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While we settle in...

- Talk to people you are sitting near.
Questions for discussion:
 - In what type of nursing program do you teach? (associate degree, diploma, BSN, ABSN or MEPN, other)
 - Have you ever taught nursing student repeater(s)?
 - What was that experience like? What were the outcomes?



The Economic Impact of Nursing Student Course Repetition

Lisa S. Lewis, EdD, MSN, RN, CNE

Associate Clinical Professor

Duke School of Nursing

lisa.lewis@duke.edu

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Objectives

Upon completion, participants will be able to...

- Categorize financial impacts to the individual and the institution when a nursing student must repeat a course.
- Compare and contrast the financial context of nursing students in four different prelicensure nursing programs.
- Critique current financial support processes and policies around nursing student progression.

Nursing student course repetition

- Definition
- Description of impact
- Why is this important?



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Think, pair, share



- What kind of expenses or financial losses happen when a nursing student repeats a course?
 - For the student?
 - For the institution?

The Economic Impact of Nursing Student Course Repetition

A qualitative multi-case study

■ Methods

- Informed by Stake's methodology
- Case selection, maximum variation
- Data collection
 - Visits, interviews, information available to the public
- Data analysis
 - Individual (within-case) analysis
 - Quintain (cross-case) analysis
 - Inductive and deductive coding (WCT and HCT)

Individual cases



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The private school traditional BSN program

- Rural setting
- Religious affiliation
- Demographics –
 - 74% aged 25 years or younger
 - Predominantly white (60%)
 - Predominantly female (especially in nursing program)
- Financial assistance –
 - 98% get financial aid or federally supported loans
 - 90% get scholarships
- Estimated total cost of attendance = \$52,420
- Average net price after scholarships and financial aid = \$26,299
- Progression policy –
 - Passing grade is 75%
 - In case of failure, one repeat allowed
 - If second failure, dismissal from program and ineligible for readmission

Hannah's experience



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Impact on the school

- A Student Success Coordinator role was added (0.5 FTE) in response to number of repeaters and number of newly admitted students who were at greater academic risk (admission criteria lowered to allow for admission of full cohort)
- Faculty provide additional support to repeaters, varies by student
- Staff provide additional support to repeaters, varies by student
- Concern for possible need to hire an additional clinical instructor to keep clinical group sizes at target, but this has not yet occurred

The community college associate degree program

- Suburban setting
- Demographics –
 - 67% aged 25 years or younger
 - Predominantly white (49%)
 - Predominantly female (especially in nursing program)
- Financial assistance –
 - Data a little different due to large number of part-time students (69%)
 - 51% get financial aid or federally supported loans
 - 2% get scholarships
- Estimated total cost of attendance = \$14,600
- Average net price after scholarships and financial aid = \$4,980
- Progression policy –
 - Passing grade is 78%
 - In case of failure, one repeat allowed
 - If second failure, dismissal from program and may apply to start over again after one year

Amy's experience



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Impact on the school

- Nursing students repeating courses is a common event at this program
- Population of students at the college and nursing program expected to be academically at risk
- Many academic supports in place – not just for repeaters, though
- Faculty provide additional support to repeaters, varies by student
- Staff provide additional support to repeaters, varies by student
- Sometimes there is a need to hire an additional clinical instructor to keep clinical group sizes at target, unclear whether this is offset by smaller size of the cohort the repeater(s) left

The private school ABSN program

- Urban setting
- Post-baccalaureate program
- Demographics –
 - Nearly 100% aged 25 years or younger
 - Predominantly white (40%)
 - Predominantly female (especially in nursing program)
- Financial assistance –
 - Data a little different due to this program being a second bachelor's degree
 - 61% get financial aid or federally supported loans
 - 46% get scholarships
- Estimated total cost of attendance = \$79,860
- Average net price after scholarships and financial aid = \$27,297 (this is not true for nursing students)
- Progression policy –
 - Passing grade is 70%
 - In case of failure, one repeat allowed
 - If second failure, dismissal from program
 - Policy not always enforced

Reena's experience



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Impact on the school

- Repeating is rare in this second bachelor's degree program
- Many academic supports in place – not just for repeaters, though
- Faculty provide additional support to repeaters, varies by student
- Staff provide additional support to repeaters, varies by student

The HBCU traditional BSN program

- Urban setting
- State university
- Demographics –
 - Majority (82%) aged 25 years or younger
 - Predominantly black (78%)
 - Predominantly female (especially in nursing program)
- Financial assistance –
 - 96% get financial aid or federally supported loans
 - 77% get scholarships
- Estimated total cost of attendance = \$24,866
- Average net price after scholarships and financial aid = \$14,496
- Progression policy –
 - Passing grade is 77%
 - In case of failure, student is dismissed but may appeal
 - If second failure, dismissal from program without option to appeal
 - Policy not always enforced

Rashid's experience



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Impact on the school

- Faculty provide additional support to repeaters, varies by student
- Staff provide additional support to repeaters, varies by student

Cross-case comparisons



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Comparing and contrasting

Student expenses and financial losses

- All cases
 - Loss of nurse's salary for time delayed to enter the workforce
 - Expense of tuition and fees for repeated course(s) – including tuition increases
 - Living, transportation and other expenses associated with additional semester(s)
- Specific cases
 - Expense of continuous enrollment fee
 - Expense of loan interest on private loans
 - Expense of housing contract
- Specific students
 - Expense of new editions (textbooks, uniforms) and items that did not last (laptop)
 - Expenses for medical and mental health
 - Loss of opportunity to contribute to retirement investments

Comparing and contrasting

Institution expenses and financial losses

- Financial loss
 - Occurs with attrition, not necessarily with repeating
- Expenses
 - Depends on resources offered; typically offered to all not just repeaters
 - Encompassed within workload of faculty and staff; not compensated
 - Theoretical increase in clinical faculty to maintain ratios, but could be offset by lower numbers in cohort that the repeater left

Comparing and contrasting

- Resources available
 - Financial aid
 - Scholarships and grants
 - Program budget
 - Student population socio-economic situation



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Theories



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- How do the students and institutions justify the financial consequences?
 - Work as Calling Theory
 - Human Capital Theory

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Policies

Do they help or do they hinder?



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What can we do?

A call to action

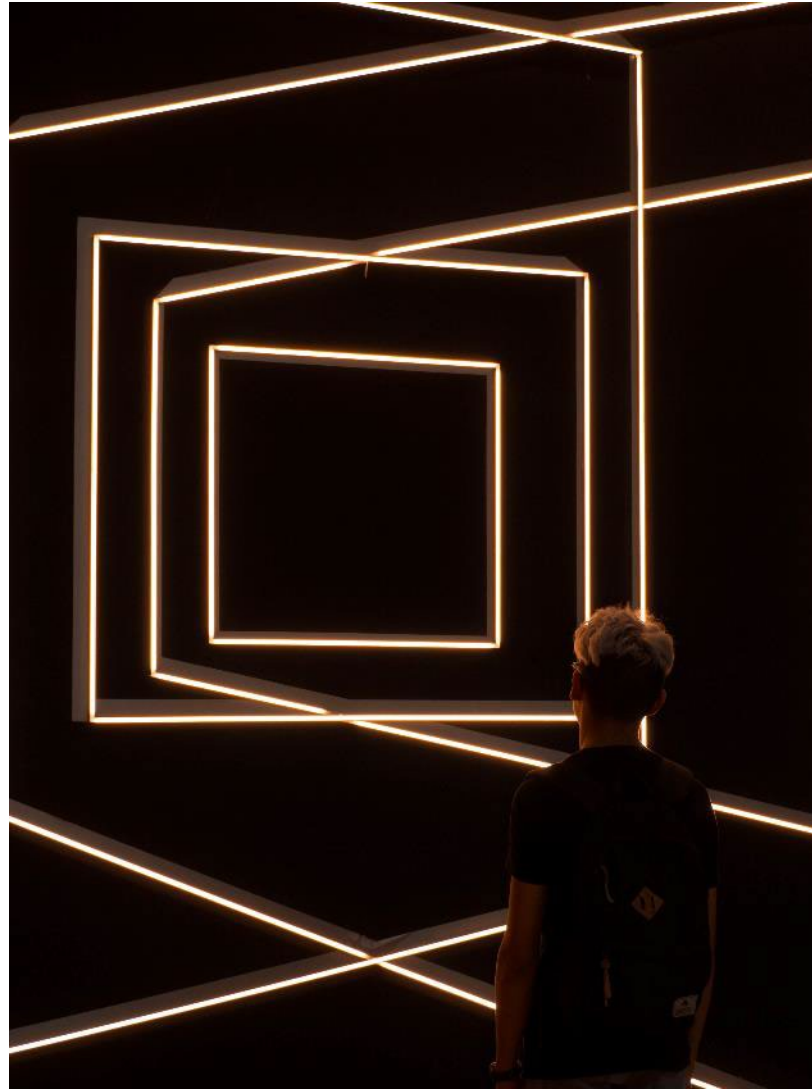


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