

INTRODUCTION

1. Metrics of academic success tend to focus on traditional academic outcomes (e.g., GPA)
2. "Student Success" is a more holistic construct that blends traditional academic outcomes with metrics of:
 - **Access** to services
 - **Connection** to academic community
 - **Engagement** in the profession
3. Specific metrics of access, connection, and engagement as indicators of student success are poorly understood

Purpose: Compare faculty and student perceptions about the importance of various metrics of student success in graduate and pre-licensure nursing.

Nursing faculty and students value a blend of **academic** and **non-academic** metrics of student success, including those indicating **access, connection, and engagement**

CONCLUSIONS

Preliminary analysis supports the value of holistic metrics for student success in nursing.

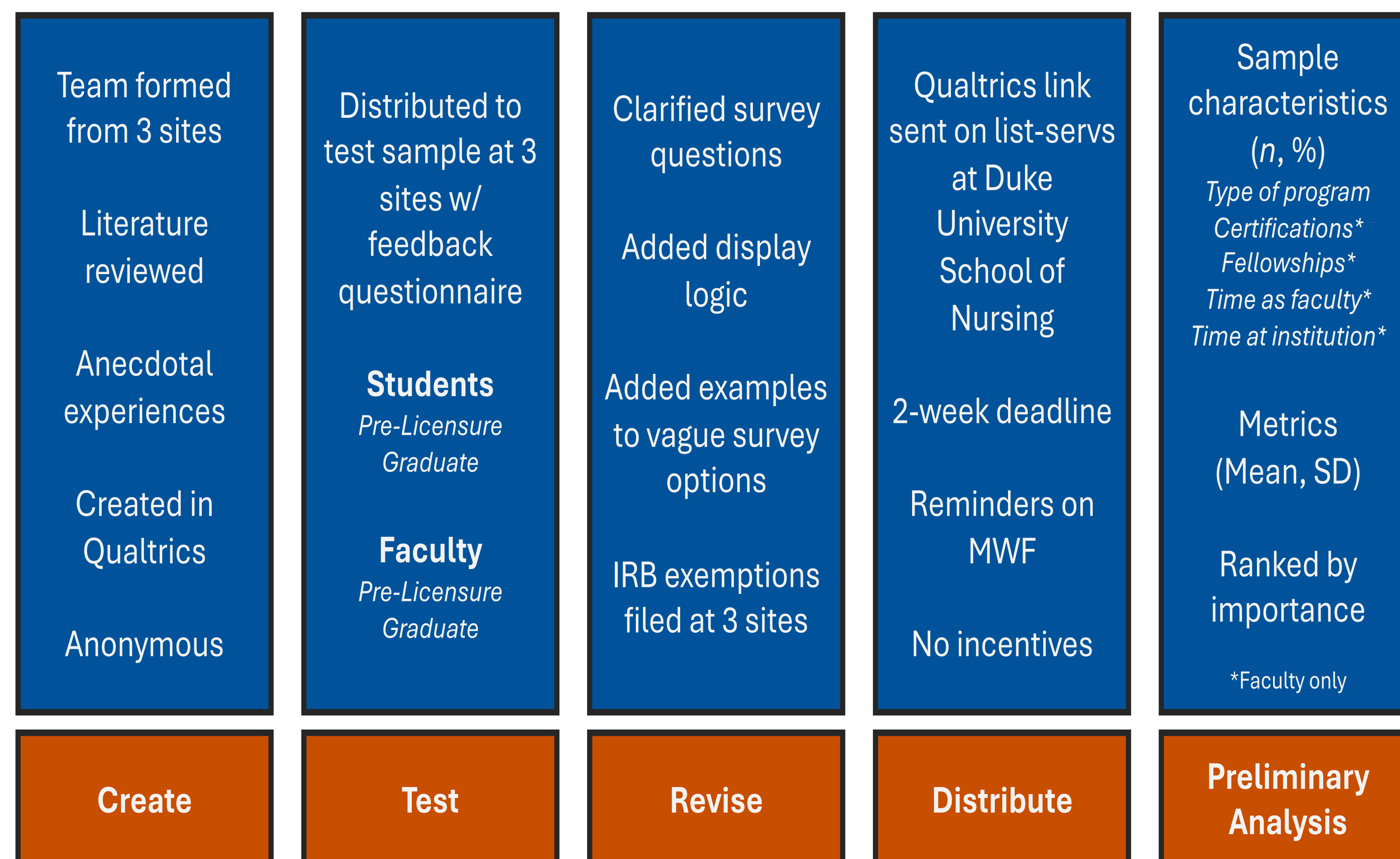
Limitations of this project:

- Data collection is incomplete
- More representation from distance-based graduate community
- DUSON places a unique focus on access, connection, and engagement → Results may not be generalizable
- Survey has not been formally validated

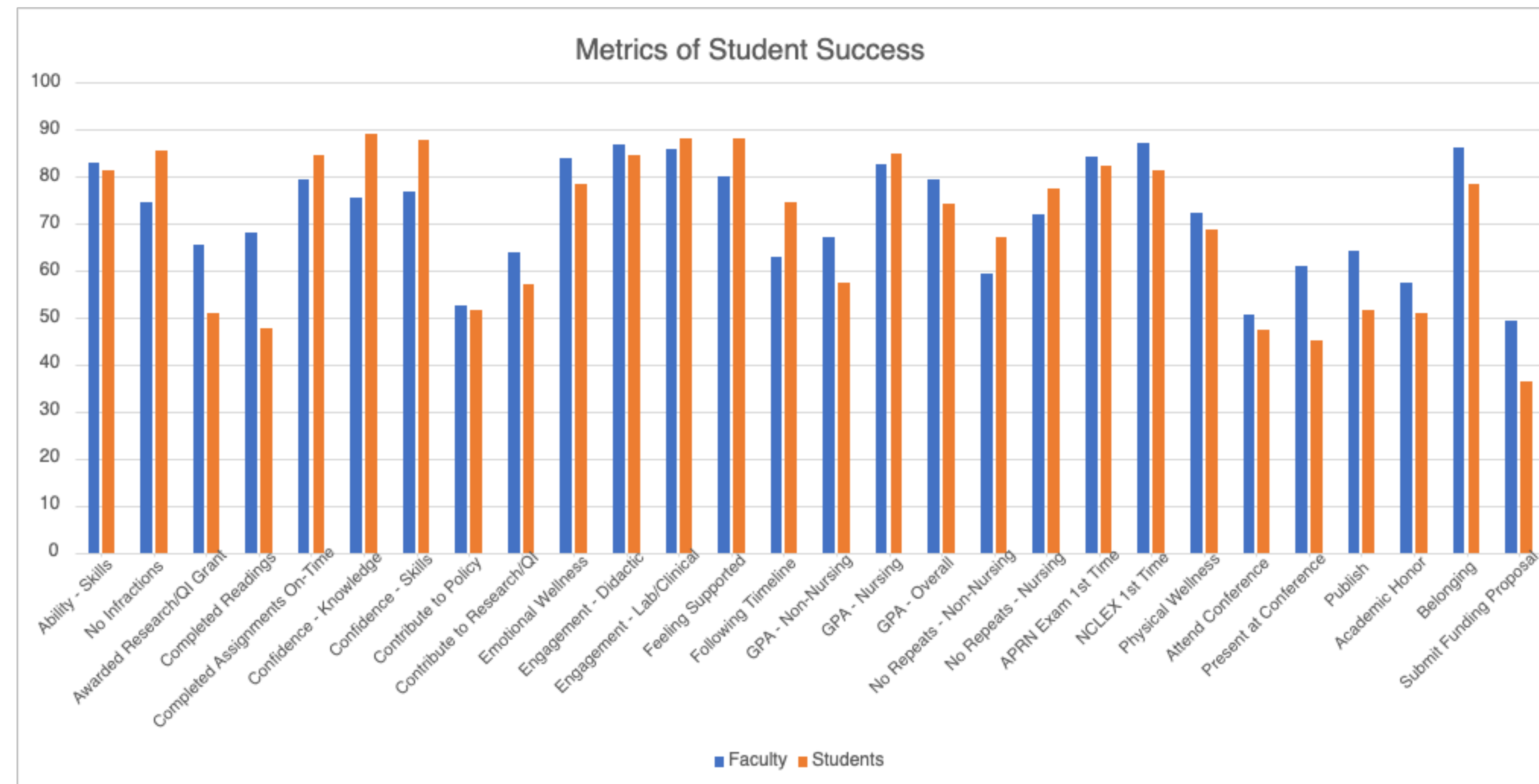
FUTURE DIRECTIONS

- Finish data collection with current faculty and student cohorts
- Expand data collection to 2 additional schools of nursing
- Formal survey validation and further refinement
- Expand from QI context to research context

METHODS



RESULTS



Metrics by Importance

Faculty

1. Passing NCLEX on 1st attempt
2. Engagement in didactic courses
3. Sense of belonging
4. Engagement in lab/clinical courses
5. Passing APRN exam on 1st attempt
6. Emotional Wellness
7. Ability to perform skills without errors
8. GPA - Nursing
9. Feeling supported by faculty, staff, peers
10. GPA – Overall

Students:

1. Confidence in knowledge
2. Feeling supported by faculty, staff, peers
3. Engagement in lab/clinical courses
4. Confidence in skills and abilities
5. No behavioral/professional infractions
6. GPA – Nursing
7. Engagement in didactic courses
8. Completion of assignments on time
9. Passing APRN exam on 1st attempt
10. Passing NCLEX on 1st attempt



Preliminary Analysis of Student Success Metrics in Nursing: Student & Faculty Perspectives

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Biography

Dr. Thomas (Tom) Blodgett is an Assistant Professor at the Duke University School of Nursing where he teaches in the MSN Nurse Practitioner program. He is an award-winning educator with expertise in geriatric nursing, age-friendly health systems, and evidence-based practice. His scholarly interests include delirium prevention in hospitalized older adults, trauma-informed care of hospitalized people living with dementia, and readiness for practice in new Nurse Practitioners. Dr. Blodgett also works as a Nurse Practitioner in the Division of Hospital Medicine at Duke Regional Hospital, and he is an active member of the National Hartford Center for Gerontological Nursing Excellence (NHCGNE), the American Geriatrics Society (AGS), the American Association of Nurse Practitioners (AANP), and the American Nurses Association (ANA).

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