

## **PART A: 1- Professional Summary**

Experts predict that the demand for registered nurses (RNs) will rise to 808,000 by 2020. This nursing demand comes from the aging of baby boomers that will require long-term health care. Also, it is projected that a large proportion of the current 2 million RNs will begin retirement by 2020 and without enough nursing graduates to replace the aging nursing workforce, a health care crisis is likely to occur (<http://www.rwjf.org/about/>, 2005). Other contributory factors to the nursing shortage are the difficulty of hiring new nursing faculty because of the short supply of nurses with doctoral training, aging of current nursing faculty, and scarcity of clinical sites for nursing-student training (Larson, 2006).

Although there has been an increase in enrollment for nursing, the success rates for students from minority populations have been very low, which further adds to the nursing shortage problem. Nursing students from minority populations face more barriers than White students (Abriam-Yago, Yoder, & Kataoka-Yahiro, 1996). These barriers include lack of academic preparation, language issues, and lack of social support from peers, faculty and students' families. This research aims to test a model that examines factors that could impact student success among nursing students from minority populations. Examining these factors will provide nurse educators with the needed information crucial in developing the nursing curriculum, and designing best practices in teaching and mentoring which meet students' learning needs, and ultimately enhance student success and performance in nursing programs.