PROJECT W.I.N.:
AN EVIDENCE-BASED APPROACH TO SUPPORT ABSN STUDENTS SUCCESS

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Background

- In 2004, the Sullivan Report indicated that the nation's healthcare professions have not kept pace with the changing demographics, causing greater disparities in health access and outcomes.

- In 2010, the IOM recommended increasing the number of minority health professionals to help eliminate health disparities.

Background (cont)

- SUNY Downstate Medical Center (DMC) is a public institution that is deeply committed to serving diverse and underserved communities in Brooklyn, NY.

- The College of Nursing (CN) at SUNY DMC has been in existence since 1967 and the Accelerated BS program was initiated in 2004.

Background (cont)

- In 2009, the CN sought and received funding from the Robert Wood Johnson Foundation (RWJF) New Careers in Nursing (NCIN) Scholarship Program* to respond to the call for national action to address the "disconnect" between health care providers and the population they serve, specifically in nursing.

* The RWJF/NCIN scholarship program is a national program of RWJF and the American Association of Colleges of Nursing (AACN) designed to help alleviate the national nursing shortage, increase the diversity of nursing professionals, expand capacity in baccalaureate and graduate nursing programs and enhance the pipeline of potential nurse faculty.

Background (cont)

- With the RWJF/NCIN grant, SUNY DMC College of Nursing implemented a three-prong approach (W.I.N.) to enrich the accelerated baccalaureate nursing (ABSN) program.

- This approach was intended to assist in recruitment, student retention, and graduation using concepts from literatures on barriers and obstacles to recruitment, retention of diverse and economically disadvantaged students.

Background (cont)

- The overarching concept in Project W.I.N. was an educational support for the needs of all students regardless of their cultural, ethnic, racial, gender or economic backgrounds with mentorship as a common thread that permeated the supporting concepts.

Purpose

- To present the development and evaluation of the Project W.I.N.

Methods

- Project W.I.N was implemented in 2009 and the CN tracked the overall impact of the project during the first five years of its implementation.

- Outcome measures were:

  – Increase enrollment and retention of diverse background students

  – Increase graduation rates of Accelerated students

  – Increase NCLEX-RN pass rates

- Data Analysis:

  – To compare the 2009-2014 with the previous cohorts (2004-2008) without the project.

Methods (cont)

PROJECT W.I.N.

W – A welcoming environment that supports and fosters self-development.

- The CN implemented the Pre-Entry Immersion Program (PIP) using the NCIN PIP Tool to implement the school orientation for all new incoming students one week prior to starting the ABSN program.

- The PIP also includes review of the ABSN program, challenges as experienced by NCIN scholars and current students.

Methods (cont)

I – Individualized developmental academic advisement and support.

- Each student was assigned a designated academic faculty advisor through the duration of the program to monitor student progress.

  - Learning contracts were used as "work plans" for students who required remediation.

- An *NCLEX-RN Readiness Plan* was integrated into the curriculum to prepare students for the licensing examination (Table 1).

Table 1 presents the NCLEX-RN Readiness Plan for Project W. I. N.

SUNY Downstate Medical Center, College of Nursing 2014-2015 NCLEX READINESS PLAN			
	Credits		Curriculum Integration of Assessment
	Professional Nursing Practice in Health Promotion	4	Technologies Inc.(ATI) Learning Systems Components of ATI Program: Tutorials: 1. NurseLogic-Critical Reading Strategy Techniques, Nursing Guidelines, Test taking, Prioritizing Questions; 2. Skills Module; 3. Learning System RN-contains NCLEX RN type practice tests with rationales for both correct and incorrect answers. Assessments: NCLEX-RN Type Online Practice Assessments (IDs and password are issued to students) and Proctored Online Assessments: Individual Performance Profile is generated by this assessments indication areas requiring improvement. Remediation informations is included. RN Review Modules: Content Mastery Series with questions (and answers an/rationales) each chapter so students
	Introduction to Health Assessment	3	can practice applying their knowledge, NCLEX –RN connections that point out areas of detailed test plan that relate to the content within that unit, media supplement, etc, are all included: Real Life Scenarios: Interactive online environment that replicates clinical situations faced by nurse in practice-
	Pathophysiology	3	used to supplement didactic and clinical learning activities in conjunction with the simulation laboratory.
SUMMER SESSION II			
	Principles of Teaching and Learning	2	Content Mastery/RN Review Module: Assessments:
	Professional Nursing Development	2	Content Mastery/RN Review Module: Assessments:
	Introduction to Pharmacology: Drug Calculation and Preparation	3	Content Mastery/RN Review Module: Assessments:
	Professional Nursing Practice with Obstetrics and Gynecological Clients(6 weeks- 90 clinical hours)	4	Content Mastery/RN Review Module: Assessments:
FALL SEMESTER			
	Professional Nursing Practice with Adult Clients I (8 weeks-90 hours)	4	Content Mastery/RN Review Module: Assessments:
	Contemporary Issues in Health Care	3	
	Professional Nursing Practice with Adult Clients II (8 weeks-90 hours)	4	Content Mastery/RN Review Module: Assessments:
	Independent Study	2	
SPRING SEMESTER			
	Professional Nursing Practice with Children(8 weeks -90 hours)	4	Content Mastery/RN Review Module: Assessments:
	Professional Nursing Practice with Adult Clients III (8 weeks-90 hours)	4	Content Mastery/RN Review Module: Assessments:
	The Research Process and Evidence –based Practice	3	
	Independent Study	3	
SUMMER SESSION III SEMESTER			
	Professional Nursing Practice with Psychiatric Clients 1 (6 weeks-90 hours)	4	Content Mastery/RN Review Module: Assessments:
	Organizational and Systems Leadership in Nursing	4	Content Mastery/RN Review Module: Assessments:
SUMMER SESSION IV			
	Professional Nursing Practice with Clients in the Community(6 weeks-90 clinical hours)	4	Content Mastery/RN Review Module: Assessments:
TOTAL REQUIRED CREDITS		60	General Program and Student Success Approach
Additional NCLEX-RN Preparation Mandatory Preparation Activities: • End of Program Comprehensive RN Predictor Assessment Test • 4 day NCLEX-RN Live Review PASS THE NCLEX-RN EXAMINATION THE FIRST TIME!!!!			Comprehensive Assessment online is required and shall constitute 10% of the total course grade in all clinical courses. Proctored Assessment Mode exams are administered at the end of each course and are scheduled by the course faculty. Students are required to do remediation and tutorials based on assessment of strengths and weaknesses identified in the Proficiency Level of student performance. Students are required to achieve Proficiency Level 2 in the assessment exams in order to pass the course and progress to the next course. Faculty Advisement students are required to meet faculty advisor prior to course registration and periodically to discuss academic progress. Learning Contracts utilized for "at risk" student to monitor academic progression.

Methods (cont)

N – Nurturing through mentoring.

- Initiated a formalized mentoring program using the *RWJF/NCIN Mentoring Toolkit* in collaboration with the CN Alumni Academy utilizing alumni and the RWJF/NCIN Scholars as mentors.

  - "Scholars as Mentors" to assist new students. Nurses and preceptors in clinical training sites who come from diverse background served as mentors.

Results

- From 2003-2014, there were 587 students in the program: 264 in the 2003-2008 (pre-W.I.N.) and 323 in 2009-2014 (post W.I.N.).

- Results indicate an overall increase in recruitment of students in the ABSN program.

- However, only 37.2% of the cohorts were from diverse and underrepresented background

  after implementation of the W.I.N. (Table 2).

- There is an increase in enrollment of Asians, Hispanics, and Native Americans after the implementation but decrease in African Americans.

- No significant change in recruitment and admission of men.

Table 2. Demographic characteristics

Demographics	2003-2008 (N= 264)	2009-2014 (N = 323)
Race and ethnicity		
White	111 (42%)	203 (62.8%)
Black/African-Americans	102 (39%)	48 (14.86%)
Asian	29(11%)	47 (14.55%)
Native Americans	0	2 (0.6%)
Hispanics/Latinos	14 (3%)	18 (5.57%)
Unknown	8 (3%)	5 (1.54%)
Gender		
Females	218 (82.5%)	268 (82.97%)
Males	46 (17.4%)	55 (17%)

Results (cont)

- Significant results were the overall outcome measures.

- The cohorts were compared before and after the inception of Project W.I.N.

- The 2009-20014 cohorts did significantly well in all the outcome measures (Figure 1).

- All outcome measures improved after the W.I.N. project
  - Recruitment
  - Retention
  - Graduation
  - NCLEX-RN Pass Rates

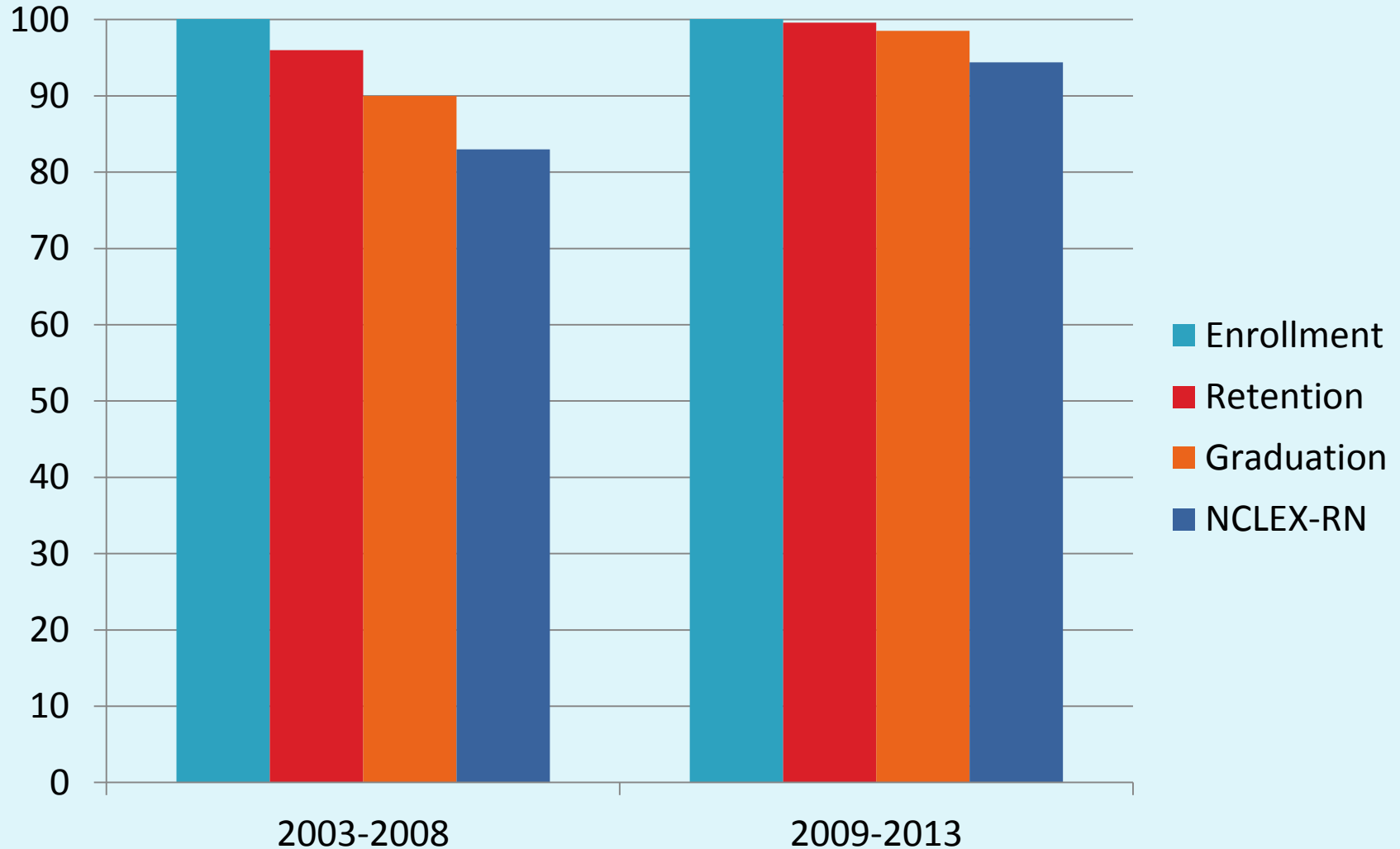# Fig. 1. Comparison between Pre-WIN (2003-2008) and Post WIN (2009-2014)

Table 3. Comparison between Pre-W.I.N. and Post W.I.N. Project

Pre-Project W.I.N.

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Enrollment	30	43	45	44	60	42
Retention rate	*	*	*	100%	93%	95%
Graduation rate	90%	88%	87%	93%	90%	91%
First time NCLEX-RN test taker	18	34	33	38	54	38
First time NCLEX-RN pass rate	67%	79%	85%	87%	82%	90%

Project W.I.N

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Enrollment	58	48	40	61	59
Retention rate	100%	100%	100%	97.5%	97.5%
Graduation rate	100%	100%	97.5%	98.4%	98.3%
First time NCLEX-RN test taker		39	35	45	58
First time NCLEX-RN pass rate	90%	94%	100%	92%	96%

Discussion/Conclusion

- Project W.I.N. has proven to be a successful approach in the recruitment, retention, graduation and NCLEX-RN pass rate of ABSN students.

- Much more work is needed in recruitment of African Americans and continue to recruit students from underrepresented backgrounds.

- SUNY Downstate Medical Center CN continues to implement Project W.I.N. and will be periodically evaluated as a major strategy for students success.

- Future recommendation to test Project W.I.N. with RWJF/NCIN grantees to determine applicability to varying environment.

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