

PRAC Assessment Grant Final Report Format

A Faculty Accountability Partner Pilot Program, Providing Support for the New Graduate

Tonja Padgett, DNP, RN, ANCS-BC, CNE, Clinical Assistant Professor
Indiana University School of Nursing
Science of Nursing Care Department

No longer with IUSON:

Emily Davis DNP, RN, CNE, Clinical Assistant Professor
Indiana University School of Nursing
Science of Nursing Care Department

Changed to adjunct faculty:

Cynthia M. Bemis DNP, RN, NE-BC, Clinical Assistant Professor
Indiana University School of Nursing
Community & Health Systems Department

Project Dates: August 2021 – August 2022

Project Summary

In the School of Nursing at IUPUI, we prepare nursing candidates to enter the nursing profession. Upon graduation, students prepare to take the state licensure exam (NCLEX) to earn the Registered Nurse title. During this same time, students often accept a position and begin their orientation process before they are licensed. The purpose of this project was to create a sustainable, support system during our second-degree graduates' transition into practice setting with the specific outcome being to provide a means of communication, support, and tracking of graduates during this time. The Faculty Accountability Partners (FAPs) was implemented to provide routine support and coaching to new graduates.

Specific aims of this project include:

1. Identification of graduates at risk for failure of the state licensure exam.

2. Development of a tracking system of second-degree program graduates and their success on the state licensure exam.
3. Implementation of a protocol to provide support to graduates during their transition.
4. Defined responsibilities and provide education for FAPs.
5. Assess the impact of interventions on student's feelings of support provided by the FAPs.

This project did not go as planned. It had been functioning for three semesters before the grant was awarded with a steady number of participants numbering approximately 75% of the cohort. We encountered a drop in students willing to enter the FAP program. We opened the program to the traditional students as well as the accelerated and attached gift card incentives to students who completed the program. However, the December 2021 cohort had 28 out of 140 traditional and accelerated students in the program. With the participation so low, after that semester we endeavored to do something that would benefit more of the cohort while still focusing on the program's outcome. We switched our intent to provide live reviews from a renown national expert on NCLEX exam preparation to the graduating students to prepare for the NCLEX exam. This was able to be provided both in May 2022 and August 2022 due in part to the PRAC grant.

A portion of the PRAC grant funding was used to provide the incentive gift cards for the students to participate and complete the program and incentive gift cards for faculty to continue servings as FAP faculty as this is voluntary work. The rest of the grant funding was spent to help pay for the travel, lodging, and fees for the NCLEX exam preparation speaker and to provide snacks for the participants of the live 2-day reviews.

The national pass rate of the NCLEX exam dropped during this time as did our schools. The national consensus is this was due in part to COVID 19. The need for follow-up with our

students has greatedened. A DNP student, whom I am her preceptor, has taken on the FAP program as her DNP project and the Assistant Dean of Prelicensure Programs continues to track all students who graduate from our program. Both follow up with any who did not successful pass the exam. A great outcome that I feel is partly due to this program is that the school is going to hire a person whose sole responsibility is to do reviews for the students/graduates, provide mentoring through the time between graduation and taking the NCLEX, and providing follow up with those who do not pass the NCLEX.

Data Collection Methods

The first aim was to identify graduates at risk for failure to pass the state licensure exam. The principal investigator will work in coordination with the Assistant Dean of Prelicensure Programs to track students graduating each semester from the nursing program. Together they identified and tracked all graduates, including students at risk for failure based on their progress with the Virtual Assessment Technologies Institute (VATI). VATI is a program that all students are required to participate in, that helps to assess readiness for state licensure. While all students were offered to enter the FAP program, these students were especially encouraged to participate. For those students who did participate, the FAP partner would receive weekly reports of their progress through the VATI program.

The second aim was to develop a plan for tracking all graduates of the second-degree program through the Office of Evaluation at the School of Nursing. This department of the School of Nursing was able to provide real-time statistics on the pass rates.

The third aim was to implement a protocol of interventions (Appendix A) to support the graduates prior to, during, and after graduation. All participating graduates signed the consent to

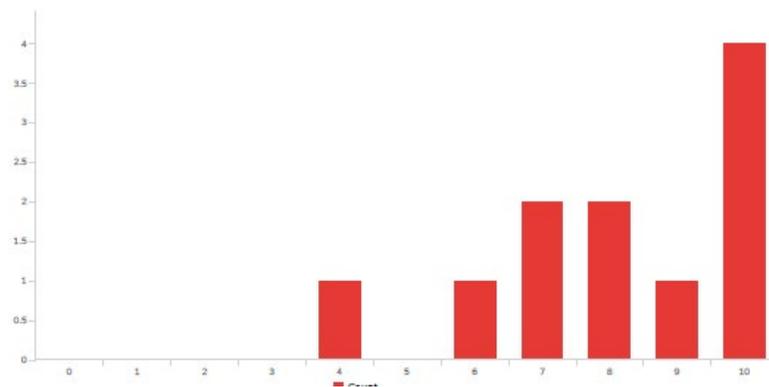
be a part of the protocol and to give permission for their data to be tracked and presented. The program was presented to the students in their Synthesis course and reminders were provided to students until the deadline to sign-up for the program. The FAP faculty entered data into an excel spreadsheet throughout the program time at least once per week that acknowledged their contact with the student/graduate, the student/graduate's VATI progress, and any questions or concerns which could then be addressed. All the FAP faculty filled this worksheet out in a timely manner. There were 28 December 2021 graduates who participated in the program. Of those, 23 (82%) passed the NCLEX on their first attempt. Of the five who did not pass on the first attempt, it was noted from the spreadsheet that they did not complete the FAP program and/or the VATI program.

In May 2022 and August 2022, we switched to provide live reviews from a renowned national expert on NCLEX exam preparation to the graduating students to prepare for the NCLEX exam to hopefully engage more of the cohorts. The May 2022 graduates had 89 attendees (out of 137 graduates). There was an 86% pass rate for those who attended the NCLEX exam preparation. The August 2022 graduates had 12 attendees (out of 37 graduates). There has been a 100% pass rate for those who attended the NCLEX exam preparation. During this same time the IU School of Nursing pass rate was 84.24% and the national average was 85.02%.

The fourth aim was to define responsibilities and develop education for the FAP faculty. All FAP faculty were provided education, signed a document of acknowledgement stating they understand the purpose of this project and the responsibilities of their role, and received ongoing support throughout the program.

The fifth aim was to assess the impact of interventions on student's feelings of support provided by the FAP faculty. Upon completion of the program, the December 2021 graduates were provided with a survey to elicit this information. Eleven participants completed the survey.

Question 1. On a scale of 1 to 10 (1 being low, 10 being high), how would you rate the level of support received by the school of nursing after graduation in preparing to take the NCLEX and transition into the RN role? The average was 8.09



Question 2. Please list any items that you like the most about the program and the support received.

Results showed a common theme that the participants liked having the accountability of the program and felt the FAP faculty was supportive and encouraging with one person noting they did not like the program.

Question 3. Please list any suggestions on how we can improve the support provided throughout the program.

Results showed about a quarter of the respondents felt the program's support was adequate. Others wanted more of what they were already receiving from ATI and the VATI program rather than an emotional support person being available for question and one stated they would have liked to meet weekly rather than just text.

Obstacles and Challenges

There were several changes that occurred to our intended PRAC grant program. First and foremost was losing 2 of the 3 investigators of this grant due to changes in their employment.

The project continued with voluntary faculty. Due to COVID 19, we were not able to attend a

conference to disseminate our findings; however, I hope to be able to proceed with dissemination with the DNP student who is continuing the program. We also received an extension and modification of our intended financial use from the PRAC committee enabling us to help another semester of students.

Appendix A:

Faculty Accountability Partner Pilot Program Protocol

The Virtual-ATI ‘Green Light’ process is designed to assess new graduate’s readiness for NCLEX-licensure success. It provides students with an individualized plan to prepare for the NCLEX; however, many students are challenged by the “Green Light” process due to the level of work involved, in addition to job searching, orientation to the hospital systems, and beginning a new phase of their life. Creating a motivational pilot program to facilitate students staying accountable to finishing the VATI process is an ideal project to not only bridge a gap of support as students are transitioning into practice upon graduation, but it encourages improved NCLEX pass rates for our new graduate students.

6 weeks before graduation

- The Primary Investigator (PI) will introduce the VATI program to the students with the Synthesis course faculty.

3 weeks before graduation:

- Faculty Accountability Partners will introduce the program via a zoom Q and A introductory session.
- Voluntary participants will complete an acknowledge of consent and complete a Qualtrics survey related to:
 - needs prior to graduation
 - current ATI progress
 - learner styles
 - needed support post-graduation

2 weeks before graduation:

- Students will be randomly assigned to the FAPs based on voluntary participation.
- The assigned Faculty Accountability Partner will email their assigned students to set a one-on-one introductory meeting.

1 week before graduation

- Faculty Accountability Partners will meet with their students for an approximate 30-minute zoom meeting to discuss the students’ expectations of the VATI process. They will discuss various items, including a designed calendar that will help the FAP and student to track their progress, time management skills, work assignments, and project requirements.

- The student will be encouraged to “check in” with their FAP, at a minimum, each time they move onto another subject area via their contact method of choice: email, phone, or various apps, such as Group Me. The student will be offered weekly meetings if they are found to be at risk of failing the NCLEX.

At Graduation: The Primary Investigator will send a congratulation e-card to the student 2 days after graduation.

Student-Individualized Protocol

- The Faculty Accountability Partners will review the progress reports sent every Thursday by the VATI coach.
 1. The FAPs will send weekly check-ins via the GroupMe app on Thursday to their student and will record their progress on the VATI calendar (designed by the PI).
- The primary investigator will:
 1. Email students when they achieve 75% of the VATI process with a motivational flyer
 2. Email students when they achieve 100% of the VATI process with a motivational flyer
 3. Once the student reaches 100%, the PI will mail the students their #greenlight t-shirt along with a congratulatory card and business cards.
- If the student stops engaging in VATI, based on the progress report:
 1. The first week of no engagement the FAP will send a Group Me Message with a “check in.”
 2. The second week of no engagement the FAP will email the student.
 3. The third week of no engagement the FAP will call the student.
 4. If the student does not begin to engage after the above three weeks, the student will receive a “WE’RE HERE FOR YOU” email that reminds the student of available support by IUSON with contact information.

After 8 weeks (or confirmed NCLEX Pass)

A final post-intervention survey is sent to the students as they take their NCLEX examination to obtain feedback on the program and to assess for positive outcomes of the project.