



A Correlational Study of Participation in Support Programs and Progression in Baccalaureate Nursing Education

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Background and Significance

The nursing shortage has persisted in the United States in cycles since the late 1800s. The current nursing shortage not only pertains to the number of nurses needed, but also to specific credentials nurses need to fulfill various roles on the nursing career continuum (Jones-Schenk, Leafman, Wallace, & Allen, 2017).

Although admission rates to baccalaureate nursing programs have increased over the past decade, in 2018, 24 of the 52 baccalaureate programs in Texas reported retention/attrition issues as a barrier to increasing the number of pre-licensure nurse graduates (Texas Center for Nursing Workforce Studies, 2019).

Although researchers have studied pass rates on the National Council Licensure Examination for Registered Nurses at length, few studies pertain to initiatives to support student success on module exams.

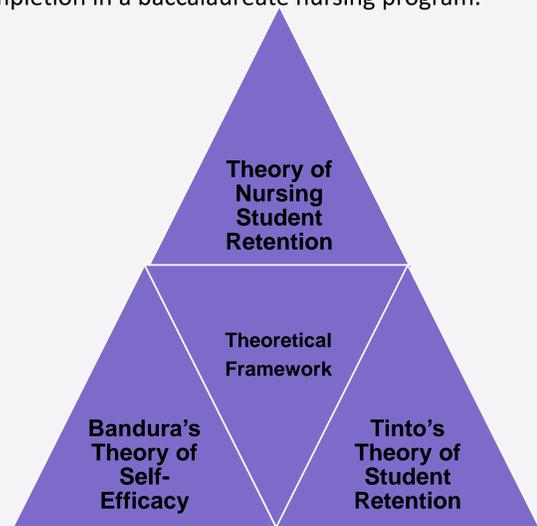
Statement of the Problem:

The general problem is the number of students graduating from nursing programs is insufficient to meet the demands of the nursing workforce.

The specific problem is attrition in nursing programs leads to a decreased number of students completing their nursing degree and attaining licensure.

Purpose of the Study:

The purpose of this quantitative, correlational study is to determine if there is a relationship between participation in a nursing student success program and progression and completion in a baccalaureate nursing program.



Study Design

Method	Quantitative
Design	Correlational
Statistic	Bivariate Correlation
Participants N = 109	Baccalaureate Nursing Students Who Have Participated in a Student Success Program
Setting	Small, Faith-Based Liberal Arts Institution in Texas
Participant Selection	Convenience Sampling

Research Questions

- R1: What is the relationship between the number of times a student participates in the Academic Triumph Program and course progression?
- R2: What is the relationship between the number of times a student participates in the Academic Triumph Program and program completion?
- R3: What is the relationship between the level at which the a student first accesses the Academic Triumph Program and course progression?
- R4: What is the relationship between the level at which the a student first accesses the Academic Triumph Program and program completion?



Data Collection

The primary investigator reviewed existing data from the Academic Triumph Program (ATP) and progression and retention data for the program of study. Inclusion criteria involved BSN students who participated in the ATP at least one time between Fall 2016 and Spring 2019.

Each record was assigned a file number and all participant identifiers were redacted.

Data Analysis

A correlation coefficient denotes the strength of a co-occurrence between variables and is appropriate for use with research questions pertaining to relationships and interval variables. The r value indicates the strength of the relationship. A positive r indicates a positive relationship in which both variables increase simultaneously. A negative r indicates a negative relationship where one variable increases while the other decreases.

*Correlational significance was determined with alpha of 0.05.

Research Question	r Value	Significance Level	Relationship
R1	.083	p = .391	No relationship
R2	-.196	p = .048*	Slight, negative relationship
R3	-.071	p = .460	No relationship
R4	-.250	p = .011*	Moderate, negative relationship

Recommendations

1. Identify academically at risk nursing students early.
2. Develop a structured student support program to reinforce evidence-based strategies to improve retention of knowledge and performance on nursing module exams.
3. Encourage students to access support programs and utilize resources during the introductory semester of the nursing program.
4. Recommend continued use of support services throughout the program as needed.

Bibliography

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