**College of Arts and Sciences Undecided-Nursing Cohort Outcomes Report: Fall 2009-Spring 2012**

**Objectives**

1. Determine the current status of all CAS students who were in the undecided nursing (UND-N) program within the Fall 2009 term and the current term (Spring 2012). The status of each student will be categorized into the following student groups:
	* Accepted into the Trinity Nursing Program,
	* Currently active on the UND-N curriculum,
	* Changed to a non-UND-N curriculum, and
	* No longer enrolled at Trinity.
2. Sub-analytical objectives within the above categories include:
* Accepted nursing students:
	+ Determine the time period in the CAS program before admission into the Trinity Nursing Program between first-time and transfer students
	+ Evaluate the academic performance of overall CAS coursework and UND-N prerequisite courses
* Current UND-N curriculum students:
	+ Evaluate academic performance in UND-N prerequisite courses
	+ Identify number of students who applied to the nursing program but were rejected
* Changed curriculum students:
	+ Evaluate academic performance in UND-N prerequisite courses
	+ Determine the time on the UND-N curriculum before changing to a new curriculum
	+ Identify the common new curricula
* Students not enrolled:
	+ Evaluate overall and UND-N prerequisite academic performance
	+ Identify number of students who were dismissed and were rejected by the nursing program
1. Determine the outcome of UND-N students who began courses at Trinity at the same time: analyze all and UND-N CAS students who matriculated at Trinity in Fall 2009

**Data collection**

A total of 423 CAS students were categorized into the undecided nursing (UND-N) CAS program within the Fall 2009 and Spring 2012 terms. The 423 students were identified by isolating the UND-N categorized students on the enrollment lists for the following semesters: Spring 2010, Fall 2010, Spring 2011, Fall 2011, and Spring 2012 located on the CAS Dean's Drive and including names listed on a pre-nursing progress spreadsheet created by Veronica Gonzalez (updated Summer 2010). Data collection was conducted by reviewing unofficial transcripts on Self-Service. Carlota Ocampo provided unofficial transcripts that were not accessible on Self-Service in printed form with assistance from Enrollment Services.

**Analysis**

Overview of CAS UND-N Students in Terms Fall 2009-Spring 2012

Of the 423 CAS UND-N students, 35 students were found to have never taken a UND-N specific course (e.g., CRS 102: Prof & Career Success in the Health Professions, CHEM 113: Chemistry for the Health Sciences, BIOL 121: Anatomy and Physiology I, etc.). Those 35 students may have been mistakenly categorized into the UND-N curriculum or decided not to pursue the UND-N curriculum prior to registration or start of classes in their first semester at Trinity. Further, information for 3 students was unavailable for data collection. Students found to not have taken a UND-N course or lacking sufficient information were omitted from further analysis.

A total of 385 UND-N CAS students were classified into the following categories based on their current status: 77 students (20%) accepted into the Trinity Nursing Program, 127 students (32.99%) currently enrolled in UND-N curriculum courses, 63 students (16.36%) currently enrolled in non-UND-N curriculum courses, and 118 students (30.65%) who are no longer enrolled at Trinity (Table 1).

|  |
| --- |
| **Table 1. Current Status of CAS UND-N Students in Fall 2009-Spring 2012** |
|  |  |  |
| **Status** | **# of Students** | **% of Total** |
| Nursing acceptance | 77 | 20.00% |
| UND-N curriculum | 127 | 32.99% |
| Changed curriculum | 63 | 16.36% |
| Not enrolled | 118 | 30.65% |
| Total | 385 |  |

Students Accepted into the Nursing Program

*Overview of Accepted CAS Nursing Students*

Of those accepted into the nursing program, 23.38% (18 of 77 students) were first-time undergraduate students, 16.88% (13 of 76 students) were transfer students with less than 36 transfer credits, 55.84% (43 of 77 students) were transfer students with more than 36 transfer credits, 2.60% (2 of 77 students) were second baccalaureate (SECB) students and 1.30% (1 of 77 students) was a readmission (READ) student (Figure 1). Among all transfer students two groups were created to separate those who matriculated at Trinity with low and high number of transfer credits. Thirty-six transfer credits was utilized as a category limit since it is the maximum number of credits that can be taken as a full-time student in one year of undergraduate coursework (i.e., 18 credits/semester for 2 semesters).



The highest percentage of CAS students currently active in the nursing program matriculated at Trinity in the semester of Fall 2009 (28.57%; 22 of 77 students). The second highest percentage is the Fall 2011 matriculation term (16.88%; 13 of 77 students). The high percentage of nursing students who matriculated in Fall 2011 indicates a recent wave of transfer students who entered the CAS program for one semester to complete their nursing prerequisites prior to Spring 2012 nursing admission.

*Time in CAS Program Prior to Nursing Program*

The average time within the CAS program prior to the start of the nursing program was 2.91 ± 2.11 semesters. The high variation is due to the difference between first-time and transfer students. Among the first-time students, the average time spent in the CAS program was 5.11 ± 1.18 semesters. Students who transferred less than 36 credits spent a similar time period as the first-time students, 5.00 ± 1.41 semesters, before admission into the nursing program. However, students with more than 36 transfer credits (average of 73.53 ± 20.89 transfer credits) were enrolled in the CAS program for 1.37 ± 0.85 semesters before starting the nursing program, indicating most transfer students spend less than 2 semesters in the CAS program to complete the required prerequisite courses before entering the nursing program.

*Academic Performance of Accepted Nursing Students*

The average cumulative grade point average (GPA) in all CAS courses prior to the start of nursing program was 3.394 ± 0.468 (Table 2). The average cumulative GPA in UND-N prerequisites courses was 3.371 ± 0.462. The cumulative GPA in UND-N prerequisite courses do not include all UND-N prerequisite courses, such as the majority of general education courses required by all Trinity CAS students. The eight UND-N prerequisite courses analyzed in this report are the following: CRS 102/HPNU 110: (Critical Reading Seminar for) Professional and Career Success in the Health Professions, CHEM 113: Chemistry for the Health Sciences, BIOL 121: Human Anatomy and Physiology I, BIOL 122: Human Anatomy and Physiology II, BIOL 130: Microbiology for the Health Professions, HPNU 200: Nutrition, Diet Therapy, and Health Promotion, HPNU 210: Pathophysiology, and PHIL 251/351: Bioethics, which are courses that are predominately taken by UND-N students.

Among the analyzed UND-N prerequisite courses, the highest GPAs, indicating the best academic performance, achieved by the accepted CAS nursing students was in CRS 102/HPNU 110 (around “A-“ grade) and PHIL 251/351 (around “A-/B+” grades). The lowest GPAs were in CHEM 113 and BIOL 121 (both around “B-“). The commonly repeated courses to achieve a grade of “C” or better were BIOL 122 (17.1% of accepted nursing students repeated the course at least once), CHEM 113 (14.3%), and HPNU 210 (10.9%). None of the accepted CAS nursing students repeated HPNU 200 or PHIL 251/351; however, at least one student repeated each of the other prerequisites.

On another point, Table 2 shows that most transfer students do not take the majority of the prerequisite courses at Trinity. The most common prerequisite courses taken or enrolled at Trinity by the CAS students accepted into the nursing program are CRS 102/HPNU 110 (83.1%), HPNU 210 (83.1%), and PHIL 251/351 (81.8%). Whereas around 45% of CAS nursing students took CHEM 113, BIOL 121, BIOL 122, BIOL 130, and HPNU 200 at Trinity before starting the nursing program, which are courses that are typically transferred into Trinity by the students with greater than 36 transfer credits. CRS 102/HPNU 110, HPNU 210, and PHIL 251/351 may be prerequisite courses that are unique to Trinity’s nursing program.

|  |  |
| --- | --- |
| **Table 2. Academic Performance in UND-N Prerequisite Courses** |  |
| **Student Category** |   | **Nursing acceptance** | **UND-N curriculum** | **Changed curriculum** | **Not enrolled** |
| **CAS Cumulative GPA** | Mean | **3.394** | **2.540** | **2.591** | **1.552** |
|  | SD | 0.468 | 0.942 | 0.539 | 1.117 |
| **UND-N Cumulative GPA** | Mean | **3.371** | **2.755** | **2.296** | **1.649** |
|  | SD | 0.462 | 0.91 | 0.87 | 1.261 |
| **UND-N Prerequisite Courses:** |  |  |  |  |  |
|  |  |  |  |  |  |
| **CRS 102 / HPNU 110** | Mean Grade | **3.678** | **2.969** | **2.58** | **1.964** |
|  | SD | 0.516 | 0.952 | 0.885 | 1.341 |
|  | Enrolled (%) | 83.1% | 90.6% | 88.9% | 85.6% |
|  | Repeat 1x (%) | 1.6% | 10.4% | 14.3% | 10.9% |
| **CHEM 113** | Mean Grade | **2.791** | **2.792** | **2.143** | **1.315** |
|  | SD | 0.684 | 1.261 | 1.405 | 1.249 |
|  | Enrolled (%) | 45.5% | 37.8% | 20.6% | 17.8% |
|  | Repeat 1x (%) | 14.3% | 0.0% | 15.4% | 38.1% |
| **BIOL 121** | Mean Grade | **2.878** | **2.420** | **1.800** | **1.465** |
|  | SD | 0.781 | 0.952 | 1.027 | 1.126 |
|  | Enrolled (%) | 41.6% | 47.2% | 55.6% | 41.5% |
|  | Repeat 1x (%) | 9.4% | 23.8% | 37.1% | 26.5% |
| **BIOL 122** | Mean Grade | **2.971** | **2.468** | **2.800** | **2.182** |
|  | SD | 0.623 | 1.051 | 0.667 | 0.884 |
|  | Enrolled (%) | 45.5% | 29.1% | 12.7% | 10.2% |
|  | Repeat 1x (%) | 17.1% | 18.2% | 12.5% | 8.3% |
| **BIOL 130** | Mean Grade | **3.194** | **2.886** | **1.757** | **2.133** |
|  | SD | 0.586 | 0.698 | 1.647 | 1.234 |
|  | Enrolled (%) | 44.2% | 19.7% | 12.7% | 11.9% |
|  | Repeat 1x (%) | 2.9% | 13.3% | 12.5% | 7.1% |
| **HPNU 200** | Mean Grade | **3.331** | **3.041** | **2.367** | **2.525** |
|  | SD | 0.626 | 0.677 | 0.693 | 0.837 |
|  | Enrolled (%) | 46.8% | 29.1% | 20.6% | 11.0% |
|  | Repeat 1x (%) | 0.0% | 0.0% | 15.4% | 7.7% |
| **HPNU 210** | Mean Grade | **3.070** | **1.711** | **2.000** | **2.217** |
|  | SD | 0.641 | 0.895 | N/A | 1.833 |
|  | Enrolled (%) | 83.1% | 27.6% | 3.2% | 6.8% |
|  | Repeat 1x (%) | 10.9% | 55.0% | 0.0% | 12.5% |
| **PHIL 251 / 351** | Mean Grade | **3.595** | **3.039** | **2.829** | **2.780** |
|  | SD | 0.503 | 1.126 | 1.063 | 1.079 |
|  | Enrolled (%) | 81.8% | 36.2% | 28.6% | 17.8% |
|  | Repeat 1x (%) | 0.0% | 0.0% | 0.0% | 4.8% |

* Enrolled = % of students who have attempted the course (includes withdrawal and Spring 2012 enrolled students)
* Repeat 1x = % of students who have repeated the course at least once (includes previously withdrawn students)
* Underlined percentage = greater than 20% of students have repeated the course at least once

Current UND-N Curriculum Students

­

*Overview of Current UND-N Curriculum Students*

There are currently 127 CAS students who are actively on the UND-N academic plan. The average time period this group of students has been enrolled at Trinity is 2.73 ± 1.78 semesters. Majority of the students are students who matriculated in Fall 2011 (52.76%), which is not surprising as the higher percentage is most likely associated with the higher enrollment number in the recent fall semester compared to previous fall semesters and including students who may change their curriculum to a non-UND-N curriculum and students who may not re-enroll at Trinity in the upcoming fall semester. Therefore, this group contains the highest variation among students compared to the other analyzed groups: accepted nursing, changed curriculum and not enrolled.

*Academic Performance of UND-N Curriculum Students*

The average cumulative grade point average (GPA) in all CAS courses is 2.540 ± 0.942 (Table 2). The average cumulative GPA in the analyzed UND-N prerequisites courses is 2.775 ± 0.910. Among the UND-N prerequisite courses, the highest GPAs, indicating the best academic performance, was in HPNU 200, PHIL 251/351, and CRS 102/HPNU 110 (around a “B” grade). The lowest GPA earned was in HPNU 210 (around a “C-“ grade). Only 27.6% of current UND-N students have taken HPNU 210; however, of those who were enrolled in HPNU 210, 55.0% were required to repeat the course due to receiving a grade lower than a “C“ or withdrawing from the course. Some of the current UND-N students consist of students who did not receive at least a “C” or better in prerequisite course and were rejected by the nursing program in the Spring 2011 and Fall 2011 application process. In fact, 6 of 7 (86.71%) CAS students who were rejected by the nursing program are currently enrolled at Trinity.

Among the eight prerequisite courses analyzed in this report, the commonly repeated courses to achieve a grade of “C” or better are HPNU 210 and BIOL 121, as underlined in Table 2. One reason that BIOL 121 may be a frequently repeated course is that it is the most common first science prerequisite course taken by UND-N first-time students (76.35%) and predominately within their first two semesters at Trinity. Inability to receive a grade of “C” or better in the course may indicate a lack of preparation of students taking BIOL 121 early in their undergraduate career. The lack of preparation of BIOL 121 is supported by the fact that of the first-time CAS UND-N students who have taken BIOL 121 as their first science prerequisite course (97 students), 67.0% (65 of 97 students) received a grade below a “C” or withdrew from the course. Specifically, 49.5% (48 of 97 students) withdrew from the course. Only 33.0% (32 of 97 students) received a “C” grade or higher.

Within the current UND-N curriculum students, the majority have taken or are currently enrolled in CRS 102/HPNU 110 (90.6%). However, less have taken or currently enrolled in the other prerequisite courses, where the percentages range from 19.7% for BIOL 130 to 36.2% for PHIL 251/351 (Table 2). The progress of current UND-N curriculum students indicates that the majority are new students who have completed CRS 102, typically taken in the first year, and have not progressed to enroll in subsequent science prerequisite courses.

Non-UND-N Curriculum Students

­

*Overview of Changed Curriculum Students*

Presently, 63 students (16.36%) who were once on the UND-N curriculum since Fall 2009 have changed their curricula to a non-UND-N or an undecided curriculum. A student was categorized into the changed curriculum category if the following applied: a new curriculum was declared, pattern of enrolled courses is aligned with a new curriculum, enrolled in non-UND-N general education courses (e.g., MATH 102 and critical reasoning course), student has not attempted to repeat UND-N prerequisites with less than a “C” grade in recent semesters, or student has not been enrolled in UND-N prerequisites in the recent semesters.

*New Curriculum Chosen by Previous UND-N Students*

The top three curricula of choice by previous UND-N students were human relations (HUMR) by 20.97% of changed curriculum students, psychology (PSYC) by 12.90%, and criminal justice by 9.68% (Figure 2). Fifteen students or 24.19% appeared to be undecided (UND) of their new curricula of choice and were mostly enrolled in general education courses that were not specific towards the UND-N curriculum.



The average time spent on the UND-N curriculum before changing curriculum was 3.02 ± 1.76 semesters or within the sophomore year of a first-time student. Students who changed their curricula have been in the CAS program for an average of 5.37 ± 2.54 semesters.

*Academic Performance of Changed Curriculum Students*

The cumulative GPA in all CAS courses in the changed curriculum group is 2.591 ± 0.539, which is similar to the students who are currently active on the UND-N curriculum. However, the cumulative GPA in UND-N prerequisite courses analyzed in this report is slightly lower of 2.296 ± 0.870 vs. 2.755 ± 0.910 earned by the current UND-N curriculum students. The lower UND-N prerequisite course GPA may be due to the decision not to repeat the courses to achieve a “C” or better, as required by the UND-N curriculum, and accept a passing grade of a “C-“ or “D” in their new curricula. However, greater number of students in this group have repeated more UND-N prerequisite courses and still have a lower UND-N prerequisite cumulative GPA compared to those current on the UND-N curriculum, which indicates changed curriculum students are associated with poorer academic performance in UND-N prerequisite courses. The poorer academic performance may have prompted the students to change their curricula to one that better suits their interest and/or is associated with greater academic performance.

Students who changed their curricula had the most difficulty with BIOL 121, where 37.1% who took the course repeated the course once (Table 1). This group of students also had the highest percentage of those who repeated BIOL 121 twice (11.4%) compared to the other groups (6.1% or less repeated BIOL 121 twice). Although BIOL 121 was met with the most difficulty by this group of students, a greater number of these students had to repeat the following courses once: CRS 102, CHEM 113, and HPNU 200 compared to the current UND-N curriculum group (Table 2). As mentioned above, this demonstrates that students who changed their curricula were more likely to perform poorly in several of the UND-N science prerequisite courses compared to those who are currently active on the UND-N curriculum and those accepted into the nursing program.

Students Not Enrolled at Trinity

­

*Overview of Not Enrolled Students*

One hundred and eighteen CAS UND-N students (30.65%) within the Fall 2009-Spring 2012 period are no longer enrolled at Trinity (Table 1). Thirteen (11.02%) students were dismissed from this group. Only one student who was rejected by the nursing program is no longer enrolled at Trinity. The average time period enrolled at Trinity was 2.47 ± 1.79 semesters, indicating many students did not return after their first year at Trinity.

*Academic Performance of Not Enrolled Students*

The cumulative GPA in all CAS courses in UND-N students who are no longer enrolled at Trinity was 1.552 ± 1.117, which is the lowest cumulative GPA compared to the other groups. The cumulative GPA in UND-N prerequisite courses analyzed in this report was also the lowest among all other groups with 1.649 ± 1.261. The similar low cumulative GPAs of all CAS and UND-N prerequisite courses indicate that this group of students struggled with not only UND-N prerequisite courses, but also with other CAS courses.

Majority of students in this group was enrolled in CRS 102/HPNU 110 (85.6%) and 41.5% of the students took BIOL 121; however, less than 20% of this group enrolled in the other UND-N prerequisite courses analyzed in this report (Table 2). This indicates that majority of the students who did not return to Trinity only stayed long enough to enroll in CRS 102 and BIOL 121, which are typically taken within the first two semesters at Trinity. Of those who took CRS 102 in this group, a similar percentage of students (10.9% vs. 10.4%) as in the UND-N curriculum group repeated the course once; however, the grade earned in the course is significantly lower: “C” grade in the not enrolled group vs. “B” grade in the current UND-N curriculum group. A similar pattern is observed in those who took BIOL 121, where the not enrolled group earned a lower grade, although a similar percentage of students repeated the course as in those in the current UND-N curriculum group (Table 2). Further, the lowest grade was in CHEM 113 (around a “D+” grade), even after 38.1% repeated the course. The CAS UND-N students who were not retained at Trinity performed poorly on UND-N prerequisite courses, including CRS 102, BIOL 121 and CHEM 113, and in other non-UND-N CAS courses, indicated by the low overall cumulative GPA.

Fall 2009 Matriculation Cohort

*CAS UND-N Fall 2009 Matriculation Cohort Outcome*

To assess the outcome of UND-N students who started courses at Trinity at the same time, an analysis was conducted on the CAS UND-N students who matriculated in Fall 2009. The Fall 2009 term was chosen for further analysis because the students who matriculated in this term had five full semesters to complete their UND-N prerequisite courses and apply to the nursing program for this analysis. Additionally, students in this matriculation term and year consist of the majority of current CAS nursing students, indicating a larger number of students to provide potentially meaningful data.

A total of 83 CAS students who matriculated in Fall 2009 enrolled in the UND-N curriculum during their time at Trinity. Of the 83 students who began their undergraduate coursework on the UND-N curriculum in Fall 2009, by the Spring 2012 semester, 25.30% (21 of 83 students) had applied to the nursing program but 24.10% (20 of 83 students) were accepted into the nursing program, 9.64% (8 of 83 students) are currently active on UND-N curriculum (including the one student who was rejected by the nursing program), 20.48% (17 of 83 students) changed to a non-UND-N curriculum, and 44.58% (37 of 83 students) are no longer enrolled at Trinity (Table 3). Of the 37 students who are not enrolled at Trinity, four students were dismissed (4.82% of CAS UND-N students who matriculated in Fall 2009).

|  |
| --- |
| **Table 3. Outcome of Fall 2009 Matriculation CAS UND-N Students** (Total of 83 Students) |
|  |  |  |
| **Status** | **# of Students** | **% of Total 83 Students** |
| Applied to Nursing Program | 21 | 25.30% |
| Accepted into Nursing | 20 | 24.10% |
| Currently on UND-N curriculum | 8 | 9.64% |
| Changed to non-UND-N curriculum | 17 | 20.48% |
| Not Enrolled | 37 | 44.58% |

The majority of student attrition of the Fall 2009 matriculation cohort are first-time students (86.49%; 32 of 37 not enrolled students). Forty-three percent of nursing applicants were first-time students (9 of 21 students). All 9 first-time students nursing applicants were accepted into the nursing program and it took an average of 4.3 semesters within the CAS program before acceptance into the nursing program.

*All CAS Fall 2009 Matriculation Cohort Outcome*

To provide perspective on the attrition of the CAS UND-N Fall 2009 matriculation cohort, the outcome of all CAS students who matriculated in Fall 2009 was analyzed. A total of 330 CAS students matriculated at Trinity in Fall 2009. Data for 8 students were unavailable and therefore excluded in further analysis. Of the 322 students whose data were available, 161 students (50%) are currently enrolled at Trinity in the Spring 2012 term, 9 students (2.80%) have graduated, and 152 students (47.20%) are not enrolled at Trinity in the Spring 2012 term (Table 4). The attrition percentage of all CAS students who matriculated in Fall 2009 is similar to that in the sub-population of CAS UND-N students (44.58%). The specific outcome of CAS Fall 2009 matriculation students not in the UND-N curriculum is shown in Table 5.

|  |
| --- |
| **Table 4. Outcome of All CAS Fall 2009 Matriculation CAS Cohort** (Total of 322 Students) |
|  |  |  |
| **Status** | **# of Students** | **% of Total 322 Students** |
| Enrolled in Spring 2012 | 161 | 50.00% |
| Graduated | 9 | 2.80% |
| Not Enrolled in Spring 2012 | 152 | 47.20% |

|  |
| --- |
| **Table 5. Outcome of CAS non-UND-N Fall 2009 Matriculation Cohort** (Total of 239 Students) |
|  |  |  |
| **Status** | **# of Students** | **% of Total 322 Students** |
| Enrolled in Spring 2012 | 119 | 49.79% |
| Graduated | 5 | 2.09% |
| Not Enrolled in Spring 2012 | 115 | 48.12% |

Among all CAS Fall 2009 matriculation students who are not enrolled in the Spring 2012 term (including the UND-N and non-UND-N students), the majority (27.02%) did not return to Trinity in Fall 2010 or after one year at Trinity (Figure 3). After the Fall 2010-Spring 2011 academic year or second year at Trinity, an additional 11.49% of the original Fall 2009 matriculation cohort did not re-enroll at Trinity. The attrition percentage at the end of Fall 2011 is similar to that in Fall 2010 (4.66% vs. 4.35%) and an additional 11% of the original Fall 2009 matriculation cohort from the Fall 2011-Spring 2012 academic year may not re-enroll at Trinity in the beginning of the Fall 2012 term. An analysis at the start of the Fall 2012 term needs to be conducted for an accurate attrition percentage.



Among the currently enrolled CAS students who matriculated in Fall 2009 (161 students), after five full semesters at Trinity, the most popular majors are nursing (NURS), criminal justice (CJUS), undecided education (UNDE), communications (COMM), international affairs (INAF), psychology (PSYC), undecided nursing (UNDN), biology (BIOL), and human relations (HUMR) (Figure 4).



**Discussion**

This report delineates the outcome of CAS UND-N students within the Fall 2009 and Spring 2012 terms. Although 30.65% of the CAS UND-N students are no longer enrolled at Trinity, 69.35% of the CAS UND-N students are enrolled at Trinity. Only 20% or 1 out of 5 CAS UND-N students within the Fall 2009 and Spring 2012 terms were accepted into the nursing program. As the student enrollment increases and the nursing application process becomes more competitive, it will be interesting to note if this statistic changes with time.

Determining the outcome of students who matriculated at Trinity at the same time may provide a more meaningful outcomes report than including all UND-N students from Fall 2009 and Spring 2012 terms. Among those who matriculated in Fall 2009, there is a higher percentage of attrition (44.58%) compared to the 30.65% when not being exclusive of the matriculation term. However, 1 of 4 UND-N students (25%) was accepted into the nursing program. Analyzing the outcome of students for subsequent fall matriculation years may provide more insight and outline a pattern.

Comparing the progress and outcome of transfer vs. first-time students is also important due to their varying academic backgrounds. Transfer students with more than 36 transfer credits compose the greatest population of CAS nursing students, which suggests a large attraction of transfer students to Trinity to pursue their nursing schooling. This proportion of first-time to transfer students in the nursing program may change as enrollment of first-time students increase; however, enrollment of transfer students may increase proportionally, as well. It will be interesting to assess the proportion of first-time vs. transfer students of those accepted into the nursing program for the Fall 2012 admission.

Academic Performance

Of the eight UND-N prerequisite courses analyzed in this report, students struggled with HPNU 200 and PHIL 251/351 the least, indicated by low percentages of re-enrollment and higher grades compared to the other courses, and students struggled most with BIOL 121 and CHEM 113. The common pattern of lowest GPA or academic performance in BIOL 121 and CHEM 113 among all student groups may not be surprising as they are typically the first undergraduate science courses taken by the UND-N students. BIOL 121 is the most common first science UND-N prerequisite course taken by first-time students within their first two years at Trinity. The improved performance in subsequent science UND-N courses may be associated with the omission of students who changed their curriculum because they performed poorly in earlier science courses or those who are no longer enrolled at Trinity. Additionally, the improved performance may be due to improving academic skills as students advance throughout their undergraduate career.

BIOL 121 was the common course among the student groups with poor academic performance, indicated by the high percentage of students repeating the course. Reassessing when students should be enrolled in BIOL 121, discovering criteria for enrollment in BIOL 121, and/or providing strategies to improve performance in BIOL 121 may alleviate the poor performance in BIOL 121 (Refer to the separate report on “Strategies to Improve Academic Performance in BIOL 121”). However, increasing tutoring and office hours may not be simple solutions to improve performance, as many students do not take advantage of these resources. Strategies to improve overall academic skills may be more beneficial to first-time students struggling in BIOL 121 than just increasing assistance in learning BIOL 121 content. However, those who are ultimately accepted into the nursing program inherently perform better in BIOL 121 as they are associated with a lower percentage of repeating BIOL 121: 9.4% vs. 23.8%, 37.1%, and 26.5% in the current UND-N curriculum, changed curriculum, and not enrolled student groups, respectively. Nevertheless, preventing an ill-prepared student in taking BIOL 121 may limit those who become discouraged to continue in the UND-N curriculum. A student who is enrolled in BIOL 121 or a science UND-N prerequisite course at the appropriate time with the best academic skillset possible will most likely increase her chances of pursuing the UND-N curriculum and being accepted into the nursing program.

Improving the overall academic skillset of first-time students may not only improve performance in BIOL 121, but in overall retention as the students in the not enrolled group performed poorly in not only BIOL 121 and a foundational course, CRS 102, but also in other CAS courses. These students would most likely benefit from being exposed to strategies of being a successful student rather than assistance in individual courses. Or, interventions in both areas may provide the best academic results.

On a separate note, based on the academic performance analysis in this report, the likelihood of students not pursuing the UND-N curriculum may be predicted early in a student’s UND-N curriculum. The accepted nursing students achieved around an “A-“ grade in CRS 102/HPNU 110, whereas students who changed their curriculum or are no longer enrolled at Trinity earned around a “C+” and “C”, respectively. This data indicates that those who are more likely to be accepted into the nursing program receive an “A” in CRS 102/HPNU 110 and those who do not pursue the UND-N curriculum receive a “C+” or below. Assessing who on the current UND-N curriculum is accepted into the nursing program in the next few application processes and evaluating the CRS 102/HPNU 110 grade may provide more insight.

Future Analysis

Some future analyses were mentioned throughout the discussion. In addition, since the greatest percentage of those currently active on the UND-N curriculum matriculated in Fall 2011, Spring 2012, and Fall 2010, it will be interesting to conduct a similar outcomes report for the UND-N students who matriculated in Fall 2010 and Fall 2011 at the completion of Fall 2012 and Fall 2013 semesters, after five full semesters have past (the average time spent in the CAS program by first-time students prior to the start of the nursing program). Additionally, with increasing enrollment at Trinity, interest in the UND-N curriculum, and a more selective nursing admission process, future outcomes report of CAS UND-N students will be more meaningful and informative.