

**Report of Survey Visit to
Tyler Junior College in Tyler, Texas
Associate Degree Nursing Education Program**

Summary of Request:

Consider the report of the February 7, 2018 survey visit to Tyler Junior College Associate Degree Nursing (ADN) Education Program in Tyler, Texas. This routine six-year survey visit was conducted by Education Consultant Susan Lee, PhD, RN, CNE. The previous survey visit was conducted in November 2012.

Historical Perspective:

- Tyler Junior College (TJC) was established in 1926 as part of the Tyler Public Schools System. TJC was first accredited by the Southern Association of Colleges and Schools/Commission on Colleges (SACSCOC) in 1931. The nurses' training program began as a three-year registered nursing program in 1949 under the auspices of Texas Eastern School of Nursing, and in 1984 was incorporated into TJC.
- The ADN program is part of the School of Nursing and Health Sciences, which also includes Dental Hygiene and Dental Assisting; Diagnostic Sonography; Addiction Counseling; Community Health Worker; Wellness and Exercise Science; Medical Laboratory Technology; Vocational Nursing; Physical Therapy Assistant; Occupational Therapy Assistant; Radiologic Technology; Respiratory Care; Surgical Technology; and Vision Care Technology programs.
- The Robert M. Rogers Nursing and Health Sciences Center, which opened in 2015, is on the Tyler Junior College main campus in Tyler, Texas. The 150,000-square-foot facility is designed similarly to a hospital, with simulation labs where students can apply didactic learning to critical thinking and clinical decision-making. The ADN program has four dedicated 40-seat classrooms, three 10-bed skills labs, a 100-seat auditorium-style classroom, and a five-station hospital suite for high fidelity simulations.
- The NCLEX-RN® examination pass rates for the past five years are provided in the following table:

NCLEX Examination Year	BON Approval Status	NCLEX-RN® Examination Pass Rate	Number of First Time Candidates (Passed/Total)
2017	Full	96.00%	96/100
2016	Full	93.97%	109/116
2015	Full	80.24%	134/167
2014	Full	81.88%	131/160
2013	Full	85.99%	135/157

Summary of Survey Findings (See Attachment #1):

Positive Aspects of Survey Visit:

- Jodi M. Seal, MSN, RN, CNE began as an ADN instructor on the Tyler campus in 2010, and became the Department Chair of the ADN Education Program in 2016. She does not carry a teaching load.
- Administration expressed support for the ADN program and acknowledged it fulfills a need for ADNs in the community.
- Students interviewed said they chose this program as the program is local, and the NCLEX-RN® scores were high.
- The program of study incorporates various methods for course delivery, including lectures with PowerPoints, audiovisuals, group activities, and reading, clinical, and written assignments.
- Clinical learning experiences are faculty-supervised in a 1:10 ratio of faculty to students with hands-on direct-patient care in clinical settings; or 1:12 ratio of faculty to students when preceptors are used, and 1:24 model ratio of faculty to students with precepted clinicals in Capstone courses; 1:4 ratio of faculty to students in simulation; and one faculty to eight or nine students in skills lab.
- In 2017, the Jacksonville extension site was awarded a Texas Higher Education Coordinating Board Nursing Innovation Grant to procure and implement a high fidelity simulation lab.
- The program has a variety of active contracts with clinical affiliating agencies that provide clinical learning experiences.
- ADN graduates are able to obtain employment in the local and surrounding areas including acute care hospitals, clinics, and pediatric and adult home health.

Concerns of Survey Visit:

- Faculty to student workload in the clinical setting is one hour of actual student time to 0.40 hour of workload.
- There are 385 students currently enrolled and 25 full- and part-time faculty employed by the ADN program.

Staff Rationale for Recommendation #1:

Rule 215.7.(a).(4) Faculty states, "Written policies for nursing faculty workload shall allow sufficient time for faculty to accomplish those activities related to the teaching-learning process".

Clinical faculty are currently compensated for clinical learning experiences with students in the clinical learning setting at a ratio of one actual face-to-face hour with students to 0.40 workload hour.

Recommendation #1:

Administration is encouraged to review workload policies for clinical faculty considering actual face-to-face hours spent with students.

Staff Rationale for Recommendation #2:

Rule 215.7.(b) Faculty states, "A professional nursing education program shall employ sufficient faculty members with graduate preparation and expertise necessary to enable the students to meet the program goals. The number of faculty members shall be determined by such factors as:

- (1) The number and level of students enrolled;
- (2) The curriculum plan;
- (3) Activities and responsibilities required of faculty;
- (4) The number and geographic locations of affiliating agencies and clinical practice settings;
and
- (5) The level of care and acuity of clients".

Recommendation #2:

Administration is encouraged to review faculty/student ratios to ensure there are sufficient full- and part-time faculty to meet the needs of the number and level of students enrolled.

Staff Recommendation:

Move to accept the report of the February 8, 2018 survey visit to Tyler Junior College Associate Degree Nursing (ADN) Education Program in Tyler, Texas and issue the recommendations in the attached letter (see Attachment #2).

**Summary of Survey Visit to
Tyler Junior College in Tyler, Texas
Associate Degree Nursing Education Program**

Purpose of Survey Visit: The survey visit was conducted as a routine survey visit.

Date of Visit: February 7, 2018

Board Staff Conducting Survey Visit: Susan Lee, PhD, RN, CNE, Education Consultant
Program Evaluator met with:

- Juan Mejia, Ed.D., Provost and Vice President for Academic and Student Affairs
- Paul R. Monagan, M.Ed., R.T., R. (ARRT), Dean, School of Nursing and Health Sciences
- Jodi M. Seal, MSN, RN, CNE, Department Chair ADN Education Program
- Amber LeBarron, MSN, RN, Program Coordinator
- Karen Cooper, MSN, RN, CNE, ADN Program Faculty
- Sandra Sims, MSN, RN, ADN Program Faculty
- Pamela Hopkins, PhD, RN, ADN Program Faculty
- Jennifer Wilson, MSN, RN, ADN Program Faculty
- Cynthia Ward, MSN, RN, ADN Program Faculty
- Amanda Jenkins, MBA, MSN, WHNP-BC, ADN Program Faculty
- Ginger Christiansen, MSN, RN, ADN Program Faculty
- Lillian Denise Hudson, MSN, RN, ADN Program Faculty
- Shelley K. Welch, MSN, RN, CCRN-CSC, ADN Program Faculty
- Suzanne Cheeseman, RN, MS, MBA, ADN Program Faculty
- Meredith Ashley, MSN, RN, ADN Program Faculty
- Shanita Wideman, MSN, RN, ADN Program Faculty
- Jessie Shoemaker, MSN, RN, ADN Program Faculty
- Cathy Garcia, MSN, RN, ADN Program Faculty
- Alicia Tyler, MSN, RN, ADN Program Faculty
- 17 Associate Degree Nursing Students

Program Evaluator:

- held initial conference with Provost and administration;
- reviewed the curriculum and all syllabi;
- reviewed the Student Handbook, Faculty Handbook and Academic Catalog;
- reviewed the clinical evaluation tools and available clinical affiliation agreements;
- reviewed organizational chart and minutes of faculty meetings;
- reviewed 2017 Nursing Education Program Information Survey (NEPIS) and faculty profile;
- reviewed faculty and student files;
- reviewed Total Program Evaluation (TPE) Plan and data;
- toured program facilities;
- observed a class in session; and
- conducted exit interview with administrators, provost, and faculty.

Summary of Findings:

Administration and Organization:

- Administration indicated the nursing program fulfills a need in the local and surrounding community and has comparable status to other education units in the college.
- The ADN program in Tyler is included in the Tyler Junior College Organization Chart as part of School of Nursing and Health Sciences, along with Dental Hygiene and Dental Assisting, Diagnostic Sonography, Medical Laboratory Technology, Vocational Nursing, Physical Therapy Assistant, Occupational Therapy Assistant, Radiologic Technology, Respiratory Care, Surgical Technology, and Vision Care Technology.
- The ADN program is offered in Tyler with an extension site in Jacksonville, using the same curriculum and program code.
- Jodi M. Seal, MSN, RN, CNE began as an ADN instructor on the Tyler campus in 2010, and became the Department Chair of the ADN Education Program in 2016. She does not carry a teaching load. Ms. Seal, who has been a nurse for 14 years, is experienced in medical/surgical nursing, telemetry, post-coronary intervention, and the gastrointestinal lab.

Program of Study:

- Three ADN tracks are offered through Tyler Junior College. The two-year, four semesters, traditional ADN track is offered on the Tyler campus with enrollment every Fall and Spring semester. Students in this program meet two days per week for didactic and one to two days per week for clinical experiences. The LVN-to-ADN transition track is an accelerated program of study for LVNs. Day tracks, which span 1½ years, or three semesters, are offered in Tyler and Jacksonville each fall. The hybrid fast track is a year-long evening program, which begins in the spring. As a hybrid course, half of the didactic content is offered online while half is offered face-to-face. Students attend class one evening per week and are in clinical on the weekends. The Paramedic-to-RN track is also an accelerated program, which begins every 18 months. The full-time, 18-month program of study is designed to be completed in three semesters.
- The program of study includes all Board required content.
- The didactic instruction correlates to clinical and lab learning activities.
- *The Differentiated Essential Competencies (DECS) (2010)* are incorporated into the curriculum.
- Teaching includes lectures with PowerPoints, audiovisuals, group projects, handouts, and lecture.
- Students expressed that they are satisfied with the instruction and shared that the faculty are supportive and demonstrate caring.
- Across the curriculum, test blueprints are based on course and unit/module objectives; balanced according to time allotted to class content; and mapped according to Client Need, Cognitive Level, and Integrated Concepts including Nursing Process. The exams follow NCLEX format and are periodically reviewed by faculty to revise the construction balance on the faculty-constructed exam.
- Predictive, standardized testing is used as part of the clinical learning experiences. These are not pass/fail as students are allowed to remediate and retest up to three times.

Faculty:

- Twenty-one full-time and four adjunct faculty teach in the ADN program on the Tyler campus. Four Clinical Teaching Assistants work with students in the skills lab. The

Jacksonville campus has two full-time faculty and one part-time Clinical Teaching Assistant. One of the full-time faculty serves as an extension site coordinator on the Jacksonville campus, and carries a full teaching load. At the time of the survey visit, there were no faculty vacancies. When there are vacancies, these are usually filled within two weeks.

- Faculty are comprised of experienced nurses in the area of teaching who have been at Tyler Junior College between one and 15 years. Fifteen faculty have a Masters in Nursing Education degrees. Faculty are diverse in content expertise and clinical backgrounds.
- Faculty cited positive aspects of teaching at Tyler Junior College as the sense of community and family, teamwork, collegiality, student opportunities, student scholarship, and the concept-based curricular model.
- ADN faculty workload is 15 hours per week. Load hours include actual face-to-face time with students in theory, lab, and clinical; course or exam preparation; office hours for student conferences; and committee work. For didactic, one hour of course time is equivalent to one load hour, while for clinical, one hour of actual clinical time is equivalent to 0.40 load hour, and for skills/simulation lab, one hour of actual lab time is equivalent to 0.67 load hour.
- Faculty members are actively engaged in curriculum planning, implementation, and evaluation for their courses, and serve on institutional and School of Nursing and Health Sciences committees, such as Total Program Evaluation, Curriculum, Professional Development, Faculty Senate Development, Institutional Awards, and Curriculum and Instruction.
- Interrater reliability is ensured as faculty each grade the same assignment using rubrics and discuss the grading methods and results.
- Faculty development includes participation at National League of Nurses Summit, Texas Organization for Associate Degree Nursing, simulation training and in-service, on-campus guest lectures on nursing retention and Quality and Safety Education for Nurse, and online resources.
- Sixteen faculty members were available for interview.
- Faculty policies are in place per BON requirement.
- Faculty meetings are held regularly. Minutes document faculty decision-making and agreement on issues and policies.
- Evaluation methods include student evaluations of instruction after each course, self and peer evaluations, and annual director-conducted evaluations of faculty.

Students:

- At the time of the survey visit, there were 385 students in the ADN programs in Tyler and Jacksonville. Each fall and spring, 70 students are admitted to each of the three traditional ADN programs in Tyler. In the three LVN-to-ADN tracks: 47 students were admitted in the fall in Tyler, 40 students were admitted in the fall in Jacksonville, and 24 students were admitted to the fast track in the spring. There is also a paramedic-to-ADN program, which has 13 students.
- The most recent graduation was December 2017. Of 44 students who were offered admission to the traditional ADN track, 42 were enrolled and 24 graduated. Of the 48 students who were offered admission to LVN-to-ADN track in Jacksonville, 48 were enrolled and 42 graduated. Of the 24 students who were offered admission to the LVN-to-ADN Hybrid track, 24 were enrolled and 22 graduated. Of the 36 students who were offered admission to the Paramedic-to-ADN track, 31 were enrolled and 24 graduated.

- Seventeen students were available for interview: 13 students were in the first semester, two students were in the second semester, and two students were in the third semester. The third semester students will graduate December 2018. The majority of the students interviewed indicated they plan to continue their educations to obtain a Bachelor of Science in Nursing and plan to stay in the community after graduation.
- Students interviewed said they chose this program as the program is local, and the NCLEX-RN® scores were high.
- Students cited challenges as needing better study habits and that knowledge from pre-nursing courses needs to be retained as it is foundational.
- Student policies are well-defined, written, and available to students, and include grievance, attendance, dress code, and social media. Additionally, information regarding admission/readmission, progression, graduation, student evaluations of courses and professors, NCLEX-RN® licensure eligibility, withdrawal/dismissal, and criminal background checks is also available to students.
- Seven students are nominated and elected by the students to serve as Student Nurse Association (SNA) officers. The representatives attend faculty meetings and participate in governance.

Clinical Learning Experiences:

- The program has active clinical contracts with 51 affiliating agencies (e.g. long-term care, outpatient surgery, schools, rehabilitation, dialysis, adult and pediatric home health, Alzheimer's clinic, hospice, and two acute care hospitals) that provide a variety of clinical learning experiences to meet the objectives and outcomes of the curriculum.
- The ADN students have opportunities to participate in simulated experiences in a clinic-type setting with video capabilities, a birthing room with bassinets, birthing bed, two high fidelity birthing mannequins and three infant mannequins. There are four rooms where students can study, debrief, or observe simulations. Three control rooms allow faculty to observe and record students working through simulation scenarios. A medication room has simulated Pyxis equipment for medication administration and students practice documentation and scanning using electronic health record computer programs. The four skills labs are equipped with computer work stations, medium- and high-fidelity mannequins with simulation pads, task trainers, oxygen and suction, ten hospital beds, medication dispensers, a crash cart, IV pumps, and hot and cold running water. The faculty indicated there are sufficient supplies.
- Faculty provides supervision during all clinical learning experiences and maintains BON required ratios. Two preceptors are utilized in the ADN education program when faculty have 12 students in clinical settings. Written criteria for selecting qualified preceptors is provided to faculty, along with written agreements between the preceptor, affiliating agency, and the ADN program.
- The program has a simulation coordinator who oversees simulations and equipment and a clinical teaching assistant who serves as the lab coordinator.
- Clinical learning experiences correlate with didactic content.
- Criteria for selecting clinical agencies are well-defined.
- The clinical evaluation tools include formative and summative evaluations throughout the program, are progressive, based upon course content, and incorporate the DEC's.

Facilities, Resources, and Services:

- Facilities on the Tyler campus include copy machines for student use, restrooms, faculty and student lounges, snack bar, and study areas. A testing center, two computer testing

rooms, counseling, and financial aid are available on campus. Students have 24-hour access to online resources.

- The library offers nursing and health science journals, as well access to CINAHL, MedLine, StatRef, GALE, and EBSCO.
- There is open parking available adjacent to the program building.
- The program director and full-time faculty have furnished offices. The program director and program coordinator have private offices while the faculty share offices. There are conference rooms available for student conferences when privacy is needed.
- The four ADN program classrooms each seat 40 students and have high-tech capabilities, such as projectors, audio-visual, and recording capabilities.
- Two full-time and one part-time program assistants, along with two student workers provide secretarial support to the ADN program.
- Ms. Seal indicated that resources are adequate to meet teaching needs.

Records and Reports:

- Faculty files provide verification of faculty licensing, curricula vitae, employment applications, official transcripts, and certifications.
- Student files include applications; signed Student Handbook, confidentiality and honor code receipts; clearance of criminal background checks; applications; transcripts; certifications; immunizations; and counseling.
- The budget includes faculty salaries; travel; faculty and staff development; library books, subscriptions and periodicals; and office supplies.
- The program has a Total Program Evaluation (TPE) Plan, which includes organization and administration of program; philosophy/mission and objectives/outcomes; program of study, curriculum, and instructional technology; educational facilities, resources, and services; affiliating agencies and clinical learning activities; student achievement; graduate outcomes; graduate nursing competence; faculty performance; extension sites; and total evaluation, plans, methods, and instruction.
- The Tyler faculty meet with the Jacksonville campus faculty to evaluate the curriculum, suggest changes, review the ADN handbook, philosophy, mission, goals, objectives, policies, and procedures.
- Student files contain all documents required by Rule 215.
- Clinical affiliation agreements are current.
- Files are locked and stored in a secure area as required in Rule 215.

DRAFT LETTER
April 19, 2018

Jodi M. Seal, MSN, RN, CNE, Department Chair
Associate Degree Nursing Education Program
Tyler Junior College Tyler
P.O. Box 9020
Tyler, TX 75711-9020

Dear Ms. Seal:

At the April 19, 2018 meeting, members of the Texas Board of Nursing (Board) considered the report of the February 7, 2018 survey visit to Tyler Junior College Associate Degree Nursing Education Program in Tyler, Texas. It was the decision of the Board to accept the report of the February 7, 2018 survey visit to Tyler Junior College Associate Degree Nursing (ADN) Education Program in Tyler, Texas and impose the following recommendations.

Recommendations:

1. Recommendation #1:

Administration is encouraged to review workload policies for clinical faculty considering actual face-to-face hours spent with students.

2. Recommendation #2:

Administration is encouraged to review faculty/student ratios to ensure there are sufficient full- and part-time faculty to meet the needs of the number and level of students enrolled.

Recommendations are suggestions 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, please contact Board Staff at susan.lee@bon.texas.gov or 512-463-4631.

Sincerely,

Katherine A. Thomas, MN, RN, FAAN
Executive Director

copy: Paul R. Monagan, MEd, RT, R (ARRT) Dean, School of Nursing and Health Sciences