

2013-2014

**ANNUAL
REPORT**



INNOVATE

COLLABORATE

NAVIGATE

DISSEMINATE



“Due to the increase in enrollment all accelerated classes and all core accelerated faculty offices are now offered on one campus. The development of an inclusive accelerated campus provided the development and implementation of retention and advising initiatives, peer and faculty mentoring opportunities, and leadership development competencies that strengthened student’s abilities to excel in the program.”

Introduction

In 2008, the Robert Wood Johnson Foundation (RWJF) and the American Association of Colleges of Nursing (AACN) launched New Careers in Nursing (NCIN) to help alleviate the nursing shortage, expand the capacity of nursing programs and build a more diverse nursing workforce that could better meet the health care needs of a changing patient population. The program also helps to serve a key recommendation in the Institute of Medicine’s landmark report on the future of nursing: to increase the proportion of nurses with a baccalaureate degree or higher.

To date, NCIN has awarded grants to 125 unique schools of nursing, in 41 states and the District of Columbia, providing scholarships to 3,117 students enrolled in accelerated baccalaureate and master’s degree nursing programs. During round six, the 2013-2014 school year, NCIN made grants to 52 schools of nursing that awarded a total of 400 scholarships of \$10,000 each.

The numbers are impressive but do not tell the true story of NCIN’s success. A recent survey of grantee institutions revealed that they have made significant changes to their organizational culture as a result of their participation in the program.

Institutions credited the NCIN scholarships being awarded to students from underrepresented groups and to economically disadvantaged students with increasing the diversity of their student populations. This change in demographics necessitated the development and implementation of programs and activities to increase feelings of inclusiveness among those students. Those programs and activities, some of them developed by NCIN and some by the institutions themselves, include mentoring, academic support, and diversity and inclusion programs and initiatives. In many cases, they have gone far beyond the NCIN scholars and even the accelerated degree programs to benefit all students at grantee schools of nursing.

One grantee surveyed reported the institution had created a “diversity committee working to implement activities to improve school-wide diversity and inclusion.” Another “created an internal diversity scholarship program across all the university programs.” And a third institution reported that its “entire curriculum was evaluated for diversity content by an external consultant.”

Other institutions have made changes to accommodate the influx of students in their accelerated programs that have yielded multiple benefits.



The National Advisory Committee of the New Careers in Nursing Program

Raising the Bar

The National Advisory Council on Nurse Education and Practice has asserted that a culturally diverse nursing workforce is essential to meeting the nation's health care needs and reducing health disparities. There is an increasing body of evidence showing that the lack of a diverse workforce can potentially foster language and cultural barriers, bias, and clinical uncertainty. These can create barriers in access to high quality care for people in socially vulnerable populations.

NCIN's mission to increase the diversity of the nursing workforce is reflected in the demographics of the program scholars. According to American Association of Colleges of Nursing's 2012-2013 *Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing*, 12.2 percent of students enrolled in baccalaureate nursing programs were men; 10.2 percent were African American; 7.7 percent were Hispanic, 7.4 percent were Asian; 0.6 percent were American Indian or Alaska Native; 0.5 percent were Native Hawaiian/Pacific Islander; and 1.8 percent reported that they were from more than one racial background. For the same year, in the NCIN program: 40.5 percent of NCIN scholars pursuing baccalaureate degrees were men; 27.5 percent were African American; 13.2 percent were Hispanic; 10.3 percent were Asian; 0.8 percent were American Indian or Alaska Native; 0.5 percent were Native Hawaiian or Pacific Islander; and 6.6 percent were multiracial. The percentages of underrepresented students in master's degree programs were also higher for NCIN scholars than general enrollment.

Institutions that have been NCIN grantees for multiple years have also reported that they have increased the number of accelerated nursing students from diverse backgrounds from year-to-year. For the academic year before NCIN began, grantee institutions reported that enrollment in their accelerated programs included 902 male, 30 Native American, 599 Asian, 667 African American, 337 Hispanic, and 39 Pacific Islander students. By the fifth year of the program (2012-2013), there were increases across the board, including nearly twice as many male students (1,602), and more than double the number of Native American and Hispanic students (63 and 686), respectively. There were also 934 Asian students, 816 African American students, and 52 Pacific Islander students.

Leveraging Resources

NCIN grantees have used the resources they receive from the program and the influence that NCIN has had on their institutions' cultures to leverage new programs, new activities, and even additional funding. New mentoring and leadership programs, activities supporting diversity and inclusiveness, and additional scholarships to increase the diversity of the nursing workforce are among the new resources grantee institutions have been able to leverage thanks to their participation in NCIN.

University of Hawai'i at Mañoa

"When we first thought about applying for an NCIN grant, we looked at our population and the Hawaii nursing workforce," said Mary Boland, DrPH, RN, FAAN, dean of the School of Nursing at the University of Hawai'i Mañoa (UH Mañoa). "Less than five percent of Native Hawaiians are in the nursing workforce – they're significantly underrepresented. We work hard to recruit them, as well as Latinos who are a growing population here, and men. But trying to recruit students from underrepresented communities is a challenge."

The Ike Ao Pono program at UH Mañoa was created to address that challenge. The program, created and directed by Nalani Minton (who is Native Hawaiian), serves to recruit and retain Native Hawaiian and Pacific Islander students in the School of Nursing and Dental Hygiene. The program works with organizations that serve Native Hawaiians, holding open houses and conducting outreach to high schools to recruit students. Ike Ao Pono also focuses on cultural enrichment to support student success. The program has been highly successful recruiting and graduating more than 200 students who are Native Hawaiians or Pacific Islanders.

Faculty, staff and members of the administration at UH Mañoa also work to ensure that students of all racial and ethnic backgrounds benefit from the inclusiveness at the institution, which is a reflection of Hawaii's culture of "Ohana" or "expanding your family to include those around you."



University of Hawai'i at Mañoa NCIN scholars

FACTS AND FIGURES

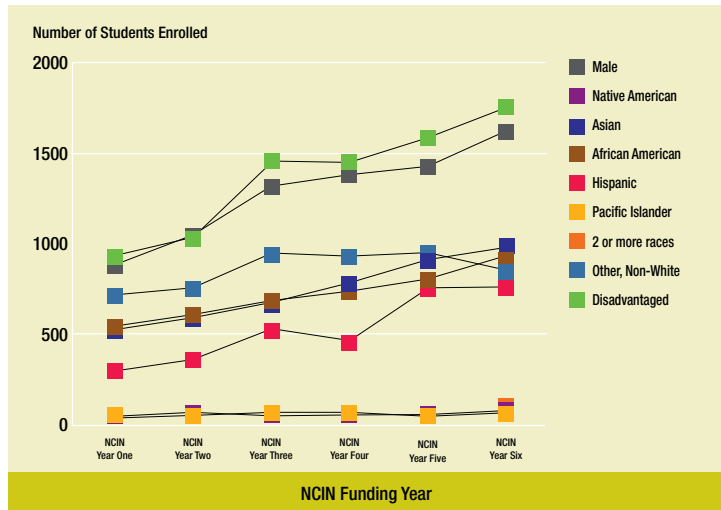
Race/Ethnicity of Enrolled Students by Program, National Population and NCIN Students

	AACN, 2013		NCIN Students	
	N	%	N	%
Entry-Level Baccalaureate	168,701		2,265	
American Indian/Alaskan Native	946	0.6%	18	0.8%
Asian	12,971	7.7%	233	10.3%
Hawaiian/Pacific Islander	968	0.6%	12	0.5%
Black or African American	16,265	9.6%	623	27.5%
Hispanic or Latino	14,189	8.4%	299	13.2%
Two or More Races	3,641	2.2%	149	6.6%
White	119,721	71.0%	888	39.2%
Unknown/Not Reported	10,431	N/A*	17	1.9%
Men	22,699	12.5%	917	40.5%
Master's	97,546		657	
American Indian/Alaskan Native	623	0.6%	8	1.2%
Asian	7,139	7.3%	88	13.4%
Hawaiian/ Pacific Islander	489	0.5%	15	2.3%
Black or African American	14,052	14.4%	186	28.3%
Hispanic or Latino	5,312	5.4%	95	14.5%
Two or More Races	1,678	1.7%	43	6.5%
White	68,253	70.0%	207	31.5%
Unknown/Not Reported	9,571	N/A*	4	2.3%
Men	11,219	10.3%	224	34.1%

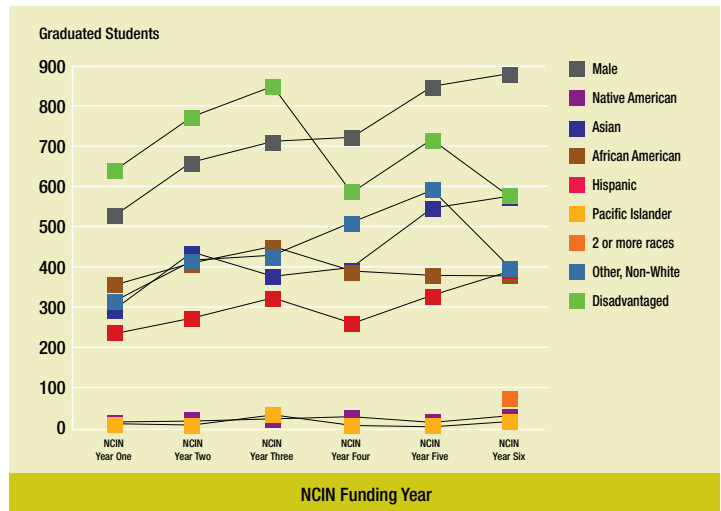
Sources: AACN 2013-2014 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing, Tables 8 and 9; and NCIN Student Biblefile 01/29/2014.

*AACN excludes the category of unknown/not reported in their 2013-2014 Enrollment and Graduation Report.

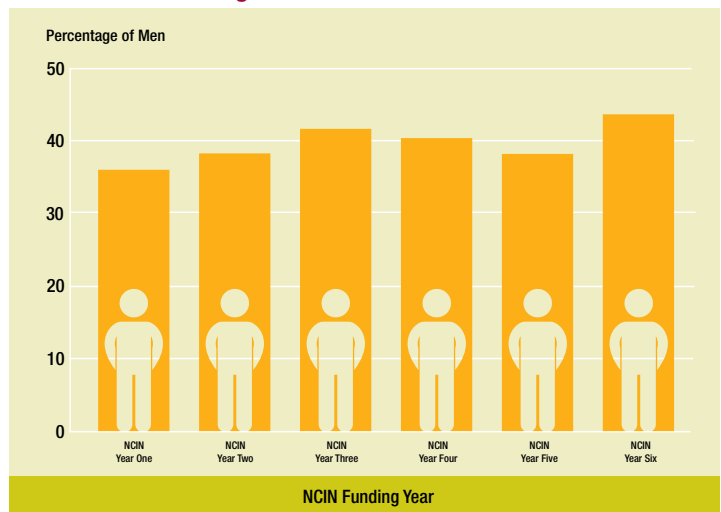
Enrollment of Underrepresented Accelerated Nursing Students at NCIN Applicant Schools



Graduates of Underrepresented Accelerated Nursing Students at NCIN Applicant Schools



NCIN Males in Nursing



LEVERAGING RESOURCES

Norfolk State University



Dr. Vernell DeWitty (center) with Norfolk State University scholars

To meet NCIN's leadership development requirement for scholars, Norfolk State University in Virginia created an interprofessional Nursing and Allied Health Leadership Development Institute. Among the activities the Institute organizes are special presentations that students plan and conduct each year on topics related to leadership. In 2013, NCIN scholars read the autobiography of Frances Hesselbein, the founding president and CEO of the Leader to Leader Institute and a Presidential Medal of Freedom honoree, and held a moderated discussion with their peers to share their perspectives on leadership and Hesselbein's book.

"We believe that leadership development is crucial in nursing school because it establishes the expectations that we should have of ourselves to become leaders," said Jessica Parrott, DNP, RN, CPNP, assistant professor and BSN coordinator in the department of Nursing and Allied Health at Norfolk State University. "We build the leadership skills that will help our scholars to become change agents and improve patient health and outcomes."

The lessons of the Leadership Institute are supported by Nursing Success Seminars, which include Eat and Review sessions during which students have the opportunity to strengthen specific skills like critical thinking and test taking.

Samuel Merritt University



Dr. Aara Amidi-Nouri advises an NCIN scholar

NCIN Liaison and Associate Professor Aara Amidi-Nouri leveraged Samuel Merritt University's experience as an NCIN grantee to receive a two-year, \$150,000 grant (with a matching grant from the university) from The

California Wellness Foundation for a scholarship program modeled on NCIN.

The Academic Success Program (ASP) is designed to help increase the diversity of the nursing workforce by providing support to students underrepresented in nursing. It provides monthly scholarships to students in the Scholars in Service Program (SISP) in the school of nursing and includes mandatory tutoring provided by alumni who are RNs.

The impetus for ASP was the high attrition rate of students of color in Samuel Merritt's traditional BSN program, particularly in comparison with the accelerated BSN program, which includes NCIN scholars. The benefits the NCIN scholars received were making a significant difference in their performance. In the grant proposal, she used her experience with NCIN to shape the ASP, and to demonstrate why it would be successful.

"NCIN makes it clear that they want us to leverage additional grants," said Amidi-Nouri. "If we hadn't had to meet the NCIN requirements, we wouldn't have been able to leverage this and other funding."

Amidi-Nouri has also used the NCIN grant to leverage funding from other sources for scholarships for underrepresented students, including the institution's Hope Scholarship program for all Health Sciences students, and scholarships from the Health Resources and Services Administration.

Stony Brook University

Another NCIN grantee, Stony Brook University, recently accepted its first cohort of Doctor of Nursing Practice (DNP) scholars, funded through a matching grant the institution was able to leverage using the NCIN award. The \$100,000 matching grant, from the Simons Foundation, will support five NCIN scholar alumni who completed their accelerated BS degrees in Nursing at Stony Brook as they pursue DNP degrees at that institution.

"The Simons Foundation grant is intended to support academic excellence," said Lori Escallier, PhD, RN, CPNP, associate dean for Evaluation and Outcomes and clinical professor at the School of Nursing. "Our NCIN scholars have achieved that excellence, so using the matching funds to help them pursue doctoral degrees supports that goal and is consistent with the recommendation of the Institute of Medicine's Future of Nursing report to increase the number of doctorally prepared nurses."

The five Simons scholars will begin the DNP program in the summer of 2014.

ACADEMIC ADVANCEMENT

Taking It to the Next Level

A hallmark of NCIN is the program's history of building on its successes to take the program and its grantees to the next level. In 2013, NCIN launched a project that builds on the program's success working with schools of nursing to recruit and graduate a more diverse pool of nurses. This new project will increase the number of doctorally prepared nurses, particularly those from groups underrepresented in nursing. In the same year, NCIN's alumni continued to build on the networking program they launched in 2012, developing a social network platform and organizing meetings to bring together scholars and alumni around the country.

Doctoral Advancement in Nursing Project

NCIN launched the Doctoral Advancement in Nursing (DAN) Project to enhance the pipeline of future nurse leaders, faculty, and researchers by using strategies to identify, encourage, and support students interested in pursuing doctoral degrees. The Project focuses on graduates of accelerated and traditional nursing programs who come from groups underrepresented in nursing or from disadvantaged backgrounds. It pairs students with mentors (two students to each mentor) who will guide them through the application process into doctoral study and provide expert advice on identifying sources of financial support. An online self-assessment helps students determine their readiness to pursue doctoral education before applying to be mentored.

The Project developed two toolkits, one for faculty and one for students. The Faculty Toolkit includes information for nurse faculty to use when advising nursing students who are deciding whether to attend graduate school and to assist students with the application process and successful enrollment in doctoral

programs. The Student Toolkit is intended to help students gather information about doctoral programs and select programs that meet their interests and career and education goals. The toolkits, a white paper, and the self-assessment are all available online at www.newcareersinnursing.org/dan.

This year marks the pilot phase of the project, which will involve 25 mentors paired with 50 mentees. Recruitment efforts have been highly successful. At last report, 140 students had completed the online survey and the Project has matched 24 mentors and 31 mentees. Mentoring pairs have been established and, as of publication, five mentees had applied to doctoral programs and two had been accepted.

Scholars Network

At the 2012 NCIN Annual Summit, a group of NCIN alumni – who had formed a steering committee – presented and launched the NCIN's Scholars Network. The mission of the Scholars Network is “to combine and engage the diverse skills, backgrounds, and education of all NCIN scholars to benefit nursing students, nurses, and most especially, to serve our culturally diverse patient population.”

The Network is intended to: increase NCIN scholars' awareness of the resources available to them through the program; provide opportunities for face-to-face communication between scholars; offer a place for announcing and starting scholar initiatives; and provide a forum for sharing the ways that the experiences and skills scholars bring with them are helping them in their nursing careers.

In 2013, the Scholars Network launched a social media site, www.ncinscholarsnetwork.org, where scholars and alumni share information and discuss their ideas and perspectives on a range of topics.

The Scholars Network members have also participated in a series of Regional Meetings, the first of which was held in September in Omaha, Neb. The meeting was co-hosted



Attendees during roundtable discussions at NCIN's 6th Annual Program Summit



The Steering Committee of the NCIN Scholars Network

LEADING THE WAY

by the NCIN grantee institutions in that city: Creighton University, Nebraska Methodist College and the University of Nebraska Medical Center. It was billed as a Student Leadership Conference, and addressed key issues in nursing, including HIPAA and social media, interprofessional collaboration, the Affordable Care Act, diversity in nursing, and disaster planning. Speakers included leading nurse experts from around the country. More than 130 accelerated degree students attended.

The second meeting was held November 15, in Chicago, Ill., and Student Leadership Conferences were held in Spring 2014, in Birmingham, Ala. and New York City.

Leading the Way

NNCIN's 2014 Annual Summit, "Accelerated Nursing Education 6.0: Transforming the Academic Environment and Organizational Culture" examined the impact that NCIN has had on its grantee institutions and how being part of NCIN has not only helped make those institutions more inclusive but also improved their academic environments, as they test the best ways to build accelerated nursing curricula that provide students with the skills, knowledge, and attitudes needed to succeed as nurses in an increasingly complex health care environment.

RWJF Senior Program Officer David Krol, MD, MPH, FAAP, welcomed the faculty, deans, and several scholars who were in attendance. He told them that transforming the academic environment and organizational culture are "charges that NCIN grantee institutions take seriously, and that shows. As NCIN grantees, your institutions are not only enrolling more students from groups that are traditionally underrepresented in nursing, but you've also changed the organizational culture at your institutions – making them more welcoming toward people from all backgrounds, and more inclusive."



(l-r) Dr. David Krol, Dr. Vernell DeWitty and Dr. Harriet Kitzman

During a roundtable conversation on "Shifting Organizational Culture," one panelist, Michael Relf, PhD, RN, AACRN, ACNs-BC, CNE, FAAN, assistant dean for undergraduate education Duke University's School of Nursing said that the institution has made diversity and quality a pillar of their strategic plan. "You can't have a single champion," he said. "The community only flourishes when each individual in the community flourishes."

He explained that Duke students are told that it's their job to help see their peers get to the finish line, and that directive is reinforced by group work and team projects in the classroom. Since the school began receiving NCIN funding six years ago, NCIN scholars have started several new minority student organizations on campus, such as a chapter of the American Assembly for Men in Nursing.

Other sessions at the Summit addressed: technology and online learning; research on teaching and learning in accelerated nursing education; sustainability strategies; retention; simulation; mentoring; interprofessional education; and innovations in accelerated degree nursing.

NCIN also used the Summit to launch its Doctoral Advancement in Nursing (DAN) Project. At a breakout session facilitated by Patricia Tabloski, PhD, GNP-BC, FGSA, FAAN, associate professor at Boston College and National Advisory Committee Chair Carolina Huerta, EDD, MSN, RN, professor and chair of the Nursing Department at the University of Texas-Pan American, NCIN announced the new program to encourage and support more nursing students to pursue doctoral degrees, and issued a call for Project mentors.

The Summit's dinner speaker was Dr. Harriet Kitzman, RN, FAAN, professor and senior associate dean for research at the University of Rochester School of Nursing, who addressed the role of nurses as innovators in health care. Kitzman was a leader in the early development of the nurse practitioner role, and a pioneer in the development of the model that unified research, education, and practice in schools of nursing. She is best known today for her research on nurse home visiting interventions for low income mothers and their infants.

Kitzman identified the reasons nurses are key innovators in health care: they possess invaluable expert knowledge and a holistic view; and they work in interdisciplinary teams, where most innovation happens.

"This is truly an exciting time for those of us who get satisfaction from seeing innovation solve health care challenges... nurses are ready and up for the challenge," Kitzman said. Noting that second career nurses bring a richness of diversity and experiences from their previous careers, she added, "we need to nurture them as future innovators."

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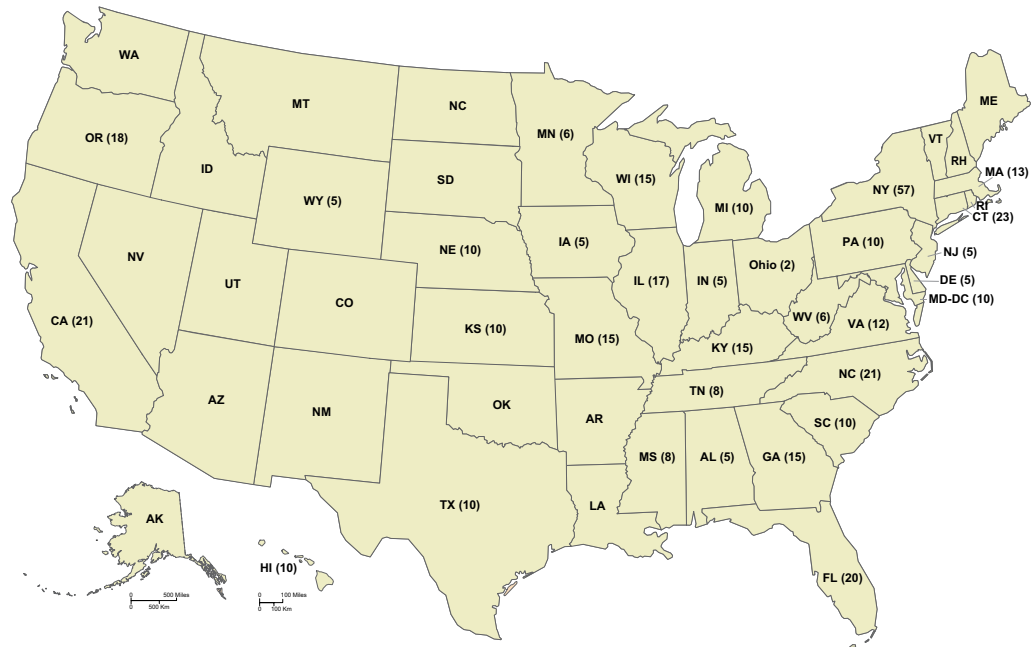
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Geographic Distribution of 2013-2014 NCIN Scholarships



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