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Effect of a Student Success Program on the Academic Success of First Semester Junior BSN Students

Ann Hardison Black

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Effect of a Student Success Program on the
Academic Success of First Semester Junior BSN Students

By

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A DNP project submitted to the faculty of
Gardner-Webb University Hunt School of Nursing
in partial fulfillment of the requirements for the degree of
Doctorate of Nursing Practice

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Abstract

Problem: The expectation of the current nurse workforce is to deliver safe quality care while meeting the demands of an ever-changing healthcare system. More nurses are needed to combat the ongoing nursing shortage, as Baby Boomers reach retirement and the need for health care continues to rise. The healthcare industry has a vested interest in schools of nursing graduation rates as they impact the needed supply of nurses to fill vacant positions. Multiple variables collectively influence student success in a nursing program. Many students do not realize the rigor of a nursing curriculum until they are in the midst of it. Attrition rates, at all degree levels, are high across the United States. It is imperative that nursing programs take a proactive approach and utilize best practices to assist qualified students to succeed academically.

Purpose: The purpose of the project was to determine if first semester nursing students who participate in a student success program would have a higher percentage of academic success than those students who did not participate.

Background: Schools of Nursing are under pressure to increase their number of graduates to meet the nursing workforce demand. The Institute of Medicine (IOM) states that an increase in Baccalaureate of Science in Nursing (BSN) prepared nurses is imperative to provide the care needed in a complex healthcare system and has set a goal of increasing the percentage of currently employed nurses with a BSN to 80% by 2020 (IOM, 2011). Schools of nursing need to provide essential measures to assist in student success, decrease attrition, and enable students to graduate from nursing programs so they can pursue becoming a Registered Nurse (RN) in order to join the nursing workforce.

Project Implementation: The goal for this DNP project was to decrease the attrition rate of first semester students in a BSN program by utilizing a collaborative student success program and identifying students at risk for failure early in their nursing education journey.

Outcome: This project resulted in the development of a student success program that provided each student entering a Bachelor of Science in Nursing (BSN) program with strategies to promote academic success through the first semester of their nursing education. Following assessment and analysis of multiple variables that could affect academic success, all students had the opportunity to collaborate with faculty and Academic Advising staff and develop an individualized plan with supportive interventions. The goal of a required, proactive approach was to identify students at risk for failure early in their nursing education and provide assistance in order to decrease attrition. The attrition rate at the end of the first semester following the student success program implementation was 22.2%, less than the 38.8% attrition rate from the previous fall without a student success program in place. The SNAP program will be sustained, with continued monitoring and evaluation of each student's plan throughout the BSN curriculum.

Keywords: attrition, retention, academic success, nursing student, nursing education, student nurse success plan

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One's mind, once stretched by a new idea, never regains its original dimensions.

– *Oliver Wendell Holmes*

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Introduction

The Institute of Medicine (IOM) recommends a more highly educated workforce to be prepared to manage the major changes in the United States health care system and has set a goal of increasing the percentage of currently employed nurses with a Baccalaureate of Science in Nursing (BSN) to 80% by 2020 (IOM, 2011). In order to meet this goal, BSN programs are under a great deal of pressure to increase their number of graduates. It is imperative for schools of nursing to provide the necessary measures to assist students in early academic achievement and facilitate retention, as the first step to becoming a Registered Nurse (RN) is to graduate from a nursing program (Newton, Smith, Moore, & Magnan, 2007).

Attrition is reflected by a student's departure from a nursing program without successful completion of the program. The high rate of attrition in schools of nursing is of grave concern and lingers around 50% nationwide (Harris, Rosenberg, & O'Rourke, 2014; Newton & Moore, 2009). The United States is predicted to have a nursing shortage by 2025 that is twice as large as the deficit in the middle 1960s when Medicare and Medicaid were introduced (Buerhaus, Staiger, & Auerbach, 2009).

According to Rogers (2010) the facilitation of student success from admission to program completion to licensure is the approach nursing programs must utilize for preparing more nurses to meet the nursing shortage and demanding health care environment. Increasing enrollment alone will not offset the shortage, if students are unable to complete the program and obtain licensure. The Accreditation Commission for Education in Nursing (ACEN) (2017) Standard Six holds nursing programs accountable

for ongoing assessment of the extent to which students complete the nursing program and annual licensure examination pass rate of 80% for all first-time test takers (2017).

SECTION I

Problem Recognition and Significance

Multiple variables collectively influence the reasons that students leave nursing school. According to Harding, “Attrition rates support the fact that the academic demands are rigorous” (2012, p. 27). Many students, both traditional and nontraditional, are academically unprepared when starting nursing school. Harding (2012) found students often come from disadvantaged backgrounds with poor test-taking skills and a lack of understanding of nursing school rigor, making it difficult for learning what is needed to graduate as safe practitioners. Minority students face barriers of poor academic preparation, ineffective study skills, inadequate financial support, and poor English language skills that may contribute to attrition from nursing programs (Igbo et al., 2011).

The admission of academically unprepared students into nursing programs has been identified as one of the primary reasons for high attrition rates in nursing programs (Newton et al., 2007). Academic difficulties are often encountered in BSN students who minimally meet stringent admission criteria, once they are enrolled in nursing programs according to Newton et al. (2007). Newton (2008) found strong predictors of attrition for nursing at community colleges included reading and math deficits. Lack of integration into the social and intellectual life of the university, along with more rigorous academic expectations have been linked to student attrition in BSN students who transfer into a nursing program after starting their post-secondary education at a community college (Newton, 2008).

Jeffreys (2015) challenged nurse educators that obstinate trends in student persistence and retention demands priority attention and action. The concern is

complicated by multiple factors which contribute to the need for extremely skilled nurses to enter the workforce. Harris et al. (2014) described the need for more competent and diverse nursing graduates due to the passage of the Affordable Care Act and the increase in a diverse and aging population.

SECTION II

Problem Literature Review

The literature review was conducted in order to examine evidence that described attrition in nursing programs and academic success in nursing students. The databases included (Cumulative Index to Nursing and Allied Health Literature); MEDLINE (Medical Literature On-line); and PsycINFO (Psychology Information). ProQuest Central was also used for a diversified mix of subject areas. Keywords included attrition, retention, academic success, nursing student, nursing education, BSN programs, and first year college student.

Attrition in College Students

Approximately half of all first-year college students do not persist to the second year at the institution in which they initially enrolled according to Pascarella and Terenzini (2005). Most studies report only 72% to 79% of first year students enrolled at four year institutions persist into the second year (Pascarella & Terranzini, 2005).

There are several models that exist to explain student retention. Tinto's Student Integration Model (1993) is the most widely discussed model of student departure in higher education and seeks to explain the reasons students choose to stay or leave an institution. The combination of students' pre-entry characteristics, such as academic ability and student demographics; personal goals; and their experiences upon enrolling are considered predictors of college student attrition (Tinto, 1993). Tinto (1993) emphasized student integration into the college's academic and social systems as critical in the development of student persistence.

Bean's Student Attrition Model (1985) suggested external variables impacted internal variables, influencing a student's decision to stay in school. External variables include those related to academics, consisting of pre-matriculation academic performance and academic integration. Other external variables are considered social-psychological, including student goals, usefulness of education, social life, faculty contact, and alienation. The last category of factors are environmental variables such as finances, opportunity to transfer, and outside friends (Bean, 1985). The best predictor of college grades was found to be pre-matriculation academic performance (Bean, 1985).

According to Astin (1991) input, output, and environmental data must all be assessed in order to accurately assess student outcomes. These models are based on research regarding student retention in university settings and do not include the traditional community college student who possesses different characteristics (Fike & Fike, 2008). Community colleges are more likely to enroll older adults, as well as students from minority backgrounds who are more likely to enroll part-time and be from low-income families. Community college students tend to be more underprepared than university students and encouraged to enroll in remedial courses with an open-door policy (Fike & Fike, 2008).

The results of a study at a small, private, selective liberal arts college were found to support the approach of integrating Tinto's (1993) theory of student departure as a way to understand the reasons students choose to stay or leave an institution (Gansemer-Topf, Zhang, Beatty, & Paja, 2014). Following departure from college, students were interviewed in an attempt to better understand the impact of the college experiences contributing to their departure. The emerging themes influencing attrition included

struggling with college transition, social integration, and realistic expectations of academic rigor.

Attrition in Nursing Schools

Nursing programs lose some students after realizing they made a wrong career choice (Urwin et al., 2010). Students report a poor understanding of the intimate contact required with other individuals and the reality of nursing care. When attrition in a nursing program occurs for the reason a student has gained a better understanding of the profession and no longer desires to pursue nursing, the student should be advised to change their major (Urwin et al., 2010).

Gibbons (2010) suggested that sources of stress, both distress and eustress, are major predictors of student well-being. Faculty in higher education must attempt to understand the implications stress has on student learning and attrition. This is most important for nursing students, as their performance has a direct bearing on fitness to practice and patient safety (Gibbons, 2010).

Jeffreys' Nursing Universal Retention and Success (NURS) model is a globally applicable organizing framework used to examine the multidimensional factors that affect nursing student retention and success (Jeffreys, 2015). The model specifically focuses on retention, with the emphasis on why students stay versus why students leave. Although other models emphasize academic integration and socialization for college student retention and success, the NURS model includes integration and socialization within the nursing profession, as well as the educational environment (Jeffreys, 2015). According to Jeffreys (2015), professional integration factors have the highest power of enhancing

outcomes aimed at discovering and achieving one's potential. There is an increased risk of attrition and a limit of potential when there is a lack of professional integration.

Attrition in ADN Programs

A significant correlation was found between high self-esteem and lower rates of student attrition in the first semester of an associate degree nursing (ADN) program (Peterson-Graziose, Bryer, & Nikolaidou, 2013). While self-efficiency and life stressors did not seem to have a major effect on student attrition in this study, the researchers concluded that students with high self-esteem may be more persistent and possess greater aspirations when the possibility of failure is encountered.

Rogers (2010) interviewed students who graduated from an ADN program and passed the NCLEX-RN in an effort to describe factors influencing successful completion of the nursing program. The researcher categorized data into three emerging themes: student related, collaborative, and curriculum related. According to Rogers (2010) student success required motivation, support systems, disciplined study habits, critical thinking skills, prioritization of roles and responsibilities, experience in health care, and faculty involvement. The authors recommended additional studies involving students who were not successful in program completion or on the NCLEX-RN (Rogers, 2010).

Student characteristics and program characteristics influence the ability to achieve success in college coursework and complete a nursing program (Hadenfeldt, 2012). A retrospective study of at-risk students in practical nursing (PN) and ADN students identified determinants of student ability to meet the demands and rigors of the nursing program (Hadenfeldt, 2012). Program characteristics included academic and social support services, faculty instructional strategies and support, admission policies and

faculty qualifications. Student characteristics included financial resources, external support, family responsibilities, educational background, goal determination, and demographics. Hadenfeldt (2012) found traditional students were less likely to complete a program successfully than nontraditional students, prior to use of an intervention plan. Traditional students improved their performance with an intervention plan. This finding was consistent with previous studies that found nontraditional students were more likely to complete a program than traditional students (Prymachuk, Easton, & Littlewood, 2008). According to Hadenfeldt (2012) resources to enhance student success included technology tools, tutoring, and advising. Students were required to write an action plan about the changes needed to address the problem with academic work, behavior, or attendance that they were experiencing. Years with the intervention plan implemented resulted in fewer involuntary withdrawals due to academic failure (Hadenfeldt, 2012).

Attrition in BSN Programs

Attrition in nursing programs is often the result of the rigorous nature of BSN education (Robinson & Niemer, 2010). Newton & Moore (2009) stated that students admitted to BSN programs with strong scholastic and nursing aptitudes are less likely to have progression/retention issues than students admitted with weak aptitudes. A weak scholastic aptitude was found to be associated with prenursing grades less than 2.5. In this study, prenursing scholastic aptitude was predictive of first semester nursing success, which was also positively related to scheduled progression to the final semester of the nursing major, as well as NCLEX-RN readiness (Newton & Moore, 2009).

Along with the barriers faced by all college students, minority students are considered an at-risk population facing additional barriers including financial need,

ineffective study skills, and poor academic preparation that may prevent successful completion of nursing programs (Igbo et al., 2011). The goal of increasing the number of baccalaureate-prepared nurses with diverse cultural and racial backgrounds was set by the Consortium to Advance Nursing Diversity and Opportunity (CANDO) in response to Texas nursing program graduation rates of 56% in 2006. Through a collaborative effort of three schools of nursing, enrichment programs were developed to address at-risk students (Igbo et al., 2011).

Robinson & Neimer (2010) reported attrition rates of 7% to 17.3% in the first two semesters of clinical nursing and theory courses in a traditional baccalaureate program. Students who struggled to attain a low C grade were considered at risk for failing later. Difficult science core courses, heavy course loads, and the failure to understand the commitment needed for success in the nursing program are the challenges students face that impact attrition (Robinson & Niemer, 2010). Nursing students also work part-time or full-time and care for family members while coping with other personal responsibilities adding issues that may contribute to attrition (Robinson & Niemer, 2010). While personal responsibilities are common factors affecting attrition with all students, when combined with the rigor of a nursing curriculum, even more difficult challenges are created for nursing students.

Problem Summary

The literature highlights multiple factors affecting attrition rates in first year college students. Tinto (1993) suggested pre-entry characteristics, personal goals, and student experiences upon enrolling and Bean (1985) proposed external variables influence how students interact with an institution. According to Gansemer-Topf et al.

(2014) college attrition is impacted by college transition, social integration, and realistic expectations of academic rigor.

Multiple variables have been found to impact student attrition in schools of nursing, predominately in the first semester. The predominant themes emerging from the literature include the selection of potentially successful candidates, identifying at-risk students, and developing interventions to facilitate student learning and success.

SECTION III

Impact of the Problem on the Target Population

More nurses are needed to combat the ongoing nursing shortage. The American Association of Colleges of Nursing (AACN) (2014) reports the U.S. Registered Nurse workforce is projected to experience an increase shortage as Baby Boomers age and the need for health care rises. According to the U.S. Bureau of Labor Statistics (2013), the RN workforce is expected to grow 19%, an increase of 526,800, from 2012 to 2022. “An increase in the percentage of nurses with a BSN is imperative as the scope of what the public needs from nurses grows, expectations surrounding quality heighten, and the settings where nurses are needed proliferate and become more complex” (IOM, 2011, p.172). The IOM set a national goal of increasing the percentage of BSN-prepared nurses to 80% by 2020. Dr. Linda Aiken and her colleagues published a study with key findings regarding the positive impact of baccalaureate nursing education on patient outcomes. The study documents a 10% increase in the proportion of nurses holding BSN degrees is associated with a 5% decline in patient death and failure to rescue (Aiken, Clarke, Cheung, Sloane, & Silber, 2003).

The high rate of student attrition from nursing programs adds to the existing nursing shortage problem, as there are less available nurses to fill the vacant positions in health care settings (Peterson-Graziose et al., 2013). Attrition in nursing programs results in wasted time and effort by students who are unsuccessful in completing their nursing education (Prymachuk et al., 2008). Universities suffer a loss of tuition and fees, as well as future financial support when students leave prior to graduation. The increased number of successful completers in nursing programs would have a positive impact on

the communities in which nurses are employed, and also benefit higher education with a decreased economic cost (Peterson-Graziose et al., 2013). According to Schneider and Yin (2011), taxpayers spend \$240 million per year in loans and state and federal grants to ADN students who leave before their second year.

The Commission on Collegiate Nursing Education (CCNE) provides guidelines for assessment of student achievement in accredited baccalaureate and/or graduate nursing programs. Programs with completion rates less than 70% for the most recent calendar year must provide written explanation and documentation for the variance. This key element of program completion is a means of demonstrating program effectiveness, which is of high interest to institutional and program officials, and faculty as well (CCNE, 2013).

Needs Assessment

Wingate University is a small, private liberal arts university, with the main campus located in the southeastern United States. The university serves approximately 3,100 students total, including both graduate and undergraduate students. The BSN program is similar to other faith-based, liberal arts institutions, with the anticipation that the provision of this type of education will enhance the development of professional nurses practicing in a current diverse community. Wingate University prides itself in providing students the support they need to succeed with the concepts of knowledge, service, and faith embedded into the school's curriculum (Wingate, 2017).

In addition to a faith-based curriculum, Wingate University offers Gateway 101, a one-hour credit required for all new students, their first semester on campus. The class provides students with resources and tools for academic and personal success. Through

Gateway 101, students have the opportunity to build relationships with classmates, faculty, and peer mentors who are upper-class students assigned to work with each class. In order to graduate, students are also required to attend 40 hours of lyceum events, which are part of the core curriculum to help students understand the world better through cultural enrichment. Along with the 14-to-one student-to-teacher ratio, Wingate University strives to engage all students and prides itself on students getting the personal attention they deserve. (Wingate University, 2017).

The department of nursing is still relatively new, with only three graduating classes. The last two cohorts, prior to the fall of 2016, experienced high attrition rates in the first semester junior year. Students admitted in the fall of 2014 had an attrition rate of 31.5% and the fall of 2015 had an attrition rate of 38.8%. Student feedback revealed various factors contributing to the inability to maintain the grade required to ensure progression in the program. The central issues confronting learners in the first semester of the nursing curriculum were test taking strategies, overall rigor of the nursing program, and time management skills.

In addition to looking at attrition rates, there is concern for the high failure rates on the NCLEX-RN. According to statistics from the North Carolina Board of Nursing (NCBON, 2016), first time National Counsel Licensure Examination for Registered Nurses (NCLEX-RN) testing pass rates are also in jeopardy for the university. The graduating class of 2014 students achieved a 45% NCLEX-RN first-time pass rate, while 2015 graduates had a first-time pass rate of 55%. The 2016 nurse graduates reached a 100% NCLEX-RN pass rate. At Wingate, as attrition rates rose, pass rates have improved.

The concern over attrition and the first time pass rate in the nursing program at the university is genuine and needs to be addressed. After reviewing the literature, it appears that the problem is multifactorial throughout nursing programs, at all degree levels, in the United States, as well as globally. Further investigation at the university is needed in order to determine which factors have the potential to contribute to student nurse attrition.

Organizational Assessment (SWOT)

Strengths at this private, liberal arts university include having a small BSN program which has potential for increased enrollment over the next several years. Eighteen students were admitted to the program for the 2015-2016 academic year and 27 students were admitted in the 2016-2017 academic year. Small classes allow for more manageable clinical groups, with approximately six to seven students assigned to each clinical instructor. Another strength was the successful graduate health programs including Physician Assistant, Physical Therapy, and Pharmacy.

All nursing faculty have teaching experience and share a student-centered approach towards instruction. The program director has a PhD, two faculty have DNPs, and the remaining three faculty are currently enrolled in DNP programs, with one graduating in May, 2017 and two anticipating graduation in 2018. The program director is a dedicated leader working with the nursing program since its inception in 2012 and incorporates a shared governance style of decision-making. The curriculum has had multiple changes over the last few years to ensure proper alignment with the University and department mission and student outcomes, along with ACEN standards and QSEN competencies. The nursing faculty feel it is now a solid curriculum.

Weaknesses of the program included the location of labs and classrooms in an older building with limited space for growth. There is one classroom and two labs that are shared between the junior and senior class, making schedules for both groups very challenging. Even with all the possible opportunities for a growing nursing curriculum, unfortunate NCLEX-RN pass rates over two of the last three years imposes a genuine threat of program survival. Although the admission criteria requires a 3.0 GPA, the program has allowed student admission with GPAs below 3.0. Also, students with multiple repeat science and math courses required for the major have been accepted and there was no test for academic success required when the program admitted the first three cohorts.

Many opportunities exist for the nursing program, starting with a new president inaugurated in April, 2016, followed by a new Provost in August, 2016. New leadership can bring growth and vision for a stronger undergraduate health/science curriculum. University leadership supports program expansion to include RN to BSN and Master of Science in Nursing (MSN) in the future. Another valuable opportunity exists with the increase employment demands for nurses, as so many experienced nurses are nearing retirement age, along with the need for more BSN prepared nurses. Community partnerships have been formed through student involvement in local health fairs, clinical placement in acute care facilities and community agencies including refugee clinics and community free clinics.

External threats to the program include competition from several community colleges and two hospitals with ADN programs, along with two universities offering the BSN option, within a 50 mile radius of the university. The multiple education options for

students is considered a threat as schools compete for student enrollment. The numerous programs in the surrounding area also add the struggle for adequate clinical training sites. The competitive local job market for novice RNs may also be seen as a threat for graduates of the nursing program.

Overall, the internal strengths and external opportunities for the department of nursing at Wingate University far outweigh the weaknesses and threats. (See Figure 1). As a still relatively small program, faculty are able to provide students with low student/instructor clinical ratios and a more intimate classroom and lab setting. Faculty availability is a priority to assist students with advising and counseling. As the program has now had five cohorts admitted, admission criteria has become more stringent with more qualified applicants enrolled. The vision for program growth is also more realistic with new leadership sharing the idea of program expansion.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Small student program census • Low student/clinical instructor ratio • Changes in admission criteria to nursing program • Successful graduate programs for Physician Assistant, Physical Therapy, and Pharmacy • Faculty qualifications and experience 	<ul style="list-style-type: none"> • Older facility • Minimal space for growth • Below average NCLEX-RN pass rates last two of three years • Admission criteria to nursing program
Opportunities	Threats
<ul style="list-style-type: none"> • Aging nursing workforce • Enrollment increase • Addition of RN to BSN and MSN program • New leadership interested in new growth • Community partnerships 	<ul style="list-style-type: none"> • Competitive RN employment post-graduation • Adequate clinical training sites • Multiple ADN and BSN programs within 50 mile radius

Figure 1. SWOT Diagram

SECTION IV

Theoretical/Conceptual Underpinnings

Caring pedagogy is considered an evolutionary, transpersonal process between students and educators that occurs in nursing education when educators use teaching moments as caring occasions (Bevis & Watson, 1989). Wade and Kasper (2006) revealed five themes that emerged from a metasynthesis of caring within nursing education, consistent with Watson's ways of being in relationship. The themes included presenting, sharing, competence, supporting, and uplifting effects of caring and were based on reciprocal connections between faculty and students.

Jean Watson developed the Theory of Human Caring in 1979, while designing an integrated BSN curriculum at the University of Colorado (Butts & Rich, 2015). The original ten carative factors, now evolved and termed *caritas* processes, along with the caring moment, and the transpersonal caring relationship are considered key components of the theory (Watson, 2005).

The *caritas* processes are (a) formation of a humanistic-altruistic system of values; (b) instillation of faith-hope; (c) cultivation of sensitivity to one's self and to others; (d) development of a helping-trusting, human caring relationship; (e) promotion and acceptance of the expression of positive and negative feelings; (f) systematic use of a creative problem-solving, caring process; (g) promotion of transpersonal teaching-learning; (h) provision for a supportive, protective, and/or corrective mental, physical, societal, and spiritual environment; (i) assistance with gratification of human needs; and (j) allowance for existential-phenomenological-spiritual forces (Watson, 2005). The processes are an interrelated cluster of characteristics that lead to the holistic

development of human caring, although hierarchical in nature (Wade & Kasper, 2006). The caritas processes represent the core of nursing and the main components of effective nursing practice. They provide a language, structure, and order for understanding and studying nursing education and practice (Watson, 1996).

Whenever the nurse and another person come together and connect to each other in the present, a caring occasion occurs. If the caritas processes are present authentically during this moment, then a transpersonal relationship has formed (Watson, 1985).

Watson (1985) stated both the one caring and the one being cared for benefit from this encounter; as humans grow, learn, and develop through such relationships.

Jean Watson's Theory of Human Caring provides a relevant framework for this project. Caring consciousness that involves intentionality, authentic presence, and caring moments that honor subjective teaching-learning experiences, helping-trusting relationship, and healing environments correlate with the project's goals. Watson's Theory of Human Caring is significant in supporting the enrichment of faculty-student relationships and peer-to-peer relationships within the nursing program, and establishing a supportive learning environment. (See Figure 2)

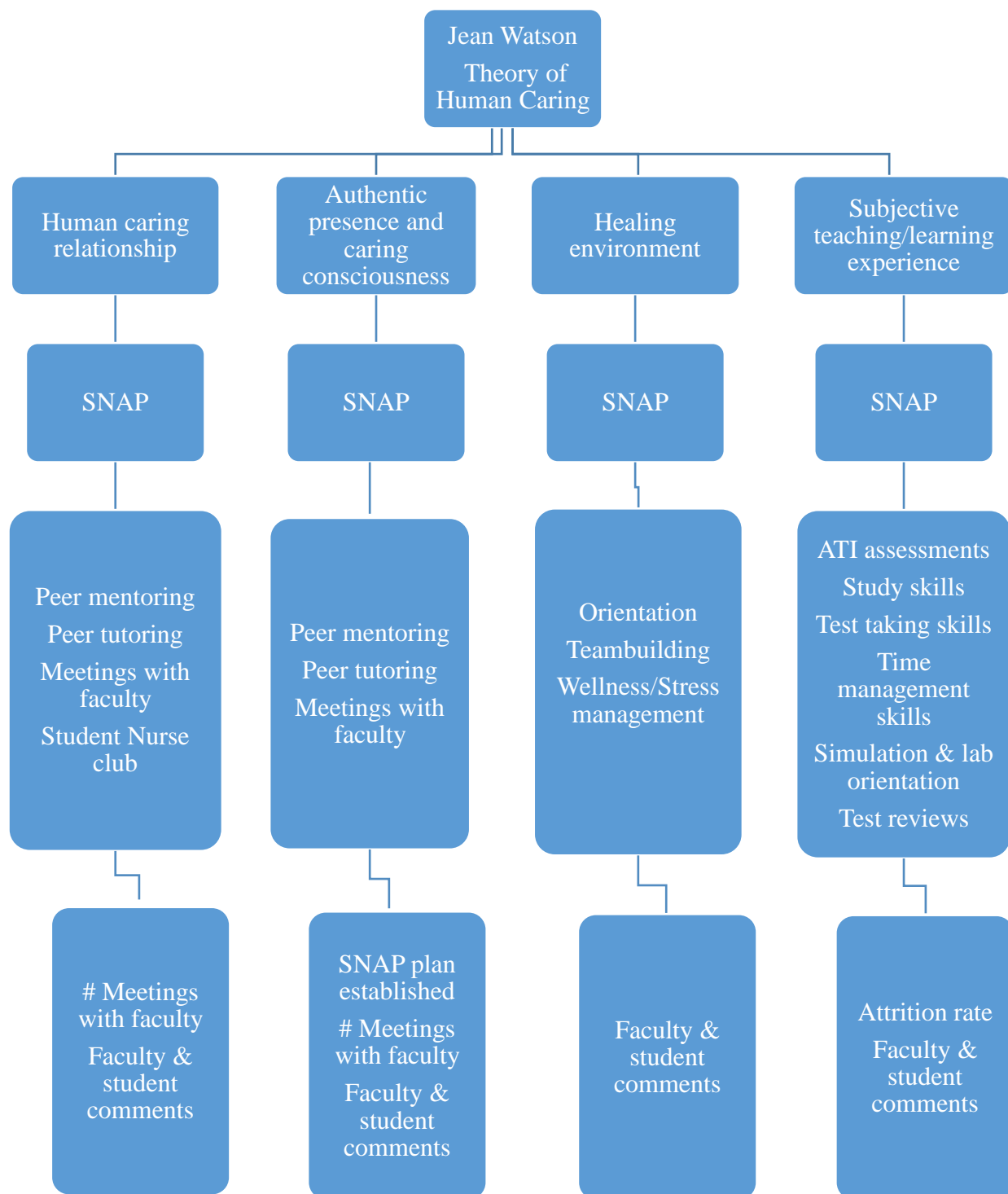


Figure 2. Conceptual-Theoretical-Empirical (CTE) Diagram

SECTION V

Implementation Literature Review

The literature review was conducted in order to search for a best practice for achieving student success in nursing education. The databases included Cumulative Index to Nursing and Allied Health Literature (CINAHL); Medical Literature On-line; (MEDLINE) and Psychology Information (PsycINFO). ProQuest Central was also used for a diversified mix of subject areas. Keywords included attrition, retention, academic success, nursing student, and nursing education.

ADN Programs

The Nursing Universal Retention and Success (NURS) model (Jeffreys, 2015) provides an A–Z list of action ideas nurse educators can implement to promote student success, based on conceptual and empirically supported strategies in the higher education and nursing literature. Although other models emphasize academic integration and socialization for college student retention and success, The NURS model includes integration and socialization within the nursing profession, as well as the educational environment (Jeffreys, 2015). The professional integration factors include nursing faculty advisement and helpfulness, encouragement by friends in class, peer mentoring and tutoring, enrichment programs, memberships in professional organizations, and professional events. According to Jeffreys (2015) this model does not focus on attrition, but focuses specifically on retention. The idea of a coordinated action plan to warrant optimal outcomes and enhance retention, can also be applied as a strategy to decrease attrition.

In order to examine the relationship of numerous factors that can influence

student success in an ADN program, Raman (2013) utilized a survey composed of questions developed by the researcher and questions adapted from multiple surveys. Faculty support, peer support, academic and math self-concept, and general self-efficacy were repeated dimensions identified for academic success among first semester, second year nursing students (Raman, 2013). Themes that emerged from a single qualitative question in the survey, asking students to describe people or events that helped them succeed in the nursing program, included the predominant theme of support. Patterns of faculty support, peer support, family support and workplace support were reported and many comments revealed nursing students had positive feelings about the sources of support (Raman, 2013).

Proactively identifying at-risk behaviors and implementation of a remediation plan were revealed in further studies to decrease attrition. A student success program (SSP) was developed as part of a three-pronged approach, along with faculty development and nursing program admission changes, based on a review of characteristics of a historically black Associate of Applied Science (AAS) nursing program and literature review (Harris et al., 2014). Strategies put into practice for student success included faculty mentorship and coaching; social and peer support; activities to improve study habits; test-taking skills, time management; communication and stress management skills; along with skill building in reading, writing, and math; peer tutoring; financial aid; self-care and various teaching strategies utilized by the nursing faculty (Harris et al., 2014). According to Harris et al. (2014) the need for social support was a predominant theme that originated among minority students in the literature review with strategies including support from families, faculty and peers; social

involvement, increased cultural awareness, minority support meetings, and mentorships with faculty and minority nurses in the community.

A successful retention program, based on Tinto's Theory of Retention, was established at St. Mary's School of Nursing in West Virginia (Ramsburg, 2007). The program started with an orientation prior to the first semester to provide students the opportunity to build relationships with peers and faculty. An inspirational message was presented by the school's director to inspire faculty and students and instill enthusiasm and pride. Students completed a math proficiency exam, ATI TEAS, a Critical Thinking Examination, and a Learning Style Inventory during the second day of the orientation. These results were used by students and faculty to discuss student success strategies. Throughout the two-year program, students would meet periodically with their assigned academic advisor to address interventions to meet their learning needs and identified nonacademic factors that posed as barriers to success (Ramsburg, 2007).

According to Ramsburg (2007) the retention program included academic support services and additional components to ensure student success. Optional pretest review sessions were held by faculty and posttest reviews were required for students who scored less than 76%. Strive for Success, a 10-week course on study tips, test-taking strategies, drug calculations, time and stress management, critical thinking strategies, and activities requiring students to learn how to think like a nurse was designed to develop expert learners. This one-credit-hour course was available to all nursing students, but required for students whose percentile rank score was 75 or below on the Critical Thinking Examination and/or 60 percentile rank score or below on the ATI Academic Achievement Exam. Students had opportunities to integrate themselves into the school social life and

faculty were available to students to discuss issues and ask questions. A 50% reduction in students leaving the program due to academic failure occurred in the first fall offering, compared to the fall before, with a total of five students leaving in the fall of 2005 compared to 10 students in the fall of 2004. The results were positive for a first time retention program, with plans to continue its implementation (Ramsburg, 2007).

A study by Rogers (2010) explored factors that contributed to student success in another ADN program. Professors experienced in working with successful students at different program levels and graduates who passed the NCLEX-RN were chosen to participate in a qualitative study to explore factors that contribute to success in program completion and on the NCLEX-RN. Through face-to-face interviews, the following emergent themes contributing to student success were identified: faculty mentoring, establishment of support systems and forming networks, learning to balance academic and social endeavors, and emphasis on student health promotion (Rogers, 2010).

The primary aim of Hadenfeldt's (2012) study was to determine if an intervention plan made a difference in student outcomes compared to years without an intervention plan in a Practical Nursing (PN) and ADN community college program. A one-page intervention plan, combining faculty support with the use of academic resources, was completed by faculty for students with academic, attendance, or behavior concerns. Recommendations included the use of an intervention plan when students were not meeting course requirements and were at risk for failure in coursework (Hadenfeldt, 2012). The majority of plans were initiated for academic reasons and did result in fewer involuntary student withdrawals (Hadenfeldt, 2012).

BSN Programs

The literature strongly supported the need to identify at-risk students and devise strategies to assist them for academic success early in the nursing curriculum. Williams (2010) discovered four major themes as key to persistence in the first two years of BSN students through recorded interviews with 10 students who had completed specific first- or second-level nursing courses. *Keeping Up* was theme one with time management skills and use of resources as important ways to handle the academic load of the nursing curricula. Theme two, *Not Giving Up*, resonated with visions of wanting to be a nurse and self-determination prominent in the students to help them continue when things got tough. Having the mindset of persistence and actually following through with the persistence represents the third theme, *Doing It*. The fourth and final theme, *Connecting* embodies the many ways students connect with others for support including family, peers, faculty, and patients (Williams, 2010). The findings from Williams (2010) revealed common experiences and practices that helped students persist, belong, and flourish during the first two years in a BSN program.

Williams (2010) suggested strategies to help faculty build student connections and assist students to be persistent. One recommended approach was for students, faculty, and staff to discuss the culture of connecting and using resources. Another recommendation was for faculty to create strategies within their individual courses to foster student-to-student connections. Faculty should also encourage students to create a career vision to help them work towards their goals and develop interventions to target challenging events. Faculty could direct students in how to get involved in student organizations, pair students from all levels in learning communities, develop written

plans to guide course selection when advising to help with time management and future scheduling, and advise students in the use of a career roadmap to help guide them on the path to persistence (Williams, 2010).

Minority students, another at-risk population, often face barriers such as financial need, ineffective study skills, and poor academic preparation that may prevent successful completion of nursing programs (Igbo et al., 2011). Academic and social support, in the form of campus enrichment programs was identified as one way to address student barriers through a collaborative effort among three nursing programs in Texas. At-risk students were identified in each of the three schools based on students' meeting one or more of the following disadvantaged status criteria: first in family to attend college, financial need according to federal guidelines, nurse entrance test (NET) scores, and incoming grade point average. The activities of the nine-month retention program focused on communication, critical thinking, professional socialization, career coaching, and study skills. Interdisciplinary strategies, identified as best practice for student success, contributed to the retention and success of BSN students. The program serviced 105 students over a three-year period, with an overall average completion rate of 76.8%, exceeding the state average of 69% (Igbo et al., 2011).

Study skills and communication are activities that can also be accentuated through a support system of mentoring. Mentors, in a peer mentorship program with practical nursing students, commented on how they provided advice on studying, role-modeled how to be more successful in the nursing program, and were available for mentees to talk about things they were not comfortable discussing with a teacher or advisor (Jacobs, Atack, Ng, Haghiri-Vijeah, & Dell'Elce, 2015). Robinson and Niemer (2010)

implemented a grant-funded Peer Mentor Tutor Program (PMTP) in a BSN program to benefit at-risk students and increase retention, mainly during the first two semesters. Throughout the year, students utilizing the intervention scored significantly higher on tests than the control group. Attrition rates did not change significantly in the first year of the PMTP, although mentees accounted for less than 1% of the attrition from nursing courses. An additional benefit of the PMTP was the opportunity for at-risk students to be supported by their peers, who may be better able to connect with fellow students, as they have already demonstrated academic success (Robinson & Niemer, 2010).

Summary of Implementation Literature Review

Student characteristics and program characteristics influence the ability to achieve success in college coursework and complete a nursing program (Hadenfeldt, 2012). Multiple variables, academic and non-academic, have been found to impact student attrition in schools of nursing, predominately in the first semester (Jacobs et al., 2015; Jeffreys, 2015; Hadenfeldt, 2012; Harris et al., 2014; Igbo et al., 2011; Raman, 2013; Ramsburg, 2007; Robinson & Niemer, 2010; Rogers, 2010; Williams, 2010). “Despite differences in educational systems, maximizing student retention and success is a prevalent, high priority goal within all nursing programs” (Jeffreys, 2007, p.406).

The predominant strategies used to decrease attrition in nursing schools include the development of specific admission criteria, identifying at-risk students, and developing interventions to facilitate student learning and success (Jacobs et al., 2015; Jeffreys, 2015; Hadenfeldt, 2012; Harris et al., 2014; Igbo et al., 2011; Raman, 2013; Ramsburg, 2007; Robinson & Niemer, 2010; Rogers, 2010; Williams, 2010). Implementation of student success programs (Harris et al., 2014; Ramsburg, 2007; Igbo

et al., 2011), student nurse orientations (Ramsburg, 2007), peer mentoring and tutoring (Harris et al., 2014; Jacobs et al., 2015; Jeffreys, 2015; Robinson & Niemer, 2010), and intervention plans (Hadenfeldt, 2012) for student success are shared strategies throughout nursing programs of all levels. Both ADN and BSN programs experience similar reasons for attrition and comparable strategies for student success.

The literature suggested the evaluation of students' test taking skills, study skills, learning styles, time management, and stressors to formulate interventions to help decrease attrition in nursing education. Attrition rates in first semester nursing students could decrease with implementation of best practice strategies for student success. Based on the study findings in the literature review, this DNP project involved the implementation of a Student Nurse Achievement Program (SNAP) for first semester junior BSN students.

SECTION VI

Project Purpose, Mission, Goals, and Objectives

Purpose

The project was undertaken to establish a student success program that provides each student entering a Bachelor of Science in Nursing (BSN) program with strategies to promote academic success through the first semester of their nursing education. After assessment and analysis of multiple variables that can affect academic success, all students will have the opportunity to collaborate with faculty and develop an individualized plan with supportive interventions. The expectation was for current students to continue in SNAP throughout the BSN curriculum and incoming junior nursing students to also have the opportunity to take part in the program. The purpose of the DNP project was to develop a student success program for first semester BSN students that will promote continued academic success and NCLEX-RN pass rates.

Program Mission Statement

The mission of the Student Nurse Achievement Program was to provide first semester student nurses with early intervention strategies to promote academic success in a BSN program.

Goals and Objectives

The objectives of the project include the following:

- Development of a collaborative student success program that identifies students at risk for failure in the first semester of their nursing program.

- The assessment and analysis of multiple factors, including academic and non-academic variables that contribute to optimal learning and academic performance.
- Implementation of strategies designed to promote success through the first semester of a BSN program.
- Decrease attrition in the first semester of a BSN program

PICOT

P – All junior level nursing students enrolled in a BSN program at Wingate University

I – Mandatory participation in a student success program

C – Students who did not participate in a student success program the previous year

O – Students enrolled in the student success program complete the first semester of nursing school successfully

T – First fall semester in a nursing program

PICOT Question

Will the students who participate in a student success program have a lower first semester attrition rate compared to those students who did not participate?

SECTION VII

Project Design

Institutional Review Board Process

This project was approved through Wingate University's Research Review Board (RRB) and the University's Institutional Review Board (IRB) in August, 2016.

Best Practice Project Implementation

The scope of the project was to decrease the attrition rate of first semester students in a BSN program. The project included the addition of a student nurse achievement program (SNAP), with minimal cost to the university. The program began one week prior to the first day of class with a required two-day orientation. Letters were mailed in May, 2016 to incoming students regarding acceptance into the nursing program and the orientation, along with other information on textbooks, clinical requirements, uniforms, etc. The letter included students would be notified closer to the orientation date regarding further information specific to the two day orientation.

Multiple activities took place during the orientation, including sessions on time management, study skills, stress management, test-taking strategies, and team building activities. Students completed the ATI Self-Assessment Inventory prior to the orientation session and the ATI proctored Critical Thinking Inventory day one of the orientation. Faculty had the opportunity to review the results in order to offer helpful strategies for student success before classes began and throughout the semester. Nursing faculty took part in the various sessions of orientation, so students had the opportunity to meet and converse with all faculty over the course of the two days. There was time devoted to a thorough review of the student nurse handbook, followed by a question and answer

session. A panel of graduates and senior nursing students provided the students with the opportunity to ask questions or voice concerns, without nursing faculty present. Nursing faculty were available at the end of day two for questions students needed to be addressed, prior to the first day of class. A Student Nurse Orientation Agenda was provided to the students on day one (Appendix A). Students completed the End of Orientation Survey prior to leaving on day two (Appendix B).

Following the two day orientation, each student was assigned to one of the three faculty members teaching NURS 310, the first medical-surgical course. Students scheduled meetings with their assigned faculty member within the first few weeks of class to initiate a Student Nurse Achievement Program (SNAP) plan (Appendix C). This plan acknowledged student understanding of course objectives and requirements, as outlined in the class syllabus, and measures to be taken when those were not being met. The plan included instructor-recommended strategies and resources identified for student success. The plan served as documentation that the initial meeting had taken place and when it may be necessary to meet with faculty to discuss difficulties in meeting the course requirements. Students and faculty met periodically throughout the semester as needed, with additional meetings scheduled to discuss exam scores less than 80%, clinical deficiencies, behavioral reasons, or attendance issues. The End of Semester Surveys were completed by students (Appendix D) following their final NURS 310 exam. SNAP Student Exit Surveys (Appendix E) were completed anonymously online by students who withdrew from NURS 310, prior to the end of the semester. Faculty completed the End of Semester Survey (Appendix F) at the end of the fall semester.

SECTION VIII

Outcomes/Metric Data

The goal of this project was to implement a Student Nurse Achievement Program (SNAP) and reduce the rate of attrition in first year BSN students compared to previous rates of attrition. Other outcomes included increased student and faculty satisfaction with the implementation of the SNAP. This was measured by analysis of End of Orientation Surveys, completed by students and the End of Semester Surveys completed by both students and faculty. A SNAP Student Exit Survey also provided data on students who withdrew from NURS 310 prior to the end of the semester. Data collection included information sessions students felt were helpful and utilization throughout the semester, student perceptions of expectations in the nursing program, self-confidence, establishment and development of relationships, and overall rating of the Student Nurse Achievement Program. Additional quantitative data was retrieved from students' SNAP plan, including ATI TEAS, ATI Critical Thinking Assessment, ATI Self-Assessment Inventory, test grades, and documented meetings with nursing faculty.

End of Orientation Survey Results – Student (N=27)

Quantitative Results

Table 1 describes student perception of the Nursing Orientation Program. Students rated the extent to which they agreed that particular sessions in the two-day Nursing Orientation Program were helpful on a 5-pt. Likert Scale. All 27 students agreed to participate in completing the surveys.

Table 1

End of Orientation Survey: Student Perceptions of Session Helpfulness

	1 Strongly Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Strongly Agree
I found the following sessions helpful:					
Student Nurse Handbook			7.4%	33.3%	59.2%
Peer Mentoring and Tutoring		3.7%	11.1%	37%	44.4%
Skills and Simulation Lab Orientation				18.5%	81%
Time Management	3.7%	11.1%	25.9%	22.2%	37%
Study Skills – learning styles, note taking		18.5%	18.5%	25.9%	37%
Exam Skills		14.8%	11.1%	33.3%	40.7%
Stress and Wellness – Surviving Nursing School	3.7%		25.9%	29.6%	40.7%
A Day in the Life of a Wingate Student Nurse	3.7%		14.8%	48.1%	33.3%
Conversation with Faculty (Q & A)			3.7%	37%	59.2%
Lunch with Peers	3.7%		7.4%	33.3%	55.5%
Hot Topics with Seniors and Graduates	3.7%		7.4%	37%	51.8%
Teambuilding	3.7%	3.7%	18.5%	48.1%	22.2%
The Orientation Program helped me:					
Establish relationships with peers			14.8%	51.8%	33.3%
Establish relationships with faculty			11.1%	44.4%	40.7%
Establish relationship with academic advisor	3.7%	3.7%	37%	48.1%	7.4%
Establish relationships with Senior Nursing Students	3.7%	7.4%	33.3%	44.4%	11.1%

All students agreed the skills and sim lab orientation was beneficial. Students liked interacting with faculty in a question and answer session (96%) and having lunch

with peers and hot topics with senior nursing students and graduates (89%). The orientation program was found to be helpful in establishing relationships with peers and faculty by 85% of the students.

Table 2 shows how the orientation program helped clarify students' expectations in the nursing program and boosted the students' self-confidence for the upcoming semester.

Table 2

End of Orientation Survey: Student Perceptions of Expectations and Self-confidence

	1 Strongly Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Strongly Agree
The Orientation Program:					
Clarified expectations of me as a student in the nursing program			3.7%	14.8%	81%
Boosted my self-confidence for the upcoming semester	3.7%	7.4%	11.1%	40.7%	37%

Overall, 96% of the students agreed the orientation program clarified expectations of students in the nursing program, and 78% of the students agreed the orientation program boosted their self-confidence for the upcoming semester. The Overall rating of the orientation program was considered good by 70.3% of the students and 25.9% of the students rated the overall program as excellent.

Qualitative Results. Table 3 presents all students' comments regarding their two favorite sessions of the orientation. Students enjoyed the skills and sim lab orientation and also learned from interactions with others during the orientation.

Table 3

*End of Orientation Survey: Student Perceptions of Two Favorite Sessions*Student Perception so Two Favorite Sessions

- Lunch with peers and sim lab orientation.
- Learned a lot from peers about how they got through and are getting through program. Cool to get to see environment sim lab will be in.
- Skills and sim lab orientation – good to see how everything works and where things are. Topics with seniors and graduates – ask questions about school from a student perspective.
- Simulation and lab orientation. Lunch with graduates.
- The skills and sim lab orientation were fun and made me excited for lab! Student nurse handbook helped me to better understand the expectations.
- I liked the lab because I like hands on stuff. I also liked meeting the teachers.
- Sim lab: I am a hands on student and am excited for clinicals. Lunch with grads: help us know what to really expect.
- Skills and sim lab orientation – it was fun to be able to see the simulations and learn about them and actually interact with them. Lunch with peers – it was nice to see the program from students pov.
- Skills lab and stimulation lab: seeing all the things we will be using. Lunch and questions with seniors and graduates – being able to ask questions about experiences and what they suggest.
- Exam skills and sim lab because I know I need better exam skills. Sim lab was fun.
- Skill and simulation lab program because it was interesting to see where a lot of hands on learning takes place. Lunch with seniors/graduates because they gave good informative advice.
- My favorite sessions were the skills and simulation orientations and study/exam skills. They were the most effective for showing me what to expect.
- Lunch with graduates and seniors – they were able to give us advice from a different point of view. Team building – I was forced to interact with people I hadn't talked to previously.
- Team building: socialization. Q & A: answer questions.

- Question and answer sessions with previous students. Orienting self to upcoming schedule and expectations.
 - Team building: I got to know my peers more. Skills/sim lab orientation: we got the chance to familiarize ourselves w/ the labs before class starts.
 - Time management – establishes ways for me to better my time management. Skills lab orientation – early access to the lab helps prepare for class.
 - I enjoyed Q & A with faculty and also lunch with the seniors and graduates. It allowed us to ask questions and express our concerns.
 - Sim lab w/ Dr. Pfaff & lunch with the graduates.
 - The simulation lab and study skills because it made me feel more comfortable and prepared for this upcoming semester.
 - Lunch w/ a senior and returning student helped get a better understanding from someone who has been there. How to survive as a Wingate nurse.
 - Having lunch with seniors and graduates. Simulation/skill lab orientation/tour.
 - Simulation – really cool. Didn't have a 2nd favorite, liked it all the same.
 - Team building b/c to interact with fellow nursing students. Going into skill labs b/c gave a feel for the environment will be for the next few years.
 - Team building, because it helped realize how much working in a team is important & how that team becomes your family. Also, orientation to sim lab was fun. It was exciting to see & feel some of the things that we will be doing.
 - The skill & simulation lve session because to made me excited to start learning & confident that the skills & sim lab will be repeated and explained. I also like the lunch with the seniors because they gave really good advice & seemed approachable to ask questions.
 - Simulation lab orientation because I was really nervous about how it worked. Lunch with the seniors was also helpful because it allowed me to get answers from a student point of view.
 - Lunch with graduates & seniors. Simulation & skill lab orientation.
-

Table 4 presents qualitative descriptions of what two techniques students learned during the orientation that they anticipate using in the upcoming semester. All student comments are included. The majority of students indicated that time management and study skills were the two techniques they learned during the orientation that they anticipated using during the upcoming semester.

Table 4

End of Orientation Survey: Student Perceptions of Two Useful Techniques

Student Perceptions of Two Useful Techniques

- Time management and note taking skills
- Study skills and time management
- Take a bath. Keep it in orange
- Time management and study & exam skills
- Time management. Smart goals.
- Teaching others. “Code Orange”
- Doing 20 NCLEX Qs per day. Exam skills
- Note taking skills. Time management.
- Exam skills and time management
- Time management. Stress management. Test taking strategies.
- I will review material before class and do practice questions daily.
- The seniors/graduates explained their study techniques, I will likely try some of these. Time management techniques.
- Proper note taking. Time management.
- The cornell note taking and reading sections/preparing before and after class.
- Read before class. Study after class.

- Establishing weekly schedules during the school
 - I need to develop good study skills and also test taking strategies.
 - Smart goals and the retention pyramid.
 - The study skills and communication with peers as a team.
 - Better preparation for class & exams. Staying 150% on top of assignments in order to succeed.
 - Time management skills, study techniques – although this is something we hit hard in HETH 200. We were given ideas that I can put into place and I really liked in.
 - Time management. Stress and skills. Study skills.
 - Time management & how to handle stress.
 - Time management methods & studying methods.
 - Time management & study skills, especially how different it will be from the past 2 years.
 - Cornell note taking technique & stress management techniques.
 - To do 20 NCLEX questions every day! To study every day.
-

Table 5 presents qualitative descriptions of recommendations students have for improving the Nursing Orientation Program. All student comments are included.

Table 5

End of Orientation Survey: Student Recommendations for Improvement

Student Recommendations for Improvement

- No comment
- Maybe put it all in one day. Try to condense study skills, test skills and time management skills b/c we went over most of that in HETH 200.
- Make it a bit shorter
- No comment
- More information on nurse club
- Less time on time management skills, already taught this in 200 class.
- It probably does not need to last until 3. It was very helpful and nice to get to know my teachers.
- Possibly a 3 day course – shorter duration during each day.
- More seniors. More interaction with other instructors. It also had a lot of information repeated over multiple times.
- None. It was truly great.
- I suggest that we more so read the information packets on strategies on our own.
- With all due respect, I personally felt as if the test taking strategies, stress-management techniques, and study skills were essentially common sense that didn't necessarily need to be covered.
- No comment.
- No comment.
- Less stress management techniques, less study tips, less time management techniques. More team building

- Possibly include the computer based training for the hospitals and clinical requirements prior to class start. Should help with the clinical setting and getting comfortable with the hospital policy and procedures.
 - I recommend making the days shorter because there was a lot of down time.
 - Maybe combine this into one day. Some of the sessions seem to be overlap.
 - Maybe go over the books and software that are needed for the semester because the multiple emails were a little confusing.
 - Maybe not drag things such as test taking skills on for so long – things that we already are well informed on.
 - More time allowed to speak with graduated nursing students and seniors; having the student perspective really helps.
 - More time w/ seniors.
 - Have more seniors come by and tell us about their experience and how they managed.
 - No changes. It was great.
 - No comment.
 - Giving more time with the seniors/graduates.
 - I would like to have done the day in the life of a Nursing Student on the first day instead of at the end.
-

When asked about recommendations for improving the Nursing Orientation Program, the most common emerging themes included more interaction with seniors and graduates, with comments such as “having the student perspective really helps” and “come by and tell us about their experience and how they managed”. Students suggested less time on study skills, test taking skills, and stress and time management. Although they commented on study skills and time management being two of the techniques they anticipated using in the upcoming semester, some of the students stated the material had

been covered in HETH 200, Introduction to Nursing Concepts, a pre-requisite to acceptance in the nursing program. Other comments on study skills and time management included they were “essentially common sense” or “read the information packets on strategies on our own”. Shorter days or “all in one day” were suggestions made by several of students related to the length of the orientation program.

End of Semester Survey Results – Student (N=22)

Quantitative Results

Table 6 presents quantitative results of information students utilized throughout the semester that they learned in the nursing orientation sessions. Using a 5-pt. Likert Scale, students rated the extent to which they agreed that they utilized information learned in particular sessions of the two-day Nursing Orientation Program.

Table 6

End of Semester Survey: Reflecting on the Two Day Nursing Orientation Program

	1 Strongly Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Strongly Agree
I utilized the following information learned in the nursing orientation session throughout the semester:					
Student Nurse Handbook	13.6%	13.6%	18.1%	36.1%	18.1%
Peer Mentoring and Tutoring	9%	9%	13.6%	27.1%	40.6%
Skills and Simulation Lab Orientation	9%	9%	9%	27.1%	45.1%
Time Management	4.5%	0	13.6%	36.1%	45.1%
Study Skills – learning styles, note taking	4.5%	0	9%	31.6%	54.1%
Exam Skills	4.5%	0	4.5%	40.6%	49.6%
Stress and Wellness – Surviving Nursing School	9%	18.1%	22.6%	27.1%	22.6%
A Day in the Life of a Wingate Student Nurse	18.1%	13.6%	13.6%	36.1%	18.1%
Conversation with Faculty (Q & A)	4.5%	0	22.6%	40.6%	31.6%
Lunch with Peers	4.5%	0	31.6%	27.1%	36.1%
Hot Topics with Seniors and Graduates	4.5%	0	31.6%	18.1%	45.1%
Teambuilding	0	4.5%	22.6%	49.6%	22.6%
Throughout the semester, I was able to develop relationships I established in the nursing orientation program with the following:					
Peers	0	0	4.5%	18.1%	76.6%
Faculty	0	9%	9%	27.1%	63.1%
academic advisor	0	9%	9%	45.1%	36.1%
senior nursing students	9%	0	9%	54.1%	27.1%

All 22 students still in the program at the end of the semester agreed to complete the End of Semester Survey; five of the original 27 students withdrew from NURS 310 prior to the end of the semester. Responses revealed 85% of the students utilized the study skills and 81% utilized time management skills learned in the nursing orientation throughout the semester, with 90% of the students confirming they used the exam skills learned throughout the semester. Application of the information from the skills and simulation lab orientation was employed throughout the semester by 72% of the students.

When evaluating relationships initiated in the orientation program, 95% of the students indicated they further developed relationships with peers and 90% further developed relationships with nursing faculty. Relationships with academic advisors and senior nursing students were considered as developing further through the semester by 81% of the students.

The Overall rating of the Student Nurse Achievement Program was considered good by 59% of the students, while 18% of the students rated the overall program as excellent, and 18% rated the program as fair. One student did not respond to the question.

Qualitative Results

Table 7 describes what students felt contributed most to their success in the nursing program. All student comments are included. Overall, tutoring and studying with others were the most frequently mentioned contributors to students' success in the nursing program. Relationships with peers and seniors were also mentioned concurrently with tutoring, study groups, and review sessions.

Table 7

*End of Semester Survey: Student Perceptions of Program Contributions to Success*Student Perceptions of Program Contributions to Success

- Test taking strategies have really helped, as well as tutoring & having a good relationship with my peers.
- Time management and feeling confident in myself.
- I think learning how to test and using different test taking strategies really helped me the most.
- I had to figure out what not to do on my own. Other people could not prepare me.
- Group studies and at home online quizzes.
- Determination and hard work are what pushed me when I felt as if I couldn't make it. Building relationships with my professors and students. Motivation and helping hand.
- Tutoring with senior students.
- Studying
- No comment
- Listening to lectures over again – got key info.
- Talking to the seniors and having tutoring available as well as review sessions.
- My relationship with senior nursing students for advice and tutoring.
- Studying to pass tests
- Getting help when needed. Tutoring. Study groups.
- Staying focused and staying positive, motivated & determined. Studying everyday & not missing an opportunity to learn & succeed.
- Working w/ peers, going to tutoring, talking with seniors, recording lectures.
- The note style w/ the outline given prior to class ensured I used it and did the reading.

- Everyone's support and effort; pushes you to reach your goals and to stay strong
 - Peer mentoring because I could always count on my mentor to answer questions that I had.
 - Studying several days before exam. Studying w/ others. Tutoring
 - Study sessions w/ seniors throughout semester
 - My peers were such a huge part of my learning & my teachers were very supportive.
-

Table 8 presents student recommendations for improving the Student Nurse Achievement Program. All student comments are included. Most of the students' comments for recommendations on improving the Student Nurse Achievement Program reflected more about the two day orientation program prior to classes starting versus the entire semester program. Less time in the orientation and less focus on the testing and learning strategies were themes that emerged again. Several comments revealed students' request for more instruction on ATI and other various computer-based programs utilized in the nursing program.

Table 8

End of Semester Survey: Student Recommendations for Program Improvement

Student Recommendations for Program Improvement

- At the time I thought it was just something else for us to do, but now I realize everything we did was beneficial.
- Do not be so long (long days, more than 1 day)
- It is a lot of info thrown at us at one time. Maybe lessen amount of orientation if possible.

- Make it one day. Focus on testing and learning strategies.
 - More on hands, maybe print power points.
 - I believe that giving a student an understanding of the life of a nursing student should be truthful and not hiding anything. It is overwhelming at first but very helpful.
 - More face time.
 - The what?
 - No comment
 - None
 - Orientation could be used to do the hospital orientations & if you explain what each online resource is used for it could decrease stress & confusion for the students.
 - Having tutoring sessions/remediation for students who make < 80 on exams.
 - None I can think of. Perhaps a review of the computer programs used.
Creation of student IDs
 - No comment
 - Allowing access to power points and more communication & organization with assignments & grades.
 - More regular meetings.
 - Orient the students to the various programs so they better understand where to upload assignments, find information, use of shadow health and ATI, orient them to the ATI requirements to avoid surprising the student.
 - None I can think of.
 - Make orientation 1 day, I felt 2 days was excessive.
 - Focus more on how to study & what. How to critically think & answer NCLEX.
 - More instruction on what is expected from ATI.
 - Resources from teachers for studying.
-

SNAP Student Exit Survey Results – Students Who Withdrew From NURS 310

(N=2)

Quantitative Results

Table 9 presents survey results collected students who were not successful in competing NURS 310. Using a 5-pt. Likert Scale, students rated the extent to which they agreed that they utilized information learned in particular sessions of the two-day Nursing Orientation Program. Two of the five students that withdrew for NURS 310, prior to the end of the semester, completed the online survey anonymously, through Survey Monkey. Responses from 50% agreed the information learned on peer mentoring and tutoring was utilized throughout the semester, and 50% agreed that the sessions on skills and simulation lab, study skills and time management were utilized, along with information learned during time spent with faculty, peers, seniors and graduates. Fifty percent of the students agreed that relationships established in the nursing orientation program were developed with peers and academics advisors and 50% of the students agreed that relationships established in the nursing orientation program were developed with faculty and senior nursing students. The overall rating of the student nurse achievement program was considered good by 50% of the students and 50% rated the program as fair.

Table 9

SNAP Student Exit Survey: Reflecting on the Two Day Nursing Orientation Program

	1 Strongly Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Strongly Agree
I utilized the following information learned in the nursing orientation session throughout the semester:					
Student Nurse Handbook	50%		50%		
Peer Mentoring and Tutoring	50%				50%
Skills and Simulation Lab Orientation			50%	50%	
Time Management			50%	50%	
Study Skills – learning styles, note taking			50%	50%	
Exam Skills	50%		50%		
Stress and Wellness – Surviving Nursing School	50%		50%		
A Day in the Life of a Wingate Student Nurse			100%		
Conversation with Faculty (Q & A)	50%			50%	
Lunch with Peers	50%			50%	
Hot Topics with Seniors and Graduates	50%			50%	
Teambuilding			100%		
Throughout the semester, I was able to develop relationships I established in the nursing orientation program with the following:					
Peers		50%			50%
Faculty			50%	50%	
academic advisor			50%		50%
senior nursing students	50%			50%	

Qualitative Results

Table 10 presents qualitative results from two students who did not successfully complete NURS 310. Students were asked to comment on what parts of the program helped the most. Students indicated coming back to campus a few days early and getting settled in was helpful. Other beneficial parts of the program mentioned were getting to know staff and senior nursing students, having a senior mentor to go to for advice or questions about class, and learning good testing and study skills.

Table 10

SNAP Student Exit Survey: Student Perceptions of Program Contributions

Student Perceptions of Program Contributions

- I think it was helpful to get to know all of the nursing staff before classes started because it made me less anxious for the first day of classes. I thought that it was helpful to discuss how different nursing school really is from general education classes, and how different study habits are more beneficial in nursing school. I also thought that getting to know the senior nursing students and having a senior mentor was helpful because we knew that we had someone who we could go to for any advice or questions about the class. I think that the best thing was that we got to come back to campus a few days early and get settled in before having to jump into the craziness of school.
 - Learning good testing skills and study skills to do well
-

Table 11 presents recommendations from two students who did not successfully complete NURS 310. Students were asked to make recommendations for improving the program. One student stated a sample lecture and how to take notes would be one way to improve SNAP. One student did not make any comments.

Table 11

SNAP Student Exit Survey: Student Recommendations for Program Improvement

Student Recommendations for Program Improvement

- I think that one way that SNAP could be improved is by giving a sample lecture that covers a little bit of course content so that students know what to expect and how to take notes for a class of this educational level and pace.
 - N/A
-

End of Semester Survey Results – Faculty (N=5)

Quantitative Results

Table 12 presents faculty perceptions of student use of skills learned in the nursing orientation session. Faculty responses revealed 80 - 100% agreement that students utilized all the information from the orientation session and 100% agreed that students developed relationships throughout the semester with peers, faculty, academic advisors, and senior nursing students. The overall rating of the Student Nurse Achievement Program was considered good by 20% of the faculty and 80% rated the program as excellent. One faculty made the comment “For the first year, I think it was exceptional. I think as it grows & improves, it will improve our program”.

Table 12

End of Semester Survey: Faculty Reflection on the Nursing Orientation Program

	1 Strongly Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Strongly Agree
Students utilized the following information learned in the nursing orientation session throughout the semester:					
Student Nurse Handbook				80%	20%
Peer Mentoring and Tutoring				40%	60%
Skills and Simulation Lab Orientation				20%	80%
Time Management				80%	20%
Study Skills – learning styles, note taking			20%	60%	20%
Exam Skills			20%	60%	20%
Stress and Wellness – Surviving Nursing School			20%	40%	40%
A Day in the Life of a Wingate Student Nurse			20%	20%	60%
Conversation with Faculty (Q & A)			20%	40%	40%
Lunch with Peers				20%	80%
Hot Topics with Seniors and Graduates				20%	80%
Teambuilding			20%		80%
Throughout the semester, students were able to develop relationships formed in the nursing orientation program with the following:					
Peers				20%	80%
Faculty				40%	60%
academic advisor				40%	60%
senior nursing students				20%	80%

Qualitative Results

Table 13 presents qualitative results of recommendations faculty have for improving the Student Nurse Achievement Program. All five faculty comments are included. Faculty comments for improving the Student Nurse Achievement Program included utilizing student suggestions to make improvements, the addition of a short lecture and quiz, and more interaction time.

Table 13

End of Semester Survey: Faculty Recommendations for Program Improvement

Faculty Recommendations for Program Improvement

- It was a great program. I have no suggestions.
 - Take student suggestions & make improvements
 - When to see your advisors – faculty member
 - Maybe give an actual 30-min lecture & then a 5-question quiz exam – show them how application/analysis is different.
 - Less class time receiving info & more interaction time.
-

Table 14 describes what faculty felt contributed the most to student success in the nursing program. All comments are included. Faculty comments regarding what they felt contributed the most to student success in the nursing program included “it gave them a jumpstart on the nursing program and skills lab” and “students who listened and followed advice given, had success”.

Table 14

End of Semester Survey: Faculty Perceptions of Contributions to Program Success.

Faculty Perceptions of Contributions to Program Success

- It gave them a jumpstart on the nursing program & skills lab.
 - Ann's hard work, faculty buy in, students wanting to succeed
 - N/A
 - Study skills – I heard students say they didn't follow them in the beginning, but when they did – their grades improved.
 - Students who listened & followed the advice given had success. Students that I repeated the same info multiple times who did not make needed changes were less successful.
-

Results Analysis Summary

Prior to the implementation of SNAP, the nursing program did not have an orientation for incoming junior nursing students or a prescribed plan for students who were experiencing difficulty in managing the rigorous coursework in the nursing curriculum. Following the nursing orientation, 96% of the students felt the orientation clarified their expectations as a student in the nursing program. Both student and faculty surveys revealed the orientation sessions on practical support, such as study skills and exam skills, were helpful to students and contributed to student success.

The nursing orientation helped 85% of the students establish relationships with peers and faculty and comments revealed sessions with peers, faculty, seniors and graduates were most helpful. End of semester student surveys revealed relationships with peers and seniors contributed most to student success in the first semester of nursing school. This was mentioned in the form of tutoring, study groups, and review sessions.

Overall, the data identified relationships with others were strongly associated as contributors to students' success in the nursing program.

SECTION IX

Project Evaluation

Interpretation of Project Outcomes

The DNP project demonstrated the positive outcomes of implementing a best practice such as an orientation program and early initiation of a student achievement plan for first semester junior nursing students, prior to classes starting in a BSN program. The SNAP was considered successful. Six students (22.2%) left the program in the fall of 2016 due to academic failure. Five students chose to withdraw prior to the end of the semester without penalty and one student was unsuccessful at the end of the fall semester. This was a reduction in attrition rate when compared to the fall of 2015 attrition rate of 38.8%. The preliminary results of the program are promising and there is anticipation of continued success over time.

Overall, both student and faculty surveys revealed how helpful the orientation program was and the benefits of multiple points of support and resources for student success. The six students who were unsuccessful in NURS 310, were successful in completing the two co-requisite nursing classes, Physical Assessment and Informatics. All six of the students had 3.0 or greater GPAs at the time of application to the nursing program. Four of the six students had TEAS results less than 70, two of those four students also had Critical Thinking scores of 60% and 65%, and one of the six students had to repeat a BIO and Pharmacology course that were both at higher levels than required by the nursing program.

Overall, students who remain in the nursing program have one or more of the same risk factors than those who left the program. It would be hard to determine what

variables may have played a role in the students who were successful versus those who were unsuccessful. The six students who left the program did establish SNAP plans and averaged 2.3 documented visits with faculty on the plan compared to the average of 1.5 visits for the students who remain in the program. All students were met with their peer mentor initially, although the number of contacts between mentor and mentee was not tracked.

As a result of SNAP, a curriculum change has evolved to include an orientation program for first semester junior BSN students, prior to classes starting in the fall, along with an established achievement plan by each student.

Limitations/Difficulties in Project Implementation

Outcomes may be limited due to the small sample size of 27 participating students in the nursing orientation. Results of the End of Semester Survey may have provided more information in the comments made by students if the survey had been administered at a different time other than immediately following the NURS 310 final exam. More details on how beneficial the SNAP program was for those who left prior to the end of the semester, might be revealed if those surveys had been given at the time of withdrawal from the course while the information was fresh in the students' mind. Accurate documentation of student meetings with faculty and communication with mentors could have provided better data for program evaluation and improvement.

Comparison to Literature

The positive outcomes of the DNP project involving the implementation of SNAP were similar to previous studies noted in the literature review. The literature suggested student nurse orientations (Ramsburg, 2007) and implementation of student success

programs (Harris et al., 2014; Igbo et al., 2011; Ramsburg, 2007) are effective strategies to decrease attrition in nursing schools. The strong association of relationships with others to student success is supported in the literature, with peer mentoring and tutoring recognized as an effective strategy for student success (Harris et al., 2014; Jacobs et al., 2015; Robinson & Niemer, 2010). Making connections with peers and faculty for support, along with family support, are experiences that have also helped students persist in the first semester of nursing school (Harris et al., 2014; Raman, 2013; Williams, 2010).

Tinto's model (1993) also described frequent contact with faculty as a vital element of student retention. Faculty behavior inside the classroom sets the tone for interaction outside the classroom. Faculty encounters outside the classroom that are informal, warm, and caring are associated with retention and graduation (Shelton, 2003; Tinto, 1993).

Comparison to Watson's Theory of Human Caring

Students expressed that sources of support from relationships developed during SNAP contributed to their success in the nursing program. Positive effects of caring relationships, along with the provision of tools and resources in a supportive learning environment, could have strengthened the students' ability to be successful academically. Strategies incorporated for student success are integrated into a subjective teaching/learning experience. The theoretical research and empirical data for SNAP is supported by the concepts of Watson's Theory of Human Caring (2005).

The major goal of the SNAP intervention was to decrease attrition and provide students with the necessary tools and resources for success in nursing school. Overall, the SNAP plan focuses on providing students with both practical and psychological

support. Practical support provides direct help and facilitates learning and the psychological support provides the caring atmosphere of a mentoring relationship (Shelton, 2003). Mentoring relationships among students with their peers and faculty help establish caring relationships and this type of support aligns with Watson's Theory of Human Caring (2005).

Recommendations

In the future, the Student Nurse Achievement Program may be more effective if some changes are made in the orientation for incoming nursing students and the initiation and maintenance of the SNAP plan. Based on student and faculty responses, the time spent on study skills, exam taking skills, and time management could be condensed and/or materials provided ahead of time, with less instruction time on the topics. Another suggestion of adding a short sample lecture and quiz could be included in the orientation to give students an idea of what to expect in nursing courses. It would also be beneficial to give students the opportunity to experience a flipped classroom activity and group activity to demonstrate some of the different teaching strategies they will experience in the nursing curriculum. Providing more time to orient to the various computer programs in the fall semester courses would be helpful to students as evidenced by students' comments made throughout the semester and End of Survey results. Incorporating mini sessions throughout the semester, as part of lab, classroom time, or a Lunch and Learn; would be helpful to continue to build on skills learned in the orientation program or additional topics related to issues affecting student success, such as stress and wellness.

Another recommendation for the next offering of SNAP is to provide more education to the faculty and students about the SNAP plan. Encouraging students to be

accountable for their SNAP intervention plan would empower students to be more responsible for their own learning and success. Early plan initiation, maintaining updates of the plan, and accurate documentation of meetings with students and progress of goals would be helpful in evaluating students' needs and improvement. According to Hadenfeldt (2012) faculty should be provided education about how to effectively implement intervention plans and the important role of faculty support to student success. This would also be added as part of new nursing faculty orientation.

The further development of a peer mentorship program to enhance student success is another recommendation for the Student Nurse Achievement Program. It would be beneficial to have a faculty member coordinate training for the mentors regarding roles and responsibilities, and to periodically check-in to evaluate how things are going and address any concerns. According to Jacobs et al. (2015) successful mentors and mentees need to practice good communication, commitment, and role clarity.

Overall the SNAP program incorporates some of the essential elements needed to help facilitate student learning and success. Jeffreys (2015) stated professional integration factors have the highest power of enhancing outcomes aimed at discovering and achieving one's potential. Peer mentoring and tutoring, enrichment programs and faculty advisement and helpfulness are just a few examples of what Jeffreys (2015) described as professional integration factors that enhances students' interaction with the social system of the college environment. There is an increased risk of attrition and a limit of potential when there is a lack of professional integration (Jeffreys, 2015).

Conclusion

A Student Nurse Achievement Program can be implemented to improve academic performance among nursing students in the first semester junior year, where academic success and attrition are vital concerns. Tinto's (1975) model suggested attrition is considered evidence of a failed relationship between student and institution, with a lack of integration into the social and academic systems. The fact that a student is successful or unsuccessful in a nursing program cannot be blamed on one single variable, as the DNP project and previous studies suggested there are multiple factors that affect program completion. The results of this project builds on the existing literature of strategies to known to decrease attrition in schools of nursing. It was guided by Watson Theory of Human Caring and a relationship ontology. All levels of nursing programs should assess their student population for a better understanding of the student experience and the multiple factors that influence that experience. With the IOM's (2011) recommendation for a more highly educated workforce to manage the major changes in the U.S. healthcare system, it is imperative that BSN programs institute strategies to retain qualified applicants and decrease attrition, thereby increasing the number of graduates to improve the nursing shortage.

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Appendix A

**Wingate University Department of Nursing
Student Nurse Orientation
Fall 2016**

Tuesday: August 16, 2016

9:00 – 9:30am	Introductions
9:30 – 10:30am	Team Building
10:30 – 11:00am	Student Nurse Handbook Dr. Kristen Barbee
11:00 – 11:30am	Picture IDs / Group Activity
11:30 – 12:30pm	Lunch with Graduates and Seniors
12:30 – 1:00pm	Peer Mentorship and Student Nurse Club Dr. Susan Furr
1:00 – 2:00pm	Test-taking Strategies Jamie Brandon
2:00 – 2:45pm	Team Building
2:45 – 3:00pm	Wrap-Up

Wednesday: August 17, 2016

9:00 – 10:00am	ATI Proctored Critical Thinking Inventory
10:00 – 11:00am	Time Management/Study Skills Ann Black
11:00 – 12:00pm	Wellness/Stress Management Ann Black/Jamie Brandon
12:00 – 1:00pm	Lunch
1:00 – 2:00pm	Simulation & Skill Lab Orientation Dr. Michele Pfaff
2:00 – 2:15pm	Day in the Life of a Wingate Student Nurse
2:15 – 2:45pm	Questions for Nursing Faculty
2:45 – 3:00pm	Wrap-up

Appendix B

Wingate University

Class of 2018 Nursing Program Orientation

End of Orientation Survey - Students

Reflecting on the two day Nursing Orientation Program, how much do you agree or disagree with the following? For each statement, please check the appropriate box.

	1 Strongly Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Strongly Agree
I found the following sessions helpful:					
Student Nurse Handbook					
Peer Mentoring and Tutoring					
Skills and Simulation Lab Orientation					
Time Management					
Study Skills – learning styles, note taking					
Exam Skills					
Stress and Wellness – Surviving Nursing School					
A Day in the Life of a Wingate Student Nurse					
Conversation with Faculty (Q & A)					
Lunch with Peers					
Hot Topics with Seniors and Graduates					
Teambuilding					
The Orientation Program helped me:					
Establish relationships with peers					
Establish relationships with faculty					
Establish relationship with academic advisor					
Establish relationships with Senior Nursing Students					

	1 Strongly Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Strongly Agree
The Orientation Program:					
Clarified expectations of me as a student in the nursing program					
Boosted my self-confidence for the upcoming semester					

1. What is your overall rating of the orientation program?

Poor _____ Fair _____ Good _____ Excellent

2. What were your two favorite sessions of the orientation, and what are your reasons for saying so?

3. What two techniques learned during the orientation do you anticipate you will use this semester?

4. What recommendations do you have for improving the Nursing Orientation Program?

Appendix C

Wingate University

Student Nurse Achievement Plan (SNAP)

Name: _____ Initial Meeting Date: _____

Faculty Member: _____ Academic Advisor: _____

Other Team Members: _____

SNAP Objective: To help support and facilitate junior nursing students in their academics by proactively providing appropriate strategies to enhance their knowledge and skills in the first semester nursing curriculum.

Assessment Data	Student's Scores	Comments
TEAS		
ATI Self-Assessment Inventory		
ATI Critical Thinking		
Tests < 80%		
Mid-Term Grades		
Final Grades		
Other		

Description of student's strengths:

Describe student's weaknesses:

Appendix D

Wingate University

Class of 2018 Student Nurse Achievement Program

End of Semester Survey - Students

Reflecting on the overall Student Nurse Achievement Program (SNAP), how much do you agree or disagree with the following? For each statement, please check the appropriate box.

	1 Strongly Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Strongly Agree
I utilized the following information learned in the nursing orientation session throughout the semester:					
Student Nurse Handbook					
Peer Mentoring and Tutoring					
Skills and Simulation Lab Orientation					
Time Management					
Study Skills – learning styles, note taking					
Exam Skills					
Stress and Wellness – Surviving Nursing School					
A Day in the Life of a Wingate Student Nurse					
Conversation with Faculty (Q & A)					
Lunch with Peers					
Hot Topics with Seniors and Graduates					
Teambuilding					
Throughout the semester, I was able to develop relationships I established in the nursing orientation program with the following:					
peers					
faculty					
academic advisor					
senior nursing students					

1. What is your overall rating of the student nurse achievement program?

Poor _____

Fair _____

Good _____

Excellent _____

2. What do feel contributed the most to your success in the nursing program and what are your reasons for saying so?

3. What recommendations do you have for improving the Student Nurse Achievement Program?

Appendix E

Wingate University

Student Nurse Achievement Program

SNAP Student Exit Survey

Reflecting on the overall Student Nurse Achievement Program (SNAP), how much do you agree or disagree with the following? For each statement, please check the appropriate box.

	1 Strongly Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Strongly Agree
I utilized the following information learned in the nursing orientation session throughout the semester:					
Student Nurse Handbook					
Peer Mentoring and Tutoring					
Skills and Simulation Lab Orientation					
Time Management					
Study Skills – learning styles, note taking					
Exam Skills					
Stress and Wellness – Surviving Nursing School					
A Day in the Life of a Wingate Student Nurse					
Conversation with Faculty (Q & A)					
Lunch with Peers					
Hot Topics with Seniors and Graduates					
Teambuilding					
Throughout the semester, I was able to develop relationships I established in the nursing orientation program with the following:					
peers					
faculty					
academic advisor					
senior nursing students					

1. What is your overall rating of the student nurse achievement program?

Poor _____

Fair _____

Good _____

Excellent _____

2. What parts of the program helped you the most in NURS 310 and what are your reasons for saying so?

3. What recommendations do you have for improving the Student Nurse Achievement Program?

Appendix F

Wingate University

Class of 2018 Student Nurse Achievement Program

End of Orientation Survey - Faculty

Reflecting on the overall Student Nurse Achievement Program (SNAP), how much do you agree or disagree with the following? For each statement, please check the appropriate box.

	1 Strongly Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Strongly Agree
Students utilized the following information learned in the nursing orientation session throughout the semester:					
Student Nurse Handbook					
Peer Mentoring and Tutoring					
Skills and Simulation Lab Orientation					
Time Management					
Study Skills – learning styles, note taking					
Exam Skills					
Stress and Wellness – Surviving Nursing School					
A Day in the Life of a Wingate Student Nurse					
Conversation with Faculty (Q & A)					
Lunch with Peers					
Hot Topics with Seniors and Graduates					
Teambuilding					
Throughout the semester, students were able to develop relationships formed in the nursing orientation program with the following:					
peers					
faculty					
academic advisor					
senior nursing students					

1. What recommendations do you have for improving the Student Nurse Achievement Program?
2. What do feel contributed the most to student success in the nursing program and what are your reasons for saying so?
3. What is your overall rating of the student nurse achievement program?

Excellent _____

Good _____

Fair _____

Poor _____