Title:
Can Nursing Content Standardized Tests Predict NCELX-RN Outcomes?

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Session Title: NCLEX Outcomes
Slot: 2D: Friday, April 4, 2014: 11:45 AM-12:30 PM
Scheduled Time: 12:05 PM

Keywords: NCLEX-RN predictors and Standardized tests

References:
Dr. Marcia Miller, Associate Professor of the Baccalaureate Nursing Department, Indiana State University

Learning Activity:

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<td>Example Definitions of &quot;curriculum&quot;</td>
<td>Example 20 minutes</td>
<td>Example Name, Credentials</td>
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<td>Critique selected definition of the term, &quot;curriculum&quot;</td>
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- Course of study
- Arrangements of instructional materials
- The subject matter that is taught
- Cultural
| Identify NCLEX-RN predictors among the nursing content standardized tests | Problem statement
•Nursing shortage
•The impacts of NCLEX-RN failure
Literature review
•Predictors of NCLEX-RN success on the first-attempt
•Predictors of NCLEX-RN failure on the first-attempt
•Controversy Purpose statement
Research questions
Data analysis methods
•t-test
•Logistic regression
Participants
Comparison of the scores on the standardized tests
Predicting the probabilities of NCLEX-RN success • | 30 minutes | Yei-Jin Yeom, RN, MSN | PowerPoint presentation Q&A | Participant feedback |
**Abstract Text:**

This study was to investigate effective predictors of NCLEX-RN outcomes on the first-attempt among nursing content standardized tests (adult medical-surgical, fundamentals for nursing, pharmacology, maternal-newborn, nursing care of children, mental health, community health, and leadership and management) conducted throughout the nursing program.

NCLEX-RN outcomes and individual adjusted scores on the standardized tests of 151 graduates (118 graduates who passed and 33 graduates who failed the NCLEX-RN on the first-attempt) from the baccalaureate nursing program were analyzed by a t-test and logistic regression.

There were significant statistical differences between the two groups with NCLEX-RN success and failure in the individual adjusted scores on the standardized tests except the fundamental for nursing ($p=.62$) and nursing care of children ($p=.759$) tests. The result of logistic regression indicated that the overall model was statistically reliable in distinguishing those who succeed on the NCLEX-RN on the first-attempt ($-2 \text{Log likelihood}=111.713$, $X^2(2)=46.854$, and $p=.000$). The model correctly classified 93.2 percent (110 out of 118) of the NCLEX-RN success. Also, the overall model was statistically significant in distinguishing those who failed the NCLEX-RN on the first-attempt ($-2 \text{Log likelihood}=111.713$, $X^2(2)=46.854$, and $p=.000$); however, the model correctly classified only 33.3 percent (11 out of 33) of the NCLEX-RN failure cases. Adult medical-surgical, pharmacology, and community health standardized tests were central to the prediction of both NCLEX-RN success and failure; however, a much lower percentage of NCLEX-RN failure than success was classified.

The adult medical-surgical, pharmacology, and community health standardized tests were effective in predicting NCLEX-RN success and not effective in predicting NCLEX-RN failure on the first-attempt. The NCLEX-RN success predictors can be utilized to identify students at risk and provide early remediation. After early remediation is implemented, the comprehensive standardized tests may be used as a midpoint indicator of the remediation’s effectiveness before taking the NCLEX-RN.