

# Improving NCLEX Success through Innovative Remediation and Review Strategies, A Pilot Project

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## Abstract

### Background/Introduction

National first-time NCLEX-RN pass rates declined between 2019 (91.22%) and 2022 (82.32%). This nursing program experienced a similar trend, declining from 94% to 79%, based on a multitude of factors. Faculty discussions and review of the evidence identified the need to revise current strategies for NCLEX-RN preparation.

### Purpose

The purpose of this quality improvement project was to improve NCLEX-RN pass rates by 10% through innovative remediation activities, an NCLEX-RN review session, and independent study course.

### Methods or Processes/Procedures

Weak student performance areas were addressed through eight-hour faculty-developed review sessions (optional for all students) and an independent study course (mandatory for high-risk students). The review sessions targeted the cohort's weak performance areas from the Health Education Systems Incorporated (HESI) Exit Exam. Innovative learning and evaluation activities were implemented at the levels of application, analysis, and evaluation. The course approach was on individual student performance on HESI Specialty Exams, extensive remediation work, and weekly faculty meetings. 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. This work informed weekly meetings where faculty tailored interventions to build relationships, motivation, and provide further guidance on study strategies.

### Results

46% of students chose to attend the NCLEX review session, and 96% of these students passed NCLEX-RN on the first attempt. 100% of students passed the independent study course but have not yet taken the NCLEX-RN exam.

### Limitations

NCLEX-RN review sessions were optional and held after the end of the semester, limiting out-of-state student participation. The independent study course was only offered to high-risk students.

### Conclusions/Implications for Practice

Innovative faculty-developed NCLEX-RN review and individualized remediation improves student success. Faculty must use innovative strategies to tailor content for weak student performance areas to close critical knowledge gaps before taking the NCLEX-RN Exam.

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## Biography

Carolyn is an Associate Professor of Nursing at Quinnipiac University with 27 years of experience in adult critical care. Carolyn is the recipient of the Nightingale Award in Nursing, the Donna Diers' Speaking of Nursing Award, and the Marge Funk Nursing Research Award. Her areas of interest are interprofessional communication and family presence during CPR. She has published in the American Journal of Critical Care and Critical Care Nursing Clinics of North America.

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