

**TEXAS BOARD OF NURSING**  
**3.2.1.b. 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**

**2022 Self-Study Report (SSR) for 2021 Pass Rates Reflecting the COVID-19 Effects**  
**The SSR is due no later than June 1, 2022.**

**Please send electronically to your Education Consultant.**

Rule 214.4(c)(2)(B) and Rule 215.4(c)(2)(B) require that when a program's passing score of first-time NCLEX-PN/RN® candidates is less than the 80% benchmark on the NCLEX examination during the examination year, the nursing program shall submit an SSR 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 this guideline prepared specifically to gather data related to the COVID-19 effects on program performance.

Since the examination year for 2021 will include an extra quarter for the RN pass rate, the time included in the 2021 pass rate report is based upon first-time test-takers for these dates:

RN Programs                    October 1, 2020 – December 31, 2021

VN Programs                    January 1, 2021 – December 31, 2021

Pass rates for both program types will be based on the 2022 calendar year for the 2022 pass rates.

**The SSR process has been streamlined for this report:**

1. Please follow the outline in this guideline and number the pages sequentially.
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, including but not limited to COVID-19 effects, that may have contributed to the pass rate, and possible strategies to mitigate those effects.
3. Following the presentation and interpretation of data, a list of factors that may have contributed to the pass rate as well as to any attrition of students should be listed.
4. 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 SSR.
5. The SSR may be provided electronically to the program's assigned education consultant, who will provide a response to each program and analyze the data on an aggregate basis.
6. The effectiveness of the corrective measures should be evaluated as a part of the Total Program Evaluation (TPE) Plan.

**OUTLINE FOR SELF-STUDY REPORT:****1. Program Identifier:**

- A. Name and type (VN, ADN, BSN) of program, and location;
- B. Program Director, credentials; and
- C. Date of appointment of Director.

**2. Faculty Information - current:**

<b>Number Full-time Faculty</b>	<b>Number Part-Time Faculty</b>	<b>PhD, DNP prepared</b>	<b>MSN degree</b>	<b>BSN degree</b>	<b>ADN degree/ diploma</b>	<b>Non - nursing</b>	<b>Waivers</b>
<b>LVN Program</b>							
<b>ADN/ Diploma Program</b>							
<b>Number Retired</b>							
<b>Number Resigned</b>							

Please describe changes in faculty makeup following the beginning of the pandemic in March 2020, especially losses in faculty related to COVID-19 and new faculty who required orientation.

Please describe changes in faculty numbers expected in 2022.

How many current vacancies in faculty exist for each program type?

How many faculty with no teaching experience were hired during COVID-19?

Discuss the faculty orientation for new faculty hired in 2020 and 2021.

What measures have you taken to adjust faculty workload during COVID-19?

How have faculty adjusted student contact and support during COVID-19?

What have been the greatest challenges for faculty during COVID-19?

How many faculty are currently enrolled in an advanced nursing education program?

What suggestions have been made by faculty to manage the education of their students during COVID-19?

How were faculty able to participate in faculty development in 2020 and 2021?

What processes were used for faculty to review the 2021 DEC's and ensure their inclusion in the program of study?

3. **Student Information** – 2020 to present - may use NEPIS data:

	2019	2020	2021
<b>Total Enrollment</b>			
<b>Full-time Students</b>			
<b>Part-time Students</b>			
<b>Graduates</b>			
<b>Withdrawn/Failed</b>			
<b>Withdrawn/ Personal Reasons</b>			

List:

- admission criteria currently in Student Handbook.
- readmission criteria currently in Student Handbook.
- progression criteria currently in Student Handbook (Student must adhere to these to remain in program).
- graduation requirements currently in Student Handbook (including completion of curriculum and program requirements).

Discuss temporary policy changes in the Student Handbook that were made due to COVID-19 related to admission, readmission, progression, or graduation.

What were the overall trends in student grades in courses for the past three years?

Discuss the evaluation data from student evaluation of faculty and courses in 2020 and 2021.

Comments from faculty and/or students about their perceptions of the effects of COVID-19 on their performance.

Services provided to students experiencing difficulties in the educational experience.

4. **Program of Study – Curriculum:**

Provide a table outlining the curriculum by semester/term with credit hours, classroom hours, and clinical hours for each course.

Discuss the delivery format(s): face-to-face, online, distance, day/evening/weekend, accelerated for the curriculum.

Discuss how the program changed to providing the curriculum remotely when the pandemic began, and plans for a hybrid model for the future or a return to face-to-face teaching.

List any curriculum changes made since 2019 and the effectiveness of those changes.

Outline the breakdown of clinical hours by year (2019, 2020, and 2021) for each clinical course based upon hours for: skills lab, simulation, virtual simulation (computer clinical simulation), observation, hands-on practice with faculty/preceptor supervision, (other-describe).

Outline what you would consider minimal acceptable clinical hours **and** optimal clinical hours for each clinical learning experience listed above, assuming their availability.

List clinical areas that are the most difficult to obtain.

List potential alternates to traditional hands-on hours in a hospital setting that you have or have not used before.

Describe plans for 2022 that will incorporate best practices to provide effective outcomes in clinical competence.

How were standardized exams used in the program? What was their weight in grades or in meeting graduation requirements?

Discuss the effectiveness of the clinical evaluation tools. How could they be improved?

**5. Program Policies:**

What permanent policy changes are planned due to COVID-19?

Other policies under consideration related to evaluation findings during COVID-19 are (list).

What is your policy for making policy changes?

**6. Contributing Factors:**

Considering qualitative and quantitative data in this report (including comments and evaluations from students and faculty), list the contributing factors that may have affected the NCLEX pass rate for 2021 in the following areas:

Program Outcomes  
Program Policies  
Student Outcomes  
Student Policies  
Faculty Outcomes  
Faculty Policies  
Meeting Clinical Objectives  
Clinical Policies and Planning  
TPE Plan – frequency of use for decision-making

**7. Quality Improvement Plans:**

For each area in #6 where factors were identified that may have affected the pass rate, provide a quality improvement plan describing actions to be taken and a timeline for implementation. Please include these proposed areas for quality improvement in the TPE for your program for ongoing evaluation of their effectiveness.

There are tables in the Guideline 3.2.1.a. that are available for your use if you choose. Otherwise, design your own tables or write the responses in the narrative.