

**CONSIDERATION OF A PROPOSED REVISIONS TO 3.2.1.a. EDUCATION GUIDELINE,
WRITING A SELF-STUDY REPORT ON EVALUATION OF FACTORS WHICH CONTRIBUTED TO THE
GRADUATES' PERFORMANCE ON THE NCLEX-PN® OR NCLEX-RN® EXAMINATION IN
RESPONSE TO THE SUNSET ADVISORY COMMISSION'S RECOMMENDATION 1.9**

SUMMARY OF REQUEST:

Consideration of the Advisory Committee on Education (ACE) recommendation for suggested revisions to the current self study process outlined in the 3.2.1.a. Education Guideline, Writing a Self-Study Report on Evaluation of Factors which Contributed to the Graduates' Performance on the NCLEX-PN® or NCLEX-RN® Examination (See Attachment), in response to the Sunset Advisory Commission recommendation, Management Action 1.9. Suggested deletions are indicated by ~~strikeout font~~ and suggested additions are indicated by underlined font.

HISTORICAL PERSPECTIVE:

- The Sunset Advisory Commission Report to the 80th Legislature, May 2007, under Recommendations, Management Action 1.9, in pertinent part, states "The Board should revise its policy for maintaining licensing examination pass rates to allow nursing programs an opportunity for self-correction before submitting to Board review. Under this recommendation, the Board should revise its standard to allow for exemptions for mitigating circumstances before a nursing education program would be subject to automatic Board review for low pass rates on licensing exams, which usually result in such measures as a self-study or change in approval status."
- At the July 2008 Board meeting, the Texas Board of Nursing (BON) issued a charge to the Advisory Committee on Education (ACE) to review the revised Board processes for addressing programs' overall pass rates that are below 80% in relation to the Sunset Advisory Commission's recommendation 1.9.
- Current Rule 214.4(c)(2)(B) in Vocational Nursing Education, related to *Approval*, requires that "When the passing score of first-time candidates who complete the professional nursing educational program of study is less than 80% on the NCLEX-PN® examination during the examination year, the nursing program shall submit a self-study report that evaluates factors which contributed to the graduates' performance on the NCLEX-PN® examination and a description of the corrective measures to be implemented. The report shall follow Board guidelines." Current Rule 215.4(c)(2)(B) requires the same process for professional nursing educational programs.
- On October 1, 2008, the ACE met and during the meeting the ACE members reviewed Board staff's suggested revisions to the current self-study process outlined in the 3.2.1.a. Education Guideline, Writing a Self-Study Report on Evaluation of Factors which Contributed to the Graduates' Performance on the NCLEX-PN® or NCLEX-RN® Examination (See Attachment).
- After some minor revisions to the language, the ACE voted unanimously to recommend the revised 3.2.1.a. Education Guideline, Writing a Self-Study Report on Evaluation of Factors which Contributed to the Graduates' Performance on the NCLEX-PN® or NCLEX-RN® Examination (See Attachment).

PROS AND CONS:

Pros -

The revised self study process outlined in the education guideline will address the Sunset Advisory Commission Recommendation, Management Action 1.9, that states, in pertinent part, "The Board should revise its policy for maintaining licensing examination pass rates to allow nursing programs an opportunity for self-correction before submitting to Board review. Under this recommendation, the Board should revise its standard to allow for exemptions for mitigating circumstances before a nursing education program would be subject to automatic Board review for low pass rates on licensing exams, which usually result in such measures as a self-study or change in approval status."

Cons -

None noted.

STAFF RECOMMENDATION:

Move to approve the attached Texas BON 3.2.1.a. Education Guideline, Writing a Self-Study Report on Evaluation of Factors which Contributed to the Graduates' Performance on the NCLEX-PN® or NCLEX-RN® Examination with the indicated revisions (See Attachment), in response to the Sunset Advisory Commission recommendation, Management Action 1.9 (See Attachment). This education guideline will be reviewed periodically and subject to revision by board staff as necessary.

DRAFT REVISIONS
BOARD OF NURSE EXAMINERS FOR THE STATE OF TEXAS
TEXAS BOARD OF NURSING
3.2.1.a. EDUCATION GUIDELINE

**Writing A Self-Study Report on Evaluation of Factors which that Contributed
to the Graduates' Performance on the NCLEX-PN® or NCLEX-RN® Examination**

Revised: 10/08

Rule 214.4 sets forth the requirements necessary in order for a vocational nursing education program to attain or maintain full approval.

Rule 215.4 sets forth the requirements necessary in order for a diploma, associate degree, and baccalaureate degree nursing education program to attain or maintain full approval.

Rule 214.4(c)(2)(A-B) related to Approval requires that "(A) Eighty percent (80%) of first-time candidates who complete the program of study are required to achieve a passing score on the NCLEX-PN® examination. (B) When the passing score of first-time candidates who complete the vocational nursing education program of study is less than 80% on the NCLEX-PN® examination during the examination year, the nursing program shall submit a self-study report that evaluates factors which contributed to the graduates' performance on the NCLEX-PN® examination and a description of the corrective measures to be implemented. The report shall follow Board guidelines."

Rule 215.4 (c) (2) (A-B) relating to Approval requires that "(A) Eighty percent (80%) of first time candidates who complete the program of study are required to achieve a passing score on the NCLEX-RN® examination. (B) When the passing score of first-time candidates who complete the professional nursing education program of study is less than 80% on the NCLEX-RN® examination during the examination year, the nursing program shall submit a self-study report that evaluates factors which contributed to the graduates' performance on the NCLEX-RN® examination and a description of the corrective measures to be implemented. The report shall follow Board guidelines."

SELF STUDY PROCESS:

1. The Self-Study Report should be arranged according to the topics listed under "Outline for Self-Study Report."
2. Common factors that influence graduates' performance on the licensure examination are listed under "Contributory Factors." As each program is unique, and may have mitigating circumstances, these factors may or may not have contributed to the graduates' performance on the NCLEX-PN® or NCLEX-RN® examination. These mitigating circumstances will be reviewed by Board staff on an individual basis.
3. When completing the Self Study, please address each component listed. For components that do not apply to your program, please include a statement to that effect. *Both graduates successful and unsuccessful on the NCLEX-PN® or NCLEX-RN® examination should be included in your evaluation of contributing factors and a comparison of these two groups should be provided.* Address additional factors that may have uniquely impacted this program and have not been previously identified.
4. Describe corrective measures that will be implemented for each contributory factor identified.
5. Number pages sequentially and provide a table of contents. Include in the Appendix statistical data and documents to support the content of the report.
6. Board staff will review the report and contact the director of the nursing education program if there are any follow-up questions or if clarification is needed regarding the report. Board staff may request additional documentation or materials in order to provide clarification.
7. ~~A representative from the nursing education program will be invited to attend the regularly scheduled Board meeting at which the summary of the self-study report, including findings and corrective measures to be implemented, will be presented to the Board for consideration. The program representative will have the opportunity to address questions from Board members. The Self-Study Report and any clarifying documentation will be retained in the Texas Board of Nursing office in the program's education file for future reference in regard to the success of the identified corrective actions.~~
8. If corrective measures are unsuccessful and the program's overall pass rates are again below 80% the next year, a warning shall be issued to the program by the Board as outlined in Rule 214.4(c)(2)(C) and Rule 215.4(c)(2)(C). Board staff will conduct a survey visit of the program to determine if further corrective actions are appropriate.

OUTLINE FOR SELF-STUDY REPORT:

I. Contributing Factors

A. STUDENTS:

An analysis of the graduates for the academic year in which the pass rate was less than 80%, to include:

1. Relationship of selected factors to NCLEX-PN® or NCLEX-RN® examination performance:
 - a. significance of: GPA; admission scores on standardized tests; grades of students in select prerequisite courses, such as anatomy and physiology and microbiology; the performance of students reentering nursing after failing or withdrawing from nursing courses; grades earned in nursing classes; and personal problems affecting students prior to or while taking the licensure exam, such as students working longer hours or coming to class unprepared, or having a death in the family prior to taking the exam,
 - b. degree to which the applicant pool meets admission criteria in comparison with other academic years/classes,
 - c. availability of remediation strategies for students identified as being at risk or educationally disadvantaged, and
 - d. significance of student scores on standardized comprehensive exams, i.e., Mosby Assess Test, NLN comprehensive exams, HESI.
 - e. *Degree to which the successful candidates differed from the unsuccessful candidates.*

B. POLICIES:

An analysis of the plan for enrollment management and the admission, readmission, progression and grading policies.

C. FACULTY:

An overview of faculty who taught the graduating class for which the pass rate was less than 80%, taking into consideration:

1. faculty turnover and retirement,
2. number of new faculty with no prior teaching experience at the appropriate level or graduate preparation in nursing education courses,
3. appropriateness of teaching assignments to individual faculties' level of competence and area of expertise,
4. number of full-time and part-time faculty in relation to the number of students enrolled,
5. number of faculty waivers,
6. number of faculty enrolled in advanced education,
7. quality of faculty orientation plan and mentoring of new faculty,
8. methods used to evaluate instructional effectiveness and extent to which evaluation data were used as a basis for making appropriate modifications, and
9. degree of administrative support for faculty to achieve program goals.

D. CURRICULUM:

1. An analysis of the impact of curriculum revisions upon the graduating class in which the pass rate was less than 80%.
2. An evaluation of the curriculum for currency and need for revisions.
3. Appropriateness of examinations for each course, i.e., the frequency and number of unit exams for each course; the number of items on unit exams and the final; grading criteria; and currency of examinations,
4. Impact of changes in the implementation of the program of study, such as changing from two 2-hour lectures per week to one 4-hour lecture per week.
5. An analysis of the quality of support courses.
6. An analysis of the adequacy of clinical facilities.

E. TESTING AND EVALUATION:

An analysis of testing procedures, examinations, and item analysis, to include:

1. test security measures,
2. consistency of test blueprints with the current NCLEX-PN® or NCLEX-RN® test plan and the cognitive domain of exam items,
3. use of item analysis data to make changes and improvements to examinations and classroom instruction, and

4. preparedness of students for the NCLEX-PN® or NCLEX-RN®, i.e., experience with computerized testing and availability of review courses.

F. EVALUATION METHODS FOR CLASS AND CLINICAL

1. An analysis of the appropriateness of clinical evaluation tool(s) to measure clinical objectives, to discriminate between expected levels of achievement as students progress through the program of study, and to identify students' achievement of critical elements and areas for improvement.
2. An evaluation of grading criteria and grade distribution by course and faculty member for didactic courses. Include an assessment of the possibility for grade inflation to have occurred by allowing a percentage of "bonus points" for miscellaneous activities in the final grade.
- An analysis of the amount of time spent in clinical learning experiences. Include a description of the actual number of clinical hours per clinical day and clinical days per week.

G. TOTAL PROGRAM EVALUATION:

- A copy of the total program evaluation plan with current data which includes:
 - evaluative criteria, methodology, frequency of evaluation, assignment of responsibility, and indicators (benchmarks) of program and instructional effectiveness
 - a plan for evaluating the following broad areas:
 - organization and administration of the program
 - philosophy/mission and objective/outcomes
 - program of study, curriculum, and instructional techniques
 - education facilities, resources, and services
 - affiliating agencies and clinical learning activities
 - students' achievement
 - graduates' performance on the licensing examination
 - graduates' nursing competence
 - faculty members' performance
 - extension programs
- 2. An analysis of the effectiveness of the program's use of the Total Program Evaluation Plan including:
 - A. adequacy of defined levels of achievement as decision rules for action for each criterion,
 - b. adequacy of time frames for assessment of each component of the plan,
 - c. adequacy of methods and tools (reliability, validity, trustworthiness) used to assess each criterion,
 - D. adequacy of data collection, analysis, aggregation, and trending
 - E. analysis of how total program evaluation data were used as a basis for decision making in program development, maintenance, and revision, and
 - F. revisions to Total Evaluation Plan which resulted from this self study and analysis.

II. Summary of Findings

III. Conclusions

IV. Corrective Measures to be Implemented:

List corrective measures to be implemented, including a timetable for implementing corrective measures, identification of responsible individual(s) and a strategy for evaluating outcomes.

Important: Please be aware that references to Rules 214 and 215 are not all inclusive.

~~BOARD OF NURSE EXAMINERS FOR THE STATE OF TEXAS~~
TEXAS BOARD OF NURSING
SUGGESTED CONTENT AREAS FOR
NURSING EDUCATION PROGRAM SELF-STUDY
Revised: 10/08

COMPONENT *	AREAS TO CONSIDER
STUDENTS	GPA. Pre-admission test scores. Grades in pre-requisite courses. Performance of students who re-entered the program or students that transferred into program. Grades in nursing classes. Personal and/or financial problems. Demographics of class. What remediation strategies are in place? Is language a barrier? <i>Differences in unsuccessful and successful students?</i>
POLICIES	Analyze the plan for enrollment management, and admission, re-admission, and progression and grading polices. Review admission selection criteria - is there a relationship between criteria for selection and success in the nursing education program and on the licensing exam? Are program policies clearly articulated, consistently administered and communicated?
FACULTY	Turnover rate. Retirement. Teaching experience. Appropriate teaching assignment. Number of full time and part time faculty as well as the number of preceptors and clinical teaching assistants. Number of faculty wavers. Number of faculty working on graduate degrees. Faculty orientation. Mentoring of new faculty. Faculty performance evaluation policy. Administrative support for faculty.
CURRICULUM	Analysis of curriculum revisions. Evaluation of curriculum for currency. Impact of changes in the implementation of curriculum. Quality of support courses. Adequacy of clinical facilities.
TESTING AND EVALUATION	Analysis of testing procedures, examinations and item analysis. Test security measures. Consistency of test blueprint with NCLEX - PN® and NCLEX-RN® test plan. Appropriate number and frequency of exams per course, number of items on each exam and the final. Review exam grading criteria. Assess currency of exams. Experience of students with computerized testing. Is test item analysis available and what impact does that analysis have on test revision? Available review courses. Does the program use achievement exams at the end of courses such as OB, Pedi, Psy, Med-Surg... How are student results used in determining progression and/or the need for remediation? Does the program have information on test-taking skills available for the student? How valid are standardized comprehensive exams in the prediction of success or failure on the licensing exam? What strategies are in place for the student who is not successful on the comprehensive exit exam?
EVALUATION METHODS FOR CLASS AND CLINICAL	Analysis of appropriateness of clinical evaluation tool to measure clinical objectives, show progression in level of achievement, identify achievement of critical elements and areas that need improvement. Evaluate grading criteria and grade distribution by course and faculty member. Are there factors that may inflate grades (ex: bonus points, or extra credit work)? Analyze amount of time spent in clinical learning experiences.

~~BOARD OF NURSE EXAMINERS FOR THE STATE OF TEXAS~~
TEXAS BOARD OF NURSING
SUGGESTED CONTENT AREAS FOR
NURSING EDUCATION PROGRAM SELF-STUDY
Revised: 10/08

TOTAL PROGRAM EVALUATION	<p>Send copy of the Total Program Evaluation (TPE) Plan with current data that includes criteria to be evaluated, methodology, frequency of evaluation, assignment of responsibility, indicators (benchmarks) of program success. TPE plan should provide for the evaluation of: organization/administration; philosophy/mission and objectives/outcomes; program of study, curriculum and instructional techniques; education facilities, resources and services; affiliating agencies and clinical learning activities; student's achievement; graduates performance on licensing examination; graduate nursing competence, faculty member performance; and extension programs. Plan submitted should include corrective measures to improve student success.</p> <p>Analysis of effectiveness of TPE plan - adequacy of defined levels of achievement as decision rules for action; time frames for assessment of each component; adequacy of methods and tools used; adequacy of data collection, analysis, aggregation and trending; analysis of how data are used as basis for decision making in program development, maintenance and revision; and revisions in TPE plan that resulted from this self-study and analysis.</p>
OTHER	Address additional factors that may have uniquely impacted this program and have not been previously identified.
SUMMARY OF FINDINGS	Summarize your findings from each component. Include coincidental findings not included in this guideline.
CONCLUSIONS	What are your conclusions based on the summary of findings?
CORRECTIVE MEASURES	List corrective measures to be implemented or that have already been implemented. Include a time frame for implementing corrective measures and a strategy for evaluation of outcomes.
<p>*Please address each component listed. For components that do not apply to your program, please include a statement to that effect.</p>	