

Creating a Climate of Success

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Conflicts of Interest and Disclosures:

Neither the planner or presenters have any real or perceived vested interest that relate to this presentation.

Why do students need help?



- Changes in Gen Z students
- Rigor of nursing vs rigor of pre-nursing
- Difference in studying
- Difference in expectations
- Impact of course failures

Where do we begin?

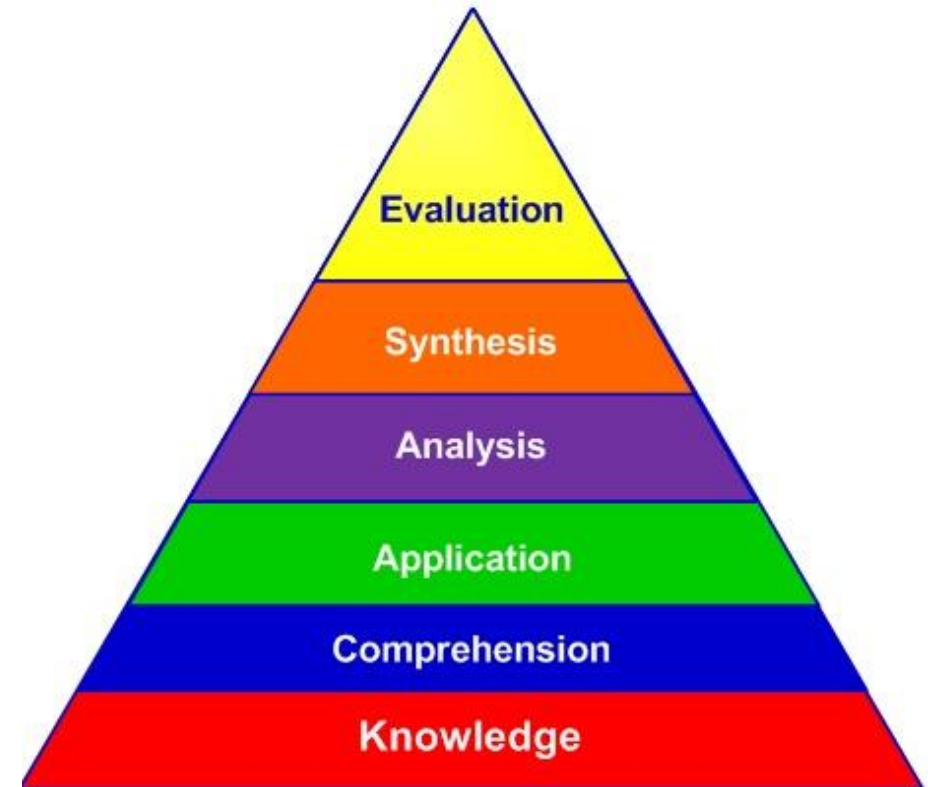
From Novice to Expert – Patricia Benner



Benner, P. (1982). From novice to expert. *American Journal of Nursing*, 82(3), 402-407.

"Pedagogical Needs and Limitations" by Vanderbilt CC-BY-NC
<https://cft.vanderbilt.edu/?s=benner>
Animation by

Blooms Taxonomy

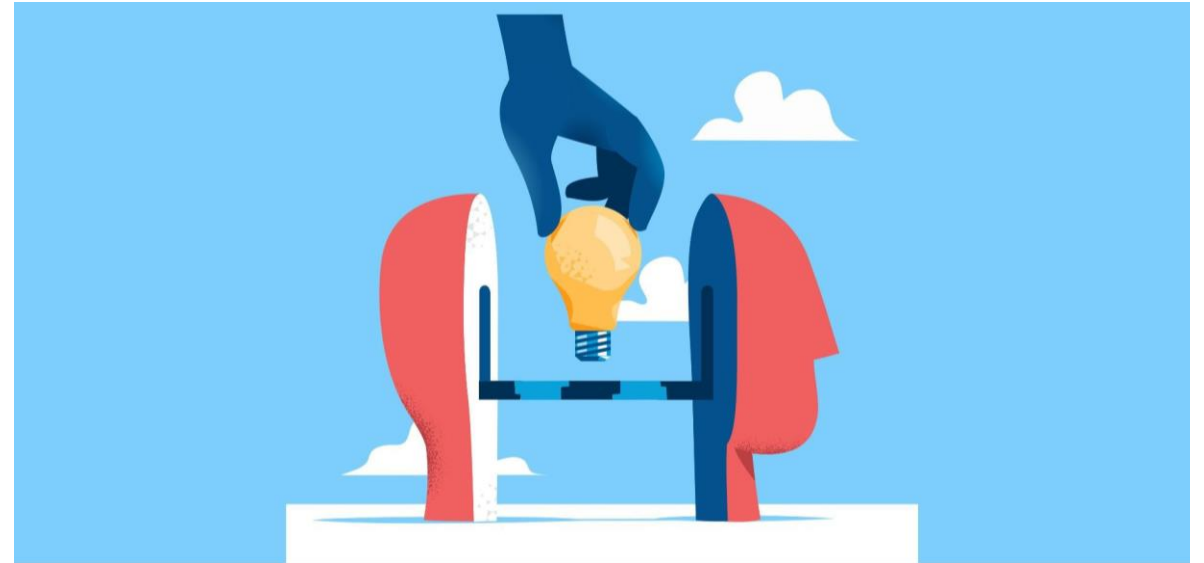


Pulling Benner's & Bloom's Together

Novice	New to the nursing program	Remember/ Understand	Recall facts and basic concepts: define, duplicate, list, memorize, repeat, state; Explain ideas or concepts: classify, describe, discuss, explain, identify, locate, recognize, report, select, translate
Beginner	Can note recurrent meaningful situational, components, but not prioritize between them	Apply	Use information in new situation: execute, implement, solve, use, demonstrate, interpret, operate, schedule sketch
Competent	Begins to understand actions in terms of long range goals	Analyze	Draw connections among ideas: differentiate, organize, relate, compare, contrast, distinguish, exam, experiment, question, test
Proficient	Perceives situations as wholes, rather than in terms of aspects	Evaluate	Justify a stand or decision, appraise, argue, defend, judge, select, support, value, critique, weight
Expert	Has intuitive grasp of the situation and zeroes in on the accurate region of the problem	Create	Produce new or original work: design, assemble, construct, conjecture, develop, formulate, investigate

Addressing Knowledge Gaps

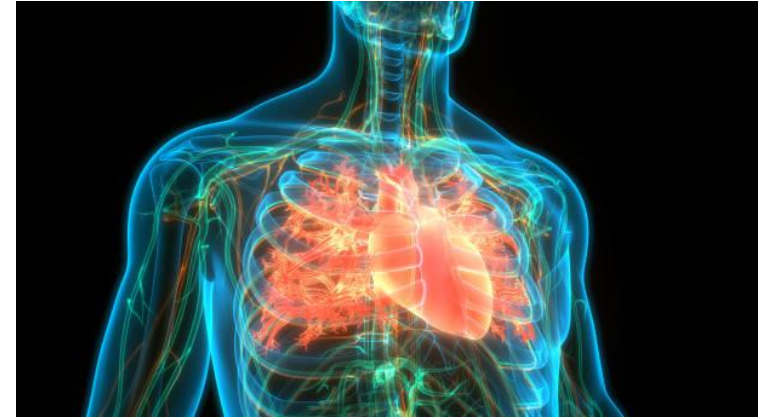
- Assess academic preparedness post-admission
 - TEAS
 - Student Success Survey
- Pre-nursing school online tutorials
- One-on-one meetings with SSC Coordinators at program onset



<https://www.marketing91.com/wp-content/uploads/2020/04/knowledge-gap.jpg>

Orientation to Nursing School

- Anatomy and Physiology Review
- Intro to Med Math for Nursing
- Basics of Medical Terminology
- Time Management



Dedicated Student Success Coordinators

- First Semester in Program
 - Resilience Strategies
 - Stress Management
 - Test Anxiety Management
 - Study Skills for Nursing
 - Test Question Analysis
 - Tutoring
 - Graduate Teaching Aids
 - Peer Tutors
 - Faculty and Student Social Support Events



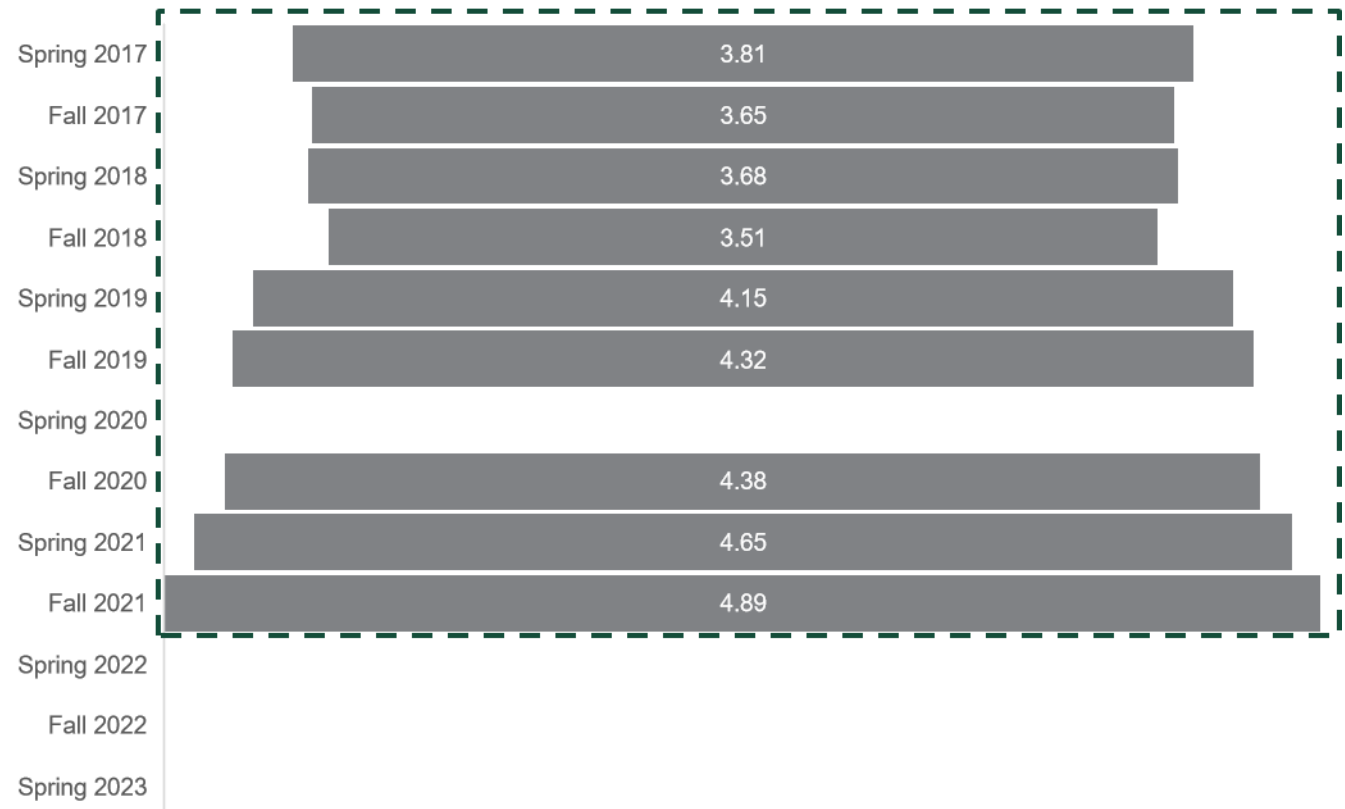
Pathway for Evaluation – Bloom's Taxonomy

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Pathophysiology

(Spring 2022):

- Using a 1-6 scale for Bloom's taxonomy, an evaluation of exams was completed.
- The average 5-year score was 4.11
 - That's more HOTS than LOTs!



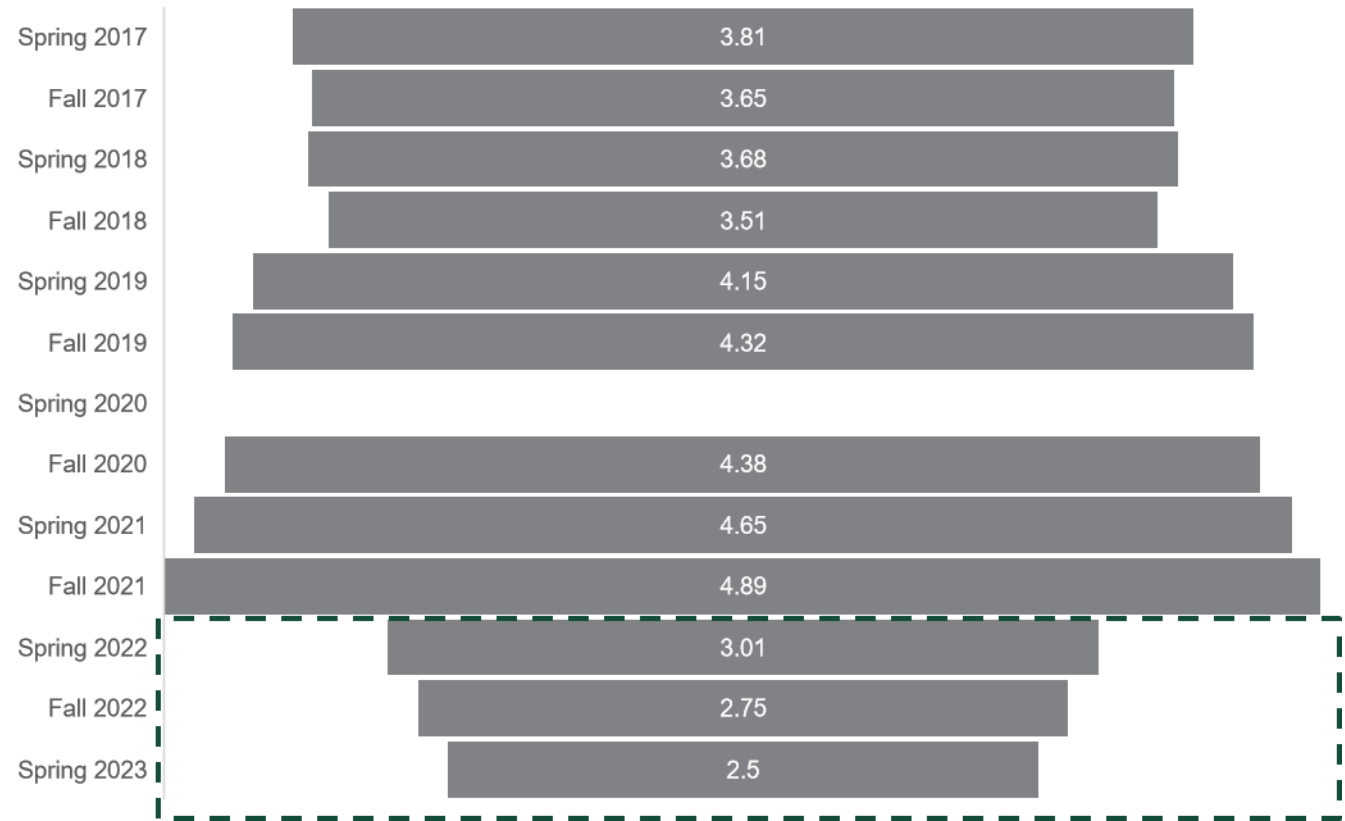
What did we change?

Recommendations

(Spring 2022):

- Based on course objectives and content, faculty determined that Bloom's Taxonomy level should be

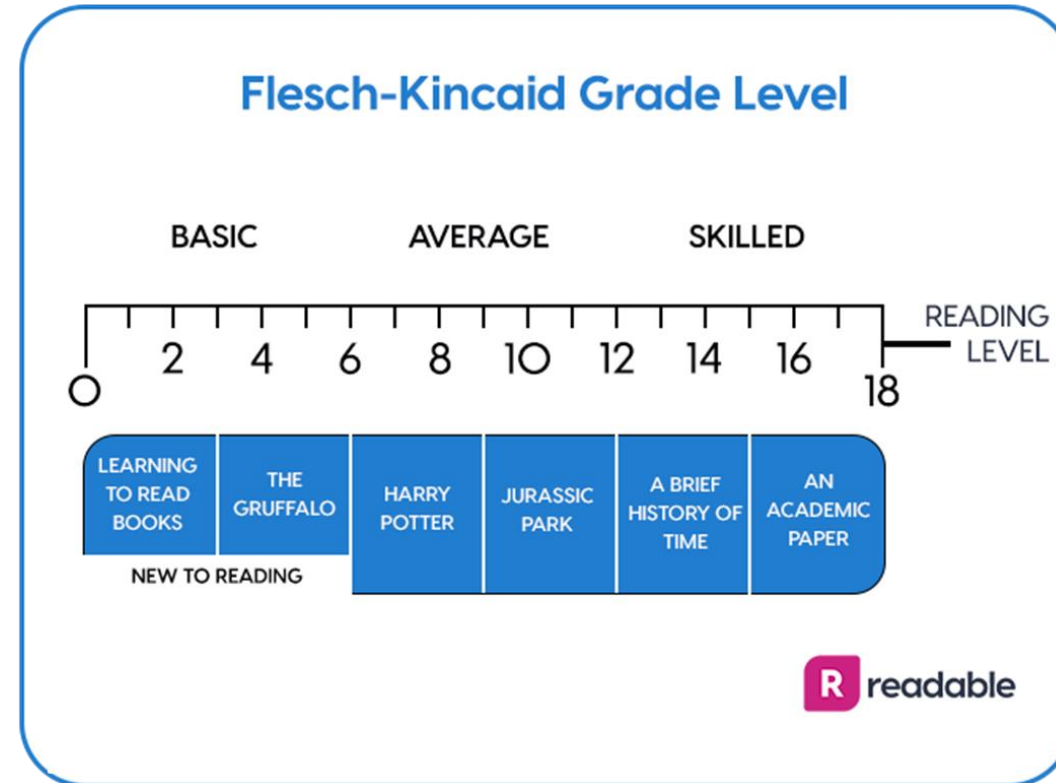
2.5 - 3.0



Pathway for Evaluation: Reading Level

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Flesch-Kincaid Readability *Definitions*



Assessing Reading Levels

Findings

(Spring 2022)

- Using Flesch-Kincaid, grade levels were determined for in-class exams.
- Readability of questions on the NCLEX-RN is 10th-grade or lower.¹
 - However, 5-year averages on in-class exams were much higher.
 - Many questions were 20th grade or higher

Footnote:

1. O'Neill, T. R. (2014). The Readability of NCLEX Examinations. *NCLEX Psychometric Technical Brief, 1*
https://www.ncsbn.org/public-files/NCLEX_Readability_Tech_Brief.pdf

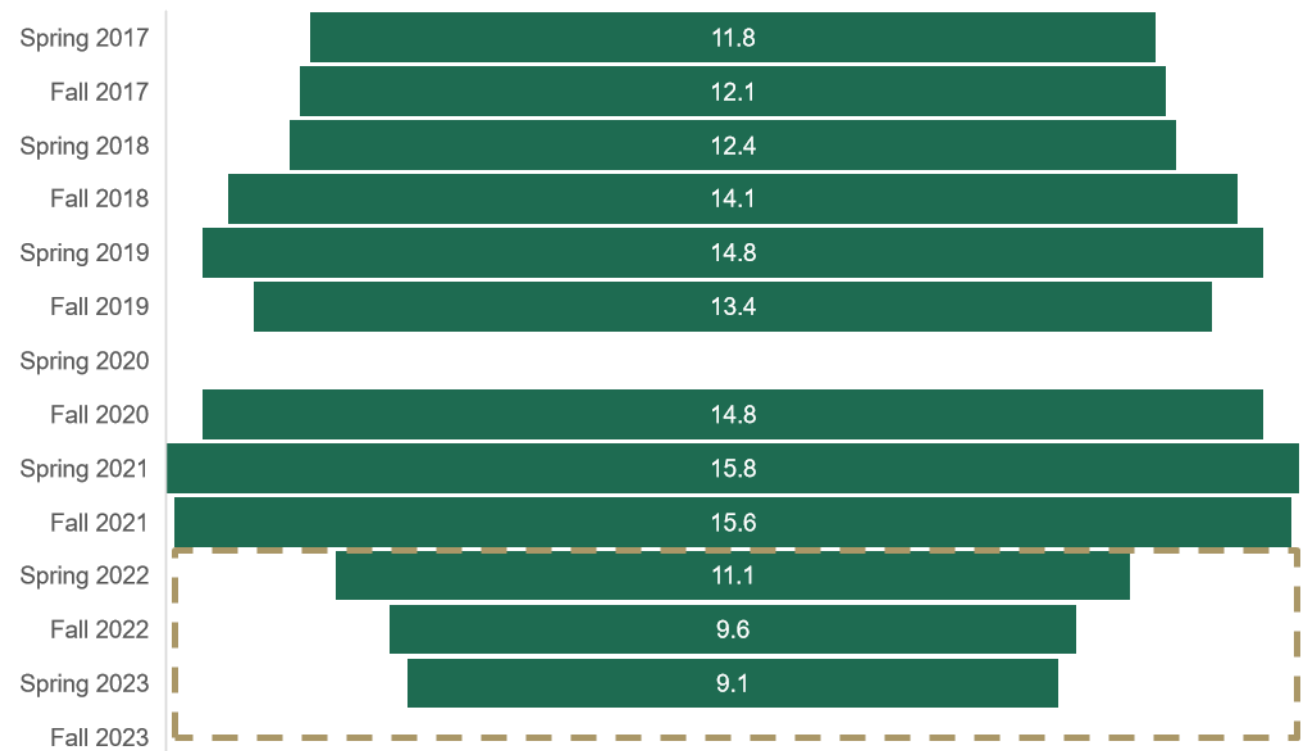
What did we change?

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Recommendations:

(Spring 2022)

- Simplify language by using shorter, less complex sentence structures.
 - Not necessarily shorter questions.
 - Not necessarily easier questions.
 - Just direct and pointed.

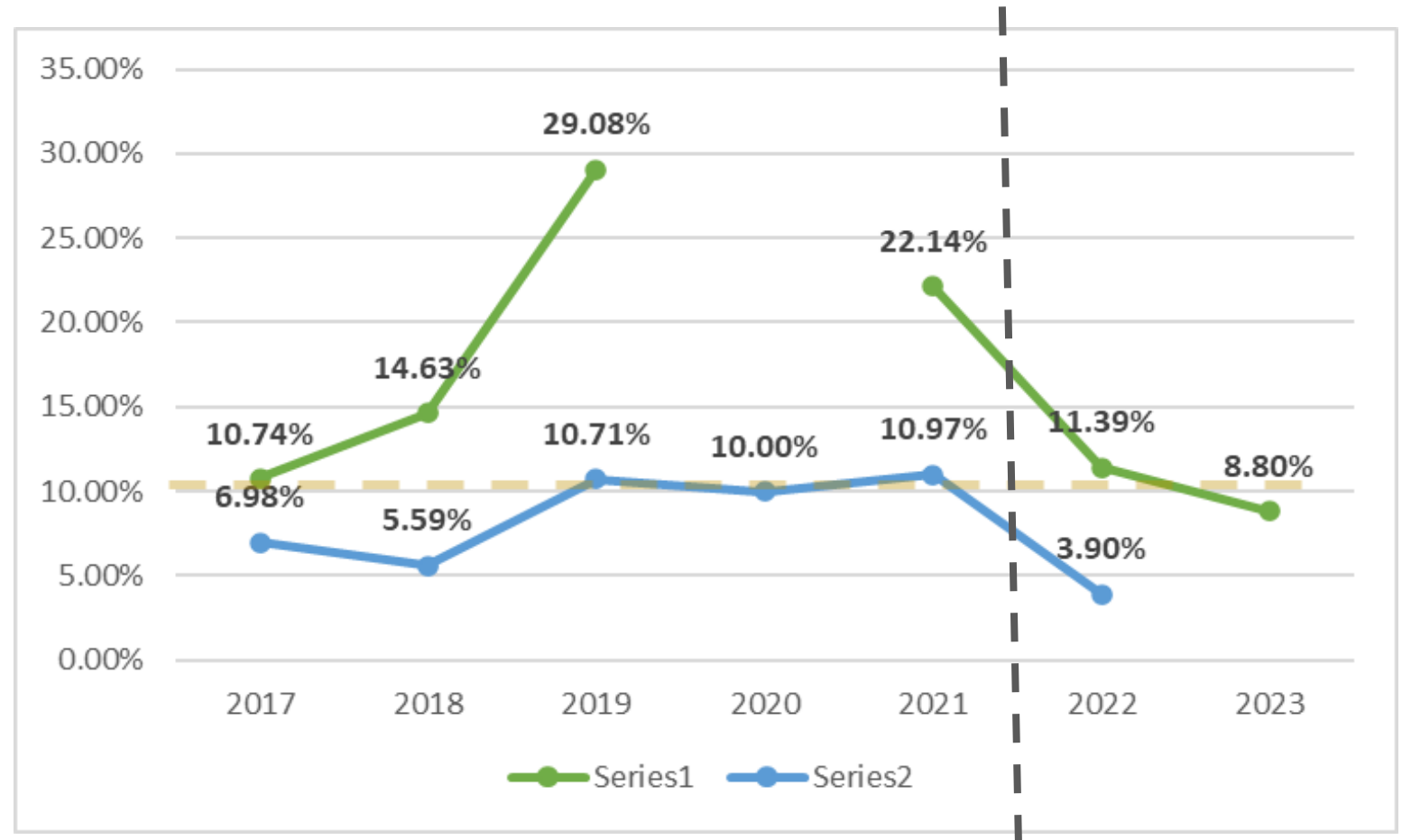


Attrition rates for Pathophysiology

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Spring Semesters			
	Enrolled	Failed	%
2017	121	13	10.74%
2018	123	18	14.63%
2019	141	41	29.08%
2020			
2021	131	29	22.14%
2022	158	18	11.39%
2023	125	11	8.80%
Spring Semesters	799	130	16.27%

Fall Semesters			
	Enrolled	Failed	%
2017	129	9	6.98%
2018	143	8	5.59%
2019	140	15	10.71%
2020	140	14	10.00%
2021	155	17	10.97%
2022	154	6	3.90%
2023			
Fall Semesters	861	69	8.01%



Reduction in Pathophysiology Attrition with SSC Support

- **Fall 21**

- 28/45 students who were “at-risk” met with SSC
- 61% passed
- 39% failed

- **Spring 22**

- 10/31 students who were “at-risk” met with SSC
- 40% passed
- 60% failed*

*Abnormally high number of program dismissals (n=9)

- **Fall 22**

- 42/42 students who were “at-risk” met with SSC
- 86% passed
- 14% failed

- **Spring 23**

- 68/70 students who were “at-risk” met with SSC
- 84% passed
- 16% failed

Reduction in Pathophysiology Attrition with SSC Support

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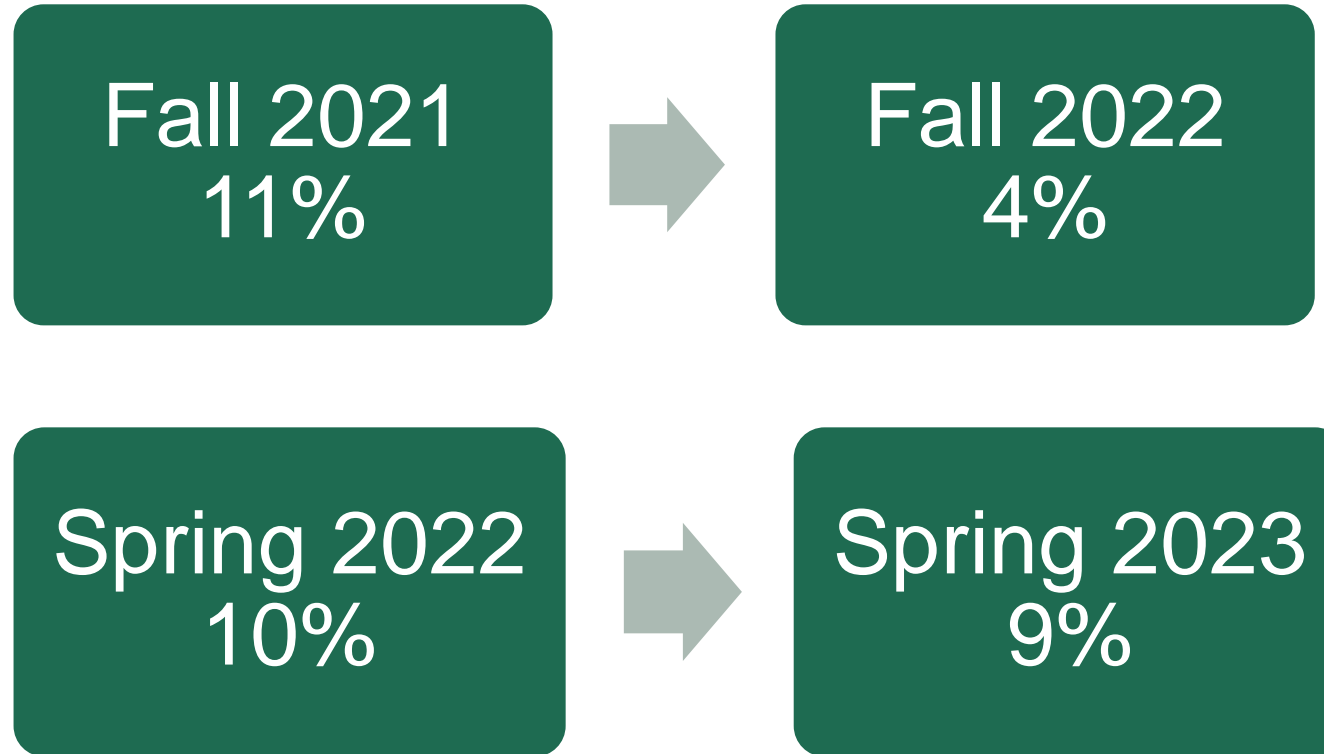
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SSC Impact

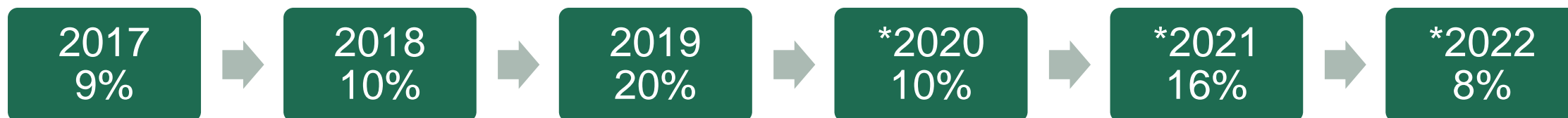
Semester to Semester Attrition



SSC Impact on Overall Attrition

- Pre-COVID
 - 2017-2019: No SSC program
- COVID Impact*
 - January 2020 through December 2022
- Post-COVID
 - August 2021: SSC Program initiated

Overall Attrition



Relationship between Student Performance and TEAS

- Students meeting SSC program criteria and scored <70% on TEAS

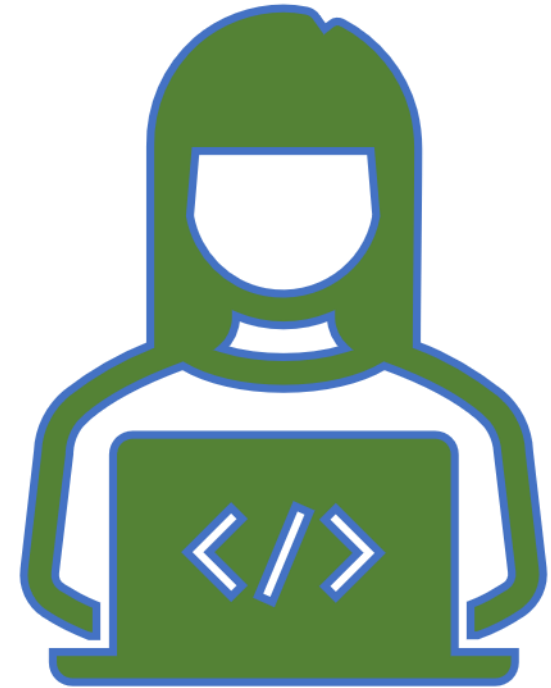
Fa22	Sp23
80% (8 of 10)	73.4% (47 of 64)

- Students who scored <70% on TEAS with one course failure

Fa22	Sp23
40% (4 of 10)	6.25% (4 of 64)

- Students who scored <70% on TEAS and were dismissed from the program with 2 or more course failures

Fa22	Sp23
10% (1 of 10)	12.5% (8 of 64)



References

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