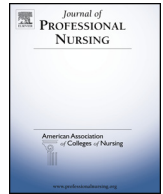




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Tailoring NCLEX-RN Indicator Assessments for Historically Black Colleges and Universities: Literature Review

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ABSTRACT

A review of the literature was undertaken as the foundation for developing an assessment tool for Blacks/African Americans, other racial/ethnic minorities, and low-income students attending historically Black colleges and universities. Findings revealed a variety of academic and nonacademic indicators were used to evaluate likelihood of success. Course specific grades, grade point average (GPA), standardized comprehensive exams and standardized course specific exams were the most commonly used predictor variables that showed significant outcomes. Indicators more accurately predicted which students would pass NCLEX-RN rather than those who would fail. The type of pre-licensure program may influence best outcome indicators. Increased attention to and reporting of demographic information would increase the usefulness of findings in relation to developing a tailored assessment strategy for students enrolled in nursing programs at historically Black colleges and universities.

Introduction

Improving and maintaining first-time success on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) at Historically Black colleges and universities (HBCUs) is integral to establishing a diverse workforce and promoting health equity in the United States (US). Racial/ethnic minorities comprise 38% of the US population but only 19.5% to 25% of registered nurses (NCSBN, 2016a; USDHHS-HRSA, 2017). HBCUs have provided significant educational opportunities for Black students and other racial/ethnic groups that have historically been underrepresented in the nursing profession, as well as, people from low-income families. Roughly 3% of nonprofit colleges in the US are HBCUs. However, these schools graduate approximately 16% to 17% of Black students overall and 22% to 24% of science, technology, engineering and math students (Harris, 2018; Tyson, Clifton, & Nance, in press). Likewise, HBCUs comprise only a fraction of nursing programs within the United States. Approximately 41 of the 106 HBCUs offer an associate degree (ADN), generic Bachelor of Science in nursing (BSN) and/or accelerated BSN (ABSN) programs to prepare students for licensure as registered nurses. Black students comprise 76% of enrollment at HBCUs while people of Asian or Hispanic descent represent another 9% of students and about 15% are White (AACN, 2018). In contrast, about 68% of students enrolled in generic pre-licensure programs overall are White and 25 to 32% are members of underrepresented racial/ethnic minority groups (AACN,

2017; NLN, 2016). Many students entering HBCUs lack the rigorous science backgrounds and critical thinking skills integral to succeeding in nursing programs (DeArmond, Denice, Gross, Hernandez, & Jochim, 2015; Mattern, Shaw, & Marini, 2013). The dedication of faculty at HBCUs coupled with the tenacity of students underrepresented in nursing programs has resulted in a significant percentage of students successfully completing their programs and passing the licensure exam.

First-time pass rates are one of the most significant benchmarks used by both state boards of nursing and accrediting bodies for determining the quality of nursing programs. Programs that do not maintain first-time pass rates at or above the national level are at risk for loss of accreditation and approval to operate by state boards governing nursing practice and education. Maintaining first-time NCLEX-RN pass rates at or above the national level has been a significant challenge for HBCUs. The first author compared national NCLEX-RN pass rate data (NCSBN, 2015, 2016b, 2017) for the years 2015 to 2017 with the pass rates for individual HBCUs posted on state boards of nursing websites for the same time period. Findings indicated that only six programs at HBCUs maintained NCLEX-RN first-time pass rates at or above the national level each year during this timeframe. The authors' home institution, [School name removed for peer review], is one of the six institutions. (Nurse Journal, 2018) educates more Black nurses than any other school in (Nurse Journal, 2018). It has also been recognized as one of the best regional nursing programs (Nurse Journal, 2018). Developing strategies to ensure first-time success on NCLEX-RN for

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Table 1
Research design, program type, demographics, settings, pooled data and significant findings.

Authors	Research design	Program type	N	Racial/ethnic identity of students	Gender & Age ^a	Setting and type of institution	Pooled data	Factors significantly associated with predicting NCLEX-RN success or failure
Abbott, Schwartz, Hercinger, Miller, and Foyt (2008)	Retrospective Descriptive	ABSN	127	Mostly white			1999–2002	Senior complex care grade HESI Exit Exam
Adamson and Britt (2009)	Retrospective Descriptive	BSN 43% ADN 50% Diploma 1% BSN 70% Master Entry 30%	10,147			131 programs		HESI Exit Exam versions I and II equally predictive. Version III significantly less accurate for students scoring 900 or more
Alameida et al. (2011)	Correlational		589	Black 7% Hispanic 11% Asian 38% AI/NA 1% NH 1% White 31%	Women 77% Men 23% Age 34.1	Urban	2005–2009	Nursing GPA Overall GPA Medical-surgical grade Pathophysiology grade ATI comprehensive mean scores of 80.47 to 83.94 predicted success and mean scores 36.34 to 39.31 predicted failure Overall GPA English as primary language Family demands Emotions
Arathuzik and Aber (1998)	Correlational	BSN	79	Black 6% Hispanic 4% AI/NA 1% White 85% Haitian 1%	Women 82% Men 18% Age 29	Public urban		Competency taking critical thinking based tests Grade in mental health, pediatrics Adult I, Adult II and nursing of critically ill Grade of C in any clinical course Extremely high likelihood of failure if > 3 Cs in theory courses NLN Achievement tests for mental, maternal, pediatric and adult NLN risk appraisal Science GPA predictor for traditional but not ABSN students
Barkley, DuFour, and Rhodes (1998)	Correlational	BSN	81	Black 7% Hispanic 1% Asian 2% AI/NA 1% White 89%	Women 77% Men 23% Age 28.33			Cs in clinical or theory course HESI maternity, mental, medical-surgical and pediatrics for traditional students HESI Exit Exam for traditional and ABSN students
Bentley (2006)	Retrospective Correlational	BSN 77% ABSN 23%	224	White 87%/96%	Women 93%/ 67% Men 7%/33% Age 22.38/26.1		2000–2004	Themes regarding most important factors for NCLEX-RN success 1. Practice NCLEX questions, 2. Nursing clinical, 3. Support from family, professors and peers, and 4. NCLEX prep course
Blazen (2017)	Qualitative	ABSN	12	Black 8% Asian 17% White 75%	Women 92% Men 8% Age 20–45	Private		Nurse Entrance Test (NET) overall composite, composite reading, reading percentile, and critical thinking-inferential reading scores Educational Resources Inc. composite score Shortening revised curriculum from five to four semesters GPA at admission to nursing program
Bondmass, Moonie, and Kowalski (2008)	Descriptive	BSN	187	Black 5% Hispanic 9% Asian 33% NA//ANI 1% White 47.5%	Women 87% Men 13% Age 25.8	Public	2005–2007 (4 classes)	GPA at admission to nursing program Science GPA and retaking science courses Family poverty English as second language Older students more likely to pass Students from Africa more likely to fail
Bosch, Doshier, and Gess-Newsome (2012)	Correlational	ADN	71	Hispanic 100%			2003–2007 (3 groups)	
Breckenridge, Wolf, and Roszkowski (2012)	Descriptive	BSN	255	Black 28% Hispanic 1% Asian 5% White 61%	Women 85% Age 28	Private		
Briscoe and Anema (1999)	Correlational	ADN	38		Women 87% Age 35	Public Urban		

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