



HERZING
UNIVERSITY

April 27, 2015

REPORT TO THE WISCONSIN BOARD OF NURSING IN RESPONSE TO NCLEX PASS RATES IN 2014 for Brookfield and Kenosha BSN Program

NCLEX Pass Rate information: in calendar year 2014 the BSN Program in Brookfield-Kenosha students achieved a 76% first time pass rate when 37 of 49 graduates successfully passed the examination. When the test repeater data was summarized, the pass rate was calculated to be 83%. Based on the test results, the following action steps were taken to strengthen the curriculum and improve the pass rates.

- Two non-credit bearing courses were added to term 6 and term 7 of the program, these courses are designed to offer students faculty led question and answer sessions related to nursing courses using NCLEX style questions in a group process. The goal of these courses is to familiarize students with test taking skills, NCLEX style questions, and to review course content
- Clinical laboratory for ADULT HEALTH III was adapted to include NCLEX test preparation material and content for exam preparation
- Herzing administrators and faculty were trained in examination and test question item writing in a 2 hour session. On-going item analysis and use of standardized testing will be covered at future faculty workshops and meetings.
- Students completing their final term of study at Herzing were provided the VIRTUAL ATI NCLEX program which includes coaching sessions with MSN prepared ATI faculty, weekly progress reports and interactive feedback (this will be used for all cohorts in 2015)
- ATI Live NCLEX Preparation, a three day review and study session was held for all students in their final term of the program (this will be conducted for all cohorts in 2015)
- The Nursing Curriculum committee for the Brookfield-Kenosha will review this improvement plan and make recommendations for further curriculum changes and enhancements in June 2015 based on the test results of April 2015 graduates.
- It is important to note that graduates who took the NCLEX exam in December, 2014 achieved a 100% pass rate for first time takers.

We are confident that the approaches listed above will support our students to pass the NCLEX exam on their first attempt and allow our program to achieve the 80% threshold for success.

Thank you,

Diann L. Martin PhD, RN Director of Nursing Program, Herzing University Brookfield-Kenosha Campus



May 15, 2016

Mr. Dan Williams
Executive Director
Wisconsin Board of Nursing
WI Department of Safety & Professional Services
dan1.williams@wisconsin.gov

RE: Follow-Up Report on NCLEX Pass Rates 2015

Dear Mr. Williams

Attached is the requested follow-up report due to the Wisconsin Board of Nursing on May 15, 2016 addressing NCLEX-RN pass rates for the Herzing University Brookfield-Kenosha Nursing Program. We are pleased to report that we have shown steady growth in our first time NCLEX-RN pass rates for the past three years. The attached material presents our findings from an analysis of our student academic success and our action plan going forward.

If you have any questions or need for additional information please do not hesitate to contact me. My phone number at the University is 262-649-1710 Ext. 61680.

Kind regards,

Deborah Ziebarth, PhD, RN-BC –electronic signature
Interim Department Chair of Nursing

Cc:

Dr. Elizabeth Markham, System Senior Dean for Nursing, Herzing University
Dr. Blake Faulkner, Provost, Herzing University
Ms. Beth Gilbertson, Academic Dean, Kenosha Campus, Herzing University

Enclosure:

Board of Nursing Warning Letter
Follow-Up Report for Non-Compliance-First-Time NCLEX-RN Test Takers

Jeffrey Miller
Chairperson

Sheryl Krause
Vice Chairperson

Lillian Nolan
Secretary

WISCONSIN BOARD OF NURSING



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March 22, 2016

HERZING UNIVERSITY – BROOKFIELD-KENOSHA

ATT: Diann L Martin
Nursing Program Director
555 S. Executive Dr
Brookfield, WI 53005

Dear Dr. Martin:

I am the Executive Director for the Wisconsin Board of Nursing. Please find below the Motion from the March 10, 2016 Wisconsin Board of Nursing meeting. This motion was based upon a review and discussion by the Board as to the 2015 NCLEX pass rates for each school of nursing in Wisconsin.

MOTION: Jodi Johnson moved, seconded by Maria Joseph, that Herzing-Brookfield receive a warning letter for not meeting the NCLEX pass rate standard. The school shall identify factors potentially affecting the low NCLEX pass rates and an institutional plan for assessment and improvement of NCLEX results including outcomes and timeframes, which shall be Board approved by no later than July 1, 2016. The analysis of their low NCLEX pass rates shall also address reasons the plan submitted to the Board last year for improvement was unsuccessful. The plan shall address administration, faculty, students, curriculum, resources and policies. Motion carried unanimously.

Please provide your school response and any supplemental attachments to me as requested by the Board Motion language. Once your response information is received, I will present that information to the full Board at a future meeting. Please advise if you wish to be present at the meeting when this matter is discussed. Thank you.

Dan Williams
Executive Director
Wisconsin Board of Nursing
WI Department of Safety & Professional Services
dan1.williams@wisconsin.gov

FOLLOW-UP REPORT FOR NON-COMPLIANCE-FIRST-TIME NCLEX-RN TEST TAKERS

This report represents a follow-up to the 2014 report on NCLEX scores from the BSN program at Kenosha-Brookfield campuses. Since that time, Herzing University has continued close monitoring of the performance of its students on the NCLEX-RN examination for both first attempts and repeat attempts as an outcome measure of success for the program. The report will summarize information related to the outcomes of that plan and the continuing efforts implemented to promote successful outcomes. The following is a record of NCLEX-RN pass rates for the program to date. The table includes the annual pass rate information as reported by the National Council of State Boards of Nursing.

YEAR	NUMBER OF STUDENTS TESTING	NO PASSED FIRST TIME	FIRST TIME PASS RATE (Program)	PASS RATE WITH REPEATERS
2013	27	17	63.0%	89.13%
2014	49	37	76.0%	83%
2015	48	38	79.17%	77.8%

The data above demonstrates that Herzing has shown a steady increase in the overall pass rates each year increasing the first time pass rates by 16% overall in 3 years. When the three (3) year mean for all test takers is determined, we find that the overall pass rate is at 83.31%.

However, while we are pleased that we continue to meet the overall pass rate for combined students, it is our strong desire to increase the overall pass rate for first time takes to better than the 80% minimum. It is the vision of this University “to optimize the economic and human potential for each of our students as we fulfill our mission to provide high-quality . . . programs . . . to contribute to . . . personal development, and to enhance [the students’] potential for career advancement” (Undergraduate Catalog, May 2016, p. 6). By moving to improve outcomes for first-time test takers, our program will better fulfill the vision and mission of the University. The following information provides an analysis of the students, faculty, and resources followed by a review of both previously identified activities and current activities.

STUDENTS

Students entering the Herzing University Nursing programs may be admitted fully by meeting the minimum TEAS® score of 58 with a 2.5 GPA or conditionally admitted with a TEAS® score of 51 with a GPA of 2.0 at which time the student is enrolled in developmental activities to improve their reading, science, mathematics, and testing proficiency. Of the 32 students who failed the examination the first time, our research demonstrated that 25.6% were conditional admissions to the program. In addition, we found that 49% of these students also failed the board examination more than once. Further, we found that our adult learners have personal commitments that require large numbers of work hours and family responsibilities that affect time management and focus frequently resulting in lack of satisfactory progress through the curriculum plan. Given these findings, we are continuing to implement or will implement the following changes:

- The NB090, Foundations of Nursing Course, has been revamped to include additional emphasis on test-taking skills associated with the adaptive testing used in the NCLEX-RN test plan. The

review of basic written and oral communication, problem solving, foundations support in the sciences, math, and general support in academic success continues as essential components of the plan.

- The nursing faculty have initiated a support/mentoring program for at risk students called THE STAR PROGRAM. In this program, students are matched with a full time faculty member who provides mentoring, suggests study skills and offers academic success strategies to students at least 3 times in each term. Currently there are 120 students are in the STAR PROGRAM.
- The addition of an academic support plan for students who are conditionally admitted (but is open to all students) as well as those struggling with progression in the program has been approved.
- A non-credit bearing, faculty led course (NU 011) continues to be offered in term seven (7) of the curriculum plan. The question and answer sessions in this course use NCLEX style questions and group activities with review of the NCSBN preparation materials, NCLEX topic areas, and test blueprints.
- Students completing their final term of study at Herzing University participate in the Virtual ATI NCLEX program that includes coaching sessions with MSN prepared ATI faculty, weekly progress reports, and interactive feedback (used since the 2015 academic year).
- We expect to add the ATI Capstone Content Review module to the senior level 16 week focused review component of the NU447 (Lab portion of Adult Health III) capstone course in the curriculum plan.
- The lead faculty member for Adult Health III compiles a listing of student scores on the ATI predictor for the graduation classes. Students who score below the standard on the predictor are individually coached and supported prior to taking or retaking the NCLEX examination.
- ATI Live NCLEX Preparation, a three (3) day review and study session is held for all students in their final term of the program; past graduates who have to retake the NCLEX-RN and those who have yet to take the exam are invited to return to campus free of charge to attend this program.

THE CURRICULUM

An ever-occurring process of curriculum review exists within the program. The Nursing Curriculum Committee for the Brookfield-Kenosha program continues to review the plan to identify and make recommendations for further change and enhancements to help improve students' outcomes. Currently the faculty have determined the curriculum meets the requirements as defined by the Wisconsin Board of Nursing and The Essentials of Baccalaureate Education as well as it reflects the standards defined by NLN, QSEN, ANA, and IOM recommendations. In addition the following has occurred:

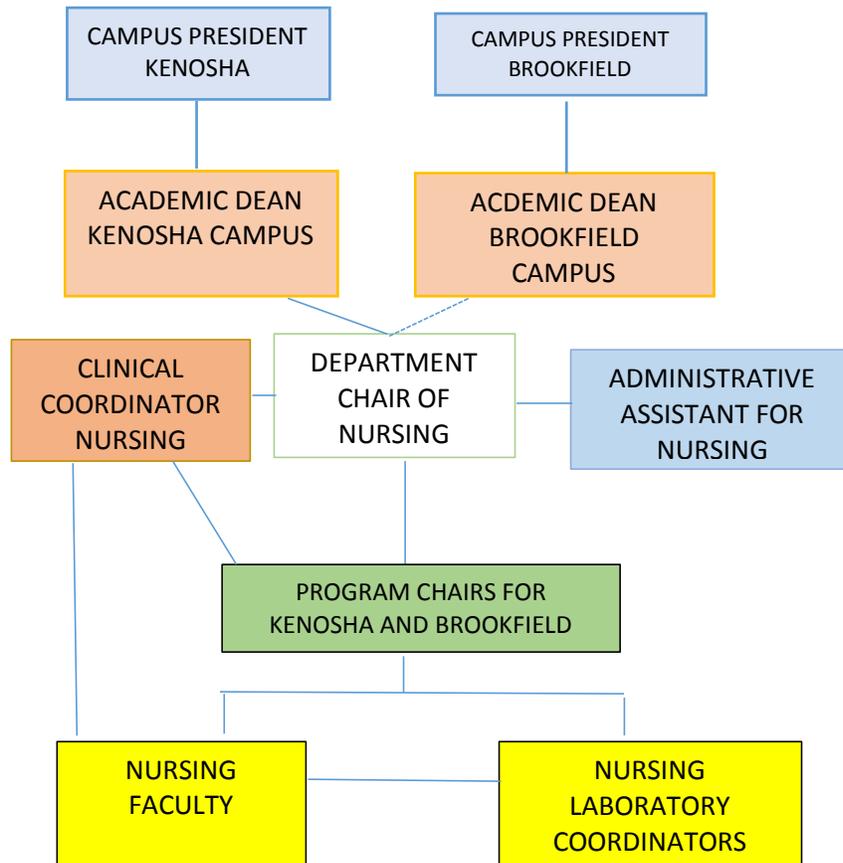
- In January 2016, the University has implemented a major enhancement for use in outcomes assessment. The University added the assessment module to our Blackboard Learning System along with a special program enhancement that we call the "Dashboard". We are now able to measure performance of the student for each of our course outcomes to the student learning outcomes for the program to determine the students' achievement of the outcomes. With this data, we will be able to better analyze our courses and make informed changes to enhance student learning.

- The testing plan identified in the previous report continues to be implemented which includes guidelines for test construction, test blue printing, the leveling of test questions across the curriculum plan, and test analysis and evaluation standards.

THE ADMINISTRATION

The program has had 3 administrations since October 2014: Elizabeth Markham, PhD, RN, interim administrator from October 2014 to March 2015; Diann Martin, PhD, RN, Department Chair from April 2015 to May 2016; Deborah Ziebarth, PhD, RN-BC, May 2016 forward and 1 Associate Nursing Director from March 2014 to May 2016. A detailed review of the administrative needs of the program was completed in April 2016 with the focus on stability, support for faculty and students at each campus, and administrative oversight. Effective April 18, 2016 positions for Program Chairs were established at each of the campuses with direct reporting to the Department Chair of Nursing. The new organization chart appears below:

ORGANIZATIONAL CHART FOR NURSING PROGRAM BROOKFIELD-KENOSHA



THE FACULTY

Currently there are 19 full time faculty and 10 adjuncts teaching in the nursing program. Although the program experienced a high turnover rate in 2014, 121% from March 2014 to mid-January 2015, we have been successful in the recruitment of qualified and committed faculty to the program. Of the faculty totaling 14 during that period, we experienced 14 resignations (four were new hire replacements) to take other clinical or teaching jobs, or for personal reasons and three terminations. Our stability has increased and with that increase, we have found that it stabilizes the program and the students. We have two doctorally prepared faculty members and two on track for completion of their doctorates. The remainder of the faculty are all Master's prepared. To enhance faculty retention and instruction, the following have been completed over the last year:

- Faculty were presented with a 2-hour course on test construction.
- Blackboard training for use of the Blackboard Learning and Assessment Platform was provided to all faculty members.
- The ATI Educator has worked with faculty for both individual and group training with steps being taken to thread ATI products into the course materials to increase alternative support opportunities for the students.
- Faculty have fully participated in the required University semester instructional development opportunities offered by the University to include items such as the "flipped classroom" and use of Checkering's Seven Principles for Effective Instruction.
- Additional faculty development topics have been identified and all full-time faculty and a percentage of the part-time participated in a University sponsored faculty summit April 27-April 30, 2016 held in Atlanta, Georgia.

PROGRAM RESOURCES

Herzing University's commitment to quality education for its students is evident in the resources it allocates for instruction. Specifically, the following support our assertion that the program has adequate resources for implementation of the program.

- In the final quarter of 2015, Herzing University entered into a full service agreement with ATI Testing. Under the terms of this agreement, our nursing students and faculty have access to the entire range of tutorials, exams and skills modules produced by ATI. An ATI nurse educator has been assigned to work with our faculty for both individual and group training. Steps were taken to thread the ATI products into the course materials as a primary resource. For example, the Pharmacology Made Easy tutorials and self-paced quizzes are part of the weekly course content. The tutorials include video case scenarios, patient teaching materials, detailed descriptions and interactive videos depicting the physiologic responses to various classes of medication. This agreement was a major investment in our program and it is expected to enhance student success.
- There are two fully staffed simulation labs using both mannequins and high fidelity patient simulators for instruction in the program.
- The University provides the Blackboard Learning Platform for faculty and student use. All testing is supported online. As previously stated, the University has added the assessment platform for use. Student course materials are uploaded to the course (includes E-books) for use by the student prior to the start of the semester.

- Faculty development is supported by the University to enhance instruction as well as for faculty retention and includes mandatory activity each semester in the pedagogy of teaching and maintenance of nursing area of specialization.
- The program has a wealth of clinical contracts and partnerships that provide the students with a variety of opportunities from teaching hospitals and clinics, to community hospitals, community based agencies, schools, and clinic settings.

POLICIES

As introduced earlier, the admission process at Herzing University allows for a two tiered admission process, Unconditional and Conditional Admission Status. Students are admitted directly into the nursing program. See the attached admission standards that appear in the Undergraduate Catalog, pages 73-74. Currently, approximately 40% of the students admitted are conditional admits. In reviewing our data, it was noted that of the 22 students who were dismissed and readmitted to the program, 11 failed to pass the NCLEX exam and nine (9) passed the exam. Two students are pending completion of the exam.

Students must earn a C+ in all NU prefixed nursing courses to progress. Students who have a second failure in a nursing course are released from the program and may apply for readmission. Students readmitted to the program reenter with a signed learning contract that defines achievement expectations and support opportunities to foster successful outcomes.

We do not believe these policies, which are the same for all Herzing nursing programs, are detrimental to our achievement levels. Rather, we have instituted the active support activities previously identified for all students enrolled in the program. We will continue our efforts to provide academic support to all of our students

CONCLUSION

Given the approaches and resources identified in this report, we are confident that we will be able to reach our goal of greater than 80% success for first time testers while maintaining and improving the overall pass rates in this program by end of year 2016.

Deborah Ziebarth, PhD, RN Interim Director of the Nursing Program, Herzing University Brookfield-Kenosha Campus



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May 27, 2016

Mr. Dan Williams
Executive Director
On Behalf of the Wisconsin Board of Nursing
Department of Safety and Professional Services
1400 E. Washington Avenue
P.O. Box 8935
Madison, WI 53708-8935

Re: Herzing University-Brookfield/Kenosha response to inquiry dated 5/23/2016.

Dear Mr. Williams:

Please find enclosed the amendment to the report of NCLEX-RN pass rates improvement plan submitted by Herzing University-Brookfield/Kenosha dated 5/16/2016. We thank the Wisconsin State Board of Nursing for their continued support and guidance.

Please contact me if you have any questions or concerns.

Deborah Ziebarth, PhD, MSN, RN-BC
Interim Department Chair of Nursing
Herzing University-Brookfield-Kenosha

Cc:

Jarvis Racine, Campus President, Herzing University-Brookfield
Jeff Hill, Campus President, Herzing University-Kenosha
Dr. Elizabeth Markham, System Senior Dean for Nursing, Herzing University

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Herzing is a private nonprofit university dedicated to changing lives through career-focused education.

Herzing University is accredited by the Higher Learning Commission (www.hlcommission.org).

Overview

The faculty of Herzing Brookfield-Kenosha's nursing program implemented the interventions described in the improvement plan submitted to the Wisconsin Board of Nursing in 2015. Evaluation of the data on interventions continues. Data sources include course evaluations, course observations, program completion rates, participation in review sessions, content exam item analysis, performance on standardized assessments through ATI (Assessment Technologies Institute), and performance on the NCLEX-RN. Some interventions were not in place for the 2015 graduating classes. Other interventions have not yet significantly affected NCLEX-RN pass rates as predicted in the 2015 improvement plan. Student Performance by Graduating Class for the last three years is summarized in Table 1.

There are three reasons why interventions will not be realized until the December 2016 graduating class has taken the NCLEX-RN examination (thus giving us another calendar year of scores).

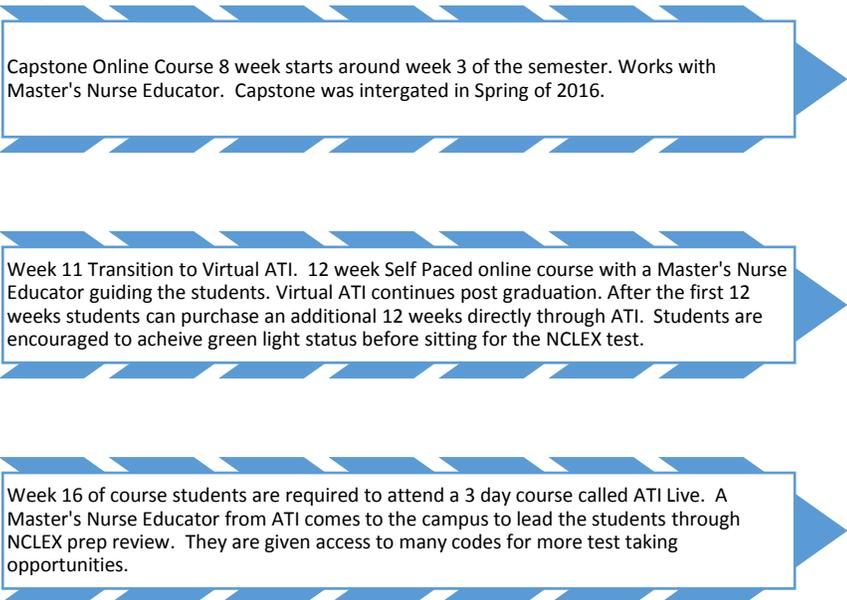
1. High faculty and administrative turnover during 2014 and 2015. Currently we have 27 FT and adjunct faculty. In 2014, we had 11 FT faculty leave and 12 adjunct not continue into 2015. In 2015, we had six (6) FT faculty leave and four (4) adjuncts not continue into 2016. There has been stabilization in the faculty in the latter half of 2015 and 2016.
2. Administratively, we have had four (4) nurse administrators since 2014 of which only one (1) had a tenure to exceed one year. By January 2015, it had been determined that with limited experienced faculty available to mentor and develop, an experienced consultant was hired to help with this process. In analyzing the current administrative structure, it was determined that a new administrative structure was needed. The new structure consists of two Program Chairs (one at each site) and a Department Chair overseeing the Nursing Program. This new structure allows the program Chairs to be fully integrated into each site to develop and train new faculty, maintain consistency, and provide the additional support for student success. In addition, an academic didactic educator position is planned for 2016 to assist in the further development of faculty and all new hires.

Faculty and administrative turnover was demonstrated in the following:

- a. In ability to effectively onboard and orient new faculty to the nursing program. Many hires occurred just as the semesters started. Faculty did not participate in the required University pre-start orientation and experienced mentors were unavailable to faculty.
- b. Failure to implement the curriculum plan as presented in failed adherence to course descriptions, content maps, identified instructional levels (related to Bloom's taxonomy showing progress through program levels), and failure to test at the programs defined testing levels for each level of the curriculum plan.
- c. Student expression of concerns related to consistency in instruction related to course implementation and participation in specific activities that were designed to enhance and meet their remediation needs. For example, the semester six (6) and seven (7) NCLEX-RN Preparation courses (NU010 and NU011) instituted in January 2014 were not well attended. These courses were designed to integrate question and answer sessions using NCLEX-RN style questions, group activities, review of the NCSBN preparation materials, NCLEX-RN topic area discussions, and test blueprints. Based on student evaluations and focus group responses, we learned that the fact that they were non-credit courses and new to students were not the major reasons for non-participation but rather a symptom of the real issues. The course rollout was not as effective as it could have been as we had significant faculty turnover during 2014 and 2015. We have since integrated the course into the curriculum in semester term 7 and have had consistent and capable faculty members teach it. We have positioned the course at a time most convenient for students. Since these changes were implemented in fall of 2015, 100% of the students have attended the course and engagement is evident.

3. The Assessment Technologies Institute (ATI) Nursing Education Package as a supplemental resource to enhance ongoing student performance and NCLEX-RN preparation was not fully implemented.
- a. Although ATI had been used throughout the history of the program with fairly consistent use of the proctored subject area, predictor, and live review components, changes were recommended by the Curriculum Committee in fall semester of 2014 to create a task force to address appropriate use of the products to help ensure improved outcomes. In January 2015, reorientation of the faculty group to ATI, its products, and integration was initiated. Subsequently, the ATI package has been fully implemented into the curriculum in spring semester of 2016. The clinical laboratory component for NU447, Adult Health III, which was always focused on NCLEX-RN prep, was revised to include and reflect the ATI capstone review (an eight week course online with a Master's nurse educator as instructor) and initiation of the virtual review components (the twelve week continued reinforcement component) with reinforcement from course faculty. The launching of an ATI champions task force is planned for this semester to address and monitor implemented changes that are designed to increase the first time NCLEX-RN test rates. See Diagram: ATI Package for NCLEX-RN Prep.

Diagram: ATI Package for NCLEX Prep.



Capstone Online Course 8 week starts around week 3 of the semester. Works with Master's Nurse Educator. Capstone was intergated in Spring of 2016.

Week 11 Transition to Virtual ATI. 12 week Self Paced online course with a Master's Nurse Educator guiding the students. Virtual ATI continues post graduation. After the first 12 weeks students can purchase an additional 12 weeks directly through ATI. Students are encouraged to acheive green light status before sitting for the NCLEX test.

Week 16 of course students are required to attend a 3 day course called ATI Live. A Master's Nurse Educator from ATI comes to the campus to lead the students through NCLEX prep review. They are given access to many codes for more test taking opportunities.

4. High percentage of students conditional admitted.
- a. Revamping of the Foundations of Nursing Course (NU 090) has occurred. The NU 090 is a course that is offered to all students that are conditionally admitted due to a low TEAS test score (< 51). Students' learning styles were not accessed early and the NU 090 curriculum lacked an introduction to adaptive test taking. Both learning styles and adaptive test taking were added to the course content of NU 090 in fall 2015. Many of our adult learners struggled with basic writing, problem solving, math, and sciences. These foundational learning blocks are all part of the curriculum of NU 090. In addition, Nurse Logic 2.0 (ATI) modules have been added to the summer semester of 2016. Moving forward, the RE092, TEAS Readiness Course, which encompasses all of these components for use by conditionally admitted students, will replace the NU090 course for use by all nursing programs at Herzing University.

- b. The Success through Academic Retention (STAR) program started in the summer of 2015. The program is patterned after the Protégé, Retention, and Success (PRS) program (Dorsey & Baker, 2004). The need for this program was evidenced through the high percentage of students in the academic appeals process. Students request academic appeal when they have failed two courses. In an effort to avoid the high number of student failures, the STAR program links students to faculty mentors (full time faculty members) who provide mentoring, suggests study skills and offers academic success strategies to students at least 3 times in each term. Currently there are 120 students in the STAR Program.
- c. An academic support plan for students who are conditionally admitted (but is open to all students) as well as those struggling with progression in the program was approved in fall 2015. In this program a student is targeted with variety of resources that are appropriate for their situation. If they are a conditional admit student, they will attend the NU 090 course. Currently, when an appeal is granted, the student begins the academic success plan, which entails twice a month meetings with the program chair, as well as needed meetings with the nurse tutor and faculty, and placement in the STAR program.

Table 1: 2012-2015 Student Performance by Graduating Class

YEAR	TOTAL # OF STUDENTS	ATI LEVEL 2 OR 3 ON CMS (Divided by the total test)	ATI COMP PREDICTOR $\geq 90\%$	PROFICIENCY RATING Moderate to High	NCLEX-RN SUCCESS (First Time Pass Rates)
2012 December	12	47/84 (55.95%)	9	11	10
2013 April	6	20/42 (47.6%)	3	6	2
2013 August	10	34/53 (64.1%)	4	10	6
2013 December	21	93/147 (63.2%)	16	20	18
2014 April	19	29/92 (31.5%)	6	3	13
2014 August	8	37 /72 (51.3%)	6	6	6
2014 December	9	66/89 (74.15)	9	9	9
2015 April	26	119/228 (52.1%)	15	23	20
2015 August	15	71/120 (59.1%)	8	13	12
2015 December	17	63/133 (47.36)	5	15	12

A summary of the data from ATI standardized assessments administered to cohorts in the last three years has revealed trends and insight to the evaluation of NCLEX-RN first time pass rates. Assessment data collected reflect performance on standardized exams that focus on specific content areas, known as the Content Mastery Series (CMS). Achievement on CMS assessments is an indicator of the level of mastery students attain in specific content areas. To prepare students for the NCLEX-RN, the majority of questions on these assessments are written at the application and analysis levels. In addition, the Comprehensive Predictor (Comp Predictor) is administered in the last semester of the nursing program. The Comp Predictor, along with the CMS tests scores, and Proficiency Rating are reliable indicators of the likelihood that a student will successfully pass the NCLEX-

RN on the first attempt. Herzing University has established a 90% predicted probability of passing the NCLEX-RN on the Comp Predictor as benchmarks for the nursing program.

For the December 2014 cohort (n=9), CMS levels ≥ 2 accounted for 74% of test scores, 100% of students (n=9) had 90% or greater predictor scores, and had a moderate to high proficiency rating. As expected, 100% of students (n=9), passed the NCLEX-RN the first time. In the three graduating classes in 2015, students (n= 58) averaged 52.8 % level 2 or greater on the CMS exams, 48.2% had Predictor scores greater than 90%, and 87% had moderate to high proficiency ratings. An average of 75.8% of students in the three graduating classes in 2015 passed the NCLEX-RN the first time.

As we implement the interventions and make revisions based on student outcome data, we expect to see improvement on the NCLEX-RN first time pass rates. Data collection and analysis is ongoing. In addition to monitoring the achievement on the CMS assessments indicators of mastery, the Comp Predictor, and Proficiency Rating, we will begin to monitor students who have completed the NCLEX-RN to assess specific content areas as reported by Mountain Measurement. This evaluation process provides an opportunity to assess the effectiveness of current interventions. In addition, department policies are also under review by the academic committee to assess further opportunities for continuous improvement.



EXECUTIVE SUMMARY HERZING BROOKFIELD-KENOSHA NURSING PROGRAM

JUNE 3, 2016

TO: Mr. Dan Williams, Executive Director, Wisconsin Board of Nursing
Mr. Jeffrey G. Miller, DNP, MSN, RNCS, APNP, ACRN Chairperson, Wisconsin Board of Nursing

FROM: Deborah J. Ziebarth, PhD, RN-BC, Interim Department Chair of Nursing

Herzing University Brookfield-Kenosha continues to focus on improved student outcomes. In the plan submitted to CCNE in 2014 (with a copy to the BON), Herzing emphasized the following targeted areas for improvement:

- Testing and evaluation that included faculty training and development in the area, design of a department testing plan to be used for all faculty testing.
- Faculty development in laboratory simulation.
- Maximized the use of ATI products to support student learning and assessment of student predicted success on the NCLEX-RN examination.
- Enhanced overall program evaluation that included faculty development in the area.
- Attempted to enhance student progression issues.
- Added non-credit review courses in semester six and seven of the curriculum plan to support the NCLEX review component in the senior capstone adult health course.

The plan continued in place in 2015 with the addition of addition of virtual ATI as a component of NCLEX-RN Prep. The 2016 plan is enhanced to address faculty and administrative turnover as reflected in the following additions:

- Improve the nursing administrative support framework
 - Provide for a better faculty onboarding experience
 - Provide for formal and informal faculty assessment
 - Provide for faculty development
- Implement the use of ATI
 - Improve assessment outcomes
 - Provide for a student predictor of success
- Implement an academic success plan for each student
 - Provide for individualized academic support for each student
 - Provide early warning indicators of success

The implementation of the above objectives happened, albeit too late to make the desired impact for 2015. All of the above have since been implemented and are now currently in place. In addition to the above, there are initiatives that supplement the above objectives (detailed as attached). These initiatives will further enhance the desired outcomes for faculty and students.



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Year to date, the BRK/KEN nursing program has demonstrated the desired success. 19/23 (83%) students have taken and passed the NCLEX exam (1st time pass rates). In addition, we now have predictors from ATI that provide an indicator of success (NCLEX pass rates).

While we acknowledge we fell short of the 80% desired NCLEX pass rate outcomes for 2015, the detailed plan and monitoring within the plan adds infrastructure for faculty and students. In addition, there continues to be high investment by the University for resources to support student learning.



HERZING UNIVERSITY PLAN TO ACHIEVE 80% NCLEX-RN FIRST TIME PASS RATES by DECEMBER 2016 TO BE MEASURED USING THE OFFICIAL REPORT ISSUED IN FEBRUARY 2017.*

OBJECTIVE	MEASURABLE OUTCOME	IMPLEMENTATION DATE	DATE & METHOD OF MEASUREMENT
<p>KEY OBJECTIVES #1: Create a new administrative structure consisting of two Program Chairs (one at each site) and a Department Chair overseeing the Nursing Program. These additional resources will provide more faculty support, oversight, evaluation, clinical assessment and recommendations for any next steps</p>	<ul style="list-style-type: none"> • Improved faculty onboarding, professional development, and retention. • Provision for additional academic support services at each location • Analysis of academic success (grades, pass rates, outcomes and persistence) per class • Provide dedicated Nursing Administrative mentoring for the Department and Program Chairs • Evaluate faculty each term • Identification of student deficiencies for remediation purposes • Increase student completion rates and overall NCLEX-RN success rates. 	<ul style="list-style-type: none"> • April 2016 • Faculty evaluations to occur at the end of each semester • Student feedback obtained at the end of each semester • Nursing Administrative Mentor to be in place by June 2016 • Clinical outcome surveys to be reviewed at the end of each semester 	<ul style="list-style-type: none"> • December 2016 and ongoing: <ul style="list-style-type: none"> ○ Decrease faculty turnover ○ Student completion rates \geq 70% ○ NCLEX RN Pass rate \geq 80%
<p>KEY OBJECTIVES #2: The Assessment Technologies Institute (ATI) Nursing Education Package will be fully implemented to enhance ongoing student performance and NCLEX-RN preparation.</p> <p>Student learning outcomes will be assessed via Blackboard (learning management system) outcomes module.</p>	<ul style="list-style-type: none"> • Reorientation of the faculty group to ATI, its products, and course integration. • Attendance at ATI Policy review with approval and sessions on the appropriate placement and usage of ATI resources in the curriculum plan. Discussion of ATI utilization of all tools and adjunctive use in classes, study sessions, preparatory and review of clinical labs and rotations. 	<ul style="list-style-type: none"> • April 2016 • June 2016. 	<ul style="list-style-type: none"> • April 2016: Orientation to ATI occurred with 100% of faculty participation. • July 2016: Survey for continued faculty needs. • July 2016 Revised Usage Plan and Policy will be completed and communicated to all faculty.



	<ul style="list-style-type: none"> Engagement an ATI Nurse Educator to be available on the campus to mentor and assist faculty with implementation of the resources and student assessment (See Implementation Plan Below). 	<ul style="list-style-type: none"> July 2016, projected for 2-4 week duration. 	<ul style="list-style-type: none"> July 2016 and ongoing quarterly improvement to faculty course evaluation scores.
	<ul style="list-style-type: none"> Integration of the ATI products into the curriculum plan. Integration of individual student assessment plans to ensure an academic success plan is in place Improvement of student learning outcomes (evaluated via the Blackboard outcomes module) 	<ul style="list-style-type: none"> April 2016 	<ul style="list-style-type: none"> November 2016: Monitor full integration using dashboard summary for usage and effectiveness. Evaluation of cohort outcomes at the end of each semester Evaluation of student by student outcomes at the end of semester.
	<ul style="list-style-type: none"> Integration of the ATI Capstone Review (8 weeks) and Virtual review (12 weeks) in the lab component of NU447, Adult Health III/Nursing with reinforcement from course faculty. 	<ul style="list-style-type: none"> September 2015: Virtual integration. April 2016: Capstone integration. 	<ul style="list-style-type: none"> July 2016 and ongoing quarterly improvement to faculty course evaluation scores and monitor ATI dashboard usage.
	<ul style="list-style-type: none"> Increased ATI Level II performance outcomes and increase NCLEX-RN success rates. 	<ul style="list-style-type: none"> April 2016 	<ul style="list-style-type: none"> July 2016: Increase in Level II scores semester over semester. December 2016: Increase NCLEX-RN pass rates.
<p>KEY OBJECTIVE #3: Discontinue NU090 – Foundations for Nursing and replace with RE092 - TEAS Readiness Course.</p>	<ul style="list-style-type: none"> Increased TEAS score from 51-57 to ≥ 58 composite. 	<ul style="list-style-type: none"> October 2016. 	<ul style="list-style-type: none"> November 2016: Increase in number of students achieving TEAS score of ≥ 58.
<p>KEY OBJECTIVE #4: Improve results for at-risk students.</p>	<ul style="list-style-type: none"> Participation of students at risk in the Success through Academic Retention (STAR) program. Students will be “green lighted” by ATI prior to NCLEX-RN testing. 	<ul style="list-style-type: none"> May 2015. 	<ul style="list-style-type: none"> July 2016 and ongoing quarterly monitoring of student participation and continued academic success of students enrolled in the STAR program.



KEY OBJECTIVE #5: 100% of students enroll in NUO11 - NCLEX-RN Prep Course.	<ul style="list-style-type: none">Utilization by students of the resources available through the NCSBON, ATI and other resources; complete assessment of current competency and utilize individualized NCLEX-RN preparation strategies in order to pass NCLEX-RN exam.	<ul style="list-style-type: none">January 2015	<ul style="list-style-type: none">July 2016: Monitor ATI dashboard usage and individualized student scores.December 2016: Increase NCLEX-RN pass rates.
First time NCLEX-RN pass rates will be at or above 80% annually.		February 2017 Annual report for FY 2016 Pass Rates.	YTD: First time pass rate is 82.6%.