

### **Consideration of Summary of Self-Study Reports for Professional Nursing Education Programs for 2015**

**Background:**

Rule 215.4(c)(2)(B) *Ongoing Approval Procedures* 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 NCLEX-RN® examination passing score was raised in 2013 related to the growing complexity of nursing practice and nursing roles. The 2014 NCLEX-RN® examination pass rates in Texas dropped resulting in a requirement for thirty (30) professional nursing programs to develop and submit a Self-Study Report (SSR) to Board Staff. Developing a SSR includes a thorough examination of all aspects of the nursing program with analysis of self-identified weaknesses and a plan for correction. Board Staff summarized the thirty (30) reports in Board Agenda Item 3.2.7. for the October 2014 Board Meeting.

This report is a sequential report summarizing information provided in the fifteen (15) SSRs written following the report of the 2015 NCLEX-RN® examination pass rates. The information is provided in a similar format for comparison of the two years’ reports.

The fifteen (15) programs who developed the SSRs included:

- 7 ADN programs in public community colleges,
- 2 ADN programs in career schools,
- 3 BSN programs in public universities,
- 2 BSN programs in private universities, and
- 1 BSN program in a career school.

<b>Factors That May Have Contributed to NCLEX Examination Pass Rates – Students</b>	<b>Suggested Corrective Measures to Improve Success – Students</b>
<p><u>Admission Criteria</u></p> <ul style="list-style-type: none"> <li>• Weak or ineffective admission criteria</li> </ul> <p><u>Remediation Strategies</u></p> <ul style="list-style-type: none"> <li>• Inadequate remediation</li> <li>• At-risk students including English as a Second Language (ESL), weaknesses in reading comprehension, low-performing students</li> <li>• Insufficient student support</li> </ul>	<p><u>Admission Criteria</u></p> <ul style="list-style-type: none"> <li>• Review and revise admission criteria</li> </ul> <p><u>Remediation Strategies</u></p> <ul style="list-style-type: none"> <li>• Review, revise remediation policies</li> <li>• Establish policies for mandatory remediation</li> <li>• Hire a remediation specialist</li> <li>• Hire a retention specialist</li> <li>• Add support staff to work with students</li> <li>• Utilize standardized examinations with</li> </ul>

<p><u>Student Orientation</u></p> <ul style="list-style-type: none"> <li>• Lack of effective student orientation</li> </ul> <p><u>Other</u></p> <ul style="list-style-type: none"> <li>• Lack of student motivation</li> <li>• Students delay taking NCLEX examination</li> </ul>	<ul style="list-style-type: none"> <li>• remediation processes</li> <li>• Implement coaching of students</li> </ul> <p><u>Student Orientation</u></p> <ul style="list-style-type: none"> <li>• Plan or enhance “boot camp”</li> <li>• Plan split orientation for more personal attention to students</li> </ul> <p><u>Other</u></p> <ul style="list-style-type: none"> <li>• Group and individual counseling</li> </ul>
<p><b>Factors That May Have Contributed to NCLEX Examination Pass Rates – Policies</b></p> <p><u>Admission, Readmission, Progression, Transfer Policies</u></p> <ul style="list-style-type: none"> <li>• Weak admission policies</li> <li>• Admission of unqualified students</li> <li>• Lenient readmission policies</li> <li>• Need to review transfer policies</li> <li>• High-risk students admitted without reservations</li> <li>• Students performing poorly on standardized examination</li> </ul>	<p><b>Suggested Corrective Measures to Improve Success – Policies</b></p> <p><u>Admission, Readmission, Progression, Transfer Policies</u></p> <ul style="list-style-type: none"> <li>• Review, revise admission criteria</li> <li>• Raise entrance examination requirement</li> <li>• Review, revise admission, readmission, progression, and transfer policies</li> <li>• Adhere to policies</li> <li>• Make changes to passing score</li> </ul>
<p><b>Factors That May Have Contributed to NCLEX Examination Pass Rates – Faculty</b></p> <p><u>Faculty Qualifications</u></p> <ul style="list-style-type: none"> <li>• Inexperienced faculty</li> <li>• Need for faculty orientation, development, and training</li> <li>• Lack of knowledge in test writing and analysis, especially alternate items</li> <li>• Weaknesses in using technology</li> </ul> <p><u>Adequate Faculty Numbers</u></p> <ul style="list-style-type: none"> <li>• Difficulty recruiting qualified faculty</li> <li>• Turnover of faculty and administration</li> <li>• Reliance on adjunct faculty</li> </ul>	<p><b>Suggested Corrective Measures to Improve Success – Faculty</b></p> <p><u>Faculty Qualifications</u></p> <ul style="list-style-type: none"> <li>• Engage in recruitment efforts to hire experienced faculty</li> <li>• Review and revise faculty orientation plan for all adjunct and full time faculty</li> <li>• Provide oversight for adjunct faculty</li> <li>• Reorganize faculty workload to accommodate training and development</li> <li>• Provide training in simulation</li> <li>• Provide item writing and test analysis workshops</li> <li>• Seek grand opportunities to provide faculty support and development</li> </ul> <p><u>Adequate Faculty Numbers</u></p> <ul style="list-style-type: none"> <li>• Make greater efforts to recruit faculty</li> <li>• Reduce student admissions until more faculty are available</li> <li>• Provide support and development for adjunct faculty</li> </ul>
<p><b>Factors That May Have Contributed to NCLEX Examination Pass Rates – Curriculum</b></p> <p><u>Major Curriculum Changes</u></p> <ul style="list-style-type: none"> <li>• Need for curriculum revision</li> <li>• Need for more rigor in curriculum</li> <li>• Adjustment to previous substantial curriculum changes made</li> <li>• Lack of correlation between didactic and clinical</li> </ul>	<p><b>Suggested Corrective Measure to Improve Success – Curriculum</b></p> <p><u>Major Curriculum Changes</u></p> <ul style="list-style-type: none"> <li>• Review, revise and redesign curriculum</li> <li>• Require certification course for faculty</li> <li>• Offer specialty tests to evaluate curriculum</li> <li>• Utilize NCLEX test plan</li> <li>• Use Bloom’s taxonomy</li> <li>• Use more case studies</li> </ul>

<p><u>Clinical Component of Curriculum</u></p> <ul style="list-style-type: none"> <li>• Limited clinical sites</li> <li>• Need improvement in simulation activities</li> <li>• Need improvement in clinical courses</li> </ul> <p><u>Clinical Evaluation Tools</u></p> <ul style="list-style-type: none"> <li>• Ineffective clinical evaluation tools</li> <li>• Inconsistent grading of clinical performance</li> </ul> <p><u>NCLEX Review Course</u></p> <ul style="list-style-type: none"> <li>• Ineffective review course</li> </ul>	<ul style="list-style-type: none"> <li>• Increase rigor in curriculum</li> <li>• Encourage review course</li> <li>• Hire a consultant</li> <li>• Evaluate the effectiveness of simulation in curriculum</li> <li>• Change from block to concept based curriculum</li> <li>• Ensure that the DEC's are included</li> <li>• Review faculty workload</li> <li>• Use active teaching</li> <li>• Utilize standardized examinations earlier in curriculum</li> </ul> <p><u>Clinical Component of Curriculum</u></p> <ul style="list-style-type: none"> <li>• Seek alternate clinical sites</li> <li>• Increase simulation experiences</li> <li>• Acquire new lab equipment and reallocate space</li> <li>• Evaluate effectiveness of clinical activities</li> <li>• Improve interrater reliability of faculty in clinical evaluation</li> </ul> <p><u>Clinical Evaluation Tools</u></p> <ul style="list-style-type: none"> <li>• Review and revise clinical evaluation tools</li> <li>• Revise to match new curriculum</li> <li>• Codify faculty expectations for clinical instruction</li> <li>• Establish or improve interrater reliability</li> <li>• Move to pass/fail grading</li> <li>• Develop or improve preceptor training</li> </ul> <p><u>NCLEX Review</u></p> <ul style="list-style-type: none"> <li>• Re-evaluate and make decision regarding review course</li> </ul>
<p><b>Factors that May Have Contributed to NCLEX Examination Pass Rates – Teaching and Evaluation</b></p> <p><u>Testing Practices</u></p> <ul style="list-style-type: none"> <li>• Lack of test analysis to evaluate test validity and reliability</li> <li>• Grading inconsistencies</li> <li>• Grade inflation</li> <li>• Grading policies</li> <li>• Inadequate passing criteria for course work</li> <li>• Lack of adequate computers for testing</li> <li>• Ineffective test security</li> </ul> <p><u>Reliance on Standardized Examinations</u></p> <ul style="list-style-type: none"> <li>• Overreliance on standardized examinations</li> </ul>	<p><b>Suggested Corrective Measures to Improve Success – Teaching and Evaluation</b></p> <p><u>Testing Practices</u></p> <ul style="list-style-type: none"> <li>• Faculty development in test evaluation</li> <li>• Establish adequate grading policies</li> <li>• Develop consistency in test plan and blueprinting</li> <li>• Promote interrater reliability</li> <li>• Transition to computerized testing</li> <li>• Provide space for better testing</li> <li>• Increase test security</li> <li>• Eliminate bonus points</li> <li>• Promote more rigor in tests</li> <li>• Increase passing standards</li> <li>• Seek funding for more computers</li> <li>• Create Student/Testing/Evaluation /task force to study issues</li> </ul> <p><u>Reliance on Standardized Examinations</u></p> <ul style="list-style-type: none"> <li>• Place more focus on students and less on standardized tests</li> <li>• Trend data for proper use of standardized</li> </ul>

	examinations <ul style="list-style-type: none"> <li>• Establish testing and evaluation committee</li> </ul>
<b>Factors That May Have Contributed to NCLEX Examination Pass Rates – Total Program Evaluation</b>  <u>Ineffective Total Program Evaluation (TPE) Plan</u> <ul style="list-style-type: none"> <li>• Need to revise TPE</li> </ul>	<b>Suggested Corrective Measures to Improve Success – Total Program Evaluation</b>  <u>Ineffective Total Program Evaluation (TPE) Plan</u> <ul style="list-style-type: none"> <li>• Revise TPE using student feedback</li> <li>• Find new ways to gather survey data</li> <li>• Involve all faculty in TPE</li> <li>• Review TPE at divisional level as well as departmental</li> </ul>

The following summary was provided in the 2014 Summary Report and is appropriately added below:

**Summary of Commonly-Cited Areas of Concern in Self-Study Reports in Order of Frequency:**

1. Lack of policies or failure to adhere to and enforce student policies, especially those related to admission, readmission, and progression.
2. Need for effective faculty orientation programs for all nursing faculty (full-time and part-time), followed by ongoing faculty development.
3. Lack of remediation programs and assistance for at-risk students.
4. Insufficient number of nursing faculty to provide quality education for increased enrollments.
5. Need for major curriculum changes to meet the educational needs for nurses of the future.
6. Ineffective clinical evaluation tools for formative and summative evaluation of student outcomes, and for timely feedback to students.
7. Scarcity of clinical practice settings.
8. Inconsistencies in examination processes including inadequate faculty skills in test construction and analysis, lack of availability for students to use computer-based testing, and problems with test security.
9. Ineffective use of standardized examinations.
10. Inadequate use of the Total Program Evaluation.

This report is for information only. No Board action is necessary.