



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: February 6, 2013

TO: Board Members

FROM: *Pam Hanckley*  
 for Suellen Clayworth, M.N., R.N.  
 Nursing Education Consultant, Retired Annuitant

SUBJECT: NCP College of Nursing, South San Francisco, Vocational Nursing Program-  
 Consideration Request to Admit Students; and Consideration of Request for  
 Ongoing Admissions (Director: Roland Jaochico, South San Francisco, Private)

On December 17, 2012, the program director of NCP College of Nursing, South San Francisco, Vocational Nursing Program submitted a request for the full Board to reconsider the Executive Officer's decision dated December 6, 2012. (See Attachment B) In that decision the Executive Officer:

1. **Approved** the program's request for a full-time class of 45 students on March 25, 2013, **only**.
2. **Rescinded** all previous approvals for ongoing admissions for full-time and part-time classes.
3. **Denied** the program's request for ongoing admission of three full-time classes per year.

**History of Prior Board Actions**

(See Attachment A, History of Prior Board Action, January 30, 1998 – December 6, 2012)

**Enrollment**

Currently, the program offers full and part time classes. The program requires prior approval by the Board for the admission of additional students. The program's current pattern of admissions is presented below.

The following table represents **projected** student enrollment based on current and proposed class starts and completions. The table indicates a **maximum enrollment of - 156 students** for the period from **February 2008 through October 2013**.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Completed			
5/11 FT Day (Not Approved)		21	12	$22 + 12 = 34$
8/11 PT Eve (Approved 4/21/11)		14	12	$34 + 12 = 46$
	10/11 (10/10 FT Class)		-22	$46 - 22 = 24$
10/11 FT Day (Not Approved)		17	15	$24 + 15 = 39$
	4/12 (5/11 FT Class)		-12	$39 - 12 = 27$
5/12 FT Day (Not Approved)		20	20	$27 + 20 = 47$
6/12 PT Eve (Approved 4/13/12)		18	20	$47 + 20 = 67$
	10/12 (10/11 Class)		-15	$67 - 15 = 52$
10/12 FT (Not Approved)		25		$52 + 25 = 77$
	3/13 (8/11 PT Class)		-11	$77 - 11 = 66$
3/13 FT (Projected)		45		$66 + 45 = 111$
	5/13 (5/12 FT Class)		-20	$111 - 20 = 91$
6/13 (Proposed)		45		$91 + 45 = 136$
	10/13 (10/12 FT Class)		-25	$136 - 25 = 111$
10/13 (Proposed)		45		$111 + 45 = 156$

### 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 2010 through December 2012, specify the pass percentage rate for graduates of the NCP College of Nursing, South San Francisco, 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 Annual Pass Rate	State Annual Pass Rate
Oct – Dec 2010	15	9	60%	77%	75%	76%
Jan – Mar 2011	43	33	77%	80%	74%	77%
Apr – Jun 2011	18	10	56%	71%	68%	76%
Jul – Sep 2011	14	10	71%	74%	69%	76%
Oct – Dec 2011	9	6	67%	74%	70%	75%
Jan – Mar 2012	14	8	57%	77%	62%	74%
Apr – Jun 2012	9	5	56%	72%	63%	74%
Jul – Sep 2012	11	9	82%	74%	65%	74%
Oct – Dec 2012	4	2	50%	70%	63%	74%

\*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 – December 2012), 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 74%. The average annual pass rate for NCP College of Nursing, South San Francisco, Vocational Nursing Program is **eleven (11) 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 total number of Board-approved faculty is twenty-five (25), including the program director and assistant director. The director has full-time administrative responsibility. Nineteen (19) instructors are approved to teach in the clinical area. For a maximum enrollment of 156 students, eleven (11) instructors are needed; therefore, the number of current faculty is adequate for the current and proposed enrollment.

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

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

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

**Other Considerations:**

In November 2010 the Board issued a Notice of Violation to the program for admitting multiple classes without prior Board Approval. The program had asked for admission of an additional full-time class and thought that when it was approved it became part of their ongoing admission pattern, changing the pattern from two to three full-time classes per year. The notice of violation clarified that the additional full-time class was not approval of ongoing admission for that class.

Since May 2011 the program has admitted four full-time classes (two per year in 2011 and 2012) and 2 part-time classes. The program director requested approval to admit the part-time classes, but not the full-time classes.

Review of Board records indicates that the program was approved for ongoing admission of two full-time classes per year in September 2004. At no point after that date is there documentation that the ongoing admission of two full-time classes was rescinded. In the April 2011 Board Report, Recommendation #4 stated, "Continue the program's requirement to obtain Board approval prior to the admission of additional students." The director stated that she understood by that statement that the program had retained its approval for ongoing admissions for two full-time classes per year, but was required to request any additional classes, that is why she requested approval for the additional part-time classes.

Currently, the program is moving to teach out the part-time classes and then offer only full-time classes. The reasons given for this change are the, "challenges observed in the part-time students, such as: fatigue, lack of focus, and lack of commitment secondary to work related demands. In addition, there appears to be higher community demand for full-time classes because of our recent approval to offer financial aid."

The rationale for the Executive Officer's Decisions rendered on December 6, 2012, are as follows:

"Past Board reports did not provide clarity regarding the Board's intent that no classes were to be admitted to the program without prior Board approval. It is important to clarify that status now.

The program has demonstrated the resources to support the requested classes; however, the program's annual pass rate on the licensure examination does not support approval of ongoing admissions. For two out of the past three quarters the program's annual average pass rate on the licensure examination was more than ten percentage points below the state annual average pass rate. The most recent quarter the pass rate was 9 points below the state average. The Board requires evidence that the program's average annual pass rate will stabilize within the regulated ten percentage points of the state average annual pass rate.

Board staff will continue to monitor the program's effectiveness by tracking class admissions, the effectiveness of employed interventions, and the program's licensure examination pass rates each quarter."

On January 11, 2013, the director submitted 18 copies of documents to be submitted to Board members in support of their request to the Board. (See Attachment C) The documents included another copy of the letter referenced above and multiple other documents containing data; however, the director failed to describe how each of the data documents supported the program's request.

**Recommendations:**

1. Approve the program's request for a full-time class of 45 students on March 25, 2013, **only**.
2. **Rescind** all previous approvals for ongoing admissions for full-time and part-time classes.
3. **Deny** the program's request for ongoing admission of three full-time classes per year.

**Rationale:** Past Board reports did not provide clarity regarding the Board's intent that **no** classes were to be admitted to the program without prior Board approval. It is important to clarify that status now.

The program has demonstrated the resources to support the requested classes; however, the program's annual pass rate on the licensure examination does not support approval of ongoing admissions. For two out of the past three quarters the program's annual average pass rate on the licensure examination was more than ten percentage points below the state annual average pass rate. The most recent quarter the pass rate was 11 points below the state average. The Board requires evidence that the program's average annual pass rate will stabilize within the regulated ten percentage points of the state average annual pass rate.

Board staff will continue to monitor the program's effectiveness by tracking class admissions, the effectiveness of employed interventions, and the program's licensure examination pass rates each quarter.

Attachment A: History of Prior Board Actions

Attachment B: Letter from the program director submitted to the Board dated December 17, 2012

Attachment C: Documents submitted in support of the program's requests dated January 11, 2013

## Agenda Item #13.C.2, Attachment A

### History of Prior Board Actions

- On January 30, 1998, the Board approved the request of Nursing Care Providers to commence a vocational nursing program with an initial class of thirty (30) students. Additionally, the curriculum was approved to include 1,564 hours (589 theory and 975 clinical) contingent upon the approval of adequate faculty and facilities.
- On February 2, 1998, the program commenced its initial class of 15 students.
- On November 20, 1998, the Board granted full accreditation for the Nursing Care Providers Vocational Nursing Program retroactive for the initial class commencing February 2, 1998. Additionally, the program was approved to admit a second full – time class of 30 students commencing November 30, 1998.
- On January 22, 1999, the Board approved commencement of an 18-month part – time class with an initial class of 30 students on February 1, 1999.
- On June 25, 1999, the Board denied the program's request to admit 30 full – time students on July 12, 1999.
- On September 17, 1999, the Board approved the program's request to admit 30 full – time students commencing September 20, 2000.
- On April 14, 2000, the Board approved the program's request to admit 30 part – time students commencing May 2, 2000.
- On June 16, 2000, the Board approved the program's request to admit 30 full – time students commencing July 24, 2000, only. Additionally, the program was directed to perform a detailed analysis of all program elements to determine causes of poor student performance on the licensure examination and identify goals, solutions, and timelines for improving examination pass rates. Further, the director was to address reasons students delay taking the licensure examinations following graduation. The deadline for the written report was July 25, 2000. A follow-up report on student licensure examination performance was to be presented at the September 2000 Board meeting.
- On September 29, 2000, the Board accepted the follow - up report on student licensure examination performance. The Board requested a follow - up report on implementation of the director's plan and its impact on the student licensure examination performance at the February 2001 Board meeting.
- On February 2, 2001, the Board accepted the follow – up report on student licensure examination performance.

- On April 29, 2001, the Board approved the program's request to admit 30 full – time students commencing May 21, 2001 only.
- On November 16, 2001, the Board approved the program's request to admit 45 full – time students commencing November 19, 2001 only.
- On March 1, 2002, the Board approved full accreditation for Nursing Care Providers, South San Francisco, Vocational Nursing Program, for a four – year period from April 12, 2002, to April 12, 2006, and issued a certificate accordingly. Additionally, the Board approved the program's request to admit a full – time class of 30- students on April 29, 2002, to **replace** students graduating April 2, 2002 only.
- On May 15, 2002, the director was notified that program annual average pass rates had fallen below 10 percentage points of the state average annual pass rate for the past six (6) quarters. The program was requested to submit documentation that verified implementation of the submitted plan of correction and the effects of the employed interventions on or before June 17, 2002.
- On February 21, 2003, the Board placed the Nursing Care Providers, South San Francisco, Vocational Nursing Program on Provisional Accreditation for the two – year period from February 21, 2003, through February 20, 2005. The Board issued a notice to the program identifying specific areas of noncompliance and requirements for correction as referenced in section 2526.1 (e) of the Vocational Nursing Rules and Regulations. Additionally, the Board approved the program's request to admit 30 full – time students on February 24, 2003 only, to **replace** students who graduated on October 25, 2002.
- On September 19, 2003, the Board approved the program's request to admit 30 full-time students starting October 27, 2003 only, to **replace** students who graduated December 4, 2002.
- On February 6, 2004, the Board approved the program's request to admit 30 full – time students on May 3, 2004 only, to **replace** students who graduate April 27, 2004.
- On September 10, 2004, the Board extended the program's Provisional Accreditation for one (1) year, effective September 10, 2004, through September 9, 2005. Additionally, the Board approved the program's request to admit 30 full – time students on October 11, 2004, to **replace** students graduating October 8, 2004; **and** approved ongoing admissions for the full – time program, to **replace** graduating classes only, with the stipulation that no additional classes are to be added to the program's current pattern of admissions without prior Board approval. The program's current pattern of admissions includes two (2) full – time classes of 30 students per year.
- On May 12, 2005, the Board extended the program's Provisional Accreditation for nine (9) months, from May 13, 2005, through February 12, 2006.

- On February 3, 2006, the Board extended the program's Provisional Accreditation for one (1) year, effective February 3, 2006, through February 2, 2007.
- On July 27, 2007, the assigned consultant approved the program's request for the following curriculum revisions.
  - a. Increase the Medical Surgical I Nursing skills lab hours from 15 to 36 (+21)
  - b. Decrease Medical Surgical I Clinical hours from 300 to 279 (-21)
  - c. Increase Medical Surgical II Nursing skill lab hours from 0-18 (+18)
  - d. Decrease Medical-Surgical II Clinical hours from 384 to 366 (-18)
- On September 7, 2007, in the absence of a quorum, a committee of the Board heard the consultant's report and recommended approval by the full Board that the Nursing Care Providers, South San Francisco, Vocational Nursing Program be granted full accreditation for the four-year period from September 7, 2007, through September 6, 2011, and that a certificate be issued accordingly. The report will be presented at the February 1, 2008, meeting for full Board action.
- On February 1, 2008, the Board granted full accreditation for the Nursing Care Providers, South San Francisco, Vocational Nursing Program for a period of four years, effective February 1, 2008, through January 31, 2012. Additionally, the Board approved the program's request to admit 45 students into an additional full-time class starting on February 19, 2008, with a projected completion date of February 17, 2009.
- On March 25, 2009, a new program director was approved.
- On January 4, 2010, the Board issued the program a **Notice of Violation** due to noncompliance with California Code of Regulations Section 2527 (b), due to the program's failure to notify the Board within 30 days after the termination of faculty.
- On **November 22, 2010**, the Board issued the program a **Notice of Violation** due to noncompliance with California Code of Regulations Section 2530 (k), due to the admission of classes without Board approval from February 20, 2008, through November 22, 2010. The director was requested to submit a detailed report by Friday, December 3, 2010, to include the following areas.
  1. Detailed statement explaining why the violation occurred.
  2. Actions you will take to prevent future reoccurrences of this violation.
  3. Enrollment data for **all classes admitted from February 1, 2008 through February 22, 2010**. The following information is required **per class**.
    - a. Actual Date of Admission.
    - b. Number of Students Admitted.
    - c. Number of Students Graduated.
    - d. Date of Graduation.
  4. Enrollment data for all **currently enrolled and proposed classes**. The following information is required **per class**.

1. Actual Date of Admission.
  2. Number of Students Admitted.
  3. Number of Students Graduated.
  4. Date of Graduation.
5. List of Board - approved faculty.
  6. List of Board – approved clinical facilities.
  7. Faculty Clinical Assignments
  8. Planned Obstetrical and Pediatric Nursing Clinical Rotations.
- On November 29, 2010, the Board received the program's response and required supporting documents per electronic transmission.
  - On **December 9, 2010**, the Board issued the program a **Notice of Violation** due to noncompliance with California Code of Regulations Section 2527 (b), due to the failure to report the termination of faculty members from February 4, 2008 through May 10, 2010. The director was requested to submit the following information by Thursday, December 23, 2010.
    - a. A detailed statement explaining why the violation occurred.
    - b. Actions you will take to prevent future reoccurrences of this violation.
  - On April 21, 2011, the Board approved NCP College of Nursing, South San Francisco, Vocational Nursing Program's request to admit a part – time class of 45 students effective August 9, 2011 only, graduating February 22, 2013; and continued the program's requirement to obtain Board approval prior to the admission of additional students.
  - On April 13, 2012, the Executive Officer approved NCP College of Nursing, South San Francisco, Vocational Nursing Program for a four-year period from February 1, 2012, to January 31, 2016, and the Board issued a certificate accordingly; approved the program's request to admit a part – time class of 30 students into the evening program effective June 5, 2012 **only**, and graduating January, 2014; approved the program's revised full - time curriculum to include 1564 hours (Theory - 604; Clinical – 960); approved the program's revised full – time instructional plan; approved the program's revised part - time curriculum to include 1564 hours (Theory - 604; Clinical – 960); approved the program's revised part – time instructional plan; and continued the program's requirement to obtain Board approval prior to the admission of additional classes.
  - On **September 25, 2012**, **Roland Jaochico** was approved as the new program director.

- On December 6, 2012, the Executive Officer rendered the following decisions:
  1. **Approved** the program's request for a full-time class of 45 students on March 25, 2013, only.
  2. **Rescinded** all previous approvals for ongoing admissions for full-time and part-time classes.
  3. **Denied** the program's request for ongoing admission of three full-time classes per year.

## Agenda Item #13.C.2, Attachment B



NCP College of Nursing

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December 17, 2012

Board of Vocational Nursing and Psychiatric Technicians  
Attn: Ms Suellen Clayworth, M.N., R.N.  
Nursing Education Consultant, Retired Annuitant  
2535 Capitol Oaks Drive, Suite 205  
Sacramento, CA 95833-2945

Re: December 6, 2012 – Executive Officer Approval of Recommendations for NCP College of Nursing - South San Francisco Campus

Dear Ms. Clayworth:

First, I wanted to thank you for your time in reviewing the issues surrounding the issue at hand which I believe were raised during the request to add a full-time class in March 2013. I am very aware that there are significant time and resource constraints with the Board due to volume of requests and I appreciate the time you have allocated for NCP.

I have reviewed our communications with Milo Jocson, President and COO, Araceli Antonio, RN, MS – NCP Board of Directors Member and Nursing Advisor, Nelly A. Jocson RN, MA – CEO and Chair of NCP Board of Directors.

NCP College of Nursing South San Francisco Campus would like to formally request reconsideration of the Executive Officer's approved recommendations in the upcoming Board meeting scheduled for February 20, 2013 in Los Angeles.

We respectfully submit the following:

1. NCP has presented BNVPT Board documentation from April 29, 2005, that clearly states the pattern of admissions includes 2 full-time classes of 30 students per year.
2. NCP has been diligent in submitting annual reports throughout the last 7 years and closely communicating with the Board's assigned NECs throughout this period. NCP did not receive any documentation from the Board through November 8, 2012 stating that the pattern of admissions was rescinded so it was a surprise to our management team that such adverse action was directed to NCP SSF Campus.
3. On November 8, 2012, we received an e-mail from you stating that you were reviewing documentation to ascertain whether a legitimate argument can be made that documentation sent to NCP by the Board was not 100% clear. The December 6, 2012 recommendation letter states the Board is clarifying the Board's intent no classes be admitted to the program without prior Board approval. The letter also rescinds all

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Main Campus: 257 Longford Drive Rm# 5, South San Francisco, CA 94080, Tel# (650) 871-0701; Fax# (650) 871-0703  
Branch Location: 21615 Hesperian Blvd, Suite A, Hayward, CA 94541, Tel# (510) 785-0454; Fax# (510) 785-4165  
www.npcollegeofnursing.edu

previous approvals. We would like clarification at what specific point between April 2005 to November 2012 did the NCP SSF Campus status from "approved current pattern includes 2 full-time classes of 30 students per year" change to "no classes be admitted to the program without prior Board approval." This is important information in our management of the VN Program so we are aware when conditions triggered a change in approval status with the Board.

4. We would like clarification from the Board on the decisions of the December 6, 2012 recommendation approvals with respect to the BVNPT Practice Act. NCP SSF Campus is not on probation and upon reviewing the Practice Act, we could not find any regulation or code that identifies a school action or performance where the Board would rescind previous approvals.

*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.*

5. There have been numerous discussions over the phone and e-mail regarding the intent of the Executive Officers actions and the Board's direction in oversight of the quality of Vocational Programs in California and specifically in increasing NCLEX pass rates. NCP College of Nursing is in total agreement that it is everyone's best interest - the public and our student body - that vocational nursing programs must continue to improve the quality of educational delivery to our students and strive for high NCLEX pass rates. However, rescinding NCP's existing approval for two (2) on-going programs and changing to approvals for each program start creates several obstacles to the very quality NCP is trying to achieve:

- a. Our Admissions practice is announcing program starts at least one year in advance and recommend that that all interested applicants plan work, personal and professional schedules accordingly so that maximum preparation for the scheduled starts are completed well in advance of the start as well as to reduce as many non-academic commitments and distractions as possible by the program start date. Preparation includes meeting with NCP Admissions, referrals to tutoring services for those with reading and math challenges, applicant observation of existing classes and many other valuable opportunities for inbound applicants. Without a published schedule at least one year in advance, NCP would not be able to provide the best qualified applicants enough preparation time. It would increase the volume of last minute applicants to the program since they would receive only a few months notice when a start is approved. Many applicants would not commit to our process of advanced preparation recommendations due to the uncertainty created by an unapproved start status which can lead to increased difficulty in the program and ultimately in passing the NCLEX. Many more applicants would simply drop interest in the NCP program altogether as the lack of a future published program starts would actually contradict our Admissions practice of recommending advance planning.

- b. There are students already on our master interest list for already published starts in June and October 2013, some that have already committed time and funds in taking creditable/transferrable courses to be applied to these published program starts. The removal of on-going approval creates potential legal liability for NCP as students have made these time and fund commitments based on the published start dates.
  - c. Part of NCP's quality improvement process is ensuring the retention of the best faculty possible and with as many of our staff in full time roles when possible. The inability to have 2 or 3 advanced approved program starts creates the inability to schedule faculty in advance and to structure our curriculum and instructional delivery around this model. It will create increased use of part-time or on-call faculty, increase instructor turnover and impact our goal of tenure and longevity. Again, the impact to achieving high NCLEX pass rates is significant.
  - d. Our administrative teams would also be impacted by the inability to publish no more than one (1) start at a time. It will lead to turnover since in the last seven (7) years, our staffing and organizational structure has always been based on a pattern of at least two (2) on-going starts with individual requests for a third start. Our students are supported by a very dedicated full time team of student services, financial aid and administrative support personnel. NCP has undergone several accreditation visits and audits in 2012 by BPPE, DPH and ACCSC as well as external quality assurance consultants. We have received positive comments from these agencies about the professionalism of NCP's administrative staff. The inability to map out schedules and budgets in advance creates a severe impact as the Vocational Nursing Program is the only licensed program offering at NCP. We do not have the ability to redeploy resources to other licensed programs unlike other larger institutions that have multiple licensed program offerings. Without a stable and tenured support team, our student's ability to succeed will suffer as our students have described our support teams as instrumental in their academic success and personal motivation.
6. Our records show that SSF Campus had tremendous success in 2008 and 2009 with several consecutive quarters of 100% NCLEX passing. We have experienced several challenging years in 2011 and 2012 but we are confident SSF Campus will trend back to higher NCLEX performance through important changes implemented by our Program Directors working together from both of our campuses and adjustments to an ever-changing demographic student body. These changes include:
- a. Changes in curriculum to specifically adding additional levels to reduce possibility of low performing students to move through the program without sufficient academic merit.
  - b. Incorporate of ATI reviews beginning through the end of every program with correlated pre-NCLEX test reviews
  - c. Increased mentorship by Program Directors with faculty
  - d. Addition of a Assistant Program Director in late 2011 who was promoted to Program Director in September 2012 so that SSF Campus has a dedicated Program Director
  - e. NCLEX review sessions conducted by Program Directors starting in Q1 2012.
  - f. Increased training and professional development for faculty

- g. Phase out of part-time evening/weekend program with the strategy that only full time day programs will allow students to take programs in a shorter duration without the distraction of work and personal schedules
- h. Qualification of Title IV Financial Aid and implementation in March 2012 to reduce financial burden for qualified students which allows them to fully concentrate on academic demands of the program
- i. Implementation of "Success Contracts" for all students that obligates students to follow a strict, monitored and regimented timeline from one week success orientation prior to day one of program through post-graduate review for NCLEX. Contract allows NCP to control and manage all aspects of academic schedules, NCLEX testing appointments and tracks student individually from Admissions through NCLEX passing through job placement.

We respectfully ask the Board to please review our 6 points of submission and to consider our request of reinstating NCP SSF Campus on-going admissions pattern that we have followed since 2005. This request is vital to continuing the operations of the NCP South San Francisco Campus and to the success of the VN Program and our students. Thank you for your time and consideration.

Sincerely,



Rolando Jauchico RN, BSN  
Vocational Nursing Program Director  
NCP College of Nursing  
South San Francisco campus

MAJ/

# Agenda Item #13.C.2 Attachment C



College of Nursing

Educate | Grow | Succeed

January 10, 2013

BVNPT Received <sup>EDU</sup>  
on 1/11/13 with DJ

Ms. Suellen Clayworth MN, RN Nursing Education Consultant  
Board of Vocational Nursing and Psychiatric Technicians  
2535 Capitol Oaks Drive  
Sacramento, CA 95833

**Subject: Full Board Reconsideration of Executive Officer's Decision dated December 6, 2012 – Additional Documents**

Dear Ms. Clayworth,

Per your letter of January 2, 2013, we are submitting the 18 sets of additional documents plus one (1) CD. These documents reference NCP College of Nursing SSF Campus request for Board Reconsideration.

NCP is always grateful to the BVNPT for its continued support and guidance. Thank you for your assistance.

Sincerely,

  
Rolando M. Jaochico Jr., RN, BSN

Program Director

NCP College of Nursing

South San Francisco Campus

257 Longford Drive Rm 5

South San Francisco, CA 94080

Tel: (650) 871-0701 x110

Email: [rolando.jaochico@ncpcollegeofnursing.edu](mailto:rolando.jaochico@ncpcollegeofnursing.edu)



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January 2, 2013

Roland Jaochico, Director  
NCP College of Nursing, South San Francisco Campus  
Vocational Nursing Program  
257 Longford Dr.  
South San Francisco, CA 94080

***Subject: Full Board Reconsideration of Executive Officer's Decision dated December 6, 2012***

Dear Mr. Jaochico:

On February 22, 2013, the Board of Vocational Nursing and Psychiatric Technicians (Board) is scheduled to consider the subject listed above relative to the ***NCP College of Nursing, South San Francisco, Vocational Nursing Program***.

To ensure dissemination to individual Board members and relevant staff for timely consideration at the February 22, 2013 Board Meeting, please submit:

- Eighteen (18) copies of any pertinent documents 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 any information that you submit for the Board members on a compact disc (CD) for Board use. Again, please remember to redact any student names prior to copying information onto the CD.

To ensure dissemination and review by Board Members prior to the meeting, the deadline for submission of the requested documents and the CD is **Friday, January 11, 2013**.

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.

Please do not hesitate to contact the Board at (916) 263-7843 should you have questions.

Sincerely,

*Suellen Clayworth*

SUELLEN CLAYWORTH, M.S., R.N.  
Nursing Education Consultant – Retired Annuitant



December 17, 2012

Board of Vocational Nursing and Psychiatric Technicians
Attn: Ms Suellen Clayworth, M.N., R.N.
Nursing Education Consultant, Retired Annuitant
2535 Capitol Oaks Drive, Suite 205
Sacramento, CA 95833-2945

Re: December 6, 2012 - Executive Officer Approval of Recommendations for NCP College of Nursing - South San Francisco Campus

Dear Ms. Clayworth:

First, I wanted to thank you for your time in reviewing the issues surrounding the issue at hand which I believe were raised during the request to add a full-time class in March 2013. I am very aware that there are significant time and resource constraints with the Board due to volume of requests and I appreciate the time you have allocated for NCP.

I have reviewed our communications with Milo Jocson, President and COO, Araceli Antonio, RN, MS - NCP Board of Directors Member and Nursing Advisor, Nelly A. Jocson RN, MA - CEO and Chair of NCP Board of Directors.

NCP College of Nursing South San Francisco Campus would like to formally request reconsideration of the Executive Officer's approved recommendations in the upcoming Board meeting scheduled for February 20, 2013 in Los Angeles.

We respectfully submit the following:

- 1. NCP has presented BNVPT Board documentation from April 29, 2005, that clearly states the pattern of admissions includes 2 full-time classes of 30 students per year.
2. NCP has been diligent in submitting annual reports throughout the last 7 years and closely communicating with the Board's assigned NECs throughout this period. NCP did not receive any documentation from the Board through November 8, 2012 stating that the pattern of admissions was rescinded so it was a surprise to our management team that such adverse action was directed to NCP SSF Campus.
3. On November 8, 2012, we received an e-mail from you stating that you were reviewing documentation to ascertain whether a legitimate argument can be made that documentation sent to NCP by the Board was not 100% clear. The December 6, 2012 recommendation letter states the Board is clarifying the Board's intent no classes be admitted to the program without prior Board approval. The letter also rescinds all

previous approvals. We would like clarification at what specific point between April 2005 to November 2012 did the NCP SSF Campus status from "approved current pattern includes 2 full-time classes of 30 students per year" change to "no classes be admitted to the program without prior Board approval." This is important information in our management of the VN Program so we are aware when conditions triggered a change in approval status with the Board.

4. We would like clarification from the Board on the decisions of the December 6, 2012 recommendation approvals with respect to the BVNPT Practice Act. NCP SSF Campus is not on probation and upon reviewing the Practice Act, we could not find any regulation or code that identifies a school action or performance where the Board would rescind previous approvals.

*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.*

5. There have been numerous discussions over the phone and e-mail regarding the intent of the Executive Officers actions and the Board's direction in oversight of the quality of Vocational Programs in California and specifically in increasing NCLEX pass rates. NCP College of Nursing is in total agreement that it is everyone's best interest - the public and our student body - that vocational nursing programs must continue to improve the quality of educational delivery to our students and strive for high NCLEX pass rates. However, rescinding NCP's existing approval for two (2) on-going programs and changing to approvals for each program start creates several obstacles to the very quality NCP is trying to achieve:

- a. Our Admissions practice is announcing program starts at least one year in advance and recommend that that all interested applicants plan work, personal and professional schedules accordingly so that maximum preparation for the scheduled starts are completed well in advance of the start as well as to reduce as many non-academic commitments and distractions as possible by the program start date. Preparation includes meeting with NCP Admissions, referrals to tutoring services for those with reading and math challenges, applicant observation of existing classes and many other valuable opportunities for inbound applicants. Without a published schedule at least one year in advance, NCP would not be able to provide the best qualified applicants enough preparation time. It would increase the volume of last minute applicants to the program since they would receive only a few months notice when a start is approved. Many applicants would not commit to our process of advanced preparation recommendations due to the uncertainty created by an unapproved start status which can lead to increased difficulty in the program and ultimately in passing the NCLEX. Many more applicants would simply drop interest in the NCP program altogether as the lack of a future published program starts would actually contradict our Admissions practice of recommending advance planning.

- b. There are students already on our master interest list for already published starts in June and October 2013, some that have already committed time and funds in taking creditable/transferrable courses to be applied to these published program starts. The removal of on-going approval creates potential legal liability for NCP as students have made these time and fund commitments based on the published start dates.
  - c. Part of NCP's quality improvement process is ensuring the retention of the best faculty possible and with as many of our staff in full time roles when possible. The inability to have 2 or 3 advanced approved program starts creates the inability to schedule faculty in advance and to structure our curriculum and instructional delivery around this model. It will create increased use of part-time or on-call faculty, increase instructor turnover and impact our goal of tenure and longevity. Again, the impact to achieving high NCLEX pass rates is significant.
  - d. Our administrative teams would also be impacted by the inability to publish no more than one (1) start at a time. It will lead to turnover since in the last seven (7) years, our staffing and organizational structure has always been based on a pattern of at least two (2) on-going starts with individual requests for a third start. Our students are supported by a very dedicated full time team of student services, financial aid and administrative support personnel. NCP has undergone several accreditation visits and audits in 2012 by BPPE, DPH and ACCSC as well as external quality assurance consultants. We have received positive comments from these agencies about the professionalism of NCP's administrative staff. The inability to map out schedules and budgets in advance creates a severe impact as the Vocational Nursing Program is the only licensed program offering at NCP. We do not have the ability to redeploy resources to other licensed programs unlike other larger institutions that have multiple licensed program offerings. Without a stable and tenured support team, our student's ability to succeed will suffer as our students have described our support teams as instrumental in their academic success and personal motivation.
6. Our records show that SSF Campus had tremendous success in 2008 and 2009 with several consecutive quarters of 100% NCLEX passing. We have experienced several challenging years in 2011 and 2012 but we are confident SSF Campus will trend back to higher NCLEX performance through important changes implemented by our Program Directors working together from both of our campuses and adjustments to an ever-changing demographic student body. These changes include:
- a. Changes in curriculum to specifically adding additional levels to reduce possibility of low performing students to move through the program without sufficient academic merit.
  - b. Incorporate of ATI reviews beginning through the end of every program with correlated pre-NCLEX test reviews
  - c. Increased mentorship by Program Directors with faculty
  - d. Addition of a Assistant Program Director in late 2011 who was promoted to Program Director in September 2012 so that SSF Campus has a dedicated Program Director
  - e. NCLEX review sessions conducted by Program Directors starting in Q1 2012.
  - f. Increased training and professional development for faculty

- g. Phase out of part-time evening/weekend program with the strategy that only full time day programs will allow students to take programs in a shorter duration without the distraction of work and personal schedules
- h. Qualification of Title IV Financial Aid and implementation in March 2012 to reduce financial burden for qualified students which allows them to fully concentrate on academic demands of the program
- i. Implementation of "Success Contracts" for all students that obligates students to follow a strict, monitored and regimented timeline from one week success orientation prior to day one of program through post-graduate review for NCLEX. Contract allows NCP to control and manage all aspects of academic schedules, NCLEX testing appointments and tracks student individually from Admissions through NCLEX passing through job placement.

We respectfully ask the Board to please review our 6 points of submission and to consider our request of reinstating NCP SSF Campus on-going admissions pattern that we have followed since 2005. This request is vital to continuing the operations of the NCP South San Francisco Campus and to the success of the VN Program and our students. Thank you for your time and consideration.

Sincerely,



Rolando Jauchico, RN, BSN  
Vocational Nursing Program Director  
NCP College of Nursing  
South San Francisco campus

MAJ/





Possible Institutions that Students Can Use to Review Math/English in the Hayward area:

1. **Hayward Adult School:** 22100 Princeton St Hayward, CA 94541; (510)293-8595 | fax: (510)727-1139 | general questions: questions@has.edu.
2. **Castro Valley Adult School:** 4430 Alma Avenue Castro Valley, CA 94546; (510) 886-1000
3. **New Haven Adult School:** 600 G Street Union, City, CA 94587; Phone: (510) 489-2185 | Fax: (510) 471-0554
4. **Fremont Adult and Continuing Education:** 4700 Calaveras Avenue Fremont, CA 94568; (510) 793-6465 | fax: (510) 793-2271 | general questions: [www.face.edu](http://www.face.edu)
5. **Oakland Adult and Career Education:** 2607 Myrtle Street Oakland, CA 94607; Phone: 510-273-2310 | Fax: 510-874-3769 | Website: <http://www.ousdace.org>
6. **Chabot Tutoring Services – P.A.T.H.:** 25555 Hesperian Blvd. Hayward, CA 94545 Building 2300 Room 2351; (510) 723-6920
7. **Laney College Tutoring Services – TRIO:** 900 Fallon St, Oakland, CA 94607 Student Center Room 300; (510) 986-6928; [triolaney@peralta.edu](mailto:triolaney@peralta.edu)
8. **Alameda College Learning Resource Center:** 555 Ralph Appezato Memorial Parkway Alameda, CA 94501 2nd Floor of the Library – L234, L235, L226 (in the back behind the elevator); (510) 522-7221
9. **Merritt College Learning Center:** 12500 Campus Dr. Oakland, CA 94619; (510) 436-2442+
10. **Ohlone Tutoring Center:** 43600 Mission Boulevard, Fremont, CA 94539 Tutoring Center, Room HH-217 Hyman Hall, second floor, Fremont campus; (510) 659-6087

South San Francisco:

1. **College of San Mateo:** 1700 West Hillsdale Boulevard San Mateo, CA; (650) 574-6161
2. **Skyline College:** 3300 College Drive San Bruno, CA 94066; (650) 738-4100
3. **Cañada College:** 4200 Farm Hill Boulevard Redwood City, CA 94061; (650) 306-3100
4. **City College of San Mateo:** 50 Phelan Ave San Francisco, CA 94112; (415) 239-3000
5. **So. SF Adult School:** 825 Southwood Drive, South San Francisco, CA, 94080; (650) 877-8844



## Tutoring Session Schedule 2013

*Sessions are scheduled for 2:00 PM – 4:30 PM*

### Hayward:

March 5<sup>th</sup> and 7<sup>th</sup>, 2013  
April 2<sup>nd</sup> and 4<sup>th</sup>, 2013  
May 7<sup>th</sup> and 9<sup>th</sup>, 2013  
July 2<sup>nd</sup> and 4<sup>th</sup>, 2013  
August 6<sup>th</sup> and 8<sup>th</sup>, 2013  
September 3<sup>rd</sup> and 5<sup>th</sup>, 2013

### South San Francisco:

March 12<sup>th</sup> and 13<sup>th</sup>, 2013  
April 9<sup>th</sup> and 11<sup>th</sup>, 2013  
May 14<sup>th</sup> and 16<sup>th</sup>, 2013  
June 4<sup>th</sup> and 6<sup>th</sup>, 2013  
July 9<sup>th</sup> and 11<sup>th</sup>, 2013  
August 13<sup>th</sup> and 15<sup>th</sup>, 2013  
September 10<sup>th</sup> and 12<sup>th</sup>, 2013

**NOTE:** *These tutoring sessions are only to be used as a supplementary source to the materials covered in the HOBET V Exam. Students are encouraged to study beforehand to receive optimal results. The HOBET V Study Guide is highly recommended by the Admissions Department for students to use in their studies prior to the tutoring sessions.*



Exhibit 5D

<http://www.cip.ca.gov> | [Compliance Inspection Res...](#) | [Options](#)

[Q](#) | [CNN](#) | [YouTube](#) | [Games](#) | [Celebrity](#) | [Amazon](#) | [Word of the Day](#) | [Weather](#) | [E-mail](#)

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**NATIONAL COLLEGE OF TECHNICAL INSTRUCTION, INSTITUTION #3403691**  
 333 Sundae Blvd., Suite 500  
 Roseville, CA 95661  
 Date of Inspection: 06/07/2012  
 No Minor Violations Detected

**NATIONAL HOLISTIC INSTITUTE, INSTITUTION #0101321**  
 5900 Doyle Street  
 Emeryville, CA 94608  
 Date of Inspection: 08/09/2012  
[Notice in Compliance](#)

**NATIONAL LEGAL STUDIES INSTITUTE, INSTITUTION #21977813**  
 23962 Alessandro Boulevard  
 Moreno Valley, CA 92553  
 Date of Inspection: 09/17-18/2012  
[Notice in Compliance](#)

**NCP COLLEGE OF NURSING (BRANCH), INSTITUTION #50123279**  
 21815 Hesperian Blvd., Suite A  
 Hayward, CA 94541  
 Date of Inspection: 08/03/2012  
 No Minor Violations Detected

**NCP COLLEGE OF NURSING, INSTITUTION #4102141**  
 257 Longford Drive, #5  
 South San Francisco, CA 94080  
 Date of Inspection: 08/02/2012  
 No Minor Violations Detected

**NEWBRIDGE COLLEGE, INC., INSTITUTION #3008511 (Main)**  
 1840 East 17th Street, Suite 140  
 Santa Ana, CA 92705  
 Date of Inspection: 05/15/2012  
 No Minor Violations Detected

**NEWBRIDGE COLLEGE, INC., INSTITUTION #58707708 (Branch)**  
 3799 East Burnett Street  
 Long Beach, CA 90815  
 Date of Inspection: 05/17/2012  
 No Minor Violations Detected

**NEW CA CONSERVATORY OF MUSIC, INSTITUTION #29369784**


2:10 PM  
10/17/2013

Message: ACCSC Findings So Far - Updated at 3:50pm October 17 2012 - Message (HTML)

Ignore, Delete, Reply, Reply All, Forward, More, Meeting, Move to, Team E-mail, Reply & Delete, To Manager, Done, Create New, Move, Onsite, Actions, Mark, Categorize, Follow Up, Translate, Related, Zoom

Ⓜ You replied to this message on 10/22/2012 12:27 PM. This message was sent with High importance.

Sent: Wed 10/17/2012 4:36 PM

From: Mike Johnson  
To: Faye Silver, Rolando Sanchez, Maria Zenteno, Susana Siskunshah, Hilde Montaner, Kalle Ramezani, Anna Johnson, Cristina Dees, Lisa Alvarez  
Cc: Araceli Antonio, Nelly Johnson  
Subject: ACCSC Findings So Far - Updated at 3:50pm October 17 2012

Final general findings to date:

- Faculty and student files are in excellent order and documentation
- Curriculum and VN Program content and equipment meet and/or exceeds expectations programmatically and educationally
- It did not appear that instructors were interviewed in this process although some Operations team members were interviewed with positive feedback

Click on a photo to see social network updates and email messages from this person.

2:53 PM 10/27/12



## ATI Testing Policy and Procedures

ATI is an on-line testing support designed as a curriculum and a collaborative skill-building enhancement tool in critical thinking application, and an evaluation tool for student progress in learning. The program itself is designed to teach you study methods and nursing content supplementation in regards to the NCLEX, starting now- as opposed to a month or two before the actual test. With auditory/visual mentoring and coaching- ATI is designed to help you master: comprehension, analysis, and application of nursing knowledge. This program is deemed by the school as one of the better study tools for NCLEX preparation.

You have tutorials, books, and online practice tests- USE THESE TOOLS. Navigate through the website ([www.ATItesting.com](http://www.ATItesting.com)) once you have created your student account. Focus on Nurse Logic and the Learning System, for these will allow you to do well on practice and proctored tests.

### **ATI and NCP College of Nursing LVN program guidelines:**

1. Students create an account in [www.atitesting.com](http://www.atitesting.com)
2. As soon as the account is set up, NCP will provide the following;
  - For Tutorials – Tutorial ID/Access Key  
Tutorial Password/Access Cod
  - For Online Practice Assessment - Assessment ID  
Assessment Password
3. Tutorials and practice assessment access is available as soon as assignments are given from respective course instructors.
4. Before the end of all quizzes, each instructor will require practice test completion scores, for proper credit (see grading).
5. On or before the end of each course, a proctored assessment will be scheduled. It will be scheduled and done in the computer lab.
6. If the student fails the proctored assessment test, he/she is given a chance to remediate right away and retake it once for free.

### **GRADING**

7. Practice test due date to be assigned by each instructor.
8. Practice tests all need to be at 90% or better when turned in to the course instructor.
9. Practice tests are to be considered a “quiz,” and part of the course grade.
10. Proctored tests are 10% of the academic grade. The goal is to obtain a Level 2 or better.
  - a. The student has to score a “level 2” or better on the first attempt to earn the full 10%.
  - b. The student has a second attempt to obtain a “level 2” after remediation:
    - i. If the student obtains a “level 2”, he / she earns 8%.
    - ii. If the student obtains a “level 1”, he / she earns 6%,
    - iii. If the student obtains a “below Level 1”, he / she earns 4%

- c. The student has the option to go for the third attempt for a nominal fee after remediation:
  - i. If the student obtains a "level 2", he / she earns 6%
  - ii. If the student obtains a "Level 1", he / she earns 4%
  - iii. If the student obtains a "below level 1", he / she earns 2%
- 11. If the remediation scores continue to be "below level 1," after 3 attempts, the student will be meeting with the Program Director.
- 12. All proctored tests and remediation testing are to be completed within 1 week from the course finals for timely completion and submission of grades.

PRACTICE TESTS occur during:

LEVEL 1

- Fundamentals A and B practice tests to be done in Fundamentals of Nursing
- Pharmacology A and B practice tests to be done in Pharmacology

LEVEL 2

- Medical Surgical practice test A to be done in Medical Surgical 1
- Mental Health A and B practice tests to be done in Medical/Surgical 2
- Medical Surgical practice test B to be done in Medical/Surgical 2

LEVEL 3

- Maternal Newborn A and B practice tests to be done in Maternal/Child Nursing
- Nursing Care of Children A and B practice tests to be done in Pediatric Nursing
- Management practice test A and B to be done in Leadership and Supervision

The practice tests are topic specific and cover the majority of the courses taken in the program. Each test item provides a rationale for each right or wrong answer. These tests can be taken unlimited number of times by the students and are done online.

PROCTORED TESTS occur during:

- LEVEL 1

- Critical Thinking Entrance Test scheduled on the first 2 weeks of Fundamentals to compare it with Critical Thinking Exit test at the end of the program.
- Fundamentals
- Pharmacology

- LEVEL 2

- Mental Health in M/S II
- Medical Surgical in M/S II

- LEVEL 3

- Maternal Newborn in Intro to Maternal Child Nursing
- Nursing Care of Children in Intro to Pediatric Nursing
- Management in Leadership and Supervision

These tests are taken on campus and are supervised by a faculty or an NCP authorized personnel after classes or after clinical. **The Comprehensive Predictor and the Critical Thinking Exit tests are scheduled before or after graduation. These tests are the final academic requirements to be completed prior to the exit interview. The student can retake it once for free but the third retake is for a nominal fee paid to ATI.**

1. Comprehensive Predictor Exit Test need to be at or above the mean national score.
2. Critical Thinking Exit Test need to be at or above the mean national score or show progression from the first take.

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

**Commitment Plan for Career Success:**

1. Goal: \_\_\_\_\_  
\_\_\_\_\_

Milestones to Success:

- a. Maintain good grades and attendance during the program: \_\_\_\_\_
- b. Maximize the NCLEX PN review course at the end of the program: \_\_\_\_\_
- c. Attend the NCLEX PN review with ATI coach: \_\_\_\_\_
- d. Obtain approval by ATI coach of readiness to test: \_\_\_\_\_
- e. Take the NCLEX PN 3-4 months after graduation: \_\_\_\_\_
- f. Be employed in nursing 6-10 months after graduation: \_\_\_\_\_
- g. Or be enrolled in further education: \_\_\_\_\_
- h. Communicate with admin / student services throughout the milestones: \_\_\_\_\_

2. Social events commitment: \_\_\_\_\_  
\_\_\_\_\_

3. Childcare plan: \_\_\_\_\_  
\_\_\_\_\_

4. Illness prevention plan: \_\_\_\_\_  
\_\_\_\_\_

5. Hours of work (if any) commitment: \_\_\_\_\_  
\_\_\_\_\_

=====

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

PD / APD Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## ASSESSMENT TECHNOLOGIES INSTITUTE<sup>®</sup>, LLC FACILITY AGREEMENT

**Agreement:** This Agreement ("Agreement") is entered as of January 9, 2013 ("Effective Date") between NCP CON South San Francisco ("Facility Provider") and Assessment Technologies Institute<sup>®</sup>, LLC, ("ATI") a Delaware limited liability company having its principal place of business at 7500 West 160<sup>th</sup> Street, Stilwell, KS 66085.

### Facility Provider Responsibilities to ATI:

- A. In connection with the ATI Live Review, Facility Provider agrees to provide classroom space that is ADA compliant, suitable for \_\_\_\_ participants, with adjustable lighting, and with student writing surfaces having an unobstructed view of the instructor and the instructor's presentation equipment at no charge to ATI. The Live Review will be scheduled on March 26-28, 2013 from 9:00AM to 4:00PM; the classroom must be made available from 8:00 AM – 5:00 PM.

- Facility Provider agrees to provide audio visual equipment as follows:
- A computer enabled with 2007 Microsoft Office Power Point, projection connectivity and high speed Internet access
- Overhead projector
- Large projection screen
- Podium with light and stool
- Microphone/cordless microphone for larger rooms
- Registration table for student check-in

This equipment will be in working order and made available to the instructor at the beginning of the time agreed upon herein. If the instructor encounters technical problems or complications, the Facility Provider agrees to provide technical assistance as necessary. This equipment and any applicable assistance shall be provided to ATI and the instructor at no additional charge.

- B. Provide a site coordinator to assist ATI with tasks like site logistics, including meet the instructor on the first day to cover emergency procedures, facility procedures and contact information for emergency and technical issues in the classroom.
- C. Facility Provider agrees to resolve any issues with the classroom as soon as reasonably possible.
- D. Facility Provider hereby grants to ATI permission to use Facility Provider's logo on ATI's website solely for posting information about the Live Review.

### ATI Responsibilities to Facility Provider:

- A. ATI agrees to notify Facility Provider of any issues with the classroom as soon as reasonably possible
- B. ATI agrees to restore the classroom to the same condition it found the classroom
- C. ATI agrees not to make any modifications to the classroom

**Cancellation Policy:** Customer can cancel the Live Review no later than 14 days prior to the scheduled date.

**Intellectual Property:** All ATI products, services, material and content are and remain the intellectual property of ATI and are protected under all rights granted by copyright, trademark, patent and trade secrecy laws or by any other statutory or common law protection obtained or obtainable. ATI's names, and its product names, are trademarks and service marks belonging to ATI. All rights reserved. No part of the ATI review materials may be resold, licensed, copied, stored or reproduced without written permission of ATI.

**Limited Warranty:** ATI warrants that it has the right and authority to make the personal and intellectual property of the products available pursuant to this Agreement, EXCEPT FOR THE FOREGOING, ATI'S SERVICES AND MATERIALS ARE PROVIDED ON AN "AS IS" "AS AVAILABLE" BASIS AND ATI AND ITS SUPPLIERS EXPRESSLY DISCLAIM ALL WARRANTIES, INCLUDING THE WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.

**Limitation of Liability:** ATI SHALL NOT BE LIABLE IN ANY EVENT FOR ANY SPECIAL, INDIRECT, INCIDENTAL OR CONSEQUENTIAL DAMAGES OF ANY KIND WHATSOEVER (INCLUDING, WITHOUT LIMITATION, ATTORNEY FEES). The liability of ATI under this Agreement shall in no event exceed the amount paid to ATI for the specific services and materials from which a claim arises.



**Miscellaneous:** No waiver shall be binding unless in writing and signed by the party sought to be bound. No interest in this Agreement may be assigned by a party. This Agreement shall be governed by the laws of the State of Kansas. Venue and jurisdiction for any dispute hereunder shall be Johnson County, Kansas. This Agreement represents the complete agreement of the parties regarding the subject matter herein.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date. All signed copies of this Agreement shall be deemed originals.

Assessment Technologies Institute, LLC

By: *Anita Parks, ATI Live Review Account Manager*

*NCP COLLEGE OF NURSING*

Customer

By:

Title:

*PROGRAM DIRECTOR*



11161 Overbrook Road | Leawood, Ks 66211  
p 800.667.7531 | f 913.685.2381

**Bill To:**

NCP CON Hayward PN  
Attn: Accounting  
257 Longford Dr  
Room 5  
South San Francisco CA 94080

*VISA XX 2246*  
*HOPE AMT. 10,800*  
*01/03/2013 KF*

**Ship To:**

NCP CON Hayward PN  
Attn: Katie Ramezani  
School of Nursing  
Suite A  
Hayward CA 94541

PO#	Description	INVOICE #
GREEN LIGHT	Green Light	INV0351910
Account Manager	Phone #	Invoice Date
Amanda Springer	913-239-2682	12/4/2012
Payment Terms	Due Date	Account #
Net 30	1/3/2013	5833

**INVOICE**

Item #	Item Description	Quantity	Unit Price	Ext. Price	
GREEN LIGHT PN CUST	PN Green Light Customized Review	24	\$450.00	\$10,800.00	
				<b>Subtotal</b>	\$10,800.00
				<b>Tax</b>	\$0.00
				<b>Freight</b>	\$0.00
				<b>TOTAL</b>	\$10,800.00

*REC'D*  
*12/10/12*  
*AK*

**ALL SALES ARE FINAL**  
Defective products replaced within 30 days of purchase



**REMIT TO:**

Assessment Technologies Institute, LLC  
62277 Collections Center Drive  
Chicago, IL 60693-0622

Billing Inquiries  
800.667.7531

**REMITTANCE**

Invoice Number INV0351910  
Due Date 1/3/2013  
Account Number 5833

Please enclose this remittance with your payment  
to ensure proper processing.

**Amount Due \$10,800.00**

Amount Enclosed

NCP College of Nursing  
 VN Program - FT30  
 South San Francisco Campus  
 May 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21 <i>Orientation Week</i> <i>Ms. Silva</i> <i>9-12pm</i>	22 <i>Orientation Week</i> <i>Ms. Boehm-Yu</i> <i>8-3pm</i>	23 <i>Orientation Week</i> <i>Mr. Rehling</i> <i>8-3pm</i>	24 <i>Orientation Week</i> <i>Mr. Jaochico</i> <i>8-3pm</i>	25 <i>Orientation Week</i> <i>CPR Class</i> <i>10-3pm</i> <i>*no breaks*</i>	26
27	28 <i>HOLIDAY</i>	29 <i>Fundamentals Theory</i> <i>Carpiz / 8-3pm</i> <i>(start)</i>	30 <i>Fundamentals Theory</i> <i>Carpiz / 8-3pm</i>	31 <i>Fundamentals Theory</i> <i>Carpiz / 8-3pm</i>		<i>Week 1</i>

Theory

Fundamentals: 54hrs = 9 days  
 Nursing Process: 15 hrs = 2.5 days  
 Nutrition: 15 hrs = 2.5 days  
 Communications: 24hrs = 4 days  
 Pharmacology: 54 hrs = 9 days

NCP College of Nursing  
 VN Program - FT31  
 South San Francisco Campus  
 October 2012

Clinical and Skills

Fundamentals Skills: 72hrs = 12 days  
 Fundamental clinical: 45hrs = 6 days

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22 <i>Orientation Week 9-12pm</i>	23 <i>Orientation Week Success! Ware / 8-3pm</i>	24 <i>Orientation Week Math for Nurses Randal / 8-3pm</i>	25 <i>Orientation Week Medical Terminology Ware / 8-3pm</i>	26 <i>Orientation Week CPR Class 10-3pm *no breaks*</i>	27
28	29 <i>Fundamentals Theory Carpiz / 8-3pm (start)</i>	30 <i>Fundamentals Theory Carpiz / 8-3pm</i>	31 <i>Nutrition Nammun/ 8-3pm (start)</i>			<i>Week 1</i>

**Theory Hours:**  
 Fundamentals - 54hrs  
 Communications - 24hrs  
 Nursing Process - 15hrs  
 Nutrition - 15hrs  
 Pharmacology - 54 hrs

**NCP College of Nursing**  
**VN Program - PTE2**  
**Level I - South San Francisco**  
**June 2012**

**Clinical/Skills Hours:**  
 Fundamentals skills - 72 hrs  
 Fundamentals clinical - 45 hrs

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5 <i>Orientation</i> <i>Ms. Faye Silva</i> 6-9pm	6	7 <i>Orientation</i> <i>Success Skills</i> <i>Boehm-Yu / 6-9pm</i>	8	9 <i>Orientation</i> <i>Medical Terminology</i> <i>Asgharnia / 8-3pm</i>
10 <i>Orientation</i> <i>Math for Nurses</i> <i>Rehling / 8-3pm</i>	11	12 <i>Fundamentals</i> <i>Ferguson / 6-9pm</i> (start)	13	14 <i>Fundamentals</i> <i>Ferguson / 6-9pm</i>	15	16 <i>Nutrition (start)</i> <i>Boehm-Yu / 8-3pm</i>
17 <i>Nutrition</i> <i>Boehm-Yu / 8-3pm</i>	18	19 <i>Fundamentals</i> <i>Ferguson / 6-9pm</i>	20	21 <b>NO CLASS</b>	22	23 <i>Fundamentals</i> <i>Boehm-Yu / 8-3pm</i>
24 <i>Fundamentals</i> <i>Boehm-Yu / 8-3pm</i>	25	26 <i>Nutrition</i> <i>Boehm-Yu / 6-10pm</i> (end)	27	28 <i>Fundamentals</i> <i>Boehm-Yu / 6-10pm</i>	29	30 <i>Fundamentals Theory</i> <i>8-11am / Boehm-Yu</i> <i>Skills 12-3 / Genc</i>

# Group Performance Profile

## PN Comprehensive Predictor 2011 Form B



Assessment #:	4086900	Adjusted Group Score:	67.7%
Institution:	NCP CON San Francisco PN	% of Group Meeting	
Program Type:	PN	Institution Benchmark:	N/A
Group Size:	14		
Test Date:	9/25/2012		
# of Questions:	150		

### Group Performance Summary Table

Predicted Probability of Passing the NCLEX-PN®	Number of Students at Probability of Passing	PN Comprehensive Predictor 2011 Form B Individual Score
99%	1	80.0% - 100.0%
98%	1	77.3% - 79.3%
97%	0	75.3% - 76.7%
96%	1	73.3% - 74.7%
94% - 95%	3	71.3% - 72.7%
91% - 93%	2	68.7% - 70.7%
88% - 90%	0	66.7% - 68.0%
84% - 86%	1	64.7% - 66.0%
80% - 82%	0	63.3% - 64.0%
74% - 78%	2	61.3% - 62.7%
57% - 72%	2	56.7% - 60.7%
1% - 54%	1	0.0% - 56.0%

Individual Mean-National	67.1%
% of Group Above Individual Mean-National	57.1%

### Group Performance in the Major Content Areas

Sub-Scale	# Items	Group Score
Coordinated Care	24	68.2%
Safety and Infection Control	21	69.0%
Health Promotion and Maintenance	15	63.3%
Psychosocial Integrity	15	63.8%
Basic Care and Comfort	18	71.8%
Pharmacological and Parenteral Therapies	21	66.3%
Reduction of Risk Potential	18	68.7%
Physiological Adaptation	18	68.7%





## Topics To Review

	% of students answering the Item Correctly
<b>Coordinated Care (24 items)</b>	
<b>Advance Directives (1 item)</b>	
Client advocacy, Advance Directives, and Informed Consent: Purpose of Living Wills	78.6%
<b>Advocacy (2 items)</b>	
Ethics and Values: Client Advocacy	50.0%
Client Advocacy, Advance Directives, and Informed Consent: Obtaining Consent When the Client Does Not Speak English	92.9%
<b>Client Care Assignments (2 items)</b>	
Assigning, Delegating and Supervising Client Care: Appropriate Delegation to Assistive Personnel	21.4%
Delegating: Assigning Task to Assistive Personnel	92.9%
<b>Collaboration with Interdisciplinary Team (3 items)</b>	
Coordinating Client Care: Discharging a Client	50.0%
Collaboration with Interdisciplinary Team: Coordination of Care	78.6%
Spinal Cord Injury: Client Referral	100.0%
<b>Concepts of Management and Supervision (2 items)</b>	
Assigning, Delegating, and Supervising Client Care: Appropriate Assignment for Float Nurse	35.7%
Assigning, Delegating, and Supervising Client Care: Supervising Assistive Personnel	92.9%
<b>Continuity of Care (2 items)</b>	
Continuity of Care, Case Management, and Discharge Planning: Discharging a Client Diagnosed with Diabetes Mellitus	57.1%
Prioritizing Client Care: Discharge Planning for Home Diabetes Mellitus Management	57.1%
<b>Establishing Priorities (1 item)</b>	
Urinary Tract Infection: Findings Associated with Urosepsis	92.9%
<b>Ethical Practice (1 item)</b>	
Ethical Responsibilities: Client Understanding of Organ Donation	85.7%
<b>Legal Responsibilities (5 items)</b>	
Legal Responsibilities: Recognizing Scope of Practice	28.6%
Legal Responsibilities: Securing Client Valuables	35.7%
Bacterial, Viral, and Fungal Infections: Nationally Notifiable Infectious Diseases	50.0%
Injury Prevention, Security Plans, and Reporting Incidents: Unsafe Care	100.0%
Legal Responsibilities: Physical Abuse	100.0%
<b>Performance Improvement/Quality Improvement (1 item)</b>	
Performance Improvement: Outcome Indicator	78.6%
<b>Referral Process (3 items)</b>	
Female Cancers: Appropriate Referrals	57.1%
Cerebrovascular Accident: Appropriate Referral	78.6%
Client Advocacy: Managing Treatment Costs	78.6%
<b>Resource Management (1 item)</b>	
Managing Client Care: Cost-Effectiveness	42.9%
<b>Safety and Infection Control (21 items)</b>	
<b>Accident/Error/Injury Prevention (2 items)</b>	
Cognitive Disorders: Planning Care in an Adult Day Care Setting	35.7%
Health Promotion and the Infant (Birth to 1 Year): Crib Safety	92.9%
<b>Emergency Response Plan (2 items)</b>	
Disaster Planning and Emergency Management: Recommending Clients for Discharge	28.6%
Disaster Planning and Emergency Management: Responding to Fire	64.3%

## Topics To Review

% of students  
answering the  
item correctly

Topic	% of students answering the item correctly
<b>Coordinated Care (24 items)</b>	
<b>Advance Directives (1 item)</b>	
Client advocacy, Advance Directives, and Informed Consent: Purpose of Living Wills	78.6%
<b>Advocacy (2 items)</b>	
Ethics and Values: Client Advocacy	50.0%
Client Advocacy, Advance Directives, and Informed Consent: Obtaining Consent When the Client Does Not Speak English	92.9%
<b>Client Care Assignments (2 items)</b>	
Assigning, Delegating and Supervising Client Care: Appropriate Delegation to Assistive Personnel	21.4%
Delegating: Assigning Task to Assistive Personnel	92.9%
<b>Collaboration with Interdisciplinary Team (3 items)</b>	
Coordinating Client Care: Discharging a Client	50.0%
Collaboration with Interdisciplinary Team: Coordination of Care	78.6%
Spinal Cord Injury: Client Referral	100.0%
<b>Concepts of Management and Supervision (2 items)</b>	
Assigning, Delegating, and Supervising Client Care: Appropriate Assignment for Float Nurse	35.7%
Assigning, Delegating, and Supervising Client Care: Supervising Assistive Personnel	92.9%
<b>Continuity of Care (2 items)</b>	
Continuity of Care, Case Management, and Discharge Planning: Discharging a Client Diagnosed with Diabetes Mellitus	57.1%
Prioritizing Client Care: Discharge Planning for Home Diabetes Mellitus Management	57.1%
<b>Establishing Priorities (1 item)</b>	
Urinary Tract Infection: Findings Associated with Urosepsis	92.9%
<b>Ethical Practice (1 item)</b>	
Ethical Responsibilities: Client Understanding of Organ Donation	85.7%
<b>Legal Responsibilities (5 items)</b>	
Legal Responsibilities: Recognizing Scope of Practice	28.6%
Legal Responsibilities: Securing Client Valuables	35.7%
Bacterial, Viral, and Fungal Infections: Nationally Notifiable Infectious Diseases	50.0%
Injury Prevention, Security Plans, and Reporting Incidents: Unsafe Care	100.0%
Legal Responsibilities: Physical Abuse	100.0%
<b>Performance Improvement/Quality Improvement (1 item)</b>	
Performance Improvement: Outcome Indicator	78.6%
<b>Referral Process (3 items)</b>	
Female Cancers: Appropriate Referrals	57.1%
Cerebrovascular Accident: Appropriate Referral	78.6%
Client Advocacy: Managing Treatment Costs	78.6%
<b>Resource Management (1 item)</b>	
Managing Client Care: Cost-Effectiveness	42.9%
<b>Safety and Infection Control (21 items)</b>	
<b>Accident/Error/Injury Prevention (2 items)</b>	
Cognitive Disorders: Planning Care in an Adult Day Care Setting	35.7%
Health Promotion and the Infant (Birth to 1 Year): Crib Safety	92.9%
<b>Emergency Response Plan (2 items)</b>	
Disaster Planning and Emergency Management: Recommending Clients for Discharge	28.6%
Disaster Planning and Emergency Management: Responding to Fire	64.3%

## Topics To Review

	% of students answering the Item Correctly
<b>Ergonomic Principles (1 item)</b>	
Ergonomic Principles: Providing Assistance	71.4%
<b>Handling Hazardous and Infectious Materials (2 items)</b>	
Handling Hazardous Materials: Intracavity Radiation Therapy	64.3%
Handling Infectious Materials: MRSA	71.4%
<b>Home Safety (1 item)</b>	
Home Safety: Evaluating Client Understanding of Home Safety	85.7%
<b>Reporting of Incident/Event/Irregular Occurrence/Variance (2 items)</b>	
Reporting Incidents: Appropriate Procedure	64.3%
Incident Reports: Identifying the Need for Occurrence Reporting	85.7%
<b>Restraints and Safety Devices (2 items)</b>	
Client Safety: Applying Wrist Restraints	50.0%
Legal and Ethical Issues in Mental Health Nursing: Appropriate Use of Seclusion	78.6%
<b>Safe Use of Equipment (2 items)</b>	
Oxygen Therapy: Monitoring Delivery	57.1%
Oxygen Therapy: Home Safety	85.7%
<b>Standard Precautions/Transmission-Based Precautions/Surgical Asepsis (7 items)</b>	
Common Respiratory Illnesses: Period of Contagion	28.6%
Medical and Surgical Asepsis: Hand Hygiene	57.1%
Tuberculosis: Transmission Precautions	71.4%
Communicable Diseases: Management of Varicella	78.6%
Infection Control: Transmission Precautions	85.7%
Infection Control: Appropriate Application Standard Precautions	92.9%
Cancers: Caring for Clients Who are Immunocompromised	100.0%
<b>Health Promotion and Maintenance (15 items)</b>	
<b>Ante/Intra/Postpartum and Newborn Care (4 items)</b>	
Meeting the Nutritional Needs of Newborns: Breastfeeding	35.7%
Nursing Care of the Newborn: Cord Care	50.0%
Nursing Care of the Newborn: Breastfeeding	78.6%
Nursing Care of the Newborn: Reinforcing Teaching About Breastfeeding	85.7%
<b>Data Collection Techniques (2 items)</b>	
Hyperbilirubinemia: Phototherapy	35.7%
Legal Responsibilities: Appropriate Documentation	100.0%
<b>Developmental Stages and Transitions (3 items)</b>	
Health Promotion of the Infant (Birth to 1 Year): Developmental Milestones	71.4%
Amputation: Body Image Change	78.6%
Health Promotion and the Toddler: Age-Appropriate Activities	92.9%
<b>Health Promotion/Disease Prevention (3 items)</b>	
Childhood Immunizations: Contraindications	28.6%
Breasts: Self-Examination	35.7%
Health Promotion and the Adolescent (12 to 20 Years): Testicular Examination	57.1%
<b>Lifestyle Choices (2 items)</b>	
Contraception: Appropriate Methods for an Adolescent	35.7%
Contraception: Appropriate Use of Contraception	71.4%
<b>Self Care (1 item)</b>	

## Topics To Review

	% of students answering the Item Correctly
Older Adult (over 65 years): Activities of Daily Living	92.9%
<b>Psychosocial Integrity (15 items)</b>	
<b>Behavioral Management (4 items)</b>	
Eating Disorders: Anorexia Nervosa	35.7%
Eating Disorders: Behavioral Management	50.0%
Personality Disorders: Discharge Teaching	50.0%
Anger Management: Priority Interventions	64.3%
<b>Coping Mechanisms (1 item)</b>	
Client Education: Identifying Client Needs	100.0%
<b>Crisis Intervention (3 items)</b>	
Anxiety Disorders: Panic Attack	42.9%
Crisis Management: Acute Anxiety	71.4%
Suicide: Priority Actions	100.0%
<b>Cultural Awareness (2 items)</b>	
Cultural Awareness: Food and Nutrition: Dietary Restrictions	64.3%
Effective Communication: Sensitivity in Communication	71.4%
<b>End of Life Concepts (1 item)</b>	
Care of Those Who are Dying and/or Grieving: Reinforcing Family Teaching	21.4%
<b>Mental Health Concepts (4 items)</b>	
Understanding Anxiety and Defense Mechanisms: Borderline Personality Disorder	50.0%
Cognitive Disorders: Recognizing Behaviors	71.4%
Depression: Planning Care	78.6%
Bipolar Disorders: Recognizing Manifestations	85.7%
<b>Basic Care and Comfort (18 items)</b>	
<b>Assistive Devices (1 item)</b>	
Oxygen Therapy: Use of CPAP Machine	92.9%
<b>Elimination (4 items)</b>	
Benign Prostatic Hypertrophy: Post Operative Care	50.0%
Bowel Elimination Needs: Evaluating Client Teaching on Constipation	57.1%
Urinary Elimination: Assisting a Client to Use a Bedpan	100.0%
Urinary Incontinence: Preventing Skin Breakdown	100.0%
<b>Mobility/Immobility (3 items)</b>	
Promoting Venous Return: Appropriate Actions to Decrease Swelling of Lower Extremities	28.6%
Immobilizing Interventions: Casts, Splints, and Traction: Buck's Traction	42.9%
Musculoskeletal Congenital Disorders: Congenital Clubfoot, Dysplasia of the Hip, Scoliosis: Pavlik Harness	71.4%
<b>Non-Pharmacological Comfort Interventions (5 items)</b>	
Pain Management: Nonpharmacological Pain Management	28.6%
Respiratory Cancers: Managing Chemotherapy-Related Mucositis	42.9%
Fractures: Therapeutic Management of an Injury	71.4%
Complementary and Alternative Therapies: Reinforcing Client Teaching about Music Therapy	92.9%
Complementary Alternative Therapies: Non-pharmacological Interventions	100.0%
<b>Nutrition and Oral Hydration (3 items)</b>	
Cerebrovascular Accident: Assisting with Meals	71.4%
Sources of Nutrition: Wound Healing	92.9%
Sources of Nutrition: Low-Potassium Diet	100.0%

## Topics To Review

	% of students answering the Item Correctly
<b>Rest and Sleep (2 items)</b>	
Heart Failure: Planning Care	57.1%
Cognitive Disorders: Interventions to Promote Sleep	92.9%
<b>Pharmacological and Parenteral Therapies (21 items)</b>	
<b>Adverse Effects/Contraindications/Side Effects/Interactions (9 items)</b>	
Mycobacterial, Fungal, and Parasitic Infections: Medication Interactions with Metronidazole	14.3%
Endocrine Disorders: Side Effects	28.6%
Medications Affecting Blood Pressure: Spironolactone (Aldactone)	57.1%
Heparin: Adverse Effects	64.3%
Iron Preparations: Side Effects	64.3%
Progesterones: Adverse Effects	71.4%
Beta2-Adrenergic Agonists: Helping the Client Understand Therapy	85.7%
Anticoagulants: Reinforcing Client Teaching	92.9%
Opioid Agonists: Preventing Side Effects	92.9%
<b>Dosage Calculation (4 items)</b>	
Common Respiratory Illnesses: Pneumonia	50.0%
Basic Dosage Calculation: IM Medication Administration	85.7%
Dosage Calculation: Powdered Dosages	85.7%
Dosage Calculation: IV Flow Rate	100.0%
<b>Expected Actions/Outcomes (3 items)</b>	
Endocrine Disorders: Levothyroxine (Synthroid)	42.9%
Cardiac Glycosides: Client Teaching About Digoxin (Lanoxin)	57.1%
Nursing Care of the Newborn: Administration of Vitamin K	64.3%
<b>Medication Administration (5 items)</b>	
Angina: Nitroglycerin (Nitro-Dur)	50.0%
Basic Principles of Medication Administration: Appropriate Positioning	50.0%
Medications Affecting Coagulation: Coumadin (Warfarin)	71.4%
Insulin: Mixing Insulin	78.6%
Safe Medication Administration and Error Reduction: Appropriate Site for IM Injection	85.7%
<b>Reduction of Risk Potential (18 items)</b>	
<b>Changes/Abnormalities in Vital Signs (1 item)</b>	
Blood Pressure: Abnormal Vital Signs	28.6%
<b>Diagnostic Tests (1 item)</b>	
Renal Diagnostic Procedures: Intravenous Pyelogram (IVP)	28.6%
<b>Laboratory Values (4 items)</b>	
Hypertension: Creatinine Clearance Test	64.3%
Electrolyte Imbalances: Reporting Abnormal Findings	71.4%
Normal Physiologic Changes in Pregnancy: Laboratory Values	85.7%
Acid-Base Imbalances: Interpreting Laboratory Results	92.9%
<b>Potential for Alterations in Body Systems (6 items)</b>	
Prenatal Care: Supine Hypotension	64.3%
Complications of Pregnancy: Hyperemesis Gravidarum	78.6%
Diabetes Management: Evaluating Client Response to Foot Care Teaching	78.6%
Complications of Pregnancy: Identifying Manifestations of Placenta Previa	92.9%
Vascular Access: Care for AV Shunt	92.9%

## Topics To Review

	% of students answering the Item Correctly
Immobilizing Interventions: Casts, Splints, and Traction: Data Collection	100.0%
<b>Potential for Complications of Diagnostic Tests/Treatments/Procedures (3 items)</b>	
Electroconvulsive Therapy: Reinforcing Teaching	50.0%
Mechanical Ventilation: Planning Care	57.1%
Musculoskeletal Congenital Disorders: Skin Care	78.6%
<b>Potential for Complications from Surgical Procedures and Health Alterations (2 items)</b>	
Amputations: Discharge Teaching	28.6%
Systemic Lupus Erythematosus: Hygiene	78.6%
<b>Therapeutic Procedures (1 item)</b>	
Urinary Elimination Needs and Specimen Collection: Catheterization for Residual Urine	64.3%
<b>Physiological Adaptation (18 items)</b>	
<b>Alterations in Body Systems (6 items)</b>	
Temperature: Reducing Fever	35.7%
Chest Tube Monitoring: Reporting Complications	50.0%
Head Injury: Interventions for Increased Intracranial Pressure	71.4%
Diabetes Management: Hypoglycemia	78.6%
Urinary Tract Infection: Reinforcing Teaching	78.6%
Meningitis: Expected Findings	100.0%
<b>Basic Pathophysiology (5 items)</b>	
Peripheral Arterial Disease: Monitoring Circulation	42.9%
Cystic Fibrosis: Expected Findings	64.3%
Respiratory Cancers: Identifying Manifestations	64.3%
Peripheral Vascular Disease: Data Collection	92.9%
Heart Failure: Recognizing Manifestations	100.0%
<b>Fluid and Electrolyte Imbalances (2 items)</b>	
Electrolyte Imbalances: Hypocalcemia	50.0%
Fluid Imbalances: Identifying Fluid Volume Deficit	57.1%
<b>Medical Emergencies (3 items)</b>	
Pulmonary Embolism: Appropriate Nursing Interventions	64.3%
Asthma: Emergency Management of Bee Sting Allergy	92.9%
Wound Evisceration: Emergency Management	100.0%
<b>Radiation Therapy (1 item)</b>	
Cancer and Oncological Emergencies: Client Teaching about Radiation	35.7%
<b>Unexpected Response to Therapies (1 item)</b>	
Angiography: Priority Intervention for Postoperative Bleeding	57.1%

## Outcomes

Thinking Skills	No of Items	Group Score	Description
Clinical Judgment/Critical Thinking PN 2011	108	67.4%	Ability to use critical thinking skills (interpretation, analysis, evaluation, inference, and explanation) to make a clinical judgment regarding a posed clinical problem. Includes cognitive abilities of application and analysis.
Foundational Thinking in Nursing PN 2011	42	68.4%	Ability to recall and comprehend information and concepts foundational to quality nursing practice.

Priority Setting in Nursing	No of Items	Group Score	Description
	22	71.1%	Ability to demonstrate nursing judgment in making decisions about priority responses to a client problem. Also includes establishing priorities regarding the sequence of care to be provided to multiple clients.

Nursing Process	No of Items	Group Score	Description
Data Collection (PN 2011)	29	72.9%	Ability to apply nursing knowledge to the systematic collection of data about the client's present health status in order to identify the client's needs and to identify appropriate assessments to be performed based on client findings. Also includes ability to ask the client appropriate questions, listen carefully to the client's responses, and respond appropriately. Nurses must continuously use appropriate methods to safely collect comprehensive client data.
Planning (PN 2011)	16	60.7%	Ability to participate in the development of an appropriate plan of care for clients with specific health alterations or needs for health promotion/maintenance. Includes the ability to contribute to the establishment of priorities and desired outcomes of care that can be readily measured and evaluated.
Implementation/Therapeutic Nursing Intervention (PN 2011)	78	68.5%	Ability to use clinical judgment and critical thinking to select and implement appropriate therapeutic interventions based on nursing knowledge, priorities of care, and planned goals or outcomes in order to promote, maintain, or restore a client's health. Also includes the ability to appropriately respond to an unplanned event (e.g., observation of unsafe practice, change in client status) and to routinely take measures to minimize a client's risk.
Evaluation (PN 2011)	27	63.8%	Ability to evaluate a client's response to nursing interventions and to reach a nursing judgment regarding the extent to which goals and outcomes have been met. Also includes the ability to assess client/staff understanding of instruction, the effectiveness of intervention, and the recognition of a need for further intervention.

Clinical Topics	No of Items	Group Score	Description
Adult Medical Surgical Nursing PN 2011	59	67.4%	Ability to apply medical/surgical nursing knowledge to clinical problems experienced by adults. Topics include care of clients with cardiovascular, hematologic, gastrointestinal, neurosensory, endocrine, fluid and electrolyte, integumentary, lymph/immune/infectious, renal and urinary, musculoskeletal, reproductive, and respiratory disorders as well as topics relevant to perioperative nursing care.
Nursing Care of Children PN 2011	16	68.8%	Ability to apply nursing knowledge to clinical problems experienced by children. Topics include basic concepts (e.g., medication administration, physical assessment, nutritional needs), care of children with various system disorders, care of children experiencing pediatric emergencies (e.g., accidental poisoning, respiratory arrest), and care of children with psychosocial disorders.
Maternal Newborn Nursing PN 2011	13	61.0%	Ability to apply nursing knowledge to perinatal nursing care. Topics include antepartum, intrapartum, and postpartum nursing care as well as care of the newborn.
Mental Health Nursing PN 2011	18	63.9%	Ability to apply nursing knowledge to the care of clients with mental health disorders. Topics include foundational mental health concepts (e.g., therapeutic communication, therapeutic milieu, legal/ethical issues), care of clients experiencing psychobiologic disorders, and care of clients receiving traditional nonpharmacological and psychopharmacological therapies.





# Score Explanation and Interpretation

## Group Performance Profile

### Group Score:

This score is determined by adding all of the individual scores from the group and dividing the sum by the number of individuals in the group. This group score describes how, on average, the students within the group performed on the assessment (or within a designated sub scale).

$$\frac{\text{Sum of Individual Scores Within the Group}}{\text{Number of Individuals in the Group}}$$

= Group Score

For example:

$$\frac{40.7\% + 53.2\% + 69.4\% + 70.8\% + 82.1\%}{5 \text{ Individuals in the Group}}$$

= 63.2%

Group scores can be interpreted through "criterion-referenced" or "norm-referenced" measures. Criterion-referenced measures are best used to determine if an established standard has been met (e.g., % of students achieving a particular score or probability of passing). Norm-referenced measures can be useful for comparing performance to other students or groups.

**NA:** Data not available.

**Pretest Items:** There are 30 unscored pretest questions throughout the assessment, and 150 scored questions. The pretest questions are used for research purposes.

**Topics to Review:** Based on the questions missed on this assessment, a listing of content areas and topics to review is provided. A variety of learning resources may be used in the review process, including content, images, animations and videos in select components of ATI's Content Mastery Series® Review Modules, and online practice assessments.

Please consider Virtual-ATI NCLEX® Review: an online, post-graduation, NCLEX review guided by a virtual coach – a master's-prepared nurse educator – who will let you know with greater than 97 percent accuracy when you are ready to test and pass NCLEX. For more information on Virtual-ATI NCLEX Review, as well as other post-graduation NCLEX prep products, visit the ATI website at <https://www.atitesting.com/Solutions/PostGraduation.aspx>

### % of Group Meeting

#### Institution Benchmark:

Institutions have the option to set their own benchmarks. If your institution has not set a benchmark for the assessment this score report field will be "NA".

#### Criterion-Referenced Measure – Probability of Passing NCLEX-PN®:

The following expectancy table was developed by comparing PN Comprehensive Predictor® 2011 individual scores to NCLEX-PN® performance for a sample of PN students. As can be seen from the table, higher Predictor scores tend to indicate a higher probability of passing the NCLEX-PN®. However, students should use caution when interpreting the table because numerous factors can influence performance on both the Predictor and the NCLEX-PN®. The expectancy table pertains only to individual scores and not to group scores.

For example, note that a student with a score of 68.0% correct would be expected to have a 90% chance of passing the NCLEX-PN® on the first attempt. Although this is a high probability of success, it is not a guarantee. For every 100 students with this score, 90 are predicted to pass and 10 are predicted to fail.

### PN Comprehensive Predictor® 2011 Expectancy Table.

PN Comprehensive Predictor® 2011 Individual Score	Predicted Probability of Passing the NCLEX-PN®
80.0% - 100.0%	99%
77.3% - 79.3%	98%
75.3% - 76.7%	97%
73.3% - 74.7%	96%
71.3% - 72.7%	94% - 95%
68.7% - 70.7%	91% - 93%
66.7% - 68.0%	88% - 90%
64.7% - 66.0%	84% - 86%
63.3% - 64.0%	80% - 82%
61.3% - 62.7%	74% - 78%
56.7% - 60.7%	57% - 72%
0.0% - 56.0%	1% - 54%

#### Norm-Referenced Measures:

Means and percentile ranks can be useful for comparing performance to other PN nursing students or groups. These means and percentile ranks are initially set on a volunteer norming sample. They are reviewed annually, and may be periodically reset as more students take the assessments.

#### Mean - National:

The group mean - national is the average of all PN group scores (within a specified sample from the ATI data pool) for this assessment. The individual mean - national is based on all PN student scores in the sample.

#### Percentile Rank - National:

The national percentile rank refers to the proportion of groups from all PN nursing programs (within a specified sample from the ATI data pool) whose scores are the same as or lower than your group score.

# Group Performance Profile

## PN Comprehensive Predictor 2011 Form B



Assessment #:	4722964	Adjusted Group Score:	77.0%
Institution:	NCP CON San Francisco PN	% of Group Meeting	
Program Type:	PN	Institution Benchmark:	N/A
Group Size:	4		
Test Date:	11/5/2012		
# of Questions:	150		

### Group Performance Summary Table

Predicted Probability of Passing the NCLEX-PN®	Number of Students at Probability of Passing	PN Comprehensive Predictor 2011 Form B Individual Score	Individual Mean-National
99%	1	80.0% - 100.0%	67.1%
98%	1	77.3% - 79.3%	% of Group Above Individual Mean-National
97%	1	75.3% - 76.7%	
96%	0	73.3% - 74.7%	
94% - 95%	1	71.3% - 72.7%	
91% - 93%	0	68.7% - 70.7%	
88% - 90%	0	66.7% - 68.0%	
84% - 86%	0	64.7% - 66.0%	
80% - 82%	0	63.3% - 64.0%	
74% - 78%	0	61.3% - 62.7%	
57% - 72%	0	56.7% - 60.7%	
1% - 54%	0	0.0% - 56.0%	

### Group Performance in the Major Content Areas

Sub-Scale	# Items	Group Score
Coordinated Care	24	83.3%
Safety and Infection Control	21	83.3%
Health Promotion and Maintenance	15	66.7%
Psychosocial Integrity	15	50.0%
Basic Care and Comfort	18	84.7%
Pharmacological and Parenteral Therapies	21	79.8%
Reduction of Risk Potential	18	73.6%
Physiological Adaptation	18	84.7%



Medication Administration	5	95.0%			▲
Reduction of Risk Potential	18	73.6%			▲
Changes/Abnormalities in Vital Signs	1	75.0%			▲
Diagnostic Tests	1	25.0%	▲		
Laboratory Values	4	68.8%			▲
Potential for Alterations in Body Systems	6	79.2%			▲
Potential for Complications of Diagnostic Tests/Treatments/Procedures	3	100.0%			▲
Potential for Complications from Surgical Procedures and Health Alterations	2	50.0%		▲	
Therapeutic Procedures	1	75.0%			▲
Physiological Adaptation	18	84.7%			▲
Alterations in Body Systems	6	83.3%			▲
Basic Pathophysiology	5	80.0%			▲
Fluid and Electrolyte Imbalances	2	75.0%			▲
Medical Emergencies	3	100.0%			▲
Radiation Therapy	1	75.0%			▲
Unexpected Response to Therapies	1	100.0%			▲

PRELIMINARY

## Topics To Review

	% of students answering the Item Correctly
<b>Coordinated Care (24 items)</b>	
<b>Advance Directives (1 item)</b>	
Client advocacy, Advance Directives, and Informed Consent: Purpose of Living Wills	75.0%
<b>Advocacy (2 items)</b>	
Ethics and Values: Client Advocacy	75.0%
Client Advocacy, Advance Directives, and Informed Consent: Obtaining Consent When the Client Does Not Speak English	100.0%
<b>Client Care Assignments (2 items)</b>	
Assigning, Delegating and Supervising Client Care: Appropriate Delegation to Assistive Personnel	100.0%
Delegating: Assigning Task to Assistive Personnel	100.0%
<b>Collaboration with Interdisciplinary Team (3 items)</b>	
Collaboration with Interdisciplinary Team: Coordination of Care	50.0%
Coordinating Client Care: Discharging a Client	100.0%
Spinal Cord Injury: Client Referral	100.0%
<b>Concepts of Management and Supervision (2 items)</b>	
Assigning, Delegating, and Supervising Client Care: Appropriate Assignment for Float Nurse	100.0%
Assigning, Delegating, and Supervising Client Care: Supervising Assistive Personnel	100.0%
<b>Continuity of Care (2 items)</b>	
Prioritizing Client Care: Discharge Planning for Home Diabetes Mellitus Management	25.0%
Continuity of Care, Case Management, and Discharge Planning: Discharging a Client Diagnosed with Diabetes Mellitus	100.0%
<b>Establishing Priorities (1 item)</b>	
Urinary Tract Infection: Findings Associated with Urosepsis	100.0%
<b>Ethical Practice (1 item)</b>	
Ethical Responsibilities: Client Understanding of Organ Donation	75.0%
<b>Legal Responsibilities (5 items)</b>	
Legal Responsibilities: Recognizing Scope of Practice	50.0%
Injury Prevention, Security Plans, and Reporting Incidents: Unsafe Care	75.0%
Bacterial, Viral, and Fungal Infections: Nationally Notifiable Infectious Diseases	100.0%
Legal Responsibilities: Physical Abuse	100.0%
Legal Responsibilities: Securing Client Valuables	100.0%
<b>Performance Improvement/Quality Improvement (1 item)</b>	
Performance Improvement: Outcome Indicator	0.0%
<b>Referral Process (3 items)</b>	
Client Advocacy: Managing Treatment Costs	75.0%
Cerebrovascular Accident: Appropriate Referral	100.0%
Female Cancers: Appropriate Referrals	100.0%
<b>Resource Management (1 item)</b>	
Managing Client Care: Cost-Effectiveness	100.0%
<b>Safety and Infection Control (21 items)</b>	
<b>Accident/Error/Injury Prevention (2 items)</b>	
Cognitive Disorders: Planning Care in an Adult Day Care Setting	0.0%
Health Promotion and the Infant (Birth to 1 Year): Crib Safety	100.0%
<b>Emergency Response Plan (2 items)</b>	
Disaster Planning and Emergency Management: Recommending Clients for Discharge	100.0%
Disaster Planning and Emergency Management: Responding to Fire	100.0%

## Topics To Review

	% of students answering the Item Correctly
<b>Ergonomic Principles (1 item)</b>	
Ergonomic Principles: Providing Assistance	100.0%
<b>Handling Hazardous and Infectious Materials (2 items)</b>	
Handling Hazardous Materials: Intracavity Radiation Therapy	0.0%
Handling Infectious Materials: MRSA	100.0%
<b>Home Safety (1 item)</b>	
Home Safety: Evaluating Client Understanding of Home Safety	100.0%
<b>Reporting of Incident/Event/Irregular Occurrence/Variance (2 items)</b>	
Incident Reports: Identifying the Need for Occurrence Reporting	50.0%
Reporting Incidents: Appropriate Procedure	75.0%
<b>Restraints and Safety Devices (2 items)</b>	
Client Safety: Applying Wrist Restraints	100.0%
Legal and Ethical Issues in Mental Health Nursing: Appropriate Use of Seclusion	100.0%
<b>Safe Use of Equipment (2 items)</b>	
Oxygen Therapy: Monitoring Delivery	50.0%
Oxygen Therapy: Home Safety	100.0%
<b>Standard Precautions/Transmission-Based Precautions/Surgical Asepsis (7 items)</b>	
Tuberculosis: Transmission Precautions	75.0%
Cancers: Caring for Clients Who are Immunocompromised	100.0%
Common Respiratory Illnesses: Period of Contagion	100.0%
Communicable Diseases: Management of Varicella	100.0%
Infection Control: Appropriate Application Standard Precautions	100.0%
Infection Control: Transmission Precautions	100.0%
Medical and Surgical Asepsis: Hand Hygiene	100.0%
<b>Health Promotion and Maintenance (15 items)</b>	
<b>Ante/Intra/Postpartum and Newborn Care (4 items)</b>	
Meeting the Nutritional Needs of Newborns: Breastfeeding	0.0%
Nursing Care of the Newborn: Breastfeeding	25.0%
Nursing Care of the Newborn: Reinforcing Teaching About Breastfeeding	75.0%
Nursing Care of the Newborn: Cord Care	100.0%
<b>Data Collection Techniques (2 items)</b>	
Hyperbilirubinemia: Phototherapy	0.0%
Legal Responsibilities: Appropriate Documentation	100.0%
<b>Developmental Stages and Transitions (3 items)</b>	
Amputation: Body Image Change	100.0%
Health Promotion and the Toddler: Age-Appropriate Activities	100.0%
Health Promotion of the Infant (Birth to 1 Year): Developmental Milestones	100.0%
<b>Health Promotion/Disease Prevention (3 items)</b>	
Childhood Immunizations: Contraindications	0.0%
Health Promotion and the Adolescent (12 to 20 Years): Testicular Examination	75.0%
Breasts: Self-Examination	100.0%
<b>Lifestyle Choices (2 items)</b>	
Contraception: Appropriate Methods for an Adolescent	25.0%
Contraception: Appropriate Use of Contraception	100.0%
<b>Self Care (1 item)</b>	

## Topics To Review

	% of students answering the Item Correctly
Older Adult (over 65 years): Activities of Daily Living	100.0%
<b>Psychosocial Integrity (15 items)</b>	
<b>Behavioral Management (4 items)</b>	
Eating Disorders: Anorexia Nervosa	0.0%
Personality Disorders: Discharge Teaching	0.0%
Eating Disorders: Behavioral Management	25.0%
Anger Management: Priority Interventions	50.0%
<b>Coping Mechanisms (1 item)</b>	
Client Education: Identifying Client Needs	75.0%
<b>Crisis Intervention (3 items)</b>	
Anxiety Disorders: Panic Attack	0.0%
Suicide: Priority Actions	50.0%
Crisis Management: Acute Anxiety	75.0%
<b>Cultural Awareness (2 items)</b>	
Cultural Awareness: Food and Nutrition: Dietary Restrictions	75.0%
Effective Communication: Sensitivity in Communication	100.0%
<b>End of Life Concepts (1 item)</b>	
Care of Those Who are Dying and/or Grieving: Reinforcing Family Teaching	0.0%
<b>Mental Health Concepts (4 items)</b>	
Depression: Planning Care	50.0%
Understanding Anxiety and Defense Mechanisms: Borderline Personality Disorder	50.0%
Bipolar Disorders: Recognizing Manifestations	100.0%
Cognitive Disorders: Recognizing Behaviors	100.0%
<b>Basic Care and Comfort (18 items)</b>	
<b>Assistive Devices (1 item)</b>	
Oxygen Therapy: Use of CPAP Machine	100.0%
<b>Elimination (4 items)</b>	
Benign Prostatic Hypertrophy: Post Operative Care	50.0%
Bowel Elimination Needs: Evaluating Client Teaching on Constipation	50.0%
Urinary Elimination: Assisting a Client to Use a Bedpan	100.0%
Urinary Incontinence: Preventing Skin Breakdown	100.0%
<b>Mobility/Immobility (3 items)</b>	
Musculoskeletal Congenital Disorders: Congenital Clubfoot, Dysplasia of the Hip, Scoliosis: Pavlik Harness	75.0%
Promoting Venous Return: Appropriate Actions to Decrease Swelling of Lower Extremities	75.0%
Immobilizing Interventions: Casts, Splints, and Traction: Buck's Traction	100.0%
<b>Non-Pharmacological Comfort Interventions (5 items)</b>	
Pain Management: Nonpharmacological Pain Management	75.0%
Complementary Alternative Therapies: Non-pharmacological Interventions	100.0%
Complementary and Alternative Therapies: Reinforcing Client Teaching about Music Therapy	100.0%
Fractures: Therapeutic Management of an Injury	100.0%
Respiratory Cancers: Managing Chemotherapy-Related Mucositis	100.0%
<b>Nutrition and Oral Hydration (3 items)</b>	
Cerebrovascular Accident: Assisting with Meals	50.0%
Sources of Nutrition: Wound Healing	75.0%
Sources of Nutrition: Low-Potassium Diet	100.0%

## Topics To Review

	% of students answering the Item Correctly
<b>Rest and Sleep: (2 items)</b>	
Cognitive Disorders: Interventions to Promote Sleep	75.0%
Heart Failure: Planning Care	100.0%
<b>Pharmacological and Parenteral Therapies (21 items)</b>	
<b>Adverse Effects/Contraindications/Side Effects/Interactions (9 items)</b>	
Heparin: Adverse Effects	0.0%
Medications Affecting Blood Pressure: Spironolactone (Aldactone)	0.0%
Endocrine Disorders: Side Effects	75.0%
Mycobacterial, Fungal, and Parasitic Infections: Medication Interactions with Metronidazole	75.0%
Progesterones: Adverse Effects	75.0%
Anticoagulants: Reinforcing Client Teaching	100.0%
Beta2-Adrenergic Agonists: Helping the Client Understand Therapy	100.0%
Iron Preparations: Side Effects	100.0%
Opioid Agonists: Preventing Side Effects	100.0%
<b>Dosage Calculation (4 items)</b>	
Common Respiratory Illnesses: Pneumonia	25.0%
Basic Dosage Calculation: IM Medication Administration	75.0%
Dosage Calculation: IV Flow Rate	100.0%
Dosage Calculation: Powdered Dosages	100.0%
<b>Expected Actions/Outcomes (3 items)</b>	
Endocrine Disorders: Levothyroxine (Synthroid)	75.0%
Cardiac Glycosides: Client Teaching About Digoxin (Lanoxin)	100.0%
Nursing Care of the Newborn: Administration of Vitamin K	100.0%
<b>Medication Administration (5 items)</b>	
Angina: Nitroglycerin (Nitro-Dur)	75.0%
Basic Principles of Medication Administration: Appropriate Positioning	100.0%
Insulin: Mixing Insulin	100.0%
Medications Affecting Coagulation: Coumadin (Warfarin)	100.0%
Safe Medication Administration and Error Reduction: Appropriate Site for IM Injection	100.0%
<b>Reduction of Risk Potential (18 items)</b>	
<b>Changes/Abnormalities in Vital Signs (1 item)</b>	
Blood Pressure: Abnormal Vital Signs	75.0%
<b>Diagnostic Tests (1 item)</b>	
Renal Diagnostic Procedures: Intravenous Pyelogram (IVP)	25.0%
<b>Laboratory Values (4 items)</b>	
Hypertension: Creatinine Clearance Test	50.0%
Normal Physiologic Changes in Pregnancy: Laboratory Values	50.0%
Electrolyte Imbalances: Reporting Abnormal Findings	75.0%
Acid-Base Imbalances: Interpreting Laboratory Results	100.0%
<b>Potential for Alterations in Body Systems (6 items)</b>	
Diabetes Management: Evaluating Client Response to Foot Care Teaching	50.0%
Prenatal Care: Supine Hypotension	50.0%
Vascular Access: Care for AV Shunt	75.0%
Complications of Pregnancy: Hyperemesis Gravidarum	100.0%
Complications of Pregnancy: Identifying Manifestations of Placenta Previa	100.0%

## Topics To Review

	% of students answering the Item Correctly
Immobilizing Interventions: Casts, Splints, and Traction: Data Collection	100.0%
<b>Potential for Complications of Diagnostic Tests/Treatments/Procedures (3 items)</b>	
Electroconvulsive Therapy: Reinforcing Teaching	100.0%
Mechanical Ventilation: Planning Care	100.0%
Musculoskeletal Congenital Disorders: Skin Care	100.0%
<b>Potential for Complications from Surgical Procedures and Health Alterations (2 items)</b>	
Amputations: Discharge Teaching	25.0%
Systemic Lupus Erythematosus: Hygiene	75.0%
<b>Therapeutic Procedures (1 item)</b>	
Urinary Elimination Needs and Specimen Collection: Catheterization for Residual Urine	75.0%
<b>Physiological Adaptation (18 items)</b>	
<b>Alterations in Body Systems (6 items)</b>	
Head Injury: Interventions for Increased Intraocular Pressure	50.0%
Temperature: Reducing Fever	75.0%
Urinary Tract Infection: Reinforcing Teaching	75.0%
Chest Tube Monitoring: Reporting Complications	100.0%
Diabetes Management: Hypoglycemia	100.0%
Meningitis: Expected Findings	100.0%
<b>Basic Pathophysiology (5 items)</b>	
Peripheral Arterial Disease: Monitoring Circulation	25.0%
Respiratory Cancers: Identifying Manifestations	75.0%
Cystic Fibrosis: Expected Findings	100.0%
Heart Failure: Recognizing Manifestations	100.0%
Peripheral Vascular Disease: Data Collection	100.0%
<b>Fluid and Electrolyte Imbalances (2 items)</b>	
Electrolyte Imbalances: Hypocalcemia	75.0%
Fluid Imbalances: Identifying Fluid Volume Deficit	75.0%
<b>Medical Emergencies (3 items)</b>	
Asthma: Emergency Management of Bee Sting Allergy	100.0%
Pulmonary Embolism: Appropriate Nursing Interventions	100.0%
Wound Evisceration: Emergency Management	100.0%
<b>Radiation Therapy (1 item)</b>	
Cancer and Oncological Emergencies: Client Teaching about Radiation	75.0%
<b>Unexpected Response to Therapies (1 item)</b>	
Angiography: Priority Intervention for Postoperative Bleeding	100.0%

## Outcomes

Thinking Skills	No of Items	Group Score	Description
Clinical Judgment/Critical Thinking PN 2011	108	76.4%	Ability to use critical thinking skills (interpretation, analysis, evaluation, inference, and explanation) to make a clinical judgment regarding a posed clinical problem. Includes cognitive abilities of application and analysis.
Foundational Thinking in Nursing PN 2011	42	78.6%	Ability to recall and comprehend information and concepts foundational to quality nursing practice.

Priority Setting in Nursing	No of Items	Group Score	Description
	22	75.0%	Ability to demonstrate nursing judgment in making decisions about priority responses to a client problem. Also includes establishing priorities regarding the sequence of care to be provided to multiple clients.

Nursing Process	No of Items	Group Score	Description
Data Collection (PN 2011)	29	78.4%	Ability to apply nursing knowledge to the systematic collection of data about the client's present health status in order to identify the client's needs and to identify appropriate assessments to be performed based on client findings. Also includes ability to ask the client appropriate questions; listen carefully to the client's responses; and respond appropriately. Nurses must continuously use appropriate methods to safely collect comprehensive client data.
Planning (PN 2011)	16	75.0%	Ability to participate in the development of an appropriate plan of care for clients with specific health alterations or needs for health promotion/maintenance. Includes the ability to contribute to the establishment of priorities and desired outcomes of care that can be readily measured and evaluated.
Implementation/Therapeutic Nursing Intervention (PN 2011)	78	75.0%	Ability to use clinical judgment and critical thinking to select and implement appropriate therapeutic interventions based on nursing knowledge, priorities of care, and planned goals or outcomes in order to promote, maintain, or restore a client's health. Also includes the ability to appropriately respond to an unplanned event (e.g., observation of unsafe practice, change in client status) and to routinely take measures to minimize a client's risk.
Evaluation (PN 2011)	27	82.4%	Ability to evaluate a client's response to nursing interventions and to reach a nursing judgment regarding the extent to which goals and outcomes have been met. Also includes the ability to assess client/staff understanding of instruction, the effectiveness of intervention, and the recognition of a need for further intervention.

Clinical Topics	No of Items	Group Score	Description
Adult Medical Surgical Nursing PN 2011	59	78.8%	Ability to apply medical/surgical nursing knowledge to clinical problems experienced by adults. Topics include care of clients with cardiovascular, hematologic, gastrointestinal, neurosensory, endocrine, fluid and electrolyte, integumentary, lymph/immune/infectious, renal and urinary, musculoskeletal, reproductive, and respiratory disorders as well as topics relevant to perioperative nursing care.
Nursing Care of Children PN 2011	16	84.4%	Ability to apply nursing knowledge to clinical problems experienced by children. Topics include basic concepts (e.g., medication administration, physical assessment, nutritional needs), care of children with various system disorders, care of children experiencing pediatric emergencies (e.g., accidental poisoning, respiratory arrest), and care of children with psychosocial disorders.
Maternal Newborn Nursing PN 2011	13	61.5%	Ability to apply nursing knowledge to perinatal nursing care. Topics include antepartum, intrapartum, and postpartum nursing care as well as care of the newborn.
Mental Health Nursing PN 2011	18	54.2%	Ability to apply nursing knowledge to the care of clients with mental health disorders. Topics include foundational mental health concepts (e.g., therapeutic communication, therapeutic milieu, legal/ethical issues), care of clients experiencing psychobiologic disorders, and care of clients receiving traditional nonpharmacological and psychopharmacological therapies.





# Score Explanation and Interpretation

## Group Performance Profile

### Group Score:

This score is determined by adding all of the individual scores from the group and dividing the sum by the number of individuals in the group. This group score describes how, on average, the students within the group performed on the assessment (or within a designated sub scale).

$$\frac{\text{Sum of Individual Scores Within the Group}}{\text{Number of Individuals in the Group}}$$

= Group Score

For example:

$$\frac{40.7\% + 53.2\% + 69.4\% + 70.8\% + 82.1\%}{5 \text{ Individuals in the Group}}$$

= 63.2%

Group scores can be interpreted through "criterion-referenced" or "norm-referenced" measures. Criterion-referenced measures are best used to determine if an established standard has been met (e.g., % of students achieving a particular score or probability of passing). Norm-referenced measures can be useful for comparing performance to other students or groups.

**NA:** Data not available.

**Pretest Items:** There are 30 unscored pretest questions throughout the assessment, and 150 scored questions. The pretest questions are used for research purposes.

**Topics to Review:** Based on the questions missed on this assessment, a listing of content areas and topics to review is provided. A variety of learning resources may be used in the review process, including content, images, animations and videos in select components of ATI's Content Mastery Series® Review Modules, and online practice assessments.

Please consider Virtual-ATI NCLEX® Review: an online, post-graduation, NCLEX review guided by a virtual coach – a master's-prepared nurse educator – who will let you know with greater than 97 percent accuracy when you are ready to test and pass NCLEX. For more information on Virtual-ATI NCLEX Review, as well as other post-graduation NCLEX prep products, visit the ATI website at <https://www.atitesting.com/Solutions/PostGraduation.aspx>

### % of Group Meeting Institution Benchmark:

Institutions have the option to set their own benchmarks. If your institution has not set a benchmark for the assessment this score report field will be "NA".

### Criterion-Referenced Measure – Probability of Passing NCLEX-PN®:

The following expectancy table was developed by comparing PN Comprehensive Predictor® 2011 individual scores to NCLEX-PN® performance for a sample of PN students. As can be seen from the table, higher Predictor scores tend to indicate a higher probability of passing the NCLEX-PN®. However, students should use caution when interpreting the table because numerous factors can influence performance on both the Predictor and the NCLEX-PN®. The expectancy table pertains only to individual scores and not to group scores.

For example, note that a student with a score of 68.0% correct would be expected to have a 90% chance of passing the NCLEX-PN® on the first attempt. Although this is a high probability of success, it is not a guarantee. For every 100 students with this score, 90 are predicted to pass and 10 are predicted to fail.

### PN Comprehensive Predictor® 2011 Expectancy Table.

PN Comprehensive Predictor® 2011 Individual Score	Predicted Probability of Passing the NCLEX-PN®
80.0% - 100.0%	99%
77.3% - 79.3%	98%
75.3% - 76.7%	97%
73.3% - 74.7%	96%
71.3% - 72.7%	94% - 95%
68.7% - 70.7%	91% - 93%
66.7% - 68.0%	88% - 90%
64.7% - 66.0%	84% - 86%
63.3% - 64.0%	80% - 82%
61.3% - 62.7%	74% - 78%
56.7% - 60.7%	57% - 72%
0.0% - 56.0%	1% - 54%

### Norm-Referenced Measures:

Means and percentile ranks can be useful for comparing performance to other PN nursing students or groups. These means and percentile ranks are initially set on a volunteer norming sample. They are reviewed annually, and may be periodically reset as more students take the assessments.

### Mean - National:

The group mean - national is the average of all PN group scores (within a specified sample from the ATI data pool) for this assessment. The individual mean - national is based on all PN student scores in the sample.

### Percentile Rank - National:

The national percentile rank refers to the proportion of groups from all PN nursing programs (within a specified sample from the ATI data pool) whose scores are the same as or lower than your group score.

Appendix A

Instructor: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

# of Students: \_\_\_\_\_

TEACHING EVALUATION INSTRUMENT  
 FOR PROBATIONARY-STAFF FACULTY  
 (Self/Peer Version)

Using the items below, record your observations. Your mark(s) on or somewhere between the distinctions "outstanding" to "not observed" should indicate what overall assessment for the category is assigned. Likert Scale ranges from 3=Outstanding, 2=Meets Standard, 1=needs improvement to 0=Not Observed.

Category 1: Teaching Methodology

3                      2                      1                      0

- Begins class on time
- Clearly states the purpose of the class
- Defines the relationship of this class session to the previous session
- Selects an effective methodology for teaching class content
- Presents topics with a logical sequence and flow
- Uses state-of-the-art technology as appropriate
- Paces class content appropriately to meet learning objectives
- Answers students' questions clearly and directly

	3	2	1	0	







Category 4: Flexibility in Approaches to Teaching

3 2 1 0

- Assigns readings or relevant activities when appropriate
- Demonstrates ability to stimulate students' interests
- Uses different approaches to explain complex and difficult material
- Uses experiences to illustrate ideas

	3	2	1	0	

Comments: \_\_\_\_\_  
\_\_\_\_\_  
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Category 5: Clinical Teaching

3      2      1      0

- Demonstrates clinical expertise
- Models the role of the professional nurse, consistent with the school and profession
- Clearly states course objectives
- Builds upon /expands previous course learning
- Identifies innovative clinical experience/practice sites
- Implements practice experiences that complement course theory
- Facilitates critical thinking and decision making
- When applicable, conducts pre-and/or post-conferences that complement course theory
- Holds students accountable for professional standards of nursing practice


Comments:

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Evaluator: \_\_\_\_\_ Date \_\_\_\_\_

Faculty Signature: \_\_\_\_\_





- Respects diverse points of view
- Acknowledges error/insufficient knowledge


Comments: \_\_\_\_\_

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Category 4: Flexibility in Approaches to Teaching

- Assigns readings or relevant activities when appropriate
- Demonstrates ability to stimulate students' interests
- Uses different approaches to explain complex and difficult material
- Uses experiences to illustrate ideas

Outstanding      Meets      Weak      NO  
 Expectations  
 5      4      3      2      1      0


Comments: \_\_\_\_\_

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Category 5: Clinical Teaching

- Demonstrates clinical expertise
- Models the role of the professional nurse, consistent with the school and profession
- Clearly states course objectives

Outstanding      Meets      Weak      NO  
 Expectations  
 5      4      3      2      1      0




STAND UP!!!! SIT SOMETIME (CONFIGURATION OF THE ROOM)  
 - look at you up-coming exam, don't look towards the eye,  
 but expand on the idea persisting around the question in  
 the room.

↑  
 answer better  
 in greater  
 command of  
 class!

Evaluator

Date

11/22/12

- 1) IS THERE A PROBLEM IN STANDING UP?
- 2) WOULD THERE BE A PROBLEM IF THE BOOK IS  
CLOSE.
- 3) ASSUME THAT THEY READ (TEXT IT IF NEED BE)  
 → work on behaviours that you want them to have.
- 4) TIE THINGS INTO WHAT YOU ARE THINKING  
 ABOUT = frankly / honestly.

△ If working in a quiet room, how well  
 you recognize these = breath, shift etc they  
 mean.

- 5) LOOK = DIRECT QUESTIONS TO INDIVIDUALS BECAUSE  
 SOME WHO MIGHT have ideas will not voice  
 them out or they are looking but their mind  
 is somewhere else.

100% (00/00) 10/10/2010



Areas for Improvement:

- Demonstrates ability to stimulate students' interests

Reads off the book, student will get the impression of it not being natural and that the lectures are irrelevant because they can also read from it. Also the impression that you are not ready for today's lecture.

Formulate thoughts in your head while getting ready for the lecture and as you prepare so that you don't read. It is not necessary for you to say it word for word per the book but what you think of the concept and how can it be explained in a simple manner. A manner that they can relate to.

- Uses different approaches to explain complex and difficult material

When you speak of a clinical scenario or an experience, tie it with a question.

- Uses experiences to illustrate ideas

Ms. Prinze does this but it tends to be very long and sort of veers away from the topic at hand. It is not a question of not having an experience but when to inject that experience

- Facilitates critical thinking and decision making

Stand up, move around while lecturing (greater command of the class), make them think by directly asking questions to them (some who might have ideas will not voice them out or some, who may be looking at you and seems to be listening are not.)

Revert back to nursing and what they need to know. Do not lecture into the test but lecture or ask questions that deals with the general theory of the question in your test. When giving clinical scenarios, ask them signs and symptoms and then ask them what are they going to do.

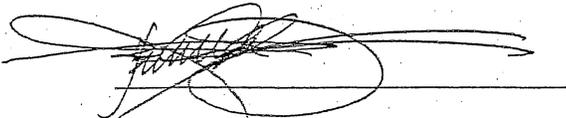
Evaluator     Rolando     Date   11/20/12



October 11, 2012

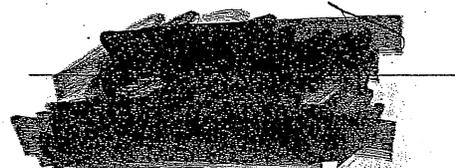
On September 18, we had a discussion on how to further enhance your ability as an instructor. This is secondary to the survey results that you have garnered from the students of both campuses wherein, marks and comments are less than stellar which includes unprofessional and demeaning attitudes towards the students. Per our conversation, these were brought out to your awareness. It is also in this meeting that you were able to bring out your response and to point out that you have been getting high marks during exit interviews and this might have been brought up by students misunderstanding your intentions and approach. Also, during this time, your importance to the college was discussed as well as ways to modify approach to the students in order to foster a nurturing, critically thinking, and accepting environment and that you agree to do as such.

Signed on 10/11/2012

  
\_\_\_\_\_  
Rolando M. Jaochico Jr. RN, BSN

VN Program Director

South San Francisco

  
\_\_\_\_\_  
[Redacted Name]

VN Instructor

South San Francisco

### Clinical Observation Algorithm

Name of Clinical Instructor: [REDACTED]

Clinical Site: Hayward Healthcare

Date of Obs: 03222012

Time(s) of Obs: \_0700-0935

Objectives		Discussion with Clinical Instructor	Recommendations
Criteria	Comments		
1. Actual start time	Started on time		
2. Preconference discussion	Reviewed the objectives for the day		
3. Patient care assignment	Assigned individual students to their patients located on different areas of the facilities.		
4. Monitoring of student activities	Observed walking around and monitors		
5. Postconference discussion			
6. Reiteration of theory courses			
7. Actual end time			

**Comments:**

Being the second day only, the activities for the students at this point were only limited to introduction to their patients and preliminary assessments but the students were seen interacting both to their instructor and to the personnel's of the facility so as to provide services to respective clients. They were also performing stated objectives. When speaking to the instructor, indicated the need to impress administration and the nurses of this facility to allow us to be able to explore the possibility of rotating level 2 students and give meds to the patients. At this point, this is not yet possible secondary to untoward incidents that happened with other schools that also rotate here and most probably, waiting to be established rapport with VN's and RN's in the facility. The instructor was also aware of the on-going observation and that anytime, unannounced and announced visits will be conducted to ensure compliance and reiteration of school and board standards.

**Rolando M. Jaochico Jr. RN, BSN**

VN Program Director

rolando.jaochico@ncpcollegeofnursing.edu

[www.ncpcollegeofnursing.edu](http://www.ncpcollegeofnursing.edu)  
[www.ncpcareercollege.com](http://www.ncpcareercollege.com)

257 Longford Drive, Rm 5  
So. San Francisco, CA 94080  
Phone: 650.871.0701 ext. 110  
Fax: 650.871.0703

21615 Hesperian Blvd, Ste A  
Hayward, CA 94541  
Phone: 510.785.0454  
Fax: 510.785.4165

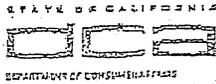


College of Nursing  
Career College

Educate | Grow | Succeed

Exhibit 6D

Rev'd 9/25/12



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



BVNPT Received *Letter*  
on 9/25/12 with MC

### FACULTY APPROVAL APPLICATION

INSTRUCTIONS: Submit form in duplicate. Complete both front and back of this form. Submit separate forms for multiple campuses or if for both Vocational Nurse (VN) and Psychiatric Technician (PT) programs. **ALL REQUESTED INFORMATION IS MANDATORY.** Failure to provide this information will result in the application being rejected as incomplete. **DO NOT SUBMIT** copies of driver's licenses, social security cards, passports, or other personal documents.

FOR BOARD USE ONLY	
Date Received	9/25/12
Applicant	Wendell Charnock, etc
Staff #	257962

Print Legibly in Ink

1. SCHOOL AND CAMPUS NAME <u>South San Francisco campus</u> <u>NEP COLLEGE OF NURSING</u>		2. TYPE OF PROGRAM (check one) <input checked="" type="checkbox"/> VN Program <input type="checkbox"/> PT Program		
3. APPLICANT FULL NAME <u>ROLAND M. TROCHALO JR.</u>		4. EMPLOYMENT STATUS (check one) <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time		
5. POSITION TITLE (Check only one box and complete (if applicable))				
<input checked="" type="checkbox"/> Director Sections 7, 8, 9, 10, 11	<input type="checkbox"/> Assistant Director Sections 7, 8, 9, 10, 11	<input type="checkbox"/> Instructor Sections 6, 7, 8, 9, 10	<input type="checkbox"/> Additional Faculty Sections 4, 8, 9, 12	
6. TEACHING ASSIGNMENT <input checked="" type="checkbox"/> Teaching Theory content only <input type="checkbox"/> Teaching Both Theory and Clinical <input type="checkbox"/> Teaching Clinical content only <input checked="" type="checkbox"/> Substitute for Theory / Clinical				
7. PROFESSIONAL LICENSE INFORMATION (complete all that apply and attach copy of license)				
<input checked="" type="checkbox"/> RN Lic. # <u>67686</u> <input type="checkbox"/> LVN Lic. # _____ <input type="checkbox"/> PT Lic. # _____ <input type="checkbox"/> Out of State (if any): _____				
Exp. Date: <u>6/30/2013</u> Exp. Date: _____ Exp. Date: _____ # _____ Where? _____				
8. SUBMIT A COPY OF THE FOLLOWING DOCUMENTS (where applicable). See California Code of Regulations (CCR) Sections 2520(c)(3) and (c)(4) faculty qualifications VN Program or 2524 (c)(3) and (4) faculty qualifications PT Program.				
<input type="checkbox"/> Teaching Course, certificate of completion or school transcript (if the course content is teaching or not occur, please submit a copy of the catalog course description);				
<input type="checkbox"/> Current Active California Professional License;				
<input type="checkbox"/> Baccalaureate degree from accredited school, university, or college (attach school transcript which shows date degree conferred, or a copy of the diploma verifying program completion. Must include confirmation of equivalency by a valid credential evaluation service if foreign); or				
<input type="checkbox"/> Valid Teaching Credential; or				
<input type="checkbox"/> Letter on official letterhead verifying applicant meets community college of state university teaching requirements.				
9. PROFESSIONAL EXPERIENCE (last five years)				
FROM	TO	EMPLOYER	POSITION	DUTIES
2008	PRESENT	NEP COLLEGE OF NURSING	INSTRUCTOR	THEORY AND CLINICAL INSTRUCTOR
			H&A P.D.	SECRETARY IN PD
2008	2012	MAGUIRE CORRECTIONAL	RN	(ARREST) CORRECTIONAL HEALTH NURSING
2007	2009	KARER REDWOOD CITY	RN II	PROVIDE CARE FOR NURSING AND OTHER OTION UNIT (MC)
I HEREBY CERTIFY under penalty of perjury under the laws of the State of California that the information contained in and submitted with this application is true and correct.				
Applicant's Signature: <u>[Signature]</u>			Date:	<u>9/20/12</u>
Program Director's Signature: <u>[Signature]</u>			Date:	<u>9-21-12</u>

**11. TEACHING EXPERIENCE: (FOR DIRECTORS, ASSISTANT DIRECTORS AND NURSING INSTRUCTORS ONLY. List experience within the past five years in an accredited/approved school of vocational/practical nursing, psychiatric technician program, or registered nursing program.)**

FROM	TO	NAME OF AGENCY & LOCATION	POSITION	DUTIES
JULY 2008	PRESENT	NCP COLLEGE OF NURSING	INSTRUCTOR	TEACHES BOTH THEORY AND CLINICALS

**12. FOR DIRECTORS OR ASSISTANT DIRECTORS ONLY:**

Verification of completion of the following courses:

ADMINISTRATION

TEACHING

CURRICULUM DEVELOPMENT

ADDITIONAL REQUIREMENTS: Copy of Certificate or Applicant's transcript from an accredited institution. If the course content cannot be clearly identified please submit a copy of a catalog course description. {California Code of Regulations (CCR), Section 2529 (c)(1) - Director qualifications; Section 2529 (c)(2) - Assistant Director qualifications (VN Program); Section 2584 (c)(1) - Director qualifications; Section 2584(c)(2) - Assistant Director qualifications (PT Program)}

**13. FOR TEACHING ASSISTANTS ONLY:**

Identify the proposed teaching responsibilities within the program:

**14. FOR ADDITIONAL FACULTY ONLY:**

The Program Director, by completing this section, has verified that the applicant's qualification meets the Board's regulatory requirements for additional faculty (see notation below). The courses which will be taught by the additional faculty are:

Anatomy & Physiology

Pharmacology

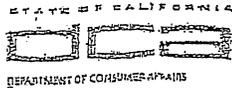
Normal Growth & Development

Psychology

Nutrition

The additional faculty applicant is not required to sign this form. However, the PROGRAM DIRECTOR **MUST** ensure that the applicant meets the requirements specified under Item 8, Teaching Credential information.

NOTE: Persons who have the qualifications to teach in a community college or a state university in California or hold a baccalaureate degree in the field related to the curriculum content taught, or meet the requirements for a vocational education credential may teach curriculum content as specified in the California Code of Regulations, Section 2553 (e) of the VN Practice Act and Section 2587 (e) of the PT Law (CCR, Section 2529(c)(4) and Section 2584(c)(4)).



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) 263-7866 Web [www.bvnpt.ca.gov](http://www.bvnpt.ca.gov)



BVNPT Received  
 on 9-14-11 with KR

## FACULTY APPROVAL APPLICATION

SUBMIT FORM IN **DUPLICATE** PRIOR TO DATE OF APPOINTMENT. This information is required under Business and Professions Code, Division 2. All information requested is **mandatory**. Failure to provide this information will result in the application being rejected as incomplete. Submit a **separate** form for faculty members teaching in both the Vocational Nurse (VN) and Psychiatric Technician (PT) Programs (if applicable).

Date Approved:	9/20/11
Approved By:	[Signature]
Section:	2529(c)(2)

PRINT OR TYPE (DO NOT USE PENCIL)

1. NAME OF SCHOOL <u>SOUTH SAN FRANCISCO</u>		2. TYPE OF PROGRAM:		
<u>NCP COLLEGE OF NURSING</u>		<input checked="" type="checkbox"/> VN Program	<input type="checkbox"/> PT Program	
3. NAME OF FACULTY APPLICANT: <u>JADCHICO</u> <u>ROLANDO M. JADCHICO JR</u>		4. POSITION TITLE:		
		<input type="checkbox"/> Director	<input type="checkbox"/> Instructor	
		<input checked="" type="checkbox"/> Asst. Director	<input type="checkbox"/> Teacher Asst.	
5. EMPLOYMENT STATUS:		6. TEACHING ASSIGNMENT:		
<input checked="" type="checkbox"/> Full-Time		<input type="checkbox"/> Teaching "Theory" Content Only		
<input type="checkbox"/> Part-Time		<input type="checkbox"/> Teaching "Clinical" Content Only		
		<input checked="" type="checkbox"/> Teaching "Both" Theory/Clinical Content		
		<input type="checkbox"/> Substitute for <input type="checkbox"/> Theory <input type="checkbox"/> Clinical		
7. CALIFORNIA LICENSE NUMBER INFORMATION:				
<input checked="" type="checkbox"/> RN License#: <u>676865</u> <input type="checkbox"/> LVN License#: _____ <input type="checkbox"/> PT License#: _____				
Expiration Date: <u>6/30/2013</u> Expiration Date: _____ Expiration Date: _____				
8. TEACHING COURSE: <i>For faculty positions which require a teaching course, please submit evidence of completion or current attendance (for instructors only) in a teaching course. A copy of a certificate of completion or transcript from an accredited institution must be submitted. If the course content in teaching is not clear, please submit a copy of the catalog course description.</i>				
9. SUBMIT A COPY OF THE FOLLOWING DOCUMENTS: {See California Code of Regulations (CCR), Sections 2529(c)(3) faculty qualifications (VN Program); Sections 2584 (c)(3) faculty qualifications (PT Program)}.				
<input checked="" type="checkbox"/> Current, Active California Professional License;				
<input checked="" type="checkbox"/> Baccalaureate degree from accredited school, university or college (attach school transcript which shows date degree conferred OR copy of college or university diploma);				
<input checked="" type="checkbox"/> Teaching credential (attach copy) OR <input type="checkbox"/> Check here if applicant meets community college or state university teaching requirements.				
NOTE: Do NOT submit copies of driver's license, social security card, passport or other personal information.				
10. PROFESSIONAL EXPERIENCE: (Add additional sheet if necessary)				
FROM	TO	EMPLOYER	POSITION	DUTIES
JULY 2008	PRESENT	NCP COLLEGE OF NURSING	INSTRUCTOR	THEORY AND CLINICALS
JAN 2008	PRESENT	MARSHALL CORRECTIONAL	RN	TRNASE / MED. PARS
2006	2008	KAISER REDWOOD CITY	RN II	NEURO-SURGICAL UNIT
I hereby certify under penalty of perjury under the laws of the State of California that the information contained in this application is true and correct.				
Faculty Applicant's Signature: [Signature]			Date: <u>8/12/11</u>	
Program Director's Signature: [Signature]			Date: <u>8/18/2011</u>	

10. **TEACHING EXPERIENCE** List experience in an accredited/approved school of vocational/practical nursing, psychiatric technician program, or registered nursing program within the last five years.

FROM	TO	EMPLOYER	POSITION	DUTIES
2008	PRESENT	NCP COLLEGE OF NURSING	INSTRUCTOR	TREATMENT ALL IN SUBJECTS
			BRET. P.D.	EXPERT NCA AND PEDI
				ASSIST TO W/ DUTY TO DAY
				OPERATIONS

11. **DIRECTORS AND ASSISTANT DIRECTORS ONLY, COURSE COMPLETION VERIFICATION**

Submit a copy of applicant's certificate or transcript from an accredited institution verifying completion of the following courses. If the course content cannot be clearly identified, please submit a copy of the catalog course description.

- Administration
  Teaching
  Curriculum Development

Required per California Code of Regulations (CCR) Section 2529 (c)(1) director qualifications, Section 2529 (c)(2) assistant director qualifications, VN Program; Section 2584 (c)(1) director qualifications, Section 2584 (c)(2) assistant director qualifications, PT Program.

12. **ADDITIONAL FACULTY ONLY, DESIGNATED CURRICULUM COURSES TO BE TAUGHT**

Check all that apply:

- Anatomy & Physiology
  Pharmacology  
 Normal Growth & Development
  Psychology  
 Nutrition
  Other: \_\_\_\_\_

13. **TEACHER ASSISTANT RESPONSIBILITIES**

Identify the proposed teaching responsibilities within your program.

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

**Commitment Plan for Career Success:**

1. Goal:

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

Milestones to Success:

- a. Maintain good grades and attendance during the program: \_\_\_\_\_
- b. Maximize the NCLEX PN review course at the end of the program: \_\_\_\_\_
- c. Attend the NCLEX PN support / review with APD: \_\_\_\_\_
- d. Obtain approval by APD of readiness to test: \_\_\_\_\_
- e. Take the NCLEX PN 3-6 months after graduation: \_\_\_\_\_
- f. Be employed in nursing 9-12 months after graduation: \_\_\_\_\_
- g. Or be enrolled in further education: \_\_\_\_\_
- h. Communicate with admin / student services throughout the milestones: \_\_\_\_\_

2. Social events commitment:

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

3. Childcare plan:

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

4. Illness prevention plan:

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

5. Hours of work (if any) commitment:

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

=====  
Student signature:

Date:

\_\_\_\_\_

\_\_\_\_\_

PD / APD Signature:

Date:

\_\_\_\_\_

\_\_\_\_\_

NCLEX-PN Examination Prep schedule:

Week 1:

- a. Lecture: Test taking strategies
- b. Study tips
  - 1. Weekly calendars
  - 2. Study environment
  - 3. Pre-reading strategies, comprehension and retention
- c. Mock exam 1 (Initial assessment)
- d. Health promotion and maintenance exam
- e. Discussion:
  - A. Legal and Cultural issues
  - B. Leadership

Week 2:

- a. Psychosocial integrity examination and discussion
- b. Discussion
  - A. Fluid and Electrolyte
  - B. Cardiovascular
  - C. Endocrine

Week 3:

- a. Safe and effective care examination
  - 1. Coordinated care
  - 2. Safety and infection control
- b. Discussion
  - A. Respiratory
  - B. Genitourinary
  - C. Integumentary
  - D. Sensory

Week 4:

- a. Physiological Integrity A
  - 1. Basic care and comfort
  - 2. Pharmacological therapies
- b. Discussion
  - A. Gastrointestinal
  - B. Hematological
  - C. Immunological

D. Neurological

Week 5:

- a. Physiological integrity B
  - 1. Reduction of risk potential
  - 2. Physiological adaptation
- b. Discussion
  - A. MCH
  - B. Pediatrics
- c. Mock exam 2 (end of series testing)

**Rolando Jaochico**

---

**From:** Rolando Jaochico  
**Sent:** Wednesday, January 02, 2013 5:19 PM  
**To:** [REDACTED]  
**Subject:** RE: Online course

Thank [REDACTED]

I will keep you informed and as soon as we have set it up.

**Rolando M. Jaochico Jr. RN, BSN**  
**VN Program Director**  
**South San Francisco**

NCP College of Nursing- South San Francisco Campus  
Tel 650-871-0701 Ext 110  
Fax 650-871-0703  
Email: [Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)

**From:** [REDACTED] [mailto:[angelinabramos@gmail.com](mailto:angelinabramos@gmail.com)]  
**Sent:** Wednesday, January 02, 2013 1:01 PM  
**To:** Rolando Jaochico  
**Subject:** Online course

Hello mr jaochico,

It's [REDACTED] from ft25 o have not taken my boards yet I'm a big slacker I plan on taking it soon but I do need to refresh my brain again. Please let me know about this course thank you for your time .

Angelina Ramos

## Rolando Jaochico

---

**From:** Rolando Jaochico  
**Sent:** Wednesday, January 02, 2013 8:26 AM  
**To:** [REDACTED]  
**Cc:** [REDACTED]  
**Subject:** RE: NCLEX

Hello [REDACTED]

I have a schedule with a few FT 29 on Friday at 4 for NCLEX review, if you can come, that will be great!

**Rolando M. Jaochico Jr. RN, BSN**  
**VN Program Director**  
**South San Francisco**

NCP College of Nursing- South San Francisco Campus  
Tel 650-871-0701 Ext 110  
Fax 650-871-0703  
Email: [Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)

---

**From:** Carina Tam [<mailto:ctam531@gmail.com>]  
**Sent:** Tuesday, January 01, 2013 5:27 PM  
**To:** Rolando Jaochico  
**Subject:** Re: NCLEX

Hi Mr Joachico,

When is next time you're available for the nclex review? I want to know how I did on the first benchmark so ill know what I need to work on. Whenever you're available, ill meet with you to review it.

Thanks! Happy New Years!

[REDACTED]  
Sent from my iPhone

On Dec 28, 2012, at 11:07 AM, "Rolando Jaochico" <[Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)> wrote:

Hello Nurses,

I have received a few emails from some of you indicating willingness to join the nclex reviews, hope all are studying hard. Shall we meet within next week to devise a plan or just to talk and test if ready already. Soon, February will be here and it is time, so shoot me an email. Thanks! I have new materials by the way!

**Rolando M. Jaochico Jr. RN, BSN**  
**VN Program Director**

## **Rolando Jaochico**

---

**From:** Rolando Jaochico  
**Sent:** Thursday, December 27, 2012 1:48 PM  
**To:** [REDACTED]  
**Cc:** Nicole McKinney, Milo Jocson  
**Subject:** NCLEX

Dear NCP Alumni,

“Congratulations, you made it passed Dec 21 and are alive! 2013, it’s your year to succeed!”

NCP, a partner in your success would like to offer a comprehensive review from ATI and the virtual ATI. Virtual-ATI NCLEX Review is an innovative, online partnership that prepares nursing graduates for NCLEX success. Through collaboration with a virtual coach, students are engaged in a personalized, assessment-driven NCLEX review in an online classroom that provides students access to a variety of on-demand resources. Students receive feedback and encouragement from their own personal online coach. A calendar is provided to guide students’ daily review. The review is individualized as the student progresses, so special focus is given to topic areas that need more attention. It really works. NCLEX pass rates are nearly 100% when students follow their coach’s recommendations.

You have worked so hard that one year you were here in NCP; a test should not be a hurdle in reaching your goal! The first step, give us a call at (650) 871-0701 and let us work and collaborate so we can formulate a plan moving forward.

Sincerely,

**Rolando M. Jaochico Jr. RN, BSN**  
**VN Program Director**  
**South San Francisco**

NCP College of Nursing- South San Francisco Campus  
Tel 650-871-0701 Ext 110  
Fax 650-871-0703  
Email: [Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)

## Rolando Jaochico

---

**From:** Rolando Jaochico  
**Sent:** Monday, December 24, 2012 6:29 AM  
**To:** [REDACTED]  
**Subject:** RE: Benchmark

Jo,

I have not received my schedule from Maria, as soon as I have that, I will keep you informed.

**Rolando M. Jaochico Jr. RN, BSN**  
VN Program Director  
South San Francisco

NCP College of Nursing- South San Francisco Campus  
Tel 650-871-0701 Ext 110  
Fax 650-871-0703  
Email: [Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)

---

**From:** Johanna Jamson [mailto:[j.jamson@hotmail.com](mailto:j.jamson@hotmail.com)]  
**Sent:** Saturday, December 22, 2012 5:09 PM  
**To:** Rolando Jaochico  
**Subject:** Re: Benchmark

Mr. Jaochico,  
Sounds good! What day that week would be good? How about friday jan 4 morning? Would that work? Let me know.

[REDACTED]  
Sent from my iPhone

On Dec 22, 2012, at 2:14 PM, "Rolando Jaochico" <[Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)> wrote:

[REDACTED] as soon as classes start (2nd), email me so we can set it up quickly that week so as not to loose time. Please talk to Cyrus, Louis, Carina, Vanessa and everybody so we can do it all together. In the meantime study hard.

Sent from my iPhone

On Dec 22, 2012, at 9:44 AM, Johanna Jamson <[j.jamson@hotmail.com](mailto:j.jamson@hotmail.com)> wrote:

Hi Mr. Jaochico,  
Thank you for taking the time to email me back. I am interested in working with you so I can strengthen my weaknesses based on those areas/questions I've missed. When would be good possible days/times for you? I know this following week might not, even for me because of Christmas/New Years, but please email me & let me know! Merry Christmas!

[REDACTED]  
Sent from my iPhone

On Dec 20, 2012, at 3:46 PM, "Rolando Jaochico"  
<[Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)> wrote:

Hello [REDACTED]

Your score in the benchmark is 58.47%. Great score but we have much to do moving forward. Here are topics to focus on:

1. Cardiac
2. Endocrine respiratory
3. Skin
4. Hematology
5. Sensory
6. Leadership and delegation
7. Cultural care
8. HIV/Immunology

Emphasis is on:

1. Health-promotion and maintenance
2. Safe and effective care
3. Coordinated care
4. Physiological and pharmacological therapy and adaptation
5. Reduction of risk potential

Since we have identified the strengths and weaknesses that you have and as a follow up to my previous emails, would you like to have sessions with me in order to further strengthen techniques in answering questions for the NCLEX. I will be exposing you to questions that you will answer similar to that of the NCLEX and then we can discuss the rationale, explore why you arrive at that answer and re focus on how to get the correct one. If this is feasible for you, please email me.

**Rolando M. Jaochico Jr. RN, BSN**  
**VN Program Director**  
**South San Francisco**

NCP College of Nursing- South San Francisco Campus  
Tel 650-871-0701 Ext 110  
Fax 650-871-0703  
Email: [Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)

## Rolando Jaochico

---

**From:** Rolando Jaochico  
**Sent:** Thursday, December 20, 2012 3:55 PM  
**To:** [REDACTED]  
**Cc:** Nicole McKinney  
**Subject:** Benchmark exam

Hello [REDACTED]

Your score in the benchmark is 58.47%. Great score but we have much to do moving forward. Here are topics to focus on:

1. Cardiac
2. Endocrine respiratory
3. Skin
4. Hematology
5. Sensory
6. Leadership and delegation
7. Cultural care
8. HIV/Immunology

Emphasis is on:

1. Health promotion and maintenance
2. Safe and effective care
3. Coordinated care
4. Physiological and pharmacological therapy and adaptation
5. Reduction of risk potential

Since we have identified the strengths and weaknesses that you have and as a follow up to my previous emails, would you like to have sessions with me in order to further strengthen techniques in answering questions for the NCLEX. I will be exposing you to questions that you will answer similar to that of the NCLEX and then we can discuss the rationale, explore why you arrive at that answer and re focus on how to get the correct one. If this is feasible for you, please email me.

**Rolando M. Jaochico Jr. RN, BSN**  
**VN Program Director**  
**South San Francisco**

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Tel 650-871-0701 Ext 110  
Fax 650-871-0703  
Email: [Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)

## **Rolando Jaochico**

---

**From:** Rolando Jaochico  
**Sent:** Thursday, December 20, 2012 1:58 PM  
**To:** [REDACTED]  
**Cc:** Nicole McKinney  
**Subject:** NCLEX

Hello [REDACTED]

Since we have identified the strengths and weaknesses that you have and as a follow up to my previous emails, would you like to have sessions with me in order to further strengthen techniques in answering questions for the NCLEX. I will be exposing you to questions that you will answer similar to that of the NCLEX and then we can discuss the rationale, explore why you arrive at that answer and re focus on how to get the correct one. If this is feasible for you, please email me.

**Rolando M. Jaochico Jr. RN, BSN**  
**VN Program Director**  
**South San Francisco**

NCP College of Nursing- South San Francisco Campus  
Tel 650-871-0701 Ext 110  
Fax 650-871-0703  
Email: [Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)





## Rolando Jaochico

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**From:** Rolando Jaochico  
**Sent:** Tuesday, November 27, 2012 1:27 PM  
**To:** [REDACTED]  
**Cc:** Nicole McKinney  
**Subject:** RE: NCLEX

Great job V!!!! Email me for anything and also disseminate to the class if ever additional classes or topic discussions will help, I could certainly set something up. Thanks!

**Rolando M. Jaochico Jr. RN, BSN**  
VN Program Director  
South San Francisco

NCP College of Nursing- South San Francisco Campus  
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---

**From:** Vanessa Bumanglag [mailto:[vbumanglag@gmail.com](mailto:vbumanglag@gmail.com)]  
**Sent:** Tuesday, November 27, 2012 1:06 PM  
**To:** Rolando Jaochico  
**Subject:** Re: NCLEX

Hi Mr. Jaochico :)

I have been reviewing everyday for a couple hours. And the days that I don't happen to have time to read the nclex book I'm answering questions on the web. I feel like the plan that Ms. Mojica gave us in the review laid everything out and it's helped me to feel motivated while studying. I'm just about to enter into the med surg portion of the nclex book which is the main bulk of the material, so far everything I've done up until now is going well. And I plan to take the benchmark next week :) thanks for the email!

[REDACTED]  
Vanessa Bumanglag

Sent from my iPhone

On Nov 27, 2012, at 11:24 AM, "Rolando Jaochico" <[Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)> wrote:

Hello future nurses,

Just want to touch base with you with regards to the preparation that you are undergoing towards the boards. How is it? Where are you now? Would it help if there will be additional classes on the topics that you deemed hard or just need clarification on? Please email us of what is happening so that we can

collaborate on extra steps or further steps needed in order to ensure success in the boards that first time you take it. Also, just a reminder that the second benchmark is out and as such, please avail of it and take it so we can pin point where and what else are needed to be done. Remember, these times should not be spent reviewing everything but strengthening the ones that you know already and reviewing the ones that you don't. Please email me for anything!

**Rolando M. Jaochico Jr. RN, BSN**  
**VN Program Director**  
**South San Francisco**

NCP College of Nursing- South San Francisco Campus  
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Email: [Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)

## Rolando Jaochico

**From:** Rolando Jaochico  
**Sent:** Monday, July 02, 2012 10:52 AM  
**To:** [REDACTED]  
**Cc:** Miro Jocson; Faye Silva; Nicole McKinney  
**Subject:** RE: NCLEX

Hello [REDACTED]

I think the best way for us to resolve and move forward is for you to commit to the weekly reviews. They are every Monday either in Hayward or in SSF. I usually also do another review later that week but the best ones are on Monday because they are extensive. This is the best way for us to review the topics that you need to know in order to pass the NCLEX. It is quite difficult to individualize reviews due to lack of time and man-power. I will be calling you this time so that you can check your email but please, make it your responsibility to check your email often.

**Rolando M. Jaochico Jr. RN, BSN**  
**Assistant VN Program Director**

NCP College of Nursing- Hayward Campus  
Tel 510-785-0454 Ext 308  
Fax 510-785-4165  
Email: [Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)

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Email: [Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)

**From:** [REDACTED]  
**Sent:** Monday, July 02, 2012 12:17 AM  
**To:** Rolando Jaochico  
**Cc:** Nicole McKinney  
**Subject:** Re: NCLEX

Good Evening !

Mr Jaochico ,

Im so sorry for the late response to your emails. I dont get to check email frequently because I have taken this caregiver job in stockton for experience & extra money since my last unemployment check will be this week. I still have to contact them this week to see if they can grant me an extension but for the meantime i needed to make extra money plus experience is a plus. (although its only under the table) . I know we need to go over the nclex review packet but i have been reading my green book while my patient is asleep and since I need to stay awake anyways. If EDD can grant me an extension i will quit the caregiver job.

Ps .. ALso if you could call me & leave a mssg that you have sent me an email that would be great that way I can log into a computer during breaks or lunch (quicker)

[REDACTED]  
On Thu, Jun 28, 2012 at 4:04 PM, Rolando Jaochico <[Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)> wrote:  
Hello [REDACTED]

This is my third email to you without any response. Again I would like to touch base with you regarding your benchmark and test preparation. Your situation is different as there are circumstances surrounding them. If there will be no response on your part, I will be giving this matter already to our finance department. Thank you.

Rolando M. Jaochico Jr. RN, BSN  
Assistant VN Program Director

NCP College of Nursing- Hayward Campus  
Tel [510-785-0454](tel:510-785-0454) Ext 308  
Fax [510-785-4165](tel:510-785-4165)  
Email: [Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)

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Fax [650-871-0703](tel:650-871-0703)  
Email: [Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)

-----Original Message-----

From: [REDACTED] [mailto:[\[REDACTED\]@pmark.com](mailto:[REDACTED]@pmark.com)]  
Sent: Wednesday, May 16, 2012 3:07 PM  
To: Rolando Jaochico  
Subject: Re: Running late but will b there

Running a little late Mr. Rolando

On May 15, 2012, at 11:21 PM, "Rolando Jaochico"  
<[Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)> wrote:

- > Ok.
- >
- > Rolando M. Jaochico Jr. RN, BSN
- > Assistant VN Program Director
- >
- > NCP College of Nursing- Hayward Campus Tel [510-785-0454](tel:510-785-0454) Ext 308 Fax
- > [510-785-4165](tel:510-785-4165)
- > Email: [Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)
- >
- > NCP College of Nursing- South San Francisco Campus Tel [650-871-0701](tel:650-871-0701)
- > Ext 110 Fax [650-871-0703](tel:650-871-0703)
- > Email: [Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)
- >

> -----Original Message-----

> From: [redacted] [mailto:aynaec08@gmail.com]

> Sent: Tuesday, May 15, 2012 11:04 PM

> To: Rolando Jaochico

> Subject: Re: Running late but will b there

>

> Ok see u at 330 tomorrow Wednesday

>

>

>

> On May 15, 2012, at 10:36 PM, "Rolando Jaochico"

> <[Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)> wrote:

>

>> I can see you at 330 PM.

>>

>> Rolando M. Jaochico Jr. RN, BSN

>> Assistant VN Program Director

>>

>> NCP College of Nursing- Hayward Campus Tel [510-785-0454](tel:510-785-0454) Ext 308 Fax

>> [510-785-4165](tel:510-785-4165)

>> Email: [Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)

>>

>> NCP College of Nursing- South San Francisco Campus Tel [650-871-0701](tel:650-871-0701)

>> Ext 110 Fax [650-871-0703](tel:650-871-0703)

>> Email: [Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)

>>

>> -----Original Message-----

>> From: [redacted] [mailto:aynaec08@gmail.com]

>> Sent: Tuesday, May 15, 2012 10:34 PM

>> To: Rolando Jaochico

>> Subject: Re: Running late but will b there

>>

>> What time are u gonna be in Hayward ?

>>

>>

>>

>> On May 15, 2012, at 4:39 PM, "Rolando Jaochico"

>> <[Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)> wrote:

>>

>>> Hello [redacted]

>>>

>>> I could not make that meeting. I completely forgot that I have an in

>>> service that afternoon, can we do it a little earlier in the week.

>>> How

>>>

>>> about tomorrow?

>>>

>>> Rolando M. Jaochico Jr. RN, BSN

>>> Assistant VN Program Director

>>>

>>> NCP College of Nursing- Hayward Campus Tel 510-785-0454 Ext 308 Fax  
>>> 510-785-4165  
>>> Email: Rolando.Jaochico@ncpcollegeofnursing.edu

>>> NCP College of Nursing- South San Francisco Campus Tel 650-871-0701  
>>> Ext 110 Fax 650-871-0703  
>>> Email: Rolando.Jaochico@ncpcollegeofnursing.edu

>>> -----Original Message-----

>>> From: [redacted]

>>> Sent: Monday, May 14, 2012 5:46 PM

>>> To: Rolando Jaochico

>>> Subject: Re: Running late but will b there

>>> I could meet at 3 as long as I could be done by 4pm .. I have a  
>>> school

>>> thing at 5pm for the kids which I signed up for a month ago ..

>>> On May 14, 2012, at 4:02 PM, "Rolando Jaochico"

>>> <Rolando.Jaochico@ncpcollegeofnursing.edu> wrote:

>>>> I can meet you Friday at exactly 3, please respond if it is  
>>>> possible,

>>>> thanks!

>>>> Rolando M. Jaochico Jr. RN, BSN

>>>> Assistant VN Program Director

>>>> NCP College of Nursing- Hayward Campus Tel 510-785-0454 Ext 308 Fax  
>>>> 510-785-4165

>>>> Email: Rolando.Jaochico@ncpcollegeofnursing.edu

>>>> NCP College of Nursing- South San Francisco Campus Tel 650-871-0701

>>>> Ext 110 Fax 650-871-0703

>>>> Email: Rolando.Jaochico@ncpcollegeofnursing.edu

>>>> -----Original Message-----

>>>> From: [redacted]

>>>> Sent: Monday, May 14, 2012 3:46 PM

>>>> To: Rolando Jaochico

>>>> Subject: Re: Running late but will b there

>>>> I can't go SSf are u in Hayward this week ?

>>>>

>>>>

>>>>

>>>> On May 14, 2012, at 12:34 PM, "Rolando Jaochico"

>>>> <[Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)> wrote:

>>>>

>>>>> Hello Annette,

>>>>>

>>>>> Can we meet tomorrow in the South San Francisco campus?

>>>>>

>>>>> Rolando M. Jaochico Jr. RN, BSN

>>>>> Assistant VN Program Director

>>>>>

>>>>> NCP College of Nursing- Hayward Campus Tel 510-785-0454 Ext 308

>>>>> Fax

>>>>> 510-785-4165

>>>>> Email: [Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)

>>>>>

>>>>> NCP College of Nursing- South San Francisco Campus Tel

>>>>> 650-871-0701

>

>>>>> Ext 110 Fax 650-871-0703

>>>>> Email: [Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)

>>>>>

>>>>> -----Original Message-----

>>>>> From: [redacted] [mailto:[avnaco08@gmail.com](mailto:avnaco08@gmail.com)]

>>>>> Sent: Wednesday, May 09, 2012 2:39 PM

>>>>> To: Rolando Jaochico

>>>>> Subject: Running late but will b there

>>>>>

>>>>>

>>>>>

>>>>>

>>>>>

>>>>>

>>>>>

>>>>>

>>>>>

>>>>>

## **Rolando Jaochico**

---

**From:** Rolando Jaochico  
**Sent:** Wednesday, August 15, 2012 11:42 PM  
**To:** Aileen Silva  
**Subject:** Re: NCLEX Mock exam

You put it back and hold.

Sent from my iPhone

On Aug 15, 2012, at 11:38 PM, "Aileen Silva" <aileenjane@yahoo.com> wrote:

I will see you friday.

Question. If a patient is receiving 160ml/ht of feeding through PEG tube or NG tube. Prior to giving the next feeding the nurse check the amount of the residual. And when the nurse did the residual it was 180ml. Would you return the residual and then hold the next the feedings or would you throw away the residual and hold the next feedings.

Throwing it away would mean that the patient would lose the electrolytes.

I need clarification please...

Thanks.

Sent from my iPhone

On Aug 15, 2012, at 2:30 PM, "Rolando Jaochico" <[Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)> wrote:

Come in Friday, no one will know, lets look! I know you have done everything and I know you are ready. Come in and I will be in school by 9.

**Rolando M. Jaochico Jr. RN, BSN**  
**Assistant VN Program Director**

NCP College of Nursing- Hayward Campus  
Tel 510-785-0454 Ext 308  
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Email: [Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)

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Fax 650-871-0703  
Email: [Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)

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**From:** Aileen Silva [mailto:[aileenjane@yahoo.com](mailto:aileenjane@yahoo.com)]  
**Sent:** Wednesday, August 15, 2012 12:05 PM  
**To:** Rolando Jaochico  
**Subject:** Re: NCLEX Mock exam

Mr. Jaochico.....

I don't know how to deal with my anxiety!!! I scheduled mine next week (please dont mention it to anyone). Im scared :(



Sent from my iPhone

On Aug 13, 2012, at 4:01 PM, "Rolando Jaochico"  
<[Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)> wrote:

Hello Class

By this time, you have received or supposed to have received your eligibility; I will be conducting a mock exam on Friday that starts at 0900. These are new materials that I was able to gather from our PN sources so come on in. We (myself and Nicole) can also assist you in scheduling your exam during this day. Hope to see you and keep studying!

**Rolando M. Jaochico Jr. RN, BSN**  
Assistant VN Program Director

NCP College of Nursing- Hayward Campus  
Tel 510-785-0454 Ext 308  
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**Rolando Jaochico**

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**From:** Rolando Jaochico  
**Sent:** Thursday, August 02, 2012 3:08 PM  
**To:** [REDACTED]  
**Subject:** RE: [REDACTED]

Who made the mistake, BVNPT or Pearson Vue? Please continue to monitor so we can schedule as fast as possible.

**Rolando M. Jaochico Jr. RN, BSN**  
**Assistant VN Program Director**

NCP College of Nursing- Hayward Campus  
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**From:** Bernadette Sacco [mailto:cheyne27@gmail.com]  
**Sent:** Thursday, August 02, 2012 1:44 PM  
**To:** Rolando Jaochico  
**Subject:** Re:

Mr. Jaochico, I emailed BVNPT and they told me that my birthdate was incorrect. They already fixed it. They said to contact them if I haven't received my ATT number within 5 days.

On Tue, Jul 31, 2012 at 1:35 PM, Bernadette Sacco <cheyne27@gmail.com> wrote:  
Mr. Jaochico...I don't think they resolved my problem yet for the ATT...I haven't received it. Hopefully it will be fixed by tomorrow. I haven't called them yet, because I feel they are getting annoyed by me, so I'm planning to call them by tomorrow. Thanks...I really hope it will be resolved by tomorrow! Thanks!

On Fri, Jul 27, 2012 at 4:56 PM, Rolando Jaochico <[Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)> wrote:

Hello Board takers,

I would like to meet with you on Monday at the Hayward campus at 0900 to discuss and finalize final preparation for the NCLEX, to go through your exam, and to review some more.

**Rolando M. Jaochico Jr. RN, BSN**

**Assistant VN Program Director**

NCP College of Nursing- Hayward Campus

Tel 510-785-0454 Ext 308

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Tel 650-871-0701 Ext 110

Fax 650-871-0703

Email: [Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)

## Rolando Jaochico

---

**From:** Rolando Jaochico  
**Sent:** Friday, July 27, 2012 4:52 PM  
**To:** [REDACTED]  
**Cc:** Nicole McKinney  
**Subject:** RE: benchmark

Hello [REDACTED]

After re-checking your paper, your over all is 78.17, you are ready and I am glad we got that thing settled, have you given your eligibility to Nicole? If not, let us meet together with [REDACTED] and you on Monday in Hayward to finalize the plan.

Rolando M. Jaochico Jr. RN, BSN  
Assistant VN Program Director

NCP College of Nursing- Hayward Campus  
Tel 510-785-0454 Ext 308  
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Email: [Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)

-----Original Message-----

**From:** Judy Lee [<mailto:leeyesiu@yahoo.com>]  
**Sent:** Thursday, July 26, 2012 4:09 PM  
**To:** Rolando Jaochico  
**Subject:** Re: benchmark

hi mr jaochico.

I i was wondering how I did on the third benchmark. I got my eligibility letter today and was wondering if i could take my nclex within within the next couple, of weeks

-----  
On Thu, Jul 19, 2012 3:54 PM PDT Rolando Jaochico wrote:

>Hello FT 29,

>

>

>

>Next week will be your last and final benchmark examination. If you  
>have been studying, this is a great way to find which the topics you  
>still need to focus on are. If not, this is a great way to formulate a

>plan on how to bring you on track so that you you can be ready. You  
>have worked so hard within the last one and a half years and this is a  
>small hurdle that I know you can overcome. The key is readiness and I  
>would really love to chat with you and formulate a plan. I have heard  
>that some of you have even gone to outside resources for review, that  
>is wonderful and definitely a plus. This is way then to see readiness.  
>Many of you feel that they are not yet ready. The truth of the matter  
>is no one ever feels they are ready, so come on in and let's chat!  
>Thank you and God bless all of you!

>

>

>

>Rolando M. Jaochico Jr. RN, BSN

>

>Assistant VN Program Director

>

>

>

>NCP College of Nursing- Hayward Campus

>

>Tel 510-785-0454 Ext 308

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>Email: [Rolando.Jaochico@ncpcollegeofnursing.edu](mailto:Rolando.Jaochico@ncpcollegeofnursing.edu)

><<mailto:Rolando.Jaochico@ncpcollegeofnursing.edu>>

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><<mailto:Rolando.Jaochico@ncpcollegeofnursing.edu>>

>

>

>

Dear FT 27,

Hello everybody and hope you are enjoying your vacation. Take this time to relax and ponder on what you are going to undergo in the next 8-10 weeks. This is in preparation for your NCLEX-PN examination. This is going to be a very stressful time for you but by allowing yourself to get used to a routine, you will find out that it becomes easier. The key is Preparation, Preparation and, more Preparation! The more that you read, the more you understand, the more chances of passing the boards. What we are going to undergo in the five week leading up to your exams are getting accustomed to the exam itself and its time constraints and the explanation of key concepts that you need to know.

In looking at the prescription of Ms. Mojica to you, follow it by heart because it is a proven recipe for most. Because of this, your NCLEX review will begin on December 1<sup>st</sup> rather than the 17<sup>th</sup>. There are a few reasons why we pushed it to this date. 1. To allow Ms. Mojica's prescription thus increasing your knowledge prior to the testing that we will do in the review, 2. The holidays that are coming up (thanksgiving), it is this time that you might fall out of your routine and have a hard time coming back and 3. Do the reviews close to the actual testing date so that everything is fresh and retention is at its maximum. Most of the individuals that I have spoken with plan to take the test either 2<sup>nd</sup> or 3<sup>rd</sup> week of January. That is perfect since at that time, you will be able to gauge your preparedness for the exam.

It is this time that all of the sacrifices that you did in the last 18 months of your life are going to be tested, no matter what the results will be, I am always proud to say that you were my students and my colleague. Congratulations again and I will see you December 1.

Hello everybody and hope you are enjoying your vacation, short as it may be. It is time to tackle the last portion of your life as a VN and that is to prepare for your NCLEX-PN examination. This is going to be a very stressful time for you but by allowing yourself to get used to a routine, you will find out that it becomes easier. The key is Preparation, Preparation and, more Preparation! The more that you read, the more you understand, the more chances of passing the boards. What we are going to undergo in the weeks leading up to your exams are getting accustomed to the exam itself and its time constraints and the review of key concepts.

Based on the previous class from South San Francisco. Their eligibility came after 10 weeks, in line with this and while waiting, let us meet at least once a week to discuss and review key concepts and take examination afterwards to see readiness and review. It would be beneficial that prior to coming into one of these reviews, that you have already read up on the topic so our discussion will be lively. I will be

sending you a review plan that you can use as an alternate to Ms.Mojica's within this week. This will give you the tentative schedule, the topic to be discussed and test on that day. Take note though that MS. Mojica's is a proven recipe for success. Also, in line with this and based on the contract for success that were discussed to you and you signed, this week is the schedule for your first benchmark exam. This tool is necessary as a starting point because through it, I can pin-point to you what are the topics of strength and weaknesses that you possess. The exam is ready beginning today and will be available until Thursday. Just ask Ale or Katie for it. Expect results from me as early as Friday. It is a long exam and in scantron so come prepared with a pen, light snack and a drink.

It is this time that all of the sacrifices that you did in the last 12 months of your life are going to be tested, no matter what the results will be, I am always proud to say that you were my students and my colleague. Congratulations again!

NCP Annual Professional Development Training Plan 2012

Exhibit 6F

Day 1:

9-12pm: Review NCP Student Handbook/Catalog – presented by Ms. Faye and Katie

- Student Handbook and Catalog will be reviewed by Milo – 11/5
- Final version to be ready by 11/26
- PD Committee will then meet again to review the main areas of this document to be covered
- Copies will be made for each faculty member and important sections will be flagged

12-1pm: LUNCH

1-2:30pm: Review of Employee Handbook – payroll, timesheets and Management Survey findings

2:30-2:45pm: BREAK

2:45-4pm: Life of an NCP Student. Admission process, HOBET testing and NCLEX info.

Day 2:

9-10:30am: ATI Training with Elisabeth Turingan, ATI – confirmed by Maria

10:30-10:45: BREAK

10:45-12pm: Break instructors in to groups:

- a. Preface day with BVNPT requirements of hours and approval of any curriculum changes
- b. Discussion of practice vs. protocol
- c. Clinical, Theory and Skills Lab (rotate)
- d. Align syllabi and ATI – *this can actually be done by ATI before the PD and then we can just review*

12-1pm: LUNCH

1-2:45pm: Start sharing ideas for protocol for each area (Theory, Clinical and Skills Lab)

2:45-3pm: BREAK

3-4pm: Discussion of communication issues:

- e. Classroom management and how to adjust communication style based upon student need
- f. How to bring up issues with admin/management
- g. Accountability and instructor expectations

Day 3:

9-10am: Present performance ladder and path to FT status – presented by Milo

- a. Faye and Rolando to create based upon: trainings, NCLEX engagement, referrals, faculty meetings, student advisement/issues, office hours.

10-10:15: BREAK

10:15-12pm: Write protocol for each topic area: FUN, MSI, MSII, MCH, PED, L/S (theory, clinical + skills)

12-1pm: LUNCH

1-2:30: Complete protocol for each topic area

2:30-2:45: BREAK

2:45-4pm: Presentation of instructor created protocol

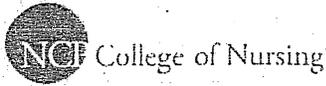
### NCP Teaching Protocol for Theory:

- Ongoing student assessment
- Use traditional learning style - active learning
- Give weekly exams
- Give pre and post exam to encourage the students to read before class and be active during lecture
  - Fundamentals focus on critical thinking use multiple choice answer questions essay, fill in the blank and take home exams open book quiz and oral exams
  - Part-Time classes should have 25 questions minimum per exam; 30 min timed; discuss test items after lecture is done - only if time permits
  - Full-Time classes should have 50 questions minimum; 1hr timed; discuss test items after lecture is done - only if time permits
  - Final exams should all be at least 100 questions
  - Never argue with students over test questions - take outside of class 1:1
  - Test banks (Cengage, Evolve, ATI)
  - Use sample books and CD's for alternate nursing texts
- Teaching strategies –
  - Incorporate group activities
  - Project reporting
  - Games
  - Simulation
  - Evaluation throughout the course - adjust based upon feedback classroom command
  - Encourage students to talk more
  - Use humor in lecture
  - Use personal experience
  - Incorporate critical thinking in power points
  - Incorporate NCLEX type questions in power points (why and how questions)
  - Expect students to read chapter(s) before class - provide pre-test
  - Incorporate ATI into teaching and exams
  - Expect students to use APA format when turning in written work  
(APA format will be introduced in orientation week - including grammar and spell check)
- Collaborate with clinical instructors through email when grades are submitted
  - theory instructor will cc clinical instructors what topics are being discussed that week, test questions and student issues

**Make-up work:** Give each student who is absent make-up project by the next day. This project is to be submitted by the following week. Unsatisfactory Academic Progress Notification (UAPN) should be given after two failing grades. Student must know their grade each week, students must sign to confirm they understand their grade - provide documentation to office manager at the end of each course with grade submission.

**Cell phone use:** policy states no cell phones in the classroom

- First time – verbal warning
- Second time – one hour deducted from the attendance for the day (mark on attendance sheet)
- Third time – Ethical Probation by Program Director



### NCP Teaching Protocol for Clinical:

**Goal:** To produce graduates who are proficient as caregivers

*The following is a guideline for the clinical day,  
the specific schedule/activities will change for each clinical site*

- Instructors are expected to arrive 15 min prior to the start of the day in order to prepare
- 7-7:15 – Shift report
- 7:15-7:30 - check clinical uniform (according to NCP policy) and prepare for the activities of the day.
  - If the student arrives without full clinical uniform - one warning, second time NP for the day
  - Student may wear temp ID if they forget - only one time
- 7:30-8am – Pre-conference
  - review clinical objectives
  - clinical site and instructor expectations
  - pt. assignment
- 8-11am - on the floor
  - hand washing
  - review pt. chart
  - make rounds
  - check vitals / assessment
  - ADL's
  - Feeding
  - med pass,
  - take blood sugar
  - nursing notes
  - ALL VN students should be able to do CNA work

Lunch - 1 hr break if no other breaks; 30 min lunch if regular breaks occur in the AM

- Students are not to be left on the floor without the instructor; students may leave the floor for a break without the instructor
- Conduct student head count after lunch and each break

12-1pm - cont. with med pass or treatments

1-3pm – Post-conference

- discuss theory topics
- student reports

**Attendance:** If a student arrives more than 10 min late - they are absent for the day, instructor must make it clear that they will need to make-up the clinical day have then sign on the tardy sheet if they are more than 10 min late if a student is 11-29 min late = tardy; 30 min late = absence

**Cell phone policy:** Cell phones are not allowed to be used in the clinical area (not visible at all), only used during breaks and on lunch



FEDERAL STUDENT AID. START HERE. GO FURTHER.

UNITED STATES DEPARTMENT OF EDUCATION

FEDERAL STUDENT AID  
SCHOOL ELIGIBILITY CHANNEL

**PROGRAM PARTICIPATION AGREEMENT**  
**[PROVISIONAL APPROVAL]**

Effective Date of Approval: The date on which this Agreement is signed on behalf of the Secretary of Education

Approval Expiration Date: **June 30, 2013**

Reapplication Date: **March 31, 2013**

Name of Institution: **NCP College of Nursing**

Address of Institution: **257 Longford Drive, Room 5  
South San Francisco, CA 94080-1005**

OPE ID Number: **04195400**

DUNS Number: **132368671**

Taxpayer Identification Number (TIN): **942843682**

The execution of this Agreement by the Institution and the Secretary is a prerequisite to the Institution's initial or continued participation in any Title IV, HEA Program.

The postsecondary educational institution listed above, referred to hereafter as the "Institution," and the United States Secretary of Education, referred to hereafter as the "Secretary," agree that the Institution may participate in those student financial assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV, HEA Programs) indicated under this Agreement and further agrees that such participation is subject to the terms and conditions set forth in this Agreement. As used in this Agreement, the term "Department" refers to the U.S. Department of Education.

## SCOPE OF COVERAGE

This Agreement applies to all locations of the Institution as stated on the most current ELIGIBILITY AND CERTIFICATION APPROVAL REPORT issued by the Department. This Agreement covers the Institution's eligibility to participate in each of the following listed Title IV, HEA programs, and incorporates by reference the regulations cited.

- FEDERAL PELL GRANT PROGRAM, 20 U.S.C. §§1070a *et seq.*; 34 C.F.R. Part 690.
- FEDERAL FAMILY EDUCATION LOAN PROGRAM, 20 U.S.C. §§1071 *et seq.*; 34 C.F.R. Part 682.
- FEDERAL DIRECT STUDENT LOAN PROGRAM, 20 U.S.C. §§1087a *et seq.*; 34 C.F.R. Part 685.
- FEDERAL PERKINS LOAN PROGRAM, 20 U.S.C. §§1087aa *et seq.*; 34 C.F.R. Part 674.
- FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM, 20 U.S.C. §§1070b *et seq.*; 34 C.F.R. Part 676.
- FEDERAL WORK-STUDY PROGRAM, 42 U.S.C. §§2751 *et seq.*; 34 C.F.R. Part 675.
- ACADEMIC COMPETITIVENESS GRANT AND NATIONAL SCIENCE AND MATHEMATICS ACCESS TO RETAIN TALENT GRANT PROGRAMS, 20 U.S.C. §§1070a-1 *et seq.*; 34 C.F.R. Part 691.
- IRAQ AND AFGHANISTAN SERVICE GRANT, 20 U.S.C. §§1070d *et seq.*

## PROVISIONAL CERTIFICATION

This provisional certification is granted for a limited period to permit the Institution to participate in the Title IV, HEA programs referenced in this Agreement. During the period of provisional certification, the participation of the Institution will be subject to revocation for cause. Cause for revocation includes, without limitation, a failure to comply with any provision set forth in this Agreement, a violation of Department regulations deemed material by the Department, or a material misrepresentation in the material submitted to the Department as part of the Institution's application process for this certification. The Department in its sole discretion may provide the Institution with an opportunity to cure any such failure, may place the Institution on reimbursement funding pending a decision regarding revocation of this Agreement by a designated Department official, or may suspend the participation of the Institution pending a decision by the Department regarding revocation of this Agreement. In the event the Department chooses to revoke this Agreement and the Institution's participation in the Title IV, HEA programs, the Institution will have the right to show cause why this Agreement should not be revoked by presenting its objections to the designated Department official in writing. The Institution agrees that this opportunity to show cause, and not the procedures in 34 CFR 668 subpart G, shall be the sole administrative appeal regarding such

revocation. The decision by the designated Department official will constitute the final agency action.

### Special Requirements for Substantial Changes Made During Term of Provisional Certification

Any institution provisionally certified must apply for and receive approval by the Secretary for expansion or of any substantial change (as hereinafter identified) before it may award, disburse or distribute Title IV, HEA funds based on the substantial change. Substantial changes generally include, but are not limited to: (a) establishment of an additional location; (b) increase in the level of academic offering beyond those listed in the Institution's Eligibility and Certification Approval Report (ECAR); or (c) addition of any nondegree or short-term training program.

If the Institution applies for the Secretary's approval of a substantial change, the Institution must demonstrate that it has the financial and administrative resources necessary to assure the Institution's continued compliance with the standards of financial responsibility (34 CFR 668.15) and administrative capability (34 CFR 668.16).

### Reasons and Special Conditions of Provisional Certification

#### *Initial Certification*

The Institution is approved for the first time to participate in Title IV, HEA programs, and is granted provisional certification for a period not to exceed one complete award year in which to demonstrate that it satisfies the standards of financial stability and administrative capability.

The institution must comply with Clery/Campus Security Act requirements. The institution is required to develop a policy statement, issue timely warning reports when necessary and keep a crime log if the institution maintains a campus security department.

#### *Fundamentals of Title IV Administration Training Requirement*

The institution must fulfill the Fundamentals of Title IV Administration training requirement within 12 months of the effective date of the Program Participation Agreement.

#### *Application for Recertification*

Upon completion of the period of provisional certification, if the Institution wishes to apply for recertification to participate in the Title IV, HEA programs, the Institution must submit a completed Application for Approval to Participate in Federal Student Financial Aid Programs, together with all required supporting documentation, no later than March 31, 2013.

#### *Grant or Denial of Full Certification*

Notwithstanding any paragraph above, the provisional certification ends upon the Department's notification to the Institution of the Department's decision to grant or deny a six year certification to participate in the Title IV, HEA programs.

## GENERAL TERMS AND CONDITIONS

1. The Institution understands and agrees that it is subject to and will comply with the program statutes and implementing regulations for institutional eligibility as set forth in 34 CFR Part 600 and for each Title IV, HEA program in which it participates, as well as the general provisions set forth in Part F and Part G of Title IV of the HEA, and the Student Assistance General Provisions regulations set forth in 34 CFR Part 668.

*The recitation of any portion of the statute or regulations in this Agreement does not limit the Institution's obligation to comply with other applicable statutes and regulations.*

2.
  - a. The Institution certifies that on the date it signs this Agreement, it has a drug abuse prevention program in operation that it has determined is accessible to any officer, employee, or student at the Institution.
  - b. The Institution certifies that on the date it signs this Agreement, it is in compliance with the disclosure requirements of Section 485(f) of the HEA (Campus Security Policy and Campus Crime Statistics).

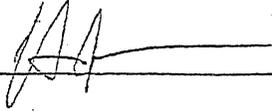
3. The Institution agrees to comply with --

- a. Title VI of the Civil Rights Act of 1964, as amended, and the implementing regulations, 34 CFR Parts 100 and 101 (barring discrimination on the basis of race, color or national origin);
- b. Title IX of the Education Amendments of 1972 and the implementing regulations, 34 CFR Part 106 (barring discrimination on the basis of sex);
- c. The Family Educational Rights and Privacy Act of 1974 and the implementing regulations, 34 CFR Part 99;
- d. Section 504 of the Rehabilitation Act of 1973 and the implementing regulations, 34 CFR Part 104 (barring discrimination on the basis of physical handicap); and
- e. The Age Discrimination Act of 1975 and the implementing regulations, 34 CFR Part 110.
- f. The Standards for Safeguarding Customer Information, 16 CFR Part 314, issued by the Federal Trade Commission (FTC), as required by the Gramm-Leach-Bliley (GLB) Act, P.L. 106-102. These Standards are intended to ensure the security and confidentiality of customer records and information. The Secretary considers any breach to the security of student records and information as a demonstration of a potential lack of administrative capability as stated in 34 CFR 668.16(c). Institutions are strongly encouraged to inform its students and the Department of any such breaches.

IN WITNESS WHEREOF

the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

Signature of Institution's  
Chief Executive Officer:



Date: 2/14/12

Print Name and Title:

HERMILO A. JACKSON III

PRESIDENT & CHIEF OPERATING OFFICER

For the Secretary:



Miguel A. Rosales, ACS

Date: 2/17/2012

U.S. Department of Education



College of Nursing

Educate | Grow | Succeed

SUCCESS CONTRACT FOR FT29 GRADUATES

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We have compiled best practices from many VN Programs and the culmination of successful practices is contained in the processes of this Contract for Success.

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NCP College of Nursing, with principal office address at 257 Longford Drive, South San Francisco, CA with a Branch Campus at 21615 Hesperian Blvd, Hayward, CA and hereinafter referred to as "NCP".

-AND-

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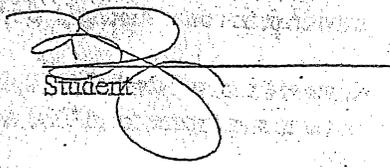
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- (B) When GRADUATE employment is confirmed and documented or if GRADUATE enrolls in an advanced training program and is documented, GRADUATE will receive a \$50.00 bonus fee
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Signed for and on behalf of the  
Company by

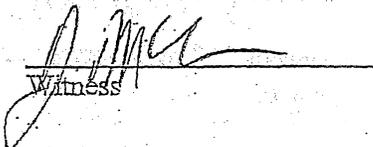
  
HERMILCA JOCSON III  
President and COO

Signed by NCP  
Graduate

  
Student

10/2/12  
Date

Signed by Witness

  
Witness

10/2/12  
Date



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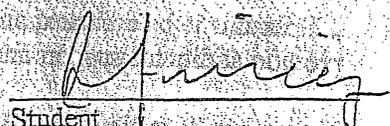
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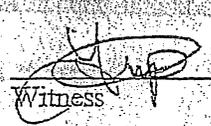
  
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10/2/12  
Date

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5. January 7 – January 11, 2013: Final proctored benchmark exam on campus anytime from 7:30 AM until 4:30 PM (last test must start no later than 4:30 PM)

6. January 21 – January 23, 2013: Graduates to come to campus with their eligibility to test notice from BVNPT to register at Pearson Vue and schedule NCLEX-PN exam with Student Services;
  - 6.1. NCLEX-PN testing target February 4 – February 8, 2013
  - 6.2. Graduates must provide NCP with a copy of NCLEX-PN results
  - 6.3. Graduates are also required to be responsive to PD and NCP team i.e. returning emails and phone calls.
  - 6.4. Graduates will be assigned a PD mentor for NCLEX support and preparation guidance
  - 6.5. Graduates are NOT allowed to reschedule their own tests.

**REBATES:**

- (A) After scheduled testing date has elapsed, GRADUATES are expected to call or e-mail directly to NCP to advice of pass or no pass. In case of an emergency, graduates must coordinate re-scheduling the exam with student services only. Graduates who have passed the NCLEX-PN exam on their first attempt are eligible to receive a refund of their NCSBN NCLEX-PN Online Review fee in the amount of \$90.
- (B) When GRADUATE employment is confirmed and documented or if GRADUATE enrolls in an advanced training program and is documented, GRADUATE will receive a \$50.00 bonus fee
- (C) Graduates who have taken and passed the NCLEX-PN exam are eligible to receive \$50 OFF when you join our IV Therapy & Blood Withdrawal Certification.

Signed for and on behalf of the  
Company by

HERMILO A. JOCSON III  
President and COO

Signed by NCP  
Graduate

Student

10/2/12  
Date

Signed by Witness

Witness

10/2/2012  
Date



SUCCESS CONTRACT FOR FT29 GRADUATES

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THIS AGREEMENT is made this 2 day of October, year 2012 by and between:

NCP College of Nursing, with principal office address at 257 Longford Drive, South San Francisco, CA with a Branch Campus at 21615 Hesperian Blvd, Hayward, CA and hereinafter referred to as "NCP".

-AND-

[Redacted] a graduate of NCP College of Nursing, with residence address at [Redacted] and hereinafter referred to as the "GRADUATE".

SCHEDULE OF COMMITMENT:

- 1. October 20, 2012 Graduation – Graduates to follow Ms. Mojica’s NCLEX prescription;
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2.1. Exams to be evaluated and analyzed by PD and we will contact the graduates to provide additional support and identify student’s test readiness;
3. November 26 to November 30, 2012: Graduates to take 2nd proctored benchmark exam on campus anytime from 7:30 AM until 4:30 PM (last test must start no later than 4:30 PM)
3.1 Exams to be evaluated and analyzed by PD and we will contact the graduates to provide additional support and identify students’ test readiness;
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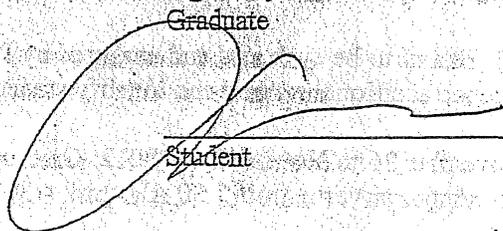
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- (B) When GRADUATE employment is confirmed and documented or if GRADUATE enrolls in an advanced training program and is documented, GRADUATE will receive a \$50.00 bonus fee
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Signed for and on behalf of the  
Company by

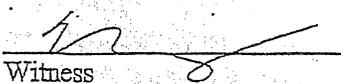
  
HERMILO A. JOCSON III  
President and COO

Signed by NCP  
Graduate

  
Student

10/2/12  
Date

Signed by Witness

  
Witness

10/2/12  
Date



SUCCESS CONTRACT FOR FT29 GRADUATES

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THIS AGREEMENT is made this 2nd day of OCTOBER, year 2012 by and between:

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-AND-

[Redacted] a graduate of NCP College of Nursing, with residence address at [Redacted], and hereinafter referred to as the "GRADUATE".

SCHEDULE OF COMMITMENT:

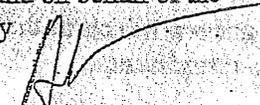
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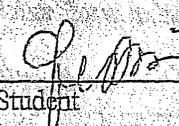
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Signed for and on behalf of the  
Company by

  
HERMILO A. JOCSON III  
President and COO

Signed by NCP  
Graduate

  
Student

10/2/12  
Date

Signed by Witness

  
Witness

10/2/12  
Date



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-AND-

[Redacted Name], a graduate of NCP College of Nursing, with residence address at [Redacted Address], and hereinafter referred to as the "GRADUATE"

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Signed for and on behalf of the  
Company by

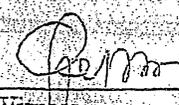
  
HERMILO A. JOCSON III  
President and COO

Signed by NCP  
Graduate

  
Student

10/02/12  
Date

Signed by Witness

  
Witness

10/2/12  
Date



College of Nursing

Educate | Grow | Succeed

SUCCESS CONTRACT FOR FT29 GRADUATES

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8 wks.  
only
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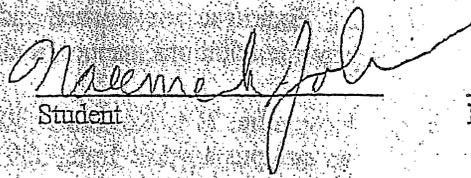
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Signed for and on behalf of the  
Company by

  
HERMILO A. JOCSON III  
President and COO

Signed by NCP  
Graduate

  
Student

10-2-12  
Date

Signed by Witness

  
Witness

10/2/12  
Date



SUCCESS CONTRACT FOR FT29 GRADUATES

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-AND-

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Signed for and on behalf of the Company by

*[Signature]*  
 HERMILIO A. JOCSON III  
 President and COO

Signed by NCP Graduate

*[Signature]*  
 Student

*10/2/12*  
 Date

Signed by Witness

*[Signature]*  
 Witness

*10/2/12*  
 Date



SUCCESS CONTRACT FOR FT29 GRADUATES

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#90

activated only 8 wks

Reschedule

- 6. January 21 – January 23, 2013: Graduates to come to campus with their eligibility to test notice from BVNPT to register at Pearson Vue and schedule NCLEX-PN exam with Student Services;
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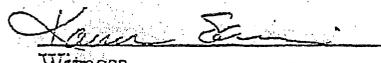
HERMILO A. JOYSON III  
President and COO

Signed by NCP Graduate

  
Student

10/2/12  
Date

Signed by Witness

  
Witness

10/2/12  
Date



SUCCESS CONTRACT FOR NCP GRADUATES (FT 28)

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-AND-

\_\_\_\_\_, a graduate of NCP College of Nursing with residence address at \_\_\_\_\_, and hereinafter referred to as the "GRADUATE".

- (A) NCP will pay \$50 per GRADUATE who follows the schedule listed below and deemed ready to test by Assistant Program Director hereinafter referred to as the APD in the Tier 1 group. GRADUATES that are not approved to Tier 1 will not receive the \$50 bonus fee.
- (B) After scheduled testing date has elapsed, GRADUATES are expected to call or e-mail directly to NCP to advice of pass, no pass or re-scheduled test due to extreme emergency.
- (C) When GRADUATE employment is confirmed and documented or if GRADUATE enrolls in an advanced training program and is documented, GRADUATE will receive a \$50.00 bonus fee

SCHEDULE OF COMMITMENT:

1. May 5<sup>th</sup> Graduation – Graduates to follow Ms. Mojica’s NCLEX prescription;

2. May 21-23 2012: Graduates to take proctored bench mark NCLEX exam anytime from 7:30 AM until 6:00 PM (last test must start no later than 6PM)

2.1. Exams to be evaluated and analyzed by APD and we will contact the graduates to provide additional support and identify student's test readiness;

3. June 18-20, 2012: Students to take 2nd proctored exam anytime from 7:30 AM until 6:00 PM (last test must start no later than 6PM)

3.1 Exams to be evaluated and analyzed by APD and he will contact the graduates to provide additional support and identify students' test readiness;

4. July 23-25, 2012: Final proctored exam anytime from 7:30 AM until 6:00 PM (last test must start no later than 6 PM)

NCLEX reviews will also be offered every Monday from May 14 to August 6, 2012 (0900-1600)

4.1. Exams to be evaluated and analyzed by the APD and then will contact the graduates to provide additional support and identify graduate's test readiness.

4.2. All graduates will be scheduled around this time period (1st 2 weeks in August)

4.3. APD will determine who is ready to take test in first Tier and second Tier

4.3.1. First Tier is scheduled first ½ of August (pending availability of testing date and site)

4.3.2. Second Tier will be scheduled second ½ of August (pending availability of testing date and site)

4.3.3. Graduates must provide NCP with a copy of NCLEX-PN results

4.3.4. Graduates are also required to be responsive to APD and NCP team i.e. returning emails and phone calls.

4.3.5 Graduates are NOT allowed to reschedule their own tests.

Signed for and on behalf of the  
Company by

Signed by NCP  
Graduate

HERMILO A. JOCSON III  
President and COO

\_\_\_\_\_  
Student



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SCHEDULE OF COMMITMENT:

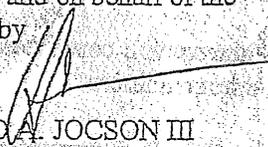
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4. December 17 to December 21, 2012: Graduates to activate and start NCSBN online review;
5. January 7 – January 11, 2013: Final proctored benchmark exam on campus anytime from 7:30 AM until 4:30 PM (last test must start no later than 4:30 PM)

6. January 21 – January 23, 2013: Graduates to come to campus with their eligibility to test notice from BVNPT to register at Pearson Vue and schedule NCLEX-PN exam with Student Services;
  - 6.1. NCLEX-PN testing target February 4 – February 8, 2013
  - 6.2. Graduates must provide NCP with a copy of NCLEX-PN results
  - 6.3. Graduates are also required to be responsive to PD and NCP team i.e. returning emails and phone calls.
  - 6.4. Graduates will be assigned a PD mentor for NCLEX support and preparation guidance
  - 6.5. Graduates are NOT allowed to reschedule their own tests.

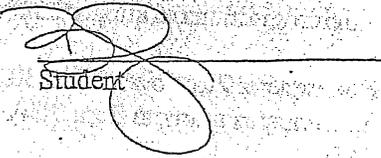
REBATES:

- (A) After scheduled testing date has elapsed, GRADUATES are expected to call or e-mail directly to NCP to advice of pass or no pass. In case of an emergency, graduates must coordinate re-scheduling the exam with student services only. Graduates who have passed the NCLEX-PN exam on their first attempt are eligible to receive a refund of their NCSBN NCLEX-PN Online Review fee in the amount of \$90.
- (B) When GRADUATE employment is confirmed and documented or if GRADUATE enrolls in an advanced training program and is documented, GRADUATE will receive a \$50.00 bonus fee
- (C) Graduates who have taken and passed the NCLEX-PN exam are eligible to receive \$50 OFF when you join our IV Therapy & Blood Withdrawal Certification.

Signed for and on behalf of the  
Company by

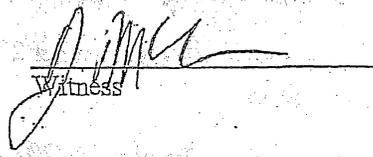
  
HERMILO A. JOCSON III  
President and COO

Signed by NCP  
Graduate

  
Student

10/2/12  
Date

Signed by Witness

  
Witness

10/2/12  
Date



NOTIFICATION OF ACADEMIC PROBATION

Student's Name [redacted] Class: PTE 2 Level: 2 Date: 01/03/13

To remain in good standing in the program, you must consistently receive a minimum academic grade of C (75-79) or higher in all your theory courses.

You are allowed to remediate a D (70-74) and an NP (No Pass) in the Skills Lab/ Clinical training. Also, you are allowed to make-up absences you incur with mitigating circumstances.

Your instructors notify you frequently if you are meeting the academic requirements of the course, and provide you all the advisement, support, and interventions necessary for you to complete your program.

As of 01/03/13, your average is at 69.67. It appears that despite the frequent notification and support that NCP has provided you, the pattern of unsatisfactory academic progress continues. We are now informing you that you are placed on probation for the next forty five days (60). Your probation status will begin on: \_01/03/13 and will end on 03/3/13. Furthermore, you are required to complete a one hour study time in campus two days a week after school for full time students and before school for part time students, to be monitored by NCP staff. See back page. This completed form is to be turned in to the Program Director at the end of the 30 day probation.

CONSEQUENCES OF FAILURE TO COMPLETE PROBATION OR CONTINUED VIOLATION OF ACCADEMIC POLICY:

- Repeat the course, or
Self-initiate a withdrawal with a possibility of readmission, or
Self-initiate withdrawal with no readmission, or
Be terminated from the program.

If you have any questions, please make an appointment to see the Program Director.

As always, we wish you the best.

Signature (Program Director) Date
Signature (Student) Date 1/8/13



NOTIFICATION OF ACADEMIC PROBATION

Student's Name: [redacted] Class: FT 30 Level: 2 Date: 082112

To remain in good standing in the program, you must consistently receive a minimum academic grade of C (75-79) or higher in all your theory courses.

You are allowed to remediate a D (70-74) and an NP (No Pass) in the Skills Lab/ Clinical training. Also, you are allowed to make-up absences you incur with mitigating circumstances.

Your instructors notify you frequently if you are meeting the academic requirements of the course, and provide you all the advisement, support, and interventions necessary for you to complete your program.

As of 081812, your academic profile looks like: MS1 average: 68

Q1 = 68

Q2 = 68

It appears that despite the frequent notification and support that NCP has provided you, the pattern of unsatisfactory academic progress continues. We are now informing you that you are placed on probation for the next thirty days (30). Your probation status will begin on: 082112 and will end on 092112 or at the end of level 2. Furthermore, you are required to complete a one hour study time in campus two days a week after school for full time students and before school for part time students, to be monitored by NCP staff. See back page. This completed form is to be turned in to the Program Director at the end of the 30 day probation.

Failure to fulfill the terms of your academic probation by the 30th day from the start of your probation will result in your getting an F (Failure) for the course(s) or termination from the program.

If you have any questions, please make an appointment to see the School Director.

As always, we wish you the best.

[Signature]
Signature (Program Director)

Date

[redacted signature]
Signature (Student)

8/21/12

Date

Date	Start time	End time	Signature
08/23/12	3:00 PM	4:00 PM	[Signature]
08/28/12	3:40 PM	5:30 PM	[Signature]
09/04/12	4:06 PM	5:15 PM	[Signature]
09/05/12	12:00 PM	<del>1:00 PM</del>	[Signature]
09/12/12	2:00 PM	3:05 PM	[Signature]
09/18/12	2:00 PM	3:00 PM	[Signature]





NOTIFICATION OF ATTENDANCE PROBATION

STUDENT: [REDACTED] Class: NT 21 Level: 1 DATE: 12/3/12

Attendance in the Vocational Nursing program is mandatory. You must be in the classroom or in the clinical area promptly each scheduled day so that you can meet the objectives of the course and fulfill the State requirements for course clock hours. Failure to meet at least ninety (90%) percent of the clinical hours for a course will result in dismissal from the course unless there are mitigating circumstances that excuse you.

A student who arrives in theory class 10 minutes late based on the classroom clock is considered tardy. A student who arrives in clinical 10 minutes late based on the instructor's watch is considered tardy. In theory class, persistent tardiness defined as tardiness of more than two times which exceed ten minutes each time is considered an unexcused absence. Students are encouraged to join the class even if marked absent for the day to maximize learning at the discretion of the instructor. However, accrued absences will be considered in determining satisfactory attendance. In clinical, persistent tardiness defined as tardiness of more than two times which exceed ten minutes each time is considered an unexcused absence. The instructor will dismiss the student and mark him or her absent for the day to be made up as a full day at the end of the level.

ABSENCES (hours/days of absences with dates noted).

10/22/2012 - 11/26/2012

PROBATION START AND STOP DATES: START: 12/3/12 STOP: AT THE END OF LEVEL 1 (PHARMACOLOGY)

ACTION PLAN:

1. DO NOT ABSENT SELF.
2. SELF EVALUATE AND SEEK PROFESSIONAL HELP ABOUT MH CONDITION
- 3.

CONSEQUENCES OF FAILURE TO COMPLETE PROBATION OR CONTINUED VIOLATION OF ATTENDANCE POLICY:

- Repeat the course, or
- Self-initiate a withdrawal with a possibility of readmission, or
- Self-initiate withdrawal with no readmission, or
- Be terminated from the program.

STUDENT SIGNATURE: [Signature] DATE: \_\_\_\_\_

PROGRAM DIRECTOR SIGNATURE: [Signature] DATE: 12/4/12



### UNSATISFACTORY ACADEMIC PROGRESS NOTIFICATION

STUDENT: [REDACTED] CLASS: FT 31 LEVEL: 1

To remain in good standing in the program, you must consistently receive a minimum grade of C (75-79%) or higher in all your classes, a 90% P (Pass) rate in your clinical evaluations, and at least ninety per cent (90%) of the clock hours for each course. Failure to meet any of these grading components will result in your having to do further make-up work as discussed between you and your instructor. Your record shows a pattern of failures as shown in the following items that your instructor has based on documented evidence:

COURSE	QUIZZES	AVERAGE	PROJECTED GRADE
PHARM.	WEEKLY AVERAGE	67.71%	
Total Accumulated to date =			

This failure to improve requires further advisement with the Program Director. It will require further actions on your part to fulfill the academic requirements of the program. You must successfully complete this action plan. It may be decided that you will be required to:

- Repeat the course, or
- Self-initiate a withdrawal with a possibility of readmission, or
- Self-initiate withdrawal with no readmission, or
- Be terminated from the program.

ACTION PLAN: Study harder, time management  
Reduce test anxiety through relaxation techniques  
Problem of medical language

NEXT APPOINTMENT: 1/11/13

STUDENT COMMENTS: NONE

By signing this document I agree to comply and complete the action plan.

STUDENT SIGNATURE: [Signature] DATE: 1/4/12

FACULTY SIGNATURE: [Signature] DATE: \_\_\_\_\_

PROGRESS REPORT:

ACTION PLAN:

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

INCOMPLETE (reason): \_\_\_\_\_

ACTION PLAN (continue current action plan or change): \_\_\_\_\_

STUDENT COMMENT: \_\_\_\_\_

INSTRUCTOR SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

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

UNSATISFACTORY COMPLETION (reason): \_\_\_\_\_

DISPOSITION: \_\_\_\_\_

SATISFACTORY COMPLETION DATE: \_\_\_\_\_

STUDENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

PROGRAM DIRECTOR SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_



### UNSATISFACTORY ACADEMIC PROGRESS NOTIFICATION

STUDENT: [REDACTED] CLASS: FT 31 LEVEL: 1

To remain in good standing in the program, you must consistently receive a minimum grade of C (75-79%) or higher in all your classes, a 90% P (Pass) rate in your clinical evaluations, and at least ninety per cent (90%) of the clock hours for each course. Failure to meet any of these grading components will result in your having to do further make-up work as discussed between you and your instructor. Your record shows a pattern of failures as shown in the following items that your instructor has based on documented evidence:

COURSE	QUIZZES	AVERAGE	PROJECTED GRADE
PHARM	WEEKLY AVERAGE	Total Accumulated to date = 74.07	

This failure to improve requires further advisement with the Program Director. It will require further actions on your part to fulfill the academic requirements of the program. You must successfully complete this action plan. It may be decided that you will be required to:

- Repeat the course, or
- Self-initiate a withdrawal with a possibility of readmission, or
- Self-initiate withdrawal with no readmission, or
- Be terminated from the program.

ACTION PLAN: Ask question during lecture. Tutor's  
instructor to give time for explanation (further)  
of concepts.

NEXT APPOINTMENT: 1/11/13

STUDENT COMMENTS: NONE

By signing this document I agree to comply and complete the action plan.

STUDENT SIGNATURE: [Signature] DATE: 1/4/12

FACULTY SIGNATURE: [Signature] DATE: 1/4/12

FT31 Pharmacology Grades

Name	Fou/Neuro	Calcu	Average 1	MH	Average 2	Cardio
[Redacted]	47.14	100	73.57	56	67.71333	abs
TBng	74.28	100	87.14	73	82.42667	abs
[Redacted]	64.28	100	82.14	70	78.09333	56
Blac	81.42	100	90.71	76	85.80667	68
[Redacted]	67.14	100	83.57	60	75.71333	60
[Redacted]	50	100	75	80	76.66667	48
[Redacted]	57.14	100	78.57	73	76.71333	64
[Redacted]	51.42	100	75.71	73	74.80667	abs
JL	52.85	100	76.425	73	75.28333	78
[Redacted]	71.42	100	85.71	66	79.14	80
[Redacted]	61.42	100	80.71	63	74.80667	66
Bm	71.42	100	85.71	66	79.14	74
Uk	64.28	100	82.14	66	76.76	76
[Redacted]	70	100	85	66	78.66667	64
[Redacted]	64.28	100	82.14	76	80.09333	70
[Redacted]	65.71	100	82.855	63	76.23667	58
[Redacted]	61.42	100	80.71	70	77.14	56
[Redacted]	57.14	100	78.57	60	72.38	abs
[Redacted]	75.71	100	87.855	80	85.23667	74
[Redacted]	75.71	100	87.855	66	80.57	74
[Redacted]	70	100	85	73	81	80
[Redacted]	80	100	90	73	84.33333	75
[Redacted]	61.42	100	80.71	76	79.14	62
[Redacted]	88.57	100	94.285	76	88.19	84
[Redacted]	87.14	100	93.57	83	90.04667	94
[Redacted]	51.42	100	75.71	60	70.47333	54

Average 3 GI                      Average 3

#VALUE!	75	#VALUE!
#VALUE!		#VALUE!
72.57		58.056
81.355		65.084
71.785		57.428
69.5		55.6
73.535		58.828
#VALUE!		#VALUE!
75.9625		60.77
79.355		63.484
72.605		58.084
77.855		62.284
76.57		61.256
75		60
77.57		62.056
71.6775		57.342
71.855		57.484
#VALUE!		#VALUE!
82.4275		65.942
78.9275		63.142
80.75		64.6
82		65.6
74.855		59.884
87.1425		69.714
91.035		72.828
66.355		53.084



UNSATISFACTORY ACADEMIC PROGRESS NOTIFICATION

STUDENT: [REDACTED] CLASS: FT31 LEVEL: 1

To remain in good standing in the program, you must consistently receive a minimum grade of C (75-79%) or higher in all your classes, a 90% P (Pass) rate in your clinical evaluations, and at least ninety per cent (90%) of the clock hours for each course. Failure to meet any of these grading components will result in your having to do further make-up work as required and/or remediation as negotiated between you and your instructor. After several instructional interventions, support, and advisement meetings provided to you by your instructor, your record still shows a pattern of failures as shown in the following items that your instructor has based on documented evidence:

Table with 4 columns: COURSE, TESTS, EXAMS, ASSIGNMENTS, PROJECTED GRADE. Row 1: PHARM, Total Accumulated %=, Total Accumulated %= 67-28

This failure to improve requires further advisement with the Program Director and will be communicated to the Director of Education. It will require further actions on your part to fulfill the academic requirements of the program. You must successfully complete this action plan. If you do not successfully complete this plan, you will be referred to the Director of Education. It may be decided that you will be required to:

- Repeat the course, or
Self-initiate a withdrawal with a possibility of readmission, or
Self-initiate withdrawal with no readmission, or
Be terminated from the program.

ACTION PLAN: Study harder, work closely with me to improve grade in the form of tutorials
1) improve weekly grade
2) do extra credit work
NEXT APPOINTMENT: 1/11/13

STUDENT COMMENTS: NONE

By signing this document I agree to comply and complete the action plan.

STUDENT SIGNATURE: [Signature] DATE: 1/4/13

FACULTY/PROGRAM DIRECTOR SIGNATURE: [Signature] DATE: 1/4/13