

**Report of Survey Visit
 Schreiner University in Kerrville, Texas
 Vocational Nursing Education Program**

Summary of Request:

- Consider the report of the routine six (6) year survey visit to the Schreiner University in Kerrville, Texas Vocational Nursing Education Program. The visit was conducted on June 24, 2013 by Robin Caldwell, PhD, RN, CLNC, Contract Program Evaluator (see Attachment #1).

Historical Perspective:

- Schreiner University, established in 1917 as Schreiner Institute, is a private liberal arts institution located in Kerrville, Texas. In 2001, the name of the university was changed to its current designation.
- Schreiner University is accredited by the Southern Association of Colleges and Schools to award masters, baccalaureate, and associate degrees.
- The university has operated a vocational nursing (VN) education program since 1973 and a baccalaureate degree nursing (BSN) education program since 2011. The VN program is the sole certificate level program offered by the university.
- Loretta Moreno, MSN, RN was appointed Coordinator of the VN program in 2012 following the retirement of long-time program director, Rosemary Pullin, BSN, RN. Ms. Moreno had previously served as faculty in both the VN and BSN programs.
- Lena Rippstein, PhD, APRN-BC, GNP serves as Director of the Department of Nursing at Schreiner University.
- The NCLEX-PN® examination pass rates for the past five (5) years are presented in the following table:

Examination Year	BON Approval Status	NCLEX-PN® Pass Rate	Number of First Time Candidates (Passed/Total)
2012	Full	74.07%	40/54
2011	Full	97.83%	45/46
2010	Full	80.00%	36/45
2009	Full	85.19%	46/54
2008	Full	80.85%	38/47

- Following the reporting of the 2012 NCLEX-PN® examination pass rate, the VN program was required to submit a self-study report evaluating factors that may have contributed to graduates' performance on the licensure examination.
- Though survey visit findings revealed positive attributes in the program, the Program Evaluator identified several areas of concern, as well as infractions of Board Rule 214. Administration and the program coordinator responded positively to the Program Evaluator's findings, and expressed a willingness to initiate corrective measures necessary to bring the program into full compliance with Rule 214.

Pros:

- The program coordinator has been diligent in efforts to identify and implement corrective actions necessary to ensure learners' success on the licensure examination.
- The program has exemplary clinical learning experiences for VN students subsequent to the director's and faculty members' efforts to establish and maintain successful clinical affiliations.
- The program has a seasoned, stable faculty, who demonstrate loyalty to the program and a commitment to students' success.
- The program has administrative and community support.
- Students expressed confidence that the VN program coordinator and faculty are committed to their success.
- The VN program fulfills a need in local communities and graduates obtain employment in area hospitals and clinics.

Cons:

- The program's 2012 NCLEX-PN® examination pass rate is 74.07%.
- Physical facilities and resources are inadequate in that the VN skills lab is located in a small basement area of the university auditorium. The lab: has no windows and lacks adequate lighting; is not ADA accessible; does not consistently have hot running water; and, lacks basic equipment and supplies for student practice.
- Students and faculty voiced strong dissatisfaction concerning the inadequacies of the VN skills lab.
- The morales of both students and faculty members have been adversely affected due to perceived discrepancies in physical facilities and resources allocated to the BSN program.
- Students expressed frustration with the pharmacology course. Students described the course as poorly organized, and reported they are routinely dismissed from clinical learning experiences early and brought back to campus in order to get caught up on pharmacology content.
- There is a need to enhance the rigor in the program. Open book quizzes are common practice and students are awarded extra points for attendance and participation. Additionally, the majority of tests reviewed are written at a lower cognitive level.
- The program coordinator carries a full classroom and clinical teaching load in addition to her administrative duties in the program.
- The program coordinator and faculty need funding and release time for professional development to assist them develop in the educator role as well as provide them with supplemental training pertaining to test construction, item analysis, nursing informatics, and instructional strategies.
- Faculty commented about heavy workloads and noncompetitive wages.
- Written faculty policies concerning orientation, professional development, and evaluation are very broad and need to be further developed.
- Written policies concerning faculty job descriptions and qualifications are not included in the VN faculty handbook.
- There is no evidence that a Total Program Evaluation (TPE) plan is in place.

Rationale for Staff Recommendations:**Requirement #1:**

Rule 214.7 Faculty states there shall be written personnel policies for nursing faculty that are in keeping with accepted educational standards and are consistent with the policies of the governing entity.

A review of documents during the survey visit revealed the program's policies are not in alignment with Board Rule 214.7 Faculty, Section (a), including policies specific to faculty orientation, evaluation, professional development, job descriptions, and qualifications. Therefore, Board Staff recommends issuing a requirement that the program director and faculty shall review program policies to ensure adherence. The program director shall submit documentation of the revised program policies specific to Rule 214.7(a) to Board Staff not later than January 1, 2014.

Requirement #2:

Rule 214.9 Program of Study, Section (a)(6) sets forth that the program shall be based on sound educational principles.

During the survey visit, the Program Evaluator identified a lack of educational rigor in the program of study. Therefore, Board Staff recommends issuing a requirement that the program director and faculty members shall critically evaluate the use of open book quizzes, the awarding of extra credit points for attendance and participation, and the utilization of lower cognitive level questions in examinations. The revisions subsequent to this evaluation shall be submitted to Board Staff not later than January 1, 2014.

Requirement #3:

Rule 214.11(b) Facilities, Resources, and Services sets forth that an appropriately equipped skills laboratory shall be provided to accommodate the maximum number of students allowed for the program. The laboratory shall be equipped with hot and cold running water and shall have adequate storage for equipment and supplies.

Since an inadequate nursing skills laboratory was noted during the survey visit, Board Staff recommends issuing a requirement that the program director shall submit evidence to Board Staff not later than January 1, 2014 that the vocational nursing education program skills laboratory has been updated to ensure adequacy to meet the needs of the program. Evidence may include narrative descriptions, photographs, and floor plans.

Requirement #4:

Rule 214.13 (a) Total Program Evaluation sets forth that 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 of program and instructional effectiveness.

Since no Total Program Evaluation plan was available for review during the survey visit, Board Staff recommends issuing a requirement that the program director and faculty shall develop a comprehensive Total Program Evaluation plan to submit to Board Staff not later than January 1, 2014.

Staff Recommendations:

Move to accept the report of the routine six (6) year survey visit to Schreiner University in Kerrville, Texas Vocational Nursing Education Program, and to issue four (4) requirements, as noted in the attached Board Order (See Attachment #2).

**Summary of Survey Visit and Findings
Schreiner University in Kerrville, Texas
Vocational Nursing Education Program**

Purpose of Survey Visit: Routine six (6) year survey visit

Date of Visit: June 24, 2013

Board Representative Conducting Visit: Robin Caldwell, PhD, RN, CLNC, Contract Program Evaluator

Program Evaluator met with:

- Charlie McCormick, PhD, Provost and Vice President for Academic Affairs
- Diana K. Comuzzie, PhD, Dean of the School of Sciences and Mathematics
- Lena Rippstein, PhD, APRN-BC, GNP, Director of the Nursing Department
- Lena Moreno, MSN, RN, Vocational Nursing (VN) Program Coordinator
- Three (3) VN faculty
- Thirteen (13) VN Students

Due to illness, it was necessary for Dr. Rippstein to leave shortly before the opening of the initial meeting. The Program Evaluator appreciates Dr. Rippstein's efforts to be present and her respect for the Board survey process.

Activities conducted by Program Evaluator:

- Conducted an opening meeting with administration and program coordinator;
- Met with faculty as a group;
- Met with students as a group;
- Observed classroom teaching;
- Reviewed curriculum materials including syllabi, exams, and clinical evaluation tools;
- Reviewed faculty and student handbooks;
- Reviewed clinical affiliation agreements;
- Reviewed records and files;
- Reviewed minutes from meetings;
- Toured facilities housing the nursing program and the Schreiner University campus; and,
- Conducted an exit interview with administration and program coordinator.

Summary of Findings:

Philosophy/Mission and Objectives/Outcomes

- The program coordinator and faculty have integrated *The Differentiated Essential Competencies for Graduates of Texas Nursing Programs (DECs) (2010)* into all aspects of the curriculum.

Administration and Organization

- The organizational chart demonstrates lines of communication, responsibility, and authority within the nursing program and with college administration.
- Good communication was evident between the VN program coordinator and university administration.
- Administration articulated support for the VN program and reported the program fulfills a need in local communities.
- Lena Rippstein, PhD, APRN-BC, GNP, serves as Director of the Nursing Department.
- Loretta Moreno, MSN, RN, was appointed VN Program Coordinator in August 2012 following the retirement of long-time program director, Rosemary Pullin, BSN, RN. Ms. Moreno had previously served as faculty in both the VN and Baccalaureate Degree Nursing (BSN) education programs.
- Ms. Moreno expressed appreciation for the ongoing support she has received from university administration as she transitions into her new role as VN program coordinator.

- Ms. Moreno carries a full classroom and clinical teaching load in addition to her administrative duties and responsibilities in the program. Ms. Moreno acknowledged that the addition of one (1) part-time clinical faculty would free her for administrative duties in the program.
- Administration and the program coordinator expressed concerns about the 74.07% 2012 NCLEX-PN® pass rate, and attributed faculty turnover and a decrease in qualified applicants as factors that likely led to the low pass rate.
- The program coordinator is seeking ways to improve the program, and suggested she and faculty would benefit from professional development in effective and innovative teaching methods, nursing informatics, test construction, and item analysis.
- Administration and the program coordinator were receptive to the Program Evaluator's findings, and expressed a commitment to take corrective actions necessary to bring the program into compliance with Rule 214.

Program of Study

- The twelve (12) month VN program is designed to be completed in three (3) semesters.
- The Nursing Education Program Information Summary (NEPIS) data indicate a total of 1500 contact hours in the program of study: 654 didactic; 0 computer lab; 0 skills lab; 0 simulation lab; and, 846 patient care clinical hours. Skills lab learning experiences are incorporated into didactic and clinical courses.
- The teaching model is based upon face-to-face delivery of course materials combined with faculty supervised, direct patient care clinical learning experiences.
- The program has implemented the use of standardized testing for admission purposes in an effort to target the most qualified applicants.
- A review of program syllabi revealed that open book quizzes are common practice and students are awarded points for attendance and class participation.
- The majority of tests reviewed were written at a lower cognitive level. The program coordinator and faculty indicated unfamiliarity with the NCLEX test plan.
- The program provides a live NCLEX-PN® review for students upon graduation.

Faculty

- The program coordinator and three (3) full-time RN faculty members provide the VN instruction.
- According to Ms. Moreno, the program experienced unusual faculty turnover in 2012 due to two (2) faculty retirements. There were no vacant faculty positions at the time of the survey visit.
- Current VN faculty has been employed for a time period ranging from six (6) months to twenty-five (25) years. One (1) recently hired faculty member had previously taught for five (5) years in the program.
- According to the coordinator, recruitment of qualified faculty is difficult due to noncompetitive wages.
- Faculty is seasoned, well-credentialed, and possesses the expertise to teach in areas assigned.
- Faculty members demonstrated enthusiasm when describing their teaching assignments, and expressed a commitment to the students in the program.
- Faculty voiced strong concerns about the lack of an adequate skills lab for the program.
- Faculty reported efforts to improvise due to a lack of necessary equipment for skills demonstrations and student practice. A faculty member reported drawing a face on a pillow to simulate a patient lying in bed for medication administration scenarios.
- A faculty member reported the skills lab is located in a basement accessible only by stairs, and due to a history of knee surgeries, it is difficult for her to access the skills lab.
- Because of the problems associated with the skills lab, faculty and students prefer to practice skills in the classrooms.
- Faculty indicated discouragement that the VN program does not have access to the modernly equipped BSN skills lab.
- Faculty identified a need for professional development to assist them develop in the educator role, and indicated that current professional development resources provided by the university are inadequate.
- Faculty commented about noncompetitive wages and heavy workloads.
- Written faculty policies concerning orientation, evaluation, and professional development are very broad and need to be further developed.
- Written policies concerning faculty job descriptions and qualifications are not included in the VN faculty handbook.

- Faculty meets regularly and communicates frequently. Minutes of meetings are maintained.

Students

- The program admits two (2) cohorts of students per year, each January and June.
- According to the coordinator, the program currently has the faculty and resources to admit forty (40) students annually.
- Nineteen (19) students were admitted into the program in January 2013, and seventeen (17) students were admitted in June 2013. The program coordinator and faculty reported a decrease in the number of qualified applicants seeking admission into the program. The coordinator hypothesized that online education alternatives and an increased number of nursing programs in surrounding areas have contributed to the decrease in applicants.
- There are currently thirty-one (31) students enrolled in the program; fourteen (14) in the January cohort, and seventeen (17) in the June cohort.
- The coordinator and faculty attributed the majority of attrition in the program to students' lack of preparedness for the rigors of nursing education and outside work responsibilities.
- Thirteen (13) students from the January 2013 cohort were available for interview.
- Students reported they enrolled in the Schreiner VN program because of location, tuition, and reputation in the community.
- Students expressed confidence the program coordinator and faculty are committed to their success. Several students described the helpfulness and availability of the faculty.
- Students positively described recent clinical learning experiences.
- Students agreed they have input into the program, and the faculty and director are responsive to their feedback.
- Students confirmed they received declaratory order and eligibility information upon enrolling in the program.
- The Program Evaluator reviewed the student handbook and found all Board required policies are included.
- The majority of students stated they plan to seek further education to become registered nurses.
- Students voiced many complaints about the VN skills lab.
- Students described the lab as an unpleasant learning environment that lacks basic and necessary equipment, with only four (4) beds, one (1) injection pad that leaks, and one (1) old manikin available for skills practice.
- Students stated that it is more effective to practice skills on a table in the back of the classroom rather than in the skills lab.
- From discussions with students, it appears they are most upset by the fact the BSN program has a new, fully-equipped skills lab with state of the art high-fidelity simulation capabilities that is not made available to the VN students.
- Additionally, students expressed dissatisfaction with their experiences in the pharmacology course. Students described the course as poorly organized and reported they are routinely dismissed from clinical learning experiences early and brought back to campus in order to get caught up on pharmacology content.

Clinical Learning Experiences

- Contracts with clinical affiliating agencies are current. Because of a history of good relationships with clinical agencies, the VN program has access to a wide range of clinical learning experiences for the curriculum, including mental health.
- All clinical learning experiences are conducted in faculty supervised direct-patient care settings. The program does not use clinical preceptors.
- Clinical learning experiences are scheduled to match related didactic content in the classroom.
- Clinical evaluation tools indicate progression of expectations across the program and are used for formative and summative evaluations.

Facilities and Resources

- A full array of services is available to students on campus.
- A large physical library is located on the campus. Additionally, students have twenty-four (24) hour access to online library holdings.
- Ample computer resources are available throughout the campus and IT support is available.
- Facilities housing the VN program include two (2) fully-equipped classrooms, private faculty offices, student and faculty break areas, and restrooms.

- The program coordinator has a private office that is conveniently located to faculty and classrooms.
- Locked program files are located in the program coordinator's office.
- The VN program shares one (1) full-time program assistant with the BSN program.
- The program coordinator and faculty indicated that clerical support is adequate.
- Physical facilities and resources allocated to the skills lab are not adequate to meet the needs of a VN program, and are not conducive to a positive learning environment. The skills lab is located in the basement of the university auditorium. The physical space is small and in poor condition. The lab lacks windows or adequate lighting, and is not ADA accessible. The lab is not equipped with consistently hot running water, and lacks basic and necessary equipment and supplies for student practice.
- Equipment in the lab primarily consists of four (4) empty beds (non-electric). Sheets were noted to be worn.

Records and Reports

- Minutes from faculty meetings indicate when decisions are made.
- The program was unable to provide evidence that a Total Program Evaluation (TPE) plan is in place.

DRAFT

October 21, 2013

Loretta A. Donnelly-Moreno, MSN, RN, Director
Vocational Nursing Education Program
Schreiner University
2100 Memorial Blvd
CMB 6226
Kerrville, TX 78028-5697

Dear Ms. Donnelly-Moreno:

At the October 17-18, 2013 meeting, the members of the Texas Board of Nursing considered the report of the routine survey visit to the Schreiner University in Kerrville, Texas Vocational Nursing Education Program. Based upon the discussion and review of the survey visit report, it was the decision of the Board to accept the findings of the survey visit and to issue four (4) requirements, as noted in the attached Board Order.

Requirements are mandatory criteria 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, please contact Board Staff at Virginia.ayars@bon.texas.gov or 512-305-7660.

Sincerely,

Kathy Shipp, MSN, RN, FNP
President of the Board

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

copy: Charlie McCormick, PhD, Provost and Vice President for Academic Affairs
Lena Rippstein, PhD, APRN-BC, GNP, Director of the Nursing Department

BEFORE THE TEXAS BOARD OF NURSING

In the Matter of:
Schreiner University
Vocational Nursing Education Program
in Kerrville, Texas

ORDER OF THE BOARD

A public meeting of the Texas Board of Nursing, hereinafter referred to as the Board, was held on October 17, 2013, 333 Guadalupe, Tower II, Room 225, Austin, Texas, to consider the report of the survey visit to the Schreiner University Vocational Nursing Education Program in Kerrville, Texas, pursuant to Section 301.157, Texas Occupations Code and 22 Tex. Admin. Code Chapter 214.

Board members in attendance were: Kathy Shipp, MSN, RN, FNP; Nina Almasy, MSN, RN; Deborah Hughes Bell, CLU, ChFC; Patricia Clapp, BA; Tamara Cowen, MN, RN; Sheri Denise Crosby, JD, SPHR; Marilyn J. Davis, RN, BSN, MPA; Shelby Ellzey, BBA; Kathy Leader-Horn, LVN; Mary LeBeck, MSN, RN; Josefina Lujan, PhD, RN; and Beverly Jean Nutall, LVN.

After review and due consideration of the findings from the survey visit, as well as the presentation by representatives from Schreiner University in Kerrville, Texas, and comments from other interested parties, if any, the Board hereby accepts the survey visit report and imposes the following conditions/requirements:

1. The program director and faculty members shall review all policies to ensure adherence with Board Rule 214.7(a). The program director shall submit documentation of the revised program policies specific to Rule 214.7(a) to Board Staff not later than January 1, 2014.
2. The program director and faculty members shall critically evaluate all elements of the program to determine if the program is based on sound educational principles. All revisions subsequent to this evaluation shall be submitted to Board Staff not later than January 1, 2014.
3. The program director shall submit evidence to Board Staff not later than January 1, 2014 that the vocational nursing education program skills laboratory has been updated to ensure adequacy to meet the needs of the program. Evidence may include narrative descriptions, photographs, and floor plans.

4. The program director and faculty members shall develop a comprehensive Total Program Evaluation plan and shall submit the plan to Board Staff not later than January 1, 2014.

Failure to comply with these requirements may result in further consideration of the program's approval status, including the imposition of additional restrictions, conditions, monitoring, or other negative changes in the program's status up to withdrawal of approval.

Entered this 17th day of October, 2013

Kathy Shipp, MSN, RN, FNP
President of the Board