

Report of Ongoing Data from Self-Study Reports for Professional Nursing Education Programs

Historical Background:

- A Self-Study Report (SSR) is required to be submitted to Board Staff when an education program's NCLEX® examination pass rate is below 80% for the first time.
- In 2013 the passing standard for the NCLEX-RN® examination was increased based upon the fact that the practice of nursing had become more complex related to the changes in the health care environment.
- Usually the overall pass rates drop following an upward change in the passing standard. The results from the higher passing standard in Texas and nationally may be seen in the NCLEX table below:

Exam Year	2012	2013	2014	2015	2016	2017	2018
ADN Programs	88.84%	82.21%	76.81%	82.40%	84.36%	87.14%	88.82%
BSN Programs	92.97%	85.96%	85.96%	87.99%	89.71%	87.04%	93.87%
Texas Total	90.70%	83.93%	81.02%	85.22%	87.14%	89.77%	91.62%
National Pass Rate	90.22%	84.29%	81.74%	84.18%	84.30%	86.94%	88.56%

- The number of SSRs required of programs due to the changes in the passing standard is indicative of the need for more rigor in Texas programs:

Exam Year	2012	2013	2014	2015	2016	2017	2018
Required SSRs in ADN Programs	1	21	9	11	9	6	0
Required SSRs in BSN Programs	0	9	6	5	1	2	1
Total SSRs	1	30	15	16	10	8	1

- Beginning in 2014 (and based upon the 2013 pass rates), Board Staff conducted a telephone conference with the Program Director and nursing faculty when they are required to submit a SSR to provide guidance and support for programs in this effort.

These calls have resulted in extremely valuable conversations because they allow Board Staff to dialogue faculty about their perceptions of the program's status and their ideas for quality improvement.

- When a program experiences a second year of pass rates below 80%, Board Staff schedule a second telephone interview with the Program Director and Administrator to ensure that Administration is aware of the situation and offers the needed support.
- Comments from programs indicate that writing a SSR is time-consuming but usually directs the faculty to identify areas for corrective measures.
- Only one professional program was required to develop a SSR in 2019 for the 2018 pass rate.
- General findings from analyses of SSRs are listed below and these are consistent with information in the 2019 SSR from a professional nursing education program.

Common Areas of Weakness Identified in SSRs from Professional Nursing Programs:

1. Admission and readmission criteria are too low, too lax: Programs acknowledge that many students who failed the NCLEX examination did not meet the admission criteria. Readmission criteria for students who failed a course or courses were not strictly followed and these at-risk students were allowed to repeat multiple courses.
2. Student policies were not followed regarding grading and testing irregularities.
3. Faculty have not been provided with ongoing faculty development. New faculty need a planned orientation with mentoring by seasoned faculty. Areas recognized as needs for faculty development include test item development, test blue-printing, item analysis, teaching strategies, and clinical instruction/grading.
4. Curriculum has not been regularly reviewed and revised. The changing environment in health care requires updating the program of study.
5. The Total Program Evaluation Plan has not been effectively used for quality improvement of the program.

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