

Robert Wood Johnson Foundation  
**New Careers in Nursing**

# Recruiting Future Nurses

**Recruitment Toolkit**



Robert Wood Johnson Foundation



American Association  
of Colleges of Nursing



# **New Careers in Nursing Diversity Recruitment Toolkit**

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## PURPOSE

The purpose of this Diversity Recruitment Toolkit is to provide a roadmap and practical strategies that may be used by schools of nursing to increase the recruitment of a more diverse student enrollment. By creating an organizational culture that embraces an environment of diverse learners, schools of nursing will be ensured that a constant pipeline of diverse students is available for enrollment.

The Toolkit is designed to assist schools of nursing in recruiting students who are members of underrepresented groups in nursing. As a funding requirement of the NCIN program, you must award scholarships to students from underrepresented/and or economically disadvantaged backgrounds, including racial and ethnic minority groups, and men.

This toolkit incorporates findings from research, field experience and program evaluations to offer strategies that have proven successful for recruitment activities. The Toolkit provides grantees with the strategic concepts, ideas and tools necessary to reach and engage targeted audiences.

You should use this toolkit as a guide to create and/or enhance recruitment efforts within your individual programs, nursing schools and institutions-at-large. Through the production and distribution of this Toolkit, NCIN envisions schools of nursing implementing these activities beyond the life of this scholarship program and as new norms for all nurse educational programs. **Proactive recruitment of diverse individuals must be a continuous priority for schools of nursing in order to fuel a representative pipeline of nursing students.**

## OBJECTIVES

This toolkit is designed to support NCIN grantees in:

- Defining target audiences and understanding methods through which to promote a recruitment program;
- Developing an effective public relations outreach plan;
- Identifying potential groups and organizations with intersecting missions and access to target audience(s);
- Forging long-term relationships;
- Understanding cultural sensitivities of underrepresented populations;
- Learning from real-life examples of recruitment and retention success; and,
- Increasing recruitment of qualified, and underrepresented students to their nursing programs.

## HOW TO USE THIS TOOLKIT

The Toolkit is meant to serve as a guide for the recruitment of students from underrepresented and/or disadvantaged backgrounds. It should be noted that there is no single solution for increased recruitment. Therefore, we have provided a variety of resources that should be assessed for suitability based on program location, target audience, access to resources, timing and other factors.

The Toolkit contains a Recruitment Program Assessment that should be used as a baseline to gauge existing scholar recruitment activities and to identify areas where improvement and/or expansion can occur.

Recommendations for developing a recruitment plan based on your school objectives are followed by strategies for implementation.

The appendices offer information on current trends and data related to underrepresented populations to give you a full picture of your target audience(s) and how to best reach them.

Recognizing that student recruitment is not the primary responsibility for nursing faculty, this Toolkit should also be shared with other individuals who are major stakeholders with recruitment responsibility. Faculty members are encouraged to engage others in the assessment process and collaborate in developing a plan that will be feasible for your nursing school. We encourage you to share this information with your fellow faculty, recruiters and administrators to better make the case for recruitment efforts and resources.

## WHY DIVERSITY IS IMPORTANT

The steadily increasing population diversity of the United States affects health care providers and institutions, from small rural towns to large urban centers. The impact of this diversity means that every day, health care providers encounter, and must learn to manage, complex differences in communication styles, attitudes, expectations, and world views. Decades of literature from the social and clinical sciences have documented the details, effects, and potential remedies for issues that arise when different cultures encounter each other.

Health care providers take many different approaches to bridge barriers to communication and understanding that stem from racial, ethnic, cultural and linguistic differences. In recent years, the notion of "cultural competence" has come to encompass both interpersonal and organizational interventions and strategies that seek to facilitate achievement of clinical and public health goals when those differences come into play.

The Office of Minority Health (OMH) in 2008 developed National Standards on Culturally and Linguistically Appropriate Services (CLAS). Standards 1-7 address interventions that have the most direct impact on clinical care; and standards 8-14 address organizational structures, policies and processes that support the implementation of standards 1-7.

The literature suggests that some patients from multicultural groups prefer to seek care from providers of their own race, ethnicity, or language group, and that such concordance appeared to have a positive impact on appropriate service utilization, treatment participation, and receipt of some services. Many health care organizations and policymakers have pursued diversification of the workforce as a way of increasing patient-provider concordance, although others are skeptical, given the demographic difficulties of achieving this goal across-the-board.

## CREATING A CULTURE FOR SUCCESSFUL RECRUITMENT

The Robert Wood Johnson Foundation (RWJF) commissioned a scan of best practices, published in 2012, *Best Practices in Diversity: Environmental Scans for the Academic and Philanthropic Sectors*. The scans were completed by using literature reviews of recent scholarly and applied work. Interviews were also used to augment information found from the literature review<sup>1</sup>.

This extensive research of the academic sector reported four best practices that include the significant role of senior leadership, the need for centralized data infrastructure, a comprehensive framework and leadership team, as well as clearly defined administrative requirements. These practices impact the overall institution and therefore can determine the success of more particular practices in each of the four identified diversity areas of outreach, recruitment, retention and inclusion.

### **Best Practices**

#### **I. Senior Leadership: Championing Diversity**

Senior leaders play an important role in shaping the success of diversity initiatives. The president, trustees and the provost all need to be knowledgeable and able to describe their recruitment and retention efforts as well as hold the institution accountable for attaining the desired results.

**The first best practice is for the senior leaders to set the tone when speaking publically.**

This includes defining the case for diversity as it relates to the institution's mission and vision, as well as motivating the managers and administrators to be champions of the process. Senior leadership should also include regular, consistent and eloquent mentions of diversity when address all audiences, such as students, parents faculty and the public.

**The second best practice for senior leaders is to set a tone of accountability and expect results.** This includes requesting updates across institutional efforts and in turn, providing consistent, regular updates to trustees and faculty via a diversity scorecard. Institutionalizing diversity means creating standard operating procedures and holding senior administrators accountable.

#### **II. Centralized Data Infrastructure**

**For successful diversity planning and execution, collecting, analyzing and distributing current and accurate recruitment and retention data is essential.** To establish goals and track progress there must be a collective agreement about what to measure, when to analyze data and how best to share it. This can be difficult in higher education, since several



offices participate in data collection and there can be inconsistent coordination of this effort. The research found it best to build a data infrastructure that supports a variety of data collection, analysis and dissemination. This can be accomplished by using clear and agreed-upon measures for collecting, analyzing and sharing data across all areas of the institution. Electing one office to coordinate the collection and analysis of data is another way to accomplish this goal. Several sources may contribute to the final dataset there needs to be one clear leader for the institution.

### III. Comprehensive Framework and Leadership Team

**The structural analysis that an organization uses to frame, describe and support a diversity initiative is crucial.** Analysis will explain why problems like discrimination and harassment exists and to define what degrees of change will be necessary to achieve equity and inclusion. For an institution to have a diversity effort have a lasting impact and make a difference in organizational practices and outcomes, a structural analysis is important. With the analysis should also come the understanding that individuals also have personal and professional development to which they commit.

### IV. Administrative Requirements

**The key administrative requirement for the success of institutions diversity efforts is the appropriate resource allocation.** The budget needs to reflect the strategic diversity plan and resources need to be distributed where the institution believes there will be the most rewarding return.

Allocating resources to diversity training is a key practice that helps make a school successful in attracting and retaining diverse students. While diversity training is attractive since it provides tangible results, unless it is tied to the existing systems of accountability and support, learning outcomes are likely to diffuse over time. Also the education must be relevant and applicable to the audience and facilitated well. Since diversity education requires committed dollars it is crucial to plan for the education, have systems, language and vision in place prior to the educations and to recognize post-education opportunities before the workshops. The workshop curricula should connect greater self-awareness, cultural competency, communication skills, and behavior changes to successfully change individual and institutional responsibilities. Goals and the workshop should be developed before the workshop as well as how to measure the impact of the workshop. Lastly, education efforts should be facilitated by a multiracial team.

To create, implement and maintain a successful diversity plan, institutions should consider these four best practices while tailoring their own individual diversity recruitment plans.<sup>i</sup> As noted earlier, these practices impact the overall institution and therefore can determine the

success of more particular practices in each of the four following diversity areas: outreach, recruitment, retention and inclusion.

### **Diversity Areas Impacted by Best Practices**

#### **1) Outreach**

One aspect of outreach is to have consistent and current networks. This includes having personal relationships with diverse communities, feeder institutions, and professional associations. There can be profound results when these relationships are consistently nurtured and maintained.

#### **2) Recruitment**

The research found that a comprehensive approach to recruitment that connects outreach and retention strategies to the specific search effort.

#### **3) Inclusion**

Social network opportunities were found to be needed for the success of faculty and students. Students from underrepresented backgrounds, in particular, are less likely to assert their own social networks in competitive academic environments, but institutional support and encouragement can make a difference. Another way to support inclusion is for the institution to host regular diversity-related programs and dialogues about inclusion, racial justice, and diversity that target the whole university and have the support and participation of senior administrators.

#### **4) Retention**

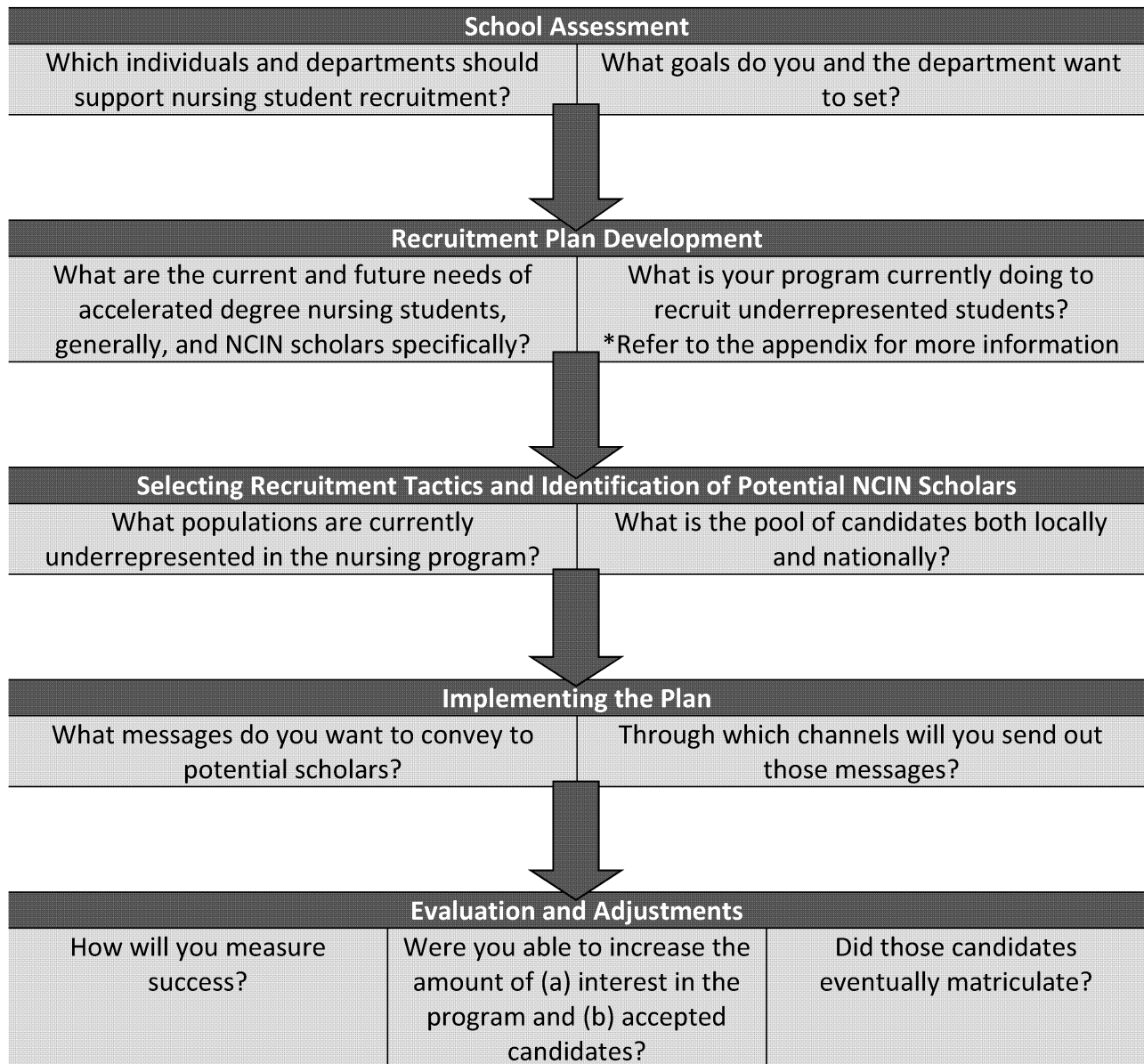
Diversity in the curriculum is most often honored through the breadth of course offerings. Some institutions have added diversity as a graduation requirement. Student must complete a certain number of credits from an agreed upon list of classes containing diversity. Other institutions list “house courses” that are taught by students, staff and community members. These courses offer students access to perspectives and styles that they may not gain in traditional classroom settings.

Research also shows that representational diversity is not sufficient and suggests other elements to incorporate into the classroom. Other elements include classroom climate, faculty characteristics, teaching methods and course content. All of these elements need to be considered to achieve the benefits of a diverse classroom.

With a variety of best and supporting practices for diversity in academia, it is the task of each institution to determine which practices support the institutional values, priorities and missions of the school and identify what is administratively feasible.

**DIVERSITY RECRUITMENT PLAN DEVELOPMENT PROCESS**

This Toolkit uses the following steps to assist you in developing and implementing a diversity recruitment plan. By completing this process, you should feel more confident in your ability to reach and attract students traditionally underrepresented in nursing.



### RECRUITMENT ACTIVITY ASSESSMENT

This assessment is designed to identify current and past recruitment activities within your program, schools of nursing and academic institutions and evaluate potential avenues for program promotion. Results will reflect how your school's current environment can be enhanced to support NCIN scholar and overall student recruitment and the challenges that you and your program will need to anticipate to facilitate and strengthen relationships with target populations. This assessment will guide you in developing your diversity recruitment plan and provide focus on areas for improvement.

<b>A. Program Recruitment Responsibilities:</b> The recruitment process should include input and collaboration from a group of individuals within the school of nursing and the larger institution.	Yes	No
1. As an NCIN program liaison, do you play a role in recruiting accelerated students and NCIN scholars?		
2. If you answered <b>YES to question 1</b> , are you part of a larger recruitment team?		
3. If you answered <b>NO to question 1</b> , can you identify who or what department is primarily responsible for recruitment into the accelerated degree program?		
4. Does the recruitment leader meet with different staff and team members throughout the year to project/assess recruitment goals and needs?		
<ul style="list-style-type: none"> <li>• Does that meeting include a current student or alumni?</li> <li>• Does that meeting include an individual from a group traditionally under-represented in nursing?</li> </ul>		
5. Does your school send a staffer to recruit at career, community and/or diversity fairs on campus?		
6. If you answered <b>YES to question 5</b> , are they responsible for distributing the NCIN press releases provided throughout the year?		
7. If you answered <b>NO to question 5</b> , can you identify who is responsible for distributing your school's grant award announcement?		
8. Does your school send a staffer to recruit at career, community and/or diversity fairs off campus?		
9. Does your school have a public relations department?		
10. Has there been any visibility of the program in either print or online media?		
11. Do you survey students to determine how they learned about your program? (For a sample student survey see Appendix, page 58)		

<b>B. Current and Future Recruitment Efforts:</b> The recruitment efforts of a school are key to attracting a diverse student population. Evaluating current efforts as well as planning for incorporation of new efforts is integral in the evaluation process.	Yes	No
1. Is it easy for a website visitor to find information about the accelerated nursing program?  <b>If YES</b> , is there contact information?  <b>If NO</b> , can you add information about the accelerated nursing program and contact information?		
2. Does your school’s website include information about the NCIN scholarship or a link?  <b>If YES</b> , does it include scholar testimonials or photographs?  <b>If NO</b> , can you add information about the NCIN scholarship or a link, including scholar testimonials or photographs?		
3. Are any public relations materials produced specifically for nursing school recruitment?  <ul style="list-style-type: none"> <li>• Paid advertisements (news, web, transit, college papers, social media)</li> <li>• Banner advertisements</li> <li>• Social media tools</li> <li>• Radio Public Service Announcements (PSA)</li> <li>• Brochures for conferences, meetings, fairs</li> <li>• Open houses</li> <li>• Posters</li> <li>• Flyers</li> <li>• Email campaign</li> <li>• In and out-of-state mailings</li> </ul>		
4. In the materials you answered yes to in question 3, do any of those materials feature underrepresented students?		

<p>5. Do you have any partnerships with local colleges/universities to transition students from undergraduate degree programs into accelerated nursing programs?  <b>If YES</b>, are any of those partnerships with institutions that predominantly service ethnically diverse backgrounds?  <b>If NO</b>, can you form any such partnerships?</p>		
<p>6. Do you have existing partnerships <u>within</u> your college or university to transition students from undergraduate degree programs into the accelerated nursing program?</p>		
<p><b>C. Admitting New Students: The admissions process should be one that provides support for prospective students throughout the application process and includes a comprehensive review for each student.</b></p>	Yes	No
<p>1. Are students provided a sample application?</p>		
<p>2. Are there application instructions on your institution’s website?</p>		
<p>3. Is someone available to answer questions about the application process?</p>		
<p>4. Does your school consider the whole file review when selecting students for enrollment?</p>		
<p><b>D. Cultural Characteristics:</b> Characteristics of your school’s culture will reflect the accessibility of underrepresented students to your accelerated nursing program and the perceived acceptance of underrepresented students within your institution.</p>	Yes	No
<p>1. Is there an office of diversity or minority relations at your institution?</p>		
<p>2. In your school’s marketing materials, is there any acknowledgement of the work done to serve diverse student populations?</p> <ul style="list-style-type: none"> <li>• In the mission statement?</li> <li>• In visual materials and brochures?</li> </ul>		
<p>3. If you took a snapshot of your school campus, would it reflect diversity; is there a visible presence of groups from underrepresented populations?</p>		
<p>4. Does this snapshot differ from a snapshot of faculty?</p>		
<p>5. Does your school’s website include photographs of campus diversity?</p>		
<p>6. Does your school’s campus offer student-led groups that support underrepresented students?</p>		

7. Does your nursing school have any partnerships with underserved communities near your school?		
<b>IF YES</b> , are these partnerships reflected on your website?		
8. Are there members of faculty or staff who speak foreign languages?		
<b>E. Measurement:</b> An important component of your recruitment plan is understanding what motivates current students/scholars to participate in the first place.	Yes	No
1. Does your institution/program track student recruitment?		
2. Does your school survey students to determine how they heard about the program?		
3. Does your program monitor persons who attend or participate in any informational sessions/calls?		
4. Are students asked why they ultimately chose the institution/university?		
5. Do you examine student satisfaction throughout the educational experience?		
6. Do you conduct exit surveys with nursing students and scholars?		
<b>F. Retention:</b> Retention is equally as important as recruitment. Understanding why students drop out of a program can help inform recruitment messages and targets.	Yes	No
1. Do you monitor nursing student attrition?		
2. Do you monitor NCIN scholar attrition?		
3. Do you collect data for reasons students drop out of your program?		
4. Do you use student feedback to make adjustments to your programs?		

## INTERPRETING YOUR RESPONSES TO THE RECRUITMENT ACTIVITY ASSESSMENT

Using the Section Interpretation Guide below, determine your school's level of recruitment activities and identify what aspects of your recruitment activities should be revised, changed or otherwise improved.

### **Section Interpretation Guide**

#### **Program Recruitment Responsibilities**

Evaluate your responses and determine if, on the whole, you are able to have a role or can begin to establish a role in the recruitment process for accelerated students and NCIN scholars.

**If you have no role**, strategize on how to build toward a more collaborative process.

**If you do have a role**, strategize on how use your role to build the process toward one that creates a pipeline of possible students and NCIN scholars from populations underrepresented in your nursing program.

#### **Current and Future Recruitment Efforts**

The recruitment efforts of a school are key to attracting a diverse student population.

Evaluating current efforts as well as planning for incorporation of new efforts is integral in the evaluation process.

Reflect on where your yes/no answers fell and determine what current recruitment efforts specifically identify your nursing program and if the materials supporting those efforts visually reflect the targeted population of possible students underrepresented in your nursing program.

**If your current recruitment efforts specifically identify your nursing program and visually reflect the targeted population of possible students**, consider what future recruitment efforts you can add to your activities that would improve your ability to attract a diverse population and more firmly establish an ongoing pipeline of possible students and NCIN scholars.

**If your current recruitments efforts do not specifically identify your nursing program and/or the materials do not visually reflect the targeted population of possible students**, determine what adjustments and future recruitment activities can be added to improve your recruitment efforts to attract a diverse population and begin to build an ongoing pipeline of possible students and NCIN scholars.



## **Admitting New Students**

**The admissions process should be one that provides support for prospective students throughout the application process and ensures a thorough review process.**

Reflect on where your yes/no answers fell and determine whether your school's admissions process is supportive throughout the application process and provides for a thorough review process.

**If your responses, on balance, reflect a sensitivity toward accessibility and perceived acceptance of students underrepresented in your institution or nursing program, consider what areas you might improve upon or expand into to further solidify this sensitivity.**

**If your responses, on balance, reflect a lack of sensitivity toward accessibility and perceived acceptance of students underrepresented in your institution or nursing program, consider what areas you might immediately adjust to be able to have congruity between your recruitment efforts and the perception of your institution or nursing program as a culture of accessibility and acceptance.**

## **Cultural Characteristics**

Characteristics of your school's culture will reflect the accessibility of underrepresented students to your accelerated nursing program and the perceived acceptance of underrepresented students within your institution.

Reflect on where your yes/no answers fell and determine whether your school's culture is reflective of the population you wish to attract.

**If your responses, on balance, reflect a sensitivity toward accessibility and perceived acceptance of students underrepresented in your institution or nursing program, consider what areas you might improve upon or expand into to further solidify this sensitivity.**

**If your responses, on balance, reflect a lack of sensitivity toward accessibility and perceived acceptance of students underrepresented in your institution or nursing program, consider what areas you might immediately adjust to be able to have congruity between your recruitment efforts and the perception of your institution or nursing program as a culture of accessibility and acceptance.**

## Measurement

An important component of your recruitment plan is understanding what motivates current students/scholars to participate in the first place.

Reflect on where your yes/no answers fell and determine what measures you need to implement to understand student/scholar participation.

**If your institution or program collects specific data on your program**, consider how much is collected and determine if more data collection is necessary. If all types of data are collected, evaluate whether the data can be used to further enhance your recruitment activities.

**If your institution or program does not collect specific data on your program**, or does not collect very much data, determine how to implement collection of more information in order to revise and/or improve your recruitment activities.

## Retention

Retention is equally as important as recruitment. Understanding why students drop out of a program can help inform recruitment messages and further refine recruitment targets.

Reflect on where your yes/no answers fell and determine what information you may need to acquire to understand student/scholar attrition.

**If your institution or program monitors attrition and collects attrition data or solicits feedback**, consider how much is collected and determine if more data collection is necessary. If all types of data are collected, evaluate whether the data is used and/or can be used to further enhance your recruitment activities.

**If your institution or program does not monitor attrition, collect attrition data or solicit feedback** or does very little of these activities, determine how to implement collection of more information in order to revise and/or improve your recruitment activities.

## Overall Assessment Interpretation

Once you've interpreted your section responses, consider your responses to all the sections as a whole to get a sense of the larger picture of your recruitment activities. Consider these questions:

- What level of recruitment activities are you engaged in?
- How specifically are they designed to provide possible students to your program?

## Diversity Recruitment Toolkit

- How reflective are the activities of the diverse population you want to attract?
- What are your students/scholars telling you?
- How can you ensure a steady stream of applicants from populations underrepresented in your program?

Your section interpretations, combined with your responses to the questions above, will give you a sense of the efforts you may need to put forth. In order to put structure around your recruitment activities, this toolkit contains four Diversity Recruitment Plans, beginning at a basic level plan and moving to an advanced level plan.

**The next step is to evaluate which plan will best support your current recruitment activities and help you revise, change or improve these activities in order to be even more effective at recruiting a steady stream of diverse students and NCIN scholars.**

## DESIGNING A DIVERSITY RECRUITMENT PLAN

Use the Recruitment Activity Assessment to gain a better understanding of your school's culture, what has been done to recruit potential scholarship and degree candidates, and where to focus future recruitment activities.

Once the assessment is complete, use the guide below to determine what sections of this toolkit are most vital to helping your individual program build a successful recruitment plan. Included in this toolkit are a variety of ideas – from the simple to the intricate – to enhance recruitment efforts.

### **Diversity Recruitment Plan Selection Guide**

**Basic Diversity Recruitment Plan** - This plan contains a simpler range of recruitment activities that can add to and bolster your recruitment activities if the Diversity Activity Assessment shows a lower level of involvement and activity and/or a need to improve how the recruitment activities are targeted to the desired diverse population.

**Intermediate Level I Diversity Recruitment Plan** – This plan contains an increased range of recruitment activities that can round out a generally consistent level of recruitment activities or further hone a level of activity that is ready to go to the next level to improve recruitment results.

**Intermediate Level II Diversity Recruitment Plan** – This plan contains an increased range of recruitment activities designed to complement a stronger level of ongoing recruitment activities that could benefit from further refinement. It also adds new activities that can even further support developing an ongoing pipeline of diverse applicants.

**Advanced Diversity Recruitment Plan** – This plan contains the broadest range of recruitment activities aimed at further supporting a very strong level of ongoing recruitment activities. This plan is designed to provide more ideas and suggested activities that can further enhance and fine tune recruitment efforts for the maximum reach to a diverse population.

## RECRUITMENT PLANS

Based on your evaluation of your Recruitment Activity Assessment results, one of the following recruitment plans may fit your school. These plans should be customized to fit the individual needs of your schools and can be implemented in phases or segments depending on program resources and flexibility.

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## **PART I: DEVELOPING A RECRUITMENT PLAN**

### **Section One: Organizing a Recruitment Committee**

If another team/department is responsible for scholarship recruitment, communicate which specific groups are high priorities for your program, and coordinate timely meetings to help gauge success and determine areas of improvement.

Although some grantees rely on their Office of Admissions and Financial Aid to fill NCIN scholarship positions, be aware that these recruiters may not know enough about the scholarship requirements to find appropriate candidates. Additionally, these departments manage recruitment for several programs and initiatives, so NCIN scholarships may not always be at the top of their priority list. In these instances, NCIN program liaisons will need to find ways to assist recruitment leaders and brainstorm to develop the most effective recruitment campaign.

If a meeting with other recruiters is hard to come by, prepare in advance so that office buy-in is as easy as possible. Bring a description of what you hope to achieve in NCIN scholar recruitment; or if you received a previous NCIN grant, bring a list of specific areas where you would like to see improvement. Consider some of the following questions when organizing your meeting:

- 1. What recruitment tactics does your program currently employ?**
- 2. Do you have any measurable outcomes data from recruitment tactics?**
- 3. What are the NCIN funding requirements and specifically, who is your school seeking to recruit?**
- 4. What characteristics do strong scholars and students typically display?**
- 5. What are some challenges you perceive in reaching underrepresented groups?**
- 6. Does existing data show where NCIN scholars come from and what first degrees they hold?**
- 7. Do you have a plan for action, including the role that you seek to play in scholar recruitment – whether it be providing the office with ideas, asking to be apprised of recruitment throughout the outreach period, reviewing admissions, attending in-state and out-of-state events?**
- 8. Is there a timeline of activities and projected goals for underrepresented student engagement?**

Although recruitment is not the primary responsibility for faculty, it is helpful to find time to collaborate with offices of admissions, financial aid or multicultural/minority affairs, to describe your needs for a more diverse pool of nursing student applicants. Learn how your school will evaluate recruitment tactics to make incremental adjustments where necessary. If specific recruitment plans have been successful for other university programs, leverage those accomplishments and work with your institution to see how they can be implemented across departments. This will reflect well on both your schools of nursing and the university at large.

## PART II: UNDERSTANDING YOUR TARGET AUDIENCE

### Section One: Comparing Your Classroom with the National Population

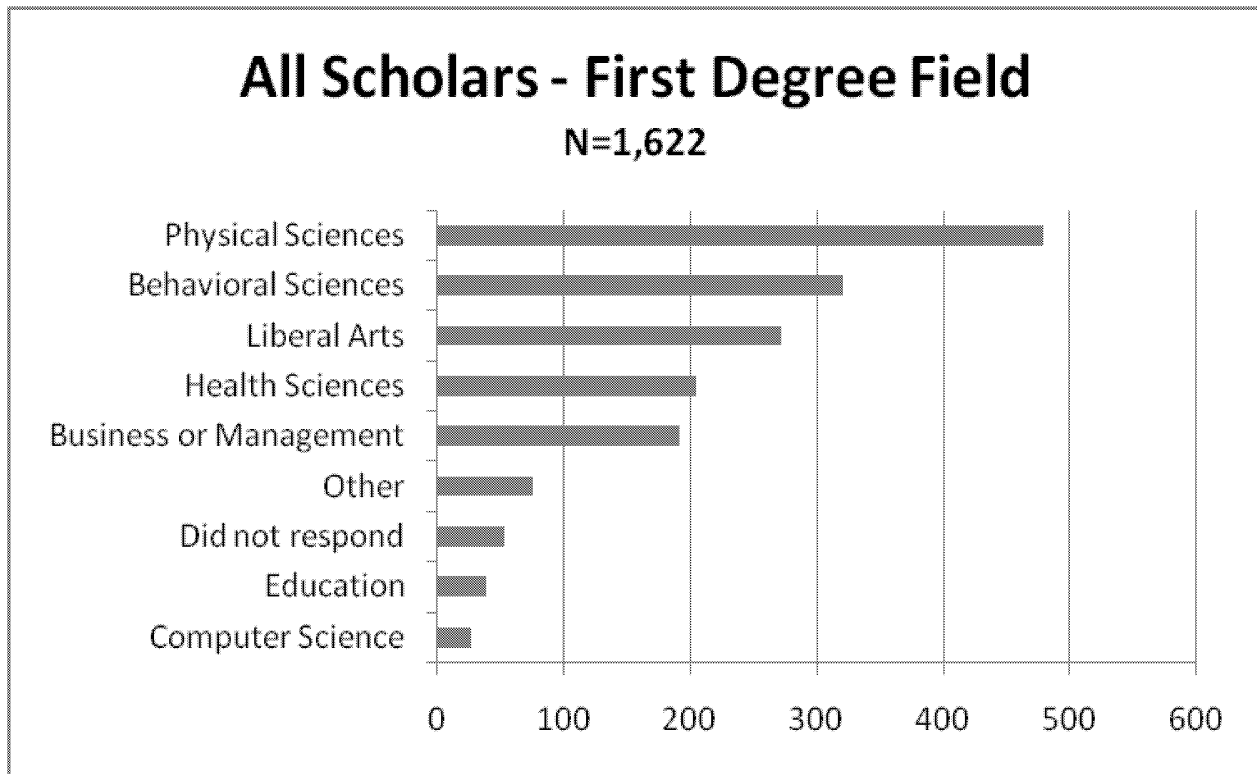
The overall mission of the NCIN Scholarship Program is to increase the pipeline of students traditionally underrepresented in nursing. However, each grantee will have different goals for specific student recruitment. While some grantees have expressed the need to recruit Black/African American students, others may need to enhance recruitment of Native American or Hispanic/Latino candidates.

NCIN encourages grantees to use this section to identify where recruitment of underrepresented populations has been successful and where more support is needed. **NCIN has provided a survey to help you analyze your accelerated degree program in the context of both your community/state and the larger national population. See Appendix, page 57.**

Once the survey is complete, review the percentages to determine if your program's classroom mirrors the state and national population. If not, review the demographic determinants provided in the Appendix beginning on page 60, to learn more about some of the attitudes and beliefs of your underrepresented students and how to reach them more effectively.

### Section Two: Targeting Undergraduates by Degree - What Do We Know about NCIN Scholars?

In the first three rounds of the NCIN program, the average age of entering scholars was 29.5 years old. Fifty percent of these scholars graduated from their first degree programs one to five years prior. Several scholars had double-majored in two different fields, so this analysis accounts for scholars who studied more than one field. The most common first degree field—for all racial/ethnic groups except American Indian and Alaska Native scholars—was physical sciences, followed by behavioral sciences (see Figure 1). Overall, **nearly one-third of NCIN scholars studied a physical science in their undergraduate program**, and 20 percent studied a behavioral science.



**Figure 1: NCIN Students First Degree Field**

Connecting with other institutions is one approach to build pathways for new graduates to enter accelerated baccalaureate and master’s degree nursing programs. In addition to establishing relationships with feeder schools and universities, our data suggest that grantees may benefit from targeting specific programs within those schools. Departments in the physical and behavioral sciences are logical choices given that (a) students have already demonstrated an interest in science; (b) students are more likely to have completed prerequisite courses for nursing; and (c) NCIN data show that many scholars who enter accelerated nursing programs have these degrees.

Given this logical connect, NCIN program liaisons should consider coordinating a meeting with department leadership to help identify and connect with students on the track to graduation who would also make a good accelerated nursing degree candidate.

The figure above lists additional trends in previous degree attainment of NCIN scholars. While the NCIN program seems to attract scholars from STEM (science, technology, engineering, and mathematics) fields, data also shows that adults with backgrounds in the liberal arts, business and education matriculate into nursing programs.

## PART III: LEVERAGING YOUR WEBSITE TO REACH UNDERREPRESENTED AUDIENCES

### Section One: Introduction

More college applicants than ever before are turning to the internet as a resource for educational opportunities and second degree programs. To actively engage your online audiences, grantees can post informative descriptions about the accelerated program and the nursing profession. As a credible source of information, the university website can be leveraged to attract potential applicants and answer their questions. In the menu of recruitment tactics, website content change is often a simple solution.

### Section Two: Conducting an Internal Website Audit

Take a look your school of nursing's current website. Is important program information easily accessible and visible? Does the Web site convey all necessary information about the program, including pre-requisites, program length, academic expectations, program and faculty contact information? Consider working with website managers and technical support to boost your online image. The good news is that most schools already have offices of information technology to support comprehensive websites; web design and support staff at the institutional level can be an invaluable resource for developing the message you want to deliver.

Use the following checklist to determine areas to enhance website communication.

- On the school of nursing's homepage, is there information or a link to the accelerated BSN or MSN program?
- Is there a clear definition of the accelerated nursing program and how it differs from a traditional nursing program?
- Does your site include information about the benefits and challenges of accelerated programs?
- Does the program description include information about who should consider an accelerated program?
- Are there any student or faculty testimonials and photographs to add human interest to the program?

- Is there information about what students are able to do with an RN degree once they've completed graduation?
- Is there contact information that directs interested applicants to an appropriate faculty member?
- Does the accelerated program page include information about scholarship opportunities, including the NCIN grant?

### **Section Three: Developing Website Content**

If your program's website has been stagnant for a few months consider drafting some new content. It can be helpful if you are able to suggest content that can be used on your website. Several simple changes such as the messages and photographs depicting your program and the curriculum will stimulate interest. If possible, you may be able to work with your Web team to create a plan to build and maintain a dynamic online presence.

You may also want to emphasize unique aspects of your program. Promising strategies are highlighted below that you may share with your web team.

- **Upload student snapshots with compelling quotes.** Website visitors like to hear from sources like them, so diversify your pool of online ambassadors. Student testimonials are a win-win tactic; students' success is rewarded with a website feature, and the accelerated program is humanized for online viewers.
- **Answer important questions using a stylized blog post.** Beyond the initial program Q's and A's, students may have other, less formal questions. How hard is the program? What are clinical opportunities will students have to work within their community or to study abroad? How will health care reform impact their professional career? Ask current students what they had known prior to selecting a nursing program to generate blog ideas or cull from your own nursing experiences.
- **Highlight a recent program success or community initiative.** Did students recently volunteer at a blood drive or check patient vitals at a community health clinic? Play back these touching moments through your website. Heart-felt stories show your program's commitment to both its students and its community, and can motivate potential applicants to consider a career in nursing.
- **Link to existing social networks or create new ones.** Beyond simply linking Facebook, Youtube or Twitter to your Web page, get creative with how you promote your school's

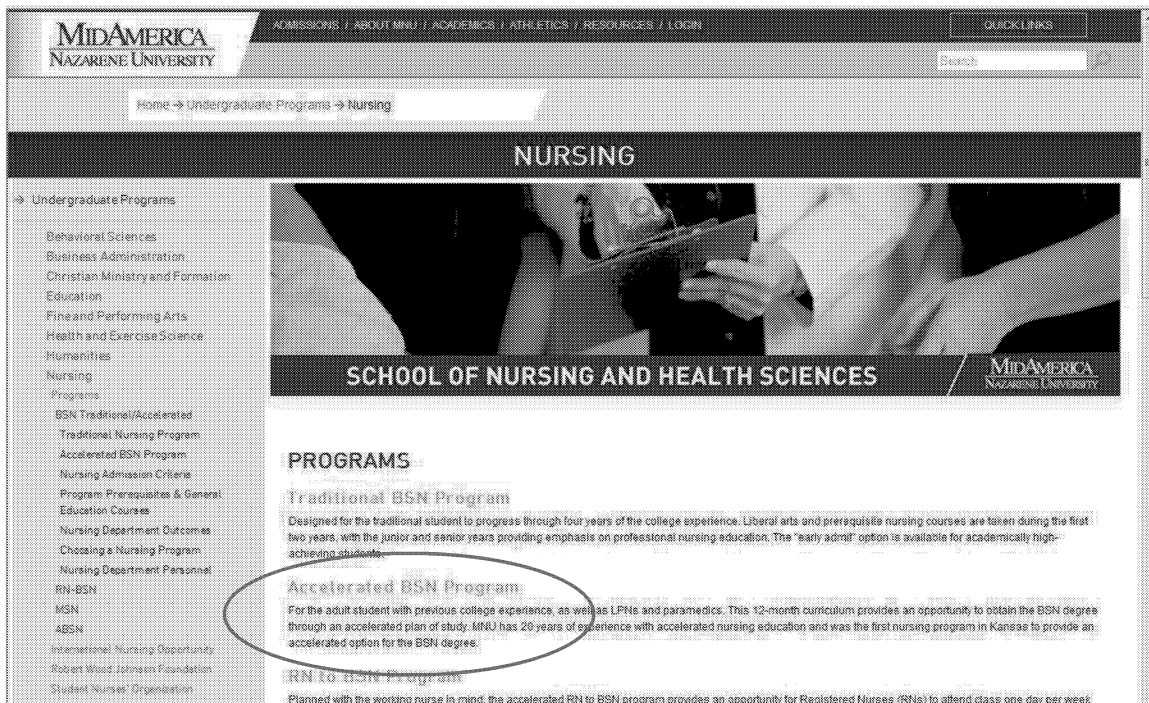
social networks. Challenge online visitors to “like” your Facebook page and earn a chance to win something. Tease an event and tell visitors to learn more via the Facebook page. Post a brief description about a recent volunteer effort in your community and link users to a video clip on YouTube. Or tweet your NCLEX pass rate and wish your graduates well through Twitter. Social media dialogue is informal so have fun with your program on these channels. If you are just starting your own social media site, remember to dedicate at least an hour a week to it. Stagnant sites don’t attract attention and will ultimately be deleted from user’s networks.

- **Spotlight program graduates who have transitioned to leadership positions.** Interested applicants want to know their return on investment for completing an accelerated degree. Leverage relationships with program graduates who have put their practice to use. A simple Q and A or picture with a quote can reinforce the benefits of obtaining an RN degree.

## Section Four: Visualizing Your Site - A Case Study of MidAmerica Nazarene University

MidAmerica Nazarene University (MNU) has already deployed a number of these tactics on its website. The nursing homepage lists all available programs, along with a brief description of each. This allows students to learn about less traditional programs that might better fit their needs.

The main page also includes a short video about one of MNU's nursing students. Individual multimedia like this can help personalize your program, making it easier for students to visualize their lives as a nursing student at your university.





If a visitor clicks on a specific program name, they are taken to a detailed page, including program format, eligibility requirements, application components, who to contact for more information, as well as an option to apply online. In today's increasingly digital age, prospective students will expect to find all this information on your website.



In order to make the program resonate more with minority students, MNU could utilize photos that feature more diverse nursing professionals on these introductory pages.

MidAmerica Nazarene's site also has a page describing the New Careers in Nursing scholarship program. Despite financial need, many prospective students may be unaware of NCIN or other scholarship opportunities. By highlighting the availability of scholarships, you can make your school look more appealing or accessible financially. Prospective nursing students may consider your school more seriously in light of potential financial support.

The screenshot shows the MidAmerica Nazarene University website. The header includes the university logo, navigation links (ADMISSIONS, ABOUT MINU, ACADEMICS, ATHLETICS, RESOURCES, LOGIN), and a search bar. The breadcrumb trail reads: Home → Undergraduate Programs → Nursing → Robert Wood Johnson Foundation. The main heading is "NURSING". A left sidebar lists various undergraduate programs, with "Nursing" selected. The main content area features a video player titled "RWJF Foundation NEW CAREERS IN NURSING SCHOLARSHIP". The video text states: "In 2008, the Robert Wood Johnson Foundation (RWJF) joined with the American Association of Colleges of Nursing (AACN) to create the Robert Wood Johnson Foundation New Careers in Nursing (NCIN) Program, an initiative to help alleviate the nursing shortage and increase diversity within the nursing profession. Through grants to selected schools of nursing, the NCIN program provides scholarship funding to college graduates with degrees in other fields who wish to transition into nursing (hence, 'new careers in nursing') through an accelerated bachelor's or master's degree nursing program. Launched as a three-year program, the NCIN program will support a total of 500 or more one-time scholarships at \$10,000 each, with funding going to selected schools of nursing." Below the video, a headline reads "MNU is One of 51 Universities to Receive the Robert Wood Johnson Foundation's NCIN Award". To the right of this headline is a "MidAmerica Nazarene University Profile" section, which states: "MidAmerica Nazarene University received a grant of \$100,000 from the Robert Wood Johnson Foundation for New Careers in Nursing scholarships. Ten students who meet the eligibility requirements will each receive \$10,000 in one-time scholarship funds. Recipients are selected by the Scholarship Committee, and award notification will be on or before November 20, 2010." A group photo of students is visible at the bottom left of the video player area.

## PART IV: MEDIA AS AN AVENUE FOR SCHOLAR RECRUITMENT

### Section One: Introduction

With an understanding of your desired audience, you can funnel your messages and materials through a variety of media channels. Seek to identify the best media channels with which to deliver your program's recruitment messages. Mass media channels in your local markets can include radio, network and cable television, daily and weekly newspapers, magazines, direct mail, billboards, and transit/car cards. There are various opportunities to promote your program via news programs, public affairs programs, magazine and talk shows, radio audience call-ins, editorials, opinion columns, letters to the editor, public service campaigns.

Factor in consideration for the following when choosing a media source:

- Does it reach your intended audience?
- Is the channel considered a trusted source by underrepresented audiences?
- Is the outlet appropriate for relaying the information of the desired complexity or detail that your message will entail?
- How many people will receive your message using this channel?
- Do you have the resources to support this channel?
- How will you track media coverage?

There are two ways of approaching media as a recruitment vehicle. NCIN grantees may want to consider both paid and earned (no cost) media to develop a thoughtful recruitment campaign.

### Section Two: Earned (No Cost) Media

Among the **earned media** opportunities to explore, consider:

- A. Newspapers** – This medium can reach broad audiences quickly and convey both health news and features in more detail than broadcast and quicker than magazines. There is likely to be a pass along readership and the paper has staying power, with the ability to clip an article. Larger circulation papers may entertain paid ads and special inserts. Placing articles or pushing for a paid/non paid recruitment PSA often hinge on contacts and persistence. You could explore an opinion editorial or a letter to the editor in

response to a relevant article; or explore a series on recruitment and the culturally competent health care workforce imperative.

*How to pitch: The first step to a good pitch is taking the time to research what reporter at the newspaper typically covers issues in nursing, health or education. Read his/her articles and familiarize yourself with what type of information is generally included in a news story. Once you feel comfortable with your messages and talking points, email the reporters with your story and offer key spokespersons to interview (consider nursing deans and current/graduate scholars). If you don't hear back within a day or two, call the reporter and provide a brief follow-up. Pitch calls are usually conducted following a brief email that includes key messages and information and should be placed between 10 am and 2 pm – the best window of availability for journalists.*

- B. Magazines** – Most communities have monthly or quarterly magazines that address issues in the local community. Magazines often feature upcoming community events, such as campus fairs or community health screenings. They may also have a specific health column that would be a good fit for an article on the nursing school, accelerated program, or diversity initiatives. Consider sending application dates to a magazine calendar with a brief description of your program and a point of reference for additional information, including website links and contact information for a program representative. PSA space has decreased over the past years, some magazines still run PSAs as a community service or will co-sponsor a local event.

*How to pitch: Just as with newspapers, magazine pitches require research on reporter responsibilities and trends in the content and focus of features. Often times, magazines like to connect a feature article with a recent events or observations; consider pitching the reporter such a connection. For example, you can tie the need for more nurses skilled in geriatric care for diverse seniors to information and events for Alzheimer's Awareness Month. Once you have selected the target reporter, email him/her with your story and offer key spokespersons to interview (consider nursing deans and current/graduate scholars). After a day or two, follow up with a reporter and gauge interest in your story.*

- C. Radio** – Radio offers a range of programs tailored to the listening preferences of underrepresented audiences. Radio also presents a unique opportunity to reach captive audiences twice daily during rush hour. Formats can range from public affairs/talk shows to paid and public service announcements, call-in shows and live copy reads. Some radio stations focus on serving specific linguistic and demographic communities, delivering your recruitment message directly to this population.

*How to pitch: Consider popular news radio programs in your local community and make a list for outreach. Similar to newspapers and magazines, the next step will be to determine an appropriate contact at the station (general news desk, news assignment*

*editor, morning/evening program anchor) and then send him/her a brief synopsis of your story and why it is important for the radio station's audience. Consider offering a faculty member or student from your school who can do a sit-in or remote interview. Next, follow up your email with a call with a brief check-in, highlighting why your story is a good fit. Can you tie this into the nursing shortage? Can you provide statistics on your local minority population and the disproportion of nurses with this background? Make your story compelling.*

- D. Television** – With the ability to reach potentially the widest of underrepresented audiences, the combination of audio and video enables emotional appeals to come alive. You can channel your recruitment messages through paid or public service advertisement (PSA) placement, through news and public affairs/talk shows and even through entertainment education and programming. Local television stations may also consider interviewing your NCIN scholars upon graduation for a weekend report.

*How to pitch: There are two different routes that programs can take in pitching television. To pitch a news story, you must have an extremely compelling story that has strong community ties. Gather talking points – specific to your community –and research the correct contact at your local news station (executive producer, news assignment editor, local news reporter, etc.). Send a brief email pitch and make a follow-up phone call a day later. When speaking with a reporter, try to convey how the story can play out visually and offer key spokespersons available for interview. To pitch a PSA, you must first have a produced, final video file available for programming. With this announcement in hand, email the public service director at your target TV stations and briefly explain why your PSA should air on that station and include spot information (length, format, script). Everyone knows a nurse; you may even find that your contact has a soft spot for your message. Finally, make sure to follow-up with a phone call.*

**E. Interpersonal Channels** –Close friends, family members, trusted counselors, clergy and family physicians are likely to be trusted and credible sources of information. Tell them about your school’s call for accelerated student nurses, especially those from groups underrepresented in nursing. You’ll be surprised how much word of mouth can spread your recruitment messages and refer candidates to apply. Your personal network of influencers may also have access to small but important message channels, like church newsletters, office bulletins, or professional listservs. Provide them with enough fodder to feed recruitment messages through these channels.

**F. Organizational and community networks** – It may be worthwhile to bring your recruitment message directly to groups who are underrepresented in nursing. Consider meeting prospective student where they are: in diverse classroom, religious organizations, neighborhood meetings, clubs, or educational and workforce development events.

Community networks such as workplaces, churches, and other groups may help you reach your target audience. Many of these organizations have communication vehicles, from websites to blogs to e-newsletters and magazines that can deliver your program information.

**G. Craigslist** - In an effort to expand the potential audience receiving information about your nursing school and to boost enrollment, you may want to consider utilizing Craigslist to place free, online classified postings in each of your target markets.

### ***Spotlight: College Board – Prepárate***

*Prepárate – the College Board’s premier Latino focused conference – is a part of the organization’s commitment to educational excellence and equity for all students.*

*This annual meeting brings together professionals from higher education, secondary schools, middle schools and community-based organizations for thought-provoking sessions and plenary speakers that address crucial topics in education.*

*In preparation for Prepárate, College Board actively calls for community and educational partners who have a vested interest in educational success for Latinos and Hispanics. Participation in such events will open up doors for grantee networking and provide insights for future activity.*

Craigslist has sections devoted to subject areas such as jobs and housing, but also features a community section for various news topics.

Craigslist receives over 20 billion page views per month, putting it in 28th place overall among Web sites worldwide and ninth place overall among Web sites in the United States. The site garners over 50 million unique monthly visitors in the United States alone. Because of its vast user population Craigslist has the potential to reach a wide array of nursing school candidates. Schools interested in using Craigslist should draft a brief paragraph for posting, including information about accelerated degrees, specific program information, eligibility and requirements, and a link to your website. Listings should be re-posted several times per week to ensure that your call for applicants remains towards the top of the desired Craigslist section. This tactic is free of charge and would only require a few hours of a staff member's time each week.

### **Section Three: Paid Media**

Among the **paid media** opportunities to explore, consider:

- A. Newswire Distribution Services (Minority targeted)** – Black PR Newswire is a cost-efficient distribution service that can disseminate information to local minority publications. Press releases, which are provided by NCIN to grantees upon the program's funding announcement, can be pushed out via Black PR Newswire to several targeted community and hometown newspapers. Approved messages targeting underrepresented nursing candidates can be sent to more than 40,000 journalists, bloggers and publications that reach Blacks.

There is a relatively small cost per press release/column (approximately \$150), which includes distribution to all the African-American newspapers, magazines, television stations, radio stations, and news-related Websites. There is also the option to include photographs, which may cost an additional fee. Minority newswire services can deliver recruitment messages to social media sites and optimize messages for online search-engines optimize such as Google and Yahoo. For schools running into difficulties recruiting minority students, newswire services can offer a lot of reach for a marginal cost.

- B. Matte Release Package** – Matte releases are short, consumer-friendly stories that reach community papers with high local readership across the country. These are "ready to run" articles with photos and graphics and are an easy, cost-effective way to reach a large number of potential student candidates on a grassroots level. Releases are distributed to approximately 10,000 newspapers across the country, including 8,500 weeklies and 1,500 dailies. Distribution can be also targeted to specific ethnic audiences

through a network of approximately 500 African American and over 700 Hispanic newspapers. This pre-packaged format tends to have a long shelf life and can be used whenever small hometown papers have space to fill.

- C. Radio Media Tour** - A radio media tour (RMT) is a series of back-to-back radio interviews that would allow your school of nursing/accelerated degree spokespersons to engage in interviews with multiple radio stations and/or networks within a few hours. RMTs allow organizations to reach a large audience with a minimal time commitment from your busy spokespeople.

Schools of nursing may want to consider pitching an RMT focused on stations in markets with underrepresented populations. Spokespersons for local interviews would be the nursing dean and/or an accelerated degree student. In the interviews, spokespersons could address the number of nursing issues, including the current shortage, the need for a more diverse nursing workforce, and the ripe time for students to pursue nursing degrees now.

- D. Transit Advertising** - In addition to broadcast, print and internet advertising, “out-of-home” or “outdoor” advertising is an efficient way to reach audiences during commuter travel time. Out-of-home advertising is everywhere, from free standing billboards to transport shelters, from airport terminals to buses (both inside and out), and from metro/subway stations to bike racks and taxi cabs. In New York City alone, transit ads can connect with an average of 8.5 million weekday riders.

*Where to find more information: Vendors will vary depending on geographic location; however, national vendors include Outdoor Boards, Clear Channel Outdoor, and WestGlen Communications. All of these companies are competitively priced and would offer a plan tailored to your desired budget to penetrate recruitment markets and audience demographics.*

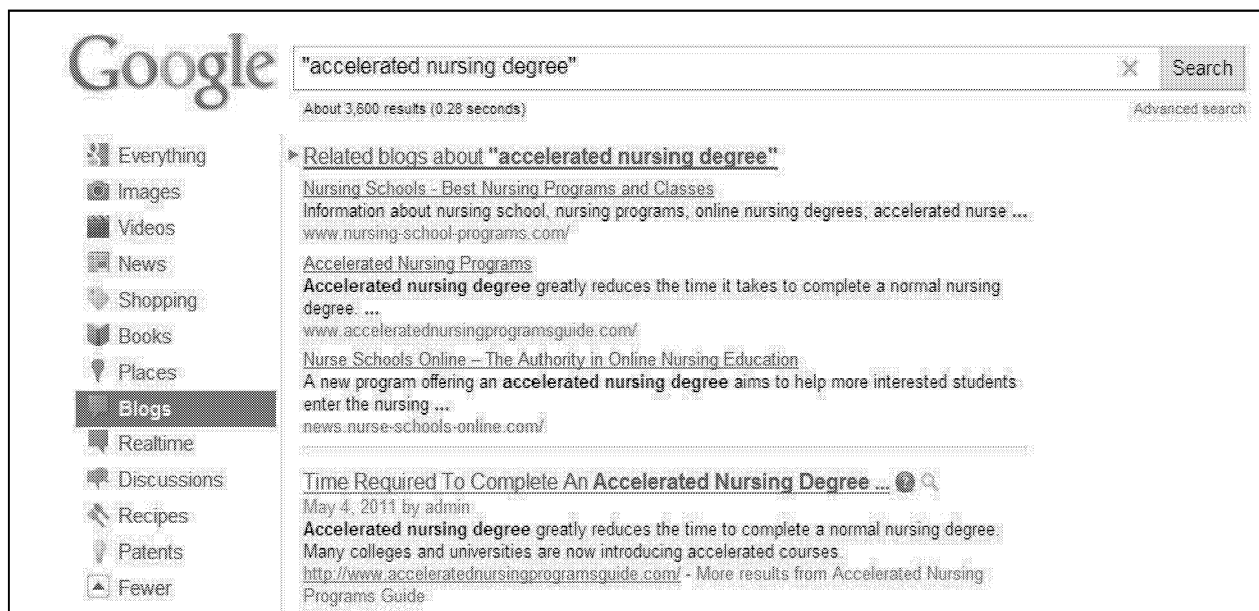


## PART V: BUILDING A PRESENCE THROUGH SOCIAL MEDIA

### Section One: Introduction

The use of digital or online media channels has become the rule rather than the exception. To reach a new generation of technologically-savvy nurse candidates, schools of nursing should strongly consider program promotion across social media networks. Strategically determine where recruitment can be channeled – through websites, discussion platforms, blogs, banner advertisements, YouTube, chat forums, Facebook, listservs, intranets, LinkedIn and Twitter to name a few. Social media can be overwhelming at first glance but you need not fear.

The first step to truly understanding your online landscape is to spend some time researching what is already out there. The search engine Google can help you to compartmentalize the type of information by news stories, blogs, videos, discussions, and real time interactions like tweets (see below). Discover what social networks exist for nursing students, minority groups and other individuals in your area. Developing a Facebook account for your accelerated program can allow you to message other groups on Facebook and link program information and application details. Instructions for creating a Facebook page are included on the following page. You can also leverage your university's existing social networks to heighten program recruitment.



## Section Two: Setting Up an Organizational Facebook Page

Follow this step by step guide to create a thoughtful, informative Facebook page for your accelerated program and/or school of nursing.

### A. Choose the most appropriate Facebook platform

Facebook features a variety of platforms. It's important to select the one that best suits your organization's needs.

1. **Page:** Pages are intended for long-term relationships between organizations and Facebook users, and are therefore your ideal platform. Administrators can view statistics on visitors, and your page will be viewable even without logging in to Facebook (unlike groups). Also, you can create a "clean" URL for a page.
2. **Cause:** In addition to your page (or group), you could consider creating a Cause page. Cause is a Facebook application that allows you to conduct fundraising activities. For more information, visit <http://www.facebook.com/causes?v=info>.
3. **Group:** This is not the ideal Facebook platform for organizations to attract and communicate with followers. A group is designed for *individuals* who wish to connect on a certain topic, not organizations looking to build long-term relationships. For example, John Doe might create a group about nursing as a second career. Because Facebook designed Groups for personal use, the platform is not ideal for organizational use. However, if you have a well-established group with many members, keep it.
4. **Profile:** A profile is intended for use by an individual. This is not the ideal Facebook platform for organizations; they are intended for personal use.

*Please note: It is best to have only one profile, group or page; you should consider deleting any extras. For example, if you have a group and a page, you should delete whichever one has fewer followers. Having more than one could confuse your audience and make it difficult for you to communicate with them. To increase your Facebook presence, add a "Cause" to your offerings.*

### B. Be descriptive

Most Facebook users are unfamiliar with your program, but many will be interested in your cause and are therefore good candidates to join your group or "like" your page. Using just an acronym could make it difficult for them to find you.

1. If your organization uses an acronym, your Facebook title should include its full name, followed by the acronym in parentheses.

2. Use the opportunity to briefly describe your organization and its goals on the Info tab for groups or the box below your picture for pages.

### **C. Be active**

Give users reasons to visit your page frequently so they can learn more and you can promote your message as often as possible.

1. Posting news articles and linking to websites that align with your organization's purpose along with new materials are just two ways to stay active.
2. Refresh often! If possible, try posting something at least once a day.
3. Maintain quality control. Your content is what will keep visitors coming back, so it's important that it's both informative and relevant. Make sure to remove old information (particularly regarding events) and any inappropriate posts or spam.

### **D. Build relationships**

1. When fans or friends post on your site, it's important to acknowledge their contributions by responding. Take a few minutes each day to respond to as many posts as you can and thank them. This will encourage a dialogue.
2. Try to build relationships with groups that have similar missions. That will allow you to share content and followers, expanding your reach.
  - a. Spend some time searching for nursing, student or minority organizations on Facebook that share you core values and mission.
  - b. When you find an appropriate organization, you can "like" the page or join the group. You might even want to send a message or post expressing your interest for collaboration and requesting the organization "likes" your page or joins your group in return. Remember, these do not have to be formal organizations; they can simply be groups of individuals.
  - c. Regularly check these appropriate pages/groups to see if they have posted any relevant content that you can post on your own page. This will make it easier for you to keep your content fresh with minimal time and effort.
  - d. Join the dialogue. If you have any content you think is relevant for other organizations' Facebook pages/groups, you can post it to their wall. This will build your relationships with other groups and help you recruit new membership to your own page/group.

**E. Leverage your website**

Linking from your site can greatly increase your Facebook following. Linking is helpful when trying to spread the word about your social media presence. All social media outlets should be linked from your website, either on the homepage or in the header or footer so the links are on each page. Make sure you hyperlink right to your group or page, not just to [www.facebook.com](http://www.facebook.com).

**Section Three: Recruitment through Paid Online Advertising****Make Your Program Easy to Find through Google Search**

You may want to consider a Google ad buy to increase your school's visibility on one of the country's most popular search engines. Through **Google AdWord**, grantees can pay to "boost" their Google ranking and make the program more visible for certain key terms. For example, if an online user were to type "Native American nurse scholarship" into the Google, you can pay to have your website as a top return site.

Google AdWords allow you to set the costs based on click through ads (which will direct people to their accelerated degree nursing site). For example, schools could spend \$10,000 to use throughout the duration of the buy, whether it is over one month or three.

Google AdWord pricing will vary based on the popularity of select search terms. More specific search words tend to cost less per click than general words. Below is an initial cost assessment for three terms that align with the NCIN Scholarship Program.

<b>Keyword</b>	<b>Estimated Average Cost Per Click</b>	<b>Estimated Monthly Search Volume</b>
Minority Nursing Scholarship	\$1.49	480
Accelerated nursing degree	\$9.86	5,400
Nursing School Financing	\$0.05	91

Based on our cost projections, a school of nursing could spend \$110 a day on the Google search term "accelerated nursing degree," and be allowed 11 clicks per day. Or, if the school put the \$110 towards "minority nursing scholarships," it would be allowed 73 clicks per day.

Google AdWord buys are effective immediately and your program's website will appear for key words upon payment.

#### **Section Four: Target Recruits through Facebook Advertising**

Potential NCIN scholars are also likely to be consumers of social media. Students continue to utilize platforms like Facebook as a way to connect to other students, hear about events, and engage with school and community organizations. Using banner advertisements on Facebook is a good way to recruit underrepresented groups.

Facebook advertising also allows grantees to choose who they would like to reach and where they would like to reach them. Through a Facebook filter, grantees can target audiences by location, age, sex, keyword, education, workplace, relationship status, relationship interest and language.

Facebook also lets purchasers track their progress with real time reporting, including information about the gender, race and age of users who click on your advertisement.

Advertisement requirements:

- 25 character headline
- 135 character body
- Facebook will automatically resize an image to fit its 110px wide by 80px high box

Programs can choose to either pay per click (CPC) or per views (CPM). The nice thing about Facebook advertising is that schools can set their own budget for a test run, analyze the results, and then decide whether or not to do second run with a larger budget. The minimum budget is \$1 per day.

Facebook publishes ads in real time, so as soon as you upload text and an image, the site will automatically post your ads to recruit desired populations into your program.

## PART VI: LEVERAGING STRATEGIC PARTNERSHIPS

### Section One: Introduction

Building alliances with organizations and other groups can help raise awareness for your issue, increase knowledge and understanding, change attitudes, and “sell” your message. Strategic alliances are indeed powerful public relations tools in the court of public opinion, the court of policy decision making, in the world of public and professional education.

To be a successful partnership, the mission of strategic allies should align with your program and recruitment goals --- to increase the number of diverse and culturally competent nursing professionals.

### Section Two: Traditional and Nontraditional Bedfellows

The profiles of audiences who are members of groups underrepresented in nursing offers statistics on their gender, age, race, education, income, geographic location, as well as some information on psychographic characteristics and media consumption habits. The underrepresented group profiles also provide clues about their educational and career decision-making and trusted sources of information.

Schools of nursing can take advantage of a range of other advertising venues, especially on a local market basis. Partnerships with a local “third party,” such as a hospital, clinic, community health center, other university departments, and area colleges and universities can facilitate recruitment of nursing students.

Don’t limit your partner outreach to the “usual” allies. Are there “strange bedfellows” who you may not immediately recognize as an ally? Think of multidisciplinary, diverse spheres of influence in reaching potential students. What professional, business, civic, community and state organizations have missions and issues of interest that intersect with your goals?

Examples of unexpected allies include those who care about public health, the aging population, anticipated health challenges of multiple chronic conditions, the access to quality patient care, and the need to cultivate a culturally competent workforce. Is there an employer perspective that intersects with your goals? Is there a retail organization that has come under fire for being culturally insensitive in their operations that is looking for a multicultural cause to support? Can they help you communicate your information? Be a catalyst for materials? Serve as a convener of other stakeholders? Collaborate on your materials?

Women's organizations, for example, have assumed the role of information and education resources for a number of topics impacting women, including health. Groups like the General Federation of Women's Clubs, the Business and Professional Women, the Black Women's Health Project and the National Council of Negro Women can be engaged at the national or local levels to help promote recruitment messages and materials. Women's groups can be reached through health professional channels, resource centers, grassroots advocacy networks and the like.

By looking at all sides of the student recruitment issue, you can skillfully broker numerous win-win partnerships, keeping in mind core principles that lie at the heart of productive partnerships. Each partner should be given respect and recognition of their value. Asking for recruitment assistance should be direct and transparent. Building a relationship of openness and honesty over time will help cement partnerships. Partners should recognize a mutual benefit and understand their commitment.

Consider these steps to get you started:

- Consider the universe of potential allies
  - universities
  - other departments/divisions within your own university
  - community hospitals or health centers
  - women's/men's community organizations
  - women's/men's professional groups
  - career groups
  - faith communities
  - public health departments
  - state and local government agencies
  - minority coalitions
  - corporations or retailers with a local presence that support diverse workforce initiatives
- Learn about each group's work
  - learn more about their mission, partners, priority issues and roles in the community and in addressing health issues
  - respect each group's knowledge as well as their networks of influence
  - respect the intellectual property of the organization
- Build a strong, convincing elevator speech
  - outline your core messages
  - create a message that connects with stakeholders emotionally as well as rationally
  - provide supporting data and stories to bring the requested action, or "ask," home

- educate the allies
- clearly articulate the “ask”
- be flexible
  
- Sign a letter of agreement
  - share a memorandum of understanding or letter of agreement to manage expectations and provide clarity to the agreement
  - agree to program activities, timetable, outcomes in best case scenarios
  - some might not feel comfortable with such an approach so considering following up the meeting with a less official recap of next steps
  
- Work with organizations to help extend your communications outreach
  - run a drop in article in their newsletters or e newsletters
  - pass out materials during their briefings
  - offering to speak at their next meeting
  - leverage their social media channels to host a recruitment need conversation
  - invite them to your open house for a briefing with other community leaders
  - run a recruitment ad in their communication channels
  - incorporate your recruitment message into an upcoming speech
  - link to your website while underscoring the shared goal
  
- Maintain regular and meaningful communications with stakeholders
  - update them on the recruitment progress
  - provide opportunities to invite them to events as a way for them to learn more about, and continue to support your recruitment efforts
  - nurture the partnership
  
- Cultivate allies
  - you will likely need their support more than once so it is vital that they are recognized, sent letters of appreciation for their participation
  - describe how successful the effort was and what the next steps may be

### **Section Three: Media as a Community Partner**

While media is often viewed solely as a distributor, local media representatives can also play a role as community partner in your recruitment efforts.

Media organizations may co-tag an organization’s PSA, provide broadcast support in taping spots, or engage local celebs who frequent their studios as supporters.

Media outlets have helped raise awareness for hunger in America, reminded us that only you can prevent forest fires, promoted stop-drop-and-roll for burn prevention, encouraged healthy



babies right from the start, and underscored the importance of volunteerism. Unique media relationships can help increase the profile of your recruitment efforts, attract additional community and corporate support, and offer discounts or free air time for your message.

**Look for Intersecting Interests.** Do your homework before approaching targeted media. What are their audience demographics? Are you reaching influencers or your direct end audience of perspective recruits? What formats do the stations provide? What kinds of partnerships in the past have they forged? What issues do they care about? Is there a nurse in the family? Are there alumni from one of your schools?

**Build Your Argument.** Media are dwindling so competition for their time and attention is challenging. Provide compelling reasons why they should consider your cause. Be able to communicate the magnitude of the problem, why they should care, “what if” scenarios so the potential negative impact on your community – their community is evident. Let them know how your target audience is their target audience in terms of their readership, viewership demographics. Have your statistics and trends at your fingertips.

**Know the Players.** Media is a complex network of various staffers and responsibilities. If you are seeking free advertisement space, call the generation information number and ask if the outlet has a Public Service Advertisement (PSA) Director. If not, ask to be connected to the advertisement department and ask whether the paper accepts public service advertisements. Be brief but compelling in your ask. Everyone knows a nurse and has been impacted by a nurse in some way. If you strike a chord, you may just find the outlet is able to find you some free advertising space. See what they have covered in past. Has nursing and diversity issues been in their storylines?

If you are looking for a story, ask for an education or health reporter at your local community outlet. Invite them to your school’s informational session or send some informational materials. Ask the reporter if he/she is interested in promoting your program or covering profiles about your unique scholars.

**Be Transparent with Your Agenda.** Be clear what you want from them after you build a compelling case. Don’t forget to articulate your ask clearly.

**Build Strong Relationship.** Relationship building with media should not start the minute you need to ask for a favor. You should get to know the local media, invite them to be part of community advisory board, keep them updated with your progress.

**Recognize Their Efforts.** Once the partnership gets underway, be sure to acknowledge their involvement as a good corporate partner. Some way to acknowledge a media organization include links to their website, a feature in the school’s newsletter, mentioning them in the annual report and press kits, displaying their logo at events, including them in professional events and conferences, and announcing their support via social media.

#### **Section Four: Educational Partners**

Diverse educational partners like the ones described in this section are all working to increase educational representation of students who are members of underrepresented communities. To bolster recruitment capacity, NCIN grantees should consider approaching faculty or program coordinators at educational partner institutions for advice and information. In an ideal situation, these institutions will agree to help identify potential accelerated nursing candidates and work with you to set up pathways for communication. In instances in which programs are not able to partner, faculty and support staff may be willing to hold informational calls and offer recruitment advice based on their program evaluations.

Before contacting the institutions listed below, spend some time on their websites to determine what academic programs are offered for undergraduate and graduate students and what their mission/vision statement expresses. This will give you some background to start a conversation and determine which, if any, of the institution's graduates are good candidates for your accelerated nursing program. Set up a call with a director in the admissions office or his/her assistant. Prepare for the call with a list of questions about institutions' recruitment activities and long standing partnerships.

#### **Section Five: Minority Serving Institutions**

##### **Minority Serving Institutions (MSIs)**

MSIs are colleges and universities that serve a large percentage of students who are members of underrepresented racial and ethnic groups. MSIs also often enroll a large proportion of low-income students. Minority serving institutions (MSIs) have played a significant role in the recruitment of underrepresented minorities into STEM (science, technology, engineering, mathematics) degrees.

In 2004, MSIs accounted for just under one-third of all degree-granting institutions and enrolled nearly 60 percent of the 4.7 million minority undergraduates. For MSI graduates considering a second degree in nursing, NCIN scholarships would be extremely beneficial. There are several subcategories of MSIs that focus on serving specific segments of underrepresented students.<sup>ii</sup>

In this section, we will consider the following MSIs:

- Historically Black Colleges and Universities
- Black Serving, Non-HBCUs
- Hispanic Serving Institutions
- Tribal Colleges and Universities
- Asian American and Native American Pacific Islander Serving Institutions (AANAPISIS)

**Historically Black Colleges and Universities (HBCUs)**

HBCUs have served as the conduit for the education of African American students for over 100 years. Many of them have strong programs in science and engineering. Scholars have argued that HBCUs have the greatest impact at the undergraduate level.<sup>iii</sup>

HBCU	State
Alabama A&M University	AL
Alabama State University	AL
Concordia College Selma	AL
Miles College	AL
Oakwood University	AL
Selma University	AL
Stillman College	AL
Talladega College	AL
Tuskegee University	AL
University of Arkansas at Pine Bluff	AR
Arkansas Baptist College	AR
Philander Smith College	AR
Delaware State University	DE
University of the District of Columbia	DC
Howard University	DC
Florida A&M University	FL
Bethune-Cookman College	FL
Edward Waters College	FL
Florida Memorial University	FL
Albany State University	GA
Fort Valley State University	GA
Savannah State University	GA
Clark Atlanta University	GA
Interdenominational Theological Center	GA
Morehouse College	GA
Morehouse School of Medicine	GA
Morris Brown College	GA
Paine College	GA
Spelman College	GA
Kentucky State University	KY
Grambling State University	LA
Southern University A&M College	LA
Southern University at New Orleans	LA
Dillard University of Louisiana	LA
Xavier University	LA
Bowie State University	MD

HBCU	State
Coppin State College	MD
Morgan State University	MD
University of Maryland Eastern Shore	MD
Alcorn State University	MI
Jackson State University	MI
Mississippi Valley State University	MI
Rust College	MI
Tougaloo College	MI
Harris-Stowe State University	MO
Lincoln University	MO
Elizabeth City State University	NC
Fayetteville State University	NC
North Carolina A&T State University	NC
Winston-Salem State University	NC
Barber-Scotia College	NC
Bennett College	NC
Johnson C. Smith University	NC
Livingston College	NC
Shaw University	NC
St. Augustine's College	NC
Central State University	OH
Wilberforce University	OH
Langston University	OK
Cheyney University of Pennsylvania	PA
Lincoln University	PA
South Carolina State University	SC
Allen University	SC
Benedict College	SC
Claflin University	SC
Morris College	SC
Voorhees College	SC
Tennessee State University	TN
Fisk University	TN
Knoxville College	TN
Lane College	TN
Lemoyne-Owen College	TN
Meharry Medical College	TN
Prairie View A&M University	TX
Texas Southern University	TX
Huston-Tillotson University	TX
Jarvis Christian College	TX
Paul Quinn College	TX

HBCU	State
<b>Southwestern Christian College</b>	TX
<b>Texas College</b>	TX
<b>Wiley College</b>	TX
<b>Norfolk State University</b>	VA
<b>Virginia State University</b>	VA
<b>Hampton University</b>	VA
<b>Saint Paul's College</b>	VA
<b>Virginia Union University</b>	VA
<b>Virginia University of Lynchburg</b>	VA
<b>Bluefield State College</b>	WV
<b>West Virginia State University</b>	WV

### **Black Serving, Non-HBCUs**

Black Serving, Non-HBCUs are institutions not classified as HBCUs but have a Black student population of at least 25 percent. All other minority groups must each constitute less than 25 percent of the total enrollment. A 2007 U.S. Department of Education report found that Black Serving, Non-HBCUs generally enroll more nontraditional students than do non-MSI institutions. Roughly half of undergraduate Black students at these institutions were 24 or older, compared to 36 percent of undergraduates at institutions not serving high minority populations.

### **Hispanic Serving Institutions (HSIs)**

Hispanic Serving Institutions have been identified by the high concentration of Latino undergraduates at a small group of institutions. HSIs are defined as degree-granting institutions with a full-time equivalent undergraduate enrollment of 25 percent or more Hispanic students. In 2004, HSIs enrolled the largest proportion of minority students and nearly one-half of all Hispanic undergraduates. Below is a list of Hispanic Serving Institutions.

Similarly to Black Serving non-HBCU institutions, private, 4-year HSIs typically enroll nontraditional students. In 2004, 21 percent of students at HSIs were single parents, compared to 8 percent of Hispanics in non-MSIs. For NCIN grantees, these nontraditional students may make perfect candidates for accelerated tracks because they already understand education/life balance and their parental roles could align nicely with a care provider profession.

HSI	State
<b>University of Arizona South</b>	AZ
<b>Alliant International University, San Diego</b>	CA
<b>Bakersfield College</b>	CA
<b>California State Polytechnic University, Pomona</b>	CA
<b>California State University, Bakersfield</b>	CA
<b>California State University, Channel Islands</b>	CA
<b>California State University, Dominguez Hills</b>	CA

HSI	State
California State University, Fresno	CA
California State University, Fullerton	CA
California State University, Long Beach	CA
California State University, Los Angeles	CA
California State University, Monterey Bay	CA
California State University, Northridge	CA
California State University, San Bernardino	CA
California State University, San Marcos	CA
California State University, Stanislaus	CA
Fresno Pacific University	CA
La Sierra University	CA
Marymount College	CA
Mount St. Mary's College	CA
Notre Dame de Namur University	CA
Occidental College	CA
Pacific Oaks College	CA
San Diego State University, Imperial Valley Campus	CA
San Diego State University, San Diego	CA
University of California, Merced	CA
University of California, Riverside	CA
University of La Verne	CA
Whittier College	CA
Woodbury University	CA
Adams State University	CO
Colorado State University, Pueblo	CO
Ave Maria University	FL
Broward College	FL
Carlos Albizu University, Miami	FL
Florida International University	FL
Hodges University	FL
Miami Dade College	FL
New College of Florida	FL
Nova Southeastern University	FL
St. Thomas University	FL
Morton College	IL
Northeastern Illinois University	IL
St. Augustine College	IL
Donnelly College	KS
Middlesex County College	NJ

HSI	State
<b>New Jersey City University</b>	NJ
<b>Saint Peter's College</b>	NJ
<b>Union County College</b>	NJ
<b>Eastern New Mexico University, Main</b>	NM
<b>New Mexico Highlands University</b>	NM
<b>New Mexico Institute of Mining and Technology</b>	NM
<b>New Mexico State University, Main</b>	NM
<b>University of New Mexico, Main</b>	NM
<b>University of the Southwest</b>	NM
<b>Western New Mexico University, Main</b>	NM
<b>Boricua College</b>	NY
<b>City College of New York, CUNY</b>	NY
<b>College of Mount Saint Vincent</b>	NY
<b>John Jay College of Criminal Justice, CUNY</b>	NY
<b>Lehman College, CUNY</b>	NY
<b>Mercy College</b>	NY
<b>New York City College of Technology, CUNY</b>	NY
<b>Vaughn College of Aeronautics and Technology</b>	NY
<b>Esperanza College of Eastern University</b>	PA
<b>Midland College</b>	TX
<b>Our Lady of the Lake University</b>	TX
<b>South Texas College</b>	TX
<b>Southwestern Adventist University</b>	TX
<b>St. Edward's University</b>	TX
<b>St. Mary's University</b>	TX
<b>Sul Ross State University</b>	TX
<b>Texas A&amp;M International University</b>	TX
<b>Texas A&amp;M University, Kingsville</b>	TX
<b>Texas A&amp;M University-Corpus Christi</b>	TX
<b>Texas A&amp;M University-San Antonio</b>	TX
<b>Texas Lutheran University</b>	TX
<b>Texas State University-San Marcos</b>	TX
<b>The University of Texas at Brownsville</b>	TX
<b>The University of Texas at El Paso</b>	TX
<b>The University of Texas at San Antonio</b>	TX
<b>The University of Texas Health Science Center at San Antonio</b>	TX
<b>The University of Texas of the Permian Basin</b>	TX
<b>The University of Texas-Pan American</b>	TX
<b>University of Houston, Clear Lake</b>	TX

HSI	State
<b>University of Houston, Downtown</b>	TX
<b>University of Houston, Victoria</b>	TX
<b>University of North Texas at Dallas</b>	TX
<b>University of the Incarnate Word</b>	TX
<b>Western Texas College</b>	TX
<b>Columbia Basin College</b>	WA
<b>Heritage University, Toppenish</b>	WA

### **Tribal Colleges and Universities (TCUs)**

TCUs were created in response to the higher education needs of American Indians living on reservations and other geographically isolated populations. TCUs have become increasingly important educational opportunities for American Indian students to overcome barriers to access higher education. Many are unique institutions that combine personal attention with the validation and celebration of Native American cultures. Tribal Colleges share the mission of preserving cultural values and practices and providing service to their communities.

TCUs primarily serve students who are members of over 250 federally-recognized tribes. These colleges vary in enrollment (size), focus (liberal arts, technical skills, sciences), and location (woodlands, desert, frozen tundra, rural reservation, urban).

Their faculty members are engaged in research in many areas, including community health. The majority of faculty, teaching staff, and administrators hold a master's or doctoral degree.

Dedicated faculty and staff often serve double-duty as counselors and mentors in addition to their teaching and administrative roles.

Community members often take advantage of the TCU libraries and computer labs, as well as a range of community service programming, such as business incubators and healthy lifestyles events. A list of four-year TCUs is provided below.

TCU	State
<b>Ilisagvik College</b>	AK
<b>Diné College</b>	AZ
<b>Haskell Indian Nations University</b>	KS
<b>Saginaw Chippewa Tribal College</b>	MI
<b>Leech Lake Tribal College</b>	MN
<b>Chief Dull Knife College</b>	MT
<b>Fort Belknap College</b>	MT
<b>Little Big Horn College</b>	MT
<b>Salish Kootenai College</b>	MT
<b>Stone Child College</b>	MT
<b>Sitting Bull College</b>	ND
<b>United Tribes Technical College</b>	ND



TCU	State
<b>Little Priest Tribal College</b>	NE
<b>Institute of American Indian Arts</b>	NM
<b>Navajo Technical College</b>	NM
<b>Southwestern Indian Polytechnic Institute</b>	NM
<b>Oglala Lakota College</b>	SD
<b>Sinte Gleska University</b>	SD
<b>Sisseton Wahpeton College</b>	SD
<b>Northwest Indian College</b>	WA
<b>College of Menominee Nation</b>	WI

### **Asian American and Native American Pacific Islander Serving Institutions (AANAPISIS)**

The Asian American and Native American Pacific Islander Serving Institution federal program is a policy strategy charged with expanding the capacity of institutions to serve Asian American and Pacific Islander (AAPI) student populations. The AANAPISI program closely follows that of HSIs, using federal money to award grants to select universities. Institutions applying for AANAPISIS funding must have at least 10 percent enrollment of AAPI full-time equivalent (FTE), a minimum threshold of low-income students, and lower than average educational and general expenditures per student. In 2008 and 2009, institutions in five states received two-year grants. Below is a list of four-year AANAPISIS.

AANAPISIS	State
<b>City College of San Francisco</b>	CA
<b>Santa Monica College</b>	CA
<b>The University of Hawaii at Hilo</b>	HI
<b>The University of Illinois at Chicago</b>	IL
<b>The University of Massachusetts at Boston</b>	MA
<b>The University of Maryland, College Park</b>	MD
<b>Queens College</b>	NY
<b>Richland College</b>	TX

As a combined cohort, these institutions enrolled nearly 60,000 AAPI undergraduates and awarded close to 5,000 associates and bachelor's degrees to AAPI students.

While these schools were selected as recipients of AANAPISIS funding, an additional 116 institutions were identified as meeting funding criteria for grant eligibility. Combined, these institutions enroll 75 percent of low-income AAPI undergraduate students in the U.S. higher education.<sup>iv</sup>

# Appendix

**SURVEY: MY ACCELERATED PROGRAM VS. COMMUNITY AND NATIONAL PATIENT POPULATION**

**Black/African American**

\_\_\_\_\_ % of students vs. \_\_\_\_\_ % of the state population\* and 12.6 % of the national population\*\*

**Hispanic/Latino**

\_\_\_\_\_ % of students vs. \_\_\_\_\_ % of the state population\* and 16.3 % of the national population\*\*

**Asian**

\_\_\_\_\_ % of students vs. \_\_\_\_\_ % of the state population\* and 4.8 % of the national population\*\*

**American Indian or Alaska Native**

\_\_\_\_\_ % of students vs. \_\_\_\_\_ % of the state population\* and 0.9 % of the national population\*\*

**Native Hawaiian or Other Pacific Islander**

\_\_\_\_\_ % of students vs. \_\_\_\_\_ % of the state population\* and 0.2 % of the national population\*\*

*\*To view your state's demographic representation on the U.S. Census Bureau website here (<http://quickfacts.census.gov/qfd/index.html>)*

*\*\* National statistics represent data from the 2010 U.S. Census Bureau*

**NEW CAREERS IN NURSING SCHOLAR SURVEY**

**\*This is an anonymous survey. Please check those boxes that apply.**

1. Age:  23 – 26       26 – 29       30 – 35       35 – 40       40 – 50       50+
  
2. Sex:  Male       Female
  
3. Race/Ethnicity:       White, non-Hispanic       Black/African American  
 Hispanic/Latino       Asian       Native Hawaiian/ Pacific Islander  
 American Indian/Alaska Native       Other: \_\_\_\_\_
  
4. Expected graduation date from the program \_\_\_\_/ \_\_\_\_/ \_\_\_\_
  
5. How did you hear about the program? (Select all that apply)  
 Website       A friend/colleague       Radio       Television  
 Magazine       Newspaper advertisement       Newspaper story       Craigslist  
 Facebook       Direct mailing       Informational session       Banner ads  
 Undergraduate professor       Community organization  
 Other: \_\_\_\_\_
  
6. When did you first learn about the Robert Wood Johnson Foundation New Careers in Nursing Scholarship?  
 Before I considered applying to the accelerated program  
 While I was in the application process someone told me about it  
 After I was accepted into the program
  
7. Has the program met your expectations?       Yes       No
  
8. Compared to my initial expectations, the program is:  
 Harder than what I expected  
 Pretty similar to how I imagined it would be  
 Easier than I expected
  
9. Did you receive assistance with the application process?  
 Yes       No
  
10. To reach other potential nursing scholars, how would you suggest other avenues to promote our program? If so, please take a few seconds to let us know how.

## RECRUITMENT GOALS – THE POOL OF DESIRED CANDIDATES

Your institution’s ability to recruit underrepresented populations is dependent on the existence of qualified applicants from diverse and disadvantaged backgrounds and the necessary educational experience. In this section, NCIN has gathered and evaluated recent demographic data on segmented populations, including information on population, residence, education and ethnicity. This information should be used to gain a better understanding of the recruitment environment, as well as where and how to target outreach.

Feel free to read about all groups underrepresented in nursing as defined by the NCIN program or to navigate to those audiences that have been identified as your program’s specific recruitment focus. Please note that there are additional audiences underrepresented in nursing, but we have chosen to focus on these groups because of their connection to the NCIN program.

While many university recruiters are acutely aware of demographic statistics of degree holders, NCIN has felt that this information is useful, as the scholarship program seeks to identify highly-motivated graduates from these particular groups.

Segment	Underrepresented Audience	Page
A	<b>African Americans/Blacks</b> with an undergraduate or graduate degree in a non-nursing discipline.	60
B	<b>Hispanics/Latinos</b> with an undergraduate or graduate degree in a non-nursing discipline.	62
C	<b>Asian Americans</b> with an undergraduate or graduate degree in a non-nursing discipline.	64
D	<b>American Indian/ Alaska Natives</b> with an undergraduate or graduate degree in a non-nursing discipline.	66
E	<b>Native Hawaiian/ Other Pacific Islanders</b> with an undergraduate or graduate degree in a non-nursing discipline.	68
F	<b>Men</b> with an undergraduate or graduate degree in a non-nursing discipline.	69
G	All individuals with an undergraduate or graduate degree who may desire to transition into a <b>second career</b> .	71

**Segment A: African Americans/Blacks with an undergraduate or graduate degree in a non-nursing discipline**

**Highlights from this target group:**

- While more Blacks are completing postsecondary programs, they still lag behind their White counterparts
- Elite private and flagship state universities have the highest graduation rates of Black students, followed by Historically Black Colleges and Universities (HBCUs)
- There are higher rates of Blacks graduating with degrees in high-tech areas like Atlanta, Phoenix, San Diego and Los Angeles

**What this means for your program:**

- A targeted approach to reach Black postsecondary students is necessary
- Consider recruiting at state colleges and universities with high graduation rates
- Consider recruiting at health fairs or at universities with cities with high graduation rates

<b>Race</b>	<b>Bachelor's Degree</b>	<b>Master's Degree</b>	<b>First Professional Degree</b>
Blacks	13.0%	4.4%	1.3 %

Despite an overall increase in U.S. college completion, Black students are graduating from college at a rate of 43 percent - a 20 percent difference from their White counterparts.<sup>v</sup> While this disparity is large, more Black students are completing degree programs than in previous years. Between 1971 and 2009, the percentage of Black Americans who had attained a bachelor's degree increased from 7 to 19 percent. Of Blacks with a bachelor's degree, 1.5 million held an advanced degree – a 66 percent increase from ten years past.

Private institutions like Harvard University, Amherst College, Princeton University, Wellesley College and Williams College have the highest black student graduation rates (94 percent and higher) in the country. Flagship state universities, like University of Florida, University of North Carolina, University of Virginia and University of Georgia, educate three fourths of all African American college students in the United States and tend to have successful graduation rates. A 2007 journal article found that 16 large state universities have a Black student graduation rate of 60 percent or higher.<sup>vi</sup>

The same study also found that the graduation rate of African-American students at historically black colleges and universities (HBCUs) tends to be much lower than the graduation rate for black students at the nation's highest-ranked institutions. Yet the graduation rate at a significant number of HBCUs is well above the nationwide average for black student graduations.

College degree earning rates among Blacks are relatively high in several high-tech metro areas, including Atlanta, Phoenix, San Diego and Los Angeles.<sup>vii</sup>

Statistics show that Black women are outpacing Black men in degree completion by 11 percent, nearing a 50 percent college completion rate. Additionally, the African immigrant population has one of the highest educational attainment rates of any other group in the United States - although they represent only a small portion of the larger African American population.<sup>viii</sup>

**Implications for retention.** In order to support Black students in the college environment, studies show that universities and institutions with a nurturing space will positively impact Black students. Work with your Office of Minority Affairs to determine what initiatives have been successful at your institution and how you can implement those activities into the nursing program. Hold weekly meetings with students to gauge challenges and time/workload management. You might also encourage Black students to create a student-led organization for minorities in science, health care, nursing, etc, where they can meet and talk about barriers or successes in their programs.

**Segment B: Hispanics/Latinos with an undergraduate or graduate degree in a non-nursing discipline**

**Highlights from this target group:**

- While a smaller percentage of the Hispanic/Latino population holds degrees, their numbers are growing
- The majority of Hispanic/Latino students attend colleges and universities in their home states
- Hispanic Serving Institutions (HSIs) enroll approximately half of undergraduate Hispanics/Latinos

**What this means for your program:**

- There is a growing opportunity to connect with recent graduates
- Consider recruiting in states with large Hispanic populations, including FL, TX and CA
- Establish pathways with HSIs to encourage matriculation from undergraduate to BSN/MSN degree programs

<b>Percentage Distribution of Adults Ages 25+ by Highest Level of Educational Attainment; 2007</b>			
<b>Race</b>	<b>Bachelor's Degree</b>	<b>Master's Degree</b>	<b>First Professional Degree</b>
Hispanics	9.4%	2.4%	0.9%

While Hispanics and Latinos have the lowest educational achievement, they represent the most rapidly growing sector of the U.S. population<sup>x</sup>.

Persons identifying as Hispanic or Latino, without regard to race, currently have the lowest educational attainment with only 11.4 percent holding a four-year college degree. However, more Hispanics and Latinos are earning degrees than in previous years. Between 1971 and 2009, the percentage of Hispanics and Latinos who had attained a bachelor's degree increased from 5 to 12 percent. During this period however, the gap in bachelor's degree attainment between whites and Hispanics increased from 14 to 25 percentage points.

The vast majority of Latino students are born in the US. In 2007-08, 88 percent of Hispanics enrolled in college were U.S. citizens; 11 percent were resident aliens and one percent were foreign/international students.<sup>x</sup>



In 2008, 49 percent of Hispanic students were enrolled in community college and 31 percent were enrolled at public colleges and universities.<sup>xi</sup> In the same year, 93 percent of Latino students attended institutions in their state of legal residence, a percentage higher than undergraduates in every other racial/ethnic group. For NCIN grantees in states with a large Hispanic presence, Hispanic scholar recruitment should leverage existing opportunities in nearby communities. For grantees outside of states like California, Texas and Florida – where more than 60 percent of Hispanics and Latinos resided in 2008 – more creative, thoughtful strategies may be necessary. One tactic is the establishment of recruitment pathways from Hispanic Serving Institutions (HSIs) (Section 15) to your programs. In academic year 2007-08, more than half of Latino undergraduates were enrolled in about 260 HSIs.<sup>xii</sup>

**Implications for retention.** To prepare students and their families for the road ahead, programs should outline all aspects of an accelerated degree and the responsibilities that students can expect. Build in messages about family to help loved ones understand that this is a shared responsibility and that patience and support will be vital to a student's success.

**Segment C: Asian Americans and Pacific Islanders (AAPI) with an undergraduate or graduate degree in a non-nursing discipline**

**Highlights from this target group:**

- Graduation rates in Asian Americans vary widely depending on sub populations
- Geographic pockets exist with strong AAPI presence, including CA, HI, IL, LA, NY, MN, VA and WA
- AAPIs benefit from contact with faculty, advisors, and resource centers but are reluctant to pursue support and guidance from these sources

**What this means for your program:**

- Instead of using broad efforts to reach AAPIs, target recruitment to subpopulations
- Consider sending recruitment materials and staff to states with large pockets of AAPI populations
- Incorporating mentorship programs into accelerated degree curriculum may help increase successful program completion among AAPIs

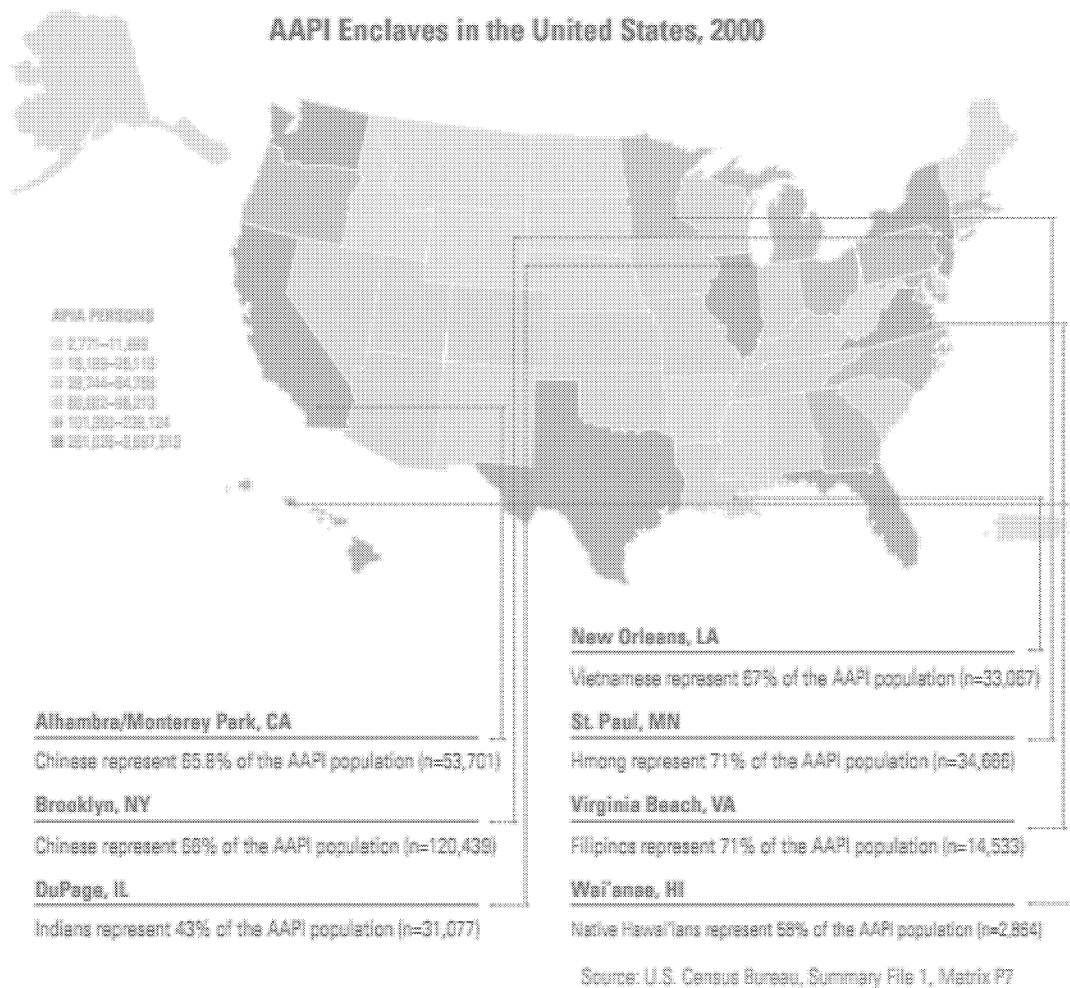
<b>Percentage Distribution of Adults Ages 25+ by Highest Level of Educational Attainment; 2007</b>			
<b>Race</b>	<b>Bachelor's Degree</b>	<b>Master's Degree</b>	<b>First Professional Degree</b>
Asians	31.7%	13.6%	7.1%

Asian Americans as a group have the highest educational attainment of any race in the United States.<sup>xiii</sup> In 2009, nearly half of all Asian Americans (49.8%) held a four-year college degree and 29 percent had attained a master's degree. Between 1990 and 2009, the gap between Asian Americans and Pacific Islanders and Whites increased from 16 to 19 percentage points.

To examine Asians as one group, however, discounts the dozens of subgroups that exist within the context of this population. Among Asian subgroups, Asian Indians (80 percent) had the highest percentage of college completers, followed by Chinese (71 percent), Koreans (67 percent) and Japanese (57 percent). The Other Asian subgroups (including Cambodian, Hmong, and other groups) had a lower percentage of college completers (44 percent) than Asians overall, as did Vietnamese (38 percent).<sup>xiv</sup>

The Asian population has also been misrepresented geographically. While there is a strong presence of Asian Americans in California, New York, Washington and Hawaii, there are also

large pockets of Asian communities in the Gulf Coast (Southeast Asians and Filipinos) and Midwest (Southeast Asians, South Asians, East Asians).<sup>xv</sup>



**Figure 1: U.S. communities with large pockets of AAPI residents**

**Implications for retention.** AAPI mentors can serve as visible reminders that AAPIs can strive to achieve the highest levels of professional success. Analysis of a recent national survey of 723 AAPI college students found that AAPIs benefit from contact with faculty, advisors, and resource centers, yet students also indicated a reluctance to pursue support and guidance from these sources. Having more AAPIs in leadership positions on campus might make these resources more accessible.<sup>xvi</sup> Mentors are also a source of support for the large proportion of AAPI students from low-income backgrounds who are the first in their family to attend college.

**Segment D: American Indians/Alaska Natives with an undergraduate or graduate degree in a non-nursing discipline**

**Highlights from this target group:**

- A majority of American Indians and Native Alaskans live on reservations or trust lands and in California or Oklahoma
- American Indian and Alaska Natives undergraduates are focusing on degrees in the social and behavioral sciences
- Many American Indian students attend Tribal Colleges and Universities (TCUs) near their communities

**What this means for your program:**

- Target recruitment efforts to reservations and tribal communities; consider sending a school representative and student to a community fair to describe the importance of nurses and health care
- Build partnerships with social and behavioral science departments and ask them to identify potential accelerated nursing degree candidates
- Create pathways or speaking engagements at one or more TCUs and consider ways to connect American Indian students with your program

Percentage Distribution of Adults Ages 25+ by Highest Level of Educational Attainment; 2007			
Race	Bachelor's Degree	Master's Degree	First Professional Degree
American Indian/Alaska Native	8.6%	3.1%	1.4%

As of 2008, there were an estimated 4.9 million (1.6 percent of U.S. population) people classified as American Indian or Alaska Native.<sup>xvii</sup> Large portions (1.9 million) of these populations live on reservations or other trust lands; 60 percent reside in metropolitan areas. While American Indians reside throughout the United States, a 2000 survey indicated that 25 percent of the total population lived in California and Oklahoma.<sup>xviii</sup>

American Indians and Alaska Natives have the second lowest bachelor's and master's degree attainment in the United States. In 2007, some 13 percent of American Indians and Alaska Natives age 25 or older had attended some college or completed an undergraduate or graduate

degree. Nearly nine percent of American Indians and Alaska Natives completed a bachelor's degree as their highest level of educational attainment and three percent obtained a graduate degree.<sup>xix</sup> Fourteen percent of American Indians and Alaska Natives ages 25 and older have at least a bachelor's degree.

Of American Indian and Alaska Native undergraduates, more are seeking degrees in the social and behavioral sciences rather than the physical sciences. In 2002, 1.3 percent of American Indians were awarded a bachelor's degree in the physical sciences while 9.6 percent were awarded a bachelor's degree in the social sciences and 6.3 percent in psychology.

Tribal Colleges and Universities (TCUs) are institutions of higher education that focus enrollment on American Indians. These institutions are generally located on or near Indian reservations and have strong ties with Native American communities. In 2003, TCU's enrolled 30,000 students at 33 institutions.

**Implications for retention.** Many American Indians living in tribal communities feel a strong connection with their culture and fulfill several responsibilities for the benefit of their tribe and community. Making the decision to leave the tribe and pursue higher education can be extremely hard – not only for the student – but also for the tribe and their family. In some instances, American Indian students plan to complete their education and return to the community as a care provider. Educators can use these goals to help motivate students and remind them of the impact they will have as a health care professional. If located near a tribal community or reservation, consider options for clinical partnerships with local health care organizations.

### **Segment E: Native Hawaiians/Other Pacific Islanders with an undergraduate or graduate degree in a non-nursing discipline**

#### **Highlights from this target group:**

- Native Hawaiians and Pacific Islanders represent a small proportion of the U.S. population
- Nearly half of this population speaks a language other than English in the home
- A majority of Native Hawaiians and Pacific Islanders reside in Hawaii

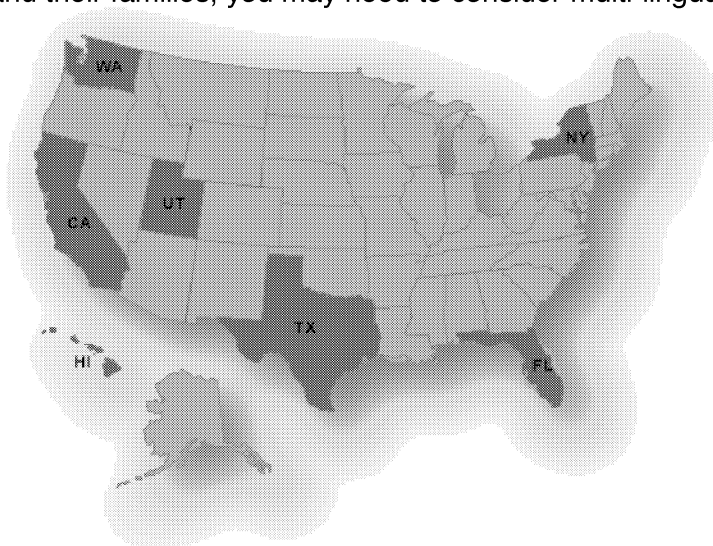
#### **What this means for your program:**

- Recruiters will need to target outreach and material distribution to key geographical areas
- Recruitment materials should be sensitive to language barriers
- Consider sending a student/staff member/or recruitment materials to community festivals and fairs in Hawaii

According to the 2008 U.S. Census Bureau estimate, there are approximately 1,112,000 (0.1 percent of the total U.S. population) Native Hawaiian/Pacific Islanders in the United States, with 280,538 (25 percent) residing in Hawaii. Grantees should note that 30 percent of this population is under the age of 18 which means that there is a limited number of Native Hawaiian and Pacific Islanders that hold bachelor's, master's and doctoral degrees. In fact, only 10 percent of the Native Hawaiians and Pacific Islanders have a bachelor's degree and four percent have completed a graduate degree.<sup>xx</sup>

The same survey found that 42 percent of Native Hawaiians and Pacific Islanders speak a language other than English at home. While many of these individuals also speak English, grantees should note that their older family members do not and will not understand English marketing materials. If your school has decided to take the approach of marketing to candidates and their families, you may need to consider multi-lingual campaigns that can be read and

understood by older Native American and Pacific Islander generations.



**Figure 2: U.S. states with the largest Native Hawaiian and Pacific Islander populations**

## **Segment F: Men with an undergraduate or graduate degree in a non-nursing discipline**

**Highlights from this target group:** Men currently lag behind women in degree achievement

- College-educated males are among the hardest hit by the recession
- Men in the armed services plan to enroll in higher education

### **What this means for your Program**

- To reach males, programs will need to target recruitment materials more than they have had to in the past – include visuals and data that reinforce nursing as a credible, important career for men
- Highlight the range of opportunities afforded to registered nurses; men who are searching for a job are becoming increasingly more worried about work stability and growth potential
- Seek out ways to recruit veterans and highlight aspects of nursing that align with their tour of duty. Veterans may be attracted to the team atmosphere of nursing, the ability to provide care to others and the opportunities as a travel nurse or deployed nurse

Men have always had a steady presence in U.S. educational attainment but recent studies show that the trajectory of male degree achievement may be beginning to lag in comparison with their female counterparts. Specifically in the field of nursing, men have consistently been underrepresented and continue to be a challenge for nursing program recruitment.

In 2006, men made up 42 percent of the nation's college students and were responsible for 42 percent of bachelor's degrees, 40 percent of master's degrees and 51 percent of doctorates. In the same year, the Department of Education released a report which found that men, whatever their race or socioeconomic group, were less likely than women to get bachelor's degrees – and among those who did, fewer complete their degrees in four or five years.<sup>xxi</sup> A 2011 study by the Bureau of Labor Statistics found that one in seven men have earned a bachelor's degree by age 23 compared to one in four women of the same age.<sup>xxii</sup>

The economic recession – often dubbed the “mancession” – has also affected the ability of men both find and maintain employment. In the first quarter of 2011, nearly 600,000 college-educated White men between the ages 35 and 64 were unemployed, making up 5 percent of the unemployment rate. The number of college-educated men unemployed for at least a year is five times higher today than it was after the dotcom bubble. Wall Street and the broader world of business culled the most, laying off more than 300,000 from their trading desks and cubicle farms. Firms that draw on computer skills also thinned about 50,000 men from their ranks.

Architects and engineers, the hardest hit by the housing crash, saw almost 90,000 casualties. The media business has been perhaps hardest hit by technological change. Last year ABC News pink-slipped nearly 400 people—25 percent of its workforce.

Men are also returning home after service in the armed forces, and they are coming home in pursuit of a college education. According to the Department of Defense's Youth Attitude Tracking Survey, from 1997–99, the No. 1 reason (33 percent) that males between 16 and 21 years old wanted to join the military was educational funding. In 2006, it was estimated that 316,000 veterans were under the age of 24, many of whom reported plans to pursue higher education.



**Segment G: Individuals with an undergraduate or graduate degree who may be seeking a second career.**

**Highlights from this target group:**

- The economic environment may increase the number of individuals seeking a career in the healthcare industry.
- Many degree holders have work and/or military experience
- Trends suggest that more people are seeking second careers as a direct result of tough economic times

**What this means for your program:**

- Older re-entry candidates may already hold an undergraduate degree, making them eligible for accelerated programs
- Similar to men, older candidates may be veterans; consider highlighting aspects of nursing that align with their tour of duty.
- In recruitment materials, emphasize the critical need to fill shortages in nursing staff; this shows career stability.

Recent statistics from the *U.S. Department of Education* show that adult students are the fastest growing educational demographic, and these numbers are steadily increasing. In 1970, 28 percent of all college students were 25 years of age or older. In 1998 the number of adult learners had increased to 41 percent. The number of students age 35 and older in degree-granting institutions has soared from about 823,000 in 1970 to an estimated 2.9 million in 2001 — doubling from 9.6% of total students to 19.2%, according to the *National Center for Education Statistics*.

Re-entry or adult students (also called non-traditional students) are generally age 25 or over, ranging from 25 to 69 at many colleges and universities. Re-entry students are often female; but men are returning to college in record numbers to update professional skills and pursue career advancement. Many have spent time in the workforce, the military, or raising a family, and want to go back to fulfill lifelong dreams or potential. Some are retired, while others are single parents looking to achieve more financial stability. The Department of Education recently reported that 13 percent of students now enrolled in college are single parents, up from 7.6 percent in 1993.

Economic motivation is a strong driver of re-entry student enrollment. Some students want to change careers or update professional credentials. Other adult students continue to work while returning to school, and may attend part-time. Adult students may be just starting degree

programs, returning to finish degrees, seeking a second or advanced degrees, or taking courses for occupational or personal enrichment. A 2009 AARP study<sup>xxiii</sup> found that Black, non-Hispanic individuals aged 50 and older considered re-entry into college a skill building tactic for the tough economy. The same survey also found that adults are significantly more likely to go back to college if they have already completed a bachelor's degree or higher.

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