

Background

- Nationally, the first-time NCLEX-RN pass rates declined between 2019 (91.22%) and 2022 (82.32%).
- This school of nursing experienced a similar trend, declining from 94% to 79%, based on a multitude of factors.
- The national downward trend has implications of being a result of forced remote learning during the COVID-19 pandemic and loss of in-person direct care clinical hours (Seegert, 2023).
- Additional evidence shows a correlation between increasing emotional and mental health challenges faced by nursing students (Seegert, 2023).
- Nationally these trends have sparked many new innovative initiatives to support students academically and emotionally.
- Therefore, the faculty at this school similarly began discussions on identifying innovative strategies for high-risk student support.
- After reviewing the current evidence, school leadership and faculty agreed that revision of the current strategies being used for NCLEX-RN preparation was needed.

Purpose

- To improve NCLEX-RN pass rates by 10% through innovative remediation activities, an NCLEX-RN review session, and independent study course.

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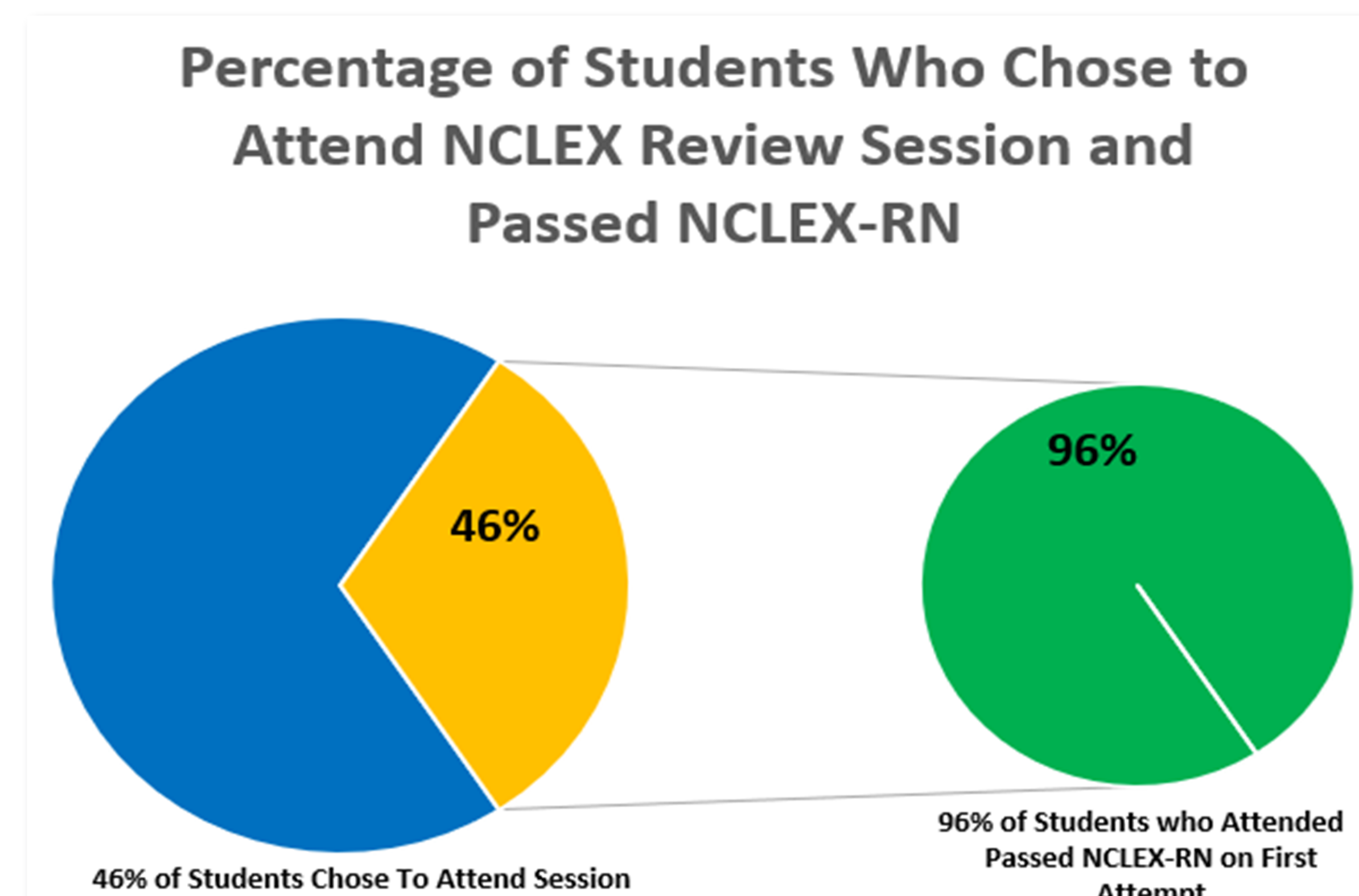
Methods

Weak student performance areas were addressed through:

- An eight-hour faculty-developed review session (2 four-hour sessions)
 - Offered as an option for all students.
 - Content was targeted on poor performance areas from the cohort's Health Education Systems Incorporated (HESI) Exit Exam.
 - Innovative learning and evaluation activities were implemented at the levels of application, analysis, and evaluation.
 - Faculty used interactive technology (Nearpod & Poll Everywhere) to engage students and get immediate formative feedback on student performance on NCLEX questions. This allowed for deeper review of content and rationales throughout the session.
 - Students were provided supplementary sessions on stress reduction and wellness, study habits, making a study plan, and identifying when their most productive study time is.
 - These sessions were presented collaborative with Quinnipiac nursing mental health faculty, Director of the Center for Teaching & Learning, and the Assistant Director of the Learning Commons.
- Independent study faculty-developed course:
 - Mandatory for identified high-risk students.
 - Course approach was based on individual student performance on the HESI Specialty and Exit Exams.
 - All exams were reviewed to identify student knowledge gaps and extensive remediation work was assigned focused on these areas.
 - Students completed practice quizzes, analyzed questions, wrote rationales for correct and incorrect answers, and conducted a specific self-analysis of content mastery and test-taking skill for each question on the quiz.
 - During weekly faculty-student meetings, faculty tailored student-centered interventions to build relationships, motivation, and provide further guidance on study strategies.

Results

- 100% of students passed the independent study course but have not yet taken the NCLEX-RN exam.



Limitations

- The NCLEX-RN review sessions were held after the last day of the students' final semester. This limited out-of-state student attendance due to moving out of the dorms or student housing.
- Attendance at the review sessions was not mandatory, so those identified as high risk had the option to attend.
- The independent study course was only offered to high-risk students, limiting the number of students able to utilize the extensive remediation techniques to prepare for the NCLEX.

Conclusions

- Ultimately the faculty-developed a new, innovative, and individualized way to support student NCLEX-RN success.
- The methods the school developed of holding faculty developed review sessions based on current cohort knowledge gaps and individualized remediation programs improve student success on the NCLEX-RN exam.
- It is essential for faculty to tailor remediation techniques on closing critical knowledge gaps before taking the NCLEX-RN Exam.

References

Connecticut Board of Examiners. (2023). *Nursing education programs – NCLEX RN/LPN First time pass rates*. https://portal.ct.gov/-/media/Departments-and-Agencies/DPH/dph/phho/Nursing_Board/NCLEX-RN-LPN-Pass-Rates-Revised-May-2022.pdf

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Seegert, L. (2023). NCLEX pass rates drop again. *American Journal of Nursing*, 123(4), 14. DOI: 10.1097/01.NAJ.0000925436.25980.85