

**Consideration of Change in Approval Status
from Full to Full with Warning
Midwestern State University in Wichita Falls, Texas
Baccalaureate Degree Nursing Education Program**

Summary of Request:

Consider the proposed change in approval status for Midwestern State University Baccalaureate Degree Nursing (RN) Education Program in Wichita Falls, Texas, from Full Approval to Full Approval with Warning based upon the 2014 NCLEX-RN® examination pass rate, information in the 2014 Self-Study report, and compliance with Rule 215.

Historical Perspective:

- Midwestern State University RN program has been in operation since 1990.
- Dr. Kathleen Williamson was appointed the Chair of the Wilson School of Nursing in September 2014 and meets all qualifications set forth by Board Rule 215.6, Administration and Organization.
- Midwestern State University holds accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) with the most recent reaffirmation of accreditation status awarded in 2013. The next reaffirmation is scheduled for 2023.
- The Midwestern State University Wilson School of Nursing RN Education Program is accredited by the Commission on Collegiate Education (CCNE) with the current accreditation term expiring June 30, 2018.
- The NCLEX-RN® examination pass rates for the past five (5) years are included in the table below:

NCLEX Examination Year	BON Approval Status	NCLEX-RN® Examination Pass Rate	Number of First Time Candidates (Passed/Total)
2014	Full	76.98%	97/126
2013	Full	75.50%	114/151
2012	Full	83.57%	117/140
2011	Full	82.91%	97/117
2010	Full	80.36%	90/112

- Due to the 2013 NCLEX-RN® examination pass rate of 75.50%, Board Staff sent a letter to the Midwestern State University RN Education P
- rogram chair in February 2014 citing a deadline for the submission of a Self-Study Report (SSR) as stipulated by Rule 215.4(c) which requires that “When the passing score of first-time NCLEX-RN® candidates is less than 80% on the examination during the examination year, the nursing program shall submit a Self-Study Report that evaluates 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 program chair and faculty timely submitted a SSR that identified factors contributing to graduates’ performance and a description of corrective measures to be implemented.
- The faculty identified factors in the 2014 SSR that may have contributed to the decline in the NCLEX-RN® examination pass rate and led to the program’s development and implementation of corrective measures as follows:
 - Faculty review of each course unit outcomes resulted in the enhancement of the outcomes and blueprinting to the NCLEX-RN® test plan.
 - Faculty analysis of the predictive value of HESI examination scores for NCLEX-RN® success, but not failure, led to consideration of reinstatement of a minimal passing standard score.
 - Faculty agreed to initiate a remediation program for at-risk students and track participation due to decrease in remediation activities subsequent to the conclusion of the Statewide At-Risk Tracking & Intervention for Nurses (SATIN) grant.
 - Faculty evaluated outcomes of the existing precepted clinical model, considering student and faculty input to increase face-to-face clinical instruction.
- After review of the SSR received in 2014, Board Staff acknowledged the findings and plan for implementation of corrective measures (See Attachment #1).
- Board Staff conducted a conference call with the program director and Dean of Academic Affairs on November 25, 2014 to discuss the process of changing the program’s approval status from Full approval to Full Approval with Warning at the quarterly Board Meeting in January 2015. The conference call provided an opportunity for Board Staff and program representatives to discuss the process and implications of the warning status.
- Midwestern State University RN Education 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 examination 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 Recommendations:

Move to change the approval status for Midwestern State University Baccalaureate Degree Nursing Education Program in Wichita Falls, Texas, from Full Approval to Full Approval with Warning based upon the 2014 NCLEX-RN® examination pass rate, information in the 2014 Self-Study Report, and compliance with Rule 215 and impose the conditions and requirements in the attached Board Order (Attachment #3).



Texas Board of Nursing

333 Guadalupe Street, Ste. 3-460, Austin, Texas 78701
 Phone: (512) 305-7400 Fax: (512) 305-7401 www.bon.texas.gov

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

May 1, 2014

Robin Lockhart, MSN, RN, CNE
 BSN Programs' Coordinator and Interim Chair
 Midwestern State University
 Wilson School of Nursing
 3410 Taft Boulevard, Bridwell 308D
 Wichita Falls, TX 79905

Dear Ms. Lockhart and Nursing Faculty,

This letter acknowledges receipt of the Midwestern State University Wilson School of Nursing Baccalaureate Degree Nursing Program 2014 Self-Study Report (SSR) and provides a response to the information in the report. As the Education Consultant for the program, I wish to express my appreciation to the faculty and interim chair for the diligence and thoughtfulness in preparing the report. These are evident in this comprehensive report.

The SSR identifies a number of strengths in the program including:

- A caring and competent faculty cadre;
- Program support from University administrative leadership;
- Clinical facility relationships and support;
- Implementation of the Total Testing Program; and
- Consistency of course examinations inclusion

The SSR identified three (3) areas which may have contributed to the decline in the NCLEX-RN® pass rate and were addressed and resolved prior to this report:

- Consistent enforcement of the requirement of at least a 3.0 entrance GPA;
- Addition of a 80% verbal and math HESI A2 examination score: as an admission requirement; and
- Discontinuation of the program policy allowing readmission when a student had failed two nursing courses.

These practices and policies have been corrected and are being currently enforced.

The predictor model from the SSR analysis included the following predictive factors of NCLEX-RN® success with the predictor model correctly predicting positive NCLEX-RN® performance 81.5% of the time. It predicted NCLEX-RN® success 90.4% of the time and NCLEX-RN® failure 54.1% of the time. These factors are reported as:

- Highest HESI Exit Examination Score;
- Nursing GPA; and
- Minority status

Members of the Board

Kathleen Shipp, MSN, RN, FNP
 Lubbock, *President*

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Based upon findings from the 2014 SSR, the following table cites program-identified factors that may have contributed to the 2013 NCLEX-RN® examination pass rate and provides a timetable of corrective measures planned or already implemented to assist the program toward future success:

Identified Factors that May have Contributed to NCLEX-RN® Examination Pass Rate	Corrective Measure/s	Timetable
Paucity of specific unit outcomes in each course; lack of outcome mapping to the NCLEX-RN® test plan; Lack of published blueprints mapping examinations to the NCLEX-RN® test plan	Develop unit outcomes and map them to the course outcomes, evaluation methods, and competencies, and NCLEX-RN® test plan	May 2015
Analysis reveals HESI examination scores are statistically predictive of NCLEX-RN® success but not failure	Faculty discussion to consider reinstating minimal passing standard score	December 2014
Nursing GPA predictive of success on NCLEX-RN®; remediation activities decreased upon SATIN grant conclusion	Implement a NCLEX-RN® review course; Develop unit outcomes and map them to the course outcomes, evaluation methods, and competencies, and NCLEX-RN® test plan Initiate a remediation program with tracking of student participation	December 2014 May 2015 May 2015
Increased number of precepted clinical hours for majority of nursing courses; Student and faculty input recommend increased face-to-face clinical instruction	Develop a clinical model that includes more face-to-face faculty instruction – request additional faculty in next budget period.	In progress and ongoing
Minority status nursing GPA one of the strongest predictors of NCLEX-RN® success	Faculty exploration and assessment of factors which contribute to minority student lower performance/GPA in nursing courses Develop plan to increase program retention and graduation for minority students	December 2014 May 2015

Although faculty analysis of the HESI Exit Examination score reveals this factor a prediction of success but not failure on the NCLEX-RN® examination, faculty have decided not to re-adopt the high-stakes testing and elected to continue to explore opportunities to develop strategies for improving those scores, along with the nursing GPA, especially for minority students. These strategies may also address the issue of increase in time to graduation that was noted as part of the 2010-2011 student cohort. Corrective measures aimed at strategies for improving HESI examination scores and nursing GPA are included in the table above.

The depth of the evaluation of the program and analysis of those areas for improvement is evident in the SSR. Program faculty and leadership are commended for the thorough review and the measures taken and in progress to remedy the deficiencies identified. The program strength of caring and competent faculty is reflected in the quality of the SSR. Outcomes of the corrective measures should be easy to track via the program's systematic plan of evaluation.

No additional information is required at this time. Board staff request that an electronic copy of the SSR be sent to the program's Consultant for Education so that it may be maintained in the program file.

If I can be of any assistance, please contact me at sandi.emerson@bon.texas.gov or 512-463-4631.

Collegially,

Sandi Emerson, MSN, RN
Nursing Consultant for Education

Copy: Jesse Rogers, Pesident



Wilson School of Nursing
Robert D. & Carol Gunn College of Health Sciences & Human Services
3410 Taft Boulevard Wichita Falls, Texas 76308-2099

December 15, 2014

Sandi Emerson, MSN, RN
Consultant for Nursing Education
Texas State Board of Nursing
333 Guadalupe Street, Suite 3-460
Austin, Texas 78701-3942

Dear Ms. Emerson,

This letter is response to the proposed status change of the Baccalaureate Degree (RN) Nursing Education Program at Midwestern State University Wilson School of Nursing (WSN) in Wichita Falls, TX that will be presented to the Texas State Board of Nursing on January 22, 2015.

The faculty has been working diligently to address the NCLEX-RN examination pass rate, see table for the Corrective Measures.

Identified Factors that may have contributed to the NCLEX-RN Examinations Pass Rate	Corrective Measures	Timetables and Initiatives Implemented or being Implemented
Paucity of specific unit outcomes in each course; lack of outcome mapping to the NCLEX-RN® test plan; Lack of published blueprints mapping examinations to the NCLEX-RN® test plan	Develop unit outcomes and map them to the course outcomes, evaluation methods, and competencies, and NCLEX-RN® test plan	May 2015 – We are in the process of mapping the curriculum
Analysis reveals HESI examination scores are statistically predictive of NCLEX-RN® success but not failure (N = 151, OR = 1.008, p=0.039). Overall model predictors were Nursing GPA, highest HESI Exit Exam Score, and Minority status (N=151). The model correctly predicted NCLEX-RN performance 81.5% of the time. It predicted NCLEX-RN success 90.4% of the time, however predicted failure only 54.1% of the time.	Faculty discussion to consider reinstating minimal passing standard score	December 2014 – Faculty will implement a new policy in Spring 2015 <ul style="list-style-type: none"> • All students must achieve at least a 74% average on all course exams in nursing courses that provide objective testing (before factoring in grades on additional assignments or “bonus” points) for successful course completion.
Nursing GPA predictive of success on NCLEX-RN® (N=151, OR 27.59, p=001); remediation activities decreased upon SATIN grant conclusion	Implement a NCLEX-RN® review course Develop unit outcomes and map them to the course outcomes, evaluation methods, and	December 2014 – Senior cohort December 2014 were provided a 3 day NCLEX-RN review course. Students were provided access to NCLEX-RN PassPoint – this is an adaptive testing product, resource where faculty and students can gauge readiness and remediate weakness. May 2015 – Undergraduate curriculum

	competencies, and NCLEX-RN® test plan Initiate a remediation program with tracking of student participation.	committee has been working on this initiative May 2015 – Spring 2015 students will be required if they score less than 74% on a unit exam to meet with the course faculty for exam review/remediation strategies prior to the next scheduled exam.
Increased number of precepted clinical hours for majority of nursing courses; Student and faculty input recommend increased face-to-face clinical instruction	Develop a clinical model that includes more face-to-face faculty instruction – request additional faculty in next budget period.	In progress and ongoing December 2014 - A Clinical Committee has been created to investigate, assess and recommend to faculty potential changes to the current clinical model
Minority status nursing GPA one of the strongest predictors of NCLEX-RN® success (N=151, OR=0.142, p=0.000). An analysis of the graduates of 2012-2013 demonstrated that 91% of the Caucasian graduates passed the NCLEX-RN on the first attempt. Fifty-nine percent of the students with minority status passed on the first attempt. Further analysis showed that 52% (n=33) of African-American graduates, 75% (n=8) of Hispanic graduates, 36% (n=14) of Asian graduates, and 84% (n=19) of non-resident alien graduates passed the NCLEX-RN on the first attempt.	Faculty exploration and assessment of factors which contribute to minority student lower performance/GPA in nursing courses Develop plan to increase program retention and graduation for minority students	December 2014 – Faculty have been provided various resources to review and implement in course such as: <ul style="list-style-type: none"> • Poorman, S. G., Mastorovich, M. L., Molcan, K. L., Liberto, T. L. (2011). <i>Good Thinking Test Taking and Study Skills for Nursing Students</i>, (3rd Ed). www.statnursing.org • Silvestri, L. A. & Silvestri, A. (2014). <i>Strategies for Test Success</i>. Las Vegas: Elsevier. • NCLEX-RN PassPoint May 2015 – The Faculty met on November 14, 2014 to review the recommendations from the Self-study report, reviewed the evidence on what hinders student success and teaching strategies that meet the needs of our diverse student population. A plan was constructed and work groups were developed to work on clinical experiences, admission criteria, mapping the pre-licensure program to the NCLEX-RN blue print and other standards that apply, and simulation to bring together in an effective way the didactic, simulation and clinical experiences.

From the Dean: “I have met on a number of occasions with the Department Chair and the Undergraduate Coordinator regarding NCLEX-RN examination pass rate. I am confident that their analysis is sound that their corrective measures will be effective. Please be assured that they have the administrative and financial support of the University as they implement and carry out these corrective measures”.

James Johnston, Ph.D., R.T.(R)(CV), FASRT

We are tracking student success throughout the program through our Assessment of Student Learning Outcomes Plan. We are paying close attention to data in regards to our graduating classes and working diligently to map the curriculum and provide resources to the students and faculty for program success.

Sincerely,

Kathleen M. Williamson, MSN, PhD, RN
Chair and Associate Professor

Draft Letter

January 22, 2015

Dr. Kathleen Williamson
Chair, Wilson School of Nursing
Midwestern State University
3410 Taft Blvd
Wichita Falls, TX 76308

Dear Dr. Williamson:

At the January 22-23, 2015 meeting, members of the Texas Board of Nursing (BON) discussed the approval status of Midwestern State University Baccalaureate Degree Nursing Education Program in Wichita Falls, Texas, based upon the NCLEX-RN® examination pass rate for 2014, information in the 2014 Self-Study Report, and compliance with Rule 215.

Based upon the discussion and review of information, it was the decision of the Board to change the approval status of the Midwestern State University Baccalaureate Degree Nursing Education Program in Wichita Falls, Texas from Full Approval to Full Approval with Warning and impose the conditions and requirements in the attached Board Order.

If you have any questions or if we may be of any assistance, please contact Board Staff at sandi.emerson@bon.texas.gov or 512-463-4631.

Sincerely,

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

Copy: Dr. Jesse W. Rogers, President
Commission on Collegiate Nursing Education

BEFORE THE TEXAS BOARD OF NURSING

ORDER OF THE BOARD

In the Matter of
Midwestern State University
Baccalaureate Degree Nursing Education Program
Wichita Falls, Texas

A public meeting of the Texas Board of Nursing, hereinafter referred to as the Board, was held on January 22, 2015, 333 Guadalupe, Tower II, Room 225, Austin, Texas, to consider the approval status of the Midwestern State University Baccalaureate Degree Nursing Education Program in Wichita Falls, 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 2014, information in the 2014 Self-Study Report, and compliance with Rule 215.

Representatives from Midwestern State University Baccalaureate Degree Nursing Education Program in Wichita Falls, 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 Midwestern State University in Wichita Falls, Texas, the Board hereby CHANGES the approval status of Midwestern State University Baccalaureate Nursing Education Program in Wichita Falls, Texas from FULL APPROVAL to FULL APPROVAL WITH WARNING and imposes the following conditions and requirements:

1. In accordance with Rule 215.4(a)(3)(A), a program survey visit will be conducted by Board Staff during 2015.
2. An evaluation of the effectiveness of the corrective measures outlined in the 2014 Self-Study Report is to be submitted by the program to Board Staff no later than June 1, 2015, per Education Guideline 3.2.1.a.

Entered this 22nd day of January, 2015

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