Improving Institutional and Student Outcomes by Transformation to a Culture of Care

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Faculty Disclosure

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Conflicts of Interest: None
Employer: Chamberlain College of Nursing
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Objectives

The learner will:

• Define care in the context of higher education

• Describe a model that guides transformation of an educational institution to a culture of care and service

• Articulate the role of the leader in implementing strategies to achieve a care culture

• Describe two exemplars of the Chamberlain Care® model

• Identify potential benefits of a caring culture in an institution of higher education
The Chamberlain Care® Model

The Transformation to Care

Why a Culture of Care?

Exemplars:

- Master Instruction Student Success Model

Results and Lessons Learned
Why a Culture of Care?
Why a Culture of Care?

The Transformation to Care

CHAMBERLAIN Care®

Exemplars:
- Master Instruction Student Success Model
- Results and Lessons Learned
Why a Culture of Care?

The Transformation to Care

The Chamberlain Care® Model

Why a Culture of Care?
Why a Culture of Care?

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Exemplars:
Master Instruction Student Success Model
Why a Culture of Care?

The Transformation to Care

The Chamberlain Care® Model

Exemplars:
Master Instruction Student Success Model

Results and Lessons Learned
Why a Culture of Care?
Looking for care
in all the right places

Where has all the caring gone?
Chamberlain College of Nursing profile

19 CAMPUSSES IN 13 STATES OFFER 3-YEAR PRE-LICENSURE BSN

CCNE ACCREDITED*
BSN, MSN & DNP DEGREE PROGRAMS

OVER 125 YEARS OF EXTRAORDINARY CARE

BSN, MSN & DNP DEGREE PROGRAMS AND PROGRAM OPTIONS

DIVERSE STUDENT BODY

21,000** ALUMNI NATIONWIDE

*Chamberlain College of Nursing is accredited by The Higher Learning Commission (HLC, www.hlcommission.org). HLC is one of the eight regional agencies that accredit U.S. colleges and universities at the institutional level. The Bachelor of Science in Nursing degree program, the Master of Science in Nursing degree program and the Doctor of Nursing Practice degree program at Chamberlain College of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202.887.6791).

**Based on Chamberlain College of Nursing alumni and current enrolled students, Chamberlain National Registrar, September 2015

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Chamberlain serves a highly diverse pre-licensure nursing student population compared to other nursing schools

Pre-licensure BSN student demographics

**All U.S. Nursing Schools 2014**
- White: 70%
- Latino: 9%
- African American: 11%
- Asian: 7%
- Other: 3%
- Male: 11%

**FY'15 Chamberlain Incoming Students**
- White: 40%
- African American: 24%
- Latino: 14%
- Asian: 7%
- 2 or More: 1%
- Others: 12%
- Male: 14%

Source: AACN Enrollments & Graduations, 2014-15; Chamberlain At a Glance BSN incoming students FY15

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PURPOSE

By living Chamberlain Care®, we graduate extraordinary nursing professionals who transform healthcare worldwide.

VISION

To create an academic culture in which colleagues and students thrive and that cultivates extraordinary graduates.
Transforming to a **Culture of Care**
It starts at the top: Setting the vision

STEP 1

STEP 2

STEP 3

STEP 4

STEP 5

STEP 6

- Creating a compelling vision
- Role modeling the values
- Enculturation workshops
STEP 1

STEP 2

STEP 3

STEP 4

STEP 5

STEP 6

Transforming Healthcare

Healthcare Today

Patients

Students

Colleagues

Self

CHAMBERLAIN®

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Talking the talk: Developing the language

• What we mean by care
  – What it is
  – What it is not
• Using a common language
What do we mean by “care” in higher education?

“Care” as service:

• To our students and to each other
• Creating a caring work environment
• Meeting student needs
• Helping students achieve their goals and reach their dreams
What “care” is not

It is not only what you do it’s how you do it
Walking the walk: Operationalizing care

- Developing the model
- The *Chamberlain Care*® Model
- Operationalizing the model
CHAMBERLAIN®Care

Is the excellent services we provide to each other and to our students to help our students achieve their goals and reach their dreams.

ENSURE COLLEAGUE CARE AND ENGAGEMENT

Help colleagues achieve their goals
- Help students get enrolled
- Help students stay in school and graduate
- Help students learn and pass their licensing exams
- Help students achieve their career goals

ENSURE STUDENTS ENJOY THEIR EXPERIENCE

COLLEAGUE ENGAGEMENT SCORES

How We Deliver Chamberlain Care

Help colleagues achieve their goals

How We Measure Chamberlain Care

Colleague-to-colleague service satisfaction
- Admission criteria
- Admission and student finance metrics
- Retention and graduation rates
- Learning outcomes
- Exam pass rates
- Employment rates
- Employer and alumni satisfaction

NET PROMOTER & STUDENT SATISFACTION SCORES

Is the excellent services we provide to each other and to our students to help our students achieve their goals and reach their dreams.
Inspecting what you expect: Measuring impact

Comprehensive *Chamberlain Care*® assessment program

- Colleague engagement
- Admission quality statistics
- Retention and graduation rates
- NCLEX® pass rate
- Employment statistics
- Employer satisfaction
- Student satisfaction
Building the foundation: Infrastructure to support culture

• Hiring for care
• Goal setting and performance assessment
• Vigilantly protect culture
  – Celebrate on course attitudes and behaviors
  – Coach those who need extra support
  – Eliminate off course behavior
Built to last: Sustaining the culture

• Enculturation
• Future plans
  – Evaluate and improve
  – Reinforce; celebrate
Three key elements of CHAMBERLAIN Care® emerged
Care for Faculty

Promoting Teaching Excellence to Improve Student Outcomes and Faculty Engagement

Richard Cowling, PhD, RN, ANEF, FAAN – Vice President of Academic Affairs
Laura Fillmore, PhD, RN, CNE – Dean of Faculty
Research led to a focus on teaching excellence

- Keys to student engagement and retention
  - Quality of teaching
  - Relationship between faculty and students
- Factors that enhance student success
  - Active and deep learning
  - Student belief in ability to succeed
Teaching excellence is an essential component in graduating extraordinary nurses.

CULTURE OF CARE

TEACHING EXCELLENCE
MASTER INSTRUCTION

- Faculty Development & Training
- Performance Review

Cultural Infusion

- Faculty Exchanges

Peer Observations

Certificate as Master Instructor

EXTRAORDINARY NURSES

HELPING STUDENTS SUCCEED
STUDENT ACADEMIC SUCCESS MODEL

- Customized Support Plan
- Customized Workshops

Early Assessments

Compressive Nursing Review Program

Academic Assessments & Live Review Sessions

Coaching Teams
What the Best College Teachers Do by Ken Bain

- Creates a natural critical learning environment (Facilitation; Active Learning)
- Gets students’ attention and keeps it (Active Learning; Content Management)
- Starts with the student rather than the discipline (Facilitation)
- Gets commitment from students (Content Management)
- Helps students learn outside of class (Integration)
- Engages students in disciplinary thinking (Relevance)
- Creates diverse learning experiences (Relevance)

Pilot: We redesigned our first nursing course with Master Instructor tenets

- Redesigned course objectives
- Redesigned course content
  - Student choice
  - Engaging activities
  - Introduction to academic resources
- Learning agreement
- Selected and trained master instructors
Retention from pilot NR-101 cohorts surpassed overall Chamberlain retention

One-Year Retention Rates by Fiscal Year

- FY2012 (Pre-Pilot)
- FY2013*
- FY2014**

Pilot Campus Retention Rates
All Campuses’ Retention Rates

*Pilot campus implemented new course July 2012
**New course rolled out to all campuses by Sept 2013
Engagement indices

- A student taught/explained something to the class, a partner or a small group
- The class spent part of the hour in partner/group activities
- Students used hands-on technology to enhance their learning
- The class performed a lab or hands-on activity for part of the hour
- The class was given time to self-reflect during the hour
- Students were out of their chairs for at least one activity during the class
- Students were presented a media clip (video, audio, internet, newspaper, etc.)
- Students gave their opinion on a topic in a group or whole class setting
- Students laughed out loud at something appropriate in class
The future: Master Instruction certification

Master Instruction Courses

- Master Instruction: Chamberlain Care® in action
- Essential course series

National/Professional Standards

- CNE certification
- Accepted abstract at a conference or a publication

Practice Evaluation

- Classroom observation
- Self-reflection of classroom observation
Care for Students

Improving Student Success Using a Model of Care

Bonnie Beardsley, PhD, RN, CNE – Director Academic Experience
Mary Judith Yoho, PhD, RN, CNE – Senior Director Pre-licensure BSN Program
The CHAMBERLAINCare® Academic Success Model helps students succeed through care and support.
Primary pillars of success

ETS Success Navigator
Transitions in Nursing NR-101
Coaching
AA#1 Data Analysis
1-Day Live Review
Centers for Academic Success
AA#2 Data Analysis
2-Day Live Review
Chamberlain Review Program
Bridge to NCLEX®
Alumni Mentors
Campus pilot: NCLEX® pass rates compared to national trends

![Bar chart showing NCLEX® pass rates compared to national trends for CY2013, CY2014, and Q1 CY2015. The campus pass rates are 80.17%, 84.93%, and 97%, respectively. The national pass rates are 85.18%, 84.93%, and 89.79%, respectively.]
Campus pilot: 3rd session retention and NCLEX® trends

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<tr>
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<th>3rd Session Retention</th>
<th>NCLEX® Outcomes</th>
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<tr>
<td>Nov 2012</td>
<td>92%</td>
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<tr>
<td>CY 2013</td>
<td>80.17%</td>
<td></td>
</tr>
<tr>
<td>Sept 2013</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>CY 2014</td>
<td>89.71%</td>
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<tr>
<td>Sept 2014</td>
<td>97%</td>
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<tr>
<td>CY 2015</td>
<td>97.22%</td>
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Don't Limit Your
CHALLENGES...

CHALLENGE
YOUR LIMITS
Moments of CHAMBERLAIN Care®

I can't believe that Chamberlain is investing this much into our success.

I knew when I started this program that it was different. I know I can be successful…

I am more excited now to get going and finish the rest of my classes…

I am thankful to be at a school that genuinely cares about my success.

Thank you Chamberlain. I can’t wait to be that extraordinary nurse.
The Impact of Care
Select results

• Year-over-year **colleague engagement score improvement**
  – Scores above world class levels
  – High degree of colleague referral and retention
• Year-over-year **student retention improvement**
  – Improvements in pre and post-licensure programs
• Year-over-year **improvement in student satisfaction** and NPS measure of student loyalty
• **Employer satisfaction** with graduates
• **Excellent student outcomes**, but with **high risk population**
National benchmarking study demonstrated that cultural transformation is paying off

- Samford University Ida Moffett School of Nursing tool
- Caring Characteristics in Schools of Nursing Climate Survey
- Four dimensions of a caring climate
Lessons learned

• Culture makes all things possible
• Leader led
• Systematic and regular

Care enhances performance of the college and of the student