

Barriers to Recruit, Retain, & Graduate Diverse Nursing Students

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Problem / Question

Structural racism creates inequities for students who are racially and ethnically diverse, resulting in barriers to admission and retention in nursing school.

Black, Indigenous, and People of Color are more likely to attend schools in low-income communities where there may be fewer resources available to prepare students in math, reading, and writing skills, and are more likely to have lower standardized test scores.

Black, Indigenous, and People of Color are more likely to repeat grades and have higher drop out rates.

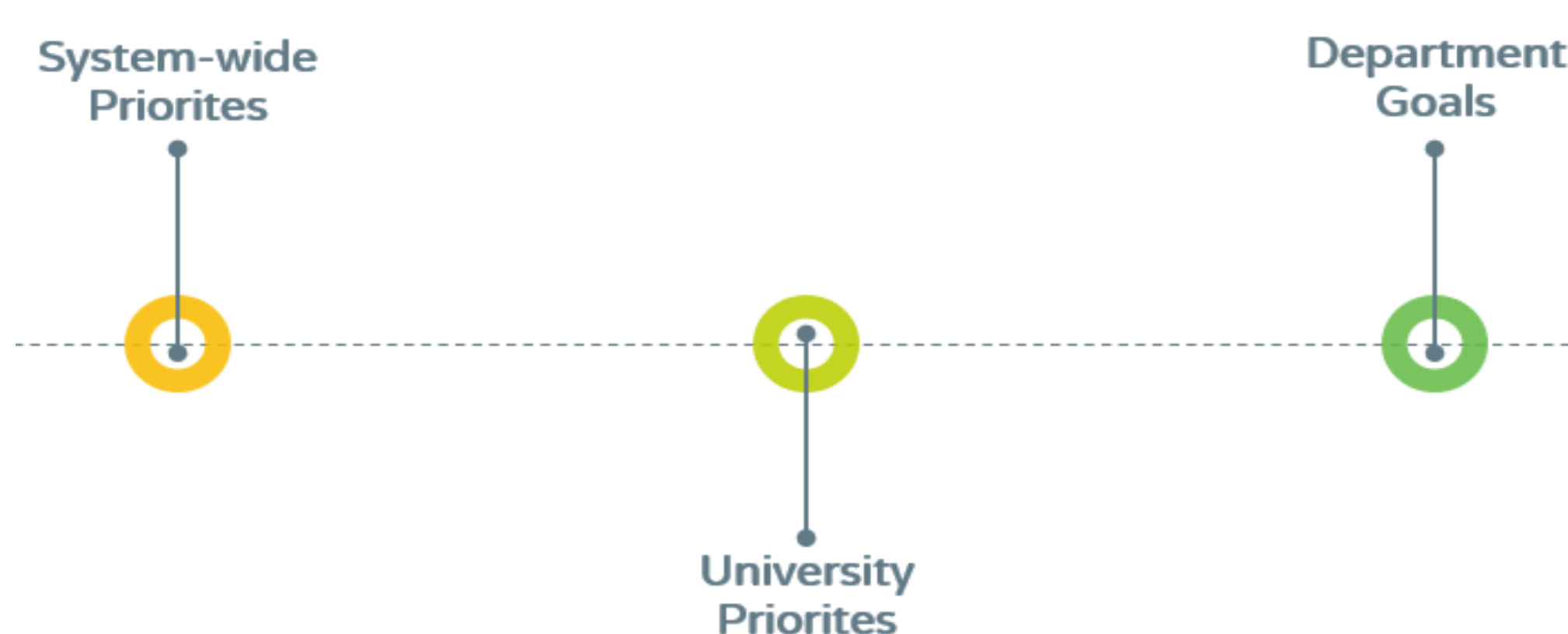
Bemidji State University has begun to purposefully recruit American Indian students into the nursing program and has implemented holistic admissions.

Does the nursing department have academic policies that reduce retention and graduation rates of diverse students?

Background

The nursing department has developed a Diversity, Equity, and Inclusion plan which includes

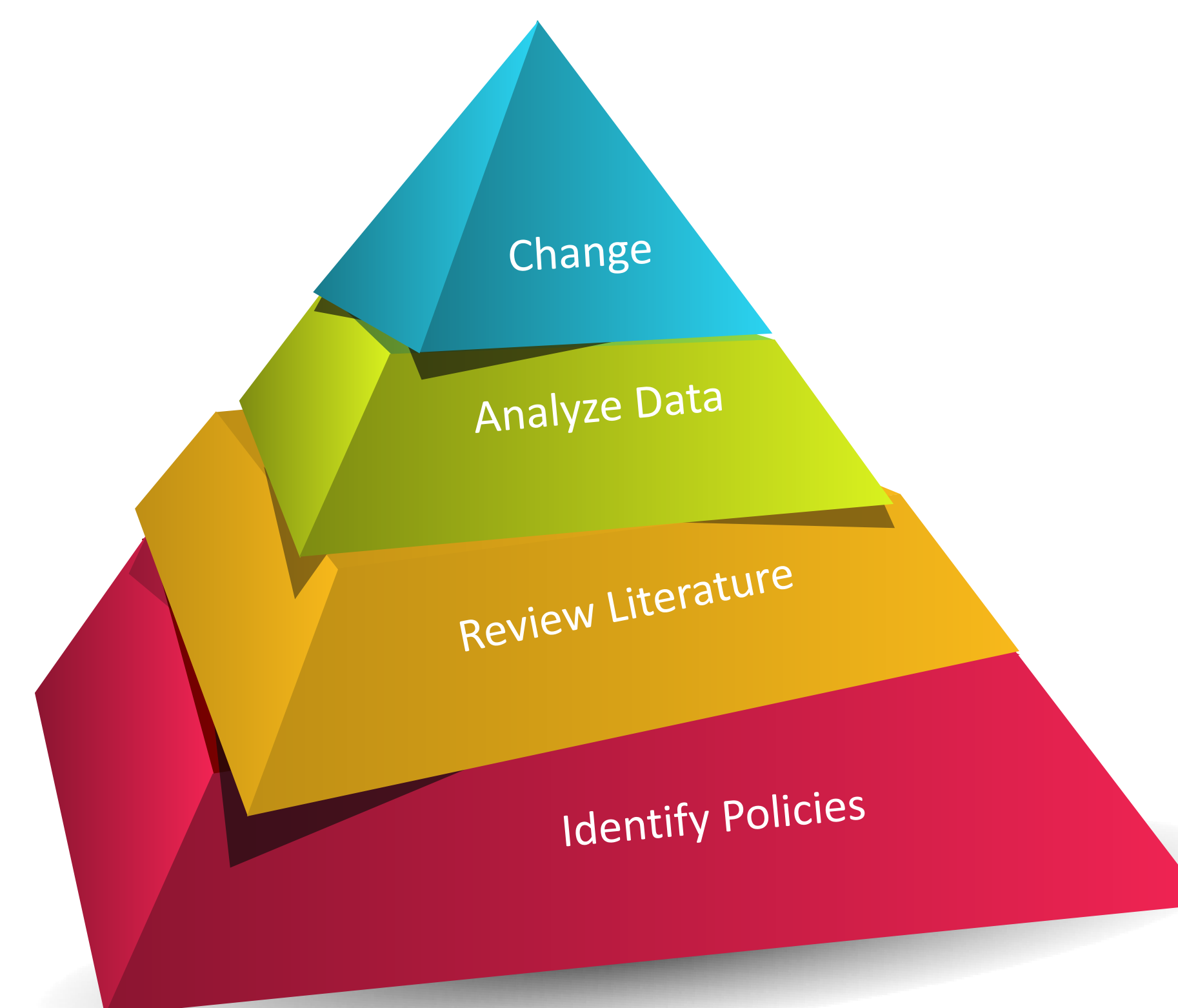
- Goals to increase diversity in the student body, **and**
- Goals to increase diversity and inclusivity on the campus



The nursing department is supported by the university in diversity, equity, and inclusion efforts as its aligned with the University's strategic plan.

The University is supported by the system, as MinnState outlines system-wide priorities including diversity, equity, and inclusion

Project Plan



Findings

Identified policy:

A student who fails or withdraws from a nursing course may repeat the course only once. Failing or withdrawing from a second course will result in dismissal from the nursing program

Review of Literature

Preliminary review of literature finds contradictory results

Certain academic variables such as GPA, entrance exam test scores, and final grades on biology prerequisite courses correlated with NCLEX success.

Students who never repeated a core nursing courses were more likely to pass the exam on the first attempt.

Failure of certain nursing courses resulted in a reduced likelihood of passing NCLEX on the first attempt. For some it was fundamentals or health assessment. For others it was mental health or parent-child courses.

Program Data

Year	Total Testers*	NCLEX Fail	Repeat Course Fail	Repeat Course Pass
2015	44	4	2	3
2016	41	4	1	9
2017	41	6	3	7
2018	44	11	3	4
2019	41	10	2	2
2020	49	3	0	4

*Note: Data exclude testers without an individual NCLEX pass/fail result documented

Next Steps

1. Complete a thorough literature review
2. Analyze program data with inferential statistics
3. Make recommendations to the department
4. Develop plan to make change and/or further support students

References

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