Academic Factors that Contribute to Nursing Student Persistence

Ceil Flores, PhD, RN, CNE
Disclosures

The presenter does not have any real or perceived conflict of interest or vested interest that relates to the subject matter of this presentation.
Background

• Rapid population growth
  – Texas 20.6% increase/3-8 million people

• Need for nurses
  – Aging
  – Increased demand

• Previous research studies
  – Gap in literature
Purpose

• Identify academic factors associated with Nursing Student Persistence and pre-program support.

• Other support
  – Institutional
  – Program
Persistence defined

Ability of nursing students to complete required course work in a pre-determined time frame.

- One year programs: 18 months
- Two year programs: 36 months
Pre-program support:

Assistance or enrichment provided to students from peers, faculty, including mentoring and tutoring, and courses designed to address academic or study deficiencies at the university level prior to admission into a nursing program.
Procedure

• Tool Development: Delphi technique
  – Two rounds with content experts
  – Questions inclusion criteria

• The 14-item Academic Factors that Impact Nursing Student persistence (AFINS) survey
  – Electronically sent to 93 program leaders of pre-licensure RN program in Texas.
  – Initial email with two follow up emails were sent.
Methods

AFINS survey:

• 39 deans/directors participated
  – (41.9% response rate) with 33% completion rate (n=31).

• Descriptive statistics: Demographic data, program characteristics & program requirements

• Odds ratio with confidence intervals
Inclusion Criteria

Pre-licensure RN programs approved by the Texas Board of Nursing: (ADN, BSN, Diploma, and Master entry level). Students must be enrolled in program by spring 2011 (one year programs) and fall 2010 (two year programs).
<table>
<thead>
<tr>
<th>AFiNS Survey Items</th>
<th>OR (90% CI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your institution offer specialized development or introductory courses that teach: <strong>test taking skills</strong>?</td>
<td>.24 (.01 -.47)</td>
</tr>
<tr>
<td>Does your institution offer specialized development or introductory courses that teach: <strong>study skills</strong>?</td>
<td>2.54 (2.46 - 2.63)</td>
</tr>
<tr>
<td>Does your institution offer specialized development or introductory courses that teach: <strong>critical thinking skills</strong>?</td>
<td>1.26 (1.11 - 1.41)</td>
</tr>
<tr>
<td>Does your institution offer specialized development or introductory courses that teach: <strong>math skills</strong>?</td>
<td>2.9 (2.79 - 3.01)</td>
</tr>
<tr>
<td>Does your institution have academic advisors?</td>
<td>2.31 (2.26 - 2.36)</td>
</tr>
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</table>
Conclusion

Early intervention at the pre-program level is associated with student persistence.

• Academic advisors
• Introductory courses
  – math skills,
  – study skills, and
  – critical thinking skills, they were more likely to persist and graduate at the 85% benchmark.
Other Support

• Institutional
  – Library
  – Institutional technology
  – “Student friendly
    – All respondents reported this support
Other support

• Program (6 items)
  – Simulation
  – Specialized nursing course that teaches:
    – Test taking skills
    – Study skills
    – Time management skills
  – Test prep sessions
  – Designated nursing faculty for nursing student persistence**
Limitations

- Small sample size
- Secondary data
- Limited to Texas schools
References


Snavely, T. M. (2016) A brief economic analysis of the looming nursing shortage in the United States Nursing Economics. 34(2) 98-100.

Acknowledgement

- Dr. Mary Lou Bond
  - Fellowship provided funds for research