



Program Director Guidance for Developing the QI Plan

**Quality Improvement Expectations for Programs with Low Licensure Pass Rates
Aligned with ASBN Educational Standards (Part 125) & ACA 17-125-302**

Purpose of This Guidance

This document provides clear expectations, responsibilities, and best-practice strategies for supporting QI efforts when program licensure pass rates fall below ASBN thresholds. It ensures actions align with regulatory requirements and contribute meaningfully to improved student outcomes.

Regulatory Foundation

ACA 17-125-302 — Licensure Examination Performance

This statute requires nursing education programs to maintain acceptable NCLEX pass rates. Programs falling below the minimum threshold must submit a QI Plan that:

- Identifies factors contributing to low pass rates
- Implements corrective actions
- Provides timelines
- Evaluates prior QI plans if low pass rates occur two consecutive years

ASBN Educational Standards (Part 125)

Relevant sections include:

- **Curriculum (125.III)** — Must align with NCLEX Client Needs categories and NCSBN Clinical Judgment Model
- **Faculty (125.IV)** — Must ensure consistent, rigorous instruction and evaluation
- **Clinical & Simulation (125.V)** — Must support development of clinical judgment and safe practice
- **Systematic Evaluation Plan (SEP) (125.VI)** — Must include NCLEX outcomes and QI measures

Responsibilities in QI Implementation

Curriculum Alignment

The Program Director and Faculty must ensure:

- Course outcomes map directly to program outcomes and NCLEX domains
- Content reflects current NCSBN test plan updates
- Clinical judgment concepts are embedded in all courses

Action Examples:

- Update syllabi to reflect NCLEX categories
- Integrate unfolding case studies
- Use NGN item types in exams

Instructional Quality & Consistency

Faculty should:

- Deliver instruction aligned with program curriculum maps
- Use evidence-based teaching strategies
- Best practice is to participate in peer review of teaching materials

Action Examples:

- Standardize PowerPoints and lesson plans
- Attend faculty development sessions
- Review student feedback and adjust teaching methods

Assessment Practices

Faculty must ensure assessments:

- Reflect NCLEX cognitive levels
- Include NGN item types
- Are analyzed for reliability and validity

Action Examples:

- Conduct item analysis after each exam
- Replace low-performing items
- Use test blueprints aligned with NCLEX

Simulation & Clinical Alignment

Faculty must:

- Use simulation objectives aligned with NCLEX Client Needs
- Ensure clinical experiences reinforce high-priority competencies
- Evaluate student performance using standardized rubrics



Faculty Action Examples:

- Update simulation scenarios to include clinical judgment layers
- Conduct pre-brief and debrief using best-practice standards
- Document student performance trends

Student Support & Remediation

Faculty must:

- Identify at-risk students early
- Provide structured remediation
- Document remediation outcomes

Faculty Action Examples:

- Use predictive testing
- Provide weekly tutoring or office hours
- Track remediation participation

Faculty Role in Second-Year QI Evaluation

If the program is below threshold for a second consecutive year, faculty must participate in evaluating the prior QI plan.

Faculty should:

- Review last year's corrective actions
- Identify which actions were implemented
- Explain barriers to implementation
- Analyze why certain actions were ineffective
- Recommend revised strategies

This evaluation must be documented clearly in the QI Plan.

Ongoing Monitoring Expectations

Faculty should participate in:

- Monthly assessment review meetings
- Quarterly curriculum mapping updates
- Biannual simulation evaluations
- SEP data review
- Documentation of QI progress



Faculty should maintain records of:

- Exam analyses
- Simulation evaluations
- Remediation logs
- Meeting minutes
- Curriculum revisions

Communication & Collaboration

Faculty should:

- Communicate concerns promptly to the Program Director
- Collaborate with peers to ensure consistency
- Participate in QI meetings and training
- Support transparent discussion of program outcomes