Abstract

Title: The Utilization of NCLEX Predictor Assessments and the Effect on NCLEX
Success Rates in Nursing Programs Within the State of Pennsylvania

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In response to the nursing shortage, nursing education programs are increasing
enrollment and utilizing best practice strategies within the curricula to produce graduates
prepared for success with their first attempt on the NCLEX–RN. The use of NCLEX
predictor assessment products frequents the literature as a tool used by nursing education
programs to assess student readiness for NCLEX-RN.

The purpose of this mixed quantitative and qualitative study was threefold: to
identify the frequency of use of NCLEX Predictor Assessments in the state of
Pennsylvania; to identify how the programs' utilized NCLEX predictor assessments
within their curricula and the associated impact on NCLEX success; to compare
programs with high and low NCLEX performance based on adherence to concepts of
organizational change theory.

The data for this study was derived from three sources. The quantitative portion of
the data was collected via an electronic survey distributed to all nursing education
program leaders in Pennsylvania. The NCLEX-RN first-time success data published by
Pennsylvania State Board of Nursing was used for both qualitative and quantitative data.
The data from the qualitative inquiry was collected using a case study interview guided
approach.

The quantitative inquiry of the study found that the rate of utilization of NLCEX predictor in Pennsylvania is significant. Results also showed, there was no statistical significance to the product type, variables of implementation or associated polices when compared to NCLEX success rates, with the exception of a policy on mandatory formalized remediation for high risk students. The qualitative evidence indicated that programs with high NCLEX performance consistently employed behaviors and strategies consistent with maximal level of adherence to Senge's Concepts of Shared Vision, Mental Modeling, Team Learning and Systems Thinking when compared to low NCLEX performers. The study affirmed the need for nursing education programs to utilize student performance data from the NCLEX predictor assessments to make evidence-based decision regarding curriculum and policy revisions. Also, affirmed was the need for global faculty buy-in and commitment to ongoing education of the assessment product.