**III-23: Predictors of Success among Caucasian and Hispanic Students in Traditional and Accelerated Nursing Programs**

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**Abstract:**

**Introduction:** The national nursing shortage continues to worsen. Three significant contributors to this shortage are low enrollment of minority students, particularly Hispanics, problems with matriculation and graduation of students, and passing the NCLEX-RN exam. Many schools have developed accelerated nursing curricula (ANC) in an attempt to address this shortage. ANC programs differ from traditional programs in admission requirements, course schedules, and time to graduate. Nonetheless, ANC graduates should have the same skills, knowledge, and proficiencies as graduates of traditional programs. The purpose of this research was to investigate similarities and differences between Caucasian and Hispanic BSN graduates of an accelerated versus a traditional program at admission, during the program, at graduation, and at licensure.
Method(s): Data analyses were performed on alumni from a university nursing program in the southwest. The total sample included over 2000 students, ranging from 19 to 63 years. About 80% of the alumni were female, 688 (29.5%) self-classified as Caucasian and 544 (23.3%) self-classified as Hispanic. The majority of alumni graduated from the traditional BSN program (90%). Admission and program included prerequisite grades, standardized test scores, prior schools, course and semester grades, final GPA, standardized scores on NCLEX preparation exams, and first-time NCLEX-RN licensure results.

Results: Descriptive analyses, t-tests and ANOVAs were performed to examine similarities and differences in admission status, program progression, and graduating GPA as a function of program classification and ethnicity. Discriminant function analyses were conducted to determine if student profiles were predictive of program classification.

Discussion & Conclusions: The results revealed performance distinctions between students as a function of both program classification and ethnicity. The magnitude of these performance differences was greatest as a function of student ethnicity, then as a function of program classification. The findings also revealed areas that programs may want to address to increase retention, particularly among Hispanic students.

Abstract History:

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