

**Report of Survey Visit
East Texas Baptist University in Marshall, Texas
Baccalaureate Degree Nursing Education Program**

Summary of Request:

Consider the report of the April 9, 2015 follow-up visit to the East Texas Baptist University (ETBU) Baccalaureate Degree Nursing (BSN) Education Program in Marshall, Texas pursuant to the January 22, 2015 Board Order.

Historical Perspective:

- ETBU BSN Education Program has been in operation since 1992.
- ETBU is a small, private, Christian university located in a somewhat remote east Texas area. The location has made it difficult to recruit qualified applicants for the position of Dean.
- Leslie Borcharding, MSN, RN, is currently serving as the BSN Interim Program Director. Previously she served as Interim Director from July 2008 to June 2011. She is mentoring Rebekah Grigsby, DNP, RN, Dean of Professional Studies who will become the Program Director after meeting the required teaching requirement of three (3) years.
- The BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE). The most recent program evaluation occurred in 2006, with a next visit scheduled in Fall 2015.
- The NCLEX-RN® examination pass rates for the past five (5) years are reflected in the table below:

Examination Year	NCLEX-RN® Examination Pass Rate	Number of First Time Candidates (Passed/Total)	BON Approval Status	Board Requirements
2014	75.00%	9/12	Full	Change to Full with Warning at January 2015 Board meeting
2013	75.00%	9/12	Full	Self-Study submitted
2012	88.46%	23/26	Full	
2011	100%	12/12	Full	
2010	100%	12/12	Full	

- The approval status of the program was changed from Full Approval to Full Approval with Warning at the January 2015 Board meeting.
- A focused survey visit was conducted by Gayle Varnell, PhD, RN, CPNP-PC on April 9, 2015.

Summary of Survey Findings (See Attachment #1):

Pros and Cons of Survey Visit:

Pros:

- The Nursing Program has the full support of administration.
- The Interim Director is an experienced educator who has been with ETBU since 2005.
- The faculty demonstrate that they are a cohesive, supportive group and faculty turnover rates are low.
- The Interim Director and faculty have implemented the changes set forth in the Self-Study Report and are continuously seeking areas for improvement in the BSN program.
- Students interviewed expressed a high degree of satisfaction with the program and stated that they appreciate the individual attention that they receive due to the small class size.
- The program serves to meet a need in the community and receives strong support from clinical affiliates.
- The program has active contracts with multiple clinical affiliating agencies to ensure provision of a rich variety of clinical learning experiences.
- All clinical learning experiences occur in faculty supervised, direct-patient care, hands-on, clinical settings. The program utilizes low-fidelity simulation to prepare students for direct patient care.

Cons:

- The 2014 NCLEX-RN® is 75.00% (9/12).
- There is one (1) faculty position that has been vacant for one (1) semester.
- An adjunct faculty teaches the maternity/obstetrics content.
- Faculty share the responsibility for maintaining the skills lab as there is no skills lab coordinator. This limits the accessibility of the lab for student practice.

Staff Rationale for Recommendation:

The maternity/obstetric nursing content is taught by an adjunct faculty member but faculty expressed a preference for a full time faculty member in this position. There is one vacant full-time faculty position. One consideration may be to expand the adjunct position to a full-time slot.

Faculty also indicated that student access to practice in the skills lab could be improved if a lab coordinator were present to assume management of the lab to provide an enhanced learning opportunity.

Therefore, it is recommended that the program explore the possibility of changing the adjunct faculty position to a full-time position, and consider employing a lab coordinator to broaden the learning opportunities in the skills lab.

Staff Recommendation:

Move to accept the report of the authorized survey visit to the East Texas Baptist University Baccalaureate Degree Nursing Program in Marshall, Texas and issue the recommendation in the attached letter (Attachment #2).

**Summary of Survey Visit
East Texas Baptist University in Marshall, Texas
Baccalaureate Degree Nursing Education Program**

Purpose of Visit: Follow-up survey visit pursuant to the January 2015 program approval status change

Date of Visit: April 9, 2015

Board Staff Conducting Survey Visit: Gayle P. Varnell, PhD, APRN, CPNP-PC, Nursing Consultant for Education

Nursing Consultant for Education met with:

- Leslie Borcharding, MSN, RN, Interim Dean
- Rebekah Grigsby, DNP, RN
- Lawrence Ressler, PhD, Interim President
- Thomas Sanders, PhD, Interim Provost
- Julie Leming, MSN, RN, Faculty
- Kathleen Candler, MSN, RN, Faculty
- Dayna Davidson, MSN, RN, Adjunct Faculty
- Level 4 BSN students = Sixteen (16)
- Level 2 BSN students = Fourteen (14)
- Martha Dudley, MSN, RN, Faculty
- Cynthia Peterson, MS, Director of Library
- Kelley Paul, Director of Academic Success

Nursing Consultant for Education:

- Held initial interview with Interim Director and Administration;
- Observed classroom NURS 4241 Gerontology Nursing and NURS 3342 Pediatric Nursing;
- Met with faculty members;
- Interviewed students;
- Toured East Texas Baptist University (ETBU) campus;
- Reviewed records and documents including: student and faculty files, minutes of faculty meetings, student and faculty handbooks, syllabi, clinical evaluation tools, and the Total Program Evaluation (TPE) Plan; and
- Conducted an exit interview with Interim Director and faculty.

Summary of Findings:

Administration:

- Administration expressed support for the BSN program and stated that the nursing program adds value to the college and fulfills a need in local communities.
- Dr. J. Blair Blackburn is the recently appointed President of ETBU and will assume his position June 2015.
- The organizational chart was reviewed with administration.
- Leslie Borcharding has been the Interim Director since January 2014 following the unplanned resignation of the previous Dean in December 2013. Prior to that, Ms. Borcharding served as Interim Dean of the program from July 2008 through July 2011.

- Ms. Borcharding teaches one 3-credit hour theory course per semester.
- The Interim Director and faculty unanimously agreed that resources are adequate to meet all teaching needs.
- Clear communication between the Director and administration was evident.
- According to the director, ETBU graduates are respected in the community and are able to obtain employment in the local area.

Program of Study:

- There are a total of 1578 contact hours in the program of study: 585 didactic hours, 172 computer lab hours, 197 skills lab hours, and 624 patient care clinical hours.
- The curriculum is sound, logically organized, and includes all Board required content. The faculty consistently evaluate and revise the curriculum based upon evidence and according to need.
- The Differentiated Essential Competencies (DECS) (2010) have been fully incorporated into the curriculum.
- The teaching model is based upon face-to-face instruction and incorporates the NCLEX test plan in all courses.
- Admission policies have been strengthened to ensure that qualified applicants are admitted into the program, and include standardized testing and a weighted priority point system in pre-requisite courses.
- Planned remediation and tutoring are in place.
- ETBU provides two (2) NCLEX® review courses: one online and the other face-to-face. In addition, students currently create and implement an individualized success plan based upon their HESI scores, NCLEX review course assessments, and other performance feedback they have received such as clinical evaluations.

Faculty:

- The faculty organization is comprised of four (4) full-time and one (1) adjunct faculty members. One full-time faculty member also serves as the Interim Director, Dean of Professional Studies, and has a reduced teaching load. The adjunct faculty member teaches didactic content and supervises clinical experiences in maternity nursing.
- There is one (1) vacant faculty position.
- The Director reported that faculty turnover rates are low.
- Faculty meet Board qualifications and offer a rich diversity in their educational and experiential backgrounds.
- Faculty reported that morale is high and stated they receive strong support from one another and the Program Director.
- Faculty agreed that work loads are reasonable with the current enrollment and allow sufficient time for grading assignments, preparing lesson plans, and maintaining office hours.
- Faculty are actively engaged in curriculum planning, implementation, and evaluation.
- Faculty also share the responsibility of managing and supervising the nursing skills lab, and they question that this is not the best arrangement for optimizing the learning opportunities for the students and limits open lab hours.
- Faculty hold regular meetings for planning and decision-making. Faculty meeting minutes are maintained that document program revisions based upon data.
- Board required policies are included in the Faculty Handbook.

Students:

- The program admits one (1) cohort each year in the fall. The maximum number for each admission, based on current resources, is thirty-five (35) students.
- At the time of the survey visit, there were sixteen (16) Level 4 students and fourteen (14) Level 2 students for a total of thirty (30) students.

- Students reported they enrolled in the BSN program because of location and the reputation of the program. Many of the students are seeking their nursing education in a Christian institution.
- Students have input into the program and also have a student representative to the program governance.
- Written student policies are in compliance with Board rules.
- Students receive eligibility information in their handbook as well as verbally. Students indicated they have received declaratory order and eligibility information.

Clinical Learning Experience:

- The program has active clinical contracts with a number of affiliating agencies which provide exemplary clinical opportunities for the curriculum. Skills lab and simulation activities are also utilized.
- Students are prepared for hands-on, direct patient care clinical practice through supervised skills labs and simulation lab experiences prior to the provision of direct patient care.
- Faculty provide responsible supervision in all clinical experiences. Students rotate between faculty to maintain inter-rater reliability in evaluating clinical performance.
- Board required faculty to student ratios are maintained. The Director reported that preceptors are used in selected courses based on the types of clinical assignments and student performance levels.
- The faculty share responsibility to maintain the skills lab.
- Clinical learning experiences are scheduled to match related didactic content.
- Clinical evaluation tools indicate progression of expectations across the program and are used for formative and summative evaluations.

Facilities, Resources, and Services:

- The ETBU campus is well-kept, attractively landscaped, and offers ample parking.
- A full array of student services is available, including a large library and ample computer resources. Additionally, students have access to online holdings from campus or home.
- Facilities housing the nursing program are spacious, well-equipped, and include two (2) classrooms and a skills/simulation lab. Audiovisual equipment is available in every classroom and the skills labs is equipped with low-fidelity simulation equipment.
- The Dean and faculty have private offices conveniently located to the Administrative Assistant, classrooms, and skills lab.
- The program has full-time clerical and secretarial support.
- The Director and faculty agreed that resources are adequate to meet all teaching needs.

Records and Reports:

- The program has an adequate Total Program Evaluation (TPE) Plan, actively used for decision making.
- Minutes indicate when decisions are made based upon evidence.
- Student and faculty files contained all documents required by Rule 215.

Total Program Evaluation:

- The Interim Director and faculty continually seek areas for improvement in the program. The TPE Plan provides data useful in program decision-making.
- The TPE contains requisite broad areas for periodic evaluation.
- Faculty minutes indicate when decisions are made based upon evidence.

DRAFT LETTER

July 27, 2015

Leslie Borcharding, MSN, RN
Interim Program Director,
Baccalaureate Degree Nursing Education Program
East Texas Baptist University\One Tiger Drive
Marshall, TX 75670

Dear Ms. Borcharding:

At the July 23-24, 2015 meeting, members of the Texas Board of Nursing (Board) discussed the follow-up survey visit to the East Texas Baptist University Baccalaureate Degree Nursing Education Program in Marshall, Texas.

Based upon the discussion and review of the findings from the April 9, 2015 survey visit, it was the decision of the Board to accept the report of the survey visit and issue the following recommendation:

Recommendation:

It is recommended that the program explore the possibility of changing the adjunct faculty position to a full-time position, and consider employing a lab coordinator to broaden the learning opportunities in the skills lab. Please provide a response to this recommendation to Board Staff no later than September 1, 2015.

Recommendations are suggestions based upon program assessment indirectly related to the rules to which a program must respond but in a method of their choosing.

If you have any questions or if we may be of any assistance, please contact Board Staff at 512-621-5179.

Sincerely,

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

Copy: Dr. J. Blair Blackburn, President