Passing the National Council Licensure Examination (NCLEX) is required for a graduate of an accredited nursing program to practice nursing. The current study investigated first time student success on the NCLEX-RN, which is the examination used to grant licensure to Registered Nurses (RNs) after graduation from an accredited institution such as a school or a college of nursing. Universities, colleges, faculty, students, parents, healthcare employers, the National Council of States Boards of Nursing (NCSBN), and society in general have a vested interest in the success of nursing students on the NCLEX-RN. It is imperative that nurses are properly prepared and competent in providing safe and reliable healthcare services. Failure to pass the NCLEX-RN prevents practice as an RN, resulting in potential financial hardship, professional embarrassment, and a continued shortage of qualified RNs.

Existing data from nursing students \( (N = 1,176) \) at a large, Midwestern university were analyzed. The main purpose of this study was to examine the relationship between Socioeconomic Status (SES), the ACT, and the NCLEX-RN. Through moderation and mediation logistic regression models, the above relationships were investigated. Additionally, Conditional Process Analysis was used to gain a more in-depth understanding of the complexity of the relationship between SES, ACT, and the NCLEX-
RN. Proxies of SES were explored, which included: (1) Pell Grant Eligibility, (2) Student Race, (3) College Generation (i.e., first-generation or non first-generation), and (4) Zip Code.