

TEXAS BOARD OF NURSING
3.2.1.a. EDUCATION GUIDELINE
Writing a Self-Study Report on Evaluation of Factors that Contributed
to the Graduates' Performance on the NCLEX-PN® or NCLEX-RN® Examination

Revised: 03/28/2017

<p>Rule 214.4(c)(2)(A-B) related to <u>Approval</u> requires that "(A) Eighty percent (80%) of first-time NCLEX-PN® candidates are required to achieve a passing score on the NCLEX-PN® examination during the examination year. (B) When the passing score of first-time NCLEX-PN® 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 examination and a description of the corrective measures to be implemented. The report shall comply with Board Education Guideline 3.2.1.a."</p>	<p>Rule 215.4(c)(2)(A-B) related to <u>Approval</u> requires that "(A) Eighty percent (80%) of first-time NCLEX-RN® candidates are required to achieve a passing score on the NCLEX-RN® examination during the examination year. (B) 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 examination and a description of the corrective measures to be implemented. The report shall comply with Board Education Guideline 3.2.1.a."</p>
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SELF-STUDY REPORT PROCESS:

1. The Self-Study Report (SSR) should be arranged according to the Outline for Self-Study Report below. A table of contents should be included. The page limit for the Report is 100 pages, excluding appendices. Please number the pages sequentially, including the appendices.
2. The purpose of the SSR is to guide the Program Director and faculty in examining all aspects of the program in order to identify factors that may have contributed to the pass rate.
3. The SSR should include data comparing graduates of the program who passed and graduates who did not pass the NCLEX examination during the examination year. Please do NOT include student names; use codes or legends to identify students.
4. Descriptive data also contributes to the analysis and conclusions in the SSR.
5. A list of factors that may represent weaknesses in the program should be supported by the data and by the discussion of aspects of the program in the SSR.
6. Corrective measures for each factor should be described and a timeline provided for implementation. The program may have already begun to implement some of the corrective measures, and this should be noted in the Report.
7. Education Consultants request a hard copy of the SSR for initial review and request additional information as needed. A response to the Report will be provided to the program.

8. In addition to the hard copy, please provide an electronic copy for our electronic files.
9. The effectiveness of the corrective measures should be evaluated as a part of the Total Program Evaluation Plan.

OUTLINE FOR SELF-STUDY REPORT:

- I. Provide the following Program Information (may use attached form):
 - A. Name and type (VN, ADN, BSN) of program, and location;
 - B. Delivery format(s): face-to-face, online, distance, day/evening/weekend, accelerated;
 - C. List of extension sites/campuses;
 - D. Outline of Curriculum – list required courses by semester/term with credit hours and clinical hours;
 - E. Description of each required course with course description and course objectives;
 - F. List of current faculty; and
 - G. Enrollment of students per cohort.

2. Contributing Factors -
 - A. Students – an analysis of the graduates included in the NCLEX summary report for the examination year based upon consideration of:
 - Previous GPA;
 - Admission criteria including score on preadmission exams;
 - Grades of students in prerequisite courses;
 - Transfer and readmitted students;
 - Grades in nursing courses; and
 - Clinical performance.

 - B. Policies – an analysis of policies related to admission, readmission, progression, and grading.

 - C. Faculty – an overview of faculty who taught the graduating class for whom the pass rate was less than 80%, taking into consideration:
 - Faculty turnover and retirement;
 - Number of new faculty with no prior teaching experience at the appropriate level;
 - Appropriateness of teaching assignments considering educational preparation, competence, and area of expertise;
 - Number of full-time and part-time faculty in relation to the number of students enrolled;
 - Faculty waivers;
 - Faculty enrolled in advanced education;
 - Effectiveness of faculty orientation plan and mentoring of new faculty;

- Methods used to evaluate instructional effectiveness and effectiveness of faculty evaluation process; and
- Policies and resources for faculty development.

D. Curriculum –

- An analysis of the impact of curriculum revisions upon the graduating class in which the pass rate was less than 80%;
- An evaluation of the curriculum for currency and need for revisions;
- Changes made to the curriculum due to results from standardized examinations;
- An analysis of distance education systems including adequate infrastructure, technology support for faculty and students, preparation of faculty for teaching in distance formats, and evaluation of outcomes.
- Appropriateness of exam questions for each course;
- An analysis of the adequacy of clinical facilities; and
- An analysis of the adequacy of the clinical learning experiences.

E. Testing Practices and Policies – An analysis of testing procedures, examinations, and item analysis, to include:

- Test security measures;
- Test blueprints reflecting the current NCLEX test plan and considering the cognitive domain of exam items;
- Faculty participation in item writing workshops;
- Use of item analysis data to make changes and improvements to exams and classroom instruction;
- Adequacy of grading policies and consistency of use by all faculty;
- Evidence of grade inflation;
- Policies for the use of and reliance on standardized exams for assessment, curriculum revision, and student progression; and
- Strategies to prepare students for the NCLEX exam through experience with computerized testing and availability of review courses.

F. Evaluation Methods for Clinical Learning Experiences –

- An analysis of the effectiveness of the clinical evaluation tools;
- Adequacy of details in faculty documentation on clinical evaluation tools to support clinical progression; and
- An analysis of the amount of time spent in clinical learning experiences including a description of the actual number of clinical hours spent in skills lab, simulation lab, computer-based

experiences, and faculty-supervised hands-on clinical patient care in a variety of clinical settings.

- G. Total Program Evaluation – Include a copy of the Total Program Evaluation Plan for the previous year complete with data and documentation of decision-making by faculty.
- II. Conclusion – Provide a narrative describing findings from the analysis of the Self-Study Report.
- III. Factors that may have contributed to the pass rate – Provide a list of factors supported by the data and information in the SSR analysis.
- IV. Corrective Measures Implemented or Planned – List corrective measures that have been implemented or will be implemented for each of the factors listed in III. Provide a time line for action and a strategy for evaluating outcomes.
- V. Information in III and IV in a table format (next page) that provides a summary of the analysis.

VI. Present a summary of information in III and IV in a table format aligned with Factors A – G:

Plan for Improvement

Category	Identified Areas for Improvement	Supporting Data and Findings	Corrective Measures Planned	Timeline
Students				
Policies				
Faculty				
Curriculum				
Testing and Evaluation				
Evaluation Methods for Class and Clinical				
Total Program Evaluation				
Other				

Texas Board of Nursing
Program Information Form
for Self-Study Report Dated _____

Name of Program:

Program Director and Date of Hire:

Type of Program: Vocational Education _____ Professional Education _____

Please provide the following information about the program of study:

(Expand sections as needed.)

Required courses for program completion:

Course Number & Title	Course Description	Course Objectives	Credit Hours Didactic hours/week

Program objectives/outcomes:

- 1.
- 2.
- 3.
- 4.
- 5.

6.

Method of delivery (check all that apply):

- face-to-face classes
- program totally online
- select courses online
- web enhanced face-to-face classes
- day classes only
- evening classes only
- day and evening classes
- day clinicals only
- evening/weekend clinicals
- preceptors used for selected clinical courses
- preceptors used exclusively

Comments about method of delivery:

Please provide clinical evaluation tools for each clinical course.

Please list curriculum changes recently implemented with date or changes planned for the future:

Date of Major Curriculum Change	Description of Major Curriculum Change	Date of BON Staff Approval of Major Curriculum Change

Date of Minor Curriculum Change	Description of Minor Curriculum Change	Date of BON Notification of Minor Curriculum Change

Please describe any future curriculum changes planned:

List of Current Faculty:

Name of Nursing Faculty	Credentials	Date of Hire Full Time/Part Time	Teaching Assignment

Currently Enrolled Students:

	Date Cohort Began Classes	Number Admitted	Number Currently Enrolled	Expected Graduation Date
Cohort #1				
Cohort #2				
Cohort #3				

Graduates During Past Academic Year:

	Date Cohort Began Classes	Number of Students Enrolled in Cohort	Number of Graduates in Cohort	Attrition Rate in Cohort
Cohort #1				
Cohort #2				
Cohort #3				