

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



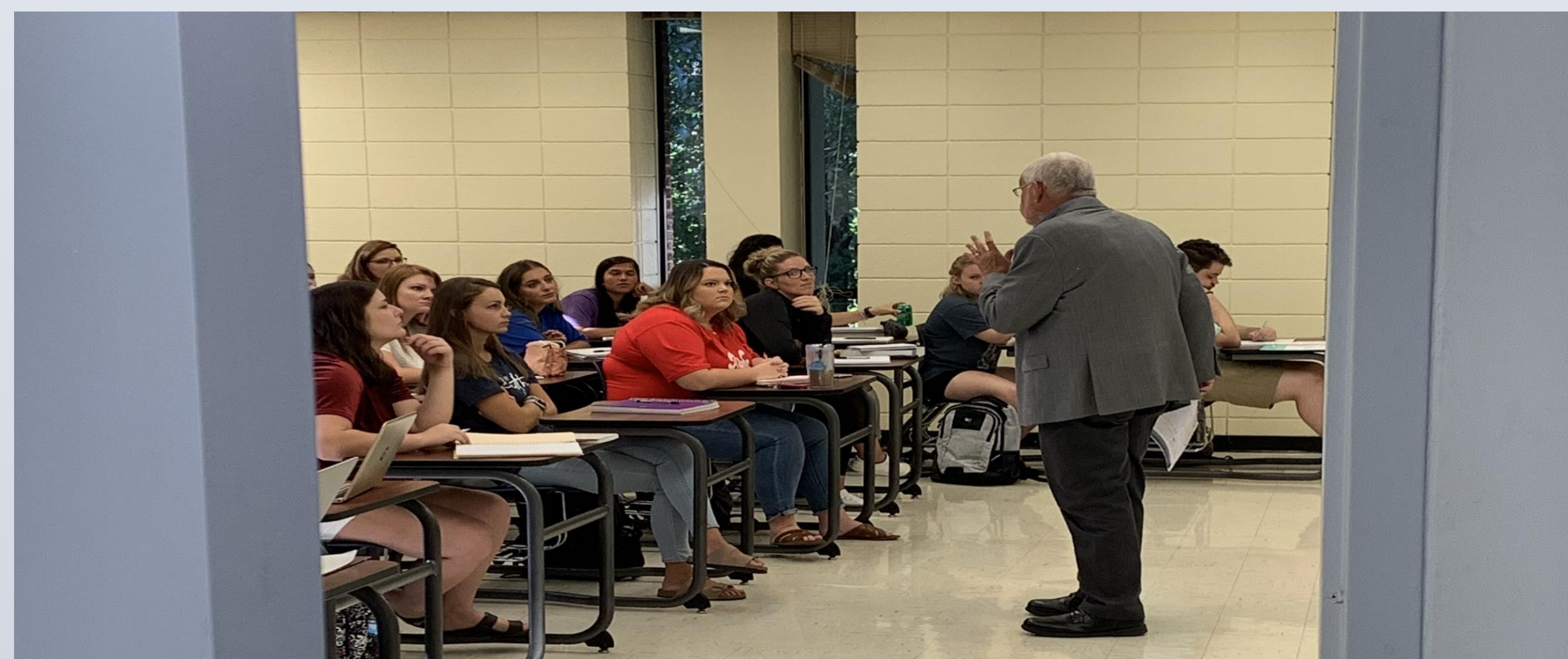
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The Problem

- ❖ Fall 2015 the pass rate for the Bachelor of Science in Nursing (BSN) cohort for Murray State University School of Nursing (MSU-SON) fell to 71%.
- ❖ Kentucky Board of Nursing NCLEX pass rate benchmark is 85%
- ❖ In spring 2016 faculty began the process of developing a plan to improve NCLEX-RN pass rates for the school
- ❖ A mentoring program was developed and implemented to foster a collaborative partnership between students and faculty to promote student success

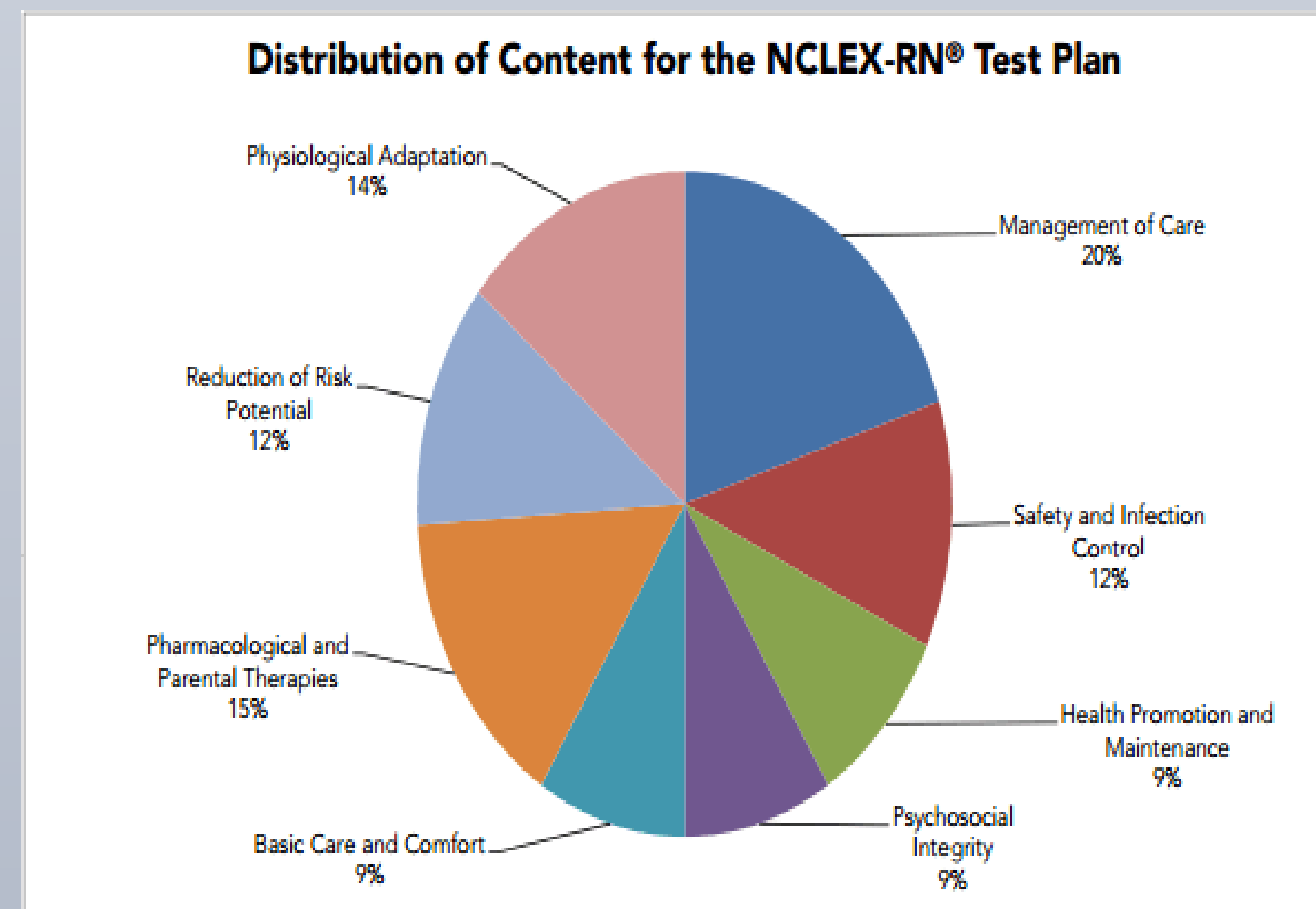


Literature Review

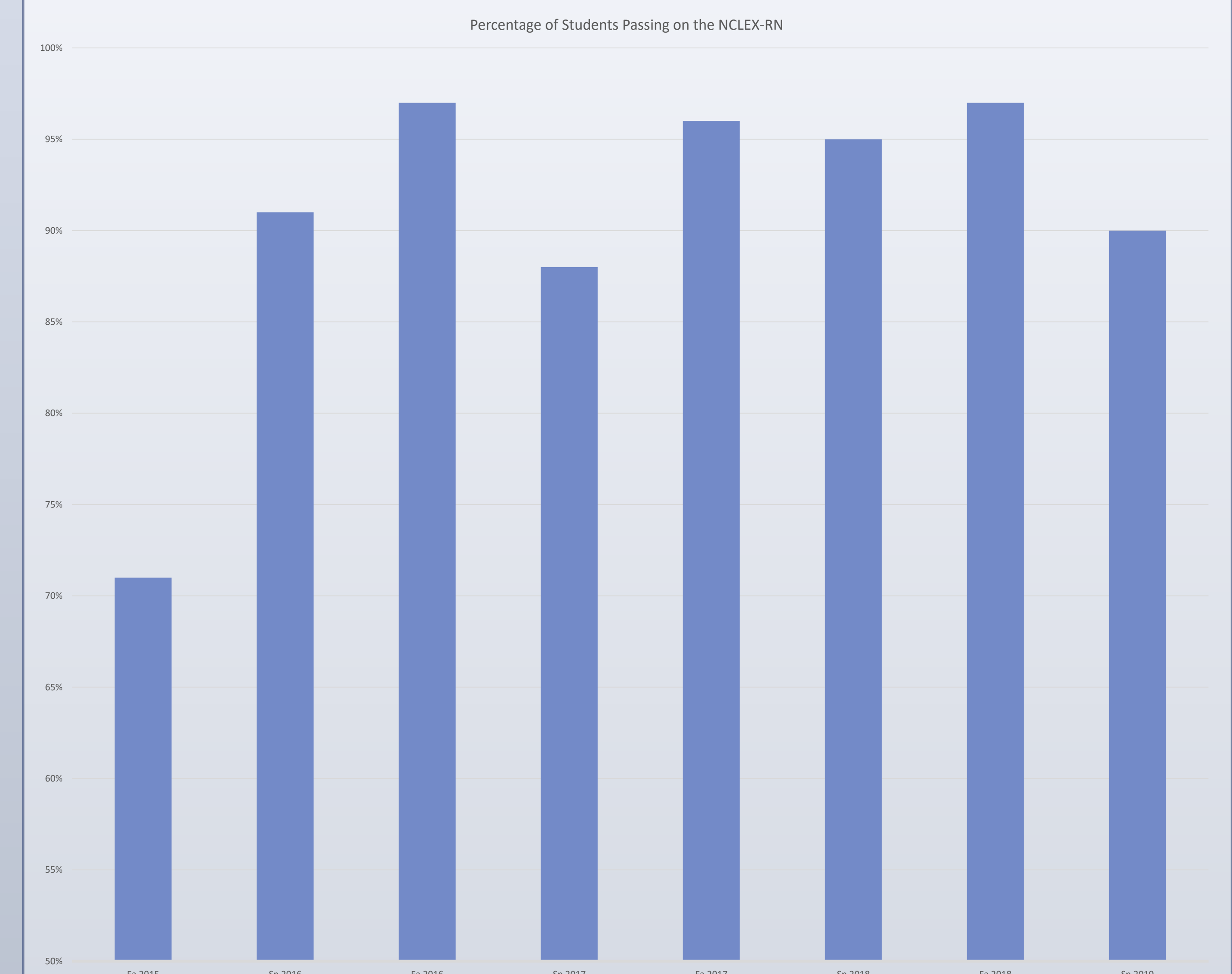
- ❖ Mentoring programs, combined with test-taking and remediation have been shown to be an effective technique in improving student outcomes
- ❖ When implementing a testing and remediation policy, significantly higher NCLEX-RN pass rates have been achieved
- ❖ Students in a baccalaureate-nursing programs reported that a self-generated plan of study and stress managements strategies contribute to their success on NCLEX-RN
- ❖ Faculty mentoring has been shown to improve student's critical thinking and enhance commitment to learning
- ❖ An evaluation of different mentoring styles indicated that no differences in student success among various mentoring styles and that success relied on the experience of having a mentor

The Mentoring Plan

- ❖ The purpose of the mentoring program is to identify and assist students enrolled in their last semester, who were at risk for being unsuccessful on NCLEX-RN
- ❖ To identify students at risk, the Health Education Systems, Inc (HESI) Exit Examination is administered, as it has been shown to be a valid predictor of student success on NCLEX-RN
 - ❖ Administered the 4th and 10th week of the final semester as this would allow for recognition of at-risk students and provide time for intervention
 - ❖ Faculty members meet with students and formulate individualized study plans
- ❖ A four-pronged approach was developed
 - ❖ At risk students were identified
 - ❖ A testing and remediation policy was developed
 - ❖ An in-class NCLEX-RN review is incorporated into their final semester
 - ❖ A plan for faculty members to work directly with at-risk students is in place
- ❖ A tool was developed as a resource to be used in the mentoring program. The NCLEX-RN study plan/remediation tool



Results and Adjustments



- ❖ Revision included changing the initial score of 750 on the exit exam to 850 so more students could benefit from the program
- ❖ Students are identified earlier leading to remediation beginning earlier to help ensure students are successful

Implications for Educators

- ❖ Faculty benefit from improved communications and increased collaborative relationships with students. Mentoring also challenges faculty to stay current in their disciplines
- ❖ Students benefit as well from increased collaborative relationships with persons with expertise in their fields of study. Students who participating in mentoring programs have an increased likelihood of being successful in their coursework and other academic endeavors, such as high stakes testing
- ❖ Institutions of higher learning benefit from faculty-student mentoring programs. Mentoring can lead to increased job satisfaction for faculty members. Likewise, mentoring can improve student satisfaction with their university and program of study