



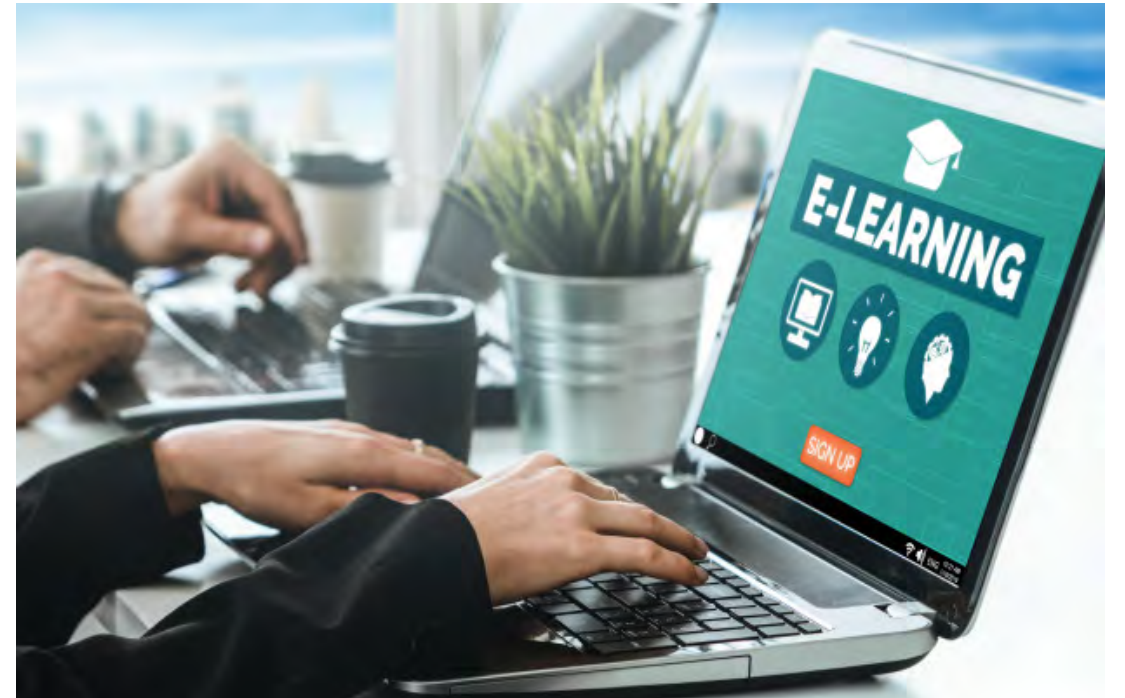
NURSING EDUCATION **Approval Guidelines**

NCSBN's Virtual Conference: February 4, 2020

Presenters: Nancy Spector, Jan Hooper, Brendan Martin and Josephine Silvestre

Continuing Education Contact Hours

- We will email all registrants the evaluation.
- If you complete it and send it back, we will send you an electronic CE certificate for 4.2 contact hours.
- qmcintosh@ncsbn.org

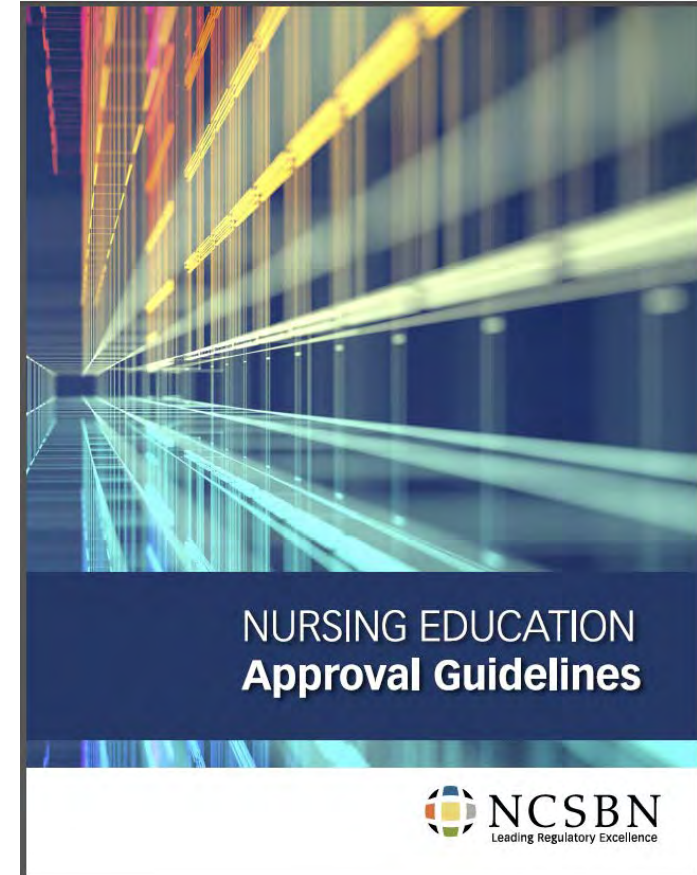


Welcome!

Introductions

Agenda

- Literature Review
- Delphi
- Annual Report Study
- Annual Report Template
- Site Visit Study
- Approval Guidelines
- Using the Guidelines



Objectives

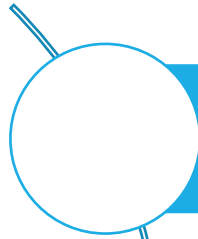
1. Discuss the literature and the findings of NCSBN's three studies.
2. Explain how your NRB will be able to use the Annual Report and Site Visit templates.
3. Describe how the Approval Guidelines will allow you to be proactive in identifying issues before programs fail.

Background

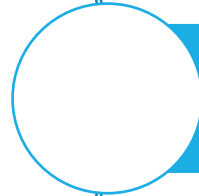
1. Charge: Develop a legally defensible approval process.
2. First meeting of Nursing Education Outcomes and Metrics Committee January 2017.
3. Data gathering with NRBs, accreditors, USDE, nursing education experts.
4. Literature review, finding little data to support education outcomes and metrics.
5. Three studies:
 - Part I. Delphi
 - Part II. 5-year annual reports (quantitative)
 - Part III. 5-year site visit documents (qualitative)



Literature Review



Medline, PsychInfo, ERIC and CINAHL



Key words: outcomes, quality indicators, predictors of quality



Gray literature

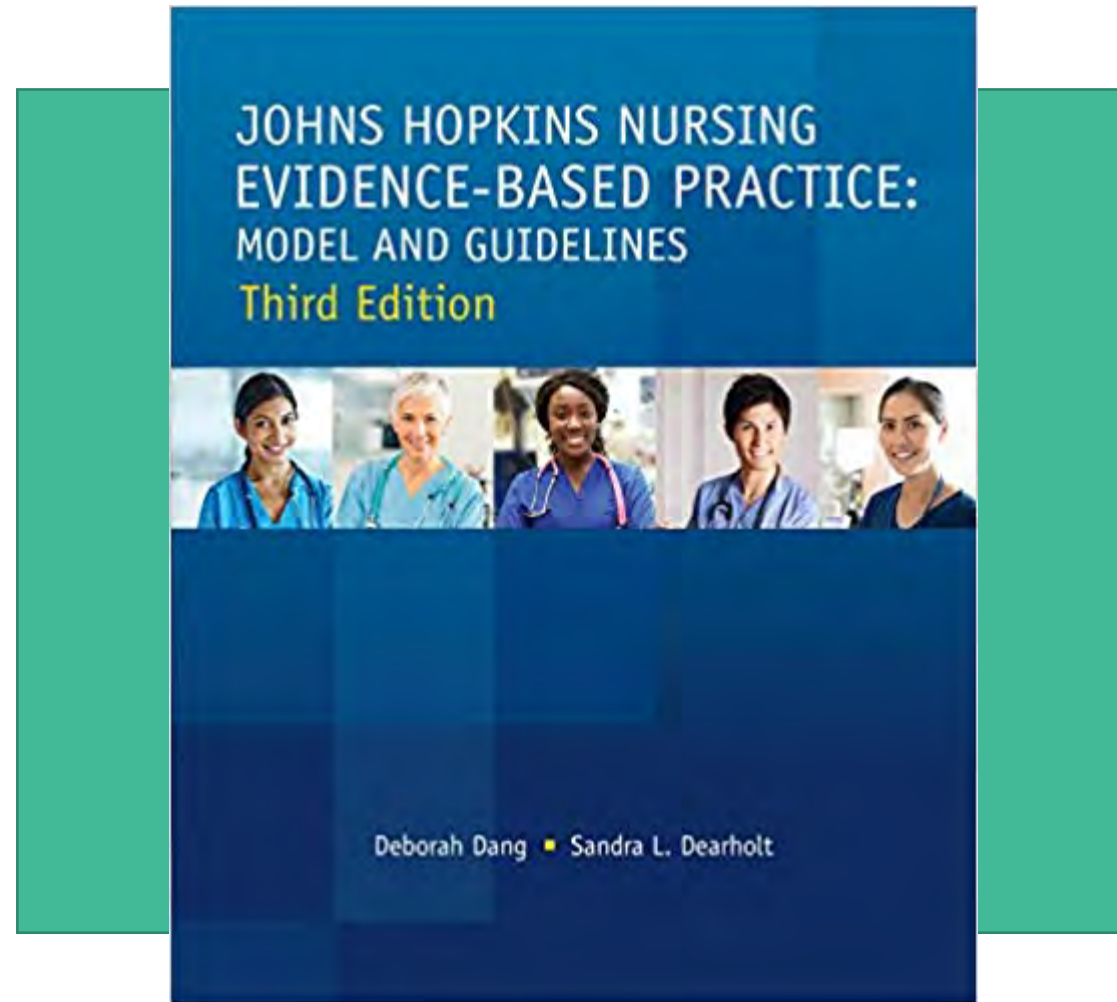
Literature Review

1. Should first-time NCLEX pass rates be used as the sole outcome measure of a prelicensure nursing program's performance?

2. What additional outcomes/metrics are used to measure performance of a higher education program?

3. What warning signs indicated that nursing programs are falling below standards?

Literature Review



Literature Review

Summary of Findings:

Question # 1 – first time NCLEX pass rates

Many professions use pass rates.

- They acknowledge that outcome measures are more complex.

Test prep materials therefore have risen.

- There is no evidence they are accurate.

Literature Review

Question #1

Studies do not support predictor exams.

There is one statewide study on second or third pass rates.

Conclusion: No evidence to support first-time pass rates as a sole quality indicator.

Literature Review

Question # 2 – Additional Quality Indicators



Employment rates

Graduation rates

Retention rates

Literature Review

Question #2 – Curricular Components

Public schools

Higher % full-time faculty

No use of standardized exams



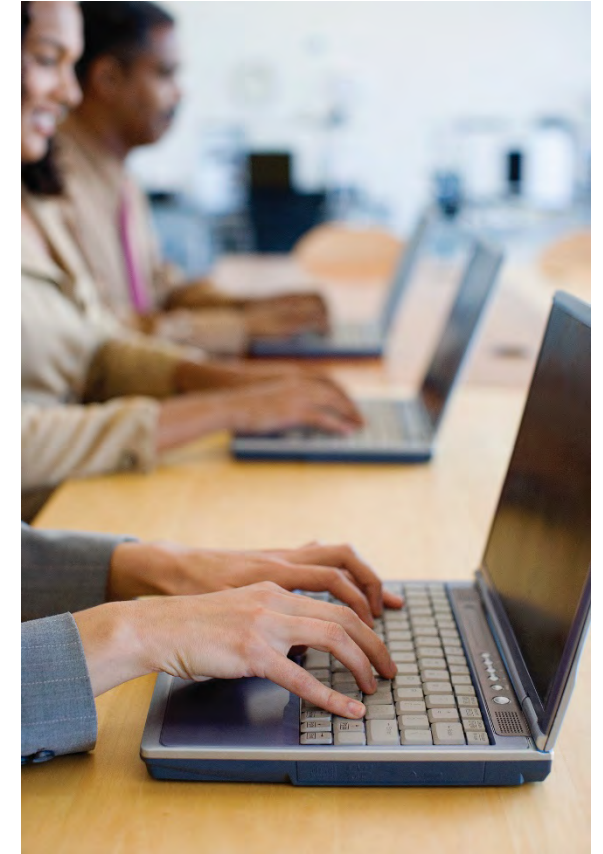
Literature Review

Question # 2 – Curricular Components

Quality clinical experiences

Clinical judgment

Coursework in quality and safety



Literature Review

Question # 2

Faculty qualifications

Program evaluation

Accreditation



Literature Review

Question # 3 – Warning signs

- Rapid growth in admissions
- High faculty turnover
- Unclear workload policies
- High administrator turnover
- High rate of complaints
- Weak admissions policies
- Old-fashioned skills lab with high student ratios
- Poor clinical placements



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Literature Review

More study is warranted!



National Delphi

Sample



174 educators – 59% response rate



71 clinical nurse educators – 57% response rate



50 education consultants – 81% response rate

National Delphi

Quality Indicators:

- 100% - Quality and safety integrated in curriculum
- 99% - Critical thinking and clinical reasoning skills
- 99% - Faculty role model professional behaviors
- 99% - Clinical experiences with actual patients
- 99% - Systematic process in place to address student practice errors
- 99% - Faculty demonstrate current clinical competence

National Delphi

Quality Indicators:

- 98% - Consistent administrative leadership
- 98% - Collaboration with education and practice
- 98% - Evaluation of the nursing program
- 97% - Administration supports nursing program
- 96% - Pattern of NCLEX pass rates that meet set standards
- 96% - Ongoing faculty development

National Delphi

Quality Indicators:

- 96% - Variety of clinical experiences with diverse populations
- 95% - Consistent full-time faculty, as opposed to adjunct faculty
- 93% - Quality simulation to augment clinical experiences
- 93% - Comprehensive student support services
- 84% - National nursing accreditation
- 80% - Admission criteria emphasizing sciences

National Delphi

Warning Signs:

- 100% - Lack of consistent and prepared clinical faculty
- 99% - Limited clinical experiences
- 99% - Poor leadership in the nursing program
- 97% - Trend of NCLEX pass rates is decreasing
- 95% - Complaints to the BONs
- 94% - Pattern of faculty attrition



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National Delphi

Warning signs:

- 93% - Administrator attrition
- 92% - Practice unwilling to host program's clinical experiences
- 85% - Pattern of student attrition
- 82% - Curriculum is based on "teaching to the NCLEX"
- 80% - Over-reliance on simulation



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National Delphi

Outcomes:

- 98% - NCLEX pass rates of the nursing program
- 97% - Relationship with clinical partners
- 95% - Employer satisfaction
- 94% - Preparedness to practice for an interprofessional environment



National Delphi

Outcomes:

- 85% - Graduate satisfaction with the program
- 80% - Graduation rates of the program
- 79% - Employment rates
- 78% - History of discipline with the BON

