Outcome Assessment Analysis
Executive Summary: 2013 NCLEX-RN Pass Rate

Theme: *Workforce Development*
Program Area: *Nursing*

Outcome(s)

Theme-Level Outcome:

1. *Perform as a team member exemplifying professional practices and behavior.*

2. *Apply critical thinking and problem-solving skills that reflect best practice.*

3. *Communicate effectively and appropriately within a professional setting in both written and oral form.*

4. *Demonstrate knowledge and apply skills essential to the discipline.*

5. *Practice safety within the professional setting.*

6. *Research, interpret, and apply data/information in the professional setting.*

Program-Level Outcome:

1. *Apply the nursing process to provide and direct holistic, individualized patient care in acute, critical, community-based and long term care settings.*

2. *Coordinate and manage the delivery of care to meet the health care needs for a group of patients.*

3. *Utilizes therapeutic and professional communication skills to achieve patient outcomes in collaboration with healthcare providers from across the continuum of practice settings.*

4. *Develop and implement individualized teaching plans for patients, families, and caregivers.*

5. *Internalize and model professional behaviors, and values of the registered nurse.*

Assessment		
Classification: Would you classify your assessment as direct or indirect? *(See reverse.)*	☑ Direct	☐ Indirect

Description: Briefly describe the methodology of your assessment. How did you set up and administer your assessment? How did you collect data? (e.g. Rubric, Exam, Skills Performance Checklist, Survey)

Entry into the practice of nursing is regulated by the licensing authorities within each of the National Council of State Boards of Nursing (NCSBN®) member board jurisdictions (state, commonwealth, and territorial boards of nursing). To ensure public protection, each jurisdiction requires candidates for licensure to meet set requirements that include passing an examination that measures the competencies needed to perform safely and effectively as a newly licensed, entry-level registered nurse. NCSBN develops a licensure examination, the National Council Licensure Examination for Registered Nurses (NCLEX-RN®), which is used by member board jurisdictions to assist in making licensure decisions.

Benchmark: Desired Performance of Partially met = 90-94%, Fully met = 95-100% NCLEX-RN pass rate by the cohort of students.

Assessment Cohort Demographics

Number of course sections assessed: **1** / Number offered: **1** = **100%** of courses assessed
Number of students assessed: **46** / Number of students in all sections: **46** = **100%** of students assessed

Results	**Not Met**

Reporting: What did you find? How many students or what percentage of students met, or did not meet the outcome(s)?

*Benchmark was **not met**. 41/46 = 89.13%*

Analysis

Overall summary of observations: What do the assessment results say about how well all students achieve the intended student learning outcomes? If the outcome(s) was not met, does your analysis of the assessment suggest possible reasons why?

Every three years, the National Council of State Boards of Nursing (NCSBN®) conducts a practice analysis for entry-level registered nurse (RN) licensure. Based on the results of the practice analysis, NCSBN®makes appropriate changes to the National Council Licensure Examination for RNs (NCLEX-RN®) and establishes a passing standard based on the new test plan. The passing standard represents minimum assessed competency for safe and effective entry level practice. These steps are necessary to help ensure that the NCLEX-RN Examination continues to reflect current nursing practice and that nurses who pass the NCLEX-RN Examination will continue to meet minimal levels of nursing competence. The passing standard was revised from the previous -0.16 logits to 0.00 logit beginning April 1, 2013, with the implementation of the 2013 ®NCLEX-RN Test Plan. The passing standard of 0.00 logit will be in effect from April 1, 2013 to March 31, 2016.

Anytime there is a change in the passing standard there is an expected temporary effect on the candidate passing rate. Historically, pass rates tend to be lower immediately following a passing standard increase. These pass rates traditionally rebound within 3 years of a new passing standard being set. The passing rates of first time U.S.-educated nurses that took the NCLEX-RN® in 2013 have been announced by the NCSBN. Nationally, 155,098 applicants took the test in 2013 (versus 150,226 in 2012), and 83.04% passed on their first attempt. In 2012, the passing rate was 90.34%. This means that from 2012 to 2013, the passing rate decreased by 7.3%**. **Pass rate increased April, during the second quarter. The pass rate dropped 11.7% during Q2, Q3 and Q4. COCC Nursing Program 2012 pass rate was 93.75%, with a 4.62% drop in rate for the 2013 NCLEX-RN.

National NCLEX-RN Pass Rates {Changes to exam occurred prior to Quarter 2}

Annual NCLEX-RN® Pass Rate by Quarter

For first-time, US-educated test takers
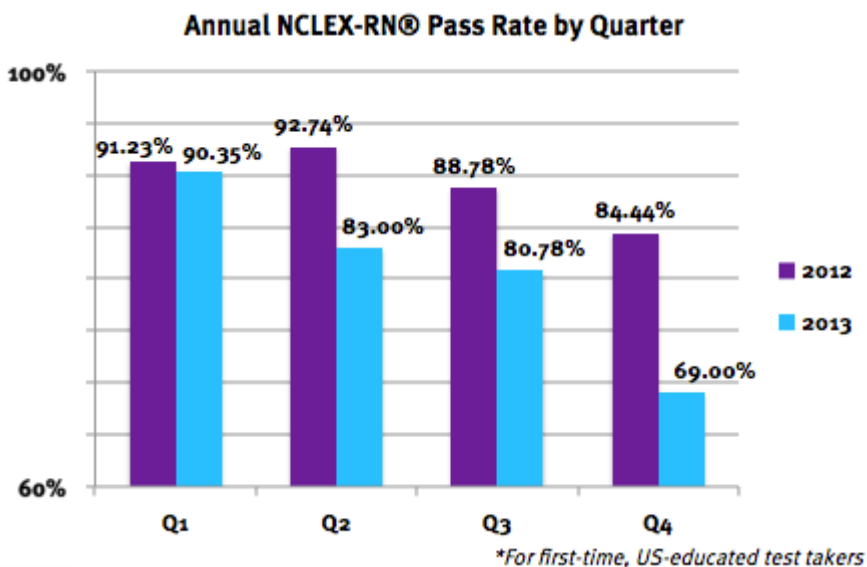
Closing the Loop

Preliminary Recommendations: What does this project suggest is the next step? Run the assessment again and continue to collect data? Modify the assessment? Make changes to the curriculum?

Faculty have decided to adopt the "Remark" exam analysis system to be able to better validate our exam questions. Faculty will be more stringent in evaluating our exam questions for reliability and validity. We utilize our student progression system to early identify those students at risk for failing the NCLEX-RN based on our HESI data. We will be adding an NCLEX-RN review text as a required book for all second year nursing students beginning Fall 2014.

The Nursing Program curriculum was analyzed in conjunction with the 2013 National Council of State Boards of Nursing NCLEX-RN examination blueprint. All NCLEX content could be identified in the curriculum under the Program and Course Outcome Guides, Theory, or Skills Performance Checklists and Clinical Assessment Tools.

Plans for reassessment following curriculum change: If changes are made to your course, how might you reassess for improvement?

We will continue to collect data using the new "Remark" system and identify areas of concern. We will be looking into standardized testing in the areas of mental health and maternal/child nursing.

Are you satisfied with this assessment project? If so, why? If not, how might you modify it so that it might produce more meaningful data?

Data is received from the Oregon State Board of Nursing and we will continue to evaluate student performance on the NCLEX-RN.

Direct vs. Indirect Assessment

Students demonstrate that they have learned specific skills or concepts through *direct assessment measures* like student products or performances. By contrast, *indirect assessment measures* are analyses of reported rates or perceptions that imply that student learning has taken place and that outcomes have been met.

Examples of Direct and Indirect Assessment from Texas A&M University's Office of Institutional Assessment:

Direct Assessment
- [ ] Pre and posttests
- [ ] Course-embedded assessment (e.g., homework assignment; essays, locally developed tests)
- [ ] Comprehensive exams
- [ ] National Major Field Achievement Tests
- [x] Certification exams, licensure exams
- [ ] Portfolio evaluation
- [ ] Case studies
- [ ] Reflective journals
- [ ] Capstone projects
- [ ] Internal/external juried review of performances and exhibitions
- [ ] Internship and clinical evaluation
- [ ] External examiners/peer review
- [ ] Grading with criteria or rubrics

Indirect Assessment
- [ ] Departmental survey
- [ ] Exit interviews
- [ ] Alumni survey
- [ ] Employer survey
- [ ] Student survey
- [ ] Graduate survey
- [ ] Focus groups
- [ ] Job placement statistics
- [ ] Graduation and retention rates