



FLORIDA ATLANTIC
UNIVERSITY

**Christine E. Lynn College of Nursing
Professional Licensure Exam
First-time Pass Rate Improvement Plan
Freshman Direct Admit Bachelor of Science in Nursing Track
Accelerated Bachelor of Science in Nursing Track**

Executive Summary

The Christine E. Lynn College of Nursing (CELCON) at Florida Atlantic University (FAU) offers the Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), and Doctor of Philosophy in Nursing (PhD) Degrees. The BSN, MSN and DNP degrees are accredited by the Commission on Collegiate Nursing Education. CELCON offers four tracks for the BSN program and including Freshman Direct Admission (FDA), Accelerated BSN (ABSN), Registered Nurse to BSN (RN-BSN) and the newest track, the Second-Degree Part-Time BSN track.

During the spring of 2020, classes moved to online delivery formats due to COVID-19 pandemic and clinical practicum agencies in Palm Beach, Broward and Miami Dade Counties closed clinical practicums for students for the next 2 semesters. In fall 2020, limited opportunities reopened. Specialty sites such as maternal, newborn and psychiatric mental health remained closed. Online virtual simulations were instituted to adjust to the lack of these in-person practicum experiences. Equally important, over the next 2 years, the CELCON experienced a significant number of retirements from experienced faculty representing over 200 years of teaching experience collectively. This resulted in fewer master teachers to guide new instructors. In addition, on several occasions just before spring 2021, summer 2021 and fall 2021 semesters started, several clinical faculty declined to fulfill their teaching contracts which delayed students in starting clinical practicums. This was a new phenomenon as we were competing with higher based salary for travel opportunities for experienced nurses. These factors impacted NCLEX-RN passing rates for first-time test takers of the ABSN and FDA tracks in Boca Raton.

Students in the FDA track are enrolled for 8 semesters. These students are admitted directly out of high school into the nursing major. Students in the ABSN track are enrolled for 4 semesters. The FDA students follow a full-time plan of study of 12-14 credit hours each semester. The ABSN students follow a full-time plan of study of 12-17 credit hours each semester. In the past, the majority of the classes were conducted in-person. All courses moved to online format at the beginning of the pandemic March of 2020. During fall of 2020, lab courses were offered in-person with the option to attend remotely. Other courses remained fully online until spring 2022. These learners were not accustomed to online delivery format so, this represented a significant

change in how students learned didactic and laboratory skills and participated in testing and evaluation.

As a result, we saw a significant decline in NCLEX pass rates for FDA and ABSN graduates in 2021. This report presents strategies to improve the passing rates for recently graduated and currently enrolled FDA and ABSN students who will be taking the NCLEX-RN licensure examination including admission requirements, a plan for curriculum revision, student progression, faculty support and development, accreditation, and external assistance.

Describe the short-term strategies to improve the passage rates for recently graduated and currently enrolled students expected to take the exam in the short-term.

Strategies for Recently Graduated Students

During the Fall of 2021, Dr. Gloria McNeal, an expert in competency-based nursing education with over 35 years of nursing education experience, was hired to conduct faculty development on competency-based nursing education. According to the American Association of Colleges of Nursing (2021), “Competency-based education (CBE) refers to a system of instruction, assessment, feedback, self-reflection, and academic reporting that is based on students demonstrating that they have learned the knowledge, attitudes, motivations, self-perceptions, and skills expected of them as they progress through their education. CBE is endorsed by the American Association of Colleges of Nursing as the preferred mode of teaching nursing students. CBE instruction requires active, interactive, self-reflective, and experiential teaching strategies. During fall 2021 and spring 2022, faculty participated in monthly training activities in CBE.

During the spring of 2021, using the Assessment Technologies Institute (ATI), the CELCON conducted an extensive review of the specific learning needs of the students who were graduating the summer of 2022. ATI is an online, comprehensive testing and review program, designed to provide students with various learning tools that will assist them in learning course content, identifying strengths and weaknesses, reviewing content, improving test taking abilities, and ultimately successfully passing the NCLEX-RN® for professional licensure.

The May 2022 graduates took a series of ATI exams to assess their knowledge in content areas such as medical-surgical, pediatric, maternal-newborn, mental health, community health, pharmacology, and leadership in nursing. Concepts on which the cohort scored less than 75% were identified and used to develop a **6-week**, 8-hour day, intensive experience for all students. The weekly intensive included:

- Assignment of 150-200 ATI application and analysis type questions on the selected weekly content area deficit. These questions provided rationales for each correct and incorrect responses for students. Students were required to score 75% or greater but could repeat the exam until they achieved the score.
- Engaging students in simulation experiences with faculty guided debriefing over the key competencies for which the cohort scored less than 75% on the ATI content exams. These simulated experiences focused on facilitating the student’s ability to recognize cues in the patient and environment, analyze cues from signs

and symptoms, prioritize hypotheses to address the condition presented, generate solutions based on knowledge of the conditions, treatment for the conditions with nursing interventions, take action and evaluate outcomes.

- Faculty led a review of an additional 150 to 200 questions of the NCLEX type questions from ATI addressing the selected week content area. Students were given a case presentation with questions and asked to select the correct response and give a rationale for the correct response and why the other responses were incorrect.

For the ABSN students who will graduate in December of 2022, faculty who taught in summer 2022 participated in bi-weekly meetings to identify and develop competencies in each class and discuss active learning teaching strategies. An example of this strategy was that didactic faculty wrote questions that were derived from the competencies for the students. These questions were assigned to the students prior to class. Because faculty used the questions to write test items for the exam, students referred to them as Test Prep Sheets Portfolio. In addition, one faculty member brought the high-fidelity simulator into the classroom for students with the cases to enhance clinical judgment.

In review of the NCLEX pass rates and the NCLEX RN Comprehensive Predictor, we found a significant disparity in the comprehensive predictor scores and the NCLEX first attempt pass rates. Another strategy was the requirement for students who were unable to achieve $\geq 92\%$ probability of passing the *NCLEX-RN*® on the ATI Comprehensive Predictor Exam and a level 2 or better on 5 of 7 ATI content exams (medical-surgical, pediatric, obstetrics, mental health, community health, pharmacology, and leadership) that were taken throughout the curriculum, will participate in Virtual ATI remediation. The Virtual ATI remediation is an online program specifically tailored to the student's learning needs and led by an online coach. The student completes the remediation when the coach certifies the student achieves the 100% stage of the Virtual ATI remediation assignments.

Strategies for Currently Enrolled Students

The currently enrolled students will participate in all the strategies listed above including the **6-week**, 8-hour day, intensive experience in fall 2022, faculty development regarding active teaching strategies, the use of competency-based education, student Test Prep Portfolios, evaluating the course competencies, and the Virtual ATI requirement.

There are five additional strategies for the current students. First, two new fulltime faculty have been hired for the FDA and ABSN tracks and 100% of these new faculty have experience in teaching nursing students.

Secondly, faculty development is being provided with emphasis on CBE and development of test questions based on the introduction of a new version of NCLEX-RN called the Next Generation Registered Nurse Licensure (NGN) Examination which is scheduled to begin April 2023. At the beginning of the fall 2022 semester, faculty received additional training in CBE from expert consultants from Western Governors University labs. Eight faculty have participated in training in adaptive test item development to address the changes in the NCLEX-RN examination.

Throughout the academic year, faculty will receive ongoing training on preparing students to take the NGN exam. All faculty who teach in the prelicensure tracks are scheduled to meet every other week from August to December. These sessions will be co-led by the associate dean for academic programs and the assistant dean for the Undergraduate Program and will focus on teaching strategies to enhance the students' ability to demonstrate clinical judgement and reasoning and employment of NGN-type questions in course exams.

Thirdly, the CELCON associate dean for academic programs and assistant dean will review and approve all syllabi for the purpose of providing assurance that the course is in alignment with the curriculum plan and that faculty are using active teaching strategies, CBE and evaluation methods linked to the course competences. The associate dean and assistant dean will attend classes to provide CELCON leadership to provide support to faculty and maintain quality assurance and quality improvement.

Fourth, faculty and students are being trained in the Heartmath Resilience approach to help students build resilience and coherence to manage and control test anxiety as well as performance related anxiety. Heartmath is an evidenced based self-regulatory approach used to decrease test anxiety, improve cognitive functioning and physiological performance.

Fifth, the CELCON negotiated the use of space in the FAU College of Medicine simulation center in fall 2022. Students will be doing in-person high fidelity simulation based on current course content and debriefing. The FDA and ABSN students who are in the clinical portion of the program will have this experience which is designed to enhance clinical judgment.

Admissions

The current admission criteria for the ABSN track includes a bachelor's degree or higher graduate degree with 3.00 grade point average, interview, and completion of anatomy & physiology I with Lab, anatomy & physiology II with lab, microbiology with lab, college algebra or equivalent, statistics, English composition I, English composition II, introduction Sociology, introduction to Psychology, human growth & development through the lifespan, Chemistry and Nutrition with a grade of C or higher. These are very high admission criteria making admission to the program very competitive. We do not foresee any changes to the criteria in the immediate future.

The current admission criteria for the FDA track includes 3.60 recalculated high school cumulative grade point average and SAT 1200 or ACT 25 or higher. These are very high admission criteria making admission to the program very competitive. We do not foresee any changes to the criteria in the immediate future.

Curriculum

This section should describe any recent or planned curriculum reviews relative to its alignment with the content on the exam. Please note the date of the review and key changes to be made in the short-term and in the long-term.

In April 2021, the American Association of Colleges of Nursing (AACN) finalized the *Essentials: Core Competencies for Professional Nursing Education*, which were last updated in 2008. The Essentials provide a framework for nursing education while identifying core competencies expected for professional nursing practice (AACN, 2021). The competencies are presented in ten domains while eight concepts represent important areas of nursing knowledge. An expectation within this framework is the delivery of competency-based education (CBE) which focuses on active engagement of students in attainment of competencies, or outcomes, with clear delineation of expectations along the way (AACN, 2021).

During the 2021-2022 academic year, the undergraduate faculty participated in the process of curriculum mapping where all current courses were evaluated based on the domains. The faculty worked in groups according to courses that they taught and topics in which they had expertise. Each group created a document that mapped the current course objectives to the domains. These documents were then compiled into a spreadsheet to represent the entire undergraduate curriculum. This academic year, the faculty will evaluate areas in which the domains are present in the current courses and identify gaps. Based on these findings, curriculum and course revision will take place. The expectation is that this process will be completed in fall 2022 so that curriculum changes can begin in summer 2023.

Because CCNE requires the delivery of the same curriculum for all tracks, the revised curriculum will impact all tracks within the BSN program.

Student Progression

This section should describe how student progression and performance is monitored throughout the program and what strategies are in place to support students who may need additional assistance. Also include the extent to which predictive analytics is part of monitoring efforts.

Per the College of Nursing Academic Progression Policy, students who receive a grade of C- or below or a grade of unsatisfactory or U, in one nursing course may repeat that nursing course once. Faculty monitor student progression within each course. Students who at any time during the semester have a grade lower than a C- in a nursing course receive a report of unsatisfactory work. Students must meet with faculty to discuss the report and plan for improvement. Copies of the report are sent to the Assistant Dean. Academic advisors are available to meet with students to discuss strategies to improve studying and time management. If needed, university counseling services are available, and referrals can be made by faculty or advisors.

At the end of each semester, grade reports are generated and reviewed to monitor student grades. Students who have one unsuccessful grade are notified via email of the progression policy and to direct them to meet with their academic advisor to work on a revised plan of study. The plan is approved by the assistant dean of the undergraduate program. The Director of Student Services, who oversees all advising at the College of Nursing, works with the advisors to monitor students who have a revised plan of study or are “off-track.”

In addition to course grades, students take ATI content exams throughout the curriculum to measure mastery of content areas including nursing foundations, population health, maternal newborn, pediatrics, psychiatric mental health, pharmacology, and leadership. Through these exams, ATI is able to provide predictive analytics regarding NCLEX pass rates. The results of these exams are reviewed by the ATI coordinator and faculty to identify areas that require additional emphasis through course content or inclusion in practice experiences.

Faculty Support & Development

In fall 2022, clinical faculty meetings will occur bi-weekly with the Assistant Dean of the Undergraduate Program, the clinical coordinator to discuss strategies to enhance learning in the clinical practicum environment and to provide support to the faculty. These clinical meetings provide an opportunity to discuss issues or concerns that may be occurring in the clinical setting. In addition, to assist faculty to use strategies to enhance clinical judgement (See additional faculty support and development in the section on strategies for recently graduated and current students.)

Accreditation

The CELCON's BSN, MSN and DNP degrees are accredited by the Commission on Collegiate Nursing Education (CCNE) until June 2024. No additional report is required to CCNE for the FDA and ABSN tracks. The CELCON will submit a self-study to CCNE summer 2023 in preparation for site visit November 2023. The NCLEX results for the past 5 years will be presented in the self-study report.

External Assistance

This section should describe any efforts to reach out to other institutions (SUS and non-SUS) with strong pass rates to identify best practices and obtain additional guidance and support.

Our leadership team contacted administrators at one SUS and one non-SUS College of Nursing. The academic leadership attributed their success with their state-of-the-art simulation hospital. During the pandemic, students were assigned to their state-of-the-art simulation hospitals in lieu of clinical practicums in hospitals and other agencies which prohibited students from clinical internships. When clinical practicum hospitals and other agencies re-admitted students, the institutions continued to use their simulation hospitals for 50% of student clinical practicum learning experiences. Based on this practice, the CELCON approved and has scheduled the FAU college of medicine's high-fidelity simulation center.

Both institutions used ATI standardized exams in courses that have content areas including nursing foundations, population health, maternal newborn, pediatrics, psychiatric mental health, pharmacology, and leadership. The non-SUS school incorporated the standardized ATI proctored examination in each course of the content areas and made it 25% of the course grade. The CELCON cannot follow this practice because the ATI policy does not recommend using more

than 10% of the proctored content area examinations as part of the student's course grade. This part of the ATI policy was adopted by faculty in May 2022.



FLORIDA ATLANTIC
UNIVERSITY

**Christine E. Lynn College of Nursing
Professional Licensure Exam
First-time Pass Rate Improvement Plan
Second-Degree Part-Time Bachelor of Science in Nursing Track**

Executive Summary

The Christine E. Lynn College of Nursing (CELCON) at Florida Atlantic University (FAU) offers the Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), and Doctor of Philosophy in Nursing (PhD) Degrees. The BSN, MSN and DNP degrees are accredited by the Commission on Collegiate Nursing Education. The CELCON offers four tracks for the BSN program and include the Freshman Direct Admission (FDA), Accelerated BSN (ABSBN), Registered Nurse to BSN (RN-BSN) and the newest track, the Second-Degree Part-Time BSN track. The Second-Degree Part-Time BSN students differ because they attend classes in the evenings and clinical and labs on the weekends to accommodate work schedules. The program was designed to attract working professionals.

The first cohort of this track enrolled in the fall of 2019. During the spring of 2020, classes and their lab moved to online delivery formats due to COVID-19 pandemic and clinical practicum agencies in Palm Beach, Broward and Miami Dade Counties closed clinical practicums for students for the next 2 semesters. Online virtual clinical simulations were instituted to adjust to the lack of in-person practicum experiences. This continued into summer 2020 preventing students from having clinical practice experience in the hospitals. In the fall 2020, clinical practicum agencies began to slowly open student clinical placement; however clinical agencies allowed a reduced number of students and reduced length of practicum time. In spring 2021, the first graduates were able to fully participate in clinical practicum agencies. This was different than anything we had ever experienced. Equally important, over the next 2 years, the CELCON experienced a significant number of retirements from experienced faculty representing over 200 years of teaching experience collectively. This resulted in fewer faculty to serve as mentors for the new faculty. In addition, on several occasions just before spring 2021, summer 2021 and fall 2021 semesters started, two or more clinical faculty declined to full-fill their teaching contracts which delayed students in starting clinical practicums. Clinical agencies presented a significant barrier for Second-Degree Part-Time students even greater than the experienced for the FDA and ABSBN students in Boca. They declined our request for clinical placement on weekends due to the lack of administrative presence. Another significant challenge was students getting sick. Because they worked and had school-aged children at home, they faced extreme challenges. These factors impacted NCLEX-RN passage rates for first-time test takers of the newly developed Second-Degree Part-Time Track. This report presents strategies to improve the passage rates for recently graduated and currently enrolled students to take the NCLEX-RN licensure examination, admission requirements, a plan for curriculum revision, student progression, faculty support and development, accreditation, and external assistance.

Describe the short-term strategies to improve the passage rates for recently graduated and currently enrolled students expected to take the exam in the short-term.

Strategies for Recently Graduated Students

During the Fall of 2021, Dr. Gloria McNeal, an expert in competency-based nursing education with over 35 years of nursing education experience, was hired to conduct faculty development on competency-based nursing education for all faculty. According to the American Association of Colleges of Nursing (2021), “Competency-based education (CBE) refers to a system of instruction, assessment, feedback, self-reflection, and academic reporting that is based on students demonstrating that they have learned the knowledge, attitudes, motivations, self-perceptions, and skills expected of them as they progress through their education. CBE is endorsed by the American Association of Colleges of Nursing as the preferred mode of teaching nursing students. CBE instruction requires active, interactive, self-reflective, and experiential teaching strategies. During the fall 2021 and spring 2022, faculty participated in monthly training activities in CBE.

During the spring of 2021, using the Assessment Technologies Institute (ATI), the CELCON conducted an extensive review of the specific learning needs of the students who were graduating the summer of 2022. ATI is an online, comprehensive, testing and review program, designed to provide students with various learning tools that will assist them in learning course content, identifying strengths and weaknesses, reviewing content, improving test taking abilities, and ultimately successfully passing the NCLEX-RN® for professional licensure.

The summer 2022 cohort had taken a series of ATI exams to assess their knowledge content areas such as medical-surgical, pediatric, obstetrics, mental health, community health, pharmacology, and leadership in nursing. Concepts that the cohort scored less than 75% were identified and used to develop an **11-week**, 8-hour day, intensive experience for all students. The weekly intensive included:

- Assignment of 150-200 ATI application and analysis type questions over the selected weekly content area deficit. These questions provided rationales for each correct and incorrect responses for students.
- Engaging students in high fidelity simulation experiences with faculty guided debriefing over the illnesses and conditions for which the cohort scored less than 75% on the ATI content exams. These simulated experiences focused on facilitating the student’s ability to recognize cues in the patient and environment, analyze cues from signs and symptoms, prioritize hypotheses to address the condition presented, generate solutions based on knowledge of the conditions, treatment for the conditions with nursing interventions, take action and evaluate outcomes.
- Faculty led a review of an additional 150 to 200 questions of the NCLEX type questions from ATI addressing the selected week content area. Students were given a case presentation with questions and asked to select the correct response

and give a rationale for the correct response and why the other responses were incorrect.

For the graduating summer 2022 cohort, faculty who taught the didactic classes during spring 2022, received weekly mentoring and guidance from master teachers in the content area of the didactic faculty course. Specifically, mentors worked with the didactic faculty to identify and develop competencies for each class/module or topic. Next, didactic faculty wrote questions that were derived from the competencies for the students. These questions were assigned to the students prior to class. Because faculty used the questions to write test items for the exam, students referred to them as Test Prep Sheets Portfolio. In addition, the mentors assisted the faculty in the development of creative, brain-based learning active classroom teaching strategies such as case studies, or nursing situations. In addition, faculty brought the high-fidelity simulator into the classroom for students to engage with the cases.

Another strategy was the requirement for students who were unable to achieve $\geq 92\%$ probability of passing the *NCLEX-RN*® on the ATI Comprehensive Predictor Exam and a level 2 or better on 5 of 7 ATI content exams (medical-surgical, pediatric, obstetrics, mental health, community health, pharmacology, and leadership) that were taken throughout the curriculum, participated in Virtual ATI remediation. The Virtual ATI remediation is an online program specifically tailored to the student's learning needs and led by an online coach. The student completes the remediation when the coach certifies the student achieves the 100% stage of the Virtual ATI remediation assignments. This ATI policy is for all pre-licensure students.

Strategies for Currently Enrolled Students

The currently enrolled students will participate in all the strategies listed above including the **11-week**, 8-hour day, intensive experience in fall 2022, assignment of faculty mentors with didactic faculty, the use of competencies, student Test Prep Portfolios, evaluating the competencies, and the Virtual ATI requirement.

There are seven additional strategies for the current students. First, four new fulltime faculty have been hired for the Second-Degree Part-Time Track and 100% of the new faculty have experience in teaching BSN students.

Second, faculty development is provided with emphasis on CBE and development of test questions based on the introduction of a new version of NCLEX-RN called the Next Generation Registered Nurse Licensure (NGN) Examination which is scheduled to begin April 2023. At the beginning of the fall 2022 semester, faculty received additional training in CBE from expert consultants from Western Governors University labs. Eight faculty have participated in training in adaptive test item development to address the changes in the NCLEX-RN examination. Throughout the academic year, faculty will receive ongoing training on preparing students to take the NGN exam. Faculty teaching in the Part-Time Second-Degree BSN track and all faculty who teach in the prelicensure tracks are scheduled to meet every other week from August to December. These sessions will be co-led by the associate dean for academic programs and the assistant dean for the Undergraduate Program and will focus on teaching strategies to enhance

the students' ability to demonstrate clinical judgement and reasoning and employment of NEXGEN-type questions in course exams.

Third, CELCON associate dean for academic programs, and the director the Second-Degree Part-Time BSN Track will review and approve all syllabi for the purpose of providing assurance that the course is in alignment with the curriculum plan and to assure that faculty are using active teaching strategies, CBE and evaluation methods linked to the competences. To assure that classroom strategies are active, use CBE and examinations incorporate Next Generation NCLEX -RN type questions in the classroom practice and on examinations, the program associate dean, assistant dean and director will attend class sessions. The goal is for CELCON leadership to provide support to faculty and maintain quality assurance and quality improvement.

Fourth, all faculty and students are being trained in the Heartmath Resilience approach to help students build resilience and coherence to manage and control test anxiety as well as performance related anxiety. Heartmath is an evidenced based self-regulatory approach used to decrease test anxiety, improve cognitive functioning and physiological performance.

Fifth, the CELCON will provide Second-Degree Part-Time BSN students with a dedicated simulated hospital practice laboratory. The dedicated hospital practice laboratory is scheduled to open spring, January 2023.

Sixth, the director of the Second-Degree Part-Time BSN Track conducted additional in person visits with the nurse educators at the hospitals in Broward and Miami Dade. These nurse educators are the gate-keepers in providing access to clinical placements for nursing schools. As a result of these collaborations, 100% of our requests for clinical practicum experiences in all content areas that are tested on the licensure examination were approved.

Seventh, the advisors' schedules were altered to cover nights and weekends to assure presence on campus when students were in class. This allowed advisors to meet face-to-face with the students to address any concerns that impacted their academic progress once we were back on campus.

Admissions

The CELCON will not admit students in spring 2023 to the Second-Degree Part-Time BSN track in Davie. The current admission criteria for the Second-Degree Part-Time track includes a bachelor's degree or higher graduate degree with 3.00 grade point average, interview, and completion of anatomy & physiology I with Lab, anatomy & physiology II with lab, microbiology with lab, college algebra or equivalent, statistics, English composition I, English composition II, introduction Sociology, introduction to Psychology, human growth & development through lifespan, chemistry and Nutrition with a grade of C or higher.

Curriculum

This section should describe any recent or planned curriculum reviews relative to its alignment with the content on the exam. Please note the date of the review and key changes to be made in the short-term and in the long-term.

In April 2021, the American Association of Colleges of Nursing (AACN) finalized the *Essentials: Core Competencies for Professional Nursing Education*, which were last updated in 2008. The Essentials provide a framework for nursing education while identifying core competencies expected for professional nursing practice (AACN, 2021). The competencies are represented in ten domains while eight concepts represent important areas of nursing knowledge. An expectation within this framework is the delivery of competency-based education (CBE) which focuses on active engagement of students in attainment of competencies, or outcomes, with clear delineation of expectations along the way (AACN, 2021).

During the 2021-2022 academic year, the undergraduate faculty participated in the process of curriculum mapping where all current courses were evaluated based on the domains. The faculty worked in groups according to courses that they taught and topics in which they had expertise. Each group created a document that mapped the current course objectives to the domains. These documents were then compiled into a spreadsheet to represent the entire undergraduate curriculum. This academic year, the faculty will evaluate areas in which the domains are present in the current courses and identify gaps. Based on these findings, curriculum and course revision will take place. The expectation is that this process will be completed in fall 2022 so that curriculum changes can begin in summer 2023.

Because CCNE requires the delivery of the same curriculum for all tracks, the revised curriculum will impact all tracks within the BSN program.

Student Progression

This section should describe how student progression and performance is monitored throughout the program and what strategies are in place to support students who may need additional assistance. Also include the extent to which predictive analytics is part of monitoring efforts.

Per the College of Nursing Academic Progression Policy, students who receive a grade of C- or below or a grade of unsatisfactory or U, in one nursing course may repeat that nursing course once. Faculty monitor student progression within each course. Students who at any time during the semester have a grade lower than a C- in a nursing course receive a report of unsatisfactory work. Students must meet with faculty to discuss the report and plan for improvement. Copies of the report are sent to the Assistant Dean. Academic advisors are available to meet with students to discuss strategies to improve studying and time management. If needed, university counseling services are available, and referrals can be made by faculty or advisors.

At the end of each semester, grade reports are generated and reviewed to monitor student grades. Students who have one unsuccessful grade are notified via email of the progression policy and to direct them to meet with their academic advisor to work on a revised plan of study. The plan is

approved by the director of the second-Degree Part-Time BSN track. The Director of Student Services, who oversees all advising at the College of Nursing, works with the advisors to monitor students who have a revised plan of study or are “off-track.”

In addition to course grades, students take ATI content exams throughout the curriculum to measure mastery of content areas including nursing foundations, population health, maternal newborn, pediatrics, psychiatric mental health, pharmacology, and leadership. Through these exams, ATI is able to provide predictive analytics regarding NCLEX pass rates. The results of these exams are reviewed by the ATI coordinator and faculty to identify areas that require additional emphasis through course content or inclusion in practice experiences.

Faculty Support & Development

To assure congruency between didactic and clinical courses, faculty who teach the didactic courses will have weekly contact with the faculty teaching in clinical settings. In fall, clinical faculty meetings will occur bi-weekly with the Assistant Dean of the Undergraduate Program, the Director of the Second-Degree Part-time BSN track and the clinical coordinator to discuss strategies to enhance learning in the clinical practicum environment and to provide support to the faculty. These clinical meetings provide an opportunity to discuss issues or concerns that may be occurring in the clinical setting. In addition, to assist faculty to use strategies to enhance clinical judgement (See additional faculty support and development in the section on strategies for recently graduated and current students.)

Accreditation

The CELCON’s BSN, MSN and DNP degrees are accredited by the Commission on Collegiate Nursing Education (CCNE) until 2024. In fall 2019, the CELCON submitted a substantive change report to notify CCNE of the addition of the Second-Degree Part-Time BSN Track and this change was approved in spring 2020. **Because the CELCON will not admit students in the spring 2023, the CELCON will notify CCNE 90 days before the beginning of the spring semester of the plan to not admit students in the spring.** The 90 days before or 90 days after a substantive change requirement is a CCNE policy.

External Assistance

This section should describe any efforts to reach out to other institutions (SUS and non-SUS) with strong pass rates to identify best practices and obtain additional guidance and support.

First of all, none of the SUS and non-SUS institutions have a part-time BSN program; therefore, they do not have experience with some of the challenges encountered. However, our leadership team contacted administrators at one SUS and one non-SUS College of Nursing. The academic leadership attributed their success with their state-of-the-art simulation hospital. During the pandemic, students were assigned to their state-of-the-art simulation hospitals in lieu of clinical practicums in hospitals and other agencies which prohibited students from clinical

internships. When clinical practicum hospitals and other agencies re-admitted students, the institutions continued to use their simulation hospitals for 50% of student clinical practicum learning experiences. Based on this practice, the CELCON has approved plans for designing a smaller scale state of the art simulation hospital within an existing building.

Both institutions used ATI standardized exams in courses that have content areas including nursing foundations, population health, maternal newborn, pediatrics, psychiatric mental health, pharmacology, and leadership. The non-SUS school incorporated the standardized ATI proctored examination in each course of the content areas and made it 25% of the course grade in the respective content areas. The CELCON cannot follow this practice because the ATI policy does not recommend using more than 10% of the proctored content area examinations as part of the student's course grade. This is the policy that faculty adopted in May 2022.

Florida Atlantic University
Christine E. Lynn College of Nursing
Responses to Questions from the Florida Board of Governors

1. **When is it likely the passage rates will improve? This was a question from the Board Chair at the last meeting. Please specify by location (Davie and Boca), as current 2022 NCLEX results show a 52.7% pass rate for the Davie program and Boca at 88%. <https://floridasnursing.gov/forms/rn-pass-rate-2q-2022.pdf>**

For the Boca Raton Campus, in 2021 the total pass rate for NCLEX-RN first-time test takers was 82.84%. To date with the first two quarters being reported, the pass rate for first time takers is 88.16%. With our enhanced strategies, implemented in Spring 2022, we expect to see continued improvement in our NCLEX-RN pass rate. We have a cohort graduating in December 2022 who are receiving enhanced teaching strategies and test taking skills that we put in place including active learning and the 6-week intensive immersion experience. In addition, this cohort began the program as more clinical sites were opening after COVID-19 began, as a result, we anticipate seeing improvements during the first and second quarters of 2023.

For the Davie Campus, after three quarters of reporting, the pass rate for first time test-takers was 63.19% for the August 2021 graduates who took the licensure exam in 2021-2022. After two quarters of reporting, the pass rate for the first-time test takers was 56.5% for the December 2021 graduates who took the licensure exam in 2022. We have a cohort graduating in December 2022, who are receiving enhanced teaching strategies and test taking skills that we put in place including active learning and the 11-week intensive immersion experience. In addition, this cohort began the program as more clinical sites were opening after COVID-19 began, as a result, we anticipate seeing improvements during the first and second quarters of 2023. However, we expect to see more significant improvements in the cohort graduating in August 2023 as those will have had the full benefit of clinical practicum experiences in hospitals and other agencies.

2. **Describe any short-term strategies to assist students who recently failed the exam. Does the institution provide additional tutoring or financial assistance to students who fail the exam?**
Boca

Students who fail the NCLEX-RN are referred to Assessment Technologies Institute (ATI) to re-enroll. Students are offered a one-on-one 12-week virtual remediation with Assessment Technologies Institute (ATI). This remediation includes the assignment of a RN coach to each student. Virtual-ATI® is an online review option that pairs students directly with a virtual coach for their NCLEX® prep. During their 12-week study program, students are guided through everything they need to know to prepare and pass. Working at their own pace, students gain knowledge, support and feedback from their online RN coach.

In Boca, the student purchases the ATI resources for \$1,550 as part of their nursing education assignments. Because students have already paid for the ATI resource, they do not pay for this additional ATI remediation when they fail the NCLEX-RN. There is no charge for this remediation resource.

Davie

For the students who fail, the Director of the Second-Degree Part-Time-Track conducts an assessment of the strategies that students use to prepare for their initial NCLEX-RN examination. Students are referred to Assessment Technologies Institute (ATI) to enroll. Students are offered a one-on-one 12-week virtual remediation with Assessment Technologies Institute (ATI). This remediation includes the assignment of a RN coach to each student. Virtual ATI Virtual-ATI® is an online review option that pairs students directly with a virtual RN coach for their NCLEX® prep. During their 12-week study program, students are guided through everything they need to know to prepare and pass. Working at their own pace, students gain knowledge, support and feedback from their online coach.

Students in the Second-Degree Part Time Track at the Davie Campus were not required to purchase Assessment Technologies Institute (ATI). The College of Nursing purchased ATI for each Davie student at a cost of \$1,550 per student. ATI provides a written guarantee to students who are not successful on the first attempt of the NCLEX-RN examination. This guarantee provides a one-on-one virtual 12-week remediation with an ATI coach to assist students to attempt the NCLEX-RN exam a second time. The guarantee waives the standard \$560 cost for virtual ATI (VATI). Students are referred to ATI to access the ATI guarantee of free coach-led remediation.

3. How long after graduation do students typically wait to take the exam? How many students delay taking the exam beyond a normal or typical period, and why? What assistance is available who students who delay?

In review of graduates 2016-2022 who have taken the NCLEX exam, the majority have done so within the first three months. There is a small percentage who have taken the exam beyond 5 months from graduation. During the program, students are encouraged to take the exam as soon as they are authorized to test.

Table 1. Year of Graduation, Number of Graduates, First-time Test-takers reported, and Months to First Attempt on NCLEX after Graduation by Campus

Boca Raton

Year of Graduation	# Grads	# Test takers	1 Month	2 Months	3 Months	4 Months	5 Months	6 Months	7 Months	8 Months	9 Months	10 Months
2016	84	82	36	30	11	4	1	NR	NR	NR	NR	NR

2017	70	70	12	39	16	NR	2	NR	1	NR	NR	NR
2018	139	138	21	87	17	7	2	2	NR	1	1	NR
2019	97	96	39	42	7	4	3	NR	1	NR	NR	NR
2020	159	156	41	74	23	11	5	1	NR	NR	NR	1
2021	143	143	51	54	30	5	NR	2	1	NR	NR	NR

NR- None Reported

* Reporting only the Second Quarter of graduates who have taken the NCLEX-RN exam to date.

The table above was created using data reported by the National Council of State Boards of Nursing (NCSBN) on individual candidates taking the NCLEX exam. On the table, the year represents the year that the candidate graduated from the program. The number of graduates and the number of test takers for each graduation year are listed. On the table, the months reflect the months from the graduation date until the month in which the candidate took the exam for the first time. Under each month are the number of test-takers corresponding to the year of graduation. If a student graduated in 2017 but took the exam in 2018, they were included in the data for their year of graduation to accurately account for months until the exam. Based on the above data, the majority of the students took the NCLEX within three months of graduation. An informal survey of student responses to not taking the NCLEX sooner is fear.

Table 2. Year of Graduation, Number of Graduates, First-time Test-takers reported, and Months to First Attempt on NCLEX after Graduation by Campus Davie

Year of Graduation	# Grads	# Test takers	1 Month	2 Months	3 Months	4 Months	5 Months	6 Months	7 Months	8 Months	9 Months
2021	135	115	6	41	39	14	6	4	5	NR	NR

NR- None Reported

The tables 1 & 2 above were created using data reported by the National Council of State Boards of Nursing (NCSBN) on individual candidates taking the NCLEX exam. On the table, the year represents the year that the candidate graduated from the program. On the table, the months reflect the months from the graduation date until the month in which the candidate took the exam for the first time. The number of test takers reflect the number of candidates who took the NCLEX-RN exam based on the year of graduation. Under each month are the number of test-takers corresponding to the year of graduation. If a student graduated in 2017 but took the exam in 2018, they were included in the data for their year of graduation to accurately account for months until the exam. Based on the above data, the majority of the students took the NCLEX within three months of graduation. An informal survey of student responses to not taking the NCLEX sooner is fear.

4. Are students required to pay for any services or other support strategies provided?

Yes, each semester, students are required to purchase Assessment and technology Institute (ATI) learning and testing resource when they enroll in College of Nursing Courses. The college of nursing does offer scholarships to students with financial need. After graduation, students do not pay for any services.

5. Does FAU track the employment outcomes of students who do not pass the exam? Do those students find employment, and if yes, what types of jobs?

We do not track employment outcomes of students who do not pass the NCLEX-RN examination for the Boca and Davie campuses. However, the College of Nursing has formed an Alumni Engagement Strategic Planning Team that is charged with tracking this information and have already begun drafting surveys to administer to graduates to collect non-FAU email addresses and other information. Additionally, we recently created a new position, Engagement Coordinator to specifically engage alumni and donors.

However, Florida Atlantic University does closely monitor employment and salary data of bachelor degree graduates. Between the years 2009-2020, an average of 79.6% of FAU College of Nursing graduates were employed full-time and at least 15% were continuing their education. During the years 2016-2017, 2017-2018, 2018-2019 and 2019-2020, the median registered nurses' salaries were \$63,032, 64,980, \$64,084, and 68,816 respectively (Data were accessed from <https://www.fldoe.org/accountability/fl-edu-training-placement-info-program/>).

6. Regarding the Second-Degree Part-Time Bachelor of Science in Nursing Track, the response states that FAU will not admit students in spring 2023 to the Second-Degree Part-Time BSN track in Davie. What is the plan for this program long term?

Yes, the College of Nursing is suspending new admissions to the Second-Degree Part-Time BSN track in the spring 2023, with plans to eliminate this program from our offerings. This professional BSN program is cost prohibitive and is not financially sustainable to operate, as it requires concierge-level student support and flexible scheduling for working professionals. The College of Nursing will submit a report to Commission on Collegiate Nursing Education (CCNE) accreditation body to suspend new admissions to the Second-Degree Part Time BSN track. Although the College of Nursing is suspending future admissions, we remain committed to the success and graduation of the currently admitted/enrolled students. College of Nursing resources will be directed towards increasing NCLEX- RN licensure passage rate for first-time takers and any graduates who do not pass the first time.