

## ANCILLARY FOR:

*Nursing Student Retention: Understanding the Process and Making a Difference  
Second Edition*

Marianne R. Jeffreys, EdD, RN

# Nursing Student Retention Toolkit

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## 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



## **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**

- Jeffreys, M. R. (2001). Evaluating enrichment program study groups: Academic outcomes, psychological outcomes, and variables influencing retention. *Nurse Educator*, 26(3), 142–149.
- Jeffreys, M. R. (2002). Students' perceptions of variables influencing retention: A pretest and post-test approach. *Nurse Educator*, 27(1), 16–19 [Erratum, 2002, 27(2), 64].

## 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

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

## 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**

- Jeffreys, M. R. (2001). Evaluating enrichment program study groups: Academic outcomes, psychological outcomes, and variables influencing retention. *Nurse Educator*, 26(3), 142–149.
- Jeffreys, M. R. (2002). Students' perceptions of variables influencing retention: A pretest and post-test approach. *Nurse Educator*, 27(1), 16–19 [Erratum, 2002, 27(2), 64].

## 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.

1 = Did Not Apply  
 2 = Severely Restricted  
 3 = Moderately Restricted  
 4 = Did Not Restrict or Support  
 5 = Moderately Supported  
 6 = Greatly Supported

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

## Item 3—Student Perception Appraisal-Revised-1 (SPA-R1)—Pretest

### DESCRIPTION

- 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

### 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; also posttest (Item 4)

### EASY SCORING

- *Descriptive Reduction Techniques (frequency and percent)* are used to examine which academic, environmental, and professional integration and socialization 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**

Jeffreys, M. R. (2007). Nontraditional students' perceptions of variables influencing retention: A multisite study. *Nurse Educator*, 32(4), 161–167.

## Item 3—Student Perception Appraisal-Revised-1 (SPA-R1)—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

|  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| 1) Personal study skills                       | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 2) Faculty advisement and helpfulness          | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 3) Transportation arrangements                 | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 4) Financial status                            | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 5) Class schedule                              | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 6) Family financial support for school         | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 7) Nursing student peer mentoring and tutoring | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 8) Hours of employment                         | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 9) Personal study hours                        | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 10) College library services                   | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 11) Nursing skills laboratory                  | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 12) Family emotional support                   | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 13) Family crisis                              | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 14) Nursing professional events                | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 15) Employment responsibilities                | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 16) Nursing student support services           | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 17) College tutoring services                  | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 18) College counseling services                | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 19) Living arrangements                        | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 20) Family responsibilities                    | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 21) Membership in nursing club or organization | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 22) Financial aid and/or scholarship           | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 23) Academic performance                       | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 24) Encouragement by friends outside of school | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 25) Encouragement by friends within classes    | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 26) College computer laboratory service        | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 27) Child-care arrangements                    | ① | ② | ③ | ④ | ⑤ | ⑥ |

## Item 4—Student Perception Appraisal-Revised-2 (SPA-R2)—Posttest

### DESCRIPTION

- 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

### 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 3).

### EASY SCORING

- *Descriptive Reduction Techniques (frequency and percent)* are used to examine which academic, environmental, and professional integration and socialization 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**

Jeffreys, M. R. (2007). Nontraditional students' perceptions of variables influencing retention: A multisite study. *Nurse Educator, 32*(4), 161–167.



## Item 4—Student Perception Appraisal-Revised-2 (SPA-R2)—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.

- 1 = Did Not Apply  
 2 = Severely Restricted  
 3 = Moderately Restricted  
 4 = Did Not Restrict or Support  
 5 = Moderately Supported  
 6 = Greatly Supported

|  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| 1) Personal study skills                       | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 2) Faculty advisement and helpfulness          | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 3) Transportation arrangements                 | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 4) Financial status                            | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 5) Class schedule                              | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 6) Family financial support for school         | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 7) Nursing student peer mentoring and tutoring | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 8) Hours of employment                         | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 9) Personal study hours                        | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 10) College library services                   | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 11) Nursing skills laboratory                  | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 12) Family emotional support                   | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 13) Family crisis                              | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 14) Nursing professional events                | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 15) Employment responsibilities                | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 16) Nursing student support services           | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 17) College tutoring services                  | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 18) College counseling services                | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 19) Living arrangements                        | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 20) Family responsibilities                    | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 21) Membership in nursing club or organization | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 22) Financial aid and/or scholarship           | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 23) Academic performance                       | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 24) Encouragement by friends outside of school | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 25) Encouragement by friends within classes    | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 26) College computer laboratory service        | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 27) Child-care arrangements                    | ① | ② | ③ | ④ | ⑤ | ⑥ |

## Item 5—Educational Requirements Subscale (ERS)

### DESCRIPTION

- A 10-item questionnaire to measure and evaluate students' degree of confidence for achieving select educational tasks

### 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. Please be sure that all respondents return the questionnaire.
4. May be adapted to individualize with course and/or programs' specific educational tasks, requirements, and/or expected outcomes.

### USER INFORMATION

- May be used alone or in conjunction with other toolkit items, particularly Items 11, 9 or 10, and 1 or 3.

### EASY SCORING

- *Descriptive Reduction Techniques (frequency and percent)*
  - Can be used to describe sample characteristics (frequency and percent)
  - Can be used to create comparison groups based on select items for comparing scores and data on the toolkit questionnaires and other assessment tools
- *ERS score* refers to the average confidence for completing the educational tasks.
  - Score can be used for analyses with other questionnaires and/or achievement of course or program outcomes.
- Evaluation of students' perceived confidence might be used for a variety of purposes targeting the individual and/or groups. The purposes are to
  - Develop a composite/baseline of students' perceived confidence for completing educational tasks
  - Identify tasks perceived with more confidence
  - Identify tasks perceived with less confidence
  - Identify differences within groups
  - Identify differences between groups
  - Identify at-risk individuals (low confidence or overly confident)
  - Evaluate the effectiveness of specific retention strategy interventions
  - Assess changes in perceptions over time

### SUPPLEMENTARY RESOURCES

#### **Book, Chapters 1 and 4**

Jeffreys, M. R. (1993). *The relationship of self-efficacy and select academic and environmental variables on academic achievement and retention*. Unpublished doctoral dissertation, New York, NY: Teachers College, Columbia University.

Jeffreys, M. R. (1998). Predicting nontraditional student retention and academic achievement. *Nurse Educator*, 23(1), 42–48.

## Item 5—Educational Requirements Subscale (ERS)

Going to school is one part of your life. YOU may have many other roles and responsibilities that will compete with academic tasks.

Rate YOUR degree of confidence in performing each academic task for YOUR nursing courses this semester despite any other roles, responsibilities, personal obstacles, or hardships.

Using the scale below, choose a number from (1) not confident to (10) totally confident and mark your response accordingly.

|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| 1) Attend all lecture classes                         | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| 2) Attend all nursing skills laboratories             | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| 3) Attend all clinical laboratories                   | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| 4) Complete all assigned readings on time             | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| 5) Complete all computer programs on time             | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| 6) Review class notes after each class                | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| 7) Complete assigned papers on time                   | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| 8) Study adequately before exams                      | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| 9) Obtain a passing grade for clinical laboratory     | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| 10) Obtain at least a B grade for this nursing course | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |

## Item 6—Enrichment Program Satisfaction Survey (EPSS)

### DESCRIPTION

- An 8-item satisfaction questionnaire containing two parts assessing general satisfaction and specific satisfaction concerning the Enrichment Program as rated by the student

### DIRECTIONS

1. Administer after the end of the semester/trimester to gather satisfaction information from students.
2. Detach this cover sheet before photocopying or posting online and administration to sample.
3. May be adapted to individualize with name of enrichment program, program components, and other desired data related to an enrichment program.

### USER INFORMATION

- May be used individually or along with other toolkit items, particularly Item 27.

### EASY SCORING

- Descriptive statistics (frequency and percent) for individual and aggregate data.
- Results can be used to guide future retention strategy design and changes.
- Optional qualitative comment section can add richness to quantitative data interpretation.

### SUPPLEMENTARY RESOURCES

#### ***Book, Chapters 6 and 13***

Jeffreys, M. R. (2001). Evaluating enrichment program study groups: Academic outcomes, psychological outcomes, and variables influencing retention. *Nurse Educator*, 26(3), 142–149.

Jeffreys, M. R. (2002). Students' perceptions of variables influencing retention: A pretest and post-test approach. *Nurse Educator*, 27(1), 16–19 [Erratum, 2002, 27(2), 64].

Jeffreys, M. R. (2007). Nontraditional students' perceptions of variables influencing retention: A multisite study. *Nurse Educator*, 32(4), 161–167.

## Item 6—Enrichment Program Satisfaction Survey (EPSS)

Student feedback is essential for meeting future students needs. Please answer the following questions and mark your response accordingly.

- 1 = Strongly Agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly Disagree
- 5 = Unable to Evaluate

### General

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1) I am satisfied with nursing as my career choice.  | ① | ② | ③ | ④ | ⑤ |
| 2) The nursing and prenursing courses completed so far provided me with valuable learning. | ① | ② | ③ | ④ | ⑤ |
| 3) Overall, I am satisfied with learning opportunities at the college.                     | ① | ② | ③ | ④ | ⑤ |

### Concerning the Enrichment Program

|                                       |   |   |   |   |   |
|---------------------------------------|---|---|---|---|---|
| 4) Overall, I was satisfied.          | ① | ② | ③ | ④ | ⑤ |
| 5) The faculty advisor was helpful.   | ① | ② | ③ | ④ | ⑤ |
| 6) The peer mentor-tutor was helpful. | ① | ② | ③ | ④ | ⑤ |
| 7) The workshops were informative.    | ① | ② | ③ | ④ | ⑤ |
| 8) The newsletter was informative.    | ① | ② | ③ | ④ | ⑤ |

Comments:

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## Item 7—Nursing Student Resource Center Satisfaction Survey (NSRCSS)

### DESCRIPTION

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

### DIRECTIONS

1. Administer after the end of the semester/trimester to gather satisfaction information from students.
2. Detach this cover sheet before photocopying or posting online and administration to sample.
3. May be adapted to individualize with name of resource center/nursing neighborhood facility, specific facility and resource components, and other desired data related to a NSRC.

### EASY SCORING

- Descriptive statistics (frequency and percent) for individual and aggregate data.
- Results can be used to guide future retention strategy design and changes.
- Optional qualitative comment section can add richness to quantitative data interpretation.

### SUPPLEMENTARY RESOURCES

#### ***Book, Chapters 6 and 14***

Jeffreys, M. R. (2001). Evaluating enrichment program study groups: Academic outcomes, psychological outcomes, and variables influencing retention. *Nurse Educator*, 26(3), 142–149.

Jeffreys, M. R. (2002). Students' perceptions of variables influencing retention: A pretest and post-test approach. *Nurse Educator*, 27(1), 16–19 [Erratum, 2002, 27(2), 64].

Jeffreys, M. R. (2007). Nontraditional students' perceptions of variables influencing retention: A multisite study. *Nurse Educator*, 32(4), 161–167.

# Item 7—Nursing Student Resource Center Satisfaction Survey (NSRCSS)

Student feedback is essential for meeting future student needs. Please complete the questionnaire. Thank you.

## Part I

Rate your level of satisfaction for each item using the following scale:

- ① = very satisfied
- ② = satisfied
- ③ = somewhat satisfied
- ④ = not satisfied

|   |   |   |   |   |
|---|---|---|---|---|
| 1) Nursing as a career choice   | ① | ② | ③ | ④ |
| 2) Nursing courses completed  | ① | ② | ③ | ④ |
| 3) Overall learning opportunities at the college                              | ① | ② | ③ | ④ |
| 4) Opportunity for nursing students to have a Nursing Student Resource Center | ① | ② | ③ | ④ |

## Part II

Rate your level of satisfaction concerning the NSRC using the following scale:

- ① = very satisfied
- ② = satisfied
- ③ = somewhat satisfied
- ④ = not satisfied
- ⑤ = did not use

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 5) Overall Nursing Student Resource Center      | ① | ② | ③ | ④ | ⑤ |
| 6) Computerized test review                     | ① | ② | ③ | ④ | ⑤ |
| 7) Computer-assisted instructional programs     | ① | ② | ③ | ④ | ⑤ |
| 8) Internet and other computer educational uses | ① | ② | ③ | ④ | ⑤ |
| 9) Listening center                             | ① | ② | ③ | ④ | ⑤ |
| 10) Study groups                                | ① | ② | ③ | ④ | ⑤ |
| 11) Individual study                            | ① | ② | ③ | ④ | ⑤ |
| 12) Nursing Student Resource Assistants         | ① | ② | ③ | ④ | ⑤ |
| 13) Bulletin board announcements                | ① | ② | ③ | ④ | ⑤ |
| 14) Workshops                                   | ① | ② | ③ | ④ | ⑤ |
| 15) Hours of operation                          | ① | ② | ③ | ④ | ⑤ |

Comments:

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## Item 8—Student Withdrawal Questionnaire (SWQ)

### DESCRIPTION

- An 11-item questionnaire containing two quantitative parts assessing reasons for withdrawal from a nursing course as rated by the student

### DIRECTIONS

1. Administer at time of withdrawal from course or college OR after the end of the semester/trimester to gather withdrawal decision information from students.
2. Detach this cover sheet before photocopying, mailing, or posting online and administration to sample.

### EASY SCORING

- Descriptive statistics (frequency and percent) for individual and aggregate data.
- Use to describe sample withdrawal characteristics.
- Use to determine baseline information, identify most influential withdrawal reasons, and to evaluate change following retention strategy interventions.
- May be used to identify students who withdrew for reasons beyond retention strategy effectiveness and/or institutional influence prior to evaluating retention rates post-retention strategy evaluation.
- Results can be used to guide retention strategy design and changes.
- Optional qualitative comment section can add richness to quantitative data interpretation.

### SUPPLEMENTARY RESOURCES

*Book, Chapter 9*





## Item 9—Demographic Data Sheet—Prelicensure (DDS-P)

### DESCRIPTION

- A 25-item questionnaire to gather demographic information from prelicensure students

### DIRECTIONS

1. Detach this cover sheet before photocopying or posting online and administration to sample.
2. DDS-P may be adapted to individualize with institution names, course numbers, and other desired demographic data.
3. Be sure that all respondents return the questionnaire.

### EASY SCORING

- Descriptive statistics (frequency and percent) for individual and aggregate data.
- Can be used to describe sample characteristics (frequency and percent).
- Can be used to create comparison groups based on select demographic categories for comparing scores and data on the toolkit questionnaires and other assessment tools.

## Item 9—Demographic Data Sheet—Prelicensure (DDS-P)

Please mark one choice for each item unless otherwise indicated:

1. Name of institution:

- |                             |                             |
|-----------------------------|-----------------------------|
| <input type="radio"/> _____ | <input type="radio"/> _____ |
| <input type="radio"/> _____ | <input type="radio"/> _____ |
| <input type="radio"/> _____ | <input type="radio"/> _____ |
| <input type="radio"/> _____ | <input type="radio"/> _____ |
| <input type="radio"/> _____ | <input type="radio"/> _____ |

2. Number of college credits this semester:

- |                               |                                |
|-------------------------------|--------------------------------|
| <input type="radio"/> 3 or 4  | <input type="radio"/> 12 or 13 |
| <input type="radio"/> 5 to 8  | <input type="radio"/> Over 13  |
| <input type="radio"/> 9 to 11 |                                |

3. **Select all the courses** that you are taking **NOW**:

- Medical-surgical nursing (adult health)
- Psychiatric nursing (mental health)
- Maternity nursing (pregnancy, childbirth)
- Pediatric nursing (child and adolescent)
- Critical care nursing
- Community health
- Leadership
- Transcultural nursing
- Professional issues
- Research
- Physical assessment
- Nursing theory
- Other

4. Your current nursing courses are taught:

- On campus
- On campus and online
- Totally online
- On campus and clinical setting
- On campus, clinical setting, and online
- Other

5. Current grade average in your nursing courses this term:

- 90 to 100
- 85 to 89
- 80 to 84
- 75 to 79
- 70 to 74
- Below 70
- No grades obtained

6. How many nursing courses did you already complete in this degree program?

- None
- 1
- 2
- 3
- 4
- 5
- 6 or more

7. **Select all the activities** you participated in during the **last 6 months**:

- Nursing student club
- Nursing conference, meeting, or event
- College counseling
- College tutoring (non-nursing)
- Peer mentoring or tutoring (nursing)
- Nursing student orientation
- Nursing student workshop
- Other college-sponsored activity for nursing students
- None

8. Prior educational background:

- General equivalency diploma (GED)
- U.S. high school diploma
- Foreign high school diploma
- Non-nursing college degree

9. Are you the first member of your family to attend college?

- Yes
- No

10. Sex:

- Female
- Male

11. Age:

- Under 25
- 25 to 29
- 30 to 34
- 35 to 39
- 40 to 44
- 45 to 49
- 50 to 54
- 55 to 59
- 60 and over

12. Which of the categories best describes you?

- American Indian or Alaskan Native
- Asian (Chinese, Filipino, Japanese, Korean, Asian Indian, or Thai)
- Other Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Multiracial
- Other

13. Is English your first language?

- Yes
- No

14. Do you speak a language other than English fluently?

- Yes
- No

15. Were you born in the United States?

- Yes
- No

16. Previous health care experience?

- None
- LPN
- Other

17. Marital status:

- Single
- Single living with partner
- Married
- Divorced/Separated
- Widowed

18. Number of dependent children living with you:

- None
- 1
- 2
- 3
- 4
- 5 or more

19. Number of hours weekly you are employed **ON CAMPUS**:

- None
- 1 to 10
- 11 to 20
- 21 to 30
- 31 to 40
- Over 40

20. Number of hours weekly you are employed **OFF CAMPUS**:

- None
- 1 to 10
- 11 to 20
- 21 to 30
- 31 to 40
- Over 40

21. Where do you currently live?

- Campus dormitory
- Campus apartment
- Off-campus housing with other students
- Off-campus housing with family
- Live alone off-campus
- Other

22. How long does it take to commute to campus?

- Less than 15 minutes
- 15 to 30 minutes
- 31 to 60 minutes
- 60 to 90 minutes
- 90 minutes to 2 hours
- Over 2 hours
- Does not apply

23. Do you use child-care services?

- No, I do not need child-care services
- On-campus daycare
- Private daycare
- Private babysitter
- Family member provides child care

24. Family's total yearly income

- Under \$20,000
- \$20,000 to \$50,000
- \$51,000 to \$75,000
- \$76,000 to \$100,000
- \$101,000 to \$150,000
- Over \$150,000

25. Number of people in your family included for above income question:

- 1
- 2
- 3
- 4
- 5
- 6 or more

## Item 10—Demographic Data Sheet—RN-BSN (DDS-RN)

### DESCRIPTION

- A 27-item questionnaire to gather demographic information from RN-BSN students

### DIRECTIONS

1. Detach this cover sheet before photocopying or posting online and administration to sample.
2. DDS-RN may be adapted to individualize with institution names, course numbers, and other desired demographic data.
3. Please be sure that all respondents return the questionnaire.

### EASY SCORING

- Descriptive statistics (frequency and percent) for individual and aggregate data.
- Can be used to describe sample characteristics (frequency and percent).
- Can be used to create comparison groups based on select demographic categories for comparing scores and data on the toolkit questionnaires and other assessment tools.

## Item 10—Demographic Data Sheet—RN-BSN (DDS-RN)

Please mark one choice for each item unless otherwise indicated:

1. Name of institution:

- |                             |                             |
|-----------------------------|-----------------------------|
| <input type="radio"/> _____ | <input type="radio"/> _____ |
| <input type="radio"/> _____ | <input type="radio"/> _____ |
| <input type="radio"/> _____ | <input type="radio"/> _____ |
| <input type="radio"/> _____ | <input type="radio"/> _____ |
| <input type="radio"/> _____ | <input type="radio"/> _____ |

2. Number of college credits this semester:

- |                               |                                |
|-------------------------------|--------------------------------|
| <input type="radio"/> 3 or 4  | <input type="radio"/> 12 or 13 |
| <input type="radio"/> 5 to 8  | <input type="radio"/> Over 13  |
| <input type="radio"/> 9 to 11 |                                |

3. **Select all the courses** that you are taking **NOW**:

- Medical-surgical nursing (adult health)
- Psychiatric nursing (mental health)
- Maternity nursing (pregnancy, childbirth)
- Pediatric nursing (child and adolescent)
- Critical care nursing
- Community health
- Leadership
- Transcultural nursing
- Professional issues
- Research
- Physical assessment
- Nursing theory
- Other

4. Your current nursing courses are taught:

- On campus
- On campus and online
- Totally online
- On campus and clinical setting
- On campus, clinical setting, and online
- Other

5. Current grade average in your nursing courses this term:

- 90 to 100
- 85 to 89
- 80 to 84
- 75 to 79
- 70 to 74
- Below 70
- No grades obtained

6. How many nursing courses did you already complete in this degree program?

- None
- 1
- 2
- 3
- 4
- 5
- 6 or more



7. **Select all the activities** you participated in during the **last 6 months**:

- Nursing student club
- Nursing conference, meeting, or event
- College counseling
- College tutoring (non-nursing)
- Peer mentoring or tutoring (nursing)
- Nursing student orientation
- Nursing student workshop
- Other college-sponsored activity for nursing students
- None

8. What type of *initial* nursing program did you complete?

- Associate degree (university based)
- Associate degree (hospital based)
- Diploma program (hospital based)
- Other

9. Are you the first member of your family to attend college?

- Yes
- No

10. Sex:

- Female
- Male

11. Age:

- Under 25
- 25 to 29
- 30 to 34
- 35 to 39
- 40 to 44
- 45 to 49
- 50 to 54
- 55 to 59
- 60 and over

12. Which of the categories best describes you?

- American Indian or Alaskan Native
- Asian (Chinese, Filipino, Japanese, Korean, Asian Indian, or Thai)
- Other Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Multiracial
- Other

13. Is English your first language?

- Yes
- No

14. Do you speak a language other than English fluently?

- Yes
- No

15. Were you born in the United States?

- Yes
- No

16. Previous health care experience prior to RN licensure?

- None
- LPN
- Other

17. Marital status:

- Single
- Single living with partner
- Married
- Divorced/Separated
- Widowed

18. Number of dependent children living with you:

- None
- 1
- 2
- 3
- 4
- 5 or more

19. Number of hours weekly you are employed as a registered nurse:

- None
- 1 to 10
- 11 to 20
- 21 to 30
- 31 to 40
- Over 40

20. Health care setting in which you presently work: (If you work in more than one setting, select your primary setting)

- Hospital (acute care)
- Hospital (chronic care)
- Clinic
- Nursing home
- Home care
- Public health department
- Indian health service
- Physician's office
- School
- Occupational health
- Hospice
- Veterans Administration
- Military base
- College health service
- Other

21. Clinical area in which you presently work:(If you work in more than one area, select your primary work area)
- Medical-surgical
  - Oncology
  - Psychiatric
  - Obstetrics, maternity, newborn
  - Pediatrics
  - Emergency
  - Intensive care
  - Geriatric
  - Rehabilitation
  - Substance abuse
  - HIV and AIDS
  - Community health
  - Palliative care
  - Other
22. How long does it take to commute to campus?
- Less than 15 minutes
  - 15 to 30 minutes
  - 31 to 60 minutes
  - 60 to 90 minutes
  - 90 minutes to 2 hours
  - Over 2 hours
  - Does not apply
23. Do you use child-care services?
- No, I do not need child-care services
  - On-campus daycare
  - Private daycare
  - Private babysitter
  - Family member provides child care
24. Family's total yearly income
- Under \$20,000
  - \$20,000 to \$50,000
  - \$51,000 to \$75,000
  - \$76,000 to \$100,000
  - \$101,000 to \$150,000
  - Over \$150,000
25. Number of people in your family included for above income question:
- 1
  - 2
  - 3
  - 4
  - 5
  - 6 or more

26. Does your employer offer tuition reimbursement?

- Yes
- No
- I am not employed

27. How many years have you been licensed as a registered nurse?

- Under 2
- 2-4
- 5-9
- 10-14
- 15-19
- 20-24
- 25 or more



## Item 11—Personal Coding Cover Page for Anonymity and Matching Questionnaires

### **DESCRIPTION**

- Used to match questionnaires and assessment tools while protecting respondent's anonymity

### **USER INFORMATION**

- Attach to front page of questionnaire, questionnaire packet, or assessment tool.

## Questionnaire Cover Sheet for Personal Coding System

**Purpose:** This page will create a unique code that will only be used to match your questionnaires together.

**Confidentiality:** Participants will not be identified using information provided. Respondants will remain anonymous.

**Please fill in the circles below using pen or pencil. Do not use × or ✓ on the form.**

1. The first 2 letters of your mother's maiden name (Example: Smith would be SM).
2. The month that your mother was born.
3. The number of siblings (brothers and sisters) you had when you were 18 years old. (Example: 2 brothers and 1 sister would be 3. If you have 0 siblings, write 0.) (If more than 9, please mark 9.)
4. The number of brothers who were OLDER than you when you were 18 years old.
5. The number of brothers who were YOUNGER than you when you were 18 years old.
6. The number of sisters who were OLDER than you when you were 18 years old.
7. The number of sisters who were YOUNGER than you when you were 18 years old.

| 1.  |     | 2.                        | 3.  | 4.  | 5.  | 6.  | 7.  |
|-----|-----|---------------------------|-----|-----|-----|-----|-----|
| (A) | (A) | <input type="radio"/> Jan | (0) | (0) | (0) | (0) | (0) |
| (B) | (B) | <input type="radio"/> Feb | (1) | (1) | (1) | (1) | (1) |
| (C) | (C) | <input type="radio"/> Mar | (2) | (2) | (2) | (2) | (2) |
| (D) | (D) | <input type="radio"/> Apr | (3) | (3) | (3) | (3) | (3) |
| (E) | (E) | <input type="radio"/> May | (4) | (4) | (4) | (4) | (4) |
| (F) | (F) | <input type="radio"/> Jun | (5) | (5) | (5) | (5) | (5) |
| (G) | (G) | <input type="radio"/> Jul | (6) | (6) | (6) | (6) | (6) |
| (H) | (H) | <input type="radio"/> Aug | (7) | (7) | (7) | (7) | (7) |
| (I) | (I) | <input type="radio"/> Sep | (8) | (8) | (8) | (8) | (8) |
| (J) | (J) | <input type="radio"/> Oct | (9) | (9) | (9) | (9) | (9) |
| (K) | (K) | <input type="radio"/> Nov |     |     |     |     |     |
| (L) | (L) | <input type="radio"/> Dec |     |     |     |     |     |
| (M) | (M) |                           |     |     |     |     |     |
| (N) | (N) |                           |     |     |     |     |     |
| (O) | (O) |                           |     |     |     |     |     |
| (P) | (P) |                           |     |     |     |     |     |
| (Q) | (Q) |                           |     |     |     |     |     |
| (R) | (R) |                           |     |     |     |     |     |
| (S) | (S) |                           |     |     |     |     |     |
| (T) | (T) |                           |     |     |     |     |     |
| (U) | (U) |                           |     |     |     |     |     |
| (V) | (V) |                           |     |     |     |     |     |
| (W) | (W) |                           |     |     |     |     |     |
| (X) | (X) |                           |     |     |     |     |     |
| (Y) | (Y) |                           |     |     |     |     |     |
| (Z) | (Z) |                           |     |     |     |     |     |

## **Model and Illustrated Pathways**

- Item 12 – Nursing Undergraduate Retention and Success (NURS) Model
- Item 13 – Nursing Student Progress Pathway
- Item 14 – Self-Efficacy Pathway

## Item 12—Nursing Undergraduate Retention and Success (NURS) Model

### DESCRIPTION

- A comprehensive conceptual model illustrating the multidimensional process of undergraduate nursing student retention and success

### USER INFORMATION

- Used as an organizing framework for examining the multidimensional factors that affect undergraduate nursing student retention and success in order to:
  - identify at-risk students
  - develop diagnostic-prescriptive strategies to facilitate success
  - guide innovations in teaching and educational research
  - evaluate strategy effectiveness
- May be used individually or along with other toolkit items.

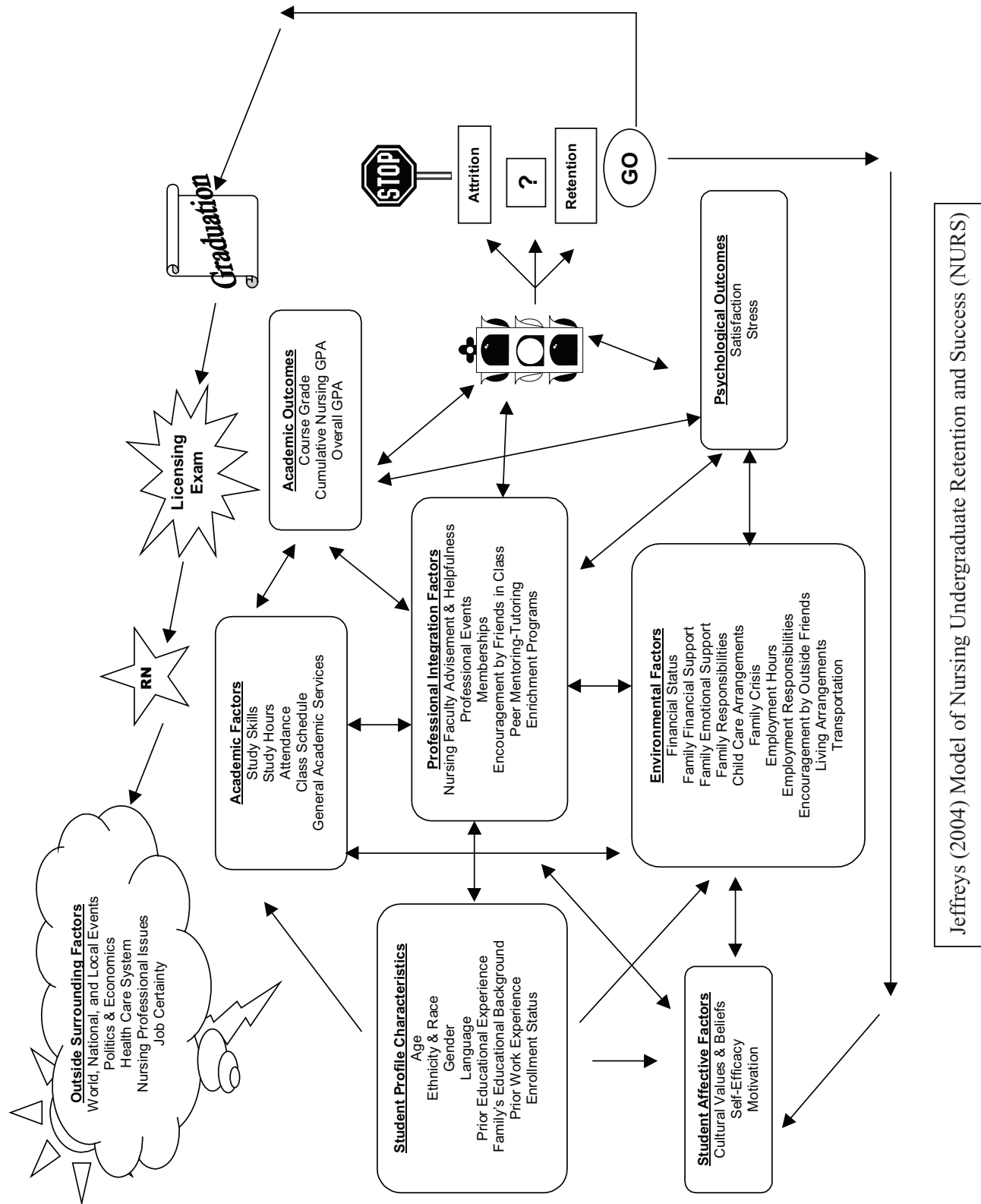
### SUPPLEMENTARY RESOURCES

#### **Book, Chapter 1**

- Jeffreys, M. R. (1993). *The relationship of self-efficacy and select academic and environmental variables on academic achievement and retention*. Unpublished doctoral dissertation, New York, NY: Teachers College, Columbia University.
- Jeffreys, M. R. (1995). Joining together family, faculty, and friends: New ideas for enhancing nontraditional student success. *Nurse Educator*, 20(3), 11.
- Jeffreys, M. R. (1998). Predicting nontraditional student retention and academic achievement. *Nurse Educator*, 23(1), 42–48.
- Jeffreys, M. R. (2001). Evaluating enrichment program study groups: Academic outcomes, psychological outcomes, and variables influencing retention. *Nurse Educator*, 26(3), 142–149.
- Jeffreys, M. R. (2002). Students' perceptions of variables influencing retention: A pretest and post-test approach. *Nurse Educator*, 27(1), 16–19 [Erratum, 2002, 27(2), 64].
- Jeffreys, M. R. (2007). Tracking students through program entry, progression, graduation, and licensure: Assessing undergraduate nursing student retention and success. *Nurse Education Today*, 27, 406–419.
- Jeffreys, M. R. (2007). Nontraditional students' perceptions of variables influencing retention: A multisite study. *Nurse Educator*, 32(4), 161–167.



# Item 12—Nursing Undergraduate Retention and Success (NURS) Model



Jeffreys (2004) Model of Nursing Undergraduate Retention and Success (NURS)

## Item 13—Nursing Student Progress Pathway

### DESCRIPTION

- A comprehensive pathway depicting nursing student progress options and outcomes that can be individualized with program specific data

### USER INFORMATION

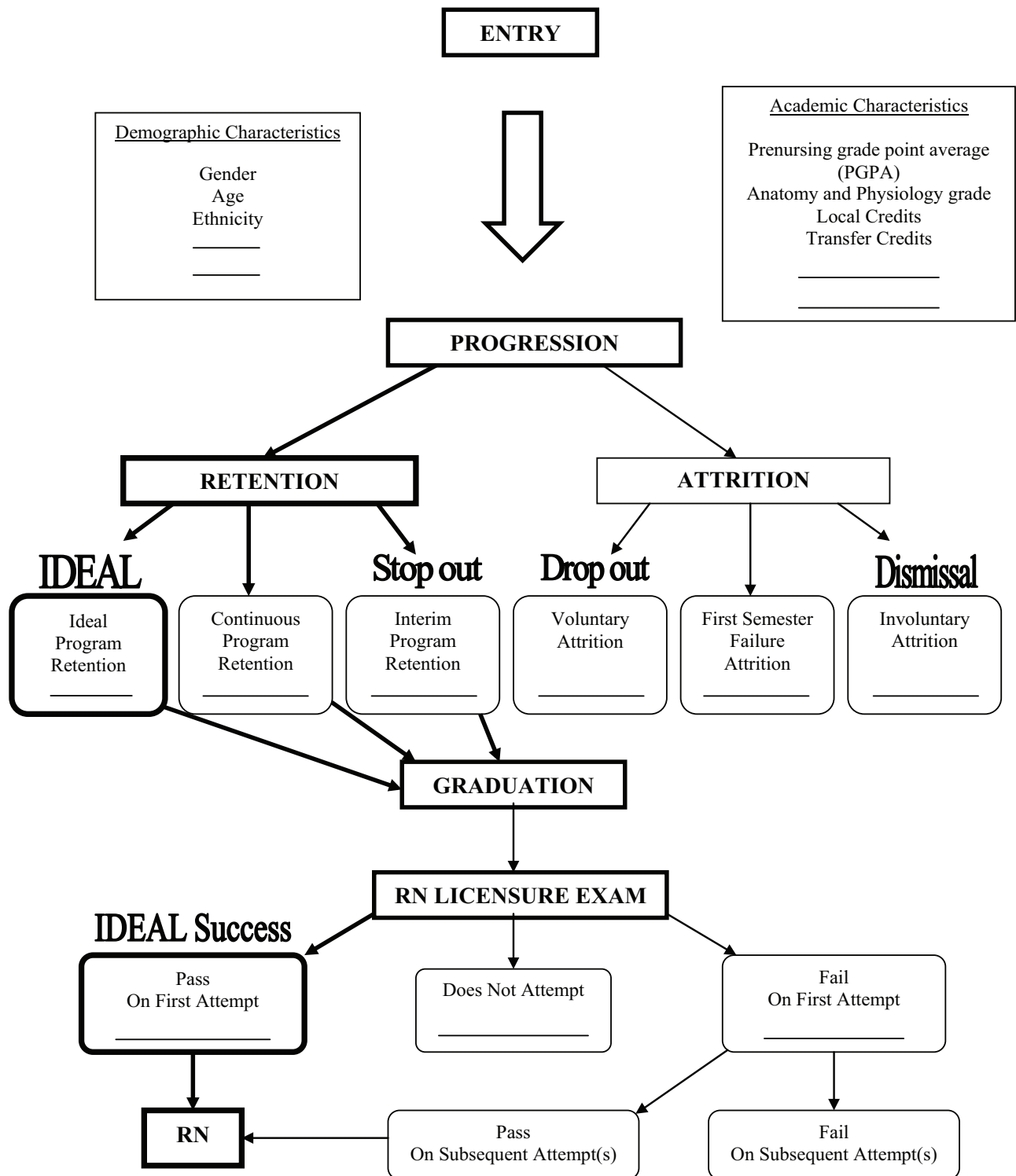
- Used to trace the options and outcomes of nursing student progress pathway in general
- Insert program-specific data within each pathway's option and outcome
- Insert program-specific desired data within each pathway's option and outcome
- May be used individually or along with other toolkit items

### SUPPLEMENTARY RESOURCES

#### ***Book, Chapters 1 and 2 (Easy Application Action Steps)***

Jeffreys, M. R. (2007). Tracking students through program entry, progression, graduation, and licensure: Assessing undergraduate nursing student retention and success. *Nurse Education Today, 27*, 406–419.

# Item 13—Nursing Student Progress Pathway



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## Item 14—Self-Efficacy Pathway

### DESCRIPTION

- A pathway depicting the influence of self-efficacy on student actions, performance, and persistence.

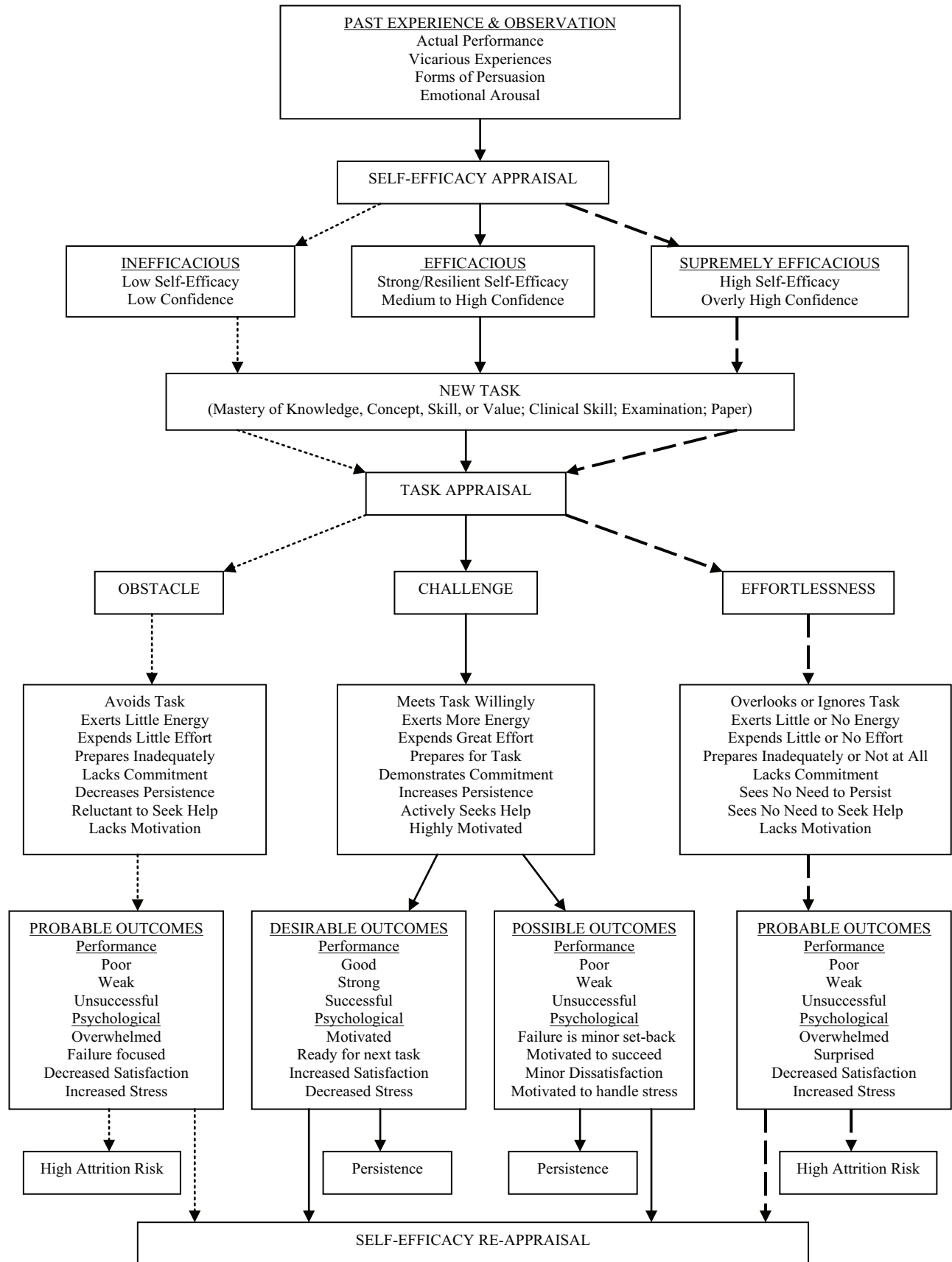
### USER INFORMATION

- Used as an organizing framework for examining how self-efficacy perceptions affect undergraduate nursing student actions, performance, and persistence in order to:
  - Identify at-risk students (inefficacious or supremely efficacious [overconfident])
  - Develop diagnostic-prescriptive strategies to facilitate realistic self-efficacy appraisal
  - Develop diagnostic-prescriptive strategies to facilitate resilient self-efficacy
  - Guide innovations in teaching and educational research
  - Evaluate strategy effectiveness
- May be used individually or along with other toolkit items

### SUPPLEMENTARY RESOURCES

*Book, Chapter 3*

# Item 14—Self-Efficacy Pathway



## **Assessment Tools**

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

## Item 15—Learner and Program Characteristics

### DESCRIPTION

- Used to appraise learners, program, and institutional characteristics

### USER INFORMATION

- May be used individually or along with other toolkit items, particularly before Items 24, 26, and 29
- Use prior to Item 30—Retention Strategy Documentation Worksheet

### SUPPLEMENTARY RESOURCES

#### ***Book, Chapters 2 and 3***

Jeffreys, M. R. (2010). *Teaching cultural competence in nursing and health care: Inquiry, action, and innovation*. New York, NY: Springer Publishing Co.

## Item 15—Learner and Program Characteristics

### Type of Course

Required  Elective  AAS  BS generic  RN-BS  Masters  Doctorate

Prerequisites \_\_\_\_\_ Co-requisites \_\_\_\_\_

Transcultural  Clinical  Theory  Research  Issues  Leadership  Community  
 Other \_\_\_\_\_

### Learner Characteristics

Age  Adult Learners  Traditional age students Age range \_\_\_\_\_ Average \_\_\_\_\_

Gender  Female  Male

Language  English as first language (EPL)  English as second (other) language (ESL)

ESL predominant languages \_\_\_\_\_

Prior educational experience  US high school diploma  Foreign HS diploma  GED  
 general  academic  honors  advanced placement  vocational

Remedial education  reading  writing  math  biology  chemistry  other

Prior college experience  Transfer credits, no degree  US  Foreign  
 Community college  Senior college  Graduate school  
 Associate degree  Bachelor's degree  Masters' degree  Doctorate  
 Nursing degree  Non-nursing degree

Enrollment history  Continuous  Course withdrawals  Stopouts

Enrollment status  full-time  part-time  matriculated  non-matriculated

Prior healthcare experience  Unlicensed health care personnel  Licensed health care personnel  
 LPN  RN  Other

Prior work experience  None  Displaced homemaker  Second career

Employment status  full-time  part-time  on-campus  off-campus

Financial status  Disadvantaged  Financial aid  Subsidized loans  Work-study

Family role responsibilities  single parent  parent  spouse  caregiver  other

Group disparity  African American or Black  Hispanic  Native American  
 under-represented Asian  other Asian  White, disadvantaged  
 White

Ethnic diversity Predominant student groups \_\_\_\_\_  
New immigrant student groups \_\_\_\_\_  
New refugee student groups \_\_\_\_\_  
Foreign student groups \_\_\_\_\_  
Other student groups \_\_\_\_\_

Religious diversity Predominant student religions \_\_\_\_\_  
Other student religions \_\_\_\_\_

### Institutional Characteristics

Open enrollment  Public  Private, non-religious  Religious (type) \_\_\_\_\_

Historically Black College or University (HBCU)  Hispanic-serving  Tribal college

Community college  Senior college  Graduate degree college

Urban  Suburban  Rural  Commuter  Residential

### Nursing Program Characteristics

Weekend program  Evening program  Day and evening program  Cohort program

Cooperative-learning-work program  Distance learning  Web-based  Web-enhanced



## Item 16—Cultural Values and Beliefs: Faculty Self-Assessment

### DESCRIPTION

- 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

### USER INFORMATION

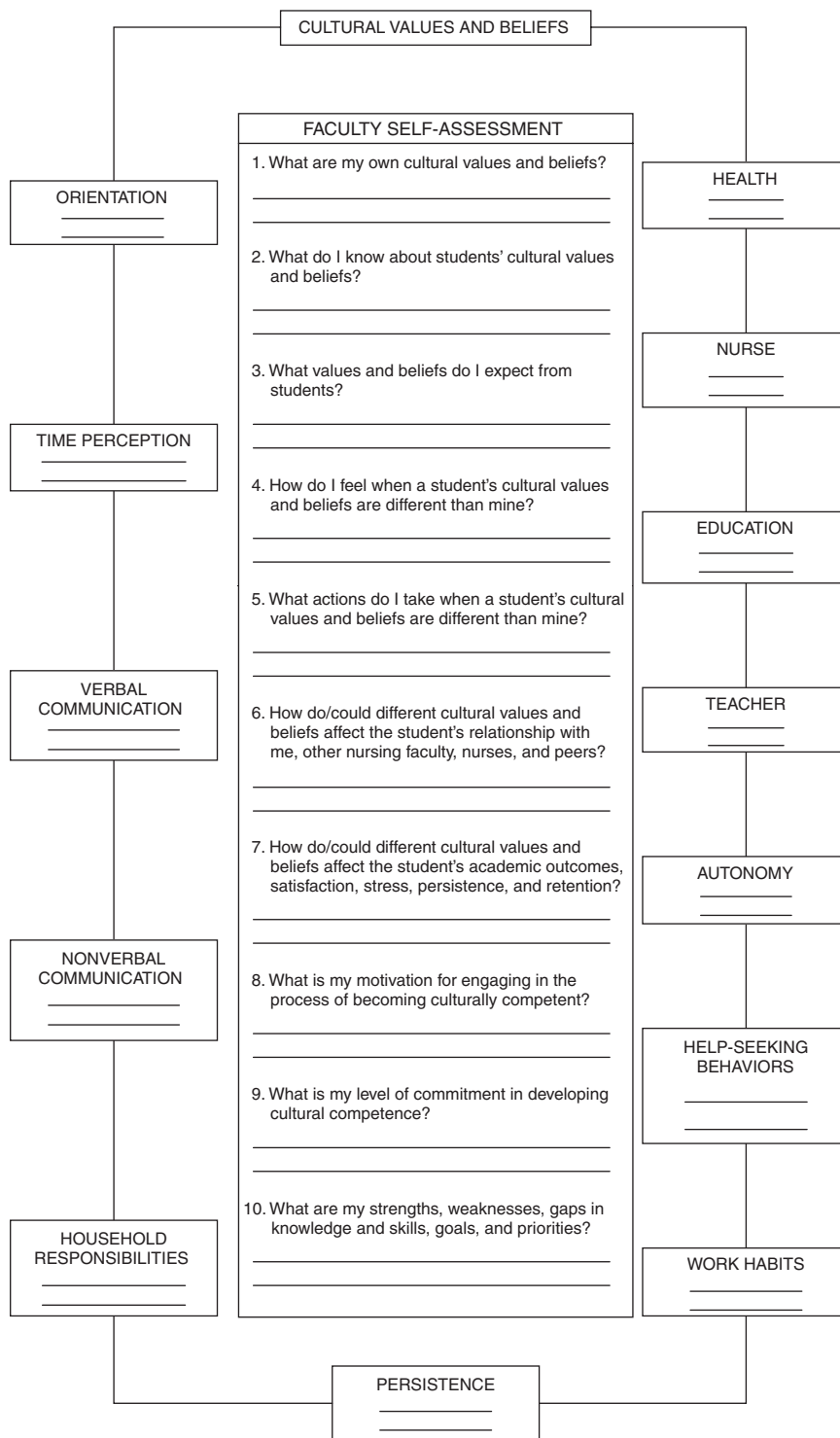
- May be used individually or along with other toolkit items.
- Review Table 3.1 prior to use for examples.
- Use prior to Items 17, 23, 24, 26, 29, and 30.
- Enter own CVB in each cultural topic/dimension area on the figure.
- Enter responses to each of the faculty self-assessment questions.

### SUPPLEMENTARY RESOURCES

***Book, Chapters 2, 3, 10, and Table 3.1***

Jeffreys, M. R. (2010). *Teaching cultural competence in nursing and health care: Inquiry, action, and innovation*. New York, NY: Springer Publishing Co.

# Item 16—Cultural Values and Beliefs: Faculty Self-Assessment



## Item 17—Cultural Values and Beliefs: Student Self-Assessment

### DESCRIPTION

- 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

### USER INFORMATION

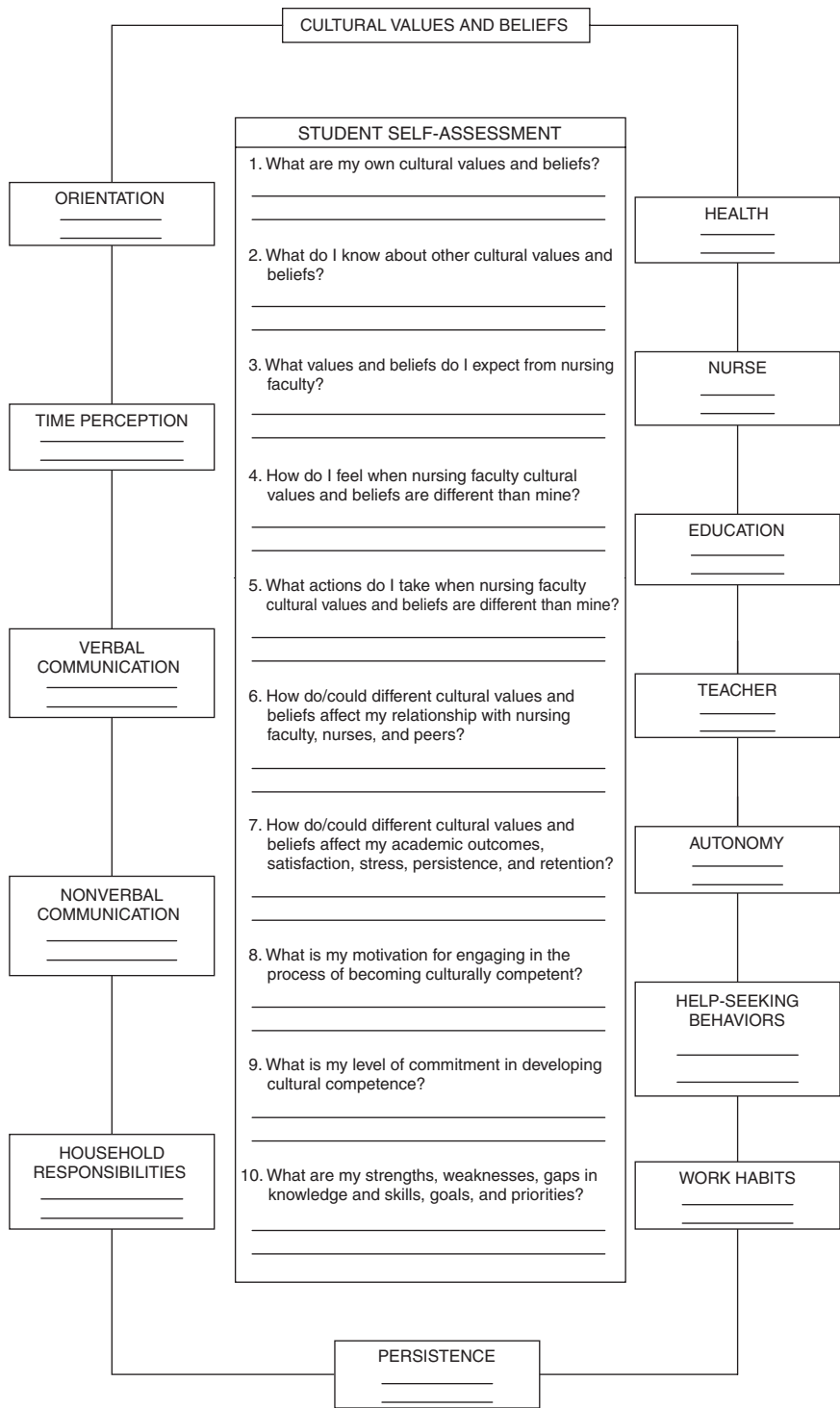
- May be used individually or along with other toolkit items.
- Review Table 3.1 prior to use for examples.
- Recommended to use after faculty assessment (Toolkit Item 16).
- Use prior to Toolkit Items 23, 24, 26, 29, and 30.
- Instruct students to enter
  - Own CVB in each cultural topic/dimension area on the figure
  - Responses to each of the student self-assessment questions
- Responses may be collected anonymously or be used to prompt class discussion and dialogue.
- Responses may be compared and contrasted with faculty self-assessment responses (Toolkit Item 16).

### SUPPLEMENTARY RESOURCES

#### ***Book, Chapters 2, 3, 10, and Table 3.1***

Jeffreys, M. R. (2010). *Teaching cultural competence in nursing and health care: Inquiry, action, and innovation*. New York, NY: Springer Publishing Co.

# Item 17—Cultural Values and Beliefs: Student Self-Assessment



## Item 18—Active Promoter Assessment Tool: Student Participation in Professional Events and Memberships

### DESCRIPTION

- Used to appraise faculty values, beliefs, and actions as an active role model promoting student participation in professional events and memberships

### USER INFORMATION

- Used to help individuals, groups, and organizations
  - Appraise values, beliefs, and actions concerning students' participation in professional events and memberships
  - Determine whether or not one is an *optimal* active role model
- May be used individually and/or in groups.
- May be used alone or in conjunction with other toolkit items, particularly recommended *prior* to Toolkit Item 25.

### SUPPLEMENTARY RESOURCES

***Book, Chapters 6 and 11***

## Item 18—Active Promoter Assessment Tool: Student Participation in Professional Events and Memberships

Using the checklist inventory below, evaluate your role as an ACTIVE role model in promoting/facilitating students' professional event participation and memberships.

| ROLE MODEL | VALUES, BELIEFS, AND ACTIONS   | ROLE MODEL |
|------------|--|------------|
| Yes        | Views professional event participation and membership as important in own life <i>and shares beliefs with students*</i>  | No         |
| Yes        | Views memberships in nursing organizations/associations as important in own life <i>and shares beliefs with students</i>   | No         |
| Yes        | Views professional event participation as important in undergraduate students' education and/or professional development, and/or retention <i>and shares view with students</i>                          | No         |
| Yes        | Views student memberships in nursing organizations/associations as important in undergraduate students' education and/or professional development, and/or retention <i>and shares view with students</i> | No         |
| Yes        | Attends professional events <i>and shares positive and relevant experiences with students</i>  | No         |
| Yes        | Maintains membership(s) in nursing organizations/associations <i>and shares positive and relevant experiences with students</i>  | No         |
| Yes        | Recognizes actual and potential barriers hindering student's professional event participation <i>and initiates strategies to remove barriers</i>   | No         |
| Yes        | Recognizes actual and potential barriers hindering student memberships <i>and initiates strategies to remove barriers</i>  | No         |
| Yes        | <i>Offers incentives to encourage student participation in professional events</i>   | No         |
| Yes        | <i>Offers incentives to encourage student participation in memberships</i>   | No         |

\*Active promoter/facilitator actions are indicated by italics.

## Item 19—Active Promoter Assessment Tool: Positive and Productive Peer Partnerships

### DESCRIPTION

- Used to appraise faculty values, beliefs, and actions as an active role model promoting positive and productive peer partnerships.

### USER INFORMATION

- Used to help individuals, groups, and organizations
  - Appraise values, beliefs, and actions concerning the promotion of positive and productive peer partnerships among students
  - Determine whether or not one is an *optimal* active role model
- May be used individually and/or in groups
- May be used alone or in conjunction with other toolkit items, particularly Items 24, 26, and 29.

### SUPPLEMENTARY RESOURCES

***Book, Chapters 6 and 12***

## Item 19—Active Promoter Assessment Tool: Positive and Productive Peer Partnerships

Using the checklist inventory below, evaluate your role as an ACTIVE role model in promoting/facilitating students' development of positive and productive peer partnerships.

| PROMOTER | VALUES, BELIEFS, AND ACTIONS   | PROMOTER |
|----------|--|----------|
| Yes      | Views professional partnerships as important in own life <i>and shares beliefs with students*</i>  | No       |
| Yes      | Views positive and productive peer partnerships as important in undergraduate students' education, professional development, and retention <i>and shares view with students</i>      | No       |
| Yes      | Views "encouragement by friends in class" as important in undergraduate students' education, professional development, and retention <i>and shares view with students</i>            | No       |
| Yes      | Views own nurse educator role to include active involvement in promoting positive and productive peer partnerships among undergraduate students <i>and shares view with students</i> | No       |
| Yes      | Maintains professional partnerships <i>and shares positive and relevant experiences with students</i>  | No       |
| Yes      | Updates own knowledge and skills about professional partnerships routinely <i>and shares relevant information with students</i>  | No       |
| Yes      | Recognizes actual and potential barriers hindering student's development of peer partnerships <i>and initiates strategies to remove barriers</i>                                     | No       |
| Yes      | <i>Implements strategies to encourage student development of positive and productive peer partnerships</i>   | No       |
| Yes      | <i>Evaluates strategies implemented to encourage student development of positive and productive peer partnerships</i>  | No       |

\*Active promoter/facilitator actions are indicated by italics.



## Item 20—Decision-Making Appraisal Tool for Dropout, Stopout, or Persistence

### DESCRIPTION

- 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

### USER INFORMATION

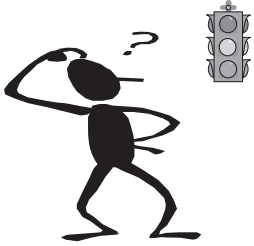
- May be used with students individually and/or in groups.
- May be used alone or in conjunction with other toolkit items.

### SUPPLEMENTARY RESOURCES

*Book, Chapter 9 and Figure 9.1*

## Item 20—Decision-Making Appraisal Tool for Dropout, Stopout, or Persistence

Answer each of the questions below:



|    | QUESTIONS                                   | RESPONSES |
|----|---|-----------|
| 1  | What are my options?                        |           |
| 2  | What factors support my progress?           |           |
| 3  | What factors restrict my progress?          |           |
| 4  | What grades have I achieved?                |           |
| 5  | What grades should I achieve?               |           |
| 6  | What do I like about nursing and school?    |           |
| 7  | What do I dislike about nursing and school? |           |
| 8  | What are the benefits if I go on?           |           |
| 9  | What are the costs if I go on?              |           |
| 10 | What are the benefits if I drop out?        |           |
| 11 | What are the costs if I drop out?           |           |
| 12 | What are the benefits if I stop out?        |           |
| 13 | What are the costs if I stop out?           |           |
| 14 | What is the likelihood that I will return?  |           |
| 15 | Do the benefits outweigh the costs?         |           |
| 16 | Are my expectations realistic?              |           |
| 17 | What services are available to help me?     |           |
| 18 | Who can help me with my decision?           |           |
| 19 | Have I explored all my options carefully?   |           |
| 20 | What is my final decision?                  |           |



## **Faculty Interactive Retention Strategy Design Modules**

- Item 21 – Who Are At-Risk Students?
- Item 22 – Peer Mentoring and Tutoring
- Item 23 – Promoting Positive Help-Seeking Behaviors
- Item 24 – Appraising Teaching Strategies: Potential Effect on Diverse Populations
- Item 25 – Professional Integration and Socialization
- Item 26 – Strategy Mapping Across the Curriculum
- Item 27 – Enrichment Program
- Item 28 – Nursing Student Resource Center (Nursing Neighborhood)
- Item 29 – Culturally Congruent Approach to Nursing Faculty Advisement and Helpfulness
- Item 30 – Retention Strategy Documentation Worksheet

## Item 21—Who Are At-Risk Students?

### DESCRIPTION

- 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 post-retention strategy interventions

### USER INFORMATION

- May be used individually or along with other toolkit items, particularly Toolkit Items 13 and 15.
- Use prior to Item 30—Retention Strategy Documentation Worksheet.

### SUPPLEMENTARY RESOURCES

#### ***Book, Chapters 1 and 2***

Jeffreys, M. R. (1993). *The relationship of self-efficacy and select academic and environmental variables on academic achievement and retention*. Unpublished doctoral dissertation, New York, NY: Teachers College, Columbia University.

Jeffreys, M. R. (1995). Joining together family, faculty, and friends: New ideas for enhancing nontraditional student success. *Nurse Educator*, 20(3), 11.

Jeffreys, M. R. (1998). Predicting nontraditional student retention and academic achievement. *Nurse Educator*, 23(1), 42–48.

Jeffreys, M. R. (2001). Evaluating enrichment program study groups: Academic outcomes, psychological outcomes, and variables influencing retention. *Nurse Educator*, 26(3), 142–149.

Jeffreys, M. R. (2002). Students' perceptions of variables influencing retention: A pretest and post-test approach. *Nurse Educator*, 27(1), 16–19 [Erratum, 2002, 27(2), 64].

Jeffreys, M. R. (2007). Tracking students through program entry, progression, graduation, and licensure: Assessing undergraduate nursing student retention and success. *Nurse Education Today*, 27, 406–419.

Jeffreys, M. R. (2007). Nontraditional students' perceptions of variables influencing retention: A multisite study. *Nurse Educator*, 32(4), 161–167.

## Item 21—Who Are At-Risk Students?

### ACTIVITY 1

Who is at risk? What is a predictor of success? (Complete individually, then discuss.)

Place an X in the appropriate box next to each item that you feel is **relevant in your professional program, discipline, major, or area of involvement at your school BASED ON EMPIRICAL DATA COLLECTED in your program, discipline, and so on.**

If item **does not** describe the **typical** “at-risk” or “predictor of success” student, please **leave item boxes blank.**

If you are not sure (based on empirical data), place a question mark (?) in the box.

| AT-RISK |  | PREDICTOR OF SUCCESS |
|---------|--|----------------------|
|         | <b>Student Profile Characteristics</b>                                   |                      |
|         | Traditional age (18-24)  |                      |
|         | Nontraditional age (25 or older)   |                      |
|         | Ethnic minority  |                      |
|         | Ethnic nonminority   |                      |
|         | Female   |                      |
|         | Male   |                      |
|         | GED  |                      |
|         | Remedial courses   |                      |
|         | Lag-time   |                      |
|         | Foreign educated   |                      |
|         | High school graduate from at-risk school districts                       |                      |
|         | First-generation college student   |                      |
|         | Not first-generation college student                                     |                      |
|         | Prior health care experience   |                      |
|         | Prior work experience (non-health care)                                  |                      |
|         | Enrolled full-time   |                      |
|         | Enrolled part-time   |                      |
|         | <b>Student Affective Factors</b>   |                      |
|         | Cultural values and beliefs (CVB) congruent with educational institution |                      |
|         | CVB congruent with profession, discipline, or major                      |                      |
|         | CVB incongruent with educational institution                             |                      |
|         | CVB incongruent with profession, discipline, or major                    |                      |
|         | Resilient self-efficacy (realistic, strong confidence)                   |                      |
|         | Low efficacious (low confidence)   |                      |
|         | Supremely efficacious (overly confident)                                 |                      |
|         | Low motivation   |                      |
|         | High motivation  |                      |

| AT-RISK |  | PREDICTOR OF SUCCESS |
|---------|--|----------------------|
|         | <b>Academic Factors</b>  |                      |
|         | Poor study skills  |                      |
|         | Excellent study skills   |                      |
|         | Adequate study hours   |                      |
|         | Inadequate study hours   |                      |
|         | Attendance   |                      |
|         | Absence  |                      |
|         | Consolidated class schedule                                    |                      |
|         | Dispersed (scattered) class schedule                           |                      |
|         | Frequent use of other academic resources (outside classroom)   |                      |
|         | Infrequent use of other academic resources (outside classroom) |                      |
|         | <b>Environmental Factors</b>                                   |                      |
|         | Middle-class income  |                      |
|         | Low income   |                      |
|         | High income  |                      |
|         | Family financial support                                       |                      |
|         | Lack of family financial support                               |                      |
|         | Family emotional support                                       |                      |
|         | Lack of family emotional support                               |                      |
|         | Many family responsibilities                                   |                      |
|         | Few family responsibilities                                    |                      |
|         | Child-care concerns  |                      |
|         | Lack of child-care concerns                                    |                      |
|         | Family crisis  |                      |
|         | Absence of family crisis                                       |                      |
|         | Full-time employment hours off campus                          |                      |
|         | Full-time employment hours on campus                           |                      |
|         | Part-time employment hours off campus (over 10 hours/week)     |                      |
|         | Part-time employment hours on campus (over 10 hours/week)      |                      |
|         | Part-time employment hours off campus (10 hours or less/week)  |                      |
|         | Part-time employment hours on campus (10 hours or less/week)   |                      |
|         | Demanding employment responsibilities                          |                      |
|         | Low-demanding employment responsibilities                      |                      |
|         | Encouragement from outside friends                             |                      |
|         | Negative influence from outside friends                        |                      |
|         | Living arrangements on campus                                  |                      |
|         | Living arrangements off campus                                 |                      |
|         | Easy transportation  |                      |
|         | Difficult transportation                                       |                      |

| AT-RISK |  | PREDICTOR OF SUCCESS |
|---------|--|----------------------|
|         | <b>Discipline-Specific Integration and Socialization</b>           |                      |
|         | Positively perceived faculty and staff advisement and helpfulness  |                      |
|         | Negatively perceived faculty and staff advisement and helpfulness  |                      |
|         | Participation in discipline-specific events                        |                      |
|         | Lack of participation in discipline-specific events                |                      |
|         | Membership in professional association or club                     |                      |
|         | Lack of membership in professional association or club             |                      |
|         | Encouragement by friends in class                                  |                      |
|         | Lack of encouragement by friends in class                          |                      |
|         | Consistent participation in peer mentoring and tutoring            |                      |
|         | Lack of consistent participation in peer mentoring and tutoring    |                      |
|         | Consistent participation in enrichment programs                    |                      |
|         | Lack of consistent participation in enrichment programs            |                      |
|         | <b>Academic Outcomes</b>   |                      |
|         | Overall GPA 3.5-4.0  |                      |
|         | Discipline-specific GPA 3.5-4.0                                    |                      |
|         | Overall GPA at least 3.0   |                      |
|         | Discipline-specific GPA at least 3.0                               |                      |
|         | Overall GPA below 3.0  |                      |
|         | Discipline-specific GPA below 3.0                                  |                      |
|         | <b>Psychological Outcomes</b>                                      |                      |
|         | High satisfaction for educational institution                      |                      |
|         | High satisfaction for chosen career                                |                      |
|         | High satisfaction for professional program or major at your school |                      |
|         | Low satisfaction for educational institution                       |                      |
|         | Low satisfaction for chosen career                                 |                      |
|         | Low satisfaction for professional program or major at your school  |                      |
|         | High stress  |                      |
|         | Moderate stress  |                      |
|         | Low stress   |                      |

## ACTIVITY 2

Discuss in the group:

1. What strategies are consistently practiced at your institution to identify students at risk for course failure, course withdrawal, stopout, dropout, and/or failure on licensing/certification exam?
2. What strategies are consistently practiced at your institution to identify students predicted for course success, continuous enrollment and progression in the curriculum, graduation, and/or success on licensing/certification exam?
3. What student tracking mechanisms are currently in place to track cohorts of students?
4. Who is responsible for the above strategies and mechanisms?
5. Are the strategies and mechanisms meeting your program's or area's needs? Why or why not?
6. What else can/should be done? What would you suggest for future action?

**ACTIVITY 3**

Develop a plan to further involve faculty and/or staff at your school on appraising for at-risk students. Brainstorm and list ideas.

---

**ACTIVITY 4**

Discuss your ideas and select five priority ideas based on feasibility, potential numbers and populations of students affected, and perceived discipline-specific or major-specific needs.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**ACTIVITY 5**

Complete Item 30—Retention Strategy Documentation Worksheet.



## Item 22—Peer Mentoring and Tutoring

### DESCRIPTION

- 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

### USER INFORMATION

- May be used individually or along with other toolkit items, particularly Toolkit Items 19 and 27.
- Use prior to Item 30—Retention Strategy Documentation Worksheet.

### SUPPLEMENTARY RESOURCES

#### ***Book, Chapters 6 and 13***

- Jeffreys, M. R. (2001). Evaluating enrichment program study groups: Academic outcomes, psychological outcomes, and variables influencing retention. *Nurse Educator*, 26(3), 142–149.
- Jeffreys, M. R. (2002). Students' perceptions of variables influencing retention: A pretest and post-test approach. *Nurse Educator*, 27(1), 16–19 [Erratum, 2002, 27(2), 64].
- Jeffreys, M. R. (2007). Nontraditional students' perceptions of variables influencing retention: A multisite study. *Nurse Educator*, 32(4), 161–167.

## Item 22—Peer Mentoring and Tutoring

### ACTIVITY 1

Assess current peer mentoring and tutoring practices:(a) within your institution and (b) within your nursing program or discipline. Place an X next to each selection or fill in as indicated. Discuss with group members.

#### College Tutoring

1. Availability

All college students     Disadvantaged students only     Students on probation

Other \_\_\_\_\_

2. Location of services: \_\_\_\_\_

3. Hours of operation? \_\_\_\_\_

Inadequate     Adequate     Inconvenient     Weekend     Evenings

4. Type of services: \_\_\_\_\_

peer tutoring     staff tutoring     paid student tutors     volunteer students

individual     small group     other \_\_\_\_\_

5. Is there a stigma associated with using college tutoring services? \_\_\_\_\_

Describe: \_\_\_\_\_

6. How and when are students encouraged to use college tutoring services?

\_\_\_\_\_

7. Is encouragement consistent among all faculty members and with all student groups? Why or why not? What impact does this have on student use of services? \_\_\_\_\_

8. Is student evaluation of college tutoring services and attitudes concerning college tutoring routinely appraised? \_\_\_\_\_

9. Does college tutoring provide for discipline-specific tutoring in the health professions? Is this adequate? Why or why not? \_\_\_\_\_

#### Discipline-Specific or Program-Specific Student Peer Mentoring-Tutoring within the Discipline's School/Department:

10. Availability

All students in the discipline/program

Disadvantaged students only

Students on probation

Other \_\_\_\_\_

11. Location of services: \_\_\_\_\_

12. Hours of operation? \_\_\_\_\_

Inadequate     Adequate     Inconvenient     Weekend     Evenings

13. Type of services: \_\_\_\_\_

peer tutoring only     staff tutoring     paid students     volunteer students

individual     small group     peer mentoring-tutoring emphasis

14. How are peer mentor-tutors (PMT) or tutors selected?

---

15. What type of orientation do PMT receive? What mentoring roles are emphasized within the orientation? Do PMT evaluate the orientation program?

---

16. What ongoing strategies are used to assist PMT with their roles?

---

17. Is there a stigma associated with using discipline-specific PMT services within the nursing school or department? \_\_\_\_\_

Describe:

---

18. How and when are students encouraged to use discipline-specific PMT services?

---

19. Is encouragement consistent among all faculty members and with all student groups? Why or why not? What impact does this have on student use of services?

---

20. Is student evaluation of discipline-specific PMT services within the nursing school/department and attitudes concerning such services routinely appraised?

---

21. Have studies been designed to evaluate the effectiveness of consistently used discipline-specific PMT services within the nursing school or department? Why or why not?

---

## ACTIVITY 2

Develop a plan to further involve faculty at your school on promoting and expanding peer mentoring-tutoring. Brainstorm and list ideas.

---

## ACTIVITY 3

Discuss your ideas and select five priority ideas based on feasibility, potential numbers and populations of students affected, and perceived discipline-specific needs.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## ACTIVITY 4

Complete Item 30—Retention Strategy Documentation Worksheet

## Item 23—Promoting Positive Help-Seeking Behaviors

### DESCRIPTION

- Used to appraise and reflect upon faculty's own feelings, beliefs, and behaviors concerning help-seeking; 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

### USER INFORMATION

- May be used individually or along with other toolkit items, particularly Items 15, 16, 17, 19, and 29.
- Use prior to Item 30—Retention Strategy Documentation Worksheet.

### SUPPLEMENTARY RESOURCES

*Book, Chapters 2, 3, 10, and 12*

## Item 23—Promoting Positive Help-Seeking Behaviors

### ACTIVITY 1

Each group member should **individually reflect** on

1. What are positive student help-seeking behaviors?
2. What are self-handicapping behaviors that hinder help-seeking behaviors?
3. What student help-seeking behaviors do you find offensive or inappropriate? Why?
4. Do you expect students to initiate help-seeking behaviors?
5. When do you expect students to seek help?
6. How do you expect students to seek help?
7. What actions and strategies do you actively implement to encourage positive student help-seeking behaviors?
8. What actions and strategies do you believe interfere with encouraging positive student help-seeking behaviors? Why?
9. When do you actively seek help from supervisors, deans, or administrators? How do you feel when you seek help?
10. When do you hesitate to seek help from supervisors, deans, or administrators? How do you feel?

### ACTIVITY 2

Discuss the above questions with group members. What are some common themes that emerged from your discussion?

### ACTIVITY 3

Discuss the following case scenarios. What is the potential impact on the student's future help-seeking behaviors, learning, achievement, satisfaction, stress, motivation, and retention? **What can be done to promote positive help-seeking behaviors?**

| OFFICE HOURS   | CULTURALLY INCONGRUENT   | CULTURALLY CONGRUENT   |
|--|--|--|
| <p>During office hours, several students asked the instructor's help for completing a written paper assignment. Pat does not understand how to complete a written paper assignment, however his cultural values and beliefs (CVB) are not congruent with self-initiated actively help-seeking behaviors.</p> | <p>Professor holds CVB that value assertiveness, active help-seeking behaviors, and confrontation with authority. Professor states to her colleague, "I keep my office door open so students can stop by and ask for help. If students don't ask for help, they deserve the grade they get."<br/> <u>Result:</u> Pat still does not understand the assignment, fails the paper, resulting in poor academic outcomes and poor psychological outcomes.</p> | <p>Professor recognizes that help-seeking behaviors vary culturally and consciously makes an effort to follow-up on students who do not seek help. Professor requests that Pat meet during office hours to discuss the written paper assignment, stating, "When students share their questions and feedback concerning papers and the class, it helps me a great deal. Could you please help me by stopping by to talk about the paper?"<br/> <u>Result:</u> Pat receives the necessary help needed and passes the assignment. Positive academic and psychological outcomes occur.</p> |

| CLASSROOM, CLINICAL, OR SEMINAR*  | CULTURALLY INCONGRUENT  | CULTURALLY CONGRUENT   |
|---|---|--|
| <p>During class, one student (Jane) assertively questions the instructor's statement. Jane's CVB openly encourage assertiveness and equally view teachers and learners as co-participants in the teaching-learning process. Several students with different CVB are obviously uncomfortable by the perceived confrontation.</p> | <p>Professor's CVB consider the preservation of group harmony and "saving face" as a priority. She sees the discomfort of two other students in the group and aims to help the group avoid conflict. Professor's response is to evade answering Jane's question and dismiss the class early.<br/> <u>Result:</u> Jane is still confused and feels stressed about the statement and topic. She is dissatisfied with the professor's actions.</p> | <p>Professor recognizes differences between an individual versus group orientation. Although her own CVB are group orientation, the professor realizes that Jane's behavior is appropriate. Professor answers Jane's question and uses this opportunity to discuss various differences in communication patterns, values, and beliefs among different cultures.<br/> <u>Result:</u> Jane and the other students receive clarification about the statement and receive new information about culture and values clarification, enhancing academic outcomes and promoting positive psychological outcomes.</p> |

### ACTIVITY 3

Develop a plan to further involve faculty at your school on promoting and expanding student help-seeking behaviors. Brainstorm and list ideas.

---

### ACTIVITY 4

Discuss your ideas and select five priority ideas based on feasibility, potential numbers and populations of students affected, and perceived discipline-specific needs.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### ACTIVITY 5

Complete Item 30—Retention Strategy Documentation Worksheet

## Item 24—Appraising Teaching Strategies: Potential Effect on Diverse Populations

### DESCRIPTION

- Used to appraise the potential influence of different teaching–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

### USER INFORMATION

- May be used individually or along with other Toolkit Items, particularly Items 16, 17, and 26.
- Use prior to Item 30—Retention Strategy Documentation Worksheet.

### SUPPLEMENTARY RESOURCES

#### ***Book, Chapters 2, 3, 10, and 12***

Jeffreys, M. R. (2010). *Teaching cultural competence in nursing and health care: Inquiry, action, and innovation*. New York, NY: Springer Publishing Co.

## Item 24—Appraising Teaching Strategies: Potential Effect on Diverse Populations

### ACTIVITY 1

How do/could each of the listed strategies influence learning, motivation, self-efficacy (confidence), stress, satisfaction, professional integration and socialization, and retention among different student populations in your school? Why?

Use the following scale to rate the **potential level** of influence:

+ (positive influence)

? (questionable or unknown influence)

0 (no influence)

– (negative influence)

Strategy 1: 2-hour lecture by instructor

|  | ESL | 18-20 YEAR OLDS | PARENTS WHO ARE EMPLOYED | ACADEMICALLY STRONG | ACADEMICALLY WEAK |
|--|-----|-----------------|--------------------------|---------------------|-------------------|
| Learning                                 |     |                 |                          |                     |                   |
| Motivation                               |     |                 |                          |                     |                   |
| Self-efficacy (confidence)               |     |                 |                          |                     |                   |
| Stress                                   |     |                 |                          |                     |                   |
| Satisfaction                             |     |                 |                          |                     |                   |
| Professional integration & socialization |     |                 |                          |                     |                   |
| Retention                                |     |                 |                          |                     |                   |

Strategy 2: Debate

|  | REFUGEE | STUDENT WITH GED | MINORITY STUDENT IN MAJORITY INSTITUTION | ACADEMICALLY STRONG | ACADEMICALLY WEAK |
|--|---------|------------------|--|---------------------|-------------------|
| Learning                                 |         |                  |  |                     |                   |
| Motivation                               |         |                  |  |                     |                   |
| Self-efficacy (confidence)               |         |                  |  |                     |                   |
| Stress                                   |         |                  |  |                     |                   |
| Satisfaction                             |         |                  |  |                     |                   |
| Professional integration & socialization |         |                  |  |                     |                   |
| Retention                                |         |                  |  |                     |                   |



Strategy 3: Small group activity (simulated case study with planning and delegation of care activities among group members followed by report to larger class group).

|  | ESL AND RECENT IMMIGRANT (NON-US CITIZEN) | STUDENT WITH PRIOR HEALTH CARE EXPERIENCE | MINORITY STUDENT IN MAJORITY INSTITUTION | MALE STUDENT, 40 YEARS OLD, SECOND CAREER | FEMALE STUDENT, 40 YEARS OLD, DISPLACED HOMEMAKER |
|--|---|---|--|---|---|
| Learning                                   |   |   |  |   |   |
| Motivation                                 |   |   |  |   |   |
| Self-efficacy (confidence)                 |   |   |  |   |   |
| Stress                                     |   |   |  |   |   |
| Satisfaction                               |   |   |  |   |   |
| Professional integration and socialization |   |   |  |   |   |
| Retention                                  |   |   |  |   |   |

Strategy 4: Storytelling (shared teacher and students)

|  | TRADITIONAL NATIVE AMERICAN STUDENT | TRADITIONAL APPALACHIAN STUDENT | TRADITIONAL AFRICAN AMERICAN FEMALE STUDENT | ECONOMICALLY DISADVANTAGED STUDENT | HONORS-COLLEGE, 20 YEARS OLD, MALE STUDENT |
|--|-------------------------------------|---------------------------------|---|------------------------------------|--|
| Learning                                 |                                     |                                 |   |                                    |  |
| Motivation                               |                                     |                                 |   |                                    |  |
| Self-efficacy (confidence)               |                                     |                                 |   |                                    |  |
| Stress                                   |                                     |                                 |   |                                    |  |
| Satisfaction                             |                                     |                                 |   |                                    |  |
| Professional integration & socialization |                                     |                                 |   |                                    |  |
| Retention                                |                                     |                                 |   |                                    |  |

Strategy 5: Discussion board via Internet and course webpage

|  | 18-20 YEAR OLDS | ECONOMICALLY DISADVANTAGED | MINORITY STUDENT IN MAJORITY INSTITUTION | ACADEMICALLY STRONG | ACADEMICALLY WEAK |
|--|-----------------|----------------------------|--|---------------------|-------------------|
| Learning                                 |                 |                            |  |                     |                   |
| Motivation                               |                 |                            |  |                     |                   |
| Self-efficacy (confidence)               |                 |                            |  |                     |                   |
| Stress                                   |                 |                            |  |                     |                   |
| Satisfaction                             |                 |                            |  |                     |                   |
| Professional integration & socialization |                 |                            |  |                     |                   |
| Retention                                |                 |                            |  |                     |                   |

**ACTIVITY 2**

Discuss your ratings and suggest implications for nurse educators

---

**ACTIVITY 3**

Develop a plan to further involve faculty at your school on appraising the influence of different teaching strategies on different student populations. Brainstorm and list ideas.

---

**ACTIVITY 4**

Discuss your ideas and select five priority ideas based on feasibility, potential numbers and populations of students affected, and perceived discipline-specific needs.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**ACTIVITY 5**

Complete Item 30—Retention Strategy Documentation Worksheet

## Item 25—Professional Integration and Socialization

### DESCRIPTION

- 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

### USER INFORMATION

- May be used individually or along with other toolkit items, particularly *after* use of Item 18.
- Use prior to Item 30—Retention Strategy Documentation Worksheet

### SUPPLEMENTARY RESOURCES

*Book, Chapters 6 and 11*

## Item 25—Professional Integration and Socialization

### ACTIVITY 1

Using the checklist inventory below, assess for the presence of **practical** barriers, solutions, strategies, and incentives **within your nursing school** that may influence student participation in professional events and memberships.

Practical Barrier 1: Financial cost

How many students are affected?  All  Most  Half  Few  None  Not sure

Are particular students groups affected more than other groups?  Yes  No  Not sure

If yes, which groups and why? \_\_\_\_\_

Solutions: Waive fee or reduce fee

Evaluate the presence of the following **strategies and incentives** available for YOUR student population:

#### Professional Events

|                      | ALWAYS PRESENT | SOMETIMES PRESENT | RARELY PRESENT | NEVER PRESENT | NOT SURE | DESCRIPTIVE NOTES |
|----------------------|----------------|-------------------|----------------|---------------|----------|-------------------|
| Sponsorship          |                |                   |                |               |          |                   |
| Award or scholarship |                |                   |                |               |          |                   |
| Volunteer work       |                |                   |                |               |          |                   |
| Service exchange     |                |                   |                |               |          |                   |
| Group discounts      |                |                   |                |               |          |                   |
| Student fee          |                |                   |                |               |          |                   |
| Other                |                |                   |                |               |          |                   |

#### Professional Memberships

|                      | ALWAYS PRESENT | SOMETIMES PRESENT | RARELY PRESENT | NEVER PRESENT | NOT SURE | DESCRIPTIVE NOTES |
|----------------------|----------------|-------------------|----------------|---------------|----------|-------------------|
| Sponsorship          |                |                   |                |               |          |                   |
| Award or scholarship |                |                   |                |               |          |                   |
| Volunteer work       |                |                   |                |               |          |                   |
| Service exchange     |                |                   |                |               |          |                   |
| Group discounts      |                |                   |                |               |          |                   |
| Student fee          |                |                   |                |               |          |                   |
| Other                |                |                   |                |               |          |                   |

Practical Barrier 2: Travel

How many students are affected?  All  Most  Half  Few  None  Not sure  
 Are particular students groups affected more than other groups?  Yes  No  Not sure  
 If yes, which groups and why? \_\_\_\_\_

Solutions: Eliminate travel or enhance ease of travel

Evaluate the presence of the following **strategies and incentives** available for YOUR student population:

## Professional Events

|                                    | ALWAYS PRESENT | SOMETIMES PRESENT | RARELY PRESENT | NEVER PRESENT | NOT SURE | DESCRIPTIVE NOTES |
|------------------------------------|----------------|-------------------|----------------|---------------|----------|-------------------|
| Host event                         |                |                   |                |               |          |                   |
| Carpools                           |                |                   |                |               |          |                   |
| Charter bus                        |                |                   |                |               |          |                   |
| Public transportation group travel |                |                   |                |               |          |                   |
| Clear directions                   |                |                   |                |               |          |                   |
| Other                              |                |                   |                |               |          |                   |

Practical Barrier 3: Time

How many students are affected?  All  Most  Half  Few  None  Not sure  
 Are particular students groups affected more than other groups?  Yes  No  Not sure  
 If yes, which groups and why? \_\_\_\_\_

Solutions: Eliminate extra time needed or minimize time conflicts/burden

Evaluate the presence of the following **strategies and incentives** available for YOUR student population:

## Professional Events

|   | ALWAYS PRESENT | SOMETIMES PRESENT | RARELY PRESENT | NEVER PRESENT | NOT SURE | DESCRIPTIVE NOTES |
|---|----------------|-------------------|----------------|---------------|----------|-------------------|
| Event corresponds with class time           |                |                   |                |               |          |                   |
| Sufficient advance notice                   |                |                   |                |               |          |                   |
| Time exchange from class                    |                |                   |                |               |          |                   |
| Schedule before or after class              |                |                   |                |               |          |                   |
| Readjust class assignment and test schedule |                |                   |                |               |          |                   |
| Assistance with application related tasks   |                |                   |                |               |          |                   |
| Other                                       |                |                   |                |               |          |                   |

## Professional Memberships (Joining; participation is included under professional events)

|   | ALWAYS PRESENT | SOMETIMES PRESENT | RARELY PRESENT | NEVER PRESENT | NOT SURE | DESCRIPTIVE NOTES |
|---|----------------|-------------------|----------------|---------------|----------|-------------------|
| Sufficient advance notice                 |                |                   |                |               |          |                   |
| Time exchange from class                  |                |                   |                |               |          |                   |
| Schedule before or after class            |                |                   |                |               |          |                   |
| Assistance with application related tasks |                |                   |                |               |          |                   |
| Other                                     |                |                   |                |               |          |                   |

**ACTIVITY 2**

Using the checklist inventory below, assess for the presence of **psychosocial** barriers, solutions, strategies, and incentives that may influence student participation in professional events and memberships.

Psychosocial Barrier 1: Perceived irrelevance to immediate educational goals

How many students are affected? \_\_All \_\_Most \_\_Half \_\_Few \_\_None \_\_Not sure

Are particular students groups affected more than other groups? \_\_Yes \_\_No \_\_Not sure

If yes, which groups and why? \_\_\_\_\_

Solutions: Demonstrate relevance to immediate educational goals

Evaluate the presence of the following **strategies and incentives** available for YOUR student population:

## Professional Events

|  | ALWAYS PRESENT | SOMETIMES PRESENT | RARELY PRESENT | NEVER PRESENT | NOT SURE | DESCRIPTIVE NOTES |
|--|----------------|-------------------|----------------|---------------|----------|-------------------|
| Link with course objectives            |                |                   |                |               |          |                   |
| Link with course assignments           |                |                   |                |               |          |                   |
| Link with test questions               |                |                   |                |               |          |                   |
| Provide background information         |                |                   |                |               |          |                   |
| Extra credit                           |                |                   |                |               |          |                   |
| Mandatory participation                |                |                   |                |               |          |                   |
| Student certificates for participation |                |                   |                |               |          |                   |
| Other                                  |                |                   |                |               |          |                   |

## Professional Memberships

|  | ALWAYS PRESENT | SOMETIMES PRESENT | RARELY PRESENT | NEVER PRESENT | NOT SURE | DESCRIPTIVE NOTES |
|--|----------------|-------------------|----------------|---------------|----------|-------------------|
| Link with course objectives            |                |                   |                |               |          |                   |
| Link with course assignments           |                |                   |                |               |          |                   |
| Link with test questions               |                |                   |                |               |          |                   |
| Provide background information         |                |                   |                |               |          |                   |
| Extra credit                           |                |                   |                |               |          |                   |
| Mandatory participation                |                |                   |                |               |          |                   |
| Student certificates for participation |                |                   |                |               |          |                   |
| Other                                  |                |                   |                |               |          |                   |

Psychosocial Barrier 2: Perceived irrelevance to future professional goals

How many students are affected?   All   Most   Half   Few   None   Not sure  
 Are particular students groups affected more than other groups?   Yes   No   Not sure

If yes, which groups and why? \_\_\_\_\_

Solutions: Demonstrate relevance to future professional goals

Evaluate the presence of the following **strategies and incentives** available for YOUR student population:

## Professional Events

|                                     | ALWAYS<br>PRESENT | SOMETIMES<br>PRESENT | RARELY<br>PRESENT | NEVER<br>PRESENT | NOT SURE | DESCRIPTIVE<br>NOTES |
|-------------------------------------|-------------------|----------------------|-------------------|------------------|----------|----------------------|
| Faculty role models                 |                   |                      |                   |                  |          |                      |
| Student role models                 |                   |                      |                   |                  |          |                      |
| Professional role models            |                   |                      |                   |                  |          |                      |
| Link with legal and ethical issues  |                   |                      |                   |                  |          |                      |
| Link with criteria for a profession |                   |                      |                   |                  |          |                      |
| Professional portfolio and resumé   |                   |                      |                   |                  |          |                      |
| Educational mobility                |                   |                      |                   |                  |          |                      |
| Career mobility                     |                   |                      |                   |                  |          |                      |
| Other                               |                   |                      |                   |                  |          |                      |

## Professional Memberships

|                                     | ALWAYS<br>PRESENT | SOMETIMES<br>PRESENT | RARELY<br>PRESENT | NEVER<br>PRESENT | NOT SURE | DESCRIP-<br>TIVE NOTES |
|-------------------------------------|-------------------|----------------------|-------------------|------------------|----------|------------------------|
| Faculty role models                 |                   |                      |                   |                  |          |                        |
| Student role models                 |                   |                      |                   |                  |          |                        |
| Professional role models            |                   |                      |                   |                  |          |                        |
| Link with legal and ethical issues  |                   |                      |                   |                  |          |                        |
| Link with criteria for a profession |                   |                      |                   |                  |          |                        |
| Professional portfolio and resumé   |                   |                      |                   |                  |          |                        |
| Educational mobility                |                   |                      |                   |                  |          |                        |
| Career mobility                     |                   |                      |                   |                  |          |                        |
| Other                               |                   |                      |                   |                  |          |                        |

Psychosocial Barrier 3: Multiple role stress

How many students are affected?  All  Most  Half  Few  None  Not sure

Are particular students groups affected more than other groups?  Yes  No  Not sure

If yes, which groups and why? \_\_\_\_\_

Solutions: Reduce role stress; Demonstrate strategies to manage multiple roles effectively

Evaluate the presence of the following **strategies and incentives** available for YOUR student population:

## Professional Events

|   | ALWAYS<br>PRESENT | SOME-<br>TIMES<br>PRESENT | RARELY<br>PRESENT | NEVER<br>PRESENT | NOT SURE | DESCRIP-<br>TIVE<br>NOTES |
|---|-------------------|---------------------------|-------------------|------------------|----------|---------------------------|
| Sufficient advance notice                           |                   |                           |                   |                  |          |                           |
| Case examples                                       |                   |                           |                   |                  |          |                           |
| Letter to employer                                  |                   |                           |                   |                  |          |                           |
| Written materials for family and significant others |                   |                           |                   |                  |          |                           |
| Extended college child care services                |                   |                           |                   |                  |          |                           |
| Other   |                   |                           |                   |                  |          |                           |

## Professional Memberships

|   | ALWAYS<br>PRESENT | SOME-<br>TIMES<br>PRESENT | RARELY<br>PRESENT | NEVER<br>PRESENT | NOT SURE | DESCRIP-<br>TIVE<br>NOTES |
|---|-------------------|---------------------------|-------------------|------------------|----------|---------------------------|
| Sufficient advance notice                           |                   |                           |                   |                  |          |                           |
| Case examples                                       |                   |                           |                   |                  |          |                           |
| Written materials for family and significant others |                   |                           |                   |                  |          |                           |
| Other   |                   |                           |                   |                  |          |                           |



Psychosocial Barrier 4: Fear of isolation

How many students are affected?  All  Most  Half  Few  None  Not sure  
 Are particular students groups affected more than other groups?  Yes  No  Not sure

If yes, which groups and why? \_\_\_\_\_

Solutions: Eliminate fear of isolation; Minimize fear of isolation; Promote feelings of inclusion

Evaluate the presence of the following **strategies and incentives** available for YOUR student population:

## Professional Events

|   | ALWAYS PRESENT | SOMETIMES PRESENT | RARELY PRESENT | NEVER PRESENT | NOT SURE | DESCRIPTIVE NOTES |
|---|----------------|-------------------|----------------|---------------|----------|-------------------|
| Link with faculty buddy or other professional |                |                   |                |               |          |                   |
| Student role models                           |                |                   |                |               |          |                   |
| Introduction to other students                |                |                   |                |               |          |                   |
| Introduction to presenters and/or members     |                |                   |                |               |          |                   |
| Networking during lunch and break times       |                |                   |                |               |          |                   |
| Publicize student involvement                 |                |                   |                |               |          |                   |
| Student outreach and welcome                  |                |                   |                |               |          |                   |
| Other   |                |                   |                |               |          |                   |

## Professional Memberships

|  | ALWAYS PRESENT | SOME-TIMES PRESENT | RARELY PRESENT | NEVER PRESENT | NOT SURE | DESCRIPTIVE NOTES |
|--|----------------|--------------------|----------------|---------------|----------|-------------------|
| Link with faculty buddy or other professional member |                |                    |                |               |          |                   |
| Student role models                                  |                |                    |                |               |          |                   |
| Introduction to other students                       |                |                    |                |               |          |                   |
| Introduction to members                              |                |                    |                |               |          |                   |
| Publicize student involvement                        |                |                    |                |               |          |                   |
| Student outreach and welcome                         |                |                    |                |               |          |                   |
| Other  |                |                    |                |               |          |                   |

**ACTIVITY 3**

Discuss the findings from the above appraisal of practical and psychosocial barriers, solutions, strategies and incentives.

*a.* Print out the forms. Use a colored highlighter to identify strategies and incentives that are “always present.” What are the benefits of continuing and/or expanding upon these strategies and incentives? Brainstorm and list ideas.

---

*b.* Using a different colored highlighter, identify the strategies and incentives that are “sometimes present” or “rarely present.” What are the benefits of further developing and expanding these strategies and incentives? Brainstorm and list ideas.

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*c.* Using a third highlighter color, identify the strategies and incentives that are “never present”. What are the benefits of further developing and expanding these strategies and incentives? Brainstorm and list ideas.

---

*d.* Discuss your ideas and select five priority ideas based on feasibility, potential numbers and populations of students affected, and perceived discipline-specific needs.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**ACTIVITY 4**

Complete Item 30—Retention Strategy Documentation Worksheet.

## Item 26—Strategy Mapping Across the Curriculum

### DESCRIPTION

- 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

### USER INFORMATION

- May be used individually or along with other toolkit items, particularly Items 16, 17, 19, and 24.
- Use prior to Item 30—Retention Strategy Documentation Worksheet.

### SUPPLEMENTARY RESOURCES

#### ***Book, Chapters 2, 3, 10, and 12***

Jeffreys, M. R. (2010). *Teaching cultural competence in nursing and health care: Inquiry, action, and innovation*. New York, NY: Springer Publishing Co.

## Item 26—Strategy Mapping Across the Curriculum

### ACTIVITY 1

Using the scale below, rate each teaching–learning strategy used within each **required** nursing course:

10 = Always (100%)

9 = 90%–99%

8 = 80%–89%

7 = 70%–79%

6 = 60%–69%

5 = 50%–59%

4 = 40%–49%

3 = 30%–39%

2 = 20%–29%

1 = 1%–19%

0 = Never (0%)

| Teaching–Learning Strategy             | Insert course number or name |  |  |  |  |  |  |  |
|--|------------------------------|--|--|--|--|--|--|--|
|  |                              |  |  |  |  |  |  |  |
| 1. Lecture                             |                              |  |  |  |  |  |  |  |
| 2. Discussion (in person)              |                              |  |  |  |  |  |  |  |
| 3. Discussion (videoconference)        |                              |  |  |  |  |  |  |  |
| 4. Small-group activity                |                              |  |  |  |  |  |  |  |
| 5. Paired-group activity               |                              |  |  |  |  |  |  |  |
| 6. Case study                          |                              |  |  |  |  |  |  |  |
| 7. Simulated role play                 |                              |  |  |  |  |  |  |  |
| 8. Role play                           |                              |  |  |  |  |  |  |  |
| 9. Gaming                              |                              |  |  |  |  |  |  |  |
| 10. Debate                             |                              |  |  |  |  |  |  |  |
| 11. Oral group presentation            |                              |  |  |  |  |  |  |  |
| 12. Oral individual presentation       |                              |  |  |  |  |  |  |  |
| 13. PowerPoint group presentation      |                              |  |  |  |  |  |  |  |
| 14. PowerPoint individual presentation |                              |  |  |  |  |  |  |  |
| 15. Group poster presentation          |                              |  |  |  |  |  |  |  |
| 16. Individual poster presentation     |                              |  |  |  |  |  |  |  |
| 17. Storytelling                       |                              |  |  |  |  |  |  |  |
| 18. Interview                          |                              |  |  |  |  |  |  |  |
| 19. Group film (video production)      |                              |  |  |  |  |  |  |  |
| 20. Paired writing draft critique      |                              |  |  |  |  |  |  |  |

| Teaching–Learning Strategy                        |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|
| 21. Paired problem-based learning                 |  |  |  |  |  |  |  |  |
| 22. Paired computer-based learning                |  |  |  |  |  |  |  |  |
| 23. Paired technical skills practice              |  |  |  |  |  |  |  |  |
| 24. Paired or group clinical assignment           |  |  |  |  |  |  |  |  |
| 25. Library literature review                     |  |  |  |  |  |  |  |  |
| 26. Paired or group computer-assisted Instruction |  |  |  |  |  |  |  |  |
| 27. Professional event participation              |  |  |  |  |  |  |  |  |
| 28. Professional membership participation         |  |  |  |  |  |  |  |  |
| 29. Discussion boards or chat rooms               |  |  |  |  |  |  |  |  |
| 30. Reflection                                    |  |  |  |  |  |  |  |  |
| 31. Field trips                                   |  |  |  |  |  |  |  |  |
| 32. Video (watching)                              |  |  |  |  |  |  |  |  |
| 33. Journal articles                              |  |  |  |  |  |  |  |  |
| 34. Required textbook readings                    |  |  |  |  |  |  |  |  |
| 35. Supplementary readings                        |  |  |  |  |  |  |  |  |
| 36. Computer-assisted instruction                 |  |  |  |  |  |  |  |  |
| 37. Practice test questions                       |  |  |  |  |  |  |  |  |
| 38. Guided questioning                            |  |  |  |  |  |  |  |  |
| 39. Skills demonstration                          |  |  |  |  |  |  |  |  |
| 40. Skills return demonstration                   |  |  |  |  |  |  |  |  |
| 41. Care plans                                    |  |  |  |  |  |  |  |  |
| 42. Patient simulator scenario (individual taped) |  |  |  |  |  |  |  |  |
| 43. Patient simulator scenarios (group taped)     |  |  |  |  |  |  |  |  |
| 44. Journaling                                    |  |  |  |  |  |  |  |  |
| 45. Other   |  |  |  |  |  |  |  |  |
| 46. Other   |  |  |  |  |  |  |  |  |

**ACTIVITY 2**

After completing Activity 1, print out pages 76 and 77. Use a yellow highlighter and shade in the course boxes for teaching–learning strategies that received a rating of **7 or higher**.

Use a different color highlighter and shade in the course boxes for teaching–learning strategies that received a rating of **3 or less**.

Discuss the following questions:

1. What trends do you observe?
2. What consistencies and inconsistencies do you observe?
3. How do you feel about your observations?
4. What is the potential influence of these trends, consistencies, and inconsistencies on student learning, motivation, achievement, and retention (in general)?
5. What is the potential influence of these trends, consistencies, and inconsistencies on student learning, motivation, achievement, and retention among different student populations?

**ACTIVITY 3**

What faculty actions are indicated? Why? Brainstorm and list ideas.

---

**ACTIVITY 4**

Discuss your ideas and select five priority ideas based on feasibility, potential numbers and populations of students affected, and perceived discipline-specific needs.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**ACTIVITY 5**

Complete Toolkit Item 30—Retention Strategy Documentation Worksheet.

## Item 27—Enrichment Program

### DESCRIPTION

- 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

### USER INFORMATION

- May be used individually or along with other toolkit items, particularly Items 6, 22, and 28.
- Use prior to Item 30—Retention Strategy Documentation Worksheet.

### SUPPLEMENTARY RESOURCES

#### ***Book, Chapters 6 and 13***

Jeffreys, M. R. (2001). Evaluating enrichment program study groups: Academic outcomes, psychological outcomes, and variables influencing retention. *Nurse Educator*, 26(3), 142–149.

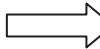
Jeffreys, M. R. (2002). Students' perceptions of variables influencing retention: A pretest and post-test approach. *Nurse Educator*, 27(1), 16–19 [Erratum, 2002, 27(2), 64].

## Item 27—Enrichment Program

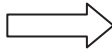
### ACTIVITY 1

Individually check off the desired components

#### Desired Activities

- Orientation
- Mentoring
- Tutoring
- Study groups
- Career guidance
- Workshops
- Stress management
- Time management
- Multiple-role management
- Study skills 
- Test prep
- Telephone support
- Online support
- Professional socialization
- Student meetings
- Networking
- Newsletter
- Stipends

#### Personnel

- Project director
- Retention coordinator
- Secretarial staff 
- Data manager
- Mentors
- Tutors
- Peer mentor-tutors
- Website designer

#### Equipment & Materials

- Paper
- Envelopes
- Folders
- Postage
- Computer
- Scanner
- LCD projector
- Screen
- Photocopier
- Software
- File cabinet
- Telephone
- Questionnaires



**ACTIVITY 2**

Individually identify proactive, ongoing, and/or transitional activities.

*Proactive* refers to activities at the beginning of course, semester/trimester, or program.

*Ongoing* refers to activities that continue throughout the course, semester/trimester, or program.

*Transitional* refers to activities as students move from one course, semester/trimester, or nursing degree program to another.

|    | Desired Activities         | Proactive | Ongoing | Transitional | Notes |
|----|----------------------------|-----------|---------|--------------|-------|
| 1  | Orientation                |           |         |              |       |
| 2  | Mentoring                  |           |         |              |       |
| 3  | Tutoring                   |           |         |              |       |
| 4  | Study groups               |           |         |              |       |
| 5  | Career guidance            |           |         |              |       |
| 6  | Workshops                  |           |         |              |       |
| 7  | Stress management          |           |         |              |       |
| 8  | Time management            |           |         |              |       |
| 9  | Multiple-role management   |           |         |              |       |
| 10 | Study skills               |           |         |              |       |
| 11 | Test prep                  |           |         |              |       |
| 12 | Telephone support          |           |         |              |       |
| 13 | Online support             |           |         |              |       |
| 14 | Professional socialization |           |         |              |       |
| 15 | Student meetings           |           |         |              |       |
| 16 | Networking                 |           |         |              |       |
| 17 | Newsletter                 |           |         |              |       |
| 18 | Stipends                   |           |         |              |       |
| 19 | Other                      |           |         |              |       |
| 20 | Other                      |           |         |              |       |

**ACTIVITY 3**

Discuss the above with group members to synthesize ideas.

---

**ACTIVITY 4**

Select five priority ideas based on feasibility, potential numbers and populations of students affected, and perceived discipline-specific needs.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**ACTIVITY 5**

Complete Item 30—Retention Strategy Documentation Worksheet.

## Item 28—Nursing Student Resource Center (Nursing Neighborhood)

### DESCRIPTION

- 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

### USER INFORMATION

- May be used individually or along with other toolkit items, particularly Items 7, 22 and 27.
- Use prior to Item 30—Retention Strategy Documentation Worksheet.

### SUPPLEMENTARY RESOURCES

*Book, Chapters 6 and 14*

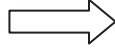
# Item 28—Nursing Student Resource Center (Nursing Neighborhood)

## ACTIVITY 1

Individually check off the desired components

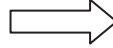
Desired Computer Resources

- Software programs
- Internet
- Videos
- Printing
- Student check-in



Equipment

- Computers
- Internet cable
- Printer
- Printer cable
- Earphones
- Listening center
- Electrical outlets
- Paper
- Check-in scanner

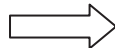
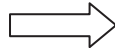


Furniture

- Computer workstations
- Chairs
- Printer table

Other Desired Educational Resources

- Reference books
- Journals
- Newspapers
- Brochures
- Student handouts
- Posters



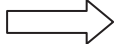
Furniture

- Bookcases
- File cabinets


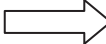

Equipment

- Magazine racks
- Newspaper racks
- Brochure racks
- Bulletin boards

Desired Activities

- \_\_\_ Technical assistance
- \_\_\_ Mentoring
- \_\_\_ Tutoring
- \_\_\_ Study groups
- \_\_\_ Career guidance
- \_\_\_ Workshops
- \_\_\_ Stress management
- \_\_\_ Time management
- \_\_\_ Multiple-role management
- \_\_\_ Study skills 
- \_\_\_ Resource assistance
- \_\_\_ Telephone support
- \_\_\_ Professional socialization
- \_\_\_ Student meetings

Personnel

- \_\_\_ Project director 
- \_\_\_ Retention coordinator
- \_\_\_ Secretarial staff 
- \_\_\_ Data manager
- \_\_\_ Technical assistants
- \_\_\_ Mentors
- \_\_\_ Tutors 
- \_\_\_ Resource assistants

Furniture

- \_\_\_ Tables
- \_\_\_ Chairs
- \_\_\_ Desks
- \_\_\_ Sofas

Equipment

- \_\_\_ Chalkboard
- \_\_\_ Chalk
- \_\_\_ Dry erase board
- \_\_\_ Markers
- \_\_\_ Erasers
- \_\_\_ Telephone

Miscellaneous

- \_\_\_ Motivational pictures
- \_\_\_ Coat racks or hooks
- \_\_\_ Mailboxes
- \_\_\_ Folding chairs
- \_\_\_ Garbage cans
- \_\_\_ Recycling bins
- \_\_\_ Student sign-in book
- \_\_\_ Message paper and book
- \_\_\_ Calendar
- \_\_\_ Clock
- \_\_\_ File folders
- \_\_\_ Stapler

Nursing Student Resource Center location (select and/or identify feasible location)

- \_\_\_ Convert classroom/lab in nursing building
- \_\_\_ Build addition to building
- \_\_\_ New building

**ACTIVITY 2**

Discuss the above with group members to synthesize ideas.

---

**ACTIVITY 3**

Select five priority ideas based on feasibility, potential numbers and populations of students affected, and perceived discipline-specific needs.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**ACTIVITY 4**

Complete Item 30—Retention Strategy Documentation Worksheet.

## Item 29—Culturally Congruent Approach to Nursing Faculty Advisement and Helpfulness

### DESCRIPTION

- 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 competent approach to faculty advisement and helpfulness

### USER INFORMATION

- May be used individually or along with other toolkit items, particularly Items 15, 16, and 17.
- Use prior to Item 30—Retention Strategy Documentation Worksheet.

### SUPPLEMENTARY RESOURCES

#### ***Book, Chapters 2, 3, and 10***

Jeffreys, M. R. (2010). *Teaching cultural competence in nursing and health care: Inquiry, action, and innovation*. New York, NY: Springer Publishing Co.

## Item 29—Culturally Congruent Approach to Nursing Faculty Advisement and Helpfulness

### ACTIVITY 1

Individually, reflect upon each of the following case scenarios. What is the potential impact on the student's future learning, achievement, satisfaction, stress, motivation, and retention? **What can be done to promote positive student outcomes?** Discuss in group.

| SITUATION   | CULTURALLY INCONGRUENT  | CULTURALLY CONGRUENT   |
|---|---|--|
| <p>Dana, a 25-year-old unmarried part-time student visits the nursing advisor for registration. She has her three small children with her. She expresses concern over getting daytime courses that coincide with the college child care services. Her CVB place family responsibilities over all other responsibilities. Single parenting is not viewed negatively in her culture.</p>  | <p>Professor holds traditional nursing values and beliefs, as well as own CVB that are congruent with nursing CVB. Professor states, "When I went to school, we weren't concerned about things like that. None of us were married, and none of us had children. School was the priority. Nursing is hard work and should be a priority."<br/><i>Result:</i> Dana feels discouraged and experiences hurt, anger, and pain.</p>   | <p>Professor acknowledges the importance of Dana's concerns, and compliments her beautiful children and her motivation to pursue her nursing degree. Professor offers to call the child care guidance counselor to assist her with the child care aspect.<br/><i>Result:</i> Dana feels satisfied that the advisor respects and understands her values and beliefs.</p>  |
| <p>Iris experiences a personal crisis during the last semester before graduation. The stress associated with the crisis situation interferes with her ability to complete assignments and tests successfully. Iris's CVB stigmatize psychological stress. Talking about one's personal feelings is taboo. Indirect verbal communication and periods of silence for reflection are the preferred communication patterns. Iris asks the advisor for help in improving her grades.</p> | <p>Professor values a direct approach that aims to encourage verbalization of feelings. Professor states, "You obviously are under a lot of emotional stress. I think you should talk about your feelings with me or a college counselor."<br/><i>Result:</i> Iris experiences cultural pain and distress because her emotional stress is outwardly recognizable. She feels stigmatized and reluctant to talk about feelings. This results in negative psychological feelings associated with school.</p> | <p>Professor recognizes that students may view stress differently and that different advisement approaches may be needed. Professor states, "Last month I had a student whose grades dropped following a personal crisis. Sometimes students experience stress related to outside issues or events. Some students have benefited from speaking with a counselor about their feelings" (pause).<br/><i>Result:</i> Iris does not feel stigmatized and is satisfied with the advisor's approach.</p> |
| <p><u>Outside</u><br/>Maria walks across the campus with her father and encounters her former nursing instructor. Maria's CVB place parents, elders, teachers, and nurses as highly respected individuals. Family and traditions are priorities; education is secondary. She formally introduces her father and instructor.</p>   | <p>Professor values casual, informal interaction with students, thinking that this is helpful for all students. She states, "Oh, just call me Cathy. There's no need to be so formal."<br/><i>Result:</i> Maria and her father experience cultural pain and embarrassment. Maria's father is concerned that Maria will abandon her traditional CVB. Maria feels pulled between her traditional CVB and pursuit of a nursing career.</p>   | <p>Professor is comfortable with casual, informal interaction with students, yet respects alternative values. Professor does not attempt to impose her values, rather she graciously thanks Maria for the formal introduction and responds formally.<br/><i>Result:</i> Maria and her father experience positive psychological outcomes (satisfaction).</p>  |

**ACTIVITY 2**

Develop a plan to further involve faculty at your school on promoting culturally congruent faculty advisement and helpfulness. Brainstorm and list ideas.

---

**ACTIVITY 3**

Discuss your ideas and select five priority ideas based on feasibility, potential numbers and populations of students affected, and perceived discipline-specific needs.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**ACTIVITY 4**

Complete Toolkit Item 30—Retention Strategy Documentation Worksheet.





## Item 30—Retention Strategy Documentation Worksheet

### **USER INFORMATION**

- User-friendly documentation worksheet to assist institutions in planning, implementing, delegating, measuring, evaluating, and documenting retention strategy initiatives.
- Use after the Toolkit Faculty Interactive Retention Strategy Design Modules.

### Item 30—Retention Strategy Documentation Worksheet

Develop a strategy intervention timetable and evaluation plan using the table below.

Strategy Idea: \_\_\_\_\_

At-Risk Target Population(s): \_\_\_\_\_

Goal(s): \_\_\_\_\_

Measurement and Evaluation: \_\_\_\_\_

| STRATEGY STEPS AND COMPONENTS<br>(INCLUDE DESIGN, PREIMPLEMENTATION,<br>IMPLEMENTATION/OPERATION,<br>MEASUREMENT, AND EVALUATION) | RESOURCES NEEDED | PERSON(S)<br>RESPONSIBLE | DATE TO<br>IMPLEMENT | DATE TO<br>MEASURE | DATE TO<br>EVALUATE |
|---|------------------|--------------------------|----------------------|--------------------|---------------------|
|   |                  |                          |                      |                    |                     |
|   |                  |                          |                      |                    |                     |
|   |                  |                          |                      |                    |                     |
|   |                  |                          |                      |                    |                     |
|   |                  |                          |                      |                    |                     |
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|   |                  |                          |                      |                    |                     |
|   |                  |                          |                      |                    |                     |
|   |                  |                          |                      |                    |                     |
|   |                  |                          |                      |                    |                     |
|   |                  |                          |                      |                    |                     |