Purpose: Remediation is a robust teaching strategy utilized by nursing educators to improve student success. A review of the nursing literature revealed numerous uses of remediation as an intervention for at-risk students and as a strategy for National Council Licensure Exam (NCLEX) review. A remediation protocol was instituted by pre-licensure nursing faculty following the identification of at-risk students for potential NCLEX failure to improve predictive test scores for NCLEX success. The protocol included all junior and senior level pre-licensure nursing students at West Chester University (WCU). Remediation in nursing education, according to Myles (2018), not only serves to improve student retention, it is also considered a proactive strategy to assist in student academic success. Remediation has also been identified as time-consuming for both students and faculty, however, engagement by all parties is essential for success. The purpose of this study was determining the impact of technology and a formal remediation policy on NCLEX readiness.

Research Question: Does computerized testing and a formal remediation policy improve predictive test scores for NCLEX success in pre-licensure nursing students?

Methods: Using a retrospective cohort study design, investigators analyzed the computerized predictor test scores of pre-licensure students prior to instituting the remediation protocol as well as analyzing the data of students following the institution of the new remediation policy their subsequent predictive scores. In a retrospective cohort study data are collected from records. The investigators of this study, after obtaining IRB approval, analyzed the data already obtained for NCLEX predictive testing, using statistical analysis to further determine the benefits of remediation on student predictive scores.

Results: A one way between subjects ANVOA was conducted to compare the effect of a (IV) remediation policy on (DV) undergraduate nursing students enrolled in an undergraduate program in their last semester of a baccalaureate nursing program. There was a significant effect of remediation on undergraduate nursing students at the p<.05 level for 6 cohorts consisting of \[ F(5,232) = 9.90, p=0.0000000133 \]. Post hoc comparisons using the Tukey HSD test indicated that the mean score for those that received remediation was significantly different than those that did not in similar cohorts. These results would support integration of remediation within nursing programs to improve student’s success on predictive NCLEX practice exams.

Conclusion: The benefits of an effective remediation protocol are many. The potential to increase retention, assist in student academic success, improve predictive test scores, and better prepare students for the NCLEX exam are factors that initiated the use of remediation in the nursing program. Students who fail their first attempt at NCLEX have a 43.22% chance of passing NCLEX on the second attempt according national statistics in the United States (NCSBN, 2018). Faculty were interested in the
impact of implementing an individualized remediation protocol that would statistically improve NCLEX success rates. The pass rates of students on their first attempt at NCLEX has emerged as an important indicator of the quality of a nursing program and therefore assuring that WCU nursing students maintained a high first-time pass rate benefited both the program and the students.

Title:
The Effect of Remediation on NCLEX® Success in Baccalaureate Nursing Students

Keywords:
At-risk nursing students, National Council Licensure Exam and Remediation

Abstract Summary:
Remediation is a robust teaching strategy utilized by educators to improve student success. A remediation protocol was instituted by nursing faculty following the identification of at-risk students for NCLEX failure. The results of this study support integration of remediation within nursing programs to improve student’s success on predictive NCLEX exams.

References:

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