Title:
Relationships Among Entrance Examinations and Nursing Mathematics to Aid in Student Nurse Retention

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Session Title:
Poster Presentations

Slot (superslotted):
PST: Friday, April 8, 2016: 10:00 AM-10:45 AM
Slot (superslotted):
PST: Friday, April 8, 2016: 12:00 PM-1:15 PM
Slot (superslotted):
PST: Friday, April 8, 2016: 2:30 PM-3:15 PM
Slot (superslotted):
PST: Friday, April 8, 2016: 6:00 PM-7:00 PM
Slot (superslotted):
PST: Saturday, April 9, 2016: 7:30 AM-8:30 AM
Slot (superslotted):
PST: Saturday, April 9, 2016: 10:00 AM-10:45 AM
Slot (superslotted):
PST: Saturday, April 9, 2016: 12:00 PM-1:15 PM

Keywords:
Nursing Mathematics, Quantitative, Correlational Design and Reading in relation to nursing mathematics

References:

Abstract Summary:
How prepared are your nursing students? Not as prepared as you expected? This research presentation will provide exciting new research-based information about how to ensure nursing students are qualified!

Learning Activity:

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will be able to identify 2 ATI TEAS V scores indicative of success in passing an ATI Proctored Nursing Mathematics Examination.</td>
<td>Levels of Proficiency for Standardized ATI Examinations ATI Dosage Calculation Fundamentals Examination Scores ATI TEAS V Reading Scores ATI TEAS V Mathematics Scores Research Study Results</td>
</tr>
<tr>
<td>The learner will be able to describe 5 methods in applying the research data found from the study in their own educational institution or nursing program.</td>
<td>Implications for Nursing Practice Implications for Nursing Education Implications for Higher Education Administration Implications for Nursing Research</td>
</tr>
</tbody>
</table>
The Learner will be able to share 3 strategies with other colleagues at the table on how to improve the quality of nursing students entered into nursing programs.

Research Study Results Research Study Implications for Nursing Practice, Nursing Education, Higher Education Administration, and Nursing Education Research. Limitations of the Study Results.

Abstract Text:

Increasing student retention is a common theme in nursing education but comes with a need to graduate safe, quality nursing graduates. Medication miscalculation is a large problem in nursing and is a contributing factor to high nursing student attrition. The purpose of this quantitative correlational study was to determine if a relationship existed between TEAS V reading scores, TEAS V math scores, and the ability to pass the ATI Dosage Calculation Fundamentals examination scores. Using Patricia Benner's Novice to Expert Model as the theoretical framework, progression of a student in the skill of nursing calculations is examined. The literature review revealed gaps indicating a lack of research in the area of dosage calculations related to entrance examination requirements and student retention. A positive relationship between the TEAS V reading scores and the ATI Dosage Calculation Fundamentals examination scores was found using two research questions and two hypotheses. Students achieving higher scores on the ATI Dosage Calculation Fundamentals examination had higher scores than the mean score for the group on the reading section of the TEAS V examination. Students achieving proficient or higher on the reading score, based on Benner's (1982) model, achieved higher scores on the proctored calculations examination. Limitations of the study were using one inclusion site and a small percentage of participants. The purpose of the limitations was due to available resources and information obtained through student records by the researcher. Further research on a larger scale (more participants and more nursing program sites and longitudinally) has been recommended based on the limitations including another student using the same design and methodology for NCLEX-RN first time pass rates. Recommendations can be made, based on the results of this study, for nurse educators and administrators of higher education institutions to make adjustments to entrance examination requirements for nursing students on scores in reading and mathematics on the TEAS V entrance examination. Adjustments to these scores will improve student retention, improve quality of care provided to patients, and improve safety of care provided to patients in the United States and on a global level.