Nursing Student Retention Toolkit

Fees for Use:

Any use of the toolkit or portions of the toolkit beyond individual, personal use (such as within an institutional setting and/or in a research study) will require purchase of a license. See below.

- **Individual Personal Use:** This toolkit is available for review and individual personal use to all purchasers of the book *Nursing Student Retention: Understanding the Process and Making a Difference, Second Edition*, by Marianne R. Jeffreys, EdD, RN.

- **Educational Use:**
  - One-year license use: $350.00
  - Two-year license use: $600.00
  - Three-year license use: $750.00

To Order the License:

Phone ________________________________

Email ________________________________

Credit Card # ________________________ Exp. Date __________ Security Code _________


- [ ] One-year license use: $350.00
- [ ] Two-year license use: $600.00
- [ ] Three-year license use: $750.00

Payment may be made with credit card, purchase order, or check. Please complete this form and return via fax or mail, or place your order by phone.

Usage type: [ ] Educational  [ ] Other (Corporate/Institutional/Government)

Print Name __________________________ Signature __________________________

Institution __________________________

Street Address ________________________

City __________________________ State _______ Country ____ Zip ________________

Fax this form to 212-941-7842 or mail to:

Attn: Customer Service
Springer Publishing Company
W. 42nd St., 15th Fl.
New York, NY 10036

(If you have questions, please call us at 877-687-7476 or 212-431-4370.)
# Contents

*Introduction* vi

*Overview* vii

## PART I: QUESTIONNAIRES

1. Student Perception Appraisal-1 (SPA-1)—Pretest 2  
2. Student Perception Appraisal-2 (SPA-2)—Posttest 4  
3. Student Perception Appraisal-Revised-1 (SPA-R1)—Pretest 6  
4. Student Perception Appraisal-Revised-2 (SPA-R2)—Posttest 8  
5. Educational Requirements Subscale (ERS) 10  
6. Enrichment Program Satisfaction Survey (EPSS) 12  
7. Nursing Student Resource Center Satisfaction Survey (NSRCSS) 14  
8. Student Withdrawal Questionnaire (SWQ) 16  
9. Demographic Data Sheet—Prelicensure (DDS-P) 18  
10. Demographic Data Sheet—RN-BSN (DDS-RN) 23  
11. Personal Coding Cover Page for Anonymity and Matching Questionnaires 29

## PART II: MODEL AND ILLUSTRATED PATHWAYS

12. Nursing Undergraduate Retention and Success (NURS) Model 32  
13. Nursing Student Progress Pathway 34  
14. Self-Efficacy Pathway 36

## PART III: ASSESSMENT TOOLS

15. Learner and Program Characteristics 39  
16. Cultural Values and Beliefs: Faculty Self-Assessment 41  
17. Cultural Values and Beliefs: Student Self-Assessment 43  
18. Active Promoter Assessment Tool: Student Professional Events and Memberships 45  
19. Active Promoter Assessment Tool: Positive and Productive Peer Partnerships 47  
20. Decision-Making Appraisal Tool for Dropout, Stopout, or Persistence 49

## PART IV: FACULTY INTERACTIVE RETENTION STRATEGY DESIGN MODULES

21. Who Are At-Risk Students? 52  
22. Peer Mentoring and Tutoring 57  
23. Promoting Positive Help-Seeking Behaviors 60  

© Springer Publishing Company
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>25.</strong> Professional Integration and Socialization</td>
<td>67</td>
</tr>
<tr>
<td><strong>26.</strong> Strategy Mapping Across the Curriculum</td>
<td>75</td>
</tr>
<tr>
<td><strong>27.</strong> Enrichment Program</td>
<td>79</td>
</tr>
<tr>
<td><strong>28.</strong> Nursing Student Resource Center (Nursing Neighborhood)</td>
<td>82</td>
</tr>
<tr>
<td><strong>29.</strong> Culturally Congruent Approach to Nursing Faculty Advisement and Helpfulness</td>
<td>86</td>
</tr>
<tr>
<td><strong>30.</strong> Retention Strategy Documentation Worksheet</td>
<td>89</td>
</tr>
</tbody>
</table>
Introduction

Welcome to the Nursing Student Retention Toolkit. Used in conjunction with Nursing Student Retention: Understanding the Process and Making a Difference, the toolkit contains a wealth of hands-on, user-friendly resources for educators, administrators, and researchers. Appropriate for all undergraduate levels and settings (diploma, ADN, BS, RN-BS, and accelerated BS), the book and toolkit end the struggle to find ready-to-use materials for:

- Recognizing factors that restrict or support retention
- Identifying and assisting at-risk students
- Designing individualized, holistic strategies for diverse learners
- Implementing culturally competent teaching and advisement
- Fostering professional development
- Creating an inclusive environment
- Applying tools and strategies to make a positive difference in student lives
- Evaluating strategy outcomes

Toolkit items include ten questionnaires, a questionnaire-coding page for respondent anonymity, a conceptual model, two illustrated pathways, six assessment tools, and ten faculty-interactive retention strategy design modules.

Take the next step. Discover the ways toolkit resources will revitalize your teaching career, benefit your students, and enhance nursing student retention and success at your institution.
Overview

PART I—QUESTIONNAIRES
1. Student Perception Appraisal-1 (SPA-1)—Pretest
   A 22-item questionnaire to measure and evaluate how restrictive or supportive select academic and environmental variables would influence retention in nursing courses as perceived by students at the beginning of the course/semester/trimester

2. Student Perception Appraisal-2 (SPA-2)—Posttest
   A 22-item questionnaire to measure and evaluate how restrictive or supportive select academic and environmental variables influenced retention in nursing courses as perceived by students at the end of the course/semester/trimester

3. Student Perception Appraisal-Revised-1 (SPA-R1)—Pretest
   A 27-item questionnaire to measure and evaluate how restrictive or supportive select academic, environmental, and professional integration and socialization variables would influence retention in nursing courses as perceived by students at the beginning of the course/semester/trimester

4. Student Perception Appraisal-Revised-2 (SPA-R2)—Posttest
   A 27-item questionnaire to measure and evaluate how restrictive or supportive select academic, environmental, and professional integration and socialization variables influenced retention in nursing courses as perceived by students at the end of the course/semester/trimester

5. Educational Requirements Subscale (ERS)
   A 10-item questionnaire to measure and evaluate students’ degree of confidence for achieving select educational tasks

6. Enrichment Program Satisfaction Survey (EPSS)
   An 8-item satisfaction questionnaire containing two parts for assessing general satisfaction and specific satisfaction concerning the Enrichment Program as rated by the student

7. Nursing Student Resource Center Satisfaction Survey (NSRCSS)
   A 15-item satisfaction questionnaire containing two parts for assessing general satisfaction and specific satisfaction concerning the Nursing Student Resource Center (NSRC) as rated by the student

8. Student Withdrawal Questionnaire (SWQ)
   An 11-item questionnaire containing two quantitative parts for assessing reasons for withdrawal from a nursing course as rated by the student

9. Demographic Data Sheet—Prelicensure (DDS-P)
   A 25-item questionnaire to gather demographic information from prelicensure students

10. Demographic Data Sheet—RN-BSN (DDS-RN)
    A 27-item questionnaire to gather demographic information from RN-BSN students

11. Personal Coding Cover Page for Anonymity and Matching Questionnaires
    Used to match questionnaires and assessment tools while protecting respondent’s anonymity

PART II—MODEL AND ILLUSTRATED PATHWAYS
12. Nursing Undergraduate Retention and Success (NURS) Model
    A comprehensive conceptual model illustrating the multidimensional process of undergraduate nursing student retention and success
13. **Nursing Student Progress Pathway**
   A comprehensive pathway depicting nursing student progress options and outcomes that can be individualized with program-specific data

14. **Self-Efficacy Pathway**
   A pathway depicting the influence of self-efficacy on student actions, performance, and persistence

**PART III—ASSESSMENT TOOLS**

15. **Learner and Program Characteristics**
   Used to appraise learners, program, and institutional characteristics

16. **Cultural Values and Beliefs: Faculty Self-Assessment**
   Used to appraise faculty cultural values and beliefs (CVB) concerning select cultural topic/dimension areas most pertinent to retention and success, especially with culturally diverse student populations

17. **Cultural Values and Beliefs: Student Self-Assessment**
   Used to appraise students’ cultural values and beliefs (CVB) concerning select cultural topic/dimension areas most pertinent to retention and success, especially with culturally diverse peers, faculty, and nurses

18. **Active Promoter Assessment Tool: Student Participation in Professional Events and Memberships**
   Used to appraise faculty values, beliefs, and actions as an active role model promoting student participation in professional events and memberships

19. **Active Promoter Assessment Tool: Positive and Productive Peer Partnerships**
   Used to appraise faculty values, beliefs, and actions as an active role model promoting positive and productive peer partnerships

20. **Decision-Making Appraisal Tool for Dropout, Stopout, or Persistence**
   Used to assist students in the decision-making process for dropping out, stopping out, or continuing in the course and/or program by realistically appraising factors restricting and supporting success, likes and dislikes, benefits and costs, support services, and options

**PART IV—FACULTY INTERACTIVE RETENTION STRATEGY DESIGN MODULES**

21. **Who Are At-Risk Students?**
   Used to identify current and needed strategies for early identification of at-risk students and to develop a prioritized action plan for tracking students’ pre- and postretention strategy interventions

22. **Peer Mentoring and Tutoring**
   Used to identify current status of peer mentoring and tutoring within the institution and discipline; and to develop a prioritized action plan for developing or expanding peer mentoring and tutoring within the nursing program

23. **Promoting Positive Help-Seeking Behaviors**
   Used to appraise and reflect upon faculty’s own feelings, beliefs, and behaviors concerning help-seeking; to identify positive and negative faculty and student actions concerning help-seeking on the student’s future help-seeking behaviors, learning, achievement, satisfaction, stress, motivation, and retention; and to develop a prioritized action plan to promote positive help-seeking behaviors among diverse student populations using a culturally congruent approach

24. **Appraising Teaching Strategies: Potential Effect on Diverse Populations**
   Used to appraise the potential influence of different teaching and learning strategies on academically, culturally, linguistically, and economically diverse student populations on learning, motivation, self-efficacy (confidence), stress, satisfaction, professional integration and socialization, and retention, and to develop a prioritized action plan for optimizing outcomes for diverse student populations.
25. Professional Integration and Socialization
   Used to appraise the barriers, incentives, and solutions currently in place to facilitate student participation in professional events and memberships and to develop a prioritized action plan for optimizing student participation in professional events and memberships across diverse populations.

26. Strategy Mapping Across the Curriculum
   Used to appraise the various teaching–learning strategies across the curriculum; to identify the potential influence of these trends, consistencies, and inconsistencies on student learning, motivation, achievement, and retention among different student populations; and to develop a prioritized action plan to enhance success.

27. Enrichment Program
   Used to identify desired educational resources, student support activities, and needed personnel for a new or expanded enrichment program (EP) and to develop a prioritized action plan for EP design, implementation, and evaluation.

28. Nursing Student Resource Center (Nursing Neighborhood)
   Used to identify desired educational resources, equipment, furniture, student support activities, needed personnel, and miscellaneous items for a new or expanded nursing student resource center / nursing neighborhood, and to develop a prioritized action plan for its design, operation, and evaluation.

29. Culturally Congruent Approach to Nursing Faculty Advisement and Helpfulness
   Used to appraise and reflect upon the potential impact of culturally congruent and culturally incongruent faculty actions on the student's future learning, achievement, satisfaction, stress, motivation, and retention, and to develop a prioritized action plan to promote positive student outcomes among diverse student populations using a culturally congruent approach to faculty advisement and helpfulness.

30. Retention Strategy Documentation Worksheet
   User-friendly documentation worksheet to assist institutions in planning, implementing, delegating, measuring, evaluating, and documenting retention strategy initiatives.
PART I

Questionnaires

- Item 1 – Student Perception Appraisal-1 (SPA-1)—Pretest
- Item 2 – Student Perception Appraisal-2 (SPA-2)—Posttest
- Item 3 – Student Perception Appraisal-Revised-1 (SPA-R1)—Pretest
- Item 4 – Student Perception Appraisal-Revised-2 (SPA-R2)—Posttest
- Item 5 – Educational Requirements Subscale (ERS)
- Item 6 – Enrichment Program Satisfaction Survey (EPSS)
- Item 7 – Nursing Student Resource Center Satisfaction Survey (NSRCSS)
- Item 8 – Student Withdrawal Questionnaire (SWQ)
- Item 9 – Demographic Data Survey—Prelicensure (DDS-P)
- Item 10 – Demographic Data Survey—RN-BSN (DDS-RN)
- Item 11 – Personal Coding Cover Page for Anonymity and Matching Questionnaires
Item 1—Student Perception Appraisal-1 (SPA-1)—Pretest

DESCRIPTION
- A 22-item questionnaire to measure and evaluate how restrictive or supportive select academic and environmental variables would influence retention in nursing courses as perceived by students at the beginning of the course/semester/trimester

DIRECTIONS
1. Administer at the beginning of a course or semester/trimester.
2. Detach this cover sheet before photocopying, mailing, or posting online and administration to sample.
3. Be sure that all respondents return the questionnaire.

USER INFORMATION
- May be used alone or in conjunction with other toolkit items, particularly Items 11, 9 or 10, and 5, and also posttest (Item 2).

EASY SCORING
- *Descriptive Reduction Techniques* (frequency and percent) are used to examine which academic and nonacademic (environmental) variables restrict or support retention in nursing courses as perceived by student participants at the beginning of the course/semester/trimester.
- *Rank order*: highest ranking variables are perceived as greatly supportive, moderately supportive, moderately restrictive, and greatly restrictive.
- *Evaluation* of student perceptions may be used for a variety of purposes targeting the individual and/or groups. The purposes are to
  - Develop a composite/baseline of students’ perceptions
  - Identify academic and nonacademic variables perceived as restrictive (greatly or moderately)
  - Identify academic and nonacademic variables perceived as supportive (greatly or moderately)
  - Identify differences within groups
  - Identify differences between groups
  - Identify at-risk individuals (severe restrictions or overly optimistic)
  - Evaluate the effectiveness of specific retention strategy interventions
  - Assess changes in perceptions over time

SUPPLEMENTARY RESOURCES

*Book, Chapters 1–14*


© Springer Publishing Company
Item 1—Student Perception Appraisal-1 (SPA-1)—Pretest

Going to school is one part of your life. Certain factors may restrict or support YOUR successful goal achievement.
Evaluate each item in terms of how it may affect YOUR ability to remain in nursing courses this semester. Using the scale below, choose a number from (1) to (6) and mark your response accordingly.

1 = Does Not Apply
2 = Severely Restricts
3 = Moderately Restricts
4 = Does Not Restrict or Support
5 = Moderately Supports
6 = Greatly Supports

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Personal study skills</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>2)</td>
<td>Faculty advisement and helpfulness</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>3)</td>
<td>Transportation arrangements</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>4)</td>
<td>Financial status</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>5)</td>
<td>Class schedule</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>6)</td>
<td>Family financial support for school</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>7)</td>
<td>Hours of employment</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>8)</td>
<td>Personal study hours</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>9)</td>
<td>College library service</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>10)</td>
<td>Family emotional support</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>11)</td>
<td>Family crisis</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>12)</td>
<td>Employment responsibilities</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>13)</td>
<td>Prenursing enrichment program service</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>14)</td>
<td>College tutoring service</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>15)</td>
<td>College counseling service</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>16)</td>
<td>Family responsibilities</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>17)</td>
<td>Financial aid and/or scholarship</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>18)</td>
<td>Academic performance</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>19)</td>
<td>Encouragement by friends outside of school</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>20)</td>
<td>Encouragement by friends within classes</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>21)</td>
<td>Computer laboratory service</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>22)</td>
<td>Child-care arrangements</td>
<td>1 2 3 4 5 6</td>
</tr>
</tbody>
</table>
Sample

Item 2—Student Perception Appraisal-2 (SPA-2)—Posttest

DESCRIPTION

A 22-item questionnaire to measure and evaluate how restrictive or supportive select academic and environmental variables influenced retention in nursing courses as perceived by students at the end of the course/semester/trimester.

DIRECTIONS

1. Administer at the end of a course or semester/trimester.
2. Detach this cover sheet before photocopying, mailing, or posting online and administration to sample.
3. Be sure that all respondents return the questionnaire.

USER INFORMATION

May be used alone or in conjunction with other toolkit items, particularly Items 11, 9 or 10, and 5; also pretest (Item 1).

EASY SCORING

Descriptive Reduction Techniques (frequency and percent) are used to examine which academic and nonacademic (environmental) variables restrict or support retention in nursing courses as perceived by student participants at the end of the course/semester/trimester.

Rank order: highest ranking variables are perceived as greatly supportive, moderately supportive, moderately restrictive, and greatly restrictive.

Evaluation of student perceptions may be used for a variety of purposes targeting the individual and/or groups. The purposes are to:

- Develop a composite/baseline of students’ perceptions
- Identify academic and nonacademic variables perceived as restrictive (greatly or moderately)
- Identify academic and nonacademic variables perceived as supportive (greatly or moderately)
- Identify differences within groups
- Identify differences between groups
- Identify at-risk individuals (severe restrictions or overly optimistic)
- Evaluate the effectiveness of specific retention strategy interventions
- Assess changes in perceptions over time

SUPPLEMENTARY RESOURCES

Book, Chapters 1–14


© Springer Publishing Company
Item 2—Student Perception Appraisal-2 (SPA-2)—Posttest

Going to school is one part of your life. Certain factors may have restricted or supported YOUR successful goal achievement. Evaluate each item in terms of how it affected YOUR ability to remain in nursing courses this semester. Using the scale below, choose a number from (1) to (6) and mark your response accordingly.

<table>
<thead>
<tr>
<th>1 = Did Not Apply</th>
<th>6 = Greatly Supported</th>
</tr>
</thead>
</table>

1) Personal study skills
2) Faculty advisement and helpfulness
3) Transportation arrangements
4) Financial status
5) Class schedule
6) Family financial support for school
7) Hours of employment
8) Personal study hours
9) College library service
10) Family emotional support
11) Family crisis
12) Employment responsibilities
13) Prenursing enrichment program service
14) College tutoring service
15) College counseling service
16) Family responsibilities
17) Financial aid and/or scholarship
18) Academic performance
19) Encouragement by friends outside of school
20) Encouragement by friends within classes
21) Computer laboratory service
22) Child-care arrangements