



Improving NCLEX-RN Success: A Systematic Review

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Background

- The NCLEX-RN ensures new graduate nurses possess basic competencies to practice safely
- As patient complexity increases, so does the difficulty of this exam
- NCLEX-RN failure can potentially influence test takers' confidence, sense of identity, anxiety, social stigma, grief, guilt, and income

Purpose

- SON have a vested interest in graduate nurses passing the NCLEX-RN on the first attempt
- Faculty may struggle to identify strategies most helpful in facilitating NCLEX-RN success
 - The purpose of this review was to identify effective approaches to strengthen NCLEX-RN success for pre-licensure nursing students

Methods

Framework:

- Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA)

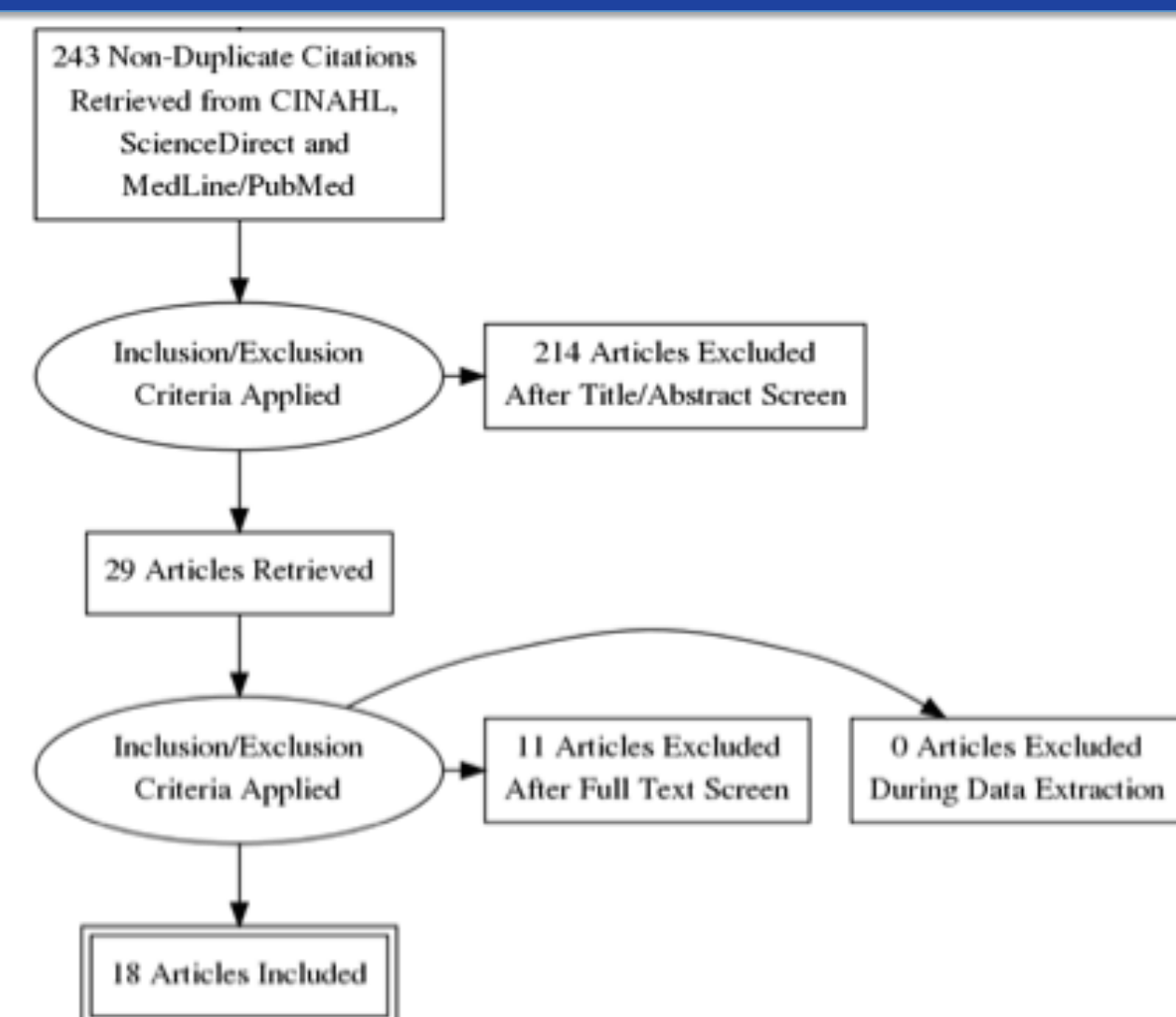
Data Source:

- Search terms *NCLEX, success* were searched in CINAHL
- Sources were included for review if results related to success or NCLEX-RN pass rate changes were included

Data Extraction and Analysis:

- Data pertinent NCLEX success were extracted

PRISMA Diagram



Results

- 18 sources were included
- Populations:
 - Baccalaureate: 15
 - Associates: 2
 - Combination: 1

Themes

Exit exams (13)

- Implemented with and without attached progression policy

Success strategies (11)

- Test taking coaching, study planning, psychological support

Curriculum change (6)

- Concept-based education, course revision and creation

Progression policies (8)

- Requirement to achieve certain scores and grades

Faculty training (1)

- Participation in an NCLEX-RN review course, test-taking strategies training

Discussion

- Many SON have revised programs to better prepare students for NCLEX-RN success
- Improvements in student critical thinking skills and psychosocial support resulted
- Most SON included in this study implemented multifaceted approaches at different points in the curriculum
- Although interventions supporting students in multiple areas are helpful, it is difficult to discern which interventions contributed most to student success

Limitations

- Limited data related to associates-level programs are available
- Only two articles reported statistical significance of changes to student success following intervention implementation