



<b>DATE</b>	May 6, 2025
<b>TO</b>	Board Members
<b>REVIEWED BY</b>	Judith D. McLeod DNP, CPNP Supervising Nursing Education Consultant (SNEC)
<b>PREPARED BY</b>	Tara Devila, MSN-Ed, RN, PHN, SMQT, CHEP Nursing Education Consultant (NEC)
<b>SUBJECT</b>	Report of Continued Approval Process; Consideration of Placement on Provisional Approval; Request to Admit Students
<b>PROGRAM</b>	<b>Quest Nursing Education Center Vocational Nursing Program (Program)</b> (Program Director: Stacey Mbanugo Eletu, Oakland, Alameda County, Private)

Please note: Board Nursing Education Consultants make recommendations. The recommendations are forwarded to the Education and Practice Committee for review and recommendation or to the Executive Officer or full Board for action.

### **PROGRAM REQUEST:**

Continued Program Approval

A full time day class of 30 students that will begin June 10th, 2025, with a completion date of June 30th, 2026, to replace the full time day class that graduated September 20, 2024.

A full time evening class of 15 students that will begin June 10th, 2025, with a completion date of June 30th, 2026, to replace the class that graduated March 28, 2025.

A part time day class of 30 students that will begin June 10th, 2025, with a completion date of September 30th, 2026, to replace the class that graduates May 24, 2025.

A part time evening class of 15 students will begin June 10th, 2025, with a completion date of September 30th, 2026, to replace the class that graduates May 24, 2025.

### **BACKGROUND:**

On December 11, 2024, the Program Director submitted a Form 55M-15 with supporting documents for review. The following documents were either missing from the submission or contained discrepancies:

- Section 13: Instructional Plan
  - Form 55M-2W – Full-time Program: Missing from the submission.

- Form 55M-2W – Part-time Program: Submitted with discrepancies, including missing content and lack of alignment with lesson plans.
- Section 14: Daily Lesson Plans: Submitted with discrepancies, including lack of correlation with the Instructional Plan.
- Section 15: Evaluation Methodology for Curriculum: Missing faculty evaluations of curriculum via surveys, as referenced in the Program's evaluation methodology.
- Section 23: Remediation: Some of the remediation forms submitted differed from the remediation forms approved by the BVNPT.
- Section 24: The attendance policy submitted differed from the policy approved by the BVNPT.
- Section 27: Credit Granting: Missing documentation that verifies student acknowledgment and understanding of the credit granting policy with student signature and date.

On January 2, 2025, the Program Director submitted two class admission requests with supporting documentation for a proposed start date of March 3, 2025. One request was for a replacement class and another for an additional class.

An announced virtual site visit was conducted on January 24, 27, and 28, 2025. The Program was reviewed to determine compliance with Article 5 of California Code of Regulations, Title 16. During the site visit, the NEC noted compliance with Article 5 of the California Code of Regulations, Title 16, except for seven violations. The seven violations were identified in the areas of instructional plan delivery requirements (Section 13), lesson plan requirements (Section 14), curriculum evaluation (Section 15), adherence to the approved grading policy (Section 22), remediation (Section 23), attendance tracking (Section 24), and faculty meeting tracking (Section 31).

On February 18, 2025, a Notice of Violations letter outlining the required corrective actions was issued, with a submission deadline of March 10, 2025.

On February 18, 2025, the Executive Officer denied both class admission requests that were submitted by the Program Director on January 2, 2025, for classes proposed to begin on March 3, 2025. The Program Director was notified of the Executive Officer decision and the acknowledgment was received on February 21, 2025.

On March 10, 2025, the NEC received an email from the Program Director containing supporting documentation. The submission included a portion of the required corrective actions and a request for an extension. An extension was granted until March 23, 2025. The documentation submitted lacked several required corrections and contained discrepancies.

On March 24, 2025, the NEC received an email from the Program Director acknowledging that the March 23, 2025, deadline was missed and stating that the required corrective actions would be completed by March 26, 2025.

On March 25, 2025, a follow-up unannounced site visit was conducted by two NECs, one on site and one attending remotely. During the visit, the missing documentation related to the required corrective actions was discussed. Additionally, the Program Director stated that the remaining outstanding documentation would be submitted by March 28, 2025.

On March 28, 2025, the NEC received an email from the Program Director with supporting documentation. The submission lacked several required corrections and contained discrepancies. As a result, five of the seven violations remain uncorrected.

On April 9, 2025, the Program Director submitted a request for four classes, totaling 90 students, with the supporting documentation.

### **STAFF ANALYSIS:**

The Program was found to be compliant with Article 5 of the California Code of Regulations, Title 16, except for seven violations. Five of the seven identified violations remain uncorrected or need further action based on the follow-up site visit on March 25, 2025. These sections are as follows:

- 1) Section 13: Instructional Plan
  - a. During the site visit classroom observation, students were independently completing modules (Assessment Technologies Institute [ATI] assignments) during scheduled class time. These assignments are designated as homework, not in-class activities. The instructor was observed with eyes closed and head down during class time.
  - b. During the interview, students reported that live lectures and in-class group work had occurred most of the time over the past two weeks. However, as noted in the classroom observation, some independent assignments were still being completed during class time.
  - c. Form 55M-2W – Instructional Plans (Full-Time and Part-Time Programs): Both instructional plans demonstrated misalignment between theory and skills instruction, missing content, inconsistencies between stated objectives and course content, and issues with instructional sequencing. Specific issues include:
    - i. Body Mechanics: Content was listed but did not align with the corresponding objective.
    - ii. Nurse-Patient Relationship: The content section contained learning activities rather than clearly stated content.
    - iii. Professional Organizations: Some of the content did not correlate with the stated objective and included a separate objective placed within the content column.

- iv. Skin Integrity: Content did not correlate with the stated objective and included a separate objective placed within the content column.
- v. Skin Function: The content outline identified communication as a function of the skin, which is not a physiological function. This reflects a content mismatch and conceptual inaccuracy.
- vi. Infection Control and Standard Precautions: Misabeled under the topic of rehabilitation, indicating a content mismatch and conceptual inaccuracy.
- vii. Maternity: The objective “Explain fetal adaptations to intrauterine stress using knowledge of anatomy and physiology and fetal monitoring principles” exceeds the licensed vocational nursing (LVN) scope of practice, as fetal monitoring is not within LVN responsibilities.
- viii. Sequencing of Instructional Delivery: The full-time and part-time instructional plans differ significantly in the sequencing of theory and skills instruction. During the first 120 hours of the Program, the full-time track provides consistent integration, with students receiving 24 hours of theory and 16 hours of skills lab each week for three weeks. In contrast, the part-time track introduces skills lab on a delayed schedule, spread across five weeks, with students completing 56 hours of theory before participating in their first skills lab session. This structure does not support progressive mastery of knowledge, skills, and abilities as required by the California Code of Regulations, Title 16, Section 2533. The following chart illustrates the sequencing differences:

#### **WEEKLY BREAKDOWN OF FIRST 120 HOURS**

	Full-Time Program		Part-Time Program	
Week	Theory Hours	Skills Hours	Theory Hours	Skills Hours
1	24	16	24	0
2	24	16	24	0
3	24	16	8	16
4	N/A		8	16
5	N/A		8	16
Total	72+48 = 120		72+48 = 120	
<b>Theory hours before first skills lab</b>	<b>24</b>		<b>56</b>	

- d. Synchronous Online Teaching Modality Request Checklist (see Attachment E): The Program Director submitted the checklist with checkmarks indicating inclusion of the following items; however, corresponding policies and procedures were not provided:
- i. Faculty training specific to the online teaching modality
  - ii. Student orientation to online modality
  - iii. Information technology (IT) help for students/access to technology
  - iv. Make-up for missed time days
  - v. Revised attendance policy to address how attendance will be recorded
  - vi. Evaluation of assignments and feedback/grading policy
  - vii. Online plagiarism tool utilized and policy (including online testing integrity)

Although a revised attendance policy (see Attachment C) and a policy titled “Synchronous Online Teaching Modality Policy” (see Attachment D) were submitted on March 10, 2025, both contained deficiencies and did not meet the identified corrective actions.

- e. In addition to the missing content identified in the checklist referenced above, the submitted Synchronous Online Teaching Modality Policy (see Attachment D) included undefined elements. The policy states that cameras must be on for the “majority of the session,” but does not define what constitutes a majority. It requires students to provide a “valid reason” for keeping cameras off and to notify the instructor but does not identify what qualifies as a valid reason. Additionally, the policy references institutional guidelines for recording online classes, but does not include or cite those guidelines. These issues were discussed during the follow-up site visit on March 25, 2025, at which time the Program Director indicated that revised versions would be submitted. To date, updated versions of both policies have not been received. As previously noted in this report, during the same site visit, students were observed independently completing ATI homework modules during scheduled class time, while the instructor was observed with eyes closed and head down.

- 2) Section 14: Daily Lesson Plans: The submitted daily lesson plans demonstrated inconsistencies in formatting, content alignment and scope-of-practice appropriateness. Specific issues include:
- a. Lesson plans vary in format and order of components (e.g., materials, overview, objectives). Some are detailed, while others lack specific learning activities. Textbook chapters are not cited, and inconsistent

naming conventions are used (e.g., session, module, phase, day). Some of the lesson plans reference the placement in the part-time program only (i.e., week, day), while other lesson plans reference the placement in both programs.

- b. Maternity Day 1: Lists clinical objectives, although the Instructional Plan identifies this as a theory day.
  - c. Maternity Day 1: Includes a student activity on fetal strip interpretation, which is outside the LVN scope of practice.
  - d. Maternity Week 2, Session 3: Contains instructor guidance and a case study involving fetal heart rate tracings, which is outside the LVN scope of practice.
  - e. Pediatrics Day 2: Includes a student activity to adjust adult medications for a 10-kilogram child, which is outside the LVN scope of practice.
  - f. Leadership: Lists an ATI Nurse's Touch module as required in-class material. ATI modules are intended for independent study, not classroom instruction.
  - g. Integumentary System: Lists "nonverbal communication" as a function of the skin, which is not a physiological function. This reflects a content mismatch and conceptual inaccuracy.
  - h. Diabetes: The submitted daily lesson plan includes a 45-minute session on diabetes content. The instructional days for theory are 8 hours in length. The remainder of the day's instruction is not documented on the daily lesson plan.
- 3) Section 22: Evaluation Methodology for Student Progress: During the follow-up site visit on March 25, 2025, a review of one student's academic record revealed the following grades:

#### **QUIZ GRADES**

Quiz #	Topic	Grade
1	Cardiovascular	59%
2	Respiratory	64%
3	Endocrine	64%
4	Neurological	76%
5	Immune	78%
Average of Quizzes		68.2%

The student did not receive any remediation. During the interview, the Program Director explained that the student was not identified for remediation because homework assignments contributed to a current overall grade of 80. While the grading policy was followed, the student demonstrated signs of being at risk for course failure. This highlights an opportunity for the Program to strengthen early identification and support strategies for students who may be struggling. During

the site visit, it was recommended that the Program revise its evaluation methodology for student progress/grading policy to better identify students at academic risk earlier in the term, even when overall grades meet the passing threshold. This follow-up aims to ensure timely support and intervention for students who may be struggling with key course content.

- 4) Section 23: Remediation: The Program Director stated that there were no current students on remediation; therefore, the Program did not submit corrective action for this violation. In order to fulfill the previous required action, the Program will be required to submit a list of students currently receiving remediation at the next benchmark, along with evidence that the remediation process is being implemented. Additionally, as noted in the review of the above student grades, during the site visit, it was recommended that the Program revise the remediation policy to support early identification and intervention for at-risk students.
- 5) Section 24: Attendance Policy: As part of the required corrective action, a revised attendance policy (see Attachment C) was submitted on March 10, 2025. Clarification was required to meet the identified corrective actions. During the follow-up site visit on March 25, 2025, these issues were discussed with the Program Director, and recommendations were provided to revise the policy to ensure attendance is accurately captured, documented, and tracked. The Program Director stated that a new policy would be submitted along with the other outstanding documentation. To date, an updated attendance policy has not been received. The identified issues with the submitted policy include:
  - a. No description of how students are required to sign in and out of class.
  - b. No specified timeframe for completing make-up hours.
  - c. No criteria for when a student is placed on attendance probation.
  - d. No statement requiring students to complete missed hours within the same term before progressing to the next.
  - e. The policy references exceptions to the attendance limit and associated fees in the enrollment agreement; however, it does not specify the conditions when a student may be granted an exception to make up hours beyond the allowable limit nor how related fees would be applied.

The Program's average annual NCLEX-PN® pass rates for first time candidates have remained compliant eight consecutive quarters (January 2024 through December 2024).

The NEC reviewed and analyzed the documents provided by the Program Director to verify adequate resources including faculty, clinical facilities, and classrooms to accommodate the students' learning needs and ability to meet the Program's approved objectives. However, observations, interviews, and record reviews during the site visits indicated that students learning needs and regulatory requirements were not met for the seven violations.

Review of the documents provided for the class requests provided by the Program Director identified that the Program would be using an instructor 16 hours a day covering two cohorts for clinical instruction, have an overlap of 30 students between the day and evening classes for one instructor and the students would miss 15 minutes of instruction during each clinical day with the submitted clinical schedule. The review of Program resources revealed adequate resources for one clinical group only, with no overlap of instructors in clinical or theory instruction.

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

The \$5000 fee for program review was submitted and processed on November 27, 2024.

### **STAFF RECOMMENDATIONS:**

1. Grant continued approval for the Quest Nursing Education Center Vocational Nursing Program on a provisional basis for a two-year period beginning December 12, 2024, and issue a certificate accordingly.
2. Deny the Program's request for a full time day class of 30 students that will begin June 10th, 2025, with a completion date of June 30th, 2026, to replace the full time day class that graduated September 20, 2024.
3. Deny the Program's request for full time evening class of 15 students that will begin June 10th, 2025, with a completion date of June 30th, 2026, to replace the class that graduated March 28, 2025.
4. Approve the Program's request for a part time day class of 30 students that will begin June 10th, 2025, with a completion date of September 30th, 2026, to replace the class that graduates May 24, 2025.
5. Deny the Program's request for a part time evening class of 15 students will begin June 10th, 2025, with a completion date of September 30th, 2026, to replace the class that graduates May 24, 2025.
6. Require the Program to comply with all requirements listed below.

### **PROGRAM REQUIREMENTS**

1. Submit corrected documentation addressing the five outstanding violations identified in the February 18, 2025, Notice of Violation letter no later than July 1, 2025.
2. Evaluate, revise, and submit documents regarding the remediation policy and evaluation methodology for student progress including the grading policy due no later than July 1, 2025.



3. Submit all required documents outlined in the “Program Checklist for Clinical Simulation Request” no later than July 1, 2025.
4. Submit a comprehensive analysis report in three months but no later than September 1, 2025, in twelve months but no later than June 1, 2026, and eighteen months, but no later than September 1, 2026. The report must include a comprehensive analysis of the Program, timeline for implementation, and the effect of employed interventions. The following elements must be addressed in the analysis:
  - a. Terminal Objectives
  - b. Evaluation of Current Curriculum including:
    - 1- Instructional Plan
    - 2- Daily Lesson Plans for each term
  - c. Student Policies including:
    - 1- Admission Criteria
    - 2- Screening and Selection Criteria
    - 3- Attendance Policy
    - 4- Remediation Policy and a list of all students on remediation
    - 5- Evaluation Methodology for Student Progress including evaluation of clinical practice
    - 6- Credit Granting Policy
  - d. Evaluations of approved clinical facilities which determine adequacy in number and variety of patients to accommodate current and projected student enrollment.
  - e. Faculty Meeting Methodology
  - f. Documentation of resources, including faculty and facilities, for all terms for all current cohorts.
5. Require the Program to submit documentation of all classes of admitted students, which will be due by June 12, 2025, and after the start of each new cohort. The following elements must be addressed in the documentation:
  - a. A list of all students admitted to all classes, including name and email.
  - b. Unredacted attendance records, indication of start and stop times, individual student signatures and the signature of the faculty with the dates of theory and clinical days.
  - c. Detailed records of student grades, remediation and make-up attempts sent to the NEC monthly on the first of the month, until the class graduation date.
6. Notify the NEC, in writing, within five calendar in the event a current class is displaced from clinical sites.
7. Obtain BVNPT approval prior to admission of each class.

8. Require the Program to provide a maximum of ten students for each instructor in clinical experiences. California Code of Regulations, Title 16, Section 2534(d) states: “for supervision of clinical experience, there shall be a maximum of 15 students for each instructor.” Recommendation of one instructor for a maximum of ten students in clinical experiences will enable more focused instruction and enhanced learning to closely monitor and evaluate the clinical performance of students.
9. Require the Program, when requesting approval to admit students, to:
  - a. Submit all documentation in final form, using the forms provided by the NEC, no later than the fifteenth day of the second month preceding the month of the Board meeting.
  - b. Provide documentation that adequate resources, i.e., faculty and facilities, are available to support each admitted class of students.
  - c. Maintain an average annual pass rate that is compliant with California Code of Regulations, Title 16, Section 2530(I).
10. Comply with all of the requirements in Article 4 of the Vocational Nursing Practice Act, commencing with California Business and Professions Code Section 2880, and in Article 5 of the California Code of Regulations, Title 16, commencing with Section 2525.
11. Board staff will continue to monitor the Program’s effectiveness by tracking class admissions, the effectiveness of employed interventions, and the Program’s licensure examination pass rates each quarter.
12. Failure to comply with any of these corrective actions or submit required documents by identified due dates, may cause the Board to revoke the Program’s approval.
13. Any material changes in circumstances affecting any information contained in the documents submitted by the Program to the Board, require the Program to notify the NEC immediately, in writing, per California Code of Regulations, Title 16, Section 2526(g).

### **Continuing Approval Survey**

In accordance with Section 2883 of the California Business and Professions Code, it is the Board’s duty, through an official representative, to inspect or review all schools of vocational nursing in California. Written reports of the representatives’ visit, or inspection, shall be made to the Board. Such inspections determine Program compliance with Article 5 of the California Code of Regulations, Title 16.

The Quest Nursing Education Center Vocational Nursing Program was reviewed to determine compliance with Article 5 of the California Code of Regulations, Title 16. The findings are seen within the table below. Seven violations were identified.

<b>ARTICLE 5 – SCHOOLS OF VOCATIONAL NURSING</b>	<b>VIOLATIONS</b>
2526. Procedure for Approval	
1-4 Program Application Information	
5 Disciplinary History	
6 Organizational Chart	
7 Geographic Narrative	
8 Philosophy of Program	
9 Conceptual Framework	
10 Clinical Facility Placement	
11 Terminal Objectives	
12 Course Outlines for Each Course	
13 Instructional Plan	<u><b>X</b></u>
14 Daily Lesson Plans	<u><b>X</b></u>
15 Evaluation Methodology for Curriculum	<u><b>X</b></u>
16 Verification of Faculty Qualifications	
17 Evaluation Methodology for Clinical Facilities	
18 Admission Criteria	
19 Screening and Selection Criteria	
20 Student Services List	
21 Number of Students	
22 Evaluation Methodology for Student Progress	<u><b>X</b></u>
23 Remediation	<u><b>X</b></u>
24 Attendance Policy	<u><b>X</b></u>
25 Grievance Policy	
26 Required Notices (Contacting Board, Grievance Policy, credit granting, a list of approved clinical facilities)	

27 Credit Granting	
28 Transfer Credit	
29 Competency Based Credit	
30 Program Resources	
31 Faculty Meeting Minutes	<u>X</u>
32 Education Equivalency (High School Graduation)	
33 Program Hours	
34 Preceptorship	
35 BPPE Approval (Private School Only)	
36 Fee Reduction request (if applicable)	
2527. Reports	
2529. Faculty Qualifications 2529(b)	
2530. General Requirements	
2532. Curriculum Hours	
2533. Curriculum Content	
2534. Clinical Experience	
2535. Credit for Previous Education and Experience	

## **RELEVANT PROGRAM ELEMENTS**

### **Enrollment**

California Code of Regulations, Title 16, Section 2530(k) states:

The program shall have prior Board approval to increase the number of students per class and/or increase the frequency of admission of classes. Criteria to evaluate a school's request to increase the number of students per class and/or increase the frequency of class admissions include but are not limited to: (1) Sufficient program resources as specified in Section 2530(a). (2) Adequacy of clinical experience as specified in Section 2534. (3) Licensure examination pass rates as specified in Section 2530(l).

The Program is approved to offer a 66-week part-time class and a 53-week full-time class. BVNPT approval is required prior to the admission of each class.

The following table represents current and projected student enrollment based in current and proposed class starts and completion dates. The table indicates a maximum enrollment of 144 students for the period February 2024 through June 2025

### ENROLLMENT DATA TABLE

Class Start Dates	Class Completion Dates	Number of Students Admitted	Number of Students Current	Number of Graduated	Total Enrolled
2/26/24 PT Day *(5/24/25)		20	19		19
2/26/24 PT Eve *(5/24/25)		8	6		19+6=25
5/6/24 PT Day *(8/22/25)		10	8		25+8=33
5/6/24 PT Eve *(8/22/25)		5	4		33+4=37
8/12/24 PT Day *(11/26/25)		13	13		37+13=50
8/12/24 PT Eve *(11/26/25)		11	11		50+11=61
11/13/24 PT Day *(3/4/26)		14	13		61+13=74
11/13/24 PT Eve *(3/4/26)		5	5		74+5=79
	5/24/25 (2/26/24)			-19	79-19=60
	5/24/25 (2/26/24)			-6	60-6=54
6/10/25 FT Day *(6/30/26) Proposed		30			54+30=84
6/10/25 FT Day *(6/30/26) Proposed		30			84+30=114
6/10/25 PT Day *(9/30/26) Proposed		15			114+15=129
6/10/25 PT Day *(9/30/26) Proposed		15			129+15=144

\*Indicates projected graduation date

## **Licensing Examination Statistics**

California Code of Regulations, Title 16, Section 2530(I) states:

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

The following statistics, furnished by Pearson Vue and published by the National Council of State Boards of Nursing as “Jurisdictional Summary of All First-Time Candidates Educated in Member Board Jurisdiction,” for the period April 2023 through March 2025, specify the pass percentage rate for graduates of the Program on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®) and the variance from the state average annual pass rates.

### **NCLEX-PN® LICENSURE EXAMINATION DATA**

Quarterly Statistics					Annual Statistics		
Quarter	# Candidates in Quarter	# Passed in Quarter	% Passed in Quarter	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 2023	10	7	70%	85%	79%	75%	+4
Jul - Sep 2023	23	16	70%	86%	76%	78%	-2
Oct - Dec 2023	20	18	90%	84%	78%	81%	-3
Jan - Mar 2024	6	6	100%	87%	80%	86%	-6
Apr - Jun 2024	5	4	80%	85%	81%	85%	-4
Jul - Sep 2024	14	11	79%	83%	87%	85%	+2
Oct - Dec 2024	9	7	78%	81%	82%	84%	-2
Jan - Mar 2025	7	5	71%	82%	77%	83%	-6

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

Based on the most current data available (January – March 2025), the Program’s average annual pass rate is 77 percent. The California average annual pass rate for graduates from approved vocational nursing programs who took the NCLEX-PN® for the first time during the same period is 83 percent. The average annual pass rate for the Program is six percentage points below the state average annual pass rate.

## **Faculty and Facilities**

California Code of Regulations, Title 16, Section 2534(d) states:

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

The current number of approved faculty totals 14, including the Program Director. The Program Director has 100 percent administrative duties. Of the total faculty, 13 are designated to teach clinical. Based upon a maximum proposed enrollment of 144 students, ten instructors are required for clinical supervision. With a maximum of ten students to one instructor, 15 faculty would be required. The utilization of faculty at clinical facilities is such that clinical instruction is would not be covered adequately.

California Code of Regulations, Title 16, Section 2534(b) 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.

Submitted documentation indicates the Program has sufficient clinical facilities to afford the number, type and variety of patients that will provide clinical experience consistent with approved competency-based objectives and theory being taught for current and proposed student enrollment.

## **Program Inspection**

On January 24 to 28, 2025, the Nursing Education Consultant conducted an announced virtual program inspection of Quest Nursing Education Center Vocational Nursing Program.

## **Campus Description**

The building exterior was observed to be clean and maintained, and accessible during regular business hours. Parking presented challenges, with only street parking available and no designated lot for students or visitors.

Upon entry, the lobby area included a study area with tables and chairs, four desktop computers for student use, and a printer. The registrar's office displayed various postings, and the building housed four restrooms—two upstairs and two downstairs. The faculty room accommodated three seats, and the Program Director's office included a file cabinet. A kitchenette was available for faculty use.

Instructional spaces were located on both floors of the building. Upstairs, one classroom included 33 seats, audiovisual equipment, and an adjoining skills lab with two patient beds. Another classroom on the same floor had 15 seats and was equipped with AV equipment, a microwave, hot and cold water, a supply cart, and a setup that included a seated wheelchair manikin, a maternity manikin with two newborns, and a stocked medication cart. Downstairs, an additional classroom also contained 33 seats and two patient beds, although supplies had to be transported from the upper level for use.

The skills lab was well-organized and stocked with labeled, unopened supplies and functioning equipment. It included a variety of basic care, wound care, respiratory, and medication administration materials. Specific inventory included sealed trach kits, foley catheter trays, nasal cannulas, and stocked injection supplies. A portable sink was available, and the medication cart was stocked and locked.

Student services were supported by a team including a student advisor, registrar, and administrative assistant. The student advisor, a Program alumnus, was stationed in the mid-floor clinic conference room. Areas designated for student counseling and breaks were available, offering reasonable privacy and amenities such as a microwave, coffee supplies, water dispensers, and study space. Six chairs were available in the break area, with the option to bring in additional seating.

Overall, the visit confirmed the presence of adequate instructional and clinical spaces, a stocked skills lab, and a reasonable infrastructure to support student learning. Some limitations included restricted parking and the lack of a student refrigerator.

### **Interview with Faculty**

Interviews were conducted with faculty members, whose time with the Program ranged from just over one year to twelve years. Faculty described the Program environment as collegial and supportive, frequently noting that they felt well-supported by the Program Director and their peers. They expressed appreciation for the autonomy in their teaching and the opportunity to work with diverse learners. Several noted the Program Director's openness to feedback and willingness to implement changes to benefit students.

Faculty reported that instructional planning is guided by the Program's instructional plan (IP), which they have access to and follow in their course delivery. Faculty described using prerecorded lecture videos and ATI modules in the theory classroom. The faculty stated that synchronous online live lectures had previously been attempted but found them less effective due to engagement challenges, so independent video-based learning became the method. Instructors noted that students work independently, and interaction occurs through Zoom chat as students work through the material.

The remediation process, as described by faculty, involves meeting with struggling students to review grades, discuss barriers, and offer study tips or resource referrals. Remediation may include replacing exam scores upon retesting, though some faculty mentioned there was no formal tutoring program currently offered through the school.



Regarding the attendance policy, faculty reported that students do not sign in or out on attendance sheets for theory, skills or clinical sessions. The faculty reported having the students put their name in the chat for theory and making sure that the students are present in the skills lab and clinical, but they are not required to have students sign attendance sheets.

Faculty reported that faculty meetings are held quarterly and are used to review curriculum, discuss areas for improvement, and make schedule adjustments.

Faculty also described several challenges, including the condensed curriculum, students' difficulty navigating technology, and inconsistent engagement in online learning. Despite these challenges, they voiced a shared commitment to student success and continuous improvement.

### **Interview with Students**

Student interviews were conducted across multiple terms, including Term 1, Term 2, and Term 3 students from both day and evening cohorts. The majority of students indicated they would recommend the Program to others, citing affordability and flexibility. However, several students offered this recommendation with hesitation or could not recommend the Program, noting areas where they felt the Program could improve.

Students consistently reported that theory instruction is primarily delivered through prerecorded video content accessed on a campus or third-party platform while logged into Zoom, which they watch independently, with the option to ask questions via the chat feature during the session. Live synchronous interaction with instructors and peers during theory class time was described as limited. While some students appreciated the flexibility of the format, others expressed concern about the lack of real-time instruction and limited opportunities for immediate feedback. Some students noted delays in receiving responses to questions submitted via chat. Several students also shared that the Zoom-based format was fatiguing and lacked the structure and engagement typically found in in-person learning. Additionally, students stated that tests and assignments often did not align with lecture content, and some expressed uncertainty about what material to focus on due to unclear instructional guidance.

Clinical experiences varied by cohort and site. Some students reported positive hands-on experiences including medication administration and patient assessments, while others reported minimal engagement with clinical tasks, citing a lack of structure and communication at clinical sites.

Regarding support services, students shared mixed experiences. While some were aware of academic advisors and study groups, others had not used tutoring or were unaware of how to access support. Several students noted they had not received timely feedback or responses from faculty when issues arose and described communication challenges within the Program.

Students reported that they are not required to sign in or out on physical attendance sheets for theory, skill or clinical sessions. Some students reported not understanding the attendance and make-up policies, particularly being charged for missed time. Students stated there is a \$200/day fee for making up missed time beyond what is allowed in the policy. One student reported being charged this fee for missing more than the allowed number of hours.

Overall, students expressed a need for clearer organization, more consistent communication, and increased live instruction. While they appreciated the affordability and flexibility of the Program, many hoped for improvements in structure, responsiveness, and support for learning in both theory and clinical components.

### **Interview with the Program Director**

Discussions with the Program Director occurred throughout the site visit virtually via Teams and email. The elements of the site inspection were addressed, including the use of simulation. The Program is approved to use simulation for maternity and pediatrics, with a maximum of 24 hours each. It was recommended that the Program Director complete the “Program Checklist for Clinical Simulation Request” to ensure alignment with Board expectations.

A follow-up discussion was held on February 13, 2025. Subsequently, a Notice of Violation was issued on February 18, 2025, outlining the required corrective actions with a deadline of March 10, 2025. The “Program Checklist for Clinical Simulation Request” was also sent to the Program Director on February 18, 2025. As of the date of this report, the completed checklist has not been received.

### **Follow-up Program Inspection**

On March 25, 2025, a follow-up unannounced site visit was conducted by two Nursing Education Consultants (NECs, one on-site and one attending remotely. The site visit included observation of the online classroom, as well as interviews with students, faculty, and the Program Director.

### **Online Classroom Observation and Interview with Students**

The online classroom was observed at two separate intervals. During the first observation, students were independently completing ATI modules during scheduled class time. These assignments are designated as homework, not in-class activities. The instructor was observed with eyes closed and head down during this time. The instructor stated that the lecture portion of the course would occur later in the day. The NECs returned later for a second observation, during which time the instructor was reading notes to the class while presenting a PowerPoint on screen. The instructor also streamed a video for all students to watch together in real time. In both observations, student and faculty cameras were on.

Nineteen students from Term 4 participated in the interview. Students shared that classes had recently shifted to live synchronous instruction within the last two weeks, which they preferred over the prior method of independent video viewing. A typical class day begins at 7:00 AM with check-in via the Zoom chat and a timekeeping app. Instruction includes a mix of lectures, quizzes, case studies, group discussions, and occasional ATI modules—although most ATI content is now assigned as homework.

Students expressed appreciation for increased faculty presence and engagement. They noted that instructors now provided more opportunities to ask questions and participate in discussions, though some students still felt unsure about how to access certain course expectations, such as grading rubrics. Grading was reportedly visible on the school portal, though there was some confusion regarding the exact breakdown of scores required for letter grades.

Regarding remediation, students were generally aware that it was required if grades fell below a certain threshold, though no students reported having any firsthand experience. Some described submitting forms to request tutoring or support from advisors. A staff advisor was frequently named as a go-to resource for academic support. Attendance was reported to be tracked through a timekeeping app with GPS verification for both theory and clinical, along with Zoom chat check-ins for theory and manual sign-ins for clinical. For missed time, students described completing assignments for theory or attending a designated make-up clinical day.

Overall, students reported improvement in instructional delivery and communication. They viewed the recent shift to live instruction as a positive development but noted ongoing needs for clearer guidance on grading and remediation.

### **Interview with Faculty**

Faculty interviews included instructors who reported experience teaching theory, clinical, and skills lab. The instructors expressed increased engagement from students since enforcing camera usage and shifting to live instruction. They described the use of structured daily agendas, combining PowerPoint lectures with instructional videos, case studies, and review questions. Faculty noted that active student engagement was encouraged through verbal participation and targeted questioning during class.

Instructors reported using various tools to support student learning, including ATI case studies, Osmosis videos, and whiteboard instruction. They acknowledged ongoing efforts to discourage passive participation, such as monitoring screen activity and addressing students directly if they appeared disengaged.

Grading practices were aligned with a 90–100 percentage scale for an A. Instructors described identifying struggling students through grade performance and clinical observation. Remediation included individual meetings, review of missed concepts, and the opportunity to retest.

Attendance for theory was tracked through a combination of the Zoom chat feature and a GPS-enabled timekeeping app, while clinical attendance was recorded using physical sign-in sheets. Instructors verified student location using the app's GPS function and submitted photo documentation of clinical attendance records to the Program as well. Faculty reported familiarity with both attendance and remediation policies and noted their participation in quarterly meetings focused on instructional practices and programmatic improvement.

### **Interview with the Program Director**

A discussion with the Program Director took place at the conclusion of the site visit. All elements of the site inspection were addressed, including overdue required actions related to previously identified violations. Although a revised attendance policy (see Attachment C) was submitted on March 10, 2025, it requires further revision to correct the outstanding violation. In addition, recommendations were made to revise the evaluation methodology for student progress/grading policy, as well as the remediation policy, to better identify students at academic risk earlier in the term, even when overall grades meet the passing threshold. This follow-up aims to ensure timely support and intervention for students who may be struggling with key course content. The Program Director verbalized understanding of these items and acknowledged the deadline of March 28, 2025, for submitting the required and recommended revisions.

As previously noted in the analysis section of this report, five of the seven violations issued on February 18, 2025, remain uncorrected or need further action.

### **Violations**

California Code of Regulations, Title 16, Section 2526(i)(1) requires an institution, as a condition for the continued approval of a postsecondary school or educational program offering a course of instruction in vocational nursing, to submit a completed "Continuing Approval Application for a Vocational Nursing School or Program," Form 55M-15 (Revised 02/2024), the requirements of which are incorporated by reference into the section.

#### **Violation #1**

**Form 55M-15, at Section 13 on page 5, Instructional Plan** requires the institution to submit: A form entitled "Vocational Nursing or Psychiatric Technician Program Curriculum Content - Instructional Plan (Form 55M-2W)." An instructional plan is a document that correlates theory and clinical content and hours on a weekly basis and provides an overview of the teaching schedule; the document shall commit to curriculum in which theory hours precede clinical hours.

**Violation:** On December 11, 2024, the Program Director submitted documentation for the continued approval process, which included a “Vocational Nursing or Psychiatric Technician Curriculum Content – Instructional Plan (Form 55M-2W).”

During the record review, no completed Instructional Plan (IP) was provided for the full-time program, and the submitted part-time IP contained multiple discrepancies:

1) Instructional methods:

- a. The IP listed "Zoom lecture," but no live synchronous faculty-led lectures were observed.
- b. Discussion was noted as a method, but no scheduled real-time discussions occur.
- c. Transparencies were listed but not observed being utilized.

2) Content alignment:

- a. The IP did not consistently align with lesson plan objectives and topics.
- b. A sample of five weeks from Term 3 (5/5, 100 percent) showed misalignment between allotted hours and content (i.e., renal, musculoskeletal, gastrointestinal)
  - i. Week 9: The IP listed four objectives, while the lesson plan had five. Topics such as intestinal and rectal disorders were in class materials but not in the IP objectives.
  - ii. Week 10: The IP was missing one hour of medical-surgical content. Gastrointestinal and renal content hours varied between the IP and lesson plans. Several renal-related topics were absent from the IP objectives.
  - iii. Week 11: Prostate cancer was included in class materials but not in the IP. The IP designated two hours for renal diagnostics teaching, but lesson plans had no evidence of this.
  - iv. Week 12: The IP listed 10 objectives, while the lesson plan had 13. Altered musculoskeletal function hours differed significantly. Topics such as bone cancer and osteomyelitis were missing from class materials.
  - v. Week 13: Perioperative nursing was allocated four hours in the IP but only one hour 15 minutes in the lesson plan. The IP omitted renal content, though lesson plans and student interviews confirmed its inclusion.

3) Additional Discrepancies:

- a. The Program name was missing from all part-time IP pages.
- b. Some of the pages of the IP were not on Form 55M-2W.
- c. Some topics lacked content outlines or contained objectives instead. (e.g., fundamentals, medical-surgical).

- d. Theory objectives did not align with the content outline due to inconsistent numbering and naming conventions.
- e. Some skills objectives were not written in an objective format.

During the interview, students reported that the material covered in class does not always align with what they are tested on. They also stated that the content is not well-organized, making it difficult to understand. Students reported that they spend most of their time watching pre-recorded lectures and other videos on various platforms while logged into Zoom, with no live lectures or discussions. They further reported that the instructor does not actively teach, no synchronous class activities are conducted, and there is no interaction among students. Students noted that both faculty and student cameras remain off, which they feel creates a disengaged learning environment. They also stated that they are instructed to "chat in questions" as they work independently but experience delays in receiving responses from faculty, leaving them feeling as though they are learning "on their own." This information correlates with the comments from student surveys that the Program submitted.

During the observation of the Zoom classroom, it was noted that no live teaching or discussions took place, as outlined in the Instructional Plan. Students were observed working independently, with no synchronous learning activities conducted. Additionally, both faculty and student cameras remained off throughout the session.

During the interview, the faculty reported that they do not conduct live teaching. Instead, they stated that they "guide the students" on what they should be working on independently each day. Faculty noted that they previously held live synchronous lectures but felt they were "talking to themselves." As a result, they transitioned to a new approach of "condensing the lectures."

During the interview, the Program Director confirmed that faculty do not conduct live teaching and acknowledged discrepancies in the Instructional Plan, stating that it has been challenging to align it with the lesson plans. The Program Director also noted that live teaching was previously conducted but was discontinued in response to student complaints.

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

## **Violation #2**

**Form 55M-15, at Section 14 on page 5, Daily Lesson Plans**, requires the institution to submit: Copies of daily lesson plans for the first two weeks of courses of instruction in the following subjects (for theory and skills): fundamentals, medical-surgical, pediatrics, maternity and leadership. A daily lesson plan is a document that correlates the theory and practice for each instruction day for the instructor to follow.

**Violation:** On December 11, 2024, the Program Director submitted documentation for the continued approval process, which included lesson plans. Additionally, the Program Director submitted additional lesson plans requested on January 28, 2025.

During the record review, the lesson plans did not indicate correlation to theory and practice for each instructional day, as required for a daily lesson plan. This was evidenced by:

- 1) Fundamentals: All (six of six, 100 percent) lesson plans lacked objectives, and 33 percent (two of six) did not include structured time for theory and practice.
- 2) Pediatrics: All (three of three, 100 percent) lesson plans lacked objectives, and structured time for theory and practice.
- 3) Leadership: The lesson plan lacked objectives and structured time for theory and practice.
- 4) Maternity: All (four of four, 100 percent) lesson plans lacked objectives, and structured time for theory and practice.
- 5) Medical-Surgical: All (five of five, 100 percent) of the lesson plans did not align with the content outlined in the IP.
- 6) The learning activities for perioperative nursing are designed to align with the scope of registered nursing practice and do not fall within the scope of practice for vocational nursing.
- 7) Although some lesson plans contained structured time, this was only for the morning class. There was no evidence of lesson plans for the pm class.
- 8) Lesson plans do not reflect the Instructional Plan methods of instruction (i.e., live synchronous theory instruction “Zoom lecture”).

During the interview, the students reported that the material covered in class does not always align with what they are tested on. They also shared concerns about the organization of the content, stating that it is not always structured in a way that is easy to understand.

During the interview, the Program Director noted discrepancies in the lesson plans and expressed difficulty in aligning them with the Instructional Plan.

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

### **Violation #3**

**Form 55M-15, Section 15, on page 5: Evaluation Methodology for Curriculum** requires that the Program submit: An explanation of the process that identifies the method(s) by which the curriculum is evaluated regularly. Complete, unredacted curriculum reviews based on the stated methodology must also be submitted. The reviews should cover the past 18 months as a sample size.

**Violation:** On December 11, 2024, the Program Director submitted documentation for the continued approval process, which included the approved evaluation methodology for curriculum evaluation. The Program’s evaluation methodology for curriculum indicated that faculty evaluate the curriculum via “surveys and verbal feedback at faculty meetings.”

During the record review, there was no documented evidence of faculty evaluations of the curriculum via surveys.

During the interview, the Program verified that there was no documented evidence of faculty evaluations of the curriculum via surveys.

**Status:** The violation is corrected.

On March 10, 2025, the Program Director submitted evidence of curriculum evaluation surveys completed by faculty.

#### **Violation #4**

**Form 55M-15, Section 22, on page 7: Evaluation Methodology for Student Progress** requires that the Program submit a copy of the evaluation methodology for student progress. This may include grading policy and should explain the process or identify the tool used by the instructor and/or preceptor (if applicable) to evaluate student progress in mastering course and program objectives. The written narrative must identify objectives or criteria for measuring student progress and the methods for evaluation, action, follow-up, and documentation of outcomes. This methodology may include quizzes, testing, mid-term evaluations, etc., for early identification of at-risk students.

**Violation:** On December 11, 2024, the Program Director submitted documentation for the continued approval process, which included the approved evaluation methodology for student progress and grading policy. Additionally, the Program Director submitted syllabi as requested on January 23, 2025.

During the records review, it was noted that grading scale in the Program’s syllabi for Term 3 and Term 4 did not align with the Program’s BVNPT approved evaluation methodology and grading policy for theory classes:

#### **COMPARISON OF PROGRAM’S SYLLABI TO APPROVED GRADING POLICY**

<b>Term 3 and 4 Syllabi</b>	<b>Program’s Approved Grading Policy</b>
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Score Range	Letter Grade	Score Range	Letter Grade
85%-100%	A	90%-100%	A
80%-84%	B	80%-89%	B
75%-79%	C	75%-79%	C
74% and lower	F	74% and lower	F

During the interview, students reported that earning an overall score of 85 percent results in an additional five percent being added to their grade, raising it to 90 percent, and they are awarded a letter grade of “A.”

During the interview, the Program Director confirmed that earning 85 percent results in an additional 5 percent being added to students’ grades, effectively recording the final grade at a 90 percent, and awarding a letter grade of “A.” The Program Director explained that the adjustment is due to the Program “grad[ing] on a curve.” However, the Program Director acknowledged that this practice does not align with the approved grading policy.

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

#### **Violation #5**

**Form 55M-15, at Section 23 on page 7, Remediation**, requires the institution to submit: (1) the remediation policy and (2) a copy of completed remediation forms or documentation of remediation for each student: (a) currently in remediation (b) previously in remediation during any time over the past 18 months; (c) or a document stating that there are no students on remediation for your program.

**Violation:** On December 11, 2024, the Program Director submitted documentation for the continued approval process, which included the remediation forms and policy. The remediation policy indicated that if “a deficit is identified by faculty, a student is placed in remediation, and a plan of action is established to correct that deficit. Please refer to the remediation algorithm for the process.” The remediation algorithm specified that a “written plan of correction/improvement” is developed, and the student will be given tutoring and retesting. The policy further indicated that there is a “follow-up meeting and reevaluation” and that the outcomes of the remediation are documented.

During the records review, remediation files were reviewed. Three students were placed on academic remediation. Of the three students on academic remediation, all three student forms (100 percent) did not identify the academic issue leading to low grades. The Program’s approved remediation form was not

utilized for two of the three (67 percent) remediation files. These same two remediation files also did not have any evidence of a written plan of correction/improvement. There was no evidence of tutoring or retesting for three out of three (100 percent) students placed on remediation.

During the interview, the students reported that tutoring is not available and if they need help, they are “on their own.”

During the interview, the Program Director stated that the remediation policy was not followed and there is no structured tutoring process.

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

#### **Violation #6**

**Form 55M-15, Section 24, on page 7: Attendance Policy** requires that the Program submit: A current copy of the attendance policy and unredacted records/rosters of all student absences for the current terms or semesters. The record/roster must include the student’s name and length of absence(s). If the attendance policy does not specify, list the types of make-up assignments used for theory, skills lab, and clinical experience.

**Violation:** On December 11, 2024, the Program Director submitted documentation for continued Program approval, which included the Program’s approved attendance policy. The attendance policy indicated: “Students will initial and note the time they arrived on the attendance sheet. Students who leave early need to note the time on the attendance sheet.”

During the interview, students reported there are no attendance sheets that they sign in and out of class in theory, skills or clinical.

During the interview, the faculty reported there are no attendance sheets that the students sign in and out on for theory or clinical.

During a records review and concurrent interview, there was no evidence of attendance sheets that students initial and note the time they arrived. Additionally, the Program is approved for live synchronous theory classes and the attendance policy does not reflect how attendance is recorded for this teaching modality. The Program Director confirmed there are no physical attendance sheets that the students sign in and out as described in the Program’s attendance policy.

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

## **Violation #7**

**Form 55M-15, Section 31, on page 9, Faculty Meeting Minutes** requires that the Program submit: Copies of faculty attendance sheets and meeting minutes for each meeting over the past 18 months.

**Violation:** On December 11, 2024, the Program Director submitted documentation for continued Program approval, which included documentation for faculty meetings.

During the records review, there was no evidence of faculty attendance sheets for the faculty meetings over the past 18 months.

During the interview, the Program Director stated that there was no record of attendance sheets for faculty meetings for the past 18 months.

**Status:** The violation is corrected.

On March 10, 2025, the Program Director submitted documentation of faculty meeting minutes and faculty attendance sheets.

### **ATTACHMENTS:**

Attachment A: Program History

Attachment B: Quest Nursing Education Center photos

Attachment C: Revised Attendance Policy Submitted by Program on March 10, 2025

Attachment D: Synchronous Online Policy Submitted by Program on March 10, 2025

Attachment E: Synchronous Online Teaching Modality Checklist Submitted by Program on March 10, 2025

## Agenda Item 7.E.I

### Attachment A

#### QUEST NURSING EDUCATION CENTER VOCATIONAL NURSING PROGRAM

##### Program History

On December 13, 2016, the Board of Vocational Nursing and Psychiatric Technicians, considered the Nursing Education Consultant's report regarding the Quest Nursing Education Center, Vocational Nursing Program. The following decisions were rendered:

1. Approved the Quest Nursing Education Center request to begin a vocational nursing program with an initial full-time class of 30 students on March 6, 2017, only and graduating April 30, 2018.
2. Approved the Program curriculum for 1539 hours, including 585 theory hours and 954 clinical hours. Require the Program to obtain prior Board approval before admission of subsequent classes to maintain compliance with the California Code of Regulations, Title 16, section 2526(c), which stated:

*“(c) A Board representative shall make a survey visit prior to graduation of the initial class. A program shall not commence another class without prior Board approval.”*

On March 27, 2018, the Board of Vocational Nursing and Psychiatric Technicians considered the Nursing Education Consultant's report relative to Quest Nursing Education Center, Vocational Nursing Program. The following decisions were rendered:

1. Granted initial full approval of Quest Nursing Education Center, Vocational Nursing Program for the period of December 13, 2016, through December 12, 2020, and issue a certificate accordingly.
2. Approved admission of one class of 30 students on May 7, 2018, only, to replace the April 30, 2018, graduates. The new class will graduate June 28, 2019.
3. Continued the Program's requirement to obtain Board approval prior to the admission of each class. Required the Program, when requesting approval to admit students, to:
  - a. Submit all documentation in final form, and using the forms provided by the Board, no later than two months prior to the requested start date for the class.

- b. Provide documentation that adequate resources, i.e., faculty and facilities, are available to support each admitted class of students.
- c. Maintain an average annual pass rate that is compliant with California Code of Regulations, Title 16, Section 2530(I).

On October 16, 2018, the Board of Vocational Nursing and Psychiatric Technicians considered the Nursing Education Consultant's report relative to Quest Nursing Education Center, Vocational Nursing Program; request to increase frequency of admission. The following decisions were rendered:

1. Approved the request to increase frequency of admission and admit one full-time evening class of 30 students beginning October 29, 2018, graduating November 11, 2019.
2. Continued the Program's requirement to obtain Board approval prior to the admission of each class.
3. Required the Program, when requesting approval to admit students, to:
  - a. Submit all documentation in final form, and using the forms provided by the Board, no later than two months prior to the requested start date for the class.
  - b. Provide documentation that adequate resources, i.e., faculty and facilities, are available to support each admitted class of students.
  - c. Maintain an average annual pass rate that is compliant with California Code of Regulations, Title 16, Section 2530(I).

On May 7, 2019, at the Executive Officer's Meeting, the Nursing Education Consultant's report relative to Quest Nursing Education Center, Vocational Nursing Program was considered. The following decisions were rendered:

1. Approved request to change the full-time day curriculum; 53 weeks in length to a part-time day curriculum; 66 weeks in length.
2. Approved the admission of 30 students beginning June 28, 2019, to replace the graduating class of June 27, 2019, with the change from a full-time day class to a part-time day class.
3. Continued the Program's requirement to obtain Board approval prior to the admission of each class.

4. Required the Program, when requesting approval to admit students to:
  - a. Submit all documentation in final form, and using the forms provided by the Board, no later than two months prior to the requested start date for the class.
  - a. Provide documentation that adequate resources, i.e., faculty and facilities, are available to support each admitted class of students.
  - b. Maintain an average annual pass rate that is compliant with California Code of Regulations, Title 16, Section 2530(l).

On October 29, 2019, at the Executive Officer's Meeting, the Nursing Education Consultant's report relative to Quest Nursing Education Center, Vocational Nursing Program was considered. The following decisions were rendered:

1. Approved to admit a part-time evening class of 30 students beginning December 2, 2019, ending February 17, 2021, to replace the full-time evening class graduating November 29, 2019.
2. Continued the Program's requirement to obtain Board approval prior to the admission of each class with the following stipulations:
  - a. No admission of a class without prior approval from the Board. Required the Program, when requesting approval to admit students to:
    - i. Submit all documentation in final form, and using the forms provided by the Board, no later than two months prior to the requested start date for the class.
    - ii. Provide documentation that adequate resources, i.e., faculty and facilities, are available to support each admitted class of students. Maintain an average annual pass rate that is compliant with California Code of Regulations, Title 16, Section 2530(l).
  - b. Board staff will continue to monitor the Program's licensure examination pass rates each quarter.

The Executive Officer rendered the following decisions on January 7, 2020:

1. Approved admission of an additional part-time day class of 30 students beginning February 24, 2020, and graduating May 21, 2021.
2. Continued the Program's requirement to obtain Board approval prior to the admission of each class with the following stipulations:
  - a. No admission of a class without prior approval from the Board.

3. Required the Program, when requesting approval to admit students to:
  - a. Submit all documentation in final form, and using the forms provided by the Board, no later than two months prior to the requested start date for the class.
  - b. Provide documentation that adequate resources, i.e., faculty and facilities, are available to support each admitted class of students.
  - c. Maintain an average annual pass rate that is compliant with California Code of Regulations, Title 16, Section 2530(l).
4. Board staff will continue to monitor the Program's licensure examination pass rates each quarter.

The Executive Officer rendered the following decisions on August 4, 2020:

1. Approved the Program's request to admit a part-time day class of 30 students beginning September 8, 2020, and graduating December 3, 2021.
2. Approved the Program's request to admit a part-time evening class of 30 students to begin on September 8, 2020, and graduating on December 3, 2021.
3. Required the Program to comply with all requirements listed below.

**PROGRAM REQUIREMENTS:**

1. Notify the Nursing Education Consultant in the event a current class is displaced from clinical sites.
2. Notify the NEC when a term is 50 percent complete, and submit an update related to clinical sites.
3. When requesting approval to admit students:
  - a. Submit all documentation in final form, no later than two months prior to the requested start date for the class.
  - b. Provide documentation that adequate resources, i.e., faculty and facilities, are available to support each admitted class of students.

The Executive Officer rendered the following decisions on December 8, 2020:

1. Granted continued full approval for the Quest Nursing Education Center Vocational Nursing Program for a four-year period beginning December 8, 2020, and issue a certificate accordingly.

2. Admitted a part time day class of 30 students to start January 4, 2021, with a projected graduation date of March 25, 2022.
3. Admitted a part time evening class of 30 students on January 4, 2021, with the projected graduation date of March 25, 2022.
4. Required the Program to comply with all requirements listed below.

**PROGRAM REQUIREMENTS:**

1. Notify the NEC in the event a current class is displaced from clinical sites.
2. Obtain BVNPT approval prior to the admission of each class.
3. Continued to require the Program, when requesting approval to admit students, to:
  - a. Submit all documentation in final form, using forms provided by the BVNPT, no later than two months prior to the requested start date for the class.
  - b. Provide documentation that adequate resources, i.e., faculty and facilities, are available to support each admitted class of students.
  - c. Maintain an average pass rate that is compliant with California Code of Regulations, Title 16, Section 2530(l).
4. 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 California Code of Regulations, Title 16, commencing at Section 2525.

The Executive Officer rendered the following decisions on April 6, 2021:

1. Admit a part-time day class of 30 students to commence on May 17, 2021, with a projected graduation date of August 12, 2022, to replace the class that graduated on May 14, 2021,
2. Admit a part-time evening class of 30 students to commence on May 17, 2021, with a projected graduation date of August 12, 2022, to replace the class that graduated on February 17, 2021
3. Required the Program to comply with all requirements listed below.

**PROGRAM REQUIREMENTS:**

1. Notify the NEC in the event a current class is displaced from clinical sites.
2. Obtain BVNPT approval prior to the admission of each class.



3. Continued to require the Program, when requesting approval to admit students, to:
  - a. Submit all documentation in final form, using forms provided by the BVNPT, no later than two months prior to the requested start date for the class.
  - b. Provide documentation that adequate resources, i.e., faculty and facilities, are available to support each admitted class of students.
  - c. Maintain an average pass rate that is compliant with California Code of Regulations, Title 16, Section 2530(I).
4. 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 California Code of Regulations, Title 16, commencing at Section 2525.

The Executive Officer rendered the following decisions on July 13, 2021:

1. Approved the Program's request to admit a one-time full-time day class of 30 students to commence on September 6, 2021, with a projected graduation date of September 30, 2022.
2. Approved the Program's request to admit a one-time full-time evening class of 30 students to commence on September 6, 2021, with a projected graduation date of September 30, 2022.
3. Required the Program to comply with all requirements listed below.

**PROGRAM REQUIREMENTS:**

1. Notify the NEC in the event a current class is displaced from clinical sites.
2. Obtain BVNPT approval prior to the admission of each class.
3. Continued to require the Program, when requesting approval to admit students, to:
  - a. Submit all documentation in final form, using forms provided by the BVNPT, no later than two months prior to the requested start date for the class.
  - b. Provide documentation that adequate resources, i.e., faculty and facilities, are available to support each admitted class of students.
  - c. Maintain an average pass rate that is compliant with California Code of Regulations, Title 16, Section 2530(I).
4. 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 California Code of Regulations, Title 16, commencing at Section 2525.

The Executive Officer rendered the following decisions on November 16, 2021:

1. Approved the Program's request to admit a part-time day class of 30 students to commence on January 3, 2022, with a projected graduation date of March 31, 2023, to replace the class graduating on December 3, 2021.
2. Approved the Program's request to Admit a part-time evening class of 30 students to commence on January 3, 2022, with a projected graduation date of March 31, 2023, to replace the class graduating on December 3, 2021.
3. Required the Program to comply with all requirements listed below.

#### PROGRAM REQUIREMENTS

1. Notify the NEC in the event a current class is displaced from clinical sites.
2. Obtain BVNPT approval prior to the admission of each class.
3. Continued to require the Program, when requesting approval to admit students, to:
  - a. Submit all documentation in final form, using forms provided by the BVNPT, no later than two months prior to the requested start date for the class.
  - b. Provide documentation that adequate resources, i.e., faculty and facilities, are available to support each admitted class of students.
  - c. Maintain an average annual pass rate that is compliant with California Code of Regulations Title 16, Section 2530(l).
4. Comply with all approval standards in Article 4 of the Vocational Nursing Practice Act, commencing at California Business and Professions Code Section 2880, and Article 5 of the California Code of Regulations, Title 16, commencing at Section 2525.
5. Board staff will continue to monitor the Program's effectiveness by tracking class admissions, the effectiveness of employed interventions, and the Program's licensure examination pass rates each quarter.

The Executive Officer rendered the following decisions on March 8, 2022:

1. Approved the Program's request to admit a part-time day class of 30 students to commence on April 6, 2022, with a graduation date of. June 30, 2023, to replace the class graduating March 31, 2022.
2. Approved the Program's request to admit a part-time evening class of 30 students to commence on April 6, 2022, with a graduation date of. June 30, 2023, to replace the class graduating March 31, 2022.
3. Required the Program to comply with all requirements listed below.

## PROGRAM REQUIREMENTS

1. Notify the NEC in the event a current class is displaced from clinical sites.
2. Obtain BVNPT approval prior to the admission of each class.
3. Continued to require the Program, when requesting approval to admit students, to:
  - a. Submit all documentation in final form, using forms provided by the BVNPT, no later than two months prior to the requested start date for the class.
  - b. Provide documentation that adequate resources, i.e., faculty and facilities, are available to support each admitted class of students.
  - c. Maintain an average annual pass rate that is compliant with California Code of Regulations, Title 16, Section 2530(l).
4. Comply with all approval standards in Article 4 of the Vocational Nursing Practice Act, commencing at California Business and Professions Code Section 2880, and Article 5 of the California Code of Regulations, Title 16, commencing at Section 2525.
5. Board staff will continue to monitor the Program's effectiveness by tracking class admissions, the effectiveness of employed interventions, and the Program's licensure examination pass rates each quarter.

The Executive Officer rendered the following decisions on June 28, 2022:

1. Approved the Program's request to admit a part-time day class of 30 students to commence on August 15, 2022, with a graduation date of. November 30, 2023, to replace the class graduating August 12, 2022.
2. Approved the Program's request to admit a part-time evening class of 30 students to commence on August 15, 2022, with a graduation date of. November 30, 2023, to replace the class graduating August 12, 2022.
3. Required the Program to comply with all requirements listed below.

## PROGRAM REQUIREMENTS

1. Notify the NEC in the event a current class is displaced from clinical sites.
2. Obtain BVNPT approval prior to the admission of each class.
3. Continued to require the Program, when requesting approval to admit students, to:
  - a. Submit all documentation in final form, using forms provided by the BVNPT, no later than two months prior to the requested start date for the class.
  - b. Provide documentation that adequate resources, i.e., faculty and facilities, are available to support each admitted class of students.
  - c. Maintain an average annual pass rate that is compliant with California Code of Regulations, Title 16, Section 2530(I).
4. Comply with all approval standards in Article 4 of the Vocational Nursing Practice Act, commencing at California Business and Professions Code Section 2880, and Article 5 of the California Code of Regulations, Title 16, commencing at Section 2525.
5. Board staff will continue to monitor the Program's effectiveness by tracking class admissions, the effectiveness of employed interventions, and the Program's licensure examination pass rates each quarter.

The Executive Officer rendered the following decisions on September 6, 2022:

1. Approved the Program's request to admit a full-time day class of 30 students to commence on October 3, 2022, with a graduation date of October 27, 2023, which will replace the class graduating on September 30, 2022.
2. Approved the Program's request to admit a full-time evening class of 30 students to commence on October 3, 2022, with a graduation date of October 27, 2023, which will replace the class graduating on September 30, 2022.
3. Required the Program to comply with all requirements listed below.

#### PROGRAM REQUIREMENTS

1. Notify the NEC in the event a current class is displaced from clinical sites.
2. Obtain BVNPT approval prior to the admission of each class.
3. Continued to require the Program, when requesting approval to admit students, to:

- a. Submit all documentation in final form, using forms provided by the BVNPT, no later than two months prior to the requested start date for the class.
  - b. Provide documentation that adequate resources, i.e., faculty and facilities, are available to support each admitted class of students.
  - c. Maintain an average annual pass rate that is compliant with California Code of Regulations, Title 16, Section 2530(I).
4. Comply with all approval standards in Article 4 of the Vocational Nursing Practice Act, commencing at California Business and Professions Code Section 2880, and Article 5 of the California Code of Regulations, Title 16, commencing at Section 2525.
5. Board staff will continue to monitor the Program's effectiveness by tracking class admissions, the effectiveness of employed interventions, and the Program's licensure examination pass rates each quarter.

The Executive Officer rendered the following decisions on November 29, 2022:

1. Approved the Program's request to admit a part-time day class of 30 students to commence on January 23, 2023, with a graduation date of March 31, 2024.
2. Approved the Program's request to admit a part-time evening class of 30 students to commence on January 23, 2023, with a graduation date of March 31, 2024.
3. Required the Program to comply with all requirements listed below.

#### PROGRAM REQUIREMENTS

1. Notify the NEC in the event a current class is displaced from clinical sites.
2. Obtain BVNPT approval prior to the admission of each class.
3. Continued to require the Program, when requesting approval to admit students, to:
  - a. Submit all documentation in final form, using forms provided by the BVNPT, no later than two months prior to the requested start date for the class.
  - b. Provide documentation that adequate resources, i.e., faculty and facilities, are available to support each admitted class of students.
  - c. Maintain an average annual pass rate that is compliant with California Code of Regulations, Title 16, Section 2530(I).
4. Comply with all approval standards in Article 4 of the Vocational Nursing Practice Act, commencing at California Business and Professions Code Section 2880, and Article 5 of the California Code of Regulations, Title 16, commencing at Section 2525.

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

The Executive Officer rendered the following decisions on April 11, 2023:

1. Approved the Program's request to admit a part-time day class of 30 students to commence on April 17, 2023, with a graduation date of July 19, 2024, which will replace the class graduating on March 31, 2023.
2. Approved the Program's request to admit a part-time evening class of 30 students to commence on April 17, 2023, with a graduation date of July 19, 2024, which will replace the class graduating on March 31, 2023.
3. Required the Program to comply with all requirements listed below.

#### PROGRAM REQUIREMENTS

1. Notify the NEC in the event a current class is displaced from clinical sites.
2. Obtain BVNPT approval prior to the admission of each class.
3. Continued to require the Program, when requesting approval to admit students, to:
  - a. Submit all documentation in final form, using forms provided by the BVNPT, no later than two months prior to the requested start date for the class.
  - b. Provide documentation that adequate resources, i.e., faculty and facilities, are available to support each admitted class of students.
  - c. Maintain an average annual pass rate that is compliant with California Code of Regulations, Title 16, Section 2530(l).
4. Comply with all approval standards in Article 4 of the Vocational Nursing Practice Act, commencing at California Business and Professions Code Section 2880, and Article 5 of the California Code of Regulations, Title 16, commencing at Section 2525.
5. Board staff will continue to monitor the Program's effectiveness by tracking class admissions, the effectiveness of employed interventions, and the Program's licensure examination pass rates each quarter.

The Executive Officer rendered the following decisions on June 6, 2023:

1. Approved the Program's request to admit a part-time day class of 30 students to commence on July 10, 2023, with a graduation date of October 30, 2024, to replace the class graduating on June 30, 2023.
2. Approved the Program's request to admit a part-time evening class of 30 students to commence on July 10, 2023, with a graduation date of October 30, 2024, to replace the class graduating on June 30, 2023.
3. Required the Program to comply with all requirements listed below.

#### PROGRAM REQUIREMENTS

1. Notify the NEC in the event a current class is displaced from clinical sites.
2. Obtain BVNPT approval prior to the admission of each class.
3. Continued to require the Program, when requesting approval to admit students, to:
  - a. Submit all documentation in final form, using forms provided by the BVNPT, no later than two months prior to the requested start date for the class.
  - b. Provide documentation that adequate resources, i.e., faculty and facilities, are available to support each admitted class of students.
  - c. Maintain an average annual pass rate that is compliant with California Code of Regulations, Title 16, Section 2530(I).
4. Comply with all approval standards in Article 4 of the Vocational Nursing Practice Act, commencing at California Business and Professions Code Section 2880, and Article 5 of the California Code of Regulations, Title 16, commencing at Section 2525.
5. Board staff will continue to monitor the Program's effectiveness by tracking class admissions, the effectiveness of employed interventions, and the Program's licensure examination pass rates each quarter.

The Executive Officer rendered the following decisions on September 26, 2023:

1. Approved the Program's request to admit a full-time day class of 30 students to commence on November 27, 2023, with a graduation date of December 20, 2024, which will replace the class graduating on October 27, 2023.

2. Approved the Program's request to admit a full-time evening class of 30 students to commence on November 27, 2023, with a graduation date of December 20, 2024, which will replace the class graduating on October 27, 2023.
3. Required the Program to comply with all requirements listed below.

#### PROGRAM REQUIREMENTS

1. Notify the NEC in the event a current class is displaced from clinical sites.
2. Obtain BVNPT approval prior to the admission of each class.
3. Continued to require the Program, when requesting approval to admit students, to:
  - a. Submit all documentation in final form, using forms provided by the BVNPT, no later than two months prior to the requested start date for the class.
  - b. Provide documentation that adequate resources, i.e., faculty and facilities, are available to support each admitted class of students.
  - c. Maintain an average annual pass rate that is compliant with California Code of Regulations, Title 16, Section 2530(I).
4. Comply with all of the approval standards set forth in Article 4 of the Vocational Nursing Practice Act, commencing with California Business and Professions Code Section 2880, and in Article 5 of the California Code of Regulations, Title 16, commencing with Section 2525.
5. Board staff will continue to monitor the Program's effectiveness by tracking class admissions, the effectiveness of employed interventions, and the Program's licensure examination pass rates each quarter.

The Executive Officer rendered the following decisions on February 6, 2024:

1. Approved the Program's request to admit a part-time day class of 30 students to commence on February 26, 2024, with a graduation date of May 24, 2025, which will replace the class graduating on November 30, 2023.
2. Approved the Program's request to admit a part-time evening class of 30 students to commence on February 26, 2024, with a graduation date of May 24, 2025, which will replace the class graduating on November 30, 2023.
3. Required the Program to comply with all requirements listed below.

#### PROGRAM REQUIREMENTS

1. Notify the NEC in the event a current class is displaced from clinical sites.



2. Obtain BVNPT approval prior to the admission of each class.
3. Continued to require the Program, when requesting approval to admit students, to:
  - a. Submit all documentation in final form, using forms provided by the BVNPT, no later than two months prior to the requested start date for the class.
  - b. Provide documentation that adequate resources, i.e., faculty and facilities, are available to support each admitted class of students.
  - c. Maintain an average annual pass rate that is compliant with California Code of Regulations, Title 16, Section 2530(I).
4. Comply with all of the approval standards set forth in Article 4 of the Vocational Nursing Practice Act, commencing with California Business and Professions Code Section 2880, and in Article 5 of the California Code of Regulations, Title 16, commencing with Section 2525.
5. Board staff will continue to monitor the Program's effectiveness by tracking class admissions, the effectiveness of employed interventions, and the Program's licensure examination pass rates each quarter.

The Executive Officer approved the following decisions on March 19, 2024:

1. Approved the Program's request to admit a part-time evening class of three students, starting term two on March 25, 2024, with a graduation date of March 28, 2025. This is a one-time additional class request.
2. Approved the Program's request to admit a part-time day class of 30 students to commence on May 6, 2024, with a graduation date of August 22, 2025, which will replace the class graduating on March 31, 2024.
3. Approved the Program's request to admit a part-time evening class of 30 students to commence on May 6, 2024, with a graduation date of August 22, 2025.
4. Required the Program to comply with all requirements listed below.

#### PROGRAM REQUIREMENTS

1. Notify the NEC in the event a current class is displaced from clinical sites.
2. Obtain BVNPT approval prior to the admission of each class.
3. Continued to require the Program, when requesting approval to admit students, to:

- a. Submit all documentation in final form, using forms provided by the BVNPT, no later than two months prior to the requested start date for the class.
  - b. Provide documentation that adequate resources, i.e., faculty and facilities, are available to support each admitted class of students.
  - c. Maintain an average annual pass rate that is compliant with California Code of Regulations, Title 16, Section 2530(I).
4. Comply with all of the approval standards set forth in Article 4 of the Vocational Nursing Practice Act, commencing with California Business and Professions Code Section 2880, and in Article 5 of the California Code of Regulations, Title 16, commencing with Section 2525.
5. Board staff will continue to monitor the Program's effectiveness by tracking class admissions, the effectiveness of employed interventions, and the Program's licensure examination pass rates each quarter.

The Executive Officer rendered the following decisions on June 18, 2024:

1. Approved the Program's request to admit a part-time day class of 30 students to commence on August 12, 2024, with a graduation date of November 26, 2025, which will replace the class graduating on July 19, 2024.
2. Approved the Program's request to admit a part-time evening class of 15 students to commence on August 12, 2024, with a graduation date of November 26, 2025, which will replace the class graduating on July 19, 2024.
3. Required the Program to comply with all requirements listed below.

#### PROGRAM REQUIREMENTS

1. Notify the NEC in the event a current class is displaced from clinical sites.
2. Obtain BVNPT approval prior to admission of each class.
3. Continued to require the Program, when requesting approval to admit students, to:
  - a. Submit all documentation in final form, using forms provided by the BVNPT, no later than two months prior to the requested start date for the class.
  - b. Provide documentation that adequate resources, i.e., faculty and facilities, are available to support each admitted class of students.
  - c. Maintain an average annual pass rate that is compliant with California Code of Regulations, Title 16, Section 2530(I).
4. Comply with all of the approval standards set forth in Article 4 of the Vocational Nursing Practice Act, commencing with California Business and Professions Code

Section 2880, and in Article 5 of the California Code of Regulations, Title 16, commencing with Section 2525.

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

The Executive Officer rendered the following decisions on October 30, 2024:

1. Approved the Program's request to admit a part-time day class of 30 students to commence on November 13, 2024, with a graduation date of March 4, 2026, which will replace the class graduating on October 30, 2024.
2. Approved the Program's request to Admit a part-time evening class of 15 students to commence on November 13, 2024, with a graduation date of March 4, 2026, which will replace the class graduating on October 30, 2024.
3. Required the Program to comply with all requirements listed below.

#### PROGRAM REQUIREMENTS

1. Notify the NEC in the event a current class is displaced from clinical sites.
2. Obtain BVNPT approval prior to admission of each class.
3. Continued to require the Program, when requesting approval to admit students, to:
  - d. Submit all documentation in final form, using forms provided by the BVNPT, no later than two months prior to the requested start date for the class.
  - e. Provide documentation that adequate resources, i.e., faculty and facilities, are available to support each admitted class of students.
  - f. Maintain an average annual pass rate that is compliant with California Code of Regulations, Title 16, Section 2530(I).
4. Comply with all of the approval standards set forth in Article 4 of the Vocational Nursing Practice Act, commencing with California Business and Professions Code Section 2880, and in Article 5 of the California Code of Regulations, Title 16, commencing with Section 2525.
5. Board staff will continue to monitor the Program's effectiveness by tracking class admissions, the effectiveness of employed interventions, and the Program's licensure examination pass rates each quarter.

The Executive Officer rendered the following decisions on February 18, 2025:

1. Denied the Program's request to admit a part-time day class of 30 students to commence on March 3, 2025, with a graduation date of June 30, 2026, which will replace the full-time day class who graduated on December 20, 2024.
2. Denied the Program's request to admit a part-time evening class of 30 students to commence on March 3, 2025, with a graduation date of June 30, 2026. This is an additional class request.
3. Required the Program to comply with all requirements listed below.

#### PROGRAM REQUIREMENTS

1. Required the Program to submit evidence of correction of the Notice of Violation letter dated February 18, 2025, no later than March 10, 2025.
2. Admit no additional classes without prior approval by the Board.
3. Required the Program, when requesting approval to admit students, to:
  - a. Submit all documentation in final form, using forms provided by the BVNPT, no later than two months prior to the requested start date for the class.
  - b. Provide documentation that adequate resources, i.e., faculty and facilities, are available to support each admitted class of students.
  - c. Maintain an average annual pass rate that is compliant with California Code of Regulations, Title 16, Section 2530(I).
4. Notify the NEC in the event a current class is displaced from clinical sites.
5. Continued to require the Program to comply with all of the approval standards set forth in Article 4 of the Vocational Nursing Practice Act, commencing with California Business and Professions Code Section 2880, and in Article 5 of the California Code of Regulations, Title 16, commencing with Section 2525.

Agenda Item 6.E.I  
Attachment B: Program Photos  
Quest Nursing Education Center



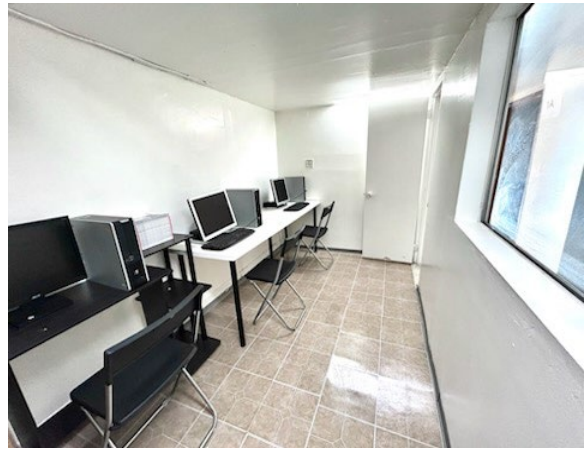
Metered street parking



Entrance to Program



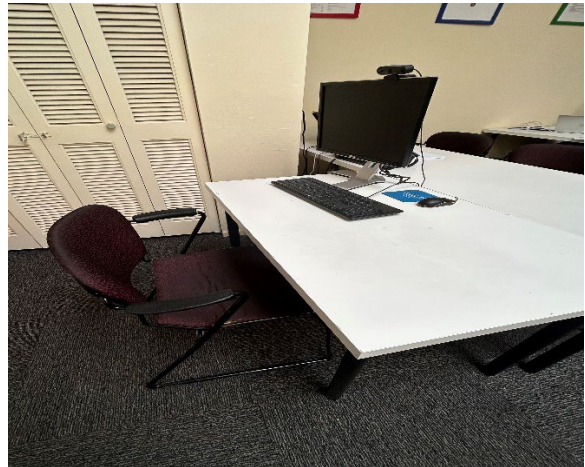
Student resources posted in hallway



Faculty workspace



Faculty workspace in classroom 2



Faculty workspace in classroom 3



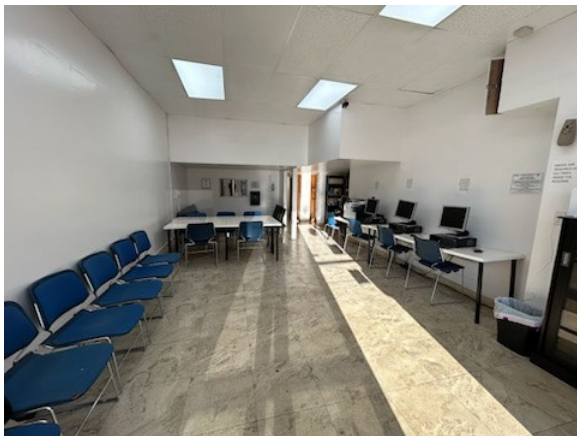
Agenda Item 7.E.I  
Attachment B: Program Photos  
Quest Nursing Education Center



Break area



Kitchenette



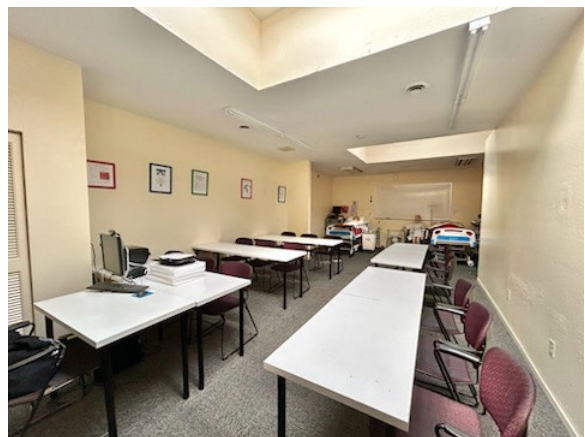
Library study area



Library books



Classroom

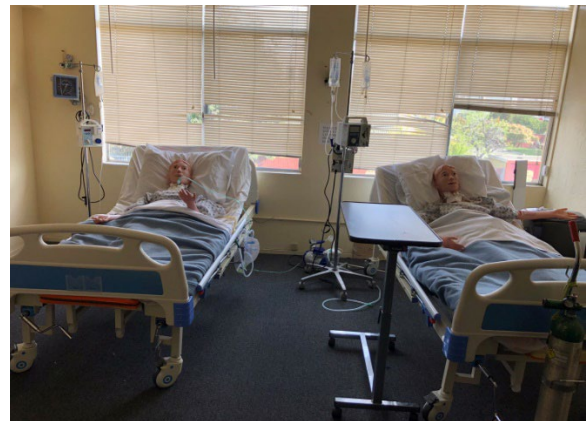


Additional classroom with skills beds

Agenda Item 7.E.I  
Attachment B: Program Photos  
Quest Nursing Education Center



Skills lab beds and manikins



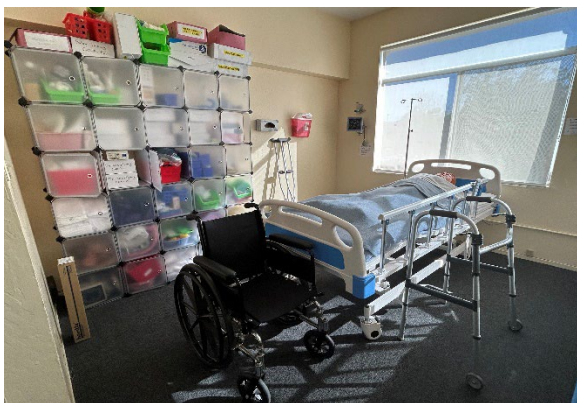
Skills lab beds and manikins



Maternity manikin with baby



Toddler and infant manikins



Supplies and mobility equipment



Suction equipment



Agenda Item 7.E.I  
Attachment B: Program Photos  
Quest Nursing Education Center



Tracheostomy supplies



Injection supplies



Gastrostomy supplies



Wound care supplies



Wound care supplies with model



Skills trainer models



Agenda Item 7.E.I  
Attachment B: Program Photos  
Quest Nursing Education Center



Medication cart



Anatomy model

## Attendance Policy-VOCATIONAL NURSING PROGRAM

It is an expectation of the faculty that students will attend all scheduled classroom, skills lab, and clinical sessions as part of their commitment to academic success and professional responsibility. Attendance is monitored and recorded for all instructional modalities, including **live synchronous theory courses, skills labs, and clinical experiences.**

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### 1. Attendance Procedure- Theory (Live Synchronous Modality), Skills Lab, & Clinical.

- Attendance is recorded at the beginning and end of each class session, as well as if there are **any changes to a student's attendance during the session**. Students must sign in and out **using the method determined by the institution**, which may be written or electronic.
  - Students are required to **sign in and out** using the **institution-designated method** at the beginning and end of each session and when there are changes to their attendance during the session.
  - **Instructors may verify attendance at any point during a session to ensure engagement.**
  - **Faculty must indicate their name, signature, and details of the session** (including term, week, type of session—clinical, theory, or lab, and clinical location if applicable) on the attendance sheet.
- 

### 2. Notification of Absences

- If a student is unable to attend class, lab, or clinical, they must notify the instructor and the appropriate school staff **immediately and prior to the missed time**.
  - Students must report absences by **calling the school** and **emailing** both:
    - **questnec@gmail.com**
    - **qnecregistrar@gmail.com**
  - **The school may modify the designated email addresses for absence notification at any time. Students will be notified via email of any changes.**
  - **NO CALL/NO SHOW** is not acceptable and may result in **academic probation or dismissal from the program**.
- 

### 3. Tardiness Policy

- A student is **tardy** if they are not present at the beginning of class, break time, or if they leave early.
- **Any missed time must be made up.**

- **Three tardy episodes exceeding 10 minutes each equal one missed day** and must be made up.
  - **Students who arrive more than 30 minutes late to a class, lab, or clinical session may be sent home and marked absent for the entire day.**
- 

#### **4. Maximum Absences Allowed**

- **Theory:** A student may not miss more than **two (2) theory days per term.**
  - **Clinical:** A student may not miss more than **two (2) clinical days per term.**
  - If a student **exceeds these limits**, they may be considered for **expulsion** from the program.
  - **Tardiness counts towards total missed time** and will be factored into the equivalent missed hours/days.
- 

#### **5. Make-Up Policy**

- **Clinical Make-Up:**
    - Students may be required to complete **performance evaluations in the skills lab** or **additional time in a clinical setting.**
  - **Theory Make-Up:**
    - Options include **independent study, additional assignments, written exams, attendance at seminars, or research reports.**
  - If a student is granted an exception to make up time beyond the allowed limit, they **will be responsible for applicable fees** as outlined in the **enrollment agreement.**
  - **All make-up sessions must be approved by the program director.**
- 

#### **6. Medical Leave & Special Circumstances**

- The faculty **reserves the right** to request a **medical provider's clearance** before allowing a student to return to clinical after an illness or injury.
- Exceptions to the attendance policy are at the **sole discretion of the program director.**

## Synchronous Online Teaching Modality Policy

### Purpose:

To ensure high-quality engagement and accountability in synchronous online learning sessions while allowing reasonable flexibility for students with technical or privacy concerns.

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## Faculty Expectations for Online Teaching in Zoom

### 1. Instructor Acknowledgment & Preparation:

- Instructors must acknowledge and understand the expectations for synchronous online teaching.
- Prior to each session, instructors should review course materials, set up Zoom settings, and prepare engagement strategies.

### 2. Cameras & Student Engagement:

- Students and Faculty are expected to have their cameras **on for the majority of the session** to foster engagement and participation.
- Cameras **must be on** at the beginning of class, during discussions, group activities, presentations, and when called upon by the instructor.
- If a student has a **valid reason** for keeping their camera off, they must **notify the instructor before class** and remain engaged through alternative means (chat, audio, polls, or participation in activities).

### 3. Attendance & Verification of Presence:

- Attendance is recorded at the **beginning, end, and when any attendance changes occur** during the session.
- Instructors may verify engagement at any time through **questions, chat responses, or other interactive tools**.

### 4. Use of Zoom Tools for Engagement:

- Faculty should utilize **Zoom's built-in tools** to enhance participation, including:
  - **Polls** to assess comprehension.
  - **Breakout rooms** for discussions and small group activities.
  - **Chat** for real-time discussions and clarifications.
  - **Reactions (thumbs up, hand raise, etc.)** for quick student responses.
  - **Screen sharing** to present materials effectively.

### 5. Instructional Best Practices for Faculty:

- Use a combination of **live lectures, breakout rooms, screen sharing, and interactive activities** to engage students.

- Ensure that students **actively participate** through verbal responses, chat discussions, reaction tools, or collaborative documents.
- Assign small tasks or summary reflections to confirm understanding and accountability.
- Encourage students to use **virtual backgrounds** if privacy is a concern.

#### 6. **Student Participation & Accountability:**

- Faculty should encourage **active participation** and foster a classroom environment where students feel comfortable engaging.
- Students should be **prepared to contribute** verbally or through chat when prompted.
- Faculty may use **randomized participation methods** (e.g., cold calling, discussion assignments) to ensure engagement.

#### 7. **Technical Issues & Accommodations:**

- If students experience **technical difficulties**, they should inform the instructor via **chat or email** as soon as possible.
- If consistent camera issues arise, students may be required to provide proof of **technical limitations** or discuss alternative engagement methods with the instructor.

#### 8. **Recording & Confidentiality:**

- Faculty should follow **institutional guidelines on recording Zoom sessions**.
- If a session is recorded, students must be informed at the beginning.
- Recorded sessions are to be used **only for educational purposes** and must not be shared outside of authorized platforms.

#### 9. **Non-Compliance & Follow-Up:**

- Students who fail to engage or have their camera off without prior communication may be marked **absent or not participating**.
- Repeated non-compliance may require a **meeting with faculty** to discuss participation concerns and potential remediation.

#### 10. **Instructor Acknowledgment & Follow-Through:**

- Instructors should periodically **review student engagement and adjust strategies as needed**.
- Faculty must document **attendance, participation issues, and any follow-up actions** for students who are not compliant with engagement expectations.
- Any concerns or issues should be escalated to **administration or academic leadership** if necessary.



## PROGRAM CHECKLIST SYNCHRONOUS ONLINE TEACHING MODALITY REQUEST

Online teaching modality for theory is approved on a case by case basis. **Prior to implementing the proposed curriculum revision, each program must obtain BVNPT approval.** Please submit the following requested documents and completed checklist to assist the NEC with evaluating your request. Additional documentation may be requested by the NEC prior to approval.

Program: Quest Nursing Education Center Date: 3/28/25

Please submit an email to the NEC requesting a curriculum revision and a description of the requested change and include the following:

1. Policy and procedures
  - a. Faculty training specific to the online teaching modality..... ☒
  - b. Student orientation to online modality (Include time allotted for orientation) .....☒
  - c. IT help for students/access to technology.....☒
  - d. Student and instructor evaluation of online experience (provide copy of forms) .....☒
  - e. How students will make-up missed time/days.....☒
  - f. Revised attendance policy to address how attendance will be recorded.....☒
  - g. Evaluation of assignments and feedback/grading policy.....☒
  - h. Online plagiarism tool utilized and policy (including online testing integrity) .....☒
2. Revised instructional plan.....☒
  - a. Online hours
  - b. Online activities
  - c. Measurable objectives to be met
  - d. Daily lesson plan