The background of the slide is a blurred photograph of a desk. In the center, a pair of black-rimmed glasses rests on a white surface. To the left, a red ribbon is tied around a book. The overall scene is dimly lit, with a soft focus on the objects.

Using Assessment Strategies to Elevate Student Success on Licensure Examinations

IUPUI Assessment Conference

Wednesday, October 27, 2021

3:15-4:15 p.m. Central Time

1:15-2:15 p.m. Pacific Time

Speakers

Rahul Garg, PhD

Director of Assessment, Assistant Professor, Pharmacy Practice
Chicago State University College of Pharmacy



Mohd Shahid, PharmBS, PharmMS, PhD

Assistant Professor, Pharmaceutical Sciences
Chicago State University College of Pharmacy



Speakers

Jeremy Hughes, PharmD, EdD.c.

Associate Dean for Academic Affairs, Associate Professor,
Pharmacy Practice

Chicago State University College of Pharmacy



David Fuentes, PharmD, MSOL, SHRM-CP, EdD

Associate Dean for Academic Affairs, Professor
University of Portland School of Nursing



Program Objectives

Participants will be able to:

1. Discuss the use of exam preparation programs, progress-testing and benchmarking examinations as assessment mechanisms to gauge student readiness for professional licensure examinations.
2. Describe the approaches of two different health professions programs to prepare students for competency-based licensure examinations.
3. Develop strategies for identifying students at-risk for struggling on standardized examinations and connecting them to associated support mechanisms and remediation pathways.
4. Compare and contrast strategies for developing students' confidence, accountability, mindset, and self-awareness surrounding standardized examination performance.

Presentation Pathway

- Introduction on standardized exams in the health professions
- Overview of each program
- Summary of strategies, successes and supports
- Take home message – best/useful practices

University of Portland School of Nursing

- BSN Program
 - DNP Program
 - IHW Program
- 900+ students
- NCLEX Licensure



University
of Portland



Chicago State University – College of Pharmacy

An aerial photograph of the Chicago State University campus. In the foreground, a large, abstract, metallic sculpture stands on a green lawn. To the right, a modern, multi-story building with large windows and decorative diamond-shaped cutouts is visible. In the background, other campus buildings and a prominent green-roofed structure are seen under a clear blue sky.

- PharmD Program
- 200+ students
- NAPLEX Licensure

Introduction To Standardized Exams in the Health Professions

- Purpose for standardized examinations
 - Establish and communicate minimum competency in an area / profession
 - Transition into the professional roles and responsibilities
 - Outline a “rite of passage” into the given profession and mark a new phase in the professionalization process
 - Standardized exams can be used for various purposes, checkpoints, transitions, etc. (examples are professional board exams)

Active Learning Case Scenario 1: Challenges for Programs

XYZ College of Health Professions houses both pharmacy and nursing programs. Each program has 100 graduates per year. The COHP has about 80% of its students from typically underrepresented populations in the respective professions. Conversations have surfaced regarding the use of standardized exams and the College is adding support systems to boost its first time passing rate. The most recent passing rate is 60% for the pharmacy program and 65% for the nursing program.

Questions:

1. What programmatic issues and risks do you see here?
2. What opportunities do you see here for collaboration?

Active Learning Case Scenario 2: Challenges for Graduates

A recent alum contacts the program and is asking about any support systems or opportunities available to help them pass their license examination. In review of the administrative data, it is discovered that 32 and 22 alum, from the pharmacy program and the nursing program, respectively, are asking about similar support systems.

Questions:

1. What common targets for support, and challenges, might be seen across both programs?
2. What targets for support, and challenges, might be seen as only specific to each program of study?

Active Learning Case Scenario 3: Challenges at the Individual Learner Level

A pharmacy student who transferred from one of the local community colleges in the area is now a P2 (second year) student in the program. The student has taken the PCOA exam, a standardized exam, and has seen their own results. The student wants to improve based on their results. The student reported taking the exam seriously. Some other areas they have struggled in included calculations and drug information. The student is concerned with the amount of calculations and drug knowledge on the NAPLEX license exam. In this program, students have not done as well on licensure exams and standardized exam.

Questions:

1. What can the program do to help this student?
2. In what ways can the program identify initiatives to help all students facing similar challenges?

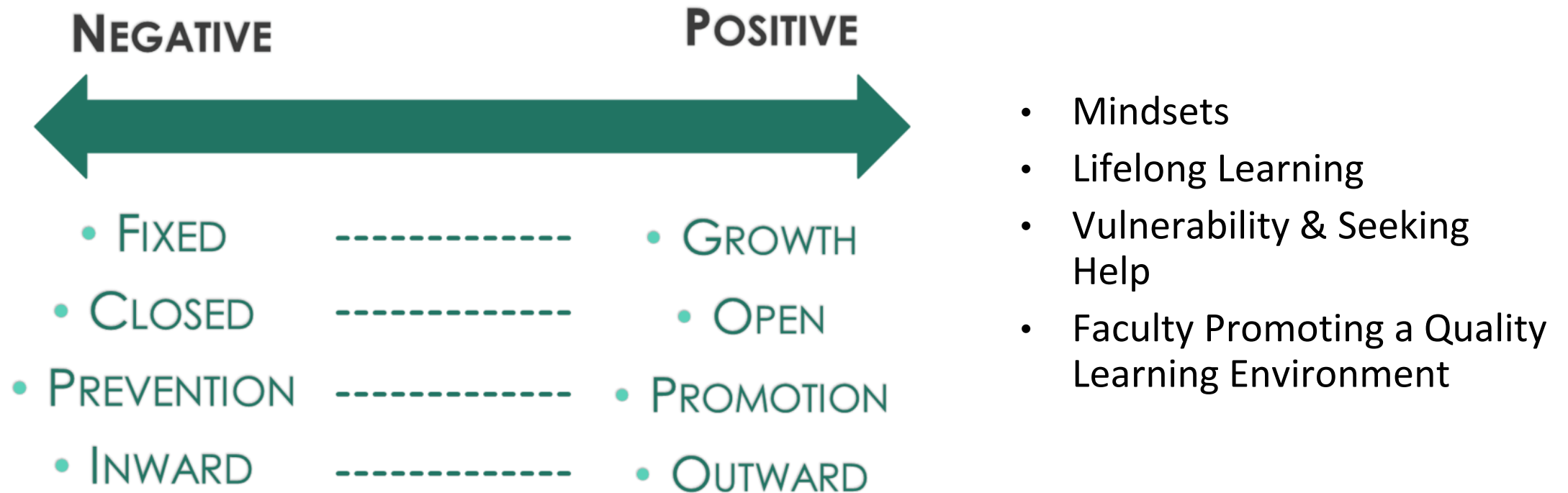
Active Learning Case Scenario 4: Challenges at the Individual Learner Level

A nursing student seeking additional support systems has been expressing concern with “not being able to put it all together.” The student has performed well academically, compared to most others in their cohort, but still is feeling “unprepared and not ready” as their exam date gets closer. The student specifically expresses concerns that they read an article and then cannot recall the fine details needed to feel like have learned anything. The student reports that cramming has help their success to date and that learning while in “stress mode” is good. The student reports trouble sleeping, lack of activity, and just feeling completely dull and “hazy” all day.

Questions:

1. What types of strategies might merit further investigation and questions with this student?
2. What questions would you ask to learn more?

Establishing the Most Effective Mindset for Learners



Setting the Foundation for Building Confidence

V
U
C
A

Volatility
Uncertainty
Complexity
Ambiguity

- Developing “stories” about our success that serve us
 - Challenge our own narratives and assumptions
- Allowing uncomfortable feelings:
 - Inadequacy
 - Imposter syndrome
 - Unworthiness
- Avoiding self-sabotage



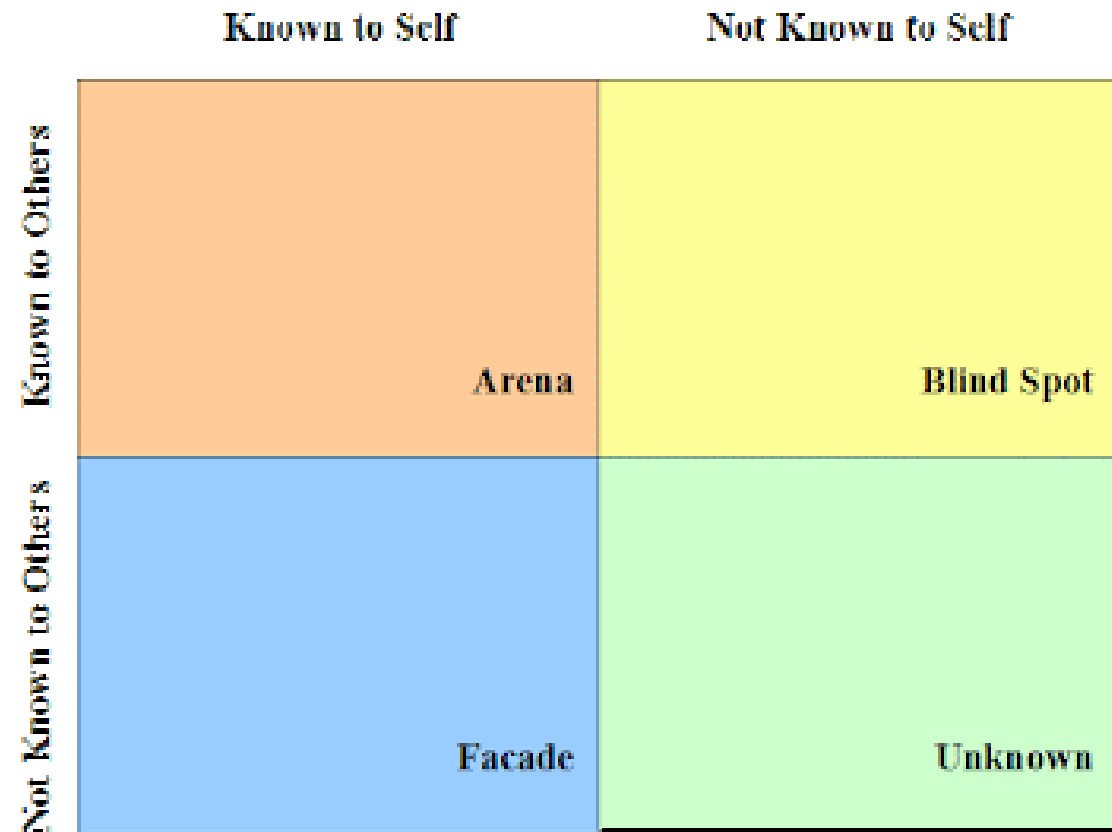
Developing Expectations for Accountability

- Collaboratively defining success
- Applying clarity next steps
- Promoting learner ownership
 - Creating SMART goals
 - Establishing roles and responsibilities
 - Creating time for check-ins: “trust and verify” approach
- Allowing learners to celebrate their achievement
- Placing learning in the “driver’s seat”

Self-Awareness Development in Learners

- Integrating emotional intelligence
- Awareness of intent versus impact
- Embracing humility
- Modeling behaviors that serve the goals
- Seeking and effectively receiving feedback

Johari Window



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Chicago State University College of Pharmacy Pathway to Excellence Program

- Stepwise approach to prepare students for board and licensure exams
- Early Intervention Process

- Benchmark assessments from pre-matriculation to graduation:
 - Pre-matriculation Phase
 - Didactic Phase
 - Standardized Examination Preparation
 - Post Didactic phase
 - Post Graduation phase





Chicago State University College of Pharmacy Board and Licensure Exams

Pharmacy Curriculum Outcomes Assessment (PCOA)

- Used for curriculum evaluation by pharmacy colleges and accreditation board
- Four main content areas with scaled scores 0-700:
 - Area 1.0 - Basic Biomedical Sciences (10%)
 - Area 2.0 - Pharmaceutical Sciences (33%)
 - Area 3.0 - Social/Behavioral/Administrative Sciences (22%)
 - Area 4.0 - Clinical Sciences (35%)





Chicago State University College of Pharmacy Board and Licensure Exams

North American Pharmacy Licensure Examination (NAPLEX)

- Taken by recent pharmacy graduates
- Assesses competency to practice as a pharmacist

Competency Areas:

Area 1 – Obtain, Interpret, or Assess Data, Medical, or Patient Information (18% of Test)

Area 2 – Identify Drug Characteristics (14% of Test)

Area 3 – Develop or Manage Treatment Plans (35% of Test)

Area 4 – Perform Calculations (14% of Test)

Area 5 – Compound, Dispense, or Administer Drugs, or Manage Delivery Systems (11% of Test)

Area 6 – Develop or Manage Practice or Medication-Use Systems to Ensure Safety and Quality (7% Test)





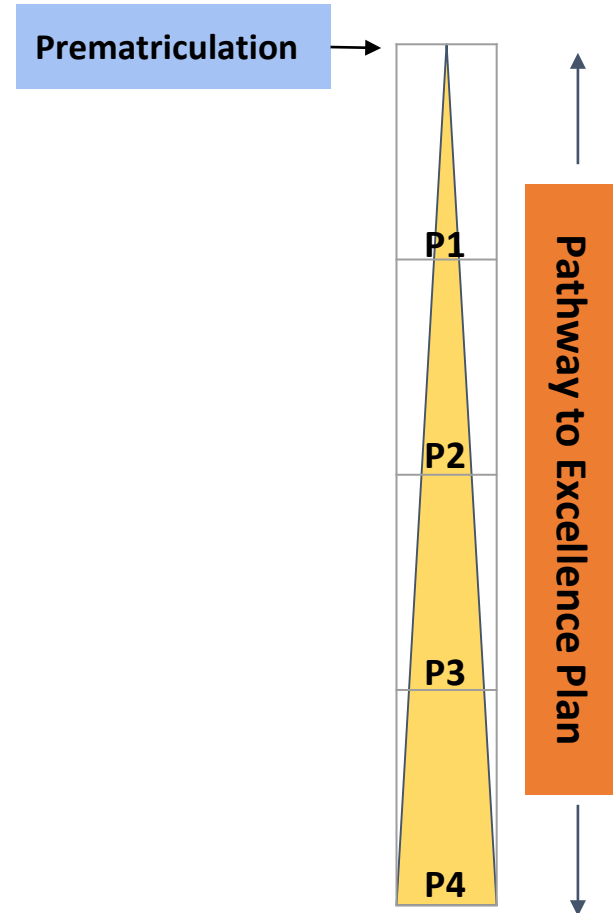
CSU-COP Pathway to Excellence – Pre-Matriculation

Self-paced Asynchronous (1st week):

- Welcome videos from the College
- Meet classmates, advisors, and other faculty/staff
- Introduction to College philosophy and processes
- Introduce Learning Methodology and Mindset materials

On-Campus Synchronous Element (2nd week):

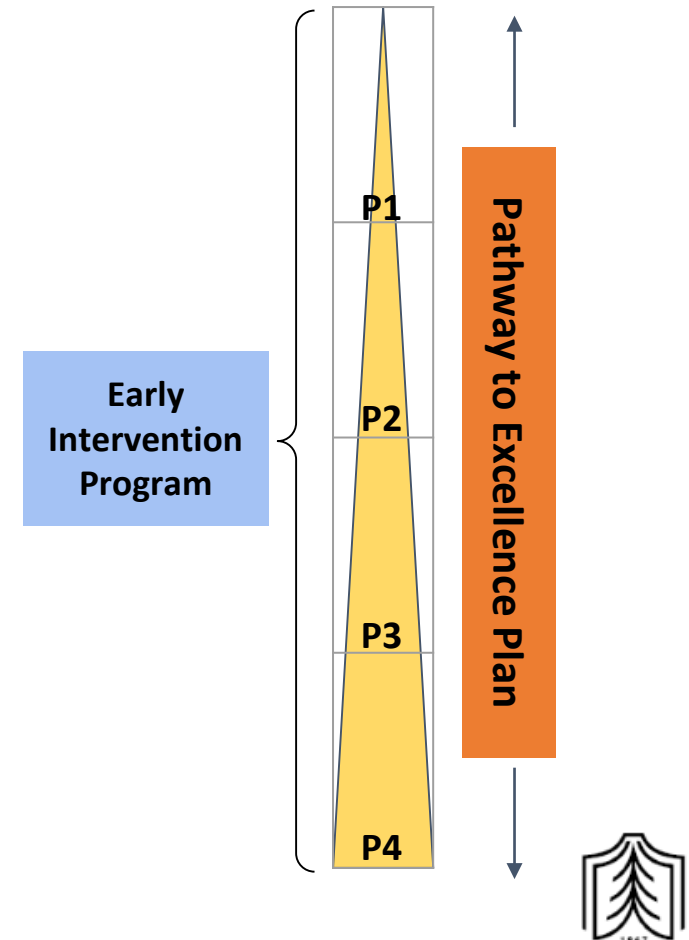
- Review of essential Pre-Req Content
- Introduction of P1 course materials
- Apply Learning Methodology, Mindset, and Self-Awareness





CSU-COP Pathway to Excellence - Didactic Phase

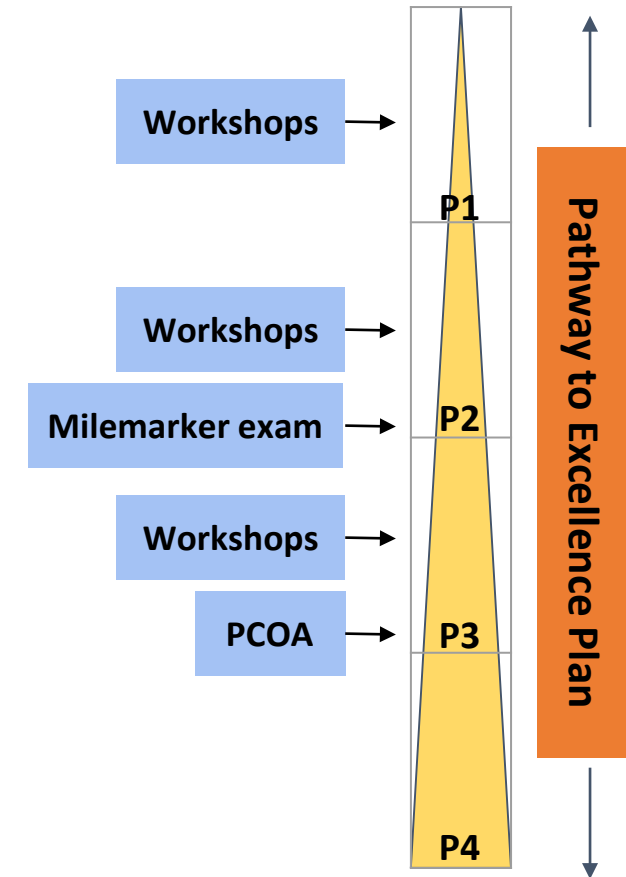
- Early Intervention Program
 - ❖ Refers students at risk academically to learning specialist
 - ❖ Use of Pharmacy Hold to increase compliance





CSU-COP Pathway to Excellence - Standardized Examination Preparation

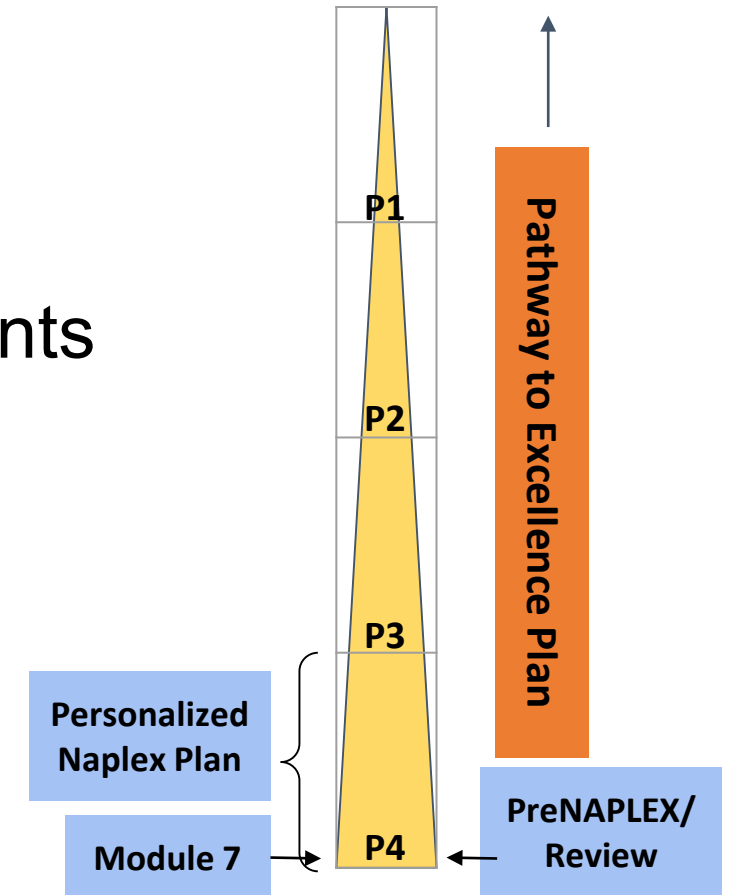
- Standardized examination prep workshops
- Self-directed PCOA practice quizzes
- Milemarker exams (Annual gateway exams)
- PCOA Examination in 3rd year
- Milemarker and PCOA remediation summer courses





CSU-COP Pathway to Excellence - Post Didactic Phase in 4th Year

- Personalized NAPLEX study plans
- NAPLEX practice comprehensive assessments
- NAPLEX Intense Review Course
- Pre-NAPLEX exam
- NAPLEX and MPJE review sessions





CSU-COP Pathway to Excellence - Post Graduation Phase

- Virtual workshop series
- CSU faculty and staff check-ins
- Study halls
- Extended access to NAPLEX prep resources
- System for tracking naplex and mpje pass rates and support for alumni

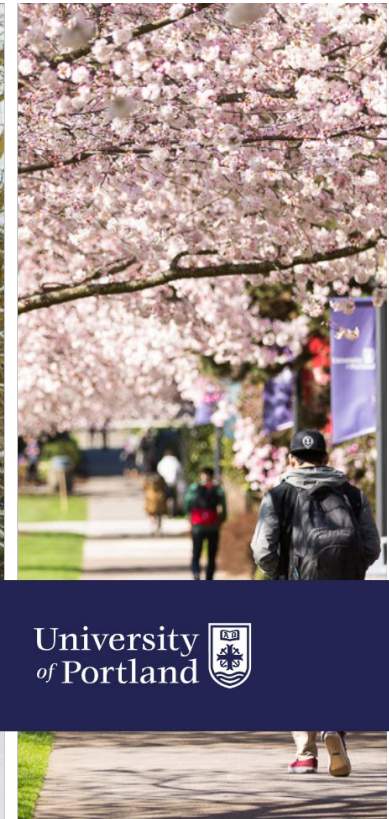
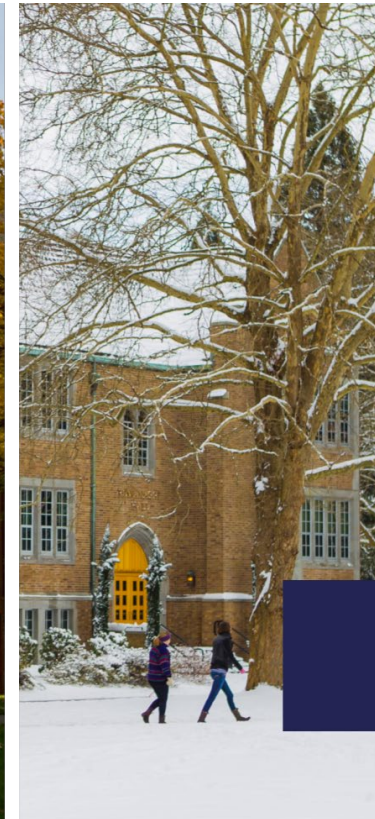


University of Portland School of Nursing NCLEX Prep

- Students in the BSN program have a required series of courses featuring NCLEX preparation
- NCLEX is designed to test on various knowledge domains, using application and critical thinking
- Students must complete a series of modules for each course, showing competence in areas consistent with NCLEX
- Students who do not succeed can continue to repeat the modules until they earn a passing score


Overview of University of Portland School of Nursing NCLEX Prep

- Before repeating the modules, students are directed to connect with faculty members and administration
- In these meetings, students develop a series of individualized strategies stating their commitment and their SMART goals
- Students apply their SMART goals and the program tracks their completion of these modules

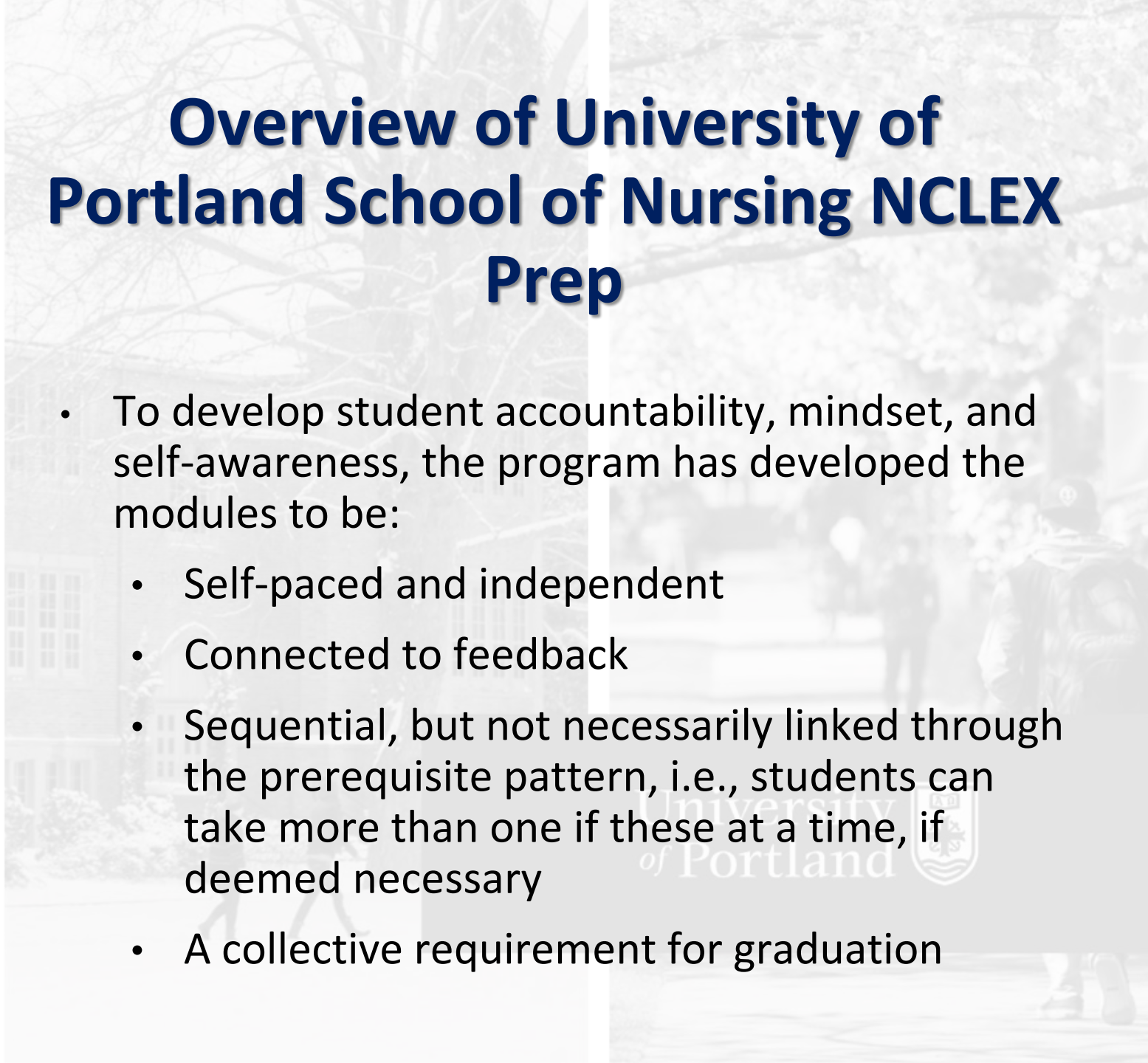


University
of Portland

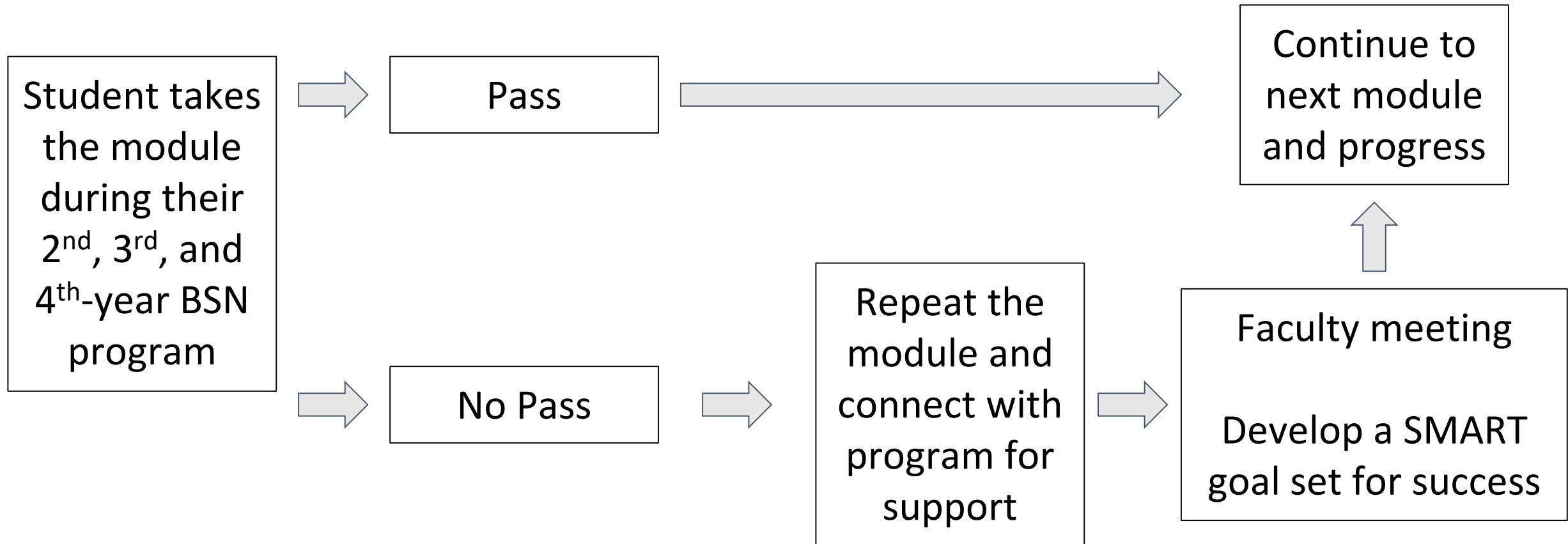




Overview of University of Portland School of Nursing NCLEX Prep

- To develop student accountability, mindset, and self-awareness, the program has developed the modules to be:
 - Self-paced and independent
 - Connected to feedback
 - Sequential, but not necessarily linked through the prerequisite pattern, i.e., students can take more than one if these at a time, if deemed necessary
 - A collective requirement for graduation
- 

Overview of University of Portland School of Nursing NCLEX Prep



SON Nursing Student Completes BSN Y1



Enter Licensure Lab #1 (Spring BSN Y2)



Complete PLP (Spring BSN Y2)



Complete Elsevier Adaptive Quizzes (EAQs)

Complete Case Studies

Complete a HESI Custom Exam (aligned with Curriculum)



850+



Build EAQs

Rem.

SON Nursing Student BSN Y2



Enter Licensure Lab #2 Fall + #3 Spring (BSN Y3)



Revise and Revisit PLP (Fall BSN Y3)



Complete Elsevier Adaptive Quizzes (EAQs)

Complete Case Studies

Complete a HESI Custom Exam (aligned with Curriculum)



850+



Build EAQs

Rem.

SON Nursing Student BSN Y3



Enter Licensure Lab #4 (Fall BSN Y4)

Revise and Revisit PLP (Fall BSN Y4)

Complete Elsevier Adaptive Quizzes (EAQs)

Complete Case Studies

Complete a HESI Comprehensive Exam (tests NCLEX curricular competency)



850+



Build EAQs

Rem.



Exam #2

SON Nursing Student BSN Y4

NEGATIVE

POSITIVE



• FIXED



• GROWTH

• CLOSED



• OPEN

• INTENTION

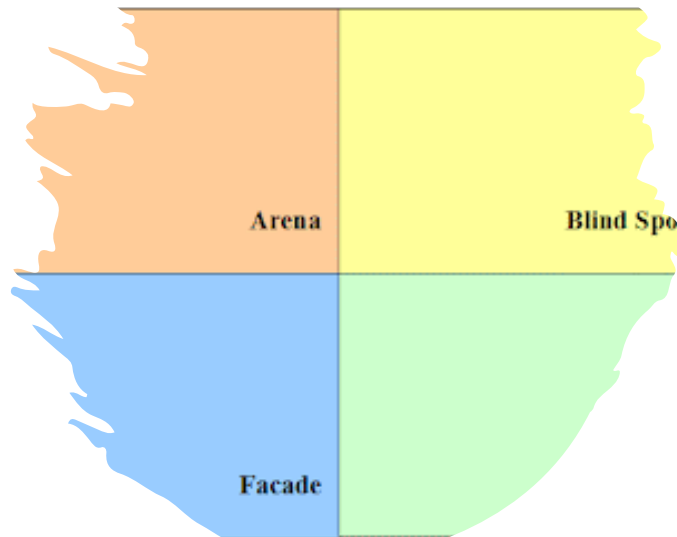


• PROMISE

Window

Known to Self

Not Known to Self



Summary of Strategies, Successes & Supports

- Provide a clear and simple process for preparation
- Engage mindset elements
- Promote confidence building
- Ensure clear expectations
- Make room for developing self-awareness

Take Home Message: Useful Practices

- Academic support is the foundation
- Successful programs maintain a holistic approach to success
- Mental wellness and mindset needs to be addressed
- Professional identity formation into professional roles is critical
- Structured licensure prep programs can guide learners
- Faculty, staff, and administration can promote community for learners to ask for help



Discussion and Q/A

Thank You