Accelerated Nursing Students Perception of Factors Influencing Retention
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Background
- The Institute of Medicine (IOM) set a goal to increase the percentage of the current nursing workforce holding a Bachelor of Science degree (BSN) to 80% by the year 2020.
- With the increased emphasis on preparing nurses at the baccalaureate and post-baccalaureate levels, the accelerated degree program is an innovative approach to increasing the nursing workforce.
- Accelerated nursing programs across the U.S. have reported variable rates of attrition; some schools have rates as high as 25%.
- Attrition rates for minority nursing students is estimated to be between 15% – 85%.
- The American Association of Colleges of Nursing (AACN) and the National League for Nursing (NLN) are authorities on the state of nursing education programs in the U.S. only schools have rates as high as 25%.
- High rates of attrition (22.7 - 27.1%) in an accelerated program at an HBCU in the southeast were reported in a study by Rouse and Rooda.

Specific Aims
- Explore accelerated nursing students perception of factors influencing their retention
- Identify students' perception of factors supportive or restrictive of retention
- Identify the influence of academic variables and demographic characteristics on retention

Conceptual Framework
The Nursing Undergraduate Retention and Success (NURS) model guided this research.

Methodology
- Quantitative descriptive study, self-reporting survey, convenience sample
- Student Perception Appraisal-Revised (SPA-R) 27-item questionnaire measures and evaluates restrictiveness or supportiveness of academic, environmental, and professional integration and socialization variables (6-point Likert scale)
- Data collection
  - Two Historically Black Colleges and Universities (HBCUs) in Southeast US
  - Three weeks before the end of the course
- Inclusion criteria:
  - Enrolled in an accelerated/second-degree nursing program
  - Enrolled in a nursing course with a clinical/practicum
- Statistical Analysis
  - Independent sample t-test, Spearman’s Correlation, Descriptive Reduction Techniques

Results
- Study participants found environmental, academic and friend support variables all influenced accelerated nursing students’ retention.
- Transportation arrangement had the greatest influence on retention for this sample.
- Surprisingly, participants noted professional integration and socialization strategies neither supported or restricted retention.
- Socialization into the culture of nursing school should not be left to chance. With the growing incidence of incivility it is imperative that nursing programs and educators implement strategies to socialize students into the profession.
- There was no statistical significance for academic variables and differences between white participants and underrepresented minorities for perception of environmental variables.

Table 1.

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<th>Variable</th>
<th>Greatly Supportive</th>
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<th>Moderately Restrictive</th>
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<td>Environmental factors restrictiveness</td>
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<td>Academic Variables</td>
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<td>Professional integration and socialization</td>
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Note: *Each item on the SPA-R was ranked as great support or greatly restrictive of retention.

Implications
- Implement teaching-learning strategies which promote socialization and learning
  - Service learning (Food drive, Health Screenings, Community Education)
  - Required community service activity per nursing course
- Implement policies and programs which promote professional integration (i.e., workshops, conferences, membership) early in the program
  - Revise orientation program
  - Student Nurses Association, Sigma Theta Tau, International, Chi Eta Phi, Inc.
  - Social media apps communicate activities
  - Family and friends day
- Implement peer mentoring and tutoring
  - Peer-peer mentoring (Professional and Pre-professional nursing students)
  - TEAS prep sessions
- Implement retention programs for all students
  - Retention coach

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References