A Remediation Model for Assessment Testing

Tawna Cooksey-James, PhD, RN, CNE – Ohio University, Athens, Ohio – Lambda Omega Chapter
Ali Salman, PhD, DNP, RN – Brandon University, Manitoba, Canada
Yi-Hui Lee, PhD, MBA, RN – Wright State University, Dayton, Ohio

BACKGROUND

• Reviewing an exam after it is taken is a valuable learning experience for nursing students and is linked to later exam successes.
• Developing a remediation plan that focuses on the assessment test can be a valuable learning method with successful testing outcomes that can carry over to NCLEX success.
• A remediation plan was developed and used by students to improve the outcomes of course and exit assessment testing and later NCLEX.

STUDY SIGNIFICANCE

Development of a remediation model that can be implemented across courses by all faculty.
Opportunity to improve learning by nursing students by identifying what they did not understand.
Opportunity to improve teaching by nurse educators by identifying what was not understood by their nursing students.

RESEARCH QUESTIONS

1. What is the structure of this remediation model?
2. How is the model implemented in a variety of classrooms?
3. What is the outcome of this remediation model?
4. What is the time element for faculty?

RESEARCH DESIGN, SAMPLE & SETTING

Qualitative descriptive design using descriptive statistics of outcomes.
Sample and Setting: three different types classes for nursing students in which this remediation model was applied and tested.

METHODS

A remediation plan was initiated from intense 1:1 meetings between faculty and graduating nursing students over a six-week period while completing exit assessment testing. This model was used by students and was associated with successful testing outcomes. Adjusting this remediation plan to use with course assessment testing was expected to yield similar outcomes. This remediation model was refined for use with course assessment testing during the fall semesters of 2013 and 2014 at a university setting for baccalaureate nursing students.

RESULTS

The remediation model met with varied success dependent on student usage. When student usage increased, this remediation plan was associated with improved assessment testing outcomes.

RECOMMENDATIONS

A remediation model is an important teaching strategy to have within a nursing curriculum, it can:
Identify areas of study missed or not understood by students,
Identify areas for faculty to put more focus in their course.
Is a good strategy for improving student outcomes, when implemented early in the curriculum and mandated for students.
However, further examination of factors associated with individual student usage is needed.
As this remediation plan takes 2-4 days to accomplish, it must be given to the student with timeline awareness.

REFERENCES