

## Agenda Item #14.B.4.



STATE AND CONSUMER SERVICES AGENCY • GOVERNOR EDMUND G. BROWN JR.

### BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS

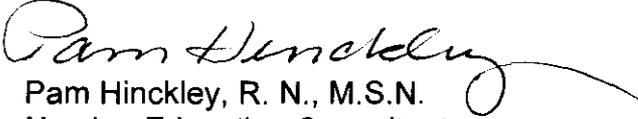
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DATE: February 6, 2012

TO: Board Members

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

SUBJECT: Valley College of Medical Careers, Vocational Nursing Program –  
Consideration of Request to Admit Students (Director: Ranbir Sedeora, West Hills,  
Santa Clara County, Private)

On November 10, 2011, the Board placed Valley College of Medical Careers Vocational Nursing Program on provisional accreditation for the two-year period from November 10, 2011, through November 30, 2013 due to low licensure pass rates. Further, the Board rendered the following decisions.

- **Denied** the program's request to admit **30** full-time, evening students on November 14, 2011 and **approved** the program's admission of a class of **15** full-time, evening, students on November 14, 2011, graduating on February 24, 2013, only, to **replace** a class that graduated November 18, 2011; **and**
- **Denied** the program's request to admit **30** students to the full-time day class on January 16, 2012, graduating April 21, 2013 to **replace** students that graduated November 4, 2011, at this time.

The Board directed that the program admit no additional students unless approved by the full Board.

The program requests approval to admit a class of 30 full-time, evening, students on March 5, 2012, graduating on June 8, 2013, to **replace** the evening class that graduated November 18, 2011.

### History of Prior Board Actions

- On July 2, 2008, the Executive Officer approved Valley College of Medical Careers' request to begin a vocational nursing program with an initial class of 30 students on July 7, 2008, only; **and** approved the program curriculum for 1,560 hours, including 580 theory, and 980 clinical hours.
- On May 5, 2009, the Executive Officer approved initial full accreditation for the Valley College of Medical Careers Vocational Nursing Program, West Hills, for the period May 5, 2009 through May 4, 2013, and directed staff to issue a certificate accordingly. Further information was requested relative to the program's request to admit additional students.

- On May 6, 2009, the Supervising Nursing Education Consultant and the assigned Nursing Education Consultant met with the Director of Education and Compliance to discuss the status of the program's requests. Based on the meeting, the program representative, in accord with the program director, amended the previous requests to include:
  1. Admission of a day class of 30 students commencing May 8, 2009, with a graduation date of July 27, 2010;
  2. Admission of an evening class of 30 students to begin May 8, 2009, with a graduation date of July 27, 2010; and
  3. Deferral of the request for ongoing admissions to a later date.
- On November 4, 2009, the Executive Officer approved Valley College of Medical Careers Vocational Nursing Program's request to admit a full-time class of 30 students to commence January 11, 2010 only, graduating March 31, 2011, to **replace** students who graduated October 6, 2009. The program's request for ongoing admissions of a class of 30 students every fifteen (15) weeks commencing May 2010, was denied at this time.
- On June 9, 2010, the Director and Campus Director appeared at Board headquarters requesting an immediate and unscheduled meeting to discuss program concerns relative to the Executive Officer's decision denying ongoing admissions.

The assigned consultant reviewed the following documents and information with program representatives.

1. Board decisions and rationale for each decision from July 2, 2008 through November 4, 2009.
  2. Program Pass Rates.
  3. Current Program Request and Attachments.
  4. Clinical Resources.
- On June 25, 2010, the director notified the Board that commencement of the January 11, 2010 class was delayed to February 1, 2010.
  - On July 20, 2010, the program was cited for two (2) violations, Sections 2882 of the Business and Professions Code and Section 2534 of the Vocational Nursing Rules and Regulations. Both violations were corrected.

Additionally, the Executive Officer approved Valley College of Medical Careers Vocational Nursing Program's request to admit 30 students into a full-time day class to commence July 26, 2010 only, graduating December 2, 2011; and, approved the program's request to admit 30 students into an evening class to commence August 23, 2010 only, to **replace** students scheduled to graduate August 18, 2011. Additionally, the program was required to obtain Board approval prior to the admission of all classes.

- On February 11, 2011, the Executive Officer **denied** Valley College of Medical Careers Vocational Nursing Program's request to admit 30 students into a full-time, day class to commence January 24, 2011 only, graduating April 20, 2012, and; required the program to submit a report by **March 31, 2011**. The report shall include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timelines for expected results, and the effectiveness of corrective actions taken to address the following elements:
  - a. Current Student Enrollment.
  - b. Admission Criteria.
  - c. Screening and Selection Criteria.
  - d. Terminal Objectives.
  - e. Curriculum Objectives.
  - f. Instructional Plan.
  - g. Theory and Clinical Objectives for Each Course.
  - h. Lesson Plans for Each Course.
  - i. Textbooks.
  - j. Attendance Policy.
  - k. Remediation Policy.
  - l. Evaluations of Theory and Clinical Faculty.
  - m. Evaluations of Theory Presentations.
  - n. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
  - o. Evaluation of Student Achievement.

Additionally, the program was required to obtain Board approval prior to the admission of all classes.

- On February 28, 2011, the program submitted a written report regarding the requested comprehensive analysis.
- On April 21, 2011, the Executive Officer **denied** Valley College of Medical Careers Vocational Nursing Program's request to admit 30 students into a day class commencing April 25, 2011 and graduating August 5, 2012, to **replace** students that graduated on August 19, 2010; **and**, approved the program's admission of 20 students into the day class commencing April 25, 2011, only, graduating August 5, 2012, to **replace** students that graduated on August 19, 2010; **and**, required the program to perform an in-depth analysis of the instructional plan, textbooks, correlation of theory content to clinical application and submit a written report of findings by May 30, 2011.

The EO directed placement of the program on the November 2011 Board agenda, if the licensure pass rates do not improve by at least ten (10) percentage points (69%) by August 15, 2011; **and** required the program to continue obtaining Board approval prior to the admission of all classes.

- On May 28, 2011, the Board received the program's in-depth analysis. The assigned consultant notified the director that the analysis was incomplete as submitted.

- On August 3, 2011, the Board received a revised analysis from the assistant director. The assistant director was advised the analysis remained incomplete and was requested to have the director call the NEC.
- On August 8, 2011, the director telephoned the NEC. The director indicated she had **not** been involved in the revision of the plan submitted on August 3, 2011. The NEC advised the director she needed to be involved in the in-depth analysis of her program. Additionally, the NEC reviewed the content areas the director should address in the report. A new due date of **August 26, 2011** was issued.
- On August 25, 2011, the Executive Officer **denied** Valley College of Medical Careers Vocational Nursing Program's request for approval to admit 30 students into a day class commencing September 12, 2011 and graduating August 19, 2012, to **replace** students that graduated on August 15, 2010; **and**, required the program to submit a written plan detailing the following by **September 16, 2011**:
  - a. Steps the program will take to encourage the 39 former graduates to take the licensure examination.
  - b. Steps the program will take to prevent a reoccurrence of graduates not taking the licensure examination in a timely fashion.

Additionally, the EO required the program to obtain Board approval prior to the admission of all classes; **and**, directed placement of the program on the November 10, 2011 Board agenda for consideration of placement on provisional accreditation.

- On October 7, 2011, the assigned consultant forwarded correspondence requesting submission of fifteen (15) copies of pertinent documents, plan, and subsequent actions taken to correct identified problems that they desire Board members to consider.
- On November 10, 2011, The Board placed Valley College of Medical Careers Vocational Nursing Program on provisional accreditation for the two-year period from November 10, 2011, through November 30, 2013, and issued a notice to the program to identify specific areas of noncompliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations; **and**, denied Valley College of Medical Careers Vocational Nursing Program's request approval to admit a class of 30 full-time, evening students on November 14, 2011 and approved the program's admission of a class of 15 full-time, evening, students on November 14, 2011, graduating on February 24, 2013, only, to **replace** a class that graduated November 18, 2011; **and**, denied the program's request to admit a class of 30 students to the full-time day class on January 16, 2012, graduating April 21, 2013 to **replace** students that graduated November 4, 2011, at this time; **and**, required the program to admit no additional students unless approved by the full Board.

The program was required to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate; **and**, required the program to submit follow-up reports in 9 months, but no later than **August 1, 2012**, and 21 months, but no later than **August 1, 2013**. The reports must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline

for implementation, and the effect of employed interventions. The following elements must be addressed in the analysis.

- a. Admission Criteria.
- b. Screening and Selection Criteria.
- c. Terminal Objectives.
- d. Curriculum Objectives.
- e. Instructional Plan.
- f. Theory and Clinical Objectives for Each Course.
- g. Lesson Plans for Each Course.
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- i. Attendance Policy.
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- 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.

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

The Board directed that the failure of the program to take any of these corrective actions may cause the full Board to revoke the program's accreditation. The Board placed the program on the **November 2013** Board agenda for reconsideration of provisional accreditation.

- On November 22, 2011, the Board forwarded to the director the Notice of Change in Accreditation Status.
- On January 19, 2012, the assigned consultant forwarded correspondence requesting submission of fifteen (15) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.
- On January 24, 2012, the Board received an in-depth program analysis to support of the program's request to admit students.

### **Enrollment**

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

The following table represents **current and proposed** student enrollment based on the current and proposed class start dates. The table indicates a **maximum enrollment of 115** students for the period **July 2008 through March 2013**.

<b>ENROLLMENT DATA</b>				
<b>CLASS DATES</b>		<b>#Students Admitted</b>	<b>#Students Current or Completed</b>	<b>Total Enrolled</b>
<b>Start</b>	<b>Completed</b>			
7/08 (FT) AM		33	24	<b>24</b>
5/09 (FT – AM)		30	24	24 + 24 = <b>48</b>
5/09 (FT – PM)		30	26	48 + 26 = <b>74</b>
2/10 (FT-AM)		30	27	74 + 27 = <b>101</b>
7/10 (FT-AM)		17	14	101 + 14 = <b>115</b>
	10/09 (7/08 FT - AM Class)		-24	115 – 24 = <b>91</b>
	8/10 (5/09 FT – AM)		-24	91 – 24 = <b>67</b>
	8/10 (5/09 FT – PM)		-26	67 – 26 = <b>41</b>
8/10 (FT-PM)		30	24	41 + 24 = <b>65</b>
	4/11 (2/10 FT-AM)		-27	65 – 27 = <b>38</b>
4/11 (FT-AM)		20	17	38 + 17 = <b>55</b>
	11/11 (7/10 FT-AM)		-14	55 – 14 = <b>41</b>
	11/11 (8/10 FT-PM)		-24	41 – 24 = <b>17</b>
11/11 (FT-PM)		15 +1 alternate	16	17 + 16 = <b>33</b>
<b>3/12 (FT-AM) Proposed</b>	6/13	30		33 + 30 = <b>63</b>
	8/12 (4/11 FT-AM)		-17	63 – 17 = <b>46</b>
	3/13 (11/11 FT- PM)		-16	46 – 16 = <b>30</b>

### **Licensing Examination Statistics**

The following statistics, furnished by the Pearson Vue and published by the National Council of State Boards of Nursing as “Jurisdictional Summary of All First-Time Candidates Educated in Member Board Jurisdiction,” for the period October 2009 through December

2011, specify the pass percentage rate for graduates of the Valley College of Medical Careers 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
Oct - Dec 2009	2	1	50%	76%	50%	73%
Jan - Mar 2010	13	6	46%	76%	47%	74%
Apr - Jun 2010	7	4	57%	74%	50%	75%
Jul - Sep 2010	2	0	0%	76%	46%	75%
Oct - Dec 2010	15	10	67%	77%	54%	76%
Jan - Mar 2011	15	9	60%	80%	59%	77%
Apr - Jun 2011	8	6	75%	71%	63%	76%
Jul - Sep 2011	7	3	43%	74%	62%	76%
Oct - Dec 2011	6	1	17%	74%	53%	75%

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

Based on the most current data available (October to December 2011), the program's average annual pass rate is **53%**. The California average annual pass rate for graduates from accredited vocational nursing programs who took the NCLEX-PN® for the first time is 75%. The average annual pass rate for the Valley College of Medical Careers Vocational Nursing program is **22 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 26, including the director. The director has 90% administrative and 10% teaching duties. Of the total faculty, 23 instructors and director are approved to teach clinical.

Based on a maximum enrollment of 115 students, eight (8) instructors are needed. Therefore, the number of current faculty is adequate for the current and proposed enrollment.

## Other Considerations

As noted previously, on November 10, 2011, the Board placed Valley College of Medical Careers on provisional accreditation for the two-year period from November 10, 2011, through November 30, 2013, due to noncompliance with regulatory requirements relative to program pass rates. (See Attachment A)

Specifically, the program's average annual pass rates had been more than ten (10) percentage points below State average annual pass rates for eight (8) consecutive quarters. Further, the Board rendered the following decisions.

- **Denied** the program's request to admit a **30** full-time, evening students on November 14, 2011 and **approved** the program's admission of a class of **15** full-time, evening, students on November 14, 2011, graduating on February 24, 2013, only, to **replace** a class that graduated November 18, 2011; **and**
- **Denied** the program's request to admit a class of **30** students to the full-time day class on January 16, 2012, graduating April 21, 2013 to **replace** students that graduated November 4, 2011, at this time.

The Board directed that the program admit no additional students unless approved by the full Board. **At that time, the program's average annual pass rate was 62%.**

On November 22, 2011, the Board forwarded to the director the Notice of Change in Accreditation Status. (See Attachment B)

Published program performance statistics for the most recent reporting period (October – December 2011) substantiate that the program's **current average annual pass rate is 53%**. Based on this data, the program's average annual licensure pass rate is **22 percentage points below** the state average annual licensure pass rate.

On January 19, 2012, the assigned consultant forwarded correspondence requesting submission of fifteen (15) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider. (See Attachment C)

On January 24, 2012, the Board received an in-depth program analysis which had much of the same information that was presented at the February 11, 2011 Board meeting. The NEC requested the director to identify those components in the report that were new since the February 2011 Board meeting. On January 26, 2012, the Board received the director's response. Elements of the Analysis that are new are labeled New in bold print below. (See Attachment D) Included in the analysis were the following elements:

- **New** - The program encourages students to attend a 46 hour Nursing Orientation Course.
- Entrance testing includes the Wonderlic and ATI –TEAS testing. A minimum of 20 must be achieved on the Wonderlic and 70% in Reading and 60% for Math on the Teas entrance tests. Additionally, re-tests were limited to one (1).

- Candidates must write a three (3) paragraph essay and attend an interview by the Director or Assistant Director.
- Attendance policy is set at 98%. As presented, students are expected to maintain a 98% attendance per level in order to successfully proceed to the next level.
- Remediation policy is activated if a student's GPA falls below 80%. The student is given 30 days to bring the score to the minimum required 80%. Student progress is evaluated weekly. There are four (4) levels. One (1) academic probation, per Level, is allowed.
- ATI Comprehensive Assessment Review Plan (CARP) was implemented and students are required to attend a mandatory one (1) hour computer lab. Additionally, students must take and pass the program's exit exam at the end of Level Four (4) attend a mandatory NCLEX review and achieve 80% score.
- **New** Module coursework Assignments. The program added additional homework assignments.
- **New** textbooks for 2012.
- **New** – Student module evaluation grading criteria was restructured to put a higher percentage on weekly quizzes.
- **New** – NCLEX review course offered year round.

The director is in the process of revising the program's curriculum in an attempt to increase the licensure pass rates. To date, this process is incomplete as submitted.

#### **Recommendation:**

1. Require Valley College of Medical Careers Vocational Nursing Program to submit the revised instructional plan **by February 29, 2012**.
2. Deny the program's request to admit a class of 30 full-time, evening, students on March 5, 2012, graduating on June 8, 2013, to **replace** a class that graduated November 18, 2011.
3. Require the program to perform and submit a written analysis and report to address the program's rate of attrition by February 29, 2012. The report shall include the program's plans to decrease its rate of attrition and increase the number of graduates taking the licensure examination.

**Rationale:** Since the first class began July 7, 2008, the program has enrolled a total of 206 students. Of the total enrolled, 139 students have graduated. Thirty – three (33) students currently remain in classes. The **addition of the proposed 30 students** would give the program a total of **63** students.

Of the 139 total graduates, **75** have taken the licensure examination; **64 graduates have not taken the licensure examination**. Thirty-eight (38) of the enrolled students graduated November 6, and 27, 2011. As such, these students have not taken the licensure examination. It is expected that they will be testing, during Quarter 1 of 2012. At the earliest, licensure data for these two (2) classes would be expected during Quarter 2 of 2012.

At the time of placement on provisional accreditation, the program's **quarterly** pass rate was **43%** and the average **annual** pass rate was **62%**. Currently, the program's **quarterly** pass rate is **17%** and the average **annual** pass rate is **53%**. As such, the program's **quarterly** pass rate **decreased 26 percentage points** and its average **annual** pass rate **decreased 22 percentage points**.

The program's performance statistics and rates of attrition **do not** support approval of the requested 30 students. It must also be noted that the program has not completed the revision of its curriculum. Denying the admission of a class of 30 students will allow time for the program to fully complete revision of the instructional plan, implement and evaluate their plan to improve the program's licensure pass rates, evaluate student progress, and implement effective remediation where indicated.

Board staff will continue to closely monitor the program's effectiveness by tracking class admissions, the effectiveness of employed interventions, and the program's licensure examination pass rates quarterly, reviewing Annual Reports submitted by the program, and performing accreditation surveys every four (4) years.

- Attachment A: Board report dated October 24, 2011
- Attachment B: Notice of Noncompliance, dated November 22, 2011.
- Attachment C: Board Correspondence dated January 19, 2012.
- Attachment D: Program documents dated January 26, 2012.



# Agenda Item #14.B.4. Attachment A



STATE AND CONSUMER SERVICES AGENCY • GOVERNOR EDMUND G. BROWN JR.

**BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS**  
2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945  
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**DATE:** October 24, 2011

**TO:** Board Members

**FROM:** Pam Hinckley, R. N., M.S.N.  
Nursing Education Consultant

**SUBJECT:** Valley College of Medical Careers, Vocational Nursing Program – Consideration of Placement on Provisional Accreditation; Request to Admit Students (Director: Ranbir Sedeora, West Hills, Santa Clara County, Private)

Valley College of Medical Careers Vocational Nursing Program is presented to the Board for consideration of placement on provisional accreditation.

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

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

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

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

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

The following table shows the variance of the program’s pass rates from the state average annual pass rates of first time graduates of accredited vocational nursing programs for the past eight (8) quarters. This data substantiates the program’s noncompliance with Section 2530(l) of the Vocational Nursing Rules and 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
Oct – Dec 2009	73%	50%	-23
Jan – Mar 2010	74%	47%	-27
Apr – Jun 2010	75%	50%	-25
Jul – Sep 2010	75%	46%	-29
Oct – Dec 2010	76%	54%	-22
Jan – Mar 2011	77%	59%	-18
Apr – Jun 2011	76%	63%	-13

Valley College of Medical Careers Vocational Nursing Program requests approval to admit a class of 30 full – time, evening, students on November 14, 2011, graduating on February 24, 2013, to **replace** a class that graduated November 18, 2011.

Additionally, the program is requesting approval to admit a class of 30 students to the full-time day class on January 16, 2011, graduating April 21, 2013 to **replace** students that graduated November 4, 2011.

### **History of Prior Board Actions**

- On July 2, 2008, the Executive Officer approved Valley College of Medical Careers' request to begin a vocational nursing program with an initial class of 30 students on July 7, 2008, only; **and** approved the program curriculum for 1,560 hours, including 580 theory, and 980 clinical hours.
- On May 5, 2009, the Executive Officer approved initial full accreditation for the Valley College of Medical Careers Vocational Nursing Program, West Hills, for the period May 5, 2009 through May 4, 2013, and directed staff to issue a certificate accordingly. Further information was requested relative to the program's request to admit additional students.
- On May 6, 2009, the Supervising Nursing Education Consultant and the assigned Nursing Education Consultant met with the Director of Education and Compliance to discuss the status of the program's requests. Based on the meeting, the program representative, in accord with program director, amended the previous requests to include:
  1. Admission of a day class of 30 students commencing May 8, 2009, with a graduation date of July 27, 2010;
  2. Admission of an evening class of 30 students to begin May 8, 2009, with a graduation date of July 27, 2010; and
  3. Deferral of request for ongoing admissions to a later date.

- On November 4, 2009, the Executive Officer approved Valley College of Medical Careers Vocational Nursing Program's request to admit a full-time class of 30 students to commence January 11, 2010 only, graduating March 31, 2011, to **replace** students who graduated October 6, 2009. The program's request for ongoing admissions of a class of 30 students every fifteen (15) weeks commencing May 2010, was denied at this time.
- On June 9, 2010, the Director and Campus Director appeared at Board headquarters requesting an immediate and unscheduled meeting to discuss program concerns relative to the Executive Officer's decision denying ongoing admissions.
- On June 25, 2010, the director notified the Board that commencement of the January 11, 2010 class was delayed to February 1, 2010.
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Additionally, approved the program's request to admit 30 students into an evening class to commence August 23, 2010 only, December 23, 2011 to **replace** students scheduled to graduate August 18, 2010, and require the program to obtain Board approval prior to the admission of all classes.

- On June 9, 2010, the Director and Campus director arrived at Board headquarters requesting an immediate unscheduled meeting to discuss program concerns relative to the Board's decision denying ongoing admissions.

The assigned consultant reviewed the following documents and information.

1. Board decisions and rationale from July 2, 2008 through November 4, 2009.
  2. Program Pass Rates.
  3. Current Program Request and Attachments.
  4. Clinical Resources.
- On July 20, 2010, the program was cited for two (2) violations, sections 2882 of the Business and Professions Code and Section 2534 of the Vocational Nursing Rules and Regulations. Both violations were corrected.

Additionally, the Executive Officer approved Valley College of Medical Careers Vocational Nursing Program's request to admit 30 students into a full-time day class to commence July 26, 2010 only, graduating December 2, 2011, and; approved the program's request to admit 30 students into an evening class to commence August 23, 2010 only, December 23, 2011 to **replace** students scheduled to graduate August 18, 2011. Additionally, the program was required to obtain Board approval prior to the admission of all classes.

3. On February 11, 2011, the Executive Officer **denied** Valley College of Medical Careers Vocational Nursing Program's request to admit 30 students into a full-time day class to

commence January 24, 2011 only, graduating April 20, 2012, and; required the program to submit a report by **March 31, 2011**. The report shall include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timelines for expected results, and the effectiveness of corrective actions taken to address the following elements:

- a. Current Student Enrollment.
- b. Admission Criteria.
- c. Screening and Selection Criteria.
- d. Terminal Objectives.
- e. Curriculum Objectives.
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Additionally, the program was required to obtain Board approval prior to the admission of all classes.

4. On February 28, 2011, the program submitted a written report regarding the requested comprehensive analysis.
  - On April 21, 2011, the Executive Officer **denied** Valley College of Medical Careers Vocational Nursing Program's request to admit 30 students into a day class commencing April 25, 2011 and graduating August 5, 2012, to **replace** students that graduated on August 19, 2010; **and**, approved the program's admission of 20 students into the day class commencing April 25, 2011, only, graduating August 5, 2012, to **replace** students that graduated on August 19, 2010; **and**, required the program to perform an in-depth analysis of the instructional plan, textbooks, correlation of theory content to clinical application and submit a written report of findings by May 30, 2011. The EO directed placement of the program on the November 2011 Board agenda, if the licensure pass rates do not improve by at least ten (10) percentage points (69%) by August 15, 2011; **and** required the program to continue obtaining Board approval prior to the admission of all classes.
  - On May 28, 2011, the Board received the program's in-depth analysis. The assigned consultant notified the director that the analysis was incomplete as submitted.
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- On August 8, 2011, the director called the NEC. The director indicated she had not been involved in the revision of the plan submitted on August 3, 2011. The NEC advised the director she needed to be involved in the in-depth analysis of her program. Additionally, the NEC reviewed the content areas the director should address in the report. A new due date of **August 26, 2011** was issued.
- On August 25, 2011, the Executive Officer denied Valley College of Medical Careers Vocational Nursing Program's request for approval to admit 30 students into a day class commencing September 12, 2011 and graduating August 19, 2012, to **replace** students that graduated on August 15, 2010; **and**, required the program to submit a written plan detailing the following by **September 16, 2011**:
  - a. Steps the program will take to encourage the 39 former graduates to take the licensure examination.
  - b. Steps the program will take to prevent a reoccurrence of graduates not taking the licensure examination in a timely fashion.

Additionally, required the program to obtain Board approval prior to the admission of all classes; **and**, place the program on the November 10, 2011 Board agenda for consideration of placement on provisional accreditation.

- On October 7, 2011, the assigned consultant forwarded correspondence requesting submission of fifteen (15) copies of pertinent documents, plan, and subsequent actions taken to correct identified problems that they desire Board members to consider.

### Enrollment

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

The following table represents **current and proposed** student enrollment based on the current and proposed class start dates. The table indicates a **maximum enrollment of 115** students for the period **July 2008 through August 2012**.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Completed			
7/08 (FT) AM		33	24	<b>24</b>
5/09 (FT - AM)		30	24	24 + 24 = <b>48</b>
5/09 (FT - PM)		30	26	48 + 26 = <b>74</b>
2/10 (FT-AM)		30	27	74 + 27 = <b>101</b>

<b>ENROLLMENT DATA</b>				
<b>CLASS DATES</b>		<b>#Students Admitted</b>	<b>#Students Current or Completed</b>	<b>Total Enrolled</b>
<b>Start</b>	<b>Completed</b>			
7/10 (FT-AM)		17	14	101 + 14 = <b>115</b>
	10/09 (7/08 FT - AM Class)		-24	115 - 24 = <b>91</b>
	8/10 (5/09 FT - AM)		-24	91 - 24 = <b>67</b>
	8/10 (5/09 FT - PM)		-26	67 - 26 = <b>41</b>
8/10 (FT-PM)		30	24	41 + 24 = <b>65</b>
	4/11 (2/10 FT-AM)		-27	65 - 27 = <b>38</b>
4/11 (FT-AM)		20	18	38 + 18 = <b>56</b>
	11/11 (7/10 FT-AM)		-14	56 - 14 = <b>42</b>
	11/11 (8/10 FT-PM)		-24	42 - 24 = <b>18</b>
11/11 (FT-PM) <b>(Proposed)</b>	2/13	30		18 + 30 = <b>48</b>
1/11 (FT-AM) <b>(Proposed)</b>	4/13	30		48 + 30 = <b>78</b>
	7/12 (11/11 FT-PM)		-30	78 - 30 = <b>48</b>
	8/12 (4/11 FT-AM Class)		-18	48 - 18 = <b>30</b>

### **Licensing Examination Statistics**

The following statistics, furnished by the Pearson Vue and published by the National Council of State Boards of Nursing as "Jurisdictional Summary of All First-Time Candidates Educated in Member Board Jurisdiction," for the period October 2009 through June 2011, specify the pass percentage rate for graduates of the Valley College of Medical Careers 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
Oct - Dec 2009	2	1	50%	76%	50%	73%
Jan - Mar 2010	13	6	46%	76%	47%	74%
Apr - Jun 2010	7	4	57%	74%	50%	75%
Jul - Sep 2010	2	0	0%	76%	46%	75%
Oct - Dec 2010	15	10	67%	77%	54%	76%
Jan - Mar 2011	15	9	60%	80%	59%	77%
Apr - Jun 2011	8	6	75%	71%	63%	76%

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

Based on the most current data available (April to June 2011), the program's average annual pass rate is 63%. The California average annual pass rate for graduates from accredited vocational nursing programs who took the NCLEX-PN® for the first time is 76%. The average annual pass rate for the Valley College of Medical Careers Vocational Nursing program is **13 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 15, including the director. The director has 90% administrative and 10% teaching duties. Of the total faculty, 14 instructors and director are approved to teach clinical.

Based on a maximum enrollment of 115 students, eight (8) instructors are needed. Therefore, the number of current faculty is adequate for the current and proposed enrollment.

### Other Considerations

The program has seven (7) quarters of average annual licensure pass rates more than ten (10) percentage points **below** the state average annual pass rate. Since licensure data has been recorded for the program, the program's average annual pass rates have been 13 to 29 percentage points below the state average annual pass rate.

The program experienced its' lowest average annual pass rate during quarter three (3), June through September 2010, when a 46% was recorded. Currently the program is 13

percentage points below the state average annual pass rate. An increase of 17 percentage points has been achieved, since the low of 46% was recorded in quarter three (3) of 2010.

The program was required to perform a comprehensive analysis of their program as a result of poor licensure data recorded by March 31, 2011. The report was incomplete as presented and the program was requested to complete the analysis and resubmit. During the time period from March 31, 2011 through August 26, 2011, the report was returned to the program for edits several times and resubmitted to the Board. It was identified during this process, that the director was not involved in performing the analysis. The director had reportedly been assigned teaching duties while other staff at the school performed the program analysis. The director was advised that she must be involved in performing the comprehensive analysis and a new due date of August 26, 2011 was issued. The report was completed by the director in conjunction with other staff at the school and submitted in its final form on August 26, 2011 (see Attachment A).

The comprehensive analysis identified that the program had incorporated the use of ATI entrance and comprehensive testing package, required a written essay upon interview of each potential student as part of the selection criteria, increased the overall GPA to 80% and implemented mandatory remediation for students who fall below a GPA of 80%. The revised admission, screening and selection criteria went into effect with the July 2010 class admissions. As a result of implementation of the newly revised admission, screening and selection criteria, and the higher GPA requirements, the program expects to see improved licensure data from subsequent classes.

On August 25, 2011, the Executive Officer denied the program's request for approval to admit 30 students commencing September 12, 2011 and required the program to submit a written plan detailing the following by September 16, 2011.

- Steps the program will take to encourage the 39 former graduates to take the licensure examination.
- Steps the program will take to prevent a reoccurrence of graduates not taking the licensure examination in a timely fashion.

Additionally, the program was placed on the agenda for the November 2011 agenda for consideration of placement on provisional accreditation.

Based on the previous program performance statistics and submitted documents and materials, the following violation(s) are identified.

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

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

**Violation #1:** The program's average annual pass rate has been more than ten percentage points below the state average annual pass rate for seven (7) consecutive quarters.

**Plan of Correction #1:** This violation is **not corrected**. The violation will be corrected when the program's pass rates improve and are consistent with regulatory requirements.

On October 7, 2011, the assigned consultant forwarded correspondence requesting submission of documents for presentation to Board members (see Attachment B).

**Recommendation:**

1. Place Valley College of Medical Careers Vocational Nursing Program on provisional accreditation for the two-year period from November 10, 2011, through November 30, 2013, and issue a notice to the program to identify specific areas of non compliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations (see Attachment C).
2. Deny Valley College of Medical Careers Vocational Nursing Program's request approval to admit a class of 30 full – time, evening, students on November 14, 2011, graduating on February 24, 2013 to **replace** a class that graduated November 18, 2011.
3. Approve the program to admit a class of 15 full-time, evening, students on November 14, 2011, graduating on February 24, 2013, only, to **replace** a class that graduated November 18, 2011.
4. Deny the program's request to admit a class of 30 students to the full-time day class on January 16, 2011, graduating April 21, 2013 to **replace** students that graduated November 4, 2011, at this time.
5. Require the program to admit no additional students unless approved by the full Board.
6. Require the program to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate by **September 1, 2013**.
7. Require the program to submit follow-up reports in 9 months, but no later than **August 1, 2012**, and 21 months, but no later than **August 1, 2013**. The reports must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and the effect of employed interventions. The following elements must be addressed in the analysis.
  - a. Admission Criteria.
  - b. Screening and Selection Criteria.
  - c. Terminal Objectives.
  - d. Curriculum Objectives.
  - e. Instructional Plan.
  - f. Theory and Clinical Objectives for Each Course.

- g. Lesson Plans for Each Course.
  - h. Textbooks.
  - i. Attendance Policy.
  - j. Remediation Policy.
  - k. Evaluations of Theory and Clinical Faculty.
  - l. Evaluations of Theory Presentations.
  - m. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
  - n. Evaluation of Student Achievement.
  - o. Current Enrollment.
8. Require the program to comply with all accreditation standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code Section 2880, and Article 5 of the Board's Regulations, commencing at California Code of Regulations, Title 16, Section 2526.
  9. Require the program to demonstrate incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's accreditation.
  10. Failure to take any of these corrective actions may cause the full Board to revoke the program's accreditation.
  11. Place the program on the **November 2013** Board agenda for reconsideration of provisional accreditation.

**Rationale:** Since the first class began July 7, 2008, the program has enrolled a total of 190 students. Of the 190 enrolled students, 101 have graduated, 38 will graduate November 6, and 27, 2011 and 18 currently remain in classes. Of the 101 graduates, 62 have taken the licensure examination. To date 39 graduates have not taken the licensure examination.

Since the program's inception, there are seven (7) quarters of licensure data available. All seven (7) quarters of licensure data available for the program, are more than ten (10) percentage points **below** the state average annual pass rate. The program's licensure data has ranged **13 to 29** percentage points **below** the state average annual pass rate since it began.

The program experienced its' lowest average annual pass rate during quarter three (3), June through September 2010, when a 46% was recorded. Currently the program is 13 percentage points below the state average annual pass rate. An increase of 17 percentage points has been achieved, since the low of 46% was recorded in quarter three (3) of 2010. Based on the significant history of low licensure pass rates since the program began, placing the program on Provisional Accreditation is warranted.

The program's performance statistics **do not** support approval of the requested admission of 30 students. Approving the admission of a class of 15 students will allow time for the program to fully implement and evaluate

their plan to bring up the programs licensure pass rates. The programs implemented actions to improve their licensure pass rates are expected to be evident with the November 2011 class graduates. These 38 graduates are expected to take the licensure examination in Quarter 1, 2012. Licensure data should be available for these graduates approximately May 2012.

Board staff will continue to closely monitor the program's effectiveness by tracking class admissions, the effectiveness of employed interventions, and the program's licensure examination pass rates quarterly, reviewing Annual Reports submitted by the program, and performing accreditation surveys every four (4) years.

Attachment A: Program Correspondence Dated August 26, 2011.

Attachment B: Board Correspondence dated October 7, 2011.

Attachment C: Draft Notice of Change in Accreditation Status.

VCMC



VALLEY COLLEGE OF MEDICAL CAREERS

August 26, 2011

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

Dear Ms. Hinckley,

Valley College of Medical Careers is hereby submitting its response to your request to provide an in-depth comprehensive analysis of our Vocational Nursing Program. As of 2010 corrective actions were implemented to improve our program pass rates. These specific actions have demonstrated gradual steady improvements in our quarterly program pass rates. This in-depth comprehensive analysis evaluates the effectiveness of our prior and recently implemented corrective specific actions. We have included our anticipated timelines for the overall results of these improvements. Additionally, samples of supporting documentation are attached as **Exhibits 2-20 for the Board of Vocational Nursing's review and approval.**

• **Admission Criteria, Screening & Selection Criteria –**

Valley College of Medical Careers follows the general requirements listed in VN §2530 for admission. Admission criteria require that the prospective students have proof of 12<sup>th</sup> grade education or evidence of completion of the equivalent thereof, a diploma, or GED, CA High School Proficiency Exam, and in case of foreign transcripts, they must be formally evaluated and deemed equivalent to 12<sup>th</sup> grade education in U.S. These guidelines mimic the Board's admission requirements. As a result of our 2010 Corrective Action Plan and the 2011 implementation of these specific actions are as follows:

A. Scholastic Level Exam (SLE) published by Wonderlic as its official entrance exam to the vocational nursing program. The minimum passing score to be admitted is 20, recommended by Wonderlic.

**Specific Actions:** Whereas applicants could retest twice on this entrance exam, the number of retests was reduced to one. Applicants who did not pass the second attempt were refused admission into the program.

B. Assessment Technology Institute (ATI) Test of Essential Academic Skills (TEAS) in Reading Comprehension and Math Skills Examinations.

## **Exhibit 1.**

**Specific Actions:** The minimum scores that the student must achieve on these two tests are 70% for Reading and 60% minimum for Math which was increased from 60% and 51% respectively. Applicants who scored less than 70% in the Reading exam or less than 60% in the Math exam were refused admission into the program.

### **C. Prospective Vocational Nursing Student Written Essay and Comprehensive Interview.**

**Specific Actions:** Whereas applicants could achieve admittance by passing the abovementioned exams and participating in a comprehensive one-to-one interview with our Director or Assistant Vocational Nursing Director prior to our 2010 Corrective Action Plan, we now require a Written Essay of three paragraphs. This Written Essay is scored by a rubric and must meet a passing score of 70% for basic writing skills. This Written Essay is scored by both Directors and if it is scored less than 70% by one Director a third administrative reader is required to determine if the applicants writing skills are indeed equal to or above 70% prior to offering a prospective candidate admission. The interview is meant to obtain reasonable assurances that the student is a viable candidate for the program. Applicants who score less than 70% are refused admission into the program.

In summary, our overall analysis of the current admission, screening and selection criteria indicates that more applicants are refused admission into our Vocational Nursing Program as compared to the previously required criteria. Our policy does permit applicants to re-apply every six months and we encourage applicants to re-apply if a prior attempt was unsuccessful. The establishment and implementation of more stringent admission criteria are the specific actions taken in an effort to improve our licensure pass rates. These revised admission, screening and selection policies went into effect with the class start of July 26, 2010 and continues through our most recent class start of April 25, 2011. The 2010 class will graduate in November of 2011. As a result, pass rates reflecting these specific actions should be available the first quarter of 2012. Therefore, Valley College of Medical Careers will not have proof of the overall effectiveness of this policy until the first quarter of 2012. Valley College of Medical Careers expects that the strengthened screening and selection criteria implemented with the class start of July 26, 2010 will prove effective and contribute to improved pass rates in the year 2012.

**Please see for Exhibits 2 & 3 for VCMC Admission Criteria**

- **Terminal Objectives** - The terminal objectives are geared toward passing the NCLEX exam and being able to practice safely in the vocational nursing field. The terminal objectives as listed herein have been revised from the inception of the program to provide a more comprehensive expectation of our Vocation Nursing Program outcomes.

**Please see Exhibit 4 for our Terminal Objectives.**

- **Instructional Curriculum Objectives** - Curriculum objectives are designed to fulfill each level requirement from simple to complex academic and clinical processes. The curriculum objectives have been implemented accordingly in each of the four levels. As a part of this analysis our curriculum objectives have been recently upgraded to reflect enhanced critical thinking, psychosocial and cultural expectations of our graduates. Each student is required to successfully complete the objectives of the curriculum content in

## Exhibit 1.

each of the four levels. **Please see Exhibits 5 - 8 for the Curriculum Objectives per Levels I - IV.**

- **Instructional Plan** - The Vocational Nursing Instructional Plan (IP) is based on 60-week/ four Levels, also referred to as Modules. This IP was initially reviewed and approved by the Board of Vocational Nursing in 2008. As of May 2011 the Instructional Plan has been revised to include enhanced theory content objectives relating more specifically to skills lab and clinical assignments. The IP now contains clearly identified Day 1 to Day 4 theory, skills lab and clinical objectives and content outline.  
**Please see Exhibits 9 for the Instructional Plan Levels I – II.**  
**Please see Exhibits 10 for the Instructional Plan Levels II – IV.**
- **Theory & Clinical Objectives** - Theory and clinical objectives are incorporated into the Instructional Plan and are designed to complement each other. Clinical skills laboratory and hospital clinical objectives reinforce theory objectives and provide the student the opportunity to practice application. Courses taught in theory are relevant to clinical area. Each student is required to successfully complete the theory and clinical objectives in a successful series of progression from Level I to Level IV.
- **Lesson Plans** - Lesson plans are taken from the core textbooks and the requirements of the Instructional Plan. The textbooks reflect the latest editions and are reviewed by the DON and faculty for optimum efficiency relative to the requirements of the curricular content. Lesson plans are housed in the Director's office and are provided weekly to all instructors. Various resources such as pretests, test banks, quizzes, case studies, and the Evolve web site's student programs are used in conjunction with the core textbooks and lesson plans to provide the most conclusive information to the student.  
**Please see Exhibit 11 for copies Lesson Plans per level for each of the four levels.**

**Textbooks** - Textbooks are selected by the DON and faculty. Our Lesson Plans are part of the instruction materials provided by Elsevier Publishers as Instructor Resources. These Lesson Plans directly correlate to our textbooks, study guides, educational PowerPoint lessons and the Instructor Manual. Additional resources include Pre and Post quizzes and Exam View Pro, an exceptional electronic tool for test/ exam construction. These instructional materials are widely used by numerous vocational nursing programs as per our research. It is expected that the utilization of the latest instructional materials will lead to improved pass rates.

**Please see Exhibit 12 for our program Textbook List.**

**Attendance Policy** - The current attendance policy is set at 98%. No change has been made to the attendance policy as it is rigorous. However, the make-up policy which was capped at 10% of each of the four levels or 39 hours per level has been reduced to 6.6% or 26 hours per level. Each student is expected to maintain a 98% attendance per level in order to be able to successfully proceed to the next level.

**Please See Exhibit 13 for the Attendance Policy and Current Examples of Student Attendance.**

## Exhibit 1.

**Remediation Policy** - The remediation policy has been updated as of January, 2011 and is included for your review and approval. When a student's GPA falls below the minimum 80% required at any given time, the student is placed on academic probation. The student is generally given 30 days to bring the GPA to the minimum 80% level. Should the student fail to improve his or her GPA for the level, he or she will be terminated. Students on academic probation must participate in the remediation plan within one week of the probation. The remediation plan is designed to assist the student to increase his or her GPA level to a minimum of 80% or better by the end of the probationary period. There is only one grade point average (GPA) probation per level. According to our analysis of the remediation plan, students who participate in the plan have shown signs of improvement and have been able to improve their GPA in order to remain in the program. It is expected that our newly revised and improved remediation plan will have a greater and more positive effect on pass rates.

**Please see Exhibit 14 for the Remediation Policy and Remediation Action Plan.**

- **Evaluation of clinical and theory faculty** - Our theory instructors are well-qualified and experienced. Currently, all theory instructors hold a Master's degree in nursing at minimum. Evaluations of the Theory and Clinical faculty are conducted by the DON on an annual basis at minimum. In addition, students also evaluate their theory and clinical instructors at the end of each level. The evaluation of faculty by students and the DON is a pivotal point in ensuring that students are taught the necessary material in an effective manner in order to improve pass rates.

**Please see Exhibit 15 for sample Faculty Evaluations by the DON, and the students.**

- **Evaluation of Instructor theory presentations-** Theory presentations are evaluated by the DON, and/or the ADON on an annual basis at minimum if no student concerns are present. Please refer to Exhibit #10. Theory presentations are also a part of the hiring process at Valley College of Medical Careers, whereby the presenter must effectively impart the theory material in order to be accepted as a theory instructor regardless of all other qualifications. Once again, evaluation of faculty applicants and current faculty is conducted to ensure the delivery of a quality education which should in turn positively affect pass rates.

**Please see Exhibit 16 for a sample evaluation of Instructor theory presentation.**

- **Evaluation of clinical rotations and their correlation to theory presentations** - The Director of the program visits the clinical sites in order to assess and evaluate the students, the clinical faculty and the facility. Each site is cautiously selected so that the activities performed may correspond to the theory/clinical objectives of each of the levels. This is of utmost importance in the learning process. If a clinical site happens to not fulfill the application of theory content, students are removed from that site and moved to another. Students are rotated to different sites during the program so that they may learn clinical skills through the exposure of a variety of clinical experiences. Our clinical coordinator negotiates clinical schedules with various clinical sites and develops the rotation schedule for the clinical year. She also plays a role in working with the students in troubleshooting clinical concerns. The

## Exhibit 1.

coordinator monitors student progress necessary to be able to perform the duties of a vocational nurse student as it relates to the theory content. Clinical facilities, faculty and students are observed and evaluated on a quarterly basis in an effort to ensure students are able to practice theory application.

### Please see Exhibit 17 Clinical Evaluation of a Facility

- **Evaluation of Student Progression** – Student progress is assessed on a weekly basis throughout the program. Each student must maintain a cumulative GPA of 80% per level as of July 26, 2010 class start. No student is able to move to the next Level without achieving a minimum cumulative 80% GPA per Level. Faculty members have been utilizing the “Item Analysis” as a tool to analyze student responses on each of the exams throughout the program and make adjustments in teaching methods if and where necessary. In addition, the Department Director has subscribed to the National Council’s quarterly reports in an effort to analyze student behavior on the actual NCLEX exam so that she may utilize the information to assist the students within the program by training them on critical thinking skills.

As part of our Corrective Action Plan, the current grading policy has been revised to include “Class Participation” which will be based on whether the student is in attendance and how well or poorly the student participates in class activities and/or clinical rotations. Additionally we will be using scores from ATI’s Comprehensive Assessment Review Package (CARP) as part of the new grading policy scores. The weight assigned to the exams per level will be set at 80%. The weight assigned to “Class Participation” will be set at 10%, and the weight assigned to CARP will be set at 10% for a total of 100% for each level. This policy will be implemented with our next class start.

A significant improvement in our Vocational Nursing Program has been the implementation of the ATI CARP assessment electronic testing tools. Each student has received an orientation and has been provided with an individual password protected account. We have provided tutorials, practice tests and rigorous specialty subjects exams particular to each Level and subject content. Students have unlimited access to specific practice tutorials via the campus computer lab, their home computers, or personal lap tops. The subjects available for students include: Nursing Fundamentals, Adult Medical Surgical Nursing, Nurse Logic, Pharmacology, Care of Children, Maternal Newborn, as well as a 3 hour Comprehensive Predictor NCLEX and Readiness Exam.

Supervised computer lab hours are mandatory on each theory day to give students the opportunity to practice their Critical Thinking Skills exercises and NCLEX review materials purchased from ATI and/or Elsevier. The ATI material is used in a remediation plan to ensure that the student has the minimum level of knowledge to be able to progress to the next level or be able to graduate. Students receive immediate results of their scores (expressed as percentage correct) and can print out materials describing their testing areas strengths and weaknesses. Finally for those students

## Exhibit 1.

near completion of our program, the results of the Comprehensive Predictor and NCLEX-PN exam provides each student with an expectancy table of predicted probability of passing the NCLEX exam. According to ATI the actual NCLEX-PN pass/fail status was accurately predicted for 86.1% of their research sample.

In addition, we have revised our graduation requirements to require each student to accomplish the following:

- Pass all four levels including all courses in the program with a minimum 80% or better grade for theory and passing grades for clinical competence;
- Take and pass the program's exit exam at the end of level four;
- Full participation in the NCLEX Review sessions offered by the school;
- Maintain the minimum attendance requirements set forth for each level;
- Achieve 80% probability rate of passing NCLEX upon completion of the Comprehensive Assessment Review Plan (CARP) published by ATI.

Regular evaluation of student achievement throughout the program is another specific action that has been taken in an effort to improve program pass rates. **Please see Exhibit 18 for two sample evaluations of student progress reflecting grades for their particular Level. One sample reflects the old GPA policy of 75% minimum requirement, and the other the revised policy of 80% GPA requirement.**

Finally, a copy of our most recent **Enrollment Table has been submitted as Exhibit 19.**

This concludes our comprehensive in-depth Vocational Nursing Program analysis. We remain committed to our mission to provide students with a quality Vocational Nursing educational training and afford them the opportunity to secure employment. Thank you for your professional guidance and support.

Sincerely,

Ranbir Sadeora, RN, MSN, FNP-BC  
Director Vocational Nursing Program

Carol DeLilly, RN, MSN, PhD(c)  
Assistant Director Vocational Nursing Program

# GENERAL REQUIREMENTS

## VN §2530/PT §2585

**URGENT!**

- **(g) Proof of 12<sup>th</sup> Grade Education or evidence of completion of the equivalent thereof**

- Diploma
- GED
- CA High School Proficiency Exam
- Foreign transcripts must be formally evaluated and deemed equivalent to 12<sup>th</sup> grade education in U.S.

**Graduates  
cannot take  
licensure  
exam  
without  
this!!**

# VCMC



## VALLEY COLLEGE OF MEDICAL CAREERS

<b>Valley College of Medical Careers Policy &amp; Procedure Statement</b>		
Policy: <b>Admissions</b>	Policy No. <b>304</b>	Effective Date: May08
School: <b>Valley College of Medical Careers (VCMC)</b>	Contact Point: Campus Director, Director of Admissions	Revision Date: Jul09 Jan2010 May 2010 Aug 2010 Sept2010 Oct2010
Reference to Other Publications Governing this Policy and Procedure Statement: Institutional Policy & Procedure Manual.		No. Pages: 3

### **PURPOSE OF POLICY:**

To provide guidelines that govern the admissions practices of Valley College of Medical Careers. Adherence to this policy will help ensure that admissions policies and procedures are applied and accounted for consistently. VCMC admits students without discrimination against race, age, sex, disability, color, creed, religion, sexual orientation, or national and/or ethnic origin. Each student shall be entitled to all rights, privileges, programs, and activities generally made available to students at the school. VCMC reserves the right to refuse admission to any person who does not meet the school's established criteria for admissions as outlined below, and/or may not have the ability to benefit from the program or be unable to carry out the essential functions of the program for which they are applying.

In addition, in an effort to ensure compliance with the 90/10 requirement set forth by the U.S. Department of Education, the registration fee of \$100.00 must be paid in cash on or before the start date. Arrangements may be made for those students who are unable to pay the registration fee all at once, to pay it in increments of \$25.00 a month. In addition, a minimum of 10% of the total tuition for the Vocational Nursing program must be paid in cash. A minimum of 5% of the total tuition for any other program must be paid in cash. The student must be given the option of either paying the 5% or 10% prior to starting school or by a contractual agreement to make monthly payments. The institution will take into consideration the student's ability to pay the cash portion based on mitigating circumstances provided and accepted during the admissions and financial aid process. Tuition must be paid in full prior to the student being released for externship and no later than the graduation date. If the student is unable to agree with the

Ad5.08  
revAd7.09  
revAdJan2010  
revadMay2010  
adrev8.10  
adrev9.10  
adrev10.10

monthly payment plan noted on his or her enrollment agreement due to mitigating circumstances related to the student's financial situation, the institution may consider entering into a written installment agreement with the student to extend the payment of tuition beyond graduation. This is at the sole discretion of the institution and may be done on a case-by-case basis. Vocational Nursing students must pay their first academic year tuition in full prior to progressing into the 2<sup>nd</sup> academic year. Tuition for the 2<sup>nd</sup> academic year must be paid prior to the student's completing the program. Payment schedules are listed on the Enrollment Agreement for the student's information.

### **Definitions:**

1. As a result of referrals, advertising and marketing efforts, the institution receives inquiries from the public that are categorized as "Leads".
2. A "Lead" may have multiple sources. However, only one source will be documented and used in our database that influenced the prospective student the most.
3. A "Lead" may then be converted to an "Appointment" if the person inquiring to enroll in a program of study expresses an interest to visit the school.
4. An "Appointment" may generate an "Interview" when the prospective student meets with the personnel in the Admissions department on campus.
5. An "Interview" may then result in an "Enrollment".
6. An "Enrolled" student shall only be classified as "Enrolled" when a completed and signed enrollment agreement is on file with the Registrar.

### **PROCEDURE:**

Prospective students must meet the following requirements for admission and matriculation:

1. Complete an interview and tour of the school facility;
2. Complete an application for admission;
3. Complete all other pertinent information or documents;
4. Agree with the content of the enrollment agreement by signing it;
5. Pay a registration fee of \$100.00;
6. Must have earned a high school diploma or the recognized equivalent (GED); or
7. Must be 18 years of age or older (beyond the age of compulsory education in the state of California), or may be less than 18 years of age but has graduated from a secondary institution and has a diploma or equivalent, or has taken and passed the California Proficiency Exam; and
8. Must take and pass a standardized test that measures the student's ability to be successfully trained to perform the tasks associated with the job titles to which the program of instruction is represented to lead. This standardized test is referred to as the Wonderlic Scholastic Exam (SLE) referred to as the (CTBI) test as per the Bureau for Private Postsecondary and Vocational Education. All students applying for admission into any of the programs of study must take and pass this test prior to signing an enrollment agreement. If the student fails to achieve the minimum score required to enroll in the program of their choice, the student must wait for a period of seven (7) days from the date of the last test before he or she can retest. No more than two (2) attempts

are allowed on the SLE. Should the student be interested in applying for admission after the 2nd attempt, the student must wait for a period of six (6) months before he or she can attempt the SLE exam again. In the case of a student applying for the Vocational Nursing program also, only one retest will be allowed for a total of two (2) attempts. Valley College of Medical Careers does not accept entrance exam results from other institutions. However, the institution may consider accepting entrance exam results if certain criteria are met including, but not limited to whether the exams are the same, the date the exams were taken, the scores achieved, and the source of the test results.

9. If the student is an Ability-to-Benefit (ATB) student, the student must take and pass the ATB examination prior to the start of the first class. This test is administered by an independent test administrator, (ITA). If the student fails the ATB test, a retest may be scheduled immediately. If the student fails the first retest, the student may not take the exam for a period of 60 days from the date of the last test or the first retest. Should the student fail the second retest, that student may not take the ATB exam for a period of 12 months from the date of the last exam or the second retest.
10. Cash paying students are subject to the general requirements set forth for admission into a program of study. If a student does not possess a high school diploma or equivalent, is an ATB student who is paying cash for his or her tuition, he or she must take and pass the independently administered ATB exam in order to be admitted to the program of study which accepts ATB students.
11. Valley College of Medical Careers accepts self-certification in reference to having earned a high school diploma or the equivalent for all its programs of study except for the Vocational Nursing program applicants.
12. Students applying for the Vocational Nursing program must submit a copy of their high school diploma or the equivalent to the admissions department on or prior to the start of the first class.
13. In the case of students with foreign educational documents applying for the Vocational Nursing program, the official translated and "equivalenced" copy of the foreign educational document must be submitted to the admissions department no later than 30 calendar days from the official start date of the class, otherwise their enrollment will be canceled.
14. Students requesting re-entry into a program after two years (24 months) of their withdrawal date must retake the SLE exam.
15. The Admission Representative will not engage in providing Financial Aid information to the prospective students in an effort to avoid any misunderstanding. All financial aid matters will be handled by the Financial Aid Representative or Officer.
16. In the case of a student who is referred to VCMC by a third party payer, the Admission Director and the Financial Aid Officer must ensure that we obtain the authorization letter from the third party payer prior to enrolling any such student in any of the programs of study. Once the student presents an authorization letter, the Financial Aid Officer may verify the information. Once it has been established that the third party payer has agreed to enter into a contract with VCMC, the Financial Aid Officer may charge the student the current RTPD price.

# VCMC



## VALLEY COLLEGE OF MEDICAL CAREERS

<b>Valley College of Medical Careers Policy &amp; Procedure Statement</b>		
Policy: <b>Administering the Test of Essential Academic Skills (TEAS)</b>	Policy No. <b>305</b>	Effective Date: June'08
School: <b>Valley College of Medical Careers</b>	Contact Point: Campus Director, Director of Admissions	Revision Date: Nov30, 2009 Jan2010 May2010 Aug2010
Reference to Other Publications Governing this Policy and Procedure Statement: Institutional Policy & Procedure Manual.		No. Pages: 2

### **PURPOSE:**

The purpose of this policy is to provide additional admission guidelines in an effort to reasonably ensure that the applicant has the basic knowledge and skills to be able to succeed in the Vocational Nursing program. The purpose of this policy is to enable the institution to utilize an additional assessment tool as part of our screening process for admitting vocational nursing applicants in that program. Valley College of Medical Careers administers ATI's (TEAS) test for this purpose. The institution administers the Reading and Math sections of the TEAS test on-line in order to establish that the applicant possesses a certain level of Reading and Math ability. Valley College of Medical Careers' recommended scores for vocational nursing program applicants is a score of 70% on the Reading and 60% on the Math portion of the TEAS test.

### **PROCEDURE:**

1. Valley College of Medical Careers administers the ATI's TEAS test;
2. The TEAS test is administered in addition to the Scholastic Level Exam (SLE) published by Wonderlic, which is the official entrance/admission exam for all programs;
3. The TEAS is administered no later than the first day of class which coincides with our general institutional add/drop policy;
4. The TEAS is not utilized as the entrance exam for admission into the program. It is used for further screening purposes only;
5. The student is administered the Reading and the Math sections of the TEAS;
6. The recommended cut-off score established by the institution for the Reading portion of the TEAS is 70% for the "Individual Adjusted Score";
7. The recommended cut-off score established by the institution for the Math section of the TEAS is 60% for the "Individual Adjusted Score";

8. Vocational Nursing program applicants are expected to achieve 70% on the Reading section of the TEAS; and 60% on the Math Section of the TEAS;
9. All other admissions criteria must be met as noted in the school catalog and the institutional admissions policy;
10. Students who do not achieve the above-mentioned scores may retest once on either both sections or one section of the TEAS in any given six month period. TEAS scores are valid for a period not to exceed two years (24 months) from the time the student takes the test or the retest/s whichever is later. Students requesting re-entry into the program after two years (24 months) from the last test date must retake the SLE & the TEAS exams.

VALLEY COLLEGE OF MEDICAL CAREERS  
VOCATIONAL NURSING PROGRAM

This is to be filled out by INTERVIEWER ONLY

[REDACTED]

CANDIDATE: \_\_\_\_\_ DATE: \_\_\_\_\_  
EVALUATOR: \_\_\_\_\_

[REDACTED]

Some clinical sites require a physical exam and a series of immunizations. Some sites also require drug screening tests. Is this OK with you?

YES \_\_\_\_\_ NO \_\_\_\_\_

[REDACTED]

Do you have any family Responsibilities such as childcare Elderly care? Do you think you will be able to manage these tasks while in school?

Do you have any health or physical conditions that may prevent you from carrying out the essential functions of the program or the job?

COMMENTS: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[REDACTED]

Are you going to have to work during your program of study? We would like you to know that this is an intensive program and it will require a lot of study time on a daily basis.

[REDACTED]

This is an intensive program. How will you manage your time during school?

COMMENTS: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[REDACTED]

We would like you to know that 2 days out of 4 in school you will be at an off site clinical facility. Can you arrive at the designated clinical site at the appointed time?

[REDACTED]

What are your expectations of this program?

COMMENTS: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

[REDACTED]

We are here to assist you. Please talk to us when you need tutorial assistance.

[REDACTED]

TEAS Test Scores:

English \_\_\_\_\_ Math \_\_\_\_\_

COMMENTS: \_\_\_\_\_

SLE \_\_\_\_\_

Minimum score 20

[REDACTED]

COMMENTS: \_\_\_\_\_

[REDACTED]

VALLEY COLLEGE OF MEDICAL CAREERS  
 VOCATIONAL NURSING PROGRAM

Item	Cost
1. A watch with a sweep hand or a digital one that can count seconds.	\$20.00 - \$45.00
2. Uniform shoes, leather or vinyl, <u>closed toe and heel.</u>	\$30.00 - \$50.00
3. Socks and other necessary clothing items enough for two days a week.	\$2.00 - \$ 5.00
4. Notebook, pens (black ink), #2 pencils, a pocket notebook for clinicals.	\$15.00 - \$20.00

EXPENSES DURING LEVEL IV ASSOCIATED WITH LICENSING

1. Fingerprint processing fee due before graduation when doing paperwork for the BVNPT. Approximately 7 <sup>th</sup> week of Level IV	\$70.00 - \$80.00
2. Board Application Fee due prior to graduation	\$75.00
3. NCLEX-PN examination fee payable to the National Council of State Board Exams due after graduation before you can take your licensing examination. Approximately 4-6 weeks past graduation.	\$200.00
4. Licensing fee payable to the Board of Vocational Nursing and Psychiatric Technicians (BVNPT). Due following passing of the NCLEX-PN exam. Approximately 4 weeks after taking the examination.	\$150.00
	.00

Students are urged to save for the above mentioned costs while attending school so that they may be able to take their licensing exam and apply for a license immediately upon graduation. The school will reimburse the NCLEX examination fee if the student takes and passes the NCLEX exam within 3 months of his/her graduation date. The school will also reimburse the license fee as soon as the student is placed in a job and the information is verified. All other criteria must be met which include full participation in review classes.

\_\_\_\_\_  
 STUDENT SIGNATURE

\_\_\_\_\_  
 DATE

VALLEY COLLEGE OF MEDICAL CAREERS  
VOCATIONAL NURSING PROGRAM

**STATEMENT OF UNDERSTANDING**

Before you continue the selection process, we would like you to be aware of the following important aspects and how they may affect you:

1. We must make you aware that you cannot take the state licensing examination unless you are a citizen of the United States or are an eligible non-citizen (I-20 or permanent resident status, etc.). As of 11/98, we must provide written documentation of your legal status to the Board before you can take the licensing (NCLEX-PN) exam.
2. At the time of application to take the NCLEX exam, three sets of fingerprints are required to be sent to the Board of Vocational Nursing and Psychiatric Technicians. One set is sent to the Department of Justice and the other to the FBI. Also at the time of application to take the NCLEX exam, any felony/criminal convictions must be identified by the applicant to the Board of Vocational Nursing and Psychiatric Technicians. These statements are confidential between the candidate and the Board, and the College has no access to the contents. Please be aware that any felony/criminal conviction could prevent the candidate from becoming licensed.
3. Clinical rotations in this program are generally from 7-3 p.m. and 3-11 p.m. shifts including Saturdays. This means that you have to be available for either shift. Occasionally, a Sunday rotation may be scheduled.
4. It is the program's desire to prepare you for a variety of settings. Therefore, we strive to provide you with a variety of clinical facility experiences. This means that you may not be in the same facility for the entire program, and may have the opportunity to attend different medical facilities.
5. It is highly unlikely that you will be able to work full time and also carry the load of this program. It is demanding of time and energy. Please consider discussing your decision with a family member and discuss how you will manage your time, energy and finances necessary to complete the program.
6. We cannot arrange the clinical or theory classes of this program to suit a work or any other schedule that you may have. We will make every attempt to notify students of their assigned clinical rotation as soon as we can.
7. You may be required to travel to clinical facilities within the Greater Los Angeles area---these clinical experiences will require transportation at your own expense. We encourage carpooling, but cannot guarantee that you will always be in the same facility with your carpool person.
8. Clinical facilities are assigned through a lottery system. Students have the opportunity to switch places to fit their needs. We cannot promise that you will be in the same clinical rotation with a friend.
9. Attendance is taken for each day of this program as it is required by accreditation and state agencies that govern our institution. Attendance is not only required but is of utmost importance in your learning process. Therefore, you will need to inform your family and friends that you are committing yourself to this program. Child care may be an issue for some of you and while we are sympathetic, we cannot excuse you for any of the hours required by the program. No absences are excused.
10. No educational program is without costs. Instructional costs, uniforms and books are included in the tuition cost. Each student will be responsible for appropriate clothing and other out-of-pocket costs, which will be discussed as part of this interview.

This statement is not designed to discourage you from continuing the process of selection, but is rather a clear statement of the expectations of the program. The faculty is excited at the prospect of the incoming class. We hope that this will include you. Please read this letter carefully and consider the impact of this commitment on your life, and on the lives of your family.

I have read the above statement, and understand the contents and implications.

SIGNED: \_\_\_\_\_

DATE: \_\_\_\_\_

## NOTIFICATION OF RECORDS OF CONVICTION

The Department of Health requires that every Certified Nurses' Assistant graduate wishing to take the CNA exam for certification and work in a long – term care facility be fingerprinted and screened for previous records of conviction. In addition, the Board of Vocational Nursing requires that you fill out a "**Record of Conviction**" form and be fingerprinted prior to taking the NCLEX-PN exam.

Should it be discovered that the student in the clinical facility has a record of conviction, that student may be dismissed from that facility. Similarly, if it becomes known that the graduate seeking certification or licensure has a record of conviction, that graduate may not take the certification exam to become a CNA or obtain an LVN license even though a passing grade is achieved on the NCLEX-PN exam.

A record of conviction may not necessarily prohibit a student from obtaining certification or licensure. However, this information must be communicated to the Department of Health for CNA candidates and the Board of Vocational Nursing for LVN candidates in order to clear the path for certification or licensure. For information regarding who to contact, please talk to the Director of the Nursing Program.

I have read and understand the aforementioned information.

NAME: \_\_\_\_\_  
Print Name

NAME: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature



## Valley College of Medical Careers

### Admission Criteria

Vocational Nursing Prospective Student Applicants Must:

- Be at least 17 years of age;
- Have proof of 12<sup>th</sup> grade education or evidence of completion of the equivalent thereof: diploma, GED, CA high School Proficiency Exam. Foreign transcripts must be formally evaluated and deemed equivalent to 12<sup>th</sup> grade education in the U.S.
- Obtain a minimum score of 20 on the Wonderlic Scholastic Level Exam;
- Obtain a minimum Reading score of 70% and Math score of 60% on the TEAS exam
- Take the ATI's Critical Thinking exam to demonstrate ability to think critically;
- Provide a Written Essay to be evaluated by the DON and ADON and/or admissions committee;
- Participate in an interview with the DON and/or ADON or a designated representative;
- Provide a basic physical exam demonstration a medical health clearance;
- Provide a record of a TB and Hepatitis B tests, and other immunizations as necessary;
- Provide results of a background check showing inclusion of:
  - Seven years history
  - Address verification
  - Sex offender Search
  - Child and adult abuse Search
  - Social Security # verification
  - Covering 2 counties including Los Angeles County

A student may be unable to attend clinical practice at some facilities for the following issues: Murder, Felony assault, Sexual offenses/ sexual assault, Felony possession and furnishing (without a certificate of rehabilitation), Drug or alcohol offenses (without certificate of rehabilitation), Any conviction of child or elder abuse, Class B and Class A misdemeanor, Theft, Felony Theft, & Fraud The above requirements and costs associated are the responsibility of the student.

Applicants must submit a copy of their high school diploma or the equivalency to the admissions department as they are going through their enrollment process and prior to the start of the first class. Transfer credit requests must be initiated during the admissions process. It is the responsibility of the student to submit all the required documents to the Nursing department or designated administrators 7 calendar days prior to the official start of the first class. The background check and the immunization information mentioned in the admissions criteria must be submitted to the Nursing department during the admissions process and no later than the first day of the official start date of the class. Clinical rotations start after week eight of level one. Students must be aware that any issues that could prohibit them from attending hospital clinical rotations may be cause for termination from the program.

Not being able to attend clinical practice is automatically a cause for withdrawal from the program as clinical and theory must be taken together. The Admissions Committee, chaired by the Director of the VN Program, will make the final decision for admission of the student into the program. All students must participate in the mandatory orientation outside of class time.

## **Valley College of Medical Careers**

### **Terminal Objectives**

The Valley College of Medical Careers Vocational Nursing Program graduate will meet the standards of competency, as delineated by the Board of Vocational Nursing by being able to:

1. Demonstrate competencies in direct patient care in hospitals, and in community based health care agencies.
2. Demonstrate ethical and caring behaviors while providing patient care.
3. Assume the Vocational Nurse role of patient advocate to improve health care delivery by communicating effectively.
4. Provide leadership and supervision within the scope of practice of the Vocational Nurse role.
5. Apply knowledge gained from biological, social, and nursing sciences to help individuals achieve optimal health.
6. Safely perform basic psychomotor skills in the delivery of care as a technically competent clinician.
7. Apply psychological, social, and cultural knowledge to the Vocational Nurse role.
8. Implement critical thinking within the nursing process in the care of patients.
9. Become eligible to take the NCLEX Vocational Nurse Exam.
10. Upon licensure obtain employment as a California Licensed Vocational Nurse.

**Valley College of Medical Careers  
Vocational Nursing Program  
Curriculum Objectives**

**LEVEL I**

**Each student will:**

- ❖ The role of the Vocational Nurse.
- ❖ Identify basic human needs as identified by Dr. Abram Maslow
- ❖ Define the Nursing Process and its relationship for safe, effective care and a therapeutic environment
- ❖ Demonstrate knowledge of the organization of the body as evidenced by successful passing of theory exams such as subjects area test
- ❖ Identify the principles of growth and development across the life span
- ❖ Perform physiologic, care, provide safety and security for the patient/resident/client
- ❖ Identify special needs of the elderly
- ❖ Define nutrition in health and wellness
- ❖ Identify the safety principles and safe practice medication administration
- ❖ Demonstrate competence in CPR and Emergency First Aid by successfully passing the American Heart Association CPR/First Aid course and examination
- ❖ Practice effective communication with the patient/resident/ client and members of the health care team

**Valley College of Medical Careers  
Vocational Nursing Program  
Curriculum Objectives**

**LEVEL II**

**Each student will:**

- ❖ Utilize VCMC's conceptual framework of Maslow's Hierarchy of Needs when providing basic Vocational Nursing care to Patients/residents/clients.
- ❖ Continue to further develop effective communication skills
- ❖ Learn and follow the professional "Chain of Command" in procedural actions
- ❖ Interact professionally with all members of the health care team
- ❖ Establish and maintain therapeutic relationships with patients/residents/clients and their families
- ❖ Identify and encourage nutritional diets for specified diseases
- ❖ Plan safe patient care under the supervision of a Registered Nurse
- ❖ Give care to assigned patients within the Vocational Nurse legal scope of practice
- ❖ Interact with all persons professionally and ethically
- ❖ Provide clear, concise, accurate documentation as required on medical legal documents
- ❖ Prepare patients appropriately for medical procedures and treatments
- ❖ Identify and adhere to hospital/facility policies and procedures
- ❖ Remain sensitive and diligent in caring for patients/resident/clients and with diagnoses requiring prolonged convalescence such as cancer or in terminal illnesses.

**Valley College of Medical Careers  
Vocational Nursing Program  
Curriculum Objectives**

**LEVEL III**

**Each student will:**

- ❖ Continue to provide care within the Vocational Nurse legal scope of practice
- ❖ Identify normal growth, development and nursing responsibilities within the life cycle
- ❖ Plan education for patients/residents/clients and their families
- ❖ Remain knowledgeable, as evidenced by passing of theory and clinical exams pertinent to anatomy, physiology, disease pathology and medical surgical nursing
- ❖ Define nursing specialties: Home Care and Rehabilitation
- ❖ Identify treatment modalities for selected patients/resident/clients
- ❖ State the principles and rationales for continuity of care
- ❖ Assists in the development of nursing care plans for specific patients/residents/clients under the direction of a Registered Nurse
- ❖ Identify and professionalism and its role in patient care delivery
- ❖ Delegate appropriate task to unlicensed personnel and provide follow-up
- ❖ State verbally and in writing, the legal standards and scope of Vocational Nursing practice
- ❖ Continue to identify and adhere to hospital/facility policies and procedures

**Valley College of Medical Careers  
Vocational Nursing Program  
Curriculum Objectives**

**LEVEL IV**

**Each student will:**

- ❖ Provide prenatal and postpartum nursing care
- ❖ Provide nursing care to pediatric patients
- ❖ Administer medications as appropriate to maternity patients, infants and children
- ❖ Identify sexually transmitted diseases, including HIV
- ❖ Identify practice and control measures for STD's
- ❖ Identify components of the California Vocational Nurse Practice Act
- ❖ State the principles and rationales for continuity of care
- ❖ Accept responsibility and accountability for professional behavior and ethical conduct
- ❖ Continue with personal and professional growth and development
- ❖ Prepare for licensing by passing theory, clinical and computerized predictor examinations
- ❖ Complete all expected clinical competencies and meet required attendance policies
- ❖ Continue to identify and adhere to hospital/facility policies and procedures

### **Academic Probation and Remediation plan**

When a student's GPA falls at a minimum level of 80% at any given time, student is placed on academic probation. Student will be given 30 days to bring the GPA to the minimum of 80% level or the probation will be extended to the end of the course or level whichever comes first.

Students on academic Probation must participate in a remediation plan within one week of the probation. The remediation plan will be designed to assist student to increase GPA level to a minimum of 75% or better by end of the probation period. There will be only one GPA probation per level.

#### **Remediation Plan**

The student on academic probation will meet with remediation coordinator or the instructor for Remediation Action Plan (preferably no later than the 11<sup>th</sup> week of the current level) that will include but not limited to:

- Attending weekly remediation session as scheduled.
- Identify areas of deficient study habits.
- Identify a plan of study.
- Develop a plan of study.
- Complete appropriate assignments.
- Re-Take exam. The re-take exam will be in the subject/course(s) with the lowest grade. The re-take score will be counted only up to a maximum of 75%.

No patterned exam retakes are allowed. This may be viewed as unsatisfactory academic progress and may be cause for termination from program.

## Remediation Strategies

Remediation can take several forms – from testing to determine where the gaps are, to providing tutoring and other support services and evaluating success upon completion of remedial work. The following are recommended remediation process:

### 1. Diagnose the student's learning strengths and weaknesses.

Effective remediation is to help student to learn ways to overcome their academic deficiencies by using their best learning strengths. It is therefore imperative to identify student's learning strengths and match them with teaching methods accordingly. The following are learning strengths that can be incorporated in teaching strategies (Multiple Intelligences, 1991).

- **Visual:** Learn through drawings, imagery, models, graphics, photographs, video.
- **Bodily-kinesthetic:** touching, physical activity, hands-on learning, role playing
- **Musical:** study better with music in the background, turning lessons into lyrics, and using tools such as radio, multi-media.
- **Interpersonal :** study better in study groups with interaction with others in study groups.
- **Intrapersonal :** Study better individually through independent study by using text books in their privacy and time.
- **Linguistic :** Learn by reading, using computers, and lectures.
- **Logical –Mathematical:** Learn through investigations, developing concepts before learning details.

### 2. Teach Learning

Teach students how to learn and retain information by using tools/methods that best match their learning strengths. The following teachings are recommended:

- be organized by keeping a binder and having a system to keep track of assignments.
- Use simple but effective tools such as note cards
- Engage in study groups – if applicable
- Bring questions on the subject matter(s) to remediation sessions

### 3. Set High Expectations

Keep expectations high and align them to the course standards.

References:

Nugent, P.M. & Vitale, B.A. (2000). Test Success: Test Taking Techniques for Beginning Nursing Students: Philadelphia: F.A. Davis Company.

Multiple Intelligence Theory, 1991. Retrieved from <http://www.tecweb.org/styles/gardner.html>.

Remediation strategies. Retrieved from [http://www.ehow.com/way\\_5421219\\_remediation-strategies-students.html](http://www.ehow.com/way_5421219_remediation-strategies-students.html)

### **Assessment of Student's Learning Strengths**

Which one of the following learning methods help you to learn and retain information better. You may mark one or more as indicated.

\_\_\_ **Visual**: learn through drawings, imagery, models, graphics, photographs, video.

\_\_\_ **Bodily-kinesthetic**: touching, physical activity, hands-on learning, role playing

\_\_\_ **Musical**: study better with music in the background, turning lessons into lyrics, and using tools such as radio, multi-media.

\_\_\_ **Interpersonal** : study better in study groups with interaction with others in study groups.

\_\_\_ **Intrapersonal** : study better individually through independent study by using text books in their privacy and time.

\_\_\_ **Linguistic** : learn by reading, using computers, and lectures.

\_\_\_ **Logical –Mathematical**: learn through investigations, developing concepts before learning details. (Gardner's Multiple Intelligences).

**What other ways can we help you to learn subject material ?**

**What are your goals from remediation?**

**Describe how you are going to achieve them?**

## Remediation Action Plan

Start date:

End date:

Student's name:

Areas requiring remediation (subject areas):

Remediation Goals:

\_\_\_\_ Improve study habits

\_\_\_\_ Develop individualized plan of study

\_\_\_\_ Increase knowledge of subject materials

\_\_\_\_ Increase GPA to 75% or better

**Action Plan:**

\_\_\_\_ attend weekly remediation session as scheduled.

\_\_\_\_ complete appropriate assignments.

\_\_\_\_ identify deficiencies and problem areas.

\_\_\_\_ develop individualized plan of study.

\_\_\_\_ score 75% or better on the re-take exam.

\_\_\_\_\_  
Instructor's name, signature, date

\_\_\_\_\_  
Student's name, signature, date

**Implementation of the Remediation Plan**

**Mark the given assignment(s):**

\_\_\_\_\_ Attend remediation sessions on \_\_\_\_\_

\_\_\_\_\_ Identify problem areas \_\_\_\_\_

\_\_\_\_\_ Develop plan of study \_\_\_\_\_

\_\_\_\_\_ Complete written assignment(s) on \_\_\_\_\_

**Evaluation:**

\_\_\_\_\_ Re-take Exam given on subject(s) \_\_\_\_\_

Re-take exam score \_\_\_\_\_ Date of exam \_\_\_\_\_

**Final Recommendation:**

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

**Instructor's signature, date**

**Student's signature, date**

\_\_\_\_\_  
**Director of Nursing's signature, date**



## EMPLOYEE PERFORMANCE EVALUATION

Employee <u>Gloria Middleton, RN, MSN</u>	Title <u>W Theory Instructor</u>
Evaluator <u>Ranbi Sadeola, RN, MSN, FNP-BC</u>	Date <u>2.25.11</u>

REASON FOR EVALUATION	<u>30-day evaluation</u>
<input type="checkbox"/> ANNUAL <input type="checkbox"/> END OF PROBATION <input type="checkbox"/> PROMOTION <input type="checkbox"/> UNSATISFACTORY PERFORMANCE	

**DEFINITION OF RATINGS**

**EXCEPTIONAL (5):** Consistently exceeds all relevant performance standards. Provides leadership, fosters teamwork, is highly productive, innovative, responsive and generates top quality work. Active in industry-related professional and/or community groups.

**EXCEEDS EXPECTATIONS (4):** Consistently meets and often exceeds all relevant performance standards. Shows initiative and versatility, works collaboratively, has strong technical & interpersonal skills or has achieved significant improvement in these areas.

**MEETS EXPECTATIONS (3):** Meets all relevant performance standards. Seldom exceeds or falls short of desired results or objectives. Lacks appropriate level of skills or is inexperienced/still learning the scope of the job.

**BELOW EXPECTATIONS (2):** Seldom exceeds and often falls short of desired results. Performance has declined significantly, or employee has not sustained adequate improvement, as required since the last performance review or performance improvement plan.

**NEEDS IMPROVEMENT (1):** Consistently falls short of performance standards. N/A IF NOT APPLICABLE

	5	4	3	2	1	N/A
<b>Quality</b> Completes high quality work according to specifications. Thoroughly follows standards and procedures. Keeps complete records. Pays attention to details. Has a strong sense of quality and knows how to achieve it.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Desire to Improve Quality</b> Continually looks for ways to improve and promote quality. Applies feedback to improve performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Job Knowledge</b> Possesses skills and knowledge to perform the job competently.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Communication</b> Organizes and expresses ideas and information clearly, using appropriate and efficient methods of conveying the information.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interpersonal Skills</b> Is sensitive to the needs, feelings and capabilities of others. Approaches others in a non-threatening and pleasant manner and treats them with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Conflict Resolution</b> Expresses alternative points of view in a non-threatening way. Knows when it is appropriate to compromise and when it is important to take stand.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Teamwork</b> Works on projects as part of a team, exchanging ideas and contributing skills that complement those of the other team members. Fulfills commitments to team members.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Ethics</b> Maintains high level of character and a professional attitude. Is able to conform and promote the company's standards of conduct.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Initiative</b> Strives to learn and improve. Seeks out ways to better themselves and the company. Takes on responsibilities. Does not remain idle-is hard working. Self-motivated.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



EMPLOYEE PERFORMANCE EVALUATION

NEW ACCOMPLISHMENTS OR ABILITIES SINCE LAST EVALUATION:

NA.

AREAS WHICH NEED IMPROVEMENT:

Gloria is new to VCMC & will be evaluated accordingly

Rate Employee's Performance OVERALL in comparison to the Job Requirements involved with his/her position.

- EXCELLENT
ABOVE AVERAGE

- AVERAGE
BELOW AVERAGE

- UNSATISFACTORY
NOT RATED

COMMENTS:

She is highly knowledgeable & holds advanced degree. She is a nurse educator also with years of experience in teaching which adds a benefit for our student's learning.

Evaluator [Signature] Employee x [Signature]

**Valley College of Medical Careers  
8399 Topanga Canyon Blvd., Suite 200  
West Hills, CA 91304**

**THEORY INSTRUCTOR SURVEY**

Instructor: Gloria Middleton, MSN Ed, RN

Date: 3/7/2011

Program: Vocational Nursing

Class/Course: LEVEL IV

Evaluator Name: Ranbir Sadeora, MSN, FNP-BC

- Directions:
1. For each question, check A, B, C or D below.
  2. If you have any comments, write them on a separate piece of paper and attach to this survey.
  3. DO NOT write anything in the space noted (For Office Use Only)
  4. Please note that Excellent = A; Very Good = B; Good = C; Needs to Improve = D.

		A	B	C	D
		Exlnt	Very Good	Good	Needs to Improve
1.	Rapport with students	X			
2.	Answering questions	X			
3.	Ability to teach	X			
4.	Involving students in the lesson		X		
5.	Is the instructor prepared to teach	X			
6.	Is the instructor knowledgeable in the subject matter he/she is teaching	X			
7.	Does the instructor present the subject matter well	X			
8.	Is the instructor enthusiastic		X		
9.	Does the instructor provide relevant examples in order to teach the subject matter		X		
10.	Does the instructor test based on course content	X			
11.	Does the instructor use teaching methods and tools that aid the learning process		X		
12.	Does the instructor move around and keep student attention		X		
13.	Is the instructor professional and meets difficulties with poise	X			
14.	Does the teacher motivate the students	X			
15.	Is the instructor clear and thorough in presenting the subject matter	X			
16.	Does the instructor promote asking questions about the subject matter		X		
17.	Is the instructor courteous and impartial in relationship with students	X			
18.	Does the instructor have a positive attitude	X			
19.	Does the instructor promote class discussions		X		
20.	Is the instructor punctual in meeting and dismissing class	X			
21.	Does the instructor make the class interesting		X		
22.	Can the instructor be asked questions about the course without becoming defensive	X			
23.	Does the instructor grade according to the syllabus	X			
24.	Does the instructor make sure students understand the subject matter	X			
25.	How would you rate this instructor?	X			



VALLEY COLLEGE OF MEDICAL CAREERS  
VOCTIONAL NURSING PROGRAM  
EVALUATION OF CLINICAL FACILITY

Clinical Facility: MAGNOLIA GARDENS CARE CENTER

Course: VN                      LEVEL: II                      Date: 8/25/2011

---

1. Did the students & faculty receive adequate orientation to function within this facility?

YES X ; NO \_\_\_\_\_; IF NO, PLEASE EXPLAIN:

2. How would you rate the learning experiences available in this facility?

EXCELLENT X GOOD \_\_\_\_\_ FAIR \_\_\_\_\_ POOR \_\_\_\_\_

3. What did you find most helpful at this facility?

The nursing staff- LVNs and CNAs assist students to learn nursing skills.

4. What did you find least helpful at this facility?

None.

5. Did students have an opportunity to rotate to any specialty areas?

YES X ; NO \_\_\_\_\_; IF YES, Please list areas: With patients with general surgery and with orthopedic surgery and diseases.

6. Were students able to meet the objectives of this level?

YES X ; NO \_\_\_\_\_

7. Did the facility provide an adequate classroom/meeting place for pre and post conferences?

YES X ; NO \_\_\_\_\_; IF NO, PLEASE EXPLAIN:

9. Were students & faculty well received by facility staff?

YES X ; NO \_\_\_\_\_

10. Would you recommend the facility for future placement of nursing students?

YES X ; NO \_\_\_\_\_



## **CERTIFIED MAIL**

October 7, 2011

Ranbir Sadeora, Director  
Valley College of Medical Careers  
Vocational Nursing Program  
8399 Topanga Canyon Boulevard, Suite 200  
West Hills, CA 91304

### **Re: Consideration of Request to Admit Students**

Dear Mr. Sadeora:

On September 29, 2011, the Board of Vocational Nursing and Psychiatric Technicians (Board) received your correspondence requesting Board approval to admit students to the **Valley College of Medical Careers Vocational Nursing Program**. The Board is scheduled to consider that request at its meeting scheduled November 10, 2011. That meeting will be held at the San Diego Convention Center, in San Diego, California.

To ensure dissemination and review by individual Board members and relevant staff for timely consideration prior to the May 20, 2011 Board meeting, please submit the following written information by **Friday, October 30, 2011:**

- Fifteen (15) copies of pertinent documents related to subsequent actions taken by the program to correct identified problems ***that you desire Board members to consider***. Please remember existing statutes require that any document considered by the Board will become a public record. Accordingly, please redact all names of students.
- In addition, please provide information on a compact disc (CD) for Board use. Again, please remember to redact any student names prior to copying information onto the CD.

Although the primary purpose of this letter is to convey the Board's need for the copies, please be assured that, if timely submitted, any correspondence and attachments will be reviewed and, if appropriate, information submitted may be included in the report of the assigned consultant.

The Board strongly recommends that you plan to attend the meeting and be prepared to respond to questions from Board members relative to your program.

Please contact the Board at (916) 263-7843 should further clarification be needed.

Sincerely,

**PAM HINCKLEY, RN, MSN**  
Nursing Education Consultant  
Board of Vocational Nursing and Psychiatric Technicians  
2535 Capitol Oaks Drive, Suite 205  
Sacramento, CA 95833  
(916) 263-7843 Phone  
(916) 263-7866 Fax  
[Pam\\_hinckley@dca.ca.gov](mailto:Pam_hinckley@dca.ca.gov)



## **CERTIFIED MAIL**

November XX, 2011

Ranbir Sadeora  
Director, Vocational Nursing Program  
Valley College of Medical Careers  
8399 Topanga Canyon Boulevard, Suite 200  
West Hills, CA 91304

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

Dear Ms. Sadeora :

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on November 10, 2011, the provisional accreditation status of the Valley College of Medical Careers Vocational Nursing Program has been changed from full accreditation to provisional accreditation for the two – year period from November 10, 2011 through November 30, 2013. The purpose of this letter is to explain the areas of non-compliance found and the corrections required of your program to avoid losing accreditation completely.

Once you have reviewed this letter, please sign and return the enclosed "Acknowledgement of Change in Accreditation Status" form by **Friday, November 30, 2011**.

### **AREAS OF NON-COMPLIANCE [VIOLATION(S)]**

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

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

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

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

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

The program pass rates of the Valley College of Medical Careers Vocational Nursing Program for the past seven (7) quarters are set forth in the following table.

NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate	Variance from State Annual Average Pass Rate
Oct – Dec 2009	73%	50%	-23
Jan – Mar 2010	74%	47%	-27
Apr – Jun 2010	75%	50%	-25
Jul – Sep 2010	75%	46%	-29
Oct – Dec 2010	76%	54%	-22
Jan – Mar 2011	77%	59%	-18
Apr – Jun 2011	76%	63%	-13

Based on this data, the program failed to comply with regulatory requirements relative to the admission of students. Further, the program failed to maintain the annual average pass rate requirement.

### REQUIRED CORRECTION(S)

1. The Valley College of Medical Careers, Vocational Nursing Program shall obtain Full Board approval prior to the admission of additional students.
2. Require the program to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate by **September 1, 2013**.
3. The program shall submit a follow-up report in 9 months, but no later than **August 1, 2012**, and 21 months, but no later than **August 1, 2013**. The report must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and the effect of employed interventions. The 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 Student Enrollment.

4. The program shall comply with all accreditation standards in article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code section 2880, and article 5 of the Board's regulations, commencing at California Code of Regulations, title 16, section 2526.
5. The program shall continue to demonstrate incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's accreditation.
6. Failure to take any of these corrective actions may cause the full Board to revoke the program's accreditation.

In the event additional violations of the accreditation standards are identified, such violations may result in further corrective action or revocation of provisional accreditation.

#### **FUTURE BOARD ACTION**

Your program will be placed on the **November 2013** Board Meeting agenda for reconsideration of your accreditation status. The nursing education consultant assigned to your program will ask you to submit documentation of the correction of your violation(s) by the fifteenth day of the second month prior to that Board meeting.

#### **OTHER IMPORTANT INFORMATION**

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

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

The program may no longer advertise that it has full accreditation, and should take steps to correct any ongoing advertisements or publications in that regard.

A copy of title 16, California Code of Regulations, section 2526.1, regarding provisional accreditation is attached for your reference. A complete copy of the Board's laws and regulations can be found on the Board's web site at [www.bvnpt.ca.gov](http://www.bvnpt.ca.gov).

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

Sincerely,

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

Enclosures

cc: Board Members

TBJ:cca

DRAFT



# Agenda Item #14.B.4. Attachment B



STATE AND CONSUMER SERVICES AGENCY • GOVERNOR EDMLIND 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) 263-7859 Web [www.bvnpt.ca.gov](http://www.bvnpt.ca.gov)



## **CERTIFIED MAIL**

November 22, 2011

Ranbir Sadeora  
Director, Vocational Nursing Program  
Valley College of Medical Careers  
8399 Topanga Canyon Boulevard, Suite 200  
West Hills, CA 91304

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

Dear Ms. Sadeora :

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on November 10, 2011, the provisional accreditation status of the Valley College of Medical Careers Vocational Nursing Program has been changed from full accreditation to provisional accreditation for the two – year period from November 10, 2011 through November 30, 2013. The purpose of this letter is to explain the areas of non-compliance found and the corrections required of your program to avoid losing accreditation completely.

Once you have reviewed this letter, please sign and return the enclosed "Acknowledgement of Change in Accreditation Status" form by **Friday, December 2, 2011**.

### **AREAS OF NON-COMPLIANCE [VIOLATION(S)]**

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

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

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

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

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

The program pass rates of the Valley College of Medical Careers Vocational Nursing Program for the past eight (8) quarters are set forth in the following table.

NCEA RN Examination Pass Rates			
Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate	Variance from State Annual Average Pass Rate
Oct – Dec 2009	73%	50%	-23
Jan – Mar 2010	74%	47%	-27
Apr – Jun 2010	75%	50%	-25
Jul – Sep 2010	75%	46%	-29
Oct – Dec 2010	76%	54%	-22
Jan – Mar 2011	77%	59%	-18
Apr – Jun 2011	76%	63%	-13
Jul – Sep 2011	76%	62%	-14

Based on this data, the program failed to comply with regulatory requirements relative to the admission of students. Further, the program failed to maintain the annual average pass rate requirement.

**REQUIRED CORRECTION(S)**

1. The Valley College of Medical Careers, Vocational Nursing Program shall obtain full Board approval prior to the admission of additional students.
2. Require the program to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate by **September 1, 2013**.
3. The program shall submit a follow-up report in 9 months, but no later than **August 1, 2012**, and 21 months, but no later than **August 1, 2013**. The report must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and the effect of employed interventions. The 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 Student Enrollment.
4. The program shall comply with all accreditation standards in article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code section 2880, and article 5 of the Board's regulations, commencing at California Code of Regulations, title 16, section 2526.
  5. The program shall demonstrate incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's accreditation.
  6. Failure to take any of these corrective actions may cause the full Board to revoke the program's accreditation.

In the event additional violations of the accreditation standards are identified, such violations may result in further corrective action or revocation of provisional accreditation.

#### **FUTURE BOARD ACTION**

Your program will be placed on the **November 2013** Board Meeting agenda, at which point the Board may revoke or extend the program's accreditation. If you have additional information that you wish considered beyond the required corrections listed on page 3 and 4, you must submit this documentation by the fifteenth day of the second month prior to that Board meeting.

#### **OTHER IMPORTANT INFORMATION**

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

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

The program may no longer advertise that it has full accreditation, and should take steps to correct any ongoing advertisements or publications in that regard.

A copy of title 16, California Code of Regulations, section 2526.1, regarding provisional accreditation is attached for your reference. A complete copy of the Board's laws and regulations can be found on the Board's web site at [www.bvnpt.ca.gov](http://www.bvnpt.ca.gov).

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

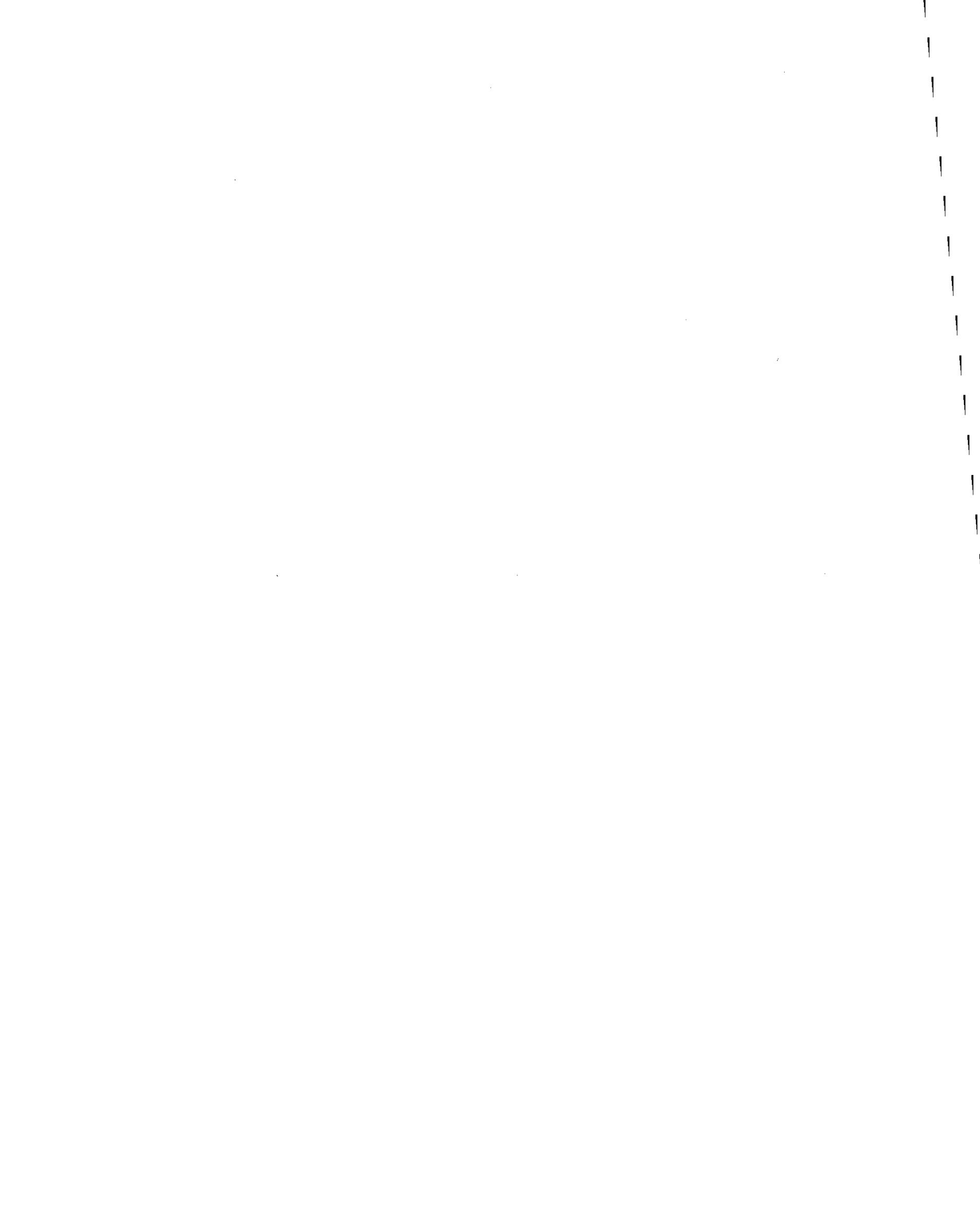
Sincerely,

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

Enclosures

cc: Board Members

TBJ:cca



# Agenda Item #14.B.4. Attachment C



STATE AND CONSUMER SERVICES AGENCY • GOVERNOR EDMUND G. BROWN JR

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



## CERTIFIED MAIL

January 19, 2012

Ranbir Sedeora  
Valley College of Medical Careers  
Vocational Nursing Program  
8399 Topanga Canyon Blvd., Suite 200  
West Hills, CA 91304

### Re: Consideration of Request to Admit Students

Dear Ms. Sedeora:

The Board is scheduled to consider **Valley College of Medical Careers Vocational Nursing Program's** request to admit students at its meeting scheduled February 24, 2012. That meeting will be held at the Radisson Hotel LAX, in Los Angeles, California.

To ensure dissemination and review by individual Board members and relevant staff for timely consideration prior to the February Board meeting, please submit the following written information by **Wednesday, January 25, 2012:**

- Fifteen (15) copies of pertinent documents related to subsequent actions taken by the program to correct identified problems ***that you desire Board members to consider***. Please remember existing statutes require that any document considered by the Board will become a public record. Accordingly, please redact all names of students.
- In addition, please provide information on a compact disc (CD) for Board use. Again, please remember to redact any student names prior to copying information onto the CD.

Although the primary purpose of this letter is to convey the Board's need for the copies, please be assured that, if timely submitted, any correspondence and attachments will be reviewed and, if appropriate, information submitted may be included in the report of the assigned consultant.

The Board strongly recommends that you plan to attend the meeting and be prepared to respond to questions from Board members relative to your program.

Please contact the Board at (916) 263-7843 should further clarification be needed.

Sincerely,

A handwritten signature in black ink that reads "Pam Hinckley". The signature is written in a cursive style with a long, sweeping tail on the letter "y".

**PAM HINCKLEY, RN, MSN**  
Nursing Education Consultant  
Board of Vocational Nursing and Psychiatric Technicians  
2535 Capitol Oaks Drive, Suite 205  
Sacramento, CA 95833  
(916) 263-7843 Phone  
(916) 263-7866 Fax  
[Pam\\_hinckley@dca.ca.gov](mailto:Pam_hinckley@dca.ca.gov)



# Agenda Item #14.B.4. Attachment D

VCMC



VALLEY COLLEGE OF MEDICAL CAREERS

January 26, 2012

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

Dear Ms. Hinckley,

Valley College of Medical Careers is hereby submitting its response regarding:  
Difference in the analysis than what was submitted in 2011

### **1. New Course Offered: Success in Nursing (2011-2012)**

All students who completed the admission process were encouraged and advised to take this Nursing Orientation Course. The course uses a new textbook titled: Success in Practical/Vocational Nursing: From Student to Leader (2009). 6<sup>th</sup> ed., by Hill & Howlett, published by Saunders Elsevier. This course meets three times per week for four hours per class over a four-week period. The course therefore includes nearly 46 hours of instructional time. The syllabus for this course is included on this CD ROM for your review.

### **2. Orientation Syllabus LVN Class VIII 6:00 pm -10:00pm**

Textbook: Success in Practical/Vocational Nursing: From Student to Leader  
Textbooks will be distributed to students on Day 1 of Week 2.

### **3. Module Coursework Assignment:**

Each Module contains weekly reading and homework assignments. Additional coursework, individual and group projects and may be assigned at the discretion of the theory & clinical nursing instructors.

### **4. Textbooks – Updated 2012**

Exchanged Tabor's Cyclopedic Medical Dictionary with Mosby's Dictionary of Medicine, Nursing & Health Professions, 8ed (Mosby's Dictionary of Medicine, Nursing, and Health Professions. (2008). St. Louis: Mosby Inc. because it more closely reflects the nursing process and nursing perspectives in nursing practice.

## **5. VII. Evaluation Criteria:**

- Weekly Theory Exams 55% of
- Final Module Exam 10% of
- ATI Proctored Exams 15% of
- Weekly Homework 10% of
- Class Participation & Discussion 10% of

Total = 100%

## **6. Instructional Plan – Ongoing Improvements & Revisions 2012**

The Vocational Nursing Instructional Plan (IP) is based on 60-week/ four Levels, also referred to as Modules. As of November 2011 the Instructional Plan has been revised to include enhanced theory content objectives relating more specifically to skills lab and clinical assignments. We are working very closely with our Nursing Education Consultant to improve and revise our current Instructional Plan. We have had to adjust our clinical objectives to demonstrate a greater reflection of the skills practice session and skills lab check off practicum(s) for meeting skills lab objectives.

We remain committed to our mission to provide students with a quality Vocational Nursing educational training and afford them the opportunity to secure employment. Thank you for your professional guidance and support.

## **7. NCLEX- Review**

We are offering a year around NCLEX Review to our graduates by expert NCLEX instructors from a well-established program. The session lasts for 8 hrs for 3 days a week. The review classes are well attended. We expect a higher pass rate from this current quarter.

Sincerely,

Ranbir Sadeora, RN, MSN, FNP-BC  
Director Vocational Nursing Program

Carol DeLilly, RN, MSN, PhD(c)  
Assistant Director Vocational Nursing Program

# VCMC



## VALLEY COLLEGE OF MEDICAL CAREERS

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January 24, 2012

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

Dear Ms. Hinckley,

Valley College of Medical Careers is hereby submitting its response to your request to provide an in-depth comprehensive analysis of our Vocational Nursing Program. As of 2011 corrective actions were implemented to improve our program pass rates. These specific actions have demonstrated gradual steady improvements in our quarterly program pass rates. This in-depth comprehensive analysis evaluates the effectiveness of our prior and recently implemented corrective specific actions. We have included our anticipated timelines for the overall results of these improvements. Additionally, samples of supporting documentation are attached as

- **New Course Offered: Success in Nursing (2011- 2012)**

All students who completed the admission process were encouraged and advised to take this Nursing Orientation Course. The course uses a new textbook titled: Success in Practical/Vocational Nursing: From Student to Leader (2009). 6<sup>th</sup> ed., by Hill & Howlett, published by Saunders Elsevier. This course meets three times per week for four hours per class over a four week period. The course therefore includes nearly 46 hours of instructional time. The syllabus for this course is included on this CD ROM for your review.

- **Admission Criteria, Screening & Selection Criteria – Remains In Place 2012**

Valley College of Medical Careers follows the general requirements listed in VN §2530 for admission. Admission criteria require that the prospective students have proof of 12<sup>th</sup> grade education or evidence of completion of the equivalent thereof, a diploma, or GED, CA High School Proficiency Exam, and in case of foreign transcripts, they must be formally evaluated and deemed equivalent to 12<sup>th</sup> grade education in U.S. These guidelines mimic the Board's admission requirements. As a result of our 2010 Corrective Action Plan and the 2011 implementation of these specific actions are as follows:

A. Scholastic Level Exam (SLE) published by Wonderlic as its official entrance exam to the vocational nursing program. The minimum passing score to be admitted is 20, recommended by Wonderlic.

**Specific Actions:** Whereas applicants could retest twice on this entrance exam, the number of retests was reduced to one. Applicants who did not pass the second attempt were refused admission into the program.

B. Assessment Technology Institute (ATI) Test of Essential Academic Skills (TEAS) in Reading Comprehension and Math Skills Examinations.

**Specific Actions:** The minimum scores that the student must achieve on these two tests are 70% for Reading and 60% minimum for Math which was increased from 60% and 51% respectively. Applicants who scored less than 70% in the Reading exam or less than 60% in the Math exam were refused admission into the program.

C. Prospective Vocational Nursing Student Written Essay and Comprehensive Interview.

**Specific Actions:** Whereas applicants could achieve admittance by passing the abovementioned exams and participating in a comprehensive one-to-one interview with our Director or Assistant Vocational Nursing Director prior to our 2010 Corrective Action Plan, we now require a Written Essay of three paragraphs. This Written Essay is scored by a rubric and must meet a passing score of 70% for basic writing skills. This Written Essay is scored by both Directors and if it is scored less than 70% by one Director a third administrative reader is required to determine if the applicants writing skills are indeed equal to or above 70% prior to offering a prospective candidate admission. The interview is meant to obtain reasonable assurances that the student is a viable candidate for the program. Applicants who score less than 70% are refused admission into the program.

In summary, our overall analysis of the current admission, screening and selection criteria indicates that more applicants are refused admission into our Vocational Nursing Program as compared to the previously required criteria. Our policy does permit applicants to re-apply every six months and we encourage applicants to re-apply if a prior attempt was unsuccessful. The establishment and implementation of more stringent admission criteria are the specific actions taken in an effort to improve our licensure pass rates. These revised admission, screening and selection policies went into effect with the class start of July 26, 2010 and continues through our most recent class start of April 25, 2011. The 2010 class will graduate in November of 2011. As a result, pass rates reflecting these specific actions should be available the first quarter of 2012. Therefore, Valley College of Medical Careers will not have proof of the overall effectiveness of this policy until the first quarter of 2012. Valley College of Medical Careers expects that the strengthened screening and selection criteria implemented with the class start of July 26, 2010 will prove effective and contribute to improved pass rates in the year 2012.

- **Instructional Plan – Ongoing Improvements & Revisions 2012**  
The Vocational Nursing Instructional Plan (IP) is based on 60-week/ four Levels, also referred to as Modules. As of November 2011 the Instructional Plan has been revised to

include enhanced theory content objectives relating more specifically to skills lab and clinical assignments. We are working very closely with our Nursing Education Consultant to improve and revise our current Instructional Plan. We have had to adjust our clinical objectives to demonstrate a greater reflection of the skills practice session and skills lab check off practicum(s) for meeting skills lab objectives.

- **Theory & Clinical Objectives** – Remains in Place 2012

Theory and clinical objectives are incorporated into the Instructional Plan and are designed to complement each other. Clinical skills laboratory and hospital clinical objectives reinforce theory objectives and provide the student the opportunity to practice application. Courses taught in theory are relevant to clinical area. Each student is required to successfully complete the theory and clinical objectives in a successful series of progression from Level I to Level IV.

- **Lesson Plans** – Remains In Place 2012

Lesson plans are taken from the core textbooks and the requirements of the Instructional Plan. The textbooks reflect the latest editions and are reviewed by the DON and faculty for optimum efficiency relative to the requirements of the curricular content. Lesson plans are housed in the Director's office and are provided weekly to all instructors. Various resources such as pretests, test banks, quizzes, case studies, and the Evolve web site's student programs are used in conjunction with the core textbooks and lesson plans to provide the most conclusive information to the student.

**Textbooks** – Updated 2012

Exchanged Tabor's Cyclopedic Medical Dictionary with Mosby's Dictionary of Medicine, Nursing & Health Professions, 8ed (Mosby's Dictionary of Medicine, Nursing, and Health Professions. (2008). St. Louis: Mosby Inc. because it more closely reflects the nursing process and nursing perspectives in nursing practice.

**Attendance Policy** – Remains in Place 2012

The current attendance policy is set at 98%. No change has been made to the attendance policy as it is rigorous. However, the make-up policy which was capped at 10% of each of the four levels or 39 hours per level has been reduced to 6.6% or 26 hours per level. Each student is expected to maintain a 98% attendance per level in order to be able to successfully proceed to the next level.

**Remediation Policy** – Remains in Place 2012

The remediation policy has been updated as of January, 2012 and is included for your review and approval. When a student's GPA falls below the minimum 80% required at any given time, the student is placed on academic probation. The student is generally given 30 days to bring the GPA to the minimum 80% level. Should the student fail to improve his or her GPA for the level, he or she will be terminated. Students on academic probation must participate in the remediation plan within one week of the probation. The remediation plan is designed to assist the student to increase his or her GPA level to a

minimum of 80% or better by the end of the probationary period. There is only one grade point average (GPA) probation per level. According to our analysis of the remediation plan, students who participate in the plan have shown signs of improvement and have been able to improve their GPA in order to remain in the program. It is expected that our newly revised and improved remediation plan will have a greater and more positive effect on pass rates.

- **Evaluation of clinical and theory faculty – Remains in Place 2012**

Our theory instructors are well-qualified and experienced. Currently, all theory instructors hold a Master's degree in nursing at minimum. Evaluations of the Theory and Clinical faculty are conducted by the DON on an annual basis at minimum. In addition, students also evaluate their theory and clinical instructors at the end of each level. The evaluation of faculty by students and the DON is a pivotal point in ensuring that students are taught the necessary material in an effective manner in order to improve pass rates.

- **Evaluation of Instructor theory presentations- Remains 2012**

Theory presentations are evaluated by the DON, and/or the ADON on an annual basis at minimum if no student concerns are present. Please refer to Exhibit #10. Theory presentations are also a part of the hiring process at Valley College of Medical Careers, whereby the presenter must effectively impart the theory material in order to be accepted as a theory instructor regardless of all other qualifications. Once again, evaluation of faculty applicants and current faculty is conducted to ensure the delivery of a quality education which should in turn positively affect pass rates.

- **Evaluation of Clinical Rotations & correlation to Theory Content: In Place 2012**

The Director of the program visits the clinical sites in order to assess and evaluate the students, the clinical faculty and the facility. Each site is cautiously selected so that the activities performed may correspond to the theory/clinical objectives of each of the levels. This is of utmost importance in the learning process. If a clinical site happens to not fulfill the application of theory content, students are removed from that site and moved to another. Students are rotated to different sites during the program so that they may learn clinical skills through the exposure of a variety of clinical experiences. Our clinical coordinator negotiates clinical schedules with various clinical sites and develops the rotation schedule for the clinical year. She also plays a role in working with the students in troubleshooting clinical concerns. The coordinator monitors student progress necessary to be able to perform the duties of a vocational nurse student as it relates to the theory content. Clinical facilities, faculty and students are observed and evaluated on a quarterly basis in an effort to ensure students are able to practice theory application.

- **Evaluation of Student Progression – Remains In Place 2012**

Student progress is assessed on a weekly basis throughout the program. Each student must maintain a cumulative GPA of 80% per level as of July 26, 2010 class start. No

student is able to move to the next Level without achieving a minimum cumulative 80% GPA per Level. Faculty members have been utilizing the “Item Analysis” as a tool to analyze student responses on each of the exams throughout the program and make adjustments in teaching methods if and where necessary. In addition, the Department Director has subscribed to the National Council’s quarterly reports in an effort to analyze student behavior on the actual NCLEX exam so that she may utilize the information to assist the students within the program by training them on critical thinking skills.

A significant improvement in our Vocational Nursing Program has been the implementation of the ATI CARP assessment electronic testing tools. Each student has received an orientation and has been provided with an individual password protected account. We have provided tutorials, practice tests and rigorous specialty subjects exams particular to each Level and subject content. Students have unlimited access to specific practice tutorials via the campus computer lab, their home computers, or personal lap tops. The subjects available for students include: Nursing Fundamentals, Adult Medical Surgical Nursing, Nurse Logic, Pharmacology, Care of Children, Maternal Newborn, as well as a 3 hour Comprehensive Predictor NCLEX and Readiness Exam. The ATI Progression Policy & Weekly Homework Assignments are provided on the CD ROM.

Supervised computer lab hours are mandatory on each theory day to give students the opportunity to practice their Critical Thinking Skills exercises and NCLEX review materials purchased from ATI and/or Elsevier. The ATI material is used in a remediation plan to ensure that the student has the minimum level of knowledge to be able to progress to the next level or be able to graduate. Students receive immediate results of their scores (expressed as percentage correct) and can print out materials describing their testing areas strengths and weaknesses. Finally for those students near completion of our program, the results of the Comprehensive Predictor and NCLEX-PN exam provides each student with an expectancy table of predicted probability of passing the NCLEX exam. According to ATI the actual NCLEX-PN pass/fail status was accurately predicted for 86.1% of their research sample.

In addition, we have revised our graduation requirements to require each student to accomplish the following:

- Pass all four levels including all courses in the program with a minimum 80% or better grade for theory and passing grades for clinical competence;
- Take and pass the program’s exit exam at the end of level four;
- Full participation in the NCLEX Review sessions offered by the school;
- Maintain the minimum attendance requirements set forth for each level;
- Achieve 80% probability rate of passing NCLEX upon completion of the Comprehensive Assessment Review Plan (CARP) published by ATI.

Regular evaluation of student achievement throughout the program is another specific action that has been taken in an effort to improve program pass rates.

We remain committed to our mission to provide students with a quality Vocational Nursing educational training and afford them the opportunity to secure employment. Thank you for your professional guidance and support.

Sincerely,

Ranbir Sadeora, RN, MSN, FNP-BC  
Director Vocational Nursing Program

Carol DeLilly, RN, MSN, PhD(c)  
Assistant Director Vocational Nursing Program

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<b><u>Vocational Nursing Program Director:</u></b>	Ranbir Sadeora, MSN, RN, FNP
<b><u>Vocational Nursing Program Assistant Director:</u></b>	Carol DeLilly, RN, MSN
<b><u>Instructor name:</u></b>	Instructor of Record as Assigned
<b><u>Clock Hours:</u></b>	1560 hours (Theory, Skills Laboratory & Clinical Coursework)
<b><u>Prerequisites Required:</u></b>	None
<b><u>Preliminary Coursework:</u></b>	Optional: Success in Nursing 4 Week Course Open to all Applicants
<b><u>Methods of Instruction &amp; Evaluation:</u></b>	Theory, Skills Laboratory & Clinical Coursework, Computer Assisted Learning, Assessment Technologies Incorporated (ATI)
<b><u>Schedule:</u></b>	AM-Class      Monday through Friday, from 8:30 a.m. to 3:00 p.m. PM-Class      Monday through Friday, from 1:00 p.m. to 5:00 p.m.

Module start dates vary according as BVN& PT Approved & Observed Holidays  
(Please refer to VCMC Student Catalog for Holiday Schedule)

**I. PROGRAM DESCRIPTION:**

As per the California Board of Vocational Nursing and Psychiatric Technicians, the Valley College of Medical Careers Vocational Nursing program includes theory, skills laboratory and correlated clinical experience. The curriculum is designed to develop the knowledge, skills and abilities necessary to care for patients of all ages in current health care settings. Curriculum content is taught in a sequence that results in the student's progressive mastery of knowledge, skills and abilities. Weekly coursework includes a combination theory, campus skills laboratory and various health care clinical settings experience.

**A. MODULE I: FUNDAMENTALS OF NURSING OBJECTIVES:**

At the end of this module, students will obtain the skills & knowledge to be able to:

- Learn the role of the Vocational Nurse.
- Identify basic human needs as identified by Dr. Abram Maslow.
- Define the Nursing Process and its relationship for safe, effective care and a therapeutic environment.
- Demonstrate knowledge of the organization of the body as evidenced by successful passing of theory exams such as subjects' area test.
- Identify the principles of growth and development across the life span.
- Perform physiologic, care, and provide safety and security for the patient/resident/client.
- Identify special needs of the elderly.
- Define nutrition in health and wellness.
- Identify the safety principles and safe practice medication administration.

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- Demonstrate competence in CPR and Emergency First Aid by successfully passing the American Heart Association CPR/First Aid course and examination.
- Practice effective communication with the patient/resident/ client and members of the health care team.

### **B. MODULE II; MEDICAL-SURGICAL NURSING OBJECTIVES:**

At the end of this module, students will obtain the skills & knowledge to be able to:

- Utilize VCMC's conceptual framework of Maslow's Hierarch of Needs when providing basic Vocational Nursing care to Patients/residents/clients.
- Continue to further develop effective communication skills.
- Learn and follow the professional "Chain of Command" in procedural actions.
- Interact professionally with all members of the health care team.
- Establish and maintain therapeutic relationships with patients/residents/clients and their families.
- Identify and encourage nutritional diets for specified diseases.
- Plan safe patient care under the supervision of a Registered Nurse.
- Give care to assigned patients within the Vocational Nurse legal scope of practice.
- Interact with all persons professionally and ethically.
- Provide clear, concise, accurate documentation as required on medical legal documents.
- Prepare patients appropriately for medical procedures and treatments.
- Identify and adhere to hospital/facility policies and procedures.
- Remain sensitive and diligent in caring for patients/resident/clients and with diagnoses requiring prolonged convalescence such as cancer or in terminal illnesses.

### **C. MODULE III OBJECTIVES:**

At the end of this module, students will obtain the skills & knowledge to be able to:

- Continue to provide care within the Vocational Nurse legal scope of practice.
- Identify normal growth, development, and nursing responsibilities within the life cycle.
- Plan education for patients/residents/clients and their families.
- Remain knowledgeable, as evidenced by passing of theory and clinical exams pertinent to anatomy, physiology, disease pathology, and medical surgical nursing.
- Define nursing specialties: Home Care and Rehabilitation.
- Identify treatment modalities for selected patients/resident/clients.
- State the principles and rationales for continuity of care.
- Assists in the development of nursing care plans for specific patients/residents/clients under the direction of a Registered Nurse.
- Identify professionalism and its role in patient care delivery.
- Delegate appropriate task to unlicensed personnel and provide follow-up.
- State verbally and in writing, the legal standards and scope of Vocational Nursing practice.
- Continue to identify and adhere to hospital/facility policies and procedures.

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## D. MODULE IV OBJECTIVES:

At the end of this module, students will obtain the skills & knowledge to be able to:

- Provide prenatal and postpartum nursing care.
- Provide nursing care to pediatric patients.
- Administer medications as appropriate to maternity patients, infants, and children.
- Identify sexually transmitted diseases, including HIV.
- Identify practice and control measures for STD's.
- Identify components of the California Vocational Nurse Practice Act.
- State the principles and rationales for continuity of care.
- Accept responsibility and accountability for professional behavior and ethical conduct.
- Continue with personal and professional growth and development.
- Prepare for licensing by passing theory, clinical and computerized predictor examinations.
- Complete all expected clinical competencies and meet required attendance policies.
- Continue to identify and adhere to hospital/facility policies and procedures.

## II. INSTRUCTIONAL TEXTBOOKS:

Christensen, B. L., & Kockrow, E. O. (2010). Foundations of nursing. (6th ed.). St. Louis, Missouri: Mosby Inc.

Christensen, B. L., & Kockrow, E. O. (2011). Adult health nursing. (6th ed.). St. Louis, Missouri: Mosby Inc.

Clayton, B. D., Stock, Y. N., & Cooper, S. E. (2010). Basic pharmacology for nurses. (15 ed.). St. Louis: Mosby Inc.

Mosby's Dictionary of Medicine, Nursing & Health Professions, 8ed (Mosby's Dictionary of Medicine, Nursing, and Health Professions (2008). St. Louis: Mosby Inc.

Deglin, J., Vallerand, A., and Sanoski, C. (2010). Davis's Drug Guide for Nurses (13<sup>th</sup> ed.) F.A. Davis Company.

Silvestri, I., (2009). Saunders Comprehensive Review for the NCLEX-PN® Examination. (4<sup>th</sup> ed.) St. Louis: Saunders Publishers

## III. TEACHING STRATEGIES/MATERIALS:

- Lectures/Discussion
- Instructor Demonstrations
- Workbooks
- Homework
- Videos

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- Transparencies
- Computer practice
- Handouts: As determined by Instructor

**IV. METHOD OF EVALUATION:**

- Quizzes given during this module
- Class Participation, and attendance
- Homework and Assignments
- Final Module Exam
- Final Exam: given at end of the program
- ATI Progression Policy

**V. GRADING SYSTEM AND POLICY:**

**THEORY-** Students must pass all courses with a minimum of 80% or higher average. Grades for the VN program are computed on the following basis:

90% - 100%	A	Excellent
80% - 89%	B	Very Good
79% and lower	F	Failing

Students must pass ALL courses or components in each of the four levels with a minimum 80% or higher cumulative grade point average, perform clinical objectives satisfactorily, complete all assignments and complete all make-up time in order to progress to the next level or graduate. Other graduation requirements may also apply if listed in the school catalog.

Exams retaken or made up from absences will be computed at a maximum score of 80% regardless of the actual grade. If the student achieves a score which is below 80%, they will be given the actual grade achieved. In certain circumstances, it will be to the discretion of the faculty member to assign the actual grade. Students who fail a scheduled, a make-up or a retest exam, will have that grade calculated as part of their GPA, which will adversely affect their GPA. If a pattern of non-attendance on scheduled test dates is noted by the faculty member, the student will be notified in writing. If the student is absent for the next or any subsequent scheduled exams, that student will receive an "F" grade which is equal to a zero. The zero grade will be counted as part of the GPA in that level and will adversely affect the final grade. Any student under these circumstances will not be allowed to make up a scheduled exam. This may result in the termination of the student's enrollment from the program. In addition, only one decimal digit will follow a whole number grade. Decimal digits of .1 to .4 will be rounded down to the nearest whole number. Decimal digits of .5 to .9 will be rounded up to the nearest whole number. Under certain circumstances and based on the instructor's professional judgment and discretion, special assignments may be given to assist a student to achieve a passing grade allowing for individual differences if deemed appropriate.

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Students failing to meet performance criteria will be placed on academic probation and may meet with the instructor or director or assistant director of the program in an effort to develop a remediation plan. Remediation plans for theory classes may include but are not limited to:

- Special assignments in the content area; and/or
- Individual/group tutorial sessions.

**CLINICAL** - Students will be evaluated in the clinical performance areas using the pass/fail criteria. Clinical objectives are competency-based in that a student must demonstrate a level of proficiency appropriate for that level of learning. Students will receive a failing grade if the clinical performance is below acceptable standards. All students will receive a final evaluation at the end of the clinical rotation experience. Instructors will evaluate the clinical performance of each student, provide feedback and grade accordingly.

An effort will be made to remediate students who fail to reach expected competency levels at the midpoint of each level. Students failing to meet performance criteria will be placed on probation and will meet with the instructor and/or director of the program in an effort to develop a remediation plan. Remediation plans for clinical performance may include but are not limited to:

- Special assignments in the content area;
- Individual/group tutorial in the campus skills lab;
- Additional clinical days.

If a student fails to meet the clinical objectives, she/he must repeat the entire level.

The VN program at the Valley College of Medical Careers utilizes the lottery system in order to assign students at clinical sites. Students are allowed to switch sites amongst themselves (if possible) after the site is determined. In the event a midpoint (group) switch is made, no further changes will take place within that level.

### **VI. VCMC ATI VN Program Progression Policy:**

#### **1. Grading Proctored Exams**

- a. ATI is 15 percent of the final Term grade
- b. Content Master Series Modules Proctored Exams
  - i. Level 3 is equal to 10 points
  - ii. Level 2 is equal to 8 points
  - iii. Level 1 is equal to 7 points
  - iv. Less than a level 1 is 6 points
- c. Comprehensive Predictor
  - i. The students predicted probability percentage of passing NCLEX-PN on the First Attempt is required to be at least Level 2 in Term IV. Less than Level 2 requires mandatory remediation.

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2. Remediation Points

Achievement on Proctored Tests	Points Awarded for Level of Achievement	Points Awarded for Successful Remediation	Total Points Awarded
> Proficiency Level 3	10	0	10
> Proficiency Level 2	6	2	8
> Proficiency Level 1	4	3	7
< Proficiency Level 1	2	4	6

3. Homework

- d. First online self practice at beginning of term
  - i. Repeat until student obtains a 90% or greater
- e. Second online self practice at end of term before proctored exam
  - i. Repeat until student obtains a 90% or greater
- f. Focus review created after online self practice
  - i. Complete each chapter from the content master series review modules in conjunction with the chapter in the Foundations of Nursing & Adult Health Nursing text books.

**WEEKLY HOMEWORK WILL BE MONITORED BY THE THEORY INSTRUCTOR ONLINE**  
**Each student must complete weekly online assignments. Students who fail to complete greater than three online homework assignments will be counseled by both the theory instructor and VN Program Director and placed on academic probation and will be at risk of termination from the Vocational Nursing Program. All missed assignments must be made up.**

2. Proctored Exams

- a. Term 1
  - i. Critical Thinking Assessment
  - ii. Fundamentals for Nursing
- b. Term 2
  - i. Fundamentals for Nursing
- c. Term 3
  - i. Adult Medical-Surgical Nursing
  - ii. Pharmacology
- d. Term 4
  - i. Maternal Newborn Nursing
  - ii. Nursing Care of Children
  - iii. Mental Health
  - iv. Comprehensive Predictor

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**VII. EVALUATION CRITERIA:**

Weekly Theory Exams	55% of the Module Grade
Final Module Exam	10% of the Module Grade
ATI Proctored Exams	15% of the Module Grade
Weekly Homework	10% of the Module Grade
Class Participation & Discussion	10% of the Module Grade
	Total = 100%

**VIII. ATTENDANCE POLICY:**

**Students must maintain an academic average of 80% or better on their cumulative GPA.**

**Class Participation & at Least 80% of Class Attendance is Mandatory**

**Theory Absences:**

Theory absences will be monitored and enforced according to the following procedures:

Attendance is mandatory. Attendance is taken daily. Students have seven days from the first attended class day of the first level to cancel their enrollment. The school reserves the right to withdraw any student at any time during the program for attendance issues. Any student who is placed on attendance probation in any of the fifteen-week levels will be counseled, and must preferably make up the missed hours within a calendar week's time, or by the end of the probationary period, or the end of the level whichever comes first. If the student's attendance falls below 98% at any given time, the student will be placed on attendance probation. The probationary status will continue for up to 30 calendar days from the date of the absence caused the probationary status or to the end of the level whichever is first. If the absence has not been made up by the end of the probationary period, the student may be terminated from the program. If there are mitigating circumstances present which must be approved by the department director and/or the campus director, the probationary status may continue for up to another 30 calendar days or to the end of the level whichever is first. All mitigating circumstances must be presented in writing and supported by documentation where possible. If by the end of the level, a minimum of 98% of the hours for that level have not been completed, the student may not progress to the next level. This may be cause for termination from the program or the student may be allowed to repeat the level so that all requirements including the attendance policy are satisfied if space is available. In case the student's enrollment is terminated, the standard withdrawal policy will apply. All theory make-up hours must be made up on campus.

**Please note that only one probationary period is allowed in each of the 15-week levels unless there are serious mitigating circumstances. Students will be terminated from the program upon exhausting the one probationary period barring any mitigating circumstances approved by the VN Department and Administration. Any pattern of excessive making up of hours due to absenteeism may also result in the student's dismissal from the program. It is expected that students will complete 100% of the hours in each level and the program.**

**The student must make up the missed theory time by:**

- a. Completing a make-up assignment determined by the theory instructor and turning it in to the theory instructor within a week's time;
- b. No make-up hours will be posted past the 30 calendar days from the date of the absence for which the make-up time is intended or after the expiration date of the probationary status. No

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make-up time will be posted if the assignments do not verify the lecture time that was missed. All assignments must be attached to the make-up slip;

- c. Only original work done by the student will be accepted. No plagiarism;
- d. All theory make-up assignments must be completed on campus with clocked in and out time and prior to the expiration of the probationary period. Students cheating on the time-clock will be terminated from the program;
- e. Students who fail to comply with the above requirements will not be given credit for make-up hours which may cause termination from the program.

Valley College of Medical Careers does not excuse any absences. If the student is absent or is sent home from the campus or a clinical site due to any reason including illness, it will be counted as an absence and must be made up.

Make-up hours are capped at 10% or 39 hours in each level. Any student who violates this policy may be subject to termination from the program.

### **Clinical Absences :**

**Clinical absences will be monitored and enforced according to the following procedures:**

Any student who misses a clinical day in a fifteen-week level will be counseled by the instructor, and must preferably make up the missed hours within a calendar week's time, or by the end of the probationary period or by the end of the level whichever comes first. If the student's attendance falls below 98% at any given time, the student will be placed on attendance probation. The probationary status will continue for up to 30 calendar days from the date of the absence or to the end of the level whichever comes first. If the absence has not been made up by the end of the probationary period, the student may be terminated from the program. If there are mitigating circumstances present which must be approved by the department director and/or the director of education, the probationary status may continue for up to another 30 calendar days or to the end of the level whichever comes first. All mitigating circumstances must be presented in writing and be supported by documentation where possible, and must be approved by the program director and/or the director of education. If by the end of the level, a minimum 98% of the hours for that level have not been completed, the student may not progress to the next level. This may be cause for termination from the program or the student may be allowed to repeat the level so that all requirements including the attendance policy are satisfied. In case the student's enrollment is terminated, the standard withdrawal policy will apply. All missed clinical hours must be made up at a clinical site.

**The student must make up the missed clinical time by:**

- a. Attending a clinical site after making the necessary arrangements with the program director and the instructor/s in charge;
- b. No make-up hours will be posted past the 30 calendar days from the date of the absence for which the make-up time is intended or after the expiration period of the probationary status. No make-up time will be posted if the assignments do not verify the clinical time that was missed. All assignments must be attached to the make-up slip;
- b. All clinical make up assignments must be completed at the clinical site or on campus in the skills lab under the direct supervision of the instructor.

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- c. Students who fail to comply with the above requirements will not be given credit for make-up hours which may cause termination from the program;
- d. All clinical days, along with the completion of any assignments as determined by the clinical instructor must be made up prior to the expiration of the probationary period or the end of the level whichever comes first;
- e. No student may do more than a total of 12 hours at a clinical site in any given day;
- f. Attendance at the skills lab;
- g. Presentations during post conference to demonstrate make-up work is suitable for the clinical time missed.

**Please note that only one probationary period is allowed in each of the 15-week levels unless there are serious mitigating circumstances. Attendance is reviewed and monitored on a weekly basis and is based on hours missed from both theory and clinical coursework. Therefore, attendance is reviewed on an overall basis which means the same attendance policy applies to clinical coursework as it does to theory. Students must make sure not to miss additional days during their probationary period as that will make it more difficult to successfully meet the terms and conditions of the probationary status. It is expected that students will complete 100% of the hours in each of the levels and the program..**

**IX. RETEST POLICY:**

**Test Make-Up:**

1. Test make-up will be at the discretion of the theory instructor and will be scheduled as soon as possible after the date of the missed exam. See Remediation Policy
2. A penalty may be assessed for missing the test or exam at the discretion of the instructor. Points may be deducted as deemed appropriate by the instructor.

**X. BREAKS:**

Students are given two, 10-minute breaks, and one 20 minute break after every 50 minutes of class.

**XI. MODULE COURSEWORK ASSIGNMENTS:**

Each Module contains weekly reading and homework assignments. Additional coursework, individual and group projects and may be assigned at the discretion of the theory & clinical nursing instructors.

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Week	Level 1 Weekly Online ATI Homework Assignments Repeat Each Practice Exam to 90% or Greater
1	<b>Proctored Online Exam: Critical Thinking ATI Assessment</b> <b>Introduction to Assessment Technologies Inc. Comprehensive Assessment and Review Program (CARP) including Fundamentals for Nursing &amp; Additional Online Textbooks:</b> a. First online self practice at beginning of Level 1 b. Self-Assessment Inventory c. Critical Thinking-Entrance
2	<b>Fundamentals for Nursing Online Textbook Chapters:</b> a. 1 Health Care Delivery System b. 13 Ethics and Values c. 14 Legal Responsibilities d. 53 Mobility and Immobility
3	<b>Fundamentals for Nursing Online Textbook Chapters:</b> a. 9 Basic Communication b. 10 Therapeutic Communication Critical Thinking-Entrance
4	<b>Fundamentals for Nursing Online Textbook Chapters:</b> a. 61 Assessment of family Systems and Family Dynamics b. 62 Situational Role Changes c. 64 Spiritual Care d. 8 Critical Thinking
5	<b>Fundamentals for Nursing Online Textbook Chapters:</b> a. 25 Respirations and Pulse Oximetry b. 26 Blood Pressure c. 48 Ergonomic Principles and Client Positioning d. 55 Pain Management
6	<b>Fundamentals for Nursing Online Textbook Chapters:</b> e. 25 Respirations and Pulse Oximetry f. 26 Blood Pressure g. 48 Ergonomic Principles and Client Positioning h. 55 Pain Management
7	<b>Fundamentals for Nursing Online Textbook Chapters:</b> a. 47 Client Safety b. 65 Grief, Loss, and End of Life c. 66 Palliative Care d. 67 Death and Postmortem Care

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Week	Homework Repeat to 90% or Greater This Week ATI Online Home Study
8	<b>Fundamentals for Nursing Online Textbook Chapters:</b> a. 1 Basic Pharmacological Principles b. 2 Interactions, Adverse Effects, & Contraindications c. 3 Basic Dosage Calculation d. 4 Medication Administration & Error Reduction
9	<b>Fundamentals for Nursing Online Textbook Chapters:</b> a. 49 Medical and Surgical Asepsis b. 50 Infection Control c. 51 Hygiene Care d. 51 Hygiene Care
10	<b>Fundamentals for Nursing Online Textbook Chapters:</b> a. 78 Bowel Elimination b. 79 Urinary Elimination c. 57 Wound Healing and Management
11	<b>Fundamentals for Nursing Online Textbook Chapters:</b> a. 6 Complementary Alternative Therapies b. 73 Fluid Balance c. 74 Electrolytes and Acid-Base Balance d. Adult Med-Surg (37-40)
12	<b>Fundamentals for Nursing Online Textbook Chapters:</b> a. 52 Application of Heat and Cold b. 46 Intravenous Therapy c. 68 Oxygenation Assessment and d. Oxygen Administration
13	<b>Fundamentals for Nursing Online Textbook Chapters:</b> a. 69 Artificial Airway b. 70 Airway Clearance c. 71 Cardiopulmonary Resuscitation d. 72 Promoting Venous Return
14	<b>Fundamentals for Nursing Online Textbook Chapters:</b> a. Culturally Competent Care b. 70 Airway Clearance and Specimen Collection c. Clearance and Specimen Collection d. 44 Safe Medication Administration and Error Prevention
15	<b>Fundamentals for Nursing Online Textbook Chapters:</b>  First Proctored ATI Exam Please Refer to ATI VN Program Progression Policy Level 1  <b>i. Fundamentals for Nursing</b> 1. Review of Term 1 2. Remediation of Subjects assigned during this Term 1

**VALLEY COLLEGE OF MEDICAL CAREERS**  
**VOCATIONAL NURSING PROGRAM 2012 UPDATES**

Orientation Syllabus LVN Class VIII 6:00 pm -10:00pm

Textbook: Success in Practical/Vocational Nursing: From Student to Leader

Textbooks will be distributed to students on Day 1 of Week 2.

Week Of	Day	Theory & Discussion	Readings / Chapters	Review/Exam/Due
1 10/17/11	1	Orientation to VCMC VN Program Introduction of the Vocational Nursing Student Handbook Program Requirements for Theory, Skills Laboratory and Clinical Hospital Rotations Assessment Technology Institute (ATI) Introduction to Tools for Academic Success Setting Up Your ATI Account	Read Student Vocational Nurse Handbook	High School Diplomas or GED  Physical Exams  Background Checks  All due within 30 days.
2 10/24/11	1	Review of Program Requirements Unit 1 Passing the NCLEX-PN Examination The Adult Learner & the LVN Program	Chap 1	Review Learning, Alternate Format & Critical Thinking Exercises
	2	Developing a Successful Learning Style	Chap 2	Review Learning, Alternate Format & Critical Thinking Exercises
	3	Time Management: Using Limited Resources	Chap 3	Review Learning, Alternate Format & Critical Thinking Exercises
3 10/31/11	1	Methods and Skills Used in Learning	Chap 4	Review Learning, Alternate Format & Critical Thinking Exercises
	2	Learning During School, for the NCLEX-PN Examination & Beyond	Chap 5	Review Learning, Alternate Format & Critical Thinking Exercises
	3	Critical Thinking and Patient Care	Chap 6	Review Learning, Alternate Format & Critical Thinking Exercises
4 11/7/11	1	How Practical /Vocational Nursing Evolved	Chap 7	Review Learning, Alternate Format & Critical Thinking Exercises
	2	Nursing Process: Your Role	Chap 8	Review Learning, Alternate Format & Critical Thinking Exercises
	3	Personal Health Promotion	Chap 10	Review Learning, Alternate Format & Critical Thinking Exercises ATI Critical Thinking Practice Test

Students are recommended to continue reading this textbook throughout the program; it is an excellent roadmap to your success from Vocational Nursing Student to becoming a Licensed Vocational Nurse.