



PRACTICAL NURSING NCLEX PASS RATE ACTION PLAN

Practical Nursing program - Spring 2022

Project Leaders: Eva Tapia and Kim Ackles

PROBLEM

Identify the specific shortcoming in student achievement you wish to improve. What problem or challenge to student learning did your assessment project aim to address?

PLAN

Summarize your plan to improve your students' learning, measure student performance in the problematic area, and assess improvement.

ASSESSMENT ACTIVITY

Provide further details on your assessment activity. How was your plan implemented, how was evidence of student learning gathered, and how was the data analyzed?

RESULTS AND DATA

Discuss the results of your assessment activity, identify key findings, and provide relevant supporting data, including tables, charts, and graphs as relevant.

CLOSING THE LOOP AND NEXT STEPS

Discuss the results of your assessment activity, identify key findings, and provide relevant supporting data, including tables, charts, and graphs as relevant.

The Practical Nursing cohort that graduated in May 2020 had an NCLEX Pass rate that had fallen to 76.9% from the previous cohort NCLEX Pass rates, which were 100% in 2018 and 92% in 2019. The 2020 cohort went into COVID-19 Isolation on March 15, with the rest of the world. Didactic courses and testing were offered remotely, and all clinicals were simulated. There was some speculation that there was a miscommunication and other students from LPN opt out Options who were taking the PN NCLEX may have mistakenly used the PCC PN Mancos ID number when registering for the test, affecting our results.

Our plan to improve Practical Nursing students' pass rates on NCLEX included the following steps:

- ATI Virtual Capstone grade in NUR 1004: Alterations of Adult Health II will be 15% of their total grade
- ATI Capstone Assessments will be held at the beginning of class on the assigned day to maintain student participation
- ATI Proctored exams/and remediation in each area will be part of the course grade
- NCLEX-type questions will be reviewed in each course, including Next Gen-type questions
- Students will be instructed on what College code to be used when they apply for the NCLEX

ATI Capstone was administered in the NUR 1004 course as it is a longer course with more credits and more control over the time students spent in the capstone assessments and remediation in the NUR 1011 Leadership course.

- ATI formalized assessments were assessed by both the instructor and the ATI mentor after each assigned ATI assessment.
- Completion on the ATI Capstone, virtual ATI, and ATI Live review were all included in the course grades.
- Each course instructor was mentored on giving NCLEX style questions for student practice.

NCLEX®
RN Case Study: Sepsis Screen 4 of 6

The nurse in the emergency department (ED) is caring for a 78-year-old female client.

Nurses' Notes

1000: Client was brought to the ED by the client's adult child due to increased shortness of breath this morning. The adult child reports that the client has been running a fever for the past few days and has started to cough up greenish mucus and to complain of soreness throughout the body. Client was hospitalized for issues with atrial fibrillation 6 days ago. History of hypertension. Vital signs: T 101.1° F (38.4° C), P 92, RR 22, BP 152/86, pulse oximetry reading 94% on oxygen at 2 L/min via nasal cannula. On assessment, the client's breathing appears slightly labored, and coarse crackles (rales) are noted in the bilateral lung bases. Skin slightly cool to touch and pale pink in tone; pulses 3+ and irregular. Capillary refill is 3 seconds. Client is alert and oriented to person, place, and time. The adult child states, "Sometimes it seems like my parent is confused." Peripheral venous access device (VAD) placed in right forearm.

1200: Called to bedside by the adult child who states that the client "isn't acting right." On assessment, client is difficult to arouse, pale, and diaphoretic. Vital signs: P 112, RR 32, BP 90/62, pulse oximetry reading 91% on 2 L/min of oxygen via nasal cannula.

The nurse has reviewed the Nurses' Notes from 1200.

➤ For each potential nursing intervention, click to specify whether the intervention is indicated or not indicated for the care of the client.

Potential Nursing Interventions	Indicated	Not Indicated
Prepare the client for defibrillation.	<input type="radio"/>	<input type="radio"/>
Place client in a semi-Fowler's position.	<input type="radio"/>	<input type="radio"/>
Request an order to increase the oxygen flow rate.	<input type="radio"/>	<input type="radio"/>
Request an order to insert an additional peripheral VAD.	<input type="radio"/>	<input type="radio"/>
Request an order to administer an intravenous fluid bolus.	<input type="radio"/>	<input type="radio"/>

Note: Each row must have 1 response option selected.

NGEN NCLEX questions have unfolding case studies where the students are required to read a short synopsis and answer questions about the patient and their current condition. The next question will progress with that patient and the current condition of that patient. See below for examples of this type of unfolding case study question taken from the NCSBN Next Generation NCLEX (NGN) Sample Pack.

- Students were given the NCLEX testing code verbally, in writing, per D2L, and in an email.

The Practical Nursing cohort of 10 students that graduated Dec 2022 had a NCLEX pass rate of 90%, an improvement of 13.1% from 2020

NCLEX Pass Rates				
2018	2019	2020	2021	2022
100%	92%	76.9%	N/A	90%

Next steps will be continuing the Action Plan with the current cohort. The ATI Package for this cohort has been changed, so the capstone and assessments will need to be done independently from the ATI using NEXT GEN NCLEX-type questions, such as case studies, unfolding, and single-subject scenarios are being used in the classroom, skills lab, clinicals and simulation.

Simulations are done using the high-fidelity mannequin with specific set up for a case study.

A summary of an example is: Spanish-speaking patient has had a R total hip replacement and has been transferred to a rehabilitation facility for care. Students prepare for the simulation by familiarizing themselves with aspects of care required and then as a small group or individually assess the patient and use critical thinking to first find a way to communicate with this patient, find medical conditions that might exist with that patient and follow through with the proper treatment or referral. If students do not follow the correct steps in the simulation the scenario may deteriorate. This is a safe way for the students to learn critical thinking and medical treatments.