

**REPORT OF SURVEY VISIT  
 ST. PHILIP'S COLLEGE, SAN ANTONIO, TEXAS  
 ASSOCIATE DEGREE NURSING EDUCATION PROGRAM**

**SUMMARY OF REQUEST:**

Consider the report of the June 12, 2007 survey visit and the staff recommendation concerning commendations, requirements and recommendations to be met based on the outcome of the survey visit (See Attachment #1).

**HISTORICAL PERSPECTIVE:**

| Year | BNE Approval Status | NCLEX-RN®<br>Pass Rate | Number of First Time<br>Candidates<br>(Passed/Total) |
|------|---------------------|------------------------|--|
| 2006 | Conditional         | 71.64%                 | 48/67  |
| 2005 | Full with Warning   | 69.57%                 | 48/69  |
| 2004 | Full                | 71.79%                 | 28/39  |

- The St. Philip's College Associate Degree Nursing Education Program (LVN Mobility Track) has been in operation since November 1997.
- The program was placed on conditional approval status at the February 19, 2007 meeting of the Board of Nurse Examiners related to three consecutive years of low NCLEX-RN® examination pass rates.
- When the program demonstrates a pass rate for first time test takers of at least 80% on the NCLEX-RN® examination, the Board will reconsider the conditional approval status.
- The Board authorized staff to conduct a survey visit in Spring 2007 to evaluate the effectiveness of changes and strategies implemented by the program to improve the success of students on the NCLEX-RN® examination.
- The program admitted a cohort of students in August 2006, scheduled to graduate in August 2007, and another cohort of students was admitted in January 2007, scheduled to graduate in December 2007.
- The program may not admit any additional students until approved by the Board.

**SUMMARY OF SURVEY VISIT:**

Janice I. Hooper, PhD, RN, Robbin Wilson, MSN, RN, and Virginia Ayars, BSN, RN conducted a Board-authorized survey visit to St. Philip's College Associate Degree Nursing Program on June 12, 2007 (see Attachment #1).

**Board staff:**

- Met with the College Administrators:
  - Dr. Adena Loston, President
  - Dr. Patricia Candia, Vice President for Academic Affairs
- Met with Dr. Bess Stewart, Interim Chair of the Nursing Department, and Clara Wallace, MSN, RN Director of the ADN Program;
- Interviewed students from both day and evening classes;
- Interviewed nursing faculty;
- Attended a nursing class in session;
- Reviewed documents and records;
- Conducted a summary conference with the College Administration, Nursing program administration, and faculty.

**PROS AND CONS:**

Pros:

- The program has implemented a number of measures to improve the success of graduates on the NCLEX-RN® examination pass rate.
- The faculty express strong dedication to the program and commitment to the success of students.
- During the survey visit, the nursing administration and nursing faculty were open to suggestions to improve the program.
- The administration at St. Philip's College express strong support for the program.

- A new academic building is under construction which will house the Nursing Department.
- The faculty have revised the Clinical Evaluation Tools to reflect progression of student behaviors across the program.
- The faculty voluntarily offer remediation and tutoring to students having difficulty.
- The program has been engaged in updating and revising their Total Program Evaluation Plan.

Cons:

- Low nursing faculty salaries at St. Philip's College have made it very difficult to recruit and retain qualified faculty.
- During the summer session, the ADN program is utilizing two full time faculty and six adjunct faculty for the day program. Faculty for the evening program include two different lecturers and two different adjunct clinical instructors.
- The curriculum has not been revised in ten years. There is some repetition of content and separate didactic sections are presented to the day and evening programs. Courses are not always in the same sequence for the day and evening programs. Student activities do not always relate to the course content.
- No systematic remediation plan is in place for the program.
- Students presently are required to travel to the clinical setting to select a patient for the following clinical day.
- Most items on a list of audiovisuals and nursing references in the library were outdated.

**STAFF RECOMMENDATION:**

Move to accept the report of the survey visit of St. Philip's College Associate Degree Nursing Education Program and issue the commendations, recommendations and requirements based on the outcome of the survey visit, as indicated in the attached letter (Attachment #2).

**BOARD OF NURSE EXAMINERS FOR THE STATE OF TEXAS**  
**SURVEY VISIT PROGRAM REPORT**  
(RN and RN to BSN Education Programs)

NAME OF NURSING PROGRAM: St. Philip's College ADN Mobility Program, San Antonio, Texas

DEAN OR DIRECTOR: Clara Wallace, MSN, RN

DATE APPOINTED August 16, 2004

REASON FOR SURVEY: Board authorized  
Program on conditional

DATES: June 12, 2007

SURVEY VISITOR(S): Janice I. Hooper, PhD, RN; Robbin Wilson, MSN, RN; Virginia Ayars, BSN, RN  
VOLUNTARY ACCREDITATION:

NLNAC: YES \_\_\_\_\_ NO\_X\_ PERIOD OF ACCREDITATION: From \_\_\_\_\_ to \_\_\_\_\_

TYPE OF ACCREDITATION (Initial, Full, Warning, etc.) \_\_\_ In \_\_\_\_\_

DATE OF MOST RECENT VISIT: \_\_\_\_\_

In this report the nursing 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

Sections of the report in italics were not included in the survey visit. This was a focused visit.

| STANDARD/CRITERIA   | EVIDENCE   | COMMENTS  |
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| <b>§215.1 General Requirements</b>  |  |   |
| <i>(a) The dean or director and faculty are accountable for complying with the Board's rules and regulations and the Nursing Practice Act.</i>  |  |   |
| <b>§215.4 Pass Rate of Graduates on the NCLEX-RN</b>  |  |   |
| (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-RN examination.  | 2006: 71.64% - 48/67<br>2005: 69.57% - 48/69<br>2004: 71.79% - 28/39 | Program placed on conditional approval at February 19, 2007 Board meeting. Survey visit authorized. |
| <b>§215.5 Mission and Goals (Philosophy and Objectives)</b>   |  |   |
| <i>(a) The philosophy/mission and objectives/outcomes of the professional nursing education program shall be consistent with the philosophy/mission of the governing institution. The shall reflect the diversity of the community served and shall be consistent with professional, educational, and ethical standards of nursing.</i> |  |   |

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| <p>(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></p>                                 | <p>Complete curriculum reviewed including all syllabi.</p>   | <p>Criterion met.</p>  |
| <p>(c) Clinical objective/outcomes shall be stated in behavioral terms and shall serve as a mechanism for evaluating student progression.</p>   | <p>Program has revised Clinical Evaluation Tools during the past two years. They demonstrate progression of expected student objectives across the curriculum, include a point system for student performance, and include critical behaviors. Faculty were encouraged to orient future faculty for interrater reliability in clinical evaluation.</p> | <p>Criterion met.</p>  |
| <p>(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 the program objectives/outcomes.</p>   |  | <p>Criterion met.</p>  |
| <p>(e) The faculty shall periodically review the philosophy/mission and objectives/outcomes and shall make revisions to maintain currency.</p>  |  | <p>Criterion met.</p>  |
| <p><b>§215.6 Administration and Organization</b></p>  |  |  |
| <p>(a) The governing institution shall be accredited by a Board-recognized agency.</p> <p>(b) There shall be an organizational chart which demonstrates the relationship of the professional nursing education program to the governing institution, and indicates lines of responsibility and authority.</p> | <p>St. Philip's College is SACS accredited.</p>  | <p>Criterion met.</p>  |
| <p>(c) In colleges and universities, the program shall have comparable status with other academic units in such areas as rank, promotion, tenure, leave, benefits and professional development.</p>   |  | <p>Criterion met.</p>  |
| <p>(d) Salaries shall be adequate to recruit, employ, and retain sufficient qualified faculty members with graduate preparation and expertise necessary for students to meet program goals.</p>   | <p>Low salaries for nursing faculty at St. Philip's College have made it very difficult to recruit and retain qualified faculty. The program functions with fewer than needed full time faculty and a number of adjuncts who supervise clinical experiences.</p>   | <p><u>Requirement No. 1:</u><br/>Salaries for nursing faculty shall be evaluated in comparison with salaries of nurses in health care facilities in the community and in other nursing programs in the area and adjusted accordingly for present and future nursing faculty.</p> |

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| <p>(e) The governing institution shall provide financial support and resources needed to operate a program which meets the legal and educational requirements of the Board and fosters achievement of program goals. The financial resources shall support adequate educational facilities, equipment and qualified administrative and instructional personnel.</p>  | <p>St. Philip's College does offer strong financial support for the nursing programs. Construction on the future academic building to house the nursing programs has been begun near the present building. Dr. Stewart is on the planning committee for the building.</p> | <p>See Requirement #4.</p> |
| <p>(f) Each professional nursing education program shall be administered by a qualified individual who is accountable for the planning, implementation and evaluation of the professional nursing education program. The dean or director shall:</p> <p>(1) hold a current license or privilege to practice as a registered nurse in the State of Texas;</p> <p>(2) hold a master's degree in nursing;</p> <p>(3) hold a doctoral degree, if administering a baccalaureate or master's degree program;</p> <p>(4) have a minimum of three years teaching experience in a professional nursing education program; and</p> <p>(5) have demonstrated knowledge, skills and abilities in administration within a professional nursing education program.</p>   |   | <p>Criterion met.</p>      |
| <p><b>§215.7 Faculty Qualifications and Faculty Organization</b></p>   |   |                            |
| <p>(a) There shall be written personnel policies for nursing faculty that are in keeping with accepted educational standards and are consistent with those of the governing institution. Policies which differ from those of the governing institution shall be consistent with nursing unit mission and goals (philosophy and outcomes).</p> <p>(1) Policies concerning workload for faculty and the dean or director shall be in writing.</p> <p>(2) Sufficient time shall be provided faculty to accomplish those activities related to the teaching-learning process.</p> <p>(3) Teaching activities shall be coordinated among full-time, part-time faculty, clinical preceptors and clinical teaching assistants.</p> <p>(4) If the dean or director is required to teach, he or she shall carry a teaching load of no more than three clock hours per week.</p> | <p>Handbooks and policies were reviewed by board staff.</p>   | <p>Criterion met.</p>      |

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| <p>(b) 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:</p> <ol style="list-style-type: none"> <li>(1) The number and level of students enrolled;</li> <li>(2) The curriculum plan;</li> <li>(3) Activities and responsibilities required of faculty;</li> <li>(4) The number and geographic locations of affiliating agencies and clinical practice settings; and</li> <li>(5) The level of care and acuity of clients.</li> </ol>   | <p>St. Philip's College is advertising for additional full time faculty.</p> <p>The nursing faculty at St. Philip's College are very dedicated to the program and committed to the program. Faculty identify students who are at risk and provide individual tutoring. In addition, faculty are involved in providing NCLEX reviews for present and past students of the program.</p> | <p>See Requirement #1.</p> <p><u>Commendation #1:</u><br/>The faculty and nursing administration are commended for their dedication to the program and for their openness to change in order to make the program successful.</p> |
| <p>(c) Faculty Qualifications and Responsibilities</p> <p>(1) Documentation of faculty qualifications shall be included in the official files of the programs. Each nurse faculty member shall:</p> <ol style="list-style-type: none"> <li>(A) Hold a current license or privilege to practice as a registered nurse in the State of Texas;</li> <li>(B) Show evidence of teaching abilities and maintaining current knowledge, clinical expertise, and safety in subject area of teaching responsibility;</li> <li>(C) Hold a master's degree, preferably in nursing. A nurse faculty member holding a master's degree in a discipline other than nursing shall hold a bachelor's degree in nursing from an approved or accredited baccalaureate program in nursing; and</li> <li>(I) if teaching in a diploma or associate degree nursing program, shall have at least six semester hours of graduate level content in nursing appropriate to assigned teaching responsibilities, or</li> <li>(ii) if teaching in a baccalaureate level program, shall have at least 12 semester hours of graduate-level content in nursing appropriate to assigned teaching responsibilities.</li> </ol> |   | <p>Criterion met.</p>  |
| <p>(D) In fully approved programs, if an individual to be appointed as faculty member does not meet the requirements for faculty as specified in this subsection, the dean or director 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>N/A</p>   |

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| (E) In baccalaureate programs, an increasing number of faculty members should hold doctoral degrees appropriate to their responsibilities.   |                             | N/A            |
| (2) All nursing faculty, as well as non-nursing faculty, who teach theory nursing courses, e.g., pathophysiology, pharmacology, research, management and statistics, shall have graduate level educational preparation verified by the program dean or director as appropriate to these areas of responsibility.   |                             | Criterion met. |
| (3) Non-nursing faculty assigned to teach didactic nursing courses shall be required to co-teach with nursing faculty in order to meet nursing course objectives.  |                             | N/A            |
| (d) Teaching assignments shall be commensurate with the faculty member's education and experience in nursing.  |                             | Criterion met. |
| (e) The faculty shall be organized with written policies and procedures and/or bylaws to guide the faculty and program's activities.   |                             | Criterion met. |
| (f) 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 of academic policies, personnel policies, curriculum, utilization of affiliating agencies, and program evaluation.<br>(1) Committees necessary to carry out the functions of the program shall be established with duties and membership of each committee clearly defined in writing.<br>(2) Minutes of faculty organization and committee meetings shall document the reasons for actions and the decisions of the faculty and shall be available for reference. | Committee minutes reviewed. | Criterion met. |

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| <p>(g) There shall be written plans for faculty orientation, development, and evaluation.</p> <p>(1) Orientation of new faculty members shall be initiated at the onset of employment.</p> <p>(2) A program of faculty development shall be offered to encourage and assist faculty members to meet the nursing program's needs as well as individual faculty member's professional development needs.</p> <p>(3) A variety of means shall be used to evaluate faculty performance such as self, student, peer and administrative evaluation.</p> |   | <p>Criterion met.</p>   |
| <p><b>§215.8 Students</b></p>   |   |   |
| <p>(a) Students shall have mechanisms for input into the development of academic policies and procedures, curriculum planning, and evaluation of teaching effectiveness.</p>  | <p>Student Handbook available.</p>  | <p>Criterion met.</p>   |
| <p>(b) 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</p>   | <p>Full time faculty slots are unfilled. The program uses numerous adjunct faculty to teach clinical courses.</p>   | <p>See Requirement #1.</p>  |
| <p>(c) Written policies regarding nursing student admission and progression shall be developed and implemented in accordance with the requirements that the governing institution must meet to maintain accreditation. Student policies which differ from those of the governing institution shall be in writing and shall be made available to faculty and students.</p>   | <p>In an interview with students, it was suggested that a helpful prerequisite to admission would be that the LVNs are IV-certified in order to have all students at the same skill level for the entire program.</p> | <p><u>Recommendation #1:</u><br/>Faculty are encouraged to consider making IV certification a prerequisite to admission to the program. In addition, the program is encouraged to consider offering an IV certification course as continuing education available to the public and to prospective nursing students.</p> |
| <p>(d) Policies shall facilitate mobility/articulation, be consistent with acceptable educational standards, and be available to students and faculty.</p>  |   | <p>Criterion met.</p>   |
| <p>(e) Students shall have the opportunity to evaluate faculty, courses, and learning resources and these evaluations shall be documented.</p>  |   | <p>Criterion met.</p>   |

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| <p>(f) Individuals enrolled in approved professional nursing education programs preparing students for initial 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:</p> <p>(1) Texas Occupations Code 301.252, 301.257 and 301.452 - .469; and</p> <p>(2) Sections 213.27 - 213.30 of the Texas Administrative 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, Declaratory Order of Eligibility for Licensure).</p> <p>(g) The professional nursing education program shall maintain written receipt of eligibility notification for up to six months after the individual enrolled completes the nursing education program or permanently withdraws from the nursing education program.</p> |  | <p>Criterion met.</p> |
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| <b>§215.9 Program of Study</b>  |  |  |
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| <p>(a) The program of study shall be:</p> <p>(1) at least the equivalent of two academic years and shall not exceed four calendar years;</p> <p>(2) planned, implemented, and evaluated by the faculty;</p> <p>(3) based on the philosophy/mission objectives/outcomes;</p> <p>(4) organized logically, sequenced appropriately;</p> <p>(5) based on sound educational principles;</p> <p>(6) designed to prepare graduates to practice according to the Standards of Nursing Practice as set forth in the Board's rules and Regulations; and</p> <p>(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/ADN), Baccalaureate (BSN), September 2002.</i></p> | <p>Board staff identified a number of findings related to curriculum:</p> <ul style="list-style-type: none"> <li>• There have been no major changes in the curriculum in ten years.</li> <li>• The review of program documents and interviews with current students indicate that the evening and day students receive separate and different didactic instruction. Since the day and evening class begin the program at different points in the academic year, sequencing of courses is not always the same. Evening students receive instruction mostly from adjunct instructors.</li> <li>• Review of syllabi indicated that there is some repetition and overlap of content.</li> <li>• In an effort to provide more clinical hours to meet a Board requirement subsequent to the April 17, 2006 survey, the program had identified some didactic hours that could be converted to laboratory hours. Most of the activities described in the lab hours were didactic-oriented rather than clinically-oriented and board staff suggested leaving most of the activities as class-related. The rationales for clinical hours and the clinical components of the courses seem strong.</li> <li>• The program is engaged in remediation activities but they are mostly voluntary activities of faculty members.</li> </ul> <p>Faculty were encouraged to consider providing a different format for delivery of didactic to all students, using a common course presentation to both day and evening students with flexible clinicals and labs.</p> <p>Students suggested deleting or changing the transition course to place content in more appropriate areas of the curriculum. Students indicated there is duplication of content in the transition course and the management, and some content could be more appropriately assigned to medical/surgical.</p> | <p><u>Requirement #2:</u><br/>The faculty shall review the entire curriculum for a major curriculum change using the following techniques:</p> <ul style="list-style-type: none"> <li>• mapping the curriculum to make sure that all required content is present in the courses and there is minimal repetition.</li> <li>• reviewing the sequence of courses and rearranging them appropriately</li> <li>• utilizing the NCLEX test plan as the new curriculum plan is designed</li> <li>• continuing to incorporate remediation into the program and developing a systematic plan for remediation throughout the curriculum</li> <li>• ensuring that all student activities that are part of a course are related to the actual course content</li> </ul> <p><u>Recommendation #2:</u><br/>The faculty are encouraged to consider the feasibility of offering common didactic courses for both day and evening tracks combined.</p> <p><u>Recommendation #3:</u><br/>Faculty are encouraged to study the feasibility of deleting either the transition course or the management course, moving content from the deleted course to the other course and placing part of the content in the first medical/surgical course.</p> |

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| <p>(b) There shall be a reasonable balance between non-nursing courses and nursing courses which are offered in a supportive sequence with rationale and are clearly appropriate for collegiate study.</p>   |  | <p>Criterion met.</p>  |
| <p>(c) There shall be a rationale for the ratio of contact hours assigned to classroom and clinical learning experiences. The recommended ration is three contact hours of clinical learning experiences for each contact hour of classroom instruction.</p>   | <p>The clinical component of the curriculum seems strong. Faculty are encouraged to consider the rationale for the establishment for clinical hour requirements based upon the didactic courses associated with each clinical area but to focus their attention to developing a stronger didactic portion of the curriculum.</p> | <p>See Requirement #2 related to ensuring that student activities are related to course content.</p> |
| <p>(d) The program of study should facilitate articulation among programs.</p>   |  | <p>N/A</p>   |
| <p>(e) The program of study shall include, but not be limited to the following areas:<br/> (1) non-nursing courses, clearly appropriate for collegiate study, offered in a supportive sequence.<br/> (2) nursing courses which include didactic and clinical learning experiences in the four content areas, medical-surgical, maternal/child health, pediatrics, and mental health nursing that teach students to use a systematic approach to clinical decision making and prepare students to safely practice professional nursing through promotion, prevention, rehabilitation, maintenance, and restoration of the health of individuals of all ages.<br/> (A) Course content shall be appropriate to the role expectations of the graduate.<br/> (B) Professional values including ethics, safety, diversity, and confidentiality shall be addressed.<br/> (C) The Nursing Practice Act, Standards of Nursing Practice, Unprofessional Conduct Rules, Delegation Rules, and other laws and regulations which pertain to various practice settings shall be addressed.</p> |  | <p>See Requirement #2.</p>   |
| <p>(e)(3) Nursing courses shall prepare students to recognize and analyze health care needs, select and apply relevant knowledge and appropriate methods for meeting the health care needs of individuals and families, and evaluate the effectiveness of the nursing care.</p>  |  | <p>See Requirement #2.</p>   |

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| <p>(e)(4) Baccalaureate and entry-level master's degree programs in nursing shall include learning activities in basic research and management/leadership, and didactic and clinical learning experiences in community health nursing.</p>   |  | <p>N/A</p>   |
| <p>(f) The learning experiences shall provide for progressive development of values, knowledge, judgment, and skills.<br/> (1) Didactic learning experiences shall be provided either prior to or concurrent with the related clinical learning experiences.<br/> (2) Clinical learning experiences shall be sufficient in quantity and quality to provide opportunities for students to achieve the stated outcomes.<br/> (3) Students shall have sufficient opportunities in simulated or clinical settings to develop manual technical skills, using contemporary technologies, essential for safe, effective nursing practice.<br/> (4) Learning opportunities shall assist students to develop communication and interpersonal relationship skills.</p> |  | <p>See Requirement #2.</p>   |
| <p>(g) Faculty shall develop and implement evaluation methods and tools to measure progression of students' cognitive, affective and psychomotor achievements in course/clinical objectives according to Board guidelines.</p>   | <p>Faculty have revised Clinical Evaluation Tools and are commended for the present documents.</p> | <p><u>Commendation #2:</u><br/> The nursing faculty are commended for their work on the Clinical Evaluation tools.</p> |

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| <p>(h) Curriculum changes shall be developed by the faculty according to Board standards and shall include information outlined in the Board guidelines. The two types of curriculum changes are:</p> <p>(1) Minor curriculum changes not requiring prior Board staff approval, and may include:</p> <p>(A) editorial updates of philosophy/mission and objectives/outcomes; or</p> <p>(B) redistribution of course content or course hours</p> <p>(2) Major curriculum changes requiring Board staff approval prior to implementation, including:</p> <p>(A) changes in program philosophy/mission and objectives/outcomes which result in a reorganization or re-conceptualization of the entire curriculum, including but not limited to changing from a block to an integrated curriculum.</p> <p>(B) the addition of transition course(s), tracks/alternative programs of study, including MEEP, that provide educational mobility.</p> <p>(C) mobility programs desiring to establish a generic program are treated as a new program and the appropriate proposal should be developed.</p> |  | See Requirement #2. |
| <p>(l) All programs implementing a curriculum change shall provide an evaluation of the outcomes of these changes and submit with the Annual Report through the first graduating class.</p>  |  | See Requirement #2. |
| <p>(j) Documentation of Governing Institution approval or Texas Higher Education Coordinating Board approval must be provided to the Board prior to implementation of changes, as appropriate.</p>   |  | See Requirement #2. |
| <p>(k) Nursing education programs that have full approval and are undergoing major curriculum changes shall submit an abbreviated proposal to the office for approval at least four (4) months prior to implementation. The abbreviated proposal shall contain at least the following:</p> <p>(1) new and old philosophy/mission, major concepts, program objectives/outcomes, course objectives/outcomes;</p> <p>(2) new and old curriculum plans;</p> <p>(3) clinical evaluation tools for each clinical course; and</p> <p>(4) additional information as requested in order to provide clarity for Board staff.</p>   |  | See Requirement #2. |

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| <p>(l) Nursing education programs not having full approval but proposing a major curriculum change shall submit a full curriculum change proposal and meet the requirements as outlined in 215.9(h).</p>   |  | <p>See Requirement #2.</p>  |
| <p><b>§215.10 Management of Clinical Learning Experiences and Resources</b></p>  |  |   |
| <p>(a) In all cases faculty shall be responsible and accountable for managing clinical learning experiences and observational experiences of students.</p>   | <p>Students express satisfaction with clinical experiences. Program director indicated additional laboratory instruction is needed.</p> <p>Students are presently required to spend up to four hours of clinical time traveling to the clinical setting and selecting a patient. From interviews with faculty and students, this time could be used more effectively in the program.</p> | <p><u>Recommendation #4:</u><br/>The program director is encouraged to consider recruiting an additional laboratory instructor to provide more flexibility in laboratory hours and offer students open lab time for practice.</p> <p><u>Requirement #3:</u><br/>The program shall delete the requirement for clinical preparation visits to the clinical settings and plan to use this time more effectively.</p> |
| <p>(b) Faculty shall develop criteria for the selection of affiliating agencies/clinical facilities or clinical practice settings which address safety and the need for students to achieve the program outcomes (goals) through the practice of nursing care or observational experiences.</p>  |  | <p>Criterion met.</p>   |
| <p>(c) Faculty shall select and evaluate affiliating agencies/clinical facilities or clinical practice settings which provide students with opportunities to achieve the goals of the program.<br/>(1) Written agreements between the program and the affiliating agencies shall specify the responsibilities of the program to the agency and the responsibilities of the agency to the program.<br/>(2) Agreements shall be reviewed periodically and include provisions for adequate notice of termination.</p> | <p>The Interim Chair of the Nursing Department and program director are involved in a group of nursing educators who meet regularly to collaborate in clinical scheduling in facilities.</p>   | <p>Criterion met.</p>   |

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| <p>(d) The faculty member shall be responsible for the supervision of students in clinical learning experiences.</p> <p>(1) When a faculty member is the only person officially responsible for a clinical group, 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.</p> <p>(2) Direct faculty supervision is not required for an observational experience.</p> <p>(A) Observational experiences may be used to supplement, but not replace patient care experiences, and must serve the purpose of student attainment of clinical objectives.</p> <p>(B) Observational experiences shall comprise no more than 20% of the clinical contact hours for a course and no more than 10% of the clinical contact hours for the program of study.</p>   |   | <p>Criterion met.</p> |
| <p>(e) Faculty may use clinical preceptors or clinical teaching assistants 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 and clinical teaching assistants.</p> <p>(2) When clinical preceptors or clinical teaching assistants are used, written agreements between the professional nursing education program, clinical preceptor or clinical teaching assistant, 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 or clinical teaching assistants during clinical learning experiences.</p> <p>(4) The designated faculty member shall meet periodically with the clinical preceptors or clinical teaching assistants and student(s) for the purpose of monitoring and evaluating learning experiences.</p> <p>(5) Written clinical objectives shall be shared with the clinical preceptors or clinical teaching assistants prior to or concurrent with the experience.</p> | <p>Program does not use preceptors.</p> | <p>N/A</p>            |

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| <p>(f) 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> |  | N/A |
| <p>(5) 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 as a registered nurse in the State of Texas; or</p> <p>(D) if not a registered nurse, a current license in Texas as a health care professional with a minimum of a bachelor's degree in that field.</p>   |  | N/A |
| <p>(g) Clinical teaching assistants may assist qualified, experienced faculty with clinical learning experiences.</p>   |  | N/A |
| <p>(1) In clinical learning experiences where a faculty member is supported by a clinical teaching assistant, the ratio of faculty to students shall not exceed 2:15 (faculty plus clinical teaching assistant: student).</p> <p>(2) Clinical teaching assistants shall supervise student clinical learning experiences only when the qualified and experienced faculty member is physically present in the affiliating agency or alternative practice setting.</p> <p>(3) When acting as a clinical teaching assistant, the RN shall not be responsible for other staff duties, such as supervising other personnel and/or patient care.</p>   |  | N/A |

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| <p>(4) Clinical teaching assistants shall meet the following criteria:<br/> (A) hold a current license or privilege to practice as a registered nurse in the State of Texas;<br/> (B) hold a bachelor's degree in nursing from an accredited baccalaureate program in nursing; and<br/> (C) have the clinical expertise to function effectively and safely in the designated area of teaching.</p>  |  | N/A  |
| <p><b>§215.11 Facilities, Resources, and Services</b></p>   |  |  |
| <p>(a) The governing institution shall be responsible for providing:<br/> (1) educational facilities,<br/> (2) resources, and<br/> (3) services which support the effective development and implementation of the nursing education program.</p>  | <p>The administration of St. Philip's College expressed support for the success of the ADN program and the importance of the nursing program in the community.</p> | <p><u>Commendation #3:</u><br/> The administration at St. Philip's College is commended for their support to the ADN program.</p>  |
| <p>(b) The dean or director and faculty shall have adequate secretarial and clerical assistance to meet the needs of the program.</p>   |  | <p>Criterion met.</p>  |
| <p>(c) The physical facilities shall be adequate to meet the needs of the program in relation to the size of the faculty and the student body.<br/> (1) The dean or director shall have a private office.<br/> (2) Faculty offices shall be conveniently located and adequate in number and size to provide faculty with privacy for conferences with students and uninterrupted work.<br/> (3) Space for clerical staff, records, files, and equipment shall be adequate.<br/> (4) There shall be mechanisms which provide for the security of sensitive materials, such as examinations and health records.<br/> (5) Classrooms, laboratories, and conference rooms shall be conducive to learning and adequate in number, size, and type for the number of students and the educational purposes for which the rooms are used.</p> | <p>Board staff were shown the area where construction for the new academic building which will house nursing has begun.</p>  | <p><u>Requirement #4:</u><br/> Administration shall ensure that classroom facilities in the new building are adequate to accommodate student cohorts based on the redesigned curriculum.</p> |

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| <p>(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.</p> <p>(1) Provisions shall be made for accessibility, availability, and timely delivery of information resources.</p> <p>(2) Facilities and policies shall promote effective use, i.e. environment, accessibility, and hours of operation.</p>   | <p>A list of audiovisuals and nursing references held in the library are out of date. Only 14 items on 8 pages of holdings were dated 2000 forward. Program director commented that the departmental holdings which they use in the courses are current. Following the visit this list was forwarded to board staff and verified this fact. Implementing the library policy for weeding, removing and marking references for historical value has been slow.</p> | <p><u>Requirement #5:</u><br/>The program director shall ensure that the weeding policies for reviewing and weeding library holdings in nursing are implemented and develop a formal acquisition policy for acquiring more current audiovisual materials.</p> |
| <p><b>§215.12 Records and Reports</b></p>   |  |   |
| <p>(a) Accurate and current records shall be maintained in a confidential manner and be accessible to appropriate parties. These records shall include, but are not limited to:</p> <p>(1) records of current students;</p> <p>(2) transcripts/permanent record cards of graduates</p> <p>(3) faculty records;</p> <p>(4) administrative records, which include minutes of faculty meetings for the past three years, annual reports, and school catalogs;</p> <p>(5) the current program of study and curriculum including mission and goals (philosophy and outcomes), and course outlines;</p> <p>(6) agreements with affiliating agencies; and</p> <p>(7) the master plan of evaluation with most recent data collection.</p> | <p>Records were available for review by board staff.</p>   | <p>Criterion met.</p>   |
| <p>(b) Records shall be safely stored to prevent loss, destruction, or unauthorized use.</p>  |  |   |
| <p>(c) Copies of the program's Annual Reports and important Board communication shall be maintained as appropriate.</p>   |  |   |

| <b>§215.13 Total Program Evaluation</b>   |  |                          |
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| <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> <p>(1) organization and administration of the program;</p> <p>(2) philosophy/mission and objectives/outcomes;</p> <p>(3) program of study, curriculum, and instructional techniques;</p> <p>(4) education facilities, resources, and services;</p> <p>(5) affiliating agencies and clinical learning activities;</p> <p>(6) students' achievement;</p> <p>(7) graduates' performance on the licensing examination;</p> <p>(8) graduates' nursing competence;</p> <p>(9) faculty members' performance; and</p> <p>(10) extension programs.</p> | <p>The program have been working on improvements to the Total Evaluation Plan for the past two years. The present plan includes all required criteria, benchmarks on most items, and references to minutes. The program will continue to utilize the Total Program Evaluation Plan with inclusion of more data and evidence-based decisions.</p> | <p>Work in progress.</p> |
| <p>(b) All evaluation methods and instruments shall be periodically reviewed for appropriateness.</p>   |  |                          |
| <p>(c) Implementation of the plan for total program evaluation shall be documented in the minutes.</p>  |  |                          |
| <p>(d) Major changes in the nursing education program shall be evidence-based and supported by rationale.</p>   |  |                          |

## DRAFT LETTER

July 23, 2007

Clara Wallace, MSN, RN, Director  
Associate Degree Nursing Education Program  
St. Philip's College  
1801 Martin Luther King Drive  
San Antonio, Texas 78203-2098

Dear Ms. Wallace:

At the July 19-20, 2007 meeting, the members of the Board of Nurse Examiners discussed the report of the survey visit conducted by board staff on June 12, 2007. 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 June 12, 2007 survey visit of the St. Philip's College Associate Degree Nursing Education and issue the following commendations, recommendations and requirements.

### **Commendations:**

1. The faculty and nursing administration are commended for their dedication to the program and for their openness to change in order to make the program successful..
2. The nursing faculty are commended for their work on the Clinical Evaluation Tools.
3. The administration at St. Philip's College is commended for their support to the ADN program.

### **Recommendations:**

1. Faculty are encouraged to consider making IV certification a prerequisite to admission to the program. **In addition**, the program is encouraged to consider offering an IV certification course as continuing education available to the public and to prospective nursing students.
2. The faculty are encouraged to consider the feasibility of offering common didactic courses for both day and evening tracks combined.
3. Faculty are encouraged to study the feasibility of deleting either the transition course or the management course, moving content from the deleted course to the other course and placing part of the content in the first medical/surgical course.
4. The program director is encouraged to consider recruiting an additional laboratory instructor to provide more flexibility in laboratory hours and offer student open lab time for practice.
5. The administration is encouraged to consider utilizing a team teaching model to maximize experience of individual instructors and reduce overall classroom preparation.

### **Requirements:**

1. Rule 215.6(d) related to Administration and Organization requires that "Salaries shall be adequate to recruit, employ, and retain sufficient qualified faculty members with graduate preparation and expertise necessary for students to meet program goals." Low salaries for nursing faculty at St. Philip's College have made it very difficult to recruit and retain qualified faculty. The program functions with fewer than needed full time faculty and a number of adjuncts who supervise clinical experiences. **Therefore**, salaries for nursing faculty shall be evaluated in comparison with salaries of nurses in health care facilities in the community and in other nursing programs in the area and adjusted accordingly for present and future nursing faculty.
2. Rule 215.9(a) related to Program of Study requires "The program of study shall be (2) planned, implemented, and evaluated by the faculty; (4) organized logically, sequenced appropriately; (5) based on sound educational principles;

(6) designed to prepare graduates to practice according to the Standards of Nursing Practice as set forth in the Board's Rules and Regulations; and (7) designed and implemented to prepare students to demonstrate the *Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs...*” Board staff determined that a major curriculum change is needed since there have been no major curriculum revisions in ten years, day and evening students are receiving different didactic courses, there is some repetition of content in the curriculum, and some clinical activities are not related to course content. **Therefore**, the faculty shall review the entire curriculum for a major curriculum change using the following techniques:

- mapping the curriculum to make sure that all required content is present in the courses and there is minimal repetition
  - reviewing the sequence of courses and rearranging them appropriately
  - utilizing the NCLEX test plan as the new curriculum plan is designed
  - continuing to incorporate remediation in to the program and developing a systematic plan for remediation throughout the curriculum
  - ensuring that all student activities that are part of a course are related to the actual course content
3. Rule 215.10(a) related to Management of Clinical Learning Experiences and Resources requires that “In all cases faculty shall be responsible and accountable for managing clinical learning experiences and observational experiences of students.” Students are presently required to spend up to four hours of clinical time traveling to the clinical setting and selecting a patient. From interviews with faculty and students, this time could be used more effectively in the program. **Therefore**, faculty shall delete the requirement for clinical preparation visits to the clinical settings and plan to use this time more effectively.
4. Rule 215.11(c) related to Facilities, Resources and Services requires that “The physical facilities shall be adequate to meet the needs of the program in relation to the size of the faculty and the student body.” Board staff were shown the area where construction has begun for the new academic building which will house the nursing programs. **Therefore**, administration shall ensure that classroom facilities in the new building are adequate to accommodate student cohorts based on the redesigned curriculum.
5. Rule 215.11(d) related to Facilities, Resources and Services requires that “The learning resources, library, and departmental holdings shall be current...” A list of audiovisuals and nursing references held in the library indicated that most holdings were published more than five years ago. Program director commented that the departmental holdings which they use in the courses are current. Following the visit the list of departmental holdings was forwarded to board staff and verified this fact. Implementing the library policy for weeding, removing and marking references for historical value has been slow. **Therefore**, the program director shall ensure that the weeding policies for reviewing and weeding library holdings for nursing are implemented and develop a formal acquisition policy for acquiring more current audiovisual materials.

The program shall respond to Requirements 1, 2 and 3 by December 1, 2007, and to Requirements 4 and 5 and all recommendations by January 1, 2008. A recommendation is a suggestion based upon program assessment indirectly related to the rules to which the program must respond but in a method of their choosing. A requirement is a mandatory criterion based upon program assessment directly related to the rules that must be addressed in the manner prescribed.

If you have any questions or if we may be of assistance to you in the future, please contact board staff at (512) 305-6814 or [janice.hooper@bne.state.tx.us](mailto:janice.hooper@bne.state.tx.us).

Sincerely,

Linda R. Rounds, PhD, RN, FNP  
President

Janice I. Hooper, PhD, RN  
Nursing Consultant for Education

copy: Dr. Aldena Loston, President, St. Philip's College  
Dr. Bess Stewart, Interim Chair, Nursing Department, St. Philip's College  
Texas Higher Education Coordinating Board