

**TEXAS BOARD OF NURSING**  
**3.11.1.a. EDUCATION GUIDELINE**  
**Total Program Evaluation**

**Effective: 08/18/2020**

**Benefits of the Total Program Evaluation Plan:**

**(Rules 214.13 and 215.13):**

The purpose of the Total Program Evaluation (TPE) Plan is to provide an effective method to measure all aspects of the nursing education program and to direct quality improvement activities before the program experiences negative outcomes. When the TPE is used regularly, it provides continual feedback for program review and revision. Data should be collected on a regular basis, analyzed as aggregate data, and used in the decision-making process.

A written TPE is required for nursing education programs by Board of Nursing rules and by nursing accreditation organizations for accredited programs. Board rules list the following specific areas to be included in the TPE:

- *evaluative criteria*\* - **what** components will be evaluated
- *methodology* – **how** the data will be collected
- *frequency of evaluation* – **when** the data will be collected
- *assignment of responsibility* – **who** will be responsible for data collection
- *indicators of program and instructional effectiveness* – **benchmarks** to be achieved

\*Note: *Evaluative criteria* are those criteria that are measurable. Vague, nonspecific terms should be avoided, such as *values* and *ethical understanding* are not easily measured. Quantitative (numerical) data lends more easily to analysis than qualitative data.

Board rules also list broad areas to be periodically evaluated:

<b>Areas for Evaluation</b>	<b>Examples of Criteria for Evaluation (not all-inclusive)</b>
Organization and Administration of the Program	program director organizational structure nursing program committees policies
Philosophy/Mission and Objectives/Outcomes	consistency among documents effectiveness of: <ul style="list-style-type: none"> <li>• program purposes and goals</li> <li>• conceptual framework</li> <li>• standards</li> </ul>
Program of Study, Curriculum, and Instructional Techniques	curriculum plan support courses nursing courses course evaluations

Educational Facilities, Resources, and Services	classrooms offices conference rooms laboratories library and learning resources computers and audiovisual equipment support staff student services financial support
Affiliating Agencies and Clinical Learning Activities including Simulation Activities	clinical facilities preceptors skills labs simulation labs
Students' Achievement	graduation and attrition rates program completion times influences on student withdrawals, failures
Graduate Performance on the Licensing Exam	NCLEX pass rates
Graduates' Nursing Competence	graduate and employer surveys
Faculty Members' Performance	faculty evaluations faculty professional development faculty maintaining practice skills
Extension Sites/Campuses	measures of effectiveness at extension sites

Faculty should also regularly evaluate the tools used in evaluation of the aspects of the program. Implementation of the TPE and decisions made based on evaluation data should be documented in the faculty meeting minutes.

Board rules are not prescriptive about the format for the TPE. One template is presented below. If the program is accredited by a national nursing accreditation organization, the TPE designed to meet accreditation standards is acceptable to Board Staff.

<b>Components of evaluation</b>					
<b>Evaluation Criteria</b>	<b>Methodology</b>	<b>Frequency of evaluation</b>	<b>Assignment of responsibility</b>	<b>Indicators (benchmarks) of effectiveness</b>	<b>Instructional effectiveness (outcomes)</b>
Organization & Administration					
Philosophy & Objectives					
Curriculum					
Facilities, resources, services					
Clinical Learning Activities					
Student achievements					
NCLEX results					
Graduates' competence					
Faculty performance					
Extension sites					
Evaluation tools					

**Important: Please be aware that references to Rule 214 and 215 are not all-inclusive.**