



The RWJF New Careers in Nursing Program Results Overview

2011 National Program Liaisons' Summit
Optimizing Student Success for the Future of Nursing
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Educational Testing Service

Goal For Our Time Together

1. NCIN results overview
2. Pre-entry immersion program (PIP)
3. Leadership development
4. Emerging impressions of the NCIN scholarship program

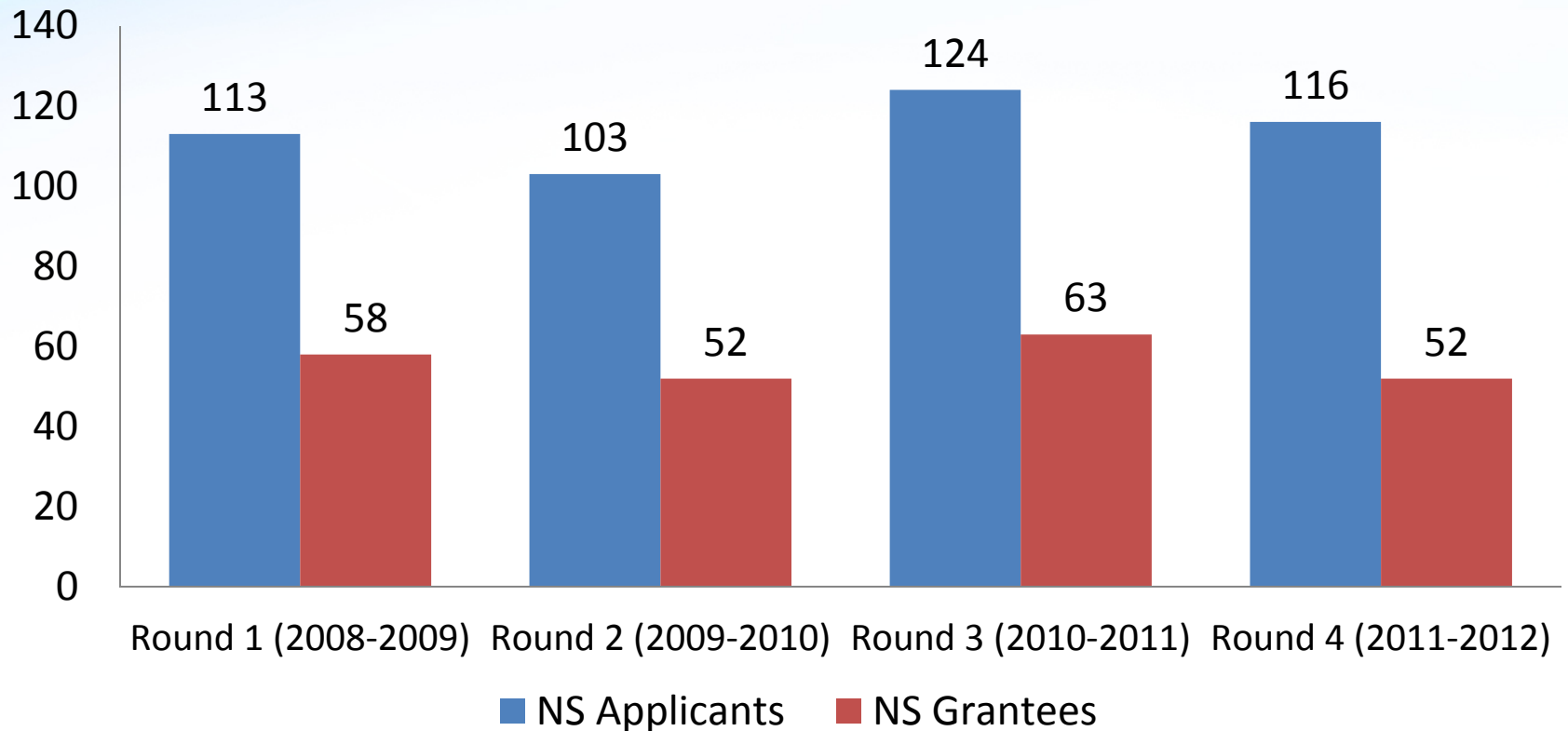


Part I

NCIN RESULTS OVERVIEW

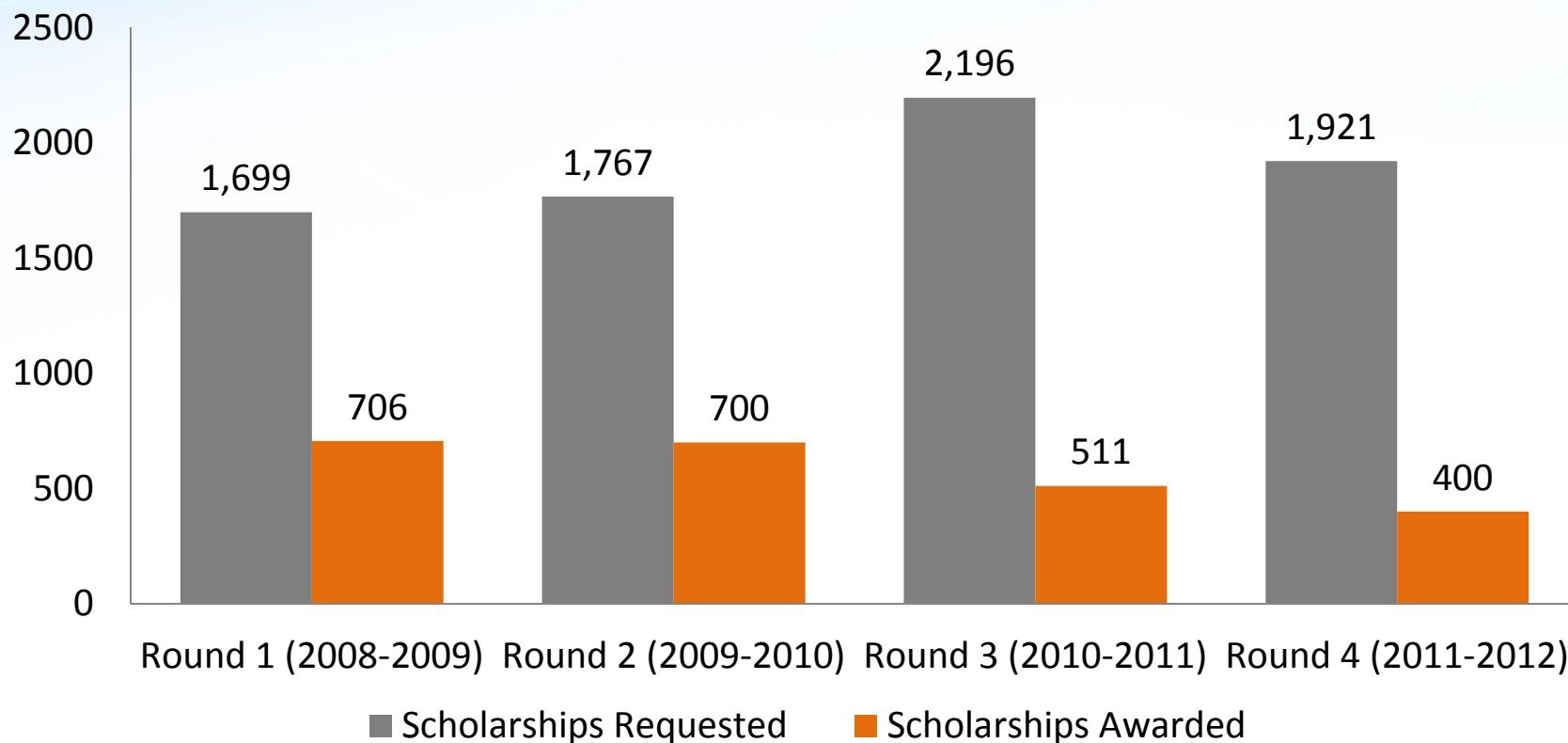
Over 35% of Nursing Schools with Accelerated Programs Apply Annually for a NCIN Grant

- 282 Nursing Schools offer ABSN and/or AMSN programs
- Over the 4 funding rounds 197 (70%) Nursing Schools have applied at least once



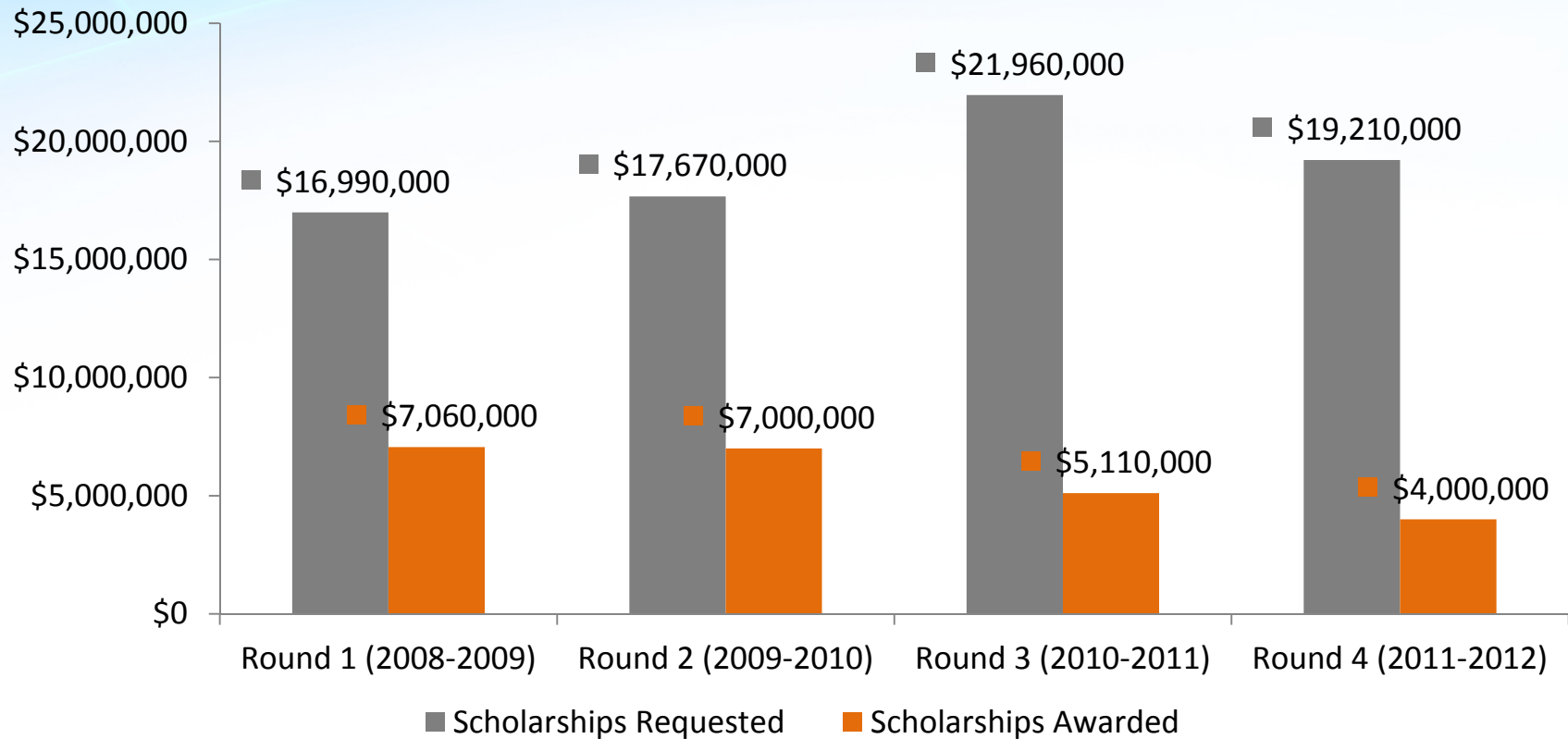
Demand for NCIN Scholarships Continues to Exceed the Supply

- Demand has remained high over the grant period
- Years 1 and 2 funded at equivalent levels
- Years 3 and 4 funded at lower levels



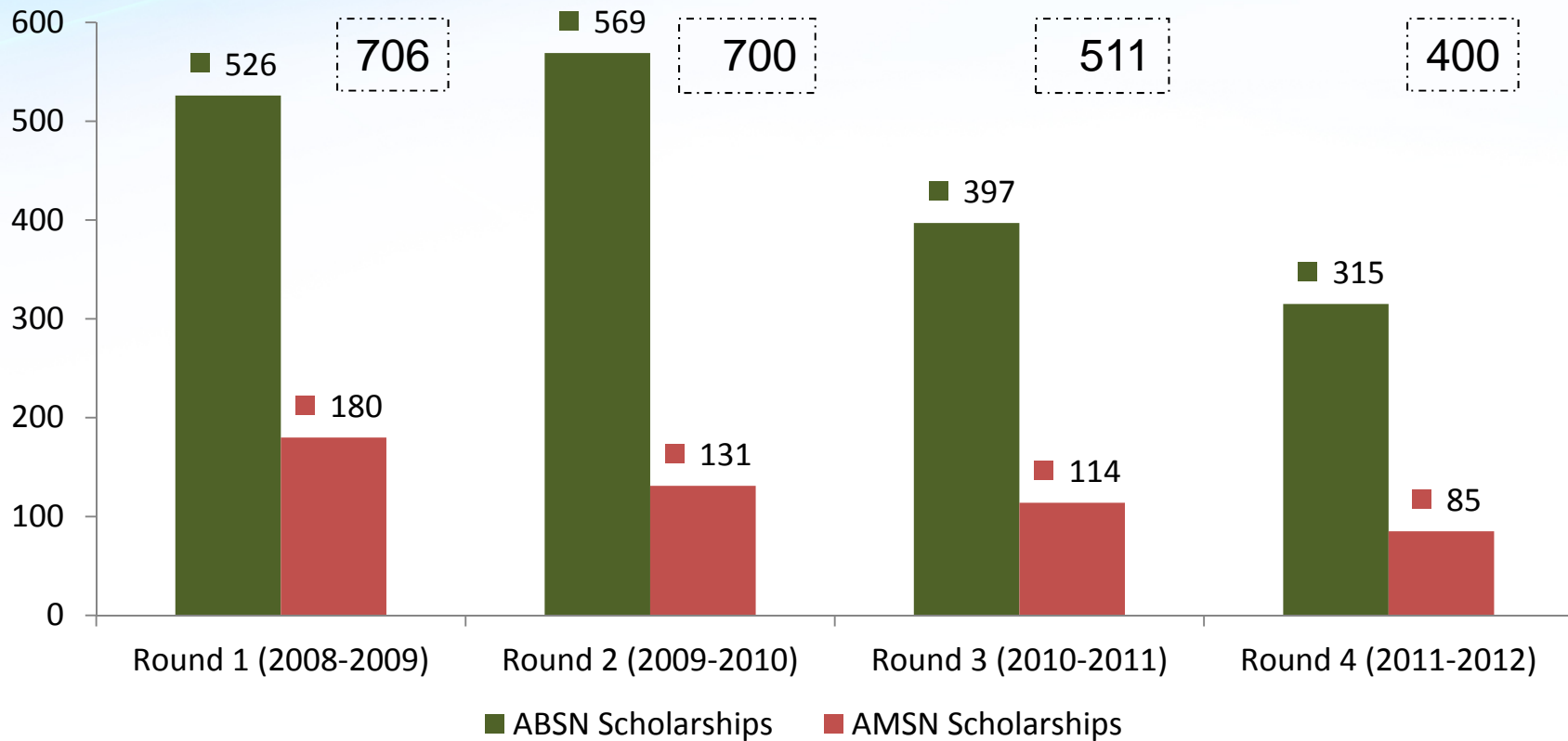
RWFJ Has Awarded \$23,170,000

- Nursing Schools have requested \$75,830,000 for scholarships.



NCIN Scholarship Awards

- 2,317 nursing students received NCIN scholarships
- 1,807 scholarships awarded to ABSN students (78%)
- 510 scholarships awarded to AMSN students (22%)



NCIN Student Profile (n= 1,817)

- 62% are female
- 58% are under-represented minorities
- 35% of students are 25-29 years old
- 30% are married
- 36% relocated to enroll in program
- 27% have been out of college 3-5 years
- 29% majored in the physical sciences
- 65% earned an undergraduate GPA of 3.25 or higher
- 94% plan to pursue graduate studies at entry

Note: Student profile for Rounds 1, 2 and 3



Part I

PRE-ENTRY IMMERSION PROGRAM (PIP)

“I am concerned about simply being in an accelerated program because this will be so different from my first degree.”

Isabel, a female student, age 22
social and applied sciences major

“It would have been helpful to have more orientation to the physical building as well as the resources available throughout the campus. A baseline writing assessment would be appreciated, especially after we were told that many students struggle in that area for the research components. Many initial questions in our classes would have been answered if time was taken during orientation to define nursing and its practice, as many students were unaware of details regarding just what this journey is all about.”

Thomas, a male student, age 26
liberal arts major

“Recently with the introduction of the PIP and starting to formalize the leadership and mentorship piece, I am so excited about PIP for us now. I wasn’t at first, but I think I see using that in terms of helping our RN to BSN students prior to them starting orientation.

I’ve shown tidbits of it to our graduate program and they’re like, “Oh yeah, man, our students could use this too,” in terms of bringing students back into a learning environment and helping them transition to be a student again. And I see that as a real positive outcome.”

Faculty member
ABSN program

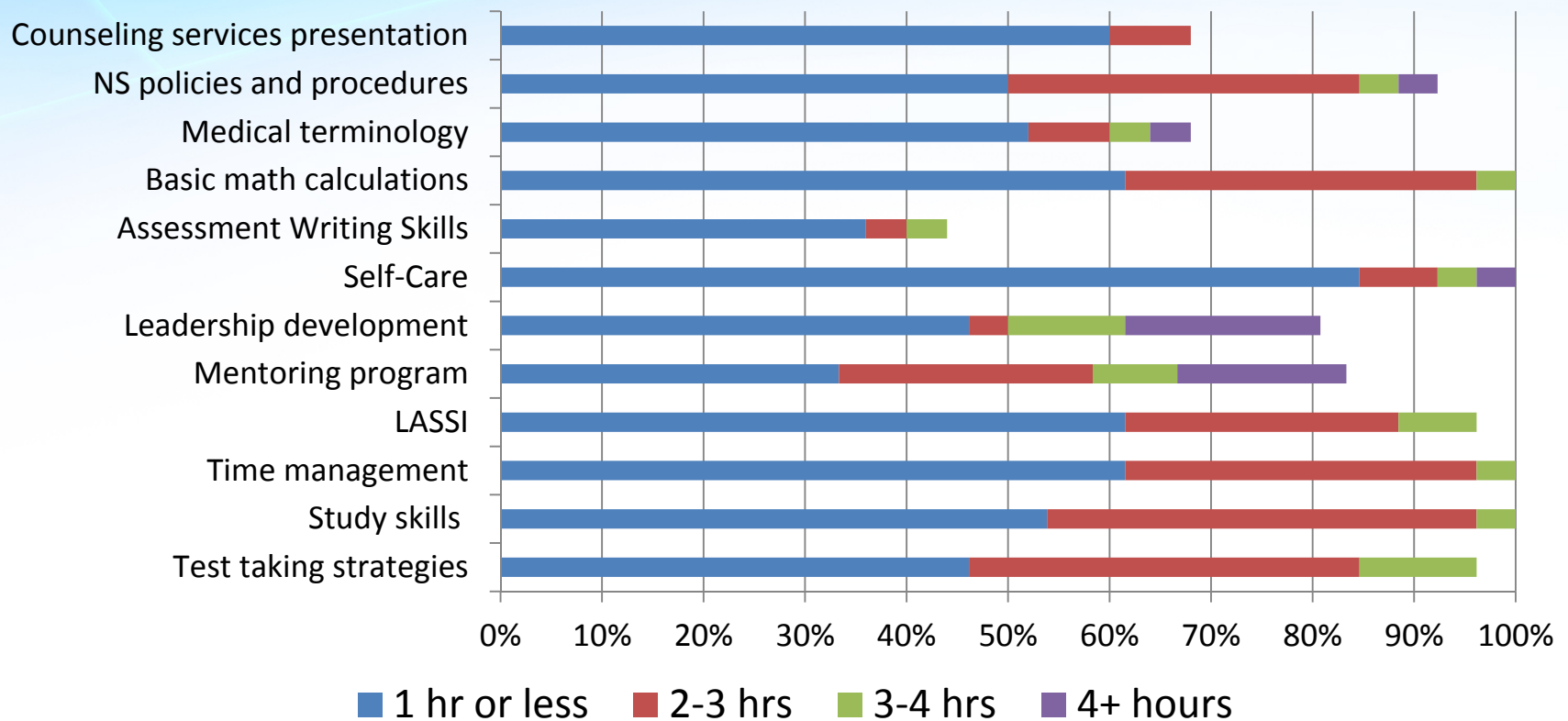
Why Did We Create PIP?

- Student Entry Survey: Students express concerns about nursing program
 - Financial pressures
 - Managing their time
 - Balancing school and family
 - Pace of the program
 - Being able to perform academically
- Student Mid-program Survey: Students reflect on what they wish they had known at the start of their program
 - Financing
 - Developing academic success strategies
 - Having more information about the field of nursing
- Addressing concerns re: “Developing academic success strategies”
 - Study skills
 - Time management
 - Medical terminology and other academic deficiencies
 - Learning how to ask for assistance
 - Nursing school and licensure exams
 - Intensity of an accelerated program
 - Heavy time commitment

How PIP Was Created

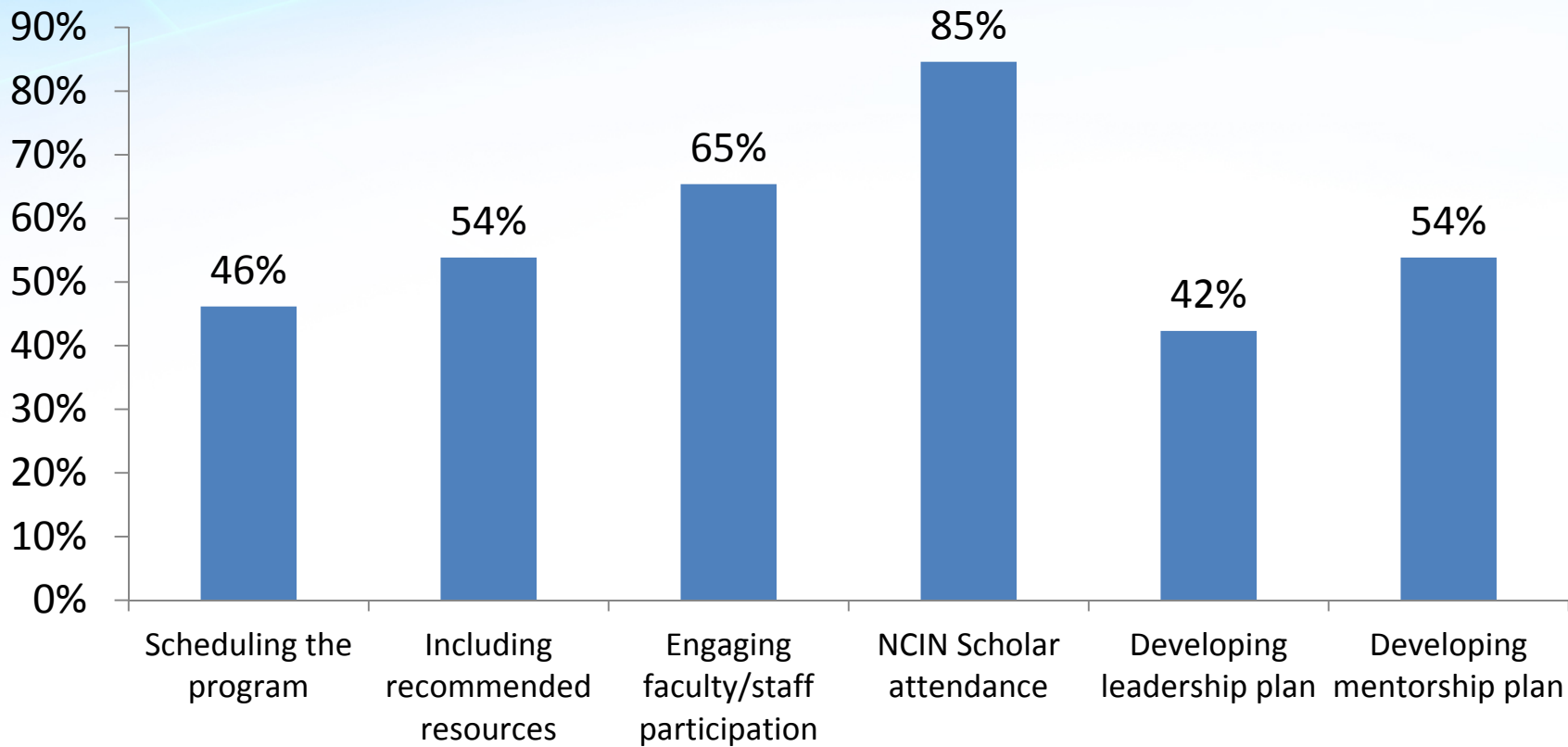
- 19 NS reported their efforts to develop and convene orientation/immersion programs
- 8 Program Liaisons served on task force to develop PIP
- Goal: Prepare for the academic rigor of an accelerated program
- Program focuses on success strategies for:
 - Time management
 - Test taking and study skills,
 - Critical thinking and building self-confidence
 - Evaluation of writing style and samples
- The core content areas are presented and completed prior to students beginning their academic programs
- 37 NS participated in maiden launch in Fall 2010
 - Combination of first time offerings and enhancement to existing programs
 - Variety of formats:
 - All students regardless of scholarship status
 - All students with a special session for NCIN scholars to meet each other and learn about unique NCIN opportunities

PIP Sessions and Time Allotted



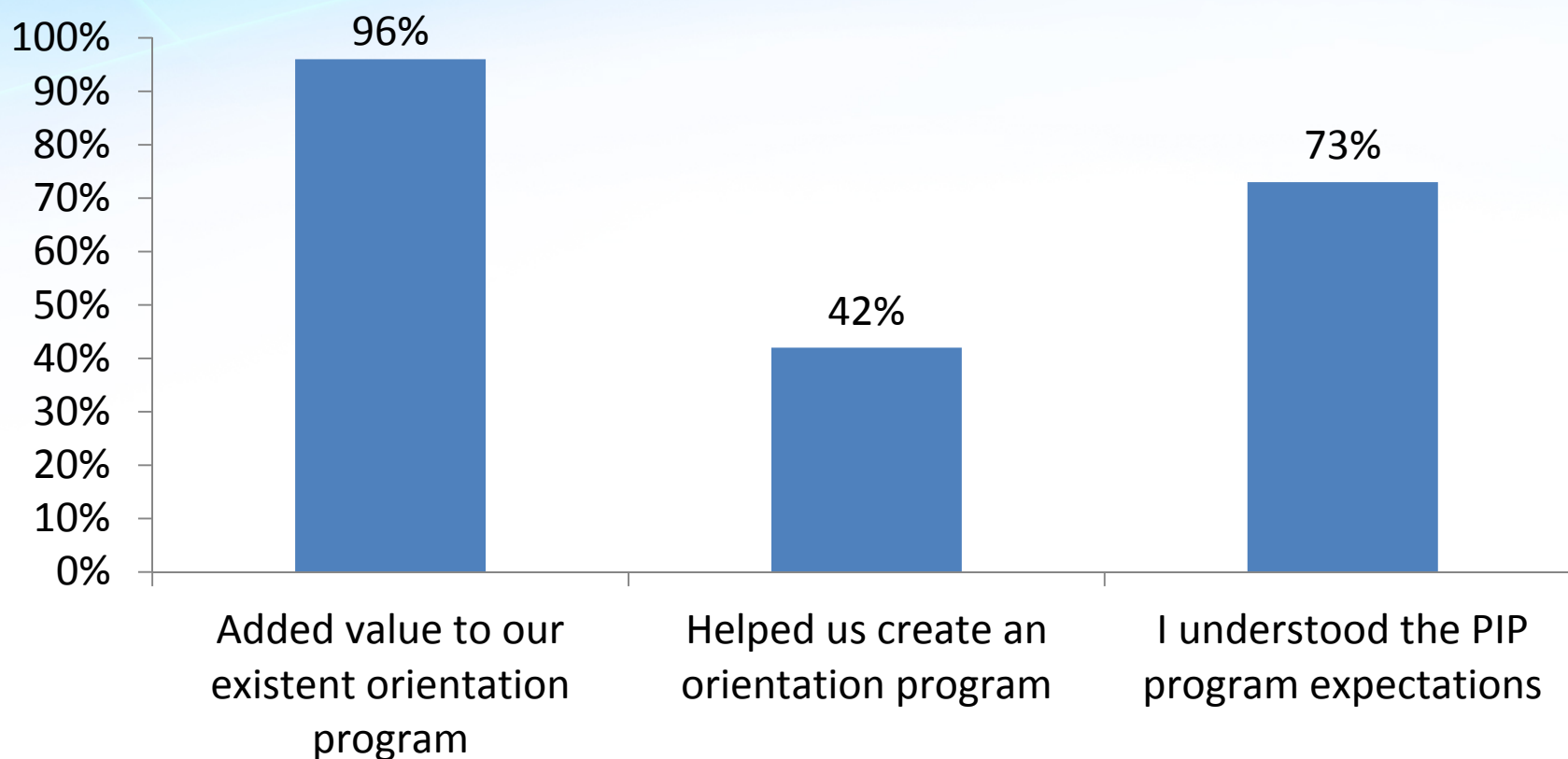
Note: May not add to 100% as some NS did not offer this session
 Source: 2010 Post Pre-Entry Immersion Program Survey, N=26

Nursing Schools' Ease of Implementation (Percentage Reporting No Difficulty)



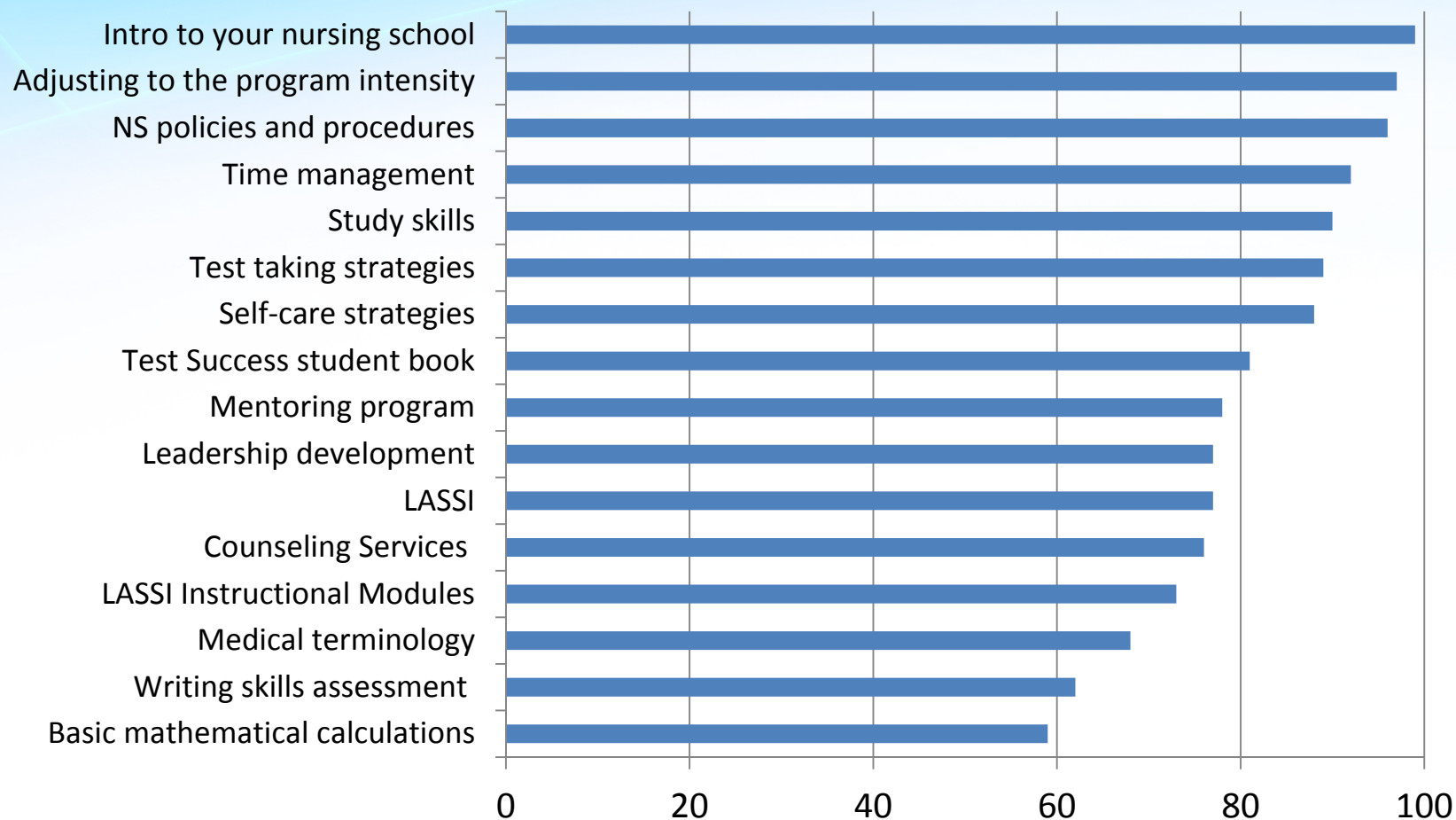
Source: 2010 Post Pre-Entry Immersion Program Survey, N=26

Nursing Schools' Perceptions of PIP (Percentage Agree/Strongly Agree with Statements)



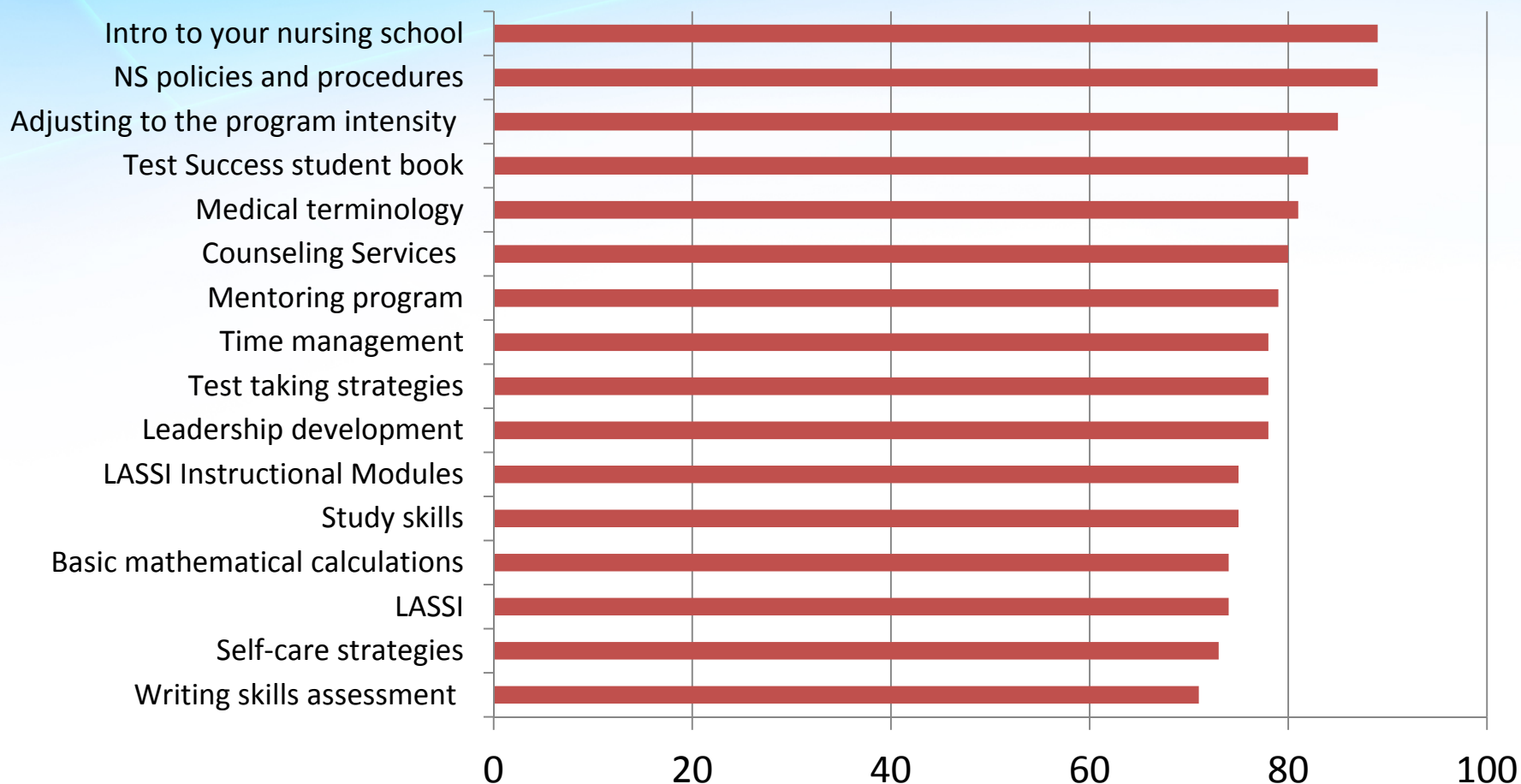
Source: 2010 Post Pre-Entry Immersion Program Survey, N=26

Students' Participated in a Range of PIP Sessions in 2010



Note: 429 students participated in PIP in the fall 2010

Percent of Students Who Rated Session Helpful/Extremely



Note: 429 students participated in PIP in the fall 2010



Part I

LEADERSHIP DEVELOPMENT

“One lecture we talked about how to handle. . . a confrontation or difficult situation in the workplace, in clinical, and who we would go to, what a leader would do, how a leader would discuss it with their peer and work it out rather than get into an argument or make a big fuss about it. Just how to handle it.”

NCIN Student

“We really are passionate about nursing, and believe it is nursing that is the lynchpin in the healthcare system, and that we need to be producing the best leaders.”

NCIN faculty member

Leadership Development

3 Possible Models

Students only

- Join campus or national associations
- Seek community involvement

Student/NS

- Students seek out opportunities
- NS provide opportunities

NS only

- NS build leadership into curriculum
- Students do not see this as an extra “burden” in a fast pace program.

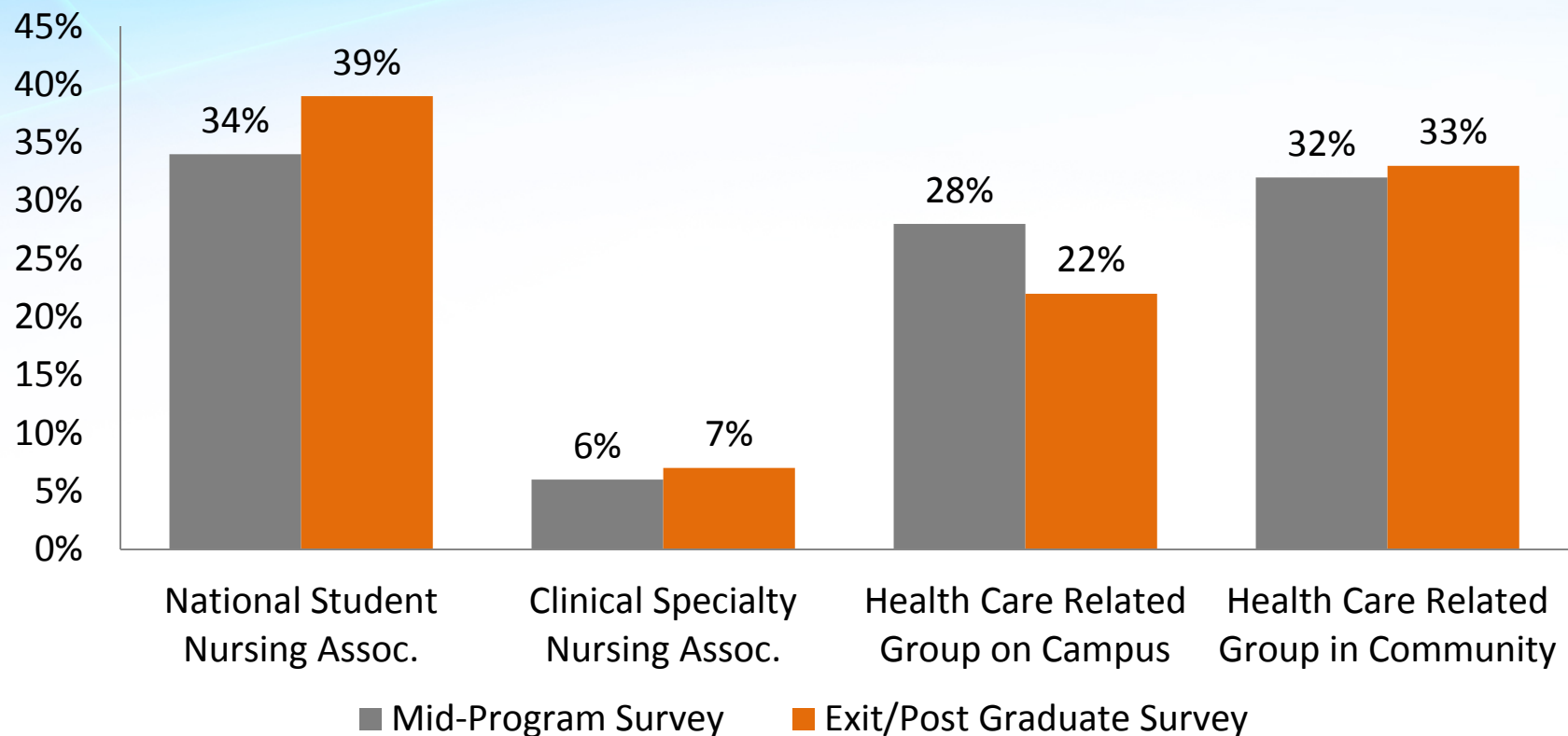
Issue to Consider:

Are there tradeoffs in what students can accomplish in an accelerated versus traditional nursing program?

If yes, what is the strategy for showing this is not a deficit?

Student Participation in Nursing Sponsored Activities at Program Mid-point and Completion

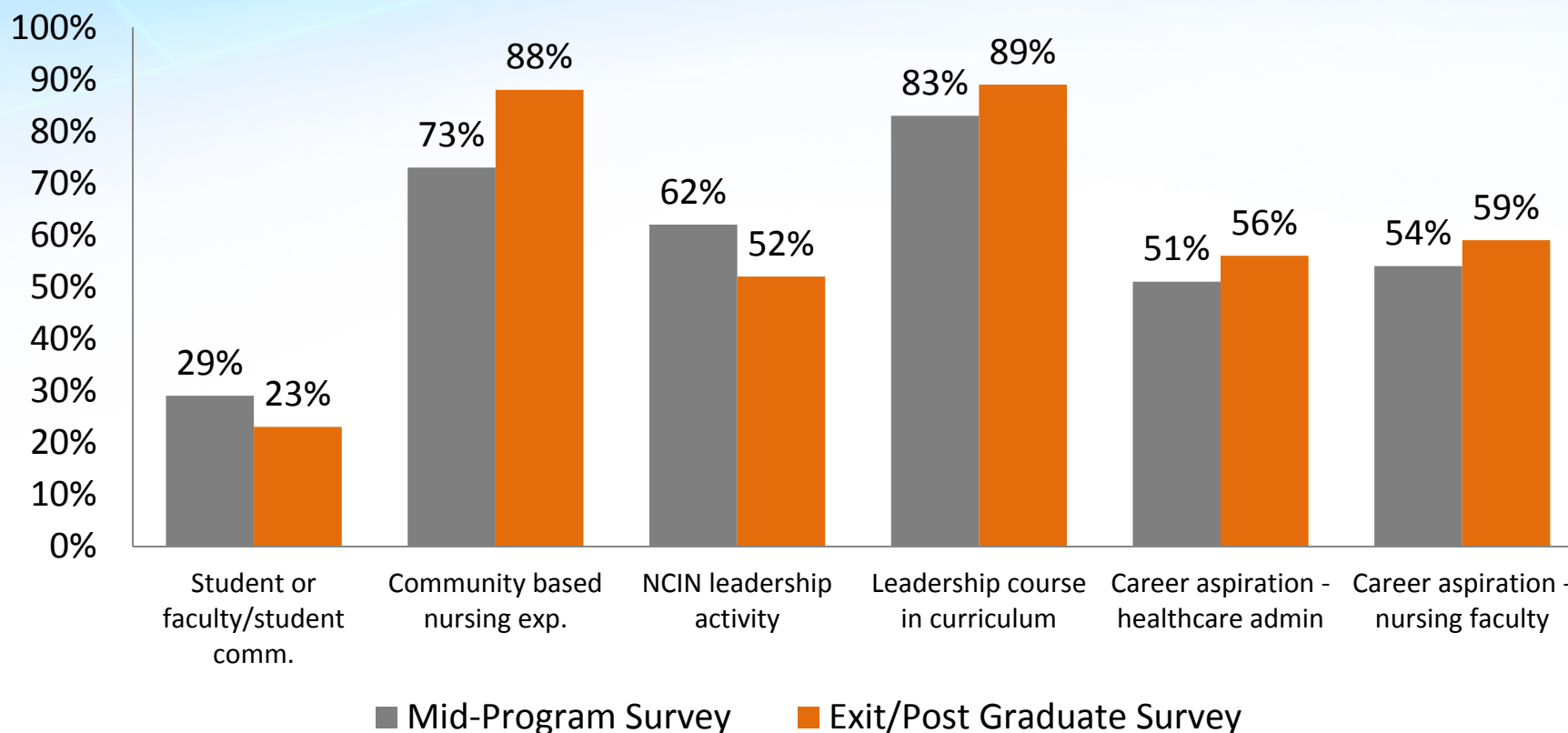
Question – Do students feel they cannot fit this into their schedule?



Notes: (1) Mid-Program \approx 118 and Exit Survey \approx 280
 (2) Not filtered to include only students who answered both surveys

Additional Leadership Participation and Aspirations for Leadership Positions

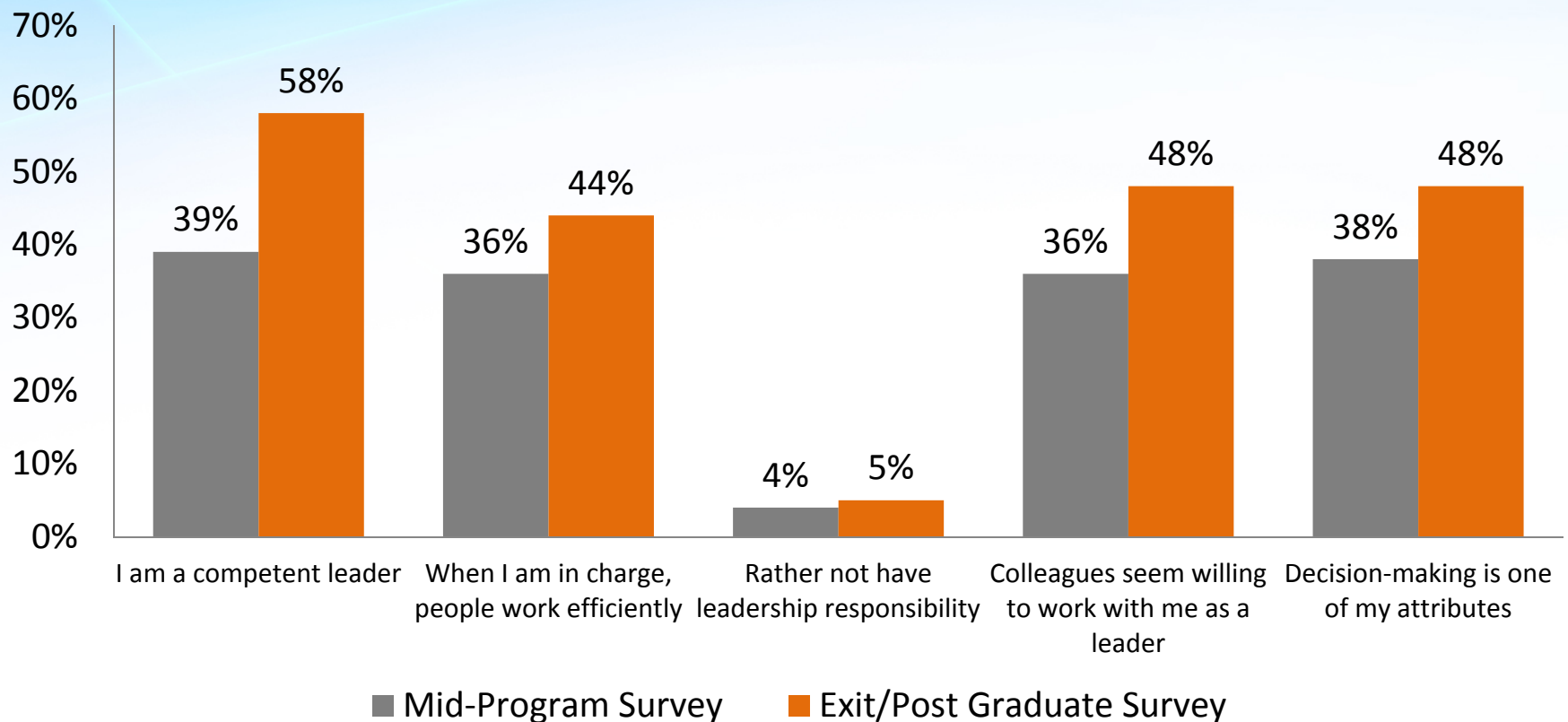
- Students aspire to a career as healthcare admin or nursing faculty



Notes: (1) Mid-Program \approx 118 and Exit Survey \approx 250
 (2) Not filtered to include only students who answered both surveys

Self-Assessment of their Leadership Skills (Percentage of students who agree with statement)

- A minority of NCIN students would prefer not to be leaders

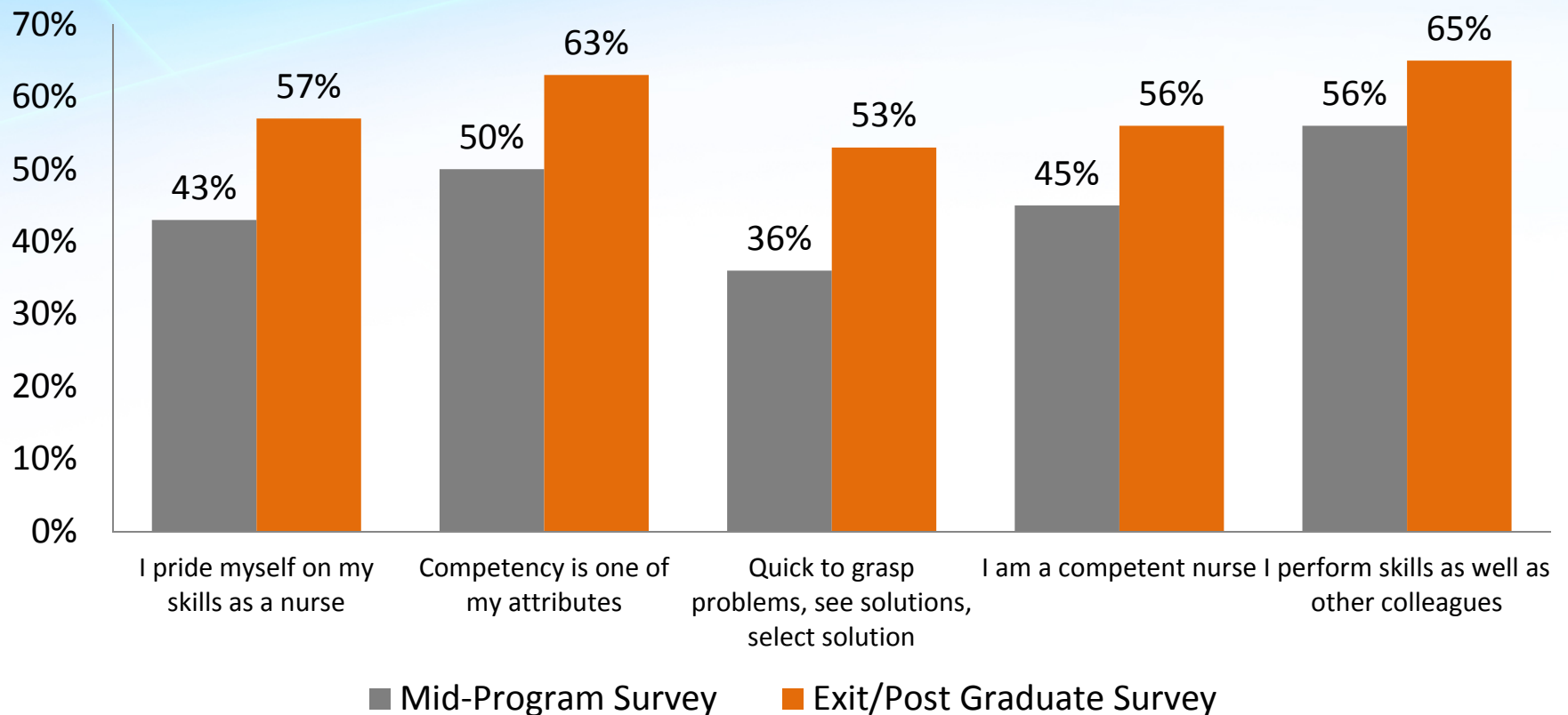


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Self-Assessment of their Nursing Skills

(Percentage of students who agree with statement)

Question – Are these the ratings that faculty want to see?



Notes: (1) Mid-Program \approx 118 and Exit Survey \approx 250
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Nursing Schools Report on Leadership Development

Leadership development is evolving

- Most NS offer didactic coursework, capstone classes, workshops, seminars or brown bag lunches as a way to gather students and discuss leadership goals
- More than half awardees currently mention implementing the RWJF Leadership Development Toolkit
- About a third concern themselves with advancing student skills through service learning and individual leadership activities
- About a third seek to advance students in the field by participating in professional nursing organizations, networking health care professionals, or advance degree preparation

Source: Nursing School self-reported data in applications and other reports.



Part IV

EMERGING IMPRESSIONS OF THE NCIN SCHOLARSHIP PROGRAM

Student Support

NS describe academic, emotional, social and spiritual supports:

- University centers
 - Tutoring
 - Learning resource
 - Counseling
 - Financial counseling
 - Writing
 - Academic enrichment
 - Advising
- Faculty interventions and remediation teams
- Match students with ethnic, racial and gender similar faculty
- Web networking to inform, problem solve, co-motivate
- Supplemental instruction, e.g., NCLEX review
- Retention services, often for underprepared students

Challenges – No Surprises!

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- High tuition is primary concern (and living expenses)
- Other challenges included:
 - Meeting recruitment targets, especially regional target groups like Native Americans, Hispanics
 - Recruiting faculty, especially among diverse groups, for teaching and mentoring
 - Responding to institution-wide budget cuts
 - Finding additional space, re: classrooms clinical sites
 - Partnering with clinical sites to aid job placement

Is There Spillover From ABSN to Traditional BSN programs?

Yes, there is spillover

- Adding PIP Program and RWJF Leadership Tool Kit
- Hiring new faculty and diverse faculty
- Developing faculty diversity training program
- Providing programs to help students not sufficiently prepared
- Addressing cultural gaps in curriculum & clinical settings (i.e. Diversity awareness)
- Reviewing general curriculum
- Reviewing admissions materials for inclusiveness
- Identifying new clinical placements and community partnerships
- Changing how NS do business (e.g. evening information sessions)
- Supporting faculty in pursuit of graduate degrees with NCIN funds

Source: Nursing School self-reported data in applications and other NS reports.

How Has NCIN Affected Broader Educational programs?

NCIN has affected the broader ABSN program:

- NS assess their program approaches (e.g. recruitment/admission, mentoring and leadership)
- NS now work to foster and support student success
- NS review and expand internal and external strategic partnerships – often for recruitment and clinical alliances
- NS now seek and allocate additional revenue (e.g. new faculty hires, faculty release time, simulation labs, classroom space, academic and social support)
- NS, cognizant of need for diverse faculty and clinical instructors, encourage NCIN to pursue advanced degrees
- University administrators, recognizing advantages of and need for diversity, seek diversity in faculty hiring

Source: Nursing School self-reported data in applications and other reports.

Can We Identify Faculty Changes?

Faculty who teach both accelerated & traditional students do they influence each other?

- **Caveat**: We have not specifically asked this question

What NS are self-reporting:

- Faculty are more aware of the need to support underserved and disadvantaged students
- Faculty report expanded curricular reviews and revisions
- Identification of culture gaps in curriculum and clinical experiences
- Re-design courses (e.g. Health Assessment Course)

(SEEMS) the Accelerated Program influences traditional much more.

Source: Nursing School self-reported data in applications and other reports.

Leveraging RWJF

Nursing Schools report:

- Leverage for additional grants and resources
- Add faculty and clinical lines – increase diversity
- Market for increased and diversified applicant pool
- Add administrators or mentoring/leadership staff
- Streamline recruitment strategies
- Add library/computer resources, online web presence

Source: Nursing School self-reported data in applications and other NS reports.

Lessons Learned to Date

- NS remain interested in NCIN program
- Demand for NCIN grants exceeds supply
- \$10,000 is certainly helpful to students
- Three focal areas are important
 - Recruitment, Mentoring, and Leadership
- NS are utilizing technical assistance
- NS are moving out of their usual way of doing business and showing innovation
- Improving communication is a prime goal
- Pipelines are essential for recruitment