

**Report of Routine Survey Visit
Frank Phillips College in Borger, Texas
Vocational Nursing Education Program**

Summary of Request:

Consider the report of the survey visit to Frank Phillips College (FPC) Vocational Nursing (VN) Education Program in Borger, Texas. A routine six (6) year survey visit to FPC was conducted on April 11, 2013 by Susan Wilkinson, PhD, RN, CNS, contracted Program Evaluator (see Attachment #1).

Historical Perspective:

- The FPC VN Program was established in 1973.
- Peggy Quinn, MSN, RN, is serving as the interim director. Ms. Quinn served as faculty in the VN program for one (1) year prior to her appointment as interim director in February 2013.
- In 2010, FPC's regional accreditation through Southern Association of Colleges and Schools (SACs) was reaffirmed for ten (10) years.
- The previous survey visit was conducted in November, 2005.
- The Frank Phillips College VN program NCLEX-PN® examination pass rates for the past five (5) years are reflected in the table below:

Exam Year	NCLEX-PN Pass Rate	Number of First-Time Candidates (Passed/Total)	BON Approval Status
2012	67.74%	21/31	Full
2011	91.67%	22/24	Full
2010	94.44%	17/18	Full
2009	95.45%	21/22	Full
2008	93.75%	15/16	Full

Synopsis of The Survey Visit:

- The program has strong support from college administration and the community.
- The twelve (12) month program can be completed in three (3) semesters. Program prerequisites comprise the first semester.
- The program director recently received release time from her full teaching assignment to accommodate time for administrative responsibilities.
- The program is delivered through face-to-face classes combined with online experiences in each class. The mental health course is taught solely online.
- Faculty and students receive training in distance education and technical support is available.
- Three (3) full-time and three (3) part-time faculty members carry out the VN program instruction.
- The faculty members have one (1) to two (2) years teaching experience in the FPC VN program.
- Limited faculty minutes for the past two (2) years do not reflect faculty decisions.
- Students stated they enrolled in the FPC VN program because of the convenience of location and the strong reputation of the program in the community.
- The program has active clinical contracts with eighteen (18) affiliating agencies that provide sound clinical opportunities.
- The majority of students indicated they plan to seek further education to become registered nurses.
- Students expressed that they felt employment opportunities in hospitals and other healthcare settings in the area were available to new graduates.

Pros and Cons from the Survey Visit:

Pros:

- Administration, faculty, and students shared positive comments about the program.
- The program utilizes a wide range of clinical opportunities, ensuring students are able to meet clinical objectives.
- The organization of the curriculum is based on sequential learning, with the first semester laying the groundwork for the program.
- The director and program faculty report that graduates have no difficulty finding employment and often have offers of employment prior to graduation.
- The VN program has a full-time administrative assistant that has been with the program for five (5) years.

Cons:

- The program's 2012 NCLEX-PN® pass rate was 66.67%.
- The *Differentiated Essential Competencies (DECs) (2010)* have not been fully incorporated into the curriculum.
- Records of faculty meetings for the last two (2) years were limited in number and content.
- The total program evaluation does not appear to have been updated since 2010-2011.
- The syllabi and clinical evaluation tools do not reflect the *2010 Differentiated Essential Competencies (DECs)*.

Rationale for Recommendations:

The program is not in full compliance with Rule 214. Limited faculty committee meeting minutes do not reflect faculty decisions and action plans. The total program evaluation is not current.

Staff Recommendations:

Move to accept the report of findings from the routine six (6) year survey visit to the Frank Phillips College Vocational Nursing Education program in Borger, Texas, and issue two (2) requirements and one (1) recommendation.

Requirement # 1:

The FPC program director and faculty shall assure that faculty meeting minutes reflect faculty decisions, reasons for actions, and are written. The program director shall submit copies of faculty meeting minutes to Board staff no later than November 30, 2013. (§214.7(o)(2)(B)).

Requirement # 2:

The FPC program director and faculty shall assure that the total program evaluation (TPE) plan is current and includes evaluative criteria, methodology, frequency of evaluation, assignment of responsibility, and indicators (benchmarks) of program and instructional effectiveness. The updated TPE shall be submitted to Board staff no later than November 30, 2013. (§214.13(a)(1-10)).

Recommendation #1:

The FPC program director and faculty are encouraged to review all curriculum documents to ensure that the *2010 DECs* competencies are incorporated throughout the curriculum and submit a written response to Board staff no later than November 30, 2013.

**Summary of Survey Visit
Frank Phillips College in Borger, TX
Vocational Nursing Education Program**

Purpose of Survey Visit: routine survey visit

Date of Visit: April 11, 2013

Board Representative Conducting Visit: Susan Wilkinson, PhD, RN, CNS, Contract Program Evaluator

Program Evaluator met with:

- Jud Hicks, PhD, President
- Shannon Carroll, MA, Vice President for Academic Affairs
- Deborah Summers, MA, Chair of Academic Divisions
- Peggy Quinn, RN, Interim Director, VN Program
- Candi Stribling, BSN, RN, VN Program Faculty
- Regina Walsh, RN, VN Program Faculty
- Monica Coburn, LVN, VN Program Faculty (Part-time)
- Laura Sargent, Administrative Assistant, VN Program

Activities Carried Out by Program Evaluator During Survey Visit:

- Conducted initial meeting with director and administration
- Interviewed faculty
- Interviewed six (6) students from the Borger campus
- Observed lab teaching
- Toured the facilities housing the nursing program
- Reviewed records and documents (student and faculty files, minutes of faculty meetings, examinations, and other program documents)
- Conducted exit conference with director, administration and faculty.

Findings Related to Administration and Organization:

- Peggy Quinn, RN, served as faculty in the VN program for one year prior to her appointment as interim director in February 2013. The prior director resigned unexpectedly. Ms. Quinn has thirty (30) years of nursing experience with an extensive background in medical-surgical, OB, long term care and home health nursing. She has administrative experience running her own home health agency.
- Frank Phillips College administration expressed support for the VN program and values the role that the program plays in providing nurses to rural communities in the panhandle of Texas, southern Oklahoma, and eastern New Mexico. The program also allows students to train clinically in their local communities (Borger, Dumas, Dalhart, & Pampa).
- The director and faculty voiced appreciation for the strong support they receive from the college administration- especially in this time of sudden transition of VN program leadership.
- In April 2013, Ms. Quinn attended the Texas Board of Nursing new director workshop and commented that the information she received was very helpful. She is receiving support from Ms. Carroll and Ms. Summers at FPC as she transitions into her new role. She states she intends to seek guidance from local VN program directors in the Amarillo/Panhandle area.
- Upon appointment to the interim director position, the director was carrying a full teaching load (classroom, skills lab, and clinical) in addition to her newly assigned administrative duties and responsibilities in the VN program. FPC administration recently hired part-time VN faculty to allow Ms. Quinn some release time from teaching and more time for administrative duties. The VN Program Director position at FPC is a 12 month appointment.

Findings related to Faculty

- The director, three (3) full-time RN, two (2) part-time RN faculty, and one part-time LVN faculty carry out the VN instruction. Current faculty have been employed from a period of one (1) to (2) years.
- Faculty turnover has been high recently with all but one current faculty member resigning in December 2011. The current faculty is stable and cohesive.
- Faculty confirmed they receive strong support from one another as well as the interim director.
- Faculty expressed excitement about methods of instruction used, and appear energetic and dedicated to the nursing program.
- Faculty meet BON qualifications and offer a rich diversity in their educational and experiential backgrounds. One part-time LVN faculty is currently pursuing the ADN-RN at Amarillo College.
- Faculty recently completed training at a simulation conference in New Orleans and at the Sim-Central facility in Amarillo
- Faculty state that morale is currently high. They report their current semester workweek of one day lecture and three days of clinical as reasonable. Some faculty do have to travel up to one hour to their clinical assignments daily, but stated that was just part of living in the rural areas of the panhandle. Friday's are typically free for faculty to grade papers and attend to work for the program.
- No current faculty have attended a Texas Association of Vocational Nurse Educators (TAVNE) Conference, but the interim director is looking forward to attending in the future. Funding and release time for professional development is available.
- BON required faculty policies are in place with files providing evidence that policies related to faculty qualifications and evaluations are followed.

Findings related to Students

- The program admits one cohort of students each May that take pre-requisite science courses during the summer term. If students are successful with summer classes, they begin VN Program classes in August of each year.
- According to the director the program has the capacity to admit up to fifty (50) students annually. In August 2012, all qualified candidates that applied were admitted.
- The director states that attrition rates are typically around 20%.
- Thirty one (31) students are currently enrolled in the program and are scheduled to graduate in May 2013.
- Students stated they enrolled in the VN program because of location in their local community, the small class sizes, and that it is economical.
- Students expressed that they felt that employment opportunities were available to new graduates in hospitals and other healthcare settings in the area
- Students viewed clinical experiences and the "up front" skills lab as being the highlight of the program. Students were extremely complimentary of the current faculty and their dedication to providing students with exceptional experiences.
- Students agreed that the program of study and methods of instruction are effective. They felt the classroom instruction prepared them well for clinical experiences. Student comments about the online mental health class were positive.
- Student policies are in place.
- Students receive required information in their initial orientation verbally as well as in a handbook. Students indicated they received declaratory order information beginning with the program application process.
- Students commented that they feel all current faculty are passionate about teaching and approachable and committed to their success.
- The majority of students reported they plan to seek further education to become registered nurses.
- The director and faculty report that graduates have no difficulty finding employment and often have offers of employment prior to graduation.

Findings Related to Program of Study:

- The twelve (12) month VN program is designed to be completed in three (3) semesters. The initial semester consists of pre-requisite science courses.
- There are a total of 1752 contact hours in the program of study. 748 didactic hours; 140 skills/simulation lab hours; and 864 patient care clinical hours.
- The organization of the curriculum is based on sequential learning, with the first semester laying the groundwork for the program.
- The program of study is logically organized from simple to complex.

- The program of study is designed to ensure students are competent in skills prior to entering the clinical setting. The majority of skills are “front-loaded” in the first semester.
- The curriculum includes IV therapy.
- The *Differentiated Essential Competencies (DECs) (2010)* have not been fully incorporated into the current curriculum. Most syllabi and clinical evaluation tools reviewed were based on the DELCs (2002).
- The teaching model utilizes face to face classes combined with online experiences. The mental health class is taught completely online. Face to face classes are televised live to students at the Dalhart campus.
- The faculty recently received simulation training by Laerdal. The College will transition to a new course delivery system next fall. Faculty and staff have begun training sessions that will continue throughout the summer.
- A program goal is to provide VN students with interdisciplinary simulation experiences with the EMT program students to foster interdisciplinary teamwork.
- Faculty and students receive training in distance education and IT support is available.
- Standardized testing is used for admission and progression.
- Students expressed that syllabi and instructions are adequate and effective.

Findings related to Clinical Learning Experiences

- The program has active clinical contracts with eighteen (18) affiliating agencies. The agencies provide sound clinical opportunities for students.
- Faculty provide responsible supervision in all clinical experiences and utilize preceptors for limited observational experiences. BON required ratios are maintained for these experiences.
- The clinical experiences are scheduled to match related didactic content in the classroom.
- The clinical evaluation tools demonstrate progression across the program and are used for formative and summative evaluation. The faculty are in the process of updating these evaluative tools as well as the curriculum to reflect the 2010 DECs.
- The simulation facilities are housed within the skills lab and are available to students for practice during off-times with faculty supervision. High fidelity as well as low fidelity mannequins are available.
- The program utilizes simulation activities staffed by faculty to prepare students for clinical and for remediation purposes.

Findings related to Facilities, Resources, and Services

- A full array of student services is available on the Borger campus. Students have access to online holdings from both on and off campus locations through TEXSHARE.
- Computer resources and a full-service cafeteria are available on campus. Faculty and program computers are currently in the process of being updated.
- The director has a large private office in close proximity to the administrative assistant, faculty offices and classrooms.
- Faculty are provided with fully equipped private offices.
- Adequate restrooms are located throughout the facility. There are separate small student and faculty lounges with refrigerators and microwaves.
- The main VN classroom is spacious, comfortable and adequately equipped.
- Two simulation areas are housed within a large skills lab and designed as hospital style rooms. A program goal is to gain the ability to tape the simulations.
- The VN program has a full-time administrative assistant that has been with the program for 5 years providing needed continuity with recent faculty and director changes.

Findings Related to Records and Reports:

- Student and faculty files reviewed contained all documents required by Rule 214.
- Files are locked and located in a secure area with the administrative assistant.

Findings Related to Total Program Evaluation:

- The program utilizes an evaluation format that the College utilizes for SACs requirements. The latest plan does not appear to have been updated since the 2011-2012 academic year.
- Review of faculty meeting minutes for the last two (2) years, reveals sparse records documenting faculty involvement in curriculum planning, implementation, and evaluation. The current interim director now holds monthly faculty meetings.

DRAFT LETTER

July 22, 2013

Peggy Quinn, MSN, RN
Interim Director, Vocational Nursing Program
Frank Phillips College
1101 W. Roosevelt
P.O. Box 5118
Borger, Texas 79008-5118

Dear Ms. Quinn:

At the July 18-19, 2013 meeting, the members of the Texas Board of Nursing (Board) considered the report of the April 11, 2013 survey visit to the Frank Phillips College (FPC) Vocational Nursing Program in Borger, Texas. It was the decision of the Board to accept the report of the survey visit and to issue the following two (2) requirements and one (1) recommendation:

Requirement # 1:

The FPC program director and faculty shall assure that faculty meeting minutes reflect faculty decisions, reasons for actions, and are written. The program director shall submit copies of faculty meeting minutes to Board staff no later than November 30, 2013. (§214.7(o)(2)(B)).

Requirement # 2:

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Recommendation #1:

The FPC program director and faculty are encouraged to review all curriculum documents to ensure that the 2010 DEC's competencies are incorporated throughout the curriculum and submit a written response to Board staff no later than November 30, 2013.

A requirement is a mandatory criterion based on program assessment directly related to the rule that must be addressed in the manner prescribed.

A recommendation is a suggestion based upon program assessment indirectly related to the rules to which a program must respond but in a method of their choosing.

If you have any questions or we may be of assistance, please contact Board staff at (512) 463-4631.

Sincerely,

Kathy Shipp, MSN, RN, FNP
President of the Board

Sandi Emerson, MSN, RN
Nursing Consultant for Education

copy: Dr. Jud Hicks, President, Frank Phillips College