C5-4: NCLEX Success: Are there predictors?

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Abstract:
Introduction: Student success on the NCLEX-RN exam is of paramount importance to both nursing students and nursing schools. Knowing which factors may impact this success is helpful in making decisions about admission requirements and curriculum. The authors provide an analysis of variables from a baccalaureate nursing program used to determine predictors of NCLEX-RN success and subsequent changes to admission requirements and curriculum based on the analysis.

Method(s): This sample consisted of data from the records of 153 graduates of a baccalaureate nursing school over a period of three years. The independent variables included in the final analysis included science GPA before admission to the nursing program, the four course grades in the first semester of the nursing program, and the RN Assessment test. The study used a retrospective correlational design. Logistic regression for the analysis of data was used with NCLEX-RN success as the dependent variable. The predictor variables were science GPA, RN Assessment test score, and four indicator variables for passing the four first semester nursing courses.

Results: Results from the logistic regression analysis indicated that several variables did have a significant main effect on NCLEX-RN success. These variables were RN Assessment scores, passing grades in Theoretical Foundations, and passing grades in Pathophysiology. There were several two-way interactions found among the variables to be significantly related to NCLEX-RN success and one three-way interaction. The most significant interaction was found between the RN Assessment Test and Pathophysiology. The p value was <2.2e-16.
**Discussion & Conclusions:** The strength of the significant interaction model including the variables of the RN Assessment Test and the Pathophysiology course is overwhelming. The error tables indicated that the study variables do a fairly good job of predicting NCLEX-RN success, but do not predict failures well. This is not surprising due to the fact that there are simply more passes than failures in the study and in the general population. Passing a licensing exam that reflects the culmination of years of study obviously is the product of many factors. The fact that no single variable appeared as an overwhelming predictor is to be expected.

**Abstract History:**
This abstract has not been presented or accepted for presentation in whole or in part at the SNRS or other scientific meeting.

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