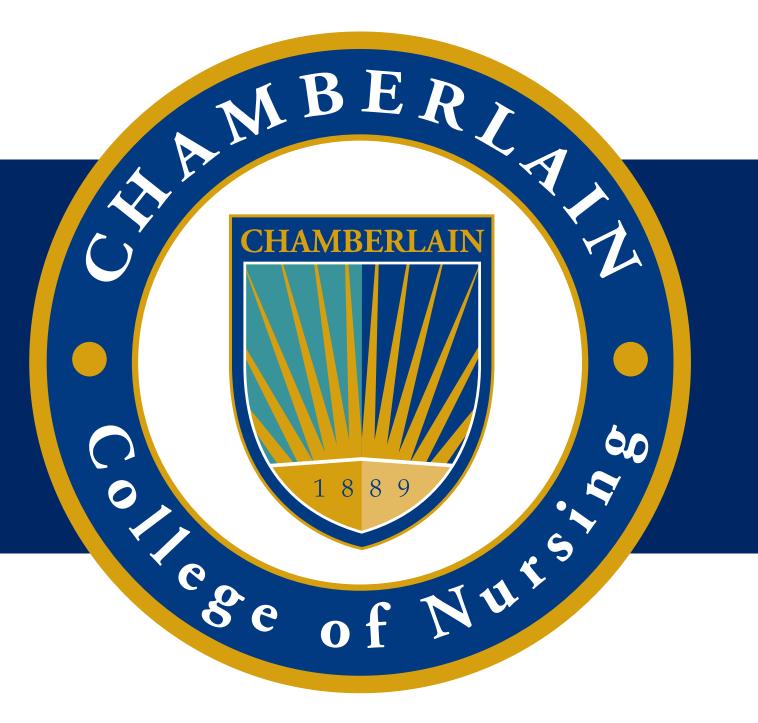
# SOS... "I NEED HELP" STUDENT SUCCESS STRATEGIES FOR LIMITED ENGLISH PROFICIENCY (LEP) ONLINE NURSING STUDENTS



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# Background

The number limited English proficiency (LEP) speaking students in nursing programs is growing and the need exists to reduce attrition rates.

LEP speaking students will be more successful if the educational environment is designed and aimed to assist the specific needs of these students.

#### Method

An initial survey revealed most nursing students felt that they can be successful in the online environment, however, would like to have a mentor.

The second survey focused on academic integrity in the online environment, finding that academic integrity is a concern with LEP students.

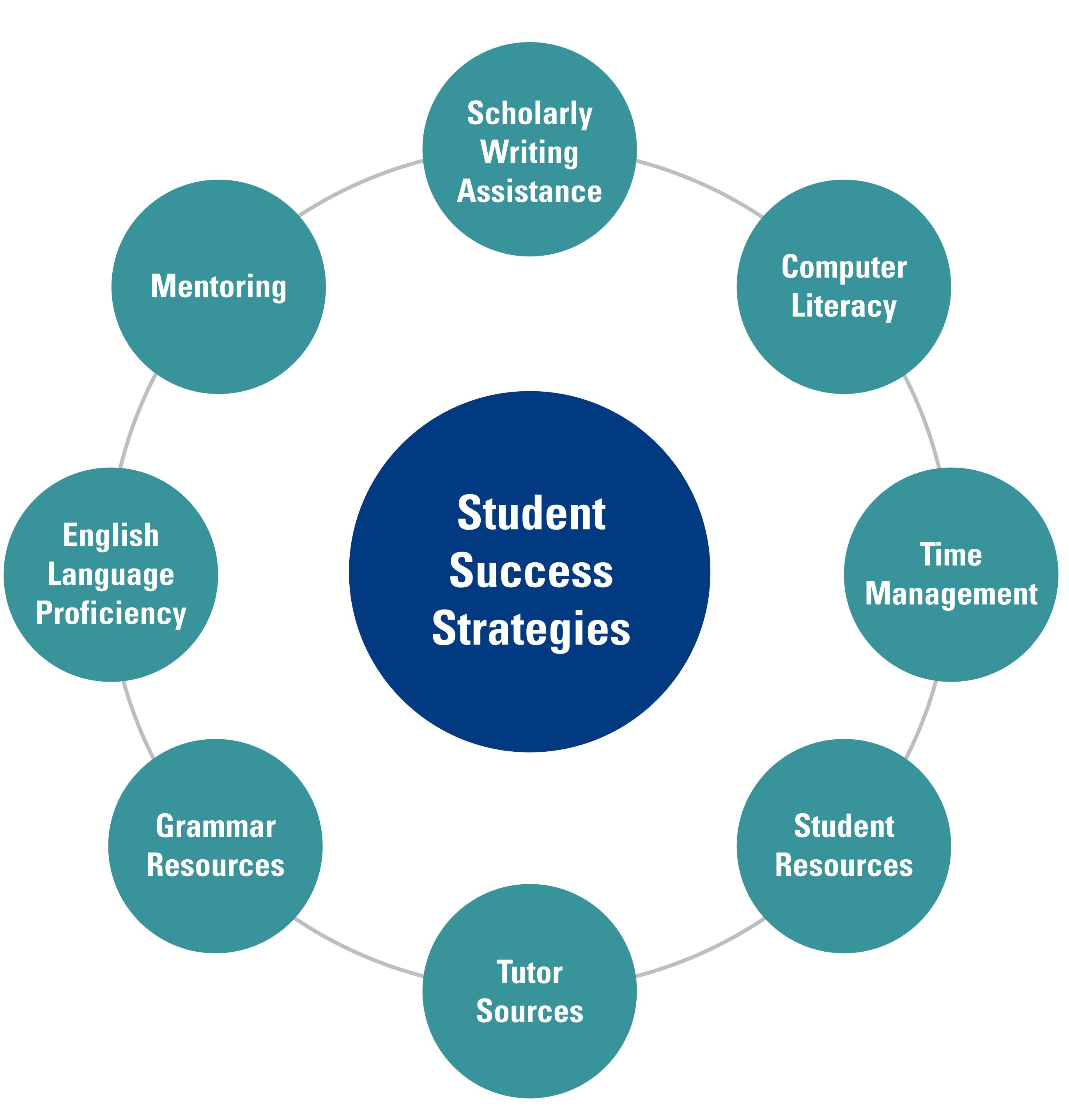
In order to address the concerns of the study findings and literature reviews, a Student Success Strategies online module has been created to address the specific needs of LEP online nursing students.

## Purpose

Now is the time to assist students to successfully complete their baccalaureate degrees in nursing, reduce attrition rates and recruit more multicultural nurses.

# Population of Interest

Any RN to BSN student at Chamberlain who demonstrates limited English proficiency.



#### Outcome

Full-time faculty and faculty managers of the online RN to BSN team took a specific portion of the course content depicted in our Student Success Strategies model in accordance with their interest and/or expertise.

- Completed modules were reviewed and compiled by the team leader of the project
- Modules were approved by the program dean and marketing and were rolled out in our online courses in May 2015
- Access to the modules will be available to our students as long as they remain a student in the program

### Implications for Nurse Educators

It is essential that schools are equipped with resources to aid in LEP student success.

A faculty-student mentoring program for the online students incorporated into the curriculum will provide an effective learner experience.

Benefits of mentorship include a commitment to learning, increased motivation to learn and critical thinking skills.

#### Selected References

Escallier, L., & Fullerton, J. (2009). Process and outcomes evaluation of retention strategies within a nursing workforce diversity project. Journal of Nursing Education, 48(9), 488-494. doi: 10.3928/01484834-20090610-02

Wilson, V., Andrews, M., & Leners, D. (2006) Mentoring as a strategy for retaining racial and ethnically diverse students in nursing programs. Journal of Multicultural Nursing & Health (JMCNH), 12(3), 17-23

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