Identification of Academically At-risk Accelerated Bachelor of Science in Nursing Students to Support Development of Strategies to Promote Academic Success

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BACKGROUND
- Rapid proliferation of accelerated second-degree baccalaureate nursing (ABSN) programs as a strategy to address a critical nursing shortage
- ABSN student profile shown to be more diverse than traditional entry-level nursing students (age, gender, race and ethnicity, and life experience)
- Some studies report higher attrition rates for ABSN students than for traditional entry-level nursing students related to both academic and non-academic factors
- Student costs associated with program extension or dismissal, or the student’s inability to become licensed to practice, can be high
- Investment of additional resources by nursing programs to support students requiring additional time to successfully complete the program
- Identification of risk factors and development of strategies to promote academic success for timely progression to graduation and licensure important to students and the nursing program

PURPOSE
- Identify academic factors which may put the ABSN student at risk of failure
- Support development of strategies to promote academic success

THEORETICAL FRAMEWORK
Knowles’ adult learning theory informed the design of this study

METHODS
- Descriptive correlational study
- 37 ABSN students in a nursing program within a college of health professions in northern New England
- Kaplan Admissions Test administered as a post-entry evaluation for identification of at-risk students during first week of program
- Existing de-identified data gathered from the admissions test and first two semester courses analyzed to identify potential risk factors amenable to additional academic support

RESULTS
- Several variables identified as putting a student at risk of interrupted program progression, including the writing sub-score on the admissions test
- Attendance and remediation variables flagged as needing further definition and exploration

OUTCOMES & IMPLICATIONS
- Data revealed potentially modifiable factors that put students at risk of program non-progression or dismissal
- Core nursing faculty and the learning specialist collaboratively developed targeted interventions individualized for the student based on admissions test results
- More intentional review of Kaplan Admissions Test results for future cohorts
- Strategies to promote success in future cohorts will be further examined in a follow-up study

REFERENCES

Triggers
- Exam scores below benchmark
- Lack of class preparation
- Assignment concerns
- Absenteeism

Action
- Student notification by faculty of record
- Student completion of Self-Assessment Checklist
- Meeting with faculty to develop individualized remediation plan

Monitoring & Accountability
- Documentation in student record
- Data collection/documentation (SASC attendance, subsequent course performance)