

**REPORT OF SURVEY VISIT
COASTAL BEND COLLEGE AT PLEASANTON
VOCATIONAL NURSING EDUCATION PROGRAM**

SUMMARY OF REQUEST:

Consider the findings from the August 10, 2006 survey visit of the Coastal Bend College at Pleasanton Vocational Nursing Education Program and the staff recommendation concerning commendations, recommendations and requirements to be met based on these findings.

HISTORICAL PERSPECTIVE:

YEAR	Approval Status	NCLEX-PN® Pass Rate	Number of First-Time Candidates Who Tested (Passed/Total)
2005	Full	94.12%	16/17
2004	Full	90%	21/23

- Coastal Bend College at Pleasanton Vocational Nursing Education Program began in 2002 with the first enrollment of students on September 3, 2002.
- Board staff last conducted a site visit in August 2003.
- Program's current director/coordinator, Laurie McKay, RN, was appointed to the position on May 20, 2002.
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SUMMARY OF SURVEY VISIT:

Robbin Wilson, MSN, RN and Betty Sims, MSN, RN, conducted a survey visit on August 10, 2006 (See Attachment One).

Board staff:

- Met with the College Administrators;
- Interviewed Laurie McKay, RN, Pleasanton Director/Coordinator;
- Interviewed nursing students and nursing faculty;
- Reviewed records and documents;
- Conducted a summary conference with the College Administrators, the VN Program Director, the Directors/Coordinators and nursing faculty of the VN Programs at Alice, Beeville, Kingsville, and Pleasanton.

PROS AND CONS:

Pros-

Positive findings revealed during the survey visit include:

- Program director/coordinator and faculty are dedicated to the success of the program.
- Students are positive about the program.
- Excellent student orientation activities are in place.

Cons-

Areas of concern revealed during the survey visit include:

- Directory/coordinator and faculty do not appear knowledgeable about Rule 214 and other related BNE rules.
- Program does not utilize online technology in any areas of instruction.
- Current organizational chart does not accurately reflect the operational activities occurring in the program.

- Pleasanton VN Program is the only one of the four programs that does not have a Professional Tutor on the nursing staff.
- Philosophy does not address the vocational nursing scope of practice related to supervision as indicated in BNE Rule 217.11 the BNE, a specific plan for periodic review of the philosophy/mission and program objectives/outcomes is not in place, and syllabi and other related documents do not reflect all program objectives/outcomes and the *Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/AND), Baccalaureate (BSN), September 2002* throughout the curriculum.
- Faculty organization and governance is not functioning within the requirements of the rule.
- Library and media holdings are not consistently current to meet student and faculty needs.
- Vocational nursing journals are not available at all sites.
- Total Program Evaluation plan (TPE) does not evaluate all the required ten (10) broad areas in the rule, numeric benchmarks are not in place throughout the plan, data collection instruments are not periodically reviewed/revised, and changes in the program are not based on evidence/data collected/provided by the plan.

STAFF RECOMMENDATION:

Move to accept the report of the survey visit of the Coastal Bend College at Pleasanton Vocational Nursing Education Program and issue the commendations, recommendations and requirements to be met based on the outcome of the survey visit, as indicated in the attached letter (See Attachment Two).

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

NAME OF NURSING PROGRAM: Coastal Bend College at Beeville - Vocational Nursing (VN) Education Program

VN PROGRAM DIRECTOR: Judith Guerra-Barrera , RN

DATE APPOINTED: January 1, 2001

DIRECTOR/COORDINATOR AT PLEASANTON: Laurie McKay, RN

DATE APPOINTED: May 20, 2002

REASON FOR SURVEY: To evaluate the program as a whole in relation to compliance with Rule 214 and other related BNE rules.

DATE: August 10, 2006.

SURVEY VISITOR(S): Robbin Wilson, MSN, RN and Betty Sims, MSN, RN

VOLUNTARY ACCREDITATION:

NLNAC: YES _____ NO X _____ CCNE: NA

In this report the nursing education program met standards and criteria unless otherwise indicated by narrative. Narrative in the Evidence column documents findings of pertinent data, outstanding performance, or deficiencies. Narrative in the Comments column includes recommendations or requirements to be met based on analysis of the survey visit.

STANDARD/CRITERIA	EVIDENCE	COMMENTS
§214.1 General Requirements		
(a) The Director or Coordinator and faculty are accountable for complying with the Board's rules and regulations and the Nursing Practice Act.	Interviews with director/coordinator and the nursing faculty revealed a lack of knowledge regarding Rule 214 and other related BNE rules.	At Board staff's recommendation, the director/coordinator and the one nursing faculty completed the BNE New Dean/Director/Coordinator Orientation Online Course for Rule 214 and the one nursing faculty attended the Face-to-Face Orientation session at the BNE office in Austin on 9/21/06.
§ 214.4 Approval		
(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.		Criteria met.
§ 214.5 Philosophy/Mission and Objectives/Outcomes		
(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.	Review of the nursing program philosophy/mission revealed that it does not sufficiently address the vocational nurse scope of practice related to supervision as indicated in BNE Rule 217.11.	Requirement #1 The VN Program Director, the directors/coordinators and nursing faculty shall: revise the philosophy/mission to address the vocational nursing scope of practice related to supervision as indicated in BNE Rule 217.11; develop a specific plan for periodic review of the philosophy/mission and program objectives/outcomes; and revise all syllabi and other related documents to reflect all program objectives/outcomes and the <i>Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/AND), Baccalaureate (BSN), September 2002</i> throughout the curriculum.
(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/AND), Baccalaureate (BSN), September 2002</i> .	Review of the syllabi and other related documents revealed that all nursing program objectives/outcomes and the <i>Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/AND), Baccalaureate (BSN), September 2002</i> are not reflected throughout the curriculum.	See Requirement #1.

STANDARD/CRITERIA	EVIDENCE	COMMENTS
(c) Clinical objectives/outcomes shall be stated in behavioral terms and shall serve as a mechanism for evaluating student progression.		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.	See 214.5 (b) above under EVIDENCE.	<u>See Requirement #1.</u>
(e) The faculty shall periodically review the philosophy/mission and objectives/outcomes and shall make appropriate revisions to maintain currency.	A plan for periodic review of the nursing program philosophy/mission and objectives/outcomes is not in place.	<u>See Requirement #1.</u>
§ 214.6 Administration and Organization		
(a) The controlling agency shall be licensed or accredited by a Board-recognized agency. (b) There shall be an organizational chart indicating lines of authority between the vocational nursing education program and the controlling agency.	The four separate nursing education programs in the Coastal Bend College system are fragmented in their operational activities. Although the four programs are currently separate, there is one Program Director over all four programs with directors/coordinators at each campus. The four programs do not always comply with decisions, policies and procedures, and changes made in group/system-wide meetings. Additionally, decisions are made at the VN Program Director level without input from the individual programs and all interested parties. A review of the current organizational chart revealed that the chart does not accurately depict the operational activities that are occurring in the programs or system-wide. The VN Program Director and the individual program directors/coordinators do not appear to have a clear understanding of their roles and responsibilities.	<u>Recommendation #1</u> Administration, with input from the four nursing education programs, is encouraged to study the issue of “one program overall or four separate programs” and determine the operational structure that will be utilized. <u>Requirement #2</u> Administration shall revise the current organizational chart to clearly indicate the lines of authority between the vocational nursing education program or programs and the controlling agency, as well as between the programs. Administration shall ensure that the organizational structure is communicated to the VN Program Director and the individual directors/coordinators so that they understand their roles and responsibilities.
(c) The program shall have comparable status with other educational units within the institution (controlling agency).	During interviews with the VN Program Director, the directors/coordinators and nursing faculty it was stated that nursing employees are required to work more hours than other college faculty and college directors without additional compensation. Additionally, Pleasanton VN Programs is the only program of the four VN programs that does not have a Professional Tutor on the nursing staff.	<u>Recommendation #2</u> Administration is strongly encouraged to: - review the actual workload requirements for nursing directors/coordinators and nursing faculty to ensure that they are receiving comparable compensation for working additional hours compared to other college faculty and directors; and -consider the feasibility of employing a Professional Tutor for the Pleasanton VN Program.

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>		Criteria met.
<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>		Criteria met.
<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>	NA	NA
<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>	NA	NA

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>See 214.6 (b) above under EVIDENCE.</p>	<p><u>See Recommendation #1 and Requirement #2.</u></p>
<p>§ 214.7 Faculty Qualifications and Faculty Organization</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>Criteria met.</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>Criteria met.</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>
<p>(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.</p>		<p>Criteria met.</p>

STANDARD/CRITERIA	EVIDENCE	COMMENTS
<p>(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.</p>		Criteria met.
<p>(4) Non-nursing faculty are exempt from meeting the faculty qualifications as long as the teaching assignments are not nursing didactic or clinical courses.</p>	The program does not use non-nursing faculty to teach any courses.	NA
<p>(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).</p>	The program does not utilize preceptors.	<p><u>Recommendation #3:</u> The VN Program Director, director/coordinator and nursing faculty are strongly encouraged to consider utilizing preceptors.</p>
<p>(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).</p>		Criteria met.
<p>(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.</p>		Criteria met.
<p>(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.</p>	NA	NA

STANDARD/CRITERIA	EVIDENCE	COMMENTS
<p>(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.</p>	<p>See 214.6 (b) above under EVIDENCE.</p> <p>The current nursing faculty organization does not function under by-laws/policies that delineate membership, voting parameters for decisions, or facilitate communication.</p> <p>A written orientation policy for new nursing faculty that addresses instructional methodologies and mentoring and evaluation of new faculty is not in place.</p> <p>Policies for faculty inter-rater reliability activities, test construction, item writing, test blue printing, and item analysis are not in place.</p> <p>A review of faculty committee minutes revealed that the reasons for faculty actions and decisions are not clearly indicated and documentation regarding implementation of the Total Program Evaluation plan is not included .</p>	<p>Requirement #3: The VN faculty shall:</p> <ul style="list-style-type: none"> • implement written by-laws/policies that delineate membership of committees, voting parameters for decisions, and facilitate communication; • implement a written orientation policy for new nursing faculty that addresses instructional methodologies and mentoring and evaluation of new faculty; • implement policies for faculty inter-rater reliability activities, test construction, item writing strategies, test blue printing, and item analysis; • develop written policies/procedures for committee meetings where actions and decisions of the faculty are clearly stated in the minutes, documentation is included to show that major changes in the nursing education program are evidence-based and supported by rationale, including current data, and implementation of the Total Program Evaluation Plan is demonstrated; and • develop a policy for selection of clinical sites with written criteria to include, but not limited to, client census in sufficient numbers to meet the clinical objectives/outcomes of the program and evidence of collaborative arrangements in those facilities, which support multiple nursing programs. <p>Recommendation #4: Administration is strongly encouraged to secure formalized training for nursing faculty related to test construction, item writing strategies, test blue printing, and item analysis.</p>
<p>§214.8 Students</p>		
<p>(a) The program shall have well defined student policies based upon statutory and Board requirements.</p>	<p>See 214.8(b) below under EVIDENCE.</p>	<p>See Requirement #4.</p>
<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).</p>	<p>Review of nursing program documents revealed that full BNE eligibility information as required by the rule is not given to students. The nursing program personnel were informed of the new requirements in Rule 214.</p> <p>Written documentation of receipt of the BNE eligibility information is not retained in student records.</p> <p>References to the BVNE, Rule 239, and Rule 235 remain in the Student Handbook.</p>	<p>Requirement #4: The VN Program Director, director/coordinator, and nursing faculty shall:</p> <ul style="list-style-type: none"> • ensure that BNE eligibility information is given to students, and that written receipt of the eligibility information is retained in student records; • ensure references to the BVNE, Rule 233, Rule 239 in the Student Handbook are corrected.

STANDARD/CRITERIA	EVIDENCE	COMMENTS
(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.	During interviews with administration, the VN Program Director, the director/coordinator, and nursing faculty it was stated that drug screening and criminal background checks for students are being required by area health care facilities and these requirements are presenting issues for the program.	Recommendation #5: Administration and nursing program personnel are encouraged to look at the feasibility of incorporating drug screening, a criminal background check and the BNE Declaratory Order Process when appropriate in the application and admission process for the nursing program.
(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.	During interviews with administration and nursing program personnel it was revealed that the current Program Director and at least one nursing faculty will be retiring next year. Additionally, a contingency plan is not in place to address maintenance of the required faculty to student ratios for faculty resignations, absences, and other unforeseen occurrences.	Requirement #5: Administration, the VN Program Director and the director/coordinator shall develop a plan for replacement of retiring nursing personnel and a contingency plan regarding faculty resignations, absences, and other unforeseen occurrences, i.e., reassignment of current faculty, utilization of current professional tutors, so that the requirements for faculty to student ratios are maintained at all times.
(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.
(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.		Criteria met.

STANDARD/CRITERIA	EVIDENCE	COMMENTS
<p>§ 214.9 Program of Study</p> <p>(a) The program of study shall be: (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; (2) scheduled with the placement of courses or course content throughout the entire length of the program; (3) organized by subject and content to meet the needs of the program; (4) based on the philosophy/mission and objectives/outcomes; (5) based on sound educational principles; (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; (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/AND), Baccalaureate (BSN), September 2002</i>; and (8) designed to teach students to use a systematic approach to clinical decision making.</p>	<p>A review of course syllabi, course records, and clinical evaluation tools and interviews with students and faculty revealed that the Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs (DELC) are not clearly evident in all nursing program/course/clinical objectives/outcomes throughout the curriculum.</p> <p>During interviews with nursing faculty it was revealed that area health care facilities frequently request that the program expand the curriculum to address various needs in their facilities, e.g., IV therapy.</p> <p>Additionally, during interviews with nursing faculty and students it was revealed that the program conducts an exit exam for all graduates, but does not provide achievement/outcome testing with remediation throughout the program of study.</p>	<p><u>Requirement #6:</u> Nursing faculty shall:</p> <ul style="list-style-type: none"> • map the curriculum to determine where the Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs (DELC) are addressed throughout the curriculum and implement necessary revisions to demonstrate that the curriculum is designed and implemented to prepare students to demonstrate DELC; and • implement revisions to the curriculum to be responsive to regional curricula needs, e.g., IV therapy. <p><u>Recommendation #6:</u> The VN Program Director, the director/coordinator, and nursing faculty are strongly encouraged to consider the feasibility of implementing achievement/outcome testing with remediation throughout the program of study.</p>
<p>(b) The faculty shall be responsible for the development, implementation and evaluation of the curriculum based upon the following guidelines: (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/AND), 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. (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/AND), 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>	<p>See Rule 214.9(a) (4,5 & 7) above EVIDENCE.</p>	<p><u>See Requirement #6.</u></p>

STANDARD/CRITERIA	EVIDENCE	COMMENTS
<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>	<p>Review of nursing program documents and interviews with nursing program personnel revealed that web-enhanced courses or online courses are not offered as part of the nursing program of study.</p>	<p>Criteria met.</p> <p>Recommendation #7: Administration, the VN Program Director, the director/coordinator and nursing faculty are strongly encouraged to consider the feasibility of including web-enhanced and/or online courses in the nursing program of study.</p>
<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>		<p>Criteria met.</p>
<p>(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.</p>		<p>Criteria met.</p>
<p>(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.</p>		<p>Criteria met.</p>
<p>(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.</p>		<p>Criteria met.</p>
<p>(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.</p>		<p>Criteria met.</p>

STANDARD/CRITERIA	EVIDENCE	COMMENTS
(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.
(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.
§ 214.10 Management of Clinical Learning Experiences and Resources		
(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.

STANDARD/CRITERIA	EVIDENCE	COMMENTS
(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.	Review of nursing program documents revealed that written criteria for the selection of clinical sites is not in place.	<u>See Requirement #3.</u>
(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.
(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.

STANDARD/CRITERIA	EVIDENCE	COMMENTS
<p>(k) Faculty may use clinical preceptors to enhance clinical learning experiences and to assist faculty in the clinical supervision of students.</p> <p>(1) Faculty shall develop written criteria for the selection of clinical preceptors.</p> <p>(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.</p> <p>(3) Faculty shall be readily available to students and clinical preceptors during clinical learning experiences.</p> <p>(4) The designated faculty member shall meet periodically with the clinical preceptors and student(s) for the purpose of monitoring and evaluating learning experiences.</p> <p>(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.</p>	<p>The program does not utilize preceptors.</p>	<p><u>See Recommendation #3.</u></p>
<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>	<p>The program does not utilize preceptors.</p>	<p><u>See Recommendation #3.</u></p>
<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>		<p>Criteria met.</p>
<p>(n) Programs shall not permit utilization of students for health care facility staffing.</p>		<p>Criteria met.</p>

STANDARD/CRITERIA	EVIDENCE	COMMENTS
§ 214.11 Facilities, Resources, and Services		
(a) Classrooms and nursing skills laboratory facilities shall be provided to accommodate the learning needs of the students.	Review of nursing program documents and interviews with nursing program personnel revealed that a formal written acquisition policy for adding new equipment and supplies is not in place.	<u>See Requirement #7.</u>
(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.	See 214.11(a) above under EVIDENCE.	<u>See Requirement #7.</u>
(c) The director or coordinator and faculty shall have office space provided , other than the classroom. There shall be privacy for counseling of students.		Criteria met.
(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. (1) Provisions shall be made for accessibility, availability, and timely delivery of information resources. (2) Facilities and policies shall promote effective use, i.e. environment, accessibility, and hours of operation.	During a tour of the library, the Board visitors observed outdated nursing holdings on the reserve and open stacks. Additionally, interviews with the library staff and nursing personnel revealed a lack of a formal mechanism for systematic removal of outdated holdings and acquisition of more current holdings, including a sufficient variety of vocational nursing journals.	<u>Requirement #7:</u> The VN Program Director, the director/coordinator and nursing faculty shall: <ul style="list-style-type: none"> • develop, in collaboration with administration, a formal written acquisition policy for adding new equipment and supplies • develop, in collaboration with the library staff, a formal written plan to ensure that all outdated holdings are systematically removed from the library or labeled as outdated and/or retained for historical value and develop a formal written acquisition plan for adding more current holdings, including a variety of vocational nursing journals.
(e) Teaching aids shall be provided to meet the objectives of the program.		Criteria met.
(f) Adequate restrooms and lounges shall be provided convenient to the classroom.		Criteria met.
§ 214.12 Records and Reports		
(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.		Criteria met.
(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.	See 214.8(b) above under EVIDENCE.	<u>See Requirement #2.</u>
(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.		Criteria met.
(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.		Criteria met.

§ 214.13 Total Program Evaluation		
<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> <ol style="list-style-type: none"> (1) organization and administration of the program; (2) philosophy/mission and objectives/outcomes; (3) program of study, curriculum, and instructional techniques; (4) educational facilities, resources, and services; (5) affiliating agencies and clinical learning activities; (6) students' achievement; (7) graduates' performance on the licensing examination; (8) graduates' nursing competence; (9) faculty members; performance; and (10) extension programs. 	<p>A review of nursing program documents revealed that the Total Program Evaluation plan (TPE) does not evaluate all the required ten (10) broad areas in the rule, numeric benchmarks are not in place throughout the plan, data collection instruments are not periodically reviewed/revised, and changes in the program are not based on evidence/data collected/provided by the plan.</p>	<p><u>Requirement #8:</u> The VN Program Director, the director/coordinator and nursing faculty shall revise the Total Program Evaluation plan to ensure that all the required ten (10) broad areas in the rule are addressed, numeric benchmarks are included throughout the plan, data collection instruments are periodically reviewed/revised, changes in the program are based on evidence/data collected/provided by the plan, and appropriate documentation of implementation of the plan and changes in the program are based on evidence/data collected/provided by the plan occurs.</p>
<p>(b) All evaluation methods and instruments shall be periodically reviewed for appropriateness.</p>	<p>See 214.13(a) above under EVIDENCE.</p>	<p><u>See Requirement #8.</u></p>
<p>(c) Implementation of the plan for total program evaluation shall be documented in the minutes.</p>	<p>Review of nursing faculty committee meeting minutes revealed that the minutes do not reflect that the implementation of the Total Program Evaluation Plan is documented in the committee minutes.</p>	<p><u>See Requirement #3.</u></p>
<p>(d) Major changes in the nursing education program shall be evidence-based and supported by rationale.</p>	<p>Review of nursing faculty committee meeting minutes revealed that minutes do not reflect that nursing faculty actions and decisions are evidenced-based and supported by rationale. No current data is documented.</p>	<p><u>See Requirement #3.</u></p>

MEETING WITH ADMINISTRATION:

1. Short Term Goals - Increase enrollment.
2. Long Term Goals - Growth and expansion of the program.

MEETING WITH VN PROGRAM DIRECTOR:

1. Short Term Goals - Success each semester.
2. Long Term Goals - Growth; Expansion; Decrease student attrition.
3. New Projects/Changes Initiated - Student Orientation Activities.

MEETING WITH FACULTY:

1. Short Term Goals - Keep NCLEX-PN® examination pass rate above 80%.
2. Long Term Goals - Increase enrollment; Expand Program.

MEETING WITH STUDENTS:

1. Program Strengths - Instructors; Faculty have positive attitude; Faculty give individual attention to students; Convenient location; Student Orientation activities excellent.
2. Areas for Improvement -Need test review; Library orientation; More critical-thinking exercises, videos, etc.; Need Test Blueprints; Need more time for skills practice; Confusion exists about policies and required immunizations.
3. Areas Emphasized in Curriculum - Clinical skills; Safety; Care is patient focused; Cultural awareness; Patient confidentiality-HIPPA; Flexibility; Patient teaching; Documentation.

October 24, 2006

Laurie McKay, RN, Director
Vocational Nursing Education Program
Coastal Bend College at Pleasanton
1411 Bensdale
Pleasanton, Texas 78064

Dear Ms. McKay:

At the October 19-20, 2006 meeting, members of the Board of Nurse Examiners discussed the report of the survey visit conducted by board staff on August 10, 2006. The members of the Board wish to thank [] for being available to answer questions.

Based on the discussion and review of the documents, it was the decision of the Board to accept the report of the August 10, 2006 survey visit of the Coastal Bend College at Pleasanton Vocational Nursing Education Program and issue the following commendations, recommendations and requirements to be met.

Commendations:

1. The VN Program Director, Director/Coordinator and nursing faculty are commended for their dedication to the success of the program.
2. The nursing program personnel are commended for the Student Orientation Activities.

Recommendations:

1. Administration, with input from the four nursing education programs, is encouraged to study the issue of "one program overall or four separate programs" and determine the operational structure that will be utilized.
2. Administration is strongly encouraged to review the actual workload requirements for nursing directors/coordinators and nursing faculty to ensure that they are receiving comparable compensation for working additional hours compared to other college faculty and directors and consider the feasibility of employing a Professional Tutor for the Pleasanton VN Program.
3. The VN Program Director, director/coordinator and nursing faculty are strongly encouraged to consider utilizing preceptors.
4. Administration is strongly encouraged to secure formalized training for nursing faculty related to test construction, item writing strategies, test blue printing, and item analysis.
5. Administration and nursing program personnel are encouraged to look at the feasibility of incorporating drug screening, a criminal background check and the BNE Declaratory Order Process when appropriate in the application and admission process for the nursing program.
6. The VN Program Director, the director/coordinator and nursing faculty are strongly encouraged to consider the feasibility of implementing achievement/outcome testing with remediation throughout the program of study.
7. Administration, the VN Program Director, the director/coordinator and nursing faculty are strongly encouraged to consider the feasibility of including web-enhanced and/or online courses in the nursing program of study.

Requirements:

1. Rule 214.5(a) related to Philosophy/Mission and Objectives/Outcomes requires that "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." Rule 214.5(b) requires that "Program objectives/outcomes derived from the philosophy/mission shall reflect the *Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/AND), Baccalaureate (BSN), September 2002.*" Review

of the nursing program philosophy/mission revealed that it does not sufficiently address the vocational nurse scope of practice related to supervision as indicated in BNE Rule 217.11. Additionally, review of syllabi and other related documents revealed that all nursing program objectives/outcomes and the *Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/AND), Baccalaureate (BSN), September 2002* are not reflected throughout the curriculum. **Therefore**, the VN Program Director, the directors/coordinators and nursing faculty shall: revise the philosophy/mission to address the vocational nursing scope of practice related to supervision as indicated in BNE Rule 217.11 the BNE; develop a specific plan for periodic review of the philosophy/mission and program objectives/outcomes; and revise all syllabi and other related documents to reflect all program objectives/outcomes and the *Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/AND), Baccalaureate (BSN), September 2002* throughout the curriculum.

2. Rule 214.6 (b) related to Administration and Organization requires that “There shall be an organizational chart indicating lines of authority between the vocational nursing education program and the controlling agency.” A review of the current organizational chart revealed that the chart does not accurately depict the operational activities that are occurring in the programs or system-wide. The VN Program Director and the individual program directors/coordinators do not appear to have a clear understanding of their roles and responsibilities. **Therefore**, administration shall revise the current organizational chart to clearly indicate the lines of authority between the vocational nursing education program or programs and the controlling agency, as well as between the programs. Administration shall ensure that the organizational structure is communicated to the VN Program Director and the individual directors/coordinators so that they understand their roles and responsibilities.
3. Rule 214.7(d) related to Faculty Qualifications and Faculty Organization requires that “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.” The current nursing faculty organization does not function under by-laws/policies that delineate membership, voting parameters for decisions, or facilitate communication. A written orientation policy for new nursing faculty that addresses instructional methodologies and mentoring and evaluation of new faculty is not in place. Policies for faculty inter-rater reliability activities, test construction, item writing, test blue printing, and item analysis are not in place. A review of faculty committee minutes revealed that the reasons for faculty actions and decisions are not clearly indicated and documentation regarding implementation of the Total Program Evaluation plan is not included. **Therefore**, the VN faculty shall:
 - implement written by-laws/policies that delineate membership of committees, voting parameters for decisions, and facilitate communication;
 - implement a written orientation policy for new nursing faculty that addresses instructional methodologies and mentoring and evaluation of new faculty;
 - implement policies for faculty inter-rater reliability activities, test construction, item writing strategies, test blue printing, and item analysis;
 - written policies/procedures for committee meetings where actions and decisions of the faculty are clearly stated in the minutes, documentation is included to show that major changes in the nursing education program are evidence-based and supported by rationale, including current data, and implementation of the Total Program Evaluation Plan is demonstrated; and
 - develop a policy for selection of clinical sites with written criteria to include, but not limited to, client census in sufficient numbers to meet the clinical objectives/outcomes of the program and evidence of collaborative arrangements in those facilities, which support multiple nursing programs.
4. Rule 214.8(a) related to Students requires that “The program shall have well defined student policies based upon statutory and Board requirements.” Rule 214.8 (b) requires that “ 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).” Review of nursing program documents revealed that full BNE eligibility information as required by the rule is not given to students. The nursing program personnel were informed of the new requirements in Rule 214. Written documentation of receipt of the BNE eligibility information is not retained in student records. References to the BVNE, Rule 239, and Rule 235 remain in the Student Handbook. **Therefore**, the VN Program Director, director/coordinator, and nursing faculty shall:

- ensure that BNE eligibility information is given to students, and that written receipt of the eligibility information is retained in student records;
- ensure references to the BVNE, Rule 233, Rule 239 in the Student Handbook are corrected.

5. Rule 214.8(f) related to Students requires that “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.” A review of course syllabi, course records, and clinical evaluation tools and interviews with students and faculty revealed that the *Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs (DELIC)* are not clearly evident in all nursing program/course/clinical objectives/outcomes throughout the curriculum. During interviews with nursing faculty it was revealed that area health care facilities frequently request that the program expand the curriculum to address various needs in their facilities, e.g., IV therapy. **Therefore**, Administration, the VN Program Director and the director/coordinator shall develop a plan for replacement of retiring nursing personnel and a contingency plan regarding faculty resignations, absences, and other unforeseen occurrences, i.e., reassignment of current faculty, utilization of current professional tutors, so that the requirements for faculty to student ratios are maintained at all times.
6. Rule 214.9(a)(5 & 7) related to Program of Study requires in pertinent part that “The program of study shall be: . . . based on sound educational principles . . . designed and implemented to prepare students to demonstrate the *Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs* . . .” Rule 214.9(b)(1) requires in pertinent part that “. . .Clinical learning objectives/outcomes derived from the philosophy/mission shall be representative of the *Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs* . . .for preparation of a vocational nurse graduate.” Rule 214.9(b) further requires in pertinent part that “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. A review of course syllabi, course records, and clinical evaluation tools and interviews with students and nursing faculty revealed that the *Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs (DELIC)* are not clearly evident in all nursing program/course/clinical objectives/outcomes throughout the curriculum. During interviews with nursing faculty revealed that area health care facilities frequently request that the program expand the curriculum to address various needs in their facilities, e.g., IV therapy. **Therefore**, nursing faculty shall:
 - map the curriculum to determine where the Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs (DELIC) are addressed throughout the curriculum and implement necessary revisions to demonstrate that the curriculum is designed and implemented to prepare students to demonstrate DELIC; and
 - implement revisions to the curriculum to be responsive to regional curricula needs,.e.g., IV therapy.
7. Rule 214.11(a) related to Facilities, Resources, and Services requires that “Classrooms and nursing skills laboratory facilities shall be provided to accommodate the learning needs of the students.” Rule 214.11(d) requires that “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.” Review of nursing program documents and interviews with nursing program personnel revealed that a formal written acquisition policy for adding new equipment and supplies is not in place. Additionally, during a tour of the library, the Board visitors observed outdated nursing holdings on the reserve and open stacks. Additionally, interviews with the library staff and nursing program personnel revealed a lack of a formal mechanism for systematic removal of outdated holdings and acquisition of more current holdings, including a sufficient variety of vocational nursing journals.

Therefore, the VN Program Director, the director/coordinator and nursing faculty shall:

- develop, in collaboration with administration, a formal written acquisition policy for adding new equipment and supplies; and
- develop, in collaboration with the library staff, a formal written plan to ensure that all outdated holdings are systematically removed from the library or labeled as outdated and/or retained for historical value and develop a formal written acquisition plan for adding more current holdings, including a variety of vocational nursing journals.

8. Rule 214.13(a) related to Total Program Evaluation requires that “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: (1) organization and administration of the program; (2) philosophy/mission and objectives/outcomes; (3) program of study, curriculum, and instructional techniques; (4) educational facilities, resources, and services; (5) affiliating agencies and clinical learning activities; (6) students’ achievement; (7) graduates’ performance on the licensing examination; (8) graduates’ nursing competence; (9) faculty members; performance; and (10) extension programs.” Rule 214.15 (b) requires that “All evaluation methods and instruments shall be periodically reviewed for appropriateness.” A review of nursing program documents revealed that the Total Program Evaluation plan (TPE) does not evaluate all the required ten (10) broad areas in the rule, numeric benchmarks are not in place throughout the plan, data collection instruments are not periodically reviewed/revised, and changes in the program are not based on evidence/data collected/provided by the plan. Therefore, the VN Program Director, the director/coordinator and nursing faculty shall revise the Total Program Evaluation plan to ensure that all the required ten (10) broad areas in the rule are addressed, numeric benchmarks are included throughout the plan, data collection instruments are periodically reviewed/revised, changes in the program are based on evidence/data collected/provided by the plan, and appropriate documentation of implementation of the plan and changes in the program are based on evidence/data collected/provided by the plan occurs.

Please submit the required documentation to the Board office to demonstrate the program’s address of all recommendations and requirements by March 1, 2007 unless otherwise specified. If you have questions, or if we may be of assistance, please contact board staff at (512) 305-6815.

Sincerely,

Linda R. Rounds, PhD, RN, FNP
President

Robbin Wilson, MSN, RN
Nursing Consultant for Education

cc: Dr. John Brockman, President, Coastal Bend College
Judith Guerra-Barrera , RN, VN Program Director