

Using Structured Remediation and Evidence-Based Test-Taking Strategies for ATI Test Success.

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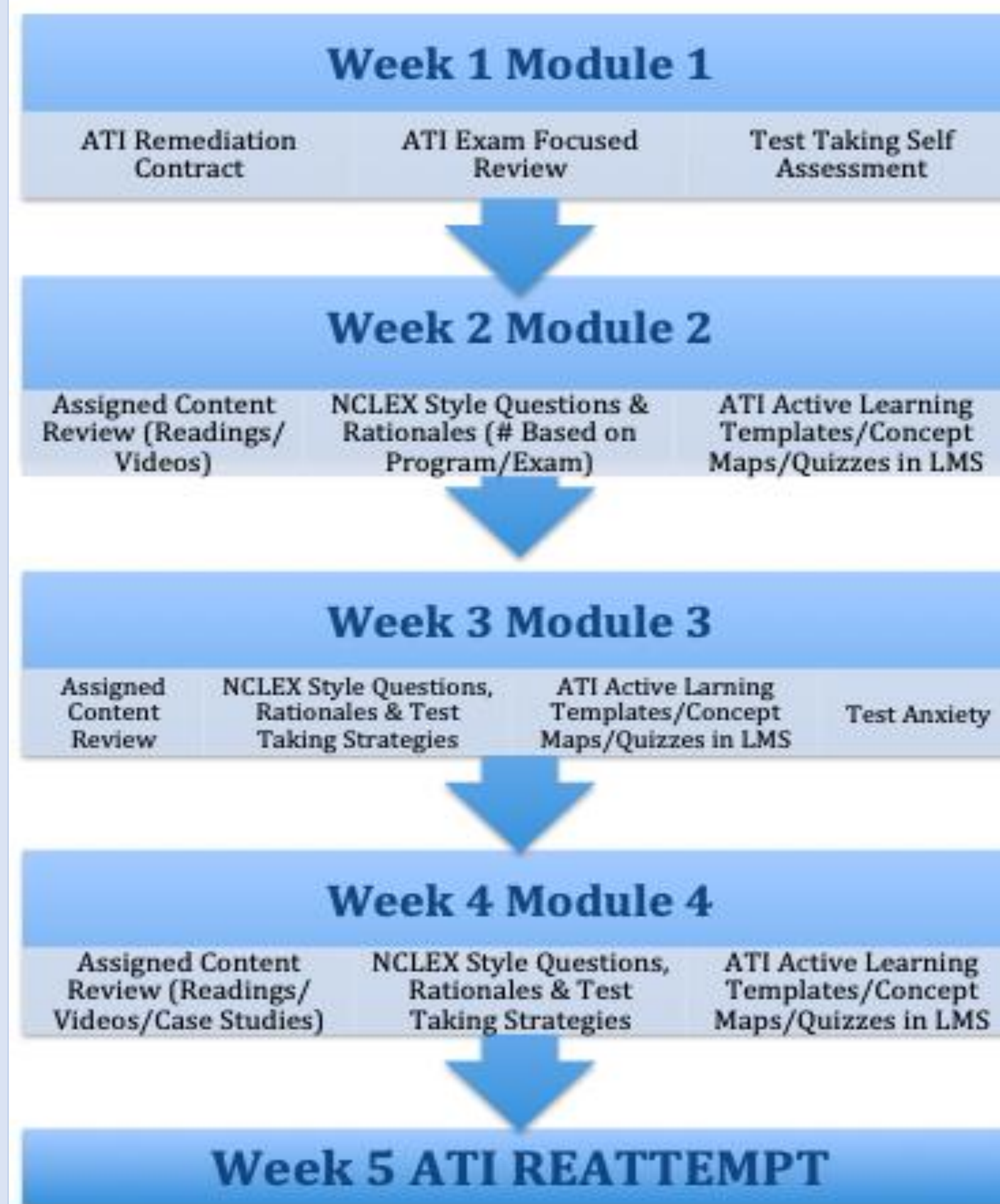
INTRODUCTION/ BACKGROUND/RATIONALE

ATI proctored exams have been used to identify mid program knowledge gaps and provide an end of program indication of the likelihood of passing the NCLEX at the learner's current level of readiness (ATI, 2021). An ATI Level 2 Proficiency level is required to progress and to graduate in all programs. At all four original Galen College of Nursing campuses, learners who did not achieve the required proficiency level and were passing their courses were required to remediate based on the outcome of a focused review. This remediation process was not standardized and varied amongst campuses. It was difficult to determine to what extent the remediation addressed knowledge gaps, test-taking, or both. With the addition of three campuses in three additional states, it became important to develop a standardized process to remediate these learners. Using the ATI Clinical Judgment Guide, ATI Learning Strategies: Your Guide to Classroom and Test-Taking Success, and course materials/content, a formal and standardized college wide remediation program was developed. This formal remediation program focused on addressing identified knowledge gaps, fostering clinical judgment to prioritize and answer exam questions correctly, and to build confidence and exam readiness.

DESIGN

Dedicated faculty were identified to design and facilitate a formal and standardized remediation program to support learners who were passing their courses and scored less than a Level 2 on their ATI mid program or comprehensive exam. Asynchronous modules delivered weekly via the LMS were developed. Faculty met with learners for two hours each week to review the completed remediation assignments and address content gaps and test taking strategies.

In the initial four week modules, learners were required to complete ATI Active Learning Templates and a series of NCLEX style questions designed to address the style of questions more frequently missed by the learner. Learners spent time reflecting on why they missed the question (general test taking strategies, test-taking strategies for multiple choice style questions, alternate format questions, identifying a knowledge deficit, recognizing missed key words, changing answers, etc.). Additional assignments included the use of the ATI focused review report to identify priority concepts needing remediation, a 4-week time management calendar, note-making, and case studies. Resources to support this remediation include ATI e-books, Saunders NCLEX and Fundamentals of Nursing resources.



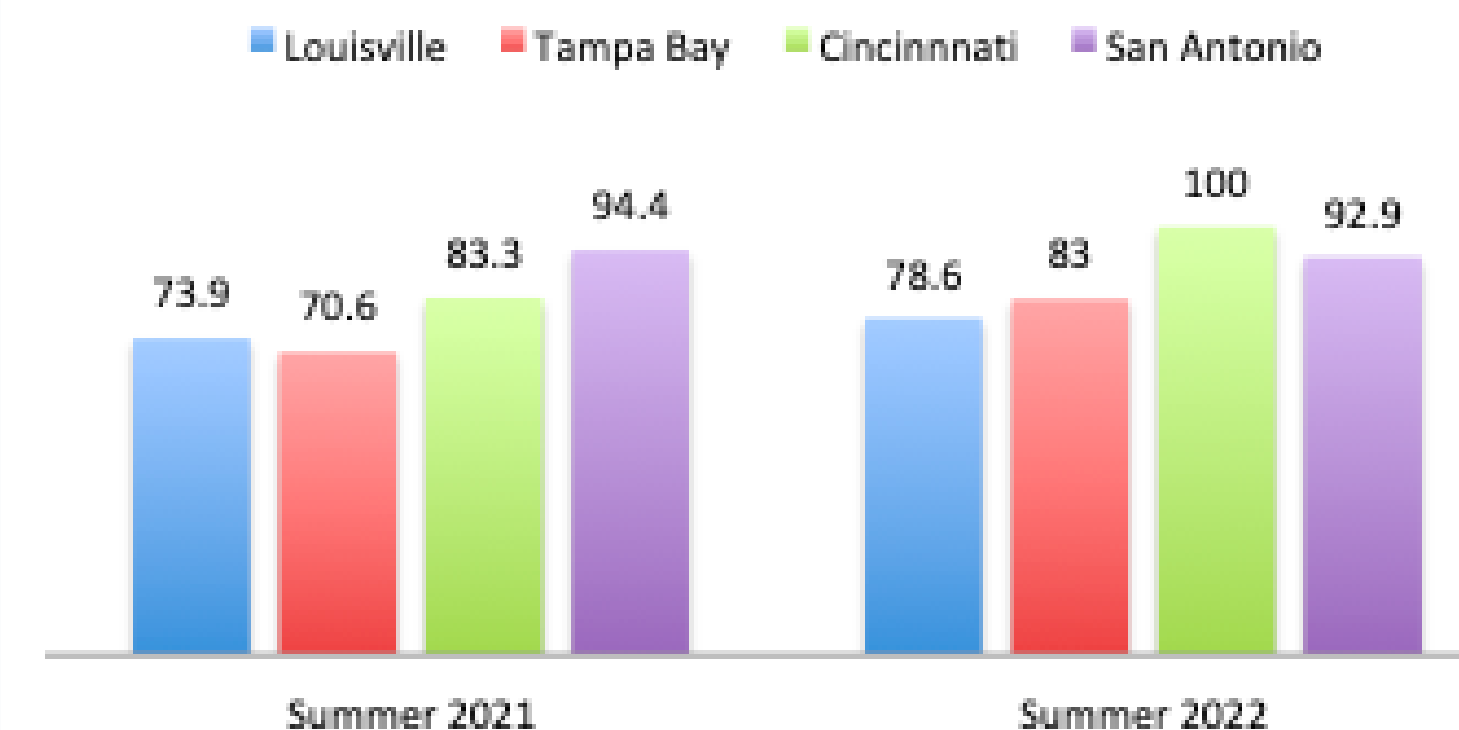
Learners not successful on the third attempt of their ATI exam week five, were required to complete an additional four weeks of structured remediation prior to their final attempt at week ten.

PARTICIPANTS

Two Cohorts of learners representing the LPN/LVN, ADN, and BSN learners on four campuses who were passing their courses but failed to achieve a Level 2 Proficiency level were included. Cohort A (n=64) completed the original remediation offered by their specific campus Summer 2021. This included students from the Louisville KY campus (n=23), the Tampa Bay FL campus (n= 17), the Cincinnati OH campus (n=6), and the San Antonio TX campus (n=17). Cohort B (n=44) represented those enrolled in the newly designed and standardized remediation program Summer 2022. This included students from the Louisville KY campus (n=14), the Tampa Bay FL campus (n=12), Cincinnati OH campus (n=4), and the San Antonio TX campus (14).

OUTCOMES

ATI Remediation Pass Rates



The introduction of the standardized ATI remediation program resulted in an increase in pass rates for Cohort B with the exception of the San Antonio TX campus. This campus had a baseline pass rate of greater than 90%.

Additionally, it was now possible with Cohort B to evaluate week 5 and 10 outcomes by campus. At week five 52.8-61.1% of learners in remediation met the required proficiency level on their third ATI reattempt with an additional 25.6-31.6% meeting the proficiency requirement on their final attempt week ten. Learner feedback about this standardized ATI remediation program included the following:

"the guidance you gave me throughout this process has been very helpful"

"I truly believe that this process was essential to my success."

"...it helped me connect with the materials."

"There were times I felt defeated, and I can not thank you enough for your support. I recently passed my NCLEX exam and I'm looking forward to beginning a new chapter in my life."

CONCLUSIONS

The standardized ATI remediation program improved overall success of learners in achieving the required ATI proficiency level across all programs on three of the four existing campuses of the college. It supported learners in addressing knowledge/content gaps, applying effective test taking strategies, developing clinical judgment, and building test-taking readiness and confidence on high stakes exams. By achieving an ATI Proficiency of level 2, learners are almost certain to meet the minimum requirements in NCLEX standards (ATI 2019).

REFERENCES AND CONTACT INFORMATION



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