

Agenda Item #14.A.3.



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

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



DATE: August 28, 2014

TO: Board Members

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

SUBJECT: Career Care Institute, Inc., Moreno Valley, Vocational Nursing Program – Reconsideration of Provisional Approval; Consideration of Request to Admit Students (Director: Allan Ocampo, Moreno Valley, Riverside County, Private)

Career Care Institute, Inc., Moreno Valley, Vocational Nursing Program was placed on provisional approval¹ for the period September 6, 2012, through September 30, 2014, due to pass rates on the licensure examination that were noncompliant with regulatory requirements. The program was required to bring its average annual pass rate to no more than ten (10) percentage points below the state average annual pass rate. Further, the Board directed that the program admit no additional classes without prior approval by the full Board. Reconsideration of the program's status was scheduled for the September 2014 Board meeting. On September 19, 2012, the Board forwarded the Notice of Change in Approval Status.

The director of Career Care Institute, Inc., Moreno Valley, Vocational Nursing Program requests Board approval to admit a day class of 50 students commencing October 27, 2014, graduating February 26, 2016. This class would **replace** the class that graduated February 13, 2014 only.

History of Prior Board Actions

(See Attachment A for History of Prior Board Actions)

Enrollment

The program offers a full – time course of instruction that is 62 weeks in length. Prior full Board approval is required for the admission of each class.

The following table represents **projected** student enrollment based on the current class data. The table indicated a maximum enrollment of **77** students for the period of **October 2012 to February 2016**.

¹ 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.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Complete			
10/12		23	11	11
10/13	5	30	27	11 + 27 = 38
	2/14 (10/12 Class)		-11	38 - 11 = 27
10/14 Proposed	2/16	50		27 + 50 = 77
	2/15 (10/13 Class)		-27	77 - 27 = 50

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 January 2010 through June 2014, specify the pass percentage rates for graduates of the Career Care Institute, Inc., Moreno Valley, 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 2010	7	5	71%	76%	71%	74%	-3
Apr - Jun 2010	2	2	100%	74%	78%	75%	+3
Jul - Sep 2010	2	0	0%	76%	64%	75%	-11
Oct - Dec 2010	1	0	0%	77%	58%	76%	-18
Jan - Mar 2011	No Candidates Tested			80%	40%	77%	-37
Apr - Jun 2011	1	0	0%	71%	0%	76%	-76
Jul - Sep 2011	2	2	100%	74%	50%	75%	-25
Oct - Dec 2011	10	6	60%	74%	62%	75%	-13
Jan - Mar 2012	7	4	57%	77%	60%	74%	-14
Apr - Jun 2012	4	0	0%	72%	52%	74%	-22
Jul - Sep 2012	8	7	88%	74%	59%	74%	-15
Oct - Dec 2012	4	2	50%	70%	57%	74%	-17
Jan - Mar 2013	12	6	50%	75%	54%	73%	-19
Apr - Jun 2013	6	5	83%	78%	67%	73%	-6
Jul - Sep 2013	6	3	50%	75%	57%	74%	-17
Oct - Dec 2013	5	4	80%	76%	62%	76%	-14
Jan - Mar 2014	3	0	0%	74%	60%	76%	-16

NCLEX-PN® Licensure Examination Data							
Quarterly Statistics					Annual Statistics*		
Quarter	# Candidates	# Passed	% Passed	State Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate [CCR §2530(I)]	Variance from State Average Annual Pass Rate
Apr – Jun 2014	2	2	100%	66%	56%	73%	-17

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

California Code of Regulations § 2530(I) states:

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

Since placement on provisional approval, eight (8) quarters of licensing examination data are available. The data substantiates the program’s noncompliance for seven (7) of the eight (8) quarters. Specifically, the program’s average annual pass rates were 14 – 19 percentage points **below** state average annual pass rates.

Based on the most current data available (April through June 2014), the program’s average annual pass rate is **56%**. The California average annual pass rate for graduates from approved vocational nursing programs who took the NCLEX-PN® for the first time is **73%**. The average annual pass rate for the Career Care Institute, Moreno Valley, Vocational Nursing Program is seventeen (17) 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 ten (10), including the director. The director has 100% administrative duties. Of the total faculty, nine (9) instructors are approved to teach in the clinical area.

Based on a maximum enrollment of 77 students, six (6) instructors are needed. Therefore, the current number of faculty is adequate for the current and proposed enrollment.

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

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

The program has 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. This has been verified by the consultant.

Other Considerations

As noted previously, the Board placed the program on provisional approval for the two (2) year period from September 6, 2012, through September 30, 2014, due to noncompliance with regulatory requirements relative to program pass rates on the licensure examination. The Board directed that the program bring its average annual pass rate to no more than ten (10) percentage points below the state average annual pass rate. The program was directed to admit no additional classes without prior approval by the full Board. Further, the Board directed the program to complete an analysis, identify elements negatively impacting student achievement, and implement actions to address identified deficiencies. Reconsideration of the program’s status was scheduled for the September 2014 Board meeting. **At that time, the program’s average annual pass rate was 52%, 22 percentage points below the state average annual pass rate.** On September 19, 2012, the board forwarded the Notice of Change in Approval Status (see Attachment B).

On May 8, 2013, the Board approved a new director. On June 13, 2013, the Board received the program’s first report of its comprehensive analysis, as required by Corrective Action #5 in the Notice. The director identified problems in the following critical program elements:

- Admission Criteria.
- Screening and Selection Criteria.
- Implementation of Instructional Plan.
- Failure to Implement Attendance and Remediation Policies.
- Lack of Effective Evaluation and Corrective Action of Faculty.

On June 1, 2014, the Board received the program’s **second** report. As specified in the Notice, that report was to include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and the effect of employed interventions. It is noted that that a number of the reported findings and related plans of correction indicate an absence of correction. Many of the problems previously reported persist. Presented program actions are the same as those previously reported.

On June 26, 2014, the Board approved a new program director.

On August 11, 2014, the SNEC and assigned NEC a teleconference with program representatives relative to deficiencies in the submitted report. Board staff reviewed the

program's status and the performance of program graduates on the licensure examination. Specifically, program representatives were reminded that the program's average annual pass rates had been noncompliant for 15 of the previous 16 consecutive quarters. Program representatives reported verbally, the completion of additional corrections.

Board staff recommended the program submit a revised report by August 14, 2014, to include, but not be limited to, the following:

1. Admission Criteria with Identified Revisions.
2. Screening and Selection Criteria with Identified Revisions.
3. Procedure Implemented for Evaluation of Student Progress.
4. Plan for Active Program Administration by the Director.
5. Results of Director's Evaluation of Faculty.

On August 19, 2014, the program submitted updates to the comprehensive analysis. The updates were electronically submitted to the Board by the Assistant Director. The report indicates Corrine Stevens, former director, performed the analysis. Ms. Stevens indicated the new program director is attending orientation in Lancaster.

Included in the report was a revised admission criterion which identified an **increase** in the entrance criteria scoring. The program identified a **minimum** entrance score of 450 (previously 350) is required on the English portion of the test and 400 (previously 250) on the Math section; however, the program indicates potential students that are within 50 points of either required score will be admitted on academic support. This is inconsistent with a minimum entrance score requirement. It is also noted, admission criteria listed on page six (6) of the report does not coincide with what is reported on page nine (9).

Students admitted on academic support must achieve a Level 1 score of 70% (previously 75%). This is a **decrease** of five (5) percentage points from what was previously required. The student will enter Level 2 on Probation. The student must achieve a 75% (previously 80%) on the midterm examination or they will be terminated from the program. This is a **decrease** of five (5) percentage points from what was previously required.

Additionally, the program indicates as part of their admission criteria potential students must submit to a background check and drug screen. Students are advised that if they have a less than "spotless" background check or drug screen they may "face challenges throughout the program and obtaining licensure. Students who are admitted with a **positive drug screen are admitted on conduct probation** and serial drug test are done; continued positive drug tests results in dismissal from the program".

The updated program analysis has multiple inconsistencies and a failure to hold and students accountable. It is also concerning, that the report was generated by the former director who currently has no official role for the program (see Attachment C).

Recommendations:

1. Extend Provisional Approval for the Career Care Institute, Inc., Moreno Valley Vocational Nursing Program for five (5) month period from September 12, 2014 through February 28, 2015 and issue a certificate, and issue a notice identifying specific areas of non-compliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations (See Attachment D).
2. Deny Career Care Institute, Moreno Valley, Vocational Nursing Program's request to admit a day class of 50 full-time students on October 27, 2014, graduating on February 26, 2016, to **replace** a class that graduated February 13, 2014 only.
3. Require the program to admit no additional classes without prior approval by the full Board.
4. Require the program to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate.
5. Require the program to comply with all approval standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business Professions Code Section 2880, and Article 5 of the Board's Regulations, commencing at California Code of Regulations, Title 16, Section 2526.
6. Require the program to demonstrate incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's approval.
7. Failure to take any of these corrective actions may cause the full Board to revoke the program's approval.
8. Place the program on the **February 2015** Board agenda for reconsideration of provisional approval.

Rationale: As noted previously, the Board placed the Career Care Institute, Inc., Moreno Valley, Vocational Nursing Program on provisional approval for the period September 6, 2012, through September 30, 2014 due to noncompliant licensure pass rates. **At that time, the program's average annual pass rate was 52%, 22 percentage points below the state average annual pass rate.**

Currently, the program's average annual pass rate is 56%, an increase of four (4) percentage points since placement on provisional approval, and 17 percentage points below the state average annual pass rate.

It is noted that the program's average annual pass rates have been noncompliant with regulatory requirements for 15 of the previous 16 consecutive quarters. As such, the program has been compliant

6.25% and noncompliant for 93.75% of the previous 16 consecutive quarters.

Given the program's failure to correct or improve identified deficiencies or make significant progress, denial of the requested class is recommended. Eleven (11) students graduated in February 2014 and are beginning to test now. Extending provisional approval to February 2015 will allow time for the remaining nine (9) graduates to take the licensure examination. Additionally, during this time the new director will finish his orientation for Career Care Institute, and correct the inconsistencies identified in the entrance testing and other entrance screening criteria.

Board staff will continue to monitor the program's status, including licensure pass rates, and implementation of required corrective actions.

Attachment A: History of Prior Board Actions.

Attachment B: Notice Change in Approval Status dated September 19, 2012.

Attachment C: Program Correspondence - Comprehensive Analysis Update, dated August 12, 2014, received August 19, 2014.

Attachment D: Draft Notice of Change in Approval Status.

Agenda Item #14.A.3., Attachment A

CAREER CARE INSTITUTE, Inc., MORENO VALLEY VOCATIONAL NURSING PROGRAM

History of Prior Board Actions

- On June 4, 2008, the Executive Officer approved Career Care Institute, Inc., Moreno Valley's request to begin a vocational nursing program with an initial class of 50 students on June 16, 2008 only, and approved the program curriculum for 1564 hours, including 588 theory and 976 clinical hours.
- On August 27, 2008, Career Care Institute, Moreno Valley, informed the Board that students will be receiving theory instruction at the Career Care Institute, Lancaster campus location, and clinical instruction at facilities approved for the Career Care Institute, Moreno Valley campus. This action was taken in response to requirements of an accrediting agency not affiliated with the Board or the State of California.
- **On February 1, 2009, the Board was notified of the director's resignation.**
- **On July 23, 2009, a new director was approved.**
- On September 3, 2009, the Executive Officer approved initial full accreditation for the Career Care Institute, Moreno Valley, Vocational Nursing Program for the period of September 3, 2009 through September 2, 2013, and directed staff to issue a certificate accordingly, **and** approved the program's request to admit a class of 50 students on October 5, 2009, only, to **replace** students graduating on September 25, 2009. That class is expected to graduate on February 14, 2011.
- **On November 10, 2009, the Board approved a new director.**
- On September 21, 2010, the Executive Officer approved the program's request to admit a class of 50 students commencing October 11, 2010 and graduating December 16, 2011; **and** required the program to continue obtaining Board approval prior to the admission of each class.
- On January 20, 2011, the director notified the Board that commencement of the class scheduled for October 11, 2010, had been delayed to November 29, 2010. Graduation was projected for April 2, 2012.
- On March 24, 2011, the Board was notified that admission of the October 2009 class was delayed to November 2, 2009.
- On April 21, 2011, the Executive Officer **denied** Career Care Institute, Moreno Valley, Vocational Nursing Program's request to admit a class of **50** students

commencing May 9, 2011, and graduating September 1, 2012; **and approved** the program's admission of a class of **25** students commencing May 9, 2011, and graduating September 1, 2012; **and** required the program to continue obtaining Board approval prior to the admission of each class.

- On April 28, 2011, the SNEC and NEC conducted a conference call with the director, Marc Hodges, Associate Campus Director, and Mr. Carrasco, Chief Executive Officer, to discuss the program's concerns relative to the Executive Officer's decisions.
- On August 19, 2011, the Executive Officer deferred action on Career Care Institute, Moreno Valley, Vocational Nursing Program's request to admit a class of 25 students commencing August 29, 2011, to the full Board at the September 9, 2011 meeting.
- On August 26, 2011, the Board received correspondence from the director relative to its pass rates. Additionally, the director withdrew the request "for a new class until the pass rate for the next quarter is available.
- On September 1, 2011, the Board received electronic correspondence from the program director requesting to be returned to the September 2011 Board agenda.
- On September 1, 2011, the assigned consultant forwarded electronic correspondence informing the director that the program remains on the November 2011 Board agenda.
- On September 26, 2011, the program was removed from the Board's agenda due to an increase in licensure pass rates.
- **On November 30, 2011, the Board received notification of the director's resignation.**
- **On February 6, 2012 the Board approved a new director.**
- On February 22, 2012, the Board notified the director that the program's pass rates had fallen more than ten (10) percentage points below the state average annual pass rate for the past six (6) quarters.
- On May 7, 2012, the Board notified the director that the program's pass rates had fallen more than ten (10) percentage points below the state average annual pass rate for the past seven (7) quarters. The program was required to submit a plan to increase their licensure pass rates by June 7, 2012.
- On May 25, 2012, the Board received the director's evaluation of the plan to increase licensure pass rates.

- On July 24, 2012, the assigned consultant forwarded correspondence requesting submission of eighteen (18) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire Board members to consider by August 3, 2012.
- On August 1, 2012, the program director submitted eighteen (18) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.
- On September 6, 2012, the Board placed the Career Care Institute, Moreno Valley, Vocational Nursing Program on provisional approval for the two-year period from September 6, 2012, through September 30, 2014, and issued a notice to the program to identify specific areas of noncompliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations; **and** required the program to bring its average annual pass rate to no more than ten (10) percentage points below the state average annual pass rate; **and** denied the program's request to admit a day class of 50 full-time students on October 1, 2012, graduating on March 30, 2014, to **replace** a class that graduated April 8, 2012. The admission of a day class of 20 full-time students on October 1, 2012, graduating on March 30, 2014, to **replace** students that graduated April 8, 2012, was approved.

The program was required to conduct clinical classes with minimally one instructor for every ten students, an instructional ratio of 1:10. Additionally, the program was required to admit no additional classes without prior approval by the full Board.

The program was required to submit follow-up reports in nine months, but no later than **June 1, 2013**, and 21 months, but no later than **June 1, 2014**. 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.

The program was required to comply with all accreditation standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code Section 2880, and Article 5 of the Board's Regulations, commencing at

California Code of Regulations, Title 16, Section 2526. The Board directed that the program demonstrate incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's accreditation. The Board specified that the failure to take any of these corrective actions may cause the full Board to revoke the program's accreditation. The program was placed on the **September 2014** Board agenda for reconsideration of provisional approval.

- **On May 8, 2013, the Board approved a new program director.**
- On June 13, 2013, the Board received correspondence from the director and the program's report specified in Corrective Action #5 of the Notice of Change in Approval Status.
- On June 1, 2014, the Board received correspondence from the director and the program's second report as required by Corrective Action #5 of the Notice.
- **On June 26, 2014, the Board approved a new program director.**
- On August 11, 2014, the SNEC and NEC conducted a teleconference with program representatives relative to the submitted report and presented corrections.
- On August 19, 2014, the program submitted an update to the comprehensive analysis.



Agenda Item #14.A.3., Attachment B

STATE AND CONSUMER SERVICES AGENCY • GOVERNOR EDMLIND G. BROWN, JR.
BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS
2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945
Phone (916) 263-7800 Fax (916) 263-7859 Web www.bvnpt.ca.gov



CERTIFIED MAIL

September 19, 2012

Winifred Olajide, B.S. R.N.
Director, Vocational Nursing Program
Career Care Institute, Inc., Moreno Valley
22500 Town Circle, Suite 2205
Moreno Valley, CA 92553

Subject: Notice of Change in Approval Status

Dear Ms. Olajide:

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on September 6, 2012, the status of the Career Care Institute, Inc., Moreno Valley, Vocational Nursing was changed to provisional approval for the two-year period from September 6, 2012, through September 29, 2014.

The purpose of this letter is to explain the areas of non-compliance found and the corrections required of your program to avoid losing approval completely.

Once you have reviewed this letter, please sign and return the enclosed "Acknowledgement of Change in Approval Status" form by **Friday, September 28, 2012**.

AREAS OF NON-COMPLIANCE [VIOLATION(S)]

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

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

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

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

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

Program pass rates for the Career Care Institute, Inc., Moreno Valley, Vocational Nursing Program for the past ten (10) quarters are set forth in the following table.

NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate	Variance from State Annual Average Pass Rate
Jan – Mar 2010	74%	71%	-3
Apr - Jun 2010	75%	78%	+3
Jul – Sep 2010	75%	64%	-11
Oct – Dec 2010	76%	58%	-18
Jan – Mar 2011	77%	40%	-37
Apr – Jun 2011	76%	0%	-76
Jul – Sep 2011	76%	50%	-26
Oct – Dec 2011	75%	62%	-13
Jan – Mar 2012	74%	60%	-17
Apr – Jun 2012	74%	52%	-22

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

REQUIRED CORRECTION(S)

1. The Career Care Institute, Inc., Moreno Valley, Vocational Nursing Program shall bring its average annual pass rate to no more than ten (10) percentage points below state average annual pass rates.
2. The program shall conduct clinical classes with minimally one (1) instructor for every ten (10) students, an instructional ratio of 1:10.
3. The program shall demonstrate incremental progress in correcting its violation. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's approval.
4. The program shall admit no additional students unless specifically approved by the full Board.
5. The program shall submit follow - up reports in nine (9) months, but no later than **June 1, 2013**, and 21 months, but no later than **June 1, 2014**. The report must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timelines for implementation, and the effect of employed interventions. The following elements must be addressed in the analysis:

- a. Current Enrollment.
 - b. Admission Criteria.
 - c. Screening and Selection Criteria.
 - d. Terminal Objectives.
 - e. Curriculum Objectives.
 - f. Instructional Plan.
 - g. Theory and Clinical Objectives for Each Course.
 - h. Lesson Plans for Each Course.
 - i. Textbooks.
 - j. Attendance Policy.
 - k. Remediation Policy.
 - l. Evaluations of Theory and Clinical Faculty.
 - m. Evaluations of Theory Presentations.
 - n. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
 - o. Evaluation of Student Achievement.
6. 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.
 7. Failure to take any of these corrective actions may cause the full Board to revoke the program's approval.
 8. In the event additional violations of the approval standards are identified, such violations may result in further corrective action or revocation of provisional approval.

FUTURE BOARD ACTION

Your program will be placed on the **September 2014** Board Meeting agenda, at which point the Board may revoke or extend the program's approval. If you have additional information that you wish considered beyond the required corrections listed on page 2 and 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 no longer advertise that it has full approval, and should take steps to correct any ongoing advertisements or publications in that regard.

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

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

Sincerely,



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

Enclosures

cc: Board Members

TBJ:cca



TITLE 16
CALIFORNIA CODE OF REGULATIONS

2526.1. Provisional Approval.

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



CERTIFIED MAIL

September 19, 2012

Winifred Olajide, B.S., R.N.
Director, Vocational Nursing Program
Career Care Institute, Inc., Moreno Valley
22500 Town Circle, Suite 2205
Moreno Valley, CA 92553

Subject: Board Meeting Follow – Up

Dear Ms. Olajide:

The Board of Vocational Nursing and Psychiatric Technicians (Board) considered the consultant's report relative to ***Career Care Institute, Moreno Valley, Vocational Nursing Program – Consideration of Placement on Provisional Approval; Consideration of Request to Admit Students***, at its September 6, 2012 meeting.

Decisions rendered by the Board included, but were not limited to, the following:

1. Deny Career Care Institute, Moreno Valley, Vocational Nursing Program's request to admit a day class of 50 full – time students on October 1, 2012, graduating on March 30, 2014, to **replace** a class that graduated April 8, 2012.
2. Approve the program's admission of a day class of 20 full – time students on October 1, 2012, graduating on March 30, 2014, to replace students that graduated April 8, 2012.
3. Require the program to conduct clinical classes with minimally one (1) instructor to ten (10) students, an instructional ratio of 1:10.
4. Require the program to admit no additional students unless specifically approved by the full Board.

Rationale: The program currently has eight (8) consecutive quarters of poor licensure pass rates. During quarter four (4) of 2011, the program's licensure pass rates rose to 62% from 0% during Quarter 2 2011. The increase from 0% to 62% was the result of two (2) candidates testing which brought the quarter pass rate up to 100%. Currently, the program's **quarter pass rate is 0%** and the **average annual pass rate is 52%**. As such, the program's average annual pass rate is 22 percentage points **below** the state average annual pass rate.

To date, five (5) classes have been enrolled at Career Care Institute, Moreno Valley. One-hundred seventy-one (171) students enrolled in the five (5) classes. Of the 171 enrolled students, 82 have graduated. Twenty-five (25) of the 82 students graduated August 31, 2012. Licensure information for the 25 new graduates will not be available, minimally, until February of 2013. Thirteen (13) remain enrolled in classes. The thirteen (13) students will graduate April 7, 2013.

On February 6, 2012, a new director was approved by the Board. Approving a smaller class size to start on October 1, 2012, will give the program a total of 33 students for a period of approximately six (6) months. Approving a class of 20 students will allow the new director to focus on implementing reported interventions to enhance student achievement, evaluate the effectiveness of the interventions, identify and implement necessary modifications, and monitor their effectiveness. Board staff will continue to monitor the program's implemented interventions and licensure pass rates.

The *Notice of Provisional Approval* is enclosed. This document identifies specific areas of noncompliance and required corrections. It is recommended that you review this document in its entirety. Additionally, the program's *Certificate of Provisional Approval* is enclosed. These documents should be retained in your official files. The attached Acknowledgement Form should be completed and returned by **Friday, September 28, 2012.**

Please contact the Board should further clarification be needed.

Sincerely,



CHERYL C. ANDERSON, M.S., R.N.
Supervising Nursing Education Consultant

Enclosures



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



September 19, 2012

TO: Education Division

FROM: Career Care Institute, Moreno Valley, Vocational Nursing Program

SUBJECT: Acknowledgement of Receipt of Board Meeting Materials

I, hereby acknowledge receipt of the following documents with attachments memorializing Board decisions rendered at the September 6, 2012 Board Meeting.

➤ ***Career Care Institute, Moreno Valley, Vocational Nursing Program.***

1. Correspondence Documenting Board Decisions
2. *Notice of Provisional Approval.*
3. California Code of Regulations Excerpt Section 2526.1. Provisional Approval.
4. *Certificate of Provisional Approval.*

Please sign and fax the ***Acknowledgement of Receipt of Board Meeting Materials*** to the Board at (916) 263-7866 by Friday, September 28, 2012.

(Signature, Director)

(Date)

Name of Program: _____

***Please complete this form and fax to the Board at
(916) 263-7866 by Friday, September 28, 2012.***



BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS

2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945

Phone (916) 263-7843 Fax (916) 263-7866 Web www.bvnpt.ca.gov



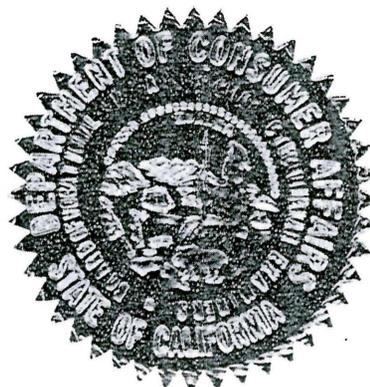
CERTIFICATE OF PROVISIONAL APPROVAL

for

***Career Care Institute, Moreno Valley
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: September 6, 2012



Expires: September 30, 2014

A handwritten signature in black ink, appearing to read 'Todd D'Braunstein', written over a horizontal line.

Todd D'Braunstein, P.T.
President

A handwritten signature in black ink, appearing to read 'Teresa Bello-Jones', written over a horizontal line.

Teresa Bello-Jones
Executive Officer



CAF Agenda Item #14.A.3., Attachment C
CARE
INSTITUTE INC.

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BVNPT RECD EDU
ON 8/19/14 WITH PH

~~May 28, 2014~~

August 12, 2014

Board of Vocational Nursing and Psychiatric Technicians

2535 Capital Oaks Drive Suite 205

Sacramento, Calif. 95833-2945

Please note that supplemental information is provided in blue text. Additions and or revisions have been made to the following sections:

Introductory Identified Problem (see p. 3)

a. Admission Criteria

b. Screening and Selection Criteria

e. Instructional Plan

f. Theory and Clinical Objectives for Each Course

g. Lesson Plans for Each Course

i. Attendance Policy

k. Evaluations of Theory and Clinical Faculty

l. Evaluations of Theory Presentations

m. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations

Dear ~~Mrs. Rodriguez~~, Hinckley,

Pursuant to the Vocational Nursing Board request; I have conducted a comprehensive analysis of the vocational nursing program for Career Care Institute, Moreno Valley campus. This report shall serve as an outcomes analysis for the plan of action implemented in June 2013.

According to the last plan of action implemented June 8, 2013, the Moreno Valley campus has continued with the implementation of the ATI ® NCLEX-PN ® plan for preparation of the students for the NCLEX exam. The personal review can be done online, at home or at the

Career Care Institute, Inc.

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

5740 Ralston Street, Suite 200 • Ventura, California 93003 • phone: (805) 477-0660 fax: (805) 477-0659

22500 Town Circle, Suite 2205 • Moreno Valley, California 92553 • phone: (951) 214-6446 fax: (951) 214-6440

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school. The school has a computer room composed of 14 computers. Since the implementation of the ATI® NCLEX-PN® review plan the student pass rates did improve for the second quarter 2013 to 83.33 %. The yearly pass rate was 66.67%. The third quarter decreased to 50%. The yearly pass rate dropped below the acceptable 10% below the state average scores for first time testing. The fourth quarter 2013 has shown improvement again with an 80% rate. The year-to-date is at 62.07%

Identified Problem in this area:

The testing plan and policies were implemented in May 2012 as an action plan of improvements for the board pass rates. An intense review was provided with the then current graduates and the board passage rate was better for these students. Further analysis proved that continued use of the review program was not being conducted by all faculties. The faculty brought in their own NCLEX-PN review books instead of using the approved review issued by the school. The ATI coordinator from the Lancaster Campus was sent weekly to train and do proctored exams for the students. The staff rejected the training efforts and refused to continue with the ATI testing plan with the students.

Goal:

The goal was to improve and maintain state board pass rates at a yearly minimum pass rate 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.

Plan of Action:

1. Faculty development to train all faculties how to implement ATI® remediation with the students (i.e. Focus review for identified deficits in content areas).
2. Instruct students how to effectively use the ATI® testing program at home.
3. Provide a trained ATI coordinator for assistance to the students.
4. Schedule ATI remediation two days a week.
5. Follow exam schedule per level to improve student knowledge base of content areas per level.
6. Use results of proctored exams per level to assist student to develop a focused review of content areas that show deficits in knowledge base.

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7. Assign student with the virtual coach during level 4 to start preparation for the exit exam from the program and prepare to take the NCLEX exam.

Outcome:

The students have been attending the ATI remediation during the week as well as reviewing individually using the school's computer lab.

All instructors have been trained to use the ATI review with materials for class prep and review. Make up assignments for theory has been geared toward critical thinking and concept mapping related to disease processes. ATI study packets are assigned and monitored for completion per student by ATI coordinator biweekly. The students have become more comfortable with answering NCLEX-PN type questions and are more familiar with the testing format. Students are creating focused reviews from their practice test and turning in their answers and rationales which have generated a better understanding of the content areas under review.

A full-time ATI coordinator along with the school's Dean of Academics is on-site at the Moreno Valley campus at least one day per week to assist students with ATI and to track students' progress.

Students are issued a calendar displaying when practice tests are due and when proctored exams must be taken. The ATI coordinator closely works with each student to ensure students are meeting ATI objectives. The ATI policy has been revised and submitted for approval illustrating the course of action if students are non-compliant with the ATI schedule. The policy was submitted and approved for implementation with the next starting class (proposed October 2014 class. Email dated May 28, 2014 between A. Moore, ADON Lancaster campus and Denise Rodrigues, NEC).

Additionally, ATI training has continued with an ATI representative coming to the school (Lancaster campus) to provide training for all three campuses: Moreno Valley staff was present and participated in the training highlighting utilization of ATI in the classroom environment and strategies to facilitate student buy-in. Additional ATI training sessions are planned to incorporate clinical staff.

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Further analyses were conducted according to the board specified comprehensive analysis criteria. Exhibits of each of the specified documents are included in the analyses as follows:

a. Admission Criteria

The admission criterion is adequate and includes the basic requirements for the program. The Wonderlic® Basic Skills test is used as an entrance exam and prospective students are given a study guide for the math and verbal component. Minimal scores to allow the student to enter the program are a verbal score of 350 – 399 and a math score of 250 – 299.

Identified problem:

Students were admitted at the lower scores with no remediation for academic support. The current policy does provide for academic support for the students; however, no remediation had been offered to the students who entered at the minimal scoring.

Goal:

To allow prospective students an opportunity to enroll in the Vocational Nursing Program with additional academic assistance to help students reach their goal of becoming a Licensed Vocational Nurse.

Plan of Action:

1. When a student has not met the testing/screening criteria in either or both areas (Verbal and Math) but are within 5 points of the minimum, the admission representative will provide the test results to either the Director of Nursing or Campus Director or the student's Verbal score is between 350 – 399 and the Math between 250 – 299.
2. The Director of Nurses or Campus Director will meet with the student and review the test scores.
3. The Director of Nurses or Campus Director will inform the student of the ability to enroll with the provision of being placed in Academic Support.
4. Prospective student will review the Academic Support Contract and if willing, sign the contract. An example of the academic support contract is displayed below:

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Academic Support Contract

I, _____, have not met the minimum testing/screening criteria set forth by Career Care Institute. I realize that I am being given the opportunity to enroll; however, I must comply with the requirements stated below:

1. I must attend Academic Support for the entire first level each Friday from 10:00 am – 12:00 pm
2. I must complete all assigned work in theory, clinical, and Academic Support
3. I must maintain satisfactory attendance (as attendance and academics are closely connected)
4. I must complete level 1 with an overall score of ~~75%~~ 70% in Fundamentals and Pharmacology
5. I must pass the Fundamentals and Pharmacology Finals
6. If I pass the Fundamentals and Pharmacology Finals but my score in each area is below ~~80%~~ 70%, I will enter level 2 on probation.

If I enter level 2 on probation, I must continue to attend Academic Support, and if my grades are not at ~~80%~~ 75% at midterm, I will be terminated from the program.

Student Signature & Date

Director's Signature & Date

April 2010; Revised July 2010, Sept 2013

Outcome:

The admissions department has placed any candidate scoring below the required scores on remediation for assistance upon admission to the program. The students are attending remediation for critical skills, foundations of nursing and mathematics. Remediation is scheduled on Fridays as well as on the day of theory after class for students requiring assistance.

Remediation classes and critical thinking skills for the October 2012 class have proven to be successful. The students responded well to being assigned to remediation in the second level. At that time the grades were poor for most of the class and no remediation was in place. The class improved their grades where most were above 80 percent GPA. This class has graduated 11 students of the original 20 students in February 2014.

A class of 30 students was admitted on October 28, 2013. Of these students; all GPA's are above 80% except one. The students who were assigned to remediation upon admission were

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released from probation at midterm with a GPA above 80%. There are currently 27 students in this class.

The Wonderlic ® Basic Skills Test will continue to be the test for admission to the vocational nursing program. The current policy indicates that students scoring 350 – 399 on the English portion and 250 – 299 on the Math portion of the test will be enrolled without any required remedial classes and that if the student is five points below the minimum, he or she will meet with the DON and be enrolled on an Academic Support contract mandating attendance to English, math and theory remediation. After review, the school will increase the required minimum scores to increase the likelihood of success. Increasing the minimum required score should attract a more qualified applicant pool who can successfully complete the program.

The new minimum scores will be 450 in English and 400 in Math; students scoring 400 – 450 in English and 350 – 400 in Math will enter on Academic Support.

A revision to the admission criteria was submitted in May 2014 stating that students entering on academic support will remain on Academic Support until the end of level one (compared to being on academic support until midterm). This revised policy was also approved to take affect with the next proposed class (October 2014).

Because the Wonderlic ® will remain the accepted entrance requirement test, a comparative study will be done to track student success with the higher entrance scores (those of the proposed October 2014 class) than the previous scores (October 2012 and 2013 classes) before consideration will be made to change the admission criteria testing tool.

Additionally, as part of the admission requirement, the school has implemented a background check and drug screen for all students. Students may be enrolled with a less than spotless background check and drug screen but the student is advised and warned that he or she may face challenges throughout the program and obtaining licensure. Students who are admitted with a positive drug screen are admitted on conduct probation and serial drug tests are done; continued positive drug tests results in dismissal from the program.

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b. Screening and Selection Criteria

Career Care Institute is using Wonderlic Basic ® Skills Test (WBST) from Wonderlic, Inc. This is a test of problem solving ability. It contains various types of questions that must be completed without the aid of a calculator or other problem-solving device. This timed evaluation tool requires the ability of quick decision-making, the ability to follow instructions, and the ability to draw inferences to find effective solutions to unexpected problems in the work place. These tests consist of Quantitative skills (Math) and Verbal skills (English) to evaluate a student's ability to benefit from the course.

Identified Problem:

The students were being admitted with minimal passing scores without a remediation plan for assistance. These exams are intended to be a guideline but many of the students continue to have problems with reading comprehension and mathematics for Pharmacology during the program. Although the current students were in Level 2; the weaknesses identified were noted among these current students as evidenced by the theory grades and math scores on pharmacology test.

Goal:

To improve student performance in reading comprehension and mathematics and pharmacology during the nursing program.

Plan of Action:

1. Amend the screening and selection to include a remediation component for students admitted to the program that may have scored poorly on the Wonderlic® entrance exams.
2. Implementation of this policy amendment will assign students to remediation upon admission and will be used as a guide throughout the program to address their critical thinking skills which will ultimately improve program completion and board pass rates.
3. Remediation for the current students was implemented.
4. Expected outcome is improvement in theory grades and mathematics for dosage calculations tests score.

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Outcome:

The admissions department has placed any candidate scoring below the required scores on remediation for assistance upon admission to the program. The students are attending remediation for critical skills, foundations of nursing and mathematics. Remediation is scheduled on Fridays as well as on the day of theory after class for students requiring assistance.

Remediation classes and critical thinking skills for the October 2012 class have proven to be successful. The students responded well to being assigned to remediation in the second level. At that time the grades were poor for most of the class and no remediation was in place. This class has graduated 11 students of the original 20 students in February 2014.

A class of 30 students was admitted on October 28, 2013. Of these students; all GPA's are above 80% except one. The students who were assigned to remediation upon admission were released from probation at midterm with a GPA above 80%. There are currently 27 students in this class.

Screening and Selection Criteria Policy (current policy)

~~Career Care Institute is using Wonderlic® Basic Skills Test (WBST) from Wonderlic, Inc. This is a test of problem solving ability. It contains various types of questions that must be completed without the aid of a calculator or other problem solving device. This timed evaluation tool requires the ability of quick decision making, the ability to follow instructions, and the ability to draw inferences to find effective solutions to unexpected problems in the work place. These tests consist of Quantitative skills (Math) and Verbal skills (English) to evaluate a student's ability to benefit from the course.~~

~~An eligible candidate for admission to the vocational nursing program must achieve a Verbal score of 350. Candidates scoring between 350 and 399 on the Verbal portion of the assessment will enter with the requirement of attending Academic Support. The student enrolling with a score between 350 and 399 is mandated to attend weekly nursing remediation and critical thinking skills lab each Friday. Student performance is evaluated at midterm and students with a GPA of 75% or greater are relieved from this requirement. Students at midterm below 75% will continue weekly remediation. Candidates scoring 400 or greater on the Verbal portion will enter without such requirement.~~

~~Candidates scoring between 250 and 299 on the Math portion of the assessment will enter with the requirement of attending Academic Support in Math. The student enrolling with a score between 250 and 299 is mandated to attend weekly nursing remediation and Math class each Friday. Student performance is evaluated at midterm and students with a GPA of 75% or greater are relieved from this requirement. Students at midterm below 75% will continue weekly~~

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~~remediation and Math class. Candidates scoring 300 or greater on the Math portion will enter without such requirement.~~

~~Depending on candidate's score, he or she will attend nursing remediation and Math class each Friday.~~

~~During the program, if a student fails any exam, they will be required to attend Academic Support remediation that week. Anytime a student falls below 75% in any subject, they will be required to attend remediation until they achieve 75%.~~

Revised 08/06; 06/09

Revised 05/17/13; Revised September 2013

Screening and Selection Criteria: proposed policy change

Career Care Institute is using Wonderlic Basic Skills Test (WBST) from Wonderlic, Inc. This is a test of problem solving ability. It contains various types of questions that must be completed without the aid of a calculator or other problem-solving device. This timed evaluation tool requires the ability of quick decision making, the ability to follow instructions, and the ability to draw inferences to find effective solutions to unexpected problems in the work place. These tests consist of Quantitative skills (Math) and Verbal skills (English) to evaluate a students' ability to benefit from the course.

An eligible candidate for admission to the vocational nursing program must achieve a Verbal score of 400. Candidates scoring between ~~350 and 399~~ 400 – 449 on the Verbal portion of the assessment will enter with the requirement of attending Academic Support. The student enrolling with a score between ~~350 and 399~~ 400 – 449 is mandated to attend weekly nursing remediation and critical thinking skills lab each Friday. Student performance is evaluated at midterm of level one and at the end of level one. At the end of level one evaluation; students with a GPA of 75% or greater are relieved from this remediation requirement.

Candidates scoring 400 450 or greater on the Verbal portion will enter without such requirement. Candidates scoring between ~~250 and 299~~ 350 – 399 on the Math portion of the assessment will enter with the requirement of attending Academic Support in Math. The student enrolling with a score between ~~250 and 299~~ 350 – 399 is mandated to attend weekly nursing remediation and Math class each Friday. Student performance is evaluated at midterm of level one and at the end of level one. At the end of level one evaluation; students with a GPA of 75% or greater are relieved from this remediation requirement.

Candidates scoring ~~300~~ 400 or greater on the Math portion will enter without such requirement. Depending on the candidate's score, he or she will attend nursing remediation and Math class each Friday.

During the program, if a student fails any exam, they will be required to attend Academic Support remediation that week. Anytime a student falls below 75% in any subject, they will be required to attend remediation until they achieve 75%.

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c. Terminal Objectives

Terminal Objectives for the program were reviewed and updated. No revisions are required. The terminal objectives of the program continue to provide a vocational nursing education that produces competent and ethical nurses and prepares the candidate to successfully pass the NCLEX-PN® examination.

TERMINAL OBJECTIVES

At the completion of this program, the student will be able to:

1. Demonstrate competence in direct patient care activities in hospitals and in community-based health care agencies.
2. Demonstrate ethical and caring behaviors while providing nursing care.
3. Successfully pass the vocational nursing program.
4. Successfully pass the school's Exit Exam.
5. Successfully pass the NCLEX-PN ®.
6. Become successfully employed as a licensed vocational nurse.

Reviewed May 2008; June 2012; May 2013

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d. Curriculum Objectives

The curriculum objectives were reviewed and updated. No changes required. The curriculum correlates with the student lesson plan and clinical objectives for each level of the program.

CURRICULUM OBJECTIVES

Level I

The students completing this Level will have a foundation in the history and evolution of nursing. Each student is expected to demonstrate basic nursing skills such as, feeding, hygiene, dressing changes, and transferring patients. The student will be able to demonstrate the use of the nursing process to provide holistic care for the entire family.

Level II

Upon the completion of this Level, students will demonstrate knowledge of Integumentary, Endocrine, Blood and Lymphatic, Cardiovascular, and Respiratory Systems. The students will be able to care for two patients with disorders in these areas while utilizing the nursing process. Students will be able to verbalize diagnostic procedures, surgical procedures, and medications used when treating their patients.

Level III

The students successfully completing this Level will demonstrate knowledge of the Musculoskeletal, Gastrointestinal, Neurological, Urinary, and Reproductive Systems. The students will be able to care for three patients with disorders in these systems while utilizing the nursing process. Students are expected to verbalize anticipated needs of patient and family while emphasizing prevention of complications.

Level IV

At the end of this Level, our students are expected to demonstrate leadership abilities in the management of the support staff, and overseeing the care, while giving medications and treatments to four or more patients. The students may observe childbirth, as well as care for the newborn, the mother, and the child.

By visiting Mental Health Agencies, Hospices, Rehabilitation Units, as well as Home Health Agencies, the students will be prepared for their career as an LVN and successfully pass the school designated Exit Exam

Reviewed May 2008

Revised June 2012; Reviewed May 2013

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e. Instructional Plan

The instructional plan was reviewed and updated. The exhibit includes an instructional plan for each of the levels one through four.

Identified Problem:

The instructional plan is appropriate and collaborates with the clinical skills objectives; however, the theory teacher was not using the instructional plan in the appropriate weeks according to curriculum. The clinical teachers were on the appropriate weeks in the objective packets but the theory teacher had not covered the content in the lecture as dictated by the curriculum. This led to the student not being prepared through lecture for their clinical experience.

Goal:

The student will be prepared through lecture and testing for the clinical experience prior to being evaluated on their clinical skills for the content area.

Plan of Action:

1. Meet regularly with clinical staff and theory teachers to ensure correlation of instructional plan.
2. Monitor theory instructors for compliance with instructional plan.
3. Clinical site visits per Director to review clinical objective correlation with instructional plan.

Outcomes:

Clinical site appropriateness was reviewed with clinical instructors and clinical site contracts. Director met with all instructors; both theory and clinical, to ensure correlation of instructional plan and clinical experience.

Theory instructor is continuously monitored for compliance with instructional plan.

The instructional plan was not being followed due to nursing administration in place at the time; nursing administration was not ensuring theory instructors were following/implementing the approved instructional plan. The DON at that time, Ms. Olajade, was terminated and subsequently the ADON, Ms. Mason, and lead theory instructor, Ms. Gonzalez, were also terminated. The DON from the Lancaster campus, Ms. Stevens, became DON for both the

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Lancaster and Moreno Valley campuses and quickly ensured that all nursing faculty abide by the approved lesson plan.

Mr. Ocampo has since assumed the role of DON and Ms. Stevens has relinquished control of the campus to Mr. Ocampo. Mr. Ocampo is currently training at the Lancaster campus (headquarters) to ensure a smooth transition and to ensure that school and state policy, procedure, regulations and guidelines are understood and implemented.

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f. Theory and Clinical Objectives for Each Course

The theory and clinical objectives were reviewed and compared for collaborative content. These documents are in compliance. No revisions required. All documents were updated.

Identified Problem:

The theory and clinical objectives are appropriate and collaborates with the clinical skills objectives; however, the theory teacher was not using the instructional plan in the appropriate weeks according to curriculum. The clinical teachers were on the appropriate weeks in the objective packets but the theory teacher had not covered the content in the lecture as dictated by the curriculum. This led to the student not being prepared through lecture for their clinical experience.

Goal:

The student will be prepared through lecture and testing for the clinical experience prior to being evaluated on their clinical skills for the content area.

Plan of Action:

1. Meet regularly with clinical staff to ensure correlation of instructional plan.
2. Monitor theory instructors for compliance with instructional plan.
3. Clinical site visits per Director to review clinical objective correlation with instructional plan.

Outcome:

Clinical site appropriateness was reviewed with clinical instructors and clinical site contracts. Director met with all instructors; both theory and clinical, to ensure correlation of instructional plan and clinical experience.

Theory instructor is continuously monitored for compliance with instructional plan.

Theory and clinical collaboration has improved greatly during the past several months.

In addition to the plan of action implemented above (item e), such as terminating staff, Ms. Stevens met with all clinical staff and reviewed policy and procedures. Clinical staff received additional training for the simulation lab/ skills lab and each clinical instructor received feedback on his or her performance through the data collected from student completed Survey Monkey questionnaires.

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g. Lesson Plans for Each Course

The lesson plans for each course was reviewed and updated. The exhibits include lesson plans for each of the course levels one through four. The lesson plan for the course displays the theory objectives, content outline and delivery methodology, assignments to cover the content and performance objectives for each level.

Identified Problem:

The theory instructor was teaching from personal unapproved textbooks. Tests were being generated from the teacher's personal records instead of the test banks assigned to the school issued textbooks that are used by the students. Students complained that assignments were irrelevant to tests and that they did not know what they were going to be tested on because lectures did not cover content on the tests. This resulted in poor performance on exams.

Goal:

To provide appropriate theory content and assignments to meet theory objectives that prepare the student to meet their performance objectives as dictated by the approved curriculum for the vocational nursing program.

Plan of Action:

1. Faculty development training of the appropriate use of the lesson plans for each course.
2. Ensure that only approved textbooks are used in the nursing program.
3. Supplemental materials must be approved through the Director of Nurses before implementation.
4. Ensure that all quizzes and exams are generated from test banks that correspond to school issued textbooks.

Outcome:

All approved books are current editions.

Test Banks and study materials are taken from the board approved books.

Supplemental materials are approved prior to implementation.

Faculty development classes were conducted to assure proper usage of test banks and ATI review materials.

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Student study packets were used to assist students to improve grades and skills.

Student progress was evident in improved overall progress in all areas.

Lesson plans for levels 1 – 4 have been revised to include an ATI reference for each days'/weeks' objectives. In addition to reviewing the revised lesson plans with all staff, Ms. Stevens was able to show and emphasize the correlation between theory and clinical so that all instructors were providing the best learning experience for the students.

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h. Textbooks

All text books were reviewed for current editions as specified by the curriculum.

Identified Problem:

1. Students scoring poorly in math; current math for Meds book was not being implemented.
2. The current pharmacology book was not being implemented.
3. The nursing care plan book was not being used to assist in applying the nursing process for patient care.
4. No teacher assigned to teach math for pharmacology/dosage calculations.

Goal:

The student will have full access and usage of the textbooks and study materials to complete their studies for the vocational nursing program.

Plan of Action:

1. Math and nursing care plan books were ordered and issued to students the following week.
2. A teacher has been assigned to teach basic math remediation and dosage calculations.
3. Remediation is available each Friday and on theory days after class for students needing assistance.
4. Implementation of new remediation schedule was started in June 2013 with the then current level 3 class.

Outcome:

Remediation has been carried out as designed for Fridays and on theory days as needed.

Faculty has been assigned to work with students by identifying areas of deficit and conducting one-on-one tutoring as indicated.

Students now have electronic tablet books starting with the October 2013 class and all current books are downloaded in their electronic booklet.

The new delivery system for the books has been a successful transition for the students.

Students not attending remediation are given written warnings for non-compliance.

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i. Attendance Policy

The attendance policy is current and includes test and exam make-ups and theory and clinical make-up policies. This policy was reviewed and updated. No changes are required.

Identified Problem:

1. Students showing up tardy and late repeatedly to clinical sites.
2. Registrar has been generating appropriate warnings and suspensions.
3. Administration refusing to adhere to attendance policies; student make-ups was not implemented for clinical hours.
4. Assignments were not given to cover content missed when the student missed a theory day.
5. Student had excessive hours missed but was excused by administration without merit. One student had missed in excess of 80 clinical hours and 30 theory hours which lead to the student being terminated from the program.

Goal:

Student will adhere to attendance guidelines described in the Vocational Nursing guidelines and attendance policy approved by the state board of nursing to complete the mandated hours for completion of the vocational program.

Plan of Action:

1. Reissue the Vocational Nursing guidelines and the school policy on attendance to each student and staff member.
2. Review policies with the students and faculty.
3. Have the registrar to issue warnings, suspensions, or terminations as appropriate for appropriate absences.
4. Implement disciplinary action for faculty not following attendance policies for students.
5. Faculty to fax in attendance sheets within two hours after students sign-in for clinical or by Monday of the following week to the registrar.

Outcome:

Policies and guidelines for attendance were reviewed with faculty and the registrar for compliance. Students were given written assignments to make up theory hours missed. Clinical

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make was assigned to be completed prior to the end of the level. Clinical sign-in sheets are faxed to the registrar within two hours after beginning of shift. Appropriate warnings and suspensions are issued for hours missed or not made up prior to end of the level.

A revised Attendance Policy was submitted and approved for the next starting class (proposed October 2014).

~~POLICY: ATTENDANCE GUIDELINES~~

~~All objectives of the Vocational Nursing program must be met in order to complete the program successfully.~~

~~No more than 2 absences per level will be allowed. Students who are absent 2 days within a level will receive a Final Termination Warning and will be placed on attendance probation.~~

~~Absences will be managed according to the following procedure:~~

- ~~I. — 1 absence in one level = written warning~~
- ~~— 2 absences in one level = probation~~
- ~~— 3 absences in one level = suspension and Final Warning of Termination~~
- ~~— 4 absences in one level = Termination~~
- ~~II. — If a student is absent during a quiz, the student will not be able to take or make-up the quiz and a score of zero will be entered.~~
 - ~~a. — The student who is going to be absent may make arrangements to take the quiz prior to the scheduled class session.~~
- ~~III. — If a student is absent during a midterm or final, he or she may take the exam; however, the student loses the ability to retest if the final is not passed.~~
 - ~~a. — If the student passes, he or she will only receive an 80%.~~
 - ~~b. — All midterms and finals must be taken in order.~~
- ~~IV. — All missed theory hours must be made up to complete the required clock hours. This will be done by:~~
 - ~~a. — attending remediation the Friday of the week of the missed day, or~~
 - ~~b. — completing a case study or written assignment covering objectives for the missed class session to be turn in within three days.~~
- ~~V. — All clinical absences must be made up before entering a new level unless special arrangement has been made with the Director of Nurses and Campus Director.~~
- ~~VI. — Clinical hours will be made up during make-up week (please refer to the *Clinical Make-up Policy*).~~
- ~~VII. — For administrative purposes, students are highly encouraged to provide written documentation the first day back to class.~~

Revised 08/06; 01/08; 08/09; 4/10; 01/11
Reviewed June 2012; May 2013

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TARDINESS

Students arriving more than 5 minutes late either at the start of class or upon returning from break will be tardy. There are no grace periods.

Theory and Clinical:

There is no excuse for lateness in the classroom or clinical setting. If a student is more than 15 minutes late at the start of class, more than 15 minutes late returning from a break, or leaves class prior to the instructor dismissing the class or student, the student is sent home and marked absent. All absences must be made up.

Revised August 2009; Revised June 2012; Reviewed May 2013

Policy on Instructor Being Late to Class

Purpose

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

Goal

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

Guidelines

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

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

April 2009; August 2009; Revised June 2012; Reviewed May 2013

CLINICAL MAKE-UP ACTIVITIES

POLICY: Clinical absences are usually made up through attendance at the clinical facility. On occasion, a student may make up a clinical day at another clinical facility as long as the assigned instructor adheres to the objectives for the day missed. This may only occur if the

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student has been oriented to that facility. Arrangements for make up days may only take place when the day is arranged by the Clinical Coordinator. The student is responsible for taking the clinical objectives for the missed day so that the substitute clinical instructor may evaluate them.

Clinical make-up activities are limited to performance evaluation in skills laboratory or additional time in the clinical area with clients/patients.

PROCEDURE:

Student will provide the instructor with his or her objective packet for the objectives missed.

Instructor will evaluate the student, mark accordingly and return the objective packet to the student. The student bears the responsibility to turn in the completed objective to receive hours and clinical grade.

Revised August 2009; April 2010; Reviewed June 2012; May 2013

Clinical Make-up Policy

Purpose

To provide faculty and students with requirements of the clinical make-up week.

Goal

Vocational Nursing students and faculty will have a clear understanding of requirements when a student must attend clinical make-ups.

Guidelines

In the event a student is absent or suspended on a clinical day, the student will make up that day during clinical make-up week. Absent is defined as not being present in class, being more than 15 minutes late to class, or being sent home by the clinical instructor.

Clinical make-up week is week 16 for levels 1-3 and week 18 for level 4. The clinical make-up schedule will be posted during week 15 for levels 1-3 and during week 17 for level 4.

If the student believes there is a discrepancy in the number of days he or she is scheduled, the student must meet with the Registrar for discussion.

Clinical make-up week begins on Sunday and ends on Saturday. The student may be assigned any day of the week, any shift, and any facility.

When the clinical make-up list is posted, the student must comply with the posted list. No clinical site switches will be granted.

In the event the student is absent on the scheduled clinical make-up day, the student is subject to termination due to failure to complete required hours per level.

December 29, 2008

Revised June 2012

Reviewed May 2013

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j. Remediation Policy

The remediation algorithm has previously been approved by the Board for the institution and is currently being implemented. Reviewed and updated, no revisions required.

Identified Problem

1. Students were scoring poorly on exams in theory.
2. Clinical skills check- offs show poor clinical skill performance in Level 2 students.
3. Remediation for math showed poor understanding of math concepts.
4. No remediation for clinical or theory had been implemented to failing students.

Goal:

To improve test/exam scores for students who have not met the required scores for theoretical concepts or clinical skills performance in the vocational nursing program.

Plan of Action:

1. Students will be provided with remediation for any theory deficit such as failing exams or test to improve exam scores.
2. Remediation to be offered to students on theory days after class and on Friday each week.
3. Clinical skills review will be offered on campus in the skills lab on theory days after class and on Friday of each week.
4. Clinical faculty will refer any student who is not meeting the skills objective to clinical skills lab on campus for one-on-one remediation in the area of deficit.
5. Theory instructor will provide a review packet of content for student assignment to improve any areas where the student has shown a deficit.
6. ATI coordinator will assign any failing student to do a focus review of the content area where student may have scored poorly on the practice exams using the ATI study modules.
7. Student may be retested on midterms and final exams after remediation is completed.
8. Faculty training on remediation protocols and procedures for improvement of student outcomes.

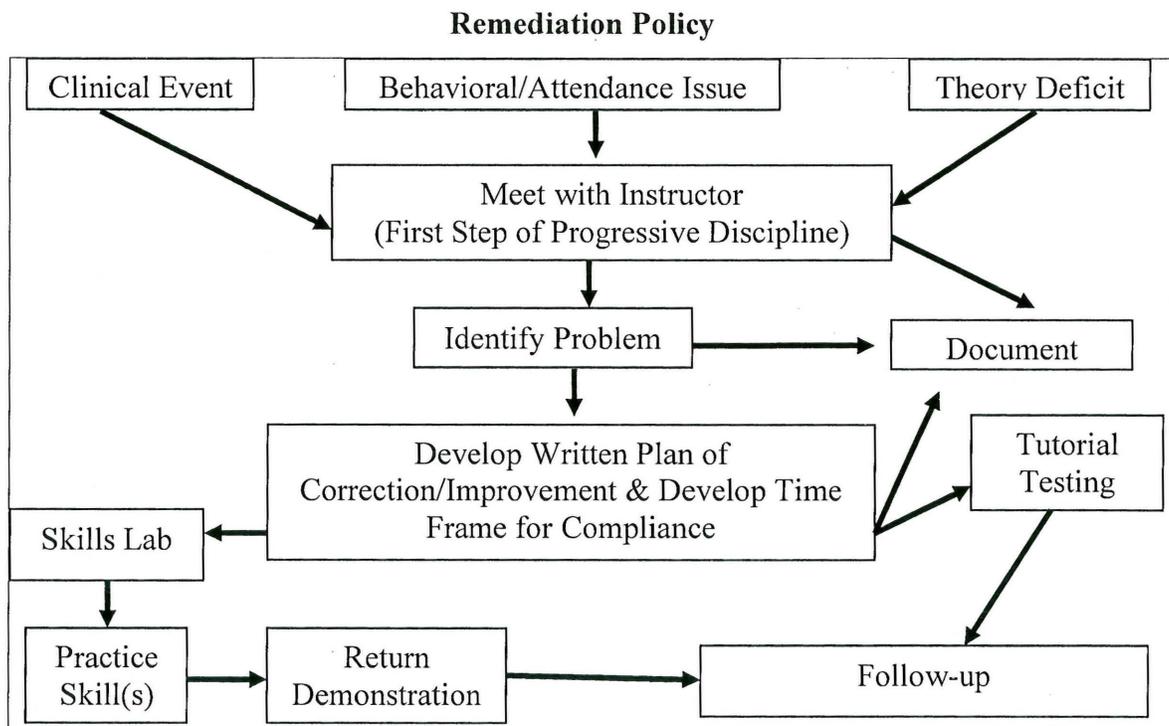
Outcome:

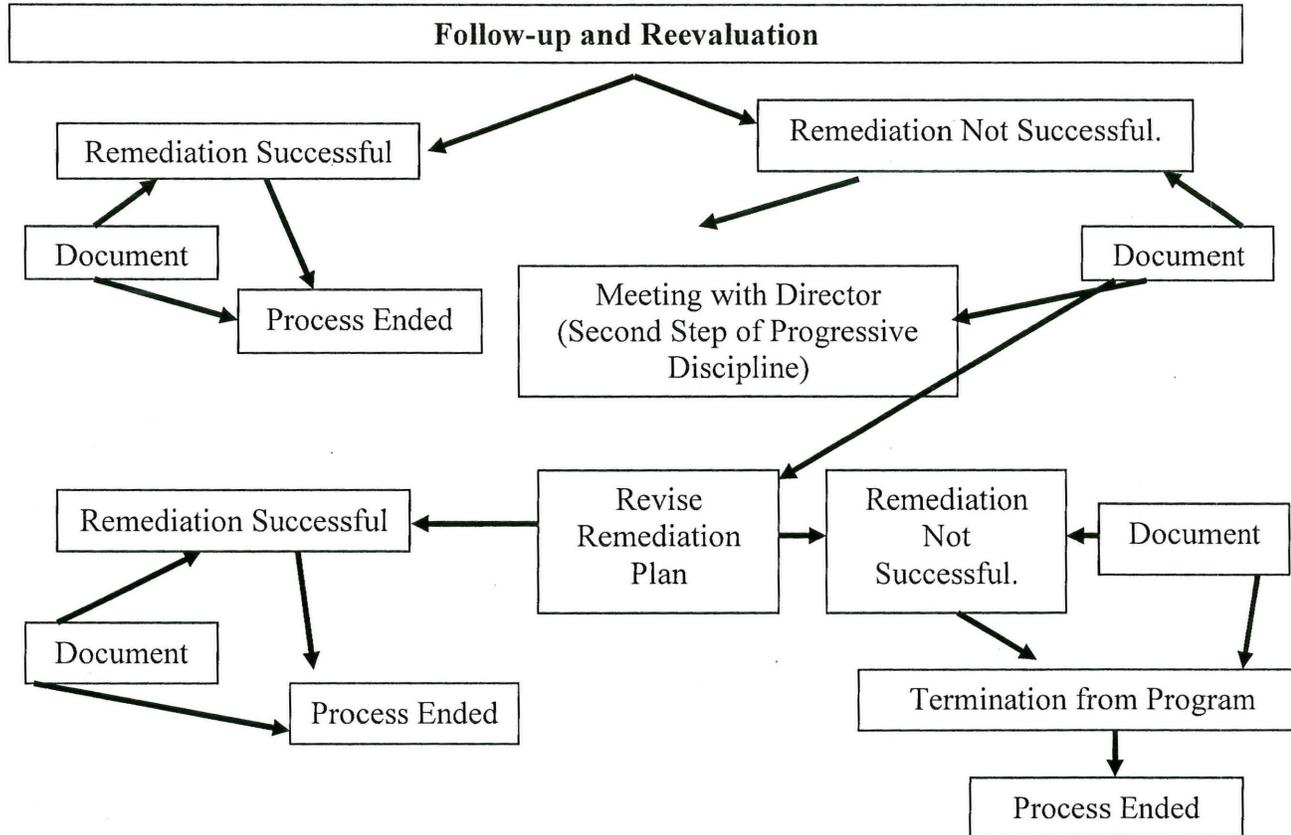
Students who scored poorly on exams were required to attend remediation and study/review prior to retesting for exams.

ATI practice exams and study modules with collaborating content was assigned to assist with remediation and critical thinking skills.

Exam retest scores showed significant improvement after remediation and students' response to the remediation process was well received.

The remediation plan has been successful and has been continued.





This remediation algorithm was implemented based on the BVNPT's direction and the algorithm was provided as a sample remediation tool by the Board. The school has implemented this process for all students.



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k. Evaluations of Theory and Clinical Faculty

This exhibit is the current form being used for theory and clinical faculty evaluations. At the end of each course, an evaluation should be conducted by the student of their faculty during their clinical experience. This also gives the student an opportunity to evaluate if their theory correlates to their clinical experience. This evaluation is then analyzed and discussed with the instructor in an effort to identify any problem areas and provide a plan of correction.

Identified Problem

1. Of the 17 students enrolled, only 6 students responded to the surveys.
2. Surveys (electronic version) are now done on the computer using survey monkey.
3. Student complained of not meeting clinical objectives with one instructor.
4. Students express reluctance to respond to survey for fear of faculty retaliation.

Goal:

To provide an accurate and concise evaluation of clinical experience for the student during the vocational nursing program.

Plan of Action:

1. Encourage students to participate in the evaluation process.
2. Explain to student the process of the evaluation and how evaluations are tools for improvement in the educational goals.
3. Reassure student that retaliation from instructors is a violation of faculty performance and is not tolerated at the institution.
4. Review survey results with instructor for implementation of action plan of improvement in areas identified by student survey.
5. Review with faculty the evaluation criteria and any plans for improvement.

Outcome:

Faculty evaluations were discussed with faculty.

Clinical objectives and clinical outcome expectations were discussed with faculty.

Staff development training sessions were conducted to improve the clinical experience for the student.

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Non-compliant faculty was dismissed.

Again, the DON, ADON and lead theory instructor were all removed from position based on the demonstrated lack of willingness to comply with policy and procedures and participate in the evaluation process of the school. To better understand challenges the Moreno Valley campus faced, the school's administration increased the frequency of student surveys for instructors and then shared the results with the instructors. The Dean of Academics (stationed at Headquarters/Lancaster Campus) makes weekly and sometimes random visits to the school to ensure faculty are compliant with stated policy and procedures. Additionally, the school's Quality Control Officer frequents the campus and approved clinical sites to gauge student, staff and facility fulfillment; these visits are also announced and unannounced.

**CAREER CARE INSTITUTE, INC. NURSING PROGRAM
CLASSROOM (THEORY/CLINICAL) FACULTY EVALUATION FORM**

LEVEL: _____ INSTRUCTOR: _____ DATE: _____

Note: The College takes these evaluations very seriously and would like the students to participate in this evaluative procedure. We therefore ask you to take your part in this process seriously and take time to mark the scale below.

INSTRUCTIONS:

1. Please use the following scale to evaluate the instructor for this course.
2. Please note that this is an evaluation of the instructor's qualities.
3. Evaluate the instructor using the following criteria:

	A OUT- STANDING	B AVERAGE	C IN- ADEQUATE	D N/A
Is punctual in arriving to and starting class or clinical				
Is punctual in dismissing class and/or clinical				
Has clear objectives for the class/clinical				
Meets stated objectives per clinical objectives				
Meets stated objectives per theory syllabus				
Stimulates class discussion				
Provides grading criteria				
Presentations are clear/thorough				
Makes class interesting				
Has a positive attitude				
Answers questions clearly and respectfully				
Gives clear assignments				
Is willing to meet with students who require remediation				
Examinations represent a fair and thorough coverage of subject				
Grades are given according to outlined criteria				



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You may write additional comments on the back of this page.

Your assistance in evaluating instructors ensures a continuing quality in your program. Thank you.

Student Name (print) _____ Student Signature _____

Date _____

Revision 07/06; 6/14/07; Reviewed 5/13

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I. Evaluations of Theory Presentations

This exhibit is the current form being used to evaluate the theory presentation. This evaluation is presented to the student at the end of each level to allow an opportunity for evaluation of the instructor for their theory presentation. This evaluation becomes a part of the employee's annual review. If any deficits are identified the instructor must provide an action plan of correction to include strategies to improve teaching methodologies for their theory presentations.

Identified Problem:

1. Students complained that test scores are low because the theory teacher was teaching from several different books on one subject.
2. Tests were given from the teachers' personal test and not the test for the approved test banks.
3. Students were not taught in the order of the lesson plan.
4. Student assignments were not congruent with testing.
5. Students were three weeks behind in lecture for Level 2.

Goal:

Theory sequence will be in sequential order according to the student daily lesson plan and the instructional plan for the vocation nursing program.

Plan of Action:

1. Theory instructor will provide appropriate content using the approved books and other instructional materials for the vocational nursing program.
2. Theory presentations will be provided according to the approved instructional plan and daily lesson plan for the vocational nursing program.
3. Theory instructors who administer tests and exams are to use the approved test banks provided by the current books approved for the vocational nursing program.

Outcome:

Theory instructor was instructed to provide content using the approved curriculum and books provided by the institution.

Daily lesson plans and instructional plans do collaborate and instructors are using the appropriate materials for the students.

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Theory teachers are collaborating with the clinical teachers to assure that the content being taught is correlating with the clinical skills objectives per the curriculum.

In addition to Moreno Valley staff receiving training on policy, procedures, simulation lab, etc., theory instructors also received training to the school's grading and test-generating process.

Training is on-going and the Dean of Academics ensures compliance with instructor's using tests generated from the school-issued books and maintaining grades according to school policy.

**CAREER CARE INSTITUTE, INC. NURSING PROGRAM
CLASSROOM (THEORY) FACULTY EVALUATION FORM**

LEVEL: _____ INSTRUCTOR: _____ DATE: _____

Note: The College takes these evaluations very seriously and would like the students to participate in this evaluative procedure. We therefore ask you to take your part in this process seriously and take time to mark the scale below.

INSTRUCTIONS:

1. Please use the following scale to evaluate the instructor for this course.
2. Please note that this is an evaluation of the instructor's qualities.
3. Evaluate the instructor using the following criteria:

	A OUT- STANDING	B AVERAGE	C IN- ADEQUATE	D N/A
Is punctual in arriving to and starting class or clinical				
Is punctual in dismissing class and/or clinical				
Has clear objectives for the class/clinical				
Meets stated objectives per clinical objectives				
Meets stated objectives per theory syllabus				
Stimulates class discussion				
Provides grading criteria				
Presentations are clear/thorough				
Makes class interesting				
Has a positive attitude				
Answers questions clearly and respectfully				
Gives clear assignments				
Is willing to meet with students who require remediation				
Examinations represent a fair and thorough coverage of subject				
Grades are given according to outlined criteria				

You may write additional comments on the back of this page.

Your assistance in evaluating instructors ensures a continuing quality in your program. Thank you.

Student Name (print) _____ Student Signature _____ Date _____

Revision 07/06; 6/14/07; Reviewed 5/13

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m. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations

These exhibits are examples of the clinical rotation assignments used to correlate the theory and clinical component of each of the levels one through four.

Identified Problem:

1. Students complain that the theory teacher had not covered the disease process that they were being assigned in the clinical site.
2. Clinical teachers stated that students were not taught the theory content to correlate with the clinical objectives.
3. Clinical faculty met resistance from theory teacher regarding correlation of theory and clinical objectives.
4. Students are three weeks behind in theoretical content.

Goal:

To ensure appropriate theory and clinical correlation for students in the vocational nursing program.

Plan of Action:

1. Schedule faculty meeting to discuss curriculum.
2. Faculty orientation to appropriate implementation of the theoretical lesson plan and clinical objectives.
3. Instruct all faculties on the sequence of the instructional plan and importance of adherence to the plan.
4. Faculty disciplinary action for noncompliance to instructional plan.

Outcome:

Curriculum reviewed with faculty at monthly meeting. Instructional plan and correlation of theory objectives to clinical objectives reviewed.

Daily lesson plans and instructional plans do collaborate and instructors are using the appropriate materials for the students.

Theory teachers are collaborating with the clinical teachers to assure that the content being taught is correlating with the clinical skills objectives per the curriculum.



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Theory instructor is current in teaching content according to Student Daily Lesson Plan and Instructional plan.

Non-compliant faculty was dismissed.

Discussed above in items E, F, G, K, and L.

n. Evaluation of Student Achievement

Student achievement is evaluated by quiz and exam scores in theory and successful demonstration of skills in the clinical setting. These exhibits are examples of the clinical objective packets for levels one through four and an example of a final exam for each of the courses during levels one through four.

Identified Problem:

1. Student exam scores missing.
2. Students were given assignments when the midterm exam was missed instead of administering the make-up exam per policy.
3. Grade book for the school was kept in personal documents instead of on the main computer server of the school.
4. No remediation for missed exams and no make up-test.
5. Students stating the exams were taken, no record of exam for the students.
6. All previous test and exams were destroyed.

Goal:

To correct student grades and exam scores for proper credit of achievement.

Plan of Action:

1. Remediate all students on theory content not covered by previous instructor.
2. Give quiz 2 for all students in Anatomy & physiology, Medical/Surgical Nursing and Pharmacology.
3. Remediate and prepare students to take missed midterm exams.
4. Retrieve grade book and provide corrective action of student grades.
5. Prepare students for final exams level 2.
6. Remediation plan was implemented.

Outcome:

Retakes have been administered to correct scores after remediation for appropriate content area.

ATI was utilized in addition to remediation for coordinated contact.

Students were able to complete all exams and quizzes. GPA was brought up to 75% and above.

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The grade book was up to date with current grades.

The grade book was placed in to the main server for the school.

The students were able to meet criteria for completing level two.

Attachment A shows the current class grades in addition to the October 2012 class (graduated).

Attachment B shows the pass rates per class start.

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o. Current Enrollment

Current enrollment for the October 2013 class is 28; 30 students were admitted.

All 28 students have met satisfactory academic progress (passing at 75% or greater) for level 1 and level 2.

The October 2012 class began with 20 students and graduated 11.

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Closing statement:

This campus had been without a Director of Nurses for more than six months. The policies reviewed in this document were in place yet not being implemented to their capacity; for example, remediation for students was not implemented. Currently, I have hired a theory instructor who is implementing remediation for the students. Clinical sites were reviewed and confirmed as to the availability and appropriateness for clinical assignments.

As of June 2014, Mr. Ocampo has taken over as DON for the Moreno Valley Campus. The campus has the support from headquarters/Lancaster campus in the form of an ATI coordinator, Dean of Academics and a Quality Control Officer who all frequent the campus to provide additional training and assistance.

Training in the simulation lab has been scheduled for all instructors. An ATI® coordinator has been assigned to the campus to assist students and train instructors how to implement the NCLEX review for these students. One of the part-time instructors is being assigned to teach mathematics remediation. Student evaluations are scheduled for the first week of June. A follow-up of recent graduates has shown that these students are working with the ATI® NCLEX review coach for boards review. We are confident that our efforts will improve our current board pass rates in the upcoming months.

Respectfully submitted,

Corrine O. Stevens, RN, MSN, PHN, ABD
Director of Nurses

Agenda Item #14.A.3., Attachment D



BUSINESS CONSUMER SERVICES AND HOUSING AGENCY • GOVERNOR EDMUND G. BROWN JR.
BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS
2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945
Phone (916) 263-7800 Fax (916) 263-7855 Web www.bvnpt.ca.gov



CERTIFIED MAIL

September XX, 2014

Allan Ocampo
Career Care Institute, Moreno Valley
Vocational Nursing Program
22500 Town Circle, Suite 2205
Moreno Valley, CA 92553

Subject: Notice of Change in Approval Status

Dear Mr. Ocampo:

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on September 12, 2014, the Provisional Approval status of the Career Care Institute, Moreno Valley, Vocational Nursing Program has been extended for the five (5) month period from September 12, 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 approval completely.

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

AREAS OF NON-COMPLIANCE [VIOLATION(S)]

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

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

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

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

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

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

The program pass rates of the Career Care Institute, Moreno Valley, Vocational Nursing Program for the past eighteen (18) quarters are set forth in the following table.

NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate	Variance from State Annual Average Pass Rate
Jan – Mar 2010	74%	71%	-3
Apr – Jun 2010	75%	78%	+3
Jul – Sep 2010	75%	64%	-11
Oct – Dec 2010	76%	58%	-18
Jan – Mar 2011	77%	40%	-37
Apr – Jun 2011	76%	0%	-76
Jul – Sep 2011	76%	50%	-25
Oct – Dec 2011	75%	62%	-13
Jan – Mar 2012	74%	60%	-17
Apr – Jun 2012	74%	52%	-22
Jul – Sep 2012	74%	59%	-15
Oct – Dec 2012	74%	57%	-17
Jan – Mar 2013	73%	54%	-19
Apr – Jun 2013	73%	67%	-6
Jul – Sep 2013	74%	57%	-17
Oct – Dec 2013	76%	62%	-14
Jan – Mar 2014	76%	60%	-16
Apr – Jun 2014	73%	56%	-17

This data substantiates the program’s history of non-compliance with Section 2530(l) of the Vocational Nursing Rules and Regulations for 15 of 18 Quarters.

REQUIRED CORRECTION(S)

1. The program shall admit no additional students unless specifically approved by the full Board.
2. The Career Care Institute, Inc., Moreno Valley, shall bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate.

3. 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.
4. 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.
5. 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 2014** Board Meeting agenda for reconsideration of your approval status. The nursing education consultant assigned to your program will ask you to submit documentation of the correction of your violation(s) by the fifteenth day of the second month prior to that Board meeting.

OTHER IMPORTANT INFORMATION

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

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

The program may no longer advertise that it has full 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.

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

Sincerely,

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

Enclosure
TBJ/ph
cc: Board Members

DRAFT