**Introduction**

The ATI Comprehensive Predictor Exam is used in the BSN program as an accurate benchmark to predict students who will be successful on NCLEX-RN, however predicting the students who will not be successful is challenging. Research suggests that individualized study plans and comprehensive advising including test taking strategies, when implemented, can improve the likelihood of high risk students passing NCLEX-RN. The pre-licensure baccalaureate nursing program at Florida Southern College includes a required 2-credit hour course in the spring semester for all seniors. The course includes use of the following ATI products; ATI Capstone Classroom, 2 style quizzes, RN. The pre-licensure baccalaureate nursing program at Florida Southern College includes a required 2-credit hour course in the spring semester for all seniors. The course includes use of the following ATI products; ATI Capstone Classroom, 2 online practice comprehensive predictor tests, a 3-day Live ATI Review on campus, and 2 attempts to pass the proctored comprehensive predictor. In addition, students participate in a face-to-face class once a week for 105 minutes. The class includes test taking strategies aimed at clinical reasoning and decision-making, weekly NCLEX-style quizzes, and reviews from subject matter experts.

**Purpose**

The purpose of this project was to increase students’ scores on the retake of the ATI Comprehensive Predictor Exam by developing an individual study plan based on the Exam results and integrating the ATI study materials and NCLEX Test Plan. Students take the ATI Comprehensive Predictor Exam in their final semester. Successful passing of the exam with a minimum score of 70%, equivalent to a 91% passing predictability, is required to graduate from the nursing program.

In spring 2017, 36 students took the proctored ATI Comprehensive Predictor Exam, with 11 students not achieving the minimum score of 70%. The retake was scheduled in two weeks.

**Implementation**

The 11 students who were not successful on the first attempt were instructed to meet individually with a faculty member for one hour per week for two weeks. The initial one-hour session included a review and interpretation of the student’s ATI Comprehensive Predictor Exam results, identification of the three lowest Client Needs Categories, and review of test taking strategies utilizing the ATI Learning Strategies book. In addition, an individualized written study plan was developed.

Two weeks after the implementation of the individualized study plan, the students took the ATI Comprehensive Predictor Retake. Of the 11 students, six were successful at meeting or exceeding the benchmark. Upon reviewing individual results, all 11 students had significant improvement in their three lowest Client Needs Categories. The five students, still not meeting benchmark, were provided with an additional eight hours over two weeks of face to face mentoring with two faculty members which focused on their individualized study plan. Three of the five students were successful on the third attempt of the Comprehensive Predictor. However, all five students have successfully passed the NCLEX-RN.

**Evaluation/Results**

The development and implementation of an individualized study plan should be considered as an ongoing process throughout the nursing program beginning with results from the first ATI Content Mastery exam. The goal is student improvement in Client Needs Categories on an ongoing basis to prepare them for their final ATI Comprehensive Predictor Exam.

**Recommendations**

Providing individualized feedback for nursing students.

**References**
