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NCLEX E . . . . . S . . . . .

A . . . . .  
B . . . . .  
C . . . . .  
D . . . . .

Answer: ( )

#### Mission Statement

The National Council of State Boards of Nursing, composed of member boards, provides leadership to advance regulatory excellence for public protection.

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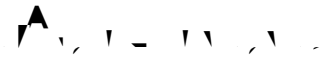
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The mission of the National Council of State Boards of Nursing (NCSBN®) is to lead in nursing regulation by assisting member boards, collectively and individually, to promote safe and effective nursing practice in the interest of protecting public health and welfare.

NCSBN serves as a consultant, liaison, advocate and researcher to its members, and as an education and information resource to policy makers and the gen-

The data reported in this section indicate licensure processing activity and data on the total number of individuals licensed to practice within each jurisdiction July 1, 2006 to June 30, 2007. All data was obtained from state and territorial boards of nursing.

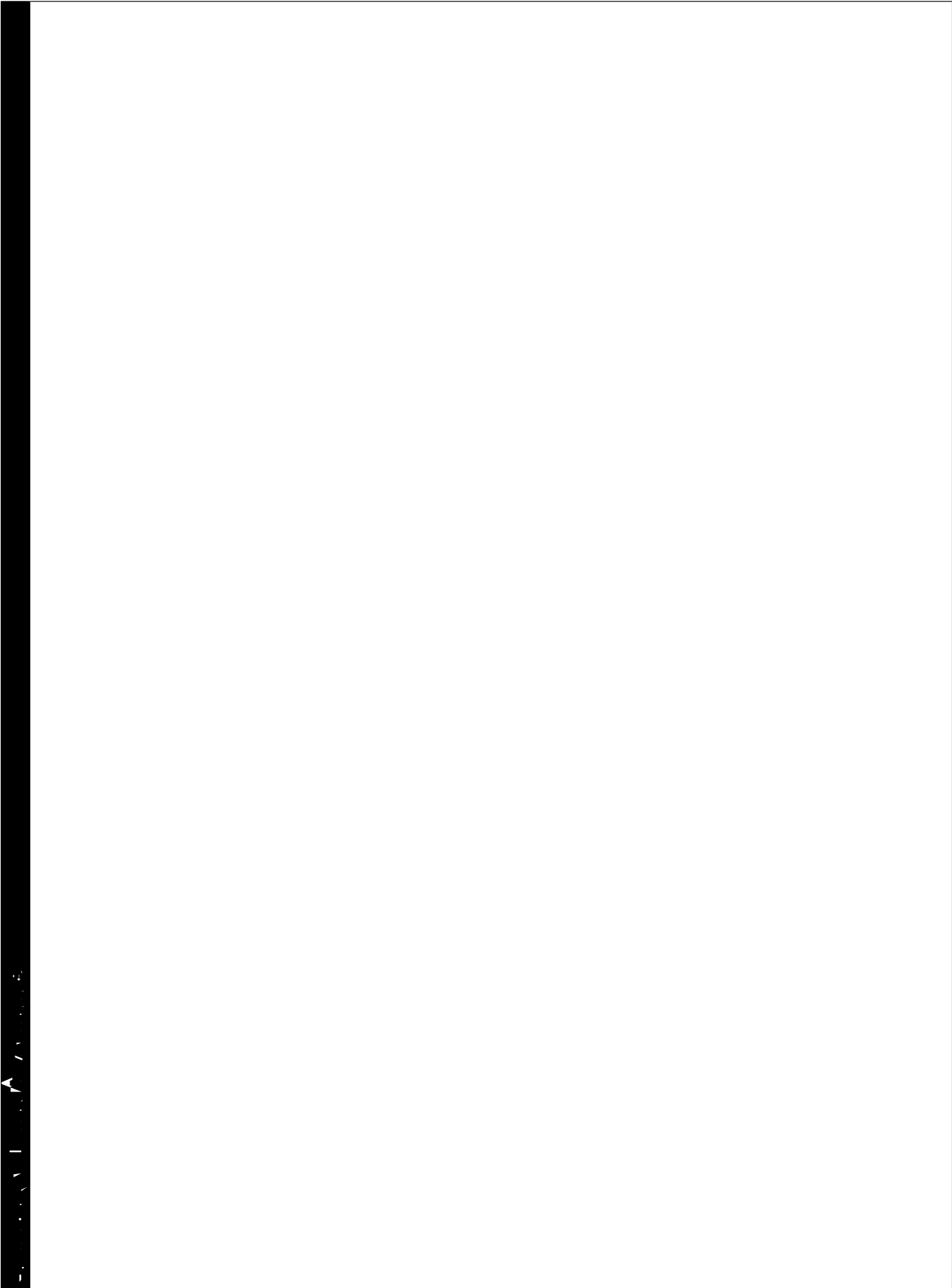
Estimates were provided where the exact figure requested for this collection of data was unknown.

Data are presented in a series of tables. *Tab 1* lists the National Council of State Boards of Nursing (NCSBN) member boards, the geographic locality within which a board has responsibility for regulating nursing practice (JD), the types of licenses for which a board has licensing authority, and whether or not the board is empowered to issue licenses or certificates to practice in a specialty area of nursing. *Tab 2-5* provide data related to new licenses issued by endorsement or examination, total numbers of active licenses (both RN and LPN/VN) by jurisdiction, and graduates of foreign nursing programs licensed, by jurisdiction. *Tab 6* provides a summary of licensing activities by examination and endorsement for RNs, LPN/VNs and graduates of foreign nursing programs. *Tab 7 a 8* provide the numbers of active specialty licenses, issued within each jurisdiction, by specialty license category. *Fig 1* provides a review of the numbers of active licenses for the years 1997-2007. Unless noted otherwise, all percentages are calculated in terms of column totals.

**Table 1**  
 National Council of State Boards of Nursing (NCSBN) member boards, the geographic locality within which a board has responsibility for regulating nursing practice (JD), the types of licenses for which a board has licensing authority, and whether or not the board is empowered to issue licenses or certificates to practice in a specialty area of nursing.

**Figure 1**  
 Review of the numbers of active licenses for the years 1997-2007. Unless noted otherwise, all percentages are calculated in terms of column totals.





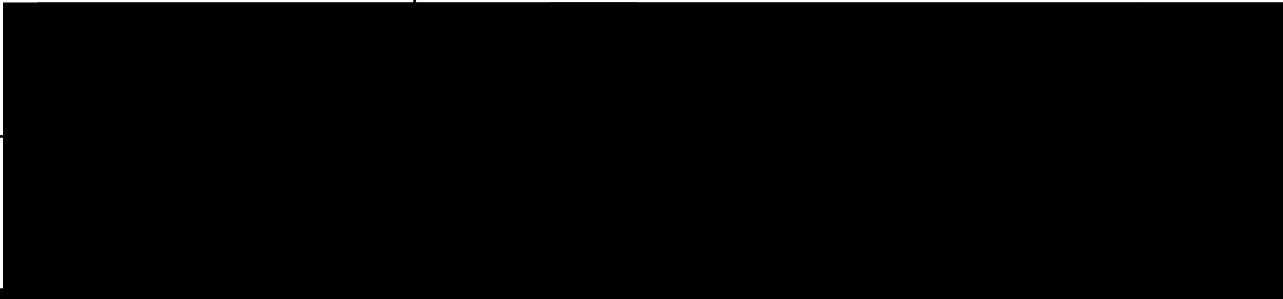
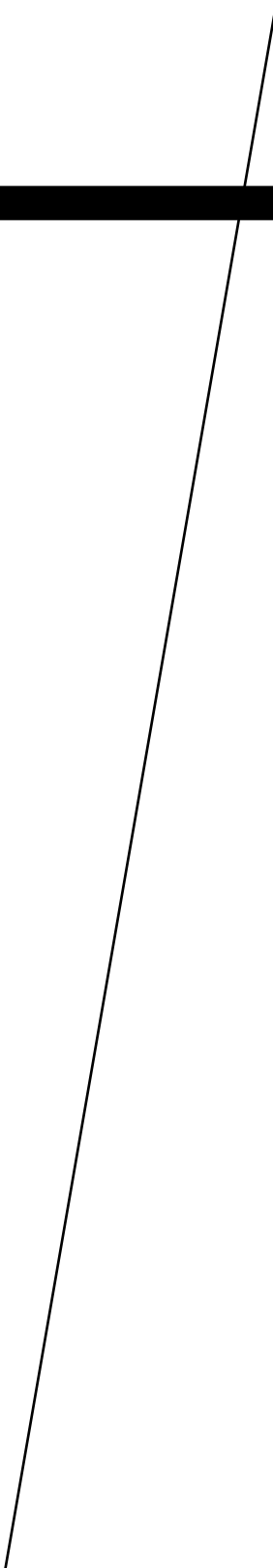






		%		%		%
VA	3,091	3.33%	2,623	3.14%	5,714	2.57%
VI	13	0.01%	204	0.24%	217	0.10%
VT	2,935	3.16%	1,117	1.34%	4,052	1.82%
WA					6,361	2.86%
WI					4,122	1.85%
WV-RN	1,130	1.22%	1,251	1.50%	2,381	1.07%
WY	252	1.22%	1,128	1.22%	1,380	1.22%
		%		%		%

No information available for American Samoa, Delaware, Georgia, Illinois, New Jersey, Northern Mariana Islands and Utah.





I	\	%	\	%	\	%
AK	9,859	0.28%	1,050	0.11%	10,909	0.25%
AL	57,638	1.65%	18,919	1.99%	76,557	1.72%
AR	30,935	0.88%	15,084	1.59%	46,019	1.04%
AZ	66,378	1.90%	11,721	1.24%	78,099	1.76%
CA-RN	338,522	9.68%	0	0.00%	338,522	7.62%
CA-VN	0	0.00%	75,406	7.95%	75,406	1.70%
CO	55,121	1.58%	10,135	1.07%	65,256	1.47%
CT	56,081	1.60%	12,125	1.28%	68,206	1.53%
DC	13,904	0.40%	2,547	0.27%	16,451	0.37%
DE	11,236	0.32%	2,207	0.23%	13,443	0.30%
FL	169,633	4.85%	59,215	6.24%	228,848	5.15%
GA-PN		0.00%	32,100	3.38%	32,100	0.72%
GA-RN	106,000	3.03%		0.00%	106,000	2.38%
GU	659	0.02%	136	0.01%	795	0.02%
HI	17,804	0.51%	2,813	0.30%	20,617	0.46%
IA	42,519	1.22%	11,571	1.22%	54,090	1.22%
ID	16,356	0.47%	3,840	0.40%	20,196	0.45%
IL	149,616	4.28%	28,150	2.97%	177,766	4.00%
IN	85,630	2.45%	29,053	3.06%	114,683	2.58%
KS	33,312	0.95%	8,325	0.88%	41,637	0.94%
KY	50,760	1.45%	14,172	1.49%	64,932	1.46%
LA-PN	0	0.00%	22,032	2.32%	22,032	0.50%
LA-RN	47,803	1.37%	0	0.00%	47,803	1.08%
MA	109,803	3.14%	20,480	2.16%	130,283	2.93%
MD	66,128	1.89%	12,338	1.30%	78,466	1.77%
ME	21,002	0.60%	2,768	0.29%	23,770	0.53%
MI	221,732	6.34%	82,651	8.71%	304,383	6.85%
MN	77,950	2.23%	23,642	2.49%	101,592	2.29%
MO	81,064	2.32%	23,230	2.45%	104,294	2.35%
MP	953	0.03%	65	0.01%	1,018	0.02%
MS	34,746	0.99%	13,096	1.38%	47,842	1.08%
MT	14,094	0.40%	3,561	0.38%	17,655	0.40%
NC	104,021	2.98%	21,293	2.24%	125,314	2.82%
ND	9,122	0.26%	3,594	0.38%	12,716	0.29%
NE	21,589	0.62%	7,246	0.76%	28,835	0.65%
NH	18,300	0.52%	3,500	0.37%	21,800	0.49%
NJ	102,433	2.93%	19,430	2.05%	121,863	2.74%
NM	23,965	0.69%	3,338	0.35%	27,303	0.61%
NV	24,904	0.71%	3,127	0.33%	28,031	0.63%
NY	257,724	7.37%	70,960	7.48%	328,684	7.40%
OH	165,998	4.75%	48,241	5.09%	214,239	4.82%
OK	38,825	1.11%	17,606	1.86%	56,431	1.27%



		%		%		%
OR	41,972	1.20%	3,891	0.41%	45,863	1.03%
PA	207,463	5.93%	51,930	5.47%	259,393	5.84%
RI	17,260	0.49%	2,238	0.24%	19,498	0.44%
SC	49,939	1.43%	11,458	1.21%	61,397	1.38%
SD	11,829	0.34%	2,281	0.24%	14,110	0.32%
TN	72,303	2.07%	27,051	2.85%	99,354	2.24%
TX	197,346	5.65%	81,185	8.56%	278,531	6.27%
UT	18,230	0.52%	2,607	0.27%	20,837	0.47%N

AL	79	6
AZ	652	15
CA	5,093	0
CT	254	38
GU	18	4
IA	3	1
KY	121	0
LA	60	0
MA	356	0
MD	459	44
ME	37	0
MN	488	10
MO	113	2
NC	155	1
ND	8	0
NH	103	25
NM	2,201	99
OR	142	13
PA	486	19
RI	5	0
SC	10	2
TX	1,621	51
VI	5	1
WV	1	20
WY	5	0

Information provided by 25 jurisdictions

Registered Nurses		222,612
Licensed Practical/Vocational Nurses		66,580
Registered Nurses		3,495,906
Licensed Practical/Vocational Nurses		948,692
Registered Nurses		12,475
Licenses Practical/Vocational Nurses		351





			%
CNM	Certified Nurse Midwife	5,553	3.7%
CRNA	Certified Registered Nurse Anesthetist	32,672	21.5%
CNS-PSYCH	Clinical Nurse Specialist - Psychiatry and/or Mental Health (including all its subspecialties)	3,335	2.2%
CNS	Clinical Nurse Specialist (all others)	9,698	6.4%
AC	Acute Care	1,834	1.2%
AHP	Adult Health	9,600	6.3%
CHP	Child Health/Pediatric	5,727	3.8%
COL	College Health	5	0.0%
EMR	Emergency	104	0.1%
FAM	Family	29,747	19.6%
FPN	Family Planning	26	0.0%
GER	Geriatric	1,873	1.2%
NEO	Neonatal	2,250	1.5%
WOM	Obstetrical and/or Gynecological and/or Women's Health	4,361	2.9%
PSY	Psychiatric and/or Mental Health	2,421	1.6%
SCH	School Health	70	0.0%
NP	Nurse Practitioner - no specialty designation	25,583	16.8%
NP	Nurse Practitioner - no category design	17,091	11.2%

In 1982, the National Council of State Boards of Nursing (NCSBN®) revised the State Board Test Pool Examination (SBTPE) substantially. NCSBN changed the examination from a norm-referenced test to a criterion-referenced test, implemented a new test plan and used Rasch's (1960) one parameter logistic model to calibrate items and measure candidates' abilities. At this time, NCSBN renamed the examinations the National Council Licensure Examination for Registered Nurses (NCLEX-RN®) and the National Council Licensure Examination for Practical Nurses (NCLEX-PN®). However, these NCLEX® examinations were very different than the NCLEX examinations taken by candidates today. These examinations were administered only twice a year in a pencil and paper format and each administration lasted two days.

In 1986, the NCSBN Board of Directors funded an initial investigation on the feasibility of using Computerized Adaptive Testing (CAT) procedures. CAT held the promise to make tests available year round, make tests shorter by only giving candidates items that were appropriate for their ability and provide greater security for the content of the items. On April 1, 1994, NCSBN began administering the NCLEX-RN and NCLEX-PN examinations exclusively via CAT. This publication provides a detailed breakdown of candidate performance for 2007, as well as historical data.

Computerized Adaptive Testing (CAT) is a method of administering examinations that combines the power and speed of current computer technology with modern measurement theory. With CAT, each candidate's test is unique; it is assembled interactively as the individual is tested. As the candidate answers each question, the computer calculates an ability estimate based on all earlier answers. The test administration software then identifies the content area for the next item. Next, the software scans through the available items within the identified content area for an item that has a degree of difficulty sufficient to give the candidate approximately

a 50% chance of answering it correctly. This item is selected and presented to the candidate on the computer screen. This process is repeated for each item, creating an examination tailored to the individual's ability level while fulfilling all NCLEX test plan requirements. The examination continues in this way until a pass-fail decision can be determined. Because the test could end at any time after the minimum number of items has been answered, it is important that the test plan specifications are met throughout the entire test.

To ensure a consistent standard of competence in nursing practice, NCSBN uses a criterion referenced standard, which means that passing or failing depends solely upon a candidate's level of performance in relation to the established point that represents safe entry-level competence. There is no preassigned percentage of candidates that pass or fail each examination. Because the practice of nursing changes over time, it is necessary to reevaluate the appropriateness of the passing standard from time to time. To ensure that the passing standards for the NCLEX-RN and NCLEX-PN examinations accurately reflect the amount of nursing ability currently required to practice competently at the entry level, NCSBN's Board of Directors reevaluates the passing standard every three years or when the test plan changes. In evaluating the passing standard, they consider information from a variety of sources. Although there is no limit on the information that they may consider, they are typically presented with the following information:

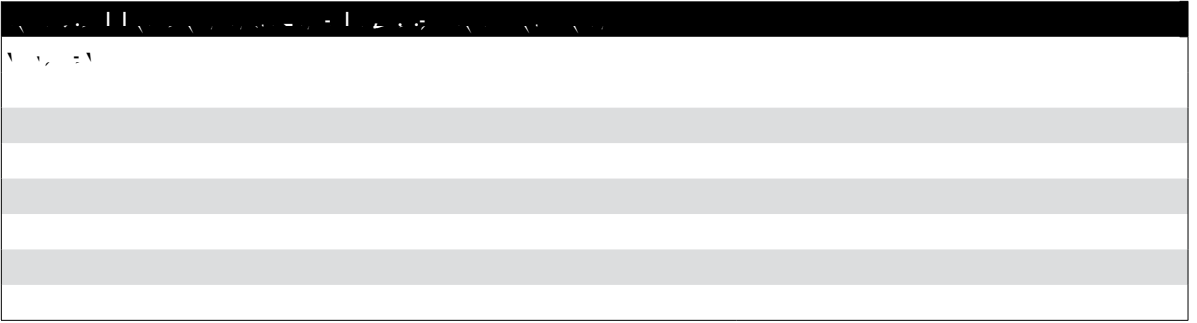
1. The results of a standard setting exercise undertaken by the Panel of Judges. Currently, this exercise consists of a modified Angoff procedure, with additional statistical compromise procedures. Also, a list of the members on the Panel of Judges and their qualifications is included.
2. An historical record of the passing standard and annual summaries of candidate performance on the NCLEX examination since the implementation of the CAT methodology in 1994.

3. The results from the annual Standard Setting Survey, which solicits the opinions of employers and educators regarding the competence of the current cohort of entry-level nurses.
4. Information detailing the educational readiness of high school graduates who expressed an interest in nursing.

In April 1998, the passing standard for the NCLEX-RN® Examination was increased from  $-0.42$  logits to  $-0.35$  logits. In April 2001, this standard was retained for another three years. In April 2004, the standard was increased to  $-0.28$  logits. In April 2007, the standard was again increased to  $-0.21$  logits. The passing standard for the NCLEX-PN® Examination has experienced a similar increase over time. In April 1999, the passing standard for the NCLEX-PN® Examination was increased from  $-0.51$  logits to  $-0.47$  logits. In April 2002, this standard was retained for another three years. In April 2005, the NCLEX-PN passing standard was increased from  $-0.47$  to  $-0.42$  logits. And in April 2008, the standard was increased to  $-0.37$  logits. It is important to note that the RN and PN standards are not directly comparable because they are based on different item pools and different scopes of practice.

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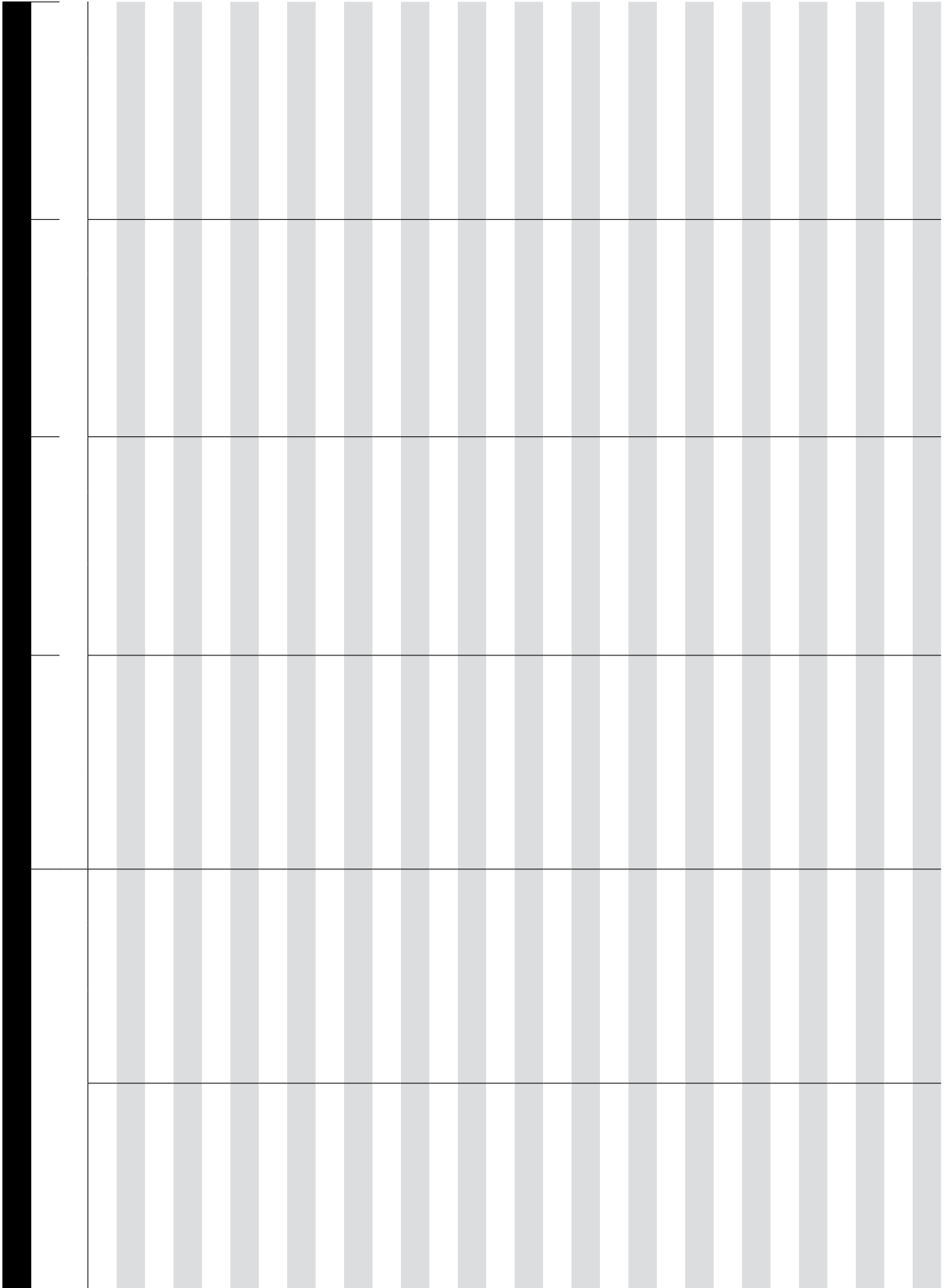





Jurisdiction	RN-Diploma			RN-Associate Degree			RN-Baccalaureate			RN-Special Program Codes			Total Jan. 1 - Dec. 31, 2007		
	Candidates	Passed	%	Candidates	Passed	%	Candidates	Passed	%	Candidates	Passed	%	Candidates	Passed	%
Alabama	0			1,618	1,390	85.9	1,139	1,022	89.7	25	13	52.0	2,782	2,425	87.2
Alaska	0			76	62	81.6	108	92	85.2	1	0	0.0	185	154	83.2
American Samoa	0			3	0	0.0	0			1	1	100.0	4	1	25.0
Arizona	28	25	89.3	1,575	1,341	85.1	672	591	87.9	1	0	0.0	2,276	1,957	86.0
Arkansas	280	259	92.5	756	660	87.3	493	420	85.2	0			1,529	1,339	87.6
California-RN	0			6,176	5,281	85.5	2,436	2,115	86.8	35	30	85.7	8,647	7,426	85.9
Colorado	0			774	631	81.5	893	802	89.8	4	2	50.0	1,671	1,435	85.9
Connecticut	123	108	87.8	534	462	86.5	575	511	88.9	1	1	100.0	1,233	1,082	87.8
Delaware	22	18	81.8	229	192	83.8	168	134	79.8	0			419	344	82.1
District of Columbia	0			18	16	88.9	216	191	88.4	0			234	207	88.5
Florida	0			4,644	3,798	81.8	1,892	1,640	86.7	6	6	100.0	6,542	5,444	83.2
Georgia-RN	0			1,111	970	87.3	1,203	1,077	89.5	2	1	50.0	2,316	2,048	88.4
Guam	0			0			35	27	77.1	1	1	100.0	36	28	77.8
Hawaii	0			154	139	90.3	326	256	78.5	4	3	75.0	484	398	82.2
Idaho	0			364	331	90.9	166	142	85.5	0			530	473	89.2
Illinois	20	13	65.0	2,442	2,122	86.9	1,956	1,683	86.0	7	4	57.1	4,425	3,822	86.4
Indiana	66	45	68.2	1,592	1,319	82.9	1,240	1,089	87.8	0			2,898	2,453	84.6
Iowa	0			1,310	1,076	82.1	582	469	80.6	1	1	100.0	1,893	1,546	81.7
Kansas	0			844	715	84.7	706	586	83.0	0			1,550	1,301	83.9
Kentucky	0			1,672	1,384	82.8	664	589	88.7	0			2,336	1,973	84.5
Louisiana-RN	35	35	100.0	928	794	85.6	1,044	924	88.5	0			2,007	1,753	87.3
Maine	0			353	294	83.3	340	292	85.9	0			693	586	84.6
Maryland	0			1,130	1,018	90.1	930	814	87.5	0			2,060	1,832	88.9
Massachusetts	72	69	95.8	1,571	1,321	84.1	1,438	1,264	87.9	1	1	100.0	3,082	2,655	86.1
Michigan	0			2,557	2,203	86.2	1,658	1,445	87.2	3	2	66.7	4,218	3,650	86.5
Minnesota	0			1,814	1,468	80.9	912	810	88.8	0			2,726	2,278	83.6
Mississippi	0			1,221	1,056	86.5	407	364	89.4	1	1	100.0	1,629	1,421	87.2
Missouri	52	48	92.3	1,600	1,377	86.1	1,403	1,269	90.4	0			3,055	2,694	88.2
Montana	0			203	152	74.9	216	197	91.2	0			419	349	83.3
Nebraska	66	61	92.4	322	275	85.4	705	619	87.8	0			1,093	955	87.4



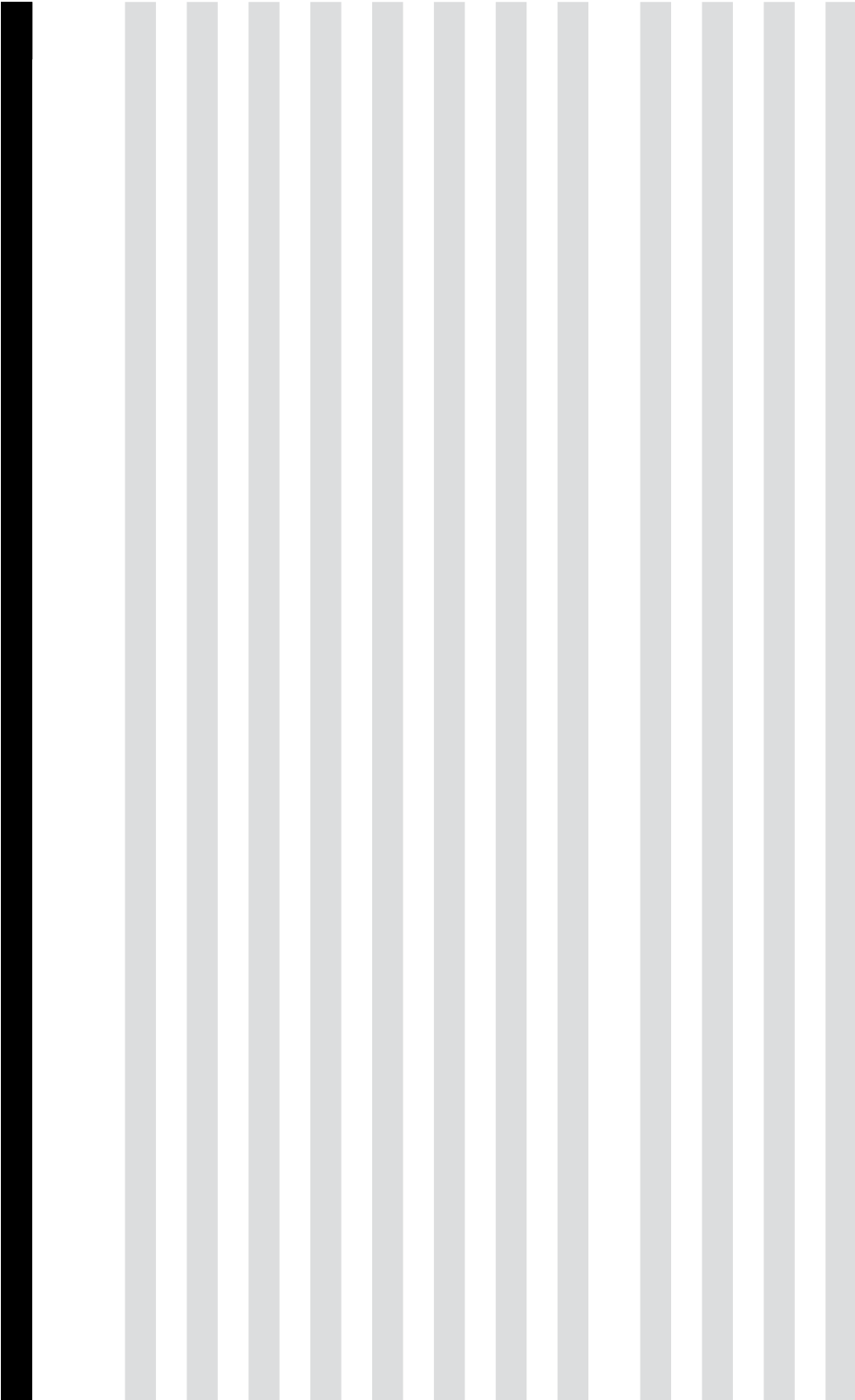
	%		%		%		%		%		%	
Albania	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
Argentina	2	0.0	1	0.0	2	100.0	2	100.0	0	0.0	5	20.0
Armenia	2	50.0	7	71.4	6	16.7	6	16.7	7	28.6	22	40.9
Australia	10	80.0	19	79.0	6	33.3	6	33.3	19	79.0	54	74.1
Austria	1	0.0	0	0.0	0	0.0	0	0.0	1	0.0	2	0.0
Azerbaijan	3	33.3	0	0.0	1	0.0	1	0.0	1	0.0	5	20.0
Bahamas	0	0.0	1	0.0	7	28.6	1	100.0	1	100.0	9	33.3
Bangladesh	2	0.0	1	100.0	2	0.0	2	0.0	2	0.0	7	14.3
Barbados	0	0.0	3	33.3	2	0.0	2	0.0	2	100.0	7	42.9
Belarus	3	33.3	5	40.0	5	40.0	5	40.0	1	100.0	14	57.1
Belgium	1	100.0	1	0.0	2	100.0	2	100.0	0	0.0	4	75.0
Belize	3	33.3	1	100.0	1	0.0	1	0.0	1	0.0	6	33.3
Bolivia	0	0.0	1	0.0	0	0.0	0	0.0	1	100.0	2	50.0
Bosnia and Herzegovina	1	0.0	0	0.0	2	100.0	2	100.0	1	100.0	4	50.0
Botswana	1	0.0	1	0.0	0	0.0	0	0.0	0	0.0	2	0.0
Brazil	5	60.0	6	33.3	4	20.0	4	20.0	9	22.2	24	37.5
Bulgaria	2	50.0	2	50.0	2	50.0	2	50.0	1	100.0	7	57.1
Burkina Faso	1	0.0	1	0.0	0	0.0	0	0.0	0	0.0	2	0.0
Cambodia	0	0.0	0	0.0	1	0.0	1	0.0	0	0.0	1	0.0
Cameroun	12	26.7	14	31.4	9	11.1	9	11.1	13	15.4	48	16.7
Canada	187	72.2	199	70.9	246	58.1	143	58.1	197	61.9	829	65.3
Chile	0	0.0	0	0.0	2	100.0	2	100.0	0	0.0	2	100.0
China	121	59.5	108	50.0	117	53.9	63	53.9	116	50.0	462	53.5
Colombia	6	83.3	11	36.4	6	33.3	2	33.3	9	66.7	32	53.1
Congo, Democratic Republic of	0	0.0	0	0.0	1	0.0	1	0.0	0	0.0	1	0.0
Costa Rica	2	50.0	3	0.0	0	0.0	0	0.0	1	100.0	6	33.3
Croatia	1	0.0	0	0.0	1	0.0	1	0.0	0	0.0	2	0.0
Cuba	159	45.9	168	35.7	169	26.6	45	26.6	137	32.1	633	35.1
Czech Republic	1	100.0	4	25.0	7	28.6	2	28.6	4	25.0	16	31.3

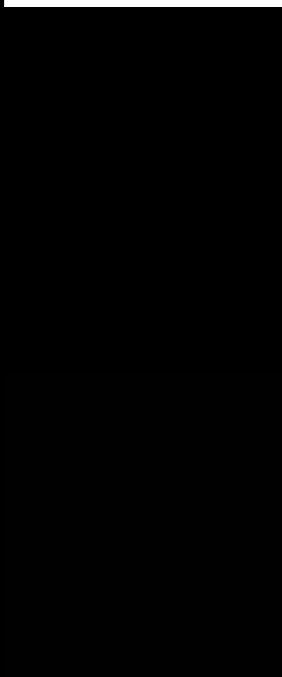
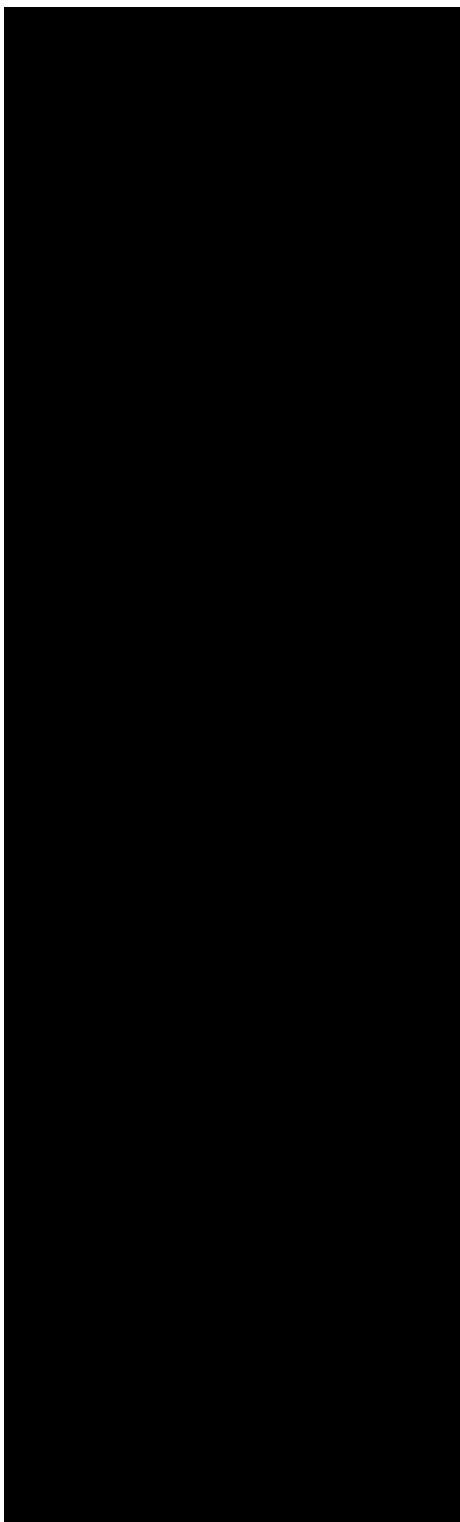


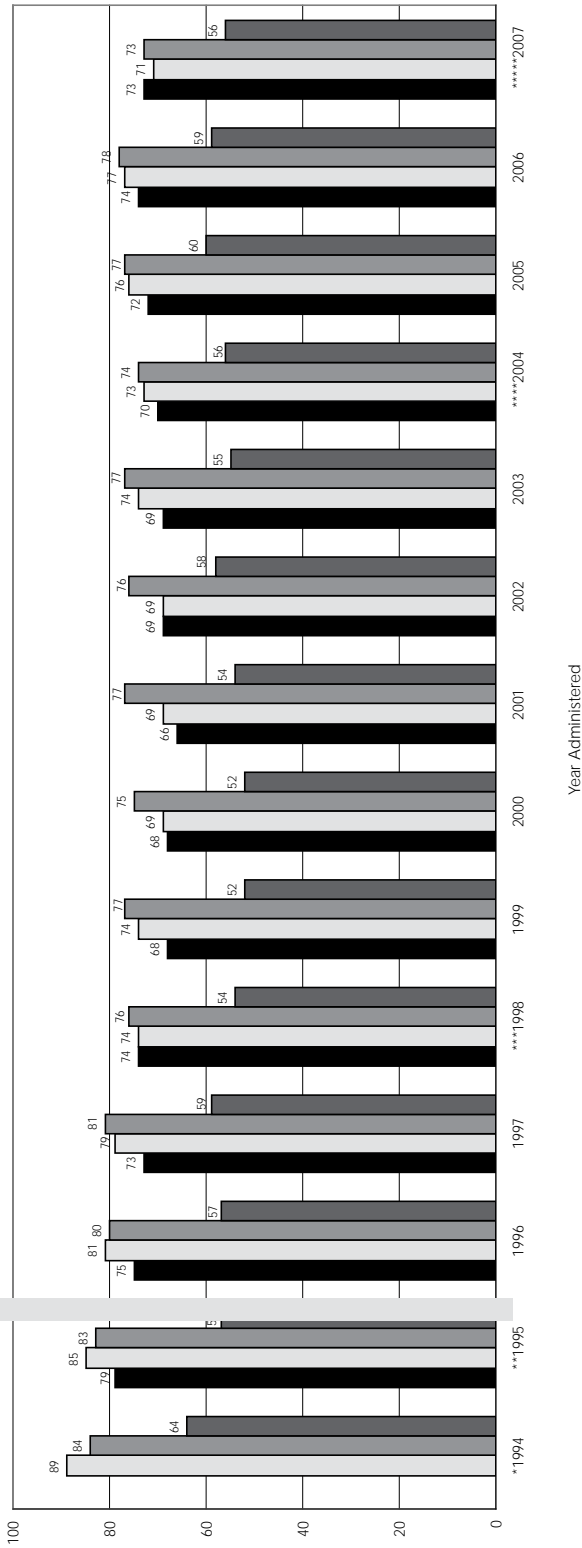




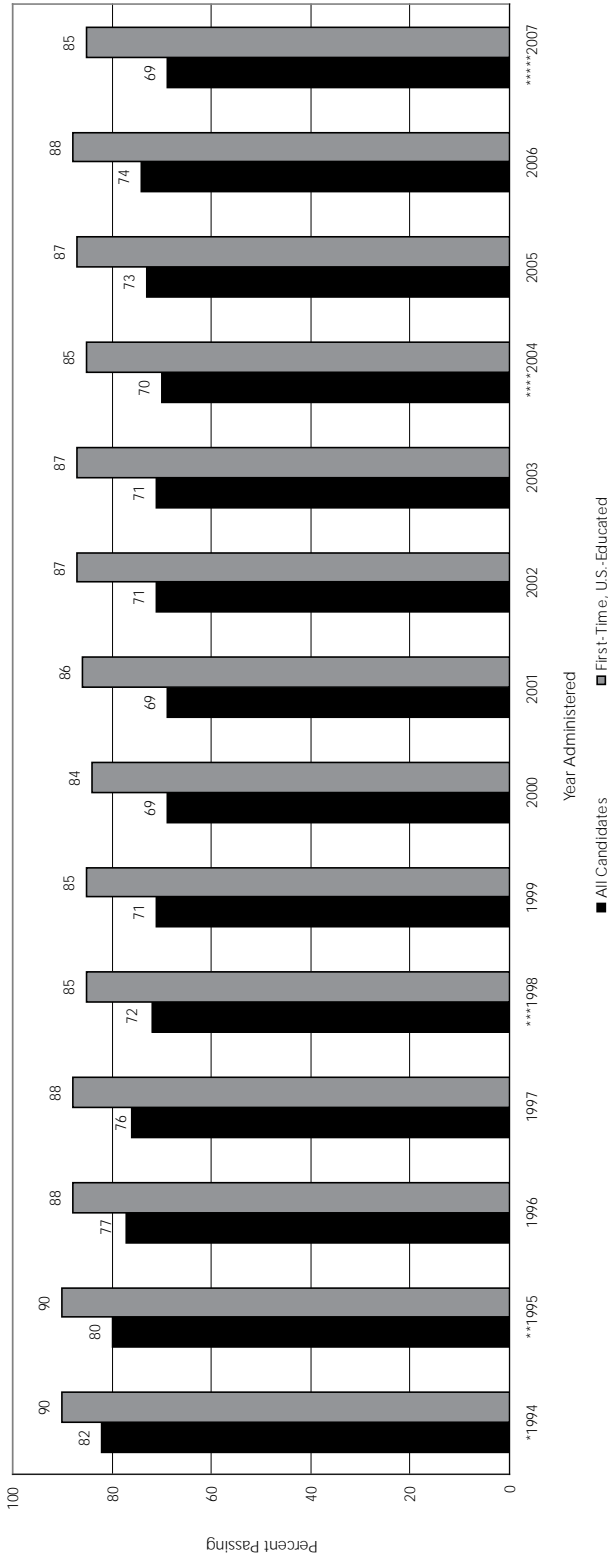








Year Administered  
 ■ Jan  
 ■ Apr  
 ■ Oct



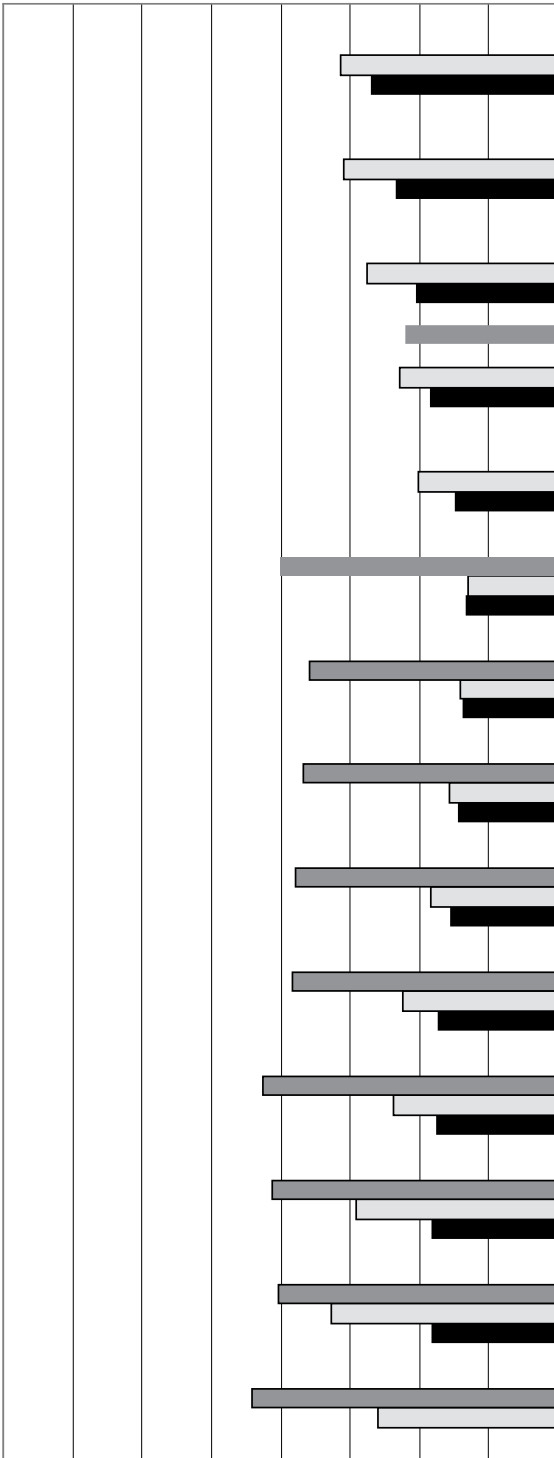
\*APR 1994 Computer Adaptive Test (CAT) begins. Passing standard -0.4766 logits.

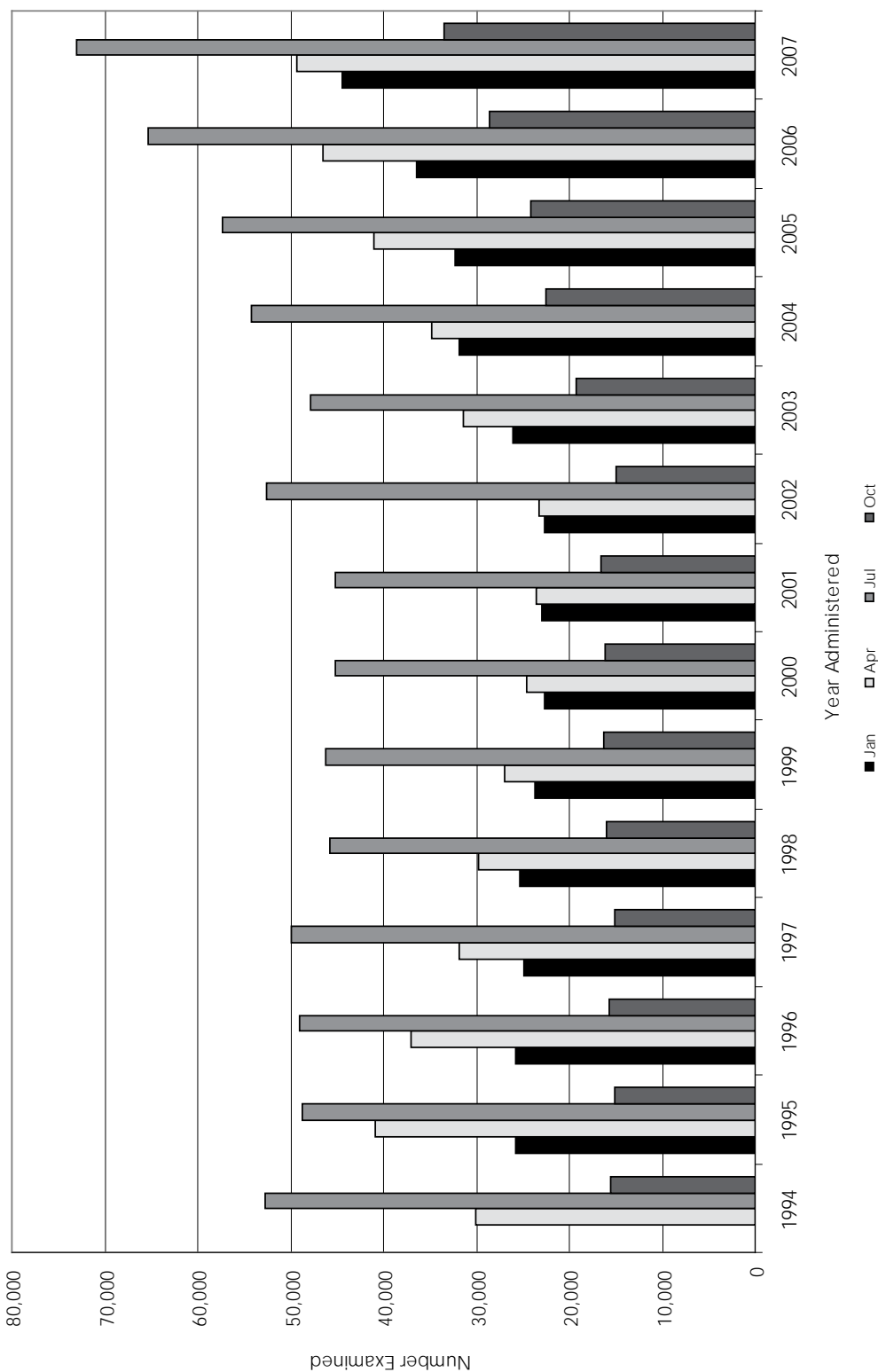
\*\*OCT 1995 passing standard changed from -0.4766 to -0.42 logits.

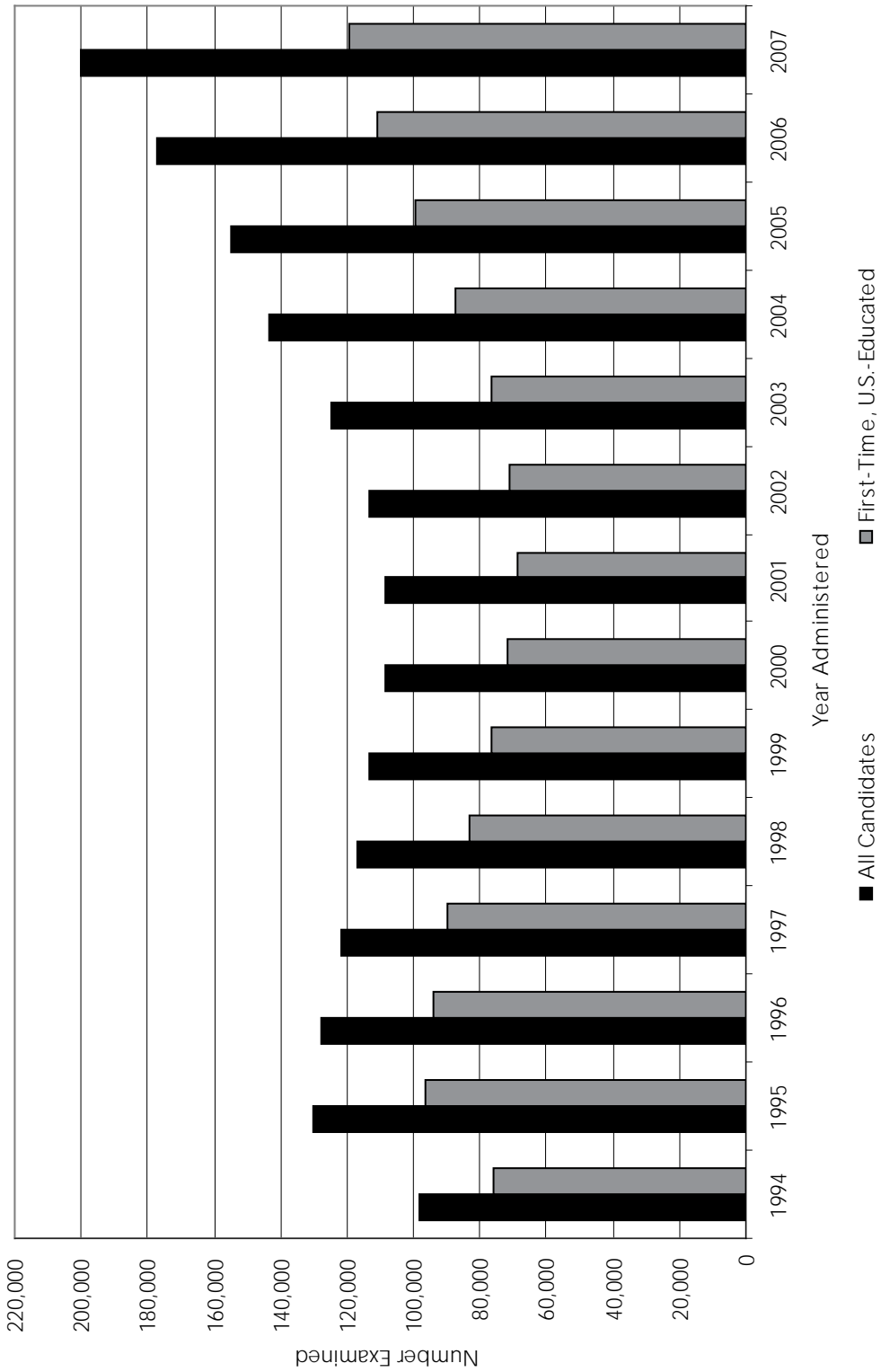
\*\*\*APR 1998 passing standard changed from -0.42 to -0.35 logits.

\*\*\*\*APR 2004 passing standard changed from -0.35 to -0.28 logits.

\*\*\*\*\*APR 2007 passing standard changed from -0.28 to -0.21 logits.













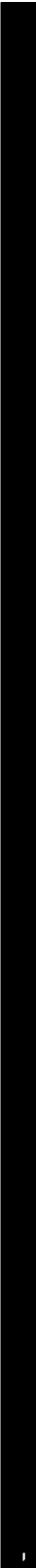


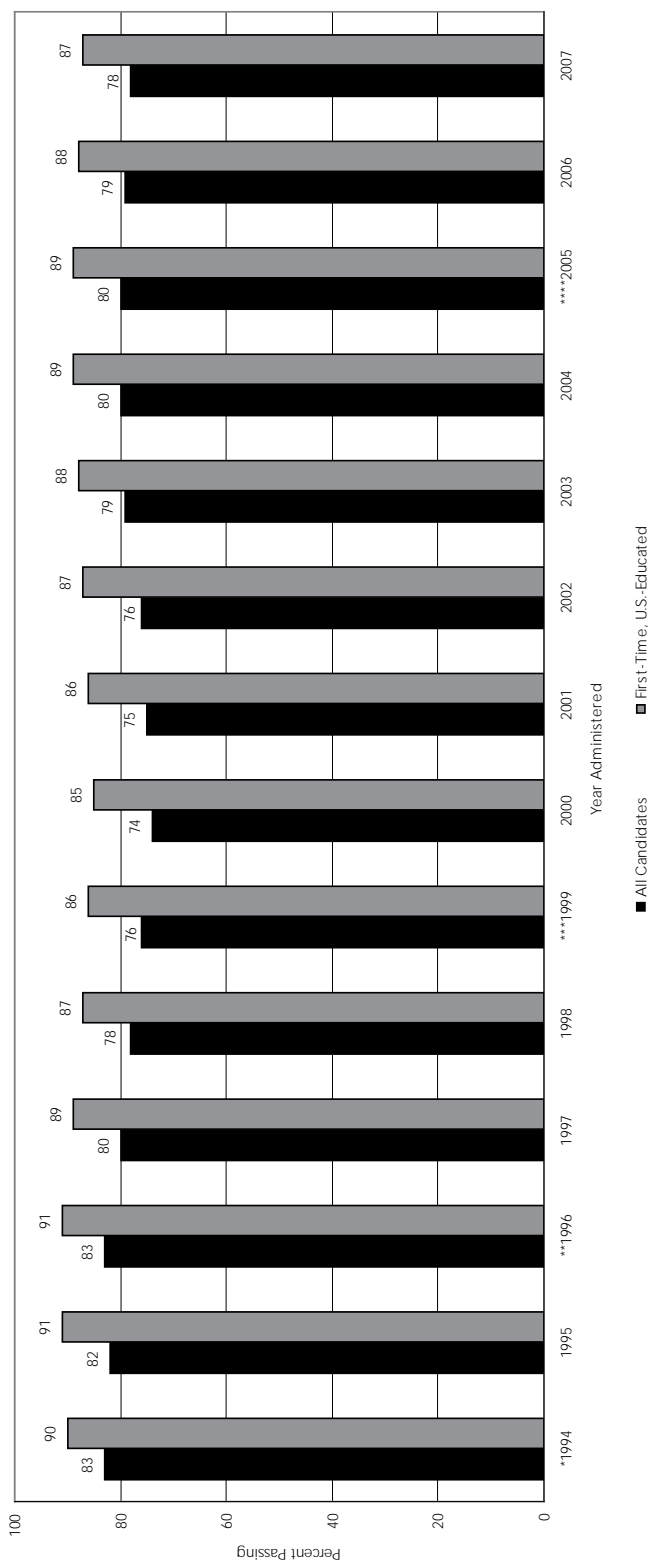












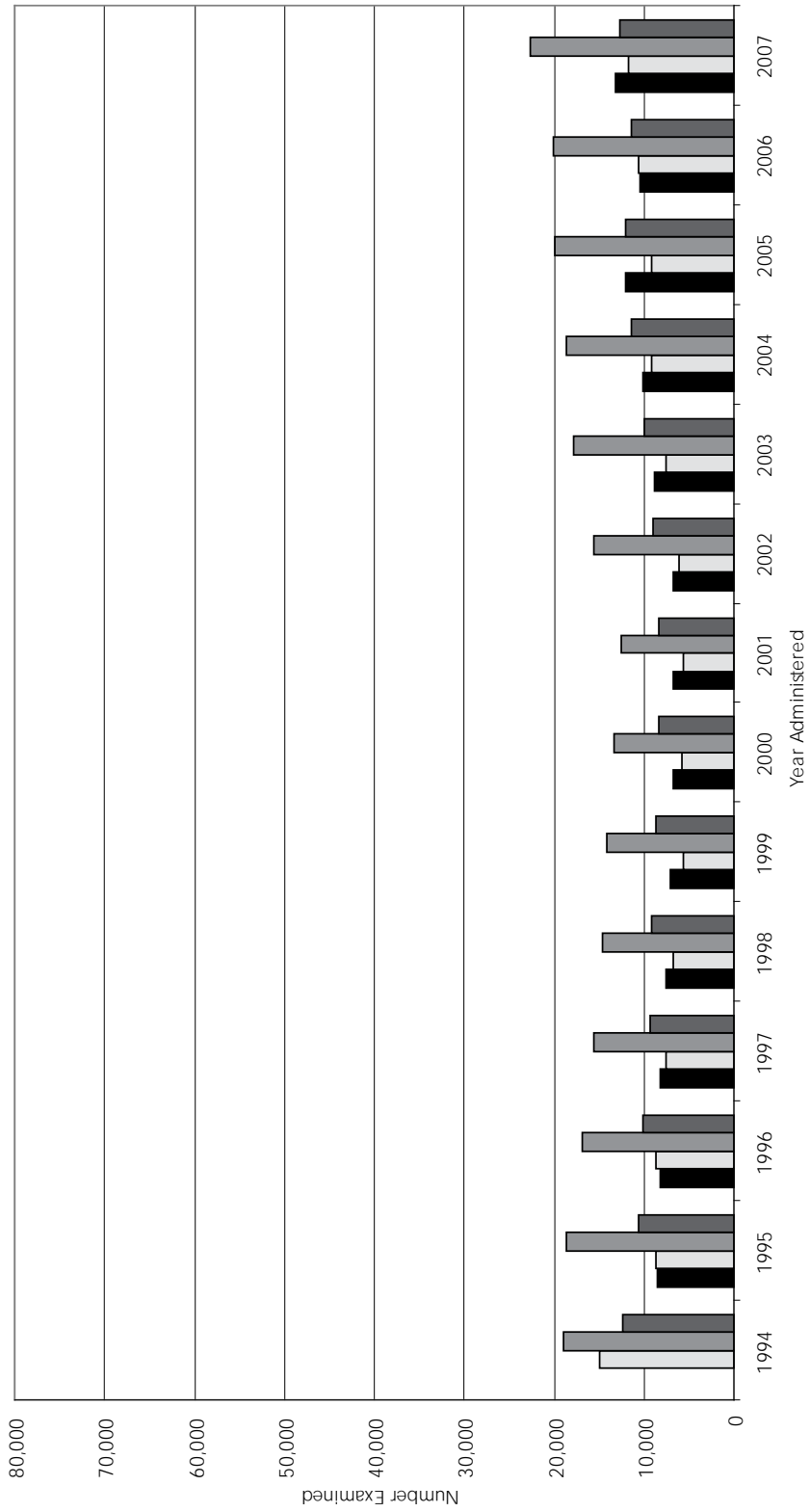
\*Apr 1994 Computer Adaptive Test (CAT) begins. Passing Standard -0.56 logits.

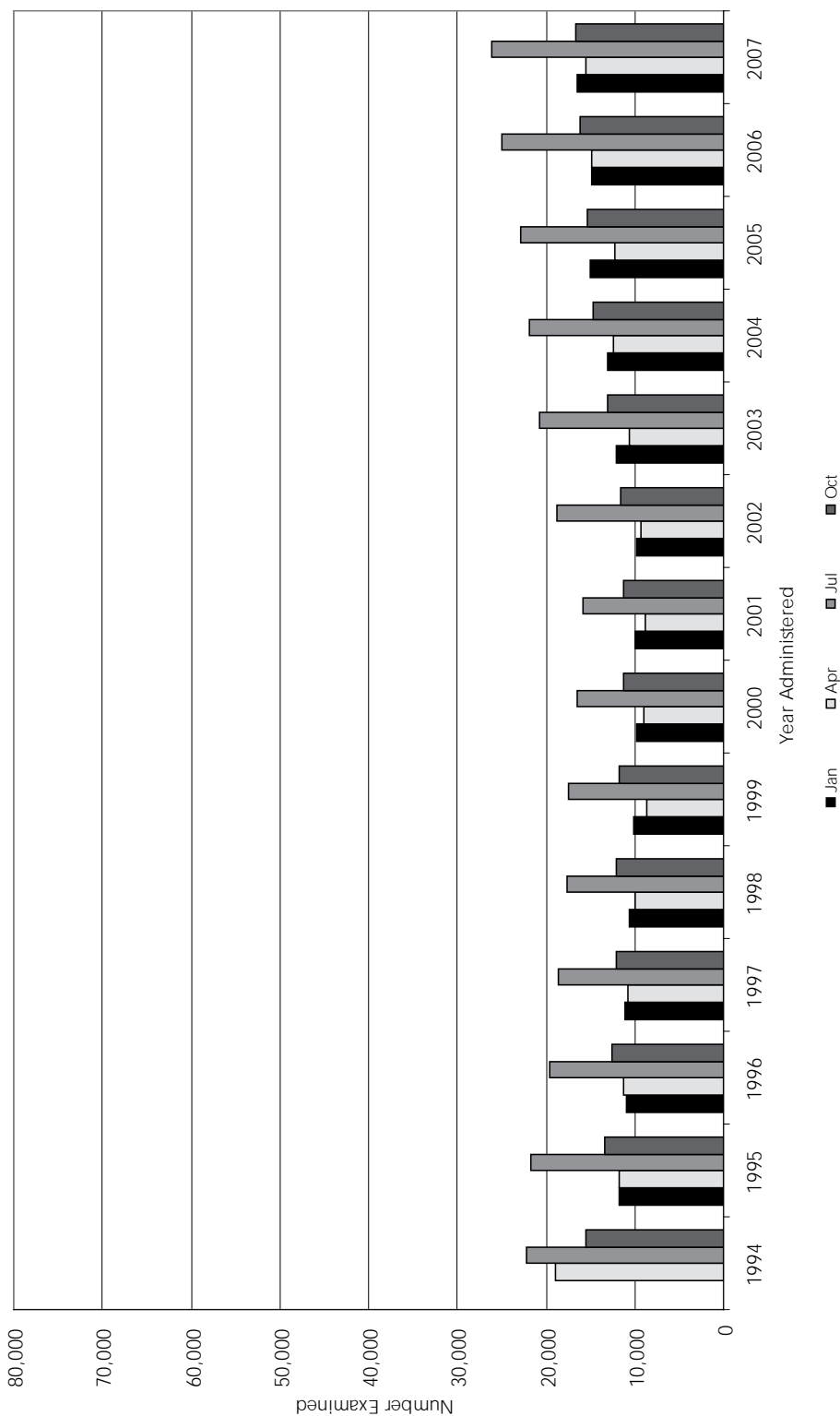
\*\*Oct 1996 Passing Standard changed from -0.56 to -0.51 logits.

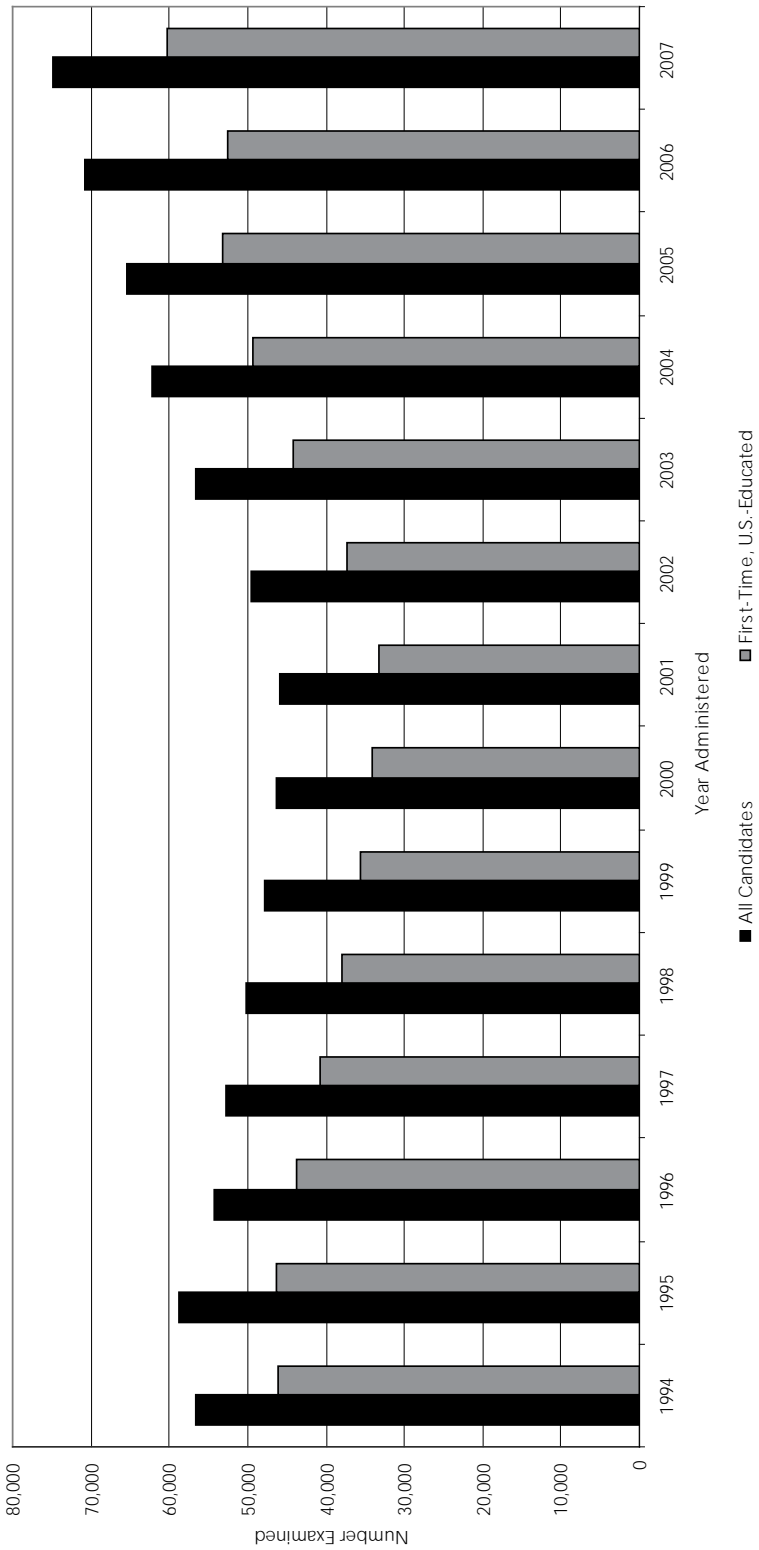
\*\*\*Apr 1999 Passing Standard changed from -0.51 to -0.47 logits.

\*\*\*\*Apr 2005 Passing Standard changed from -0.47 to -0.42 logits











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