

# Acting on Baccalaureate Nursing Student Assessment Data to Maximize Student Success

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## Purpose

The purpose of this study was to identify the lowest-performing group performance in NCLEX® subcategory or category of the four major Client Needs Categories using assessment data from ATI® Concept-Based Assessment Levels 1 and 2. Then, interventions were constructed to address the learning gaps in the identified category or subcategory. Finally, group performance in the identified subcategory was reassessed using results from ATI® Concept-Based Assessments Level 3.

## Introduction

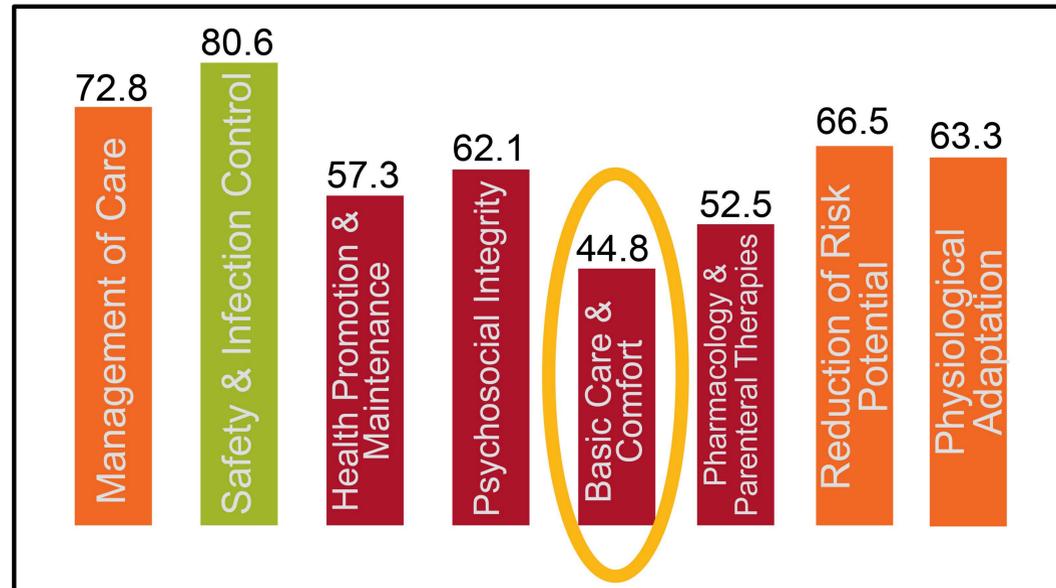
Educators routinely assess student data, but the assessments are generally for accreditation and to share with stakeholders. One gap in the literature is evidence of using standardized assessment results to improve outcomes for a specific group of students. This study asked, "Can a Midwestern U.S. baccalaureate nursing teaching team employ the results from a standardized assessment to identify threats to student learning, construct interventions to address the learning gaps, and thus improve student outcomes?"



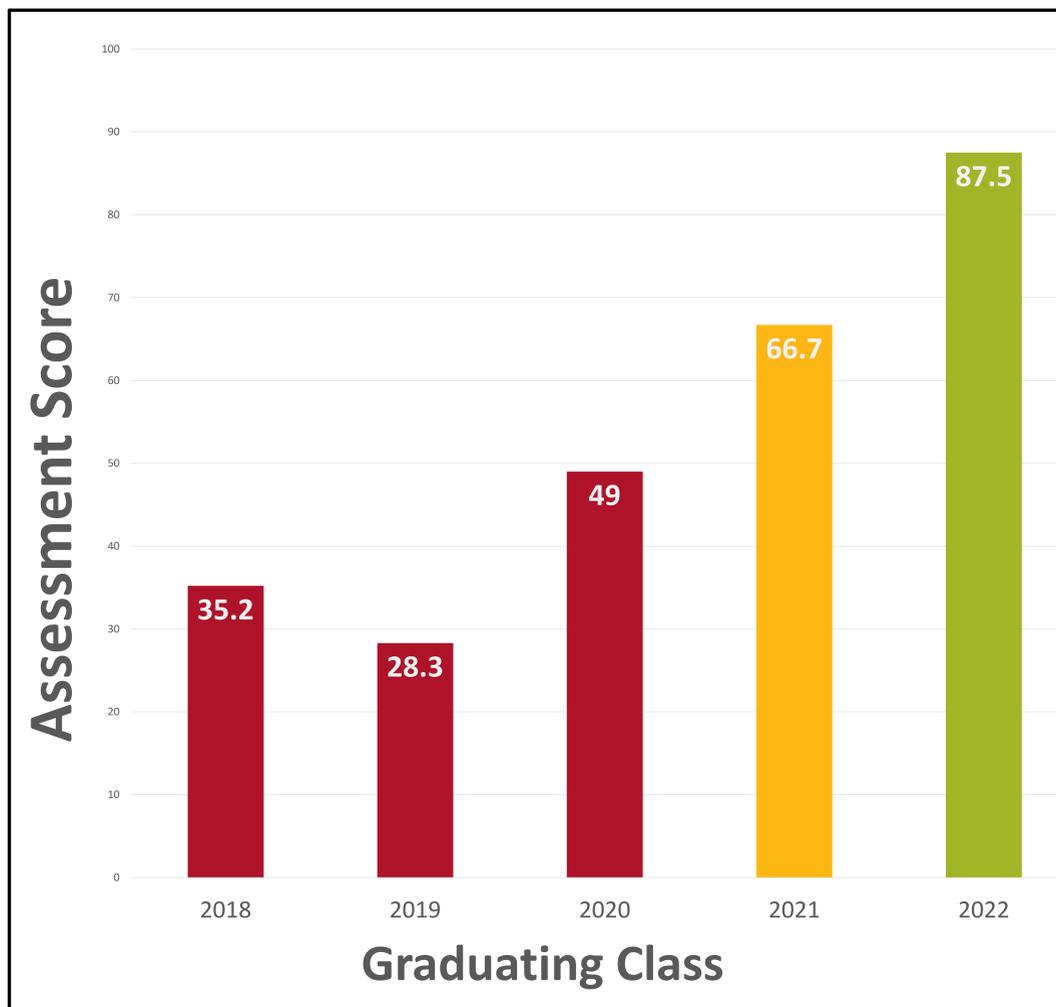
## Methodology

An evaluation of ATI® data identified weaknesses in the NCLEX® Client Needs subcategory "Basic Care and Comfort." Using assessment data from the previous semesters' ATI® Concept-Based Assessments Levels 1 and 2, the faculty found that students' scores were not equal across the client needs categories. Students entering their third semester of nursing school were provided with focused learning in the Client Needs subcategory "Basic Care and Comfort." Focused active learning strategies included simulation, case studies, gaming, and care planning to reinforce previously taught content. A portion of the "Basic Care and Comfort" content was included in this student group's curriculum the previous year. Therefore, teaching strategies were intended to be reinforcement and exercises in judgment, as well as new content. Group performance was then reassessed at the end of the third semester by examining results of ATI® Concept-Based Assessment Level 3 in the Client Needs subcategory "Basic Care and Comfort."

## ATI Concept-Based Assessment Level 3 2018-2021 Averages



## ATI Concept-Based Assessment Level 3 Basic Care and Comfort Average



## Evaluation

Upon examining the previous semesters' NCLEX® Client Needs subcategory "Basic Care and Comfort," students in this cohort scored 61.7% and 63.4% on ATI® Concept-Based Assessments Levels 1 and 2, respectively. After receiving the intervention, students demonstrated improvement on ATI® Concept-Based Assessment Level 3 with an average score of 87.5% in the subcategory "Basic Care and Comfort." In addition, anecdotally, instructors found that reinforcing past content enriched the delivery of current content, and students voiced appreciation for "reminders" of past knowledge that may have been forgotten or not considered highly important during their earlier semesters.



## Conclusion

The teaching team plans to continue the same type of interventions in the fourth semester to further reinforce "Basic Care and Comfort" with reassessment after ATI® Concept-Based Assessment Level 4 administration. This strategy can be expanded to mapping the NCLEX® Test Plan throughout the curriculum and to replicate the same strategy to other NCLEX® Client Needs categories and subcategories from their earlier semesters.

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