


Steering Students toward NCLEX-RN® Success: An innovative post-graduation intervention to improve first-time pass rates

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> Learning Objectives

- Describe one program's post-graduation intervention to address NCLEX-RN® first time pass rates.
- Identify specific strategies used to steer students to success.
- Examine process of using NCLEX-RN® performance trend data to inform curricular and program decisions.



La Salle University

- Private, Catholic university located in Philadelphia
- Founded in 1863 by the Institute of the Brothers of the Christian Schools

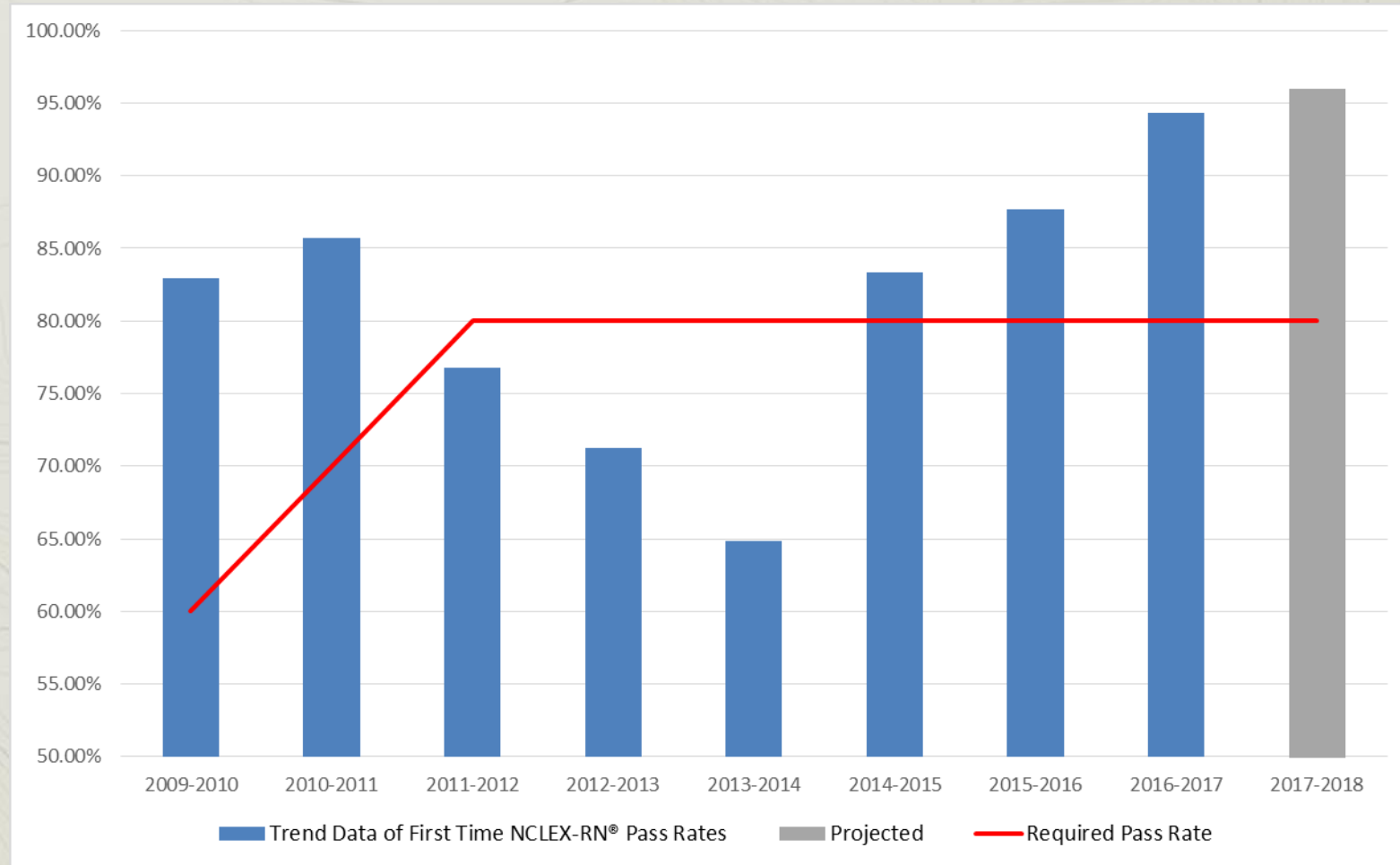
Nursing at La Salle University

- **Prelicensure Day BSN Program**
 - Full time traditional day program
- **ACHIEVE Program**
 - Part-time evening/weekend program designed for adults working full-time
- **Demographics**
 - Typically 50% of students classified as economically or educationally disadvantaged
 - Approximately 30% are the first generation in their families to attend college





La Salle University NCLEX-RN® First-time Pass Rates



➤ Tutor and Retention Coordinator (TRC) Role

- **Tutoring Center established in 2012**
 - Funded by HRSA Workforce Diversity Grant
 - Focused on tutoring sessions for diverse, underserved students
- **Tutor and Retention Coordinator role launched in 2015**
 - New role designed to:
 - Increase interaction with students
 - Improve their self-efficacy
 - Provide a personal support system
 - Goals:
 - Increase retention from enrollment to graduation
 - Maintain NCLEX-RN® first-time pass rates at or above the State Board of Nursing mandated rate

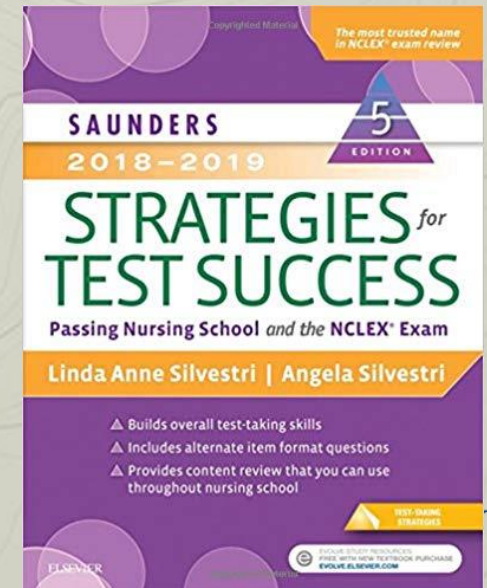


➤ Post-graduation coaching intervention

- **Consists of:**
 - Cognitive behavioral techniques
 - Content reviews
 - Test-taking strategies
- Designed to assist students in developing an individualized study plan
- Stage II of an overall performance improvement process to address NCLEX-RN® first time pass rates ¹
- Students encouraged to test within 4 to 6 weeks of graduation
 - Avoids decline in nursing knowledge, skills, and abilities ²

(¹ Czekanski, Hoerst, & Kurz, 2018;

² Woo, Wendt, & Liu, 2009)



> Getting started.....

Present facts and fiction associated with the NCLEX-RN® exam:

- Potential length of the exam
- Types of questions, including alternate format questions
- NCLEX passing standard
- Registration process with the State Board of Nursing (SBON) and Pearson VUE

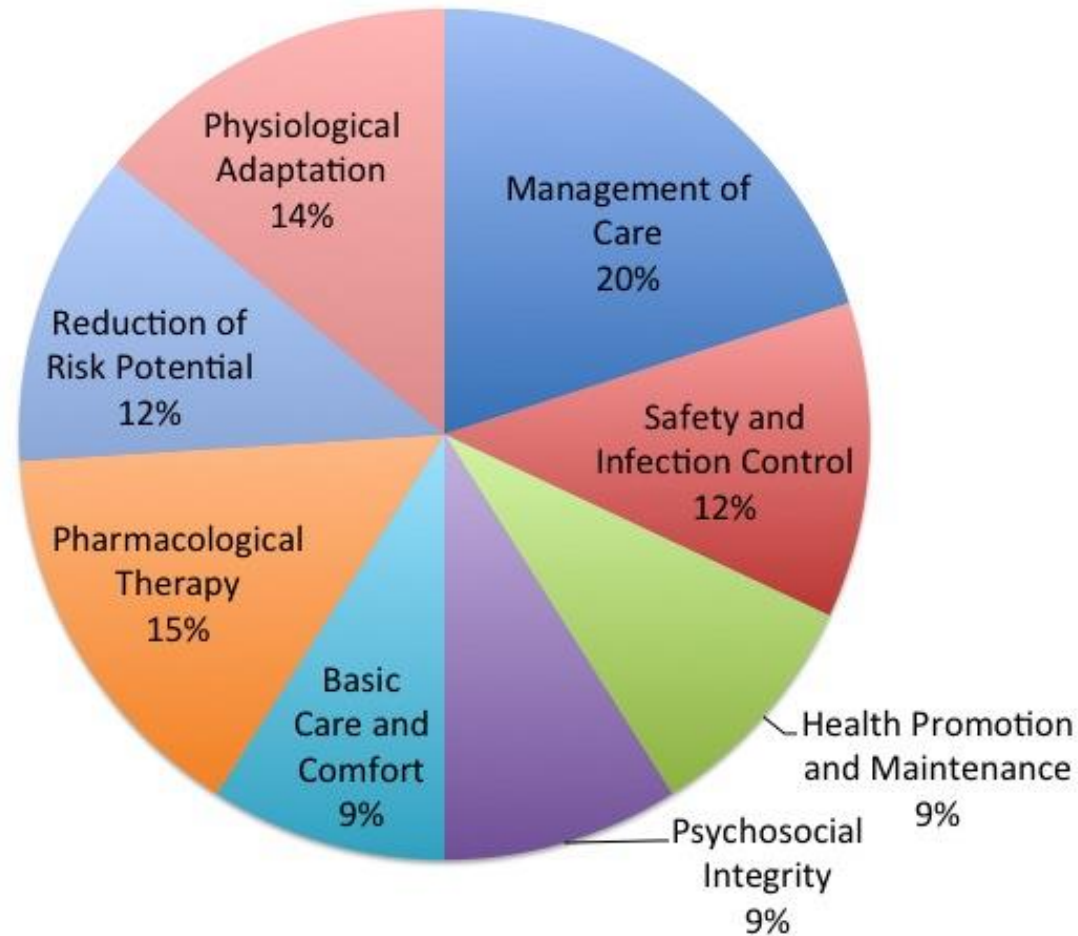


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➤ Develop an individualized study plan

1. NCLEX-RN Categorical Distribution



➤ Maximize resources

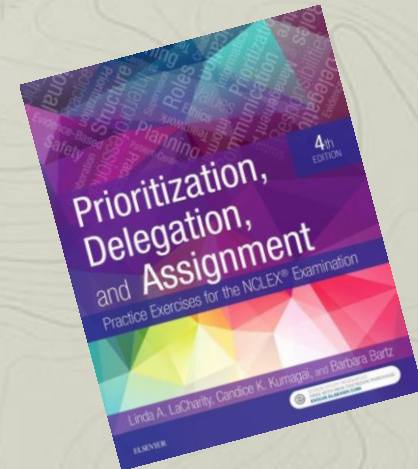
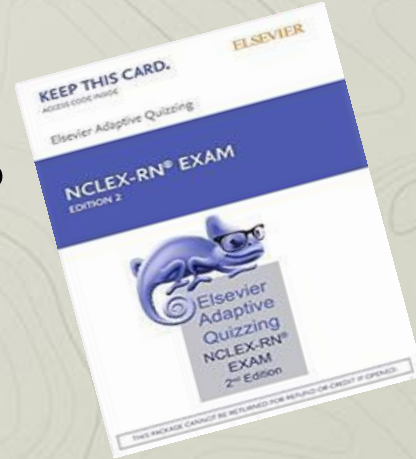


- Kaplan resources such as:
 - Qbank, question trainers, and diagnostic NCLEX-RN® practice and readiness tests (Kaplan Nursing, 2018)



- UWorld NCLEX Qbanks
- Elsevier's Adaptive Quizzing for the NCLEX-RN® (Elsevier, 2018)

- *Prioritization, Delegation, and Assignment: Practice Exercises for the NCLEX-RN® Examination* textbook (LaCharity, Kumajai, & Bartz, 2018)



➤ Delegation and prioritization simulation

Low fidelity simulation involving 5 hospitalized patients with complex health issues

Students assigned roles such as:

- Charge nurse
- Staff/float/graduate nurse
- Licensed practical nurse (LPN)
- Unlicensed assistive personnel (UAP)



> Cognitive behavioral interventions

- **Cognitive restructuring**
 - Acknowledge negative thoughts associated with failure
 - Remind that strong performance on practice exams is an excellent indicator of readiness to test
- **Visual imagery**
 - Graduates encouraged to visualize themselves as nurses, enjoying a career that they had dedicated the last four years in preparation.



(Lutter, Thompson, & Condon, 2017; Poorman, Mastorovich, Liberto, & Gerwick, 2010)



> Follow-up NCLEX-RN® support session

Presentation by a graduate recently successful on the NCLEX-RN® exam:

- Graduate shares their first-hand experiences regarding the NCLEX-RN® process including exam preparation and resources that were specifically helpful for them.



➤ Structured preparation plan

2 weeks prior to testing:

- 265 question comprehensive Qbank exam
- Consider rescheduling if not meeting benchmark scores

1 week prior to testing:

- Daily 75 question Qbank exams with breaks
- Review information from Pearson VUE
- Simulated drive to testing center

Day of exam:

- Eat healthy breakfast
- Dress comfortably
- Entertain only positive thoughts



➤ Personalized communication

Tangible support system tailored to the needs of graduates:

- Delivered in person, via text, phone, and/or e-mail.
- Fosters respect for graduates' life challenges, cultural beliefs, and values.
 - For some students, seeking help is not something they are comfortable with.
 - Trusting relationship is deemed important for most students, but most important for ethnically diverse students for whom English is their second language.
- Graduates often communicate with the TRC the night before the exam for words of encouragement and many times a prayer.
 - As a faith based University, this is a strategy students are accustomed to.





Dear Heavenly Father
Thank you for today. Thank you for these
nursing students. Thank you for
bringing them to this day wherein they
will be taking their exam. Father we pray
you'll **take away all of their fears**
and anxieties. Bring back to their memo-
ries the information that they have studied
for this exam. Help them to apply this in-
formation and **guide them** to make the
right decisions about the questions. Let
your peace be upon them. Remind
them that **they can do all things**
through you , God , who strengthens them .
We thank you and praise you .

In Jesus name, **Amen**



By: Sharon Mingo



> Outcomes



- Percentage of graduates who passed with the minimum number of questions (75) increased from 32% in 2011-2012 to 58% in 2016 and 53% in 2017.
- Data from NCLEX Program Reports indicates improved performance in all client needs categories, specifically:
 - Management of care
 - Safety and infection control
 - Health promotion and maintenance
 - Pharmacological and parenteral therapies



Quote from a graduate....

“After graduating and preparing for the board exams, I felt nervous about what to expect. She (the TRC) gave me the required motivation, directed me to appropriate educational resources, and taught me to strategize core-nursing topics. I arrived on exam day not worrying about the results.”



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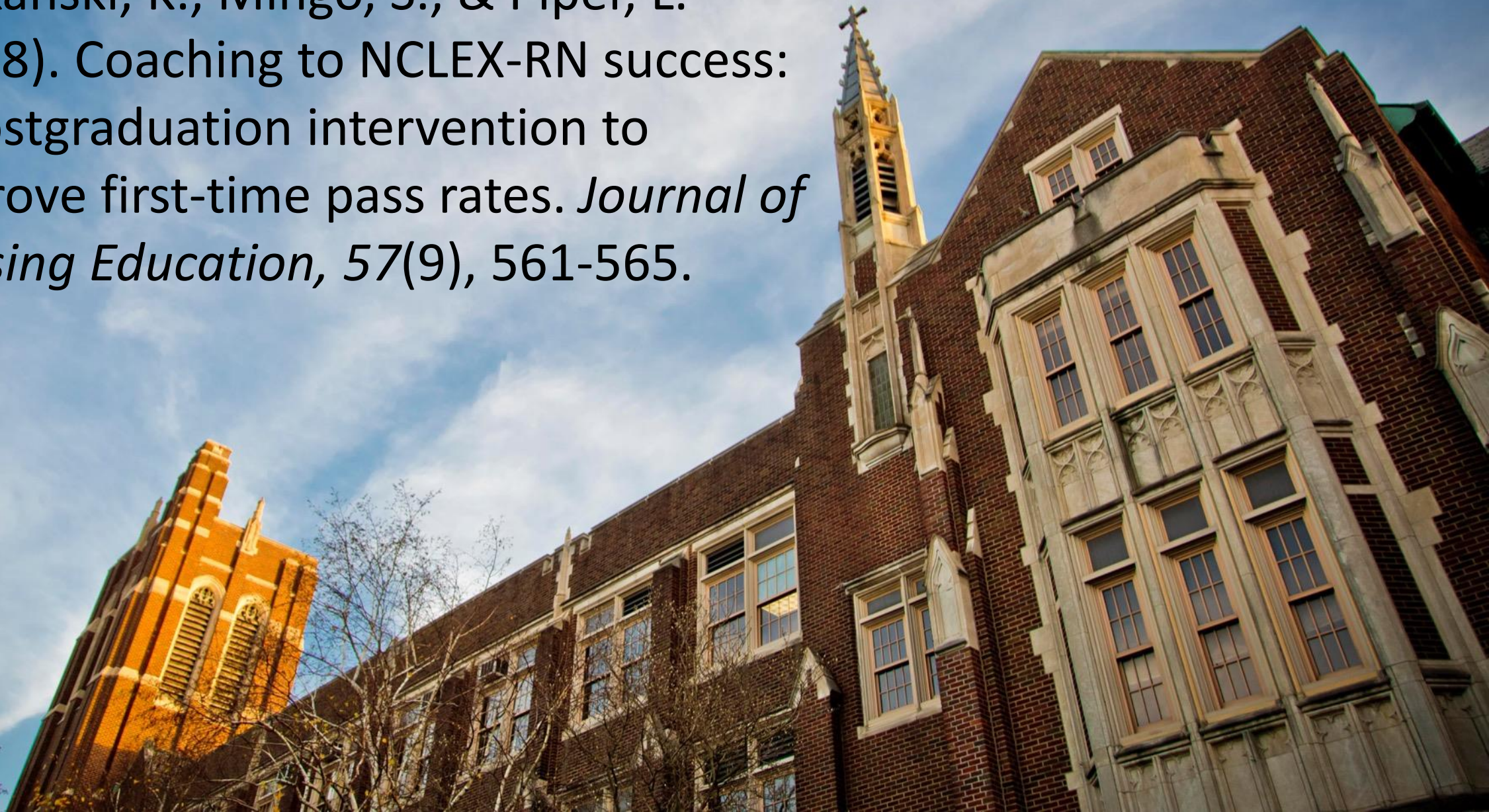
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*Thank
you!*



Questions?