



# PDA4 NCLEX Success: Faculty Mentorship and Student Collaboration



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## Problem & Purpose

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 1<sup>st</sup> time pass rates.

## Literature Review

Nursing programs diligently strive to meet the needs of their students. The National Council of State Boards of Nursing Licensure Exam (NCLEX) serves as the final hurdle for the graduate nurse. In addition, the NCLEX first time pass rate serves as one indicator of nursing school's ability to produce competent graduates. Wiles notes that nursing students can successfully complete an undergraduate nursing program but fail the required licensure exam (2015). A school possessing a low first time pass rate, is at risk of loss of state and federal funding, national accreditation, and restricted new enrollment

## Funding

Sam Houston State University Professional and Academic Center of Excellence (PACE) Teaching Innovation Grant funded this study.

## Participants

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.

## Intervention

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*

## Instruments/Evaluation

Adult Health II and Leadership/Management

- Unit and Final Exams

ATI Standardized Testing

- RN Comprehensive Predictor
- Medical Surgical
- Leadership/Management

Student Evaluation of Learning and Teaching

Questionnaire (SELTQ) 24- items (Zerihun et. al., 2012)

## Study Design/Data Analysis

The design was a descriptive, retrospective, correlational design using SPSS software for data analysis.

## Findings

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.

The faculty mentor activities received the highest participant satisfaction rating, followed by reference book and AQS. In addition, participants noted AQS was beneficial preparation for the NCLEX exam.

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

## Recommendations

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.

## References

- LaCharity, I.a., Kumagai, C.K., & Bartz, B. (2019). *Prioritization, Delegation, and Assignment* (4<sup>th</sup> Ed) St. Louis, MO: Elsevier
- Wiles, L. L. (2015, March 4). "Why can't I pass these exams?": Providing individualized feedback to nursing students. *Journal of Nursing Education*, 54, S55-S58. <https://doi.org/10.3928/01484834-20150218-02>

