

## **Report of Common Findings in Required Self-Study Reports for 2012**

### **Summary:**

When the passing score of first-time NCLEX examination 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 examination and a description of the corrective measures to be implemented. The report shall comply with Board Education Guideline 3.2.1.a. Writing a Self-Study Report on Evaluation of Factors that contributed to the Graduates' Performance on the NCLEX Examination.

Twelve (12) nursing programs, including eleven (11) vocational programs and one (1) professional nursing program, were required to submit a Self-Study Report based upon their 2012 NCLEX examination pass rate. The due dates for the Self-Study Reports allow the programs two months for completion. Board Staff review the reports as they arrive and seek further information, as needed. This report presents a general summary of information from the twelve reports.

Six (6) programs are housed in career schools and six (6) in public institutions. The NCLEX examination pass rates varied from a low of 37.50% to a high of 77.27%. The number of candidates from each program varied from a low of fifteen (15) students to a high of three hundred seventy-eight (378) students. Five (5) of the vocational programs have written previous Self-Study Reports within the past five (5) years. Six (6) of the programs have been surveyed by staff during the past year.

The quality of the Self-Study Reports also varied greatly. Board Staff itemized and weighted thirty four (34) different responses from the Self-Study Reports that described weaknesses in the programs that may have contributed to the pass rate. These items were classified into main areas of concern: students, administration, faculty, testing and evaluation, curriculum, evaluation plan and total program evaluation plan/documentation in minutes, and physical space. These are listed in order of the number of responses in each area of concern:

1. Students
  - Student policies for admission, readmission, and progression
  - Failure of students to take advantage of remediation
  - Students not accountable for their education
  - English as second language
  - Increased enrollments
  - Failure to identify at-risk students
  - Eligibility issues
  - Personal problems
  - Tutoring and remediation not well-structured nor monitored
  
2. Faculty
  - High turnover of faculty
  - Inexperienced faculty
  - Faculty vacancies
  - Inconsistent faculty orientation
  - Heavy faculty workload
  - Use of adjunct faculty
  
3. Testing and Evaluation of Students
  - Strong reliance on standardized examinations
  - Need for more "NCLEX questions"
  - Faculty lack of familiarity with NCLEX Test Plan
  - Faculty lack of skills and knowledge in item-writing and blueprinting
  - Grade inflation
  - NCLEX Review not effective

4. Curriculum
  - Incomplete incorporation of the Differentiated Essential Competencies
  - Lack of good clinical opportunities
  - Poor clinical evaluation tools
  - Lack of computerized testing
  - Adding an evening program
  - Inconsistency of curriculum at extension campus/site
  - Lack of pre-requisites before admission
  - Lack of progressive metrics in curriculum
5. Administration
  - Change(s) in director
  - Lack of strong leadership
6. Program Evaluation/Documentation of Minutes
  - Faculty minutes do not document actions or decisions
  - Evaluation plan not followed
7. Space
  - Lack of adequate space for faculty

Areas of concern that appeared most frequently in these Self-Study Reports indicated that:

- A lack of strong admission criteria may mean that students are admitted who will not be successful or who will need regular advisement, mentoring, tutoring, and assistance with study skills.
- A lack of a sound readmission policy will permit students who fail one or more courses to be readmitted, even though they are high risk.
- Programs recognize that students have more difficulty when English is not their major language but are not able to provide the assistance to help the students succeed in the nursing program.
- Though remediation is available, students are not utilizing it.
- High turnover of director and faculty affect the success of students in the program.
- Programs are relying more heavily upon standardized examinations to determine students' learning and progression in the program. It is not evident that programs are using the results from standardized examination to evaluate their curriculum.
- Faculty seem to lack skills in test writing and item analysis.

This report is for information only. The report may be helpful when consultants are advising programs.