

**Report of Survey Visit to
 The College of Health Care Professions in Houston, Texas
 Associate Degree Nursing Education Program**

Summary of Request:

Consider the report of the July 24-25, 2018 survey visit to The College of Health Care Professions (CHCP) Associate Degree Nursing (ADN) Education Program in Houston, Texas. This Board ordered survey visit was conducted by Beverly Skloss, MSN, RN, Nursing Consultant for Education.

Historical Perspective:

- The CHCP ADN Education Program, designed for Licensed Vocational Nurses to earn an Associate Degree and to be eligible to sit for the NCLEX-RN® examination, was approved by the Board in July 2014.
- The CHCP is accredited by the Accrediting Bureau of Health Education Schools (ABHES) and is licensed by The Texas Workforce Commission.
- Other Allied Health programs offered by The CHCP include Cardiovascular Sonography; Dental Assistant; Diagnostic Medical Sonography; Health and Medical Administrative Services; Limited Medical Radiologic Technologist and Medical Radiologic Technologist with MA Skills; Massage Therapy and Massage Therapy Assistant; Medical Coding and Billing; Network Systems Administration; Pharmacy Technician; Physical Therapy Technician; and Surgical Technology programs.
- The ADN program director role has been filled by two different directors in the past four years.
- Tonye Cox-Miller, DNP, MSN, MBA, RN currently serves as the Interim Program Director and has 25 years of nursing experience with 12 years in nursing education. Dr. Cox-Miller was approved by the Board in August 2017 and has a history of making changes in other nursing programs that has improved their performance.
- The NCLEX-RN® examination pass rates for the past two 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	Initial with warning	67.74%	21/31
2016	Initial	60%	6/10
2015	New program		

- Due to the 2016 NCLEX-RN® examination pass rate of 60%, the Program Director and faculty were required to submit a Self-Study Report (SSR) that would evaluate factors that may have contributed to the graduates' performance on the NCLEX-RN® examination and a description of the corrective measures to be implemented.

- The faculty identified factors in the SSR that may have contributed to the decline in the pass rate and designed corrective measures to be implemented that included:
 - Adhering to the ADN program admission criteria and exit exam policy;
 - Incorporating NCLEX style practice test questions into course content;
 - Developing and implementing a faculty examination policy to include purchase of grading/test analysis software;
 - Hiring faculty with experience in nursing education;
 - Focusing of Program Director on administration of the program instead of carrying a teaching load;
 - Faculty development related to writing NCLEX style test questions, test item analysis, and test blueprints;
 - Designating a Clinical Coordinator to focus on procurement of clinical sites which allows faculty time to focus on instruction, curriculum development and student remediation;
 - Developing a comprehensive total program evaluation plan (TPE).
- Despite these efforts for improvement, the pass rate for 2017 was 67.74%.
- In January 2018, the Board changed the approval status of the ADN program from Initial Approval to Initial Approval with Warning, and issued a requirement for a survey visit.
- The survey visit focused on the program's identified areas for improvement and corrective measures taken by the program.
- The preliminary NCLEX pass rate for 2018 is 94.74%: 19 first time test takers, 18 passed.

Summary of Survey Findings (See Attachment #1):

Positive Aspects of Survey Visit:

- Tonye Cox-Miller, DNP, MSN, MBA, RN has 12 years of experience in nursing education. She does not carry a teaching load and has a history of making changes in other nursing programs that has improved their performance.
- Administration expressed full support for the ADN program and acknowledged it fulfills a need for RNs in the community.
- Students interviewed said they have experienced a more student friendly, helpful environment since Dr. Cox-Miller has been the Program Director and that faculty are helpful and caring.
- The Clinical Coordinator has obtained an increased number of clinical affiliating agencies that provide clinical learning experiences with more variety.
- All corrective measures identified in the SSR have been implemented.

Concerns of Survey Visit:

- The Total Program Evaluation Plan lacks the requirements listed in Rule 215.13 that list areas to be evaluated.
- One course, RNSG2130 that is offered to students as the last course of the ADN program, is a high-stakes course based upon achieving a pre-determined score on standardized exams. The course syllabus indicates that 80% of the course grade is determined by achieving a minimum score on two standardized exit exams purchased from the same vendor.
- In a discussion about workload, the Interim Program Director indicated she is concerned there will not be sufficient time to devote to the administration of the ADN Program as well

as the proposed VN Program unless there are designated coordinators over each program.

- Students indicated that most program holidays, listed on the program calendar, fall on a day that would normally be clinical time. They stated students must make-up these days at another time as designated by the program.

Staff Rationale for Requirement #1:

The Total Program Evaluation Plan (TPE) lacks the required content of Rule 215.13(a) which states, "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."

Requirement #1:

The program shall develop a comprehensive TPE based on Rule 215.13 and TPE Board Education Guideline 3.11.1.a. and submit the plan to Board Staff no later than January 31, 2019.

Staff Rationale for Recommendation #1:

Education Guideline 3.7.4.a. The Use of Standardized Examinations in Nursing Education Programs sets forth Board Staff recommendations when utilizing standardized examinations in pre-licensure nursing programs. The guideline cautions against the use of standardized exams in a high stakes manner which may prevent a student from progressing or graduating unless they achieve a specific score on the exam. Course RNSG2130 Professional Nursing Review and Licensure Preparation is the final course in the program. The course syllabus indicates 80% of the course grade is determined by achieving a minimum score on two different standardized exit exams obtained from the same vendor. Students who do not earn the required minimum scores fail the course and the course must be repeated.

Recommendation #1:

The program shall evaluate the use of high stakes standardized exit examinations based on Education Guideline 3.7.4.a., in an attempt to develop a plan to eliminate the utilization of the examination outcomes in a high stakes manner. The program shall provide a response of their decision to Board Staff no later than January 31, 2019.

Staff Rationale for Recommendation #2:

In a discussion with Board Staff about workload, the Interim Program Director expressed concern that there will not be sufficient time for her to devote enough attention to the administration of the ADN Program as well as the proposed VN Program unless there are designated coordinators over each program. One suggestion that was discussed was the possibility of including a coordinator over each program who would report to the Program Director. Rules 214.6 and 215.6, related to administration and organization, set forth the rules describing the authority and responsibilities of nursing program deans/directors/coordinators.

Recommendation #2:

Administration is encouraged to evaluate the organizational structure for the nursing programs at the CHCP to determine an effective plan agreeable to all parties that would assure success of all nursing programs. The administration shall provide a response to Board Staff no later than January 31, 2019.

Staff Recommendation:

Move to accept the report of the July 24-25, 2018 survey visit to The College of Health Care Professions Associate Degree Nursing (ADN) Education Program in Houston, Texas and issue the requirement and recommendations in the attached letter (see Attachment #2).

**Summary of Survey Visit to
The College of Health Care Professions in Houston, Texas
Associate Degree Nursing Education Program**

Purpose of Survey Visit: Board ordered survey visit.

Date of Visit: July 24-25, 2018

Board Staff Conducting Survey Visit: Beverly Skloss, MSN, RN, Education Consultant

Education Consultant met with:

- Dr. S. David Vaillancourt, Chief Academic Officer
- Dr. Himesh B. Lakhlani, MD, Campus President
- Dr. Khawar Aizaz, MBA, FRCSI, MD, Director of Education
- Dr. Cheryl Dunlap, Assistant Director of Education
- Tonye Cox-Miller, DNP, MSN, MBA, RN, ADN Interim Program Director
- Fred Gary Heath, MSN, RN, Faculty & Simulation Coordinator
- Priya Majmundar (Patel), MSN, RN, Faculty
- Lt. Col. (USA Ret) Eugene A. Vecera, BSN, RN, BA, MEd, CHt, Clinical Coordinator
- Cynthia Barrancotto, MLIS, Librarian
- Five Associate Degree Nursing Students

Education Consultant:

- held initial conference with administrators and Interim Program Director;
- reviewed the curriculum and all syllabi;
- reviewed the Student Handbook, Faculty Handbook and Academic Catalog;
- reviewed the clinical evaluation tools and 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 and faculty.

Summary of Findings:

Administration and Organization:

- Administration indicated their full commitment to the ADN program success, that the nursing program fulfills a need in the local and surrounding community and has comparable status to other education units in the college.
- The governing entity provides the financial support and resources necessary to operate the ADN program.
- The ADN program in Houston is included in The College of Health Care Professions Organization Chart as part of the Allied Health Programs.

- Tonye Cox-Miller, DNP, MSN, MBA, RN has been the Board approved Interim Program Director for the ADN program since August 2017. Dr. Cox-Miller has 25 years of nursing experience including 12 years in nursing education. She does not carry a teaching load.
- Dr. Cox-Miller indicated she feels fully supported by administration and has the authority to direct the ADN program in all its phases.
- Since the college is in the process of completing a proposal for a new Vocational Nursing Education (VN) Program and Dr. Cox-Miller is the proposed Director of the potential program, consultation with Board Staff was held regarding one director over both programs, if the VN program is approved, and one coordinator for each program. This would allow the Director time to focus on administration of the programs and promote communication and teamwork among program staff.

Program of Study:

- The program is 19 months in length, 60 credit hours, and consists of three levels with five modules in Level One, three modules in Level Two and two modules in Level Three.
- The program of study is a concept based curriculum and includes all Board required content.
- The curriculum is designed to be delivered through a face-to-face format including faculty-supervised skills laboratory with clinical learning experiences in a variety of healthcare facilities.
- *The Differentiated Essential Competencies (DECS)* (2010) are incorporated into the curriculum as evidenced in the syllabi.
- The rigor of program admission, readmission, and progression criteria has been increased to ensure acceptance and progression of qualified candidates.
- A course exam policy has been developed and implemented across the curriculum. Faculty constructed exams and test blueprints are based on course and unit objectives. Faculty are required to conduct an item analysis on each exam.
- Standardized assessment testing is used throughout the curriculum with required remediation as indicated by test scores. Remediation is faculty-led and each student plan is based on adaptive quizzes specific to the student's learning needs.
- The grade in the last course of the program, RNSG2130 Professional Nursing Review and Licensure Preparation, is based upon the achievement of an identified score on standardized exams. The course syllabus indicates 80% of the course grade is determined by achieving a minimum score on two different standardized exit exams obtained from the same vendor. Students who do not earn the required minimum scores fail the course and the course must be repeated.

Faculty:

- Two full-time and four part-time faculty teach in the ADN program. There is one full-time Clinical Coordinator to facilitate clinical learning facilities contracts and organize student clinical time.
- All current faculty have nursing education experience and have been a CHCP for less than one year. Faculty are diverse in content expertise and clinical backgrounds.
- At the time of the survey visit, there were two full-time faculty vacancies. The CHCP is actively recruiting for qualified faculty with experience in nursing education. Faculty are willing to handle the extra workload until additional qualified faculty are hired.

- Faculty cited positive aspects of teaching at The College of Health Care Professions as strong support from the new administrators, teamwork among faculty, new faculty orientation, and the student-oriented, student-friendly environment.
- ADN faculty workload is 40 hours per week. The expected responsibilities 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.
- Faculty members are actively engaged in curriculum planning, implementation, and evaluation for their courses, and all serve on committees as designated in the faculty handbook.
- Faculty development includes participation in nationally known online training courses related to nursing education, two offerings per quarter are required for faculty. One training per quarter is offered by CHCP.
- Faculty policies are in place per BON requirement.
- Faculty meetings are held regularly. Minutes document faculty decision-making on the elements listed in Rule 215.13, Total Program Evaluation, 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:

- The program admits two cohorts per year, one in March and one in October, with a maximum of 22 per cohort.
- At the time of the survey visit, there were 50 students in the ADN program, 36 were in Level One and 14 were in Level Three. The Level Three students will graduate September 28, 2018 with the expectation that they will take the NCLEX-RN® examination counting towards the 2019 pass rate.
- Five students were available for interview. The majority indicated they plan to continue their education to obtain a Bachelor of Science in Nursing and plan to stay in the community after graduation.
- Students interviewed said they chose this program because of open admission slots, the flexibility to work, having attended the Vocational Nursing program at CHCP, and the start date was earlier than when they could enter other programs.
- Students expressed that they are satisfied with the instruction, the open-door policy of the director and faculty, the supportive and caring attitude of faculty, being treated like professionals, and the attention received from the Campus President.
- Students cited they would like to have utilized the simulation lab while in the program.
- Student policies are well-defined, written, and available to students, and include all content required by Rule 215.8.
- Student representatives attend faculty/staff meetings and provide input related to policies and the curriculum.
- Students indicated that most designated program holidays, listed on the program calendar, fall on a day that would normally be clinical time. The result is that students must make-up these days at another time as designated by the program. Students contend this is unfair and they should not have to make-up holidays. Board Staff encouraged that the program work with the students to develop a more satisfactory schedule to allow holiday breaks.
- The program has provided remediation for those who failed NCLEX-RN and affected the 2017 pass rate.

Clinical Learning Experiences:

- The program has current active clinical contracts with 20 affiliating agencies (e.g. acute care hospitals, behavioral health facilities, long term care facilities, outpatient clinics) that provide a variety of clinical learning experiences to meet the objectives and outcomes of the curriculum.
- 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.
- 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 DECs.
- Future plans include the addition of simulation with equipment ready to be utilized. One full-time faculty is trained and will be the coordinator for these experiences.

Facilities, Resources, and Services:

- There are three classrooms designated for the ADN Program that are spacious and have modern audio-visual equipment for faculty use and one dedicated computer lab with 24 computers.
- Facilities include, restrooms, faculty and student lounges, a large modern student break area with modern card scan vending machines, and study areas. A testing center, a counseling center, and financial aid are available on campus. Students have 24-hour access to online resources.
- The program has one skills lab with four hospital beds, four low fidelity manikins, and adequate equipment/supplies with storage space. The Simulation lab includes three hospital beds, one high fidelity manikin and two mid-fidelity manikins. Appropriate equipment and storage is abundant.
- The library is staffed by a full-time Librarian and offers four student computers, writing resources, current nursing and health science journals, current nursing textbooks, as well access to MedlinePlus, and other data bases for nursing.
- There is ample parking available adjacent to the program building.
- The program director and clinical coordinator have private offices while the faculty share offices. There are conference rooms available for student conferences when privacy is needed.
- The program has a dedicated Administrative Assistant that meets the needs of the program as required by Rule 215.11.

Records and Reports:

- Faculty files provide verification of faculty licensing, curricula vitae, employment applications, official transcripts, faculty development plans and certifications.
- Student files include applications; signed Student Handbook, confidentiality and Board license eligibility information receipts; clearance of criminal background checks; transcripts; immunizations, counseling, and final clinical practice evaluations. All requirements of Rule 215.12 are met.
- The budget includes faculty salaries; travel; faculty and staff development; library books, subscriptions and periodicals; and office supplies.
- Clinical affiliation agreements are current.

- Files are locked and stored in a secure area as required in Rule 215.
- Though meeting minutes reflect decision making on the elements listed in Rule 215.13, the Total Program Evaluation (TPE) Plan lacks all of the required elements.
- Faculty meetings are held regularly. Minutes document faculty decision-making on the elements listed in Rule 215.13, Total Program Evaluation, and agreement on issues and policies.

DRAFT LETTER
October 25, 2018

Tonye Cox-Miller, DNP, MSN, MBA, RN, Interim Program Director
Associate Degree Nursing Education Program
The College of Health Care Professions
240 Northwest Mall Blvd.
Houston, Texas 77092

Dear Dr. Cox-Miller:

At the October 25, 2018 meeting, members of the Texas Board (Board) of Nursing considered the report of the July 24-25, 2018 survey visit to The College of Health Care Professions Associate Degree Nursing Education Program in Houston, Texas. It was the decision of the Board to accept the report of the survey visit and impose the requirement and recommendations as indicated in the attached Board Order.

A Requirement is a mandatory criteria based upon program assessment directly related to the rules 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 if we may offer assistance, please contact Board Staff at 512-318-3219 or Beverly.Skloss@bon.texas.gov.

Sincerely,

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

Copy: Dr. Himesh B. Lakhani, Campus President
Accrediting Bureau of Health Education Schools
Texas Workforce Commission

BEFORE THE TEXAS BOARD

ORDER OF THE BOARD

In the Matter of
The College of Health Care Professions
Associate Degree Nursing Education Program
In Houston, Texas

A public meeting of the Texas Board of Nursing, hereinafter referred to as the Board, was held on October 25, 2018, 333 Guadalupe, Tower II, Room 225, Austin, Texas to consider the report of the July 24-25, 2018 survey visit to The College of Health Care Professions Associate Degree Nursing Education Program in Houston, Texas, pursuant to Section 301.157, Texas Occupations Code and 22 Tex. Admin. Code Chapter 215, based upon compliance with Rule 215.

After review and due consideration of the filed materials, and other interested parties, if any, the Board hereby ACCEPTS the report of the survey visit to The College of Health Care Professions Associate Degree Nursing Education Program in Houston, Texas, and hereby imposes the following requirement and recommendations:

Requirement:

1. The program shall develop a comprehensive Total Program Evaluation Plan (TPE) based on Rule 215.13 and TPE Board Education Guideline 3.11.1.a. and submit the plan to Board Staff no later than January 31, 2019.

Recommendations:

1. The program is encouraged to evaluate the use of high stakes standardized exit examinations based on Education Guideline 3.7.4.a., in an attempt to develop a plan to eliminate the utilization of the examination outcomes in a high stakes manner. The program shall provide a response of their decision to Board Staff no later than January 31, 2019.
2. Administration is encouraged to evaluate the organizational structure for the nursing programs at the CHCP to determine an effective management plan agreeable to all parties that would assure success of all nursing programs. The administration shall provide a response to Board Staff no later than January 31, 2019.

Entered this 19th day of July, 2018

Katherine A. Thomas, MN, RN, FAAN
Executive Director
On behalf of the Texas Board of Nursing