

**CONSIDERATION OF APPROVAL STATUS BASED ON  
NCLEX-PN® EXAMINATION PASS RATE FOR FIRST TIME GRADUATES,  
REVIEW OF 2005 ANNUAL REPORT, SELF STUDY AND REPORT OF SURVEY VISIT**

**COMPUTER CAREER CENTER  
VOCATIONAL NURSING EDUCATION PROGRAM**

**SUMMARY OF REQUEST:**

Consider staff recommendation concerning approval status and requirements to be met for Computer Career Center Vocational Nursing Program based on review of the 2005 NCLEX-PN® Examination pass rates for first time graduates, the 2005 Annual Report, self-study report and survey visit.

**HISTORICAL PERSPECTIVE:**

<b>YEAR</b>	<b>Approval Status</b>	<b>NCLEX-PN® Pass Rate</b>	<b>Number of First-Time Candidates (Passed/Total)</b>
<b>2005</b>	<b>Initial</b>	<b>70%</b>	<b>(14/20)</b>

- Computer Career Center Vocational Nursing Program was granted Initial Approval by the Board of Nurse Examiners in July, 2004.
- The first class enrolled October, 2004, after program officials provided evidence of meeting requirements imposed by the Board. The first class graduated in September, 2005.
- The NCLEX-PN® Pass Rate of the first time graduates was 70% (14/20). Since December of 2005, an additional student has taken and passed the NCLEX-PN® examination. The current pass rate is 71.43% (15/21).
- The program submitted an Annual Report and a self study pursuant to Rule 214.4 Approval. Board staff conducted a survey visit on May 24, 2006.

**Summary of the Annual Report:**

The Annual Report indicated program compliance all areas.

**Summary of the Self Study:**

The self study team was comprised of a coordinator, the program director, the lead instructor, and representatives from the school's education and counseling departments. The self-study report is comprehensive and presents a thorough examination of critical aspects of the program. Significant finding from the self study are detailed below.

- **STUDENTS**
  - The lowest GPA in the first class was 3.11. However, the team found that the GPA did not accurately reflect the assessments of the student's knowledge.
  - There were no strategies implemented to address needs of at risk students who exhibited personal problems, tardiness and absenteeism.
  - Structured remediation was lacking.

- POLICIES
  - Admission policies allowed pre-testing with a version of the Test for Adult Basic Education (TABE) which did not adequately predict success.
  - Selection of students for the first class occurred without significant input and oversight of the nursing program director.
  - Student policies identified in orientation and the student handbook are well written, but poorly implemented.
  - Program progression policies were violated due to:
    - discrepancies in the review of the tracking system and evaluation in didactic and clinical classes.
    - inadequate testing tools
    - ineffective remediation plan
- DIRECTOR/FACULTY:
  - There were four directors for the program in less than one year. This caused a lack of supervisory presence in the program
  - The initial faculty configuration was one full time director and three part time theory instructors
  - There was a 50% (3/6)turnover in faculty in less than one year
  - Director and faculty lacked experience in curriculum development and teaching
  - No faculty development plans were implemented
  - The program lacked an identified lead instructor
  - Faculty orientation policies and procedures were in place but not implemented
- CURRICULUM:
  - The team found evidence of poor test construction and subjective grading
  - Achievement testing was implemented too late in the program to be effective.
  - The self study team found the curriculum to be valid, but delivery of the curriculum was impeded by:
    - turnover in directors and faculty
    - inexperienced instructors
    - insufficient director/faculty orientation
    - insufficient plans/methods to insure quality outcomes
- TESTING AND EVALUATION:
  - The team determined that tests were not secured in proper storage areas and were accessible to students
  - Test blueprinting and item analysis were not utilized by the program.
  - Exposure to computerized testing did not occur until late in the program
- EVALUATION METHODS FOR CLASS AND CLINICAL
  - The team determined that grade inflation occurred from awarding bonus points and extra credit for miscellaneous activities.
  - Clinical Evaluation tools were revised to provide objective grading strategies and to address complaints from clinical faculty that the tool was extremely time consuming
  - The frequent turnover in directors contributed to a lack of supervision for the clinical instructors.
- TOTAL PROGRAM EVALUATION:
  - The current director and staff have completed the program evaluation.
  - Areas of concern have been identified and corrective measures are being implemented.

#### Corrective Measures

- The program director sought and acquired a mentor
- Salaries for faculty have been increased to promote retention
- The program director has implemented an Orientation plan for newly employed faculty
- A documented Professional Development plan has been implemented for faculty
- The admissions test was replaced by the TABE Version "A" which measures a higher ability. The program is evaluating the addition of the Nurse Entrance Test for future use.

- The Program Director and Lead Nursing Instructor will be included in all pre admissions interviews
- Adherence to policies, such as attendance will be documented in writing by the Lead Instructor and evaluated by the Program Director. Documentation will appear in the student file.
- Remediation policies have been implemented. A Remedial Action Plan will be devised, implemented, and documented for all students with GPA below 3.0.
- Students have been given direct access via email with faculty
- Various media has been incorporated into the curriculum delivery strategy.
- The Program Director has implemented monthly meetings with faculty to review the program and student's academic progress.
- Student evaluation of faculty and courses will be conducted every six weeks. Student evaluations will be reviewed and analyzed by the Program Director. Results will be distributed to faculty. The Program Director will review areas rated less than 5 with relevant faculty.
- Clinical evaluation tools have been reviewed and revised.
- A communication process involving the instructor and Lead Instructor has been established. Tests are stored under lock and key with limited access.
- Instructors have taken a course on item writing. The processes learned from the course have been implemented. Faculty have standardized tests given to vocational nursing students.
- Peer mentoring has been implemented for the vocational nursing students and a weekly communications system has been established between clinical and theory instructors.

**Summary of Survey Visit** (See attachment 1 for complete survey report)

**214.1 General Requirements**

- The faculty/student ratio has not been observed in the learning lab. The lead instructor denied knowledge of rule.

**214.3 Program Development, Expansion, and Closure-N/A**

**214.5 Philosophy/Mission and Objectives/Outcomes -Criteria Met**

**214.6 Administration and Organization-**

- The program director and lead instructor could not identify secretarial assistants
- The faculty evaluation process occurs in two steps, one by students, the other by the program director. However, only the program director's evaluation impacts the professional development plan for faculty members.

**214.7 Faculty Qualifications and Faculty Organization -**

- A potential for concern is the large proportion of part time clinical faculty in the nursing program. Inter-rater reliability strategies and effective communication plans are not clearly articulated.

**214.8 Students**

- Interview with students indicate a concern related to the program strategy of dividing the group into two sections and rules regarding mandatory study groups.
- Other criteria met

**214.9 Program of Study -**

- Grading criteria for Level 4 indicates a procedure which assigns a total program grade without regard for grades accumulated per course.
- Various syllabi contain information which is not related to the specific course described by the syllabi.

**214.10 Management of Clinical Learning Experiences and Resources - criteria met- see comment related to faculty at 214.7**

**214.11 Facilities, Resources and Services**

- The program enrolled 39 students. The lab contains two beds and two manikins. This is insufficient for the enrollment.
- The prior medical director indicated that an online library resource was available for the program. The program director is unfamiliar with this system. The software could not be located on the computer. Current text holdings are available in the Media Center.

**214.12 Records and Reports-Criteria met**

**214.13 Total Program -Criteria Met**

## **PROS AND CONS:**

- Pros:
  - The program director utilized a team approach to the self study. Representatives of areas within the school, which impact program success were included on the team.
  - The current program director has been in place since May 2005.
  - A mentoring relationship was established with an experienced vocational nursing program director.
  - Corrective measures are being implemented.
  - The school president indicates a larger facility, suitable for the vocational nursing program, is available in a different location in El Paso.
  
- Cons:
  - A comparative analysis between successful and unsuccessful first time candidates on the 2005 NCLEX-PN examination was not conducted by the program.
  - The learning lab is insufficient to meet the current enrollment.
  - Effective inter-rater reliability and communication strategies have not been developed for part time clinical staff.
  - During interview, the program director could not explain the budgetary allocations or processes..

## **STAFF RECOMMENDATION:**

Staff recommends that the Board continue the Initial Approval status of the Computer Career Vocational Nursing Program Nursing Program, accept the self study report, and issue requirements to be met as indicated in the attached letter (See Attachment two).

**Attachment One**

**BOARD OF NURSE EXAMINERS FOR THE STATE OF TEXAS  
 SURVEY VISIT REPORT  
 (VN Education Programs)**

NAME OF NURSING PROGRAM: Computer Career Center Vocational Nursing Program

DIRECTOR OR COORDINATOR: Fernando Martinez

REASON FOR BNE SURVEY: Initial Approval- Pass rate below 80%

DATES: May 24, 2006

SURVEY VISITOR(S): Betty Sims, RN, MSN, Virginia Holmes RN, MSN

BNE APPROVAL STATUS: Initial DATE OF LAST BNE SURVEY VISIT: May 2005

OTHER (Name of Accrediting Agency):TWC

VOLUNTARY ACCREDITATION: N/A

NLNAC: YES \_\_\_\_\_ NO \_\_\_\_\_ PERIOD OF ACCREDITATION: From \_\_\_\_\_ to \_\_\_\_\_

TYPE OF ACCREDITATION (Initial, Full, Warning, etc.)

DATE OF MOST RECENT VISIT:

STANDARD/CRITERIA	EVIDENCE	COMMENTS
<b>§214.1 General Requirements</b>		
(a) The Director or Coordinator and faculty are accountable for complying with the Board's rules and regulations and the Nursing Practice Act.	Instructors have been taking groups of 15 into the learning lab. The lead instructor was not familiar with the faculty/student ratio	.Requirement 1 Rule 214.1 General Requirements state; "The Director or Coordinator and faculty are accountable for complying with the Board's rules and regulations and the Nursing Practice Act". The instructors were not familiar with the rule regarding the faculty/student ratio in the learning lab. <b>Therefore</b> , The program director shall implement measures to ensure faculty are aware of the BNE rules/regulations, the Nursing Practice Act (NPA), and the BNE Education Guidelines. Additionally, the program director and faculty shall include knowledge of the rules, regulations, NPA and Education Guidelines in decision making processes for the program.
§214.3 Program Development, Expansion and Closure		Criteria met
<b>§ 214.4 Approval</b>		
(c)(2)(A) Eighty percent (80%) of first-time candidates who complete the program of study are required to achieve a passing score on the NCLEX-PN examination.	Pass rate of first graduating class 70%	Continues on initial status

STANDARD/CRITERIA	EVIDENCE	COMMENTS
<b>§ 214.5 Philosophy/Mission and Objectives/Outcomes</b>		
(a) The philosophy/mission and objectives/outcomes of the vocational nursing education program shall be consistent with the philosophy/mission of the controlling agency. They shall reflect the diversity of the community served and shall be consistent with professional, educational, and ethical standards of nursing.		Criteria Met
(b) Program objectives/outcomes derived from the philosophy/mission shall reflect the <i>Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/ADN), Baccalaureate (BSN), September 2002.</i>		Criteria Met
(c) Clinical objectives/outcomes shall be stated in behavioral terms and shall serve as a mechanism for evaluating student progression.	The clinical DELC competencies are the basis of the clinical evaluation tool	Criteria Met
(d) The conceptual framework shall provide the organization of major concepts from the philosophy/mission of the program that provides the underlying structure or theme of the curriculum and facilitates the achievement of program objectives/outcomes.		Criteria met
(e) The faculty shall periodically review the philosophy/mission and objectives/outcomes and shall make appropriate revisions to maintain currency.		In process
<b>§ 214.6 Administration and Organization</b>		
(a) The controlling agency shall be licensed or accredited by a Board-recognized agency.		Criteria met
(b) There shall be an organizational chart indicating lines of authority between the vocational nursing education program and the controlling agency.		Criteria met
(c) The program shall have comparable status with other educational units within the institution (controlling agency).		Criteria met

STANDARD/CRITERIA	EVIDENCE	COMMENTS
<p>(d) The controlling agency shall:</p> <p>(1) be responsible for satisfactory operation of the vocational nursing program;</p> <p>(2) meet rules and regulations as stated in this chapter;</p> <p>(3) provide the number of faculty necessary to meet minimum standards set by the Board and to insure a sound educational program;</p> <p>(4) provide for suitable classroom and clinical facilities;</p> <p>(5) provide secretarial assistance;</p> <p>(6) provide sufficient funds for operation and maintenance of the program to meet requirements set by the Board; and</p> <p>(7) select and appoint a qualified registered nurse director or coordinator for the program who meets the requirements of the Board. The director shall:</p> <p>(A) hold a current license or privilege to practice as a registered nurse in the state of Texas;</p> <p>(B) have been actively employed in nursing for the past five years, preferably in supervision or teaching. If the director has not been actively employed in nursing for the past five years, the director's advanced preparation in nursing, nursing education, and nursing administration and prior relevant nursing employment may be taken into consideration by the Board staff in evaluating qualifications for the position;</p> <p>(C) have a degree or equivalent experience that will demonstrate competency and advanced preparation in nursing, education, and administration; and</p> <p>(D) have had five years of varied nursing experience since graduation from a professional nursing education program.</p>	<p>Only one of 11 faculty members are full time. Clear communication strategies and inter-rater reliability process are not identified.</p> <p>On direct inquiry , neither the program director nor the lead instructor could identify a secretary.</p> <p>The program director job description contains conflicting language.</p>	<p>See comments at 214.7 Faculty</p> <p>Requirement 2 Rule 214. 6 Administration and Organization states, " (d) The controlling agency shall... provide secretarial assistance". Neither the program director nor the lead instructor could identify secretarial assistance. Therefore, the controlling agency shall provide secretarial assistance to the vocational nursing program.</p> <p>Recommendation 1 Review and revise job descriptions to meet intent of the school.</p>
<p>(e) When the director or coordinator of the program changes, the director or coordinator shall submit to the Board office written notification of the change indicating the final date of employment. The controlling agency shall ensure that:</p> <p>(1) a new director or coordinator qualification form is submitted to the Board office for approval prior to being hired at an existing program or a new program;</p> <p>(2) the director may have responsibilities other than the program provided that an assistant program coordinator/lead instructor is designated to assist with the program management;</p> <p>(3) a director with responsibilities other than the program shall not have major teaching responsibilities; and</p> <p>(4) written job descriptions exist which clearly delineate responsibilities of the director, coordinator and lead instructor, as appropriate.</p>		<p>Criteria met</p> <p>See comments at 214.6 (d)</p>
<p>(f) In a fully approved vocational nursing education program, if the individual to be appointed as director or coordinator does not meet the requirements for director or coordinator as specified in subsection (d)(7) of this section, the administration is permitted to petition for a waiver of the Board's requirements, according to Board guidelines, prior to the appointment of said individual.</p>		<p>Criteria met</p>
<p>(g) A newly appointed director or coordinator of a vocational nursing education program shall attend the next scheduled orientation provided by the board staff.</p>		<p>Criteria met</p>

STANDARD/CRITERIA	EVIDENCE	COMMENTS
<p>(h) The director or coordinator shall have the authority to direct the program in all its phases, including approval of teaching staff, selection of appropriate clinical sites, admission, progression, probation, and dismissal of students. Additional responsibilities include but are not limited to:</p> <p>(1) providing evidence of faculty expertise and knowledge to teach curriculum content;</p> <p>(2) acting as agent of the Board and issuing temporary permits to eligible graduates, upon completion of the program;</p> <p>(3) verifying student's completion of program requirements on the Affidavit of Graduation; and</p> <p>(4) completing and submitting the Annual Report to the Board office by the required date.</p>	<p>During interview with board staff, the program director was unable to explain the budget.</p>	<p>Requirement 3 Rule 214. 6 Administration and Organization states, "The director or coordinator shall have the authority to direct the program in all its phases.." the program director was not familiar with budgetary processes and allocation. Therefore, the controlling agency shall develop mechanisms which give the program director the authority over the vocational nursing budget.</p>
<p><b>§ 214.7 Faculty Qualifications and Faculty Organization</b></p>		
<p>(a) There shall be written personnel policies for nursing faculty that are in keeping with accepted educational standards and are consistent with the policies of the controlling agency. Faculty policies shall include, but not be limited to: qualifications, responsibilities, performance evaluation criteria, and terms of employment.</p> <p>(1) Policies concerning workload for faculty and the director or coordinator shall be in writing.</p> <p>(2) There shall be written plans for faculty orientation, development and evaluation.</p> <p>(3) There shall be orientation of new faculty members at the onset of employment.</p> <p>(4) A variety of means shall be used to evaluate faculty performance such as self, student, peer and administrative evaluation.</p>	<p>Student evaluations and program director evaluations are performed. Information from student evaluations indicated a faculty member was chronically late, disorganized, used the cell phone in the classroom and had a poor attitude. While corrective measures were implemented, the student data was not considered in the professional development plan..</p> <p>An orientation plan for the school and an informal process for the vocational nursing program is included in the faculty handbook. A standardized orientation tool for the vocational nursing program is not available.</p>	<p>Requirement 4 Rule 214. 7 Faculty Qualifications and Faculty Organization, states, " A variety of means shall be used to evaluate faculty performance such as self, student, peer and administrative evaluation." Student evaluations are not used to develop the professional development plan. Therefore, the program director shall implement an evaluative process which uses data from all evaluation sources.</p> <p>Recommendation 2 Develop a standardized orientation tool for the school and the vocational nursing program.</p>
<p>(b) Minimum Teaching Personnel - there shall be a minimum of one full-time nursing instructor for the program A director/coordinator without major teaching or clinical responsibilities shall not be considered a full-time instructor. Use of part-time instructors is permissible.</p>		
<p>( c ) Faculty Qualifications and Responsibilities.</p> <p>(1) Documentation of faculty qualifications shall be included in the official files of the program. Each faculty member shall:</p> <p>(A) hold a current license or privilege to practice nursing in the State of Texas;</p> <p>(B) have been actively employed in nursing for the past three years. If the instructor has not been actively employed in nursing for the past three years, the instructor's advanced preparation in nursing, nursing education, and nursing administration, and prior relevant nursing employment may be taken into consideration in evaluating qualifications for the position; and</p> <p>(C) have had three years varied nursing experiences since graduation.</p>		<p>Criteria met</p>

STANDARD/CRITERIA	EVIDENCE	COMMENTS
(2) In fully approved programs, if an individual to be appointed as faculty member does not meet the requirements for faculty as specified in subsection( c )) of this section, the director or coordinator is permitted to petition for a waiver of the Board's requirements, according to Board guidelines, prior to the appointment of said individual.		Criteria met
(3) Faculty shall be responsible for: (A) supervision of students in clinical learning experiences; (B) all initial nursing procedures in the clinical area and ascertain that the student is competent before allowing the student to perform an actual nursing procedure independently; (C) developing, implementing, and evaluating curriculum; and (D) participating in the development of standards for admission, progression, probation, dismissal of students, and participation in academic guidance and counseling.		See comments at (7)
(4) Non-nursing faculty are exempt from meeting the faculty qualifications as long as the teaching assignments are not nursing didactic or clinical courses.		N/A
(5) Clinical preceptors shall be responsible for providing clinical instruction and/or supervision when a program faculty member is unavailable in clinical sites. The clinical preceptor shall meet the requirements of Rule 214.10(k)(1).		N/A
(6) Substitute faculty may be employed to meet emergent program needs. Substitute faculty beyond ten consecutive working days and/or on an interim basis shall meet qualifications as specified in Rule 214.7(c)(1).		N/A
(7) Part-time faculty may participate in all aspects of the program. Clear lines of communication of program policies, objectives and evaluative criteria shall be included in policies for part-time faculty.	Only one of 11 faculty members are full time. Clear communication strategies and inter-rater reliability process are not identified.	Requirement 5 Rule 214. 7 Faculty Qualifications and Faculty Organization, states, " Clear lines of communication of program policies, objectives and evaluative criteria shall be included in policies for part-time faculty." Clear communication strategies and inter rater reliability processes are not identified. Therefore, the program director shall, develop policies for inter rater reliability and communication with part time faculty. Policies will be inclusive of, but not limited to clinical evaluation and test construction.
(8) Military faculty - Federal laws and regulations regarding licensure of military nursing personnel shall apply to Texas based military faculty members functioning within vocational nursing programs.		N/A
(d) The faculty shall meet regularly and function in such a manner that all members participate in planning, implementing and evaluating the nursing program. Such participation includes, but is not limited to the initiation and/or change in program policies, personnel policies, curriculum, utilization of affiliating agencies, and program evaluation. Minutes of faculty organization and meetings shall document the reasons for actions and the decisions of the faculty and shall be available for reference.		Criteria Met

STANDARD/CRITERIA	EVIDENCE	COMMENTS
<b>§214.8 Students</b>		
(a) The program shall have well defined student policies based upon statutory and Board requirements.	<p>Interview with students indicated an discontent with the policy of dividing the enrolled group into sections. Students perceived differences in treatment of the groups. Of concern was the attendance policy, lag in communication of program changes, and animosity between the groups. Students were also concerned about requirements for mandatory study groups which occurred outside of the program hours.</p> <p>The attendance policy indicates that the ability to make up missed work occurs at the discretion of the instructor. No objective measures are included.</p>	<p>Recommendation 3 Employ strategies to mitigate the impression that the sections are treated differently. This may include: 1. Combining the groups and using co-teachers, rather than two teachers delivering identical content. 2. Rotating the teachers between groups 3. Joint activities which bring the sections together</p> <p>Recommendation 4 Devise a mechanism to allow mandatory study groups during identified program time.</p> <p>Recommendation 5 Revise attendance policy to reflect objective criteria to determine when make up is allowed.</p>
(b) Individuals enrolled in approved vocational nursing education programs preparing students for licensure shall be provided verbal and written information regarding conditions that may disqualify graduates from licensure and of their rights to petition the Board for a Declaratory Order of Eligibility. Required eligibility information includes: (1) Texas Occupations Code §§ 301.252, 301.257, and 301.452-469; and (2) Sections §§213.27-213.30 of the Texas Administration Code (relating to Good Professional Character, Licensure of Persons with Criminal Convictions, Criteria and Procedure Regarding Intemperate Use and Lack of Fitness in Eligibility and Disciplinary Matters, and Declaratory Order of Eligibility for Licensure).		Criteria met
(c) Admission requirements shall be stated in the student policies. Programs shall set reasonable educational requirements for admission. Applicants shall present evidence of being able to meet objectives/outcomes of the program. All students shall be pretested. Tests shall measure reading comprehension and mathematical ability.		Criteria met
(d) Reasons for dismissal shall be stated in student policies.		Criteria met
(e) Copies of the student policies shall be furnished to all students at the beginning of the school year. The school shall maintain a signed receipt of student policies in all students' records. It is the school's responsibility to define and enforce student policies.		Criteria met
(f) The number of students admitted to the program shall be determined by the number of qualified faculty, adequate educational facilities and resources, and the availability of appropriate clinical learning experiences for students. Programs shall not accept admissions after the third day of class.		Criteria met See comments at faculty
(g) Students shall be allocated at least 18 days leave for vacation and/or holidays. All scheduled holidays are to be observed on the holidays designated by the controlling agency. Vacation time shall be scheduled at the same time or all students.		Criteria met

STANDARD/CRITERIA	EVIDENCE	COMMENTS
(h) Students shall meet the requirements of Rule 214.9(e) related to Program of Study to be eligible for graduation from an approved vocational nursing education program.		Criteria met
(i) Acceptance of transfer students and evaluation of allowable credit for advanced placement remains at the discretion of the coordinator or director of the program and the controlling agency. Upon completing the program's requirements, the individual is considered to be a graduate of the school.		Criteria met
(j) Records of student conferences shall be kept and made available to the student involved and all faculty members. Students shall be provided written documentation of all conferences.		Criteria met
(k) Students shall have the opportunity to evaluate faculty, courses, and learning resources and these evaluations shall be documented.		See comments at 214.7
<b>§ 214.9 Program of Study</b>		
<p>(a) The program of study shall be:</p> <p>(1) a minimum of 1,398 clock hours; 558 hours for classroom instruction and 840 hours for clinical practice. Class hours shall include actual hours of classroom instruction in nursing and non-nursing Board-required courses/content. Clinical practice shall include actual hours of practice in clinical areas, clinical conferences, and/or simulated lab experiences;</p> <p>(2) scheduled with the placement of courses or course content throughout the entire length of the program;</p> <p>(3) organized by subject and content to meet the needs of the program;</p> <p>(4) based on the philosophy/mission and objectives/outcomes;</p> <p>(5) based on sound educational principles;</p> <p>(6) designed to prepare graduates to practice according to The Nursing Practice Act, Standards of Nursing Practice, Unprofessional Conduct Rules, and other laws and regulations which pertain to various practice settings;</p> <p>(7) designed and implemented to prepare students to demonstrate the <i>Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/ADN), Baccalaureate (BSN), September 2002</i>; and</p> <p>(8) designed to teach students to use a systematic approach to clinical decision making.</p>	<p>All syllabi state that changes can be made without prior notice.</p> <p>Grading criteria for Level 4 indicates a procedure which assigns a total program grade without regard for grades accumulated per courses.</p> <p>Various syllabi contain information which is not related to the specific course described by the syllabus. For example, a didactic only course refers to activities in the learning lab.</p>	<p>Recommendation 6 Review and revise course documents to indicate that the syllabi are contracts with the students. Information will be changes with appropriate notice.</p> <p>Recommendation 7 Review and revise grading criteria for Level 4 to reflect the distinct nature of each course offering.</p> <p>Recommendation 8 Review and revise course documents to reflect the actual content of each course.</p>

STANDARD/CRITERIA	EVIDENCE	COMMENTS
<p>(b) The faculty shall be responsible for the development, implementation and evaluation of the curriculum based upon the following guidelines:</p> <p>(1) Framework. The philosophy/mission shall be the basis for curriculum development and shall reflect the purpose of the organization, faculty beliefs, and education concepts. Clinical learning objectives/outcomes derived from the philosophy/mission shall be representative of the Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/ADN), Baccalaureate (BSN), September 2002 for preparation of a vocational nurse graduate. Clinical and course objectives/outcomes shall be stated in behavioral terms and shall serve as the mechanism for student progression. The conceptual framework shall define the internal and external influences impacting vocational nursing education and shall identify the educational method and focus.</p> <p>(2) Design and Implementation. The curriculum shall be designed and implemented to prepare students to demonstrate the <i>Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate degree (Dip/ADN), Baccalaureate (BSN), September 2002</i>. The curriculum design shall allow for flexibility to incorporate current nursing education theories and the implications of current developments in health care and health care delivery to assist graduates in meeting professional, legal, and societal expectations. Educational mobility shall also be a consideration in curriculum design.</p>		Criteria met
<p>(3) Specific Provisions. Instruction shall be provided in biological, physical, social, behavioral, and nursing sciences, including body structure and function, microbiology, pharmacology, and nutrition; signs of emotional health; and human growth and development. Vocational adjustments and nursing skills shall also be included. Courses may be integrated or separate. The selection and organization of the learning experiences in the curriculum shall provide continuity, sequence, and integration of learning. Didactic and skills laboratory experiences shall be concurrent. Correlated didactic and clinical practice shall be provided in the following areas, but not necessarily in separate courses:</p>		Criteria met
<p>(A) Nursing Care of Children. Experiences shall include care of children and meeting their needs in a variety of age groups in both the acute and non-acute care setting. Day care and clinic settings may be utilized as supplementary experience. Common health deviations, physical, psychological, and neurological handicaps, and nutritional needs shall be emphasized. Students shall have opportunities to develop understanding of normal growth and development and the influences of the family, home, church, school, and community. Student practice in caring for and understanding the needs of newborn infants shall also be included.</p>		Criteria met

STANDARD/CRITERIA	EVIDENCE	COMMENTS
(B) Maternity Nursing. Opportunities shall be provided for students to gain an understanding of the psychological and physiological aspects of pregnancy, labor, and puerperium. Assisting mothers in the care of their infants shall be emphasized. A variety of settings, including clinics, organized maternity units, and maternity cases in non-segregated units, may be utilized for provision of maternity nursing experience.		Criteria met
(C) Nursing Care of the Aged. Opportunities shall be included for the care of individuals experiencing specific changes related to the aging process. Students shall develop an understanding of the physical and mental changes associated with aging and the implications of aging in planning nursing care.		Criteria met
(D) Nursing Care of Adults. Opportunities shall be provided to the student through the use of various resources to care for adults who have health deviations. Resources used shall include learning experiences to illustrate the individual as a member of the family, the responsibilities and functions of the community in the provision of nursing care, and the types of agencies where nursing is practiced. Preventive, therapeutic, and rehabilitative aspects shall be provided. Experiences shall also include the physical, psychological, and spiritual components of health and disease. Experience shall include, but not be limited to, the acute care settings.		Criteria met
(E) Nursing Care of Individuals With Mental Health Problems. Learning opportunities shall include an understanding of personality development, human needs, common mental mechanisms, and factors influencing mental health and mental illness. Common mental disorders and related therapy shall be included. Clinical experience in a unit or facility specifically designed for psychiatric care is optional.		Criteria met
(c) Classroom instruction shall include organized student/faculty interactive learning activities, formal lecture, audiovisual presentations, and simulated laboratory instruction.		Criteria met
(d) The curriculum plan, including course outlines, shall be kept current and available to faculty and Board representatives.		Criteria met
(e) A system of grading shall be in place which does not allow grades of less than a "C" on any subject area required for licensure eligibility listed in this chapter.		Criteria met
(f) Major revisions to the curriculum must be submitted to the Board office following Board guidelines for review and approval prior to implementation. Major revisions include: (1) changes in philosophy/mission; (2) revisions in program hours; and (3) addition/reduction of courses in the program of study.		Criteria met
(g) All programs implementing a curriculum change shall provide an evaluation of the outcomes of these changes and submit them with the Annual Report through the first graduating class.		Criteria met

STANDARD/CRITERIA	EVIDENCE	COMMENTS
(h) There shall be provision for continuous development, implementation, and evaluation of the curriculum.		Criteria met
(i) Programs may allow individuals to challenge the vocational nursing education curriculum, and shall develop and define such policies to meet theory and practice requirements for challenging credit.		Criteria met
(j) Adaptation to the calendar in the college catalog is permissible.		Criteria met
(k) Programs shall apprise the Board office of any program changes.		Criteria met
<b>§ 214.10 Management of Clinical Learning Experiences and Resources</b>		
(a) Faculty shall be responsible for student clinical practice evaluations. Clinical practice evaluations shall be correlated with level and/or course objectives including formative and summative evaluation. Students shall receive a minimum of three clinical evaluations during the program.		Criteria met
(b) Clinical practice shall include actual hours of practice in clinical areas, clinical conferences, and/or simulated lab experiences.		Criteria met
(c) Clinical experiences shall include the administration of medications, health promotion and preventive aspects, nursing care of persons throughout the life span with acute and chronic illnesses, and rehabilitative care. Students shall participate in instructor supervised patient teaching. Students shall also be provided opportunities for participation in clinical conferences. The focus of clinical conferences shall be student experiences in the clinical setting. Simulated laboratory experiences may also be utilized as a teaching strategy in classroom and clinical settings to meet objectives.		Criteria met
(d) Scheduling of student time and clinical rotations shall be made by the program faculty. Selected clinical learning experiences will remain unchanged unless a client's condition demands reassignment. Reassignment must be approved with prior consent of faculty.		Criteria met
(e) The student's daily client assignment shall be made in accordance with clinical objectives/outcomes and learning needs of the students. The total number of daily assignments shall not exceed five clients.		Criteria met
(f) Consideration of selection of a clinical site shall include: (1) client census in sufficient numbers to meet the clinical objectives/outcomes of the program; and (2) evidence of collaborative arrangements in those facilities, which support multiple nursing programs.		Criteria met
(g) There shall be a written affiliation agreement between the controlling agency and the affiliating agency before the affiliation begins. The agreement shall outline the responsibilities of each agency entering the agreement. The agreement shall contain a withdrawal of participation clause indicating a minimum period of time to be given for notice of such withdrawal.		Criteria met

STANDARD/CRITERIA	EVIDENCE	COMMENTS
(h) Affiliation agreements are optional for those clinical experiences which are observation only.		Criteria met
(i) The affiliating agency shall: (1) provide clinical facilities for student experiences; (2) provide space for conducting clinical conferences for use by the school if classrooms are located elsewhere; (3) provide assistance with clinical supervision of students, including preceptorships, by mutual agreement between the affiliating agency and controlling agency; and (4) have no authority to dismiss faculty or students. Should the affiliating agency wish to recommend dismissal of faculty or students, such recommendation(s) shall be in writing.		Criteria met
(j) The faculty member shall be responsible for the supervision of students in clinical learning experiences. (1) When a faculty member is the only person officially responsible for a clinical group, then the group shall total no more than ten (10) students. Patient safety shall be a priority and may mandate lower ratios, as appropriate. The faculty member shall supervise that group in only one facility at a time, unless some portion or all of the clinical group are assigned to observational experiences in additional settings. (2) Direct faculty supervision is not required for an observational experience. Observational experiences may be used to supplement, but not replace patient care experiences, and must serve the purpose of student attainment of clinical objectives.		Criteria met
(k) Faculty may use clinical preceptors to enhance clinical learning experiences and to assist faculty in the clinical supervision of students. (1) Faculty shall develop written criteria for the selection of clinical preceptors. (2) When clinical preceptors are used, written agreements between the vocational nursing education program, clinical preceptor, and the affiliating agency, when applicable, shall delineate the functions and responsibilities of the parties involved. (3) Faculty shall be readily available to students and clinical preceptors during clinical learning experiences. (4) The designated faculty member shall meet periodically with the clinical preceptors and student(s) for the purpose of monitoring and evaluating learning experiences. (5) Written clinical objectives, evaluation criteria, and written description of expectations shall be shared with the clinical preceptors prior to or concurrent with the experience.		Recommendation 9 Delete reference to designate supervisor in preceptor policy

STANDARD/CRITERIA	EVIDENCE	COMMENTS
<p>(l) Clinical preceptors may be used to enhance clinical learning experiences after a student has received clinical and didactic instruction in all basic areas of nursing or within a course after a student has received clinical and didactic instruction in the basic areas of nursing for that course or specific learning experience.</p> <p>(1) In courses which use clinical preceptors for a portion of clinical learning experiences, faculty shall have no more than 12 students in a clinical group.</p> <p>(2) In a course which uses clinical preceptors as the sole method of student instruction and supervision in clinical settings, faculty shall coordinate the preceptorship for no more than 24 students.</p> <p>(3) the preceptor may supervise student clinical learning experiences without the physical presence of the faculty member in the affiliating agency or clinical practice setting.</p> <p>(4) The preceptor shall be responsible for the clinical learning experiences of no more than two students per clinical day.</p> <p>(5) The preceptor shall be accountable for evaluating the student using clinical objectives developed by vocational nursing faculty.</p> <p>(6) Clinical preceptors shall have the following qualifications:</p> <p>(A) competence in designated areas of practice;</p> <p>(B) philosophy of health care congruent with that of the nursing program; and</p> <p>(C) current licensure or privilege to practice nursing in the State of Texas.</p>		Criteria met
<p>(m) The total weekly schedule throughout the length of the program shall not exceed 40 hours per week including both class and clinical practice hours. Class and clinical practice hours shall be continuous. Students shall be assigned two consecutive non-class days off each week.</p>		Criteria met
<p>(n) Programs shall not permit utilization of students for health care facility staffing.</p>		Criteria met
<b>§ 214.11 Facilities, Resources, and Services</b>		
<p>(a) Classrooms and nursing skills laboratory facilities shall be provided to accommodate the learning needs of the students.</p>	<p>The classroom will accommodate approximately 20 students comfortably.</p> <p>Nursing skills lab has two beds and two manikins.</p> <p>The students are divided into two sections of approximately 15.</p>	<p>Requirement 6 Rule 214.11 (a) Facilities, Resources, and Services states, "Classrooms and nursing skills laboratory facilities shall be provided to accommodate the learning needs of the students." The lab area is being used as a classroom as well as a lab. The skills area of the lab can only accommodate a maximum of 4 students. Enrollment is 40. Therefore, the program director shall acquire lab space and equipment sufficient for the learning needs of 40 students.</p>
<p>(b) An appropriately equipped skills laboratory shall be provided to accommodate maximum number of students allowed for the program. The laboratory shall be equipped with hot and cold running water. The laboratory shall have cabinets for storage of equipment.</p>	<p>Appropriate equipment is available and stored in the lab area.</p>	See comments above
<p>(c) The director or coordinator and faculty shall have office space provided , other than the classroom. There shall be privacy for counseling of students.</p>		Criteria met

STANDARD/CRITERIA	EVIDENCE	COMMENTS
<p>(d) The learning resources, library, and departmental holdings shall be current, use contemporary technology appropriate for the level of the curriculum, and be sufficient for the size of the student body and the needs of the faculty.</p> <p>(1) Provisions shall be made for accessibility, availability, and timely delivery of information resources.</p> <p>(2) Facilities and policies shall promote effective use, i.e. environment, accessibility, and hours of operation.</p>	<p>The prior medical director indicated that an online library resource was available for the program. The program director is unfamiliar with this system. Current text holdings are available in the Media Center. The program does not have a policy for maintaining currency of text holdings.</p>	<p>Recommendation 10 Develop and implement a policy for maintaining currency to text holdings.</p>
<p>(e) Teaching aids shall be provided to meet the objectives of the program.</p>		<p>Criteria met</p>
<p>(f) Adequate restrooms and lounges shall be provided convenient to the classroom.</p>		<p>Criteria met</p>
<p><b>§ 214.12 Records and Reports</b></p>		
<p>(a) Student Forms - Student records shall be maintained on all students and shall be accessible to all faculty members and to Board representatives. Record forms may be developed by an individual school. Hospital employment forms are not to be used for student records.</p>		<p>Criteria met</p>
<p>(b) Required Student Forms - The required student forms are the student application, evidence of student's ability to meet objectives/outcomes of the program, clinical practice evaluation, transcript, signed receipt of written student policies, evidence of student receipt of eligibility information, and statement of withdrawal.</p>		<p>Criteria met</p>
<p>(c) Record Storage - Records shall be safely stored to prevent loss, destruction, or unauthorized use. Records of all graduates must be complete prior to permanent storage. Records on students who withdraw from the program shall be completed up to the date of withdrawal.</p>		<p>Criteria met</p>
<p>(d) Retention of Student Records - All records shall be maintained for two years. At minimum, a transcript shall be retained as a permanent record on all students.</p>		<p>Criteria met</p>
<p><b>§ 214.13 Total Program Evaluation</b></p>		
<p>(a) There shall be a written plan for the systematic evaluation of the total program. The plan shall include evaluative criteria, methodology, frequency of evaluation, assignment of responsibility, and indicators (benchmarks) of program and instructional effectiveness. The following broad areas shall be periodically evaluated:</p> <p>(1) organization and administration of the program;</p> <p>(2) philosophy/mission and objectives/outcomes;</p> <p>(3) program of study, curriculum, and instructional techniques;</p> <p>(4) educational facilities, resources, and services;</p> <p>(5) affiliating agencies and clinical learning activities;</p> <p>(6) students' achievement;</p> <p>(7) graduates' performance on the licensing examination;</p> <p>(8) graduates' nursing competence;</p> <p>(9) faculty members; performance; and</p> <p>(10) extension programs.</p>		<p>Criteria met</p>
<p>(b) All evaluation methods and instruments shall be periodically reviewed for appropriateness.</p>		<p>Criteria met</p>

STANDARD/CRITERIA	EVIDENCE	COMMENTS
(c) Implementation of the plan for total program evaluation shall be documented in the minutes.		Criteria met
(d) Major changes in the nursing education program shall be evidence-based and supported by rationale.		Criteria met

July 25, 2006

Fernando Martinez, RN  
Program Director, Vocational Nursing  
Computer Career Center  
6101 Montana Avenue  
El Paso, TX 79925

Dear Mr. Martinez:

At the July 21, 2006 meeting, the members of the Board of Nurse Examiners considered the self study report, the annual report and the site visit to the Computer Career Center Vocational Nursing Program. It was the decision of the Board to continue the Initial Approval status of the vocational nursing program and accept the findings of the annual report, self study report and the site visit and issue the following Recommendation and

#### Recommendations

1. Review and revise job descriptions to meet intent of the school
2. Develop a standardized orientation tool for the school and the vocational nursing program.
3. Employ strategies to mitigate the impression that the sections are treated differently. This may include:
  1. Combining the groups and using co- teachers, rather than two teachers delivering identical content.
  2. Rotating the teachers between groups
  3. Joint activities which bring the sections together
4. Devise a mechanism to allow mandatory study groups during identified program time.
5. Revise attendance policy to reflect objective criteria to determine when make up is allowed.
6. Review and revise course documents to indicate that the syllabi are contracts with the students. Information will be changes with appropriate notice.
7. Review and revise grading criteria for Level 4 to reflect the distinct nature of each course offering.
8. Review and revise course documents to reflect the actual content of each course.
9. Delete reference to designate supervisor in preceptor policy
10. Develop and implement a policy for maintaining currency to text holdings.

#### Requirements.:

1. Rule 214.1 General Requirements state; "The Director or Coordinator and faculty are accountable for complying with the Board's rules and regulations and the Nursing Practice Act". The instructors were not familiar with the rule regarding the faculty/student ratio in the learning lab. Therefore, The program director shall implement measures to ensure faculty are aware of the BNE rules/regulations, the Nursing Practice Act (NPA), and the BNE Education Guidelines. Additionally, the program director and faculty shall include knowledge of the rules, regulations, NPA and Education Guidelines in decision making processes for the program.
2. Rule 214. 6 Administration and Organization states, " (d) The controlling agency shall... provide secretarial assistance". Neither the program director nor the lead instructor could identify secretarial assistance. Therefore, the controlling agency shall provide secretarial assistance to the vocational nursing program.
3. Rule 214. 6 Administration and Organization states, "The director or coordinator shall have the authority to direct the program in all its phases.." the program director was not familiar with budgetary processes and allocation. Therefore, the controlling agency shall develop mechanisms which give the program director the authority over the vocational nursing budget.
4. Rule 214. 7 Faculty Qualifications and Faculty Organization, states, " A variety of means shall be used to evaluate faculty performance such as self, student, peer and administrative evaluation." Student evaluations are not used to develop the professional development plan. Therefore, the program director shall implement an evaluative process which uses data from all evaluation sources.
5. Rule 214. 7 Faculty Qualifications and Faculty Organization, states, " Clear lines of communication of program policies, objectives and evaluative criteria shall be included in policies for part-time faculty." Clear communication strategies and inter rater reliability processes are not identified. Therefore, the program director shall, develop policies

for inter rater reliability and communication with part time faculty. Policies will be inclusive of, but not limited to clinical evaluation and test construction.

6. Rule 214.11 (a) Facilities, Resources, and Services states, "Classrooms and nursing skills laboratory facilities shall be provided to accommodate the learning needs of the students." The lab area is being used as a classroom as well as a lab. The skills area of the lab can only accommodate a maximum of 4 students. Enrollment is 40. Therefore, the program director shall acquire lab space and equipment sufficient for the learning needs of 40 students

Recommendations are suggestions based upon program assessment indirectly related to the rule. The program must respond in a method of the program's choice. Requirements are mandatory criterion based on program assessment directly related to the rule that shall be addressed in the manner prescribed. Please provide a complete response to findings no later than September 31, 2006. Board staff is available to address questions and concerns.

If you have any questions, or if we may be of any assistance, please contact board staff at (512) 305-7659.

Sincerely,

Linda R. Rounds, PhD, RN, FNP  
President

Betty Sims RN, MSN,  
Nurse Consultant