

2020 NCSBN Nursing Education Approval Guidelines Virtual **Segment Two**
Video Transcript
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And what we mean by that is, we mean that essentially poor performance on the licensure exam, is likely indicative of other program deficiencies and not vice versa. So the next slide here, you can see provides a bit of background on the study design. So first and foremost, before any outreach efforts

But as I did mention, we also put the marginal results on this slide so that you could get a better sense of really what are the types of metrics, what are the types of characteristics that are important to keep in mind. Because with a sample this large, those marginal findings will still inform on the results and the takeaways. So for our secondary outcome, you can see that these are the mixed model results for our supplemental NCLEX outcome.

Again, here you see that this is a forest plot of the univariable, generalized linear mixed-effects models. And as before, without getting into too much detail, I'll just give you kind of a high-level overview of what we found. So for the drivers, we found that director credentials was important, as well as again, program age and administering multiple program sites.

When we got into the barriers associated with high performance on the NCLEX, we saw a little bit more tease out. So programs that were exclusively in person or exclusively online, non-BSN programs, again, for-profit, private institutions, and director attrition, all emerged as significant barriers in our analysis when looking at our supplemental NCLEX outcome.

So one of the things that I hope becomes kind of readily apparent as we go through these two slides in kind of like sequence is that there were some criteria that emerged and were consistent across the multiple outcome measures. But one of the things that we felt really validated our approach in the statistical modeling, by expanding our outcome to look beyond the NCLEX pass rates, was the fact that there were criteria that really uniquely aligned with one outcome or the other and sometimes, you know, one and not the other.

So I think that that's important as one of the key takeaways from the quantitative data analysis. So again, these are the significant results for our forest plot. But as I had mentioned before with this large of a sample, please keep in mind that even the marginal findings displayed here will be archived on this presentation are important to keep in mind when digesting the results.

So then, what is the typical profile of a fully approved program in our analysis based on this most recent study? I'm glad you asked. So generally, a fully approved program in our sample based on the evidence has national accreditation. They tend to offer both traditional and hybrid modalities, really where we saw the disconnect with full approval was with those programs that were exclusively online.

They tend to be longer-standing programs. I don't think that this will probably come as much of a surprise. So the more established programs, the ones that have a bit of a higher program age, those tended to correlate better with full program approval. And then higher enrollment capacity. So you'll see this is one of the criteria along with two of the other criteria that we're about to list that kind of correlated a bit and begin to paint a picture of what Nancy was referencing in segment one about public institutions.

Before we get to that point, though, not surprisingly, 80% or higher NCLEX first time pass rates emerged as one of the corollaries with full program approval. And then these last two criteria were the ones that I was just referencing. So those programs that administer more than one program site, as well as those programs that have public or private, not-for-profit status.

[SP] Marion [SP] national study, as well as in our quantitative studies. And then the learning modality, you know, we've wondered for a long time is it hybrid, is it online, is it traditional which is it? A lot of studies point to hybrid, and a lot of studies point away from only online but we really don't have that answer.

So we're thinking if we collect more data on it we'll be able to have more answers. Then looking at student services, you will see when we go through the site visit study, this is going to be very important. The offering of student services is important to the program in terms of learning disabilities do they have services for that?

Do they have services for English as a second language? And remediation. Remember, this is not only remediation if they have programs for students that are in trouble, but this is also remediation if they have errors or near misses in the clinical.

And remember, this is something that we regulators really care a lot about, so this is really important. And then have there been any major organizational changes? Organizational changes have been linked...And again, you'll see this on the site visit study. To a program down the line, usually, if it's a major change failing in one to three years.

And I'll talk to you about that in a bit, but we're going to be collecting that data. And then, of course, clinical experiences. Quality clinical experiences came out time and time again on all these studies. So we'll be collecting data on numbers of hours in simulation, in clinical and maybe in a skills lab. You know, I have thought of those of you that know me, a lot of you do by now that it really isn't the numbers of hours, that's important, but instead, it's the quality of the clinical experiences.

But now we'll really have data to see if that's the case. I know some boards do have minimum hours, maybe there is a minimum point that you need to set things at. But with consistent data across all the boards, we can have that

And then three, that high-risk tier is currently defined as anything greater than two. Again, I just did this for the purposes of today's presentation. The real takeaway here is that none of this coding is static. This can be updated, it is very flexible, it is evidence-based, and it's something that we would actually look to update quite regularly so that you are working with the most evidence-based information possible.

What we then did is we took that one, two, three coding, and all we did is we put it into human speak, we said one equals low-risk, two equals medium, and three equals high. Then when we export the data, you can see that that's what you would see. If you determine at the board level that you want to see those individual characteristics and where it was exactly based on the evidence that it was, you know, throwing a flag, we can retain these additional columns too.

So those columns will come in as a simple binary one or zero column, and it'll say, was there an issue based on the longevity of the program? Was there an issue based on the NCLEX, pass rate, etc. But for the purposes of the presentation, we just wanted to show you how clean this could look. So in this particular view, all you're seeing is essentially the information related to all of your raw data and then with this extra bit of criteria.

And our thinking was that you know, personnel at the nursing regulatory boards are very busy and often have limited resources to really dive into the information and we thought to ourselves, what would be the most appropriate mechanism for giving you that high level, that 50,000-foot view to really proactively conduct outreach with some of these programs that you might think warrant further attention.

So in this particular instance, I would show you in SaaS, but what I can do is, conversely, I can actually

anything in this particular instance we hope that you will see the advantages of some of this additional insight. But it's not meant to be prescriptive, this is meant to be informative.

We're really trying to enable you in your day to day knowing all the professional responsibilities that you have to juggle. We're really trying to facilitate you doing that 50,000-foot quick overview, a53.45 612 792 reW?

- Thank you to verify the raw program data will be available to boards in Excel correct by both program and by state?

- Yes, so essentially, program is one of the criteria that we would have in the Excel. So what we could do tailored again to each jurisdiction. So one jurisdiction will have access to another jurisdiction's data,

- So actually