



Exploring What Works: New Variables to Promote Student Success

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Significance

- Traditional admission criteria lends itself to produce homogenous cohorts of students.
- Investigating variables such as EI and critical thinking may have the potential to increase diversity in nursing programs
- The lack of minority representation in the nursing workforce is a growing concern.

Traditional Variables

- GPA

Non-Traditional Variables

- Emotional Intelligence
- Critical Thinking

Purpose

The purpose of this project was to determine if there was a correlation between the traditional admission criteria of GPA with the potential admission criteria of emotional intelligence (EI) scores and/or critical thinking scores to predict upper division student outcomes.

Methods

A quantitative, longitudinal design was selected to examine the identified variables to predict undergraduate student success. The recruiting sample included a convenience sample drawn from 112 junior-level undergraduate nursing students beginning their first of a five-semester nursing program.

Instruments

Measured Emotional Intelligence

- Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT)

Critical Thinking

- HESI Critical Thinking Score on Entrance Exam

Results

- Emotional intelligence and HESI critical thinking scores did not significantly correlate with main analysis variables.
- Even though EI and critical thinking scores were not significant in this study, it remains vital to incorporate emotional intelligence and critical thinking activities throughout the curriculum in order to develop students' ability to think like a nurse and therefore be successful in nursing practice.



| | Admission GPA | Science GPA | HESI critical thinking score | Emotional intelligence score | Pathophysiology HESI score | Pathophysiology final grade % | Fundamentals HESI score |
|-------------------------------|---------------|-------------|------------------------------|------------------------------|----------------------------|-------------------------------|-------------------------|
| Admission GPA | - | .83** | .40 | .16 | .24* | .51** | .06 |
| Science GPA | .83** | - | .31 | .09 | .29* | .56** | .11 |
| HESI critical thinking score | .40 | .31 | - | -.03 | .30 | .26 | -.05 |
| Emotional intelligence score | .16 | .09 | -.03 | - | .15 | .15 | .22 |
| Pathophysiology HESI score | .24* | .29* | 0.3 | 0.15 | - | .59** | .36** |
| Pathophysiology final grade % | .51** | .56** | 0.26 | 0.15 | .59** | - | .26* |
| Fundamentals HESI score | 0.06 | 0.11 | -0.05 | 0.22 | .36** | .26* | - |
| Fundamentals final grade % | .40** | .41** | 0.23 | 0.22 | .39** | .65** | .59** |