TO: Dr. Christie England, Vice Chancellor, Academic & Student Affairs
FROM: Dr. Bret Danilowicz, Provost and Vice President for Academic Affairs
SUBJECT: Nursing Plan and Response to Decline in First Time NCLEX Pass Rates
DATE: August 25, 2020

The purpose of this memorandum is to provide a response to your office and the Board of Governors describing how the College of Nursing has been addressing the declining first time NCLEX pass rate of BSN in order to reverse this trend. We experienced a decline in our NCLEX rate for first time test takers, from 97% to 92% in 2019. Although this rate is still much higher the National average NCLEX pass rate of 88.1%, we are working on increasing this. We are already seeing significant improvements. The most recent report from the National Council of State Boards of Nursing (NCSBN) shows a 100% first time NCLEX pass rate for our BSN graduates between January 1, 2020 and June 30, 2020. During Spring of 2020, since it had been 4 years since the college faculty organized an NCLEX SWAT team, their Associate Dean for Academic Programs (Dr. Kay Edwards) reconvened a team of faculty to improve the NCLEX rate for first-time test takers. They had their first meeting on March 17, 2020 and have been following up since. Overall, faculty identified the need to implement remediation much sooner once students are not successful in their predictor tests, and the need to be more persistent in requiring students to complete the necessary remediation tasks to enhance learning. Also:

1. We conducted a thorough **analysis of NCBSN test takers in 2019** (100 took exam; 92 passed), results and academic records and identified that of the 8 graduates that failed, none of these students had ever reached the ATI content exam benchmarks. One graduated in 2009 and took the NCLEX® for the first time. This failure counted against us.

2. **Conducted/offered faculty development with ATI** – fall 2019 and spring 2020. Reviewed curricular alignment and presented teaching modules for faculty to use in their courses and presented updates in the existing and new modules.

3. **Strengthened the ATI policy** – faculty voted on revisions October 2019. We increased to 92nd percentile from 90th percentile for the RN Predictor and improved expectations in our practice assessments (scheduled opening and closing so students could not keep retaking; Assigned benchmarks to the practice assessments; Assured that faculty were grading appropriately; we enforced the practice assessment remediation materials and made them due to the instructor prior to taking the proctored exam.)

4. Previously students had been given the choice of either doing the three critical points or the templates on all remediation (both practice assessments and proctored exams) – **faculty voted for students to do both**.

5. Following the May 2019 NCLEX® results, the ATI Coordinator and faculty designed **summer enrichment modules/remediation available to all students** but especially to those students who had not reached ATI benchmarks.

a. Faculty agreed that **students may not progress** if had not reached ATI benchmarks or successfully remediated.

6. In January 2019, the ATI Coordinator started **meeting one-on-one with those students who had not reached the ATI RN-Predictor benchmark** of 90th percentile for those students graduating May 2019. The ATI Coordinator has continued this practice meeting one-on-one with those students who had not reached the ATI RN-Predictor benchmark of 92nd percentile for those students graduating May 2020. These changes were enforced during the May 2020 graduating senior year, therefore outcomes may be more accurately reflected for May 2021 and 2022 cohorts.

7. Beginning Fall 2020, the ATI Coordinator along with faculty will meet one-on-one with students who do not reach the benchmark on their first content exam during the sophomore year, monitor their remediation as described above. They will continue meeting with the juniors and seniors as well.

8. Beginning Fall 2020, the ATI Coordinator and Assistant Dean are adding ATI's Self-Assessment Inventory. This inventory helps to evaluate what type of learner the student is which then aggregate results may help the faculty in designing the teaching/learning environment. It also helps the student understand how they need to study and participate in class.