

Title:

Improving Student Outcomes and NCLEX-RN Success Utilizing a Mentoring Program

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ACCEPTED

Session Title:

Education Poster Session 1 (Saturday/Sunday, 16 & 17 November)

Slot:

EDU PST1: Sunday, 17 November 2019: 11:45 AM-12:15 PM

Abstract Describes:

Ongoing Work/Project

Applicable Category:

Academic, Students, Leaders

Keywords:

Mentoring Program, NCLEX-RN Pass Rates and Undergraduate Nursing Students

References:

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Abstract Summary:

Mentoring programs, combined with test-taking and remediation, have been shown to be an effective technique in improving student outcomes. A mentoring program was developed and implemented to foster a collaborative partnership between students and faculty to promote student success and improve NCLEX-RN pass rates.

Content Outline:

Introduction

1. Most state boards of nursing require a minimum NCLEX-RN pass rate to evaluate student and program outcomes
2. Kentucky State Board of Nursing requires an 85% NCLEX-RN pass rate

Body

1. Mentoring programs have been shown to be an effective technique in improving student outcomes
 1. NCLEX-RN pass rates fell below benchmark
 2. Faculty responded by developing a mentoring program
 3. A testing and remediation policy was developed

2. What is the mentoring program
 1. HESI exit exams were administered
 2. At risk students were identified
 3. Remediation plans were used
 4. An NCLEX-RN in class review was mandatory
 5. Individualized mentoring after graduation
3. Outcome of the mentoring program
 1. NCLEX-RN pass rates improved
 2. Positive student feedback
 3. Fostered faculty and student collaboration and communication

Conclusion

1. Students gain increased knowledge and skills that improve professional development and success with high stake tests
2. Students state an improved satisfaction with their university and program of study

Topic Selection:

Education Poster Session 1 (Saturday/Sunday, 16 & 17 November) (25742)

Abstract Text:

Background: The NCLEX-RN (National Council Licensure Exam-Registered Nurse) pass rate for the School of Nursing fell below the benchmark. In the spring 2016, nursing faculty worked together to implement a NCLEX success program for second year senior students. The strategy consisted of four steps: identification of at-risk students, development of a testing and remediation policy, NCLEX in class review, and mentoring of at-risk students.

Methods: Students took the HESI Exit Exam during the fourth week of their final semester. Faculty reviewed the results and met with each student discussing their strengths and weaknesses. An individualized study plan was developed, and students were expected to prepare by reviewing the HESI study packet and other review materials. Students took the 2nd HESI Exit Exam during the tenth week of their final semester. Faculty reviewed the results and met with each student again to revise and improve the study plan. While in the final five-week period, the faculty reviewed NCLEX content, provided study material, and assigned readings. In addition, students were assigned 300 NCLEX-style questions, through

the HESI adaptive testing program, for each week. The students met with their assigned practicum faculty each week to discuss progress on NCLEX preparation.

Prior to graduation students were required to attend a live NCLEX review course. In addition, students who scored <800 on the HESI Exit Exam were assigned a faculty mentor. The mentor worked with their assigned student after graduation to coach, mentor, and help prepare the student for success on NCLEX. The faculty mentor contacted their assigned student each week or more to encourage, but also to assist the student to understand difficult content, and to facilitate adequate preparation for NCLEX.

Results: The first cohort students using the program in spring 2016 achieved a 91% first time pass rate on NCLEX-RN. The program was revised in fall 2016 and spring 2017 to include students scoring <800 on the HESI Exit Exam. The second cohort of students using the program in the fall 2016 achieved a 97% first time pass rate on NCLEX-RN. The spring 2017 cohort of students using the program achieved an 88% first time pass rate on NCLEX-RN. The 2017 pass rate was 92%, which is a 10% increase of the NCLEX-RN first-time test taker pass rate. The December 2017 cohort consisted of 28 students with 27 students being successful on the NCLEX-RN exam (96.4%). The May 2018 pass rate was 95%.

Conclusions: The mentoring and remediation program, resulted in improved NCLEX-RN pass rates for the School of Nursing. Mentoring programs can be beneficial to both students and faculty participating in the program. Students gain increased knowledge and skills that improve professional development and success with high stake tests. Mentoring can lead to increased job satisfaction for faculty members. Likewise, it can improve student satisfaction with their university and program of study.