

**Title:**

Moving Beyond Holistic Admission to Implementing Success Strategies for Culturally Diverse, Second-Degree BSN Students

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**Session Title:**

Education Posters Session 2

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**Keywords:**

Learning strategies, Multi-cultural and Second degree BSN students

**References:**

References

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Zheng, R., Everett, B., Glew, P., & Salamonson, Y. (2014). Unravelling the differences in attrition and academic performance of international and domestic students with English as an additional language. *Nurse Education Today*, 34, 1455-1459. doi: 10.1016/j.nedt.2014.04.021

**Abstract Summary:**

As more culturally diverse students are admitted to nursing programs, it is incumbent on nursing education to implement strategies for successful learning among a diverse student population. The session will provide a direct visual display of strategies and data to improve student retention, pass rates, and NCLEX success.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to identify challenges of multi-cultural second degree BSN students.	Qualitative and Quantitative will be provided to learners with identified challenges.
The learner will be able to identify successful teaching and evaluative strategies for specific cultures of students.	Learners will be provided handouts with strategies and outcomes for using the strategies. Faculty who developed and worked

	with the strategies will be present for questions and how they determined a process for success.
The learner will be able to review the Implementation and evaluation (outcomes) of strategies. Faculty will be present to discuss the process with opportunity to answer learner's questions regarding outcomes..	Data will be presented on the poster for learners to review and ask questions to the faculty.
The learner will be able to identify gender differences in learning among other cultures.	Qualitative data will be provided as part of the poster presentation. Faculty will be present to discuss gender differences in learning within cultures.

### Abstract Text:

#### Title:

Moving beyond holistic admission to implementing success strategies for culturally diverse second degree BSN students.

#### Abstract

Global health is the ultimate desire for healthcare providers everywhere; yet, if such a goal is to be realized it is important for nurse educators to challenge diverse student populations to lead and impact change. The purpose of this study was to identify strategies used to improve or maintain student outcomes among a culturally diverse student population. The objective of the study were to improve outcomes such as retention rates (AACN, 2013), first time pass rates on the NCLEX-RN®, and employment rates. The College of Nursing is a recent recipient of the 2016 Health Education Excellence in Diversity (HEED) award. The faculty's goal was to utilize cohort specific data to move beyond the holistic admission process to implement strategies to better prepare minority students with the means to succeed beyond nursing school (Allan, 2010; Zheng, Everett, Glew & Salamonson, 2014). Data collected from students included demographic data, previous degrees, work experiences, learning styles, support system, cultural background, and test anxiety. Faculty utilized aggregate data to identify risk factors for attrition within the first two months of school, provide referrals to explore needed resources, and assist students incorporate holistic strategies to address student learning challenges (Newton, Pront & Giles, 2016) and promote student success. Jean Watson's theoretical framework proved beneficial in creating a sense of community among the students and selecting strategies that conveyed both respect and dedication to students with varying cultural backgrounds. The importance of building a shared foundation with each cohort of students and faculty cannot be overstated if students are to succeed in the fast paced 12 month second degree BSN program. Results of the study demonstrated success in acknowledging student differences, significant improvements in retention rates (> 80%), NCLEX-RN® pass rates among first time test takers (100% for 2 years), and employments rates (> 96%) among a student body that is 62.6 percent diverse, representing American Indians (3.4 percent), Asians (21.1 percent), Hispanics (23.7 percent), and African American (14.4 percent) (Lightfoot & Quintana, 2017). The presenters will reveal results including themes identified by students as helpful and obstacles to student success. Data on productive strategies to consider as well as a list of challenges to avoid if desiring to improve successful outcomes among culturally diverse students.