

**Consideration of Change in Approval Status
from Initial to Initial with Warning
Texas State Technical College-Harlingen in Harlingen, Texas
Associate Degree Nursing Education Program**

Summary of Request:

Consider the proposed change in approval status for Texas State Technical College-Harlingen Associate Degree Nursing (ADN) Program in Harlingen, Texas, from Initial Approval to Initial Approval with Warning based upon the 2014 NCLEX-RN® examination pass rate and areas of noncompliance with Rule 215 identified in the 2014 Self-Study Report.

Historical Perspective:

- Texas State Technical College-Harlingen ADN program has been in operation since 2012.
- Antonio Jayoma, MSPHN, RN was appointed ADN program director in 2013 and meets all qualifications set forth by Board Rule 215.6, Administration and Organization.
- Texas State Technical College-Harlingen is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The most recent program evaluation occurred in 2005. The next evaluation is scheduled for 2015.
- The NCLEX-RN® examination pass rates for the past three (3) 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	Initial	63.16%	12/19
2013	Initial	63.16%	12/19
2012	Initial	New Program	N/A

- Due to the 2013 NCLEX-RN® examination pass rate of 63.16%, the program director and faculty were required to submit a Self-Study Report (SSR) in 2014 that identified factors that may have contributed to graduates' performance and a description of corrective measures to be implemented.
- Factors identified by the faculty 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 include the following:
 - Student admission criteria and adherence to the criteria were reviewed and revised to include methods for assuring appropriate enrollment.
 - Remediation and tutorial policies were found to lack structure and revised to include remediation strategies.
 - Faculty turnover and instructional experience were reviewed and revised to include the development of a more inclusive faculty orientation and mentoring program.

- Curriculum coursework and clinical experience plans were reviewed and revised to include improved accuracy and use of performance measurement tools and test item analysis.
- After review of the Self-Study Report received in 2014, a response letter was sent by Board Staff acknowledging the findings in the SSR and plan for corrective measures (See Attachment #1).
- The Board Staff conducted a conference call with the program representatives Antonio Jayoma, Barbara Bennett, Dr. Walker, and Karen Genovese, on November 24, 2014, to discuss the process for changing the program's approval status from Initial Approval to Initial Approval with Warning at the Board meeting on January 22, 2015. The conference call provided an opportunity for the board Staff and program representatives to discuss the process and implications of the warning status.
- Texas State Technical College-Harlingen Associate Degree Nursing (ADN) 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..."

Staff Recommendations:

Move to change the approval status for Texas State Technical College Associate Degree Nursing Education Program in Harlingen, Texas, from Initial Approval to Initial Approval with Warning based upon the 2014 NCLEX-RN® examination pass rate, information in the SSR, compliance with Rule 215, and impose the conditions and requirements in the attached Board Order (See Attachment #3).

Draft Letter

January 22, 2015

Antonio Jayoma, MSPHN, RN
Program Director
Associate Degree Nursing Education Program
Texas State Technical College-Harlingen
1902 N. Loop 499
Harlingen, TX 78550

Dear Mr. Jayoma:

At the January 22-23, 2015 meeting, members of the Texas Board of Nursing (BON) discussed the approval status of Texas State Technical College-Harlingen Associate Degree Nursing Education Program in Harlingen, 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 Texas State Technical College-Harlingen Associate Degree Nursing Program in Harlingen, Texas from Initial Approval to Initial 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 jo.queen@bon.texas.gov or 512-305-8101.

Sincerely,

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

Copy: Dr. Stella Garcia, Interim President
Southern Association of Colleges and Schools Commission on Colleges



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

August 20, 2014

Antonio B. Jayoma, RN, MSPHN, CCRN
 Director – Associate Degree Nursing Education Program
 Texas State Technical College – Harlingen
 1902 N. Loop 499
 Harlingen, Texas 78550

Dear Mr. Jayoma and Nursing Faculty:

This letter acknowledges receipt of the Texas State Technical College - Harlingen Associate Degree Nursing (ADN) Program 2014 Self-Study Report and provides a response to the report. As the Education Consultant for the program, I wish to express my appreciation to you and the faculty for providing the information in this report. I also wish to express my gratitude for faculty participation in the March 13, 2014 conference call to discuss the program and the Self-Study Report. The Education Consultants participated in thirty (30) conference calls with programs and found the time devoted to the calls a valuable experience that allowed for us to connect with the programs at the teaching level. Below is a summary of the findings in the Self-Study Report and identified corrective measures to be implemented to promote future success of the program:

Factors that May Have Contributed to NCLEX Examination Pass Rate	Corrective Measures	Timeline
<u>Students</u> <ul style="list-style-type: none"> Students enrolled in the program did not meet standards in admission policies Transfer students were not successful on the NCLEX Lack of remediation strategies Student policies were not enforced Possible grade inflation 	<ul style="list-style-type: none"> Implement a grading scale change Implement comprehensive testing and remediation program using ATI products 	<ul style="list-style-type: none"> August 2014

Members of the Board

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

Nina Almasy, MSN, RN Deborah Bell, CLU, ChFC Patricia Clapp, BA Tamara Cowen, MSN, RN Sheri Crosby, JD, SPHR Marilyn Davis, MPA, BSN, RN
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Shelby Ellzey, BBA Monica Hamby, LVN Kathy Leader-Horn, LVN Mary M. LeBeck, MSN, RN Josefina Lujan, PhD, RN Beverley Jean Nutall, LVN
 Midlothian Amarillo Granbury Weatherford El Paso Bryan

<u>Policies</u> <ul style="list-style-type: none"> • Policies related to student admission and selection have not been followed • Policies related to discipline have not been enforced 	<ul style="list-style-type: none"> • Enforce discipline policies and document appropriately 	<ul style="list-style-type: none"> • Class 2014
<u>Faculty</u> <ul style="list-style-type: none"> • Turnover in faculty • Newly hired faculty were not experienced in nursing education • Some faculty assignments did not match faculty expertise • Faculty workload was heavy • College orientation for new faculty was only for full-time faculty • Program orientation was not well-attended • Student evaluation of courses was used only minimally 	<ul style="list-style-type: none"> • Provide faculty development with regard to instructional methodology • Develop faculty orientation and mentoring program 	<ul style="list-style-type: none"> • Fall 2014 • With next new hire
<u>Curriculum</u> <ul style="list-style-type: none"> • Summer semester was very heavy in coursework and requirements • Standardized exams were not used • Computerized testing was not used for all tests • There was minimal use of the NCLEX test plan • No item analysis was carried out for tests • Inadequate NCLEX exam preparation 	<ul style="list-style-type: none"> • Develop a faculty policy on item-analysis. Provide faculty development where necessary. • Use ATI Comprehensive Predictor • Develop NCLEX preparation program 	<ul style="list-style-type: none"> • Begin with next cohort • Begin August 2014 • Class 2014
<u>Clinical Learning Experiences</u> <ul style="list-style-type: none"> • The clinical schedule was very intense • The numeric value plan for the clinical evaluation tool did not adequately reflect the students' performance. 	<ul style="list-style-type: none"> • Revise clinical tools to more adequately measure students' performance 	<ul style="list-style-type: none"> • Class 2014
<u>Total Program Evaluation Plan</u> <ul style="list-style-type: none"> • There was inadequate documentation available to evaluate all areas of the plan. 	<ul style="list-style-type: none"> • Institute rigorous data collection on program aspects 	<ul style="list-style-type: none"> • Begin with 2015 cohort

Please review this table and add any measures that already in place or are planned to improve the success of the program and of the students. Please provide a response to me by August 29, 2014.

You have identified some important areas for improvement and have established some worthy goals. The faculty we met on the conference call seemed very dedicated and committed to the program and to the students. Admitting students who are likely to succeed in the program is a first priority. The faculty may want to review the entire program of study for curriculum content and objectives. Clinical objectives should be measured in the clinical evaluation tool. In order to truly evaluate all aspects of the program, your idea of a rigorous data-collection plan will provide valuable evidence for change. At the same time, the faculty may consider the course requirements and schedule for each semester to ensure that students have adequate time to study content and to prepare for clinical experiences. If I can be of any assistance, please do not hesitate to contact me at Janice.hooper@bon.texas.gov or 512-305-6814.

Sincerely,



Janice I. Hooper, PhD, RN, FRE
Nursing Consultant for Education

Copy: Jean Lashbrook, RN, Director of Allied Health Division



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December 17, 2014

Nursing Consultants for Education
Texas Board of Nursing
333 Guadalupe Street, Suite 3-460
Austin, Texas

Greetings,

In response to the letter dated November 25, 2014 by the Texas Board of Nursing, Texas State Technical College (TSTC) Harlingen, identified these challenges on the corrective measures that were submitted in our recent self-study. Please see attached table.

We have worked very hard to revise the curriculum to better prepare our graduates for the challenge of the professional nursing career. We are encouraged that these revisions have resulted in positive improvements in students' performance and their preparation for the NCLEX RN Examination.

Thank you for your time and guidance.

Sincerely,

Antonio B. Jayoma, MSPHN, MBA, CCRN, RN-BC

Department Chair, TSTC Harlingen Associate Degree Nursing (ADN) Program



Corrective Measures	Updates and Challenges
<p>Students</p> <ul style="list-style-type: none"> • Implemented and strictly enforced a new grading scale. • “Transfer students” have not been accepted since cohort 2013-2014. • Implemented comprehensive testing and remediation program using ATI products. 	<ul style="list-style-type: none"> • 78% minimum passing score was implemented as a part of the new grading scale with the second cohort (Class 2013-14), who graduated in August 2014, and continues to be used for the third cohort (Class 2014-15). While there have been positive improvements on students’ testing performance since implementation, the retention rate dropped from 95.8% for the first cohort to 64.2% for second cohort. • “Transfer students” were students accepted into the TSTC Harlingen ADN Program who had previously failed in another LVN-RN transition program. Two students in the first cohort were accepted but none have been accepted in the succeeding second and third cohorts. • ATI products have been used since the beginning of the academic year (Fall Semester, 2014) for the current cohort. The ATI Capstone Project will be added in spring semester of 2015, providing additional NCLEX RN student support and guidance from assigned ATI Certified Nurse Educators. A three day NCLEX RN on-site review and an ATI NCLEX RN predictor exam were provided to second cohort and will continue to be provided for every cohort. The “Virtual ATI” will be used for the current cohort as a predictor for students needing additional remediation and support. Students whose predictor exam score is lower than 92% after the third attempt will receive 1:1 remediation and support with an ATI Educator.
<p>Policies</p> <ul style="list-style-type: none"> • Enforced documented discipline policies. 	<ul style="list-style-type: none"> • Discipline policies were reviewed and enforced after the second cohort and are reflected in the RN Student Handbook for current cohort. Admission criteria were revised for the current cohort. Additional supplemental entrance exams are being considered for next year’s cohort of Class 2015-16.
<p>Faculty</p> <ul style="list-style-type: none"> • Instructional methodology resources for faculty development. • Faculty teach in their areas of expertise. • Use of test item analysis since 2013-14 cohort. • Developed faculty orientation and mentoring program. 	<ul style="list-style-type: none"> • Since fall semester of 2014, faculty members have been attending instructional methodology classes provided by TSTC’s Center for Excellence in Teaching and Learning. The faculty plan to attend any upcoming nursing instructors’ workshops. • Current faculty members have been with the program since the beginning of second cohort of Class 2013-14, and have been working diligently to strengthen their expertise in their assigned teaching roles. • Instructors have been using item analyses in all exams for content review and examination remediation since the second cohort. This process will continue to and the faculty and director will perform an annual program review for areas of improvement. • The policy on the faculty and mentoring program outlined in the Faculty Handbook was reviewed in 2013, and will continued to be reviewed annually and revised as needed.

<ul style="list-style-type: none"> • Additional use of course evaluation instruments. 	<ul style="list-style-type: none"> • Beginning with the 2013-14 cohort, student evaluations were given and monitored for every course, every semester. End of course surveys given online were added in the fall semester of 2014.
<p>Curriculum</p> <ul style="list-style-type: none"> • Developed faculty policy for item-analysis. • Used ATI Comprehensive Predictor. • Developed NCLEX preparation program. 	<ul style="list-style-type: none"> • Faculty members have been using item analyses since the second cohort. Policy reviewed annually for improvement and consistency. • Use of the ATI Comprehensive Predictor examination initiated with the second cohort, and will be continued, based on the positive correlation with the NCLEX RN results. In July of 2015, the current cohort will be required to earn 92% or higher probability of passing the NCLEX RN exam in the ATI Comprehensive Predictor in July of 2015. The students will receive three attempts to meet the benchmark as a clinical competency requirement in the 3rd semester prior to graduation. Failure to meet this requirement results in failure of the clinical course. Results of this policy will be evaluated for future cohorts. • In addition to ATI Products, the faculty members are using NCLEX RN questions in test reviews, quizzes and exams, and during remediation classes and individual tutoring. Several NCLEX review books have been required for student purchase. Support and counseling have been given to current students as part of NCLEX RN preparation. These policies have been included in RN Student Handbook.
<p>Clinical Learning Experiences</p> <ul style="list-style-type: none"> • Revised clinical tools to adequately measure students' performance. 	<ul style="list-style-type: none"> • Revisions in the clinical evaluation instruments were instituted in the spring 2014 semester based on program student learning outcomes and are now being collected and evaluated to determine program effectiveness.
<p>Total Program Evaluation</p> <ul style="list-style-type: none"> • Instituted rigorous data collection for evaluation of program outcomes. 	<ul style="list-style-type: none"> • Data collection on program outcomes has been instituted with the second cohort 2013-14 in the summer semester. Program improvement measures based on areas of strengths and weaknesses include more intensive preparation for the NCLEX RN and greater emphasis on development of critical thinking skills.

BEFORE THE TEXAS BOARD OF NURSING

ORDER OF THE BOARD

In the Matter of
Texas State Technical College-Harlingen
Associate Degree Nursing Education Program
Harlingen, 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 Texas State Technical College-Harlingen Associate Degree Nursing Program in Harlingen, 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 Texas State Technical College in Harlingen, 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 Texas State Technical College in Harlingen, Texas, the Board hereby CHANGES the approval status of Texas State Technical College in Harlingen, Texas from INITIAL APPROVAL to INITIAL 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 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