

Passing NCLEX: What Courses and Tools Matter Most to Students

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PROJECT OVERVIEW

Our project focused on determining what courses/tools are most influential in the successful pass rate of the NCLEX-RN for BSN nursing students. We performed a retrospective look at student performance over 2 years to gain perspectives and appreciation in determining how our curriculum impacts NCLEX success.

OBJECTIVES

By the end of this session, participants should be able to:

1. Appraise curricular evidence to correlate the number of attempts to pass a course to successful pass rates for the NCLEX-RN.
2. Determine variables that may influence success rates on coursework and NCLEX-RN pass rates.
3. Distinguish among assessment tools in the successful prediction of NCLEX-RN outcomes.
4. Assess whether there is a minimum cut off point that predicts NCLEX-RN outcomes in relationship to course grades.

PURPOSE

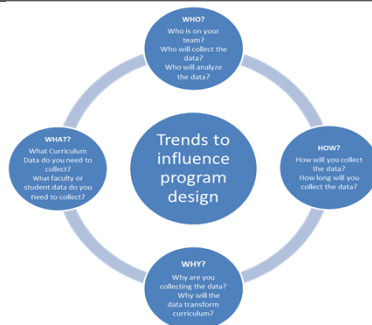
Obtaining success with BSN students first time pass rates on the NCLEX-RN is a key outcome for any nursing school. For a school to successfully grow, students and faculty may review demonstration of an effective curriculum, recognition by an accrediting body, ability to meet state board of nursing education standards, NCLEX-RN pass rates, admission process, curriculum, retention, and remediation policies.

Most important, the curriculum and progression policies for nursing programs have many factors that can positively or negatively influence NCLEX-RN pass rates. Additionally, many outside resources are available to students and faculty to assist in enhancing nursing student education. Many educational companies rely on their product to be utilized, in conjunction with the nursing curriculum, to improve NCLEX-RN pass rates. Knowing what variables serve as the most influential factor in the curriculum is essential to success.

METHODS

- Retrospective review (July '14-May '16) to evaluate program successes and failures.
- Student cohorts based on expected graduation dates; Total N= 196
- Variables of interest: course grades, subtests of Assessment Technologies Institute (ATI).
- Additional variables included unsuccessful students with classifications of withdrew failing, withdrew passing, failed or other, course sequence.
- Data statistically analyzed using SPSS for final grades in 7 theory courses, ATI (2017) Comprehensive Predictor Scores (in the final semester), and number of attempts to pass the course. ATI proctored assessment completion in all content areas
- Strength of assessment tool in predicting: (1) number of attempts to pass nursing courses on prediction of NCLEX-RN outcomes, (2) nursing course grades to determine influence on pass rates, (3) is Assessment Technologies Institute (ATI) as an assessment tool stronger at predicting NCLEX-RN outcomes, and (4) impact of cut off points in nursing course grades as a predictor of success on NCLEX-RN outcomes.

STRATEGIES

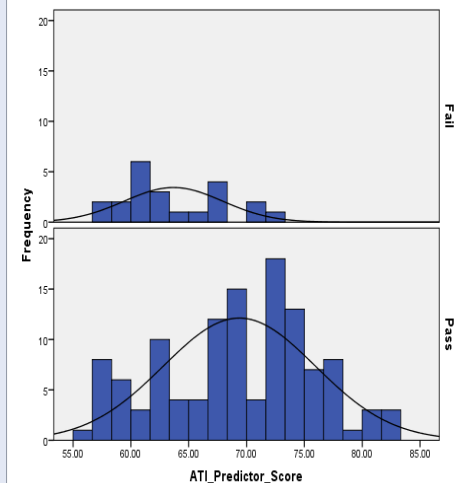


GRAPHICS

Means of ATI Sub-scores by NCLEX Outcome

Course	Failed NCLEX				Passed NCLEX				Mean Difference		
	n	Mean	SD	Min	Max	n	Mean	SD	Min	Max	
ATI-Med-	20	61.73	5.69	54.4	75.6	120	69.28	7.60	53.3	86.7	7.55
Surg											7
ATI-	20	56.75	7.87	43.1	76.7	120	64.38	8.59	41.7	83.7	7.63
Nutrition											3
ATI-	22	63.68	4.26	58.0	72.0	120	69.38	6.58	55.3	83.7	5.70
Predictor											3

Note: All mean differences are significant at a Bonferroni corrected alpha of $p < .01$.



CONCLUSIONS

After evaluating 196 students who had taken the NCLEX-RN, 162 passed; 34 failed which resulted in an 82.7% pass rate. Means and standard deviations of 7 course grades paired with NCLEX-RN outcomes were reported. Little impact can be seen with the number of attempts a student receives to take a course on NCLEX-RN success. The Adult/Gerontology II course is the best predictor of success on NCLEX-RN pass rates. However, ATI-Med Surg and Nutrition assessments were most predictive for passing NCLEX-RN. Increasing the cutoff point to pass a course, raising it from 70% to 74% was not significant enough to recommend curricular changes because grade average does not serve as a single predictor of success.

Faculty can use the outcomes of the Adult/Gerontology II course grades along with the ATI Med-Surg and Nutrition Assessments offered simultaneously to predict NCLEX success of the graduating class. When used concurrently, weaker areas can be strengthened. Because this course is taken during the fourth semester of a five-semester program, there is time for remediation and enhancement of certain content areas. The value in the knowledge gained from the study has great impact for students and faculty. Knowing curricular expectations regarding when the Adult/Gerontology course would be taken and course score pass rates would be important for students as they apply. Faculty can further use this information to determine curricular changes in the sequence of courses, pass rate scores, remediation procedures and enhancement with assessment tools, such as ATI.

ACKNOWLEDGEMENTS

We would like to thank Dr. Sarah Roberts for her contribution to the project.

Additionally, Dr. J.T. Johnson was instrumental in providing our statistics for this project.

For a complete list of references, please see the handouts or contact: tmcmullan@southalabama.edu