Moving Beyond Holistic Admission to Implementing Success Strategies for Culturally Diverse Second Degree BSN Student Population
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Introduction

• Holistic admission process produced diverse student population resulting in 2016 Health Education Excellence in Diversity (HEED) award
• College of Nursing (CON) maintained 100% NCLEX-RN® for three consecutive years; however, the attrition rate increased from 18% to 32%
• Faculty developed strategies to increase retention rates (goal > 80%)

Methods

Data from a three-year longitudinal descriptive study revealed the holistic admission process for second degree accelerated BSN students illuminated a need for improvement in one student outcome – retention rates. Using data from the CON outcomes, student course evaluations, and alumni exit surveys, the faculty developed strategies to improve student retention. Strategies implemented thus far include faculty-led mentoring groups, peer group meetings for at-risk student populations, developing a part-time program for students, scheduling one on one meetings for students identified during the admission process as at-risk (first generation, low TEAS reading scores, and English as second language), and valuing student-centered learning environments.

Theoretical Framework

Meeting students where they are
Jean Watson’s Human Caring® - Developing Holistic Strategies to retain Second Degree BSN students

Results

Ethnicity

<table>
<thead>
<tr>
<th>Year</th>
<th>American Indian</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Black</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>49%</td>
<td>14%</td>
<td>16%</td>
<td>2%</td>
<td>39%</td>
</tr>
<tr>
<td>2014</td>
<td>44%</td>
<td>22%</td>
<td>12%</td>
<td>18%</td>
<td>2%</td>
</tr>
<tr>
<td>2015</td>
<td>45%</td>
<td>13%</td>
<td>24%</td>
<td>3%</td>
<td>11%</td>
</tr>
<tr>
<td>2016</td>
<td>37%</td>
<td>24%</td>
<td>15%</td>
<td>3%</td>
<td>21%</td>
</tr>
</tbody>
</table>

Student Outcomes

<table>
<thead>
<tr>
<th>Year</th>
<th>Full Time Pass Rate</th>
<th>Employment Rate</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>78%</td>
<td>70%</td>
<td>82%</td>
</tr>
<tr>
<td>2014</td>
<td>80%</td>
<td>72%</td>
<td>84%</td>
</tr>
<tr>
<td>2015</td>
<td>72%</td>
<td>65%</td>
<td>78%</td>
</tr>
<tr>
<td>2016</td>
<td>75%</td>
<td>68%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Conclusion

DATA ANALYSIS
• Increased ethnic diversity by 4% using holistic admission process
• Maintained 100% on first time NCLEX-RN pass rate for 3 consecutive years
• Increased employment rate
• Decreased retention rate from 18 to 32%
• Most frequent theme identified by students “caring faculty that knew me by name”

HOLISTIC STRATEGIES FOR STUDENT-CENTERED LEARNING
• Integration of gaming and electronic interactive classroom activities
• Increased sensitivity to learning styles
• Incorporated early detection of at-risk behaviors – automated referrals
• Developed faculty-led mentoring groups starting week 1
• Introduced master students to mentor students to build learning partnerships

IMPLEMENTED ACADEMIC PROGRESSION STRATEGIES
• Developed policies focused on student progression
• Implemented a part-time program for students failing one course

Recommendations

• Emphasize student-centered learning environments
• Promote early referrals based upon applicants’ risk factors (Weaver reading tutorials, test anxiety, time management)
• Develop a common language among faculty and students regarding success
• Develop faculty-led mentoring groups to build individual connections starting with first week of school
• Continue automated referrals for any exam or project score less than 75 starting with first semester
• Appreciate each cohort for their individual and collective differences

References

https://doi.org/10.1016/j.nedt.2014.04.021