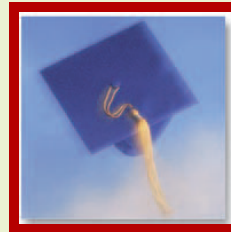




NCSBN

National Council of State Boards of Nursing

# NCLEX<sup>®</sup> PROGRAM REPORTS



*for the period of APR 2014 - MAR 2015*

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NCLEX-RN<sup>®</sup> REPORTS



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# NCLEX® PROGRAM REPORTS

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## INTRODUCTION

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Welcome to the *NCLEX® Program Reports*—a subscription to information specific to your graduates' performance on the National Council Licensure Examination (NCLEX® examination). These reports describe how your graduates performed on several content dimensions compared against other programs both regionally and nationally.

There are four main sections to the *NCLEX® Program Reports*: Summary Overview, *NCLEX-RN® Test Plan* Report, Content Dimension Reports, and Test Duration/Test Plan Performance Report.

### Summary Overview

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The first report in the *NCLEX® Program Reports* is the Summary Overview. The Summary Overview provides information on (1) the rank of your program based on the percentage of your graduates that passed the NCLEX-RN® examination during the current and previous reporting periods and (2) a listing of the jurisdictions where your graduates applied for licensure during the current and previous reporting periods.

The rank of your program is provided in comparison to other programs in your jurisdiction, all programs in every jurisdiction, and all similar program types across every jurisdiction. Please note that all program rankings are limited to those programs where at least ten graduates tested during the reporting time interval.

### The *NCLEX-RN® Test Plan* Report

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The *NCLEX-RN® Test Plan* Report presents information on the percentile ranks of your typical graduate's performance compared to the performance of (1) graduates from your jurisdiction, (2) graduates from the same type of educational program as your program, and (3) the national population of graduates. Prior to March 2000, percentile ranks were based on program comparisons (rather than graduate comparisons). For this reason, current results should not be compared to Test Plan Report results published prior to March 2000. This report is based on the *NCLEX-RN® Test Plan*. The major component of the test plan is *Client Needs*.

### Content Dimension Reports

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Each Content Dimension Report is identified in a separate section, including:

- Nursing Process
- Categories of Human Functioning
- Categories of Health Alterations
- Wellness/Illness Continuum
- Stages of Maturity
- Stress, Adaptation and Coping

An introduction explaining these reports is included as the first page of each Content Dimension. Because percentile ranks are now based on graduate comparisons (rather than program comparisons), current results should not be compared to Content Dimension Reports results published prior to March 2000.

### Test Duration/Test Plan Performance Report

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This section provides two reports, one on Test Duration and one on Test Plan Performance.

The Test Duration Report includes the average number of questions taken by graduates in your program, graduates from your jurisdiction, graduates from similar programs nationwide, and all graduates nationwide. The number of candidates includes all candidates except those testing under extended timing conditions and/or completing less than the minimum number of items. This report also provides the average test time in minutes and the percentage of candidates taking the minimum and maximum number of questions.

The Test Plan Performance Report includes information on performance in each of the *Client Needs* subcategories for your graduates, graduates from your jurisdiction, graduates from similar programs nationwide, and all graduates nationwide, as well as an indication of how a candidate precisely at the passing standard would have performed (passing performance). This differs from the Test Plan Report in that performance here is defined with respect to the content domain, rather than in comparison with performance of other graduates.

We hope that you will find the *NCLEX® Program Reports* full of useful information that you will refer to many times. As always, we encourage your feedback. If you have any comments, compliments, or concerns, please write them down and let us know about them. We value your input!

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# NCLEX® PROGRAM REPORTS

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## USING AND INTERPRETING THE *NCLEX® PROGRAM REPORTS*

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The *NCLEX® Program Reports* provides detailed information about the NCLEX-RN® examination performance of the graduates of your program who tested for the first time during the twelve-month period covered by this edition. Information on passing rates and performance on a variety of content dimensions is provided, as are jurisdiction, program type, and national comparisons. These reports are designed to assist you in evaluating the strengths and weaknesses in your educational program.

The primary statistics included in these reports are percentages, the median and the percentile rank of that median, and the average. Several reports use the median (midpoint in a set of ranked performances), rather than the mean (arithmetic average) as the indicator of typical performance. This approach increases the stability of the results reported because the median is less affected by individuals with extreme performance. Due to the unreliability of results, median performance will not be calculated for programs with fewer than ten first-time candidates.

The percentile ranks compare the median performance of your graduates with that of the graduates in the comparison group. For example, a percentile rank of 84 means that the performance level of 84 percent of the graduates in the reference group was lower than (or equal to) the median performance level of your graduates. You may think of this median performance level as the performance of your "typical" graduate.

Because the range of program median performance is not nearly as great as that of the performance of individual graduates, percentile ranks at the extremes are unlikely. In addition, small differences in performance can lead to relatively large differences in performance percentile ranks. For this reason, some fluctuations in the percentile ranks based on your graduates' performance can be expected across categories. This effect is greater near the center of the distribution (in the middle of the percentile ranks). In other words, only a small difference in performance separates the 45th and 50th percentiles, while a relatively large difference in performance separates the 90th and 95th percentiles, or the 5th and 10th percentiles.

With the NCLEX-RN examination administered using computerized adaptive testing (CAT), each

candidate receives a unique examination, ranging in length from a minimum of 60 scored items to a maximum of 250 scored items. Every examination, whatever its length, contains a controlled percentage of questions from each of the content areas covered in the *NCLEX-RN® Test Plan*. The *NCLEX® Program Reports* contains information about your graduates' performance in each of the test plan areas, and also in other content frameworks NOT the same as the *NCLEX-RN® Test Plan*. These **Content Dimension Reports** provide information about your graduates based on frameworks of: **Nursing Process, Human Functioning, Health Alterations, Wellness/Illness Continuum, Stages of Maturity, and Stress, Adaptation and Coping**. Every NCLEX-RN examination is composed of questions that fulfill the *NCLEX-RN® Test Plan* percentages but, because the selection of questions is not controlled with respect to these other content frameworks, candidates needing fewer questions on their NCLEX-RN examination may not be administered items from some of these content dimension categories. To ensure the reliability of the information provided in these reports, graduates who did not answer at least three questions within a content category are not included in the summary of performance in that category. This exclusion will only occur for the Content Dimension Reports. Median performance will not be calculated if fewer than ten graduates received at least three items in that category.

The **Test Duration Report** provides information about the number of questions answered and the amount of time spent by your graduates on the NCLEX-RN examination. With CAT, the number of questions answered provides information about how close the candidate was to the passing standard. In comparing your program to other programs, it is useful to examine the average number of questions taken by your graduates who passed and who failed. For example, if the average number of questions taken by your graduates who passed was lower than for the comparison group, this suggests that they demonstrated their competence more quickly than graduates in the comparison groups. Similarly, if your program has a higher percentage of passing graduates take the minimum number of questions, then your passing graduates demonstrated their competence more quickly, indicating a higher level of competence.

# NCLEX® PROGRAM REPORTS

## USING AND INTERPRETING THE *NCLEX® PROGRAM REPORTS*

The proportion of candidates answering the maximum number of questions reflects the proportion of candidates close to the passing standard. A high proportion of failing candidates answering the maximum number shows that most who failed were close to passing and, conversely, a high proportion of passing candidates answering the maximum number of questions shows that most of the passers did not pass by a large margin.

The **Test Plan Performance Report** provides information on the median performance of your graduates in each area of the *NCLEX-RN® Test Plan*. Performance is reported as the expected percentage of **all possible questions that could be administered** in a given category that would be answered correctly by a graduate at this median performance level. The measurement model enables this estimate of expected percentages for all the possible questions, even though each graduate took only a much smaller, unique set of questions.

Therefore, these are NOT the actual percentages of questions answered correctly.

The passing performance data should be interpreted as the percentage of **all possible questions** in the test plan area that a candidate with a competence level at precisely the passing standard would be able to answer correctly. This percentage varies across the content areas because the questions within these areas differ in average difficulty. For the content areas where questions are easier, passing performance corresponds to a higher percentage of correct answers. Similarly, for the content areas where questions are more difficult, passing performance corresponds to a lower percentage of correct answers. Comparisons of your graduates' median performance with the passing performance levels may help you identify potential strengths and weaknesses in your instructional program.

### Glossary

<b>Average test time</b>	Mean amount of time candidates took to complete the NCLEX-RN® examination. Maximum amount of time allowed for testing is six hours, unless the candidate has been approved by a board of nursing for extended testing time as a special accommodation.
<b>Client Needs</b>	Subcategories as stated in the <i>NCLEX-RN® Test Plan</i> include: Management of Care Safety and Infection Control Health Promotion and Maintenance Psychosocial Integrity Basic Care and Comfort Pharmacological and Parenteral Therapies Reduction of Risk Potential Physiological Adaptation
<b>Computerized Adaptive Testing (CAT)</b>	Computerized adaptive testing is a method for administering tests that uses current computer technology and measurement theory. CAT creates examinations that are unique for each candidate; the exam is assembled interactively as the individual is tested.
<b>First-time candidate</b>	Candidate for whom there is no prior history of taking the NCLEX-RN examination.
<b>Graduate/Candidate</b>	A student who has completed the requirements of an educational program and is now applying for licensure to practice nursing.
<b>Jurisdiction</b>	Board of nursing/regulatory body to which a graduate is applying for licensure/registration. State/province or territory in which your program resides.
<b>Minimum number of items</b>	Each test requires the candidate to complete a minimum number of examination items. For Registered Nurse candidates, the minimum number of items is 60 operational items with 15 pretest items, for a total of 75 items.
<b>Maximum number of items</b>	For Registered Nurse candidates, the maximum number of items is 265 (250 operational items and 15 pretest items).
<b>National population</b>	First-time U.S.-educated candidates taking the NCLEX-RN examination during the reporting cycle.
<b>Nursing Process</b>	A scientific problem-solving approach to client care that for the RN includes assessment, analysis, planning, implementation and evaluation.
<b>Reporting Cycle/Reporting Period</b>	<i>NCLEX® Program Reports</i> are generated cyclically, from April 1 through March 31.
<b>Registration Process</b>	Candidates must apply for licensure to the board of nursing in the jurisdiction in which they wish to be licensed. Boards of nursing authorize candidacy and send the candidates registration materials.
<b>Test Plan</b>	The test plan approved by the National Council of State Boards of Nursing that governs the content domain of the NCLEX-RN examination. The <i>NCLEX-RN® Test Plan</i> consists of one dimension: <i>Client Needs</i> .

# NCLEX® PROGRAM REPORTS

## SUMMARY OVERVIEW

The Summary Overview section contains tables to help you understand the performance of graduates from your program who were taking the NCLEX-RN® examination for the first time. Reports in this section include: *Rank of Your Program Based on Percentage of Graduates Passing*; *Where Your Graduates Applied for Licensure*; *Percentage of Your Graduates Passing the NCLEX-RN® Examination*; and *Distribution of Programs by National Passing Percentages*.

The first table, *Rank of Your Program Based on Percentage of Graduates Passing* (see sample below), shows how your program's passing rate compares with that of other programs within your

licensing jurisdiction (state or territory), with that of other programs of a similar type (BSN, Associate Degree, or Diploma), and within the entire United States and its territories. Beneath the sample table are interpretation hints and more complete explanations of the table entries.

The second table, *Where Your Graduates Applied for Licensure*, includes all of your graduates who took the NCLEX-RN examination for the first time during the reporting period, even if they had applied for licensure before that time. This only reflects the state of **initial licensure**; they may have subsequently applied to additional states, but those applications would not appear in this table.

**SAMPLE TABLE**  
**RANK OF YOUR PROGRAM BASED ON PERCENTAGE OF GRADUATES PASSING**

	APR-MAR 2014	APR-MAR 2015
① All Programs in Your Jurisdiction	1 of 8	
② All Similar Programs Across Every Jurisdiction	④ 10 of 34	
③ All Programs Across Every Jurisdiction	12 of 450	

- ① The numbers in this row tell how the passing rate for your graduates who took the NCLEX-RN examination during this reporting period (if you had ten or more) compares with that of all programs **in your licensing jurisdiction**. The comparison group is all RN programs (BSN, Associate Degree, and Diploma) in your jurisdiction that had at least ten graduates take the NCLEX-RN examination during the reporting period.
- ② The numbers in this row tell how the passing rate for your graduates (if you had ten or more taking the NCLEX-RN examination during the reporting period) compares with **all similar programs** in the United States and its territories (BSN programs, if yours is a BSN program; Associate Degree programs, if yours is an Associate Degree program; or Diploma programs, if yours is a Diploma program). The comparison group is all RN programs of the same type, in any of the RN-licensing jurisdictions, that had at least ten graduates taken the NCLEX-RN examination during the reporting period.
- ③ The numbers in this row tell how the passing rate for your graduates (if you had ten or more taking the NCLEX-RN examination during the reporting period) compares with

that of all RN programs **in the United States and its territories**. The comparison group is all RN programs (BSN, Associate Degree, or Diploma) in any of the RN-licensing jurisdictions, that had at least ten graduates take the NCLEX-RN examination during the reporting period.

- ④ This ranking was computed using all of your graduates, regardless of where they applied for licensure. The first number is your program's rank. The second number is the number of programs in the comparison group. The second number will vary slightly across time as the number of programs having at least ten graduates take the NCLEX-RN examination varies.

A problem with any rank ordering arises when there are ties. If more than one program has the same percentage passing, all are assigned the same rank. The assigned rank will be the highest one. For instance, if three programs have 100% passing, all three programs will be assigned the rank of 1. The next highest program will have a rank of 4, because positions 1, 2, and 3 are all taken by programs with 100% passing rates.

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# NCLEX® PROGRAM REPORTS

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CUMBERLAND COUNTY COLLEGE - ADN

Report Period: APR 2014 - MAR 2015

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## RANK OF YOUR PROGRAM BASED ON PERCENTAGE OF GRADUATES PASSING

	APR-MAR 2014	APR-MAR 2015
All Programs in Your Jurisdiction	24 of 44	7 of 45
All Similar Programs Across Every Jurisdiction	692 of 1192	334 of 1229
All Programs Across Every Jurisdiction	1271 of 1997	632 of 2053

Notes

The rankings are based on the percentage of your graduates passing the NCLEX-RN® examination compared to other programs with at least ten graduates who took the NCLEX-RN examination during the same reporting period.

All nursing programs with the same percentage of graduates passing the NCLEX-RN examination will have the same rank.

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# NCLEX® PROGRAM REPORTS

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CUMBERLAND COUNTY COLLEGE - ADN

Report Period: APR 2014 - MAR 2015

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## WHERE YOUR GRADUATES APPLIED FOR LICENSURE

APR-MAR 2014

Jurisdiction	Number of Graduates
New Jersey	71
Total Graduates	71

## WHERE YOUR GRADUATES APPLIED FOR LICENSURE

APR-MAR 2015

Jurisdiction	Number of Graduates
New Jersey	51
Florida	1
Georgia-RN	1
Total Graduates	53



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# NCLEX® PROGRAM REPORTS

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CUMBERLAND COUNTY COLLEGE - ADN

Report Period: APR 2014 - MAR 2015

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## Percentage of Your Graduates Passing the NCLEX-RN® Examination

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This section provides information on the number of your graduates who tested during this and previous time periods, the number and percentage who passed, and a comparison with other groups (found in the bar graphs on the following page). Percent passing is rounded at 0.5 and reported as an integer.

### PERCENTAGE OF YOUR GRADUATES PASSING THE NCLEX-RN® EXAMINATION

	APR-MAR 2013	APR-MAR 2014	APR-MAR 2015
Total Number of Your Graduates Tested	82	71	53
Number Passing	82	56	47
Percent Passing	100%	79%	89%

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#### Notes

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The numbers in the first row include everyone who tested during this period for the first time and gave your program code. This may include both recent and previous graduates.

The numbers in the second and third rows tell you how many (and what percent) of your first-time candidates who tested during this time period passed.

## Percentage of Your Graduates Passing the NCLEX-RN® Examination

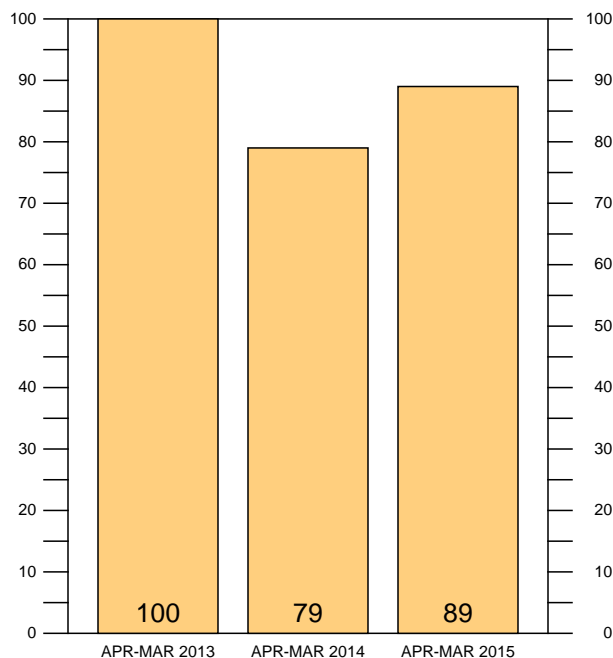
The bar graphs below show how the passing percentage of your graduates testing for the first time (reported in the previous table) compares to that of other groups.

When historical data are available, a comparison of the current and previous groups will be shown in both the table (found on page 3.3) and the corresponding bar graph chart titled *Percentage of Your Graduates Passing Compared to Previous Periods*.

The bar graph on the right, *Percentage of Your Graduates Passing Compared to Other Groups*, shows how your current group compares to (1) all graduates from your state or territory, (2) all graduates from programs of the same type as your program (BSN, Associate Degree, or Diploma), and (3) all graduates in the national population. The height of the bars reflects the percentage of first-time test-takers in that group who passed the NCLEX-RN examination.

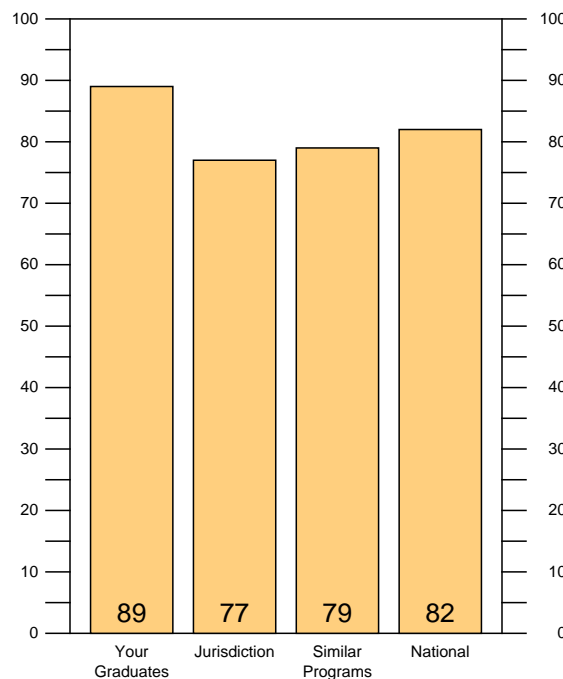
## PERCENTAGE OF YOUR GRADUATES PASSING

Compared to Previous Periods



Compared to Other Groups

APR-MAR 2015



### Notes

"Other Groups" consist of graduates taking the NCLEX-RN examination for the first time during the same time interval, and are defined as follows:

*Jurisdiction* – refers to all RN graduates within your state or jurisdiction.

*Similar Programs* – refers to RN graduates from the same type of program as your program. All RN programs are classified as either BSN, Associate Degree, or Diploma programs.

*National* – refers to all RN graduates within the fifty states, the District of Columbia, and the U.S. territories.

# NCLEX® PROGRAM REPORTS

CUMBERLAND COUNTY COLLEGE - ADN

Report Period: APR 2014 - MAR 2015

## Distribution of Programs by National Passing Percentages

This table shows the number of programs of each type (BSN, Associate Degree, and Diploma) that had at least ten graduates test for the first time during this reporting period who achieved the following passing rates:

- Above 89 percent (in one percentage-point intervals)
- Between 70 and 89 percent (in ten percentage-point intervals)
- Below 70 percent

## DISTRIBUTION OF PROGRAMS BY NATIONAL PASSING PERCENTAGES

% of First-time, U.S.-educated Graduates Passing	BSN	AD	DIP	Total
100	29	47	3	79
99	1	2	0	3
98	10	11	0	21
97	25	23	2	50
96	17	27	2	46
95	36	31	4	71
94	44	34	1	79
93	38	33	0	71
92	31	42	0	73
91	30	42	1	73
90	23	41	1	65
80-89	304	426	22	752
70-79	122	233	5	360
Below 70	68	237	5	310
<b>Total Number of Programs</b>	<b>778</b>	<b>1229</b>	<b>46</b>	<b>2053</b>

Your Program's Passing Percentage =

### Notes

BSN refers to Baccalaureate programs; AD refers to Associate Degree programs; DIP refers to Diploma programs.

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# NCLEX® PROGRAM REPORTS

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## NCLEX-RN® TEST PLAN REPORT

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The *NCLEX-RN® Test Plan Report* presents information on your graduates' performance on the NCLEX-RN examination, based on the content breakdown of the 2013 *NCLEX-RN® Test Plan*, with the following comparison groups: (1) graduates from your jurisdiction, (2) graduates from the same type of educational program (BSN, Associate Degree, or Diploma), and (3) the national population of graduates. The major component of the *NCLEX-RN® Test Plan*, Client Needs, is described below.

### NCLEX-RN® TEST PLAN

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The content of the *NCLEX-RN® Test Plan* is organized into four major Client Needs categories. Two of the four categories are further divided into a total of six subcategories:

#### **Client Needs**

All content categories and subcategories reflect client needs across the life span in a variety of settings.

Percentage of Items  
from each  
Category/Subcategory

#### **Safe and Effective Care Environment**

The nurse promotes achievement of client outcomes by providing and directing nursing care that enhances the care delivery setting in order to protect clients, family/significant others and other health care personnel.

- *Management of Care* – providing and directing nursing care that enhances the care delivery setting in order to protect clients, family/significant others and health care personnel. 17-23%
- *Safety and Infection Control* – protecting clients, family/significant others and health care personnel from health and environmental hazards. 9-15%

#### **Health Promotion and Maintenance**

The nurse provides and directs nursing care of the client and family/significant others that incorporates the knowledge of expected growth and development principles; prevention and/or early detection of health programs; and strategies to achieve optimal health.

6-12%

#### **Psychosocial Integrity**

The nurse provides and directs nursing care that promotes and supports the emotional, mental and social well-being of the client and family/significant others experiencing stressful events, as well as clients with acute or chronic mental illness.

6-12%

#### **Physiological Integrity**

The nurse promotes physical health and wellness by providing care and comfort, reducing client risk potential and managing health alterations.

- *Basic Care and Comfort* – providing comfort and assistance in the performance of activities of daily living. 6-12%
- *Pharmacological and Parenteral Therapies* – providing care related to the administration of medications and parenteral therapies. 12-18%
- *Reduction of Risk Potential* – reducing the likelihood that clients will develop complications or health problems related to existing conditions, treatments or procedures. 9-15%
- *Physiological Adaptation* – managing and providing care to clients with acute, chronic, or life-threatening physical health conditions. 11-17%

The following processes are integrated into all Client needs categories of the Test Plan: Nursing Process; Caring; Communication and Documentation; and Teaching and Learning.

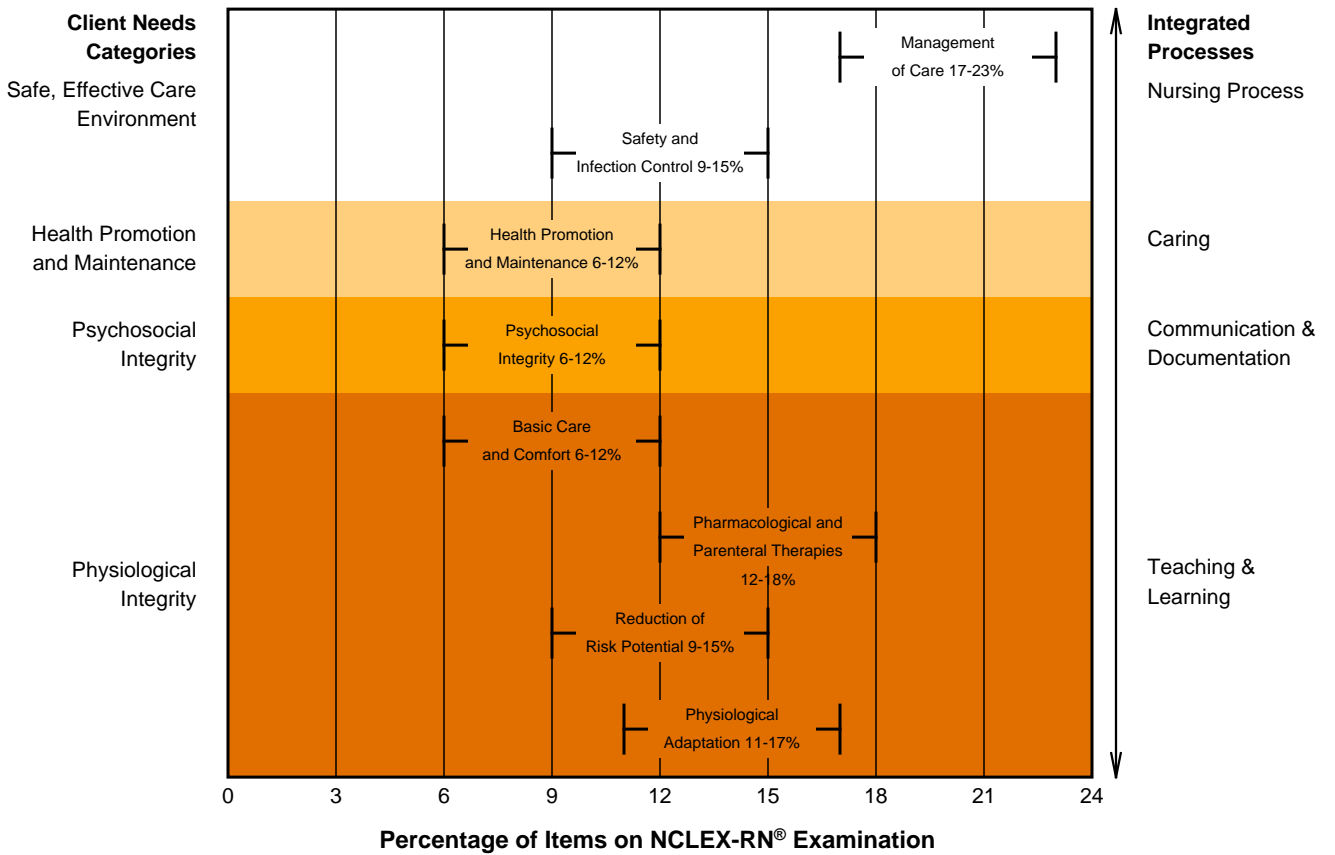
Note that the "Health Promotion and Maintenance" and "Psychosocial Integrity" categories do not have subcategories.

# NCLEX® PROGRAM REPORTS

## NCLEX-RN® TEST PLAN REPORT

The figure below illustrates the percentage of test items in each of the Client Needs categories.

**Distribution of Content for the NCLEX-RN® Test Plan**



The percentage of test questions assigned to each Client Needs category and subcategory in the *NCLEX-RN® Test Plan* is based on the results of the *2011 RN Practice Analysis: Linking the NCLEX-RN® Examination to Practice* (NCSBN, 2012), and expert judgment provided by members of the NCSBN Examination Committee.

### Percentile Rank Charts of Test Plan Performance

These charts show how well your program's typical graduate (taking the NCLEX-RN® examination for the first time during this reporting period) performed in the different Client Needs subcategories and how that compares with the performance of last year's typical graduate and with graduates across the United States and its territories.

Instead of showing passing rates, as in the Summary Overview section, these charts show how well a graduate at the median competence level from your program performed in terms of the content breakdown specified in the *NCLEX-RN® Test Plan*. The NCLEX-RN examination measurement model allows the calculation of performance on any subset of items by adjusting for their difficulty.

Three types of comparisons are possible from these charts: (1) how your program's typical graduate compares with the rest of the country, (2) how well your program's typical graduate does in the Client Needs subcategories (remember that the difficulty of the items has already been taken into account), and (3) how the two reporting periods compare.

The numbers on the vertical axis of the charts are percentile ranks, indicating percentage of

graduates who performed less well than (or the same as) your typical graduate. Differences in percentile ranks must be interpreted with caution. A single percentile-point spread towards the middle of the scale represents less of an observed score difference than the same spread at the extremes (e.g., 50<sup>th</sup> and 51<sup>st</sup> are not as different as 90<sup>th</sup> and 91<sup>st</sup>). These charts are most appropriately used to determine areas of general program strength and weakness, and not to make precise comparisons.

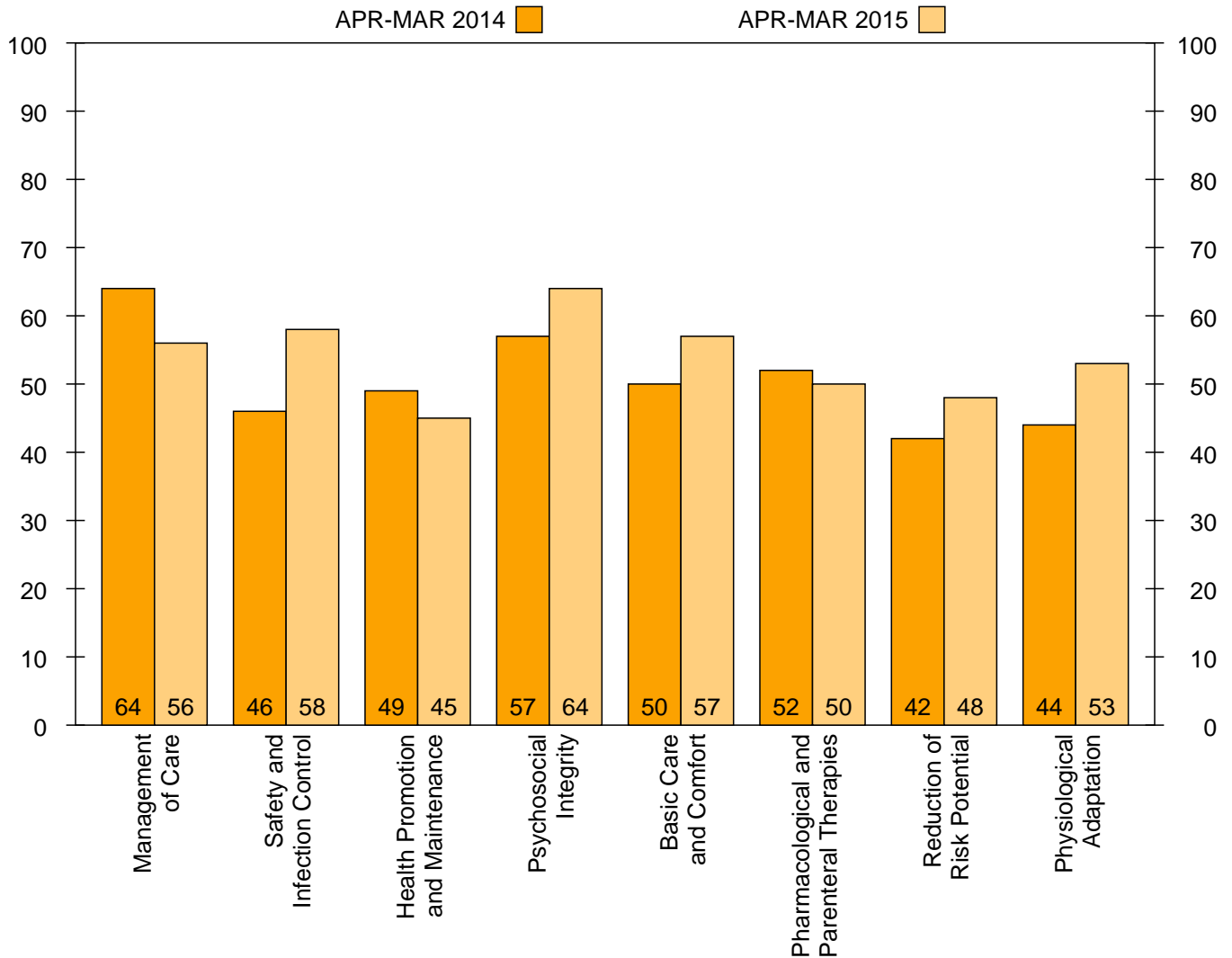
An example of a statement that might be made based on data from these charts is, "In this time period, my median (typical) graduate did as well or better than 75% of the graduates in the country in the first subcategory (Management of Care), but only 50% of graduates in the second subcategory (Safety and Infection Control). In the previous time period, that pattern was reversed."

Prior to March 2000, percentile ranks were based on program comparisons (rather than graduate comparisons). For this reason, current results should not be compared to Test Plan Report results published prior to March 2000.

TEST PLAN REPORT

CLIENT NEEDS

Percentile Ranks of Your Graduates  
Compared to Graduates from Your Jurisdiction



Notes

The percentile ranks are based on the median performance of your graduates in each content area, compared with the performances of graduates from your jurisdiction. The median performance in a given content area falls in the middle of all your graduates' performances

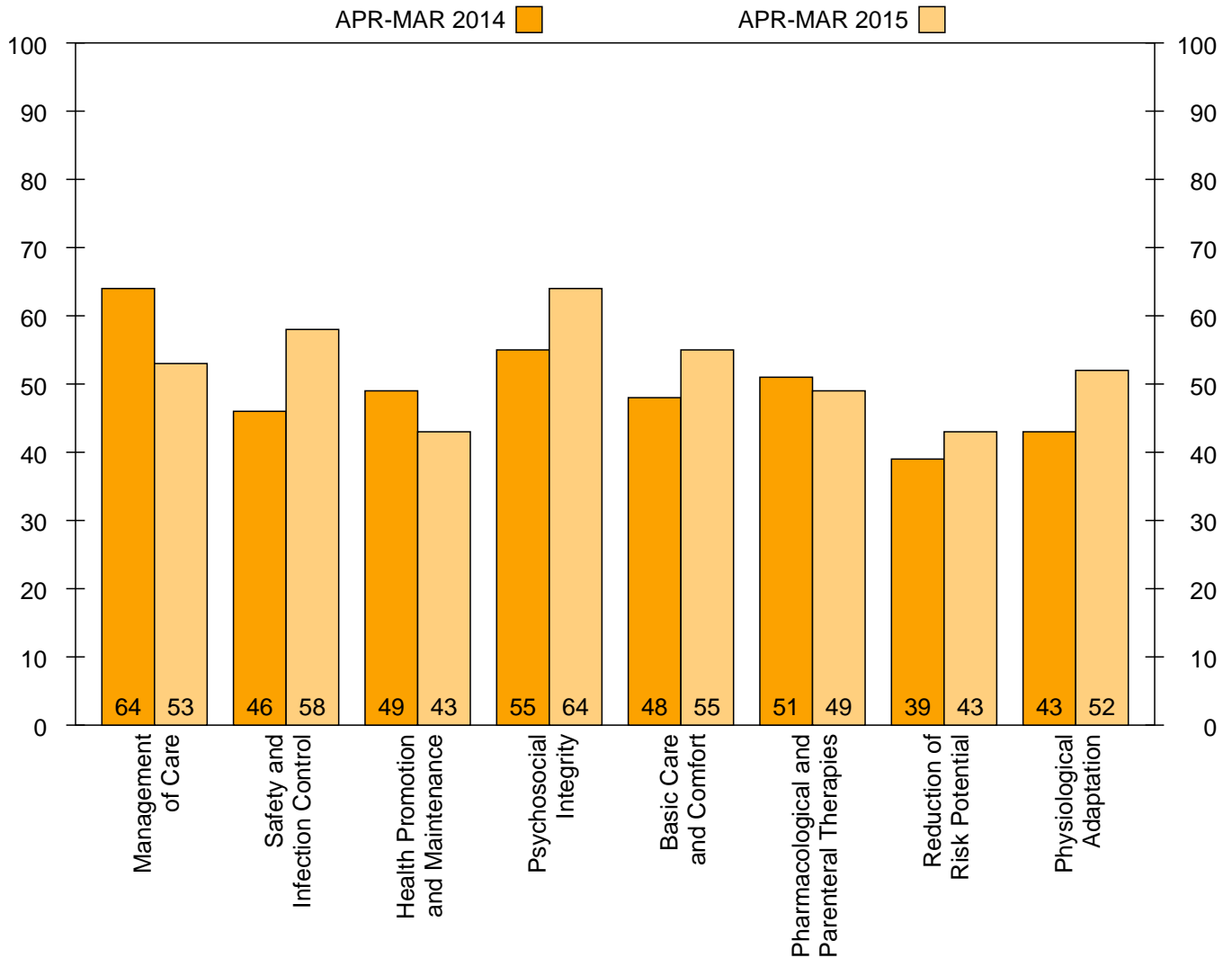
(that is, half of your graduates perform above this level, and half perform below this level).

As noted in the explanation on the previous page, differences in percentile ranks should be interpreted with caution.

## TEST PLAN REPORT

### CLIENT NEEDS

#### Percentile Ranks of Your Graduates Compared to National Population of Graduates from Similar Programs



#### Notes

The percentile ranks are based on the median performance of your graduates in each content area, compared with the median performance of graduates from other similar programs. The median performance in a given content area falls in the middle of all your graduates' performances (that is, half of your graduates perform above this level, and half perform below this level).

"Similar Programs" refers to graduates from RN programs of the same type as your program who took the NCLEX examination during the same reporting period.

All RN programs are classified as either BSN, Associate Degree, or Diploma programs.

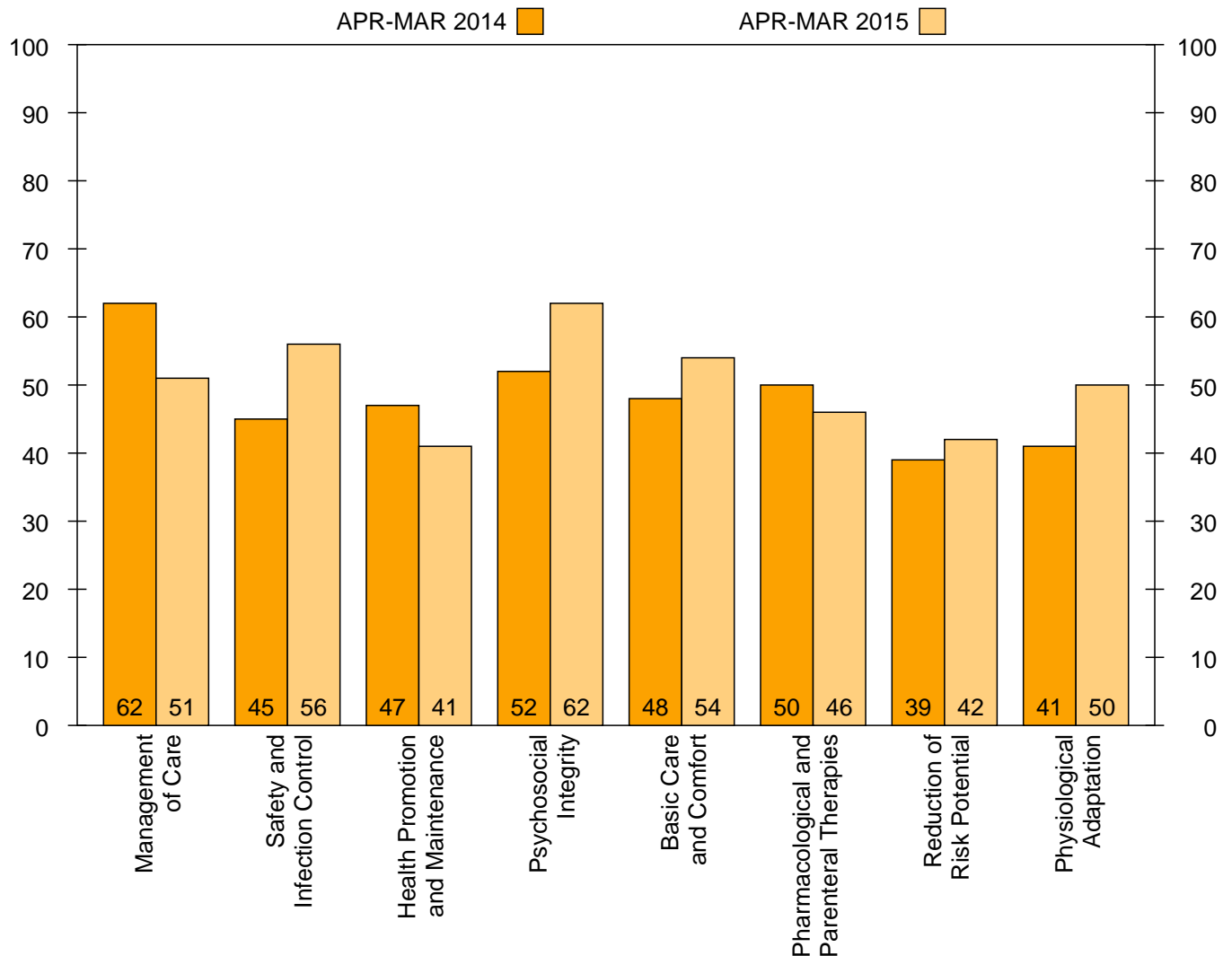
As noted in the explanation on page 4.3, differences in percentile ranks should be interpreted with caution.



## TEST PLAN REPORT

### CLIENT NEEDS

#### Percentile Ranks of Your Graduates Compared to National Population of Graduates



#### Notes

The percentile ranks are based on the median performance of your graduates in each content area, compared with the performance of graduates in the national population. The median performance in a given content area falls in the middle of all your graduates' performances (that is, half of your graduates perform above this level, and half perform below this level).

The national population refers to graduates from all programs in the fifty states, the District of Columbia, and the U.S. territories who took the NCLEX examination during the same time interval.

As noted in the explanation on page 4.3, differences in percentile ranks should be interpreted with caution.

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# NCLEX® PROGRAM REPORTS

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## CONTENT DIMENSION REPORTS

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Nursing is a profession that promotes, maintains and restores health for individuals and their families. Nurses value a holistic approach to client care, utilizing frameworks to organize assessments, develop a plan of care and evaluate the provision of care. These systematic approaches to client care may employ functional health patterns, head-to-toe formats, or a body systems classification. Nursing education programs organize their curricula in a pattern or framework to foster learning. Regardless of the framework utilized for nursing care or nursing education, its components are integrated to ensure that all clients' physical and behavioral dimensions are included.

The NCLEX® Content Dimension Reports in this section provide information about your graduates based on six frameworks:

- Nursing Process
- Categories of Human Functioning
- Categories of Health Alterations
- Wellness/Illness Continuum
- Stages of Maturity
- Stress, Adaptation, and Coping

The first set of the Content Dimension Reports is based on the Nursing Process.

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### NURSING PROCESS

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The Nursing Process provides a framework for organizing and delivering nursing care to clients and groups. The five phases of the nursing process for the RN include: Assessment, Analysis, Planning, Implementation, and Evaluation.

#### **Assessment**

This phase consists of establishing a database by gathering objective and subjective client data and confirming the data. The nurse collects information relative to the client, verifies the data, and communicates the assessment data to relevant members of the health care team.

#### **Analysis**

This phase consists of the identification of client health care needs and/or problems based on an interpretation of assessment data. The nurse then formulates nursing diagnosis, and communicates the analysis findings to relevant members of the health care team.

#### **Planning**

This phase consists of setting goals for meeting client needs and designing strategies to achieve expected client outcomes. The nurse determines the expected client outcomes, develops and modifies the plan of care, formulates outcome criteria, and communicates the plan of care to relevant members of the health care team.

#### **Implementation**

This phase consists of initiating and/or completing actions in order to accomplish the defined goals of care. The nurse organizes, manages and provides care to accomplish expected client outcomes, and communicates nursing interventions to relevant members of the health care team.

#### **Evaluation**

This phase consists of determining whether or not the client outcomes have been achieved and interventions have been successful. The nurse compares the actual outcomes with expected outcomes of care and communicates the client responses to interventions and/or teaching.

### Percentile Rank Charts of Content Dimension Performance

These charts show how well your program's typical graduate (taking the NCLEX® examination for the first time during this reporting period) performed in different content dimensions and how that compares with the performance of last year's typical graduate and with graduates across the United States and its territories.

Instead of showing passing rates, as in the Summary Overview section, these charts show how well a graduate at the median competence level from your program performed in specific content areas. The NCLEX examination measurement model allows the calculation of performance on any subset of items by adjusting for their difficulty.

Three types of comparisons are possible from these charts: (1) how your program's typical graduate compares with the rest of the country, (2) how well your program's typical graduate does in the content areas (remember that the difficulty of the items has already been taken into account), and (3) how the two reporting periods compare.

The numbers on the vertical axis of the charts are percentile ranks, indicating the percentage of

graduates who performed less well than (or the same as) your typical graduate. Differences in percentile ranks must be interpreted with caution. A single percentile-point spread towards the middle of the scale represents less of a true (observed score) difference than the same spread at the extremes (e.g., 50<sup>th</sup> and 51<sup>st</sup> are not as different as 90<sup>th</sup> and 91<sup>st</sup>). These charts are most appropriately used to determine areas of general program strength and weakness, and not to make precise comparisons.

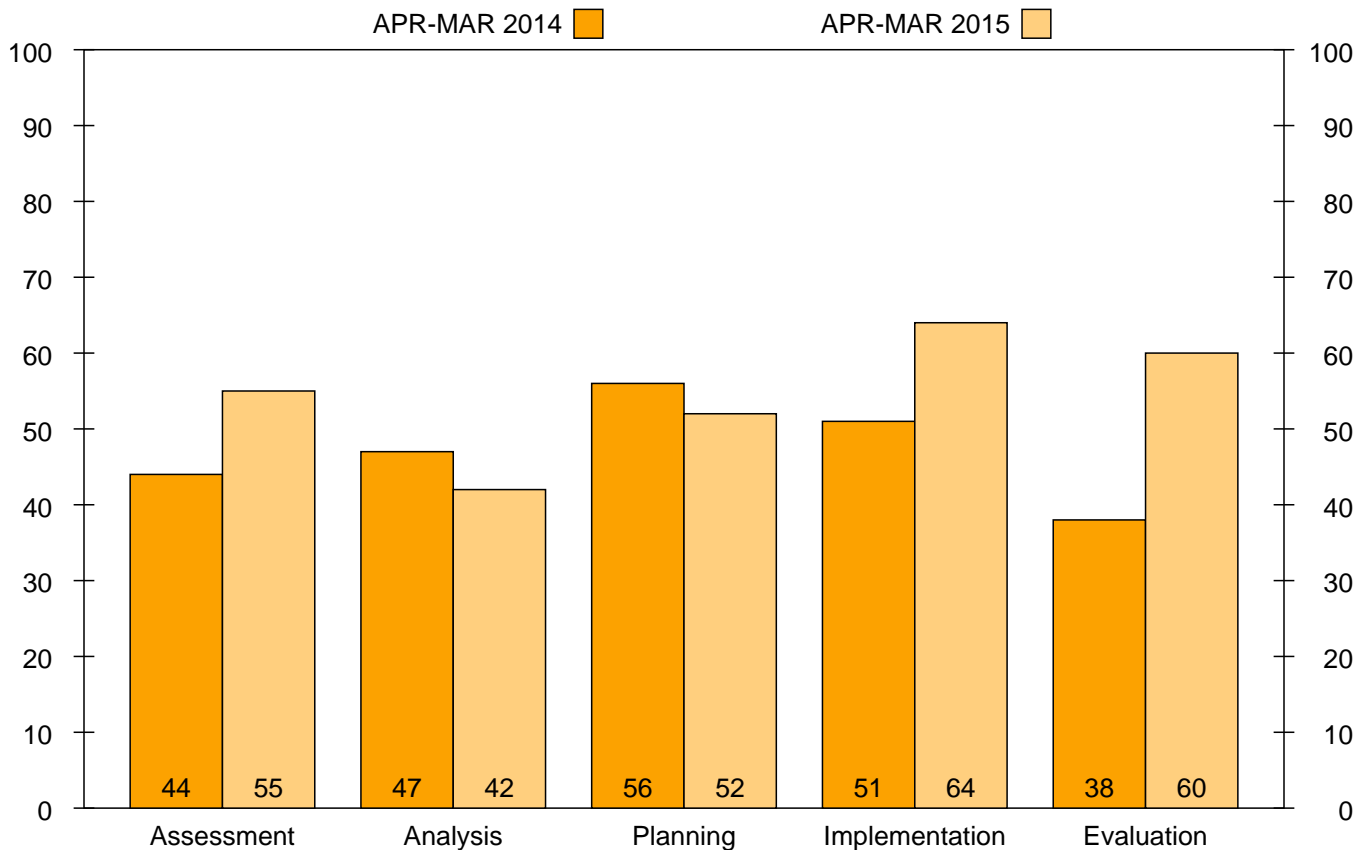
An example of a statement that might be made based on data from these charts is, "In this time period, my median (middle) graduate did as well or better than 75% of the graduates in the country in the first content area (Assessment), but only 50% of graduates in the second content area (Analysis). In the previous time period, that pattern was reversed."

Prior to March 2000, percentile ranks were based on program comparisons (rather than graduate comparisons). For this reason, current results should not be compared to Content Dimension Report results published prior to March 2000.

CONTENT DIMENSION REPORT

NURSING PROCESS

Percentile Ranks of Your Graduates  
Compared to Graduates from Your Jurisdiction



Notes

Due to the variable length of the examination, it is possible that not all of your candidates received a sufficient number of questions (at least three) to be included in each category. If fewer than ten of your candidates received a sufficient number of questions in a given category, the percentile rank of your candidates' performance for that category is not reported.

The percentile ranks are based on the median performance of your graduates in each content area, compared with the performance of graduates from your jurisdiction. The median performance in a given content area falls in the middle of all your graduates'

performances (that is, half of your graduates perform above this level, and half perform below this level).

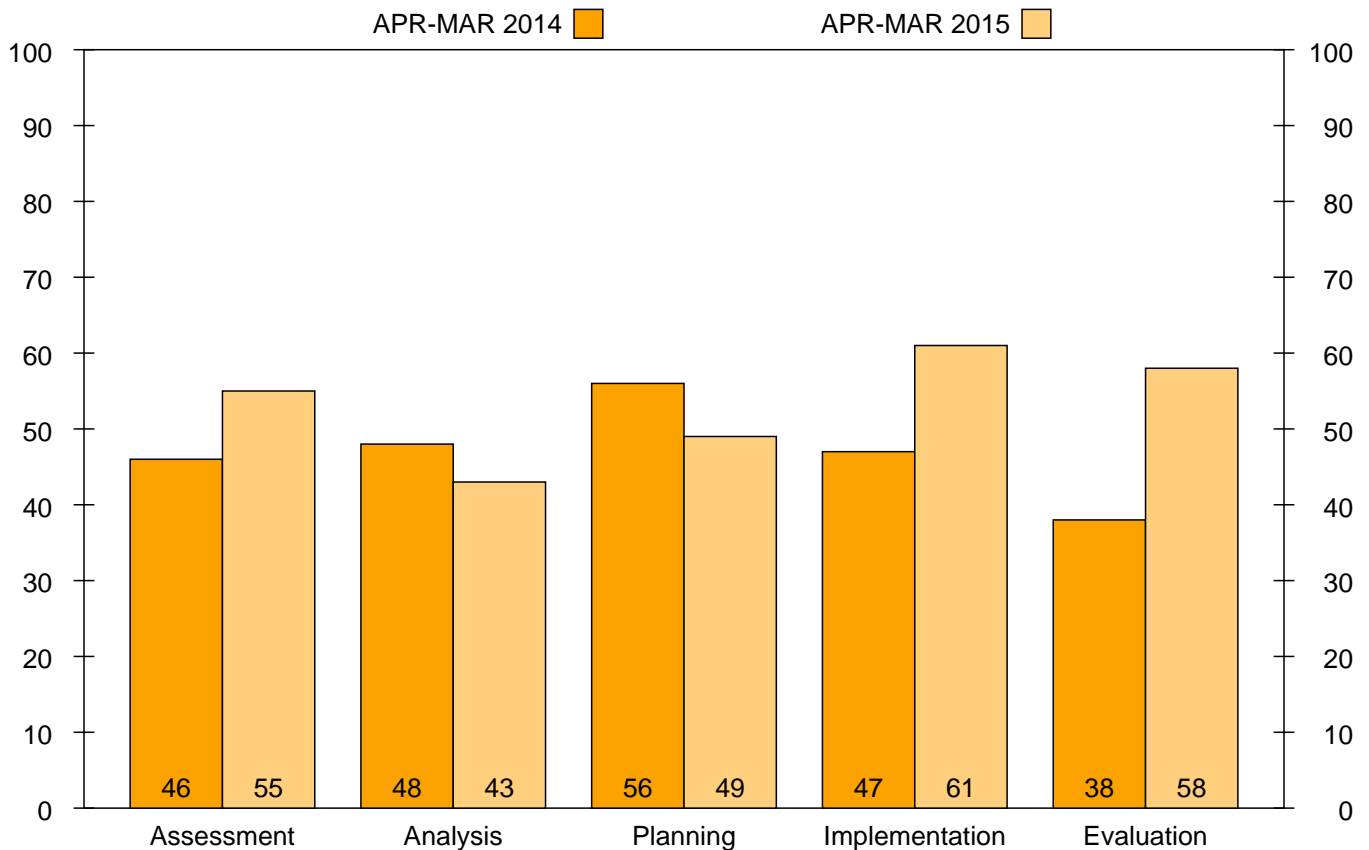
The number of graduates included in the percentile ranks may differ across categories due to the variable length of the examination. Only graduates who took a sufficient number of questions in each category are included in the percentile ranks.

As noted in the explanation on the previous page, differences in percentile ranks should be interpreted with caution.

## CONTENT DIMENSION REPORT

### NURSING PROCESS

#### Percentile Ranks of Your Graduates Compared to National Population of Graduates from Similar Programs



#### Notes

Due to the variable length of the examination, it is possible that not all of your candidates received a sufficient number of questions (at least three) to be included in each category. If fewer than ten of your candidates received a sufficient number of questions in a given category, the percentile rank of your candidates' performance for that category is not reported.

The percentile ranks are based on the median performance of your graduates in each content area, compared with the performance of graduates from all similar programs. The median performance in a given content area falls in the middle of all your graduates'

performances (that is, half of your graduates perform above this level, and half perform below this level).

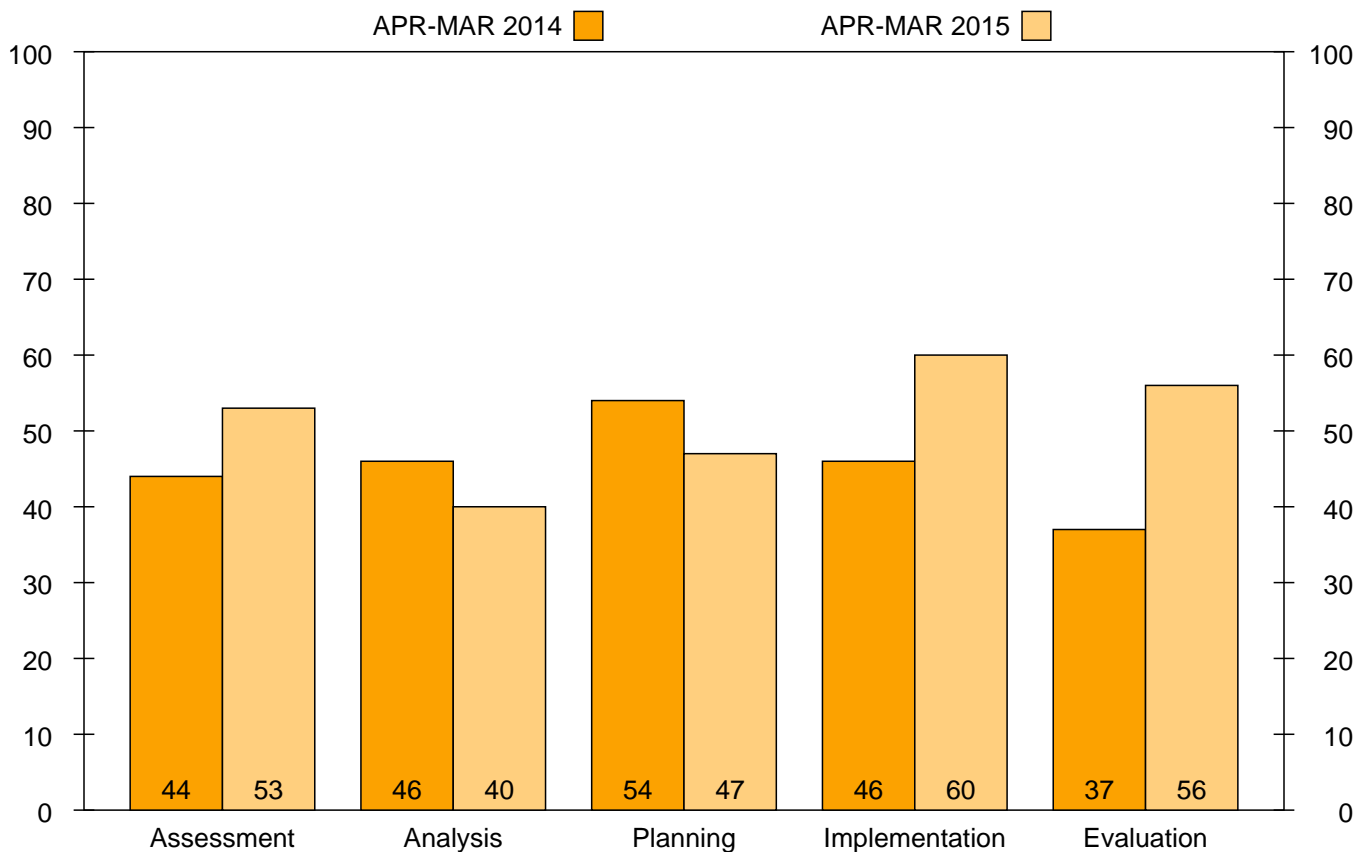
The number of graduates included in the percentile ranks may differ across categories due to the variable length of the examination. Only graduates who took a sufficient number of questions in each category are included in the percentile ranks.

As noted in the explanation on page 5.1.2, differences in percentile ranks should be interpreted with caution.

## CONTENT DIMENSION REPORT

### NURSING PROCESS

#### Percentile Ranks of Your Graduates Compared to National Population of Graduates



#### Notes

Due to the variable length of the examination, it is possible that not all of your candidates received a sufficient number of questions (at least three) to be included in each category. If fewer than ten of your candidates received a sufficient number of questions in a given category, the percentile rank of your candidates' performance for that category is not reported.

The percentile ranks are based on the median performance of your graduates in each content area, compared with the performance of graduates in the national population. The median performance in a given content area falls in the middle of all your graduates'

performances (that is, half of your graduates perform above this level, and half perform below this level).

The number of graduates included in the percentile ranks may differ across categories due to the variable length of the examination. Only graduates who took a sufficient number of questions in each category are included in the percentile ranks.

As noted in the explanation on page 5.1.2, differences in percentile ranks should be interpreted with caution.

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# NCLEX® PROGRAM REPORTS

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## CONTENT DIMENSION REPORTS

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Nursing is a profession that promotes, maintains and restores health for individuals and their families. Nurses value a holistic approach to client care, utilizing frameworks to organize assessments, develop a plan of care and evaluate the provision of care. These systematic approaches to client care may employ functional health patterns, head-to-toe formats, or a body systems classification. Nursing education programs organize their curricula in a pattern or framework to foster learning. Regardless of the framework utilized for nursing care or nursing education, its components are integrated to ensure that all clients' physical and behavioral dimensions are included.

The NCLEX® Content Dimension Reports in this section provide information about your graduates based on six frameworks:

- Nursing Process
- Categories of Human Functioning
- Categories of Health Alterations
- Wellness/Illness Continuum
- Stages of Maturity
- Stress, Adaptation, and Coping

The second set of the Content Dimension Reports is based on the Categories of Human Functioning.

### CATEGORIES OF HUMAN FUNCTIONING

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Categories of Human Functioning is a framework that focuses on a client's ability to maintain essential life functions. The ability to function adequately in each of the categories results in a healthy person. Alterations in **any** category can affect health. Each of the Categories of Human Functioning is described below.

Categories of Human Functioning describe major disturbances to the wellness continuum.

- (1) **Protective (safety):** Functions related to protection and defense of the body are classified in the protective category. Physical safety is dependent on protection from infection, injury, accidents, exposure, and abuse. Measures utilized to reduce these threats, such as assessing for side effects of medications and providing perioperative care, are incorporated in this category.
- (2) **Sensory-Perceptual (cognitive-perceptual):** Functions related to cognitive, sensory, and perceptual stimuli and the health concerns that develop from overload and deprivations are the basis of this category. Content related to the ability to speak, hear, taste, touch, smell, comprehend and remember are included. Alterations in the central and peripheral nervous system and the senses account for the major health problems included in this category.
- (3) **Comfort, Rest, Activity, and Mobility (activity, sleep, and rest):** Topics related to maintaining activities of daily living and the perception of comfort and rest/sleep are the principal components in this category. Alterations are related to factors that interfere with the neuromuscular system.
- (4) **Nutrition (nutritional-metabolic):** The consumption of food and fluid and the ability to meet the metabolic needs of the body fall under this category. Normal growth and development influence this category as do disorders that interfere with ingestion, digestion, and metabolism.
- (5) **Growth and Development:** Basic concepts of maturation from conception throughout the life span are included in the growth and development category. Childbearing and child rearing are viewed as part of development; thus, any alterations in these areas are included in this category.
- (6) **Fluid-Gas Transport:** The ability for an exchange of gases in the lungs and at the cellular level forms an essential category. Alterations exist when the cardio-pulmonary and hematologic systems are affected.
- (7) **Psychosocial-Cultural Functions (psychosocial dimensions):** Human interaction, whether it is within the individual, between two or more people, or in a large group, is the basis for this category. Self-concept, therapeutic communication, ethical-legal issues, spiritual needs, grieving and dying are all stages of this category.
- (8) **Elimination:** Excretory functions of the bowel and bladder are the components of this category. Alterations in gastrointestinal or urinary patterns are the main causes of health problems in elimination.

### Percentile Rank Charts of Content Dimension Performance

These charts show how well your program's typical graduate (taking the NCLEX® examination for the first time during this reporting period) performed in different content dimensions and how that compares with the performance of last year's typical graduate and with graduates across the United States and its territories.

Instead of showing passing rates, as in the Summary Overview section, these charts show how well a graduate at the median competence level from your program performed in specific content areas. The NCLEX examination measurement model allows the calculation of performance on any subset of items by adjusting for their difficulty.

Three types of comparisons are possible from these charts: (1) how your program's typical graduate compares with the rest of the country, (2) how well your program's typical graduate does in the content areas (remember that the difficulty of the items has already been taken into account), and (3) how the two reporting periods compare.

The numbers on the vertical axis of the charts are percentile ranks, indicating the percentage of

graduates who performed less well than (or the same as) your typical graduate. Differences in percentile ranks must be interpreted with caution. A single percentile-point spread towards the middle of the scale represents less of a true (observed score) difference than the same spread at the extremes (e.g., 50<sup>th</sup> and 51<sup>st</sup> are not as different as 90<sup>th</sup> and 91<sup>st</sup>). These charts are most appropriately used to determine areas of general program strength and weakness, and not to make precise comparisons.

An example of a statement that might be made based on data from these charts is, "In this time period, my median (middle) graduate did as well or better than 75% of the graduates in the country in the first content area (Protective Functions), but only 50% of graduates in the second content area (Sensory-Perceptual Functions). In the previous time period, that pattern was reversed."

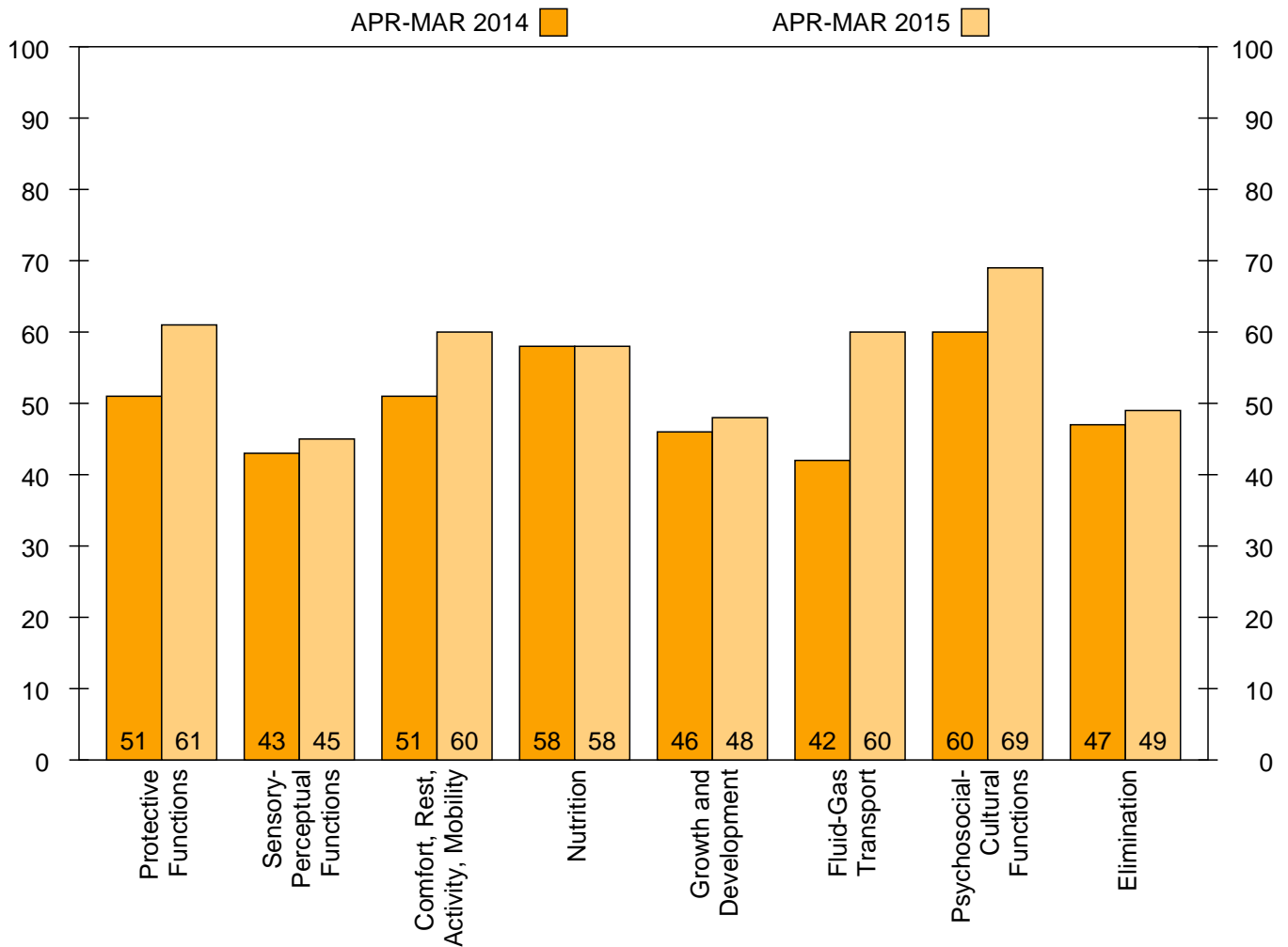
Prior to March 2000, percentile ranks were based on program comparisons (rather than graduate comparisons). For this reason, current results should not be compared to Content Dimension Report results published prior to March 2000.



CONTENT DIMENSION REPORT

HUMAN FUNCTIONING

Percentile Ranks of Your Graduates Compared to Graduates from Your Jurisdiction



Notes

Due to the variable length of the examination, it is possible that not all of your candidates received a sufficient number of questions (at least three) to be included in each category. If fewer than ten of your candidates received a sufficient number of questions in a given category, the percentile rank of your candidates' performance for that category is not reported.

The percentile ranks are based on the median performance of your graduates in each content area, compared with the performance of graduates from your jurisdiction. The median performance in a given content area falls in the middle of all your graduates'

performances (that is, half of your graduates perform above this level, and half perform below this level).

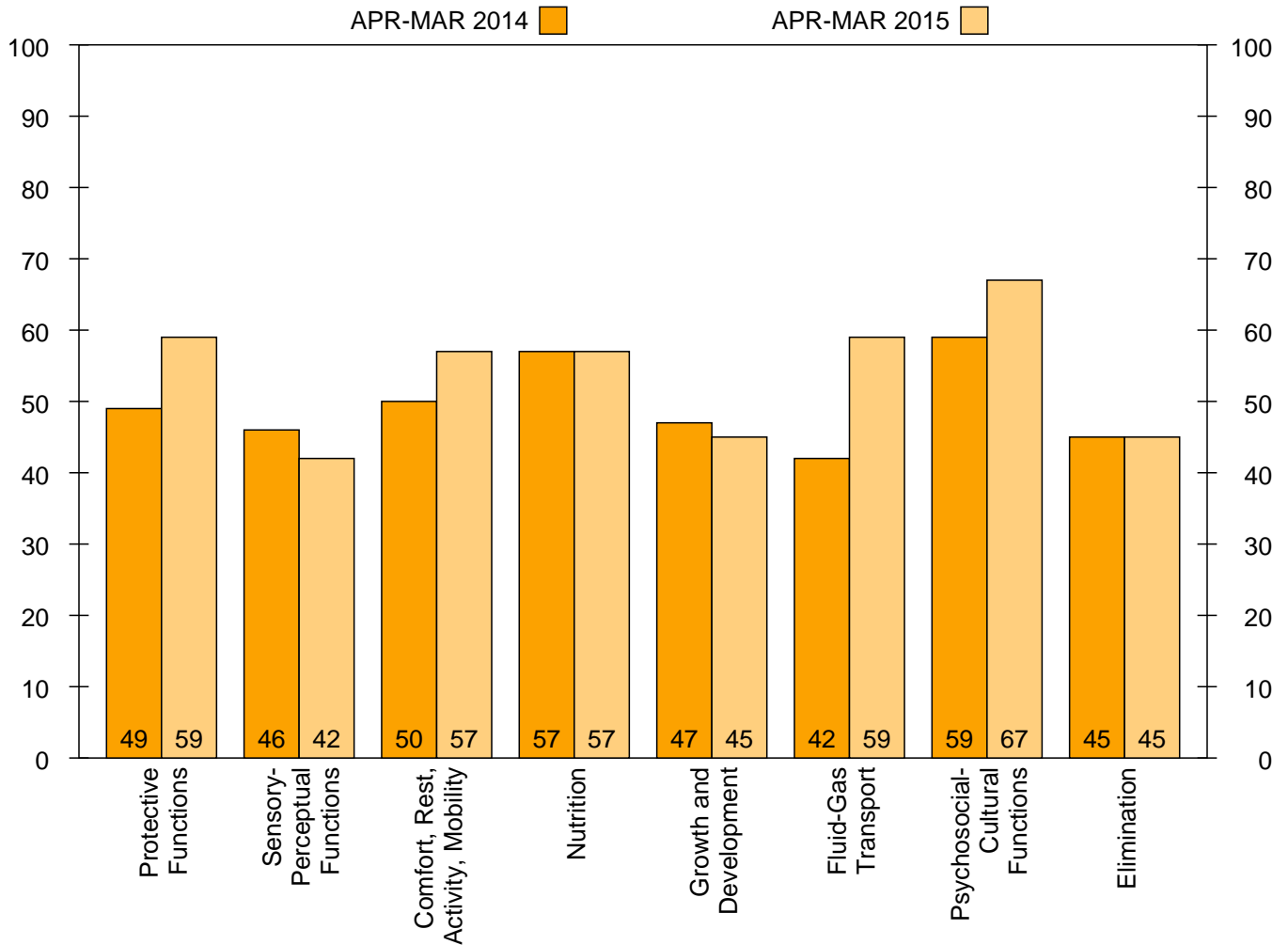
The number of graduates included in the percentile ranks may differ across categories due to the variable length of the examination. Only graduates who took a sufficient number of questions in each category are included in the percentile ranks.

As noted in the explanation on the previous page, differences in percentile ranks should be interpreted with caution.

CONTENT DIMENSION REPORT

HUMAN FUNCTIONING

Percentile Ranks of Your Graduates  
Compared to National Population of Graduates from Similar Programs



Notes

Due to the variable length of the examination, it is possible that not all of your candidates received a sufficient number of questions (at least three) to be included in each category. If fewer than ten of your candidates received a sufficient number of questions in a given category, the percentile rank of your candidates' performance for that category is not reported.

The percentile ranks are based on the median performance of your graduates in each content area, compared with the performance of graduates from all similar programs. The median performance in a given content area falls in the middle of all your graduates'

performances (that is, half of your graduates perform above this level, and half perform below this level).

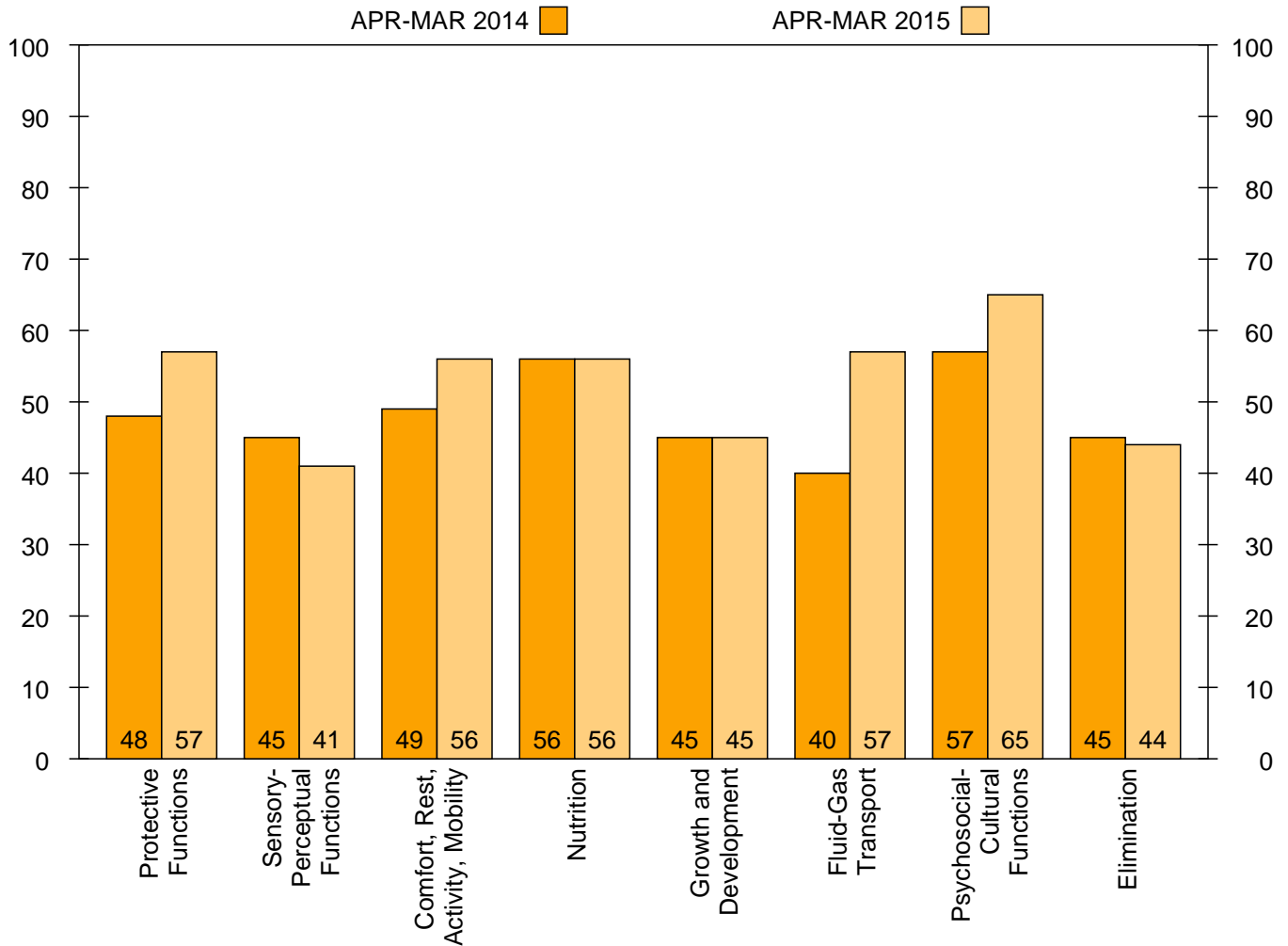
The number of graduates included in the percentile ranks may differ across categories due to the variable length of the examination. Only graduates who took a sufficient number of questions in each category are included in the percentile ranks.

As noted in the explanation on page 5.2.2, differences in percentile ranks should be interpreted with caution.

CONTENT DIMENSION REPORT

HUMAN FUNCTIONING

Percentile Ranks of Your Graduates Compared to National Population of Graduates



Notes

Due to the variable length of the examination, it is possible that not all of your candidates received a sufficient number of questions (at least three) to be included in each category. If fewer than ten of your candidates received a sufficient number of questions in a given category, the percentile rank of your candidates' performance for that category is not reported.

The percentile ranks are based on the median performance of your graduates in each content area, compared with the performance of graduates in the national population. The median performance in a given content area falls in the middle of all your graduates'

performances (that is, half of your graduates perform above this level, and half perform below this level).

The number of graduates included in the percentile ranks may differ across categories due to the variable length of the examination. Only graduates who took a sufficient number of questions in each category are included in the percentile ranks.

As noted in the explanation on page 5.2.2, differences in percentile ranks should be interpreted with caution.

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# NCLEX® PROGRAM REPORTS

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## CONTENT DIMENSION REPORTS

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Nursing is a profession that promotes, maintains and restores health for individuals and their families. Nurses value a holistic approach to client care, utilizing frameworks to organize assessments, develop a plan of care and evaluate the provision of care. These systematic approaches to client care may employ functional health patterns, head-to-toe formats, or a body systems classification. Nursing education programs organize their curricula in a pattern or framework to foster learning. Regardless of the framework utilized for nursing care or nursing education, its components are integrated to ensure that all clients' physical and behavioral dimensions are included.

The NCLEX® Content Dimension Reports in this section provide information about your graduates based on six frameworks:

- Nursing Process
- Categories of Human Functioning
- Categories of Health Alterations
- Wellness/Illness Continuum
- Stages of Maturity
- Stress, Adaptation, and Coping

The third set of the Content Dimension Reports is based on the Categories of Health Alterations.

### CATEGORIES OF HEALTH ALTERATIONS

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Categories of Health Alterations describe the fundamental body systems that may be impacted from changes in the wellness continuum.

- (1) **Cardiovascular:** includes the heart, blood, and the vascular and lymphatic systems. Content that relates to multisystem trauma is included in this category.
- (2) **Endocrine/Metabolic:** includes all health issues related to the endocrine glands, with the exception of the ovaries and testes. All aspects of care for the client with diabetes mellitus are included within the endocrine system.
- (3) **Gastrointestinal:** includes disorders as well as health issues related to the liver, biliary and exocrine pancreas.
- (4) **Reproductive:** encompasses childbearing, female and male reproductive disorders, sexuality, and fertility.
- (5) **Integumentary/Musculoskeletal:** are combined to include all functions related to skin, bones, and joints.
- (6) **Immune:** encompasses health matters related to the body's ability to protect and defend. Infection, autoimmune diseases, hypersensitivity states and immune complex diseases are included.
- (7) **Nervous/Sensory:** incorporates alterations in the central and peripheral nervous system as well as health concerns related to functions of the senses.
- (8) **Psychosocial Behaviors:** encompasses concepts of mental health and mental illness. Therapeutic communication and behaviors associated with illness are incorporated.
- (9) **Renal/Urinary:** includes function and dysfunction related to the kidneys, bladder, and related structures.
- (10) **Respiratory:** incorporates all health considerations associated with gas exchange involving the lungs and related airway structures.

### Percentile Rank Charts of Content Dimension Performance

These charts show how well your program's typical graduate (taking the NCLEX® examination for the first time during this reporting period) performed in different content dimensions and how that compares with the performance of last year's typical graduate and with graduates across the United States and its territories.

Instead of showing passing rates, as in the Summary Overview section, these charts show how well a graduate at the median competence level from your program performed in specific content areas. The NCLEX examination measurement model allows the calculation of performance on any subset of items by adjusting for their difficulty.

Three types of comparisons are possible from these charts: (1) how your program's typical graduate compares with the rest of the country, (2) how well your program's typical graduate does in the content areas (remember that the difficulty of the items has already been taken into account), and (3) how the two reporting periods compare.

The numbers on the vertical axis of the charts are percentile ranks, indicating the percentage of

graduates who performed less well than (or the same as) your typical graduate. Differences in percentile ranks must be interpreted with caution. A single percentile-point spread towards the middle of the scale represents less of a true (observed score) difference than the same spread at the extremes (e.g., 50<sup>th</sup> and 51<sup>st</sup> are not as different as 90<sup>th</sup> and 91<sup>st</sup>). These charts are most appropriately used to determine areas of general program strength and weakness, and not to make precise comparisons.

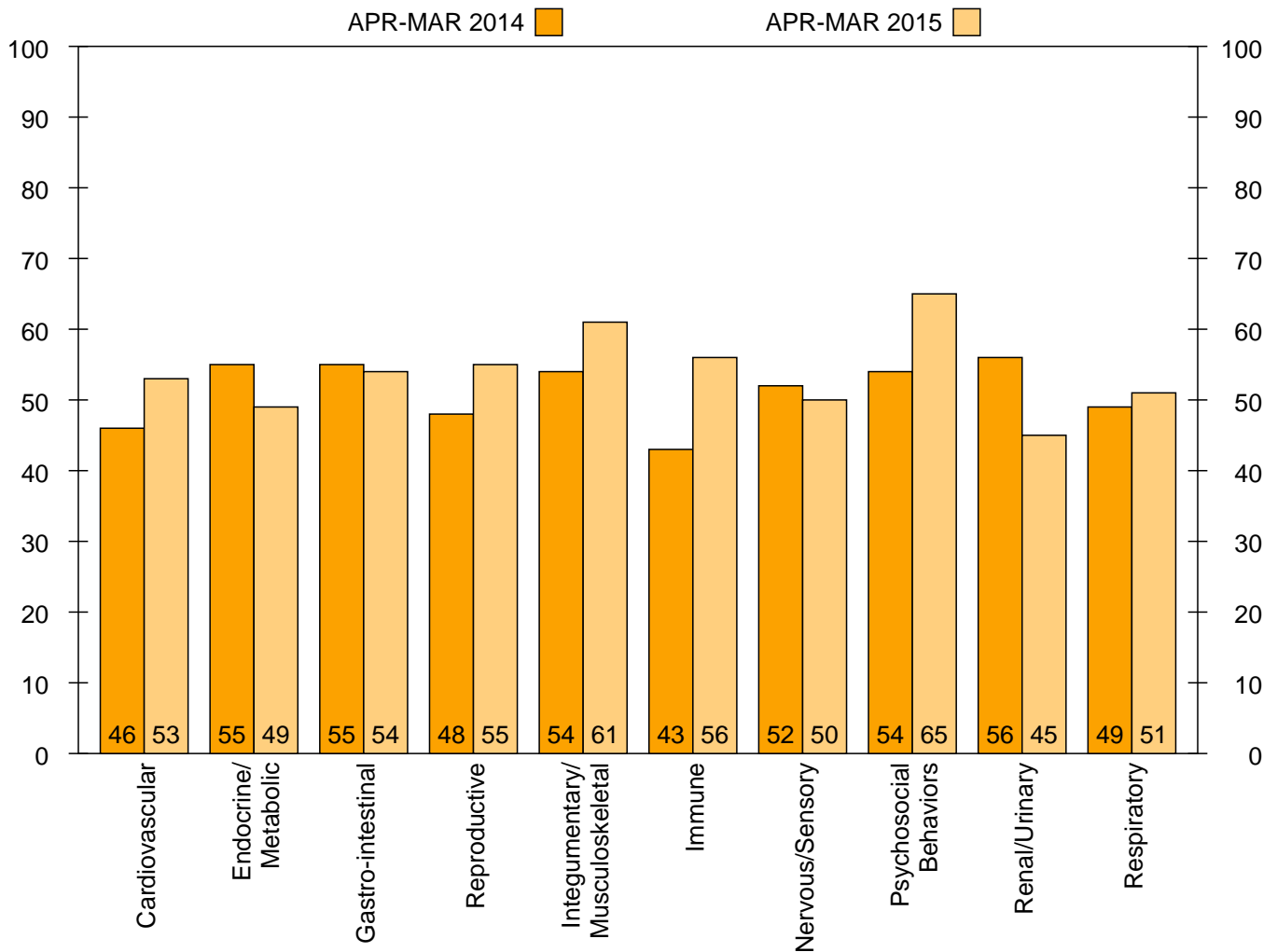
An example of a statement that might be made based on data from these charts is, "In this time period, my median (middle) graduate did as well or better than 75% of the graduates in the country in the first content area (Cardiovascular), but only 50% of graduates in the second content area (Endocrine/Metabolic). In the previous time period, that pattern was reversed."

Prior to March 2000, percentile ranks were based on program comparisons (rather than graduate comparisons). For this reason, current results should not be compared to Content Dimension Report results published prior to March 2000.

CONTENT DIMENSION REPORT

HEALTH ALTERATIONS

Percentile Ranks of Your Graduates Compared to Graduates from Your Jurisdiction



Notes

Due to the variable length of the examination, it is possible that not all of your candidates received a sufficient number of questions (at least three) to be included in each category. If fewer than ten of your candidates received a sufficient number of questions in a given category, the percentile rank of your candidates' performance for that category is not reported.

The percentile ranks are based on the median performance of your graduates in each content area, compared with the performance of graduates from your jurisdiction. The median performance in a given content area falls in the middle of all your graduates'

performances (that is, half of your graduates perform above this level, and half perform below this level).

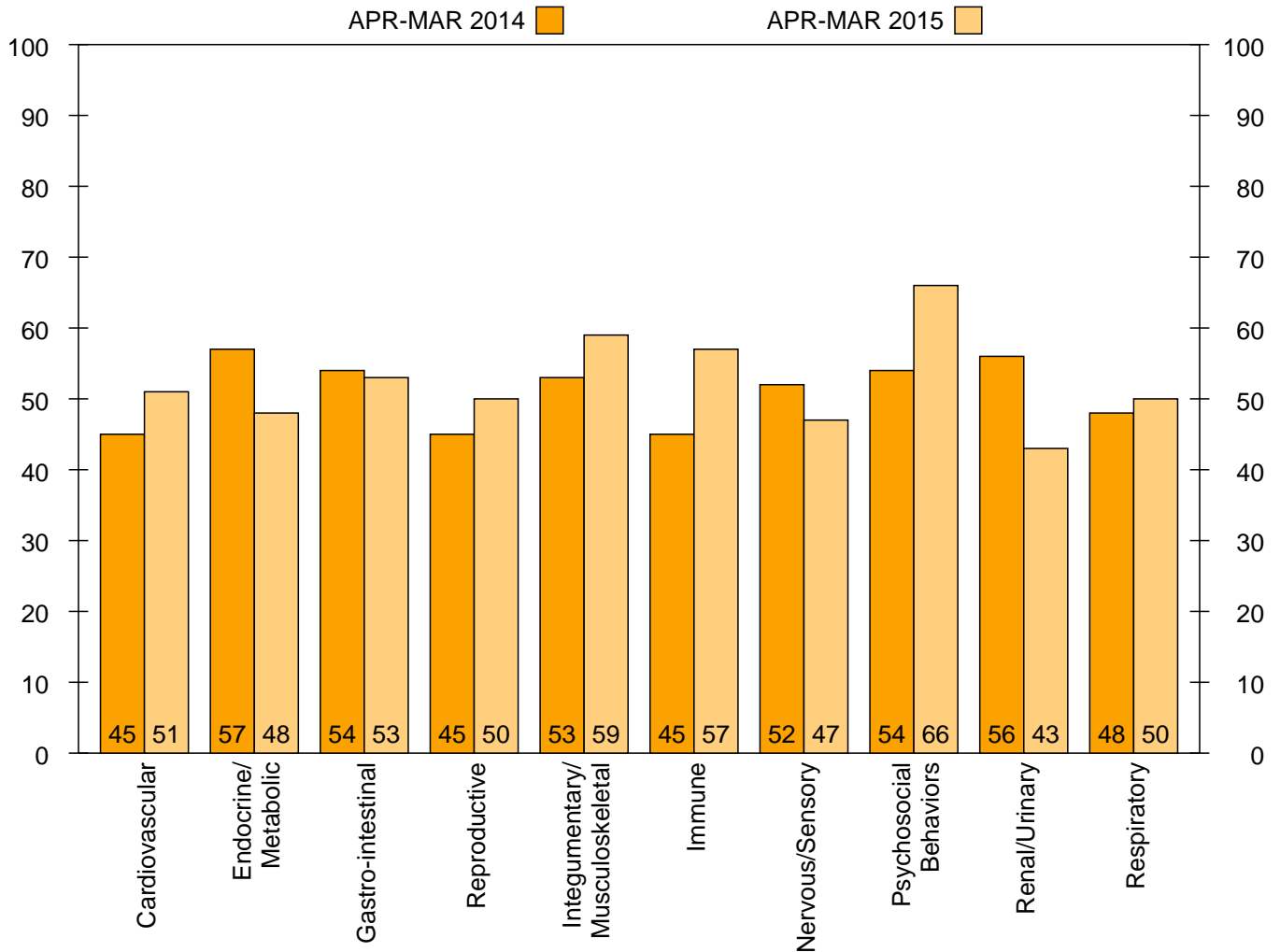
The number of graduates included in the percentile ranks may differ across categories due to the variable length of the examination. Only graduates who took a sufficient number of questions in each category are included in the percentile ranks.

As noted in the explanation on the previous page, differences in percentile ranks should be interpreted with caution.

CONTENT DIMENSION REPORT

HEALTH ALTERATIONS

Percentile Ranks of Your Graduates  
Compared to National Population of Graduates from Similar Programs



Notes

Due to the variable length of the examination, it is possible that not all of your candidates received a sufficient number of questions (at least three) to be included in each category. If fewer than ten of your candidates received a sufficient number of questions in a given category, the percentile rank of your candidates' performance for that category is not reported.

The percentile ranks are based on the median performance of your graduates in each content area, compared with the performance of graduates from all similar programs. The median performance in a given content area falls in the middle of all your graduates'

performances (that is, half of your graduates perform above this level, and half perform below this level).

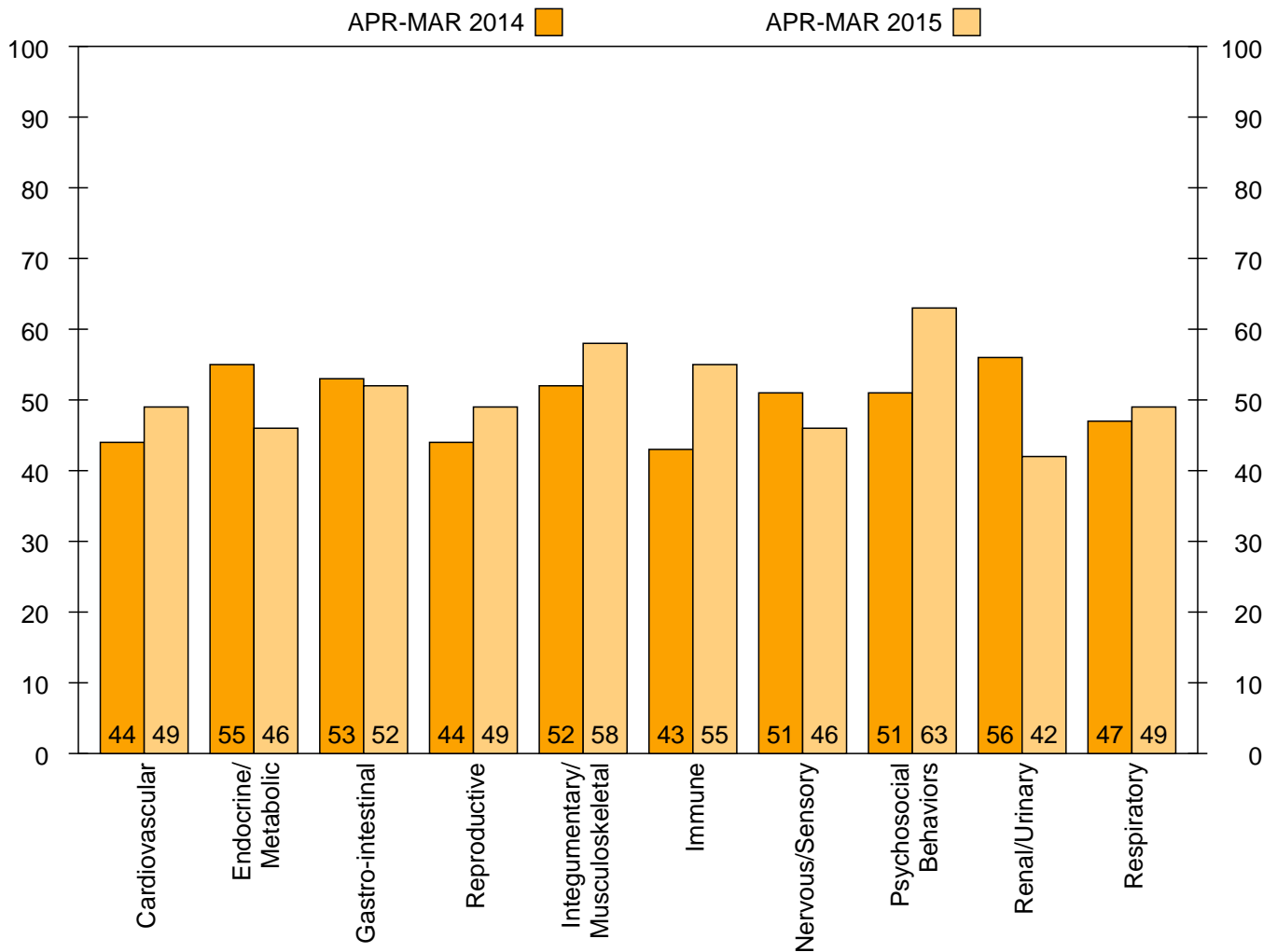
The number of graduates included in the percentile ranks may differ across categories due to the variable length of the examination. Only graduates who took a sufficient number of questions in each category are included in the percentile ranks.

As noted in the explanation on page 5.3.2, differences in percentile ranks should be interpreted with caution.

## CONTENT DIMENSION REPORT

### HEALTH ALTERATIONS

#### Percentile Ranks of Your Graduates Compared to National Population of Graduates



#### Notes

Due to the variable length of the examination, it is possible that not all of your candidates received a sufficient number of questions (at least three) to be included in each category. If fewer than ten of your candidates received a sufficient number of questions in a given category, the percentile rank of your candidates' performance for that category is not reported.

The percentile ranks are based on the median performance of your graduates in each content area, compared with the performance of graduates in the national population. The median performance in a given content area falls in the middle of all your graduates'

performances (that is, half of your graduates perform above this level, and half perform below this level).

The number of graduates included in the percentile ranks may differ across categories due to the variable length of the examination. Only graduates who took a sufficient number of questions in each category are included in the percentile ranks.

As noted in the explanation on page 5.3.2, differences in percentile ranks should be interpreted with caution.



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# NCLEX® PROGRAM REPORTS

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## CONTENT DIMENSION REPORTS

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Nursing is a profession that promotes, maintains and restores health for individuals and their families. Nurses value a holistic approach to client care, utilizing frameworks to organize assessments, develop a plan of care and evaluate the provision of care. These systematic approaches to client care may employ functional health patterns, head-to-toe formats, or a body systems classification. Nursing education programs organize their curricula in a pattern or framework to foster learning. Regardless of the framework utilized for nursing care or nursing education, its components are integrated to ensure that all clients' physical and behavioral dimensions are included.

The NCLEX® Content Dimension Reports in this section provide information about your graduates based on six frameworks:

- Nursing Process
- Categories of Human Functioning
- Categories of Health Alterations
- Wellness/Illness Continuum
- Stages of Maturity
- Stress, Adaptation, and Coping

The fourth set of the Content Dimension Reports is based on the Wellness/Illness Continuum.

### CATEGORIES OF WELLNESS/ILLNESS CONTINUUM

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The wellness/illness continuum is defined as the range of one's total health. This continuum is constantly changing in relation to the client's physical, mental, and social being. Wellness and illness are at opposite ends of the continuum with a multitude of ranges in between. Health and illness are separate but coexisting and interacting. Wellness is a dynamic state that is altered as clients adjust to environmental stimuli and maintain a state of optimal stability. Illness represents a state in which health is diminished or impaired due to the client's inability to adjust to environmental stimuli. This continuum is ever-changing throughout the life span.

Nursing and the health-illness care delivery system provide services in which clients are recipients in the following categories.

- (1) **Health Promotion:** includes prevention of illness, such as immunization of clients, screening for communicable diseases and control of the transmission of infection. Preventive care also involves educating clients regarding lifestyle practices in order to prevent illness. Health promotion is concerned with helping individuals expand their capabilities to live fuller and more satisfying lives. Normal growth and development along with normal childbearing are also included in health promotion.
- (2) **Health Maintenance:** includes preservation of the health status of an individual. The client in this category will need ongoing care because of continuous threats to optimum health. These clients need rehabilitative services or may have chronic disease that needs constant monitoring. Clients may be in any age group.
- (3) **Health Restoration, Acute/Simple:** encompasses clients who are generally healthy but have an alteration leading to diagnostic testing, injury, or illness. These clients generally have an acute health alteration involving one system. This category also includes clients with complications related to pregnancy and childbirth.
- (4) **Health Restoration, Acute/Complex:** includes clients who are experiencing an acute illness but also have a previous chronic illness. The chronic illness may or may not be related to the acute health alteration. Therefore, more than one system is usually involved. These clients enter the health care system for diagnostic testing, complications of the chronic illness, acute illness or injury.

### Percentile Rank Charts of Content Dimension Performance

These charts show how well your program's typical graduate (taking the NCLEX® examination for the first time during this reporting period) performed in different content dimensions and how that compares with the performance of last year's typical graduate and with graduates across the United States and its territories.

Instead of showing passing rates, as in the Summary Overview section, these charts show how well a graduate at the median competence level from your program performed in specific content areas. The NCLEX examination measurement model allows the calculation of performance on any subset of items by adjusting for their difficulty.

Three types of comparisons are possible from these charts: (1) how your program's typical graduate compares with the rest of the country, (2) how well your program's typical graduate does in the content areas (remember that the difficulty of the items has already been taken into account), and (3) how the two reporting periods compare.

The numbers on the vertical axis of the charts are percentile ranks, indicating the percentage of

graduates who performed less well than (or the same as) your typical graduate. Differences in percentile ranks must be interpreted with caution. A single percentile-point spread towards the middle of the scale represents less of a true (observed score) difference than the same spread at the extremes (e.g., 50<sup>th</sup> and 51<sup>st</sup> are not as different as 90<sup>th</sup> and 91<sup>st</sup>). These charts are most appropriately used to determine areas of general program strength and weakness, and not to make precise comparisons.

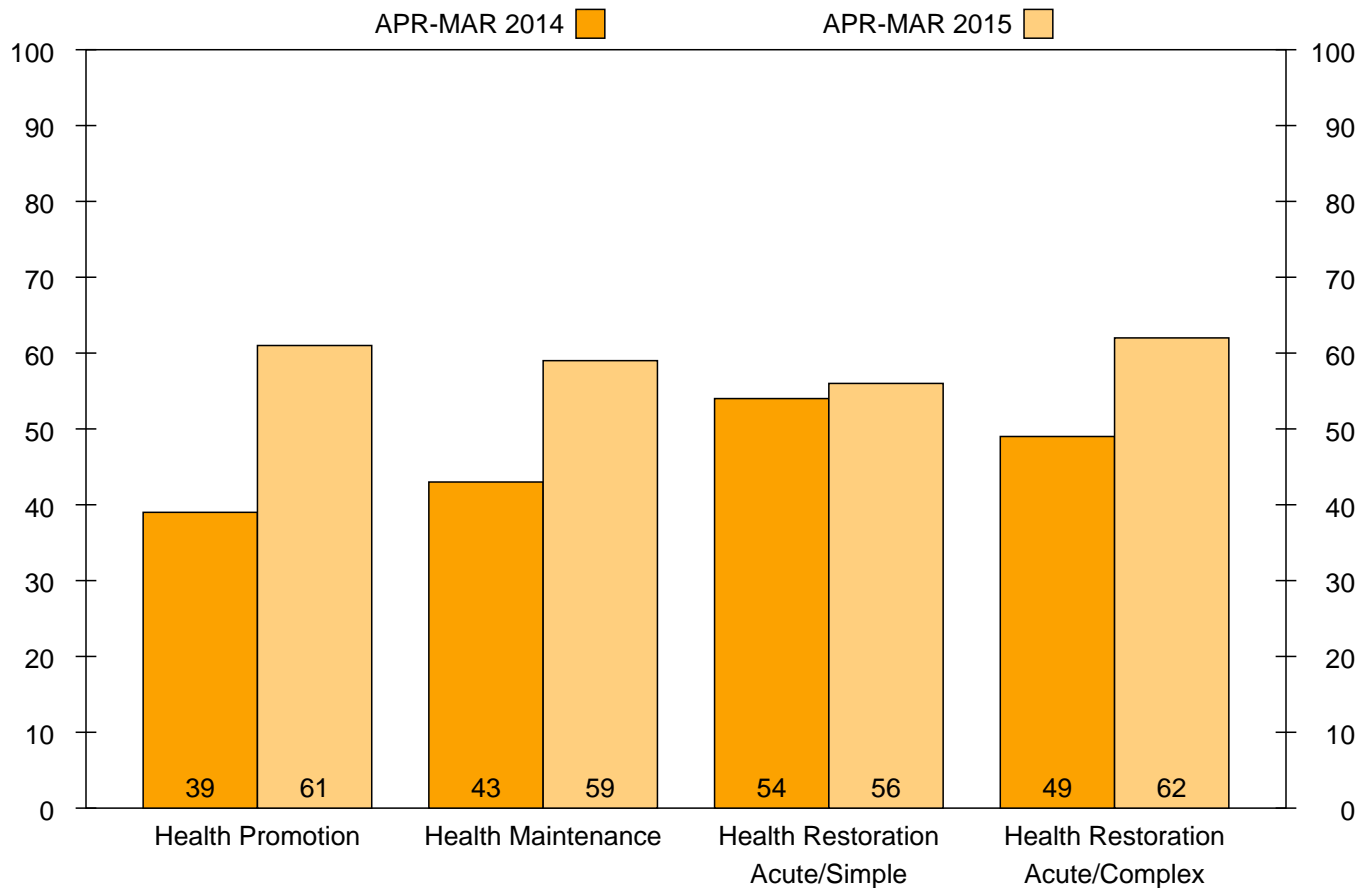
An example of a statement that might be made based on data from these charts is, "In this time period, my median (middle) graduate did as well or better than 75% of the graduates in the country in the first content area (Health Promotion), but only 50% of graduates in the second content area (Health Maintenance). In the previous time period, that pattern was reversed."

Prior to March 2000, percentile ranks were based on program comparisons (rather than graduate comparisons). For this reason, current results should not be compared to Content Dimension Report results published prior to March 2000.

## CONTENT DIMENSION REPORT

### WELLNESS/ILLNESS CONTINUUM

#### Percentile Ranks of Your Graduates Compared to Graduates from Your Jurisdiction



#### Notes

Due to the variable length of the examination, it is possible that not all of your candidates received a sufficient number of questions (at least three) to be included in each category. If fewer than ten of your candidates received a sufficient number of questions in a given category, the percentile rank of your candidates' performance for that category is not reported.

The percentile ranks are based on the median performance of your graduates in each content area, compared with the performance of graduates from your jurisdiction. The median performance in a given content area falls in the middle of all your graduates'

performances (that is, half of your graduates perform above this level, and half perform below this level).

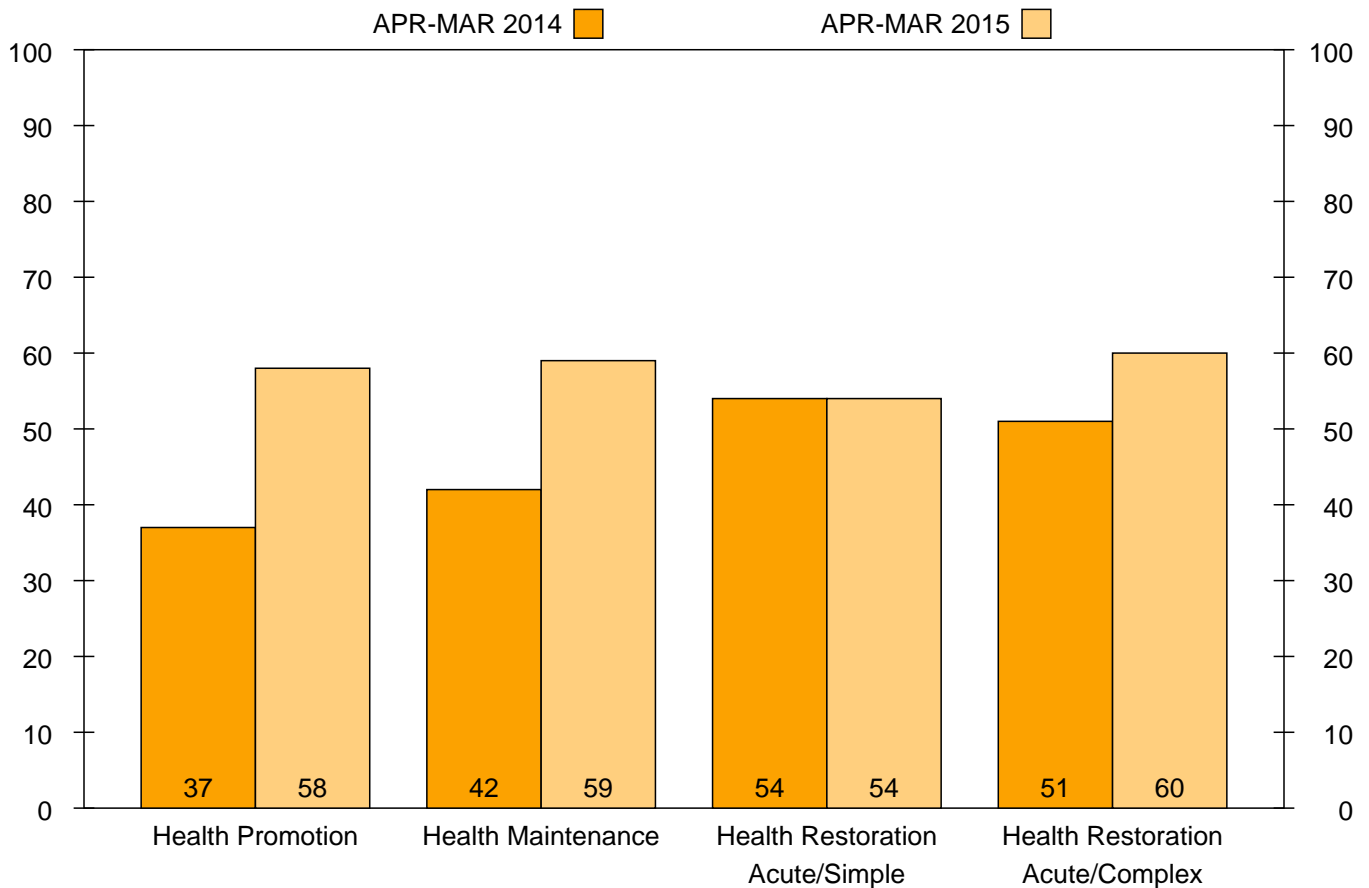
The number of graduates included in the percentile ranks may differ across categories due to the variable length of the examination. Only graduates who took a sufficient number of questions in each category are included in the percentile ranks.

As noted in the explanation on the previous page, differences in percentile ranks should be interpreted with caution.

## CONTENT DIMENSION REPORT

### WELLNESS/ILLNESS CONTINUUM

#### Percentile Ranks of Your Graduates Compared to National Population of Graduates from Similar Programs



#### Notes

Due to the variable length of the examination, it is possible that not all of your candidates received a sufficient number of questions (at least three) to be included in each category. If fewer than ten of your candidates received a sufficient number of questions in a given category, the percentile rank of your candidates' performance for that category is not reported.

The percentile ranks are based on the median performance of your graduates in each content area, compared with the performance of graduates from all similar programs. The median performance in a given content area falls in the middle of all your graduates'

performances (that is, half of your graduates perform above this level, and half perform below this level).

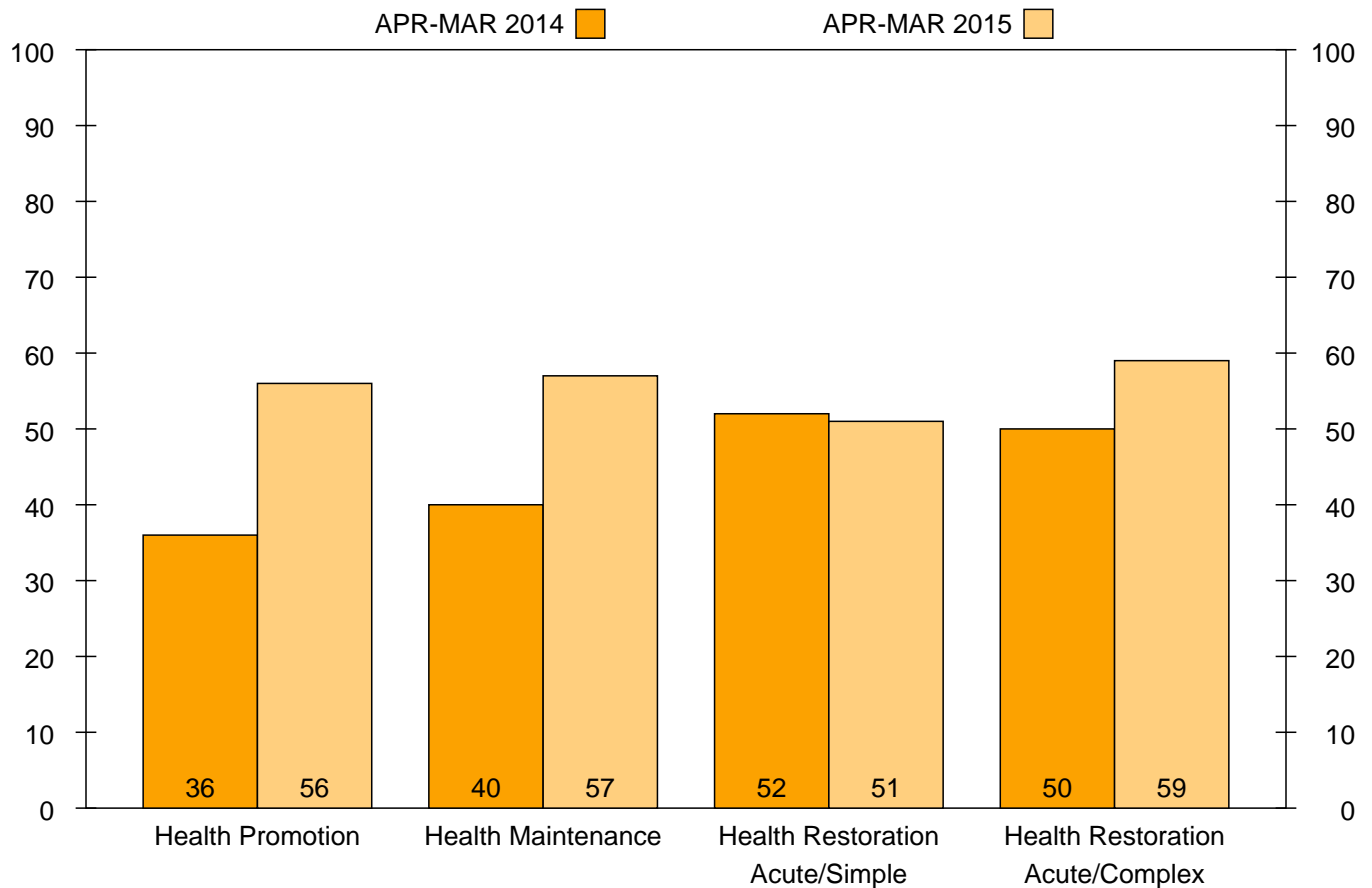
The number of graduates included in the percentile ranks may differ across categories due to the variable length of the examination. Only graduates who took a sufficient number of questions in each category are included in the percentile ranks.

As noted in the explanation on page 5.4.2, differences in percentile ranks should be interpreted with caution.

## CONTENT DIMENSION REPORT

### WELLNESS/ILLNESS CONTINUUM

#### Percentile Ranks of Your Graduates Compared to National Population of Graduates



#### Notes

Due to the variable length of the examination, it is possible that not all of your candidates received a sufficient number of questions (at least three) to be included in each category. If fewer than ten of your candidates received a sufficient number of questions in a given category, the percentile rank of your candidates' performance for that category is not reported.

The percentile ranks are based on the median performance of your graduates in each content area, compared with the performance of graduates in the national population. The median performance in a given content area falls in the middle of all your graduates'

performances (that is, half of your graduates perform above this level, and half perform below this level).

The number of graduates included in the percentile ranks may differ across categories due to the variable length of the examination. Only graduates who took a sufficient number of questions in each category are included in the percentile ranks.

As noted in the explanation on page 5.4.2, differences in percentile ranks should be interpreted with caution.

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# NCLEX® PROGRAM REPORTS

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## CONTENT DIMENSION REPORTS

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Nursing is a profession that promotes, maintains and restores health for individuals and their families. Nurses value a holistic approach to client care, utilizing frameworks to organize assessments, develop a plan of care and evaluate the provision of care. These systematic approaches to client care may employ functional health patterns, head-to-toe formats, or a body systems classification. Nursing education programs organize their curricula in a pattern or framework to foster learning. Regardless of the framework utilized for nursing care or nursing education, its components are integrated to ensure that all clients' physical and behavioral dimensions are included.

The NCLEX® Content Dimension Reports in this section provide information about your graduates based on six frameworks:

- Nursing Process
- Categories of Human Functioning
- Categories of Health Alterations
- Wellness/Illness Continuum
- Stages of Maturity
- Stress, Adaptation, and Coping

The fifth set of the Content Dimension Reports is based on the Stages of Maturity.

### STAGES OF MATURITY

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The diversity of nursing roles requires nurses to have an understanding of human growth and development. Knowledge of growth and development is needed for recognizing normal patterns and understanding variations in all age groups. Understanding the expected growth and behaviors of each level of maturation provides the nurse with a framework for promoting the health of individuals. The maturational approach assists nurses in organizing typical behaviors that relate to each developmental period and in providing care in order to promote optimum growth and development.

The stages of maturity have been condensed into five specific age categories. Each of these categories is defined below. Some NCLEX® examination questions concern the provision of care to clients whose needs are the same regardless of age or developmental level. These questions are grouped into the sixth category, Life Span.

#### Maturation Content Categories

- (1) **Natal: Prenatal to 1 year:** begins with conception and includes fetal growth and development, birth and the development and health problems of the neonate and infant.
- (2) **Childhood: 1-10 years:** includes the growth, development and health problems of the toddler, preschool, and school-aged child.
- (3) **Adolescence: 11-19 years:** begins with the onset of puberty and comprises the health issues related to the physical, psychosocial and emotional development leading to adulthood.
- (4) **Adulthood: 20-65 years:** encompasses the period when physical growth has halted and the effects of aging begin. There are many health considerations that relate to the social, physiological and biological changes of adulthood.
- (5) **Older Adulthood: 66 years and older:** encompasses the aging process that results in inevitable changes affecting the health of the older adult. These age-related changes are often complex and can result in chronic illness, disabilities, and death.
- (6) **Life Span:** Certain health concepts are universal and continuous. These concepts do not change with a specific age or developmental level.

### Percentile Rank Charts of Content Dimension Performance

These charts show how well your program's typical graduate (taking the NCLEX® examination for the first time during this reporting period) performed in different content dimensions and how that compares with the performance of last year's typical graduate and with graduates across the United States and its territories.

Instead of showing passing rates, as in the Summary Overview section, these charts show how well a graduate at the median competence level from your program performed in specific content areas. The NCLEX examination measurement model allows the calculation of performance on any subset of items by adjusting for their difficulty.

Three types of comparisons are possible from these charts: (1) how your program's typical graduate compares with the rest of the country, (2) how well your program's typical graduate does in the content areas (remember that the difficulty of the items has already been taken into account), and (3) how the two reporting periods compare.

The numbers on the vertical axis of the charts are percentile ranks, indicating the percentage of

graduates who performed less well than (or the same as) your typical graduate. Differences in percentile ranks must be interpreted with caution. A single percentile-point spread towards the middle of the scale represents less of a true (observed score) difference than the same spread at the extremes (e.g., 50<sup>th</sup> and 51<sup>st</sup> are not as different as 90<sup>th</sup> and 91<sup>st</sup>). These charts are most appropriately used to determine areas of general program strength and weakness, and not to make precise comparisons.

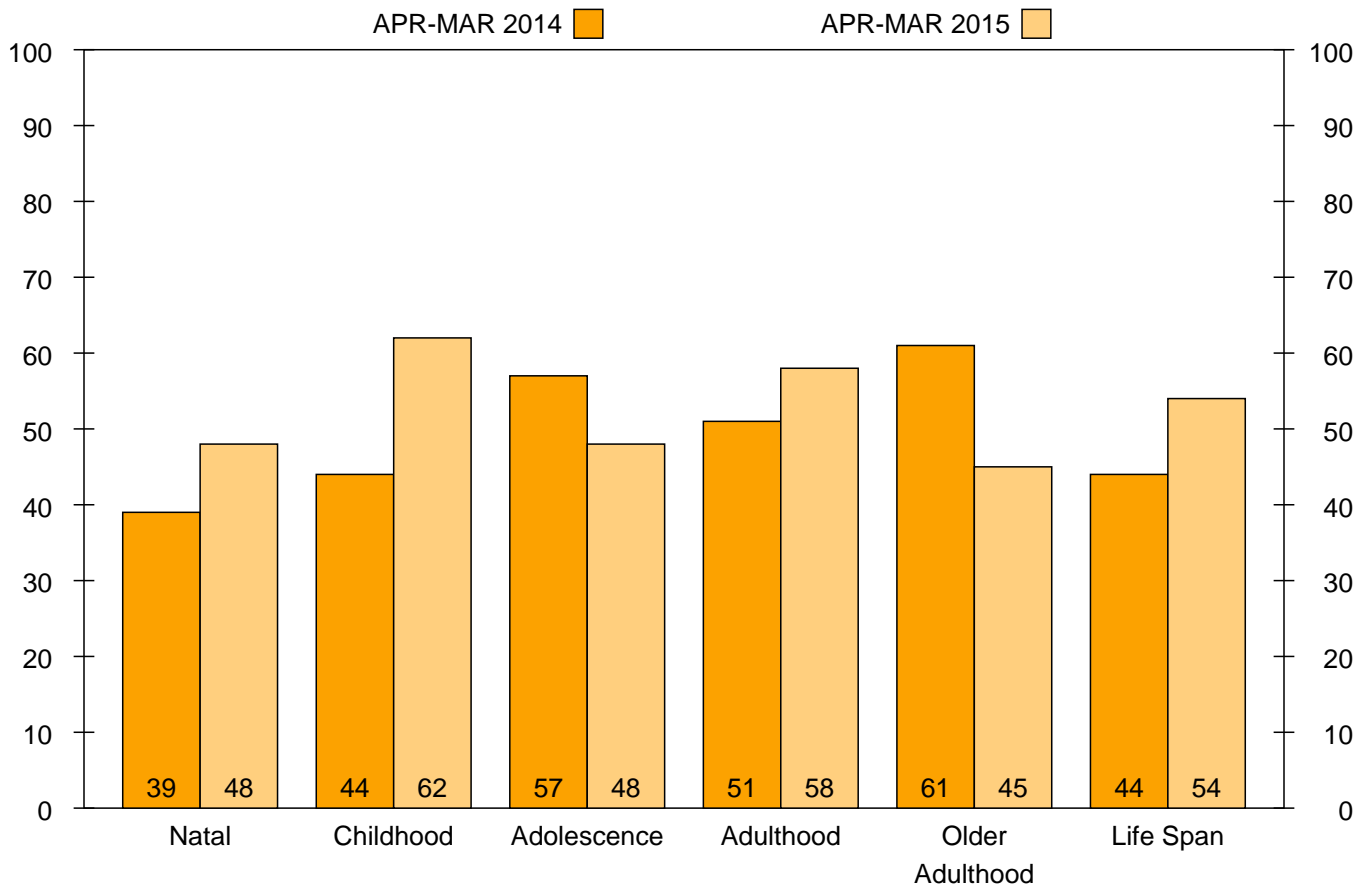
An example of a statement that might be made based on data from these charts is, "In this time period, my median (middle) graduate did as well or better than 75% of the graduates in the country in the first content area (Natal), but only 50% of graduates in the second content area (Childhood). In the previous time period, that pattern was reversed."

Prior to March 2000, percentile ranks were based on program comparisons (rather than graduate comparisons). For this reason, current results should not be compared to Content Dimension Report results published prior to March 2000.

CONTENT DIMENSION REPORT

STAGES OF MATURITY

Percentile Ranks of Your Graduates  
Compared to Graduates from Your Jurisdiction



Notes

Due to the variable length of the examination, it is possible that not all of your candidates received a sufficient number of questions (at least three) to be included in each category. If fewer than ten of your candidates received a sufficient number of questions in a given category, the percentile rank of your candidates' performance for that category is not reported.

The percentile ranks are based on the median performance of your graduates in each content area, compared with the performance of graduates from your jurisdiction. The median performance in a given content area falls in the middle of all your graduates'

performances (that is, half of your graduates perform above this level, and half perform below this level).

The number of graduates included in the percentile ranks may differ across categories due to the variable length of the examination. Only graduates who took a sufficient number of questions in each category are included in the percentile ranks.

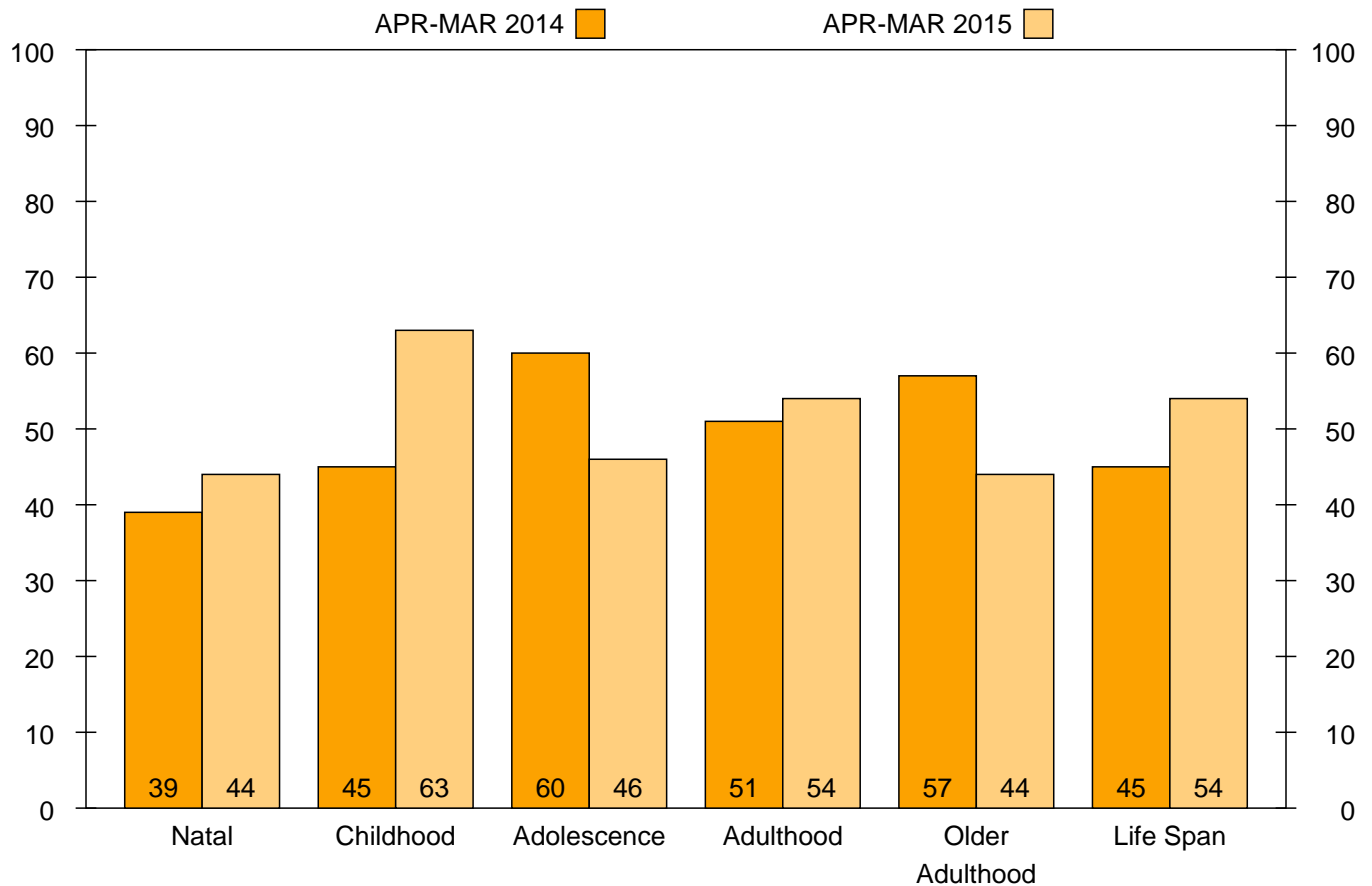
As noted in the explanation on the previous page, differences in percentile ranks should be interpreted with caution.



## CONTENT DIMENSION REPORT

### STAGES OF MATURITY

#### Percentile Ranks of Your Graduates Compared to National Population of Graduates from Similar Programs



#### Notes

Due to the variable length of the examination, it is possible that not all of your candidates received a sufficient number of questions (at least three) to be included in each category. If fewer than ten of your candidates received a sufficient number of questions in a given category, the percentile rank of your candidates' performance for that category is not reported.

The percentile ranks are based on the median performance of your graduates in each content area, compared with the performance of graduates from all similar programs. The median performance in a given content area falls in the middle of all your graduates'

performances (that is, half of your graduates perform above this level, and half perform below this level).

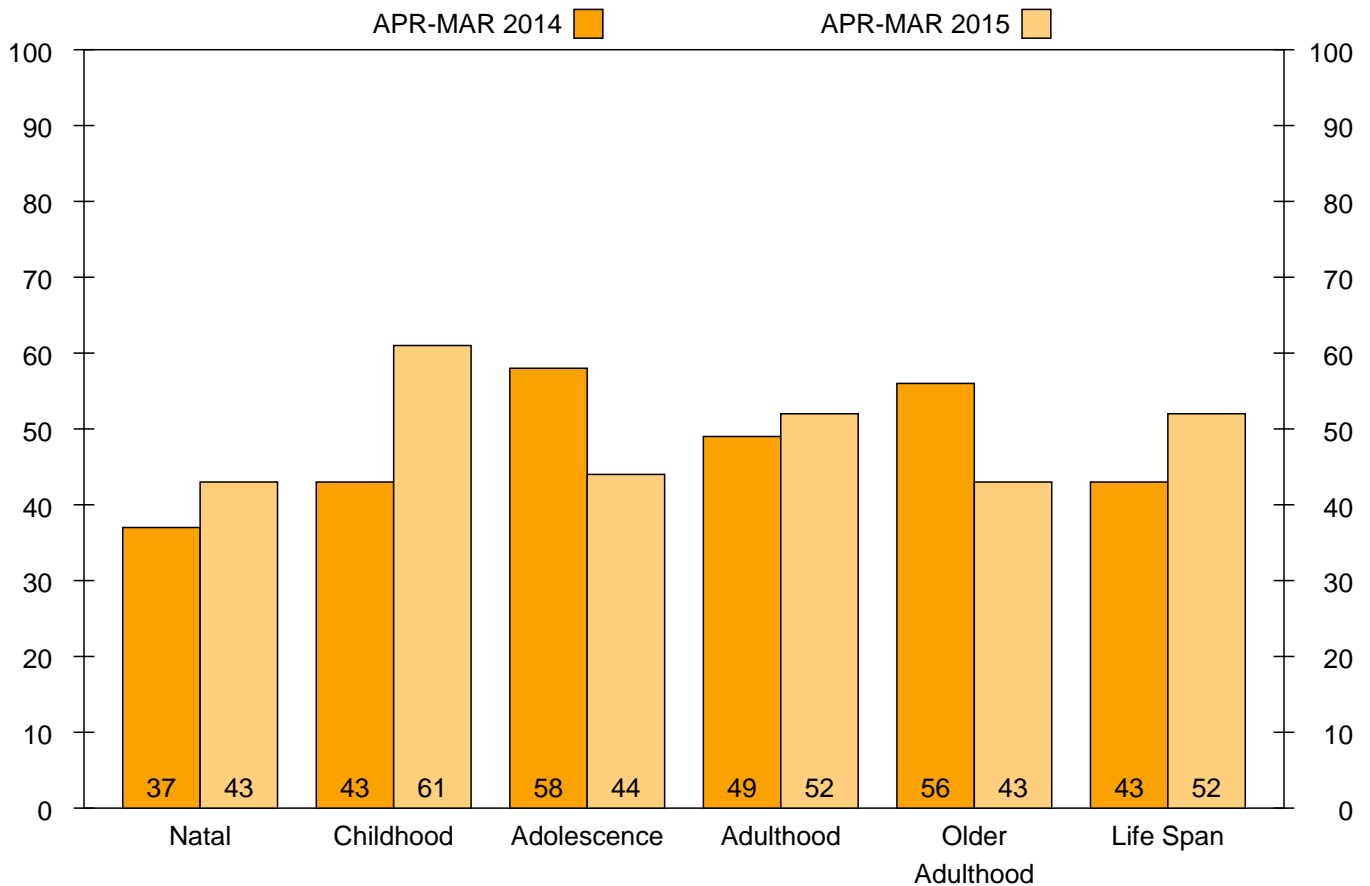
The number of graduates included in the percentile ranks may differ across categories due to the variable length of the examination. Only graduates who took a sufficient number of questions in each category are included in the percentile ranks.

As noted in the explanation on page 5.5.2, differences in percentile ranks should be interpreted with caution.

CONTENT DIMENSION REPORT

STAGES OF MATURITY

Percentile Ranks of Your Graduates  
Compared to National Population of Graduates



Notes

Due to the variable length of the examination, it is possible that not all of your candidates received a sufficient number of questions (at least three) to be included in each category. If fewer than ten of your candidates received a sufficient number of questions in a given category, the percentile rank of your candidates' performance for that category is not reported.

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The number of graduates included in the percentile ranks may differ across categories due to the variable length of the examination. Only graduates who took a sufficient number of questions in each category are included in the percentile ranks.

As noted in the explanation on page 5.5.2, differences in percentile ranks should be interpreted with caution.

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# NCLEX® PROGRAM REPORTS

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## CONTENT DIMENSION REPORTS

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Nursing is a profession that promotes, maintains and restores health for individuals and their families. Nurses value a holistic approach to client care, utilizing frameworks to organize assessments, develop a plan of care and evaluate the provision of care. These systematic approaches to client care may employ functional health patterns, head-to-toe formats, or a body systems classification. Nursing education programs organize their curricula in a pattern or framework to foster learning. Regardless of the framework utilized for nursing care or nursing education, its components are integrated to ensure that all clients' physical and behavioral dimensions are included.

The NCLEX® Content Dimension Reports in this section provide information about your graduates based on six frameworks:

- Nursing Process
- Categories of Human Functioning
- Categories of Health Alterations
- Wellness/Illness Continuum
- Stages of Maturity
- Stress, Adaptation, and Coping

The last set of the Content Dimension Reports is based on the Stress, Adaptation, and Coping Model.

### STRESS, ADAPTATION, AND COPING

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The stress, adaptation, and coping model according to Roy (1980) is the process of adjusting or modifying behavior using biopsychosocial mechanisms to maintain personal integrity. The level of adaptation is determined by the effect of three classes of stimuli: (1) focal stimuli, or those changes that immediately confront the client, (2) contextual stimuli, which include all other measurable and observable stimuli present that contribute to the situation, and (3) residual stimuli, beliefs, characteristics, and attitudes the client had acquired in the past. Each client has his/her own range of adaptation to stimuli in which one responds with ordinary adaptive responses. When one is stimulated, the adaptation response can be categorized according to four modes of adaptation: physiological needs, self-concept, role function, or interdependence. The role of nursing is that of promoting adaptation in all four modes during health and illness.

(1) **Physiologic Needs:** The physiologic mode is an adaptation response associated with variations in activity and rest, elimination, endocrine function, fluid, electrolytes, neurological function, nutrition, oxygenation, senses, and skin integrity.

- (2) **Self-Concept:** The self-concept mode is an adaptive response related to self-esteem, personality, identity, body image, depression, anxiety, fear, impaired adjustment, identity confusion, powerlessness, noncompliance, role performance, hopelessness and trauma.
- (3) **Role Function:** The role function model is an adaptive response that stems from the inability to perform behaviors related to parenting, family coping, work-related responsibilities or a role acquired as a receptor of the health care system.
- (4) **Interdependence:** The interdependence mode reflects a reciprocal relationship that involves giving and receiving between the adapting person and another person in the environment. This adaptive response is evident in grieving, social isolation, potential for violence, impaired social interaction and spiritual distress.

### Percentile Rank Charts of Content Dimension Performance

These charts show how well your program's typical graduate (taking the NCLEX® examination for the first time during this reporting period) performed in different content dimensions and how that compares with the performance of last year's typical graduate and with graduates across the United States and its territories.

Instead of showing passing rates, as in the Summary Overview section, these charts show how well a graduate at the median competence level from your program performed in specific content areas. The NCLEX examination measurement model allows the calculation of performance on any subset of items by adjusting for their difficulty.

Three types of comparisons are possible from these charts: (1) how your program's typical graduate compares with the rest of the country, (2) how well your program's typical graduate does in the content areas (remember that the difficulty of the items has already been taken into account), and (3) how the two reporting periods compare.

The numbers on the vertical axis of the charts are percentile ranks, indicating the percentage of

graduates who performed less well than (or the same as) your typical graduate. Differences in percentile ranks must be interpreted with caution. A single percentile-point spread towards the middle of the scale represents less of a true (observed score) difference than the same spread at the extremes (e.g., 50<sup>th</sup> and 51<sup>st</sup> are not as different as 90<sup>th</sup> and 91<sup>st</sup>). These charts are most appropriately used to determine areas of general program strength and weakness, and not to make precise comparisons.

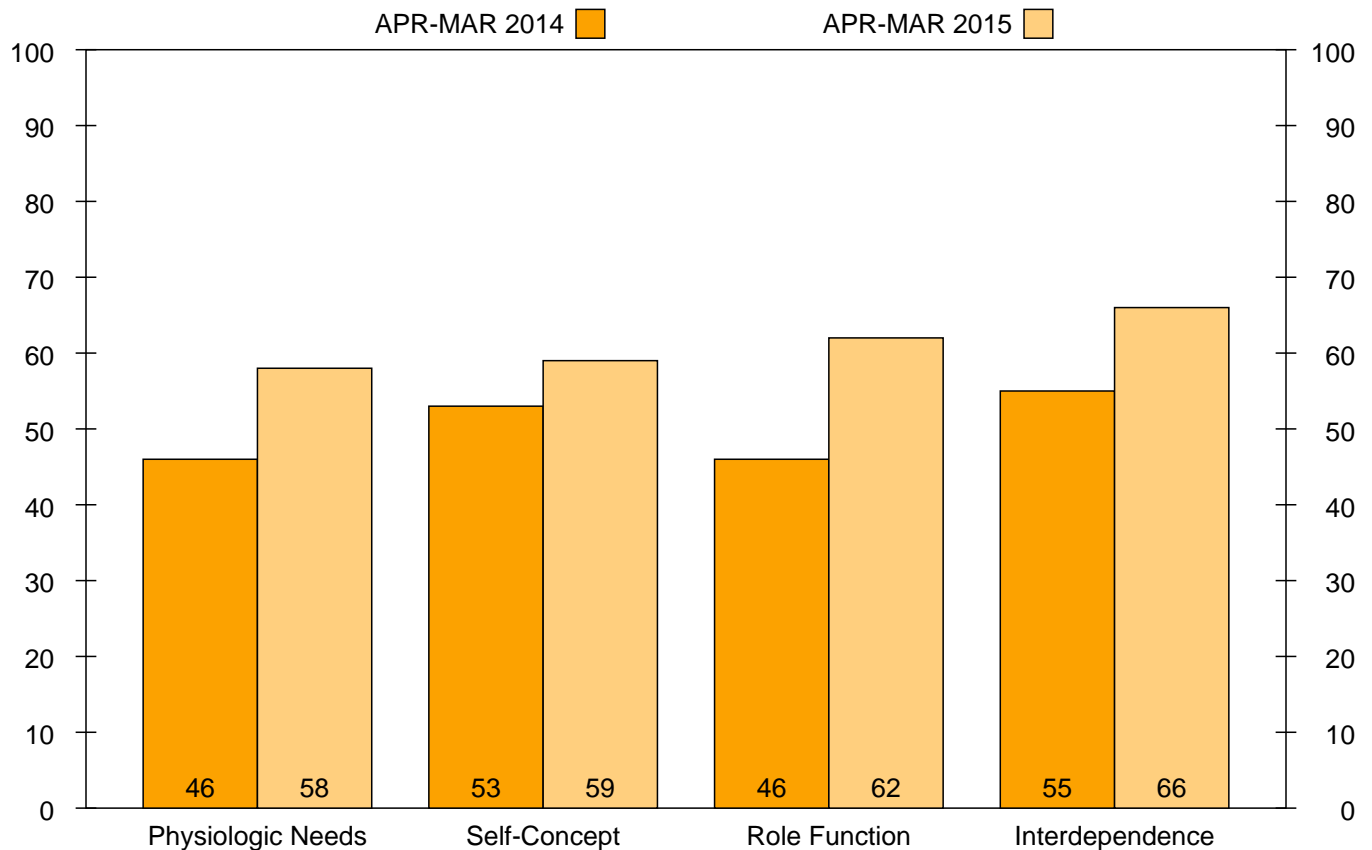
An example of a statement that might be made based on data from these charts is, "In this time period, my median (middle) graduate did as well or better than 75% of the graduates in the country in the first content area (Physiologic Needs), but only 50% of graduates in the second content area (Self-Concept). In the previous time period, that pattern was reversed."

Prior to March 2000, percentile ranks were based on program comparisons (rather than graduate comparisons). For this reason, current results should not be compared to Content Dimension Report results published prior to March 2000.

CONTENT DIMENSION REPORT

STRESS, ADAPTATION, AND COPING

Percentile Ranks of Your Graduates  
Compared to Graduates from Your Jurisdiction



Notes

Due to the variable length of the examination, it is possible that not all of your candidates received a sufficient number of questions (at least three) to be included in each category. If fewer than ten of your candidates received a sufficient number of questions in a given category, the percentile rank of your candidates' performance for that category is not reported.

The percentile ranks are based on the median performance of your graduates in each content area, compared with the performance of graduates from your jurisdiction. The median performance in a given content area falls in the middle of all your graduates'

performances (that is, half of your graduates perform above this level, and half perform below this level).

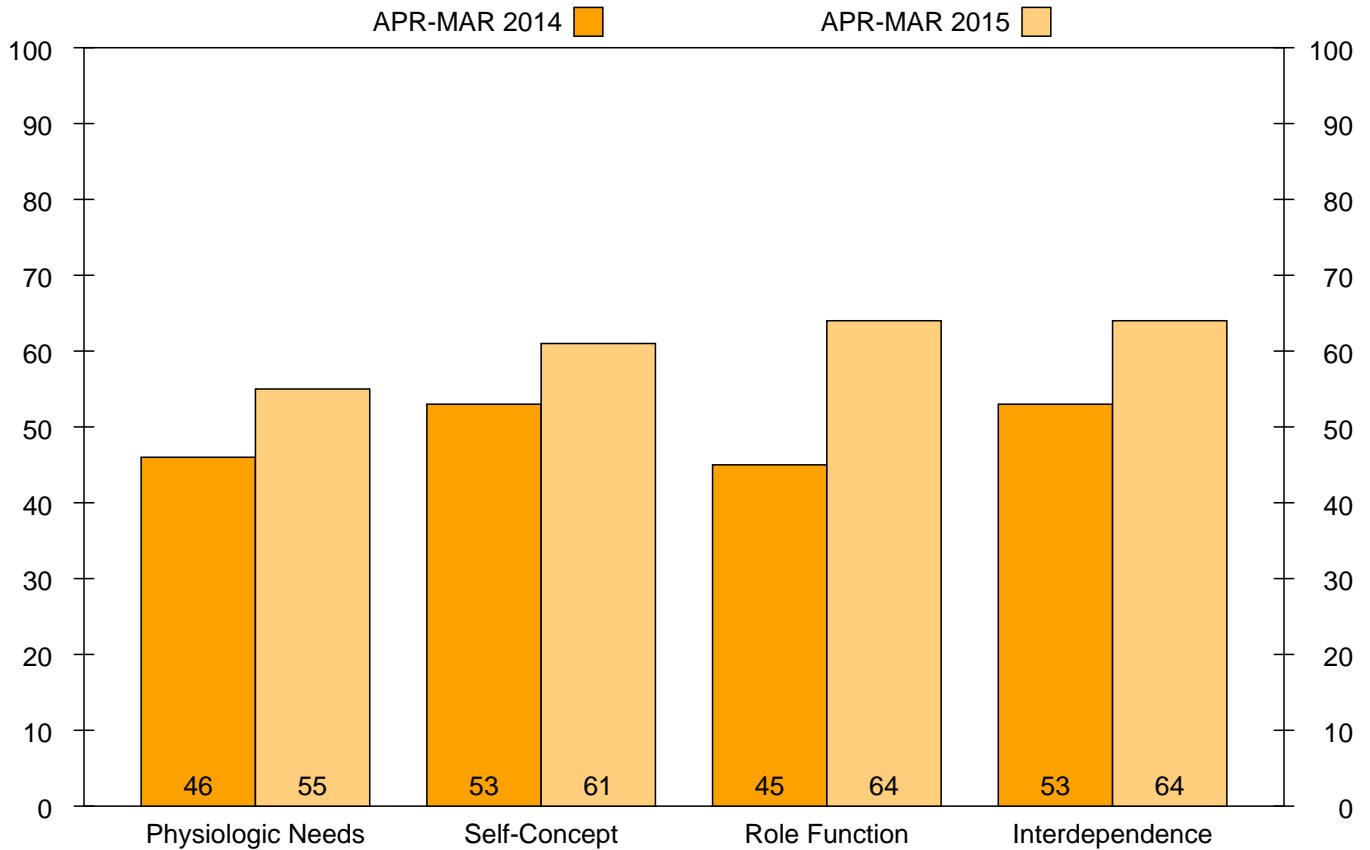
The number of graduates included in the percentile ranks may differ across categories due to the variable length of the examination. Only graduates who took a sufficient number of questions in each category are included in the percentile ranks.

As noted in the explanation on the previous page, differences in percentile ranks should be interpreted with caution.

CONTENT DIMENSION REPORT

STRESS, ADAPTATION, AND COPING

Percentile Ranks of Your Graduates  
Compared to National Population of Graduates from Similar Programs



Notes

Due to the variable length of the examination, it is possible that not all of your candidates received a sufficient number of questions (at least three) to be included in each category. If fewer than ten of your candidates received a sufficient number of questions in a given category, the percentile rank of your candidates' performance for that category is not reported.

The percentile ranks are based on the median performance of your graduates in each content area, compared with the performance of graduates from all similar programs. The median performance in a given content area falls in the middle of all your graduates'

performances (that is, half of your graduates perform above this level, and half perform below this level).

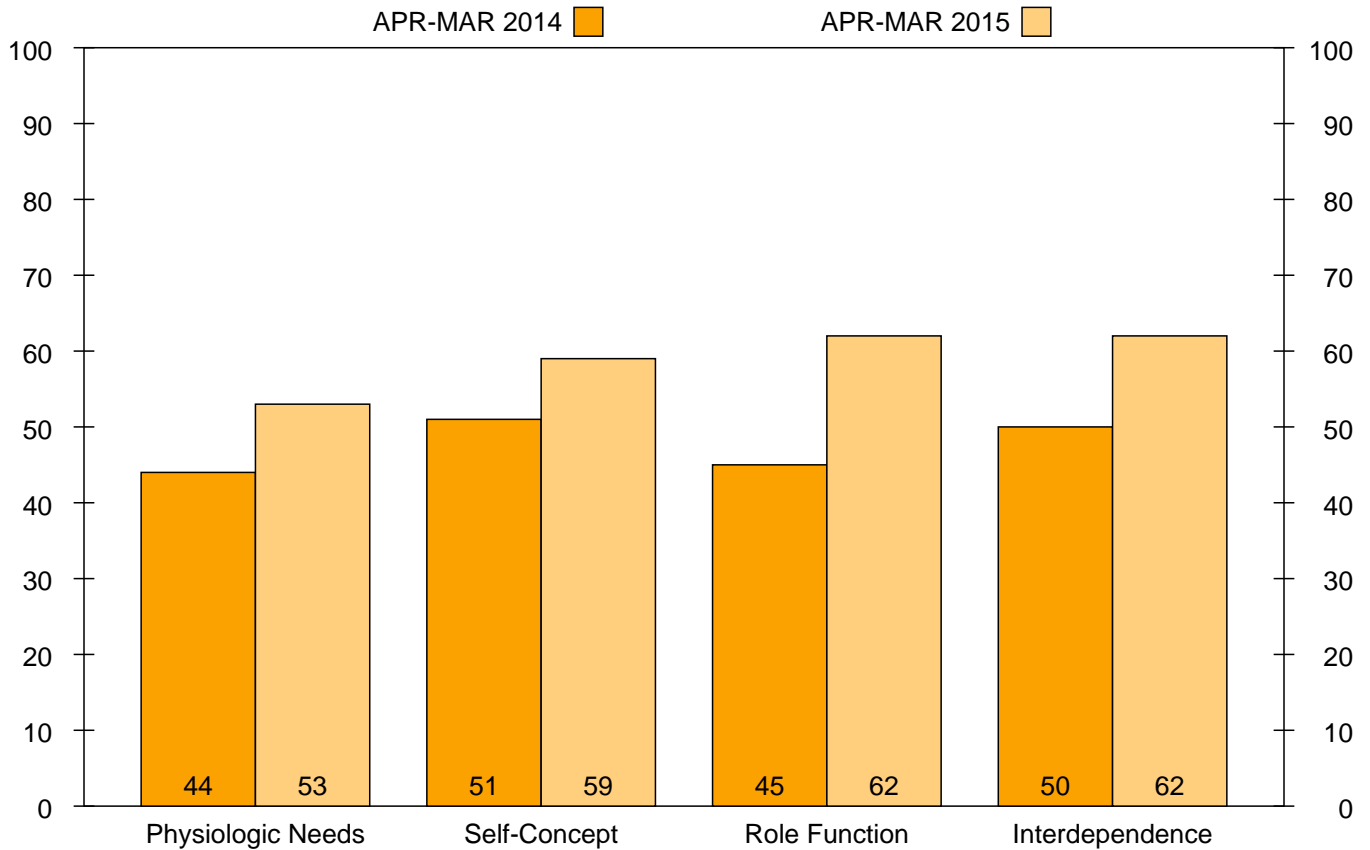
The number of graduates included in the percentile ranks may differ across categories due to the variable length of the examination. Only graduates who took a sufficient number of questions in each category are included in the percentile ranks.

As noted in the explanation on page 5.6.2, differences in percentile ranks should be interpreted with caution.

CONTENT DIMENSION REPORT

STRESS, ADAPTATION, AND COPING

Percentile Ranks of Your Graduates  
Compared to National Population of Graduates



Notes

Due to the variable length of the examination, it is possible that not all of your candidates received a sufficient number of questions (at least three) to be included in each category. If fewer than ten of your candidates received a sufficient number of questions in a given category, the percentile rank of your candidates' performance for that category is not reported.

The percentile ranks are based on the median performance of your graduates in each content area, compared with the performance of graduates in the national population. The median performance in a given content area falls in the middle of all your graduates'

performances (that is, half of your graduates perform above this level, and half perform below this level).

The number of graduates included in the percentile ranks may differ across categories due to the variable length of the examination. Only graduates who took a sufficient number of questions in each category are included in the percentile ranks.

As noted in the explanation on page 5.6.2, differences in percentile ranks should be interpreted with caution.

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# NCLEX® PROGRAM REPORTS

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## TEST DURATION/TEST PLAN PERFORMANCE REPORT

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This section provides information about your graduates NCLEX-RN® examination testing experiences and about their performance in each of the test plan content areas.

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### Test Duration Report

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The Test Duration Report provides information about the number of questions answered and the amount of time spent on the NCLEX-RN examination by your graduates. The average number of questions taken, the average amount of time spent on the examination and the percent taking the maximum and minimum number of questions are reported separately for those who passed and failed, as well as for the total group.

With CAT, the number of questions answered provides information about how close the candidate was to the passing standard. In comparing your program to other programs, it is useful to examine the average number of questions taken by your graduates who passed and who failed. For example, if the average number of questions taken by your graduates who passed was lower than the

comparison group, this suggests your graduates were able to demonstrate their competence more quickly than were graduates in the comparison groups. Similarly, if you have a higher percentage of your passing graduates take the minimum number of questions, then your passing graduates demonstrated their competence more quickly.

The proportion answering the maximum number of questions reflects the proportion that is close to the passing standard. A high proportion of failing candidates answering the maximum number of questions shows that most who failed were close to passing, and conversely, a high proportion of passing candidates answering the maximum number of questions shows that most of the passers did not pass by a large margin.

### Glossary

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AVERAGE NUMBER OF QUESTIONS TAKEN	The reported results include 15 pretest items.
MINIMUM NUMBER OF QUESTIONS	The minimum number of items is 75 (which includes 15 pretest items). <i>Only candidates taking the minimum possible number of questions are included in the results.</i>
MAXIMUM NUMBER OF QUESTIONS	The maximum number of items is 265 (which includes 15 pretest items).
AVERAGE TEST TIME	The maximum testing time is 360 minutes (six hours). <i>Candidates testing under extended timing conditions are excluded from the results.</i>

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# NCLEX® PROGRAM REPORTS

CUMBERLAND COUNTY COLLEGE - ADN

Report Period: APR 2014 - MAR 2015

## TEST DURATION REPORT

Average Number of Questions Taken	Graduates from Your Program	Graduates from Your Jurisdiction	Graduates from Similar Programs Across Every Jurisdiction	Graduates from All Programs Across Every Jurisdiction
Passers	119	122	119	117
Failers	194	175	175	177
All Candidates	128	134	131	128

## Average Test Time in Minutes

Passers	123	146	139	136
Failers	164	211	206	207
All Candidates	128	161	153	149

## Percentage of Candidates Taking Minimum Number of Questions

Passers	49%	46%	49%	51%
Failers	17%	23%	21%	20%
All Candidates	45%	40%	43%	45%

## Percentage of Candidates Taking Maximum Number of Questions

Passers	11%	13%	13%	12%
Failers	50%	37%	36%	37%
All Candidates	15%	19%	18%	17%

### Test Plan Performance Report

The Test Plan Performance Report provides information on the performance of your median graduate in each area of the *NCLEX-RN® Test Plan*. Performance is reported as the expected percentage of **all possible questions that could be administered** in a given category that would be answered correctly by a graduate at this performance level. The measurement model enables this estimate of expected percentages on a very large common set of questions, even though each graduate took only a much smaller, unique set of questions. Therefore, these are NOT the actual percentages of questions answered correctly.

Test plan performance is based on the median ability score for your program's graduates. Therefore, expected percentage correct will be reported only for programs with at least ten candidates testing for the first time during this reporting period. Likewise, test plan performance will not be reported for jurisdictions with fewer than ten candidates testing for the first time during this reporting period.

**Passing performance** can be interpreted as the percentage of all possible questions that a candidate with an ability precisely at the passing standard would be able to answer correctly. This percentage varies across the content areas because the questions within these areas differ in average difficulty. For the content areas where questions are easier, passing performance corresponds to a higher percentage of correct answers. Similarly, for the content areas where questions are more difficult, passing performance corresponds to a lower percentage of correct answers.

Comparisons of your graduates' median performance with the passing performance levels may help you identify strengths and weaknesses in your instructional program.

### Glossary

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EXPECTED PERCENTAGE CORRECT

Derived from your typical graduate's ability score, expected percentage correct is an estimation of performance. This is not the actual percentage of questions answered correctly.

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PASSING PERFORMANCE

The expected percentage correct for a test plan area that would be achieved by a candidate with a competence level precisely at the passing standard.

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TEST PLAN PERFORMANCE

Reported as the expected percentage of all possible questions that could be administered in each of Client Needs subcategories that would be answered correctly by your typical graduate.

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## TEST PLAN PERFORMANCE REPORT Expected Percentage Correct

Client Needs	Graduates from Your Program	Passing Performance	Graduates from Your Jurisdiction	Graduates from Similar Programs Across Every Jurisdiction	Graduates from All Programs Across Every Jurisdiction
Management of Care	61%	54%	61%	60%	60%
Safety and Infection Control	63%	54%	61%	61%	61%
Health Promotion and Maintenance	56%	54%	59%	57%	59%
Psychosocial Integrity	65%	54%	61%	60%	60%
Basic Care and Comfort	61%	54%	60%	59%	59%
Pharmacological and Parenteral Therapies	60%	54%	61%	61%	61%
Reduction of Risk Potential	57%	53%	58%	59%	59%
Physiological Adaptation	60%	53%	56%	60%	60%

### Notes

Test plan performance is based on the median performance of your graduates in each content area. It is interpreted as the expected percentage of all possible questions that could be administered in a given category that would be answered correctly by your typical graduate.

**Passing performance** is interpreted as the percentage of all possible questions that could be administered in a given category that corresponds to minimum passing performance.

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# NCLEX® PROGRAM REPORTS

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## REFERENCES

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