

# Agenda Item #13.C.5.



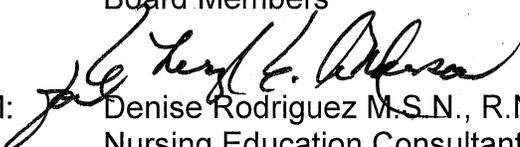
BUSINESS, CONSUMER SERVICES, AND HOUSING AGENCY • GOVERNOR EDMUND G. BROWN JR.

**BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS**  
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DATE: May 1, 2014

TO: Board Members

FROM:  Denise Rodriguez M.S.N., R.N.  
Nursing Education Consultant

SUBJECT: West Med College, Merced, Vocational Nursing Program – Request to Admit Students (Director: Donna Chin, Merced, Santa Clara County, Private)

On February 24, 2012, the Board placed West Med College, Merced, Vocational Nursing Program on provisional approval<sup>1</sup> for the two-year period from February 24, 2012, through February 28, 2014. The program was required to admit no additional students unless approved by the Board.

Those actions were taken due to the program's noncompliance with requirements set forth in Section 2530 (l) of the Vocational Nursing Rules and Regulations which states:

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

- (1) Failure to 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.”

On February 28, 2014, the Board extended the program's provisional approval for the one – year period from February 28, 2014 through February 28, 2015. Additionally, the Board approved the program's request to admit a class of 30 full-time students and three alternates on May 5, 2014, **only**, graduating June 25, 2015, to **replace** students that graduate on June 26, 2014. The Board continued the program's requirement to admit no additional students unless approved by the full Board. Reconsideration of the

<sup>1</sup> Prior to January 1, 2012, references in article 4 of the Vocational Nursing Practice Act and article 4 of the Psychiatric Technicians Law provided that the Board accredits all vocational nursing and psychiatric technicians programs. Pursuant to Business and Professions Code Sections 2883 and 4532 (Senate Bill 539, Chapter 338, Statutes of 2011), **accredit** was changed to **approve**. There was no change to the Board's authority or jurisdiction.

program's status was scheduled for February 2015.

The Director of West Med College, Merced, Vocational Nursing Program, requests approval to admit a full - time day class of 20 students with 2 alternates to start on October 10, 2014 that will **replace** the class that will graduate on June 27, 2014. The requested class would graduate November 20, 2015.

**History of Prior Board Actions**

(See Attachment A, History of Prior Board Actions)

**Enrollment**

Currently, the program requires Board approval prior to the admission of each class. The program offers full time classes that are 51 weeks in length. The pattern of admissions for proposed classes is seen in the enrollment table below.

The following table represents **past, current and projected** student enrollment based on current and projected class starts and completions. The table indicates a **maximum enrollment of 58 students** during the period **June 2012 through October 2014**.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Complete			
6/12		30	28	2
5/13		30	28	28 + 28 = 56
	6/13 (6/12 Class)		-28	56 - 28 = 28
5/14		30		28 + 30 = 58
	6/14 (5/13 Class)		-28	58 - 28 = 30
10/14 (Proposed)		20		30 + 20 = 50

**Licensing Examination Statistics**

The following statistics, furnished by the Pearson Vue published by the National Council of State Boards of Nursing as "Jurisdictional Summary of All First-Time Candidates Educated in Member Board Jurisdiction," for the period January 2008 through March 2014, specify the pass percentage rates for graduates of the West Med College, Merced, Vocational Nursing Program on the National Council Licensure Examination for Practical (Vocational) Nurses (NCLEX-PN®)

NCLEX-PN® Licensure Examination Data							
Quarterly Statistics					Annual Statistics*		
Quarter	# Candidates	# Passed	% Passed	State Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate [CCR §2530(l)]	Variance from State Average Annual Pass Rate
Jan-Mar 2008	23	17	74%	76%	74%	76%	-2
Apr-Jun 2008	1	1	100%	70%	75%	75%	0
Jul-Sep 2008	2	2	100%	75%	77%	74%	+3
Oct-Dec 2008	3	3	100%	73%	79%	73%	+6
Jan-Mar 2009	21	11	52%	70%	63%	72%	-9
Apr-Jun 2009	8	5	63%	71%	62%	70%	-8
July-Sep 2009	13	9	69%	74%	62%	72%	-10
Oct-Dec 2009	3	0	0%	76%	56%	73%	-17
Jan-Mar 2010	22	15	68%	76%	63%	74%	-11
Apr-Jun 2010	10	7	70%	74%	65%	75%	-10
Jul-Sep 2010	25	20	80%	76%	70%	75%	-5
Oct-Dec 2010	9	4	44%	77%	70%	76%	-6
Jan-Mar 2011	28	15	54%	82%	64%	77%	-13
Apr-Jun 2011	9	5	56%	71%	62%	76%	-14
Jul-Sep 2011	23	10	44%	74%	49%	77%	-28
Oct-Dec 2011	28	14	50%	74%	50%	75%	-25
Jan-Mar 2012	10	4	40%	77%	47%	74%	-27
Apr-Jun 2012	10	4	40%	72%	45%	74%	-29
Jul-Sep 2012	13	9	69%	74%	51%	74%	-23
Oct-Dec 2012	26	10	38%	70%	46%	74%	-28
Jan-Mar 2013	6	1	17%	75%	44%	73%	-29
Apr-Jun 2013	2	1	50%	78%	45%	73%	-28
Jul-Sep 2013	1	1	100%	75%	37%	74%	-37
Oct-Dec 2013	13	11	85%	76%	64%	76%	-12
Jan-Mar 2014	3	1	33%	74%	74%	76%	-2

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

California Code of Regulations §2530(l) states:

“The program shall maintain a yearly average minimum pass rate on the licensure examination that does not fall below 10 percentage points of

the state average pass rate for first time candidates of approved vocational nursing schools for the same period.”

Based on the most current data available (January – March 2014), the program’s average annual pass rate **74%**. The California average annual pass rate for graduates from approved vocational nursing programs who took the NCLEX-PN® for the first time is 76%. The average annual pass rate for the West Med College, Merced, Vocational Nursing Program is **two (2) 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 current number of Board-approved faculty totals nine (9), including the program director. The director has 80% administrative and 20% teaching duties. Of the total faculty, nine (9) instructors are approved to teach clinical.

Based upon a maximum enrollment of 58 students, four instructors are required for clinical supervision. Therefore, the current number of faculty is adequate for the current enrollment.

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

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

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

### **Other Considerations**

As noted previously, the Board placed the West Med College, Merced, Vocational Nursing Program on provisional approval on February 24, 2012 for the two – year period from February 24, 2012 through February 28, 2014. That action was taken due to the program’s noncompliance with regulatory requirements relative to program pass rates. At that time, the program’s average annual pass rate was **50%**, 25 percentage points below state average annual pass rates.

On March 19, 2012, the Board forwarded to the program, per certified and regular mail,

the Notice of Change in Accreditation Status. That document specified identified deficiencies and required corrective actions.

On March 26, 2012, the Board received the program's signed Acknowledgement of Change in Accreditation Status. The document was signed by the program director on March 26, 2012.

On May 11, 2012, the Board approved the program's request to admit a class of 30 full-time students on June 4, 2012, graduating June 27, 2013, to **replace** students that graduated on November 23, 2011. Additionally, the Board continued to require the program to admit no additional students unless approved by the full Board.

**On January 11, 2013, Donna Chin was approved as the new program director.**

On February 6, 2013, the Board approved the program's request to admit a class of 30 full-time students and three (3) alternates on May 21, 2013, **only**, graduating June 26, 2014, to **replace** students that graduated on June 27, 2013. The Board continued the program's requirement to obtain approval by the full Board prior to the admission of additional students.

On October 30, 2013, the program director submitted the required follow-up report (dated October 28, 2013) describing the status of the implementation of the program's plan of improvement. (See Attachment B) The new elements that have been implemented included the following:

- Strengthening of selection test criteria for admission to the program. The admission score was raised from 17 to 19 on the Wonderlic Scholastic Level Examination. Two attempts at passing the test are allowed.
- Adding an interview portion to the admission process.
- The instructional plan was updated and approved by the Board in June 2012 reflecting a "leveling out of the Pharmacology content integrated within the core curriculum."
- Textbooks were updated to include Pharmacology Math, Psychology and NCLEX- PN<sup>®</sup> practice questions and effective July 1, 2013, all textbooks are electronic and the students are issued iPads.
- Implementation of the Health Education Systems, Inc., (HESI) exit examination starting with the March 2012 graduating class. For the 2012 graduating class, four (4) attempts at passing the exit examination were allowed. For the 2013 graduating class only two (2) attempts are allowed.

Implementation of the program's plan of correction was started in February 2012. Since that time three (3) classes have graduated; one (1) each in March 2012; July 2012 and June 2013. Licensure examination results for those classes is as follows:

Graduation Date	Number of Students Admitted	Number of Students Graduated	Number of Graduates Tested	Number of Graduates Passed	% of Test Takers Passing the Exam
March 2012	30	25	17	8	47%
July 2012	30	30	22	14	64%
June 2013	30	26	14	11	78%

It can be seen that as each class was exposed to more of the plan of correction, that class had an improved licensure examination pass rate.

On February 28, 2014, the Board extended the program's provisional approval for the one – year period from February 28, 2014 through February 28, 2015. Additionally, the Board approved the program's request to admit 30 full – time students and three (3) alternates on May 5, 2014, only, graduating June 25, 2015, to **replace** students that graduate on June 26, 2014. The Board continued the program's requirement to admit no additional students unless approved by the full Board and scheduled reconsideration of the program's status February 2015. At that time, the program's quarter pass rate was 85% and its average annual pass rate was **64%**. **As such, the program's average annual pass rate has improved 14 percentage points since initial placement on provisional approval.**

On March 5, 2014, the Board forwarded the Notice of Change in Approval Status to the director (see Attachment C). That document specified identified program deficiencies and required corrections.

Based on the most current data available (January – March 2014), the program's average annual pass rate is **74%**, **two (2) percentage points below** the state average annual pass rate.

**Recommendations:**

1. Approve West Med College, Merced, Vocational Nursing Program's request to admit a class of 20 full-time students and two alternates on October 10, 2014, **only**, graduating November 20, 2015, to **replace** students that graduate on June 27, 2014.
2. Continue to require the program to admit no additional students unless approved by the full Board.

**Rationale:** The program's average current annual pass rate at **74%** remains **below** the required standard; however, the program has implemented changes aimed at improving that pass rate. Each of the classes that have graduated since implementation of the plan has had a higher licensure examination pass rate than the class before it. The most recent graduating class has a 78% pass rate. It is reasonable to

allow the program to admit another class and monitor the pass rate progression very closely. By the time the program is presented for review of its provisional approval status in February 2015, the Board should have licensure examination results for the class that will graduate in June 2014 and can evaluate whether the program is able to maintain the improvement.

Attachment A: History of Prior Board Actions.

Attachment B: WestMed College Follow-up Report Dated October 28, 2013, Received October 28, 2013.

Attachment C: Notice of Continuation of Provisional Approval Status Dated March 5, 2014.



## Agenda Item #13.C.5., Attachment A

### WEST MED COLLEGE, MERCED VOCATIONAL NURSING PROGRAM

#### History of Prior Board Actions

- On August 9, 2006, the Executive Officer approved the West Med College, Merced Vocational Nursing Program's request to begin a vocational nursing program with an initial full-time class of 30 students commencing September 25, 2006, **only**; and approved the program curriculum for 1544 hours, including 590 theory, and 954 clinical hours.
- The Executive Officer directed that the program director consult weekly with the assigned Nursing Education Consultant and, if necessary, meet at the Board's Sacramento office to prevent non-compliance issues as occurred at the West Med - San Jose Vocational Nursing Program.
- On January 25, 2007, the program notified the Board that West Med College had become an affiliate of National University.
- **On August 6, 2007, a new program director was approved.**
- On August 7, 2007, the program **admitted a class** of 30 students plus three (3) Alternates **without prior Board approval.**
- On October 2-3, 2007, the program was inspected to determine compliance with Article 5 of the Vocational Nursing Rules and Regulations. Five (5) violations were identified. Those violations were corrected after the visit.
- On November 8, 2007, the Executive Officer approved initial full accreditation for the West Med College, Merced, Vocational Nursing Program for the period from October 3, 2007, through October 2, 2011, and issued a certificate accordingly; **and**, approved the program's request to admit a full-time class of 25 students on January 14, 2008 **only**, graduating February 15, 2009
- **On January 11, 2011, a new director was approved.**
- On November 3, 2011, the Executive Officer deferred action on the program's request for continued approval by the Board at its February 24, 2011 meeting. That decision was based on the program's noncompliance with California Code of Regulations Sections 2530(k), 2530 (l), 2527(c) and 2533(f). Additionally, the Executive Officer **denied** the program's request to admit a class of 30 students commencing on November 28, 2011 and graduating December 20, 2012, to **replace** students graduating on November 23, 2011, at this time, **and**, approved the program's major curriculum revision as follows: Decrease overall

program hours from 1544 to 1536. Decrease theory hours from 590 to 576. Increase clinical hours from 954 to 960, **and**, the director was required to submit a revised Instructional Plan by November 30, 2011.

- On November 30, 2011, the Board received the program's revised instructional plan.
- On January 19, 2012, the assigned consultant forwarded correspondence requesting submission of fifteen (15) copies of pertinent documents, plan, and subsequent actions taken to correct identified problems that they desire Board members to consider.
- On January 25, 2012, the Board received correspondence from the program director and fifteen (15) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.
- On February 24, 2012, the Board denied West Med College, Merced, Vocational Nursing Program's request to admit a day class of 30 full-time students on April 19, 2012, graduating on April 19, 2013, to **replace** a class that graduated November 23, 2011, at this time; **and**, denied the program's request to admit an evening class of 30 full-time students on April 30, 2012, graduating May 31, 2013, to **replace** a class that will graduate on March 28, 2012, at this time.
  - The Board also placed West Med College, Merced, Vocational Nursing Program on provisional approval for the two-year period from February 24, 2012, through February 28, 2014; **and**, required the program to admit no additional students unless approved by the full Board; **and**, required the program to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate by **January 2, 2014**.
  - The program additionally was required to submit follow-up reports in nine months, but no later than **November 1, 2012**, and 21 months, but no later than **November 1, 2013**. The reports must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and the effect of employed interventions. The following elements must be addressed in the analysis.
    - a. Admission Criteria.
    - b. Screening and Selection Criteria.
    - c. Terminal Objectives.
    - d. Curriculum Objectives.
    - e. Instructional Plan.
    - f. Theory and Clinical Objectives for Each Course.
    - g. Lesson Plans for Each Course.
    - h. Textbooks.
    - i. Attendance Policy.
    - j. Remediation Policy.
    - k. Evaluations of Theory and Clinical Faculty.

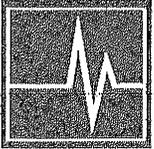
- l. Evaluations of Theory Presentations.
- m. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
- n. Evaluation of Student Achievement.
- o. Current Enrollment; **and**,

The program was also required to comply with all approval standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code Section 2880, and Article 5 of the Board's Regulations, commencing at California Code of Regulations, Title 16, Section 2526; **and**, required the program to demonstrate incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's approval; **and** advised the program that failure to take any of these corrective actions may cause the full Board to revoke the program's approval.

The Board placed the program on the **February 2014** Board agenda for reconsideration of provisional approval.

- On March 19, 2012, the Board forwarded to the program, per certified and regular mail, the Notice of Change in Accreditation Status.
- On March 26, 2012, the Board received the program's signed Acknowledgement of Change in Accreditation Status. The document was signed by the program director on March 26, 2012.
- On April 4, 2012, the assigned consultant forwarded correspondence requesting submission of eighteen (18) copies of pertinent documents, plan, and subsequent actions taken to correct identified problems that they desire Board members to consider.
- On April 16, 2012, the Board received correspondence from the program director and eighteen (18) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.
- On May 11, 2012, the Board approved the program's request to admit a class of 30 full-time students on June 4, 2012, graduating June 27, 2013, to **replace** students that graduated on November 23, 2011; and continued to require the program to admit no additional students unless approved by the full Board.
- **On January 11, 2013, Donna Chin was approved as the new program director.**
- On February 6, 2013, the Board approved the following recommendations:
  1. Approve West Med College, Merced, Vocational Nursing Program's request to admit a class of 30 full-time students and three alternates on May 21, 2013, **only**, graduating June 26, 2014, to **replace** students that graduate on June 27, 2013.

2. Continue to require the program to admit no other students unless approved by the full Board.



# WestMed College Agenda Item #13.C.5., Attachment B

BVNPT RECD - EDU  
ON 10/28/13 WITH SC TO DG

*An affiliate of the National University System*

330 East Yosemite Avenue, Merced, CA 95340  
Phone (209) 386-6300 • Fax (209) 386-6335 • www.westmedcollege.edu

October 28, 2013

RE: WestMed College 04-045 Provisional Accreditation Follow up Report

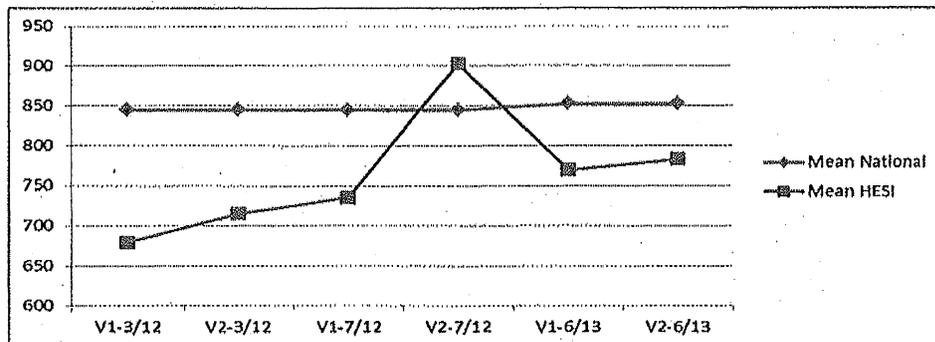
Suellen Clayworth, RN  
Nursing Education Consultant  
Board of Vocational Nursing and Psychiatric Technicians  
2535 Capitol Oaks Drive  
Sacramento, CA 95833

Dear Ms. Clayworth,

WestMed College, Merced is pleased to present this report of accomplishments in our Vocational Nursing Program as evidence of our commitment to achieving benchmark NCLEX-PN pass rates and complying with all BVNPT directives. To this end, a number of changes were implemented to improve our selection criteria and to expand the knowledge and critical thinking skills of our students. A full report addressing all the requirement areas is attached (Attachment A). A summary of our actions and their results appears below:

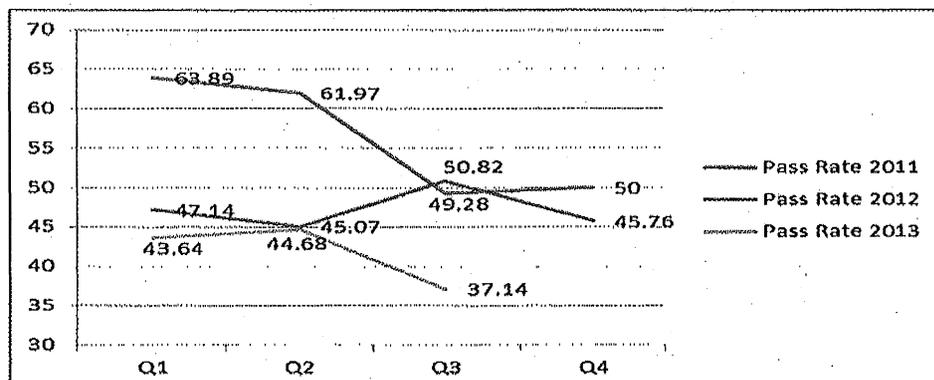
- Selection Criteria Changes
  - Prospective students must score 19 or better on the Wonderlic admissions exam within two attempts for consideration to the VN Program.
  - From the initial class interviewed, the interview guide was refined for use with the 5/21/2013 cohort (Attachment B). Additional changes are under consideration.
- Instructional Plan Updates
  - On June 1, 2012, the instructional plan was approved with updates reflecting a leveling out of the Pharmacology content integrated within the core curriculum.
  - Textbooks were updated to include Pharmacology Math, Medical Terminology, Psychology, and NCLEX-PN practice.
  - Effective July 1, 2013, all textbooks are electronic and students are issued iPads.
- Evolve Case Studies and Practice Exams
  - Beginning with the March 2011 cohort (graduating March 2012), students began accessing case studies and practice tests. Cohorts starting July 2012 through June 2013 were given the opportunity to take up to four exit exams for recommendation to the Board. Beginning July 2013, exit exam attempts were reduced to two.

- Graduated March 2012:
    - 4 weeks of study/practice with case studies
    - 25 students completed the cohort
    - 20 successfully passed the HESI exit exam
  - Graduated July 2012:
    - 18 weeks of study/practice with case studies
    - 30 students completed the cohort
    - 29 successfully passed the HESI exit exam
  - Graduated July 2013
    - 48 weeks of study/practice with case studies
    - 26 students completed the cohort
    - 17 successfully passed the HESI exit exam
- The chart below depicts student progress in HESI testing results between the cohorts for versions 1 and 2 of the exit exam. Individual student scores are trending upward and several have exceeded the national average. In the weeks preceding the exit exam, instructors devote a great deal of time to review of all areas using a number of interactive means that have been successful in creating a competitive environment conducive to review.



- **NCLEX Scores**

- While the rolling quarters NCLEX-PN pass rates remain below the acceptable 10 percentage points, the averages are increasing for cohorts. The chart represents 2011 through the third quarter of 2013.



- Graduated March 2012:
    - 18 students have taken the NCLEX-PN exam
    - 8 passed the NCLEX-PN (44.44%)
  - Graduated July 2012:
    - 22 students have taken the NCLEX-PN exam
    - 13 passed the NCLEX-PN (59.09%)
  - Graduated July 2013:
    - No students are reported as having taken the NCLEX-PN exam
- 
- In analyzing additional contributions delaying graduates from taking the NCLEX-PN in a timely fashion, WestMed College found graduates did not have sufficient funds to pay for the application and testing. WestMed College now assists students who pass the exit exam by paying for the application and testing fees.
  - WestMed College continues to offer NCLEX-PN testing assistance to its graduates and to those who were not successful so they may challenge the BVNPT. The Program Director provides individualized assistance to these individuals.

The cumulative effect of the program improvements continues to demonstrate improvement in graduate success on the NCLEX-PN, as well as in their ability to critically think in their new roles as health care practitioners. We are continuing to evaluate and refine our processes with a student-centered focus. These actions will be continuously evaluated for success and modified accordingly.

I look forward to hearing from you. Please call if you have any questions.

Sincerely,



Donna Chin, RN  
VN Program Director

Attachments: A – WestMed College, Merced Program Review  
B – Interview Guide  
C – Student evaluation results

cc. Dr. Tracey Jensen, President  
Ms. Angelica Cazarez, Campus Director  
Ms. Pamela Hinckley, BVNPT Nurse Evaluator  
File

## Attachment A: WestMed College, Merced Program Review

The following areas have been evaluated during the period from January 2012 through September 2013 in preparation for this report to the BVNPT as part of our requirement during provisional approval.

### Admission and Selection Processes

#### Admission criteria

Admission criteria for the Vocational Nursing Program remained consistent since July 2012. Prospective students must score 19 or better on the Wonderlic admissions exam within two attempts for consideration (General Catalog, Admission Procedures, p. 16, item 3). The first class utilizing this requirement started on June 4, 2012. Interested students numbered 266. Of these, 65 students scored 19 or better and were considered for the class. Thirty-eight interviews were scheduled and 30 students plus 3 alternates were selected. The second class under this requirement started on 5/21/2013. Interested students numbered 90. Of these, 41 students scored 19 or better and were considered for the class. Thirty-nine interviews were scheduled and 30 students plus 3 alternates were selected.

#### Screening and selection criteria

In addition to the above selection criteria, students for the 6/4/2012 and 5/21/2013 cohorts were interviewed. The interview guide was refined following its use with the 6/4/2012 cohort based on feedback. Scores from the Wonderlic exam and the overall student GPA were considered where candidates were substantially similar in all other admissions criteria. A rubric was evaluated and implemented by faculty and the Program Director for student selection (Attachment B). Remaining under consideration is the establishment of a minimum GPA and raising the minimum for the Wonderlic score.

Table 1 – Admission and Screening Criteria Changes

Cohort Start	Program Changes
June 4, 2012	Wonderlic score increased to 19 or better Interviews started
May 21, 2013	Rubric used for interview process

### Curriculum

#### Terminal and curriculum objectives

WestMed College Vocational Nursing Program organized its curriculum around a conceptual framework threaded throughout the program including clinical problem solving

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using the nursing process, client-centered holistic nursing, communication, nutrition, pharmacology, life cycle development, cultural awareness and sensitivity, and health teaching. These themes result in the program outcomes listed below:

1. Know the scope of the maximum utilization of the licensed vocational nurse as specified by the Nursing Practice Act.
2. Utilize the nursing process in assessing, evaluating, planning, and implementing nursing care for the individual client or group.
3. Collaborate with the healthcare team in promoting and maintaining health, preventing disease and disability, caring for and rehabilitating individuals who are experiencing an altered health state, and contributing to the ultimate quality of life until death.
4. Provide safe, effective, and individualized care for clients and considers diversity in all aspects of client care, including: gender, age, ethnicity, income level, sexual orientation, health status, religion, spirituality, political beliefs, national origin, and lifestyle.
5. Act in a professional manner, upholding ethical and legal standards, and safeguard confidential information in providing evidence based care.
6. Function as a committed life-long learner.

These themes and terminal objectives resulted in an instructional plan organized from simple to complex and threaded with the concepts. These updates were approved in December 2011. No change is indicated.

### **Instructional plan**

The instructional plan has undergone multiple revisions since 2011. In December 2011, the updated instructional plan was approved with the redesign of the program objectives and adjustment to program hours. In June 2012, the plan was approved for changes to the distribution of pharmacology across the terms. No change in hours or other content occurred. No changes are indicated at this time.

### **Theory and clinical objectives for each course**

As previously mentioned, the curriculum was redesigned in 2011 and is being used with minor updates in 2012 for the third cohort. Course objectives are leveled across the curriculum leading to the terminal objectives. Evaluations of student performance in clinical and theory are measured against these objectives. No change is indicated at this time.

### **Lesson plans for each course**

Instructors use the instructional plan as a starting point for creating daily and weekly lesson plans. Materials provided by the textbook publisher supplement these lesson plans. In addition, instructors meet weekly to promote consistency across the curriculum in theory, lab, and clinical. The instructors organized a master lesson plan book to share as part of their desire for consistency. No change is indicated at this time however, faculty are being enlisted to develop a standardized set of lesson plans including assignments, classroom activities, and exams.

### **Textbooks**

In 2011, the VN Program recognized the need to update and upgrade textbooks with the curriculum. Students often complained the textbook was difficult to follow and lacked depth and breadth required to fulfill assignments. Faculty agreed a change was required. The single textbook was replaced with a variety of texts focused on specific areas of the curriculum (fundamentals, maternity, and pediatrics, medical/surgical). In 2012, these texts were evaluated against student performance and feedback. A textbook for strengthening testing skills and critical thinking was added with the addition of the Evolve Case Studies and HESI specialty and exit exams. In early 2013, faculty evaluated the need to add a drug, lab, and care planning text. This evaluation resulted in the addition of the drug and lab books. The care planning text was added to the library as a resource. Additional care planning resources are available as eBooks in the library. In addition, students found the text for psychology difficult to follow. A suitable alternative was evaluated and selected. Beginning with the cohort starting 5/21/2013, students are issued iPads and all textbooks are now electronic books. Feedback from students is generally positive for the electronic resources. Students bring their iPads to school and clinical for references. The list of texts appears below:

- Chabner: *Medical Terminology: A Short Course, 6th ed*
- deWitt: *Fundamental Concepts and Skills for Nursing, 3rd ed*
- Leifer: *Introduction to Maternity & Pediatric Nursing, 6th ed*
- Linton: *Introduction to Medical/Surgical Nursing, 5th ed*
- Malarkey: *Saunders Nursing Guide to Diagnostic and Laboratory Tests - Pageburst E-Book on VitalSource, 2nd Edition*
- Mulholland: *The Nurse, The Math, The Meds, 2nd ed*
- Myers: *Psychology in Everyday Life*
- Silvestri: *Saunders Comprehensive Review for the NCLEX-PN Examination, 4th ed*
- Skidmore-Roth: *Mosby's 2013 Nursing Drug Reference - Pageburst E-Book on VitalSource, 26th Edition*
- Thibodeau & Patton: *Structure & Function of the Body, 14th ed with workbook*

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## **Policies & Procedures**

### **Attendance policy**

The VN Program follows the College's attendance policy which states:

Students may not have more than three incidents of absence, tardiness, or leaving early per term. After the fourth occurrence of absence, tardiness, or leaving early, a student may be placed on probation or terminated.

Faculty enforce the rules for attendance and inform the program director when students are exceeding or approaching the maximum incidences. One student dropped the program early in the foundations and two students were dismissed for failure to attend classes. Remaining students are well within the guidelines. All missed hours are required to be made-up. During the last two cohorts, attendance compliance rose. No students have disciplinary actions related to attendance.

### **Remediation policy**

Like the attendance policy, the VN Program follows the College's remediation policy which states:

Students who have difficulty passing their exams are put into the remediation program where they have one-on-one conferences with the program directors. In cases where a student repeatedly fails an exam, tutoring is offered by the program director, faculty members, or selected students who are ahead in the program.

In addition, the VN Program assesses student performance following each exam. Students failing to pass the exam with 75% or better meet with the instructor to review the exam and evaluate student study habits (Attachment D). A faculty member is available most Fridays to assist students with study and remediation. In addition, faculty are available following class or clinical as desired by students.

The grade point average is being evaluated for consideration to increase the minimum passing GPA to 80% or better.

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## **Evaluations**

### **Theory and clinical faculty**

The College solicits student feedback in several areas including teaching, resources, and clinical/lab experiences using a Likert scale ranging from 0, strongly dissatisfied, to 5, strongly satisfied. Feedback from students remains positive in all areas (Attachment C).

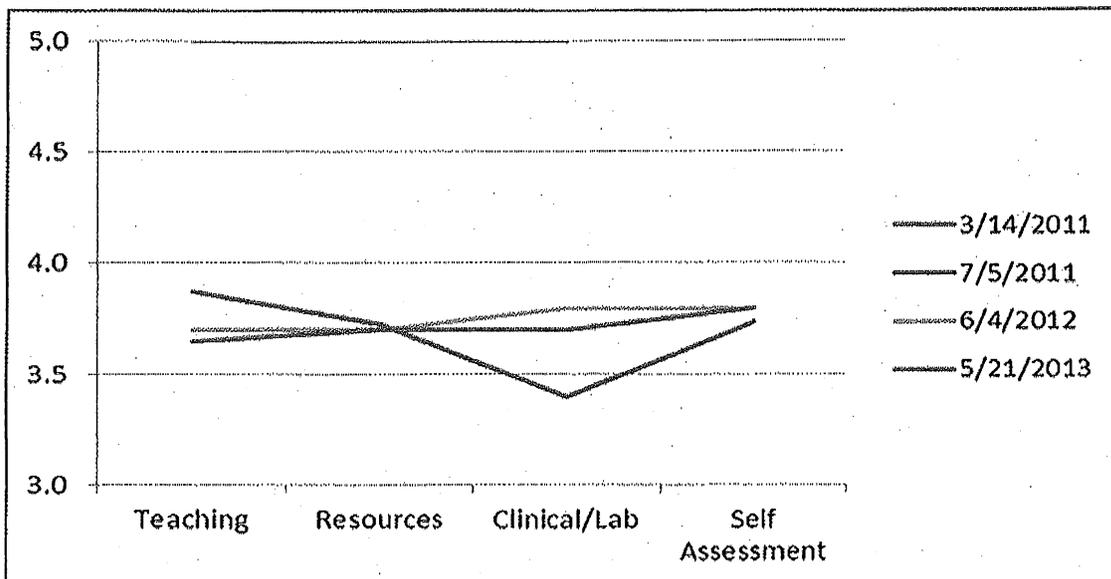


Figure 1: Student VN Program Evaluations by Cohort

Faculty are observed by the program director, campus director, and occasionally other faculty in theory, lab, and clinical experiences. Currently there are two primary didactic instructors and three clinical/lab instructors. Each cohort is coordinated by one faculty member to ensure consistency across each experience. Faculty meet weekly to discuss student achievement and lesson plans for the week.

During theory, faculty use a variety of teaching methods including PowerPoint™ presentations, videos, demonstrations, group activities, and case studies. In the lab, faculty demonstrate procedures, show videos, and observe return demonstrations. In clinical, faculty assist students in researching patient information, developing and updating care plans, and observing procedures. No changes are required at this time.

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## Clinical rotations and their correlation to theory presentations

WestMed College continues to enjoy close relationships with leadership and staff at several clinical facilities. Rotations are specifically designed to coordinate with theory topics.

Foundations courses No clinical or lab

Term 1 Lab – review of all fundamental skills

Clinical hours spent in long-term care and general clinic with a focus on fundamental skills and assessments

- Hylond Healthcare
- Franciscan Healthcare
- Castle Family Health Centers

Term 2 No lab for this term.

Clinical hours spent in long-term care, general clinics, urgent care with a focus on medical/surgical conditions

- Mercy Hospital
- Hylond Healthcare
- Franciscan Healthcare
- Castle Family Health Centers

Term 3 Lab – practice maternity/pediatric skills

Clinical hours spent in acute care hospitals and clinics with a focus on mother/baby, pediatrics, and psychiatric conditions

- Madera Hospital
- Mercy Hospital
- Mercy Specialty Clinics

Term 4 Lab – overview and skill practice/testing

Clinical hours spent in acute care hospital specialty units including the emergency room, internal medicine and surgery clinics with a focus on advanced medical/surgical conditions and leadership

- Mercy Hospital
- Mercy Specialty Clinics

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While the number and types of clinical facilities is adequate, the program director continues to evaluate additions to provide students with a variety of experiences to enhance learning and emphasize theory topics. WestMed College is in the process of securing three additional clinical sites for student experience including a psychiatric hospital, dialysis center, and outpatient surgical facility.

### **Student Achievement**

Evolve case studies, practice exams, and exit exams were added to the curriculum in January 2012 as a way of increasing critical thinking and preparing students for the NCLEX-PN exam. Students graduating March 2012 focused primarily on practice exams in preparation for the exit exam. These students were given up to four attempts to pass the exit exam. Of the 25 students completing this class, 20 successfully passed the HESI exit exam. To date, 18 graduates have taken the NCLEX-PN exam and 8 passed for 44.44% pass rate with this group.

- Graduated March 2012:
  - 4 weeks of study/practice with case studies
  - 25 students completed the cohort
  - 20 successfully passed the HESI exit exam
  - 18 students have taken the NCLEX-PN exam
  - 8 passed the NCLEX-PN (44.44%)

Graduates from the July 2012 cohort had 18 weeks to work through specialty exams in psychology, maternity, and pediatrics while working through case studies and practice tests. Of the 30 students completing this class, 29 successfully passed the HESI exit exam. This class had up to four attempts on the exit exam. To date, 22 graduates have taken the NCLEX-PN exam and 13 passed for a 59.09% pass rate.

- Graduated July 2012:
  - 18 weeks of study/practice with case studies
  - 30 students completed the cohort
  - 29 successfully passed the HESI exit exam
  - 22 students have taken the NCLEX-PN exam
  - 13 passed the NCLEX-PN (59.09%)

Graduates from June 2013 had 48 weeks to work through specialty exams in all areas while working through case studies and practice tests. Of the 26 students completing this class, 17 successfully passed the HESI exit exam. This class had up to four attempts on the exit exam. To date, no graduates have reported results from taking the NCLEX-PN exam; however, two students report having taken the exam and several have received notices and are currently scheduling to take the exam. Quarter 4 will demonstrate student success for this cohort.

- Graduated July 2013
  - 48 weeks of study/practice with case studies
  - 26 students completed the cohort
  - 17 successfully passed the HESI exit exam
  - No students are reported to have taken the NCLEX-PN exam

Figure 2 depicts student progress in HESI testing result averages between the cohorts. Student scores are trending upward and several individuals have exceeded the national average. In the weeks preceding the exit exam, instructors devote a great deal of time to review of all areas using a number of interactive means including games such as Jeopardy, Who Wants to be a Nurse (from the millionaire style game), Concentration, and others. These have been very successful and students find the competitive environment conducive to review.

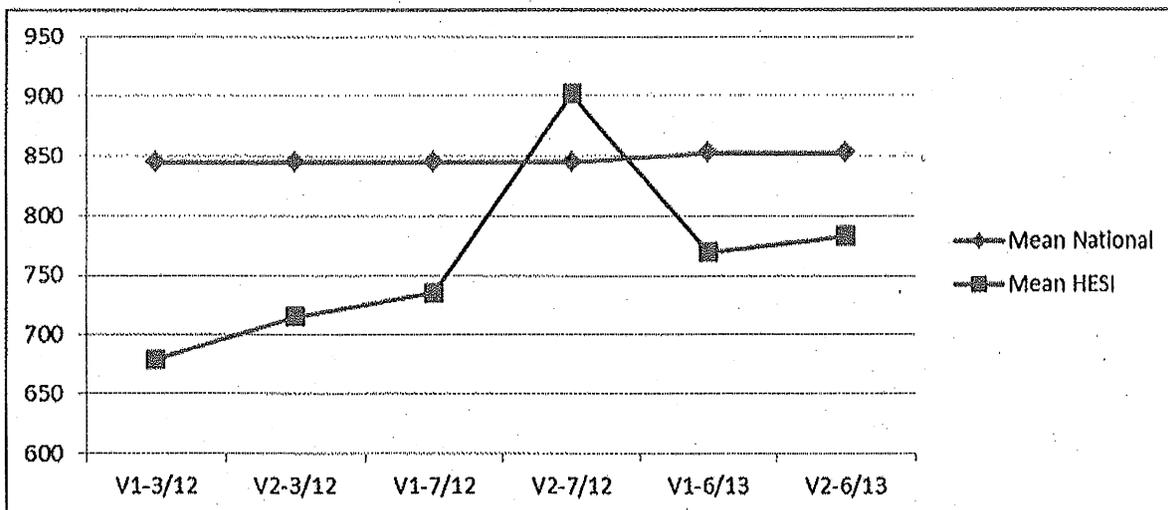


Figure 2: HESI Exit Exam Comparison

The current cohort started on 5/21/2013 and is working through case studies and specialty exams which are woven throughout the curriculum. The case studies provide the students with opportunities to apply critical thinking and expand their subject knowledge through research and application. The cohort is currently in Term 2 of the curriculum.

### NCLEX-PN Pass Rates

WestMed College continues to track graduate success in the NCLEX-PN exam. Over the past three years, the college has experienced declining scores. This pattern is more evident as graduates delay taking the exam beyond six months after graduation. The college evaluated contributing factors to this pattern finding graduates expressed difficulty in meeting the financial obligations for the application and testing fees. Beginning with the June 2013 graduating class, WestMed College assumed the cost for these fees for students successfully

passing the exit exam. The effect of this action will be evaluated over the next several months.

Figures 3 and 4 show the comparison of individual quarter pass rates and the BVNPT rolling quarter averages for WestMed College, Merced over the past three years respectively. Quarterly pass rates continue to rise while the rolling average has declined due to the poor performance in quarter 4 of 2012 and quarter 1 of 2013.

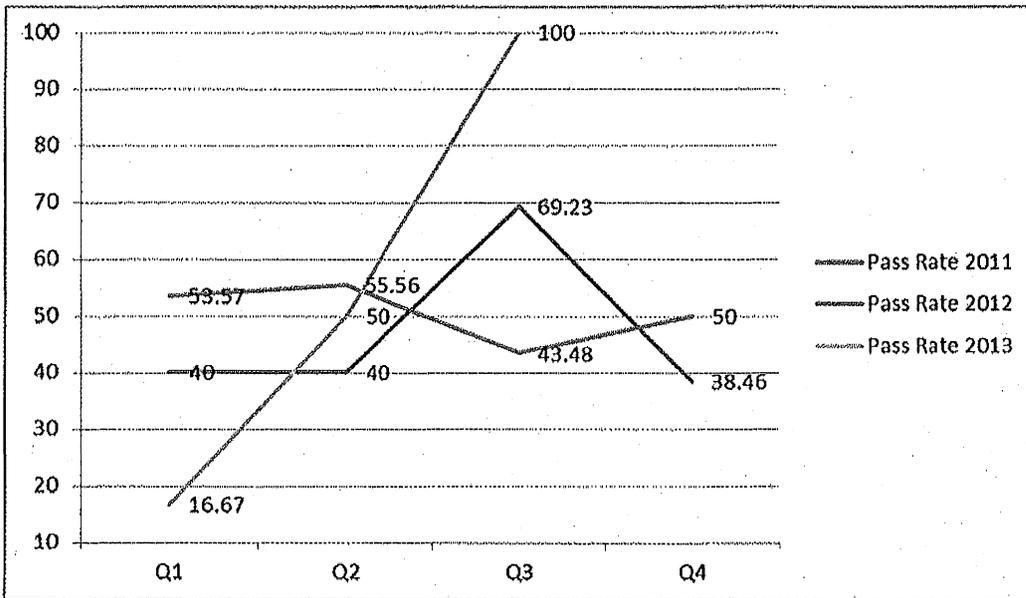


Figure 3 – Individual quarter pass rates

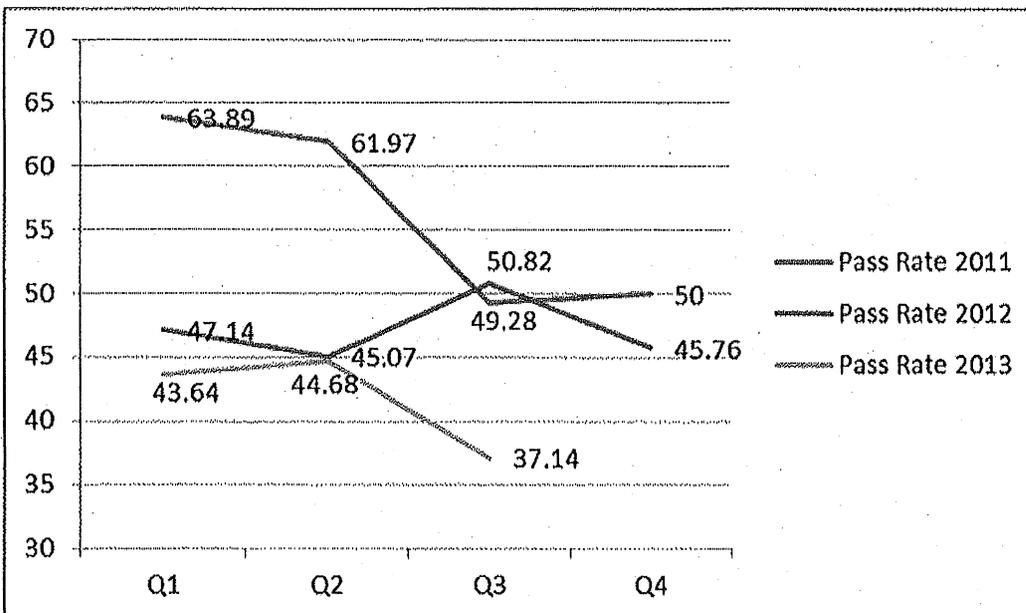


Figure 4 – BVNPT rolling quarters

**Table 2 – HESI and NCLEX-PN Changes**

Start	Program Changes
January 2012	HESI Practice Exams and Case Studies
March 2012	HESI Exit Exam
July 2013	Pay BVNPT application and testing fees

WestMed College, Merced believes the Evolve Case Studies and Practice Exams, as well as the HESI Exit Exam, have contributed to student achievement on the NCLEX-PN exam. These products will remain a part of the curriculum. Recognizing the challenges of students in taking the NCLEX-PN timely, the College began paying the application and testing fees. No further changes are indicated at this time.

### Current Enrollment

The Vocational Nursing Program currently has 28 enrolled students. The students are primarily female and demographics for the cohort are as follows:

Gender	Ages	Ethnicity	Marital Status	Education
M – 14%	<20 – 5%	Asian/Pacific Islander – 9%	Married – 37%	GED – 9%
F – 86%	20-25 – 23%	Hispanic – 27%	Divorced – 13%	High school – 32%
	26-30 – 23%	Caucasian – 36%	Single – 50%	Some college – 59%
	31-35 – 23%	African American – 23%		
	36-40 – 26%	Native American – 5%		

This remains consistent with previous years. The high number of students with some college represents students attempting to complete degrees in the local community college but finding challenges in enrolling in nursing programs.



**WestMed  
College**

*An Affiliate of the National University System*

**Attachment B: Interview Guide**

Wonderlic Score: \_\_\_\_\_

GPA: \_\_\_\_\_ (HS/College)

**Vocational Nursing Program Applicant Interview Guide**

Candidate Name: \_\_\_\_\_ Proposed Start \_\_\_\_\_ Interview Date \_\_\_\_\_

**Directions:** Check which column represents your reaction to the interviewee responses in terms of ability within the program. Score the applicant based on the criteria.

Questions				S	U
1. Tell me about your educational background and defining personal experiences.					
2. Why do you want to become a Vocational Nurse?					
3. What do you feel are the most important qualities in being a good nurse? Qualities of a team member?					
4. Describe any patient-care experience or related volunteer work you've had?					
5. What do you like most about the healthcare field?					
6. Describe for me a recent stressful event. What strategies did you use to handle the stress?					
7. What do you understand about the commitment required for this nursing program?					
8. What do you think will be the greatest challenge in completing our program? Greatest strength?					
9. What can you offer your fellow students?					
10. When you think about what you may be doing in your career in the future, what do you image you will be doing with your nursing career in five years?					
Scoring:	0	5	10	Total Score	
Communication	Speech unclear (very difficult to understand message); volume inappropriate (too loud/soft)	Speech mixed (lapses in sentence structure & grammar); volume uneven (varied)	Speech clear with appropriate use of sentence structure & grammar; volume even		
Professionalism	Inappropriate attire; inappropriate body language.	Appropriate clothing; some inappropriate body language.	Appropriate dress and manners are used; appropriate body language.		
Responses	Inappropriate answers to questions; does not attempt to answer questions	Attempts to answer questions but responses evasive, not well organized	Provides thorough, well thought out responses		
Attitude	Shows lack of interest; fidgeting; lack of eye contact; Slouching	Shows some interest; minimal fidgeting; occasional loss of eye contact; brief slouching, but quickly correcting self	Shows interest throughout; no fidgeting; maintains eye contact; sitting straight in chair		
Critical Thinking	No questions asked	Asks few questions, demonstrates some curiosity about program	Questions are well organized; demonstrate curiosity about program requirements		

## Attachment C: Student Surveys

### Lecture/Theory Survey

Program:	Vocational Nursing
Cohort:	6/4/2012
Term/Module	Term IV
Survey Date	6/18/2013
Number of students Surveyed	26
Number of students Enrolled	1/26/1900
Total Percentage Surveyed	100%

Rating Scale	SD	D	N	A	SA	Avg	
<b>Assessment of Course Content</b>							
1	1	2	3	4	5		
1	Syllabus and course outline were clear and detailed.	2	5	4	8	8	3.6
2	I am able to apply previously learned concepts to the new material taught.	2	0	6	7	11	4.0
3	Textbooks and materials were relevant to this course.	2	2	2	8	11	4.0
<b>Assessment of Course Content Average</b>						3.8	
<b>Assessment of Teaching</b>							
4	1	2	3	4	5		
4	The instructor followed the syllabus/outline.	2	1	7	10	7	3.7
5	I received timely feedback on my progress.	2	2	8	10	4	3.5
6	The subject matter was presented in a logical and concise manner.	1	3	6	11	5	3.6
7	The instructor was knowledgeable.	3	1	5	7	10	3.8
8	The class started and ended on time.	4	6	6	5	5	3.0
9	My instructors displayed professionalism.	3	6	7	4	6	3.2
10	The instructor was approachable and answered my questions promptly.	2	2	6	7	9	3.7
11	Class time was used effectively.	4	4	7	6	5	3.2
12	The instructor was respectful to students of diverse backgrounds.	1	4	5	8	10	3.8
13	The instructor stimulated interest in the subject.	2	1	3	13	6	3.8
14	The instructor related the course content to practical applications.	1	0	6	10	9	4.0
<b>Assessment of Teaching Average</b>						3.6	
<b>Self-Assessment of Learning</b>							
15	1	2	3	4	5		
15	During class, I felt actively engaged in my learning.	2	1	9	10	4	3.5
16	I am able to apply previously learned concepts to the new material taught.	2	1	8	11	5	3.6
17	Course assignments help me with my learning.	2	1	5	8	11	3.9
18	My critical thinking, problem solving, and decision-making improved.	2	1	6	10	8	3.8
19	My skills as an independent learner improved.	1	3	4	12	6	3.7
20	I am able to apply what I learned to diverse populations/situations.	1	1	8	8	8	3.8
<b>Self-Assessment of Learning Average</b>						3.7	

**Comments:**

It would be helpful if rules were followed more. More structure would help.

**Skills Laboratory Survey**

**Survey Date**

**Program:**

Vocational Nursing

**Cohort:**

6/4/2012

**Clinical Facility:**

**Term/Module**

Term IV

**Survey Date**

6/18/2013

**Number of students Surveyed**

25

**Number of students Enrolled**

26

**Total Percentage Surveyed**

96%

Rating Scale		SD	D	N	A	SA	Avg
		1	2	3	4	5	
1	My orientation to the facility prepared me for clinical.	1	0	9	14	1	3.6
2	The facility offered a variety of health problems in a diverse patient population.	2	2	4	10	5	3.6
3	Clinical routines and procedures were explained.	1	1	5	17	1	3.6
4	Sufficient variety of health problems were presented in the patient population.	2	1	6	12	4	3.6
5	The clinical setting provided a receptive and positive learning environment.	2	3	6	10	4	3.4
6	Nursing personnel at the facility supported my learning.	2	1	9	11	2	3.4
7	Nursing personnel at the facility acted as professional role models.	1	3	9	11	1	3.3
8	A supportive teamwork atmosphere existed between personnel and faculty.	1	2	8	13	1	3.4
Clinical Facility Average							3.5
<b>Clinical Instruction</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
9	I received adequate supervision while performing tasks/skills.	1	1	6	15	2	3.64
10	I was challenged to explain my knowledge base.	1	2	5	16	1	3.56
11	Critical thinking was encouraged.	1	1	5	14	4	3.76
12	I received feedback on my performance which enabled me to improve on weaknesses.	1	1	7	14	3	3.65
13	I received individualized instruction when needed.	2	2	5	14	3	3.54
14	I had adequate opportunity to apply theory concepts.	2	2	6	15	2	3.48
15	Theory and clinical concepts were well integrated.	1	2	8	14	1	3.46
16	Post clinical conference supported and enhanced my learning experience.	1	2	8	11	2	3.46
17	The nursing process and scientific rationale for nursing interventions were reinforced. (VN Program only)	1	1	5	14	4	3.76
Clinical Instruction Average							3.59

Please comment on rating below 3 or any additional comments.

**Suggested changes:**

**Lecture/Theory Survey**

Program: Vocational Nurse  
 Cohort:  
 Term/Module: Foundations  
 Survey Date: 7/8/2013  
 Number of students Surveyed: 27  
 Number of students Enrolled: 27  
 Total Percentage Surveyed: 100%

Rating Scale	SD	D	N	A	SA	Avg
<b>Assessment of Course Content</b>						
1	6	1	3	12	6	3.4
2	4	1	3	11	8	3.7
3	6	2	4	6	8	3.3
<b>Assessment of Course Content Average</b>						3.5
<b>Assessment of Teaching</b>						
4	4	2	5	10	6	3.4
5	5	2	3	11	7	3.5
6	7	1	4	12	4	3.2
7	7	1	3	7	10	3.4
8	6	3	3	5	11	3.4
9	7	0	3	5	12	3.6
10	7	0	3	7	10	3.5
11	8	1	4	5	10	3.3
12	8	0	0	4	16	3.7
13	5	1	7	5	9	3.4
14	5	1	4	8	9	3.6
<b>Assessment of Teaching Average</b>						3.5
<b>Self-Assessment of Learning</b>						
15	7	2	2	9	8	3.3
16	5	1	3	9	9	3.6
17	5	0	4	8	11	3.7
18	5	1	4	8	9	3.6
19	6	1	6	5	9	3.4
20	5	1	4	6	11	3.6
<b>Self-Assessment of Learning Average</b>						3.5

**Comments:**

No psychology Book so material was more  
 Difficult to comprehend

Lecture/Theory Survey

Program: Vocational Nurse  
 Cohort: 5/21/2013  
 Term/Module: Term 1  
 Survey Date: 10/7/2013  
 Number of students Surveyed: 28  
 Number of students Enrolled: 28  
 Total Percentage Surveyed: 100%

Rating Scale	SD	D	N	A	SA	Avg
<b>Assessment of Course Content</b>						
1	1	2	3	4	5	
1	4	2	3	11	9	3.7
2	4	1	1	9	13	3.9
3	4	1	3	8	13	3.9
Assessment of Course Content Average						3.8
<b>Assessment of Teaching</b>						
4	1	2	3	4	5	
4	4	0	4	9	10	3.8
5	4	1	4	10	9	3.7
6	4	1	0	14	9	3.8
7	4	0	0	6	19	4.2
8	5	1	5	8	9	3.5
9	3	2	1	6	16	4.1
10	3	1	2	6	16	4.1
11	2	3	2	10	11	3.9
12	5	0	1	8	15	4.0
13	4	0	0	9	15	4.1
14	4	1	1	8	14	4.0
Assessment of Teaching Average						3.9
<b>Self-Assessment of Learning</b>						
15	1	2	3	4	5	
15	3	0	4	12	9	3.9
16	3	2	1	12	11	3.9
17	4	0	1	11	12	4.0
18	3	0	5	10	10	3.9
19	3	1	3	9	12	3.9
20	3	1	1	7	16	4.1
Self-Assessment of Learning Average						3.9

Comments:

The teachers are awesome!  
 The instructors are great  
 All the instructors are very caring an awesome  
 Biweekly reports of grading Because Accelerated course Its easy to fall behind fast.  
 I like the ipads, but i feel actual textbooks are more bennifical. They are easier to navigate quickly and  
 Pictures / Diagrams get cut out of the ipad.

**Skills Laboratory Survey**

**Program:** Vocational Nurse  
**Cohort:** 5/21/2013  
**Term/Module:** Term 1  
**Survey Date:** 10/7/2013  
**Number of students Surveyed:** 28  
**Number of students Enrolled:** 28  
**Total Percentage Surveyed:** 100%

Rating Scale		SD	D	N	A	SA	Avg
		1	2	3	4	5	
1	The skills laboratory practice and course theory/lecture correlated with one another.	5	1	0	10	13	3.9
2	Skills practice simulated clinical practice.	3	2	2	12	9	3.8
3	Skills practice provided opportunities for remediation and review.	2	2	5	7	12	3.9
4	During instructor demonstration, there was enough space to permit observation of the presentation without visual hindrance.	4	1	6	10	7	3.5
5	There was enough time during practice sessions to provide sufficient opportunity to practice skills.	5	1	0	10	12	3.8
6	The equipment in the skills laboratory was representative of the equipment found in the clinical setting.	5	1	4	8	10	3.6
7	The equipment in the Lab is maintained.	4	1	1	9	12	3.9
8	Supplies were readily available to perform skills practice.	4	1	2	7	15	4.0
<b>Skills Lab Average</b>							<b>3.8</b>

**Suggested Changes:**

Skills Lab available during lunch for students to practice during school week and As well as Fridays

# Agenda Item #13.C.5., Attachment C



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

Board of Vocational Nursing and Psychiatric Technicians  
2535 Capitol Oaks Drive Suite 205, Sacramento, CA 95833-2945  
Phone 916-263-7800 Fax 916-263-7855 Web www.bvnpt.ca.gov



## CERTIFIED MAIL

March 5, 2014

Donna Chin, Director  
**Vocational Nursing Program**  
West Med College, Merced  
330 E. Yosemite Ave. Suite 201  
Merced, CA 95340

**Subject: Notice of Continuation of Provisional Approval Status**

Dear Ms. Chin:

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

Once you have reviewed this letter, please sign and return the enclosed "Acknowledgement of Change in Approval Status" form by **Monday, April 1, 2014**.

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

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

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

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

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

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

Program pass rates of the WestMed College, Merced, Vocational Nursing Program for the past twenty-four quarters are set forth in the following table.

NCLEX-PN <sup>®</sup> Licensure Examination Data							
Quarterly Statistics					Annual Statistics*		
Quarter	# Candidates	# Passed	% Passed	State Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate	Variance from State Average Annual Pass Rate
Jan-Mar 2008	23	17	74%	76%	74%	76%	-2
Apr-Jun 2008	1	1	100%	70%	75%	75%	0
Jul-Sep 2008	2	2	100%	75%	77%	74%	+3
Oct-Dec 2008	3	3	100%	73%	79%	73%	+6
Jan-Mar 2009	21	11	52%	70%	63%	72%	-9
Apr-Jun 2009	8	5	63%	71%	62%	70%	-8
July-Sep 2009	13	9	69%	74%	62%	72%	-10
Oct-Dec 2009	3	0	0%	76%	56%	73%	-17
Jan-Mar 2010	22	15	68%	76%	63%	74%	-11
Apr-Jun 2010	10	7	70%	74%	65%	75%	-10
Jul-Sep 2010	25	20	80%	76%	70%	75%	-5
Oct-Dec 2010	9	4	44%	77%	70%	76%	-6
Jan-Mar 2011	28	15	54%	82%	64%	77%	-13
Apr-Jun 2011	9	5	56%	71%	62%	76%	-14
Jul-Sep 2011	23	10	44%	74%	49%	77%	-28
Oct-Dec 2011	28	14	50%	74%	50%	75%	-25
Jan-Mar 2012	10	4	40%	77%	47%	74%	-27
Apr-Jun 2012	10	4	40%	72%	45%	74%	-29
Jul-Sep 2012	13	9	69%	74%	51%	74%	-23
Oct-Dec 2012	26	10	38%	70%	46%	74%	-28
Jan-Mar 2013	6	1	17%	75%	44%	73%	-29
Apr-Jun 2013	2	1	50%	78%	45%	73%	-28
Jul-Sep 2013	1	1	100%	75%	37%	74%	-37
Oct-Dec 2013	13	11	85%	76%	64%	76%	-12

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

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

### REQUIRED CORRECTION(S)

1. The program shall admit no additional students unless approved by the full Board.
2. The program shall submit a follow-up report no later than **November 1, 2014**. The report must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and the effect of employed interventions. The report must address all elements as identified in the Notice of Change in Approval Status dated April 5, 2011.
3. The program shall bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate.
4. The program shall comply with all approval standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code Section 2880, and Article 5 of the Board's Regulations, commencing at California Code of Regulations, Title 16, Section 2526.
5. The program shall demonstrate incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's approval.
6. The program shall notify all enrolled students of actions taken by the Board relative to the program's accreditation status, and expected time for resolution.
7. Failure to take any of these corrective actions may cause the full Board to revoke the program's approval.

### FUTURE BOARD ACTION

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

### OTHER IMPORTANT INFORMATION

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

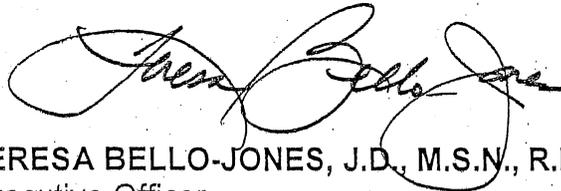
In the event your program is required to submit any report(s) as a corrective action pursuant to this notice, such reports are required in addition to any other reports required pursuant to 2527 of the Board's regulations.

The program may not advertise that it has full approval, and should take steps to correct any ongoing advertisements or publications in that regard.

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

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

Sincerely,

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

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

TBJ:sc



**Acknowledgement of Continuation of Provisional Approval**

I, \_\_\_\_\_, director of West Med College, Merced, VN Program  
(Director's Name) (Name of Program)

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

Please complete and return this form to the Board by **April 1, 2014**.

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

\_\_\_\_\_  
(Signature of Director)

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



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

**Board of Vocational Nursing and Psychiatric Technicians**  
2535 Capitol Oaks Drive Suite 205, Sacramento, CA 95833-2945  
Phone 916-263-7800 Fax 916-263-7855 Web [www.bvnpt.ca.gov](http://www.bvnpt.ca.gov)



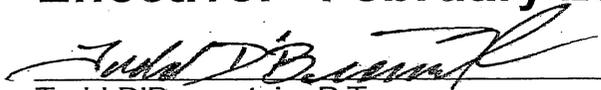
## **CERTIFICATE OF PROVISIONAL APPROVAL**

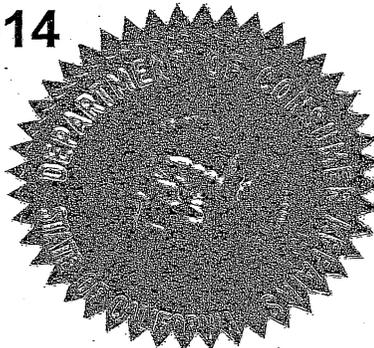
for

### *West Med College, Merced Vocational Nursing Program*

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

**Effective: February 28, 2014**

  
Todd D'Braunstein, P.T.  
President



**Expires: February 28, 2015**

  
Teresa Bello-Jones  
Executive Officer