

Abstract

Kurt Lewin (1936) first introduced the concept that *Behavior* is a function of a person’s background, history, and motivation and their environment – both physical and social surroundings – $B=f(P, E)$, by asking the important question, “Under what conditions will a person experience success or failure?” (p. 926). Astin (1991) expanded upon this principle by espousing that student outcomes in higher education were a function of student inputs like demographics and the environment provided throughout the college experience. With these theoretical foundations in mind, I propose that the Student Success Center in the UT Health San Antonio School of Nursing engage in action inquiry to determine the behavioral needs current students face and their perceptions of campus climate. These findings will be utilized to more fully commit the school to a “*servingness*” approach to student success as defined by Garcia (2020) by providing experiences and outcomes that empower historically marginalized students to enhance student Latinx student success.

Purpose of Study

1. To gain knowledge of student perceptions of campus climate – especially in the context of equity and empowerment.
2. To address the disconnect between institutions’ knowledge and practices for serving underrepresented students.
3. To identify barriers/challenges undergraduate students face during Nursing School at a Hispanic Serving Institution (HSI).
4. To create institutional strategies to increase student success.
5. To use student insights in formulating policy changes to improve the undergraduate nursing experience.

Review of Literature

- Astin’s Impact of Involvement in Co-Curricular Engagement & the I-E-O Model (1993)
- Latinx Adapted I-E-O Model (Cuellar, Segundo, & Muñoz, 2017)
- Critical Race Theory (Delgado & Stefancic, 2017)
- Institution’s impact on successful student transitions (Kuh et. al, 2006)
- Personal Growth & Epistemological Understanding (Baxter-Magolda, 2004)
- Perceived social factors of persistence among Latino/a students (Gloria, Castellanos, Lopez, & Rosales, 2005)
- Importance of Assessing Campus Climate for Latino/a students in order to promote academic success (Gloria et al., 2005; Hurtado & Ponjuan, 2005; Cerna, Perez, & Saenz, 2009)
- Role of a supportive academic network on student connection to the institution & retention to graduation (Maestas, Vaquera, & Zehr, 2007)

Methods and Materials

- Qualitative research design using focus groups as the primary means of data collection.
- Face-to-face interviews with six to eight participants per focus group.
- Participants will be chosen from each of the five undergraduate cohorts and one focus group of graduate students comprising a sample that is representative of the School’s majority under-represented population.
- Method employed to collect data will be adapted from Padilla’s (1999, 2008) focus group research design.
- All students in the School of Nursing will be invited to participate in the Center for Urban Education’s Equity Scorecard to assess the student body’s equity mindedness. These results will provide metrics to measure the institution’s pursuit of inclusive excellence and ability to empower diverse learners (<https://cue.usc.edu/tools/the-equity-scorecard>).

Mission-Driven Imperative

UT Health San Antonio School of Nursing Mission Statement:

We develop diverse nurse leaders to improve health and health care, through education, research, practice, and community engagement.

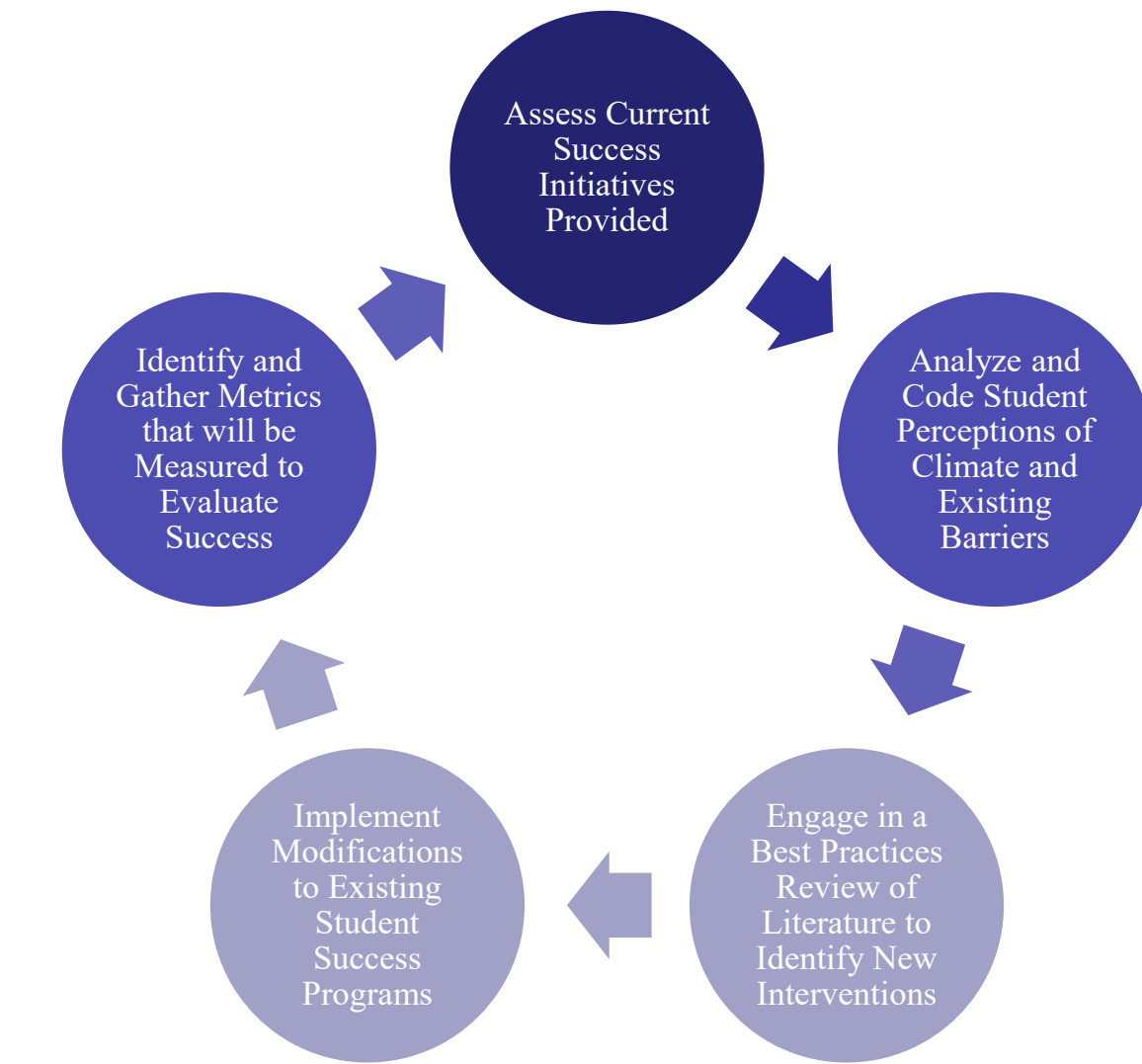
Student Success Center Mission Statement:

The School of Nursing Student Success Center offers holistic support services to promote the development of diverse nurse leaders in a collaborative and inter-professional environment.



Framework for Diversity (Smith, 2015). Copyright 2015 by Daryl G. Smith. Reprinted with permission from the author.

Student Success Assessment Process



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