Title: PDA4 NCLEX® Success: Faculty and Student Collaboration to Improve NCLEX-RN® First Time Pass Rate

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Session Title: Meet the Poster Authors Session
Slot: PST: Friday, March 27, 2020: 2:30 PM-3:15 PM

Abstract Describes: Completed Work/Project

Applicable Category: Academic

Keywords: Faculty Student Collaboration, NCLEX Pass Rate and Retention Strategies

Abstract Summary: Nursing students have access to many resources to assist in preparation for the National Council of State Boards of Nursing NCLEX RN licensure exam. However, the lack of faculty involvement can adversely affect student utilization. This session will provide research findings which support faculty/student collaboration to improve student outcomes.

References:
Abstract Text:

Purpose: Nursing programs diligently strive to meet the needs of their students. The NCLEX exam serves as an acceptable high stake assessment for the graduate nurse. In addition, NCLEX first time pass rate serves as an indicator of nursing school’s ability to produce competent graduates. Research notes that nursing students can successfully complete an undergraduate nursing program but fail the required licensure exam (Wiles, 2015). Nursing programs with low first time pass rates, could be at risk of losing state and federal funding, national accreditation, and restricted new enrollment. If a program is unsuccessful in improving their first time pass rate, they could be at risk of losing their program. The purpose of this study was to examine the impact of innovative retention strategies to improve student outcomes (course performance, standardized exams, graduation rates, and NCLEX 1st time pass rates). This study explored the effectiveness of retention strategies to improve students’ ability to critical think and test take.

Methods: Nursing faculty from across a BSN curriculum (Fundamentals, Adult Health Nursing I, Adult Health Nursing II, and Leadership/Management) collaborated to provide insight of the participants’ strengths and weaknesses to develop customized remediation content. This study examined the impact of five innovative strategies 1) Adaptive Quizzing Software (AQS), 2) Faculty-Led Review Sessions, 3) I-Clicker Technology, 4) Leadership/Management Development, and 5) Individualized Remediation Plan on NCLEX performance. Adaptive Quizzing Software (AQS) was provided to all graduating seniors. AQS provided access to NCLEX style questions, alternative format, and mock NCLEX exams. There were four faculty led review sessions throughout the final semester. I-Clicker technology was also utilized, during the faculty led sessions, to increase participant engagement and interaction. A reference book, Prioritization, Delegation and Assessment (LaCharity et. al., 2019) was also provided to each student to assist with the development of leadership and management skills. Lastly, faculty mentor and student collaborated to develop an individualized remediation plans based on ATI standardized test results.

Results: A retrospective descriptive and correlational design to examine the relationship between the retention strategies and student outcomes. There was a significant correlation between AQS usage and mastery levels; increased usage results in improved performance. Participant feedback was positive pertaining to the utilization of I-Clicker technology during faculty led review sessions. In addition, AQS was well received due to alternative styled items, mock reviews, and immediate feedback and status performance reports. All participants passed the NCLEX RN licensure exam on
their first attempt. This was the first time in the history of the program to achieve a 100% pass rate.

**Conclusion:**
The findings of this study support the utilization of innovative retention strategies and faculty and student collaboration to improve program and student outcomes. The development of individualized remediation plan, based on standardized test results, allow for a more focused study plan based on the individual student's needs. Participants support the strategies utilized in this study to be incorporated within an assigned course in order to enhance participation and avoid conflict with last semester coursework. By working together, both program and students can be successful.