

**Texas A&M International University
Annual Institutional Effectiveness Review (AIER)
for Academic Programs**

Program: Canseco School of Nursing Undergraduate Program

Assessment Period Covered: January 1, 2009 to January 31, 2010

Program Coordinator (Preparer of Report) Belva Gonzalez

List Other Program Faculty:

Natalie Burkhalter
Carmen Bruni
Linda Flores
Rose Saldivar
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Whitney Bishcoff

Reviewed by Chair: Name N/A Date _____

Reviewed by Dean: Name Dr. Regina Aune Date 04/14/2010

The Annual Institutional Effectiveness Review for Academic Programs is directed at Goal 1: Academics of the Texas A&M International University 2006-2010 Strategic Plan:

Develop, maintain, assess, and improve academic programs, administrative/educational support services and student services, to admit, retain, and graduate students who achieve established learning outcomes designed to prepare them for success in their chosen careers.

Institutional Mission

Texas A&M International University, a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

Academic Program Mission

Graduates of the Canseco School of Nursing will be prepared to enter the work force as Registered Nurses

Provide summary of the last cycle's use of results and changes implemented

Objective 1: Graduates of the basic Bachelor of Science in Nursing program of the Canseco School of Nursing will be successful on the NCLEX-RN licensure exam. Benchmarks are based

on 1) pass rate on the National credentialing examination (NCLEX RN) 2) scores on select HESI sub-specialty scores for program assessment.

After graduation 93% of graduates passed the NCLEX exam on the first attempt. Goal met. More than half the class (16/31) required intensive remediation over 1-2 semesters to prepare for the NCLEX. Possible factors contributing to this was of the 31 students 12 had failed at least one or more nursing clinical course, 3 had transferred in from other programs in which they had failed a course. A breakdown of the sub-specialty scores on the HESI exam are in the table below with a comparison with the 2008 results.

Subject	2008 Scores (n=53) 9 required remediation	2009 Scores (n =31) 16 required remediation
Average HESI	874	851
Obstetrics	832	790
Pediatrics	851	875
Mental Health	805	814
Fundamentals	871	845
Medical Surgical	884	888
Therapeutic Communication	902	855
Interventions	876	860
Critical Thinking	880	861
NCLEX 1 st time pass rate	91%	93%

Objective 2: Graduates of the Bachelor of Science in Nursing Program of the Canseco School of Nursing will be employed as Registered Nurses in Laredo and the surrounding Mid Rio Grande Region. Bench mark is that 75% of students will work in the region. Of the 30 graduates that have taken and passed two are working out of the region, of the remaining 28 (93%) are working in the Laredo or Mid Rio Grande Region, goal is met.

Objective 3: Graduates of the Bachelor of Science in Nursing Program of the Canseco School of Nursing will demonstrate clinical competencies. Prepare students for success in their chosen careers. Benchmark is based on a self assessment. In all areas of nursing students (using a Likert scale of 5 very prepared and 1 not prepared) student self assessment of preparation for practice ranged from 4.3 to 5.0, goal met. One year follow up from employers will not be sent out until August 2010.

Objective 6: Increase student enrollment through development of an alternate entry while still maintaining a first time NCLEX pass rate of 90% or greater. 1) Number of graduates entering program will increase by 5% 2) NCLEX first time pass rate will be 90% or greater 3) On-time graduation will be greater or equal than 70%.

While the 2008 graduating class was 31 the seniors currently enrolled with a possible 2010 graduation are 47, the total number retained and graduating on time is pending till May 2010.

There was a summer 2009 entry of 25 students (combination of new students and those who had been unsuccessful on their first attempt at skills and/or foundations). This co-hort is slated to graduate in 2011.

Spring 2010 73 students were accepted for enrollment and another 25 can be accepted in June 2010, final numbers for the year will not be available until after the June 2010 entry. Goal cannot be evaluated until after summer entry numbers are available.

Outcomes to be re-evaluated in 2012

Outcome 4: To support existing SON programs and increase undergraduate enrollment the Canseco School of Nursing will be funded by state monies 100% by FY 2009 and there will be an expansion of partnerships with outside agencies. (Outcome met, will be re-evaluated in 2012 to determine status of partnerships as well as state funding)

Outcome 5: The faculty of Canseco School of Nursing will become involved in research that include but are not limited to (1) nursing pedagogy and/or (2) Health and Wellness by Fall 2008. At least one junior/senior level nursing course will have a component of research included in student activities. At this time one faculty member has partnered with the Behavioral Sciences department and is involved in research. In addition 6 Senior level students are working with faculty to present at the LBV 2010 conference. Marivic Torregosa is scheduled for NIH training related to grants/research. (Outcome met, will be re-evaluated for possible expansion in 2012 years)

Selected list of program-level intended student learning outcomes *(It is recommended that programs rotate through their entire set of outcomes over a multi-year period. Programs may focus on one or two outcomes each year, as deemed appropriate).*

1. Graduates of the basic Bachelor of Science in Nursing program of the Canseco School of Nursing will be successful on the NCLEX-RN licensure exam. (on going)
- 2: Graduates of the Bachelor of Science in Nursing Program of the Canseco School of Nursing will be employed as Registered Nurses in Laredo and the surrounding Mid Rio Grande Region. (ongoing)
3. Graduates of the Bachelor of Science in Nursing Program of the Canseco School of Nursing will demonstrate clinical competencies. (ongoing)
4. The Canseco School of Nursing will be funded by state monies 100% by FY 2009 and there will be an expansion of partnerships with outside agencies to support existing SON programs and to increase undergraduate enrollment. (Goal met re-evaluated in 2012)

5. The faculty of Canseco School of Nursing will become involved in research that include but are not limited to (1) nursing pedagogy and/or (2) Health and Wellness by Fall 2008. At least one junior/senior level nursing course will have a component of research included in student activities. (Will be re-evaluated 2012)
6. Increase student enrollment through development of an alternate entry (i.e. summer, fast track, and online program) for students seeking a bachelor. (this goal has been expanded over the year) to increase enrollment while still maintaining a first time NCLEX pass rate of 90% or greater. (in progress will know total amount of increase in enrollment for 2010 after June of 2010)

Section I: Planning and Implementation

The focus of 2009-2010 will be Outcomes 1 through 3 and option 6 which addresses increasing enrollment while maintaining first time NCLEX pass rates are all ongoing.

Please indicate if the outcome(s) is (are) related to writing (QEP).
Option 3 is related to the QEP as written communication is part of clinical competencies and measured on the HESI exit exam.

Addresses University Strategic Goal:

Goal 1: 1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement

Methods of assessment to be used:

Graduates of the Canseco School of Nursing will be prepared to enter the work force as Registered Nurses.

Outcome/Goal 1

Is this outcome related to writing (QEP)

Graduates of the basic Bachelor of Science in Nursing program of the Canseco School of Nursing will be successful on the NCLEX-RN licensure exam

Identify methods of assessment to be used

- (a) National credentialing examination (NCLEX RN)
- (b) HESI Exit Examination

Indicate when assessment will take place: Annually

Criteria/Benchmark

- (a) 90% first time pass rate on National Council Licensure Examination for Registered Nurses (NCLEX-RN)
- (b) Aggregate predictive score of 900 on Health education Systems, Inc (HESI) exit Examination.

Outcome/Goal 2 **Is this outcome related to writing (QEP?)**

Graduates of the Bachelor of Science in Nursing Program of the Canseco School of Nursing will be employed as Registered Nurses in Laredo and the surrounding Mid Rio Grande Region

Addresses University Strategic Goal 1: 1.5 Expand academic programs to meet the needs of the region and include internationalization perspectives in the curriculum, where appropriate

Identify methods of assessment to be used

- (a) Pre-graduation survey administered and evaluated by the School of Nursing Evaluation Committee.
- (b) One year follow-up employment site survey administered and evaluated by School of Nursing Evaluation Committee.

Indicate when Assessment will take place: Annually

Criteria/Benchmark

- (a) 75% plan to work in the region
 - (b) 75% are working in region
-

**Outcome/Goal 3
(QEP)** **Is this outcome related to writing**

Prepare students for success in their chosen careers. Graduates of the Bachelor of Science in Nursing Program of the Canseco School of Nursing will demonstrate clinical (including oral and written) competencies necessary to be successful in their chosen careers.

Addresses University Strategic Goal 1: 1.4 Prepare students for success in their chosen careers

Identify Methods of assessment to be used

- (a) Pre-graduation self-assessment survey administered and evaluated by School of Nursing Evaluation Committee
- (b) HESI exit exam administered during Senior Seminar (NURS 4290); subscores in recommended range for safety and implementation, critical thinking, therapeutic communication, therapeutic nursing intervention, and subscores of medical surgical, mental health, pediatrics, and obstetrical nursing greater than 900.
- (c) One year after employment of survey will be sent to employers regarding clinical competency of graduates
- (d) Students will take the Texas State Board of Nursing Exam Jurisprudence exam their final semester of Nursing school (new benchmark reflecting change in licensure requirements)

Indicate when Assessment will take place: Annually

Criteria/Benchmark

- (a) 90% will rate clinical competence good to excellent
- (b) 900 score on recommended subscores of HESI
- (c) 90% of employers will rate graduate competence good after one year.
- (d) 100% of students will pass the Jurisprudence exam

Outcome 6

Increase student enrollment through development of an alternate entry while still maintaining a first time NCLEX pass rate of 90% or greater.

Addresses University Strategic Goal 1: 1.3 Increase student retention and graduation rates

Identify Methods of assessment to be used

- (a) Enrollment data from the admissions office
- (b) National credentialing examination (NCLEX RN) first time test scores

Indicate when Assessment will take place: Annually

Criteria/Benchmark

- (a) Number of graduates entering program will increase by 5%
- (b) NCLEX first time pass rate will be 90% or greater
- (c) On-time graduation will be greater or equal than 70%

Section II: Analysis of Results

Goal 1: Graduates of the Canseco School of Nursing will be prepared to enter the work force as Registered Nurses.

A further breakdown by sub-specialty grades and comparison to last year follows.

In Spring 2009 31 students enrolled in NURS 4290 and qualified to take the HESI Exit Exam. On the first attempt 10 students made a grade of 900 or better. After a one week on site review by MedsPub and an extra one week of study the remaining 21 students took the test and five were successful with a grade of 900 or greater. The remaining 16 retook NURS 4290 in Summer 2009. In the summer co-hort 8 of 16 students passed the HESI exam with a grade of 900 or greater on the first attempt. The remaining 8 students were given the opportunity to take the ATI exit exam, an alternate nationally recognized predictive exam, in place of the HESI. Five students passed the ATI exam with a grade of 71.3 (which is predictive of a 90% possibility of passing the NCLEX), the remaining three students were not successful and were allowed to re-take the HESI exit exam on the following day, and none were successful. The 3 unsuccessful students retook NURS 4290 as an independent study in Fall 2009. Of those 3 students all passed the NLN exit exam (another national predictive exam, due to possible test familiarity changed

predictor exams) with a 90% probability of passing NLCEX. Two successfully passed the NCLEX on the first attempt and 1 was unsuccessful.

Strengths: Faculty commitment to students, working with unsuccessful students both in groups and separately to address individual weaknesses. In addition, when remediating students the utilization of nationally approved alternate exams as a means of both determining readiness and addressing the issue of test familiarity.

Weakness: This co-hort had many students transferring in from other nursing programs (had not failed out) and students who had to re-take 2 or more nursing courses (several took each course twice in order to pass). Students identified as weak had no formal remediation plan in effect.

Faculty Conclusions

Lead faculty for each course met on August 31, 2009 to go over results of NCLEX and HESI and these are some pending recommendations. In addition results were presented to all faculty at regularly scheduled meeting in September 2009. (see attached minutes)

Curriculum Development: Results of exam are used as one method to evaluate curriculum. .

Medical Surgical Nursing:

Foundations: Carmen Bruni is more fully integrating MedsPub into foundations and adult Health I curriculum. Marivic Torregosa reported on the results of a student survey done on the use of clickers in the classroom, results indicated that students perceived that use of this technology was helpful in learning. There will be continued use of this technology in classroom.

Health Assessment: Linda Flores has added sections on pediatrics, mental health and geriatrics to health assessment. Vocabulary has been included in all weekly assignments as Ms. Flores noted that students often had trouble answering questions due to a problem with vocabulary. In addition has chosen a new textbook which has more information on health assessment across the lifespan and links health assessment findings with pathophysiology.

Pathophysiology: Natalie Burkhalter has revised pathophysiology to use more critical thinking type exercises such as concept mapping.

Emergent Care: Natalie Burkhalter has added sections on ventilator support and hemodynamics for senior level students to prepare them for employment post graduation in areas such as ER and critical care as well as meet identified areas of weakness.

Advanced Adult Health: Sim-lab is being more fully integrated into course to help with critical thinking. This will not take the place of actual clinical hours but be used as a supplement to reinforce learning.

Mental Health/Community Health: Rose Saldivar is has placed a re-newed emphasis on Geriatric communication and assessment in both Community and Mental Health Nursing- areas of identified weakness.

Pediatric and Maternal Child Nursing: Vivian Garica and Linda Flores.

1. Increase utilization of Meds Pub and Evolve On-line programs
2. Develop weekly work sheets to increase class preparation and information retention by students
3. Administer weekly quizzes on information being covered
4. Establish bi-monthly clinical skills and hands on lab experience for each course

Management: Horacio Palacios has no suggestions at this time.

Other interventions:

Starting Spring 2010 remediation courses will be offered for students who are unsuccessful in a course; in this way they will meet with faculty to identify weakness and address them before retaking the course.

The number of nursing classes a student can fail (excluding nutrition, culture, and Senior Seminar) and remain in the nursing program is now limited to two.

In the Spring 2010 retreat the faculty will 1) re-evaluate transfer policy 2) admission criteria 3) overall program policies and 4) curriculum/program evaluation.

Current curriculum enhancement program is no longer available. After comparing two nursing curriculum enhancement programs the faculty decided to incorporate a program provided by ATI testing. This program is comprehensive, offering remediation, testing, and end of program NCLEX preparation. At this time the HESI entrance and exams will continue to be utilized until after the comprehensive program evaluation scheduled for May 2010.

Outcome/Goal 2: Graduates of the Bachelor of Science in Nursing Program of the Canseco School of Nursing will be employed as Registered Nurses in Laredo and the surrounding Mid Rio Grande Region.

93% of the 2009 graduates are working in the region, goal met; this objective will continue to be monitored.

Outcome/Goal 3[QEP related outcome/goal]: Prepare students for success in their chosen careers. Graduates of the Bachelor of Science in Nursing Program of the Canseco School of Nursing will demonstrate clinical (including oral and written) competencies necessary to be successful in their chosen careers.

- 1) Based on student responses the scores for perception of preparedness ranged from 4.3 to 5.0 on a Likert scale (1=not prepared to 5=Very prepared). Goal met. Continue to Monitor

- 2) One year post employment surveys to facilities will go out in August 2010 as Students did not begin working until after passing NCLEX, average date of beginning employment was August 2009.
- 3) Therapeutic communication (as measured as a subscore on HESI) was 855 goal not met. The communication modules in curriculum support programs will be used to enhance communication skills. This objective will be re-evaluated with 2010 graduates and address in May 2010 faculty retreat.
- 4) 100% of students will pass the Texas State Board of Nursing Jurisprudence exam before graduation. 100% passed this exam, goal met.

Outcome/Goal 6: Increase student enrollment through development of an alternate entry while still maintaining a first time NCLEX pass rate of 90% or greater.

- 1) Number of graduates entering program will increase by 5%
Spring (60) and 17 summer entry for 2009
Spring (80) and summer entry 2010 pending
- 2) NCLEX first time pass rate for 2010 will not be known till 2011.
- 3) On-time graduation will be greater than or equal to 70% which is the goal, will not be known till 2011.

Section III: Resources

Resource(s) to implement action plan:

Describe the resources that will be needed to implement the action plan. Also indicate if the resources are currently available, or if additional funds will be needed to obtain these resources.

Funding

- New Resources Required
 - 1) Will need 2 more full time faculty and 1 full time advisor to maintain increased enrollment for BSN program.
 - 2) Support existing faculty in getting PhD level education.
 - 3) Need at least 1 PhD. Prepared faculty for MSN program to implement second track.
 - 4) If DNP becomes required for FNP program will need 1 more PhD prepared nurse to get program implemented.
- Reallocation of current funds

Physical

- New or reallocated space
 - 1) Need faculty offices
 - 2) Large dedicated classroom for nursing
 - 3) Conference Room large enough to accommodate faculty for faculty meetings, etc.

Other

- Primarily faculty/staff time
 - 1) If faculty is to be expected to participate in research will need time off and other faculty to replace them.
- University/rule procedure change only

Provide a narrative description and justification for requested resources

To maintain increased enrollment need 2 more full time faculty and 1 advisor. Due to rules in nursing limit on clinical faculty to student ratio is 10:1. In addition NLNAC recommends more of faculty be at the doctoral level. Supporting exiting staff in obtaining this level of education would help meet this goal.

With increased outreach and push to increase enrollment a full time advisor is needed to keep students on the appropriate academic path. At this time faculty must do all of the advisement as well as teach a full load that includes off site and weekend clinical.

Community needs survey indicated need for a second track for MSN program (administration). In order to meet the requirements for PhD faculty in a MSN program at least one more PhD faculty is needed. If the requirements for FNP change which are proposed to take effect in 2012, from MSN to DNP will need increased faculty at PhD level to develop and implement the program.

The school of nursing only has one dedicated classroom, due to increasing class sizes (73 admitted in Spring 2010) it is difficult to find classrooms within the university for these large classes.

To meet the state and regions increasing need for nurses the SON is committed to increasing enrollment and retention. While there is no limitation on the amount of students attending lecture style classes; in the clinical areas (where actual hands on care of patients is provided) the Texas Board of Nursing has mandated a 10 student to 1 faculty member ratio. In order to increase enrollment and maintain compliance additional nursing faculty will be required. With the anticipated increase in faculty there will be a concurrent need to find additional office space. While the entire building is designated the School of Nursing only one full suite of offices and one partial suite of offices on the 3rd floor has been allocated to nursing. (The Dean of the College of Nursing and Health Sciences does not have the Dean's suite; these offices have been given to faculty from the College of Arts and Sciences).

Identify proposed outcomes for the next assessment cycle:

Continuation of present outcome(s) – (Indicate reason for continuation):

Outcomes 1 and 3 will be ongoing as they are requirements of the Texas Board of Nursing and NLNAC (the national accrediting agency for the school of nursing.)

Outcome 2 (ongoing) is related to meeting the regions need for health care professionals. The border area continues to be considered underserved and facilities often using foreign educated nurses to meet their needs. Increasing the number of nurses will not only help meet the health care needs of the area but because the ethnic and cultural background of the graduates (96% Mexican American) is that of the community it helps ensure that care given will be culturally appropriate. Research has shown that when the health care providers background and language is similar to that of the community in which they practice disparities in health care are decreased (IOM 2004 and Sullivan 2004)

Outcome 6 is ongoing and can't be fully assessed until after 2011.

There are no new Outcome(s) at this time.

The Modification of present outcome(s) – (Indicate reason for modification)

- 1) Outcome 2 has an additional benchmark: 100% of students will pass the Texas State Board of Nursing Jurisprudence exam before graduation. This was added as it is a new requirement that all students must fulfill to qualify for licensure as Registered Nurse in the state of Texas.

Completed: _____ Belva J. Gonzalez _____

Submit completed form to integrate@tamiu.edu.

Updated April 13, 2010.

Please see attached minutes to meeting August 31, 2009 and the employment survey.

Sullivan Commission on Diversity in the Healthcare workforce. (2004). *Missing persons:*

Minorities in the health professions. Washington, DC: Author.

Institute of Medicine (IOM) (2004). *In the nation's compelling interest: Ensuring diversity in the health professions*. Retrieved June 19, 2007

<http://www.iom.edu/CMS/3740/4888/18287.aspx>

Undergraduate Faculty Canseco School of Nursing

AIER Undergraduate subcommittee Minutes
 Monday August 31st, 2009 12:30-1:30 PM

Members Present: Dr. Aune, Natalie Burkhalter, Belva Gonzalez, Rose Saldivar, Carmen Bruni, Linda Flores, Vivian Garcia, Horacio Palacios.

Members Absent: None

Agenda Item	Discussion	Action	Person Responsible
1	<p>Program Evaluation of Outcome 1 and 2. Assessment based on results of HESI RN predictive exit exam and NCLEX first time pass rates.</p> <p>Lead faculty members for the sub specialties of Medical surgical nursing (included foundations and critical care), pediatrics, maternal child health, community nursing, leadership, and Mental Health on subcommittee. In addition faculty for health assessment and pathophysiology, courses that are used in all subspecialties also present.</p> <p>All attendees were given copy of HESI exit exam results as well as HESI course specific exams that are given at the end Community health, Mental Health, Maternal child health, pediatrics, and Advanced Adult Health.</p>	<p>a. Reviewed results and discussed actions to be initiated based on these results. Please see below for report HESI scores, 900 is target score for each area.</p> <p>b. Use of results as means of evaluating course weakness and strengths</p> <p>c. Use of results for course modification</p> <p>d. See below course modifications and suggestions</p>	<p>Belva Gonzalez Lead Discussion</p>
2	Graduation rates for 2009	Report given	Belva Gonzalez
3	NCLEX pass rates for 2009	Report given	Belva Gonzalez

Data Analysis Report included below:

Summary of HESI exit exam results 2009 graduating class:

In Spring 2009 31 students enrolled in NURS 4290 and qualified to take the HESI Exit Exam. On the first attempt 10 students made a grade of 900 or better. After a one week on site review

by MedsPub and an extra one week of study the remaining 21 students took the test and five were successful with a grade of 900 or greater. The remaining 16 retook NURS 4290 in Summer 2009.

In the summer co-hort 8 of 16 students passed the HESI exam with a grade of 900 or greater on the first attempt. The remaining 8 students were given the opportunity to take the ATI exit exam, an alternate nationally recognized predictive exam, in place of the HESI. Five students passed the ATI exam with a grade of 71.3 (which is predictive of a 90% possibility of passing the NCLEX), the remaining three students were not successful and were allowed to re-take the HESI exit exam on the following day, none were successful. The 3 unsuccessful students will retake NURS 4290 as an independent study in Fall 2009.

Comparison to Spring and Summer 2008

In Spring 2008 53 students took NURS 4290 and 44 successfully passed the Hesi exam. The remaining students retook NURS 4290 in Summer 2008 and all successfully passed the HESI exit and graduated. In total 6 students in the 2008 spring/summer cohort did not pass NCLEX on the first attempt and one student never received permission to take the exam. All unsuccessful first time test takers have subsequently passed NCLEX and the one remaining student recently received permission to test and has a scheduled date of August 31, 2009.

Subject	2008 Scores	2009 Scores
Average HESI	874	851
Obstetrics	832	790
Pediatrics	851	875
Mental Health	805	814
Fundamentals	871	845
Medical Surgical	884	888
Therapeutic Communication	902	855
Interventions	876	860
Critical Thinking	880	861
NCLEX 1 st time pass rate	91%	93%

NCLEX Results 2009

Of the 15 Spring 2009 graduates 14 successfully passed NCLEX on the first attempt. Twelve of the thirteen Summer 2009 co-hort were successful on NCLEX on the first attempt. Both unsuccessful students have not retaken NCLEX at this time.

Student Academics

Of the 31 students 12 had failed at least one or more nursing clinical course, 3 had transferred in from other programs in which they had failed a course.

Suggestions to address course weakness:

Medical Surgical Nursing:

Foundations: Carmen Bruni is more fully integrating MedsPub into foundations and adult Health I curriculum.

Health Assessment: Linda Flores has added sections on pediatrics, mental health and geriatrics to health assessment. Vocabulary has been included in all weekly assignments as Ms. Flores noted that students often had trouble answering questions due to a problem with vocabulary. In addition has chosen a new textbook which has more information on health assessment across the lifespan and links health assessment findings with pathophysiology.

Pathophysiology: Natalie Burkhalter has revised pathophysiology to use more critical thinking type exercises such as concept mapping.

Emergent Care: Natalie Burkhalter has added sections on ventilator support and hemodynamics for senior level students to prepare them for employment post graduation in areas such as ER and critical care.

Advanced Adult Health: Simlab is being more fully integrated into course to help with critical thinking. This will not take the place of actual clinical hours but be used as a supplement to reinforce learning.

Mental Health/Community Health: Rose Saldivar is has placed a re-newed emphasis on Geriatric communication and assessment in both Community and Mental Health Nursing- areas of identified weakness.

Pediatric and Maternal Child Nursing: Vivian Garica and Linda Flores have both asked they be given more time to evaluate results of HESI exit and course specific exams. This will be discussed in future meetings.

Management: Horacio Palacios has no suggestions at this time.

Suggestions to be taken before next full faculty meeting:

Develop a better tracking system for students who have failed nursing course work.
Use of remediation contracts for students failing a clinical course, students would be required to complete some type of organized remediation before being allowed to re-take class.

Limit the number of clinical classes a student could fail and remain in the nursing program.

Re-evaluate transfer policy

Progression and admission committee develop a ranking system for admission criteria, with emphasis on grades, HESI scores, and number of college course hours completed.

2009 TAMIU BSN graduates and place of employment September 28, 2009
 Obtained by telephone by Belva Gonzalez

Ayala, Delia Enedina	Hebbronville Texas Nursing Home Administrator
Banda, Angela Marie	Jourdanton Texas Community Hospital
Barrera, Irma Isabel	Houston, Texas
Bolanos, Nora Edith	LMC Laredo Texas
Campuzano, Brenda A.	Doctors Hospital Laredo Texas
Chavez, Claudia	Doctors Hospital Laredo Texas
De Luna, Jesus Norberto Jr	Doctors Hospital Laredo Texas
Diaz, Erika J.	Eagle Pass Texas Home Health
Espinosa, Mary C.	Doctors Hospital Laredo Texas
Evans, Linda	LMC Laredo Texas
Flores, Michael Anthony	LMC Laredo Texas
Galvan, Alberto	LMC Laredo Texas
Galvan, Alicia Acevedo	LMC Laredo Texas
Garcia, Krystel	Doctors Hospital Laredo Texas
Garza, Monica	Specialty Hospital Laredo, Texas
Gutierrez-Rebollar, Vicenta	LMC Laredo Texas
Jimenez, Darlene	Home Health Laredo Texas
Lona, Rocio Aguilar	LMC Laredo Texas
Lopez, Graciela	Home Health Laredo Texas
Luna, Maryza	LMC Laredo, Texas
Newcomb, Ashly Bleu	Doctors Hospital Laredo, Texas
Oliveira - Sotelo, Jessica A.	Doctors Hospital Laredo, Texas
Ortiz, Juan Jr.	Doctors Hospital Laredo Texas
Pacheco, Ana L.	Kingsville, Texas
Palacios, Tom	Dialysis Center Laredo, Texas
Ramos, Christina Marie	Doctors Hospital Laredo Texas

Saenz, Camille Jude	LMC Laredo Texas
Serna, Vanessa Ann	Doctors Hospital Laredo Texas
Vidal, Deborah Lynn	LMC Laredo Texas
Ziga, Nayeli Guadalupe	LMC Laredo Texas