## 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