Abstract Title: Lessons Learned From the Creation of a Student Success Center in a School of Nursing

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Abstract:

Background: In the summer of 2014, the University of Texas Health Science Center San Antonio School of Nursing (SON)—a Hispanic Serving Institution with a majority minority student enrollment—approved a comprehensive student success initiative to address specific challenges faced by first-semester students through effective and extant strategies chronicled in higher education research. The SON enrolls a significant undergraduate population of first-generation and low-income students who face unique challenges upon matriculation into the four-year environment.

Purpose: The approved success initiative utilizes Alexander Astin’s (1993) I-E-O Model as a theoretical framework to positively influence student persistence. In addition to assisting first-semester BSN students, the Center has also developed academic enhancement workshops to address common problems (e.g., test anxiety, note taking, reading strategies, scholarly writing using Elbow’s (1998) strategies, etc.) that BSN students further into their program or graduate students might face. Building off the legacy of its grant-funded predecessor in the SON, Juntos Podemos, the Center exists to help students achieve whatever goals students might have for themselves. For some it is to get off of academic probation so they can finish their degree, while others might want a higher GPA to gain admission to a graduate program.

Results: This poster will provide excerpts from the comprehensive plan along with lessons learned in the first year of implementing a student success center—including supplemental instruction (See: Widmar, 1994; Hurley, Jacobs & Gilbert, 2006), learning communities (See: Tinto, 1993; Painter, Bailey, Gilbert, & Prior, 2006), personal tutors, graduate student writing support (Elbow, 1998), and a revised new student orientation that incorporates the use of peer mentorship (See: Rodger & Tremblay, 2003).

References:


