



Recruitment, Enrollment & Academic Advancement of Underrepresented Students in Schools of Nursing: Policy Implications

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Agenda

- Diversity Initiatives Overview
- Admissions Best Practices: Diversity
- Race in Admissions
- Disability Accommodation: Admissions and Beyond
- Undocumented Students
- Growing Diversity through Retention





Diversity Initiatives Overview

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Diversity

- Ethnicity
- Creed
- Gender
- Sexual orientation
- Socio-economic status
- Age
- Political affiliation
- National origin
- Disability



Diversity (cont.)

Socio-economic status

- New category for diversity in National Association of College Admission Counseling 2014 *Proposed Changes to Statement of Principles of Good Practice*
- Subject of pending *New York Times* ranking
- Related categories
 - First-generation students
 - Citizenship status

Why Diversity



- Quality of learning
 - Breadth of perspectives deepens educational analysis
 - Innovation and excellence increase where group problem-solving involves individuals with various experiences
- Reduced prejudice/increased tolerance
 - In health professions, develop sensitivities needed to serve patients

Why Diversity (cont.)

- Serve underserved communities
 - Employment
 - Role models
 - Growing “minorities” (esp. Hispanic)
- Economic realities
 - New market segments: Potential students
- Meet workforce demands
 - Global marketplaces demand ability to collaborate with a variety of individuals

Legal Obligations

- Section 1981: race, color
- Title VI: race, color, national origin in programs and activities that receive federal student aid
- Title IX: sex discrimination in education programs
- Americans with Disabilities Act: Disabilities
- Vietnam Era Veterans Readjustment Act: Veteran status
- State/local laws: Sexual orientation
- Also ... Title IV Program Participation Agreements

Starting Point: Self-Evaluation



- Campus climate
 - Consider
 - Climate surveys
 - Physical space
 - Faculty/staff diversity
- Comparative data
 - E.g.,
 - Integrated Postsecondary Education Data System (IPEDS)
 - College Fact Book

Self-Evaluation (cont.)

- Outreach efforts
- Admission strategies
- Agreements with other institutions
 - E.g., community colleges
- Availability of financial aid

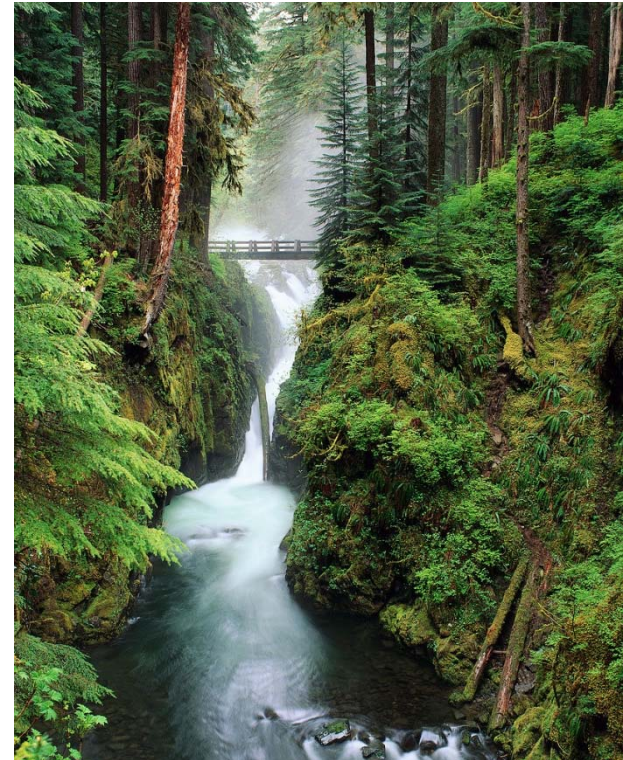
Track Efforts



- Set measurable goals
- Initial student contacts
- Admissions process
- Support/interventions
- Student progress through programs
- Complaints
- Completion

Moving Forward: Tone from the Top

- Leadership buy-in matters
- Reinforce connection between diversity, excellence and mission
- Internal focus
 - Bring prospective to students to campus
 - Offer resources/incentives for inclusiveness
 - E.g., continuing education on diversity, innovative retention or academic programming



Tone from the Top (cont.)

- External focus
 - Create partnerships with feeder institutions
 - E.g., K-12, community colleges, underrepresented population organizations, businesses
 - E.g., James Madison University places professor in residence at local schools to identify students with potential from socioeconomically disadvantaged backgrounds
 - Consider integrating nursing/allied-health institutional representatives into community

Internal Diversity Education

- Assist staff (and students) in
 - Awareness of own worldview
 - Attitudes about individual differences
 - Sensitivity to needs, wants, and interests of underrepresented populations
- Enhances admissions and educational programs
 - Allows more deliberate evaluation of all applicants
 - Highlights issues of underrepresented populations
 - Increases awareness of bias
 - Assists in managing conflict

Internal Education (cont.)

- Strategies
 - Set safe and respectful tone
 - Focus on ideas rather than factual internal examples
 - Goal – understanding rather than agreement
 - Presentations
 - Discussion
 - Role plays
 - Pre- and post-training surveys
- Potential resources
 - EdChange “Free Handouts” page: <http://www.edchange.org/handouts.html>
 - Fairfax County Public Schools “Cultural Competence Facilitator’s Handbook”:
http://www.fcps.edu/fairfaxnetwork/cultural_competence/handbook.pdf

Recruiting

- Locating students
 - Recruitment events
 - Meet underrepresented populations where they are
 - E.g.,
 - Underserved high schools
 - High schools serving underrepresented populations
 - College-readiness programs (community-based nonprofits)
 - Programs/clubs
 - E.g., science clubs, International Baccalaureate, debate, multicultural groups, veterans' groups
 - Alumni outreach: identify alumni in target areas and who are members of target populations, educate alumni, provide opportunities
 - Articulation agreements (e.g., with community colleges)



Recruiting (cont.)

- Clear messaging
 - Manage perception
 - Consider recruiting/admissions staffing
 - Representing underrepresented population
 - Marketing materials/internet presence



Next steps ...



- Admissions
- Working with particular populations
- Retention/completion

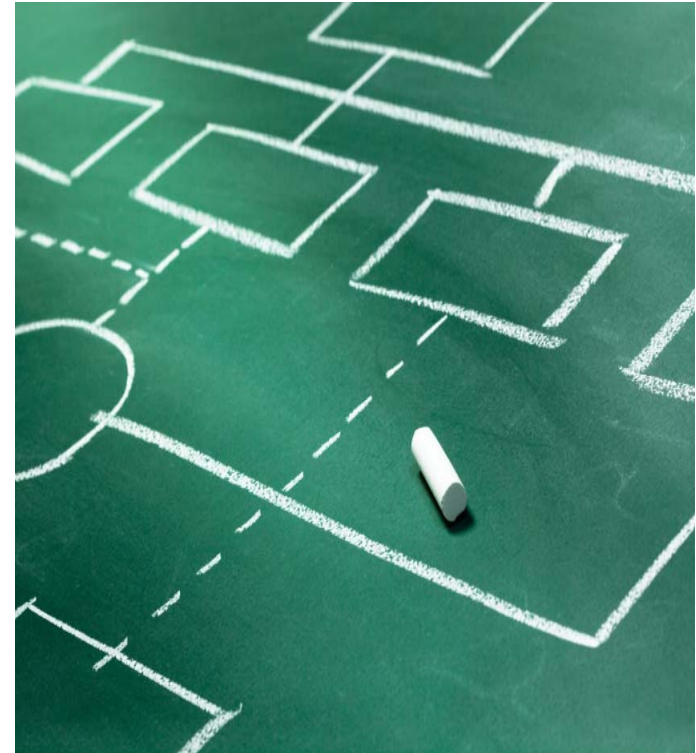


Admissions Best Practices: Diversity

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Admissions Strategy

- Key issue
 - Increasing diversity
 - Avoiding discrimination complaints by applicants who are not admitted into an institution or program
- Key plays
 - Range of admissions criteria
 - Clearly communicate requirements to applicants
 - Apply admissions criteria uniformly



Admissions Approach

- Most common
 - Set number of seats available
 - Fill seats with students based on a combination of objective criteria and subjective criteria
- Others
 - Admitting all students that meet minimum objective requirements
 - Admitting top students up to seat limit based on objective requirements
 - 50% of seats filled with top students based on minimum objective requirements; other 50% filled with objective and subjective considerations (percentages may vary)

Admissions Criteria

- Objective criteria: test scores, overall GPA, GPA in specified pre-requisite classes, minimum number of credit hours, etc.
- Subjective criteria: personal essay, life experiences, past experiences in the healthcare field, interviews with faculty, etc.
 - Challenge: Using subjective criteria leaves the door open for the
 - Unconscious bias
 - Perception of arbitrary decision-making
 - Claims of discrimination

Best Practices in Admissions: Subjective Criteria



- When using subjective criteria, create a matrix to guide the decision-making process
 - Defines parameters (e.g. the personal essay will be given ____% weight)
 - Documents the process
 - Provides a tool for easy comparison of applicants

Admissions Interviews

- Greater potential for a non-admitted applicant to claim discrimination
- Why? Interviewers can see...
 - Skin color and gender
 - Physical disabilities
 - If applicant is older than traditional undergraduate students

Admissions Interviews (cont.)

- Other possible problem areas:
 - Potential for seemingly harmless conversations to end up harming the institution
 - E.g., discussion of applicant's perseverance in overcoming a disability could later be used as a basis for discrimination claim that the disability could cause
 - Interviewers unintentionally make an applicant feel very positive about an interview when the applicant actually performed poorly (disgruntled people are litigious people)

Examples of Admissions Interviews Ending in Lawsuits

- *Sjostrand v. Ohio State University* (2013)
 - Applicant sued university for disability discrimination after not being admitted to program when her Crohn's disease was discussed at length during the admissions interview.
- *Tingley-Kelley v. Trustees of University of Pennsylvania* (2010)
 - Applicant filed sex discrimination lawsuit after being denied to a veterinary program multiple times. Interviews were a part of the admission process, and applicant's status as a non-traditional student and time spent as a stay-at-home mother were discussed during the interview.
- *Baker v. Union College, Inc.* (2004)
 - Applicant claimed that an advisor rigged the interview process, that inappropriate questions were asked, and that she received a low score on the interview because of her race.

Best Practices in Admissions: Interviews

- Our recommendations
 - Conduct each interview with at least three interviewers
 - Create an interview template so that each interview is generally conducted in the same manner (i.e., similar substance and line of questioning)
 - Avoid discussing disabilities, race, gender, religion, etc.
 - If doing interviews, ensure that every applicant has the opportunity to interview (unless they are excluded before the interview stage for some other reason, e.g., they do not meet minimum objective criteria)



Best Practices in Admissions: Minimum Objective Criteria

- Provide a clear statement of minimum objective criteria that applicants must reach in order to apply for and be considered for entry into the program
- Post information in course catalog, on website, and in other materials provided to students
- Include a disclaimer that admission is competitive and meeting minimum requirements does not guarantee entry
- Do not make exceptions to minimum criteria

Admissions Criteria & Underrepresented Populations

- Think outside the box
 - Considerations unique to underrepresented populations
 - E.g.,
 - Secondary schools with insufficient resources
 - Lack of role models to guide prior coursework
 - Students with work experience may be relying on dated grades/test scores
 - Consider (preferably objective) alternative criteria
 - E.g.,
 - Provisional admission (summer bridge programs, added support programs during first year, remedial coursework)
 - Credit for work experience/military service



Background Checks & Underrepresented Populations

- Purpose of a CBC policy
 - Ensure preparing students who will be qualified to enter the health care field and
 - Ensure that practices conform with accreditation requirements
- Challenges with underrepresented populations and background checks
 - Racial/gender disparity in negative results
 - Criminal records are often misleading
- Recommendation
 - Consider what criminal background information is relevant
 - Allow for additional investigation to determine facts

Best Practices in Admissions: Amending Criteria



- Include statement in policy documents that institution reserves the right to change criteria
- Document changes, including dates
- Update course catalog, website, forms and other materials immediately

Supporting Underrepresented Admissions: A Cross-Campus Effort

- Financial Aid
 - Admissions personnel should know the basics
 - E.g., scholarships available to underrepresented students
 - Refer to Financial Aid office as needed
- Student Life
 - Admissions personnel should know options
 - On campus: e.g., counseling, student activities
 - Off campus: population-focused organizations, state/local financial assistance
 - Refer to Student Life office as needed
- Institutional successes
 - Admissions personnel should stay informed about underrepresented population status on campus
 - E.g., improved data, new programming for underrepresented students

Best Practices in Admissions: Systematic Approach

- Require all students to fill out and sign an admission application
- Re-state all admissions criteria on the application
- Do not admit any students on an ad hoc basis
- Communicate, Communicate, Communicate
 - To applicants and potential applicants
 - Between departments and admissions office

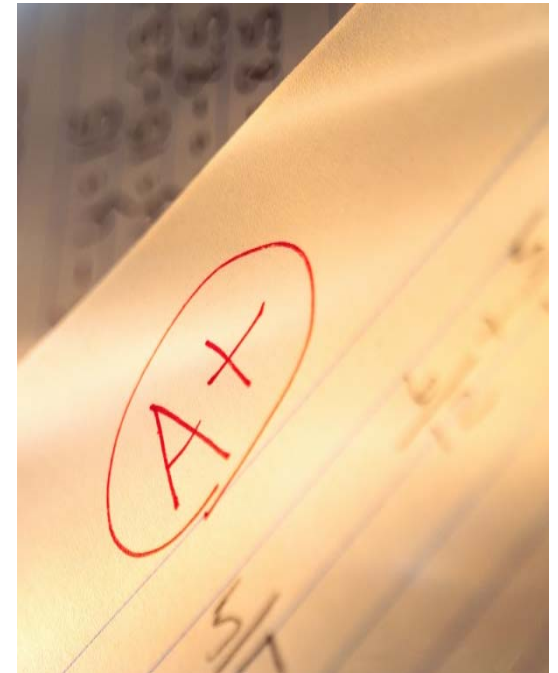


Race in Admissions

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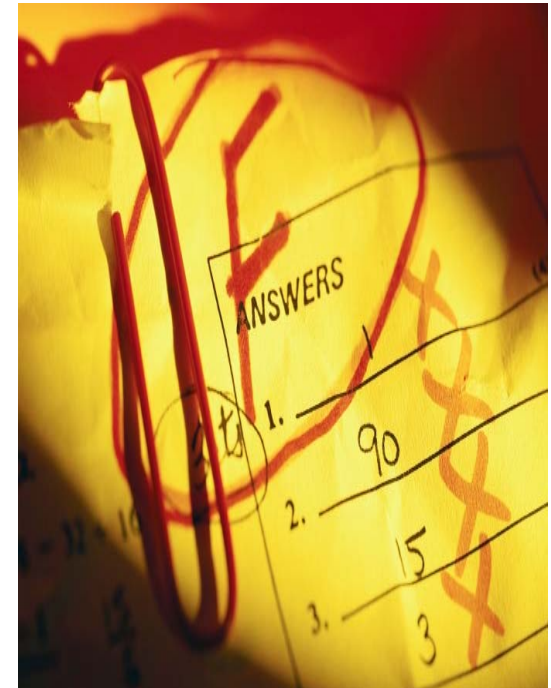
Case History

- *Grutter v. Bollinger* –When using race as a factor, a school must
 - Consider workable race-neutral alternatives
 - Provide for flexible and individualized review of applicants
 - Determine whether use of race unduly burdens students of any racial group
 - Limit the time for which race will be considered and periodically review the process
- University of Michigan Law School’s admissions program was upheld because it met these standards



History (cont.)

- *Gratz v. Bollinger*
 - Following *Grutter*, University of Michigan's admissions program was struck down because the University used a point system to automatically award 20 points (=1/5 of total points required for admission) to every "underrepresented minority" applicant solely because of race
 - Policy made race a decisive factor for all minimally qualified minority applicants and failed to provide for individualized reviews
 - In violation of the *Grutter* requirements



Recent Case History:

Fisher v. UT Austin (July 15, 2014)

- White applicant alleged she was unfairly denied admission because UT Austin used race as a factor to admit minority students.
- After courts upheld UT Austin's admissions process, Fisher appealed, and the US Supreme Court ordered a review with heightened scrutiny of UT's diversity in admissions efforts.
- Upon review, the 5th Circuit affirmed, holding that a "universit[y] may use race as part of a holistic admissions program where it cannot otherwise achieve diversity."

Recent History (cont.): May 6, 2014 Dear Colleague Letter



- The Department of Education has also recently affirmed the central tenets of *Grutter*, confirming that colleges and universities “may use all legally permissible methods to achieve their diversity goals”

Applying Case History on Campus

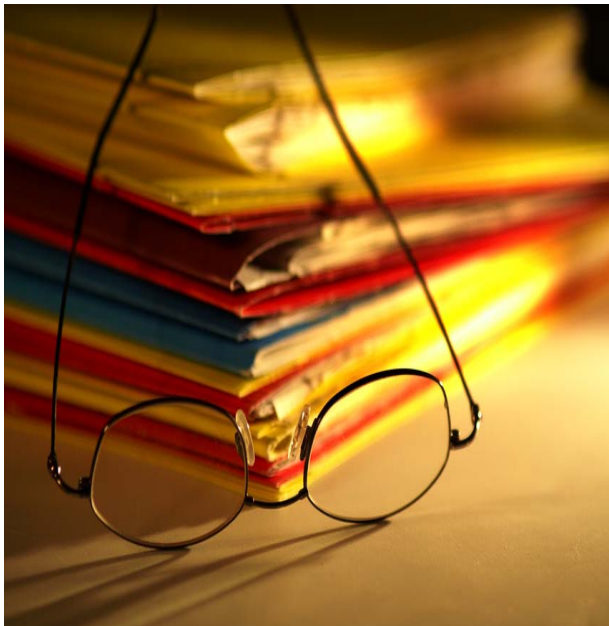
- Identify the reason for your plan
 - Determine how the compelling interest in achieving diversity relates to your mission and unique circumstances
 - Evaluate how you will know when your compelling interest has been achieved
 - Be prepared to explain how the objective fits within your overall mission

Applying Case History (cont.)

- Implementing your plan
 - Consider whether you can use race-neutral approaches
 - Socioeconomic status
 - Parents' educational level



Applying Case History (cont.)



- Implementing plan (cont.)
 - If race-neutral approaches are unworkable, consider taking race into account
 - Evaluate each student individually
 - Do not make race a defining characteristic

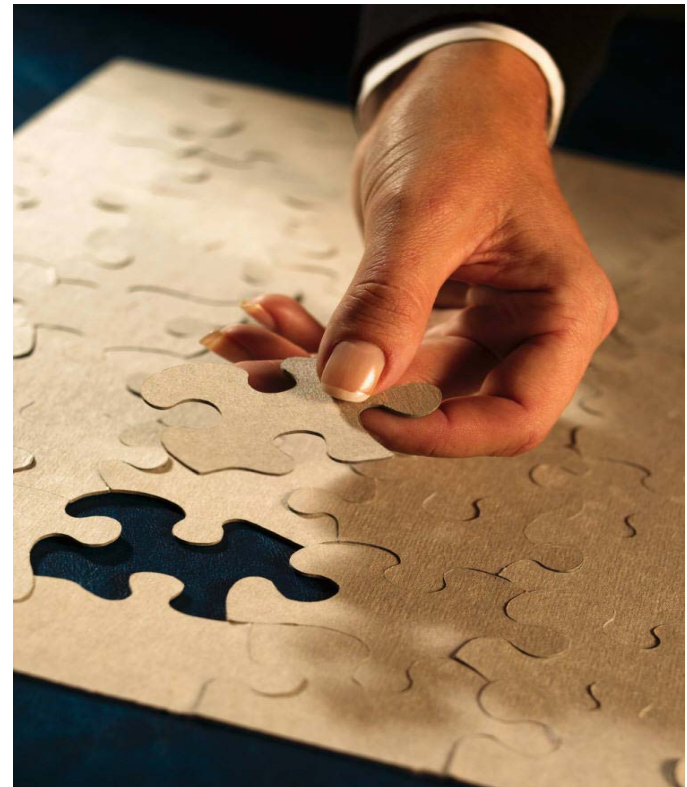
Applying Case History (cont.)



- Implementing plan (cont.)
 - Periodically review program to determine need to continue considering race to achieve compelling interest

Key Race in Admissions Considerations

- If choose to use race as a factor in admissions decisions, use race to the *least* extent possible
- Ensure the admissions program is narrowly tailored
 - Consideration of workable race-neutral alternatives
 - Flexible, individualized review
 - Allow each applicant to compete with every other applicant for every opening
 - Terminate race-conscious admissions program as soon as practicable





Disability Accommodation: Admissions & Beyond

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The Statutes

- Section 504: universities/colleges receiving federal financial assistance from the DOE
- ADA, Title II: public universities/colleges
- ADA, Title III: private universities/colleges

- General purpose: eliminate discrimination and exclusion from/denial of benefits or services, programs, and activities based on disability

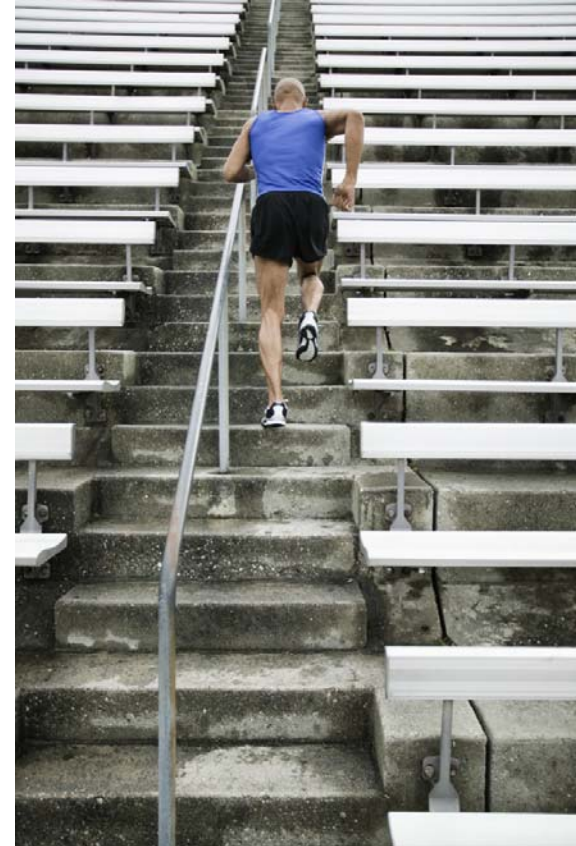
What is Covered?



- Programs, Benefits, Services
 - Admissions/recruitment
 - Academics
 - Financial Aid
 - Housing
 - Counseling
 - Athletics
 - Transportation
 - Employment assistance
- Communications
- Facilities

Student Accommodation Process

- Apply accessible, comprehensive policy
 - Ensure students who need assistance can locate it
 - E.g., websites accessible to blind (no .pdfs)
- Enrollment
 - Identify disability contact
 - Fine line
 - No inquiry pre-enrollment
 - May inform of core requirements
 - Evidence and document



Process (cont.)



- Identify potential disabilities
 - Students self-identify
- Maintain confidentiality
 - Limit facts of self-identified disability, request for accommodation, and granted accommodations to necessary personnel
 - Essentially: legitimate educational interest
- Evaluate through interactive process
 - No informal accommodations
 - May require *reasonable* documentation depending on individual circumstances
 - Document actions and analysis in writing

Process (cont.)

- Determine eligibility
- Create & implement accommodations
 - School pays
 - Cost: limited relevance
 - Some financial assistance may be available
- Monitor effectiveness
 - Accommodation stays in place until reevaluation at reasonable interval
- Allow flexibility
- No retaliation

Disability Accommodation Trends

Breadth of Accommodation

Recent U.S. Department of Education focus on accommodations outside the classroom

- Athletics/activities
- Dining
 - E.g., Celiac
- Public accommodation
 - E.g., football captioning



Assistance Animals

- Increasing use
 - Physical: “Service animals” – dogs and miniature horses only
 - May only ask
 - Is this a service animal required because of disability?
 - What tasks is the animal trained to perform?
 - Emotional: Other animals
 - May generally be excluded (not housing)
- Exceptions to allowing service animals in some school settings
 - E.g., sterile laboratories, kitchens
 - Exceptions are limited
 - E.g., consent decree requiring Portland State University to pay \$160,000 to deaf student after she was not allowed to live in dorm or attend required biology laboratory course with service dog



Emerging Classroom Technologies

- Classroom technologies must be evaluated and chosen carefully
 - American Federation for the Blind instigating Department of Justice investigations/settlements

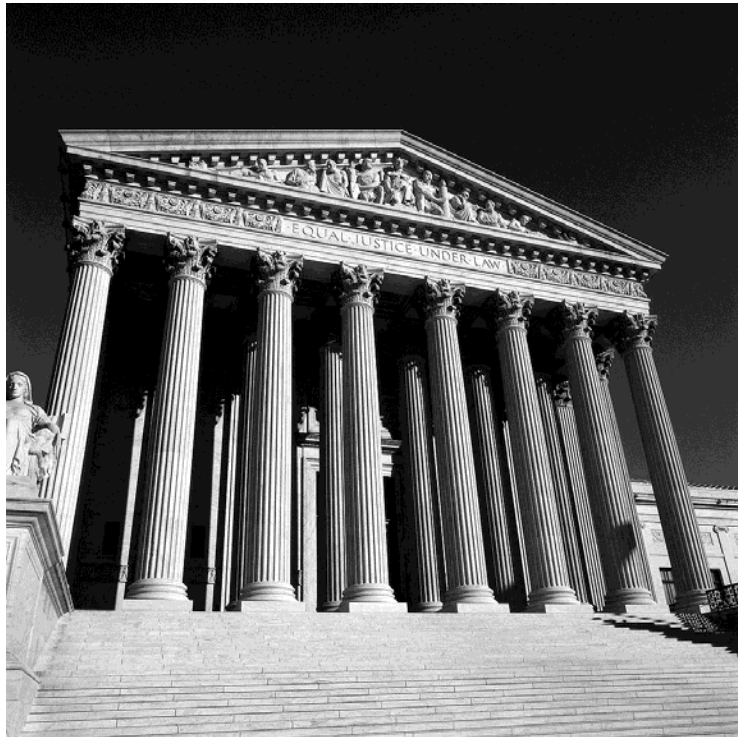


Case Law

Southeastern Community College v. Davis (1979)

- Student with major hearing disability sought admission to College to be trained as a registered nurse
- Student used a hearing aid but lip-reading skills were still necessary for effective communication
- College denied admission
 - Concern that student's hearing limitations would interfere with her safely caring for patients in the clinical setting

Davis Case (cont.)



- Student sued and argued that:
 - The College should provide individual supervision by faculty members in clinical setting when she was working with patients directly
 - The College should not require her to take certain courses
 - She should only have to be able to satisfactorily perform *some* of the duties of a registered nurse

Davis Case (cont.)

- Evidence showing that nothing less than close, individual attention by a nursing instructor would be sufficient to ensure patient safety
- Court ruled in favor of Southeastern Comm. College
 - “An otherwise qualified person is one who is able to meet all of a program’s requirements in spite of his [or her] handicap.”
 - “...legitimate physical qualifications may be essential to participation in particular programs.”

Davis Case (cont.)

- “In light of [the student’s] inability to function in clinical courses without close supervision, Southeastern, with prudence, could allow her to take only academic classes. Whatever benefits [the student] might realize from such a course of study, she would not receive even a rough equivalent of the training a nursing program normally gives. *Such a fundamental alteration in the nature of a program is far more than the ‘modification’” required by the law.*

Case Law (cont.)

Alexander v. Choate (1985)

- The ruling in this case modified the *Davis* ruling by stating that while an institution “need not be required to make ‘fundamental’...modifications to accommodate the handicapped, it may be required to make ‘reasonable’ ones.”
- Key takeaway: Although *fundamental* alterations are not required, schools must provide *reasonable* accommodations to students

Case Law (cont.)

Ohio Civ. Rights Comm. v. Case W. Res. Univ. (1996)

- Student was a very successful undergrad at CWRU, but she became blind in her junior year; she was able to finish her chemistry degree with honors with use of reasonable accommodations
- She applied to CWRU medical school but the school denied admission citing student's inability to perform basic medical procedures such as starting an I.V., drawing blood, reading X-rays, as well as responding in emergency situations or participating in surgery clinicals

CWRU Case (cont.)

- Student sued claiming disability discrimination
- Evidence showed that Temple University had admitted a blind student 20 years previously and made modifications to its program, such as:
 - Modified lectures
 - Others performed parts of physical examinations and described their observations to him
 - Nurses read him patient charts and lab results
 - Always worked with other students who would be responsible for drawing blood, starting I.V.s, etc.
 - Less time required in surgery clinicals as compared to other students

CWRU Case (cont).

- Trial court determined that Temple's accommodations were reasonable and that CWRU had discriminated against the student by not providing similar accommodations
- Higher court ruled that Temple's accommodations were not sufficient to form a basis of reasonable accommodations in the current case, especially with contradicting evidence from medical educators and the Association of American Medical Colleges
- Court ruled in favor of CWRU

Key Takeaways from *CWRU* case



- Students must meet essential requirements of a program
 - CWRU’s medical school requirements included drawing blood, injecting medicine, etc.
 - Student could not meet these requirements
- Proposed accommodations that fundamentally alter the nature of a program are not “reasonable” and therefore not required by law

Case Law (cont.)

Argenyi v. Creighton University (Dec. 2013)

- Deaf student received accommodations and graduated from Seattle University with 3.87 GPA
- He noted that he was hearing impaired and asked for reasonable accommodations when applying to Creighton Medical School
- Creighton continuously refused to give student the same accommodations he had at Seattle University, including interpreters and closed captioning, though it did offer some other alternatives (such as a note taker)

Argenyi case (cont.)

- Creighton believed accommodations requested were an undue burden and that communication with patients was an essential function of being a doctor
- After a four year legal battle, court eventually sided with student
 - Creighton could afford to pay for accommodations
 - Creighton must provide “meaningful access”
- Student readmitted and Creighton must pay for accommodations (and \$500K in legal fees)
- Key takeaway: Accommodations are sufficient when they provide “meaningful access” to educational program

What To Do Now

- Courts generally side with colleges and universities in disability discrimination cases when program requirements and essential components of these programs are clearly articulated to students and students request accommodations that go to the heart of these requirements and are not granted them, *especially in professional, health-care related programs*



What To Do Now (cont.)

- Develop (or review and update), define and publicize program requirements and essential components of the program
 - E.g., if a student must be able to draw blood or lift 20 pounds in the program, this should be specifically stated along with other essential requirements
 - Be prepared to enforce these standards; do not deviate for some students but not others; do not classify components as “essential” if they are not
 - Applicants, students, faculty and administration should all be aware of these standards
 - Publish in catalogs, application materials, etc. (update as appropriate)

What To Do Now (cont.)



- General disability matters
 - Have procedures in place for assisting students who make accommodation requests
 - Make accommodation determinations on a case-by-case basis
 - Utilize institutional resources (including other units) to identify auxiliary aids and services that may be used in providing “reasonable accommodations”

What To Do Now (cont.)

- Disability in admissions considerations
 - Train appropriate admissions staff, faculty and administrators on disability issues
 - Ensure that steps are being taken to ensure that all applicants, including those with disabilities, are notified of the institution's policies and practice regarding nondiscrimination in admissions
 - Do not set a limit on the number of students with disabilities who are allowed into a program
 - Determine if admissions procedures/tests/criteria have a disproportionate, adverse effect on applicants with disabilities

What To Do Now (cont.)

- Disability in admissions considerations (cont.)
 - Are admissions tests given in locations and facilities that are accessible? Is the admissions office accessible?
 - Avoid preadmission questions regarding whether applicant has a disability
 - Ensure that orientation programs do not discriminate on the basis of disability, and that no separate orientation program replaces the regular orientation program for new enrollees with disabilities



Undocumented Students

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IIRIRA

- Section 505 of the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 (IIRIRA)
 - ...an alien who is not lawfully present in the United States shall not be eligible on the basis of residence within a State...for any postsecondary benefit unless a citizen or national of the United States is eligible for such a benefit (in no less an amount, duration, and scope) without regard to whether the citizen or national is such a resident



IIRIRA (cont.)

- Guidance from the Department of Homeland Security
 - “Please note that admission to public post-secondary educational institutions is not...regulated by the IIRIRA...”
 - Admission of illegal aliens left to states – may admit or deny as a matter of policy or through legislation
 - In the absence of any state policy or law, it is up to schools to decide whether or not to enroll illegal aliens
 - Schools must use federal immigration status standards to identify illegal alien applicants
- Though there is no direct guidance on Section 505’s applicability to financial aid, it has been interpreted to prohibit students who are not lawfully in the U.S. from receiving in-state tuition rates at public institutions of higher education

Evolving Nature of the Law: Federal Level

- The Dream Act
 - Refers to a series of bills that have been introduced since 2001 that, if passed, would override Section 505 of the IIRIRA
 - Most recent version lays out a plan for “Dreamers” (i.e., undocumented students) to become permanent citizens
 - Would allow undocumented students to receive federal financial aid and in-state tuition rates
- Despite seemingly strong support, over the past 13 years various versions of the Dream Act have failed to become law

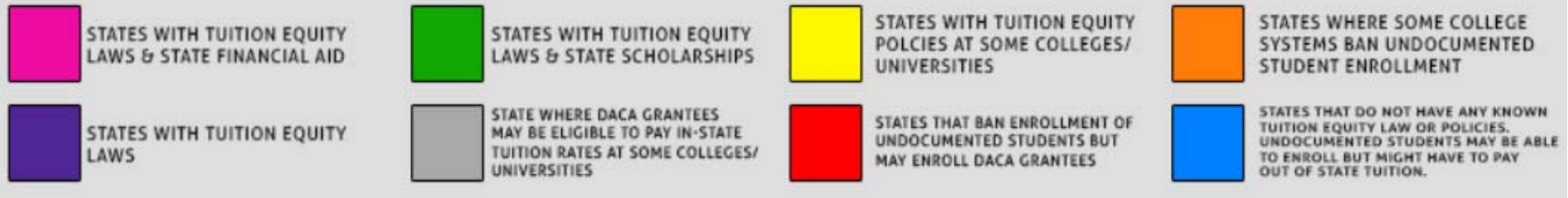
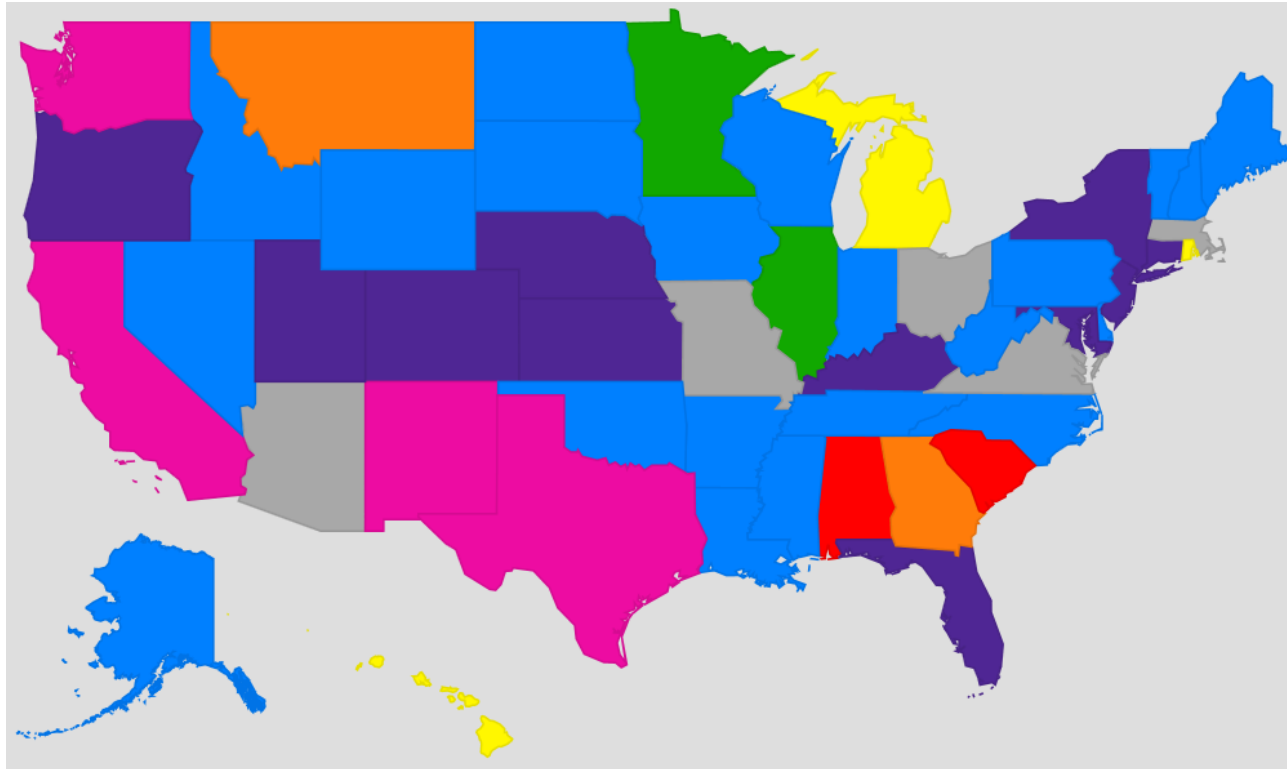
Federal Level (cont.)

- Deferred Action for Childhood Arrivals (DACA)
 - 2012 Guidance from DHS
 - Certain low-risk, low-priority undocumented aliens could apply for DACA status. Can be considered for DACA status if:
 - Under age 31 as of June 15, 2012
 - Came to US before 16th birthday
 - Continuously resided in U.S. since June 15, 2007 through present
 - Physically present in U.S. on June 15, 2012 and at time of DACA status request
 - Entered without inspection before June 15, 2012, or lawful immigration status expired as of June 15, 2012
 - High school graduate or GED
 - No felonies, no significant misdemeanor, less than 3 misdemeanors, and do not otherwise pose a threat to national security or public safety

DACA (cont.)

- DACA status = deportation actions deferred for two years, subject to renewal
- While in DACA status, an otherwise illegal alien “is not considered to be unlawfully present during the period in which the deferred action is in effect”
- Not a permanent solution – actual legal status remains the same
- More simply stated: those in DACA status are undocumented aliens who are lawfully present in the U.S. on a temporary basis as long as they are in DACA status

Evolving Nature of the Law – State Level



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Source: United We Dream, <http://unitedwedream.org/about/projects/education-deep/>, last accessed August 2014

Why Does This Matter?

- IIRIRA and many state laws prohibit postsecondary benefits for undocumented aliens because they “are not lawfully present”
- While in DACA status, undocumented students are lawfully present
 - Arguably, should be able to receive all postsecondary benefits that they don’t currently have access to because they are now lawfully present (at least temporarily)



Takeaways



- It is difficult for undocumented students to access higher education
 - No federal financial aid
 - Limitations on in-state tuition
 - Some states do not allow enrollment/attendance at all
 - Even if state law is silent on the matter, many institutions have policies or historical practices of not admitting undocumented aliens
- Evolving area of the law
- General trend towards admitting undocumented students who are in DACA status



Growing Diversity through Retention

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Benefits of Retention

- Maintaining diversity
- More completion/graduation
- Faster completion/graduation
- Less borrowing/aid
- Lower recruiting costs
 - Less need to fill withdrawal slots
 - Increased recruiting recommendations
- Increased income
- Program success
- Happier alumni
- Better job prospects



State Completion Laws

- Maryland, Tennessee, Georgia, Indiana
- E.g., Maryland
 - State-wide transfer between public institutions, including community colleges
 - All public institutions must create
 - Incentives for obtaining associate's degrees before enrolling in four-year institution
 - Incentives for re-enrolling near-completers
 - Pathway system
 - Graduation progress benchmarks
 - Advising components
 - Students required to file degree plan charting completion before earning 45 credits

Effective Retention Interventions: Transition



- Transition assistance
 - Practical: housing, part-time work, child care, what-to-expect seminars
 - Social: communications, gatherings, peer/faculty mentoring
 - Resource center/point-of-contact

Effective Interventions (cont.): Academic

- Academic support programs
 - Writing assistance, tutoring, study skills
 - Attendance
 - Mid-term grades
- Alternative educational models
 - Used throughout nursing education already
 - New study: replacing traditional lecture courses with “active learning inventions” halves black-white achievement gap in biology courses (CBE – Life Sciences Education, Sept. 2014)
 - Theory: More active approach to learning effectively teaches study skills to those who do not already have them

Effective Interventions (cont.): Financial Literacy

- Budgeting
 - Part-time employment
- Borrowing
 - Loan terminology
 - Recordkeeping
 - Repayment
- Consumer issues
 - Credit scores
 - Identity theft
 - Credit card usage



Effective Interventions: Default Management

- Default management plans
 - Department of Education “strongly” recommends voluntary plans for all institutions
 - Benefits to schools
 - Data
 - Access to student aid
 - Avoid penalties in pending legislation
 - Benefit to students
 - Increase financial literacy, retention, completion
 - Maintain Title IV eligibility
 - Avoid default, credit implications, federal lawsuits



Effective Interventions (cont.): Engagement



- Advising
 - Academic progress
 - Employment possibilities
 - Life skills
- Student involvement
 - First year students
 - Connect to resources
 - E.g., diversity resource center, population-specific community groups

Effective Interventions (cont.): Example

Example: Accelerated Study in Associate Programs (ASAP); City University of New York

- * Financial support
- Formal student commitment
- Intensive academic and career advising
- Classes organized by major – students move together
- Full-time enrollment
 - Block scheduling (9:00-3:00, 3:00-9:00)
 - Allows full-time enrollment plus work/family
 - Mandatory attendance
- Graduation rates double those of non-ASAP students

Retention Takeaways

- Consider a variety of approaches
 - Transition
 - Academic
 - Financial
 - Engagement
- Set measurable goals
- Track success

Poised for Success

- Increased diversity
- Improved learning
- Stronger institutions
- Better communities



Questions

