

**Consideration of Change of Approval Status from Full to Full with Warning
 Platt College in Dallas, Texas
 Vocational Nursing Education Program**

Summary of Request:

Consider a proposed change in the program approval status of Platt College Vocational Nursing (VN) Education Program in Dallas, Texas, based upon the review of the 2011 NCLEX-PN® examination pass rate; the 2011 Nursing Education Program Information Survey (NEPIS); the 2011 Compliance Audit for Nursing Education Programs (CANEP); and compliance with Board Rule 214.

Historical Perspective:

- Platt College - Dallas VN Program has been in operation since 2006.
- Platt College - Dallas was required to submit a self-study report due to the 2010 NCLEX-PN examination pass rate and the self-study report was received in the Board office on June 29, 2011.
- Even though the program implemented corrective measures, the 2011 NCLEX-PN pass rate also fell below the required 80%:

Year	BON Approval Status	NCLEX-PN® Pass Rate	Number of First Time Candidates (Passed/Total)
2011	Pending	49.33%	37/75
2010	Full	76.54%	62/81
2009	Full	97.83%	45/46
2008	Full	40.00%	2/5
2007	Full	80.00%	12/15

NEPIS Data on Enrollment and Graduation Records for Two Years:

Year	Total Enrollment	New Admissions	Graduates
2011	388	184 (5 cohorts)	118
2010	296	172 (4 cohorts)	89 (3 cohorts)

- The program has had eight (8) changes in the director position since it began operation. Currently Ruth Eckenstein, MEd, RN, the Acting Dean for Platt College, is serving as Interim Director for the Dallas VN program.
- In the 2011 self study report, the program identified several factors that may have contributed to the NCLEX-PN examination pass rate for 2010:
 - lack of prerequisite courses
 - leniency of readmission policies
 - number of students for whom English is their second language

- low passing score for progression in the program
- high faculty turnover
- Data reported by the program in the 2011 NEPIS indicated there had been fourteen (14) new faculty appointments during the report year. The total number of faculty positions in the report appears to be fifteen (15) full time and three (3) part time faculty.
- The strategic plan proposed in the self-study included:
 - implementing measures for test security: a redevelopment of all examinations
 - reviewing and revising admission criteria
 - establishing a more defined re-entry decision process
 - developing ways to retain faculty
- Students have voiced complaints about classroom and clinical instruction to the Texas Workforce Commission (TWC) and to the BON, but no written and signed complaints have been received. TWC conducted an unannounced survey visit on February 8, 2012.
- Platt College - Dallas is accredited by the Accrediting Commission on Career Schools and Colleges (ACCSC). A regular survey visit was conducted in January 2012.
- The Interim Director reported on February 23, 2012 that the current number of VN students was 81, but this is not consistent with NEPIS data.

PROS AND CONS:

Pros:

- The program has communicated with Board Staff and has responded to questions about program issues.
- The new Interim Director for Platt College - Dallas is a professional consultant for health careers education. She is also serving as Acting Dean of Nursing for Platt College, Oklahoma city, Oklahoma.
- Platt College - Dallas provided the attached letter to the Board as an addendum to this report. (See Attachment #1).

Cons:

- The self-study report identified areas for correction in the admission and readmission criteria. It also indicated a need to improve test security.
- Faculty turnover has been an ongoing issue.
- The program does not have a mechanism to assist students where language is a barrier.

Rationale for Recommendation:

Based upon a second consecutive NCLEX-PN examination pass rate of below 80% and areas of deficiency identified in the program's self-study, Board Staff make the following recommendation.

Staff Recommendation:

Based upon review of the 2011 NCLEX-PN® examination pass rate; the 2011 Nursing Education Program Information Survey (NEPIS); the 2011 Compliance Audit for Nursing Education Programs (CANEP); and compliance with Board Rule 214; move to change the approval status of Platt College - Dallas Vocational Nursing Education Program in Dallas, Texas from full to full with warning and schedule a survey visit. (See Attachment #2).

February 26, 2012

Texas Board of Nursing
c/o Janice Hooper, PhD, RN
333 Guadalupe Street, Tower 3, Suite 460
Austin, TX 78701

Dear Dr. Hooper,

In response to the recent notification of the 49.33% pass rate for the Platt College-Dallas campus for 2011 I would like to provide the following as a response and highlight the plan for improvement developed to make changes to ensure higher pass rates in the future.

In September, I was hired to consult with Platt to do professional development activities for the faculty and to do an assessment of Dallas LVN program and several of the LPN programs in Oklahoma. Because of that assessment, Platt has engaged my services for the next two years to function in the role of Acting Dean of Nursing. I am pleased with the administration's support and commitment to implementation of the developed plan. For example, the hiring of two full time student support instructors shows their commitment to finding solutions. Their roles are outlined below.

I worked for the Oklahoma State Department of Career Tech for over 12 years where I was responsible for accreditation nursing and allied health programs. I worked as a consultant for over 54 Technology Center campuses across Oklahoma, offering expertise for problem solving issues such as low pass rate, new teacher retention and curriculum development.

I have 27 years of experience with nursing education that has been built upon adult learning theory and instructional strategies that sequence materials from simple to complex and use repetition to insure mastery. As a leader in non-traditional learning strategies, I was influence in the trend for facilitator-led training as well as other up-to-date instructional strategies in Oklahoma and at the national level.

I started the first self-paced, student-centered nursing program in Oklahoma and developed student-scaffolding tools that are still used today. Other programs in the state have followed this method resulting in over 70% of all LPN programs in the state offering self-paced, facilitated led, student-center nursing programs. The curriculum was built around real life experiences, facilitation, and higher cognitive student activities

Several areas that have been identified as weaknesses are the instructional strategies that were instructor-led and not student-centered, lack of tenure of faculty, ineffective student/faculty relationships, admission requirements, poor curriculum crosswalk with "Essential Competencies of Graduates of Texas Vocational Nursing Educational Programs," ineffective use of Total Program Evaluation, ineffective examination security, and the placement of NCLEX review materials.

All exams are being rewritten to ensure that students do not have copies of the exams, which has been identified as problematic. The exams will be crosswalked to the Essential Competencies of Graduates of Texas Vocational Nursing Educational Programs.

The plan is very extensive and comprehensive including measurable action items and expected completion dates. Many of the action items have started several months ago and improvements are already evident in student and faculty behaviors, classroom observations, interactivity of the faculty with student in and out of class, the assignment of a Student Success Coach and the development of a Academic Success Center.

Interactive student centered learning experiences have been implemented in the classroom. The school has enlisted a Faculty Coach with over 25 years of experience in health care education to do observations of faculty during class and lab activities. The coach will provide feedback to the instructors as soon as possible after the class and/or lab session. By providing support to the faculty immediately after the observation, the instructor can receive support and participate in professional development activities. The expectation of improvement in faculty's performance will occur. The coaching subject will include how to establish relationships with the students, classroom management, cultural competency when dealing with students, and day to day teaching techniques.

The approach to support faculty will assist with reducing faculty turnover while identifying professional development needs. As the Faculty Coach does observations she will begin to identify issues, weaknesses, and common areas. Instructional strategies workshops, webinars, and short teaching activities can be targeted to areas of weaknesses.

Professional development activities have been frequent during the past six months. On September 22-23, 2011 faculty training was held on item writing and on December 13-14, 2011 professional development on teaching techniques to include student-centered activities that would be incorporated into the curriculum occurred for all full time instructors. At that time, the introduction of a new format and method for lesson plan development occurred. The faculty was given an opportunity to be revising their lesson plans before the end of the workshop. On February 20, 2012 and March 27, 2012 workshops were held on remediation techniques, use of patient simulation, and reinforcement of previous workshops on lesson plan development was done.

Clinical instructors with the guidance of the Acting Dean of Nursing developed a Clinical Instructor Observation Tool that will be used by the Director and Assistant Director of Nursing to assess management of the clinical environment.

The admission requirements are being modified with the addition of the HESI Admission Assessment exam. This exam will provide a measurement of reading, math, science, vocabulary, grammar, biology and anatomy and physiology. Each applicant will have to make 70% or better in each criteria in order to be considered for enrollment.

The school is adding English as a Second Language (ESL) testing as part to the admission process. This exam will provide valuable information about the candidate's ability to succeed in the class room environment. Additionally, in order to support students during the school experiences, the school is hiring a full time ESL instructor/tutor. This person will be in the Academic Success Center to provide direction on reading, math, language, and vocabulary.

Just within the last two week, an onsite review for NCLEX was held for 27 graduates who are preparing to take the NCLEX. Activities to support recent graduates in studying for the exams are multifaceted and include more workshops and tutoring. A full time Student Success Coach has been put into place to support students who are having problems with learning process, reading, subject matter, and time management. Each student is placed on a Student Success Plan if the student begins to have problems.

Changes in the Director of Nursing position continue to occur. This inconsistency in leadership has been challenging, not only to administration, but to the student population as well. In order to provide strong leadership and consistency, the Interim Director of Nursing have an Associate Director of Nursing that is training for the Director of Nursing position.

Thank you for allowing Platt College-Dallas to provide this information to the Board for review in their process of evaluating the 2011 pass rate.

Respectfully,

Ruth Eckenstein, RN, M.Ed

Ruth Eckenstein, RN. M.Ed
Acting Dean of Nursing

Dallas Plan for Improvement (2/26/12)

Areas of Concern	Plan for Improvement	Due Dates	Prognosis/Status
Interactive student centered learning environment	Change instructional strategies to student centered learning DON and ADON meeting with students to discuss instructional changes	1/9 -12/12	ne
	Conduct faculty observation monthly for next three months. Show Sandra and Rich online Survey Monkey tool. Hire outside observers	April 1 and ongoing	ulty Coach Hired - starts 3/12/12
	Support faculty development – Developed Faculty Retention Plan Present to Administration	2/1/12	ne
	Plans for improvement for faculty not utilizing new requirements of lesson plan development and use.	2/1/12	ted and one faculty member terminated
	Ensure lesson plans are developed and used. Glenda Atkinson (Secretary) will help with tracking	1/1/12	son plans are about 1/2 complete
	Review changes frequently, and at beginning of each quarter.	1/1/12	
	Have faculty meetings at least monthly	Ongoing	
	mission Requirements	Start Use of HESI Preadmission Assessment	4/1/12
Redo admission process		3/1/12	ne and is being approved
Change catalog wording		/12	rocess
al Program Evaluation (TPE)	Review status of TPE by looking at minutes for last year.	4/11/12	
	Continue scheduled process of TPE with assurance of current formulated data.		
	Incorporate any decisions as soon as possible		
acement of NCLEX Review Materials	Incorporate utilizing “Nurse Tim” program during each class near the end of the program	2/14-15/12	ne

Areas of Concern	Plan for Improvement	Due Dates	Prognosis/Status
<p>Pass Rates New program in 2006 07 – 80% 08 – 40% 09 – 97.83% 10 – 76.54% 11 - 48.65%</p>	Analysis HESI data from 2010- 2011 to gaps in nursing curriculum concepts that will be addressed	3/16/12	
	Develop pass rate tracking using survey monkey follow using post cards, emails, and phone calls.	4/1/12	
	Submit plan for improvement to Dr. Hooper so she can add it to the board report	2/27/12	
	Attend April Board of Nursing meeting.	4/19/12	
	Enforce completion of the HESI exams with 875 score	2/1/12	
	Include HESI score as part of grading criteria	3/1/12	
	Students failing to achieve the 875 will receive an "I" in the course related to the HESI	3/1/12	
	Students will remediate and re-test until successful but will be able to progress in the program	1/1/12	Ongoing
	Begin NCLEX review during the second course.	1/1/12	
	Handout NCLEX Test Plan for candidates Incorporate "Nurse Tim" program for NCLEX reviews current and unsuccessful graduates on NCLEX. This company ensure students pass the	2/1/12	None
	Do testing strategies using video at beginning of each quarter.	1/12/12	None and Ongoing
	Identify students at risk early in the program and to provide stronger study techniques, and to identify problems such as comprehensions, reading, and other issues.	3/1/12	
	Revised current and build stronger test banks.	2/27/12	
Continue to maintain test security	Ongoing		
High faculty turnover :	Look at salaries	2/25/12	
	As positions are available, replace with RNs only	Ongoing	

Areas of Concern	Plan for Improvement	Due Dates	Prognosis/Status
	Faculty incentives for returning to school to get advanced degrees	2/25/12	
	Give \$5000 if will sign a 1 ½ years of employment. If faculty quits before end of contract faculty will have to repay.	2/25/12	
Student relationships	Change culture to student centered service Reinforce that decisions are made with student's interest in mind. Do assessment of students response to new	2/6/12	None
	Use survey monkey for program evaluation. Analysis and trend data Provide feedback to faculty and administration.	2/6/12	
	Review policies and procedures and promote student centered decisions while still maintaining sound educational principles and pedagogy	4/1/12	
	Support leadership as they nurture positive relationship with students.	1/1/12	
	Develop complaint process for all complaints and track cause and include in Total Program Evaluation (TPE)	3/1/12	
	Develop criteria for student reps for faculty meetings Develop "concern" form for student representatives to present to DON/ADON prior	01/16/12	None
	Program facilities	Enhance labs Order needed supplies, equipment, cabinets, mounts for sharps containers, etc	11/11/12
Install projectors on ceiling and mount screens.		2/1/12	process
Enhance classroom learning visual aids.		1/1/12	Buying Simulation Learning System and Sim Charting
Move all of nursing classrooms and office to second floor.		4/1/12	being investigated
Student/faculty ratios	Maintain required staffing ratio – split any cohort with over 30 students to maintain an educational sound environment	1/12/12	

Areas of Concern	Plan for Improvement	Due Dates	Prognosis/Status
	Use staffing calendars to determine needs Do quarterly	1/1/12	ne
	Hire RN part time instructors as needed to fill gaps	2/1/12	
	Put into place evening coordinator and one other full time evening instructor	4/1/12	ving instructor from Tulsa RN program to Dallas
Student Retention y 10 – 10 – 41.9% /10 – 59.3% 11 – 50% 11 -53.6% 11- 51.4% 11- 90%	Review selection of admission students process Ensure right students are getting in. Possible discussion of interviewing students. Meet with admission department to discuss admission processes. Recommend 28 new students per cohort to allow for re-entry of students	4/1/12	ew admission procedure developed and being implemented
	Reinforce academic advisor for at risk student Continue utilizing Academic Success Plans Post and adhere to advising schedules Tutoring sessions-Use sign-up sheet	1/2/12	rofessional Development done with faculty February 20, 2012
	Track student attrition including reasons Review and trend of student attrition and report to Acting Dean of Nursing	2/1/12	anged tracking system and is being done.
	Implement Student Success specialist to coordinator and support at risk students.		
Curriculum	Redo exams as soon as possible.	1/17/12	going
	Review curriculum content and revise as	4/1/12	
	Cross walk curriculum with “Essential	4/1/12	
	Redo all exams and align questions with	4/1/12	
	Reorganize into quarter system	4/1/12	
	Seek approval from Texas Board of Nursing. If	5/1/12	
	Get approval from ACCSC if needed	5/1/12	
Examination Security	Lock exams in Director’s office	1/1/12	ne
	Start online testing	7/1/12	
	Redo all exams	Ongoing	
Professional	Require attendance of Platt’s scheduled professional development activities	2/1/12 1/12	ne

Areas of Concern	Plan for Improvement	Due Dates	Prognosis/Status
Development	Encourage faculty attendance at communities educational seminars and meetings	2/1/12	
	Upon return faculty will present in-service over seminar topic	2/1/12	
Review Status of this Plan	Evaluate effectiveness of this plan quarterly and adjust as needed	4/31/12	

DRAFT LETTER

April 23, 2012

Ruth Eckenstein, MEd, RN
Interim Director, Vocational Nursing Program
Platt College - Dallas
2974 LBJ Freeway
Dallas, Texas 75234

Dear Ms. Eckenstein:

At the April 19-20, 2012 meeting, the members of the Texas Board of Nursing discussed the approval status of the Platt College - Dallas Vocational Nursing Education Program based upon the NCLEX-PN® examination pass rate for 2011, review of the 2011 NEPIS and CANEP, and compliance with Rule 214. Members of the Board wish to thank you and,,, for being present at the meeting to answer questions.

Based upon the discussion and review of documents, it was the decision of the Board to change the approval status of the Platt College - Dallas Vocational Nursing Education Program in Dallas, Texas, from full to full with warning, and authorize a survey visit in 2012.

If you have any questions or if we may be of assistance, please contact board staff at (512) 305-6814.

Sincerely,

Kristin K. Benton, MSN, RN
President

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

copy: Texas Workforce Commission
Mike Pugliese
Accrediting Commission on Career Schools and Colleges