



Utilizing the Student Narrative to Develop Hispanic Student Success Programs

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UT Health
San Antonio
School of Nursing

UT Health San Antonio School of Nursing



Vision

We make lives better by promoting health *as an act of social justice.*

Mission

We develop *diverse* nurse leaders to improve health and health care through education, research, practice, and community engagement.

UT Health San Antonio School of Nursing Demographics

Student Demographics (Fall 16)

- 548 Undergraduates
- 250 Graduates
- 62.7% Racially/Ethnically Underrepresented Population
- Hispanic Serving Institution
- Non-Traditional Students
- 20-45 Age Range
- 19.2% Male

Programs Offered:

- Traditional BSN/Accelerated BSN
- MSN
- DNP/PHD



Purpose of Qualitative Study

1. Designed to identify barriers or challenges Traditional BSN students in the UTHSCSA School of Nursing face while studying in their degree program.
2. Students were interviewed to identify perceived barriers and asked to journal to articulate strategies for others to employ, recommendations for change, and/or policies that could improve the undergraduate experience.



Research Background

- Literature review from the 2014 Student Success Center report was incorporated as the research background and conceptual framework for the study.
- Emphasis for the study was found in Astin's (1994) *Inputs – Environment – Outcomes (IEO)* model for how higher education institutions influence student experiences.

Astin's I-E-O Model

- Desirable outcomes for universities can be viewed in relation to how we change the student coupled with their engagement in the co-curricular experience.
- Astin argued that involvement in the co-curricular requires psychosocial and physical energy investments that are continuous throughout their enrollment.
- There have been numerous studies that have statistically proven there is a direct correlation between student engagement and academic success (Astin, 1984; 1994, Kuh & Pike, 2005) .

Research Questions

1. What barriers or challenges have Traditional BSN Students experienced while enrolled in the School of Nursing (SON)?
2. What do students know or do that enables them to overcome articulated barriers or challenges?
3. What changes can the SON make to eliminate, reduce, or assist students in overcoming articulated barriers or challenges?
4. What does the SON currently do that effectively helps students overcome specific barriers or challenges?

Methodology

- The research method utilized for the study was a replication of a study conducted by Gonzalez (2009) entitled *Using Data to Increase Student Success: A Focus on Diagnosis*.
- Method for data collection, analysis, and interpretation was designed by Padilla (1999, 2008).
- The study incorporated naturalistic inquiry techniques including focus group interviews, member checking, electronic journaling, and constant comparative analysis.

Sample Demographics

Cohort	<i>n</i>	Average Age	Female	Male	Racially/Ethnically Under-represented	First-Generation	Mean GPA
1st Semester	5	41	3	2	3	1	N/A
2nd Semester	4	24.5	2	2	1	1	3.625
3rd Semester	5	28.4	3	2	1	1	3.598
4th Semester	6	28.8	4	2	5	4	3.384
<i>N</i> =	20	30.675	12	8	10	7	3.536

Findings

Student Perspectives

Theme 1
Faculty Instruction
&
In-Course Decisions

Theme 2
Variation among
Clinical
Experiences

Theme 3
Perceived need for
additional
resources

Theme 4
Anxiety caused by
the nature of the
Curriculum

Theme 5
Imbalance between
Expectations &
Available Time



Theme I: Faculty Instruction/Decisions

The Student Narrative

- “I, like other classmates, hold my opinion when asked for it because when asked for “your honest opinion”, they really don’t want to hear it but rather go on the defensive and push responsibility back on us as the student.”
- “I learned my lesson by giving feedback about an issue, when asked, and suffered a “mark-down” on the next graded assignment that was handed in.”
- “You never knew the depth of knowledge expected of you so everyone studies everything they could get their hands on. That sounds good in theory but it is impossible to study all subjects to that degree so students, like myself, tended to make hard decisions as to what subject to neglect in order to devote such study time.”

Sub-Themes

- Some faculty perceived as uncivil in how they treat students
- Perceived poor teaching and/or lack of student engagement in some classes
- Need for faculty development using technology
- Lack of consistency across instructors
- Poor communication and/or feedback from instructors
- Reading materials do not always correlate with classroom instruction

Theme 2: Clinical Experiences

The Student Narrative

- “I don’t think the sim lab is fully utilized. Some clinical instructors use it better than others.”
- “The Clinical sites are inconsistent and do not all provide the same patient interaction or the ability to practice our skills.”
- “Evening clinical the night before an exam is difficult, especially when clinical is until 11 pm and especially in the 3rd semester”

Sub-Themes

- Perceived great variability in how skills are taught and the assessment of students’ mastery of skills
- Center for Simulation Innovation is not fully utilized and incorporated
- Inconsistency in clinical sites and opportunities they provide
- Last-minute schedule changes cause immense frustration
- Evening clinical the night before an exam is a challenge

Theme 3: Need for Resources

The Student Narrative

- “*Blackboard*© use varies and can cause the search for course materials to become a ‘scavenger hunt’ process.”
- “There are not enough quiet spaces in the school [to study] and the library is too far away.”
- “The scholarship selection process is a mystery. I’m not sure how to become more competitive. There are not enough scholarships and too many loans.”

Sub-Themes

- *ExamSoft*© is unreliable and needs to be improved
- *Inconsistent use of course management systems*
- The SON building needs an upgrade in desks, classrooms, and study spaces
- Need more in scholarships and financial aid so individuals do not have to work throughout program
- Cheating is still an issue – cohorts feel as though they are paying for the sins of past students

Theme 4: Curriculum and Anxiety

The Student Narrative

- “I prefer in class discussions and I don’t understand why we have flipped classes.”
- “Nursing exams are different and choosing the ‘most correct’ answer can be irritating.”
- “Course rigor doesn’t match the ATI exam rigor. Students do well in the course, but bomb the ATI exam. So what should we know? The ATI, the readings, or the content from lecture?”
- “There is too much content on too few exams. This causes a lot of test anxiety.”

Sub-Themes

- Perceived *busy-work* – 70% exam average requirement versus time-intensive assignments with little influence on final course grade
- Amount of content in 3rd semester is too demanding and conducive to learning critical information for NCLEX-RN® success
- Care Plan writing is lacking or inconsistent early in curriculum
- Too few high-stakes exams
- Course rigor and ATI rigor do not match – Perception is that students can get an ‘A’ in the course, but bomb the ATI
- Class length is too long to effectively learn material
- Missed exam questions are not utilized as teachable moments

Theme 5: Expectations vs. Time

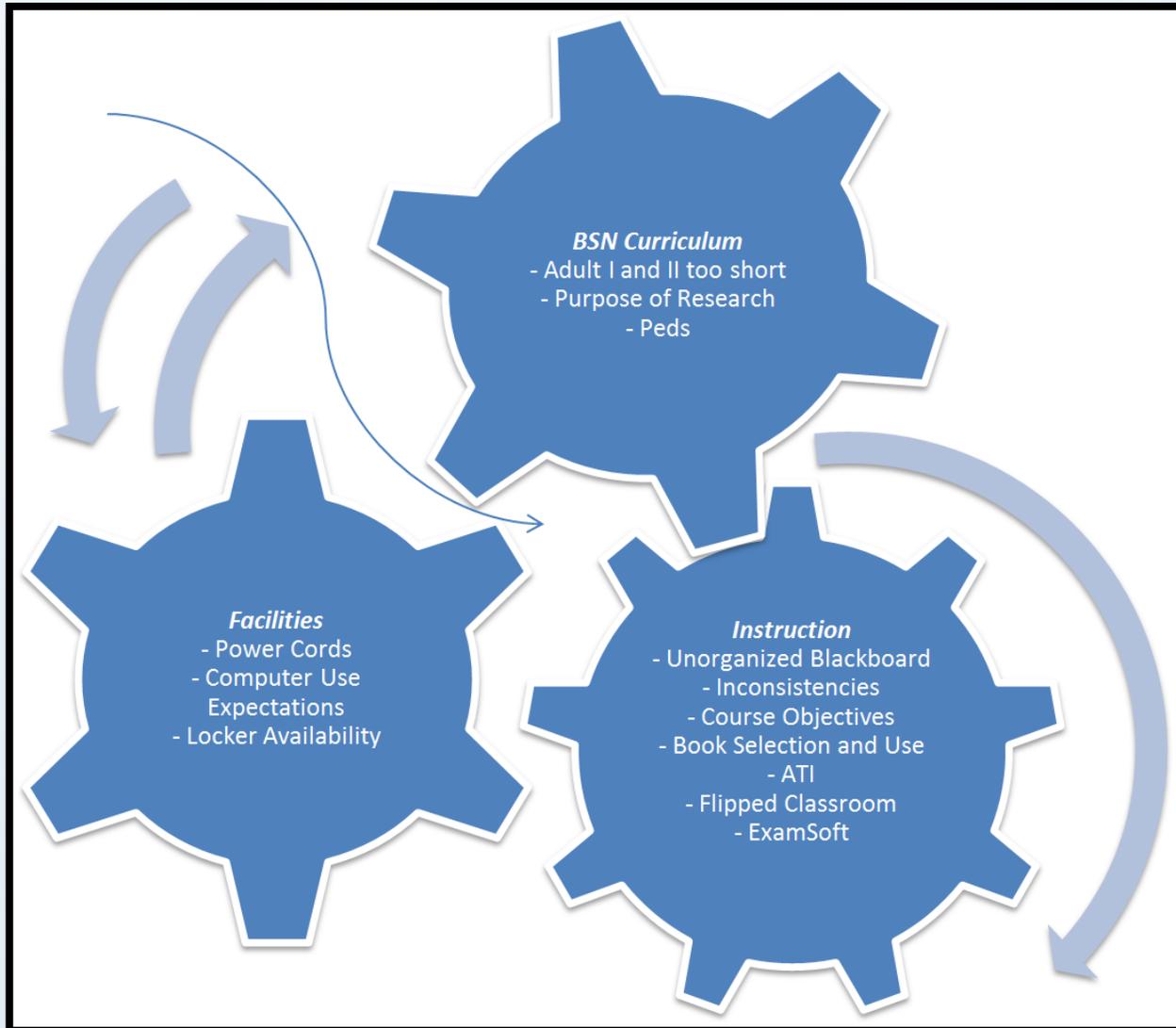
The Student Narrative

- “Personal illness can be extremely difficult on chances of completing the program.”
- “Healthy lifestyles are sacrificed because of the stress and time commitments. Overall, stress is just unhealthy.”
- “Having a family causes me to sacrifice my grades to make my family the top priority.”
- “Its just too difficult between family and expectations of being a nursing student.”
- *It can take up to 16 hours per week to read all assigned materials for just one class.”*

Sub-Themes

- Not enough time to use ATI if it is not incorporated into the class
- Personal setbacks like illness or family emergencies can be devastating
- Transportation – Class start times at 8 AM (during rush hour) and getting to clinical sites
- Condensed nature of program causes students to sacrifice healthy lifestyles – no time to exercise, spend time with family, or engage in stress-relieving activities
- Too much assigned reading

Student Experience Before Interventions



- Too much content delivered in too short of a time.
- *ATI* expected to be addressed without faculty support.
- Students are required to purchase laptops, but some faculty did not allow their use in class.

Narrowly-Tailored Interventions



Interventions for Faculty Instruction and Decisions



Faculty Development: Provide one or more faculty development workshops for undergraduate instructors in the SON by hosting nationally recognized scholars in the areas of curriculum and instruction to address concerns

- ❖ PD activities that are delivered have a focus on the unique needs of Latino, first-generation learners and increasing engagement for these populations.

Faculty Mentorship through Undergraduate Research: Increase participation in undergraduate research in the SON through the SUNRISE program

- ❖ Through participation in the UG research program, faculty have improved perceptions on the importance of mentorship in nursing

Interventions for Clinical Experiences



Clinical Coordinator Meetings: The faculty leaders in the curriculum now meet monthly with the Associate Dean for Undergraduate Programs to discuss course calendars and teaching strategies. Both topics allow for students to receive improved instruction and do not have overlapping course calendars that make students compete for attention (e.g., exams on the same day or in the same week, projects due the same week as a major exam, etc.).

Utilization of Center for Simulation Innovation: Over the past year, the faculty in the School of Nursing have created a new committee in the faculty governance structure of the School. The Simulation Advisory Committee provides recommendations to the curriculum committees in the School to ensure simulation plays a larger role in the preparation of our students and the CSI is utilized to its fullest extent.

Interventions for Lack of Resources



SON Building Renovations: The School of Nursing received a \$85 Million Tuition Revenue Bond to modernize its building – the first renovations since the building was opened in the early 1970s. Modernization includes new study spaces, enhanced power availability in classrooms for laptops, and updated instructional technology resources.

Educational Development Specialist: Provided support of technology in the classroom for faculty

- LMS – Canvas
- Early Alert System - Starfish

Financial Literacy Workshops: Offer workshops focusing on scholarships, financial aid, budget management, and loan repayment.

Interventions for Curriculum Rigor and Anxiety



ATI (NCLEX prep) Integration in Class: NCLEX-RN prep exam has been integrated in courses and is a graded assessment up to 15% of final grade.

Academic Coaching: Addition of professional coaches to deliver workshops and individual sessions to address time management, testing and study strategies, test anxiety, reading comprehension, critical thinking, and clinical deduction.

Peer Mentoring: 1st semester nursing students are assigned a peer mentor to educate them on campus resources, academics transitions, and co-curricular activities.

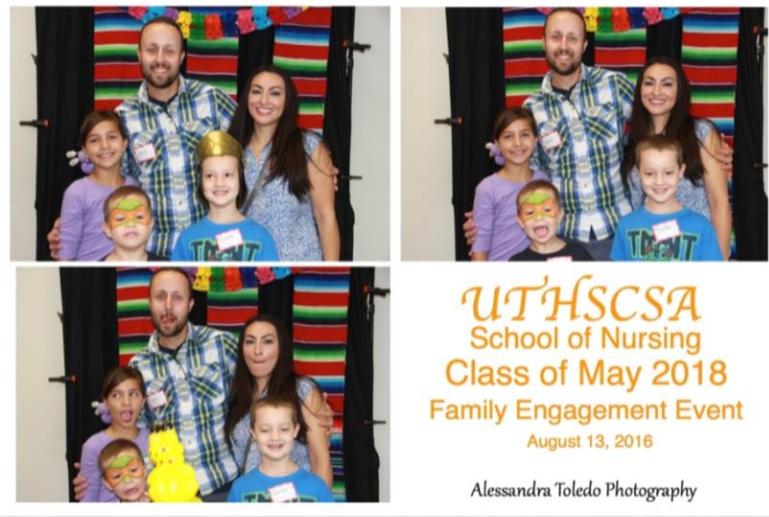
Supplemental Instruction & Tutoring: Offer SI study sessions and personal tutoring on a weekly basis for undergraduate courses such as Pathophysiology, Pharmacology, Disease Management, and more. A proactive approach to support all learners.

Expectations vs. Time

Time and Volume Management Workshops: Addresses biggest challenges time management and volume of content through scheduling and organization of notes and readings.

Family Engagement Fiesta: To address the high importance of the family unit among LatinX students, this event invites students and family to learn more about program expectations, scheduling, and importance of having a support network.

New Student Orientation: Revamped NSO programming to include peer mentor interactions, program rigor with high support through student success programs, faculty interaction, and campus resources.



Today's Student Narratives

- “The academic coach was extremely helpful in assisting me in creating a schedule, which in return helped reduce my test anxiety because now I feel more prepared for an exam.”
- “I dramatically improved in my time management. I now keep track of how many hours I need to study. I now distribute my study hours, rather than cramming everything the day before an exam.”
- “The SI Leaders are amazing! They were able to break down material so it is easier to understand. They are always so happy to help and they are open to any questions that relate to the material without making students feel silly for asking.”
- “Each of the SI leaders played an important role in my success in pharm [Pharmacology]. Each of them brought a different way to think about the information. Each of the sessions covered pertinent information in a well-organized fashion.”
- “Having multiple ATI sessions was really helpful. Maybe having some earlier in the semester could be helpful.”



Today's Student Narratives

- “I would not have passed ATI or earned an A in the class without the help of the SI Leaders. This is vital for the success of nursing students.”
- “I definitely learned a lot in just that short amount of time. Their sessions gave a lot of direction and pointed out important topics that I may have overlooked had I not gone.”
- “Eventually [SI was helpful] it was, but I didn't know what to do with that information I was getting from the SIs until I went to Dr. Meling's workshops that she did on, “Hey, this is how to study for nursing school,” basically. That really helped me.”
- [Establishing a relationship with the Success Center staff was really helpful] “So to me that's more important to just find a real person that I can relate to that actually is not in the faculty here at school as opposed to them against us. He (Associate Dean) was a good sounding board. He was approachable, and he let us as students know that. And he proved it on several occasions when I came to him and kind of laid something on his doorstep. He took interest, stopped what he was doing and showed concern and got results for it. And that was impressive.”



Highlighted Outcomes

- NCLEX-RN first-time pass rates have improved from **79.49%** when the Center first opened, to 89.38% in year one of the Title V grant. For graduates of our program from the past year, we have been informed that the current pass rate is **98%** - only 5 students of the 280+ graduates were unsuccessful on the first attempt.
- Undergraduate research boosted student self-efficacy as a scientist.
- **100%** of our 1st semester nursing students were matched with a peer mentor.
- The Center provided **3 Financial Literacy** Workshops to all new student cohorts totaling **360 students** where financial aid, scholarship processes, and financial goal-setting were discussed.
- The attendance rate to SI sessions exceeded our 5-year project objective: fall 2015 = **72.6%**; spring 2016 = **66%**; summer 2016 = **84.9%**. Notably, the success of those students attending SI sessions increased and showed to have fewer D and F grades and fewer withdrawals from the course. **FA15: DFWw/ SI – 0.2% vs. w/o SI – 2.2%** and **SP16: DFW w/ SI – 2.5% vs. w/o SI – 4.3%**.

Table 1. Pre-post survey results on outcome measures of SUNRISE

Subscales	Pre	Post	Δ
Scientific Aspiration	4.5 ± 1.18	4.9 ± 1.74	0.09
Self Efficacy as a Scientist*	4.4 ± 0.27	4.6 ± 0.17	0.05
Interprofessional Relationships	4.0 ± 1.22	3.9 ± 0.75	-0.03
Research Skills-Communication	3.5 ± 0.44	3.5 ± 0.23	0.00
Research Skills-Data	4.3 ± 0.35	3.7 ± 1.0	-0.14
Research Skills-Lab	3.9 ± 0.25	4.0 ± 0.71	0.03
Research Skills-Literature	3.9 ± 0.48	4.1 ± 0.48	0.05
Research Skills-Methods	4.1 ± 0.30	4.2 ± 0.28	0.02

*Significant at p=0.05

Discussion & Questions

