Consideration of Change in Approval Status
From Full Approval to Full Approval with Warning
University of Mary Hardin-Baylor in Belton, Texas
Baccalaureate Degree Nursing Education Program

Summary of Request:
Consider the proposed change in approval status for the University of Mary Hardin-Baylor (UMHB) Baccalaureate Degree Nursing (BSN) Education Program in Belton, Texas, from Full Approval to Full Approval with Warning based upon the 2016 NCLEX-RN® examination pass rate, findings in the 2015 Self-Study Report, and areas for improvement for alignment with Rule 215.

Historical Perspective:
- UMHB is a Baptist institution founded in 1845 and regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges.
- The UMHB BSN Program began operation in 1968 and is accredited by the Commission on Collegiate Nursing Education through December 31, 2022.
- Sharon Souter, PhD, RN, CNE has served as Program Director since July 2008.
- The NCLEX-RN® examination pass rates for the past five (5) years are included in the table below:

<table>
<thead>
<tr>
<th>Examination Year</th>
<th>BON Approval Status</th>
<th>NCLEX-RN® Examination Pass Rate</th>
<th>Number of First Time Candidates (Passed/Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>Full – Self-Study Report Required</td>
<td>79.74%</td>
<td>122/153</td>
</tr>
<tr>
<td>2015</td>
<td>Full</td>
<td>79.23%</td>
<td>145/183</td>
</tr>
<tr>
<td>2014</td>
<td>Full</td>
<td>85.98%</td>
<td>141/164</td>
</tr>
<tr>
<td>2013</td>
<td>Full</td>
<td>70.07%</td>
<td>96/137</td>
</tr>
<tr>
<td>2012</td>
<td>Full</td>
<td>93.55%</td>
<td>87/93</td>
</tr>
</tbody>
</table>

- Due to the 2015 NCLEX-RN® examination pass rate of 79.23%, the Program Director and faculty were required to submit a Self-Study Report (SSR) in 2016 that would evaluate factors that may have contributed to the graduates’ performance on the NCLEX-RN® examination and a description of the corrective measures to be implemented.
• The Education Consultants conducted a conference call with the Program Director and faculty members on March 31, 2016, to discuss the process of developing the SSR. A comprehensive, in-depth SSR was received in the Board office on May 3, 2016.
• The Program Director and faculty members identified multiple factors in the SSR that may have contributed to the NCLEX-RN® pass rate falling below 80% as well as corrective measures to improve success, including:
  o Increase admission standards;
  o Decrease number of admissions for the 2016-2017 academic year;
  o Develop strategic plan to improve teaching effectiveness across the curriculum;
  o Appoint adjunct faculty development coordinator;
  o Hire Associate Dean and additional full-time faculty;
  o Formally review new curriculum;
  o Review and revise test plan to more clearly align exam blueprints to the testing content of the NCLEX-RN® test plan;
  o Consider an alternative testing vendor; and
  o Identify fewer systematic plan outcomes to review each year.
• After review of the SSR, the Education Consultants acknowledged the findings in the SSR and the plan for corrective measures (See Attachment #1).
• On November 29, 2016, the Education Consultants conducted a telephone conference with the Program Director concerning changing the program’s approval status from Full to Full Approval with Warning at the Board meeting on January 19, 2017. The conference call provided an opportunity for Board Staff and Dr. Souter to discuss the process and implications of the warning status.
• The UMHB BSN Program has provided a response letter to be included with the Board report (See Attachment #2).

Rationale for Recommendations:
Rule 215.4(c)(3)(A) states: “A warning may be issued to a program when the pass rate of first-time NCLEX-RN® candidates … is less than 80% for two (2) consecutive years…”

The Education Guideline for writing a Self-Study Report requires that “The effects of the corrective measures should be evaluated as a part of the Total Program Evaluation Plan”.

Staff Recommendation:
Move to change the approval status for the University of Mary Hardin-Baylor Baccalaureate Degree Nursing Education Program in Belton, Texas, from Full Approval to Full Approval with Warning based upon the 2016 NCLEX-RN® examination pass rate, findings in the 2015 Self-Study Report, and areas for improvement for alignment with Rule 215, and impose the conditions/requirements in the attached letter and Board Order (See Attachment #3).
July 8, 2016

Sharon Souter, RN, PhD, CNE, Dean
Baccalaureate Degree Nursing Education Program
University of Mary Hardin-Baylor
900 College Street
UMHB Box 8015
Belton, TX 76513

Dear Dr. Souter and Nursing Faculty:

The purpose of this letter is to acknowledge receipt of the University of Mary Hardin-Baylor Baccalaureate Degree Nursing Education Program 2016 Self-Study Report. As the Education Consultant for the program, I wish to express my appreciation to the faculty for their diligence and thoughtfulness evident in this comprehensive report. Further, Board Staff values the faculty members’ participation in the March 31, 2016 conference call to discuss development of the Self-Study Report. The Education Consultants found the time devoted to the calls a beneficial experience that allowed us to connect with the programs at the teaching level.

The depth of the evaluation of the program and analysis of those areas for improvement is evident in the Self-Study Report. Program faculty and leadership are commended for the thorough review and the measures initiated to remedy the identified issues, as articulated in the following table:

<table>
<thead>
<tr>
<th>Category</th>
<th>Corrective Measure</th>
<th>Time Table</th>
<th>Individual Responsible</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Review and revision of applicant pool</td>
<td>Spring 2017</td>
<td>CON Dean and Faculty</td>
<td>Increased NCLEX-RN® pass rate</td>
</tr>
<tr>
<td></td>
<td>Increase composite admission exam score and selective scores, e.g. Reading and Math</td>
<td></td>
<td></td>
<td>Increase in student performance throughout the entire curriculum</td>
</tr>
<tr>
<td></td>
<td>Calculation of all grades into the prerequisite and overall GPA</td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

Members of the Board

Kathleen Shipp, MSN, RN, FNP
Lubbock, President

Nina Almasy, MSN, RN
Deborah Bell, CLU, ChFC
Abilene

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Amarillo

Kathy Lee, BSN, RN
Beverly Jean Netall, LVN
Granbury

David Sardone, II
Weatherford

Francis Stites
Fort Aransas
<p>| Consider GPA of 3.25 in pre-requisite courses | Decrease admissions for the 2016-1017 academic year | Expected drop in student admissions for 2017. |
| Policies | Review of testing module average, currently 75% consider 78% | Fall 2016 | CON Dean and Faculty | Ongoing review of module scores |
| Failure of two courses in one semester is counted as two failures and the student could not continue in nursing | Spring 2016 | |
| Policy of awarding WP/WQ. Students who wish to withdraw who are failing a critical component of a course and wish to withdraw receive a WQ and this counts as a course failure | |
| Faculty | Continuing education for adjuncts and BSN Extenders | Fall 2016 | CON Dean and Faculty | Positive feedback from students regarding adjunct student interaction |
| Strategic plan for 2016-17 focused on improving teaching effectiveness across the curriculum | | | | Improved performance on the clinical evaluation tool |
| Appointment of adjunct faculty | Fall 2016 | CON Dean UMHB | Individual in the position beginning | Positive feedback from adjuncts/BSN extenders about the comfort level of their role in mentoring and evaluating students |</p>
<table>
<thead>
<tr>
<th>Development Coordinator</th>
<th>Administration</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty development regarding teaching and learning strategies of increased numbers of students with faculty development funds committed to this effort.</td>
<td>CON Dean and UMHB Administration and CON Faculty</td>
<td>Improvement in statistical analysis of items, less items eliminated from exam scoring, matching of all items to categories and concepts</td>
</tr>
<tr>
<td>Creation and implementation of a new position (Associate Dean) and committee focused on improving teaching effectiveness to be implement fall 2016</td>
<td>CON Dean and UMHB Administration</td>
<td>Hopeful hiring of qualified individual</td>
</tr>
<tr>
<td>Hiring of additional full time faculty, fall 2016, an additional faculty position was awarded for fall 2016.</td>
<td>CON Dean and UMHB Administration</td>
<td>Search committee is processing applicants and an individual will be hired and in place by August 2016</td>
</tr>
<tr>
<td>Curriculum</td>
<td>CON Dean and Faculty CON Curriculum Committee</td>
<td>Continue to review curriculum as students take course specific standardized exams, exit exams and performance on NCLEX-RN®</td>
</tr>
<tr>
<td>The curriculum is new, undergoing minor tweaks, currently being mapped. A formal review of concepts with specific exemplars will be reviewed and courses revised, fall 2016</td>
<td>CON Dean and Simulation Director</td>
<td>Assistant will assist with remediation and development and implementation of new simulations</td>
</tr>
<tr>
<td>A full time BSN assistant position was awarded for fall 2016 for the simulation center and to allow more hours for scenario and simulation development and implementation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Testing and Evaluation</td>
<td>During the summer the entire test bank for the clinical courses is undergoing review as a part of a faculty development grant.</td>
<td>Summer 2016</td>
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<td>------------------------</td>
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<tr>
<td>Evaluation Methods for Class and Clinical</td>
<td>The test bank for the CON will be improved and revised and make clearer delineation between exam blue prints to the testing content of the NCLEX-RN® test plan and implementation of the questions and tests from the work of the summer development grant.</td>
<td>Summer 2016</td>
</tr>
<tr>
<td>Evaluation Methods for Class and Clinical</td>
<td>Consider a minimal score on the Kaplan entrance exam for admission or on certain aspects of the exam, e.g. reading.</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>Systematic Plan</td>
<td>Consider an alternative testing vendor.</td>
<td>May 2016</td>
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<tr>
<td></td>
<td>The program evaluation of the CON does a great job in reviewing the plan. As the plan for tracking student learning outcomes was reviewed by a separate committee on campus, it was suggested that our plan be reduced. The faculty have chosen two or three, rather than all eight outcomes to be addressed fully each year.</td>
<td>May 2016</td>
</tr>
</tbody>
</table>

Thank you again for submission of the detailed Self-Study Report. Board staff is requesting an update for each of the corrective measures as they are completed. If you have questions or concerns, please contact me via e-mail at Virginia.ayars@bon.texas.gov or telephone at 512-305-7660.

Sincerely,

Virginia D. Ayars, EdD, MS, RN, CNE
Nursing Consultant for Education

Copy: Dr. Randy O’Rear, President
December 2, 2016

Virginia D. Ayars, EdD, MS, RN, CNE
Nursing Consultant for Education
Texas Board of Nursing

Dr. Ayars:

This letter is written in response to the NCLEX-RN performance rate of graduates at the University of Mary Hardin-Baylor (UMHB). The items below represent the implementation thus far of the strategies identified in the self-study.

We would wish to note that the “best guess” (two have not written the exam) pass rate for our students in spring 2016 (who are the first to graduate from the new curriculum) is 84%. Thus, we are encouraged that with the curriculum change and with the implementation of the strategies below, the fall class will demonstrate ongoing improvement.

In the spring of 2016, the faculty members and administration of UMHB did a thorough review of the entire college of nursing (CON) and its strengths and weaknesses. The strengths were readily identified as were areas noted for improvement. It is those areas that are discussed here with the implementation that has occurred in the subsequent months since the submission of the document.

Areas of improvement

- Continued need on the part of the dean to assist faculty members in their adaptation to increasing numbers of students. Need for faculty development into teaching strategies for concept-based education and innovations for reaching and meeting the needs that increased numbers of students in the classroom bring
- A less than detailed curriculum map and the possible dropping or misplacement of some content
- Lack of rigor in testing in some areas combined with inconsistency in exam analysis
- Lack of identified methods to keep students from “dumping” information as they leave one course, move to another and fail to retain information
- Students learning facts without making application
- Need for review of overall clinical practice hours
- Lack of support for ESL students once they have declared a major
- Generational changes in student populations and their approach to teaching and learning
During the summer and fall, support for faculty members in regarding to teaching has occurred through:

- Assignment of a faculty members who is responsible for adjunct faculty members oversight. This is a half-time position for a full-time faculty member with 20+ years of teaching experience. Many of our students may only have a part-time faculty member in clinical and helping these adjuncts adjust to the new concept-based curriculum, to fair and rigorous evaluation of students and to effective teaching in the clinical setting is paramount. The CON applied for and is now able to offer CEU's and one program has been offered for and attended by 12 adjuncts on the topic of concept-based teaching. The adjunct faculty director has visited each of the adjuncts in the clinical setting on more than one occasion. The director has demonstrated leading of post-conference and how to make it more effective as well as role modeled interactions with students in the setting.
- All full-time faculty members have had the opportunity to take the National Council's test writing program.
- Brown bags have been held on test construction and rigor, problem-based learning, innovation in the classroom and teaching millennials.

A detailed curriculum map is nearing completion as the members of the curriculum committee have mapped each of the concepts, related exemplars and how these flow throughout the curriculum to meet the learning needs associated with the RN test plan, the DECS’s and the BSN Essentials.

Lack of rigor in testing has been addressed in several ways:

- A new format for blueprint construction has been implemented.
- The education on item writing mentioned in the paragraphs above.
- This semester, less points have been credited back to students, thus avoiding artificially increasing student performance. This is the result of rigorous exam review and question revision based on the information gained from the presentation on faculty.
- Most importantly, from a faculty member development grant that two faculty members received. The focus of the grant was on designing an assessment tool for mapping of CON exams based upon specific criteria, and to implement needed modifications to the existing exams based on the analysis findings. The project fit into Boyer’s teaching category of scholarship by increasing mastery within the nursing discipline through designing and implementing program-level assessments of student learning. Faculty members, in conjunction with the dean, selected five courses within the curriculum for inclusion in this project. The selected courses are: NURS 3320 Pathophysiology I, NURS 3321 Pathophysiology II, NURS 3620 Health Care Delivery I, NURS 3621 Health Care Delivery II, and NURS 4620 Healthcare Delivery III. Bloom’s Taxonomy identifies the following cognitive levels: Knowledge, comprehension, application, analysis/synthesis, and evaluation. According to CON testing policy, course exams are expected to increase in complexity and difficulty of questions as the program progresses. Testing guidelines identify the percentage of questions that exams must contain at each cognitive level. The NCLEX-RN test plan (blueprint) is organized into four major client needs categories. The major categories include safe and effective care environment, health promotion and maintenance, psychosocial integrity, and physiological integrity. Following completion of mapping, CON module exams and final exams were analyzed for continuity, rigor, continuance of conceptual themes throughout the program and adherence to identified criteria. Based on
analyses, a new Module A, version 01 exam for each course was developed by the study faculty members to match appropriate mapping according to the identified criteria to meet CON requirements. The revised exams may include both existing questions and modified questions from the current tests in addition to newly created questions. A brown bag presentation was developed and implemented for faculty members to outline needed changes in exam questions.

Student learning facts without making application:

The main impetus for the total revision of the curriculum centered on the focus of helping students retain information and truly learn material, not just facts. In the new curriculum, concepts are presented over and over with the addition of new content as the curriculum moves from simple to complex. Students are explained that the curriculum now moves like a Russian ‘Babushka’ doll in which the smallest inside doll represents the first semester and as the student moves forward in the curriculum, they must maintain their inner doll until the last semester when the outermost doll is the most beautiful, possessing all their skills and knowledge, but at the core is their foundational knowledge, which they can never forget.

Need for review of overall clinical practice hours:

A review of clinical practice hours suggesting the need for increasing hours in specialty areas such as pediatrics and OB. This spring of 2017, students will have an additional three days (24 hours in both areas) expanding their patient care contact, as well as, their ability to make application of didactic content to the clinical area. In the fall of 2017, first semester junior students will return to two consecutive six-hour days rather than one 12-hour shift.

ESL student and students with poor reading skills:

New support is in place for ESL students and students with poor reading skills. Additional testing with a focus on the specific nursing related areas of reading is now administered to those who score poorly on the reading portion of the admission test. A special class has been developed through the College of Humanities that addresses reading help in these specific areas.

To address generational differences and the need for firmer approaches in teaching, learning and testing, several changes have or will be implemented.

Admission Criteria

- Consider Pre-requisite GPA to 3.25, leaving overall GPA at 3.0.
- An increase in the admission exam (Kaplan) score requirement from 60 to 65 with a score of 65 required in reading and math.

Progression Policies

- “Critical element“ nursing course exam average was raised to 75%. As more data is available, consider further raising “critical element” requirement.
- A remediation specialist, part time, is in place for fall 2016. She has developed a program entitled Academic Triumph Program (ATP) for students with a combined focus on test taking skills, content review and studying approaches.
- The grading criteria for NURS 4000 was changed to require students to obtain a score of 900 or better on the exit exam or designated exit exam. In addition, the focus of the course is more rigorous and requires more work on questions throughout the semester. Specific content reviews are also provided. Students will be given two attempts during the course to obtain the benchmark. If they do not obtain the benchmark, they will repeat NURS 4000 until they successfully meet the course criteria for course completion.

In conclusion, the faculty members and administration are encouraged that the new curriculum is accomplishing its goals. In addition, the first class to graduate under the more rigorous 75% testing average occurs this fall. As a part of the self-study process, faculty members have visited with our surrounding schools and colleges of nursing and feel we may need to move to 78% to mirror their requirements.

Thank you for the opportunity to report the implementation of a portion of our strategic plan for NCLEX-RN® improvement.

Dr. Sharon Souter, RN, PhD, CNE
Dean and Professor
College of Nursing
University of Mary Hardin-Baylor
900 College Street
UMHB Box 8015
Belton TX, 76513
January 23, 2017

Sharon Souter, PhD, RN, CNE, Dean
Baccalaureate Degree Nursing Education Program
University of Mary Hardin-Baylor
900 College Street
UMHB Box 8015
Belton, TX 76513

Dear Dr. Souter:

At the January 19-20, 2017 meeting, members of the Texas Board of Nursing (Board) considered the approval status for the University of Mary Hardin-Baylor Baccalaureate Degree Nursing Education Program in Belton, Texas, based upon the NCLEX-RN® examination pass rate for 2016, findings in the 2015 Self-Study Report, and areas for improvement for alignment with Rule 215.

Based upon the discussion and review of information, it was the decision of the Board to change the approval status for the University of Mary Hardin-Baylor Baccalaureate Degree Nursing Education Program in Belton, Texas, from Full Approval to Full Approval with Warning and impose the conditions/requirements in the attached Board Order.

If you have any questions or if we may offer assistance, please contact Board Staff at Virginia.ayars@bon.texas.gov or 512-305-7660.

Sincerely,

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

Copy: Dr. Randy O’Rear, President, University of Mary Hardin-Baylor
Commission on Collegiate Nursing Education
BEFORE THE TEXAS BOARD OF NURSING

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ORDER OF THE BOARD

In the Matter of
University of Mary Hardin-Baylor
Baccalaureate Degree Nursing Education Program
In Belton, Texas

A public meeting of the Texas Board of Nursing, hereinafter referred to as the Board, was held on January 19, 2017, 333 Guadalupe, Tower II, Room 225, Austin, Texas, to consider the approval status for the University of Mary Hardin-Baylor Baccalaureate Degree Nursing Education Program in Belton, Texas, pursuant to Section 301.157, Texas Occupations Code and 22 Tex. Admin. Code Chapter 215, based upon the NCLEX-RN® examination pass rate for 2016, findings in the 2015 Self-Study Report, and areas for improvement for alignment with Rule 215.

Representatives from the University of Mary Hardin-Baylor in Belton, Texas discussed the change in approval status during a conference call with Board Staff and were offered the opportunity to provide a written response for the Board’s consideration. After review and due consideration of the materials presented by Staff and filed by the University of Mary Hardin-Baylor in Belton, Texas, the Board hereby CHANGES the approval status for the University of Mary Hardin-Baylor Baccalaureate Degree Nursing Education Program in Belton, Texas from FULL APPROVAL to FULL APPROVAL WITH WARNING and imposes the following conditions/requirements:

1. In accordance with Rule 215.4(a)(3)(A), a program survey visit will be conducted by Board Staff during 2017.

2. An evaluation of the effectiveness of the corrective measures outlined in the 2015 Self-Study Report is to be submitted by the program to Board Staff no later than June 1, 2017, per Education Guideline 3.2.1.a.

Entered this 19th day of January, 2017

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