



# 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

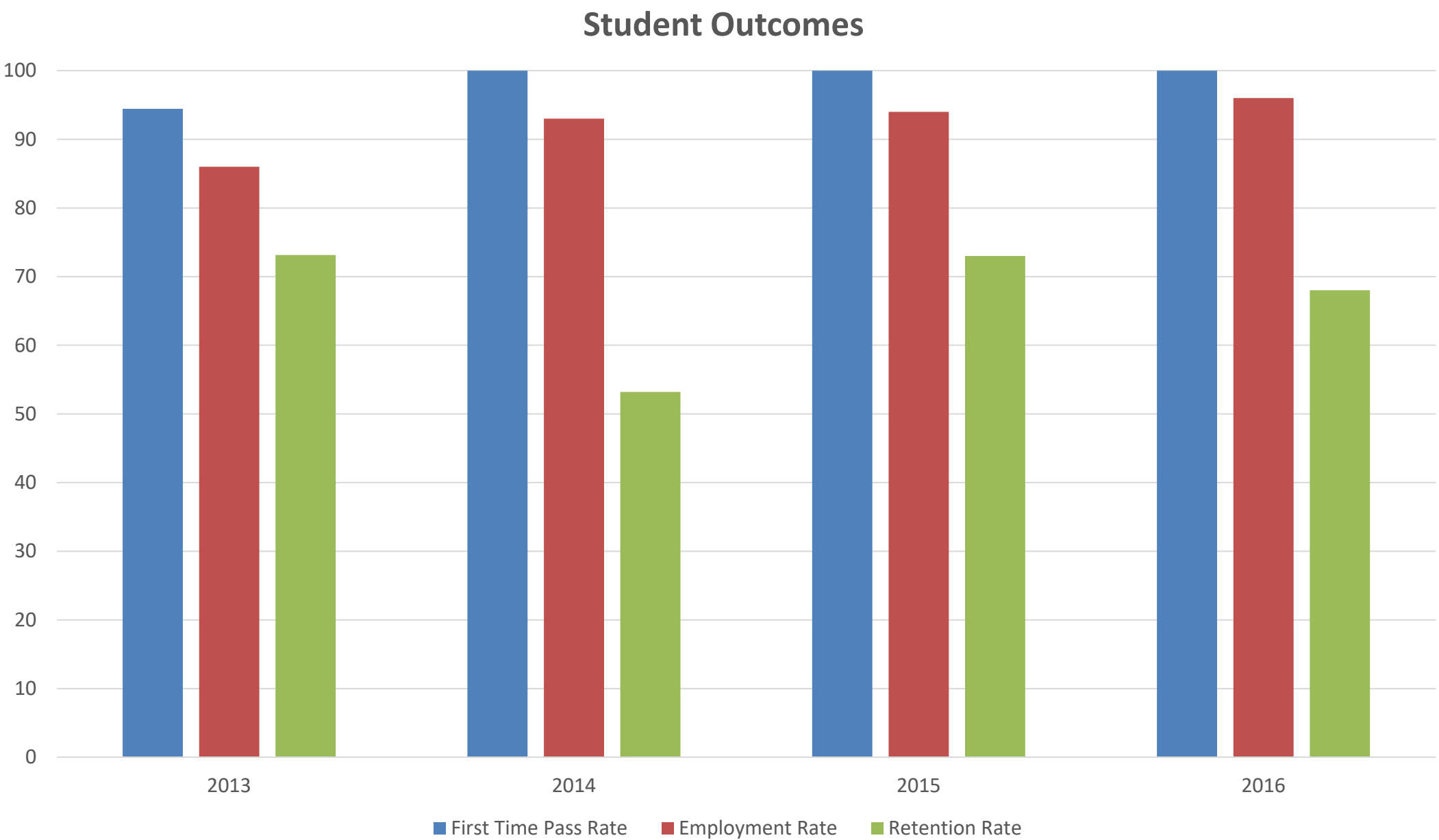
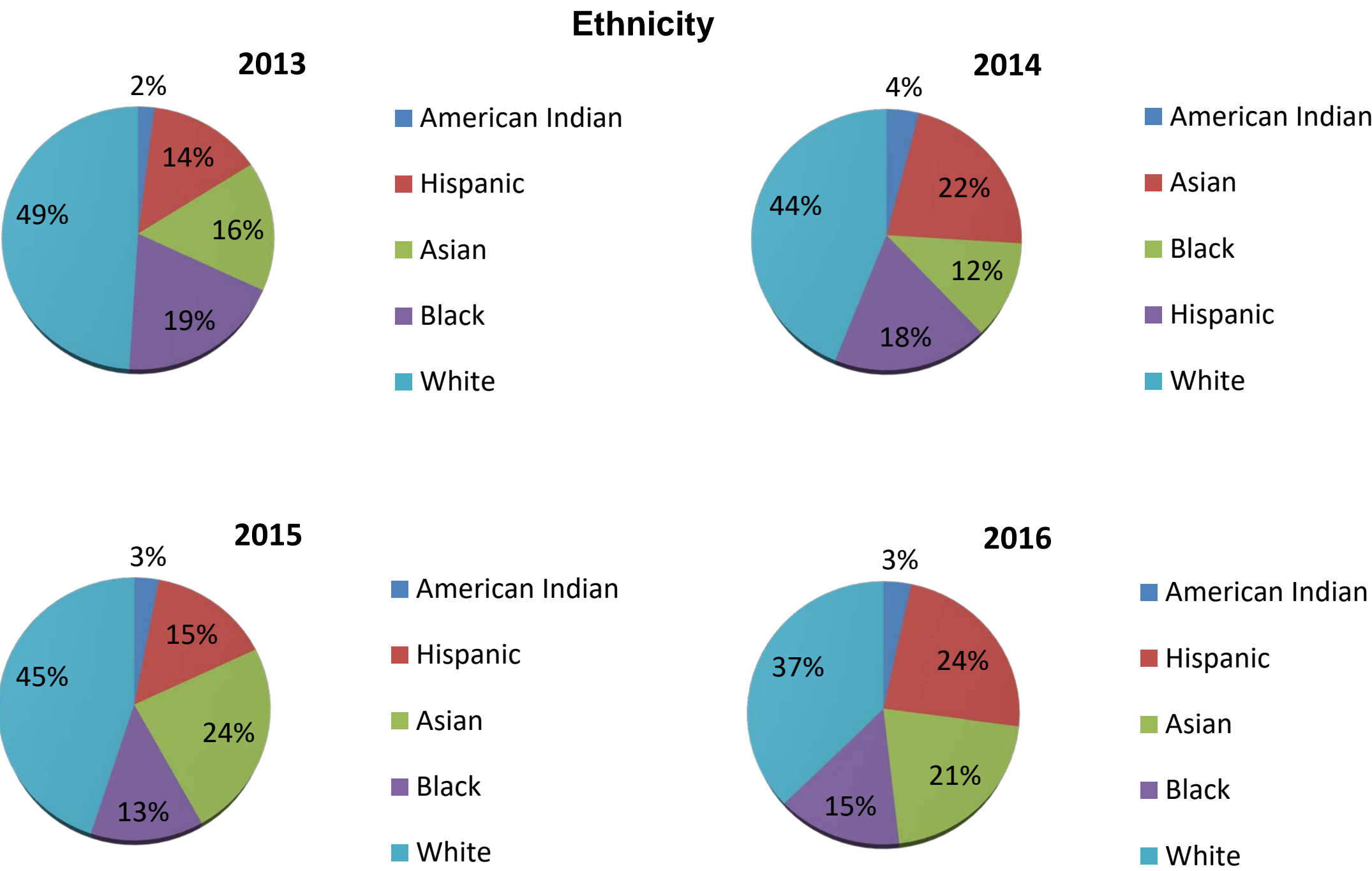
Data from a three year longitudinal descriptive study revealed the holistic admission process for second degree accelerated BSN students illuminated a need for improvement in one student outcome – retention rates. Using data from the CON outcomes, student course evaluations and alumni exit surveys, the 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



### 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 male students to male mentors 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

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