

TEXAS BOARD OF NURSING
3.2.2.a. EDUCATION GUIDELINE
Criteria and Schedule for Progress Reports

Revised: 01/02/2013

Rule 214.4 sets forth the requirements that must be met if a vocational nursing education program is to maintain full approval. Rule 215.4 sets forth the requirements that must be met if a diploma, associate degree, and baccalaureate degree nursing education program is to maintain full approval.

Rule 214.4(c) related to <u>Approval</u> states that "Ongoing approval status is determined biennially by the Board on the basis of information reported or provided in the program's NEPIS and CANEP , NCLEX-PN® examination pass rates, and other pertinent data."	Rule 215.4(c) related to <u>Approval</u> states that "Ongoing approval status is determined biennially by the Board on the basis of information reported or provided in the program's NEPIS and CANEP , NCLEX-RN® examination pass rates, and other pertinent data."
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Programs Not Meeting Requirements

A program may be required to submit scheduled Progress Reports based upon established criteria. The following are some examples of criteria that may result in a program being required to complete a Progress Report:

1. Low NCLEX examination pass rates;
2. Conditional approval status;
3. Board issued requirements;
4. Noncompliance to Board requirements (ex. Implementing major curriculum change without board staff approval);
5. Specific problems identified by board staff;
6. Program on initial approval with requirements;
7. Other factors impacting approval status; or
8. New programs considered to have high risk characteristics.

Programs that are required to complete a Progress Report(s) will receive written notification from a nursing consultant for education. The letter will include specific areas of the program that must be addressed by the program, including dates for submitting the report(s) to the board office.

The following are three examples of specific areas that a program might be required to address:

1. Submit evidence of purchase of teaching/learning aids that will meet the teaching learning needs of faculty and students.
2. Develop and submit the program's policy regarding the process for assuring that departmental and library holdings are current.
3. Submit the program's Program Evaluation Plan which includes criteria (benchmarks) that determine if the program is meeting expectations.

Areas that may be required in Progress Reports

The following areas, while not all inclusive, may be areas for evaluation and analysis if they are considered areas of weakness in the program:

Administration

- Adequacy of budget
- Quality of communication with administration
- General support for the program

Faculty

- Adequate numbers of qualified faculty to teach assigned areas
- Issues with faculty retention
- Instructional effectiveness evaluated according to policy
- Policies and procedures available to provide direction and consistency for new faculty in areas of responsibilities; effectiveness of inter-rater reliability; quality of faculty orientation
- Committees meet as scheduled

Students

- Admission criteria indicative of high/low performance of students
- Input from students on committees
- Student evaluation of courses, faculty, clinical facilities, lab, assignments, etc.
- Performance/grades in specific courses to determine effectiveness of instruction, study habits, if lecture and clinical correlates with course objectives, if evaluation methods are measuring student competency; are grades running too low/high for a particular theory or clinical course
- Policies for students meet the need of students and the program
- Attrition (number lost; causes; steps taken to improve student success)

Curriculum

- Contains required content as specified in rules under *Program of Study* and *Clinical Learning Experiences*
- Courses are evaluated by faculty and students and revised as necessary, prior to teaching again
- Tests are reviewed to determine if content is tested at appropriate level
- Test blueprints are available to guide faculty in the testing of content (major concepts, threads), as well as ensuring increasing expectations in the level of item difficulty.
- Student results on testing/remediation software; areas of weakness/strength found; corrective action taken
- Student results on exit exams (if used); graduate performance on NCLEX, of particular importance would be information provided on graduates who failed

Clinical

- Clinical sites provide experiences for students to meet learning objectives; data obtained from students and faculty evaluations
- Clinical preceptor experience and clinical teaching assistants, if used

Learning Resources

- Audio/visual equipment and materials, computer hardware; campus lab, library, etc. are appropriate to meet the teaching/learning needs of faculty and students; data from student and faculty input/evaluations

Program Evaluation Plan

- Meets criteria in Rules 214.13; 215.13

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