Graduating nursing students often express test taking anxiety, lack confidence in test-taking strategies and critical thinking skills. The purpose of this study was to examine the impact of innovative retention strategies to improve student outcomes related to course performance, standardized exams, graduation rates, and NCLEX 1st time pass rates.

The participants for this study were graduating nursing students in a traditional BSN program in Southeast Texas. The research team consisted of five faculty members, from across the curriculum. Each faculty member served as both facilitators and mentors.

All students enrolled in the final semester of the BSN program had access to five innovation retention strategies:

1. Adaptive Quizzing Software
2. Faculty-Led Review Sessions (4 face to face sessions)
3. I-Clicker Technology
4. Individualized Remediation Plan
5. LaCharity, Kumagai, and Burke (2019) Prioritization, Delegation, and Assignment

There was a significant correlation between Adaptive Quizzing Software (AQS) usage (number of questions & answered questions and mastery levels ($p = 0.01$); increased usage results in improved performance.

This group of students (N=52) experience a 100% pass rate on the NCLEX RN on their first attempt.

Findings of this study support faculty mentorship, leadership/management reference, and AQS for the preparation of generic BSN students for the NCLEX exam. Participants' feedback suggested inclusion of the retention strategies within a required course to improve student participation.

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References