as DON: At no time was I pulled from class for DON training. There were some pertinent administrative meetings that required my attendance. These are times Ms. Michele Blake substituted for me.
- In reference to Board approved instructional plans: The location of the Board approved instructional plans are located in the nurse's station in a conspicuous area. All binders are labeled in large, red print. The binders are near the clinical coordinator's desk and near an often used computer station. All faculty have been oriented on the location of the binders and are aware the binders are there in the event a substitute is needed for either a theory or clinical class.
- In reference to faculty overtime: Faculty is not allowed to work overtime unless there is an emergent situation. If an emergent situation occurs, overtime will be approved by Dr. Corrine Stevens, Dean of Academics, or Mr. Bill Hall, Campus Director.
- In the absence of the instructor in the classroom, Board approved, qualified substitute instructor, or any instructor on campus is available take attendance. In the event, for any reason, an instructor is not available to take attendance, the Registrar will take attendance.
- In reference to the allegation of extended breaks: Students are allotted (2) 15 minute breaks and a meal break of 30 minutes. These are the official breaks. The only time students have extra time is if they finish a test or quiz early. These are the only times a student will have an extended break. Students are allowed to have restroom breaks at will. It is encouraged that students fit break time within scheduled time to avoid disruption of the classroom time.
- In reference to making up missed theory information: If a student is absent from theory, they are given an assignment that corresponds to the theory subject missed. The students are required to complete the homework outside of theory time. The student will have one week to complete the assignment. See the attached, Policy: Attendance Guideline.

My response to the days alleging I was not in the classroom are as follows:

**May 11, 2016. Week 10, Day 1. Theory day.** Students were in the computer lab taking a proctored exam. During this time the ATI coordinator is with the students to oversee their exam. Students who finish early go to the classroom to study and wait for the other students to return. Class lecture this week included home health nursing, elderly in the home and review from the prior week's lecture.

**May 25, 2016. Week 12, Day 1. Theory day.** Students had a scheduled resume workshop with Mr. Daniel Flores, in our career services department. The workshop included how to write a good resume, how to interview, what to wear, etc. After the workshop, content covered in class included leadership, supervision, and communication in leadership roles. The last part of class time was spent reviewing for the final the next day, May 26, 2016. This included students working on the study guide, reviewing together as a class, and allowing the students to answer any questions.

**May 26, 2016. Week 12, Day 2. Theory day.** The students were administered the Growth and Development final which included the first 2 hours of class time. Those students that finished early took a longer break. After the exam I read the questions and answers to the students to check for scantron errors. Reviewing the final exam takes about 30-45 minutes depending on questions and rationales that are addressed. After the exam the students were sent on a 30 minute lunch break. When they returned, theory lecture included leadership and supervision, roles in leadership and patient education, leadership and patient management.

**June 1, 2016. Week 13, Day 1. Theory day.** Students were escorted to the computer lab to take a proctored ATI test. Students who returned to class early were advised to study for the final exam. Content covered in theory included leadership and supervision, managing the patient environment, family interaction and nursing process.

**June 20, 2016. Week 16, Day 1. Clinical day.** This was a clinical day. Students were on campus working on ATI assignments, studying for the final exam on June 23, 2016, and/or working with the tutor, Kinsey Houlihan. Since the students were in different classrooms working, I made it a point to walk to each room to take role to ensure students remained on campus and were working. Toward the end of class time, Dr. Corrine Stevens, Dean of Academics, sat with the class to talk with them regarding ATI and graduation. Because she had the attention of the room, I stepped out until she was finished speaking with the class. The curriculum shows that the objectives for theory and clinical have been met for both weeks 16 and 17.

**June 21, 2016. Week 16, Day 2. Clinical day.** Students were on campus working on ATI assignments, studying for the final exam on June 23, 2016, and/or working with the tutor, Kinsey Houlihan. Since the students were in different classrooms working, I made it a point to walk to each room to take role to ensure students remained on campus and were working. Students were also scheduled for financial aid exits this day. The curriculum shows that the objectives for theory and clinical have been met for both weeks 16 and 17.

**June 22, 2016. Week 16, Day 1. Theory day.** Students were escorted into the computer lab to take a proctored exam. ATI coordinator was present with the students during this time. Students presented their volunteer projects and were allotted time to study and review for the exam scheduled June 23, 2016. Class time was set aside to review the study guide and allow the students to ask questions. Review lasted until 6 pm. The curriculum shows that the objectives for theory and clinical have been met for both weeks 16 and 17.

**June 23, 2016. Week 16, Day 2. Theory day.** Students were administered the cumulative final exam for level 4. The time limit for the exam is 2 hours. Those students that finished early took a longer break. When all students returned to class, I read the questions and answers to the students to check for scantron errors. Reviewing the final exam takes about 30-45 minutes depending on questions and rationales that are addressed. After the exam the students were sent on a 30 minute lunch break. When they returned to class, the remaining students presented their volunteer projects. The last hour of class time, Mr. Daniel Ortiz, Career Services, talked to the class about using APA format for papers they may need to write in the future. The curriculum shows that the objectives for theory and clinical have been met for both weeks 16 and 17.

**June 27, 2016. Week 17, Day 1. Clinical day.** This was a clinical day. Students were on campus. Students were in the computer lab catching up on ATI assignments and studying for the NCLEX. The level 4 clinical instructor, Mr. Ken Smith was overseeing the class and took attendance. The curriculum shows that the objectives for theory and clinical have been met for both weeks 16 and 17.

This was my first day teaching my new level 4 students whose class time is 8 am. – 1 pm.

**June 28, 2016. Week 17, Day 2. Clinical day.** Students were on campus. Students were in the computer lab catching up on ATI assignments and studying for the NCLEX. The curriculum shows that the objectives for theory and clinical have been met for both weeks 16 and 17.



## Policy: Attendance Guidelines

Theory and clinical absences will be treated separately; however, absenteeism will be addressed in the same manner and pertains to each level (1 – 4) respectively.

The student is afforded 2 absences in each category (theory and clinical) before program exclusion notice is issued on 3<sup>rd</sup> absence.

- **1<sup>st</sup> absence = Warning**
  - Theory: Student receives a written warning and must make up the hours per the Completion of Objectives policy (p. 25). Students will have one week to complete the assignment. The makeup assignment will credit the student with the hours; however, the student has accrued an absence.
  - Clinical: Student receives a written warning and is advised that the missed day must be made up per scheduling of the Clinical Coordinator. Partial days are not permitted; any absence from clinical will result in the student completing an 8-hour clinical makeup day.
- **2<sup>nd</sup> absence = Final Warning**
  - Theory: Student receives a final warning and must make up the hours per the Completion of Objectives policy (p. 25). Students who fail to comply with the Completion of Objectives policy (p. 25) within the one week allowed will accrue another absence and will also face in-school suspension.
    - An in-school suspension is considered another absence.
  - Clinical: Student receives a final warning and is advised that the missed day must be made up per scheduling of the Clinical Coordinator.
- **3<sup>rd</sup> Absence = Program Exclusion Notice:**
  - Theory & Clinical: Student will be issued a Program Exclusion Notification. Per the Program Exclusion Policy, the student will continue to attend class prior to the appeal.

A student is considered tardy 5 minutes after class or clinical begins. Three tardy episodes equates to one absence.

A student that is 15 minutes late may attend class or clinical per instructor's permission but will be marked absent.

Students are absent if the student leaves class or clinical before being dismissed by the instructor.

If a student misses a Quiz due to absence the student will take a grade of zero. If a student has an extenuating circumstance, the student must request the DON to assess for extenuating circumstances and documentation of event.

If a student is aware of a need for an absence and provides appropriate and dated documentation about the absence prior to the Quiz date, the student may make arrangement with the instructor

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

### **Purpose**

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

### **Goal**

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

### **Guidelines**

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

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

CCI will make every effort in assigning you a substitute clinical instructor. In the event that a substitute is not available students will be dismissed, and students will be required to make up the day on a different date in order to remain compliant with the BVNPT clinical hour requirement.

Clinical Coordinator: (661)942-6204 ext. 104

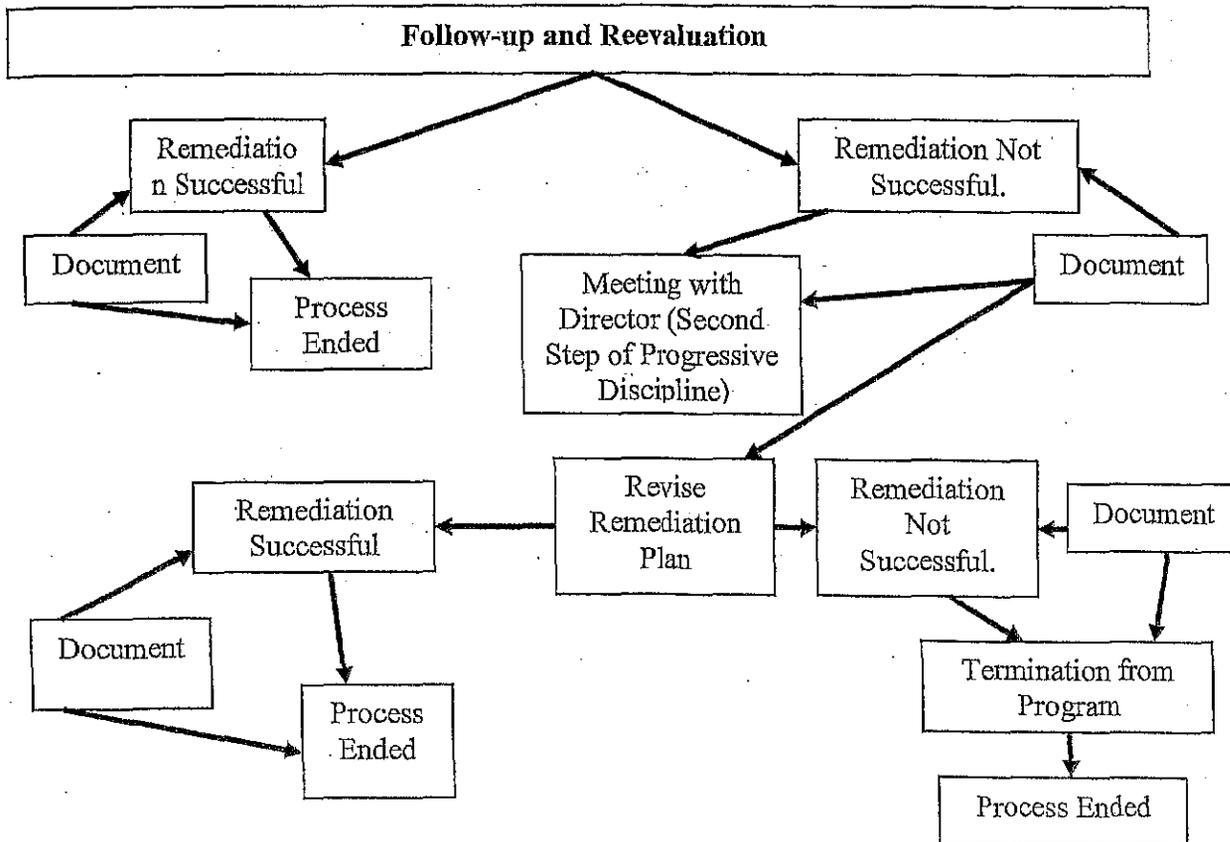
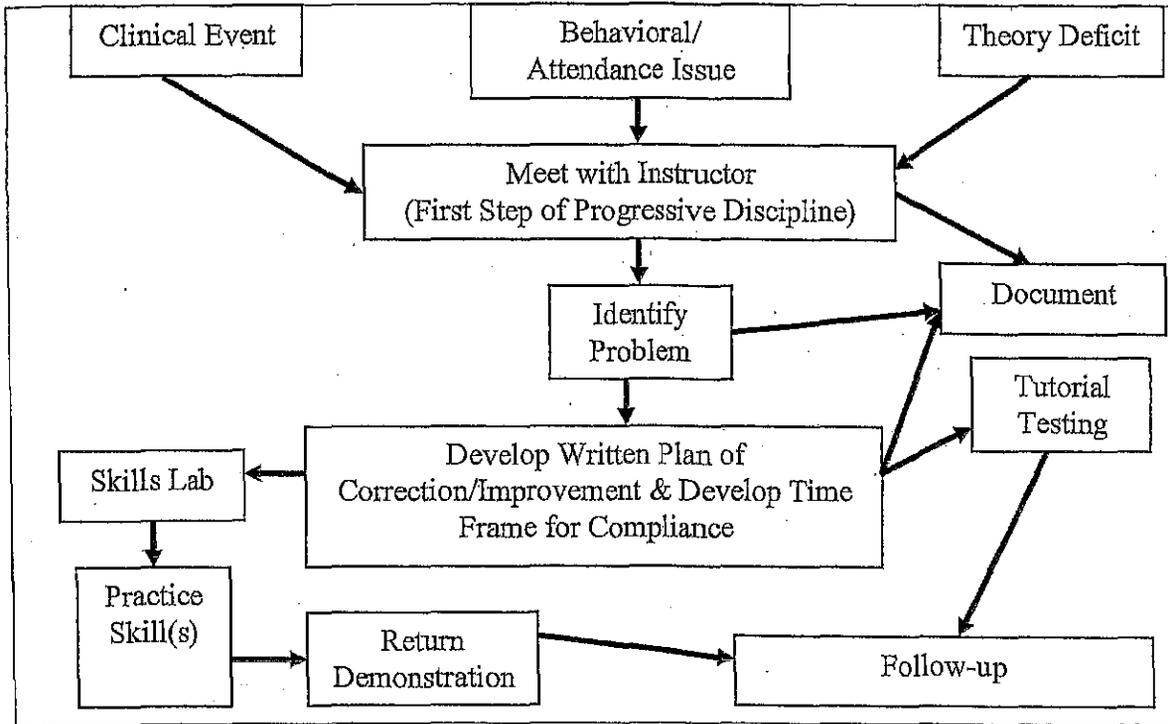
Director of Nurses: (661)942-6204 ext. 112

School Director: (661)942-6204 ext. 248

*Reviewed May 2013*

*Revised June 2012; July 2015*

**Policy: Vocational Nursing Remediation**



## **Policy: Academic Remediation**

An advisement will be issued to the student acknowledging the failed quiz or exam. In the action plan, remediation will be required between the student and the theory instructor. A requirement for remedial development plans may also include that the student is current with all scheduled ATI tutorials, proctors, exams, etc.

Students who do not comply with the remedial development plan will be issued an advisement. Three advisements will warrant a Program Exclusion Notice.

The student may also be required by the instructor to attend academic support class for mathematics and any specialty classes such as Medical Terminology, Care Plans, and Pharmacology. Please check with the VN Department and/or Student Services for the schedule.

**Nursing theory instructors need to notify DON and student services via email when a program exclusion notification requires issuance. The email needs to include the student's Level and quiz # or which assessment has triggered the issuance.**

### **Level 1**

#### **Quizzes**

- Any failed quiz initiates the remedial process:
  - An advisement is issued for the student to attend a remediation session with instructor.
  - During the remediation session the student and instructor will review content topics of weakness.
  - Following the remediation session, the student will be given an opportunity to demonstrate that remediation has been successful: oral question, written assignment etc.
  - Instructor may also recommend for the student to attend any academic support opportunities that may be available at that campus location. Please check with the VN Department and/or Student Services for the schedule.

#### **Midterm**

- Student may retake midterm if the midterm is failed
  - An advisement is issued requiring remediation with instructor
  - Student may be required to meet with DON to discuss success/remedial plan
  - Student will retake midterm per the instructor's schedule.

#### **Finals (Nursing Foundations and Pharmacology)**

##### **Fail a Final:**

1. An advisement is issued for the student to attend a remediation session with instructor and be provided a list of topic area weakness.

2. Student will retake an altered exam (same content) as per the instructor's schedule. This final exam must be altered by 25% (same content).
3. Student will receive the grade achieved on the retake to pass the exam at 75% and to pass the course at 70-74% with a Program Exclusion Notification. If the student passes the course with a 75% no Notification will be issued.
4. If student does not achieve a successful score, the student will be asked to repeat the Foundations or Pharmacology.

## Level 2 & 3

### Quiz #1 (A/P; M/S; Pharm)

A failed quiz starts the remedial process:

- An advisement is issued for the student to attend a remediation session with instructor
  - Student given assignment and will meet at instructor's availability (within 10 days) to perform evaluation/outcome as evidenced by answering questions or verbal presentation.
  - Student to attend academic support per the instructor's recommendation.

### Midterm (A/P; M/S; Pharm)

Student may retake midterm if the midterm is failed:

- An advisement is issued requiring remediation with instructor to review topic areas of weakness
- Student may be required to meet with DON to discuss success plan
- Student will retake midterm per the instructor's schedule (within 10 days).

### Quiz #2 (A/P; M/S; Pharm)

If a student fails Quiz # 2 in any category, and or the GPA is below 75% passing, a Program Exclusion Notification will be issued.

#### Fail Quiz 2:

1. An advisement is issued for the student to attend a remediation session with instructor
  - a) Student given assignment and will meet at instructor's availability (within 10 days) to perform evaluation/outcome as evidenced by answering questions or verbal presentation.
  - b) Student to attend academic support per the instructor's recommendation
2. Student to meet with DON
  - a) DON will review success plan with the student

### Finals (A/P; M/S; Pharm)

#### Fail a Final:

1. An advisement is issued for the student to attend a remediation session with instructor and be provided a list of topic area weakness.
5. Student will retake an altered exam (same content) per the instructor's schedule. This final exam must be altered by 25% (same content).
3. Student will receive the grade achieved on the retake to pass the exam at 75% and to pass the course.
4. If student does not achieve a successful score, the student will be asked to repeat the level.

#### Level 4

A failed quiz starts the remedial process:

- Student is issued an advisement to attend a remediation session with instructor
  - a) Student given assignment and will meet with instructor at instructor's availability (within 10 days) to perform evaluation/outcome as evidenced by answering questions or verbal presentation.
    - Student to attend academic support per the instructor's recommendation

#### Fail Quiz #2, Quiz #4, Quiz 6, Quiz #7:

- Program exclusion notification is issued.
- Student meets with DON to discuss success plan
- Student will be notified that successful completion of the level is at stake (for example, the student may need to achieve a score of 90% or higher to succeed to a GPA of 75%)
- Remediation with instructor is mandatory. If student does not comply, a Program Exclusion Notification will be issued along with attendance at an Appeal Committee meeting.

#### Fail a Final:

1. An advisement is issued for the student to attend a remediation session with instructor and be provided a list of topic area weakness.
2. Student will retake an altered exam (same content) per the instructor's schedule.
3. Student will receive the grade achieved on the retake to pass the exam at 75% and to pass the course at 75%.
4. If the student passes the exam but the GPA is below 75% following remediation on specific areas of weakness, the student will have the opportunity for a 3<sup>rd</sup> retake. This final exam must be altered by 25% (same content).



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**Student Advisement Form**

To document that a student has undergone advisement and notification.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor: \_\_\_\_\_ Program: \_\_\_\_\_ AM or PM

Attendance  Conduct  Academics  Financial  Clinical  Other

The Following action is taken:

Encouragement  Advisement  Warning  Final Warning  Suspension  Remedial Develop Plan

The reason for this action is:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Requirements:  No additional terms at this time.

\_\_\_\_\_  
\_\_\_\_\_

Expected Date of Completion: \_\_\_\_\_

*Signature requirement confirms receipt of Advisement-Notice. Refusal to sign the advisement is insubordination in violation of the Student Conduct Code, which may subject the student to further disciplinary actions. The student has available the problem/resolution procedure and appeal procedure if they wish to challenge the grounds or validity of the advisement.*

Student Comment:

\_\_\_\_\_  
\_\_\_\_\_

No student comment.

No additional terms at this time.

I, the student mentioned above, understand that I have been advised and understand the terms and consequences of the above mentioned.

This advisement was done by direct discussion with student.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Remedial Development Plan

Areas Of Deficiency / Student Objectives	Student Initials

Instructor Comments:

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Following items must be completed to achieve objectives listed above:

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Remedial Re-evaluation

Date of Re-evaluation \_\_\_\_\_

Evaluation Results:

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Was the Remediation Successful:  Yes  No Remediation Extension Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Date for Follow-up: \_\_\_\_\_

New Appointment Date: \_\_\_\_\_

Lancaster Campus: 43770 15<sup>th</sup> St West, Suite 115 Lancaster CA 93534 PH: 661.942.6204 Fax: 661.942.8130  
Ventura Campus: 2151 Alessandro Dr, Suite 150 Ventura CA 93001 PH: 805.477.0660 Fax: 805.477.0659  
Moreno Valley Campus: 22500 Town Circle, Suite 2205 Moreno Valley CA 92553 PH: 951.214.6446 Fax: 951.214.6440

## **Clinical Remediation**

### **Purpose**

To provide faculty and students with guidelines pertaining to clinical remediation/clinical academic support.

### **Goal**

Vocational nursing students and faculty will have a clear understanding of clinical remediation.

### **Guidelines and Objectives**

When a student is issued an advisement for clinical remediation, the student must comply with the established remediation plan. If the student does not comply with the remediation plan established, a Program Exclusion Notification is initiated.

Any time a student is referred to clinical remediation due to unsafe practices, he or she will not be allowed to return to a clinical site until the Director of Nurses and the Clinical Coordinator have evaluated him or her. If the student does not comply with the remediation plan established, a Program Exclusion Notification is issued, and the student may not attend the clinical site until the Appeal committee has met with the student and created an action plan.

A clinical practicum may be administered to assess the student's ability to safely and competently practice on the floor. If the student does not pass the clinical practicum, a Program Exclusion Notification is issued, and the student may not attend the clinical site until the Appeal committee has met with the student and created an action plan.

### **Procedure**

Clinical Instructor will complete and submit a Student Advisement to the Director of Nurses and Clinical Coordinator specifically detailing the student's deficiencies and area of needed improvement. Together with the student, instructor, DON, and Clinical Coordinator, a remediation plan will be developed.

*Reviewed May 2013*

*Revised June 2012; July 2015*

## **Policy: Theory Make Up**

Career Care Institute's Vocational Nursing Program is a state approved and credited clock-hour-program. Currently, the program is 1564 hours (588 theory and 976 clinical). The application for licensure process requires the student to complete 1564 hours of instruction to meet Board of Vocational Nurses and Psychiatric Technician (BVNPT) requirements and the Director of Nurses verifies that each student has completed the reported clock hours. Additionally, the school is required to document hours on official transcripts and to the Department of Education. The following process to make up theory hours will be implemented beginning Monday October 28, 2013.

1. Instructor creates an advisement which the student signs indicating the need to complete the theory hours missed. Student receives a Theory makeup packet or project from instructor.
2. Student must complete make-up packet to receive credit. Student may not use theory or clinical time to complete theory make up assignment.
3. Student submits hand-written or typed make-up packets to instructor within one week.
4. The instructor reviews the packet for completeness and accuracy, and returns with remediation signature, final completed signature, and completed time card from student and instructor.
5. The Registrar will enter the missed hours.
6. Students have one week the date of absence to complete and submit.
7. If not submitted within the timeframe provided, a final warning will be issued requiring student to submit make-up packets/project within 24 hours of warning.
8. If student fails to submit the make-up packet/project within 24 hours, an in-school suspension will be issued which will translate to missing another theory day and generate a Program Exclusion Notification for attendance.
9. The student is responsible to make up the theory hours before moving to the next level.



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BVNPT received during  
Program on site inspection  
7/5/16 jg

## Ventura Faculty employees

### VN Instructors:

Blake, Michele - Theory  
Coolman, Erika - Theory/Clinical  
Cox, Suzanne - Leave of Absence (teaches both) - *workers comp ? date of return*  
Del Castillo, Mavis - Clinical Coordinator  
Hills, Margaret Ann - Clinical  
Hubbard, Lisa - Clinical  
Jones, Ruth - Student Support - *Tutoring subs - RW*  
Klugman, Tawn - Clinical  
Latonio, Janet - Clinical  
McElvogue, Denise - DON/Theory  
Puerto, Carol - Clinical  
Smith, Kenneth - Clinical  
Woods, Sean - Teacher's Assistant

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#### Career Care Institute

Main Campus • 43770 15<sup>th</sup> Street West, Suite 115 • Lancaster, California 93534 • phone: (661) 942-6204 • fax: (661) 942-8130  
Branch Campus • 2151 Alessandro Drive, Suite 150 • Ventura, California 93001 • phone: (805) 477-0660 • fax: (805) 477-0659  
Branch Campus • 22500 Town Circle, Suite 2205 • Moreno Valley, California 92553 • phone: (951) 214-6446 • fax: (951) 214-6440

## AGENDA ITEM #18., Attachment A.H.

BVNPT Received

During Unannounced

Site visit. 7/5/16 jg



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*for a better future!*

June 28, 2016

Jessica Gomez, MSN, RN  
Nursing Education Consultant  
Board of Vocational Nursing & Psychiatric Technicians  
2535 Capital Oaks Drive, Suite 205  
Sacramento, CA 95833

Ms. Gomez:

I have had the opportunity to review and respond to all of the allegations received by your office from the level 4 students that have recently finished the VN program. I understand the frustration and stress the students have faced in this level. In partnership with [redacted] Dean of Academics, and [redacted] Campus Director, I will ensure open communication with students, provide a fulfilling learning experience and remain compliant with all Board approved, Career Care Institute policies and procedures.

1. In reference to item 1, students not feeling prepared for the final exam: The final exam administered June 23, 2016, resulted in 27 out of 29 students passing the exam on the first attempt. The two students that did not pass the first attempt were able to achieve a passing score on the final exam retake per Career Care Institute (CCI) policy.

In reference to item 1, students not feeling prepared for NCLEX: Assessment Technologies Institute (ATI) assessments are administered throughout the program to assess the base knowledge of each student. These tests are used as a tool to assess learning of the content in addition to classroom based instruction. These ATI tests are included during their teaching modules to train the student how to critically think through the NCLEX style questions that are designed to simulate prioritization of basic knowledge through utilization of the nursing process. These questions in ATI have been modeled to be congruent with our curriculum and the NCLEX test plan.

2. In reference to Item 2: [redacted] has been trained to teach level 4 and is approved by the Board as a qualifying instructor. She taught the level 4 class that recently graduated (4/21/16) and has the same curriculum content as the students.

In addition, [ ] has been oriented to the test bank and can create her own tests. Class theory is Wednesday and Thursday, 1pm-6pm. Students get (2) 15-minute breaks and 30 minutes for a lunch break. Binders for each level, that include complete level content for theory and clinical, are readily available in the nurse's station. At no time have I been pulled from teaching theory class to train for DON. There were some pertinent administrative meetings that required my attendance.

3. In reference to Item 3: Study guides with the overall objectives are given to students one week ahead of a quiz/exam. The study guide includes but is not limited to basic procedures, diagnostics tests discussed, disease process, nursing implication or medical surgical treatment and management of the type of patients that are discussed in theory and assigned during clinical class. The theory content and clinical content are collaborative each week of the module. For instance, the level 4 students have the specialty areas of mental health, OB, maternal newborn care, pediatrics, growth and development, and leadership. Students are tested on each of these areas for content. Clinically, the students are assigned patients to meet the objectives.
4. Attendance for study time one hour before class the day of the quiz/exam was instructor supervised. Students that wanted or needed to be there were unable to attend due to other commitments. Therefore, we reviewed during class time the day before the quiz/exam, during this time, students had the opportunity to work on the study guide. We then reviewed the study guide together as a class with all students in attendance. Students were allowed to ask any questions they had from the study guide or for clarification on any material we covered in class. This produced a more comprehensive way to have all the students available for review especially those that needed or wanted to attend study group the day of the quiz/exam but were unable to due to other commitments.
5. In reference to Item 5: Students were given a recommendation to form study groups. This allowed them to share and help each other with difficult content. The student was not given this as a directive; it was suggested as a means of peer support. During the last two weeks of the VN program, students were instructed to go to the computer lab to finish assignments, work on ATI in preparation for the NCLEX, and/or study for the final exam. Clinical time on campus included (2) 15 minute breaks as well as 1 hour for lunch.
6. The policy for failing a test is that a student remediates for the failed quiz/exam with the instructor after class. In addition, the student is mandated to attend academic remediation. This includes scheduled times with our academic support instructor (ASI). The ASI tracks student attendance for mandated remediation. Outcomes and recommendations are based upon student's response to the remediation plan. The ASI does follow up and recommends further tutoring or release from academic support pending advances in grades. Enclosed is an example of an academic

support advisement that is issued to a student upon failure of a quiz or exam. The ASI or theory teacher work collaboratively to monitor these at-risk students. This procedure is implemented according to the approved remediation algorithm which is approved by the state Board. Please see example.

7. During the last 2 weeks of class, the students were allowed to go to the computer lab to complete homework and assignments. These were not breaks but merely review of ATI that covered content taught in the classroom as well as studying for the last final and for the NCLEX.

Information relative to the allegations and outcomes:

- In reference to allegation of unattended class: The class has been attended by an instructor unless theory hours are not taught, such as during an exam which may require a proctor only. The proctor is a licensed teacher who may be monitoring the class at that time. In addition, [redacted] Career Services, has been in class to give a resume workshop as well as to speak with the students about giving a good interview, job search advice, and using APA format to write papers. In addition, [redacted] Dean of Academics; [redacted] Campus Director; Gloria Almanza, Office Manager; [redacted] ATI Director; and [redacted] ATI Coordinator, have also had to go into the classroom to discuss policies and procedures, clarify graduation requirements, hand out surveys, offer encouragement and support, and answer answer ATI questions. During these times, I have either stayed in the room or stepped out during the times there was a speaker in the classroom. At no time has there been 70% of non-teacher instructed content.
- In reference to making up missed theory information: If a student is absent from theory, they are given an assignment that corresponds to the theory subject missed. The students are required to complete the homework outside of theory time. The student will have one week to complete the assignment. See the attached, Policy: Attendance Guideline. See example.
- In reference to the faculty assignments: Level 1 theory faculty, [redacted]  
[redacted] Level 2 theory faculty, [redacted] Level 3 faculty, [redacted]  
[redacted] Level 4 faculty, [redacted] Level 1 clinical faculty, [redacted]  
[redacted] Level 2 clinical faculty, [redacted]  
[redacted] Level 3 clinical faculty, [redacted]  
[redacted] Level 4 clinical faculty, [redacted]  
[redacted]
- In the absence of a teacher, a theory and clinical binder with the entire content for the theory or clinical class can easily be found in the nursing office for immediate access. This binder includes Student Daily Lesson Plan, and teacher's guide to conducting a class in the absence of an

instructor. All theory and clinical classes are assigned instructors to facilitate the students' learning and ensuring they are meeting all objectives required of them. In the event an instructor is absent, a trained and qualified, Board approved instructor is assigned to cover class. At no time is a class left unattended. Please see attached policy.

- In reference to the allegation of being pulled out of clinical to train as DON: At no time was I pulled from class for DON training. There were some pertinent administrative meetings that required my attendance. These are times [redacted] substituted for me.
- In reference to Board approved instructional plans: The location of the Board approved instructional plans are located in the nurse's station in a conspicuous area. All binders are labeled in large, red print. The binders are near the clinical coordinator's desk and near an often used computer station. All faculty have been oriented on the location of the binders and are aware the binders are there in the event a substitute is needed for either a theory or clinical class.
- In reference to faculty overtime: Faculty is not allowed to work overtime unless there is an emergent situation. If an emergent situation occurs, overtime will be approved by [redacted] Dean of Academics, or [redacted] Campus Director.
- In the absence of the instructor in the classroom, Board approved, qualified substitute instructor, or any instructor on campus is available take attendance. In the event, for any reason, an instructor is not available to take attendance, the Registrar will take attendance.
- In reference to the allegation of extended breaks: Students are allotted (2) 15 minute breaks and a meal break of 30 minutes. These are the official breaks. The only time students have extra time is if they finish a test or quiz early. These are the only times a student will have an extended break. Students are allowed to have restroom breaks at will. It is encouraged that students fit break time within scheduled time to avoid disruption of the classroom time.
- In reference to making up missed theory information: If a student is absent from theory, they are given an assignment that corresponds to the theory subject missed. The students are required to complete the homework outside of theory time. The student will have one week to complete the assignment. See the attached, Policy: Attendance Guideline.

My response to the days alleging I was not in the classroom are as follows:

**May 11, 2016. Week 10, Day 1. Theory day.** Students were in the computer lab taking a proctored exam. During this time the ATI coordinator is with the students to oversee their exam. Students who finish early go to the classroom to study and wait for the other students to return. Class lecture this week included home health nursing, elderly in the home and review from the prior week's lecture.

**May 25, 2016. Week 12, Day 1. Theory day.** Students had a scheduled resume workshop with [redacted] in our career services department. The workshop included how to write a good resume, how to interview, what to wear, etc. After the workshop, content covered in class included leadership, supervision, and communication in leadership roles. The last part of class time was spent reviewing for the final the next day, May 26, 2016. This included students working on the study guide, reviewing together as a class, and allowing the students to answer any questions.

**May 26, 2016. Week 12, Day 2. Theory day.** The students were administered the Growth and Development final which included the first 2 hours of class time. Those students that finished early took a longer break. After the exam I read the questions and answers to the students to check for scantron errors. Reviewing the final exam takes about 30-45 minutes depending on questions and rationales that are addressed. After the exam the students were sent on a 30 minute lunch break. When they returned, theory lecture included leadership and supervision, roles in leadership and patient education, leadership and patient management.

**June 1, 2016. Week 13, Day 1. Theory day.** Students were escorted to the computer lab to take a proctored ATI test. Students who returned to class early were advised to study for the final exam. Content covered in theory included leadership and supervision, managing the patient environment, family interaction and nursing process.

**June 20, 2016. Week 16, Day 1. Clinical day.** This was a clinical day. Students were on campus working on ATI assignments, studying for the final exam on June 23, 2016, and/or working with the tutor, [redacted]. Since the students were in different classrooms working, I made it a point to walk to each room to take role to ensure students remained on campus and were working. Toward the end of class time, [redacted] Dean of Academics, sat with the class to talk with them regarding ATI and graduation. Because she had the attention of the room, I stepped out until she was finished speaking with the class. The curriculum shows that the objectives for theory and clinical have been met for both weeks 16 and 17.

**June 21, 2016. Week 16, Day 2. Clinical day.** Students were on campus working on ATI assignments, studying for the final exam on June 23, 2016, and/or working with the tutor, [redacted] Since the students were in different classrooms working, I made it a point to walk to each room to take role to ensure students remained on campus and were working. Students were also scheduled for financial aid exits this day. The curriculum shows that the objectives for theory and clinical have been met for both weeks 16 and 17.

**June 22, 2016. Week 16, Day 1. Theory day.** Students were escorted into the computer lab to take a proctored exam. ATI coordinator was present with the students during this time. Students presented their volunteer projects and were allotted time to study and review for the exam scheduled June 23, 2016. Class time was set aside to review the study guide and allow the students to ask questions. Review lasted until 6 pm. The curriculum shows that the objectives for theory and clinical have been met for both weeks 16 and 17.

**June 23, 2016. Week 16, Day 2. Theory day.** Students were administered the cumulative final exam for level 4. The time limit for the exam is 2 hours. Those students that finished early took a longer break. When all students returned to class, I read the questions and answers to the students to check for scantron errors. Reviewing the final exam takes about 30-45 minutes depending on questions and rationales that are addressed. After the exam the students were sent on a 30 minute lunch break. When they returned to class, the remaining students presented their volunteer projects. The last hour of class time, [redacted] Career Services, talked to the class about using APA format for papers they may need to write in the future. The curriculum shows that the objectives for theory and clinical have been met for both weeks 16 and 17.

**June 27, 2016. Week 17, Day 1. Clinical day.** This was a clinical day. Students were on campus. Students were in the computer lab catching up on ATI assignments and studying for the NCLEX. The level 4 clinical instructor, [redacted] was overseeing the class and took attendance. The curriculum shows that the objectives for theory and clinical have been met for both weeks 16 and 17.

This was my first day teaching my new level 4 students whose class time is 8 am. – 1 pm.

**June 28, 2016. Week 17, Day 2. Clinical day.** Students were on campus. Students were in the computer lab catching up on ATI assignments and studying for the NCLEX. The curriculum shows that the objectives for theory and clinical have been met for both weeks 16 and 17.



## Policy: Attendance Guidelines

Theory and clinical absences will be treated separately; however, absenteeism will be addressed in the same manner and pertains to each level (1 – 4) respectively.

The student is afforded 2 absences in each category (theory and clinical) before program exclusion notice is issued on 3<sup>rd</sup> absence.

- **1<sup>st</sup> absence = Warning**
  - Theory: Student receives a written warning and must make up the hours per the Completion of Objectives policy (p. 25). Students will have one week to complete the assignment. The makeup assignment will credit the student with the hours; however, the student has accrued an absence.
  - Clinical: Student receives a written warning and is advised that the missed day must be made up per scheduling of the Clinical Coordinator. Partial days are not permitted; any absence from clinical will result in the student completing an 8-hour clinical makeup day.
- **2<sup>nd</sup> absence = Final Warning**
  - Theory: Student receives a final warning and must make up the hours per the Completion of Objectives policy (p. 25). Students who fail to comply with the Completion of Objectives policy (p. 25) within the one week allowed will accrue another absence and will also face in-school suspension.
    - An in-school suspension is considered another absence.
  - Clinical: Student receives a final warning and is advised that the missed day must be made up per scheduling of the Clinical Coordinator.
- **3<sup>rd</sup> Absence = Program Exclusion Notice:**
  - Theory & Clinical: Student will be issued a Program Exclusion Notification. Per the Program Exclusion Policy, the student will continue to attend class prior to the appeal.

A student is considered tardy 5 minutes after class or clinical begins. Three tardy episodes equates to one absence.

A student that is 15 minutes late may attend class or clinical per instructor's permission but will be marked absent.

Students are absent if the student leaves class or clinical before being dismissed by the instructor.

If a student misses a Quiz due to absence the student will take a grade of zero. If a student has an extenuating circumstance, the student must request the DON to assess for extenuating circumstances and documentation of event.

If a student is aware of a need for an absence and provides appropriate and dated documentation about the absence prior to the Quiz date, the student may make arrangement with the instructor

## Policy on Instructor Being Late to Class

### Purpose

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

### Goal

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

### Guidelines

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

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

CCI will make every effort in assigning you a substitute clinical instructor. In the event that a substitute is not available students will be dismissed, and students will be required to make up the day on a different date in order to remain compliant with the BVNPT clinical hour requirement.

Clinical Coordinator: (661)942-6204 ext. 104

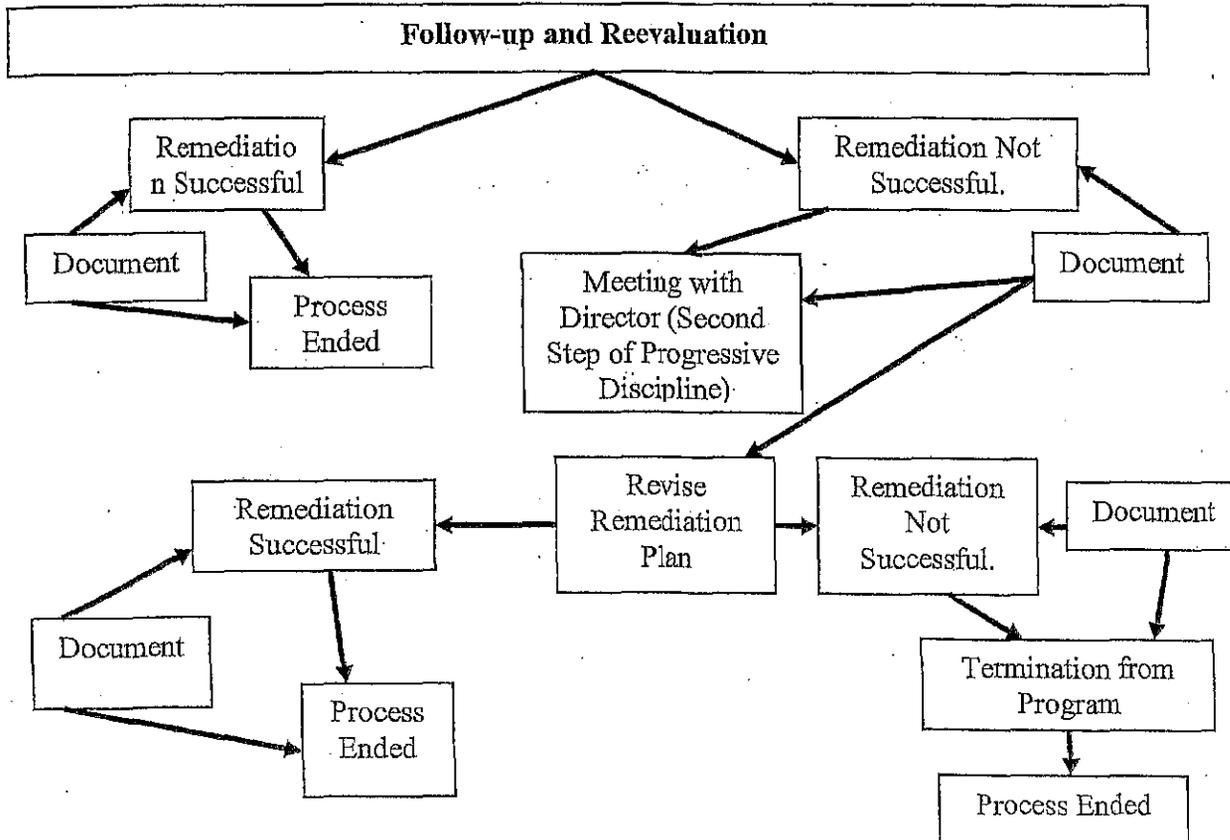
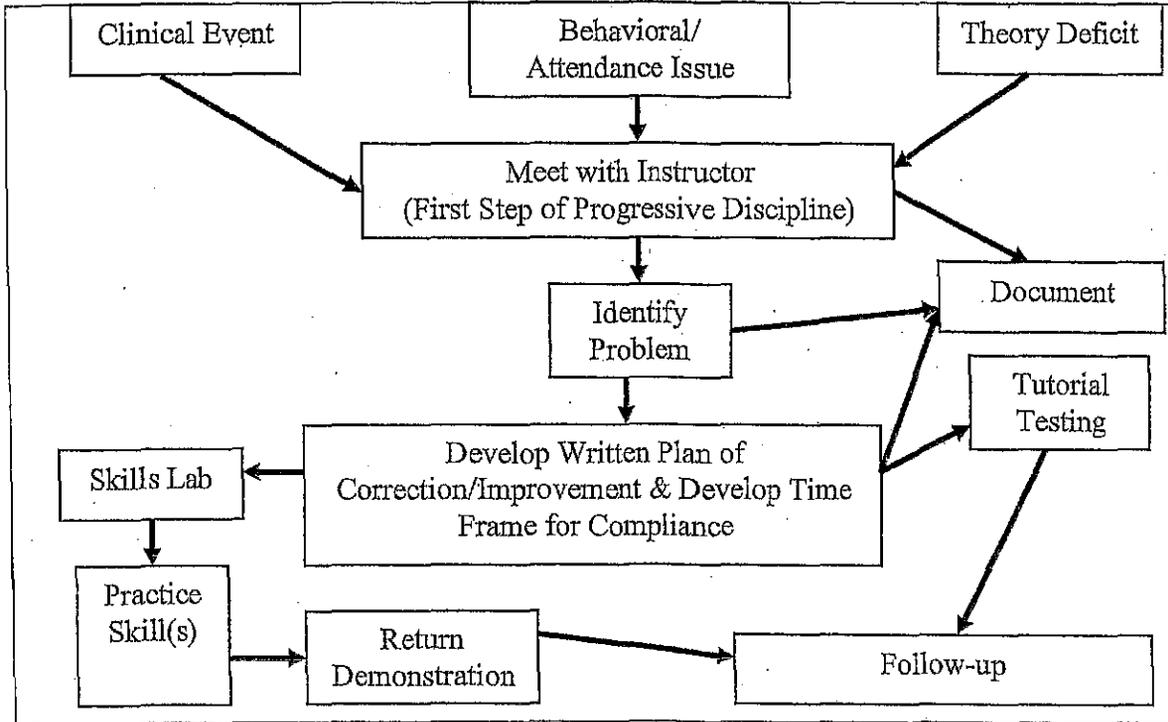
Director of Nurses: (661)942-6204 ext. 112

School Director: (661)942-6204 ext. 248

*Reviewed May 2013*

*Revised June 2012; July 2015*

### Policy: Vocational Nursing Remediation



## **Policy: Academic Remediation**

An advisement will be issued to the student acknowledging the failed quiz or exam. In the action plan, remediation will be required between the student and the theory instructor. A requirement for remedial development plans may also include that the student is current with all scheduled ATI tutorials, proctors, exams, etc.

Students who do not comply with the remedial development plan will be issued an advisement. Three advisements will warrant a Program Exclusion Notice.

The student may also be required by the instructor to attend academic support class for mathematics and any specialty classes such as Medical Terminology, Care Plans, and Pharmacology. Please check with the VN Department and/or Student Services for the schedule.

**Nursing theory instructors need to notify DON and student services via email when a program exclusion notification requires issuance. The email needs to include the student's Level and quiz # or which assessment has triggered the issuance.**

### **Level 1**

#### **Quizzes**

- Any failed quiz initiates the remedial process:
  - An advisement is issued for the student to attend a remediation session with instructor.
  - During the remediation session the student and instructor will review content topics of weakness.
  - Following the remediation session, the student will be given an opportunity to demonstrate that remediation has been successful: oral question, written assignment etc.
  - Instructor may also recommend for the student to attend any academic support opportunities that may be available at that campus location. Please check with the VN Department and/or Student Services for the schedule.

#### **Midterm**

- Student may retake midterm if the midterm is failed
  - An advisement is issued requiring remediation with instructor
  - Student may be required to meet with DON to discuss success/remedial plan
  - Student will retake midterm per the instructor's schedule.

#### **Finals (Nursing Foundations and Pharmacology)**

##### **Fail a Final:**

1. An advisement is issued for the student to attend a remediation session with instructor and be provided a list of topic area weakness.

2. Student will retake an altered exam (same content) as per the instructor's schedule. This final exam must be altered by 25% (same content).
3. Student will receive the grade achieved on the retake to pass the exam at 75% and to pass the course at 70-74% with a Program Exclusion Notification. If the student passes the course with a 75% no Notification will be issued.
4. If student does not achieve a successful score, the student will be asked to repeat the Foundations or Pharmacology.

## **Level 2 & 3**

### **Quiz #1 (A/P; M/S; Pharm)**

A failed quiz starts the remedial process:

- An advisement is issued for the student to attend a remediation session with instructor
  - Student given assignment and will meet at instructor's availability (within 10 days) to perform evaluation/outcome as evidenced by answering questions or verbal presentation.
  - Student to attend academic support per the instructor's recommendation.

### **Midterm (A/P; M/S; Pharm)**

Student may retake midterm if the midterm is failed:

- An advisement is issued requiring remediation with instructor to review topic areas of weakness
- Student may be required to meet with DON to discuss success plan
- Student will retake midterm per the instructor's schedule (within 10 days).

### **Quiz #2 (A/P; M/S; Pharm)**

If a student fails Quiz # 2 in any category, and or the GPA is below 75% passing, a Program Exclusion Notification will be issued.

#### Fail Quiz 2:

1. An advisement is issued for the student to attend a remediation session with instructor
  - a) Student given assignment and will meet at instructor's availability (within 10 days) to perform evaluation/outcome as evidenced by answering questions or verbal presentation.
  - b) Student to attend academic support per the instructor's recommendation
2. Student to meet with DON
  - a) DON will review success plan with the student

### **Finals (A/P; M/S; Pharm)**

#### Fail a Final:

1. An advisement is issued for the student to attend a remediation session with instructor and be provided a list of topic area weakness.
5. Student will retake an altered exam (same content) per the instructor's schedule. This final exam must be altered by 25% (same content).
3. Student will receive the grade achieved on the retake to pass the exam at 75% and to pass the course.
4. If student does not achieve a successful score, the student will be asked to repeat the level.

#### Level 4

A failed quiz starts the remedial process:

- Student is issued an advisement to attend a remediation session with instructor
  - a) Student given assignment and will meet with instructor at instructor's availability (within 10 days) to perform evaluation/outcome as evidenced by answering questions or verbal presentation.
  - Student to attend academic support per the instructor's recommendation

#### Fail Quiz #2, Quiz #4, Quiz 6, Quiz #7:

- Program exclusion notification is issued.
- Student meets with DON to discuss success plan
- Student will be notified that successful completion of the level is at stake (for example, the student may need to achieve a score of 90% or higher to succeed to a GPA of 75%)
- Remediation with instructor is mandatory. If student does not comply, a Program Exclusion Notification will be issued along with attendance at an Appeal Committee meeting.

#### Fail a Final:

1. An advisement is issued for the student to attend a remediation session with instructor and be provided a list of topic area weakness.
2. Student will retake an altered exam (same content) per the instructor's schedule.
3. Student will receive the grade achieved on the retake to pass the exam at 75% and to pass the course at 75%.
4. If the student passes the exam but the GPA is below 75% following remediation on specific areas of weakness, the student will have the opportunity for a 3<sup>rd</sup> retake. This final exam must be altered by 25% (same content).



**Career Care  
Institute**  
*for a better future!*

**Student Advisement Form**

To document that a student has undergone advisement and notification.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor: \_\_\_\_\_ Program: \_\_\_\_\_ AM or PM

Attendance  Conduct  Academics  Financial  Clinical  Other

The Following action is taken:

Encouragement  Advisement  Warning  Final Warning  Suspension  Remedial Develop Plan

The reason for this action is:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Requirements:  No additional terms at this time.

\_\_\_\_\_  
\_\_\_\_\_

Expected Date of Completion: \_\_\_\_\_

*Signature requirement confirms receipt of Advisement Notice. Refusal to sign the advisement is insubordination in violation of the Student Conduct Code, which may subject the student to further disciplinary actions. The student has available the problem/resolution procedure and appeal procedure if they wish to challenge the grounds or validity of the advisement.*

Student Comment:

\_\_\_\_\_  
\_\_\_\_\_

No student comment.

No additional terms at this time.

I, the student mentioned above, understand that I have been advised and understand the terms and consequences of the above mentioned.

This advisement was done by direct discussion with student.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Remedial Development Plan**

Areas Of Deficiency / Student Objectives	Student Initials

Instructor Comments:

\_\_\_\_\_

\_\_\_\_\_

Following items must be completed to achieve objectives listed above:

\_\_\_\_\_

\_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Remedial Re-evaluation**

Date of Re-evaluation: \_\_\_\_\_

Evaluation Results:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Was the Remediation Successful:  Yes  No Remediation Extension Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Date for Follow-up: \_\_\_\_\_

New Appointment Date: \_\_\_\_\_

Lancaster Campus: 43770 15<sup>th</sup> St West, Suite 115 Lancaster CA 93534 PH: 661.942.6204 Fax: 661.942.8130  
Ventura Campus: 2151 Alessandro Dr, Suite 150 Ventura CA 93001 PH: 805.477.0660 Fax: 805.477.0659  
Moreno Valley Campus: 22500 Town Circle, Suite 2205 Moreno Valley CA 92553 PH: 951.214.6446 Fax: 951.214.6440

## **Clinical Remediation**

### **Purpose**

To provide faculty and students with guidelines pertaining to clinical remediation/clinical academic support.

### **Goal**

Vocational nursing students and faculty will have a clear understanding of clinical remediation.

### **Guidelines and Objectives**

When a student is issued an advisement for clinical remediation, the student must comply with the established remediation plan. If the student does not comply with the remediation plan established, a Program Exclusion Notification is initiated.

Any time a student is referred to clinical remediation due to unsafe practices, he or she will not be allowed to return to a clinical site until the Director of Nurses and the Clinical Coordinator have evaluated him or her. If the student does not comply with the remediation plan established, a Program Exclusion Notification is issued, and the student may not attend the clinical site until the Appeal committee has met with the student and created an action plan.

A clinical practicum may be administered to assess the student's ability to safely and competently practice on the floor. If the student does not pass the clinical practicum, a Program Exclusion Notification is issued, and the student may not attend the clinical site until the Appeal committee has met with the student and created an action plan.

### **Procedure**

Clinical Instructor will complete and submit a Student Advisement to the Director of Nurses and Clinical Coordinator specifically detailing the student's deficiencies and area of needed improvement. Together with the student, instructor, DON, and Clinical Coordinator, a remediation plan will be developed.

*Reviewed May 2013*

*Revised June 2012; July 2015*

**Policy: Theory Make Up**

Career Care Institute's Vocational Nursing Program is a state approved and credited clock-hour-program. Currently, the program is 1564 hours (588 theory and 976 clinical). The application for licensure process requires the student to complete 1564 hours of instruction to meet Board of Vocational Nurses and Psychiatric Technician (BVNPT) requirements and the Director of Nurses verifies that each student has completed the reported clock hours. Additionally, the school is required to document hours on official transcripts and to the Department of Education. The following process to make up theory hours will be implemented beginning Monday October 28, 2013.

1. Instructor creates an advisement which the student signs indicating the need to complete the theory hours missed. Student receives a Theory makeup packet or project from instructor.
2. Student must complete make-up packet to receive credit. Student may not use theory or clinical time to complete theory make up assignment.
3. Student submits hand-written or typed make-up packets to instructor within one week.
4. The instructor reviews the packet for completeness and accuracy, and returns with remediation signature, final completed signature, and completed time card from student and instructor.
5. The Registrar will enter the missed hours.
6. Students have one week the date of absence to complete and submit.
7. If not submitted within the timeframe provided, a final warning will be issued requiring student to submit make-up packets/project within 24 hours of warning.
8. If student fails to submit the make-up packet/project within 24 hours, an in-school suspension will be issued which will translate to missing another theory day and generate a Program Exclusion Notification for attendance.
9. The student is responsible to make up the theory hours before moving to the next level.

# Agenda Item #18., Attachment A.I.



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



July 22, 2016

Denise McEivogue  
Director, Vocational Nursing Program  
Career Care Institute, Ventura  
2151 Alessandro Dr., Ste. 150  
Ventura, CA. 93001

**SUBJECT: Notice of Findings**

Dear Ms. McEivogue,

On July 5 and 6, 2016, a representative of the Board of Vocational Nursing and Psychiatric Technicians (Board) conducted an unannounced program inspection of the Career Care Institute, Ventura, Vocational Nursing Program. During the two-day visit, the Board representative assessed the physical resources for the program, inspected records for recently graduated and currently-enrolled students, and facilitated discussions with the dean of the Career Care Institute nursing programs, campus director, program faculty and students. Following are the findings identified during the program inspection.

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

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

**Violation #1:** The program's Board approved screening and selection criteria includes the use of Wonderlic Based Skills Test as the program's preadmission testing method. The required minimal admission scores include:

Quantitative skills:

Students must meet a minimum score 250. Students who score between 250 and 299 may enter program, but must attend an Academic Support Math class on Fridays.

Verbal skills (English):

Students must meet a minimum score of 350. Students who score between 350 and 399 must attend a weekly nursing remediation and English class on Fridays.

On July 5, 2016, Board staff inspected student files of currently attending and the most recent graduates of July 1, 2016. Sixteen (16) student files provided documentation that students are admitted into the program with admission testing scores below the minimum acceptance score. No evidence was provided upon request that the

Friday remediation classes for Math or English were provided to any of the students.

**Section 2526(a)(16) of the Vocational Nursing Rules and Regulations states:**

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

- ... (16) A list of resources for provision of counseling and tutoring services for students.

**Violation #2:** No evidence was provided that the program provides a list of services for tutoring or counseling available to students at the school or within the community. The students are required to obtain information regarding tutoring and counseling from the registrar.

**Section 2527(b) of the Vocational Nursing Rules and Regulations states:**

"A School shall report to the Board within ten days of the termination of a faculty member."

**Violation #3:** The school provided upon request a list of current faculty members. The list included thirteen (13) faculty names. According to Board records the program has twenty-two (22) currently approved faculty. The Board has not received the resignation or termination notice for nine approved faculty members.

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

"The Program shall have sufficient resources, faculty, clinical facilities, library, staff and support services, physical space, skills laboratory and equipment to achieve the program's objectives.

**Violation #4:** Evidenced by a student complaint, and student and faculty interviews, the program did not offer the student consistent or adequate faculty presence in the classroom for Module 4 students.

Additionally, on July 5, 2016, students for module 1 fundamentals, were witnessed by Board staff, sitting in a classroom without a clinical instructor or skills practice supplies. Students were waiting for their turn in the skills lab to complete learning activities, all hours on campus counted as clinical hours for the day. At 11:30 am students stated they had been waiting in the classroom for their turn in the skills lab all morning. Module 4 students stated that they were assessing module 1 students in the skills lab as their clinical make-up hours.

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

"The program's instructional plan shall be available to all faculty."

**Violation #5:** The program was unable to produce a copy of the Board approved instructional plan. Lesson plans were identified as the instructional plan by both faculty members and the clinical coordinator. Instructors interviewed had no knowledge of the instructional plan.

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

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

**Violation #6:** The program has a remediation policy. Documents in student files indicated that remediation is initiated with assignments and goals students must meet. However, remediation forms in student files, were initiated, and signed as completed on the same day. However, to accomplish the remediation goals, the student was given assignments to complete and submit at a later date. No re-evaluation of student progress was documented.

**Section 2533 of the Vocational Nursing Rules and Regulations states:**

"Vocational nurse programs shall include theory and correlated clinical experience."

**Violation #7:** Students completing clinical make-up hours for Module 4, were witnessed by Board staff, assisting students in Module 1 with fundamental skills. There was no evidence of advanced nursing skills being practices for correlation to theory taught in module 4.

**Section 2529 (b) of the Vocational Nursing Rules and Regulations states:**

"Each vocational nursing program shall have one faculty member, designated as director who meets the requirements of subsection (c)(1) herein, who shall actively administer the program. The director is responsible for compliance with all regulations in Chapter 1, Article 5 (commencing with Section 2525et seq.)"

**Violation #8:** The program has a board approved director. Evidenced by the number of current violations, and the lack of faculty in the classrooms the director has not actively administered the program and has not maintained program compliance with all regulations as required in Chapter 1, Article 5 of the Vocational Nursing Regulations.

Correction of all finding are **due to the Board no later than August 12, 2016**

If you have any questions please do not hesitate to contact the Board at 916-263-7839.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kameka Brown', with a large, stylized flourish at the end.

Kameka Brown, PhD, MBA, NP  
Executive Officer



July 22, 2016

Denise McElvogue  
Director, Vocational Nursing Program  
Career Care Institute, Ventura  
2151 Alessandro Dr., Ste. 150  
Ventura, CA. 93001

***Subject: Board Decision Considering Unannounces Program Inspection***

Dear Ms. McElvogue:

On July 22, 2016, the Board of Vocational Nursing and Psychiatric Technicians (Board) considered the consultant's report relative to the ***Career Care Institute Ventura, Vocational Nursing Program*** – Consideration of Unannounces Program Inspection.

The following decisions were rendered:

- 1- Place the program on the Education Committee Agenda for consideration of placement on provisional approval.
- 2- **Immediately rescind** approval of the program's ongoing admissions of full-time classes of 45 students every quarter, to **replace** graduating classes.
- 3- **Require** the program to **admit no additional classes unless approved by the Board.**
- 4- **Require** the program to **correct all violations** identified during the onsite inspections, and **submit a report** identifying implemented interventions and timelines **no later than August 12, 2016.**

**Rationale:** Data substantiates the program's compliance with Section 2530 (I) of the Vocational Nursing Rules and Regulations for 14 of the previous 17 consecutive quarters from January 2012 through March 2016. However it is important to note that the Quarter 1, 2015, through Quarter 3, 2015, the program's pass rate averaged between 11 and 19 percentage points below the state.

Subsequent to the Board receiving two (2) student complaints alleging no theory faculty in the classroom for the majority of the Module 4 theory class, Board staff conducted an unannounced program inspection. Eight (8) violations were identified. Two of the identified violations substantiates the student complaints which includes, the lack of faculty

**Board Decision Consideration of Unannounced Program Inspection**

August 6, 2015

Page 2 of 3

in the classroom, and theory and clinical hours being replaced with virtual ATI.

The recommendation of placing the program on the Board Education Committee agenda, for consideration of provisional approval and enforcing correction of all violations is warranted.

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

Violations Identified:

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

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

... (12) Screening and selection.

**Section 2526(a)(16) of the Vocational Nursing Rules and Regulations states:**

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

... (16) A list of resources for provision of counseling and tutoring services for students.

**Section 2527(b) of the Vocational Nursing Rules and Regulations states:**

"A School shall report to the Board within ten days of the termination of a faculty member."

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

"The Program shall have sufficient resources, faculty, clinical facilities, library, staff and support services, physical space, skills laboratory and equipment to achieve the program's objectives.

**Section 530(f) of the Vocational Nursing Rules and Regulations states:**

"The program's instructional plan shall be available to all faculty."

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

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

**Board Decision Consideration of Unannounced Program Inspection**

August 6, 2015

Page 3 of 3

**Section 2533 of the Vocational Nursing Rules and Regulations states:**

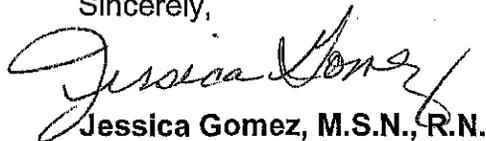
"Vocational nurse programs shall include theory and correlated clinical experience."

**Section 2529 (b) of the Vocational Nursing Rules and Regulations states:**

"Each vocational nursing program shall have one faculty member, designated as director who meets the requirements of subsection (c)(1) herein, who shall actively administer the program. The director is responsible for compliance with all regulations in Chapter 1, Article 5 (commencing with Section 2525et seq.)"

You will be notified of the date and time of the Education Committee Meeting. It is strongly advised that you attend the Board Education Committee meeting. Please contact the Board should further clarification be needed.

Sincerely,

  
**Jessica Gomez, M.S.N., R.N.**  
Nursing Education Consultant



**Career Care  
Institute**  
*for a better future!*

August 10, 2016

Board of Vocational Nursing  
Mrs. Jessica Gomez MSN, RN  
Nursing Education Consultant  
2535 Capitol Oaks Drive, Suite 205  
Sacramento, CA 95833

Dear Mrs. Gomez,

According to your recent inspection conducted on July 5, 2016, we were found to have eight violations which have been addressed and corrected upon submission of these current documents. It was reported to us that you received complaints from two of our many VN students. One of the complaints reported to you was that students were not prepared for their final exam. Twenty-seven of the twenty-nine students in that class passed their final exam. The remaining two students were placed on remediation and then passed their final exam on the second attempt per Career Care Institute policy.

As an institution, who serves the community, our mission is to continually strive to improve the competence and integrity required to meet the standards of professional nursing. This is evidenced by our continued compliance with the BVNPT. As an institution of higher learning, our philosophy is to prepare and build virtuous and competent vocational nurses that will provide exceptional care for our health care community. According to the Jan 2016 - Mar 2016 NCSBN examinations report, Career Care Institute's Ventura campus currently holds a 72.22% quarterly passing rate and a 64.94% annual passing rate. Ventura campus has maintained respectable passing rates that reflect the institution's performance.

In result of the violations reported to us, the BVNPT rendered the decisions to place the program on the education committee agenda for consideration of placement on provisional approval and to rescind approval of the program's ongoing admissions of full time classes. The institution has not been given the opportunity to provide a response or corrections prior to the decisions rendered by the BVNPT. As an overview of these concerns, Career Care Institute's Ventura campus has been penalized without the compliment of due process.

With the provided corrective data, it is Career Care Institute's desire to request a review of the penalties that have been placed upon the Ventura campus. At this time, we are requesting to be given due process.

Respectfully submitted,

  
Denise Garcia McElvogue, RN, BSN  
Director of Nursing

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*Career Care Institute*

Main Campus • 43770 15<sup>th</sup> Street West, Suite 115 • Lancaster, California 93534 • phone: (661) 942-6204 • fax: (661) 942-8130  
Branch Campus • 2151 Alessandro Drive, Suite 150 • Ventura, California 93001 • phone: (805) 477-0660 • fax: (805) 477-0659  
Branch Campus • 22500 Terra Circle, Suite 2205 • Moreno Valley, California 92553 • phone: (951) 214-6446 • fax: (951) 214-6440



**Career Care  
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*for a better future!*

August 10, 2016

Board of Vocational Nursing  
Ms. Jessica Gomez, MSN, RN  
Nursing Education Consultant  
2535 Capitol Oaks Drive, Suite 205  
Sacramento, CA 95833

Dear Ms. Gomez,

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

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

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

**Violation #1** The program’s Board approved screening and selection criteria includes the use of Wonderlic Based Skills Test as the program’s preadmission testing method. The required minimal admission scores include:

**Quantitative skills:**

Students must meet a minimum score of 250. Students who score between 250 and 299 may enter program, but must attend an Academic Support Math class on Fridays.

**Verbal Skills (English):**

Students must meet a minimum score of 350. Students who score between 350 and 399 must attend a weekly nursing remediation and English class on Fridays.

On July 5, 2016, Board staff inspected student files of currently attending and the most recent graduates of July 1, 2016. Sixteen (16) student files provided documentation that students are admitted into the program with admission testing scores below the minimum acceptance score. No evidence was provided upon request that the Friday remediation classes for Math and English were provided to any of the students.

**Admission/Screening Criteria**

Career Care Institute is using Wonderlic® Basic Skills (WBST) from Wonderlic, Inc. This is a test of problem solving ability. It contains various types of questions that must be completed without the aid of a calculator or other problem-solving device. This timed

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*Career Care Institute*

evaluation tool requires the ability of quick decision-making, the ability to follow instructions, and the ability to draw inferences to find effective solutions to unexpected problems in the work place. These tests consist of Quantitative skills (Math) and Verbal skills (English) to evaluate a student's ability to benefit from the course, [*Exhibit 1a, 1b*].

The test is used as an entrance exam and prospective students are given a study guide [*Exhibit 1c*] for the Math and Verbal component. Minimal scores to allow the students to enter the program are a Verbal score of 350, and a Math score of 300.

### **Goal**

To enforce the Institution's mission and vision. Admission requirement policy approved by the Board will be strictly enforced and followed.

### **Background**

An analysis was conducted of Wonderlic Basic Test scores with current GPA to identify students who were not remediated for low Wonderlic entrance exam scores. It was found that the 16 student's Wonderlic scores do not correlate with their current GPA. Only one student was identified as having failed the Wonderlic Basic Skills test and whose GPA was below 75%. This student is currently on academic remediation [*Exhibit 1d, 1e, 1f*] for low test scores.

This student will be monitored by the instructor who will report current quiz and exam grades to the Director of Nursing on a weekly basis. The Director of Nursing shall report grades for all levels, [*Exhibit 1g*] to ensure academic requirements are met, to the Campus Director during weekly director's meeting. The purpose of the weekly director's meeting is to monitor student academic progress.

### **Plan of Action**

To prepare prospective students that demonstrate inefficiencies in the first attempt of the Wonderlic entrance exam, the admission representative will schedule an appointment with an academic support tutor. After the completion of tutoring sessions, prospective students will be given a final opportunity to take the Wonderlic entrance exam. Prospective students who fail the second attempt will not be admitted into the program. An invitation to reapply a year later will be extended to those who do not meet the minimum entrance exam requirement.

Flyers with information containing academic support remediation for Math and English [*Exhibit 1h, 1i, 1j, 1k*] have been posted in the Admissions offices, all classrooms and in student break room. Flyers are also located in the Community Resources binder located at Student Services. This resource information is evaluated during the weekly director's meeting.

**Section 2526(a)(16) of the Vocational Nursing Rules and Regulations states:**

“The institution shall apply to the Board for approval. Written documentation shall be prepared by the director and shall include:  
... (16) A list of resources for provision of counseling and tutoring services for students.

**Violation #2** No evidence was provided that the program provides a list of services for tutoring or counseling available to students at the school or within the community. The students are required to obtain information regarding tutoring and counseling from the registrar.

**Goal**

To provide students easy access to academic support services, counseling and other community resources available by placing flyers and pamphlets in each classroom, student break room, and Student Services. To provide continuous tutorial services designed to help students with their academic performance.

**Plan of Action**

Create flyers and pamphlets for each classroom and student break room with information containing counseling, community resources, and academic support, which will be easily accessible to students and posted in a common place [*Exhibit 2a, 2b, 2c, 2d, 2e, 2f*].

Compile two binders with information containing counseling, community resources, and academic support, [*Exhibit 2g*]. One binder will be located with the Student Services [*Exhibit 2h*]. The other binder will be located in the Nurse’s Station [*2i, 2j*] for all instructors to utilize.

Design a tutorial service tailored fit for student’s needs aimed to help students with academic performance. Scheduled tutorials will be disseminated on the campus and via student’s email as a constant available resource.

**Section 2527 (b) of the Vocational Nursing Rules and Regulations states:**

“A school shall report to the Board within ten days of the termination of a faculty member.”

**Violation #3** The school provided upon request a list of current faculty members. The list included thirteen (13) faculty names. According to Board records the program has twenty – two (22) currently approved faculty. The Board has not received the resignation or termination notice for nine approved faculty members.

### **Goal**

To ensure that faculty files are maintained and audited on a quarterly basis. This will allow the institution to maintain a current and accurate list of approved faculty members. An updated list of all current Board approved faculty members is included, [*Exhibit 3a*].

Also included are resignation letters of employees that had not been reported to the Board. [*Exhibit 3b, 3c 3d, 3f, 3h*].

### **Plan of Action**

Director of Nursing will personally audit faculty files on a quarterly basis. Director of Nursing will notify the Board in writing within 10 days of termination of any faculty member. The written notification will then be placed in faculty file for records.

### **Section 2530 (a) of the Vocational Nursing Rules and Regulations states:**

“The program shall have sufficient resources, faculty, clinical facilities, library, staff and support services, physical space, skills laboratory and equipment to achieve the program’s objectives.”

**Violation #4** Evidence by a student complaint, and student and faculty interviews. The program did not offer the student consistent or adequate faculty presence in the classroom for Module 4 students.

Additionally, on July 5, 2016, students for module 1 fundamentals were witnessed by Board staff, sitting in a classroom without a clinical instructor or skills practice supplies. Students were waiting for their turn in the skills lab to complete learning activities, all hours on campus counted as clinical hours for the day. At 11:30 am students stated they had been waiting in the classroom for their turn in the skills lab all morning. Module 4 students stated that they were assessing module 1 students in the skills lab as their clinical make up hours.

### **Goal**

To provide additional clinical sites applicable and congruent with the student’s specific clinical rotation. To ensure that adequate staff are available for clinical rotation. In some circumstance where students are scheduled on campus for a clinical day, an activity will be designed to meet the clinical objective for the specific rotation, [*Exhibit 4a, 4b, 4c, 4d*]. To ensure that students will have proper supervision and assistance during clinical hours.

To ensure students, in the clinical setting, shall be assigned with patients appropriate to the competency-based objectives, [*Exhibit 4e, 4f, 4g, 4h*] to make up clinical hours, [*Exhibit 4i, 4j*].

#### **Plan of Action**

Submit application for additional clinical sites wherein students will be able to have actual clinical experience. Maximize the utilization of the existing clinical sites. Schedule Clinical site visits by the clinical coordinator and the Director of Nursing for formative evaluation.

To screen and verify correlation of skills and instructional plan, [*Exhibit 4k, 4l, 4m, 4n*], with staff at monthly VN Instructor's meeting, [*Exhibit 4o*].

Post daily schedule in each classroom each week so students are aware of class days/times [*Exhibit 4p*].

Post skills rotation agenda for clinical for class to follow when on campus [*Exhibit 4q*].

#### **Section 2530 (f) of the Vocational Nursing Rules and Regulations states:**

“The program’s instructional plan shall be available to all faculty.”

**Violation #5** The program was unable to produce a copy of the Board approved instructional plan. Lesson plans were identified as the instructional plan by both faculty members and the clinical coordinator. Instructors interviewed had no knowledge of the instructional plan

#### **Goal**

To ensure that provisions of the Instructional Plan will be available to each instructor and provide orientation regarding its use and application. To make sure that proper organization and accessibility of the Instructional Plan be enforced by instructors at all times. To ensure the correct correlation and integration of the Instructional Plan and the Student Daily Lesson Plan.

#### **Plan of Action**

To ensure the Instructional Plan is available for each instructor for usage, implementation and reference. To periodically update the Instructional Plan for each of the levels [*Refer to Exhibit 4k, 4l, 4m, 4n*] organize in a binder correlated with the Student Daily Lesson Plan [*Refer to Exhibit 4a, 4b, 4c, 4d*]. An assigned location will be in place for easy accessibility.

Proper information and implementation regarding the use of the Instructional Plan shall be directed to all faculty members. Training will take place at the monthly nursing meeting scheduled August 19, 2016, [*Exhibit 5a*].

Compliance report on proper implementation of the Instructional Plan by the instructors through periodic monitoring to be included on the monthly Nurse's agenda.

Proper organization of the Instructional Plan for easy accessibility of usage and actual utilization by the instructors.

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

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

**Violation #6** The program has a remediation policy. Documents in student files indicated that remediation is initiated with assignments and goals students must meet. However, remediation forms in student files were initiated, and signed as completed on the same day. However, to accomplish the remediation goals, the student was given assignments to complete and submit at a later date. No re-evaluation of student progress was documented.

**Goal**

Enforce the approved remediation algorithm to all students throughout the levels. Ensure proper compliance, monitoring, evaluation and documentation of the remediation process.

**Plan of Action**

**Reinforcement of Remediation Policy**

The remediation algorithm, [*Exhibit 6a*], has previously been approved by the Board for the institution and is currently being implemented. An academic Advisement, [*Exhibit 6b*], is issued to students for every failed quiz and exam. An academic Advisement consists of an action plan, expectations, and outcome evaluations. Students are made aware of the terms and will sign for confirmation. The remediation schedule is set within a week prior to the date given. Included in the action plan is the time frame for completing homework, areas of weakness, areas to work on, and assigned homework. The remedial development plan may also include that the student is current with all

scheduled ATI tutorials, proctors, exams, etc. A final re-evaluation is completed after the student has complied with the remediation process.

Noncompliance with the remedial development plan results in an issuance of an Advisement. Three advisements will warrant a Program Exclusion Notice, [**Exhibit 6c**].

The student may also be required by the instructor to attend an academic support class for mathematics and any specialty classes such as Medical Terminology, Care Plans, and Pharmacology. Please check with the VN Department and /or Student Services for the schedule, [**Exhibit 6d, 6e, 6f, 6g**].

Nursing theory instructors need to notify the Director of Nursing and Student Services via email when a program exclusion notification requires issuance. The email needs to include the student's Level and quiz number or which assessment has triggered the issuance, [**Exhibit 6h**].

A new advisement form will be initiated if the student needs more time with academic support.

### **Plan of Action**

Provide an in-service regarding the remediation algorithm at next the VN meeting, August 19, 2016.

Student will be monitored by instructor who will complete and submit an academic remediation Advisement tracking form [**Exhibit 6i**] to the Director of Nursing on a weekly basis. The Director of Nursing shall report to the Campus Director. Continuous implementation of the weekly director's meeting will ensure compliance with student's academic progress.

### **Section 2533 of the Vocational Nursing rules and Regulations states:**

"Vocational nurse programs shall include theory and correlated clinical experience."

**Violation #7** Students completing clinical make-up hours for Module 4, were witnessed by Board staff, assisting students in Module 1 with fundamental skills. There was no evidence of advanced nursing skills being practiced for correlation to theory taught in Module 4.

### **Goal**

To ensure that there is proper correlation between weekly theory topics and the clinical experience.

### **Enforce CCI Policy**

Clinical make-up hours, based on the approved VN guidelines, take place during clinical make-up week. Clinical make-up hours must be completed in a clinical setting. A make-up clinical day conducted on campus is permitted in a "special" circumstance determined and approved by the Director. Assignments for clinical rotations for students who miss clinical hours are determined by the clinical coordinator based on which week the student was absent. In doing so, the clinical coordinator is able to identify the missed objectives for the days the student was absent. Once these specific days have been identified, a plan is created to ensure that students will be assigned at an appropriate clinical site that will correlate their missed days with theory topics. Clinical instructors will be informed in advance of the student assignment and topics for the day. Students shall only go to approved clinical sites.

If the skills lab at the campus is utilized by the students for a clinical day, as determined and approved by the Director, specific objectives must be laid out to make sure that clinical objectives correlate to the theory topics. Students are provided with clinical objectives to be submitted to the clinical instructors for evaluation and grading.

The student will provide the clinical instructor with his/her objective packet for the objectives missed. The instructor will evaluate the student, mark accordingly and return the objective packet to the student. The student bears the responsibility to turn in the completed objective packet to receive hours and clinical grade, [*Exhibit 7a*].

### **Plan of Action**

To place students from each level, who need to make up clinical hours, in a clinical facility providing care commensurate with what is taught in theory [*Refer to Exhibit 4a, 4b, 7c, 7d*]. Per Clinical make up policy, student will provide the clinical instructor with his/her packet of objectives [*See Exhibit 4d, 4f, 4g, 4h*] missed which will be checked off by instructor when student has made up objectives needed.

### **Section 2529 (b) of the Vocational Nursing rules and Regulations states:**

"Each vocational nursing program shall have one faculty member, designated as director who meets the requirements of subsection (c)(1) herein, who shall actively administer the program. The director is responsible for compliance with all regulations in Chapter 1, Article 5 (commencing with Section 2525et seq.)"

**Violation #8** The program has a board approved director. Evidenced by the number of current violations, and the lack of faculty in the classrooms the director has not actively administered the program and has not maintained program compliance with all regulations as required in Chapter 1, Article 5 of the Vocational Nursing Regulations.

***Identified Problem***

Board approved Director of Nursing not actively administering and has not maintained program compliance with all regulations as required in Chapter 1, Article 5 of the Vocational Nursing Regulations.

***Goal***

To improve program compliance by implementing and maintaining Plan of Action for violations.

To provide a learning experience conducive to producing excellent Vocational Nurses.

***Plan of Action***

Work closely and meet weekly with the Campus Director to improve the educational experience for the vocational nursing students by monitoring student progress, academic status and compliance with all policies set forth by Career Care Institute.

Work with the Clinical Coordinator to make certain clinical instructors are supervising students at all times and that students are being taught skills congruent with what is being taught in theory. This will be accomplished with weekly meetings to review clinical surveys, site checks, and monthly Vocational Nurse's meetings.

Meet monthly with Vocational Nurse instructors to provide in-service training, address concerns, and to keep faculty aware of changes in the Vocational Nursing program to ensure compliance with rules and regulations to provide the academic success of Vocational Nursing students.

Work closely with our Nursing Educational Consultant for matters relating to the administration and compliance with the Vocational Nursing Regulations. This will be accomplished through email or telephone calls.

Read and refer to the Vocational Nursing Rules and Regulations to stay compliant with Vocational Nursing Regulations.

Follow through with enforcement of policies and maintaining consistency with all students.

Respectfully submitted,



Denise Garcia McElvogue, RN, BSN  
Director of Nursing

## Agenda Item #18, Attachment A.M.

Gomez, Jessica@DCA

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**From:** Corrine Stevens <cstevens@ccicolleges.edu>  
**Sent:** Thursday, September 15, 2016 4:06 PM  
**To:** Gomez, Jessica@DCA  
**Subject:** Training for CCI Ventura Campus  
**Attachments:** signature scan for instructors August 19th 2016 meeting for Boards.pdf

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Hi Jessica, I had the teachers to resign the document for the training. I also gave the training for the remediation process. I will send that after the nurses meeting this week. Please let me know if this document satisfies the criteria for **Violation # 5: Section 2530 (f) of the Vocational Nursing Rules and Regulations: which states that "the program's instructional plan shall be available to all faculty."** In the previous email you had stated that you wanted to make sure that all staff understood the difference between the instructional plan and the student daily lesson plans. This training was carried out at the August 19, 2016 nursing meeting as scheduled. Please let me know if further documentation is requested concerning this training. The entire binder with the Instructional Plans, Student Daily Lesson Plan, and grading criteria is placed in the nursing department to the right of the clinical coordinator which provides access to all faculty. Thanks, Corrine

Dr. Corrine O. Stevens, RN, BSN, MSN, PHN, Ed.D  
Nurse Educator  
Career Care Institute  
43770 15th Street West Suite 115  
Lancaster, Ca. 93534  
phone 661-942-6204  
Fax 661-942-8130  
E-Mail [cstevens@ccicolleges.edu](mailto:cstevens@ccicolleges.edu)

*for a better future!*

September 1, 2016

I was given an instructional plan and trained on how it is used for each level, along with a student daily lesson plan and a clinical objectives packet. This exercise was done to demonstrate the importance of making sure that these three sections of the curriculum were congruent with each other. I was in the training and verbalized understanding of the instructional plan and how vital the collaboration of these documents are to ensure that the curriculum is being implemented according to the approved curriculum for Career Care Institute.

*I Corrine Stevens, presented this training to the faculty at the Ventura campus of Career Care Institute.*

*CC Stevens RN MSW Ed D*  
(Signature)

*9/7/16*  
(Date)

*Corrine O. Stevens*  
(Print)

**Career Care Institute, Inc.**

2151 Alessandro Dr., Suite 150 • Ventura California, 93001 • phone: (805) 477-0660 fax: (805) 477-0659  
43770 15<sup>th</sup> Street West, Suite 115 • Lancaster California, 93534 • phone: (661) 942-6204 fax: (661) 942-8130

*for a better future!*

September 1, 2016

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X Margaret Ann Hills LW  
(Signature)

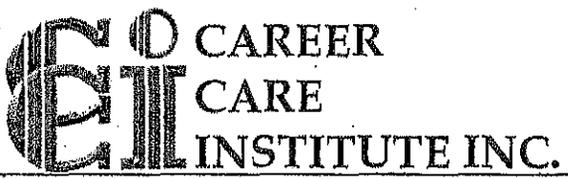
9.7.16  
(Date)

Margaret Ann Hills LW  
(Print)

*Career Care Institute, Inc.*

2151 Alessandro Dr., Suite 150 • Ventura California, 93001 • phone: (805) 477-0660 fax: (805) 477-0659  
43770 15<sup>th</sup> Street West, Suite 115 • Lancaster California, 93534 • phone: (661) 942-6204 fax: (661) 942-8130

Ruth



*for a better future!*

September 1, 2016

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X *Ruth Jones*  
(Signature)

9/2/2016  
(Date)

Ruth Jones  
(Print)

Ken



*for a better future!*

September 1, 2016

I was given an instructional plan and trained on how it is used for each level, along with a student daily lesson plan and a clinical objectives packet. This exercise was done to demonstrate the importance of making sure that these three sections of the curriculum were congruent with each other. I was in the training and verbalized understanding of the instructional plan and how vital the collaboration of these documents are to ensure that the curriculum is being implemented according to the approved curriculum for Career Care Institute.

X Kenneth B. Smith  
(Signature)

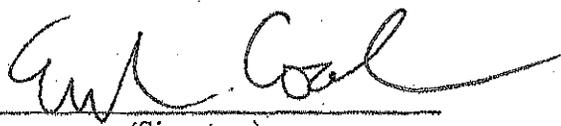
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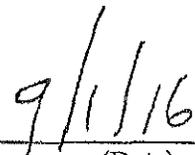
Kenneth B. Smith  
(Print)

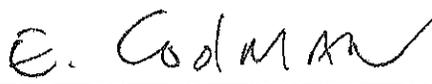
*for a better future!*

September 1, 2016

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X   
\_\_\_\_\_  
(Signature)

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

  
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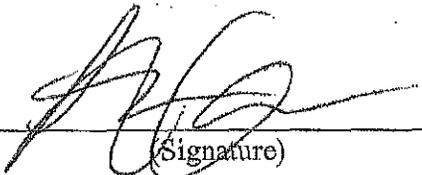
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43770 15<sup>th</sup> Street West, Suite 115 • Lancaster California, 93534 • phone: (661) 942-6204 fax: (661) 942-8130

*for a better future!*

September 1, 2016

I was given an instructional plan and trained on how it is used for each level, along with a student daily lesson plan and a clinical objectives packet. This exercise was done to demonstrate the importance of making sure that these three sections of the curriculum were congruent with each other. I was in the training and verbalized understanding of the instructional plan and how vital the collaboration of these documents are to ensure that the curriculum is being implemented according to the approved curriculum for Career Care Institute.

X   
(Signature)

Andrew Ortiz  
(Print)

9/1/16  
(Date)

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X Carol Puerto  
(Signature)

9/1/16  
(Date)

Carol Puerto  
(Print)

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X K. Houlihan  
(Signature)

9/1/2016  
(Date)

Kinsley Houlihan  
(Print)

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(Signature)

9/1/16  
(Date)

Tasha D Klugman  
(Print)

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X Sean Woods  
(Signature)

9/1/16  
(Date)

SEAN WOODS  
(Print)

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X *Janet Latonio*  
(Signature)

9-1-16  
(Date)

Janet Latonio  
(Print)

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X Linda Rhodes  
(Signature)

9/1/2016  
(Date)

Linda Rhodes  
(Print)

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# Agenda Item #18., Attachment A. Addendum



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](http://www.bvnpt.ca.gov)



DATE: October 14, 2016

TO: Education Committee Members

FROM: Faye Silverman, MSN/Ed, RN, PHN, WOCN  
Nursing Education Consultant

SUBJECT: Career Care Institute, Ventura, Vocational Nursing Program – Consideration of Placement on Provisional Approval; and Consideration of Request to Admit Students (Director: Corrine Stevens, Ventura, Ventura County – Private)

On October 7, 2016, Board staff reviewed an e mail which included the following documents:

- Remediation algorithm
- Academic advisement form
- Chart of disciplinary development algorithm
- Approved academic remediation policy
- Approved theory and clinical make up policy
- Policy for clinical remediation
- Program exclusion policy
- Remediation time card
- Tracking tool for student remediation time
- Tutoring availability form

Signed by all instructors, training for implementation of the described protocols which was presented in an in-service with the entire nursing faculty.

The documents submitted above show proof of the schools remediation policy, staff in-service to implement the described policies and protocols. If there is follow through by the school the violation will be corrected.

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

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

**Status Violation # 6:** This violation is **corrected**.

Taking into consideration the lack of clinical facilities, and (5) five of the (8) eight violations

remain incorrect, the recommendations of this report will remain unchanged.

# Agenda Item #18., Attachment B.



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

**BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS**  
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 Phone (916) 263-7800 Fax (916) 263-7855 Web [www.bvnpt.ca.gov](http://www.bvnpt.ca.gov)



**DATE:** October 4, 2016

**TO:** Board Members

**FROM:** Faye Silverman, RN, MSN/Ed, PHN, WOCN  
 Nursing Education Consultant

**SUBJECT:** Pasadena City College Vocational Nursing Program – Consideration of Placement on Provisional Approval (Director: Carla Christensen – Pasadena, Los Angeles County, Community College).

The Pasadena City College Vocational Nursing Program presented to the Education Committee for consideration of placement on provisional approval.

In accordance with Section 2526.1(c) 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...”

The following table shows the variance of the program’s pass rates from state average annual pass rates of first time graduates of approved vocational nursing programs for the past 18 consecutive quarters. This data substantiates the program’s noncompliance with Section 2530(l) of the California Code of Regulations.

NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate	Variance from State Annual Average Pass Rate
Jan – Mar 2012	74%	83%	+9
Apr – Jun 2012	74%	93%	+19
Jul – Sep 2012	74%	81%	+7
Oct – Dec 2012	74%	67%	-7
Jan – Mar 2013	73%	53%	-20
Apr – Jun 2013	73%	<b>44%</b>	<b>-29</b>
Jul – Sep 2013	74%	59%	-17
Oct – Dec 2013	76%	<b>57%</b>	<b>-19</b>

NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate	Variance from State Annual Average Pass Rate
Jan – Mar 2014	76%	59%	-17
Apr – Jun 2014	73%	69%	-4
Jul – Sep 2014	73%	73%	equal
Oct – Dec 2014	72%	63%	-9
Jan – Mar 2015	71%	59%	-12
Apr – Jun 2015	72%	72%	-20
Jul – Sep 2015	72%	47%	-25
Oct – Dec 2015	72%	33%	-39
Jan – Mar 2016	72%	40%	-32
Apr – Jun 2016	74%	100%	+26

It is important to note that only one student tested between July 2015 and June 2016. The one student passed resulting in an annual average pass rate of 100%.

### History of Prior Board Actions

(See Attachment A, History of Board Actions)

### Enrollment

Pasadena City College, Vocational Nursing Program has an ongoing approval admission pattern of one (1) class of 45 students into a 47-week program per year at the beginning of the fall semester.

The following table represents **current and projected** student enrollment based on current and projected class starts and completions. The table indicates a **maximum enrollment of 20** students for the period August 2015 through August 2016.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Complete			
8/15		17	+17	17
	8/16		-17	17 – 17 = 0
8/16		20	+20	0 + 20 = 20

## Licensing Examination Statistics

The following statistics, furnished by Pearson Vue and published by the National Council of State Boards of Nursing as "Jurisdictional Summary of All First-Time Candidates Educated in Member Board Jurisdiction" for the period January 2012 through June 2016, specify the pass percentage rates for graduates of the Pasadena City College Vocational Nursing Program on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®).

NCLEX-PN® Licensure Examination Data							
Quarterly Statistics					Annual Statistics*		
Quarter	# Candidates	# Passed	% Passed	State Average Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate[CCR §2530(I)]	Variance from State Average Annual Pass Rate
Jan – Mar 2012	6	5	83%	77%	83%	74%	+9
Apr – Jun 2012	1	1	100%	72%	93%	74%	+19
Jul – Sep 2012	2	0	0%	72%	81%	74%	+7
Oct – Dec 2012	No Candidates Tested			70%	67%	74%	-7
Jan – Mar 2013	12	7	58%	75%	53%	73%	-20
Apr – Jun 2013	4	1	25%	78%	44%	73%	-29
Jul – Sep 2013	2	1	50%	76%	50%	74%	-24
Oct – Dec 2013	3	3	100%	76%	57%	76%	-19
Jan – Mar 2014	8	5	63%	74%	59%	76%	-17
Apr – Jun 2014	No Candidates Tested			66%	69%	73%	-4
Jul – Sep 2014	4	3	75%	72%	73%	73%	equal
Oct – Dec 2014	12	7	58%	72%	63%	72%	-9
Jan – Mar 2015	1	0	0%	73%	59%	71%	-12
Apr – Jun 2015	4	1	25%	69%	52%	72%	-20
Jul – Sep 2015	No Candidates Tested			73%	47%	72%	-25
Oct – Dec 2015	1	1	100%	75%	33%	72%	-39
Jan – Mar 2016	No Candidates Tested			73%	40%	72%	-32
Apr – Jun 2016	No Candidates Tested			75%	100%	74%	+26

\*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 § 2530(I) states:

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

This data substantiates the program's **compliance** with Section 2530 (I) of the Vocational Nursing Rules and Regulations for **ten (10) of the previous eighteen (18) consecutive quarters** from January 2012 through June 2016. However it is important to note that from Quarter 4, 2014, through Quarter 1, 2016, the program's pass rate averaged between **9** and **39** percentage points **below** the state. The last program

graduates eligible to take the licensure examination completed the program in August 2014.

According to data received from Pearson Vue, all eligible program candidates who graduated between August 2012, and July 2014, have taken the NCLEX-PN licensure examination. There were no graduates in 2015.

PROGRAM PASS RATES PER CLASS				
Year Program Completed	Number Completed Program	Number Tested to Date	Number Passed 1 <sup>st</sup> Attempt	Percentage Passed
August 2012	18	18	9	50%
July 2013	13	13	9	69%
July 2014	19	19	11	58%
July 2015	No Class	NA	NA	NA
August 2016	17	NA	NA	NA

Based on the most recent data available (April through June 2016), the program's average annual pass rate is **100%**. **It must be noted that the current quarter 2, 2016 average annual pass rate of 100% represents one candidate who graduated in 2014, and tested in the fourth quarter of 2015.** The California average annual pass rate for graduates from approved vocational nursing programs who took the NCLEX-PN® Licensure Examination for the first time during the same period is **74%**.

### Faculty and Facilities

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

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

The total number of Board-approved faculty is eight (8) including the program director. The director and all instructors are approved to teach in the clinical area. For a maximum enrollment of 20 students, two (2) instructors are needed. Therefore, the number of current faculty is adequate for the current and proposed enrollment.

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

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

The program has 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 for current and proposed students.

### Other Considerations:

On May 30, 2012, approval of the program was continued from May 14, 2012 through May 13, 2016. Additionally, the program curriculum revision resequencing the mental health course was approved.

On October 26, 2015, a curriculum change was approved. The total curriculum hours **changed** from **576 theory and 972 clinical** hours for a total of **1548** hours to **594 theory and 972 clinical** for a **total program hours of 1566 hours**. Pharmacology was changed from being incorporated into courses in Terms 1 and 11 to one course in Term 1, and the addition of a nutrition course. Additionally, all course objectives and courses were evaluated for content and meeting the 2014 changes to the NCSBN testing plan.

On February 17, 2016, the Board notified the director regarding the program's NCLEX-PN® program performance of four (4) consecutive quarters of noncompliant pass rates. (See Attachment B)

On February 22, 2016, the Board received the director's response regarding the program pass rate performance (see attachment C). The program was closed for one year (August 2014 – August 2015) to evaluate and improve the program's curriculum.

The new curriculum was implemented with the current class of students. Other program enhancements include:

- Development of a plan for annual curriculum review.
- Schedule a minimum of two (2) meetings per semester with student representatives to provide feedback to faculty regarding the curriculum.
- Include Case Studies into classroom and homework assignments.
- Add Simulation three (3) times each quarter to enhance the clinical experience for student learning.
- Offer free tutors.
- Refer students to a retention counselor as soon as the first examination is failed.

On August 30, 2016, Board staff completed the Pasadena City College, Vocational Nursing Program survey. **One (1) violation were identified.**

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

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

**Violation #1:** The program's pass rate has remained noncompliant for the last six (6) consecutive quarters (January 2015 through June 2016). No program candidates tested in three (3) of the six (6) quarters. A total of six (6) students represent the program's pass rates over the last six (6) quarters.

**Status #1:** This violation **has not** been corrected.

The program stopped admitting students between August 2014 through August 2015, in order to evaluate the program and curriculum. A new curriculum was developed that addressed the 2014 NCLEX-PN® test plan. The students graduated in August 2016, will be the first students to benefit from the program's new curriculum and improvement plan.

The program's current average annual pass rate is 100%. **It is important to recognize that the 100% pass rate is from one (1) program graduate who tested in quarter 4, 2015. Only one (1) program graduate has taken the NCLEX-PN® between July 2015 and June 2016.**

**Recommendation:**

1. **Place** the Pasadena City College on provisional approval for the two-year period from November 4, 2016, through November 30, 2018, and issue a notice to the program to identify specific area of noncompliance and requirements for correction as referenced in Section 2526.1 (c) of the California Code of Regulations. (See Attachment D)
2. **Rescind** the program's ongoing admissions of one class of 45 students per year immediately.
3. Require the program to bring its average annual pass rate to no more than (10) ten percentage points below the State average annual pass rate.
4. Require the program to provide no less than one (1) instructor for every ten (10) students in clinical experiences.
5. Require the program to obtain Board approval prior to the admission of each additional class.
6. Require the program director to submit, under penalty of perjury, the names of all enrolled students, date of admission, placement in the curriculum, and expected date of graduation by **December 1, 2016**.
7. Require the director to submit follow - up reports in 10 months, but no later than September 1, 2017, and 22 months but no later than September 1, 2018. The report must include a comprehensive analysis of the program, specific actions taken with revisions to improve 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
8. Require the program to demonstrate sustained progress in correcting the violation. If the program fails to satisfactorily demonstrate sustained progress the full Board may revoke the program's approval.
  9. 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.
  10. Failure to take any of these corrective actions may cause the full Board to revoke the program's approval.

**Rationale:** An analysis of submitted program documents substantiates noncompliance with requirements set forth in Article 5 Section 2530 (I) of the Vocational Nursing Rules and Regulations.

Published licensure examination statistics confirm that the program's average annual pass rates have remained **noncompliant** with California Code of Regulations section 2530(I) **for ten (10)** of the last eighteen **(18) consecutive quarters** (January 2012 – June 2016). Additionally, the program has been non-compliant for five (5) of the last six (6) consecutive quarters (January 2015 through June 2016). The program's most current pass rate is 100%, 26 percentage points above the state. However, it is important to note one (1) program graduate tested from July 2015 through June 2016. No program candidates tested in Quarter 3, 2015, and Quarters 1 and 2 of 2016.

The program elected to close the program for one year to evaluate and improve the program's curriculum. Additionally, an improvement plan and processes were put into place to address student needs and learning progress. The students graduated in August 2016 will be the first students to benefit from the new curriculum, and improvement plan. Considering the foregoing information it is recommended to place the program on provisional approval.

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

Attachment A: History of Prior Board Actions

Attachment B: Board Correspondence Regarding Pass Rates Dated February 17, 2016

Attachment C: Program Correspondence Dated February 23, 2016



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

## Pasadena City College Vocational Nursing Program

### History of Prior Board Actions

- The Pasadena City College Vocational Nursing Program was initially accredited in 1953.
- On May 16-17, 1984, the assigned Nursing Education Consultant conducted a survey visit. The Board considered the consultant's report and recommendation at its June, 1984 meeting that accreditation be continued after the program demonstrated compliance with violations in performance objectives, admission criteria, attendance policy, credit granting policy and posting of required information. The program subsequently substantiated full compliance to the Board's satisfaction.
- On January 1985, the Board approved a major curriculum change with changes in hours contingent upon meeting specified time lines for submission of curriculum material.
- On June 16, 2000, the Board approved the program's request for a major curriculum change, including philosophy, conceptual framework, curriculum objectives and program hours. New program hours are total program hours are 1, 557, with total theory hours being 585 and clinical hours being 972.
- On April 14, 2004, the Board approved continued full accreditation for the Pasadena City College Vocational Nursing Program for the four-year period from May 14, 2004, through May 13, 2008, and issued a certificate accordingly.
- On March 19, 2008 the Board approved continued full accreditation for the Pasadena City College Vocational Nursing Program for the four-year period from May 14, 2008, through May 13, 2012, and issued a certificate accordingly.
- On February 1, 2012, the Board received electronic correspondence from the director and the completed Program Records Survey for continued approval.
- On July 8, 2014, the Board approved a new Director.
- On October 26, 2015 the Board approved a new curriculum increasing of program hours from **576 theory and 972 clinical** hours for a total of **1548** hours to **594 theory and 972 clinical** for a **total program hours of 1566 hours**.
- On February 17, 2016, the program was notified of four quarters of non-compliant pass rates.

# AGENDA ITEM #18., Attachment B.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 916-263-7859 www.bvnpt.ca.gov



February 17, 2016

Carla Christensen  
Director, Vocational Nursing Program  
Pasadena City College  
3035 East Foothill Blvd. Bldg B6  
Pasadena CA. 91107

**Subject: NCLEX-PN® Program performance**

Dear Ms. Christensen:

The Board of Vocational Nursing and Psychiatric Technicians hereby informs you of your program's status related to Section 2530(l) of the Vocational Nursing Rules and Regulations which states:

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

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

Statistics furnished by Pearson VUE, and published by the National Council of State Boards of Nursing as "Jurisdictional Summary of All First-Time Candidates Educated in Member Board Jurisdiction", indicate that the pass rates for the Pasadena City College, Vocational Nursing Program have fallen below 10 percentage points of the state average pass rate for the **past four quarters**. (Please see attached pass rate grid).

Please provide the Board with your written plan for improving your program's NCLEX-PN® pass rates by **March 18, 2016**. The Board will continue monitoring the pass rates closely.

Should you have questions, please do not hesitate to contact the Board.

Sincerely,

*Jessica Gomez*

**Jessica Gomez M.S.N., R.N.**  
Nursing Education Consultant

**Attachment: Pass rate grid**



## **AGENDA ITEM #18., Attachment B.C.**

February 22, 2016

Jessica Gomez M.S.N., RN

Nursing education consultant

California Board Vocational Nursing and Psychiatric Technicians

2535 Capitol Oaks Drive Suite 205

Sacramento, CA 95833-2945

**Subject: NCLEX-PN Program performance**

Dear Ms. Gomez

This letter is being written in response to your request for a written plan for improving the Pasadena City College pass rates on the NCLEX-PN. Please note that the pass rate for all 4 quarters of 2015 included only first time test takers who had graduated in July of 2014. The LVN program at Pasadena City College was put on hold during our 2014/15 school year.

In response to lower pass rates, PCC's LVN program has done the following:

- Close the program for 1 academic year in order to review and improve curriculum. The program reopened for the Fall 2015-16 academic year on August 31, 2015.
- Obtained BVN approval for a curriculum change that places pharmacology for 3 units in the fall semester and mental health seminar for 2 units in the spring semester. This allows the nursing student to increase focus on each of these subjects at a time, rather than taking both courses together throughout the year.
- Incorporated student performance objectives that are aligned with Quality Safety Education Nursing (QSEN) competencies and knowledge, skills, and attitudes (ksa's).
- Funded full-time faculty attendance at a nationwide conference on Concept-Based Curriculum in order to learn to increase nursing student conceptual understandings through a more interactive teaching methodology.
- Incorporated teaching methodologies that use class discussions, student presentations, and other class activities that develop application/analysis skills of nursing students.
- Developed a plan for annual curriculum review.

-Scheduled at least 2 meetings a semester for student representatives to provide feedback to faculty.

-Use of case studies in the classroom and as homework assignments.

-Free nursing tutors are provided.

-Students are now referred to a retention counselor earlier (the first time an exam is failed)

-Simulation laboratory is being utilized at least 3 X a semester. Among the Simulations that have been developed are the following:

- Interviewing techniques

- Anxious clients and families

- Pre and post surgical care of clients

- Client with chest pain

- Short of breath client

- Head to toe assessments including simulated breath sounds

- Admitting a client with a new complaint

- Wound care

- Multidisciplinary care that includes CAN delegation and RN collaboration/supervision

The PCC LVN program is looking forward to significantly improved NCLEX pass rates beginning Fall 2016 from our current students benefiting from the changes listed above.

Sincerely,

Carla Christensen MSN, RN

Director Vocational Nursing Program

Pasadena City College

3035 East Foothill Blvd. B-6

Pasadena, CA 91711

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

## Discussion:

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

**November X, 2016**

Carla Christensen, Director  
Vocational Nursing Program  
Pasadena City College  
3035 E. Foothill Blvd. Bld B6  
Pasadena, CA 91107

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

Dear Ms. Christensen:

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on November 4, 2016, the Pasadena City College Vocational Nursing Program has been placed on provisional approval for the two-year period from November 4, 2016 through November 30, 2018.

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 **December XX, 2016.**

### **AREAS OF NON-COMPLIANCE (VIOLATIONS(S))**

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 for the Pasadena City College Vocational Nursing Program for the past 18 quarters are set forth in the following table:

**Pasadena City College Vocational Nursing Program**

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NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate	Variance from State Annual Average Pass Rate
Jan – Mar 2012	74%	83%	+9
Apr – Jun 2012	74%	93%	+19
Jul – Sep 2012	74%	81%	+7
Oct – Dec 2012	74%	67%	-7
Jan – Mar 2013	73%	53%	-20
Apr – Jun 2013	73%	44%	-29
Jul – Sep 2013	74%	59%	-17
Oct – Dec 2013	76%	57%	-19
Jan – Mar 2014	76%	59%	-17
Apr – Jun 2014	73%	69%	-4
Jul – Sep 2014	73%	73%	equal
Oct – Dec 2014	72%	63%	-9
Jan – Mar 2015	71%	59%	-12
Apr – Jun 2015	72%	72%	-20
Jul – Sep 2015	72%	47%	-25
Oct – Dec 2015	72%	33%	-39
Jan – Mar 2016	72%	40%	-32
Apr – Jun 2016	74%	100%	+26

**REQUIRED CORRECTION(S)**

1. Require the program to bring its average annual pass rate to no more than (10) ten percentage points below the State average annual pass rate.
2. Require the program to provide no less than one (1) instructor for every ten (10) students in clinical experiences.
3. Require the program to obtain Board approval prior to the admission of each additional class.
4. Require the program director to submit, under penalty of perjury, the names of all enrolled students, date of admission, placement in the curriculum, and expected date of graduation by **December 1, 2016**.

**Pasadena City College Vocational Nursing Program**

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5. Require the director to submit follow - up reports in 10 months, but no later than September 1, 2017, and 22 months but no later than September 1, 2018. The report must include a comprehensive analysis of the program, specific actions taken with revisions to improve 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
6. Require the program to demonstrate sustained progress in correcting the violations. If the program fails to satisfactorily demonstrate sustained progress the full Board may revoke the program's approval.
7. Require the program to comply with all approval standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code Section 2880, and Article 5 of the Board's Regulations, commencing at California Code of Regulations, Title 16, Section 2526.
8. 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 2018** 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.

**Pasadena City College Vocational Nursing Program**

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**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 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](http://www.bvnpt.ca.gov).

Should you have questions, please do not hesitate to contact the Board.

Sincerely,

**Kameka Brown, PhD, MBA, NP**  
Executive Officer

Enclosures

cc: Board Members

KB: jg

# Agenda Item #18., Attachment C.



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

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



DATE: October 6, 2016

TO: Education Committee Members

FROM: Margarita Valdes, RN, MS  
 Nursing Education Consultant

SUBJECT: Shasta College Vocational Nursing Program – Consideration of Placement on Provisional Approval (Director: Nancy Skaggs, Redding, Shasta County, Community College)

The Shasta College Vocational Nursing Program is presented to the Education Committee for consideration of placement on provisional approval.

In accordance with Section 2526.1(c) 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...”

In conjunction with poor performance on the licensure examination and the program’s request for ongoing approval, a total of **six (6) violations were identified.**

The following table shows the variance of the program’s pass rates from state average annual pass rates of first time graduates of approved vocational nursing programs for the past 18 consecutive quarters. This data substantiates the program’s noncompliance with Section 2530(l) of the California Code of Regulations.

NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate	Variance from State Annual Average Pass Rate
Jan – Mar 2012	74%	79%	+5
Apr – Jun 2012	74%	80%	+6
Jul – Sep 2012	74%	80%	+6
Oct – Dec 2012	74%	80%	+6
Jan – Mar 2013	73%	100%	+2

NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate	Variance from State Annual Average Pass Rate
Apr – Jun 2013	73%	NA	NA
Jul – Sep 2013	74%	100%	+26
Oct – Dec 2013	76%	95%	+19
Jan – Mar 2014	76%	95%	+19
Apr – Jun 2014	73%	95%	+22
Jul – Sep 2014	73%	71%	-2
Oct – Dec 2014	72%	50%	-22
Jan – Mar 2015	71%	56%	-15
Apr – Jun 2015	72%	50%	-22
Jul – Sep 2015	72%	55%	-17
Oct – Dec 2015	72%	55%	-17
Jan – Mar 2016	72%	43%	-29
Apr – Jun 2016	74%	100%	+26

**History of Prior Board Actions**

(See Attachment A for History of Prior Board Actions)

**Enrollment**

The program is approved to admit 35 students into its full-time class every eighteen (18) months.

The following table represents **current and projected** student enrollment based on current and projected class starts and completions. The table indicates a **maximum enrollment of 29** students for the period **January 2012 through August 2016**.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Complete			
1/12		26	22	0 + 22 = 22
	5/13 (1/12 Class)		-22	22 – 22 = 0
8/13		32	22	0 + 22 = 22
	12/14 (8/13 Class)		-22	22 – 22 = 0

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Complete			
1/15		31	22	0 + 22 = 22
	5/16 (1/15 Class)		-22	22 - 22 = 0
8/16	12/17	32	29	0 + 29 = 29

### Licensing Examination Statistics

The following statistics, furnished by Pearson VUE and published by the National Council of State Boards of Nursing as "Jurisdictional Summary of All First-Time Candidates Educated in Member Board Jurisdiction" for the period January 2012 through June 2016, specify the pass percentage rates for graduates of the Shasta College Vocational Nursing Program on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®).

NCLEX-PN® Licensure Examination Data							
Quarterly Statistics					Annual Statistics*		
Quarter	# Candidates	# Passed	% Passed	State Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate [CCR § 2530 (I)]	Variance From the State Average Annual Pass Rate
Jul-Sep 2014	1	0	0%	72%	71%	73%	-2
Oct-Dec 2014	No Candidates Tested			72%	50%	72%	-22
Jan-Mar 2015	15	9	60%	73%	56%	71%	-15
Apr-Jun 2015	6	2	33%	69%	50%	72%	-22
Jul-Sep 2015	1	1	100%	73%	55%	72%	-17
Oct-Dec 2015	No Candidates Tested			75%	55%	72%	-17
Jan-Mar 2016	No Candidates Tested			73%	43%	72%	-29
Apr-Jun 2016	No Candidates Tested			75%	100%	74%	+26

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

California Code of Regulations section 2530(I) states:

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

Based on the **most recent data available** (April through June 2016), the program's average annual pass rate is **100%**. The California average annual pass rate for graduates from approved vocational nursing programs who took the NCLEX-PN® for the first time during the same period is 74%. The average annual pass rate for the Shasta College Vocational Nursing Program is **26** percentage points **above** the state average annual pass rate.

**However, it must be noted that the current average annual pass rate of 100% reflects three (3) quarters of no candidates and one (1) quarter of a single candidate testing and passing the examination. Prior to that single candidate passing, the program's average annual pass rate was 50%.**

### **Faculty and Facilities**

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

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

The total number of Board-approved faculty is eight (8), including the program director. The director has up to 50% of her time devoted to administrative duties. The Director and seven instructors are approved to teach in the clinical area.

For a maximum enrollment of 29 students, two (2) instructors are needed. Therefore, the number of current faculty is adequate for the current and projected enrollment.

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

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

The program **lacks** 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:**

The Shasta College Vocational Nursing Program was initially accredited by the Board in 1953. In 2012, the Executive officer approved the program through May 12, 2016.

On July 31, 2015, the assigned consultant initiated consultation with the program regarding the third consecutive quarter of non-compliant program pass rates. During consultation, the program identified issues related to faculty turn-over and challenges with a particular class that graduated in December 2014 as factors contributing to the decline in program pass rates.

On August 11, 2015, the Board received the program's initial analysis of variables affecting the pass rates and the program's plan to address the identified issues. The program's response is found in Attachment B and summarized as follows.

- ✓ High number of absences with the most recently graduated class
  - The program revised the attendance policy to promote student accountability and responsibility
- ✓ Impaired test results due to test anxiety and deficits in reading comprehension, learning strategies, and personal time management
  - In addition to Student Success Workshops, the program began utilizing an online course from the College offering lessons related to student success and optimal learning
- ✓ ATI-PN Predictive testing indicated the need for improvement in pharmacology
  - Teaching methodology, textbook, and other resources were revised
- ✓ Systematic Issues were addressed
  - The minimum pass rate will be increased from 75% to 78% with the next cohort
  - Consultation with successful Vocational Nursing programs and planning for curriculum revision
  - Exploration of funding sources to enhance teaching and testing resources and strategies, including working with college administration

On November 23, 2015, the Board forwarded correspondence to the program regarding the fourth consecutive quarter of non-compliant pass rates. On December 21, 2015, the program submitted a follow-up report to the improvement plan. (See Attachment C).

- ✓ The program noted improvement in absences and tardiness. However, the point deduction was revised during the winter flu season
- ✓ Students were reported to be utilizing the online student success course and students and instructors attended a test-taking strategies seminar
- ✓ The program noted improvement in pharmacology outcome with the current group of students
- ✓ The program intends to increase the minimum pass rate with the group beginning August 2016
- ✓ The program continues consulting and intends to work on curriculum revision during the summer of 2016
- ✓ Utilizing grant funding, the program has implemented the Kaplan Test Prep and Admissions Nursing and Integrated Testing, which will include an NCLEX Prep class after completion of the program
  - Integration into the classroom was scheduled to begin in January 2016
  - Faculty training with Kaplan was scheduled for early January 2016
- ✓ Program faculty were continuing collaboration with college administration regarding resources for the program

On January 5, 2016, the assigned consultant met with the program director and another faculty member at Board headquarters. Consultation was provided regarding the Program Record Survey, curriculum concerns, clinical facilities, and regulatory requirements.

On February 18, 2016, the Board forwarded correspondence regarding the fifth consecutive quarter of non-compliant pass rates. The program's response was received March 10, 2016. (See Attachment D). The program noted factors contributing to the low pass rates, which is summarized, below.

- ✓ All students testing over the past year were from one cohort
- ✓ That particular cohort experienced significant faculty turnover, including inexperienced faculty and resignation of a program director
- ✓ Out of 22 students, eight (8) were ESL "which presented major difficulties with the NCLEX Examination."

On March 1, 2016, the Board received the program's Program Record Survey.

On July 1, 2016, the Board notified the program of several deficits in the submitted PRS.

**On July 14, 2016, the Board approved an instructor in the program as the new program director.** A telephone consultation was conducted on July 18, 2016 between the assigned consultant, the new director, and the previous director, who is now serving as an instructor.

On July 27, 2016, the program submitted a letter to the Board describing factors leading to deficits in the program and some of the plans to correct the concerns. (See Attachment E).

Based on the Program Record Survey submitted by the program and the documentation submitted by the program subsequently, the following violations are identified.

### **Violations**

#### **Section 2530(a) of the Vocational Nursing Rules and Regulations states:**

"The program shall have sufficient resources, faculty, clinical facilities, library, staff and support services, physical space, skills laboratory and equipment to achieve the program's objectives."

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

"Schools shall have clinical facilities adequate as to number, type, and variety of patients treated, to provide clinical experience for all students in the areas specified by Section 2533. There must be available for student assignment, an adequate daily census of patients to afford a variety of clinical experiences consistent with competency-based objectives and theory being taught. Clinical objectives which students are expected to master shall be posted on patient care units utilized for clinical experience."

**Violation #1:** The program lacks adequate clinical facilities providing experience in obstetrical and pediatric nursing to support the enrolled students in a manner that is consistent with regulations, including regulations regarding the correlation between theory and clinical experience.

**Status:** This violation is **not** corrected.

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

“The program’s instructional plan shall be available to all faculty.”

**Violation #2:** The program did not provide documentation that all faculty have access to the program’s instructional plan.

**Status:** The program has now forwarded a signed document indicating that all faculty now have access to the program’s instructional plan.

This violation is **corrected**.

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

“Each school shall have an attendance policy approved by the Board. The policy shall include but not be limited to, criteria for attendance and the specific course objectives for which make-up time is required. Acceptable methods for make-up include:

- (1) Theory: case studies, independent study, written examination, attendance at seminars or workshops, auto-tutorial laboratory, and research reports.
- (2) Clinical: performance evaluation in skills laboratory or additional time in the clinical area with clients/patients.”

**Violation #3:** The program’s attendance policy, as submitted with the Program Record Survey, was not consistent with regulations in that listed methods of make-up for missed clinical hours allowed computer-based activities, rather than performance evaluation in skills lab or additional time in the clinical area with patients.

**Status:** On July 20, 2016, the program submitted a revised attendance policy which is consistent with regulations.

This violation is **corrected**.

**Section 2533(d)(20) of the Vocational Nursing Rules and Regulations states:**

“The curriculum content shall include...

- (19) Critical thinking
- (20) Culturally congruent care

**Violation #4:** With submission of the Program Record Survey, the program submitted the most recent Board-approved Instructional Plan, dated 2000. Evaluation of the instructional plan indicates no content related to critical thinking or culturally congruent care, which was required, effective 2007.

**Status:** The program has submitted a plan for updating the second term of the program to include the required content areas, thus providing currently enrolled students with required content. (**Due no later than October 1, 2016**) In addition, the program has outlined a major curriculum revision, estimated to be submitted to the Board no later than June 2017.

The program submitted an instructional plan with revisions that included (19) Critical thinking and (20) Culturally congruent care (**September 30, 2016**).

This violation is **corrected**.

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

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

**Violation #5:** The program provided documentation of an instructional plan dated 2000. The program reported, that due to lack of clinical facilities offering experience in obstetrical and pediatric nursing, and due to lack of clinical facilities offering opportunities to adequately accomplish specific clinical objectives in Medical-Surgical nursing, the program altered the instructional plan to replace approximately 96 hours of experience in clinical facilities with clinical simulation. The program failed to seek approval prior to changing the instructional plan.

**Status:** The program has a plan to submit documentation in support of a minor curriculum revision to include simulation for a portion of the clinical experience hours in Terms 2 and 3 of the program. **Due no later than October 1, 2016.**

The program has a plan that, if submitted would correct violation.

The program submitted an instructional plan with revisions in Terms 2 and 3, it eliminated of clinical simulation in the content; it includes high fidelity manikins in the skills lab for practice and demonstrations to meet objectives (**September 30, 2016**).

This violation is **corrected**.

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

"School shall apply on a form provided by the Board for approval of each clinical facility prior to use."

**Violation #6:** As submitted with the Program Record Survey, the program's current list of clinical facilities utilize in the program included two (2) facilities for which no Board approval was found in Board or in program records.

**Status:** The program submitted clinical facility applications which have now been approved by the Board.

This violation is **corrected**.

A number of telephone conferences were conducted with the program, including on August 3, 2016 with the program director and on August 4, 2016 with the program director, college dean, and new faculty member. Subsequently, on August 11, 2016, the program submitted additional improvement plans described, above. (See Attachment F).

On August 31, 2016, the Executive Officer considered the consultant's report regarding the program's request for continued approval. On that date, the Executive Officer rescinded the program's approval for ongoing admissions and referred the program to the Education Committee for consideration of placement on provisional approval.

### **Summary**

Shasta College Vocational Nursing Program, a community college program, was initially approved in 1953. The program has struggled with poor performance on the licensure examination since the last quarter of 2014. The program has been utilizing an outdated curriculum and, in the course of the Program Record Survey, was identified to have six (6) violations of the Vocational Nursing Rules and Regulations.

With a new program director approved July 14, 2016, the program has **corrected** the (5) violations, including:

- Making the instructional plan available to all faculty
- Revising the attendance policy to include make-up of missed hours that is consistent with the regulation
- Obtaining Board approval of clinical facilities prior to use by the program.

While the program has adequate clinical facilities to support enrolled students during the first two (2) terms of study, **the program lacks adequate clinical facilities to accomplish objectives related to maternity and pediatric clinical nursing in the last term of study, which would occur in late 2017.** The program director reports initial contacts with additional clinical facilities.

The program's average annual pass rate, with no candidates testing in the last three (3) quarters, is currently 100%. However, prior to a single candidate testing and passing in one (1) quarter, the program's average annual pass rate was **50%**.

## Recommendations:

1. Place the Shasta College Vocational Nursing Program on provisional approval for a period of one –year from November 4, 2016 through November 30, 2017, 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, Attachment G.
2. Require the program to bring its average annual pass rate to no more than (10) ten percentage points below the State average annual pass rate.
3. Require the program to provide no less than one (1) instructor for every ten (10) students in clinical experiences.
4. Require the program to obtain Board approval prior to the admission of each additional class.
5. Require the director to submit follow - up reports in 10 months, but no later than September 1, 2017, and 22 months but no later than September 1, 2018. The report must include a comprehensive analysis of the program, specific actions taken with revisions to improve 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
6. Require the program to demonstrate sustained progress in correcting the violations. If the program fails to satisfactorily demonstrate sustained progress the full Board may revoke the program's approval.
7. Require the program to comply with all approval standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code Section 2880, and Article 5 of the Board's Regulations, commencing at California Code of Regulations, Title 16, Section 2526.

8. Failure to take any of these corrective actions may cause the full Board to revoke the program's approval.
9. Place the program on the Board's November 2017 agenda for reconsideration.

**Rationale**

While the program's current average annual pass rate is 100%, that average is based on only a single candidate testing and passing in the third quarter of 2015. Prior to that, the program's average annual pass rate was 50% and had been greater than 10 percentage points below the state average annual pass rate for three (3) consecutive quarters. The program's average annual pass rate was greater than 10 percentage points below the state average annual pass rate for six (6) consecutive quarters.

In the course of evaluating the program's documentation submitted in support of the request for continued approval, a total of **six (6)** violations were identified. While the program has corrected five (5) violations, the inadequacy of clinical facilities persist.

Given that the program is not in full compliance with all requirements as set forth in the Vocational Nursing Rules and Regulations, and that the program's approval expired in May 2016, the recommendation for placement on provisional approval is warranted.

- Attachment A: History of Prior Board Action
- Attachment B: Program Correspondence dated August 11, 2015
- Attachment C: Program Correspondence dated December 21, 2015
- Attachment D: Program Correspondence dated March 10, 2016
- Attachment E: Program Correspondence dated July 27, 2016
- Attachment F: Program Correspondence dated August 11
- Attachment G: Draft Notice of Change in Approval Status

# Agenda Item 18., Attachment C.A.

## SHASTA COLLEGE VOCATIONAL NURSING PROGRAM

### History of Prior Board Action

- At its December 1953 meeting, the Board approved initial accreditation for the Shasta College Vocational Nursing Program.
- On January 24, 1992, the Board approved continued accreditation for the program.
- On May 14, 2004, the Board approved continued full accreditation for the Shasta College Vocational Nursing Program for the four-year period from May 14, 2004, through May 13, 2008, and issued a certificate accordingly.
- On June 5, 2007, the Executive Officer approved the program's request to increase admissions from 30 to 35 students per class beginning with the class to be admitted on August 20, 2007 and reaffirmed the program's prior approval for ongoing admissions to **replace** graduating classes, only, with the following stipulations:
  - a. No additional classes are added to the program's current pattern of admissions without prior Board approval. The program's projected pattern of admissions will include admission of one class of 35 students every 18 months.
  - b. The director documents that adequate resources, i.e. faculty and facilities, are available to support each admitted class of students.
- On April 10, 2008, the Executive Officer approved continued full accreditation for the Shasta College Vocational Nursing Program for the period May 13, 2008, through May 12, 2012, and issued a certificate accordingly.
- On June 7, 2012, the Executive Officer approved the following.  
Continue full approval for the Shasta College Vocational Nursing Program for the period May 13, 2012, through May 12, 2016, and issue a certificate accordingly, **and** continue the program's approval for ongoing admissions of 35 students per class every 18 months to **replace** graduating classes, only, with the following stipulations:
  - a. No additional classes are added to the program's current pattern of admissions without prior Board approval. The program's current pattern of admissions includes admission of one class of 35 students every 18 months.
  - b. The director documents that adequate resources, i.e. faculty and facilities, are available to support each admitted class of students.

- c. The program's average annual pass rate remains compliant with regulatory requirements.
- On June 5, 2014, the Board approved a new program director.
  - On July 14, 2016, the Board approved a new program director.
  - On August 31, 2016, the Executive Officer approved the following:  
Effective immediately, rescind approval for ongoing admissions and require the Shasta College Vocational Nursing Program to obtain Board approval prior to the admission of any students. The program must document adequacy of faculty and facilities to support the objectives of the program prior to the admission of students, **and** require the program to complete the minor curriculum revisions of Term 2 and Term 3, to correct the identified violations, **no later than October 1, 2016, and** require the program to submit verifiable clinical placements for maternity and pediatric nursing experiences for all currently enrolled students **no later than November 1, 2016, and** refer the program to the Education Committee for consideration of placement on provisional approval.



# Agenda Item #18., Attachment C.B. Shasta College

Shasta-Tehama-Trinity Joint Community College District  
11555 Old Oregon Trail • P.O. Box 496006 • Redding, CA 96049-6006  
Phone: (530) 242-7500 • Fax: (530) 225-4990  
www.shastacollege.edu

August 11, 2015

Donna G. Johnson, RNP, MS, MA  
Nursing Education Consultant  
Board of Vocational Nursing and Psychiatric Technicians  
2535 Capitol Oaks Drive, Suite 205  
Sacramento, CA 95833

Dear Donna,

This letter is in response to our phone conversation regarding the NCLEX-PN pass rates of the 2014 Shasta College Vocational Nursing program. My coworker and I are quite concerned about the results and had already made changes to aim for improvement based on the ATI-PN Comprehensive Predictor from the class of 2014. However, we have also compiled an action plan to present to the Board of Vocational Nurses and Psychiatric Technicians detailing the changes we have initiated along with plans for future implementation. We have developed this proactive plan to ensure student enrichment and achievement for both current and future Vocational nursing students. It is our hope that by implementing the proposed action plan our students will achieve success in an environment geared towards learning and growth.

Actions implemented as of January 2015 semester:

- **Attendance policy change:**  
Due to high numbers of tardies and absences with the former class, it was noted that students had difficulty with retention of content due to missing lectures. The desired goal is to promote student accountability and responsibility while increasing knowledge retention. Written tests, skills lab and patient care at the clinical site will be used to evaluate whether or not this change is effective in increasing comprehension.
  - Prior policy stated four tardies equals one absence and four absences results in dismissal from the program. With that policy students would only incur the loss of points with the third absence.
  - Current policy changes state that students incur the loss of points beginning with the first absence.
    - \* Extenuating circumstances are taken into consideration.
  
- **Impaired test results due to test anxiety/reading comprehension/learning strategies and personal time management:**  
Instructors have witnessed multiple students exhibiting test anxiety with both written and clinical skills as well as retention issues due to difficulty with reading comprehension and personal time management experience. Student evaluations occur approximately every four weeks and at those times students with grades below 80% are counseled to determine possible causes, remediated, and if applicable referred for mandatory workshops via Student Lingo. Instructors collaborate on a regular basis in order to identify and assist students at risk.

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Governing Board Members							
Rhonda E. Nahr McArthur	Harold J. Lucas Red Bluff	Duane K. Miller Anderson	Kendall S. Pierson Redding	Rayola B. Pratt Shasta	Robert M. Steinacher Corning	Scott J. Swendiman Redding	

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Superintendent/President  
Joe Wyse, Ed.D.

- Prior options for students struggling with the above issues involved attending Student Success Workshops with instruction to overcome a variety of issues affecting student learning. These classes were held twice per semester at times which often conflicted with class schedules and were held at a different campus than where the nursing program is housed.
- In researching additional options to aid students with learning difficulties we are now utilizing an online course via Shasta College which is Student Lingo: On Demand Student Success Workshop which we have posted directly to Canvas, our learning management system, for ease of access at any time. This wonderful resource includes a wealth of student centered lessons related to success, and promotes optimal learning by providing tools that the students can apply immediately. Below is the link for this website and the topics addressed on the site.
  - [www.studentlingo.com/shastacollege](http://www.studentlingo.com/shastacollege)
  - ❖ Exploring Careers & Choosing A Major; Reading Comprehension Strategies; Study Tips & Note-Taking Strategies; How To Reduce Test Anxiety; Exam Preparation Tips & Test-Taking Strategies; How To Overcome Math Anxiety; Time Management: Strategies For Success; Setting & Accomplishing Realistic Goals' 10 Tips For Success In Your Online Course; Online Courses: Staying Motivated & Disciplined
- As evidenced by the former class ATI-PN predictive testing scores, pharmacology was an area that required an improvement in the delivery of the material for better student comprehension and retention due to the importance of safe medication administration. **Changes were made to increase interaction with pharmacological information to increase student knowledge and prepare for NCLEX-PN.**
  - Prior class pharmacology was discussed in lecture and pharmacological material was embedded within medical-surgical, maternal-child and mental health textbooks. Written tests included current lecture topics combined with medication questions. Onsite clinical organizational tools included a section dedicated to each specific student's patient's medications that the students were required to understand prior to medication administration.
  - As of January 2015 there is now a separate required pharmacology textbook and reading assignment which correlates to lecture topics. There is also a pharmacology worksheet that the students must complete prior to class utilizing the medication list that applies to the pathophysiology of the current material. The organizational tool is still being used in the clinical setting and similar to the pharmacology worksheet contains the classification, action, adverse reaction/side effects, nursing considerations and applicable diagnostic tests. To evaluate the objective of increasing pharmacological knowledge and retention a pharmacology final exam will be proctored at the end of the semester.

## Systematic action plan

- When the next cohort of students begins in August 2016, the minimal course pass rate will be changed from 75% to 78% which will contribute to greater opportunities of success with NCLEX-PN pass rates.
- We are currently communicating with other local Vocational Nursing programs with high NCLEX-PN pass rates to facilitate possible improvements which would benefit our program. We have begun reviewing the curriculum of those programs and our own in preparation for curriculum revision during the summer of 2016. We are also collaborating with several LVN to RN step up program faculty to align future changes to our curriculum that will promote a smooth transition for those who wish to advance their nursing practice.
- There are several existing programs which work to reinforce content throughout the nursing program as well as post nursing program which incorporates strategies and fosters critical thinking that would directly apply to successful NCLEX-PN results. We are actively pursuing the following programs.
  - Elsevier adaptive learning
  - Kaplan NCLEX-PN integrated testing and preparatory course
- Due to the economic hardship of the majority of our students, it is difficult to require students to purchase the additional courses aforementioned at this time. Therefore, it is vital that we explore and identify other funding resources for these learning tools.

We are working with the following individuals at Shasta College; the dean of the health science division, the vice president of the college, and the vice president of student services as well as Health Workforce Initiatives (HWI), Smart Center, and several other sources of grants which would provide information and valuable resources to institute funding for programs geared towards the promotion of student success.

It is our goal as instructors for the Shasta College Vocational Nursing program to create a safe environment for students to voice concerns and ask questions in regards to academic success in an atmosphere of civility and respect to diversity. We desire to be sensitive to students from any and all socioeconomic backgrounds, yet maintain high expectations for future health care practitioners who will deliver safe, competent, high quality patient care.

Sincerely, 

Lisa Reynolds RN, BSN  
Vocational Nursing Program Director/Faculty  
Shasta College  
1400 N. Market Street  
Redding, Ca. 96001  
(530)339-3645

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

Donna G. Johnson, RNP, MS, MA  
Nursing Education Consultant  
Board of Vocational Nursing and Psychiatric Technicians  
2535 Capitol Oaks Drive, Suite 205  
Sacramento, CA 95833

December 21, 2015

Dear Donna,

This letter is in response to the email we received and our phone conversation regarding the NCLEX-PN overall pass rates of the last graduating class. My co-worker Nancy and I have already implemented many changes that directly apply to the current cohort of students and others that will be initiated with the start of the next cohort. All of these revisions are geared to increase the comprehension of material and critical thinking skills necessary to improve future pass rates.

This letter will examine how the modifications were evaluated for effectiveness and if the expected outcomes were achieved. (Original excerpts of the first letter are in italics.)

Actions implemented as of January 2015 semester:

- *Attendance policy change:*  
*Due to high numbers of tardies and absences with the former class, it was noted that students had difficulty with retention of content due to missing lectures. The desired goal is to promote student accountability and responsibility while increasing knowledge retention. Written tests, skills lab and patient care at the clinical site will be used to evaluate whether or not this change is effective in increasing comprehension.*
  - *Prior policy stated four tardies equals one absence and four absences results in dismissal from the program. With that policy students would only incur the loss of points with the third absence.*
  - *Current policy changes state that students incur the loss of points beginning with the first absence.*
    - \* *Extenuating circumstances are taken into consideration.*
- ✓ Attendance and tardies are recorded daily and reviewed on a regular basis so that students can be counselled if necessary. There has been a decrease in absences from the previous class especially for the Spring 2015 semester. The students appear to have a raised awareness of accountability as evidenced by their proactive approach in communicating with the faculty if and when there was a chance of absences/tardies.  
We did notice an increase in absences due to seasonal related illnesses this past semester. This was especially evident in clinical attendance because the students

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

understand the importance of protecting patients from possible infection which could jeopardize patient safety.

- ✓ In watching the trends and re-evaluating the change in the attendance policy we recognized that due to illness, childcare, family issues and life's unexpected problems it is unrealistic to apply point deductions with the very first absence and have hereby changed the policy stating that *beginning with the second absence points will be deducted.*
  
- *Impaired test results due to test anxiety/reading comprehension/learning strategies and personal time management:*  
*Instructors have witnessed multiple students exhibiting test anxiety with both written and clinical skills as well as retention issues due to difficulty with reading comprehension and personal time management experience. Student evaluations occur approximately every four weeks and at those times students with grades below 80% are counseled to determine possible causes, remediated, and if applicable referred for mandatory workshops via Student Lingo. Instructors collaborate on a regular basis in order to identify and assist students at risk.*
  - *Prior options for students struggling with the above issues involved attending Student Success Workshops with instruction to overcome a variety of issues affecting student learning. These classes were held twice per semester at times which often conflicted with class schedules and were held at a different campus than where the nursing program is housed.*
  - *In researching additional options to aid students with learning difficulties we are now utilizing an online course via Shasta College which is Student Lingo: On Demand Student Success Workshop which we have posted directly to Canvas, our learning management system for ease of access at any time. This wonderful resource includes a wealth of student centered lessons related to success, and promotes optimal learning by providing tools that the students can apply immediately. Below is the link for this website and the topics covered.*
    - *[www.studentlingo.com/shastacollege](http://www.studentlingo.com/shastacollege)*
  - ❖ *Exploring Careers & Choosing A Major; Reading Comprehension Strategies; Study Tips & Note-Taking Strategies; How To Reduce Test Anxiety; Exam Preparation Tips & Test-Taking Strategies; How To Overcome Math Anxiety; Time Management: Strategies For Success; Setting & Accomplishing Realistic Goals' 10 Tips For Success In Your Online Course; Online Courses: Staying Motivated & Disciplined*
  
- ✓ Students are accessing "Student Lingo" independently as needed and test scores have improved which may reflect a decrease in test anxiety and an increase in test preparation, time management, note taking and the utilization of study groups.

In collaboration with the Health Workforce Initiative (HWI) group, the students and theory instructors also attended a test taking strategies seminar through ATI's (Assessment Technologies Institute). As stated by the brochure:

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

- ❖ “IEPI: Institutional Effective Partnership Initiative Workshop -- Student Support (Re) Defined in Action: Applying Research-based Support Strategies to Boost Student Success

Created and delivered by ATI’s team of nurse educators, this seminar is designed to provide students valuable strategies they can use throughout their educational careers. This beneficial supplement to your curriculum will help your students understand how to apply the content they learn in the classroom to the tests that determine their educational futures.

*Seminar includes:*

- Live, interactive format
- Strategic approach to analyzing test questions
- Application and analysis of nursing content presented in test questions
- Introduction to alternate format items (NCLEX item-types)
- Presentation of prioritizing frameworks with test questions
- Discussion of default strategies with test questions”.

- *As evidenced by the former class ATI-PN predictive testing scores, pharmacology was an area that required an improvement in the delivery of the material for better student comprehension and retention due to the importance of safe medication administration. Changes were made to increase interaction with pharmacological information to increase student knowledge and prepare for NCLEX-PN.*
  - *Prior class pharmacology was discussed in lecture and pharmacological material was embedded within medical-surgical, maternal-child and mental health textbooks. Written tests included current lecture topics combined with medication questions. Onsite clinical organizational tools included a section dedicated to each specific student’s patient’s medications that the students were required to understand prior to medication administration.*
  - *As of January 2015 there is now a separate required pharmacology textbook and reading assignment which correlates to lecture topics. There is also a pharmacology worksheet that the students must complete prior to class utilizing the medication list that applies to the pathophysiology of the current material. The organizational tool is still being used in the clinical setting and similar to the pharmacology worksheet contains the classification, action, adverse reaction/side effects, nursing considerations and applicable diagnostic tests. To evaluate the objective of increasing pharmacological knowledge and retention a pharmacology final exam will be proctored at the end of the semester.*
- ✓ *Bi-weekly system specific pharmacology worksheets were assigned and submitted by the students for credit and a pharmacology final was given at the end of the semester to evaluate the effectiveness and the average score was 46/50 points which we deem successful.*

*It is also apparent in theory lecture tests and clinical discussions that the students are able to demonstrate a correlation between lecture, pharmacology and the disease process (critical thinking).*

*Systematic action plan*

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

- *When the next cohort of students begins in August 2016, the minimal course pass rate will be changed from 75% to 78% which will contribute to greater opportunities of success with NCLEX-PN pass rates.*
  - ✓ This change will still be implemented for the Fall 2016 cohort.
- *We are currently communicating with other local Vocational Nursing programs with high NCLEX-PN pass rates to facilitate possible improvements which would benefit our program. We have begun reviewing the curriculum of those programs and our own in preparation for curriculum revising during the summer of 2016. We are also collaborating with several LVN to RN step up program faculty to align future changes to our curriculum that will promote a smooth transition for those who wish to advance their nursing practice.*
  - ✓ We continue to communicate with these programs however we are not looking to make any changes until after the spring 2016 semester has ended.
- *There are several existing programs which work to reinforce content throughout the nursing program as well as post nursing program which incorporates strategies and fosters critical thinking that would directly apply to successful NCLEX-PN results. We are actively pursuing the following programs.*
  - Elsevier adaptive learning
  - Kaplan NCLEX-PN preparatory course
  - ✓ Instead of Elsevier we have instituted the “Kaplan Test Prep and Admissions' Nursing and Integrated Testing” and the students will also be provided the Kaplan NCLEX Prep class after they finish the nursing program. This has been possible due to the persistence and perseverance of the program faculty, the Dean of the nursing division and the Vice President here at Shasta College through the use of grants.  
Currently the integrated testing has been student directed however starting next semester it will be integrated into the classroom through faculty initiated tests and in-depth remediation. Faculty are meeting with the representative of Kaplan the second week of January for additional instruction to ensure that the structure of the testing is conducive to success.
- *Due to the economic hardship of the majority of our students, it is difficult to obtain the additional courses aforementioned at this time; therefore, it is vital to explore other resources for financial assistance.*

*We are working with the following individuals at Shasta College; the dean of the health science division, the vice president of the college, and the vice president of student services as well as Health Workforce Initiatives (HWI), Smart Center, and several other sources of grants which would provide information and valuable resources to institute funding for programs geared towards the promotion of student success.*

## **Agenda Item #18., Attachment C.C.**

- ✓ Student Success Strategies Seminar, Kaplan Test Prep and Integrated Testing and the Kaplan NCLEX Prep class are all a product of the collaboration of faculty, the Dean of Health Sciences and the Vice President of Shasta College as well as the staff at HWI and ATI.

Additionally:

We have added system specific care plan assignments throughout the semester to promote critical thinking skills in application of the nursing process. The rationale is that it will facilitate students in applying theory to practice and enhance their ability to prioritize care and identify the importance of interventions and evaluations.

We are meeting with our Board consultant in January to discuss program topics and the upcoming recertification.

*It is our goal as instructors for the Shasta College Vocational Nursing program to create a safe environment for students to voice concerns and ask questions in regards to academic success in an atmosphere of civility and respect to diversity. We desire to be sensitive to students from any and all socioeconomic backgrounds, yet maintain high expectations for future health care practitioners who will deliver safe, competent, high quality patient care.*

Our goals, as stated above, remain the same; we are striving to implement all necessary changes that will ensure student success and patient safety and a program that produces great vocational nurses.

Sincerely,

Lisa Reynolds RN, BSN  
Vocational Nursing Program Director/Faculty  
Shasta College  
1400 N. Market Street  
Redding, Ca. 96001  
(530)339-3645



# Shasta College

Shasta-Tehama-Trinity Joint Community College District  
11555 Old Oregon Trail • P.O. Box 496006 • Redding, CA 96049-6006  
Phone: (530) 242-7500 • Fax: (530) 225-4990  
www.shastacollege.edu

March 10, 2016

Donna G. Johnson, RNP, MS, MA  
Nursing Education Consultant  
Board of Vocational Nursing and Psychiatric Technicians  
2535 Capitol Oaks Drive, Suite 205  
Sacramento, CA 95833

Dear Donna,

This letter is an addendum to our action plan previously submitted. We would like to describe a series of events that we believe led to our recent low pass rates so that the Board may obtain a better understanding of the circumstances and timing.

Although concurrent first time pass scores may indicate several classes, in all actuality the scores reflect the results of only one cohort. Individuals within the cohort tested at various times over the four consecutive quarters, however all students were in the same cohort.

In addition there were several major faculty changes in the vocational nursing program during that same cohort. When the previous director resigned at the end of the second semester the other main instructor had been teaching for a total of two semesters and the new faculty that came onboard at the start of third semester was brand new to the program and as an instructor. A change in the directorship coupled with the addition of the new faculty member who replaced her in the third semester resulted in several students verbalizing that they felt abandoned by the departure of the director. This resulted in angst and confusion and even mistrust among a number of students. As new educators we experienced a steep learning curve and have since then implemented many positive changes to increase student success. Please refer to the previously submitted action plan regarding the changes currently in place.

Another challenge in that cohort was the large number of students for whom English was a second language (ESL) which presented major difficulties with the NCLEX examination. We had discussed the possibility of special testing options for these students and had corresponded with the Board licensing evaluator at that time (Ms. Suba Abeywickrama) who informed us that ESL is not defined as an ADA disability and therefore would not be available for these students. Out of 22 students, 8 were ESL students, of which 3 passed the first time.

_____				Governing Board Members _____			
Judi D. Beck McArthur	Harold J. Lucas Red Bluff	Duane K. Miller Anderson	Kendall S. Pierson Redding	Rayola B. Pratt Shasta	Robert M. Steinhacher Corning	Scott J. Swendiman Redding	
_____				Superintendent/President _____			
				Joe Wyse			

It is not our intention to skirt our accountability as nursing instructors however we feel that is important for the Board to be aware of the underlining circumstances regarding the low pass rates with this one cohort.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in cursive script that reads "Lisa Reynolds".

Lisa Reynolds RN, BSN  
Vocational Nursing Program Director/Faculty  
Shasta College  
1400 N. Market Street  
Redding, Ca. 96001  
(530)339-3645



# Shasta College

## Agenda Item #18., Attachment C.E.

Shasta-Tehama-Trinity Joint Community College District  
11555 Old Oregon Trail • P.O. Box 496006 • Redding, CA 96049-6006  
Phone: (530) 242-7500 • Fax: (530) 225-4990  
www.shastacollege.edu

Board of Vocational Nursing and Psychiatric Technicians  
2532 Capitol Oaks Drive, Suite 205  
Sacramento, CA. 95833

Nancy Skaggs RN, MSN  
Shasta College Vocational Nursing Program Director  
1400 Market Street, Suite 8204  
Redding, CA. 96001

July 27, 2016

Dear Members of the Board,

The Shasta College vocational nursing program has undergone several changes during the past three years. It is unfortunate that a few of these changes have resulted in violations within the program due to unintentional non-adherence to the instructional plan that is on record with the Board of Vocational Nursing and Psychiatric Technicians (BVNPT). This letter will address the current violations of which we have only recently become aware of and subsequently explain the process related to the occurrence of program violations. This letter will further discuss minor changes which have been implemented and describe our proposed revisions for improvement so that the incoming student cohort can proceed with their journey of successful schooling and education.

Program violations began in the fall of 2014 with the transfer of program directorship secondary to an insufficient transition and training phase of full time faculty. Due to challenges with obtaining clinical sites with a maternal child focus unapproved clinical simulation hours were added. Approval was not sought from the BVNPT prior to implementing the additional simulation hours due to faculty inexperience and limited knowledge regarding available resources.

_____				Governing Board Members _____			
Rhonda E. Nehr McArthur	Dr. Rob Lydon Red Bluff	Duane K. Miller Anderson	Kendall S. Pierson Redding	Rayola B. Pratt Shasta	Robert M. Steinacher Corning	Scott J. Swendiman Redding	
_____				Superintendent/President _____			
				Joe Wyse, Ed.D.			

In January 2016 full time faculty met with our board consultant, Donna Johnson to discuss challenges with low NCLEX PN pass rates and subsequently made minor changes to help ensure student centered learning and success. Students were provided access to Kaplan computerized focused review testing beginning with their second semester and were able to participate in the two day Kaplan preparation course with readiness testing. As of today four students who graduated in May 2016 have taken their NCLEX PN and received passing scores on their licensure test. We are quite optimistic that the overall class first time pass rates will reflect these changes.

Another change that will be implemented with the upcoming fall 2016 cohort will be to raise the minimal course pass rate percentage. Based on the recommendation by our board consultant the overall minimal course pass rate has been changed from seventy five to seventy eight percent which will raise the minimal standards for students to achieve passing scores on course tests and written papers. With this change the likelihood of passing the NCLEX PN exam the first time will be increased.

Thirty two hours of instructor led, BVNPT approved obstetrical clinical rotation hours were added to the students' clinical rotation during the spring of 2016 which resulted in fulfillment of the sixty four maternal hours when combined with the thirty two hours of instructor led "hands on" clinical simulation hours. Students were able to obtain the necessary sixty four hours of pediatric clinical time through a combination of pediatric home health, clinical experience, observation of child growth and development and instructor led pediatric simulation hours.

Because the Shasta College vocational nursing program currently has thirty two available slots at clinical sites for all three semesters we would like to request admission for thirty five minus three students in the prospective fall 2016 student cohort. This would make a total of thirty two enrolled students for the fall 2016 cohort. Our proposed plan for the fall 2017 third semester is for students to complete thirty two hours of obstetrical instructor led clinical rotation, sixteen hours of instructor led pediatric clinic experience and sixteen hours of pediatric home health care. The additional thirty two hours of maternal clinical and thirty two hours of pediatric

clinical will be obtained in the Shasta College clinical skills and simulation lab through instructor led clinical simulation hours with a student/instructor ratio of 8:1.

Students will have access to Kaplan testing throughout the three semester program and will be encouraged to participate in the Kaplan preparation class following the completion of the third semester. The director of the Shasta College VN program has completed the first two out of four simulation courses and will continue to take additional simulation educator courses so that realistic, interactive and applicable simulations can be taught. Although vocational nursing faculty will utilize the clinical simulation hours we will not exceed fifty percent of the mandatory maternal and pediatric hours stated in the 2001 Shasta College vocational nursing instructional plan.

The most important goal of the Shasta College vocational nursing faculty is to support the student experience and enhance student success. Providing clinical rotations and the use of simulation clinical skills practice will help us realize that goal by accessing and utilizing available resources that assist in connecting theory to clinical practice. We plan on effectively communicating with our Board Consultant on a regular basis so that we can stay on track with the instructional plan on record. Any questions or concerns regarding the instructional plan will be addressed prior to implementation by the vocational nursing faculty. We have gleaned valuable information over the course of the past two years and truly want the Shasta College vocational nursing program to maintain viability. This information will keep us focused on a realistic, positive student journey which will result in safe, compassionate and proficient health care delivery by Shasta College vocational nursing graduates.

Thank you very much for your time and continued assistance in this matter.

Sincerely,

  
Nancy Skaggs

Shasta College Vocational nursing director/faculty

## **Agenda Item #18., Attachment C.F.**

Shasta College Vocational Nursing

### **Minor interim revisions for second and third term of Shasta College vocational nursing program**

#### **Minor interim revisions for second term**

Due to the withdrawal of Vibra hospital of Northern California from clinical site options, enrolled Shasta College vocational nursing students will have limited access to acute care facilities during the second term. Because acute care hours are stated in the current instructional plan each student will have 32 scheduled hours of acute care clinical experience at Mayer's district hospital in Fall River which is a 2 hour drive each way.

To obtain particular clinical skills and fulfill acute care clinical hour requirements which are stated in the instructional plan, enrolled students will be utilizing high fidelity manikin in the Shasta College simulation lab to achieve the following objectives through 32 hours of simulation:

1. By the end of week one students will demonstrate nursing skills appropriate to meet the needs of clients with gastric tubes, jejunostomy tubes and tube feedings.
2. By the end of week two students will demonstrate proficiency with nasogastric tube placement, care and suctioning.
3. By the end of week three students will demonstrate appropriate nursing skills related to tracheostomy care and suctioning.
4. By the end of week sixteen students will successfully demonstrate nursing skills necessary to care for a client with a chest tube.
5. By the end of week seventeen students will successfully demonstrate nursing skills which are appropriate to care for a client with a rectal tube and describe situations in which a rectal tube would be recommended.

Students will practice the above skills as mentioned while having the opportunity to assume leadership roles in the realistic skills lab clinical setting. Students will provide care in a manner which is culturally congruent to various cultures and sub cultures.

# **Agenda Item #18., Attachment C.F.**

Shasta College Vocational Nursing

## **Minor interim revisions for third term**

### **Pediatric clinical rotation**

Pediatric systems and medical disorders are included in the weekly theory objectives so that enrolled students will have the background necessary for pediatric specific medical disorders and conditions. Enrolled students begin receiving didactic pediatric lecture material which includes critical thinking and culturally specific care throughout term two which focuses on the following topics integrated into the med-surg. lectures:

- Kidney/urinary
- Respiratory
- Endocrine and diabetes
- Cardiac
- Hematology
- Sensory
- Immune
- Oncology

Currently enrolled students are provided additional pediatric theory during the third term regarding normal child growth and development, genetic disorders, neurological disorders and medical conditions requiring surgical intervention.

Enrolled students will be able to obtain a minimum of at least fifty percent of the required pediatric clinical rotation hours at clinical sites through the combination of satellite sites (pediatric clinics) and instructor led pediatric home health care experience.

The additional hours of required pediatric clinical hours will be obtained through instructor led pediatric disease and surgery specific skills lab utilizing high fidelity pediatric manikins in a realistic, "hands on" environment. The goal is to meet clinical hour requirements by using available resources to fulfill the necessary hours described in the current instructional plan.

Although students will gain a variety of pediatric care skills and knowledge in the clinical setting, additional skills, knowledge and critical thinking can be gained in the simulation lab. The simulation lab will provide opportunities for the students to engage in pediatric delivered care which will connect theory to practice and will fulfill the following objectives through 32 hours of simulation:

1. By the end of the first skills lab day students will be able to demonstrate knowledge through nursing skills by providing care to pediatric patients with respiratory distress and recognize the need for appropriate oxygen adjuncts and nursing interventions.

## **Agenda Item #18., Attachment C.F.**

### Shasta College Vocational Nursing

2. By the end of the second skills lab day students will be able to explain the difference between different types of traction and demonstrate appropriate technique when initiating, setting up and assessing the child in traction.
3. By the end of the third skills lab day students will recognize seizure activity in the pediatric patient and demonstrate appropriate skills, knowledge and nursing interventions for the pediatric patient diagnosed with seizures.
4. By the end of the second Friday students will recognize normal and abnormal growth and development. Students will also be able to utilize critical thinking to provide parental education regarding immunizations while demonstrating sensitivity, compassion and culturally congruent care in a nonjudgmental manner.

### **Maternal/obstetric clinical rotation**

Currently Shasta College vocational nursing students have one available hospital where maternal and obstetric clinical hours can be fulfilled. Each student will be scheduled for 32 hours at Mayer's district hospital in Fall River which is a 2 hour drive each way. Shasta College faculty are currently and actively seeking additional maternal clinical sites so that the enrolled students can move through clinical rotations in a quicker and more progressive fashion. During this interim phase 32 additional hours through simulation will be obtained through instructor led simulation lab with a high fidelity delivery manikin, newborn manikins, adult female manikins and the equipment necessary to fulfill clinical skills hours in a realistic environment. Four groups of 8 students with a student to instructor ratio of 8:1 will rotate through the skills lab for 2 weeks (4 days, 8 hours each day) and participate in the same scenarios.

- Weeks 2 & 3 will be one group of students.
- Weeks 4 & 5 will be one group of students.
- Weeks 10 & 11 will be one group of students.
- Weeks 14 & 15 will be one group of students.

Theory hours will be aligned so that maternal, newborn and post-partum lectures are spread out through the seventeen week period to help correlate theory to clinical practice and assist with fulfillment of the required maternal clinical hours in the instructional plan. Critical thinking and culturally congruent care are presented to the enrolled students during weekly instructional content.

The following objectives will be achieved by enrolled students to fulfill remaining required clinical hours as mentioned on the instructional plan through 32 hours of simulation:

1. By the end of day one students will demonstrate appropriate care for the laboring patient and recognize fetal decelerations, the need for intrauterine resuscitation and be an active member of the delivery team. "Victoria" a realistic, high fidelity delivery simulation manikin will be utilized in conjunction with a birthing bed, delivery suite, delivery supplies and infant warmer.

## **Agenda Item #18., Attachment C.F.**

### Shasta College Vocational Nursing

2. Although students will care for young infants in the pediatric clinic, day two in the skills lab will provide an atmosphere and opportunity for students to provide nursing care from birth to discharge in a realistic nursery with infant manikins in a “hands on” experience in an unfolding scenario.
3. Although students will help provide care in the clinic setting, not all students will have the same experience. Instructor led skills lab will provide opportunity for realistic care of antepartum women with gestational diabetes and gestational hypertension. By the end of day three students will gain skills and knowledge by demonstrating and explaining indications for labor induction with skills that align with theory and future NCLEX-PN preparation.
4. By the end of day four students will demonstrate care appropriate for post-partum patients and recognize different types of hemorrhage, treatment options and nursing interventions for both vaginal and cesarean deliveries in a realistic, instructor led skills lab.

The goal is to enrich the student centered learning experience through knowledge and skills which apply theory to clinical practice. The above simulation lab scenarios will help enrolled students with NCLEX-PN preparation while encouraging and promoting critical thinking skills, leadership and collaboration in an environment where culturally corresponding care is delivered.

### **Plan to correct the violation of inadequate clinical facilities**

Shasta College vocational nursing faculty is currently and actively working towards acquiring two or three rurally located clinic sites where diverse client populations receive care for specific disease processes as well as education and preventive care. Adult health and pediatrics are two of the many client populations cared for in the rural clinic settings and acquiring these clinics for student clinical rotations would provide additional clinical resources for students.

Shasta College vocational nursing faculty is also currently and actively working on locating an additional facility for the maternal/obstetric rotation so that enrolled students can move through more quickly while connecting theory to clinical practice in a progressive manner.

## **Agenda Item #18., Attachment C.F.**

Shasta College Vocational Nursing

### **Proposed major curriculum revisions**

Shasta College vocational nursing faculty recognize that there are multiple concerns with the instructional plan on record; and subsequently propose a major curriculum revision that will reshape the second and third term while maintaining the necessary theory content and clinical hours determined by the Board. The proposed, revised instructional plan will be submitted to the Board no later than June 1, 2017.

The rationale for revising the instructional plan is to align the future curriculum with appropriate student learning objectives which focus on progression and mastery of course content, leadership and culturally specific health care delivery. An additional purpose for revision is to ensure that there are adequate clinical facilities, faculty and resources available for future incoming student cohorts so that student learning and success can be achieved.

**Term one** will be reviewed to confirm that theory hours align with clinical hours, skills lab hours and student centered objectives.

- Decrease admission of students from 35 to 32 to ensure adequate placement and optimal experience for future students' at all clinical sites.
- Formalize the addition of critical thinking and culturally congruent care which has been presented to the enrolled students in the instructional plan.

### **Term two will require:**

- The addition of sub-acute care clinical sites.
- Increase skills lab hours during week two from twelve hours to sixteen hours for students to review and practice skills prior to clinical rotations.
- Progression of skills and mastery will need to be observed throughout the seventeen week semester.
- Formalize the addition of critical thinking and culturally congruent care which has been presented to the enrolled students in the instructional plan.
- Formalize the addition of nursing leadership which has been presented to the enrolled students in the instructional plan.
- Formalize the addition of mental health theory with crisis states which has been presented to the enrolled students in the instructional plan.

## **Agenda Item #18., Attachment C.F.**

### Shasta College Vocational Nursing

Culturally congruent care will be a major focus of theory, clinical and skills lab practice so that culturally appropriate client care can be provided.

#### **Term three will require:**

- A decrease in the maternal/obstetric theory to clinical ratio from 1:3 to 1:2 (from 64 to 40 hours) would ensure that necessary clinical requirements can be fulfilled.
- Any skills lab hours pertaining to maternal/obstetric will be approved, not exceed 50 % of the total maternal/obstetric clinical hours, and will have accompanying student learning objectives.
- Incorporating the addition of at least one more maternal/obstetric clinical site so that students can move through the maternal clinical rotation more quickly with progression of skills.
- The addition of clinic sites where well child, preventative care and treatment for children with illness is provided.
- A reduction in the pediatric theory to clinical ratio from 1:3 to 1:2 (from 64 to 40 hours).
- Fifty to seventy five percent of pediatric clinical hours will be obtained in the clinical setting.
- Pediatric clinical hours may be divided between second and third term to align better with progression of pediatric skills and knowledge attainment since a high percentage of pediatric theory is integrated throughout the second term.
- Any remainder of pediatric clinical hours will be made up in the skills lab with appropriate, approved student objectives and will not exceed fifty percent of the total required clinical hours.
- With the decrease in both pediatric and maternal clinical hours the remaining 48 clinical hours will be shifted towards other clinical areas including mental health, medical surgical care and leadership and supervision.
- Ensuring that theory to clinical practice prepares students for success with the NCLEX-PN licensure exam and increased NCLEX-PN pass rates.
- Lecture outline for seventeen weeks revised so that maternal theory is taught throughout the entire seventeen weeks allowing for progression and mastery of skills in both the clinical site and skills lab.
- Leadership theory content and skills will be taught throughout the term and students will be encouraged to take active leadership roles in classroom settings, clinical sites, skills lab and simulation lab.
- Culturally congruent care will continue to be a major focus of theory, clinical and skills lab practice so that culturally appropriate client care can be provided.

**Agenda Item #18., Attachment C.F.**

Shasta College Vocational Nursing