

AGENDA ITEM B4: STUDENT DEVELOPMENT
BOARD RULE 400.0100.00
NATIONAL LICENSURE AND CERTIFICATION EXAMINATIONS
BOARD OF TRUSTEES MEETING: MARCH 27, 2014

Four programs in the health sciences field have national licensure and or credentialing exams as program outcomes assessment. This report reviews the most recent results from licensure and certification exams in the Practical Nursing (PN), Associate Degree Nursing (ADN), Medical Assisting (MED), and Emergency Medical Services (EMS) Programs.

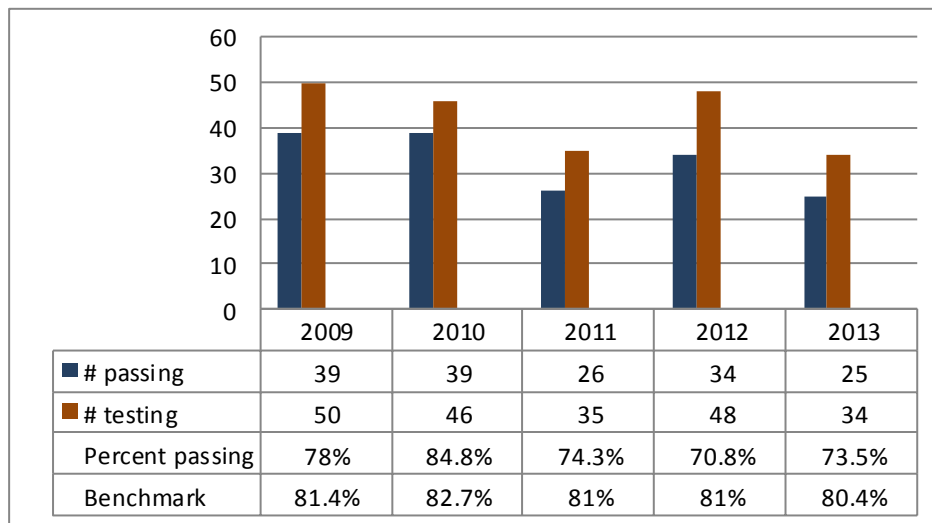
The Practical Nursing and Associate Degree Nursing students are required to pass the National Council Licensure Examinations (NCLEX) before they receive professional licensure. Medical Assisting students test for the Registered Medical Assistant (RMA) certification which is awarded by the American Association of Medical Assistants. Emergency Medical Services programs are evaluated by the Ohio Department of Public Safety, and pass rates of students on national registry examinations are used as one criterion for program accreditation. Data for pass rates on exams in the Practical Nursing, Associate Degree Nursing, Medical Assisting, and Emergency Medical Services Programs are presented in the charts that follow.

Presentation of Data

Nursing

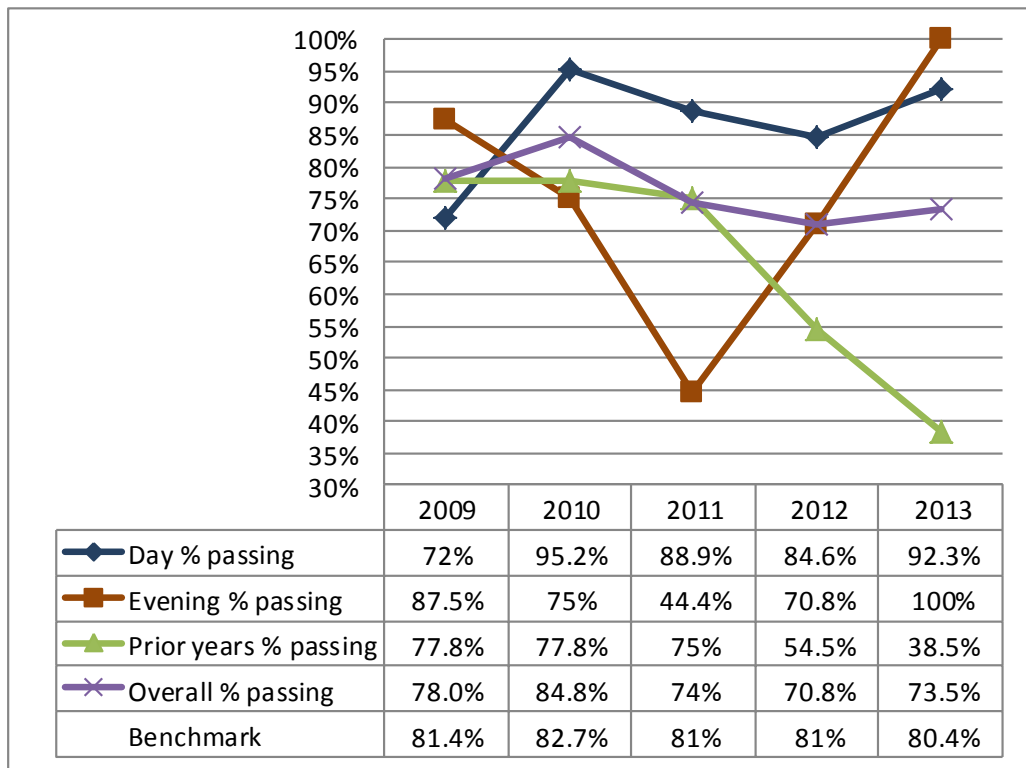
The first two charts show data for practical nurse graduates from 2009 through 2013. Chart I displays the number of graduates testing, the number passing, and the percent passing by year for PN graduates over the last five years, The bottom line on Chart I displays the NCLEX benchmark set each year for all first-time PN testers against which Belmont’s PN program is Assessed.

Chart I, *NCLEX results, Practical Nursing (PN)*



Graduates may take the licensure exam after they have been approved by the Board of Nursing and have paid to take the exam. Some graduates take the exam within a few months of graduation. Other graduates wait to take the exam for any number of reasons. Results for all graduates who test within the same calendar year are aggregated for the passing rate for that year. While all scores of testers from each institution are aggregated to determine the passing rate for that year, institutions can look at results of the exam and see results for various groups of testers. That is, whether the student was in the *Day Nursing Program* group, the *Evening Nursing Program* group or whether the student was from a *Prior graduation year* group who delayed testing. Chart II shows the NCLEX pass rate results over the last five years by group.

Chart II, NCLEX results, PN graduates, 2009 through 2013 by groups



The NCLEX–PN pass rate for 2013 graduates of the Practical Nursing Program is 73.5%. The benchmark is 80.4%. The pass rate among recent graduates of the PN day program is 92.3%. The pass rate among the recent graduates of the PN evening program is 100%. The pass rate for graduates from prior years is 38.5%.

Charts III and IV display NCLEX pass rates and benchmarks for ADN graduates and testers over the last five years.

Chart III, NCLEX results, Associate Degree Nursing (ADN)

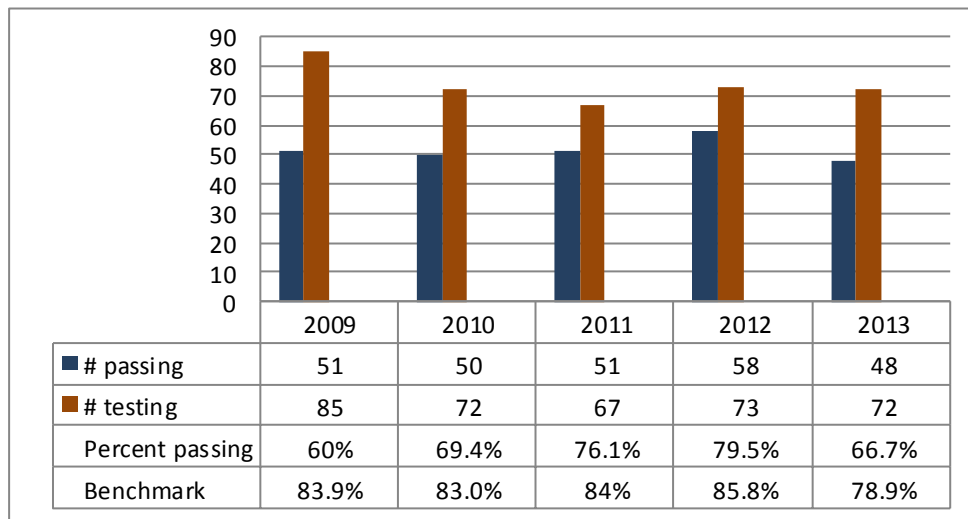
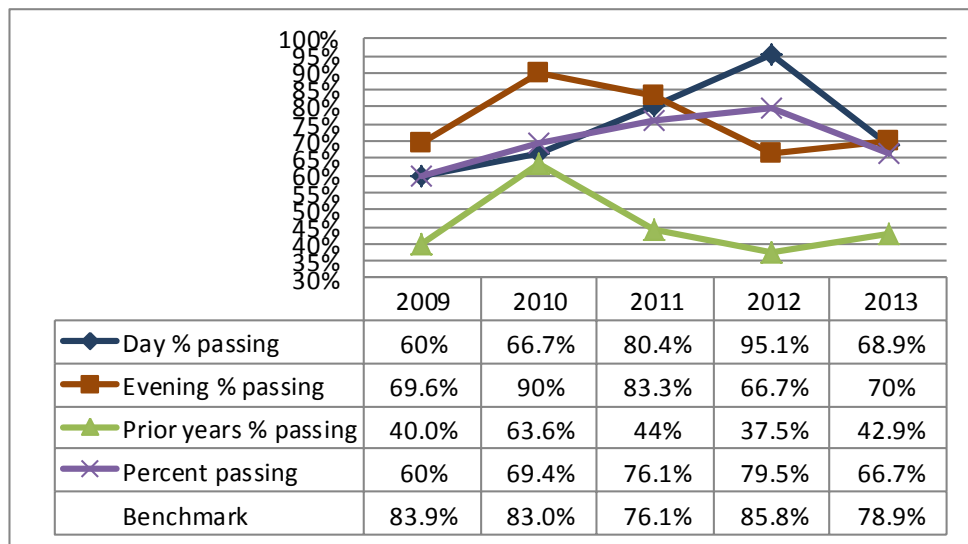


Chart IV, NCLEX results, ADN graduates, 2009 through 2013 by groups



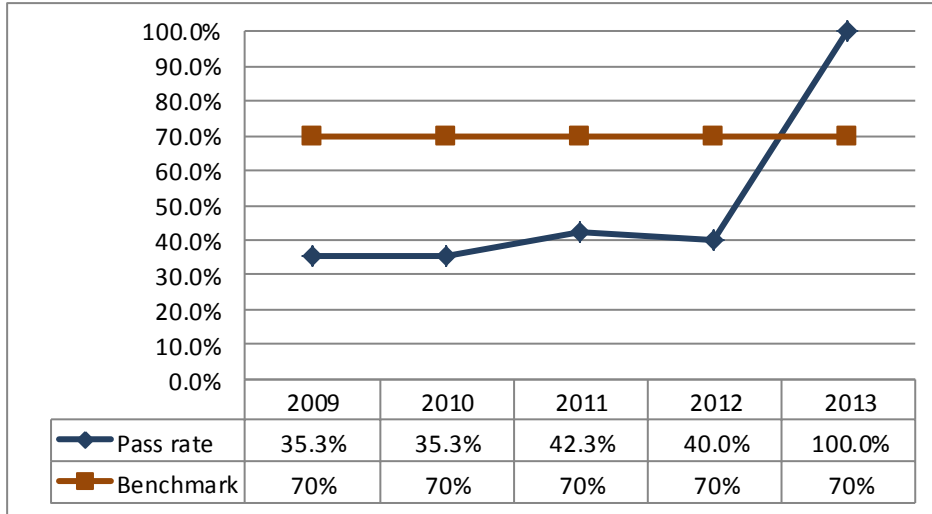
NCLEX-RN pass rate for 2013 graduates of the Associate Degree Nursing program is 66.7%. The benchmark is 78.9%. Recent graduates of the ADN day program had a 68.9% pass rate. Recent graduates of the evening program had a pass rate of 70.0%. The pass rate for graduates from prior years is 42.9%.

Medical Assisting

Pass rates for Medical Assisting graduates who have taken the RMA certification exam within the last five years are shown in Chart V. The benchmark for the pass rate is 70%. The 70% pass rate is a five-year rolling average and must be obtained for the 2015 annual report. The pass rate window for the 2015 annual report is from the year 2009 through 2013. Thus far, for this window of time, the pass rate is 59.7%, as 134 students have graduated in this five-year

window, and 80 have taken and passed the certification exam. If 14 more past graduates take and pass the exam by the last day of 2014, Belmont will meet the 70% benchmark, as these successful test-takers will be attributed to the 2009 -2013 window.

Chart V, RMA results, Medical Assisting (MED, 2009-2013)



The Commission on Accreditation of Allied Health Education (CAAHEP) and the Medical Assisting Education Review Board (MAERB) regulate the accreditation of medical assisting programs and set the benchmark and rules against which institutions are evaluated.

Emergency Medical Services

The Ohio Division of EMS monitors pass rates over accreditation cycles for Emergency Medical Services programs. The current benchmark for the pass rate is 65% for *first-time* test takers by the end of the five year re-accreditation cycle. The first-time testing pass rate in Belmont’s EMT, paramedic program is currently at 65%. That rate will change over the remainder of the accreditation cycle as more graduates test and pass. The pass rate in place at the end of the five-year accreditation cycle is the rate taken into consideration for the re-accreditation. The current five-year accreditation cycle began on November 1, 2011 and concludes on October 31, 2016.

Chart VI shows the percent of students passing the Ohio Department of Safety’s Emergency Medical Services, EMT and Advanced EMT testing in their *first-time* attempt. The benchmark for the passing rate for the current cycle is 65% for first-time test takers by the end of the five year accreditation cycle. The Advanced EMT pass rate is currently 44%. That rate will change over the remainder of the accreditation cycle as more graduates test. The pass rate in place at the end of the accreditation cycle is the rate taken into consideration for reaccreditation. The current reaccreditation cycle ends on October 31, 2016.

Chart VI, *Emergency Medical Services, EMT and Advanced EMT first-time testing results*

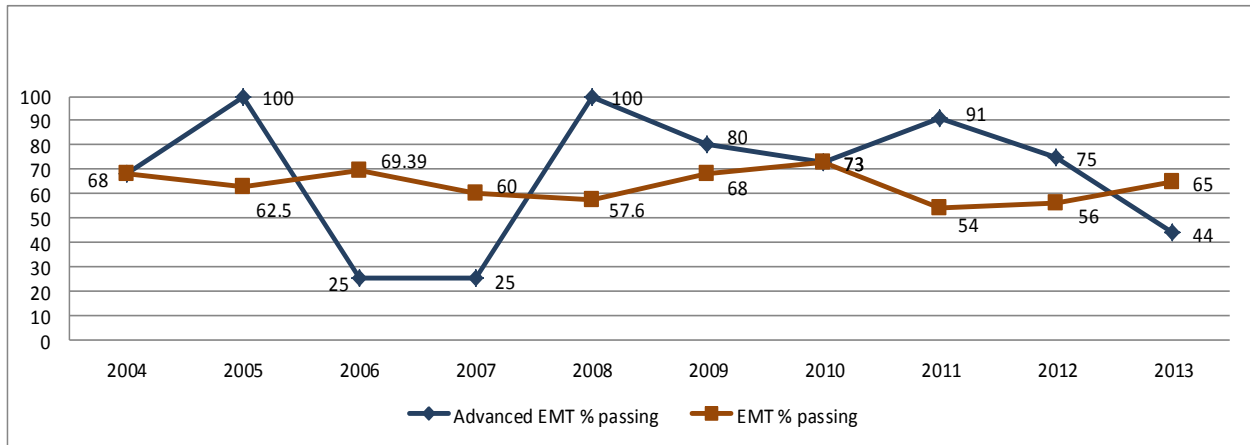
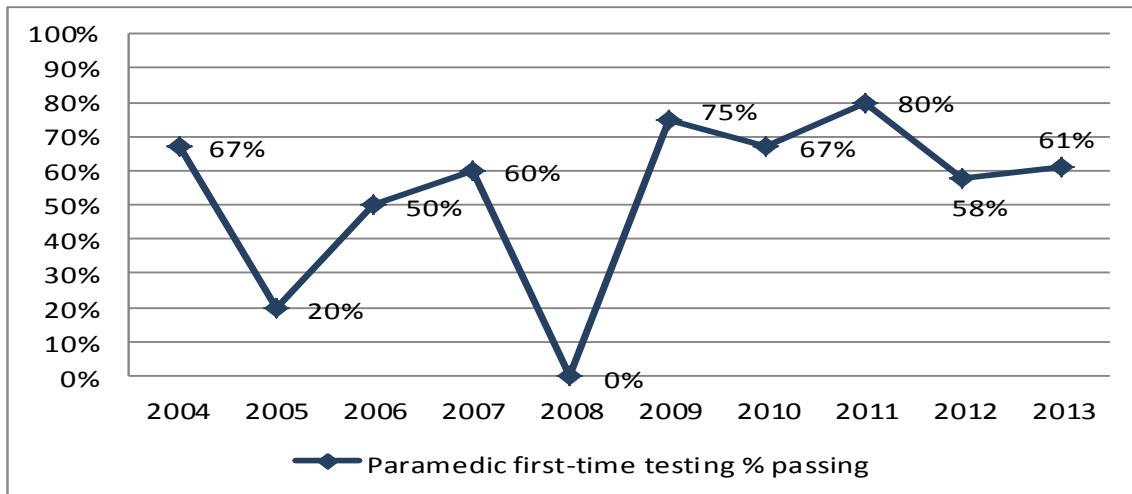


Chart VII displays results for students in their first-time testing for the Paramedic Test. In 2013, 18 students attempted the paramedic exam. Of those students, 11 passed on their first attempt; that is a 61% pass rate. While 61% does not meet the 65% benchmark, these results represent an increase from 58% in 2012 to 61% in 2013. The same rules for testing outcomes and pass rates apply to the Paramedic Program.

Chart VII, *Emergency Medical Services, Paramedic first-time testing results*



Conclusions and Targets for Improvement

1. Action plans submitted to the Ohio Board of Nursing to improve pass rates in the PN program include the following tactics:
 - 1) Incorporate clinical rotations across various levels of acuity and the lifespan – acute, long-term care, skilled care/ rehabilitation.
 - 2) Redesign classroom instruction to reduce lecture time and increase simulation, include group activities with case studies with access to online resources and modules.
 - 3) Preliminary analysis of the Content Areas Report from the NCLEX–PN indicate

that low scoring areas are *physiological adaptation* and *psychosocial integrity*. Emphasis in these areas within the NCLEX review course will be incorporated.

- 4) Continue to increase the rigor of testing throughout the PN program using the testing plan and blueprint previously adopted.
- 5) Faculty will encourage students to start a savings account to pay for the NCLEX testing fee in order to be able to test immediately following graduation.
- 6) Provide NCLEX preparation/review prior to graduation using STAT Nurse.
- 7) The Assistant Director will visit clinical sites and classrooms with increased frequency to increase curriculum consistency and ensure that curriculum is delivered as it is written.
- 8) Evaluate the program's readmission policy for current trends and practices in practical nursing education.
- 9) Evaluate readmission requests of students at faculty meetings to determine if students are ready for readmission. Readmission testing to be completed before readmission is granted.
- 10) Student mid-curricular and end-of- course assessments will be incorporated.
- 11) Implement ATI progression testing throughout the program to include fundamentals of nursing, pharmacology, medical-surgical nursing and a comprehensive exam. Analyze results to determine student strengths and weaknesses and make curriculum changes accordingly.
- 12) Adapt an alternate-format NCLEX review book for the seminar course.
- 13) Emphasize the importance of early NCLEX testing throughout the program.

2. ADN Program:

- 1) Online progression testing implemented in first and second level courses (fundamentals of nursing, medical/surgical, Obstetrics, Geriatric nursing, Pediatrics and Mental Health).
- 2) Incorporate Kaplan Q-Bank questions in courses addressing the weak areas of *management* and *safety*.
- 3) Faculty review of specific content in the NCLEX categories in which students scored low to ensure incorporation across the curriculum.
- 4) The Kaplan Diagnostic Test indicates that low scoring areas of the day and evening program graduates were in *management of care* and *safety*. Emphasis in these areas will be incorporated into the NCLEX review course.
- 5) Students will complete a self- assessment for NCLEX preparation.
- 6) Assistant Director will visit clinical sites and classrooms with increased frequency to increase curriculum consistency and ensure that curriculum is delivered as it is written.
- 7) Redesign of classroom instruction to reduce lecture time and increase simulation. Include group activities with case studies with access to online resources/modules.
- 8) Evaluation of readmission requests of students at faculty meetings to determine if students are ready for readmission. Readmission activities including testing are to be completed before readmission is granted.
- 9) Emphasize the incentives for students to test earlier. Provide a table of potential earnings/earnings lost due to late testing.
- 10) Simulation activities implemented in ADN 1130 lab.
- 11) Curriculum review and revision for ADN 1150, Transitional Nursing.

Dr. Mary Lynn Engelmann, noted national nursing consultant with expertise in assisting two-year college nursing programs in attaining the N-CLEX benchmarks, will be consulting with Belmont College on April 22 and 23, 2014. Dr. Engelmann will be delivering a three-hour professional development session to faculty entitled “Evidenced-Based Teaching and Learning.” She will also conduct a comprehensive assessment of curriculum, delivery methods, and systems, and processes in both programs from student entry to exit. She will subsequently submit a report of her findings with recommendations for improvements to assist Belmont with attaining the licensure exam benchmarks.

3. Medical Assisting Program: Belmont has become a Registered Medical Assistant (RMA) site for certification exams, so that students will not have to travel to Pittsburgh to take the Certification Examination. Students are testing in the Belmont Student Success Center. Registration for the RMA certification exam has been made mandatory for all students prior to graduation. A “lib-guide” was developed for the medical assisting students to prepare them for the RMA exam and has been very successful as evidenced by this year’s 100% pass rate.

Past graduates are still testing (throughout 2014) for the 2013 year and the Program Chair anticipates the 70% pass rate for the certification exam will be met for the current accreditation cycle by the end of the year.

4. EMS Programs: With the implementation of the new National Standards Curriculum all levels of examinations have changed. As a result, test result averages at Belmont tend to have started below the benchmark initially but are improving over the course of the accreditation cycle.

Pass rates on all levels of testing are being monitored by the Program Chair who anticipates that pass rates will continue to improve over the current accreditation cycle which ends in October 2016. Student review sessions prior to testing are being implemented.