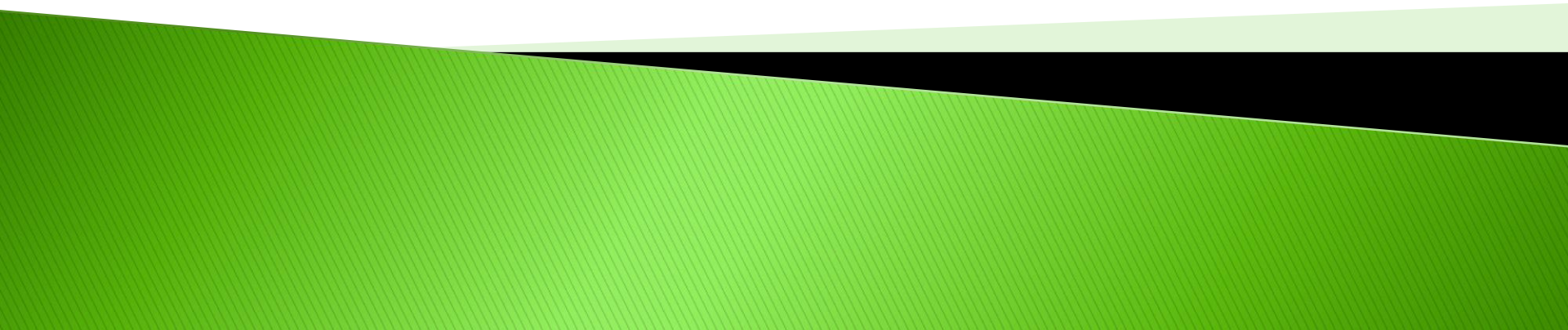# Mentoring as it Relates to Persistence in Associate Degree Nursing Students

Caroline M. Peltz PhD, RN, MSHSA, CNE
Assistant Professor of Nursing
Eastern Michigan University
Ypsilanti, Michigan USA

BACKGROUND

Globalization

U.S. Associate Degree Nursing Graduates

BACKGROUND

PURPOSE

To increase the understanding of mentoring as it relates to the perceived ability to persist among nontraditional students enrolled in ADN programs at community colleges.

QUANTITATIVE METHODOLOGY

1) 25 years or older
2) Part–time enrollment
3) Male
4) Member of an ethnic and/or racial minority group
5) English is a second language
6) Has dependent children
7) Has a GED
8) Requires remedial classes

SAMPLE

INCLUSION CRITERIA

INSTRUMENT

College Student Mentoring Scale (CSMS)

- Psychological & emotional support (α = .912)
- Degree & career support (α = .903)
- Academic subject knowledge support (α = .883)
- Existence of a role model (α = .845)

- *r* = .882 to .965

VARIABLES MEASURED

1. Domains of mentoring
2. Student involvement with a mentor
3. Perceived ability to persist
4. Nontraditional student characteristics

SAMPLE CHARACTERISTICS

Characteristic	*n (%)*
GENDER	
Female	217 (87.1)
Male	32 (12.9)
RACIAL/ETHNIC BACKGROUND	
American Indian/Alaska Native	2(0.8)
Asian/Pacific Islander	11 (4.4)
Black/African American	33 (13.3)
Hispanic/Latino	10 (4.0)
Middle Eastern	3 (1.20)
White	187 (75.1)
Other	3 (1.2)

SAMPLE CHARACTERISTICS

Characteristic	n (%)
ENGLISH FIRST LANGUAGE	
Yes	236 (94.8)
No	13 (5.2)
GENERAL EDUCATION	
Complete a GED	25 (10.1)
Graduate from high school	222 (89.9)
NURSING COURSE FAILURE	
Yes	64 (25.7)
No	185 (74.3)

SAMPLE CHARACTERISTICS

Characteristic	*n* (%)
ENROLLMENT STATUS	
Part–time	72 (29.0)
Full–time	176 (71.0)

CHARACTERISTIC	*M* (SD)	RANGE
Age in years	33.88 (8.71)	20 –59
Dependent children	1.23 (1.31)	0 –7 children

GENERALIZABILITY

Student Characteristics	Study Sample	NLN 2012
RACE/ETHNICITY		
American Indian or Alaska Native	0.8%	1.0%
Asian /Pacific Islander	4.4%	4.0%
Black/African American	13.3%	9.0%
Hispanic /Latino	4.0%	6.0%
Other	2.4%	7.0%
GENDER		
Male	12.9%	16%
MEAN AGE IN YEARS	33.00	30.00

RESULTS
INVOLVEMENT WITH MENTOR

Males (M = 25.71, SD = 24.37)
Females (M = 11.38, SD = 18.51)
(t(166) = 0.002, p = 0.022)

Part time students (90.2%)
Full time student (77.5%)
(χ2 (1) = 4.601, p = 0.032)
(U = 4126.500, p = 0.048)

Student's with a course failure (91.55%)
Student's without a course failure (77.3%)
(χ2 (1) = 5.715, p = 0.017)

RESULTS
DOMAINS OF MENTORING

PSYCHOLOGICAL & EMOTIONAL SUPPORT

Females ($M = 2.24$, $SD = .84$)

Males ($M = 1.83$, $SD = .65$)

($t(247) = -2.631$, $p = 0.009$)

ACADEMIC SUPPORT

Females ($M = 2.30$, $SD = .90$)

Males ($M = 1.88$, $SD = .69$)

($t(247) = -2.533$, $p = 0.012$)

RESULTS
STUDENT PERSISTENCE

PSYCHOLOGICAL & EMOTIONAL SUPPORT

$$(r(247) = -0.143, p = 0.024)$$

THE EXTISTENCE OF A ROLE MODEL

$$(r(246) = -0.150, p = 0.018)$$

RESULTS
VARIETY OF MENTORS

MENTOR	n (%)
FAMILY	145 (58.9)
FRIEND	58 (23.6)
FACULTY	39 (15.9)
NO ONE	4 (1.6)

IMPLICATIONS FOR NURSING EDUCATION

- A new paradigm for nurse educators
- Student characteristics have merit
- Significant gender differences
- Supports enhance persistence

IMPLICATIONS FOR NURSING EDUCATION

- Holistic approach to how educators support students

- Nurse educators must work together to adapt to changes that have reshaped our students and their education

Mentoring is NOT a one size fits all approach!

CONCLUSION