

Title:

Breaking Traditions: Exploring New Variables to Promote Student Success

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Session Title:

Alternative Methods to Promote Student Success

Slot:

B 02: Friday, April 8, 2016: 1:15 PM-2:30 PM

Scheduled Time:

1:15 PM

Keywords:

Baccalaureate Predictors, Nursing Education and Nursing Student Success

References:

Beauvais, A. M., Stewart, J. G., DeNisco, S., & Beauvais, J. E. (2014). Factors related to academic success among nursing students: A descriptive correlational research study. *Nurse Education Today*, 34(6), 918-923 6p. doi:10.1016/j.nedt.2013.12.005
 Codier, E., & Odell, E. (2014). Measured emotional intelligence ability and grade point average in nursing students. *Nurse Education Today*, 34(6), 608-612. doi:10.1016/j.nedt.2013.06.007
 Health Resources and Services Administration. (2010). 2008 Sample Survey of Registered Nurses. Rockville, MD: U.S. Department of Health and Human Services.
 Jones-Schenk, J., & Harper, M. G. (2014). Emotional intelligence: An admission criterion alternative to cumulative grade point averages for prelicensure students. *Nurse Education Today*, 34(3), 413-420 8p. doi:10.1016/j.nedt.2013.03.018
 Vincent, G. & Velkoff, V. (2010). The next four decades, The older population in the United States: 2010 to 2050, Current Population Reports, P25-1138, U.S. Census Bureau, Washington, DC.

Abstract Summary:

The selection processes of nursing programs today focus primarily on academic achievement (i.e. GPA). Nurse educators are increasingly concerned with continuing to use traditional evaluation methods as admission criteria to baccalaureate nursing programs. This presentation will examine the impact of non-traditional variables which may lead to improved student outcomes.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to discover the need for inclusion of non-traditional variables when measuring students success.	The presenters will provide the learner with evidence that inclusion of non-traditional variables may be linked to improved student outcomes.
The learner will be able to determine how the use of non-traditional variables may increase diversity in the nursing workforce.	The presenters will provide the learner with current statistics on diversity in the nursing workforce and strategies to improve these

issues by exploring the use of non-traditional variables.

Abstract Text:

Nationally, nursing schools have a long standing history of using traditional academic measures of grade point average (GPA) for admission and evaluation of student success. Nursing faculty are concerned that while students excel academically in pre-nursing course requirements, this academic success does not always predict student progression and retention throughout the nursing program. Published studies support the fact that selection processes of nursing programs typically focus on academic achievement (Beauvais, Stewart, DeNisco & Beauvais, 2014; Jones-Schenk & Harper, 2014). Often students who are academically qualified for nursing school entrance lack the emotional maturity associated with caring, empathy, critical thinking and commitment to professional standards (Codier & Odell, 2014). This research study was conducted to determine if utilizing non-traditional admission criteria leads to improved student outcomes. Research supports that variables such as emotional intelligence, self-efficacy, interpersonal skills, and critical thinking effect student success in baccalaureate programs (Jones-Schenk & Harper, 2014).

An additional concern of solely using traditional measures for admission to nursing programs is the result of a homogenous cohort of students. This lack of diversity in baccalaureate nursing programs further impacts the issue of diversity in the national nursing workforce. Although Caucasians represent only 65.6% of the US population, 83.2% of all nurses are white (U.S. Census Bureau, 2012). In the United States, Hispanic Americans and African Americans 65 years and older are expected to show a sharp increase between years 2012 and 2050. In 2050, Hispanic elders are expected to account for 20% of the population, which is up from 7% in 2010; while African Americans are projected at 12%, up from 9% in 2010 (Vincent & Velkoff, 2010). The *National Sample Survey of Registered Nurses* data also demonstrates the need to increase representation of minorities in the nation's nursing workforce (Health Resources and Services Administration, 2010). These national statistics support the urgency to investigate non-traditional variables which may lead to a more diverse nursing student population.

The purpose of this presentation is to disseminate the findings from a research study that targeted upper division baccalaureate nursing students over three semesters. The study compared the students' admission GPA with non-traditional variables of emotional intelligence (EI) scores and various HESI A2 sub scores. The non-traditional data was collected using the Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) and a customized Health Education Systems, Inc. (HESI) A2 exam. These non-traditional variables were also examined in relation to HESI specialty exam scores and course GPA which are currently used as outcome measures of student success. The results of this study and their implications for nursing education will be discussed during the presentation.