

**Report of NCLEX-RN® Examination Pass Rates for 2011  
 and Trends in Pass Rates for Professional Nursing Programs**

**Summary:**

The period between October 1 and ending September 30 is used for the purpose of determining programs' NCLEX-RN® examination pass rates. This report provides final 2011 NCLEX examination pass rates of first time test-takers from the professional nursing education programs in Texas. Programs with an asterisk (\*) received commendations for their pass rates of 90% or above. New programs that have not had graduates or first time test-takers during the examination year are not included in the report. Rule 215.4(c) states that "Approval status is determined biennially by the Board on the basis of the program's compliance audit, NCLEX-RN examination pass rate, and other pertinent data." The biennial continuing approval letters will be sent to programs after Board Staff review the 2011 Nursing Education Program Information Surveys (NEPIS) and the 2011 Compliance Audits for Nursing Education Programs (CANEP) for each nursing program.

Programs with a pass rate below 80% for one year will be required to submit a self-study report to Board Staff according to the guidelines. Programs with a pass rate below 80% for two consecutive years may be placed on full approval with warning. (Please see Agenda Item 3.2.2. for a current list of programs with sanctions.)

**Trends:**

A review of the 2011 NCLEX report (See Attachment #1) indicates that the overall NCLEX-RN examination pass rate for Texas programs is lower than the pass rate for 2010, and is lower than the national average. The NCLEX examination pass rate for Texas programs has been higher than the national average for over ten years. Of the ninety-three (93) professional nursing programs listed:

- **The 2011 examination pass rate for fifty-four (54) of the programs was lower than the 2010 pass rate.**
- The 2011 examination pass rate for thirty-eight (38) of the programs was the same or higher than the pass rate for 2010.
- Forty-one (41) programs are receiving commendations for a 90% or higher pass rate in 2011; forty-seven (47) programs achieved this distinction in 2010.
- The NCLEX pass rate for thirty-four (34) of the fifty-five (55) member boards on the annual NCSBN report of NCLEX scores of professional nursing programs had higher exam pass rates than Texas.
- For a five-year comparison of NCLEX pass rates for Texas professional nursing programs, see Attachment #4.
- The following table provides Texas and National NCLEX-RN examination pass rates for the past five (5) years:

Year	2011	2010	2009	2008	2007
Average for Texas RN Programs	87.04% (8452/9711)	89.31% (7959/8912)	91.00% (7413/8146)	90.67% (6819/7521)	90.19% (6314/7001)
National Average for RN Programs	87.81%	87.56%	88.20%	86.67%	87.36%

**Reaction of Nursing Programs to 2011 NCLEX-RN Examination Pass Rates:**

A number of directors of professional nursing programs expressed concerns about the decreases in NCLEX examination pass rates for 2011. Board Staff determined it would be beneficial to survey the programs for their insights into contributing factors. An online survey (See Attachment #2) was sent to the ninety-three (93) professional programs listed on the NCLEX-RN annual report. Four questions were directed to programs that

experienced a drop in their NCLEX examination pass rate from 2010 inquiring about their perceptions of this occurrence. Three questions were directed to programs that had a 90% or above NCLEX pass rate asking about their “best practices” of educating nursing students to be successful on the NCLEX examination. Twenty-five (25) programs with a drop in NCLEX examination pass rate responded to the survey, while fifteen (15) programs with an NCLEX examination pass rate above 90% responded. Each program provided multiple responses to each question.

Responses to the survey were categorized to evaluate frequency of common responses, but all responses were considered valuable and detailed data is included in the survey report in Attachment #3.

#### Summary of Program Responses to the Survey:

Similar responses were collapsed into categories and main points from the survey are presented below.

#### Survey Responses from Programs with Pass Rate Below 80% (n=25):

Question Number 1 asked programs’ perceptions of possible reasons for the drop in their pass rates.

- Programs’ Perceptions of Possible Reasons for a Drop in Their Pass Rate:
  - State mandates to increase nursing graduates
  - Lack of qualified faculty
  - Student issues: at-risk students, language barriers, personal stress, readmissions
  - Program policies: low admission requirements, inadequate prerequisite courses, low grading criteria
  - Program issues: inadequate resources, changes in program leadership, multiple sites
  - Lack of inclusion of adequate preparation for students to pass the NCLEX examination
  - Need to establish more effective use of standardized examinations

Question Number 2 asked about programs’ planned interventions to improve the pass rate for 2012.

- Strategies Planned to Improve Pass Rate:
  - Limiting enrollments
  - Strengthening admission criteria
  - Identification of at-risk students and provision of support
  - Implementation of methods for retention and remediation of students
  - Plans for faculty development
  - Implementation of measures related to preparation of students to take the NCLEX
  - Program and curriculum revisions
  - Improving teaching strategies

Question Number 3 asked programs how Board Staff can assist programs to prepare their graduates to be successful on the NCLEX examination.

- Suggested Ways Board Staff May Help:
  - Rule changes with tighter parameters of time frames for graduates to take the NCLEX
  - Rule changes supporting a strong faculty-to-student ratio in the clinical area
  - Rule change to protect the director’s time for administrative activities
  - Communicating to graduates the importance of taking the NCLEX examination soon after graduation

Note: Many responses expressed appreciation for the interest and support of the BON in promoting the success of professional nursing programs on the NCLEX examination.

Question Number 4 asked programs to list barriers to their implementation of improvement strategies.

- Barriers to Improvement Strategies:
  - Pressures to increase enrollments with limited resources
  - Lack of adequate qualified faculty and personnel
  - Student issues: personal stress, breach in security of test items

Survey Responses from Programs with NCLEX Examination Pass Rate Above 90% (n=15):

Question Number 1 requested that the successful programs list three strategies they have used to promote preparation of their graduates to take the NCLEX examination.

- Common Strategies to Assist Students for Success on NCLEX:
  - Selective admission criteria
  - Focus on NCLEX preparation for students
  - Effective use of standardized examinations
  - Assistance for high-risk students
  - Individual faculty guidance and tutoring
  - Specific learning activities (required assignments, test taking workshops, teaching strategies to improve analytical thinking, consistent simulation activities, skills check-offs)
  - Utilizing retention/remediation specialist
  - Curriculum revisions based on evaluation data

Question Number 2 asked the programs to list any additional strategies they plan to implement to assist their graduates to be safe, competent nurses.

- A Sample of Strategies Planned for Implementation:
  - Increased simulation
  - Higher entrance examination score requirement on reading comprehension, grammar, and math
  - Admission of students with strong science background
  - Assigning repetitive practice tests
  - Raising progression policies
  - Piloting peer teaching as a remediation activity
  - Including a jurisprudence seminar prior to graduation
  - Moving to concept based curriculum
  - Increasing emphasis on safety
  - More participative learning activities to encourage students to prepare for class

Question Number 3 asked the programs to list “best practices” that have been effective in promoting success of their graduates on the NCLEX examination.

- Examples of Best Practices for Student Success in Licensure and Competent Practice:
  - Limiting enrollment
  - Setting high standards for clinical learning experiences
  - Implementation of a new clinical instruction model
  - Integration of clinical simulation experiences in all clinical courses
  - Maintaining high ratio of clinical hours to didactic hours
  - Using preceptors in the final semester
  - Hiring faculty who are committed to student success
  - Remediation for at-risk students
  - Using standardized examinations with subsequent remediation

Note: A challenge mentioned by programs is the growing scarcity of settings for clinical learning experiences.

As an outcome of this survey:

- Board Staff will provide this information to all programs.
- Board Staff will reference this information to program directors seeking assistance.
- Board Staff will investigate hosting an NCSBN NCLEX workshop in Texas to provide information about the NCLEX examination.
- Board Staff will continue to explore best practices of successful programs to share with programs in Texas and across the country.

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

NCLEX examination pass rates will be considered as Board Staff review the completed 2011 Nursing Education Program Information Surveys (NEPIS) and the completed Compliance Audits for Nursing Education Programs (CANEP) for the 2012 BON Approval Letters.

**TEXAS BOARD OF NURSING (BON) NCLEX EXAMINATION REPORT  
FIRST TIME RN CANDIDATES EDUCATED IN TEXAS  
REGARDLESS OF STATE OF INITIAL LICENSURE  
Final Report for 2011 (October 1, 2010 - September 30, 2011)**

<b>Diploma Program</b>	<b>Location</b>	<b>Candidates</b>	<b>Passed</b>	<b>Pass Rate</b>
Covenant School of Nursing	Lubbock	131	115	87.79%
<b>Diploma Totals</b>		<b>131</b>	<b>115</b>	<b>87.79%</b>

<b>ADN Programs</b>	<b>Location</b>	<b>Candidates</b>	<b>Passed</b>	<b>Pass Rate</b>
Alvin Community College	Alvin	67	65	97.01%*
Amarillo College	Amarillo	171	156	91.23%*
Angelina College	Lufkin	99	81	81.82%
Angelo State University	San Angelo	153	92	60.13%
Austin Community College	Austin	251	246	98.01%*
Baptist Health System	San Antonio	171	134	78.36%
Blinn College	Bryan	89	83	93.26%*
Brazosport College	Lake Jackson	18	18	100%*
Brookhaven College	Farmers Branch	108	89	82.41%
Central Texas College	Killeen	99	87	87.88%
Cisco College	Abilene	60	43	71.67%
Coastal Bend College	Beeville	16	13	81.25%
College of the Mainland	Texas City	86	73	84.88%
Collin County Community College	McKinney	95	83	87.37%
Dallas Nursing Institute	Dallas	51	32	62.75%
Del Mar College	Corpus Christi	150	118	78.67%
El Centro College	Dallas	306	237	77.45%
El Paso Community College	El Paso	148	131	88.51%
Galen College of Nursing	San Antonio	127	107	84.25%

Galveston College	Galveston	47	37	78.72%*
Grayson County College	Denison	116	105	90.52%*
Hill College	Hillsboro	19	18	94.74%*
Houston Baptist University	Houston	5	5	100%*
Houston Community College	Houston	155	136	87.74%
Howard College	Big Springs	23	17	73.91%
Kilgore College	Kilgore	110	92	83.64%
Lamar State College	Orange	62	48	77.42%
Lamar State College	Port Arthur	73	57	78.08%
Lamar University	Beaumont	37	30	81.08%
Laredo Community College	Laredo	44	38	86.36%
Lee College	Baytown	95	76	80.00%
Lone Star College - Cyfair	Cypress	62	56	90.32%*
Lone Star College - Kingwood	Kingwood	143	118	82.52%
Lone Star College -Montgomery	Conroe	63	59	93.65%*
Lone Star College-North Harris	Houston	95	86	90.53%*
Lone Star College - Tomball	Tomball	45	42	93.33%*
McLennan Community College	Waco	135	105	77.78%
Midland College	Midland	87	68	78.16%
Navarro College	Corsicana	66	62	93.94%*
North Central Texas College	Gainesville	70	66	94.29%*
Northeast Texas Community College	Mt Pleasant	17	17	100%*
Odessa College	Odessa	60	50	83.33%
Panola College	Carthage	64	50	78.13%
Paris Junior College	Paris	50	43	86.00%
San Antonio College	San Antonio	266	223	83.83%
San Jacinto College-Central	Pasadena	175	148	84.57%
San Jacinto College-South	Houston	106	74	69.81%
South Plains College	Levelland	60	56	93.33%*
South Texas College	McAllen	184	158	85.87%
Southwest Texas Junior College	Uvalde	24	20	83.33%

St. Philip's College	San Antonio	67	53	79.10%
Tarrant County College	Fort Worth	213	192	90.14%*
Temple College	Temple	77	67	87.01%
Texarkana College	Texarkana	73	66	90.41%*
Texas State Technical College	Brownwood	26	20	76.92%
Trinity Valley Community College	Kaufman	131	119	90.84%*
Tyler Junior College	Tyler	108	99	91.67%*
University of Texas & TX Southmost College	Brownsville	102	81	79.41%
Vernon College	Vernon	95	78	82.11%
Victoria College	Victoria	101	95	94.06%*
Weatherford College	Weatherford	73	71	97.26%*
Wharton County Junior College	Wharton	30	26	86.67%
<b>ADN Total</b>		<b>5919</b>	<b>5015</b>	<b>84.73%</b>

<b>BSN Programs</b>	<b>Location</b>	<b>Candidates</b>	<b>Passed</b>	<b>Pass Rate</b>
Baylor University	Dallas	141	133	94.33%*
East Texas Baptist University	Marshall	12	12	100%*
Houston Baptist University	Houston	32	31	96.88%*
Lamar University	Beaumont	71	69	97.18%*
Midwestern State University	Wichita Falls	117	97	82.91%
Patty Hanks Shelton School of Nursing	Abilene	148	104	70.27%
Prairie View A&M University	Houston	124	115	92.74%*
Southwestern Adventist University	Keene	41	33	80.49%
Stephen F. Austin State University	Nacogdoches	102	110	92.73%*
Tarleton State University	Stephenville	41	34	82.93%
Texas A&M HSC School of Nursing	College Station	69	68	98.55%*
Texas A&M International University	Laredo	50	46	92.00%*
Texas A&M University	Corpus Christi	147	121	82.31%

Texas Christian University	Fort Worth	167	149	89.22%
Texas Tech	Lubbock	228	204	89.47%
Texas Woman's University	Denton	361	349	96.68%*
University of Houston-Victoria	Victoria	36	23	63.89%
University of The Incarnate Word	San Antonio	60	54	90.00%*
University of Mary Hardin Baylor	Belton	85	74	87.06%
University of Texas at Arlington	Arlington	250	233	93.20%*
University of Texas at Austin	Austin	136	125	91.91%*
University of Texas at El Paso	El Paso	156	143	91.67%*
University of Texas Pan American	Edinburg	90	84	93.33%*
University of Texas at Tyler	Tyler	188	176	93.62%*
University of Texas Health Science Center in Houston	Houston	236	233	98.73%*
University of Texas Health Science Center in San Antonio	San Antonio	218	194	88.99%
University of Texas Medical Branch in Galveston	Galveston	227	192	84.58%
Wayland Baptist University	San Antonio	21	15	71.43%
West Texas A&M University	Canyon	83	79	95.18%*
<b>BSN Total</b>		<b>3637</b>	<b>3300</b>	<b>90.73%</b>

<b>MSN Programs</b>	<b>Location</b>	<b>Candidates</b>	<b>Passed</b>	<b>Pass Rate</b>
University of Texas at Austin - Partial MSN	Austin	24	22	91.67%*
University of Texas at Austin - Alternate Entry MSN	Austin	No test-takers		
<b>MSN Total</b>		<b>24</b>	<b>22</b>	<b>91.67%</b>

<b>GRAND TOTAL FOR TEXAS</b>		<b>9711</b>	<b>8452</b>	<b>87.04%</b>
<b>NATIONAL AVERAGE</b>		<b>144,570</b>	<b>126,950</b>	<b>87.81%</b>

\* Denotes programs with above 90% pass rate and receiving commendations.

**Texas Board of Nursing  
Survey of Professional Nursing Programs  
Following Report of 2011 NCLEX-RN® Examination Pass Rates**

Board of Nursing Staff have received comments of concern from professional nursing programs about the declines in this year's NCLEX examination pass rates.

A review of the annual NCLEX report for 2011 indicates that the overall NCLEX-RN examination pass rate for Texas programs is lower than the pass rate for 2010, and is lower than the national average. Of the ninety-three (93) professional nursing programs listed:

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National Average for RN Programs	87.81%	87.56%	88.20%	86.67%	87.36%

Board Staff would like to elicit feedback from nursing programs that experienced a decline in their pass rate about possible reasons for the decline. Please respond by December 9, 2011.

Board Staff will also seek input from programs with pass rates of 90% or higher to determine measures they have taken to maintain higher pass rates.

If your program does not fit into the two categories and you wish to respond to either survey, we welcome your response. Thank you.

**Questions for Professional Nursing Programs Who Experienced a Drop in the NCLEX Pass Rate:**

1. Please list possible reasons for the drop in your program's 2011 NCLEX pass rate:
  
2. What measures do you plan to implement to improve the pass rate for 2012?
  
3. How can Board Staff assist programs to prepare their graduates to be successful on the NCLEX?

4. List barriers to your program's implementation of improvement strategies:

**Questions for Professional Nursing Programs Who Achieve a 90% or Better NCLEX Pass Rate:**

1. Please list at least 3 strategies you have used to assist your graduates to be successful on the NCLEX examination:
2. List any additional educational strategies you are planning to prepare your graduates or licensure and safe practice:
3. List "best practices" your program has implemented that have been most beneficial to the success of your graduates in licensure and competent practice:

Name of Professional Nursing Program:

Individual completing survey:

**Responses to Survey Regarding NCLEX Examination Pass Rate  
Professional Nursing Education Programs  
December 2011**

**Questions for Professional Nursing Programs Who Experienced a Drop in the NCLEX Pass Rate:  
(25 Programs Responded)**

**1. Please list possible reasons for the drop in your program's 2011 NCLEX pass rate:**

State Mandates to Increase Nursing Graduates:

Increased enrollments √√√√√

Pressure to take more students without an increase in FTE faculty √

Focus on increasing retention with negative effect on NCLEX √√√

Faculty Issues:

Less commitment among adjunct faculty √

Faculty turnover √√√√√

Decrease in number of faculty √

Student Factors:

Lower pass rate among students in a transition track √√

Increase in number of students readmitted after failing a course √√√√√

Weaker students and high risk students √√√

Increased diversity of students and ESL students √√√√√

Financial necessity for students to have jobs √√√

Students with poor reading comprehension √

No follow-through by students to take an NCLEX review course √√√

Community/family stress/crisis influencing student performance √√√

Students cheating, owning test banks, sharing test information √√

Program Policies:

Low admission requirements √√

No use of preadmission criteria/individual variables that may be a predictor of success √√

Low passing grade for nursing courses (75%) √

Inadequate prerequisite courses √

Program Issues:

Limited program resources (academic help for test-taking skills, test anxiety, time-mgmt) √

Programs managing multiple campuses √

Changes in program leadership/director √√

Challenges in scheduling classes and faculty meetings around available clinical experiences √

Students graduating under a new curriculum √

Breaches in test bank security √√

Recognized Program Deficits:

Lack of early identification of at-risk students √

Lack of use of alternate items in tests √

Lack of standardized testing policy and course grade guidelines √

Instructional Strategies:

Outdated instructional methods (lecture, medical model, faculty not willing to use new technologies) ✓✓  
Inadequate exam questions (not at NCLEX level) ✓  
Changes in course sequencing as part of grant proposal ✓  
Limited use of online testing ✓

Responses Related to Use of Standardized Exams:

No set minimum test score on the standardized exam ✓  
Not using an end-of-program exam to give students feedback ✓  
Low scores on standardized exam with many retakes ✓  
Negative effect of removing standardized exam as a criterion for completion of the ADN program ✓  
Timing of exit exam early in semester giving false sense of security to students ✓  
Results of standardized exam not taken seriously by students ✓  
Students' lack of incentive to remediate after standardized exam ✓

Responses Related to NCLEX Exam:

Students delayed taking NCLEX due to lack of jobs ✓  
Some students tested outside of the annual exam year window ✓  
Students not taking NCLEX seriously - just as a trial since they can retest ✓✓✓✓✓  
Students waiting to prepare for NCLEX until after graduation ✓  
Increased difficulty of the NCLEX ✓✓✓✓  
Alternate test questions more difficult on NCLEX ✓✓

**2. What measures do you plan to implement to improve the pass rate for 2012?**

Limiting enrollments:

Decrease or limit enrollment ✓✓  
No program expansion without increasing FTE faculty ✓  
Plan for stabilization of numbers of students and faculty ✓  
Carefully evaluate applicant pool and size of incoming bridging class ✓

Strengthening admission criteria:

Revise readmission policies ✓✓  
Add Test of Essential Academic Skills (TEAS) Assessment to admission criteria ✓  
Specify a minimum math and reading score on TEAS entrance test ✓  
Increase GPA admission requirement ✓  
Revise criteria in admission policies ✓✓✓✓  
Require a grade of C or better in prerequisite courses ✓  
Provide a free seminar for pre-nursing students to prepare them for the rigor ✓  
Consider offering summer courses to lighten the load during regular semesters ✓

Identification of At-Risk Students and Provision of Support:

Implement early identification of at-risk students and support ✓  
Increase mentoring for students who fail an exam ✓  
Review all students to determine potential variable for "at-risk" ✓  
Examine correlations of factors that may impact NCLEX and completion ✓

Retention and Remediation of Students:

Develop more retention efforts, student tutors, mentoring, student support system ✓✓  
Mandate and strengthen remediation ✓  
Enhance testing/remediation program ✓  
Pilot the effectiveness of peer teaching as a remediation activity ✓  
Provide more in-services for students in test-taking skills, test anxiety, and time management ✓

#### Faculty Development:

- Employ Clinical Coordinator to assist new faculty ✓
- Focus on mentoring new faculty and providing continuing education ✓
- Increase the difficulty level of exam questions ✓
- Establish a boot camp for faculty ✓
- Provide guidance for test construction and test analysis to ensure challenging testing experience ✓✓
- Plan to pursue funding for faculty development in item writing ✓
- Provide faculty development to promote active learning teaching strategies and concept-based teaching ✓✓
- Provide faculty development to improve student performance on NCLEX ✓
- Provide faculty development to improve faculty-developed exams with more application questions and questions involving critical thinking ✓
- Use external consultants in faculty development ✓✓✓

#### Measures Related to NCLEX Preparation and Testing:

- Consider mandatory NCLEX review course for students ✓✓
- Provide NCLEX review course for students ✓✓
- Increase early discussions with students about NCLEX preparation ✓✓
- Encourage students to take NCLEX examination regardless of job placement ✓
- Institute a mandatory pre-test and post-test with an online NCLEX review ✓
- Provide remediation for NCLEX ✓
- Encourage students to take NCLEX immediately following graduation ✓✓✓
- Identify and provide remediation for at-risk students ✓
- Subscribe to NCSBN report of NCLEX results ✓

#### Program Revisions:

- Review the curriculum and make necessary changes ✓✓✓✓
- Use Question (Q) banks and other forms of questions for review earlier ✓
- Review curriculum for content to move toward more concept-based learning ✓
- Review clinical practice and evaluation tools for leveling of content ✓
- Revise utilization of learning software programs ✓
- Review mission, philosophy, conceptual framework, and the incorporation of the DEC's ✓
- Map the curriculum to find areas for changes in content throughout the program ✓
- Decrease the number of papers and presentations that might inflate the grade ✓
- Add a capstone course with additional NCLEX type questions ✓
- Consider adding 1 credit hour to Medical/Surgical Nursing and Capstone content and lowering credit hours for Mental Health and Obstetric Nursing ✓
- Revise course sequencing to better manage large and multiple cohorts of students ✓
- Add an additional set of courses for students who fail courses ✓
- Include a standardized exit exam in the curriculum ✓✓
- Investigate test bank security ✓
- Plan to create or increase alternate item questions ✓✓✓✓
- Develop standardized testing policy for all courses and course grade guidelines ✓
- Require that students pass a standardized exam, engage in remediation, or take a review course before the director will sign the affidavit of graduation ✓
- Place more emphasis on standardized exam scores to pass the courses or as a criterion for the director to sign the affidavit of graduation ✓
- Plan for better use of standardized exams ✓✓✓
- Give all course exams online ✓
- Investigate total testing packages ✓
- Raise the passing score ✓✓
- Work with English Dept to provide preparation for nursing classes in reading, writing ✓
- Caution students with United States work visa's who may not be able to work after graduation ✓
- Evaluate course sequencing ✓
- Implement stringent testing procedures ✓

Establish English language program ✓  
Engage internal consultant related to motivation of student for success ✓

Teaching Strategies:

Employing teaching strategies that promote active learning (case studies, simulation, group) ✓  
Improve faculty test item writing and increase the rigor of faculty developed exams ✓  
Review of current and desired teaching strategies ✓

- expand teaching strategies that engage students in the content
- focus on clinical reasoning in the curriculum
- reduce content to reflect essential content for practice

Enhance existing curriculum that reflect Quality of Safety Education for Nurses and the Institute of Medicine report ✓  
Enhance simulation across the curriculum ✓

**3. How can Board Staff assist programs to prepare their graduates to be successful on the NCLEX?**

Responses that would require rule changes:

Limit the number of attempts on NCLEX - (Students do not consider their first attempt on the NCLEX examination as important since they can easily retest.) ✓✓  
Allow second time test-takers to count toward the annual exam score ✓  
Rule change that would not allow students the 4 year window to test after graduation ✓  
Support adequate faculty-student ratios in clinical ✓  
Reduce faculty-student ratios in clinical areas ✓  
Limit director teaching responsibility based upon the number of students enrolled ✓

Requests for additional information related to preparing students for the NCLEX:

Provide a nurse educator workshop on integrating NCLEX blueprint into the curriculum ✓✓  
Identify ways that programs can address the alternate question formats ✓  
Provide info about how other schools have implemented capstone/NCLEX prep courses and whether they make a difference ✓  
Share the success measures of programs with >90% pass rates ✓  
Provide info about successful strategies while expanding program ✓  
Programs need more help with test questions to prepare students for NCLEX ✓  
Provide information from this survey ✓

Measures to stress the importance of the NCLEX to students:

Communicate to students the importance of taking the NCLEX as soon as possible after program completion ✓✓✓  
Provide access to computer adaptive test practice exam to give students a realistic experience prior to attempting the NCLEX ✓

Responses acknowledging Board Staff support:

This is a great start in collecting data to determine trends and best practices ✓  
Appreciate BON support ✓  
Board Staff has been proactive and supportive ✓✓  
Implementation of DEC's should help ✓  
Interest of Board is positive ✓

**4. List barriers to your program's implementation of improvement strategies:**

Pressures to increase enrollment:

Expectations by administration to continue to increase enrollments ✓  
Institutional admission to students as pre-nursing without regard to nursing program requirements ✓  
Increased numbers of students make individual student contact more difficult ✓

Lack of Adequate Faculty and Personnel:

Difficulty in recruiting qualified faculty to area ✓✓  
Faculty shortage and continually increasing enrollments to meet state mandates ✓  
Faculty salaries ✓  
Faculty turnover ✓✓  
Inadequate number of faculty ✓✓✓  
Heavy faculty workload resulting in reduced time to assist students at-risk ✓  
Ability to recruit and maintain qualified faculty while expanding the program ✓  
Lack of a retention counselor to assist with high-risk students ✓

Student Issues:

Financial instability of students requiring them to work ✓  
Stressors of military community ✓  
Breach in security of online test questions ✓  
Lack of student motivation ✓

Lack of Resources:

Resources: time, staffing, funding, available testing resources ✓✓✓✓✓✓✓  
Need larger classrooms and larger laboratories ✓

Other:

Clear understanding of characteristics of difficult NCLEX items and examples of some ✓  
Existence of a program track in the program of study that is impacting success ✓  
Need for Workforce Education Course Manual (WECM) to revise courses to pave the way  
for concept-based approach ✓

**Questions for Professional Nursing Programs Who Achieved a 90% or Better 2011 NCLEX Pass Rate: (15 Programs Responded)**

**1. Please list at least 3 strategies you have used to assist your graduates to be successful on the NCLEX examination:**

Selective admission criteria. Ranking for admission related to reading scores on the ACT or SAT, and GPA ✓

NCLEX Prep:

Administering NCLEX-RN style questions throughout the program ✓  
Encouraging students to complete at least 3,000 NCLEX style questions and a review course before testing ✓  
Provision of an on-campus NCLEX-RN review course for each graduating class ✓  
NCLEX questions as part of lecture throughout program ✓  
Utilization of computer NCLEX review programs. ✓ NCLEX review course ✓  
Students practice approx. 3000 questions the last semester of nursing school ✓  
NCLEX prep session for graduating seniors ✓  
Students required to submit NCLEX questions during each clinical course ✓  
Triangulation of various review materials/resources ✓  
Mandatory review session ✓  
Encourage students to take NCLEX review course ✓

Use of standardized exams:

Administered standardized tests throughout the program and an end-of-program comprehensive Assessment Technologies Institute (ATI) test ✓✓✓ Students were rewarded for high scores but not penalized for low scores. ✓  
Remediation for students scoring less than 80% on ATI. ✓

Provided remediation or review course to students who failed standardized test. If students were still not successful on exam, they were required to repeat the course. ✓

HESI review sessions with Retention Specialist ✓

HESI practice test exams ✓

HESI case studies as remediation and completion of 4000 NCLEX practice questions ✓

HESI diagnostic tests and case studies for remediation ✓

Still using high stakes exit exam ✓

Use of exit predictor exam to identify student weaknesses and to remediate knowledge and content ✓

#### Assisting high-risk students:

Faculty counseling for students scoring below 75% on unit exams with plan for improvement (Plan includes intensive preparation for the next unit exam by completing an ATI practice exam and review questions.) ✓

Required remediation for students based on Health Exit Systems, Inc. (HESI) Exit Exam results ✓✓

Developed intensive remediation course used for all students identified as at-risk because of low reading comprehension scores and/or failure of at least one nursing course ✓

Early identification of at-risk students and follow up with group review sessions and one-on-one assistance and test taking counseling ✓

#### Faculty guidance:

Intensive end-of-program advising with faculty including a review of entire academic and clinical performances ✓

Assignment of students in the capstone course to NCLEX-RN teams (included faculty mentoring/coaching of small groups of students) ✓

Individual faculty review of test questions ✓

#### Learning Activities:

Required assignments, including practice tests, in Evolve Reach Testing and Remediation ✓

Test taking strategy workshops ✓

Incorporation of simulation scenarios to teach critical thinking ✓

Used questioning teaching strategies to help the student analyze, think aloud, and answer multi-logical, analytical questions that are found on exit predictor exams and NCLEX ✓

Incorporated consistent simulated clinical experiences throughout the program ✓

Evaluated the readiness for practice by using basic skill check offs and end of program Objective Structured Clinical Examination (OSCE) ✓

#### Program of Study:

Flow of the curriculum and overarching learning objectives throughout each course ✓

Content progression from simple to complex throughout the program ✓

Mini-semester remediation courses ✓

#### Retention/Remediation Specialist:

The specialist worked with referred students by conducting weekly NCLEX style question and rationale review sessions. The specialist also worked with faculty reviewing unit and final exams, and exam statistics ✓

Automatic remediation for exam failures (clinical instructor counsels) ✓

Retention Coordinator ✓

Curriculum Revision:

Included capstone course with HESI at beginning of the course. Clinical area depended upon results of HESI to meet areas of student weakness ✓

Revised leadership/management course to prepare students for transition into practice ✓

Tutoring:

Enrichment tutoring sessions with foundations students (voluntary) ✓

Referred to Center for Academic Success (anxiety reduction, testing strategies, tutoring) ✓

Focused individualized tutorial after administration of Exit exam ✓

Teaching strategies:

Exams at application level, used alternate forms of questions, online testing ✓

Program used "Tegrity" to record all classes and make available for student access ✓

Incorporated more clinical decision-making (case studies, simulations) ✓

Achievement exams in each clinical area ✓

Comprehensive achievement exam ✓

Graduation coach ✓

Coordination between course coordinators each semester to help students ✓

Teaching strategies to build knowledge and critical thinking and clinical reasoning ✓

Continually evaluated teaching strategies and success of students ✓

**2. List any additional educational strategies you are planning to prepare your graduates or licensure and safe practice:**

Use of "Second Life" experiences to augment clinical prioritization and decision-making skills ✓

Increasing simulation in each level of the program ✓

Hiring part time simulation coordinator, funded by federal grant (begin 1/12) ✓

Increased entrance exam score requirement on Reading Comprehension, Grammar and Math portions ✓

Admission of students with strong science background ✓

Students required to have a 75% exam average for progression ✓

Repetitive practice tests assigned ✓

Will implement a pilot study to examine effectiveness of peer teaching as a remediation activity ✓

Instituting an "Issues & Failure to Rescue" course with an advanced simulation lab ✓

Streamlining software use across the curriculum to maximize remediation efforts ✓

Strongly encourage formal NCLEX review ✓

Jurisprudence seminar prior to graduation ✓

Website with nursing student resources available to all students (funded) ✓

Utilization of "WEAVER" reader program to assist students identified with reading score below 79 ✓

Consideration of using NCLEX prep questions earlier in the program ✓

Additional remediation course with emphasis on simulation for students who are identified as at-risk ✓

Utilized a program to find where students' weaknesses lie in test questions ✓

Seeking replacement for Retention coordinator ✓

Plan to move to concept based curriculum ✓

Piloting using concept based approach to clinical experiences ✓

Participating in Nursing Innovation Grant Program (NIGP) grant for test counseling and retention ✓

Increasing emphasis on safety ✓

Add more hands-on activities in the classroom with expectation that students come prepared ✓

Offered a special topics course during the summers that focused on strengthening the clinical component ✓

**3. List "best practices" your program has implemented that have been most beneficial to the success of your graduates in licensure and competent practice:**

Limiting enrollment to the number that we feel that we can educate effectively ✓

Responses related to clinical instruction:

Setting high standards for clinical practice. Instructors are expected to be actively involved with their clinical group of students. Do not use preceptors except in the elementary school setting. ✓

Use simulation to supplement clinical and not just substitute for clinical time ✓

Implementation of a new clinical instruction model ✓

Integration of clinical simulation experiences in all clinical courses ✓

Increased use of simulation in clinical practice ✓

Implementing simulated scenarios that include Situation Background Assessment Recommendation (SBAR), safe medication administration, focused assessment, and basic skills students need to perform safely in practice ✓

High ratio of clinical hours to didactic (1:4) because of importance of clinical experiences ✓

Students in the final semester are precepted with experienced nurses for 200 hours ✓

Responses related to faculty and personnel:

Hiring great faculty who care about student success ✓

Maintaining an attitude of excellence and pride in preparation ✓

Provide positive reinforcement ✓

Employment of a retention specialist ✓✓

Remediation activities:

Remediation and reinforcement of content/concepts and skills for high risk students ✓  
Intensive remediation course for at-risk students because of reading comprehension scores or failure of at least one nursing course ✓

Providing remediation for students with weak exit exam scores ✓

Increased course fees to pay for remediation ✓

Policies for students who fail the readiness exam twice to enroll in a special topics course: if they continue to fail, they must repeat the senior year. ✓

Instructional methods:

Use of supplemental instruction in courses with high attrition rates ✓

Use of instructional technology in all didactic courses ✓

Test-taking strategy workshops ✓

Use of “clickers” in classroom presentations ✓

Peer tutors ✓

Use of cognitive maps to facilitate clinical reasoning ✓

Use of faculty developed electronic medical records for charting in simulation lab ✓

Integrated jurisprudence throughout the curriculum ✓

“Just in time” assignments allowing seniors to be involved in report and to practice as floor RNs do ✓

Ongoing student success program ✓

Standardized Examinations:

HESI review sessions with retention specialist ✓

Exit HESI review sessions ✓

Multiple pronged approach: ATI, HESI, mandatory Kaplan reviews ✓

Focus on NCLEX Preparation:

NCLEX questions throughout the program ✓

NCLEX style questions to assist students with critical thinking ✓

Curriculum changes:

Capstone course with assigned clinicals based upon HESI scores ✓

Leadership/Management course revised to assist students in transition into practice ✓

Retention Program:

A unique two year program ✓

Coaching and mentoring by faculty ✓

Early intervention with a student who has problems ✓

Graduation coach to identify what issues students have and get the proper help ✓

## TEXAS BOARD OF NURSING

### National Council Licensure Examination - RN (Registered Nurse) / Past 5 Years

	2011	2010	2009	2008	2007
<b>DIPLOMA PROGRAMS</b>					
COVENANT SCHOOL OF NURSING	87.79% (115/131)	94.92% (112/118)	88.55% (116/131)	89.92% (107/119)	88.61% (70/79)
<b>ADN PROGRAMS</b>					
ALVIN COMMUNITY COLLEGE	97.01% (65/67)	96.20% (76/79)	98.30% (58/59)	92.11% (70/76)	98.04% (50/51)
AMARILLO COLLEGE	91.23% (156/171)	93.13% (122/131)	88.19% (112/127)	87.20% (109/125)	91.54% (119/130)
ANGELINA COLLEGE	81.82% (81/99)	84.91% (45/53)	94.12% (48/51)	94.12% (48/51)	88.68% (47/53)
ANGELO STATE UNIVERSITY	60.13% (92/153)	70.34% (83/118)	81.05% (77/95)	92.65% (63/68)	83.56% (61/73)
AUSTIN COMMUNITY COLLEGE	98.01% (246/251)	97.79% (265/271)	98.73% (234/237)	98.40% (184/187)	95.81% (160/167)
BAPTIST HEALTH SYSTEM	78.36% (134/171)	85.59% (95/111)	92.17% (106/115)	New Program	-----
BLINN COLLEGE	93.26% (83/89)	89.02% (73/82)	95.52% (64/67)	New Program	95.38% (62/65)
BRAZOSPORT COLLEGE	100% (18/18)	93.33% (14/15)	New Program	-----	-----
BROOKHAVEN COLLEGE	82.41% (89/108)	91.03% (71/78)	90.67% (68/75)	100.00% (56/56)	100.00% (28/28)
CENTRAL TEXAS COLLEGE	87.88% (87/99)	88.75% (71/80)	92.75% (64/69)	90.91% (100/110)	98.44% (63/64)
CISCO COLLEGE - GENERIC ADN	71.67% (43/60)	78.26% (36/46)	78.26% (36/46)	57.89% (11/19)	New Program
CISCO COLLEGE LVN to ADN	Combined	Combined	Combined	75.00% (21/28)	86.84% (33/38)
COASTAL BEND COLLEGE	81.25% (13/16)	57.14% (8/14)	85.71% (6/7)	New Program	-----
COLLEGE OF THE MAINLAND	84.88% (73/86)	95.65% (44/46)	100.00% (40/40)	100.00% (34/34)	100.00% 25/25
COLLIN COUNTY COMMUNITY COLLEGE	87.37% (83/95)	97.37% (74/76)	97.22% (70/72)	93.65% (59/63)	98.28% (57/58)
DALLAS NURSING INSTITUTE	62.75% (32/51)	New Program	-----	-----	-----
DEL MAR COLLEGE	78.67% (118/150)	79.56% (144/181)	77.20% (149/193)	83.50% (172/206)	86.13% (118/137)
EL CENTRO COLLEGE	77.45% (237/306)	86.64% (240/277)	94.04% (205/218)	97.87% (230/235)	97.84% (226/231)
EL PASO COMMUNITY COLLEGE	88.51% (131/148)	78.38% (116/148)	81.21% (134/165)	83.33% (80/96)	80.85% (76/94)
GALEN COLLEGE OF NURSING	84.25% (107/127)	83.18% (89/107)	New Program	-----	-----
GALVESTON COLLEGE	78.72% (37/47)	90.91% (40/44)	80.39% (41/51)	83.02% (44/53)	75.41% (46/61)
GRAYSON COUNTY COLLEGE	90.52% (105/116)	96.92% (63/65)	98.84% (85/86)	97.00% (97/100)	97.44% (76/78)
HILL COLLEGE	94.74% (18/19)	100% (18/18)	94.44% (17/18)	92.31% (12/13)	New Program
HOUSTON BAPTIST UNIVERSITY	100% (5/5)	100% (5/5)	100.00% (7/7)	100% (4/4)	100.00% (4/4)
HOUSTON COMMUNITY COLLEGE	87.74% (136/155)	90.97% (141/155)	92.27% (167/181)	94.44% (136/144)	95.00% (133/140)
HOWARD COLLEGE	73.91% (17/23)	75.00% (12/16)	93.33% (14/15)	92.31% (12/13)	87.50% (7/8)
KILGORE COLLEGE	83.64% (92/110)	87.50% (112/128)	95.40% (83/87)	82.42% (75/91)	76.74% (66/86)
LAMAR STATE COLLEGE @ ORANGE LVN to ADN	77.42% (48/62)	86.79% (46/53)	93.18% (41/44)	85.71% (36/42)	96.88% (31/32)
LAMAR STATE COLLEGE @ PORT ARTHUR LVN to ADN	78.08% (57/73)	66.67% (26/39)	96.00% (24/25)	86.49% (32/37)	75.00% (27/36)
LAMAR UNIVERSITY AT BEAUMONT	81.08% (30/37)	84.00% (42/50)	92.06% (58/63)	98.08% (51/52)	100.00% (32/32)

# TEXAS BOARD OF NURSING

## National Council Licensure Examination - RN (Registered Nurse) / Past 5 Years

	2011	2010	2009	2008	2007
LAREDO COMMUNITY COLLEGE	86.36% (38/44)	91.43 (32/35)%	100.00% (22/22)	95.24% (40/42)	100.00% (28/28)
LEE COLLEGE	80.00% (76/95)	81.82% (63/77)	93.02% (80/86)	95.38% (62/65)	73.53% (50/68)
LONE STAR - CY-FAIR	90.32% (56/62)	100% (49/49)	100% (36/36)	100% (35/35)	94.12% (16/17)
LONE STAR - KINGWOOD	82.52% (118/143)	91.18% (93/102)	95.18% (79/83)	92.85% (65/70)	96.77% (60/62)
LONE STAR - MONTGOMERY	93.65% (59/63)	90.32% (56/62)	90.91% (60/66)	95.00% (57/60)	90.20% (46/51)
LONE STAR - NORTH HARRIS	90.53% (86/95)	92.23% (95/103)	91.78% (67/73)	92.66% (101/109)	96.33% (105/109)
LONE STAR - TOMBALL	93.33% (42/45)	90.91% (50/56)	92.86% (39/42)	100.00% (47/47)	92.11% (38/35)
MCLENNAN COMMUNITY COLLEGE	77.78% (105/135)	88.71% (110/124)	86.02% (80/93)	86.11% (93/108)	83.50% (86/103)
MIDLAND COLLEGE	78.16% (68/87)	89.77% (79/88)	85.19% (69/81)	76.14% (67/88)	96.00% (72/75)
NAVARRO COLLEGE	93.94% (62/66)	91.38% (53/58)	95.08% (58/61)	95.00% (38/40)	96.77% (30/31)
NORTH CENTRAL TEXAS COLLEGE	94.29% (66/70)	96.97% (64/66)	91.80% (56/61)	94.74% (72/76)	97.10% (67/69)
NORTHEAST TEXAS COMMUNITY COLLEGE	100% (17/17)	87.50% (21/24)	100.00% (21/21)	59.38% (19/32)	86.96% (20/23)
ODESSA COLLEGE	83.33% (50/60)	79.07% (68/86)	84.75% (50/59)	91.25% (73/80)	88.89% (40/45)
PANOLA COLLEGE	78.13% (50/64)	86.67% (52/60)	87.27% (48/55)	95.92% (47/49)	95.00% (38/40)
PARIS JUNIOR COLLEGE LVN to ADN	86.00% (43/50)	81.54% (53/65)	91.67% (44/48)	93.44% (57/61)	86.79% (46/53)
SAN ANTONIO COLLEGE	83.83% (223/266)	83.67% (205/245)	87.81% (245/279)	88.10% (237/269)	83.06% (206/248)
SAN JACINTO COLLEGE- CENTRAL	84.57% (148/175)	91.10% (133/146)	87.27% (144/165)	86.83% (145/167)	95.38% (124/130)
SAN JACINTO COLLEGE - SOUTH LVN to ADN	69.81% (74/106)	70.15% (47/67)	90.74% (49/54)	91.43% (32/35)	84.62% (55/65)
SOUTH PLAINS COLLEGE	93.33% (56/60)	93.48% (43/46)	96.61% (57/59)	88.33% (53/60)	71.43% (60/84)
SOUTH TEXAS COLLEGE	85.87% (158/184)	90.10% (173/192)	84.24% (155/184)	83.13% (138/166)	85.61% (113/132)
SOUTHWEST TEXAS JUNIOR COLLEGE	83.33% (20/24)	80.65% (25/31)	55.56% (10/18)	New Program	-----
SOUTHWESTERN ADVENTIST UNIVERSITY	-----	Closed	70.00% (7/10)	82.14% (46/56)	100.00% (30/30)
ST. PHILIP'S COLLEGE LVN to ADN	79.10% (53/67)	76.32% (29/38)	50.00% (2/4)	72.55% (37/51)	77.97% (46/59)
TARRANT COUNTY COLLEGE	90.14% (192/213)	89.32% (184/206)	92.39% (182/197)	97.22% (140/144)	89.29% (168/150)
TEMPLE COLLEGE	87.01% (67/77)	90.63% (58/64)	98.44% (63/64)	94.12% (48/51)	90.16% (55/61)
TEXARKANA COLLEGE	90.41% (66/73)	95.12% (78/82)	96.72% (59/61)	92.96% (66/71)	84.62% (55/65)
TEXAS STATE TECHNICAL COLLEGE	76.92% (20/26)	75.00% (18/24)	76.47% (13/17)	New Program	-----
TRINITY VALLEY COMMUNITY COLLEGE	90.84% (119/131)	93.50% (115/123)	95.12% (117/123)	91.38% (106/116)	88.52% (108/122)
TYLER JUNIOR COLLEGE	91.67% (99/108)	90.48% (95/105)	86.05% (74/86)	95.65% (88/92)	94.59% (70/74)
UT BROWNSVILLE & TSMC	79.41% (81/102)	88.07% (96/109)	90.70% (117/129)	96.55% (56/58)	86.61% (97/112)
VERNON COLLEGE	82.11% (78/95)	78.05% (64/82)	94.05% (79/84)	96.08% (98/102)	89.55% (60/67)
VICTORIA COLLEGE	94.06% (95/101)	88.04% (81/92)	95.74% (90/94)	85.44% (88/103)	81.25% (65/80)
WEATHERFORD COLLEGE	97.26% (71/73)	94.12% (48/51)	100.00% (42/42)	100.00% (39/39)	97.30% (36/37)
WHARTON COUNTY JUNIOR COLLEGE	86.67% (26/30)	97.14% (34/35)	97.92% (47/48)	95.65% (22/23)	96.43% (27/28)

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## National Council Licensure Examination - RN (Registered Nurse) / Past 5 Years

	2011	2010	2009	2008	2007
<b>BSN PROGRAMS</b>					
BAYLOR UNIVERSITY	94.33% (133/141)	96.85% (123/127)	96.43% (108/112)	94.59% (105/111)	86.29% (107/124)
EAST TEXAS BAPTIST UNIVERSITY	100% (12/12)	100% (12/12)	95.00% (19/20)	92.00% (23/25)	78.57% (11/14)
HOUSTON BAPTIST UNIVERSITY	96.88% (31/32)	93.30% (26/27)	94.44% (17/18)	100.00% (20/20)	94.44% (17/18)
LAMAR UNIVERSITY @ BEAUMONT	97.18% (69/71)	88.24% (45/51)	100.00% (36/36)	97.92% (94/96)	96.00% (72/75)
MIDWESTERN STATE UNIVERSITY	82.91% (97/117)	80.36% (90/112)	73.48% (97/132)	86.92% (93/107)	89.55% (60/67)
PATTY HANKS SHELTON SCHOOL OF NURSING	70.27% (104/148)	84.47% (136/161)	93.10% (81/87)	91.30% (63/69)	83.87% (52/62)
PRAIRIE VIEW A&M UNIVERSITY	92.74% (115/124)	97.64% (124/127)	96.35% (132/137)	98.36% (60/61)	96.55% (84/87)
SOUTHWESTERN ADVENTIST UNIVERSITY	80.49% (33/41)	84.00% (21/25)	100.00% (15/15)	New Program	-----
STEPHEN F. AUSTIN STATE UNIVERSITY	92.73% (102/110)	96.91% (94/97)	98.85% (86/87)	92.77% (77/83)	97.47% (77/79)
TARLETON STATE UNIVERSITY	82.93% (34/41)	82.35% (42/51)	86.21% (50/58)	89.29% (50/56)	72.73% (32/44)
TEXAS A&M UNIVERSITY HEALTH SCIENCE CENTER	98.55% (68/69)	97.37% (37/38)	New Program	-----	-----
SCHOOL OF NURSING					
TEXAS A&M INTERNATIONAL UNIVERSITY	92.00% (46/50)	95.83% (46/48)	93.94% (31/33)	89.80% (44/49)	94.87% (37/39)
TEXAS A&M UNIVERSITY CORPUS CHRISTI	82.31% (121/147)	84.25% (107/127)	91.36% (148/162)	87.27% (96/106)	89.47% (85/95)
TEXAS CHRISTIAN UNIVERSITY	89.22% (149/167)	92.98% (159/171)	92.54% (124/134)	89.84% (115/128)	88.35% (91/103)
TEXAS TECH UNIVERSITY	89.47% (204/228)	89.45% (195/218)	84.43% (141/167)	86.86% (119/137)	84.42% (195/231)
TEXAS WOMAN'S UNIVERSITY	96.68% (349/361)	95.91% (352/367)	94.36% (301/319)	95.76% (316/330)	94.43% (288/305)
UNIVERSITY OF HOUSTON-VICTORIA	63.89% (23/36)	28.57% (2/7)	77.78% (7/9)	New Program	-----
UNIVERSITY OF MARY HARDIN-BAYLOR	87.06% (74/85)	94.81% (73/77)	90.70% (78/86)	91.36% (74/81)	90.77% (59/65)
UNIVERSITY OF TEXAS @ ARLINGTON	93.20% (233/250)	92.52% (198/214)	95.52% (194/203)	94.59% (175/185)	93.92% (170/181)
UNIVERSITY OF TEXAS @ AUSTIN	91.91% (125/136)	94.16% (145/154)	94.29% (132/140)	92.25% (131/142)	96.43% (108/112)
UNIVERSITY OF TEXAS @ EL PASO	91.67% (143/156)	85.14% (189/222)	90.40% (179/198)	88.48% (146/165)	96.06% (122/127)
UNIVERSITY OF TEXAS @ PAN AMERICAN	93.33% (84/90)	97.53% (79/81)	93.15% (68/73)	96.72% (59/61)	92.86% (65/70)
UNIVERSITY OF TEXAS @ TYLER	93.62% (176/188)	96.41% (188/198)	94.36% (184/195)	94.85% (184/194)	94.30% (182/193)
UTHSC @ HOUSTON	98.73% (233/236)	97.48% (155/159)	97.89% (139/142)	92.47% (135/146)	88.24% (120/136)
UTHSC @ SAN ANTONIO	88.99% (194/218)	88.81% (238/268)	88.38% (175/198)	85.96% (147/171)	86.15% (168/195)
UTMB @ GALVESTON	84.58% (192/227)	94.07% (127/135)	94.03% (126/134)	88.97% (121/136)	98.02% (99/101)
UNIVERSITY OF THE INCARNATE WORD	90.00% (54/60)	94.92% (56/59)	89.66% (52/58)	85.96% (49/57)	87.50% (35/40)
WAYLAND BAPTIST UNIVERSITY	71.43% (15/21)	85.00% (17/20)	100.00% (8/8)	New Program	-----
WEST TEXAS A&M UNIVERSITY	95.18% (79/83)	76.58% (85/111)	76.27% (90/118)	74.26% (75/101)	91.30% (84/92)
<b>MSN PROGRAM</b>					
UT @ AUSTIN PARTIAL MSN	91.67% (22/24)	94.34% (50/53)	94.55% (52/55)	91.43% (32/35)	96.55% (56/58)
UT @ AUSTIN MSN	No Candidates	No Candidates	100.00% (6/6)	100% (2/2)	100.00% (5/5)