

Predicting the Success of Nursing Students: Literature Review

Elijah E. Lamb

Lakeview College of Nursing

N434: Evidence-Based Practice

Shelby Bosch, MSN-Ed, RN

July 15, 2023

Predicting the Success of Nursing Students: Literature Review

Literature reviews are helpful in the progress of all research. When researchers perform a literature review, they develop an understanding of the existing knowledge related to whichever topic they are researching. Additionally, literature reviews can help researchers formulate methods of conducting, organizing, and publishing their research. Quantitative studies define and measure specific variables utilizing the framework of the scientific method (Houser, 2023). Nursing and the education required to enter this field are often regarded as challenging and rigorous, and both instructors and employers are interested in determining what can be done to increase retention rates in education and the workforce. Many theories—formal and vulgar—discuss the factors responsible for the nursing shortage related to poor retention in nursing education, and the researchers behind the articles to be discussed in this paper aim to contribute to this conversation.

Nursing Students' Academic Success Factors: A Quantitative Cross-sectional Study

This article was written by Brown, McDonald, Besse, Manson, McDonald, Rohatinsky, and Singh and published in 2021. The research in this article examined the progress of nursing students throughout their time in nursing education. Each student's baseline was determined at the beginning of their first year in the nursing curriculum, and continued evaluation of their progress occurred at the end of every year until graduation. This data was collected to illustrate the strengths and areas for improvement among the nursing student population, predominantly—though not exclusively—relating to the direct impact of the nursing education curricula. The hope was to determine how to better assist nursing students in completing their education by

supporting them differently depending on their respective stages of progress in curricula (Brown et al., 2021).

Key Points

The researchers who wrote this article utilized the Academic Success Inventory for College Students (ASICS) as a tool for data collection to determine the success and progression of success in nursing students throughout their years of education. Research utilizing ASICS to establish a student's baseline, as done by the researchers who wrote this article, is interested in examining a student's high school performance regarding their grade point average (GPA) and their perception of the social environment. For this article, researchers assessed a student's ongoing progress with ASICS by examining study skills, student confidence in their progress (rated on a numeric scale) and the importance of education, how students organized their schoolwork, and how students maintained their social life without compromising their academic performance. The study determined that areas where students most often excelled involved concentration, confidence, and motivation, while students have room to improve on studying and test anxiety. Even further, student shortcomings were most closely associated with poor organization, instruction, and assessment by the educators themselves (Brown et al., 2021). Thus, the article determined that reform is necessary for nursing education curricula to take better advantage of student successes and support students in their shortcomings.

Assumptions

The study outlined in this article discusses a relationship between nursing education curricula and retention and success rates with particular consideration for student strengths and

shortcomings. Studying this relationship helps nursing educators modify curricula to maintain or improve student retention and success. The study determined that students would greatly benefit from the educators' remediation of organizing, teaching, and assessment strategies. The study also determined that students would benefit from improving test anxiety and studying techniques (Brown et al., 2021). Current research supports the idea that test anxiety significantly inhibits students' ability to excel in coursework while also pointing out that a deficiency in research exists regarding studying techniques for students, especially in the realm of nursing curricula.

Deficit/Conclusion

This article's line of reasoning discusses the relationship between the success of nursing students and the nursing curricula, with particular attention paid to the ability of educators and nursing students to comply with the curricula requirements. This inspection was achieved using the Academic Success Inventory for College Students (ASICS), which establishes student baselines and compares these to the ongoing progress of students—assessed at the end of every year (Brown et al., 2021). By assessing study skills, student confidence, the student's perception of the importance of education, student organization, and students' balance between social and school lives, the researchers who wrote this article were able to evaluate this relationship. This assessment helps aid nursing education curricula for current and future students, which would aid nursing in preparing its students with the most up-to-date, supportive instruction. If nursing were to fail to adopt new teaching methods based on research as presented in this article and similar articles, this would undermine the nursing field's strength and lead to ill-prepared nurses both currently and in the future. Where this study falls short is in defining and evaluating interventions for improving the shortcomings it defines throughout its writing. The article's

failure to include this as part of the writing provides an example of research deficit in this specific article and in nursing research in general, which new searches into these topics may remediate.

Second article title

SUMMARY OF ARTICLE #2

Key Points

KEY POINTS OF ARTICLE #2

Assumptions

ASSUMPTIONS OF ARTICLE #2

Deficit/Conclusion

DEFICIT/CONCLUSION/AUTHOR REASONING/IMPLICATIONS OF ARTICLE #2

Third article title

SUMMARY OF ARTICLE #3

Key Points

KEY POINTS OF ARTICLE #3

Assumptions

ASSUMPTIONS OF ARTICLE #3

Deficit/Conclusion

DEFICIT/CONCLUSION/AUTHOR REASONING/IMPLICATIONS OF ARTICLE #3

Conclusion

CONCLUSION OF OVERALL PAPER + SUMMARY/CONCLUSION OF ANALYSIS
OF THREE ARTICLES + IMPROVE OUTCOMES, PRACTICE, EBP/QI EFFORTS,
HEALTHCARE AS A WHOLE

References

- Brown, J., McDonald, M., Besse, C., Manson, P., McDonald, R., Rohatinsky, N., & Singh, M. (2021). Nursing students' academic success factors: A quantitative cross-sectional study. *Nurse Educator*, 46(2), E23-E27. <https://doi.org/10.1097/NNE.0000000000000882>
- Hannaford, L., Cheng, X., & Kunes-Connell, M. (2021). Predicting nursing baccalaureate program graduates using machine learning models: A quantitative research study. *Nurse Education Today*, 99(104784). <https://doi.org/10.1016/j.nedt.2021.104784>
- Houser, J. (2023). *Nursing research: Reading, using, and creating evidence* (5th ed.). Jones & Bartlett Learning.
- Moore, W. L. (2021). Does faculty experience count? A quantitative analysis of evidence-based testing practices in baccalaureate nursing education. *Nursing Education Perspectives*, 42(1), 17–21. <https://doi.org/10.1097/01.NEP.0000000000000754>