

**Consideration of Change in Approval Status
From Initial Approval to Initial Approval with Warning and
Consideration of Report of Survey Visit
Carrington College in Mesquite, Texas
Associate Degree Nursing Education Program**

Summary of Request:

Consider the proposed change in the program approval status for the Carrington College (CC) Associate Degree Nursing (ADN) Education Program in Mesquite, Texas, from Initial Approval to Initial Approval with Warning based upon the 2018 NCLEX-RN® examination pass rate, findings in the 2018 Self-Study Report, areas for improvement to align with Rule 215, and the report of the November 7, 2018 focused survey visit.

Historical Perspective:

- CC of Mesquite received Initial Approval from the Texas Board of Nursing (Board) to establish an ADN Education Program at the April 2015 Board meeting.
- CC currently has ADN programs in Arizona, Nevada, New Mexico, and Texas.
- CC is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC/WASC), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the US Department of Education.
- In December 2018, CC had a change in ownership from Adtalem Global Education to San Joaquin Valley College, Inc. The change in ownership was approved by ACCJC/WASC and the US Department of Education.
- The current Director/Dean of Nursing, Pat Perryman, DNP, RN, CNE, has been in this role since July 31, 2017 and has several years of experience as a director of other nursing programs.
- The NCLEX-RN® pass rates for the past two years are provided in the table below:

| NCLEX Examination Year | BON Approval Status | NCLEX-RN® Examination Pass Rate | Number of First Time Candidates (Passed/Total) |
|-------------------------------|----------------------------|--|---|
| 2018 | Initial with Warning | 50.00% | 20/40 |
| 2017 | Initial | 41.67% | 5/12 |
| 2016 | No candidates | --- | --- |
| 2015 | New Program | --- | --- |

- Due to the 2017 NCLEX-RN® examination pass rate of 41.67%, the program director and faculty were required to submit a Self-Study Report (SSR) in 2018 that would evaluate factors that may have contributed to the graduates' performance on the NCLEX-RN® examination and to provide a description of the corrective measures to be implemented.
- The Program Director and faculty members identified factors in the SSR that may have contributed to the decline in the pass rate and designed the following corrective measures:
 - Adherence to admission policies;
 - Early identification of at-risk students;

- Quarterly faculty education days and training;
- Establishment of rubrics for grading assignments and requiring students to have a passing grade on exams before assignments will be factored in; and
- Increased rigor and addition of alternate-type questions on unit exams.
- CC Submitted a Self-Study Progress Report (SSPR) stating that the faculty and Dean had reviewed the active cohorts' performances on the implemented corrective measures to improve program outcomes with a focus on successful NCLEX-RN® testing.
- Despite efforts to correct areas for improvement, the pass rate for 2018 was 50.00%.
- A focused Survey visit was conducted on November 7, 2018 by BON staff in anticipation of the program's approval status being changed to Initial Approval with Warning at the Board meeting on January 24, 2019 (See Attachment #1).
- The survey visit provided an opportunity to discuss the process and implications of the warning status with both the director and faculty.
- The CC ADN Program has provided a response letter to be included with the Board report (See Attachment #2).

Summary of Survey Findings:

Pros:

- Three of the four full-time faculty have been with CC prior to July 2017;
- Faculty development regarding test construction and item-writing is done quarterly;
- Student averages on standardized exams have increased; and
- Remediation plans are in place for students with low exam scores.

Cons:

- The NCLEX-RN® examination pass rate for 2018 remains below 80%.
- Concerns identified during the survey visit included the following:
 - Some clinical sites do not welcome Carrington students due to their pass rate.
 - Students expressed concern about rapid changes in policies every term.
 - Faculty and student handbooks are applicable to national program but need clearer definition specific to Texas BON requirements and the *Differentiated Essential Competencies* (DECs).

Rationale for Recommendation and Requirements:

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 program identified areas for quality improvement in the program with a plan for corrective measures to be implemented. The 2018 NCLEX-RN® examination pass rate was only 50%. Careful monitoring of the program is needed in the hopes of facilitating a change in program outcomes.

During the survey visit, Board Staff noted that program policies did not articulate all aspects of program operation specific to faculty and students in Texas. The program is encouraged to review all policies to ensure alignment with Board Rule 215 and provide documentation of the review to Board Staff no later than April 1, 2019. Inclusion of the *Differentiated Essential Competencies* is recommended to ensure the preparation of students includes the Texas-required competencies.

Staff Recommendation:

Move to change the approval status for the Carrington College Associate Degree Nursing Education Program in Mesquite, Texas from Initial Approval to Initial Approval with Warning based upon the 2018 NCLEX-RN® examination pass rate, findings in the 2018 Self-Study Report, areas for improvement to align with Rule 215, and report of the focused survey visit as indicated in the attached letter and Board Order (See Attachment #3).

**Summary of Survey Visit
Carrington College in Mesquite, Texas
Associate Degree Nursing Education Program**

Purpose of Survey visit: Focused survey visit.

Date of Visit: November 7, 2018

Board Staff Conducting Visit: Education Consultant Gayle Varnell, PhD, APRN, CPNP-PC

Education Consultant met with:

Patricia Perryman, DNP, RN, CNE, Director/Dean

Dr. Danika Bowen, VP Accreditation & Professional Regulation

6 Associate Degree Nursing (ADN) Program faculty

22 ADN Students

Education Consultant:

- Reviewed:
 - Curriculum and all syllabi;
 - Faculty and Student Handbooks;
 - Exams, test blue prints, and clinical evaluation tools;
 - Organizational charts and budget;
 - Library resources;
 - 2017 Nursing Education Program Information Survey (NEPIS) and NEPIS Faculty Profile;
 - Self-Study Progress Report (SSPR) submitted September 2018; and
 - Student files, minutes of faculty meetings, affiliation agreements, and Total Program Evaluation (TPE);
- Held initial conference with ADN Program Dean;
- Observed Advanced Medical-Surgical Class;
- Interviewed:
 - Dr. Danika Bowen, VP Accreditation & Professional Regulation;
 - 6 faculty;
 - 22 third and fourth term students;
- Toured program facilities; and
- Conducted exit interview with ADN Dean and faculty.

Summary of Findings:

Administration:

- Patricia Perryman has been the Program Dean since July 31, 2017 and has several years of experience as a director of other nursing programs.
- Dr. Perryman currently teaches a single course in the final semester.
- Dr. Bowen states that the Carrington College National Administration fully supports the ADN program and is committed to the success of the program.
- During the meeting with Dr. Bowen and Dr. Perryman, adding a campus specific addendum to the faculty and student handbooks was discussed.
- The governing entity provides the financial support and resources necessary to operate the ADN program.

Faculty:

- In addition to the Dean, there are four full-time nursing faculty and four part-time faculty.
- One faculty member is the designated clinical/ skills lab coordinator.
- Three of the four full-time faculty have been with CC prior to July 2017.
- There is a national faculty handbook applicable to all six nursing program that is given to all full-time and part-time faculty. The handbook does not include policies specific to Texas rules. The DEC's and components required in Rule 215.7(a) are not clearly identified in the faculty handbook.
- There is a sufficient number of faculty to meet the needs of the program.
- Faculty evaluations are based on self, administrative, and student evaluations.
- Faculty are provided opportunities for faculty development as indicated in faculty minutes as well as the SSPR.

Students:

- The SSPR included a Student Remediation Activity Report demonstrating the use of standardized examination remediation to increase student success. The first graduating cohort under this plan completed the program in mid-August.
- At the time of the survey visit the student enrollment was 52 students enrolled in the program with the following numbers for each level:
 - Level 1 – 0
 - Level 2 – 17
 - Level 3 – 12
 - Level 4 – 14
 - Level 5 - 8
- There are two admissions of 30 students in January and June of each year.
- There is a national student handbook that does not include the DEC's and policies specific to Texas required in Rule 215.8(d-g).
- Students expressed their frustrations with the changing of policies stating that every semester the benchmarks for the standardized exams have been increased.

Program of Study:

- The program consists of 66 semester credit hours offered over five terms or 16 months.
- All courses are offered face-to-face in a classroom or in a skills/simulation lab setting.
- CC uses a concept-based curriculum model.
- The faculty develop their own exams using a combination of original questions as well as items from a computerized test bank.
- Standardized testing is incorporated throughout the program along with unit exams and other assignments.
- The content of the DEC's have been incorporated into the program of study documents including the Course syllabi and Clinical Evaluation Tools but are not are part of the handbooks.

Clinical Learning Experiences:

- The program has active clinical contracts with a variety of affiliating agencies. The faculty stated that some of their affiliates will not take CC students this semester due to the NCLEX-RN® scores.
- Students gain skills through practice in the skills lab and participation in simulation labs prior to going to on-site clinicals.
- Student assignments are made in direct correlation with the student learning needs identified in the Clinical Syllabi and Clinical Evaluation Tools for each level.
- Students are evaluated by faculty and receive formative and summative clinical evaluations. If weaknesses are identified, measures are taken to provide remediation practice in the skills lab.
- A faculty-to-student ratio of 1:10 in clinical is maintained throughout the program.

Facilities, Resources, and Services:

- Classrooms are spacious and have computer and audio visual equipment for presentations.
- The Program Director and faculty have fully equipped private offices to provide privacy for counseling students.
- Resources include library, computer lab, skills lab, and computer programs.
- Services to support program development include counseling, and financial aid.
- The program has adequate clerical and secretarial assistance.

Records and Reports:

- Student and faculty files are maintained with all required documents in a locked file cabinet in director/coordinators' office and are compliant with Board Rule 215.12.
- All student documents are scanned and stored electronically with protected access.
- Minutes of faculty meetings are maintained in the director's office.
- Clinical affiliation agreements are current.
- The Total Program Evaluation (TPE) Plan is used for decision-making as evidenced in faculty meeting minutes and documented on the TPE Plan.

**Update Progress Report from Carrington College Winter 2018 – Mesquite
Self Study Report**

The Registered Nursing program faculty, coordinators, and Dean of Nursing reviewed the active cohorts' performances on the implemented corrective measures to improve program outcomes with a focus on successful NCLEX-RN testing. Departmental staff were included in the evaluation of the current data. The following winter 2018 summary provides the findings.

Admission:

The cohort applicants entering into the nursing program (January 2019) were ranked by the four criteria in the corrective measures. The Dean of Nursing and enrollment team reviewed the entrance examination performance of program applicants. Particular focus was given to reading comprehension scores, submission of required documents in a timely manner, and mandatory attendance to orientation. Entrance scores of all admitted students continue to exceed the minimal required score.

Policy:

Policies are current for the program. Updates and changes to policies will be monitored and training completed as transitions occur with successful outcomes. Timely communications will occur with both faculty, students and staff.

Curriculum:

Faculty continue to receive training associated with a pre-licensure program. 2019 faculty development topics have been identified and self-directed learning is expected. The titles listed below are the assigned topics all faculty are expected to complete in 2019.

Faculty Training Assignments for 2019:

- Clinical Assessment 1: Daily Feedback that Matters
- Clinical Assessment 2: From Patient Care to Gradebook
- Debriefing in Simulation: The "Nuts and Bolts"
- Documenting Deficiencies in Clinical
- Evidence to Guide Your Teaching in Nursing
- Energizing Faculty: Rediscovering the Joy in Teaching
- Pharmacology Across the Curriculum
- Ethics: Nurse Educators Make a Difference
- Mentoring and Modeling
- Promoting Academic Integrity

Scheduled study/remediation times are included in student calendars. Adaptive quizzes with pre-determined leveling are assigned. Students are encouraged to complete practice questions outside of course assignments. Academic SSPs are initiated with each failed exam and are progressive in student improvement recommendations. Faculty members review the SSPs with each student and acquire their signature. The SSP meeting in the 13th-14th week of the semester are with the Dean and risk of course failure, course repeat, and/or academic termination from the program are discussed.

Rigors of examinations through the use of critical thinking and clinical judgement questions improved students' ability to meet standardized examination benchmarks. Test taking strategies, test anxiety reduction, and how to study in-services will continue to be offered to students to facilitate their successful acquisition of the content and application of concepts.

Beginning with the August 23, 2018 semester, Kaplan testing resources are included to facilitate content and concept reinforcement. The resources include test taking strategies, tutorial videos, practice exams, and drug calculation practice/tutorials. This continues to expand the learning tools for students to apply the information into their developing clinical judgement. Incremental progression of exam performance was initiated and was modeled after the HESI progression. Multiple attempts are scheduled to provide the opportunity for the students to remediate and practice prior to finalization of the scores into the gradebooks.

Progressive Kaplan Nursing Benchmarks

2nd semester – 60

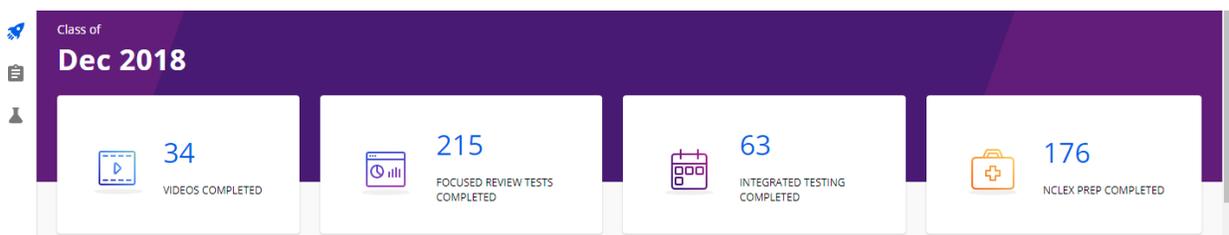
3rd semester – 64

4th semester – 66

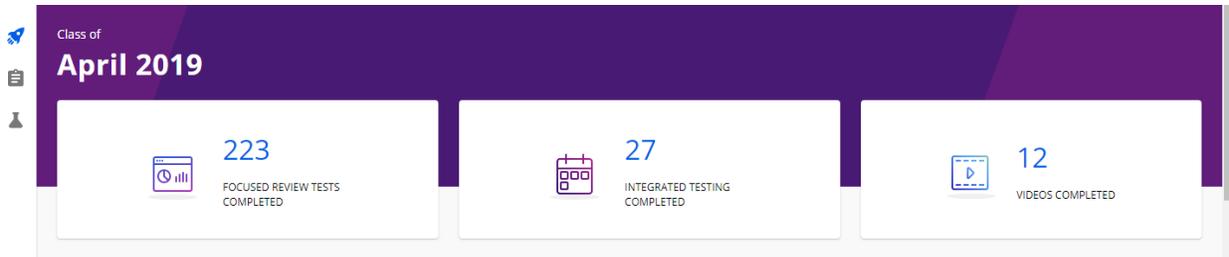
5th semester - 70

Activities within the Kaplan resources are assigned and encouraged for students to utilize. Performances by cohort are posted below of the activities within Kaplan for the Fall semester as of 12/14/18. Utilization of the textbook online resources, library resources, and Kaplan resources will continue to be promoted.

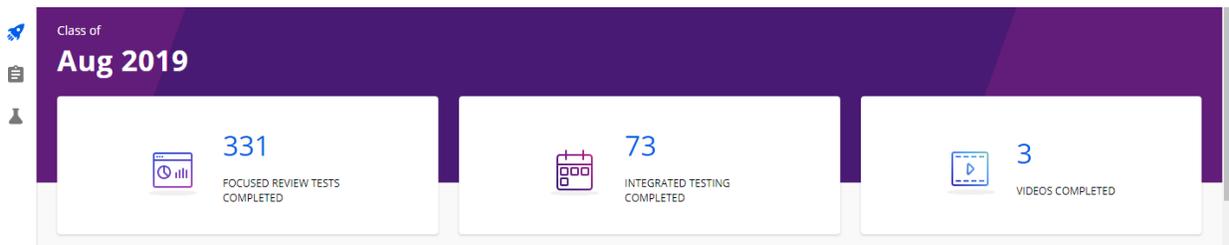
Senior Cohort (8 students)



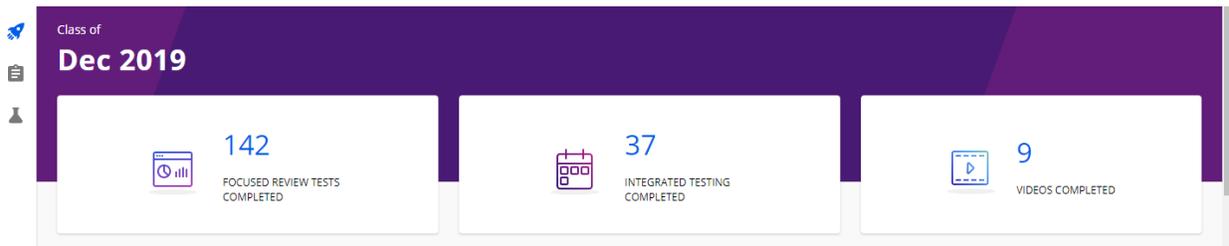
Junior Cohort (14 students)



Sophomore Cohort (12 students)



Freshman Cohort (17 students)



Students:

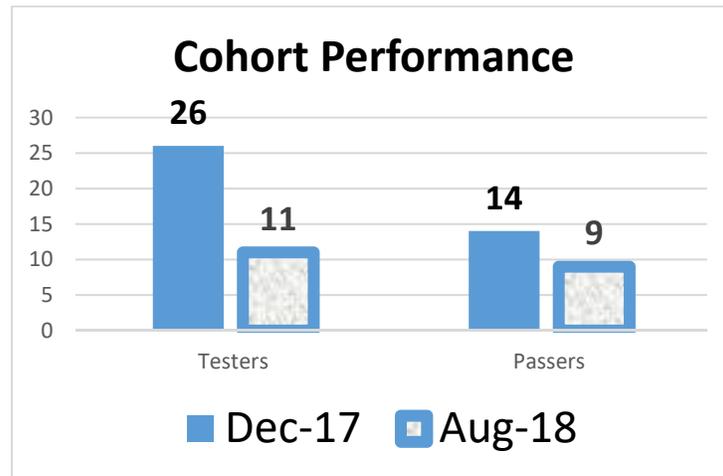
Consistent messaging continues to be important. “Talks with Dr. P” are offered every Wednesday from 5 to 7 PM for students to come in an open forum format to talk about topics of interest to them. The use of Canvas announcements provides a mechanism to communicate with all students in the same courses or school wide. Additionally, email messaging through the Student Success Center on remediation, advisements, and updates continue to be sent directly to the students’ email. Clinical rotation groups establish “Group-Me” text messaging communications for immediate notification.

Kaplan standardized examination remediation provides the student individualized focus on specific areas needing improvement. Utilization use is monitored by the Dean of Nursing and faculty. Remediation tool training provides students the ability to maximize areas of improvement. Remediation includes adaptive quizzing in specific areas, use of NCLEX-RN online resources, and vendor remediation resources.

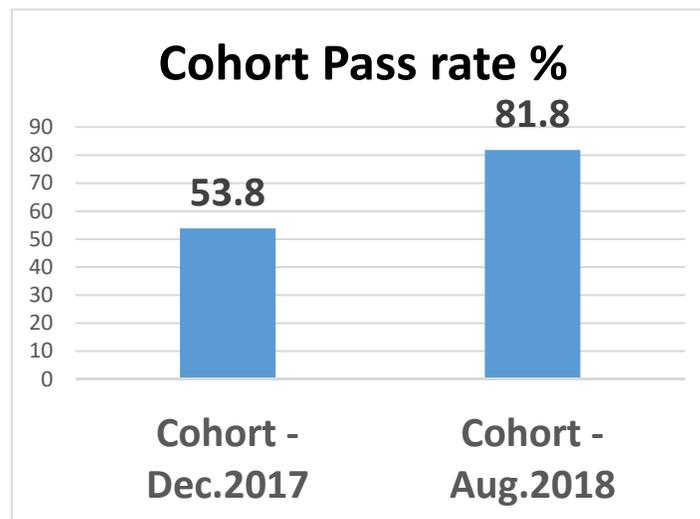
The NCSBN.org website is shared with students starting in the second semester and includes the NCLEX-RN test plan. Students are encouraged to use the test plan as a study guide throughout the program. Final semester students are encouraged to utilize the online resources available on ncsbn.org especially the NCLEX-RN practice opportunities.

Graduate Performance Monitoring

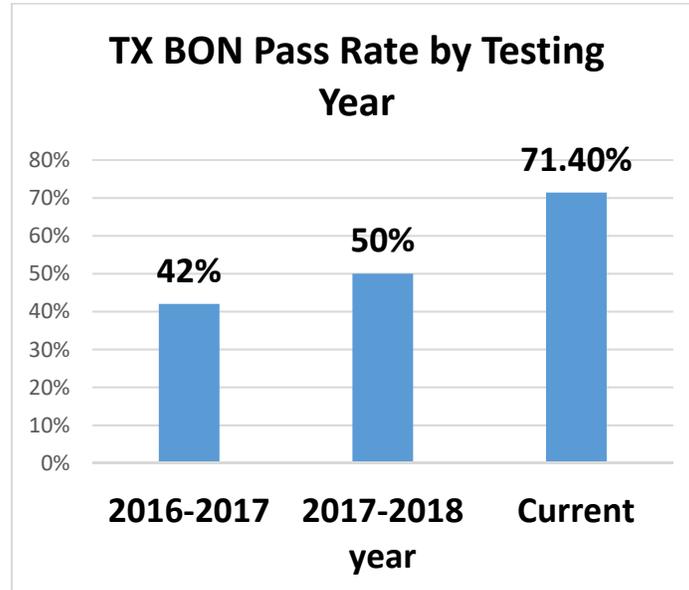
The following graphs demonstrate the trending of graduate performance. The cohort performance graph compares the two most recent graduating groups to compare the December cohort performance with one semester of corrective measures and the August cohort with three semesters of corrective measures.



The Cohort Pass Rate Percentage graph demonstrated the first time NCLEX-RN pass rate based upon their graduation period. Significant improvement was seen when comparing the two groups.



The Texas Board of Nursing Pass Rate by Testing Years (Oct. 1 through Sept 30) indicates the positive trending of graduate performance on the license examination. The program has two more cohorts set to graduate within the current testing year. The positive expectation is to meet (or exceed) the minimum threshold of 80% pass rate.



Conclusion:

The faculty, staff, and Dean of Nursing continue to evaluate the current outcomes of student performance through the corrective action plan. It was agreed that the program and students are moving in the right direction to prepare the nursing students to be safe, knowledgeable, and prepared entry-level nurses. The first graduating cohort under the corrective action plans completed the program in mid-August and as a cohort performed with an 81.8% first time pass rate. The most recent cohort testing did split the academic testing years of 2017-2018 (four passers of four testers) and the current year (five passers of seven testers).

DRAFT

January 24, 2019

Patricia Perryman, DNP, RN, CNE, Dean
Associate Degree Nursing Education Program
Carrington College
3733 W. Emporium Circle
Mesquite, Texas 75150

Dear Dr. Perryman:

At the January 24-25, 2018 meeting, members of the Texas Board of Nursing (BON) considered the approval status for the Carrington College Associate Degree Nursing Education Program in Mesquite, Texas based upon the NCLEX-RN® examination pass rate for 2018, findings in the 2018 Self-Study Report, areas for improvement to align with Rule 215, and the report of the focused survey visit.

Based upon the discussion and review of information, it was the decision of the Board to change the approval status for the Carrington College Associate Degree Nursing Education Program in Mesquite, Texas from INITIAL APPROVAL to INITIAL APPROVAL WITH WARNING and to impose the requirements and recommendation in the attached Board Order.

If you have any questions or if we may be of any assistance, please contact Board Staff at gayle.varnell@bon.texas.gov or 512-621-5179.

Sincerely,

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

copy: Danika Bowen, VP Accreditation & Professional Regulation
Texas Workforce Commission

BEFORE THE TEXAS BOARD OF NURSING

ORDER OF THE BOARD

In the Matter of
Carrington College
Associate Degree Nursing Education Program
In Mesquite, Texas

A public meeting of the Texas Board of Nursing, hereinafter referred to as the Board, was held on January 24, 2019, 333 Guadalupe, Tower II, Room 225, Austin, Texas, to consider the approval status for the Carrington College Associate Degree Nursing Education Program in Mesquite, 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 2018, findings in the 2018 Self-Study Report, areas for improvement to align with Rule 215, and the report of the focused survey visit.

Representatives from the Carrington College Associate Degree Nursing Education Program in Mesquite, Texas discussed the change in approval status during the focused survey visit 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 Carrington College Associate Degree Nursing Education Program in Mesquite, Texas, the Board hereby CHANGES the approval status of Carrington College Associate Degree Nursing Education Program in Mesquite, Texas from INITIAL APPROVAL TO INITIAL APPROVAL WITH WARNING and imposes the following requirements and recommendation:

Requirements:

1. An evaluation of the effectiveness of the corrective measures outlined in the 2018 Self-Study Report is to be submitted to Board Staff no later than April 1, 2019, per Education Guideline 3.2.1.a
2. The program shall submit to Board Staff a Faculty Handbook specific to the Mesquite campus containing all of the components set forth in Rule 215.7 no later than April 1, 2019.
3. The program shall submit to Board Staff a Student Handbook specific to the Grand Prairie campus containing all of the components set forth in Rule 215.8 no later than April 1, 2019.

Recommendation:

1. It is recommended that the program include implementation of the *Differentiated Essential Competencies* in the Faculty Handbook and in the Student Handbook to place more emphasis on meeting these outcomes.

Entered this 24th day of January, 2019

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