CASE STUDY: SETTING OF OUR STORY—IN THE SOUTHWEST IN DEEP SOUTH TEXAS

INTRODUCTION: The Scenario

- Located in deep south Texas along the Rio Grande River (Spanish for "The BIG River").

- The Rio Grande, or Rio Bravo as it is known in Mexico, extends approximately 1,990 miles and is considered the 5th longest river in North America, and the 20th longest river in the world.

- School of Nursing has 2 campuses: Edinburg & Brownsville
  - 67 miles apart about 1 hour drive

Demographics of University Population: First Time Entering Undergraduate Students

- Age
  - 22 years of age

- Gender
  - 57 % are Female
  - 43 % are Male

- Ethnicity: 88% Hispanic

- Financial Aid
  - 74% receive Financial Aid compared to
  - 63% of U.S. receive Financial Aid

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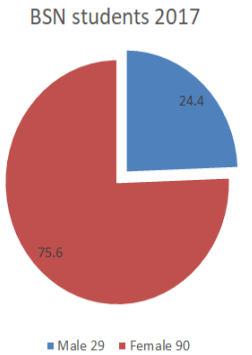# Case Study: Who was our traditional BSN Student Nurse Population?   Classes of 123-137 students

- AGE
  - 24 years of age

- GENDER

- 76% Female

- 24% Male

- ETHNICITY

- 88% Hispanic

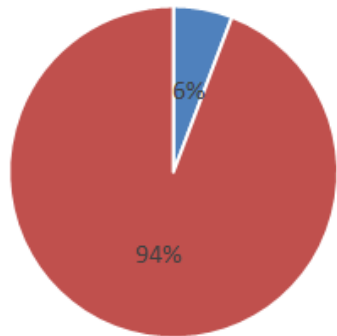- 4% White

- 2% Black

- 6% Other

Race/Ethnicity of RN Graduates for UTRGV, Texas RN workforce and US RN workforce

BSN students 2017

24.4

75.6

■ Male 29 ■ Female 90

UTRGV SON RN graduates ■ Texas RNs ■ U.S. RNs
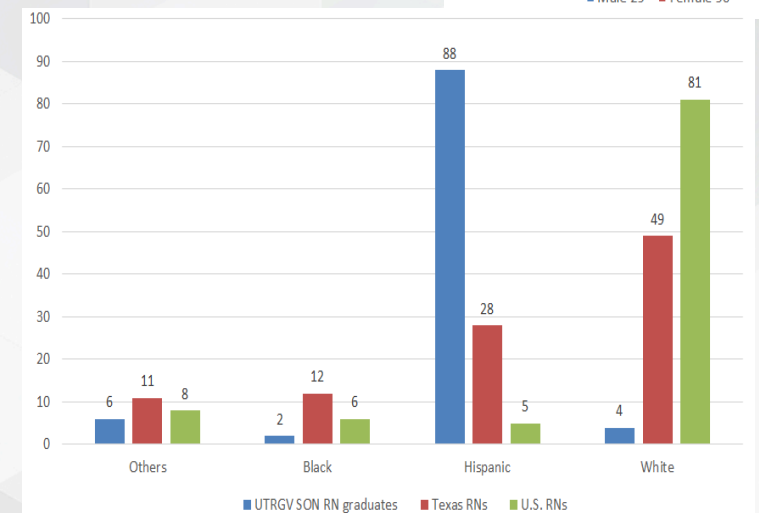
Our BSN Students were working and going to school- born in U.S.A. or permanent residents.
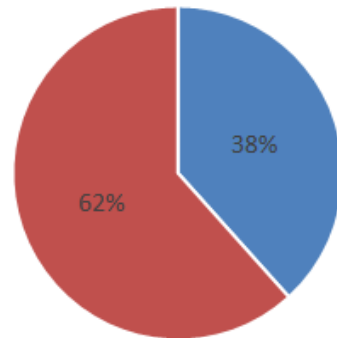
- **Employed: 62%**
- **Unemployed: 38%**
- **U.S. born/residents: 94%**
- **Internationals: 6%**

Citizenship

6%
94%

■ International ■ US/resident

Job employment

38%
62%

■ Employed ■ Unemployed

Birth country Class 2017

	Percentage student
USA	79
Others	2
Philipines	8
Mexico	11

■ Percentage student
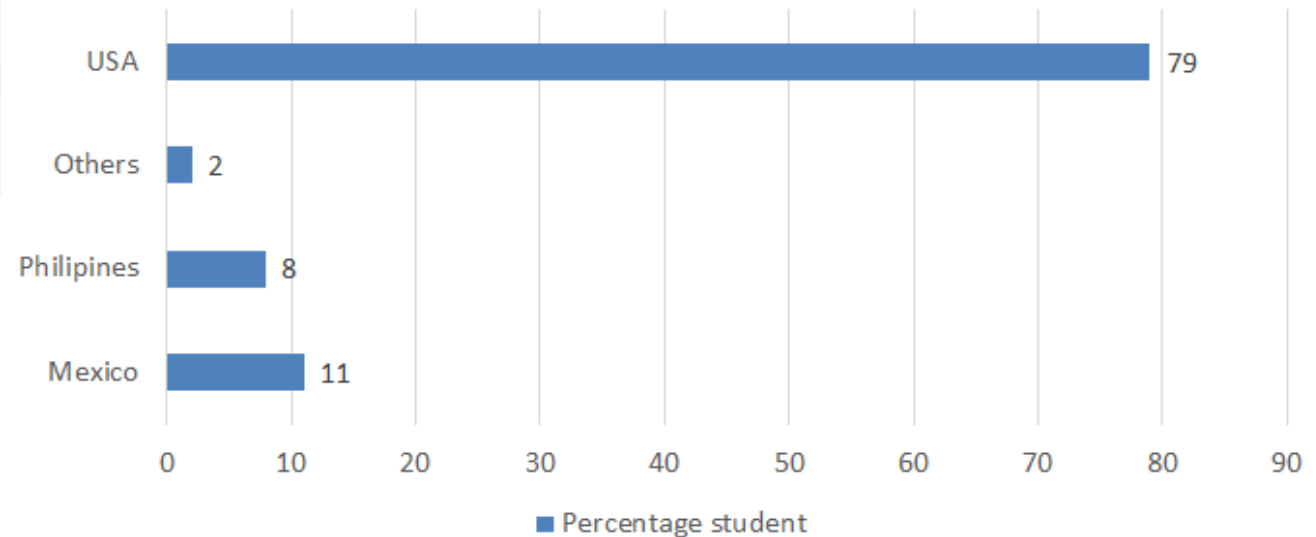
Poverty and Parental variables: Students were living in poverty with their parents who never completed college? Yes

- Parents educational level: no college completed by either parent.

- Poverty level: 36%

Family Income

36.1

BELOW POVERTY

■ Class 2017

Family Hx - Education

Mother 2017   Father 2017

■ Not complete college   ■ > College or post graduate
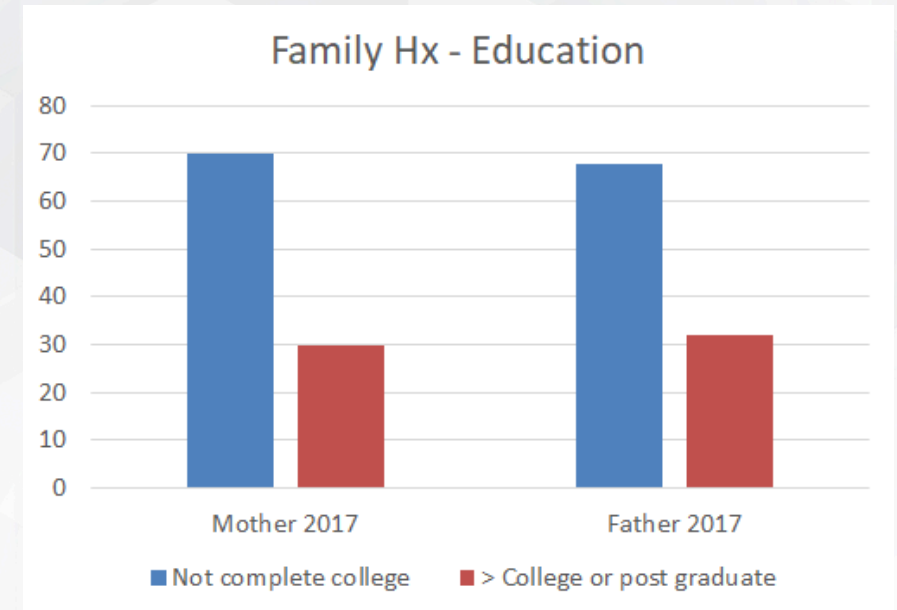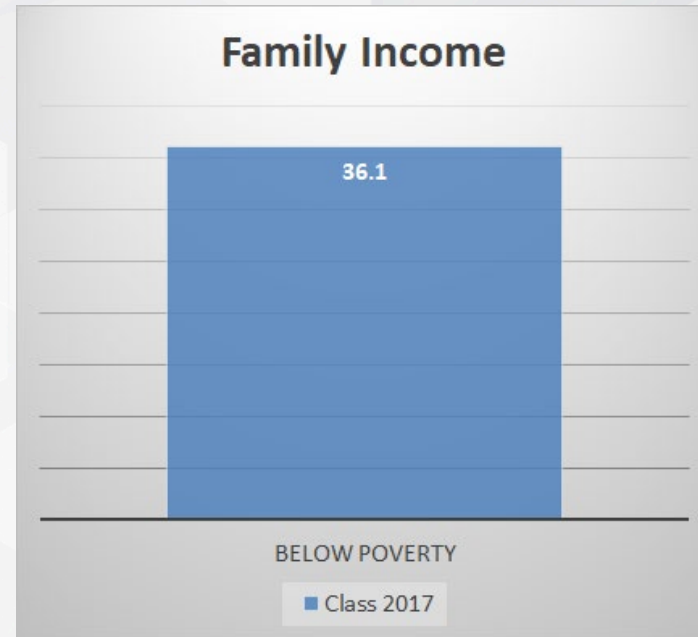
U.S. Census Bureau (Oct. 2019):
29.5% - Hidalgo County, TX – 27.7% Cameron County, TX & 32% Starr County, TX

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Case Study Population Financial Aid Variable: 87% receive Grant Aid

- First time college

- Financial aid

Full-time, first-time undergraduate students awarded federal/state aid

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Case Study: The Environmental Factors

- **The Merge**r: September 1ˢᵗ , 2015 A University is Born for Academic Year 2015-16
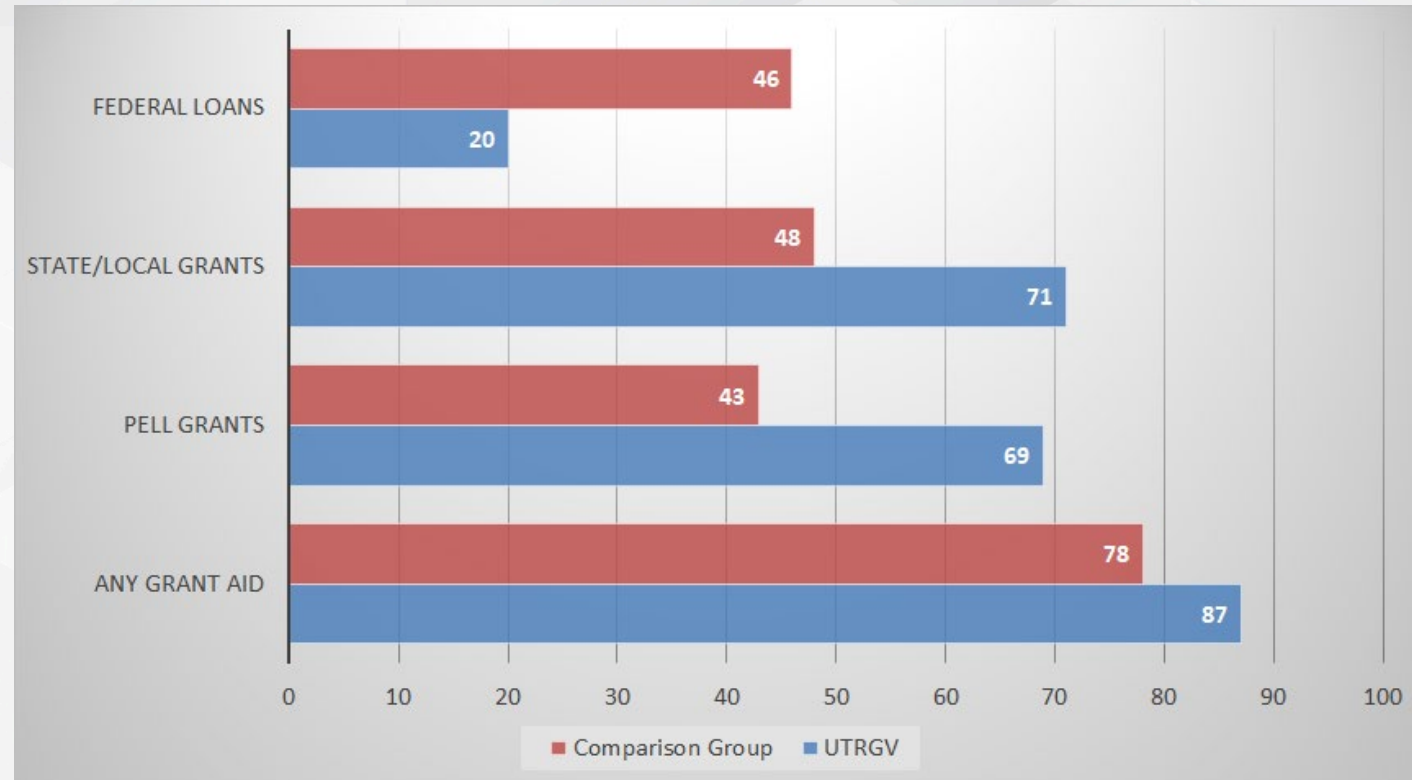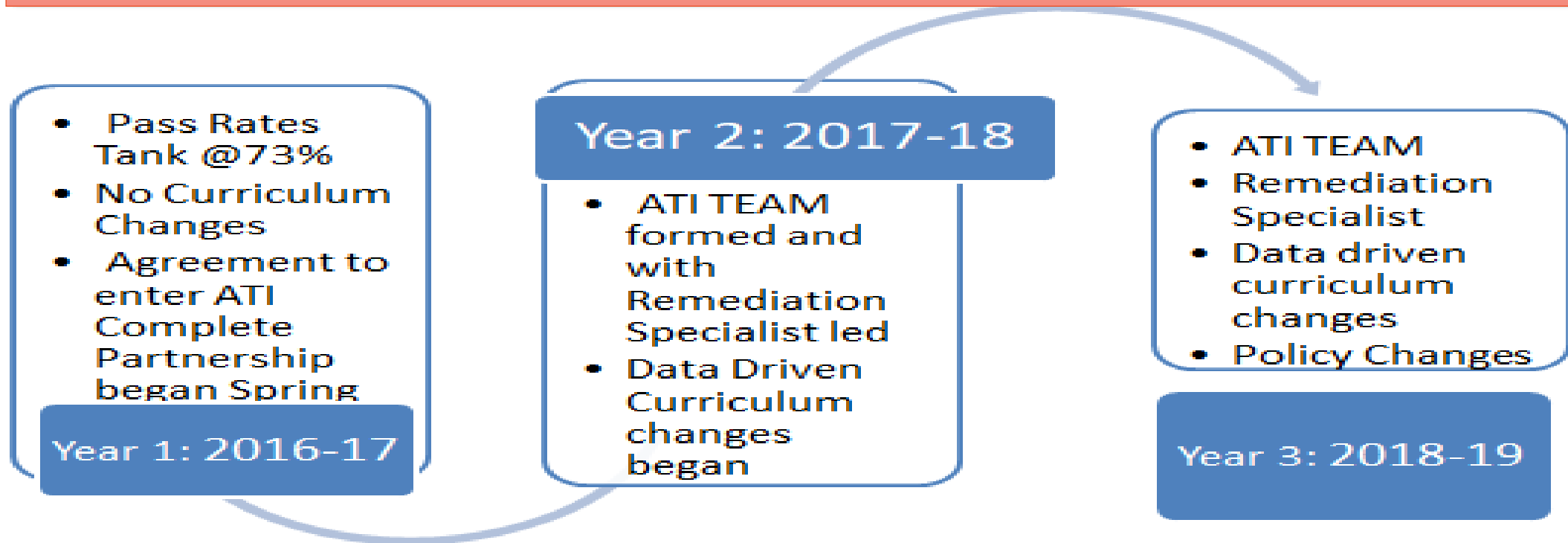 - ➤ The University of Texas Pan American (UTPA) Edinburg campus and the University of Texas Brownsville (UTB) campus merged into the University of Texas Rio Grande Valley (UTRGV).
    - ➤ Both brought their nursing faculty into the new University School of Nursing. (SON)
    - ➤ In 2015 the UTPA licensure pass rates had fallen to 78%. (below standard of 80%) with no changes made.
    - ➤ In 2016, the licensure pass rates tanked at 73% which placed the school into Warning Status.

  - ➤ In 2016, the NCLEX-RN Test Blueprint had also changed.
  - ➤ The "Perfect Storm" was brewing.

  Plan of Reaction: Remain the Same
  - ➤ The single preparation for State Boards was a smorgasbord: a 3-day live review for graduating Seniors (with Kaplan) and a BSN readiness exam measuring outcomes (with HESI). Students failing the HESI twice were required to take a remediation course after crossing the graduation stage incurring additional tuition costs.
    - ➤ An ATI comprehensive predictor exam was also administered but with no remediation nor retake.

Case Study Timeline: 2016 - 2019

Year 1: 2016-17
- Pass Rates Tank @73%
- No Curriculum Changes
- Agreement to enter ATI Complete Partnership began Spring

Year 2: 2017-18
- ATI TEAM formed and with Remediation Specialist led
- Data Driven Curriculum changes began

Year 3: 2018-19
- ATI TEAM
- Remediation Specialist
- Data driven curriculum changes
- Policy Changes

Case Study: The Strategies for Success

First Strategy:

➢ *Recognize that what we had been doing has been giving us the same results*

  ➢ Doing the same thing over again and expecting different results describes insanity.
  ➢ In order to get different results, we must do something differently.

  ➢ Accept that our curriculum results were unacceptable
    ➢ "we could do better".

  ➢ Focus on Student Success in order to break the cycle of poverty

  ➢ Be willing to be humble and open to change.

  ➢ Depersonalize by focusing on the Student Outcomes

Case Study Strategy: Focus on the Data

Second Strategy:

Focus on what the Data is saying: "**Numbers don't Lie**"

➢ **Build group consensus to create momentum**:

  ➢ Identify those Faculty members who are sincerely committed to the Students and Willing to do the Work

  ➢ Garner financial support from the higher administrators to invest in Student Success with the purchase of a product for the entire program of study (ATI Complete Partnership)

  ➢ Create an ATI Curriculum Team – ATI Champion for each campus (Edinburg & Brownsville)

  ➢ Invest in Faculty Development for all full time and part-time faculty to build "buy-in".

Case Study Strategy: Align the Curriculum with the Data framing it within the NCLEX-RN Test Blueprint.

Third strategy:

- ➢ Align the curriculum and product integration placement by examining the Content Areas where there a cracks in the foundation for NCLEX-RN based on the current test blueprint.
- ➢ Use curriculum experts such as the ATI curriculum integration specialist as a consultant.
- ➢ Take ownership: the Curriculum was owned by the Faculty.

- ➢ Strengthen Weaker content areas which were evidenced by student data depicting **less than 50% content mastery** on proctored assessment items in coursework.
  - ➢ Juniors 1st Semester Content: Fundamentals, Pharmacology, Health Assessment and Health Promotion

  - ➢ Juniors 2nd Semester Content: Adult Health 1 (Med/Surg) Nursing, and Psych/Mental Health Nursing

  - ➢ Seniors 1st Semester Content: Adult Health 2 (Med/Surg) Maternal/Newborn Nursing, and Care of Children

  - ➢ Seniors 2nd Semester Content: Leadership and Community Health Nursing.

Case Study Strategy: The role of a Curriculum Champion
Taking on curriculum staircasing

Fourth strategy:

➢ The Curriculum Committee members was composed of all Course Coordinators of the BSN program with their assigned faculty team members. The Curriculum Champion presented the data to the Committee chairperson and course coordinators worked together to meticulously review the student performance data keeping the new NCLEX-RN test blueprint in mind.

➢ Each item in which the student data depicted less than 50% content mastery on proctored assessment items was thoroughly reviewed in the course coordinators faculty team meetings.

➢ As a result, faculty agreed to add and to focus that specific content for the next time it was to be taught and revised the syllabi.

➢ Active Learning Strategies were also added: such as assigning growth and development, and immunizations into the pediatric skills marathon day.

Case Study Strategy: Garnering Support from the Curriculum Chairperson to Set New Policy

Fifth strategy:

➢ The ATI Champion team with the consensus of the all course coordinators of the BSN program reached an agreement to set a benchmark for mastery in proctored assessments.

➢ Set ATI Policy: All students must complete Remediation by completing a "focused content review "after each proctored assessment.

➢ ATI proctored assessments are academic tools used as remediation for content mastery throughout the 4 semesters program for both Junior and Senior level students.

➢ Students performing below the benchmark were given a "Re-Take" opportunity with the remediation recommended but not required for the first year of implementation but we quickly changed this to a "**REQUIREMENT**" for the next year.

Case Study: "Inspect What You Expect" The Remediation Specialist Role Evolves

Sixth Strategy: "The Inspector"

- **The Remediation Specialist**:
  - ➤ Somebody kept an eye on those student's performance as a cohort and on each individual performance profiles throughout the BSN program.

  - ➤ This Remediation Specialist served as faculty bridging Senior year first semester and last semester courses as Senior semester faculty and Community Health Course Coordinator for the graduating senior class.

  - ➤ The Remediation Specialist examined all the benchmark performances of the students and identified the low performing weaker students some of which had showed consistent low scores. Admission criteria changes proposed.

  - ➤ The Remediation Specialist held all parties accountable: Student, Faculty and Course Coordinators for remediation.

  - ➤ As a result of reviewing the patterns of student performance The Remediation Specialist recommended that a focused review is Mandatory for all students taking a "re-take" as their "ticket" - review after each proctored assessment (accountability to students & faculty).

Case Study:
The ATI Remediation Specialist Role

➢ Spring 2017: Mix of national standardized assessment tools were used – **the results were disappointing**
   ➢ +/- **83% to pass the NCLEX-RN**
➢ Seniors needed additional remediation to take NCLEX-RN and were required to enroll in a summer to pass the BSN readiness exit exam (HESI)
➢ **$Tuition** for 23 students
   ➢ **Final result in 2018:**
   ➢ **92.47% Passed the Board**

Predicted Probability of Passing the NCLEX-RN	1/17/2017 137 students	5/12/2017 54 students
Pass	83	31
89-90% (failed)	19	4
82-87%	19	5
59-78%	22	10
31% - 56%	9	2
1% - 28%	5	2
Percentage passing NCLEX-RN Readiness Exam (HESI)	60%	57%

Case Study: Beyond Expectations
The ATI Remediation Specialist Role

- ➢ 2018: Integrated Comprehensive Content Review, Live NCLEX-RN Review, plus ATI Virtual Review into Community Health Nursing course calendar.
  - ➢ Faculty were assigned to a caseload of students to monitor, hold accountable the BSN senior student to assure complete implementation and follow-up.

- ➢ **It was a huge success**. No need for summer course, students completed a focused review to retake and continued ATI Virtual Content Review
  - ➢ **+/- 96.7% to pass the NCLEX-RN!**

- ➢ . Furthermore we saw *drastic improvement* in group performance in the major's content areas.
  - ➢ ***Final result in 2018: 92.70% Passed the Board!***

Predicted Probability of Passing the NCLEX-RN	5/4/2018 123 students
Pass	115
89-90% (failed < 89.4)	4 (passed)
82-87%	4
59-78%	0
31% - 56%	0
Less than 28%	0
Percentage passing NCLEX-RN BSN Readiness Exam	96.7%

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Case Study: Beyond Expectation
The ATI Remediation Specialist Role &
ATI Team Champion

➢ *"Numbers do not lie"*

2017: No ATI capstone content review nor ATI virtual used

Class 2017	135 students	
RN Fundamentals	Not purchased	
RN Nutrition	68.10%	12/9/2016
RN Pharmacology	68.8%	12/9/2016
RN Adult Med-surg 2016	75.30%	12/15/2016
RN ATI Capstone Proctored A	Not implemented	
RN ATI Capstone Proctored B	Not implemented	
RN Leadership	73.80%	3/27/2017
RN Community	74.70%	4/17/2017
RN Comprehensive Predictor BSN Readiness Exam	**69.9%** - **54 retake/still 23 failed**	5/12/2017

2018: ATI capstone content review + ATI virtual review

Class 2018	123 students	
RN Fundamentals	68.10%	5/5/2017
RN Nutrition	74.40%	12/8/2018
Pharmacology	73.80%	12/8/2018
RN Adult Med-surg 2016	78.20%	12/14/2017
RN ATI Capstone Proctored A	70.6%	1/16/2018
RN ATI Capstone Proctored B	74.1%	3/29/2018
Leadership	79.7%	4/23/2018
Community	78%	4/23/2018
RN Comprehensive Predictor BSN Readiness Exam	79.3% - **4 retake**	5/4/2018

Percentage of Usage of ATI Virtual Content Review Engagement by Students
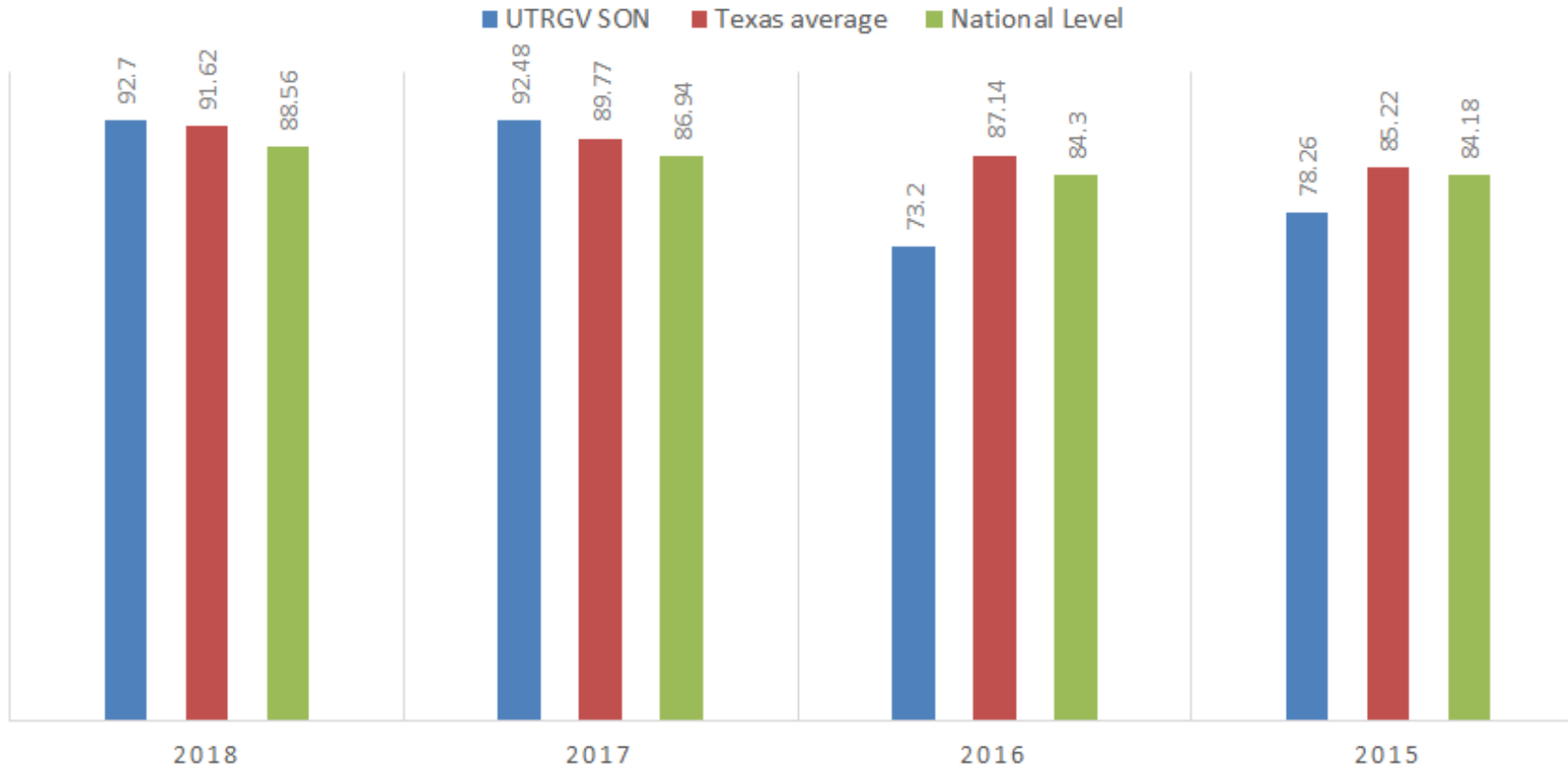

CMS Scores by Cohort

VIRTUAL ATI ENGAGEMENT – UTRGV SON

■ 2017 ■ 2018

BEGINNING REVIEW	25% STAGE	50% STAGE	75% STAGE	100% STAGE	GREEN LIGHT
62 / 0	22 / 2	6 / 57	2 / 29	6 / 9	2 / 3
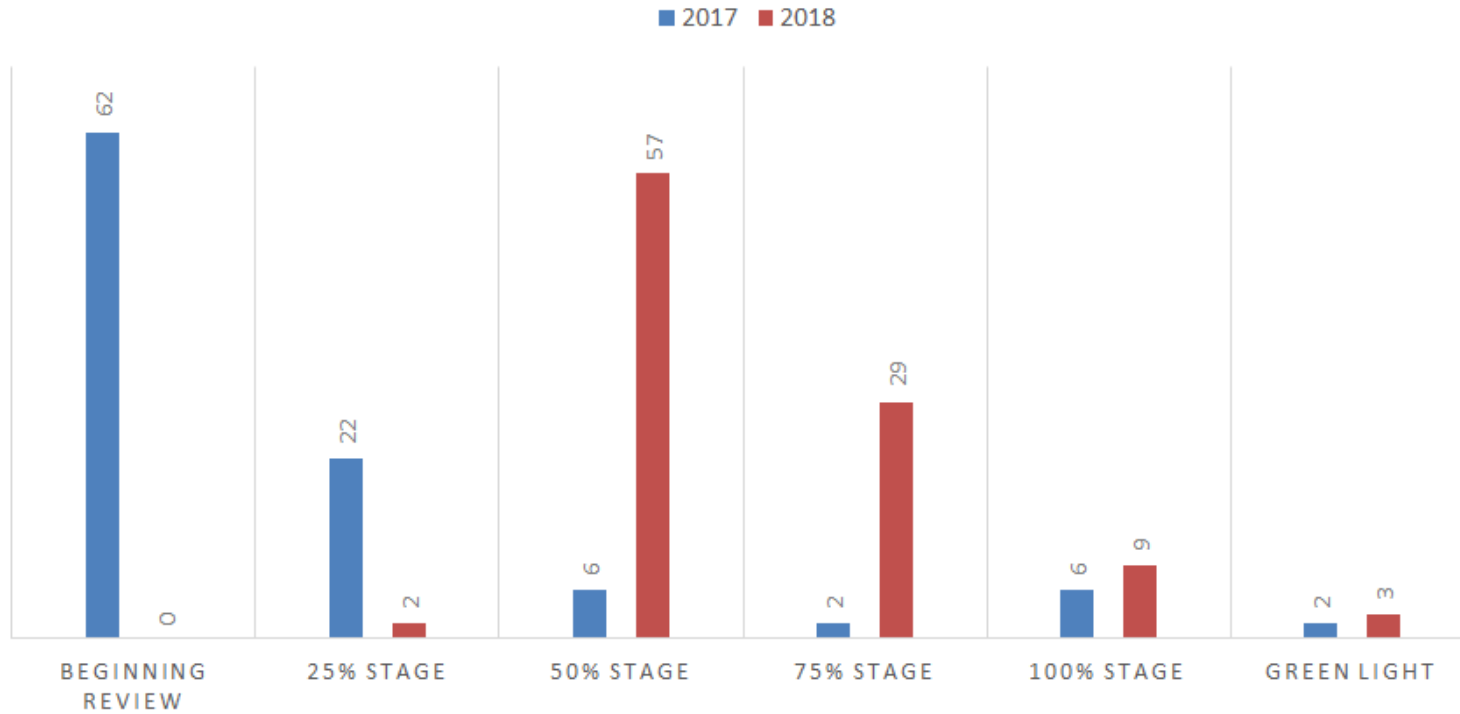
ATI virtual engagement by students	2017	2018
> 50%	18%	98%

National Council Licensure Examination –
RN Pass Rates for Last 5 Years

FIRST TIME TEST TAKERS

■ UTRGV SON   ■ Texas average   ■ National Level

Year	UTRGV SON	Texas average	National Level
2018	92.7	91.62	88.56
2017	92.48	89.77	86.94
2016	73.2	87.14	84.3
2015	78.26	85.22	84.18

From 73 to 93%: increase of 20 points!

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Lessons Learned: "The Takeaways"

➢ Choose One curriculum product that's comprehensive in nature.
➢ Hold colleagues and students accountable for the work to be done to reach the desirable outcomes.
➢ Remediation Specialist Faculty Role keeps everyone on target.

➢ Admission, Retention and Progression: Follow the Data of the student population and their challenges both academically, culturally & financially

➢ Invest in faculty development to stay abreast of NCLEX-RN test blueprint changes, plus up to date active learning teaching styles pertinent to young adults who have grown up with their cellular phones and computers.

➢ Students responds favorably to computer assisted learning tools due to 24/7 access, it's like a "personal nursing tutor" in the palm of the hand.

➢ Attitude: **"Change is the only Constant"** so make it your friend.

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Summary: Our Success Story

Area	Overview of Performance in 2017
ATI Proctored Assessments	Program averaging at 36% all the Proctored Assessments
Comprehensive Content Mastery	Program averaging at 18.25%
NCLEX-RN Success	**NCLEX Pass Rate for the last 3 years:** 2014: 83.10% 2015: 78.62% 2016: 73.20%
ATI Team + Specialist + Partnership	**Now**
Success Story	2017: 92.48% (92%) 2018: 92.70% (93%) 2019: +/- 96.6% (projected)

Acknowledgements

- *Special Recognition:*

- *Judy Voss, MSN, RN, Curriculum Chairperson and Adult Health Course Coordinator of our traditional BSN program who joined our movement!*

- *Course Coordinators and The Faculty who travelled with us during this journey.*
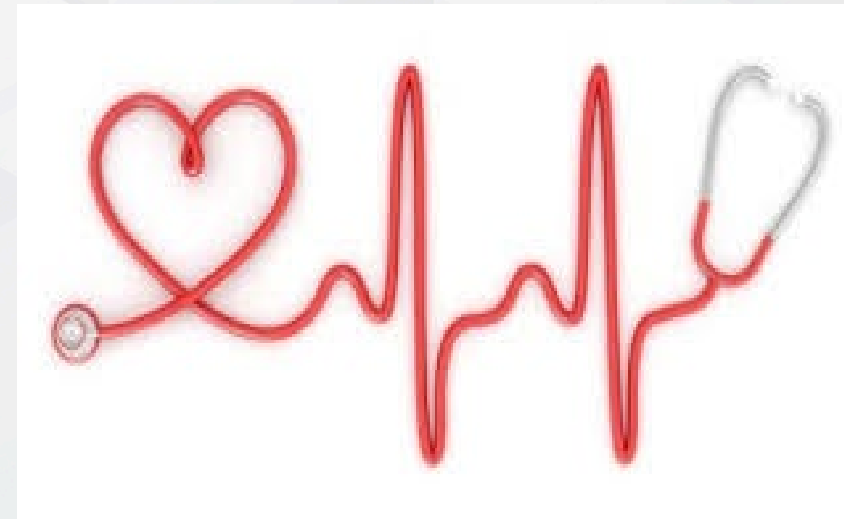
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