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Title: Online Survey of Open Lab Participation Guides Student Access and Showcases Student Success

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ACCEPTED

Session Title: Meet the Poster Authors Session

Slot: PST: Friday, March 27, 2020: 2:30 PM-3:15 PM

Abstract Describes: Ongoing Work/Project

Applicable Category: Academic, Students

Keywords: embedded academic support, online survey and open lab session

Abstract Summary:

Development of an online survey to track student participation in a newly implemented open lab activity provided meaningful evidence that translated into improved student access to this embedded academic support initiative resulting in improved student success in the nursing program.

References:

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- Freeman, J. C., & All, A. (2017). Academic support programs for nursing students at risk of academic failure: A review of the literature. *Nursing Education Perspectives*, 38(2), 69-74.
- Haraldseid, C., Friberg, F., & Aase, K. (2015). Nursing students' perceptions of factors influencing their learning environment in a clinical skills laboratory: A qualitative study. *Nurse Education Today*, 35(9), e1–e6. doi:10.1016/j.nedt.2015.03.015
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- Van Horn, E., & Christman, J. (2017). Assessment of nursing student confidence using the clinical skills self-efficacy scale. *Nursing Education Perspectives*, 38(6), 344-346.

Abstract Text:

Purpose: Weekly Open Lab sessions were initially offered as a source of embedded academic support to first-level Associate Degree nursing students in the fall semester,

2018 and continued through the 2018-2019 academic year. Evidence of successful academic support initiatives cited in current literature (Beauvais, Stewart, DeNisco, & Beauvais, 2014; Cole & Adams, 2014; Freeman & All, 2017; Haraldseid, Friberg, & Aase, 2015; Popkess & Frey, 2016; Van Horn & Christman, 2017), combined with students' requests for more lab time supported the development of this nursing education intervention. Participation in the weekly open lab sessions was voluntary, and students could practice any nursing skill or physical assessment technique learned to date with nursing faculty guidance.

Methods: To capture student participation, time demands, and skills practiced, a six-question online survey was created. Students could access the survey via their personal devices or the lab computers.

Results: Analysis of the survey results provided valuable information related to open lab session timing, skills practiced and student participation. Ninety-five percent of the students who attended the open lab completed the survey. Data captured in the initial semester guided planning for the second semester resulting in altered times and increased staffing of the open lab. Additional qualitative data obtained from student course evaluations corroborated that the changes made in the second semester accommodated student access and supported student success. Specifically, 4/62 students utilized the lab during the first semester, with 1 student attending multiple labs. However, 37/84 students attended open lab sessions and 16 students attended multiple lab sessions during the second semester. This demonstrated a 9-fold increase in student attendance and a 16-fold increase in repeat use from Fall 2018 to Spring 2019. Additionally, the use of the open lab sessions by students translated to a decrease need for retesting.

Conclusion: Data generated from the online participation survey and student comments guided continued improvement in student access to embedded academic support efforts. Continued use of the survey in future semesters will provide ongoing meaningful data that will be used to guide lab room and nurse educator scheduling as well as denote what other academic support measures may be needed to translate open lab use into continued student success.