Catalyzed through collaboration:

Breaking down barriers for diverse students

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Objectives

- The learner will identify strategies to partner with the community to increase program diversity.
- The learner will identify barriers to student success and good educational outcomes.
- The learner will identify strategies to design a success program that can improve educational outcomes.
- The learner will be able to evaluate and modify programming to achieve desired goals.
- The presenters have no conflict of interest.
- This project was funded through the Cleveland Foundation, Cleveland, Ohio , USA

Background

- Minority nurses represent only 16.8% of the nursing population, yet, the minority population of the U.S. is 22% and expected to rise to over 50% by 2043 (U.S. Department of Labor, 2015).

- Increased numbers of minority nurses are needed to provide culturally appropriate care to a growing racially and ethnically diverse U.S. population.

- Recommendations from the Institute of Medicine (2011), the National League for Nursing (NLN) (2016), and the American Association of Colleges of Nursing (2015).

Purpose

Community partnership for pre-nursing students.

Goals:

1. Recruit students from diverse backgrounds
2. Retain 60% of the enrolled students through to the enrollment in nursing courses and graduation within six years;
3. Partner with major healthcare providers to employ 80% of the students as State Tested Nursing Assistants (STNA); and
4. Achieve an 80% satisfaction rating from programming evaluations.

Somewhere over the Rainbow

Methods

- Strategies to engage the community
  - Foundations
  - Schools
  - Healthcare agencies
  - University

Barriers

The *fool* doth think he is *wise* but the *wise* man knows himself to be a *fool.*

WILLIAM SHAKESPEARE

Demographics

| Diversity Statistics Pre-Nursing, STTEP-UP, and Traditional Programs			
Pre-Nursing		Traditional	
2016-2017		2016-2017	
African American	12	African American	41
Hispanic	2	Hispanic	2
Caucasian	14	Caucasian	115
Asian	0	Asian	6
International	0	International	2
two or more races	0	two or more races	8
14/28 (50%)		59/174 (34%)	
Pre-Nursing		Traditional	
2017-2018		2017-2018	
African American	13	African American	33
Hispanic	1	Hispanic	1
Caucasian	7	Caucasian	94
Asian	0	Asian	5
International	0	International	6
Two or more races	0	Two or more races	9
14/21 (67%)		54/148 (36%)	
Pre-Nursing		Traditional	
2018-2019		2018-2019	
African American	12	African-American	34
Hispanic	2	Hispanic	4
Caucasian	6	Caucasian	87
Asian	0	Asian	6
International	3	International	3
Two or more races	1	Two or More Races	7
unknown	7	Unknown	11
Unknown * removed from calculation	16/29 (55%) / 16/21 (76%)*		54/152 (36%) / 54/141 (38%)*
2017 - 2018 STTEP-UP Pre-Nursing		2018 - 2019 STTEP-UP Pre-Nursing	
African American	6	African American	11
Hispanic	1	Hispanic	2
Caucasian	3	Caucasian	1
Asian	0	Asian	0
International	0	International	1
Two or more races	0	Two or more races	0
Male	1	Male	0
8/11 (72%)		13/15 (87%)	

Results

August 2017 Cohort (n=11)

- Of the 11 students recruited, 72% met the definition of diverse.
- Retained 60% of the students at Ursuline College; 30% in the major.
  - Retention rate for students admitted in 2016 before implementation was 26% at the college (in major or at Ursuline)
  - GPA's ranged from 2.3 to 3.8 (Mean 3.0). Mean GPA for the fall 2016 cohort, which did not have a success program, was 2.2. [t –value = 1.94968. p = 0.033]
- 100% of remaining cohort employed as STNA's
- Satisfaction data ranged from 75% to 100% student and mentor satisfaction

Results

- August 2017 Cohort (n=10)
  - Unforeseen circumstances:
    1. Major change
    2. Financial hardship
    3. Unrealistic self-perception
   4. Family issues
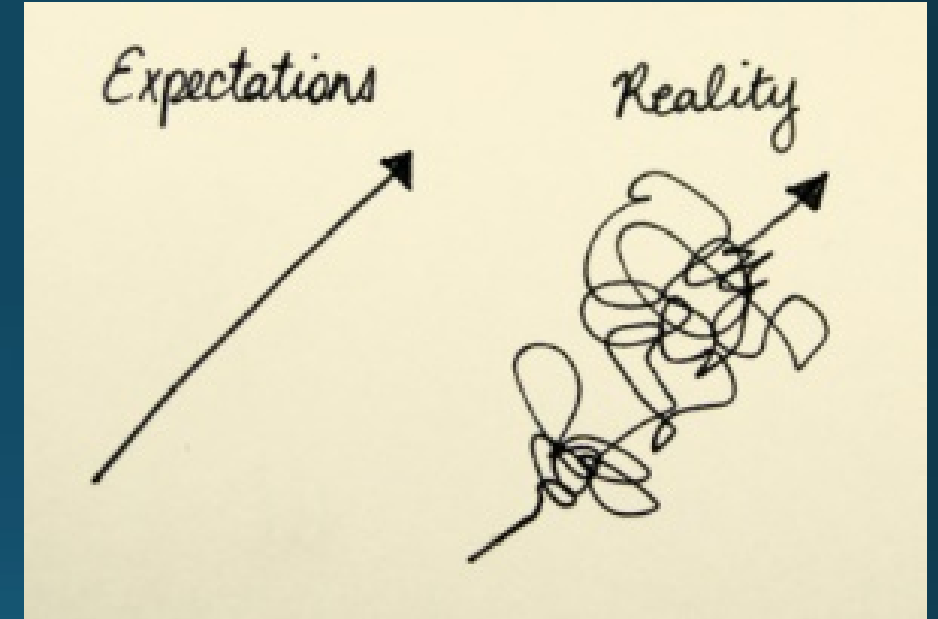
Results

- August 2018 Cohort (n=15)
  - Of the 15 students recruited, 87% met the definition of diverse.
  - Cumulative GPA's range from 0.77 to 3.77, with the mean score of 2.99.
  - Mitigating issues affecting performance: average cumulative GPA is 3.15.
  - Retained 95%
  - Satisfaction data

Results

- August 2018 Cohort
  - Unforeseen circumstances affecting goal achievement include:
    1. Student compliance decreased
    2. Intensive education experiences = 4/4 in most categories.
    3. STNA testing delayed
    4. Connection and commitment of coordinator #2
    5. Reset
  - Changes in stipend allocation and tutoring schedules are resulting in improved compliance and attendance this semester

Future Considerations
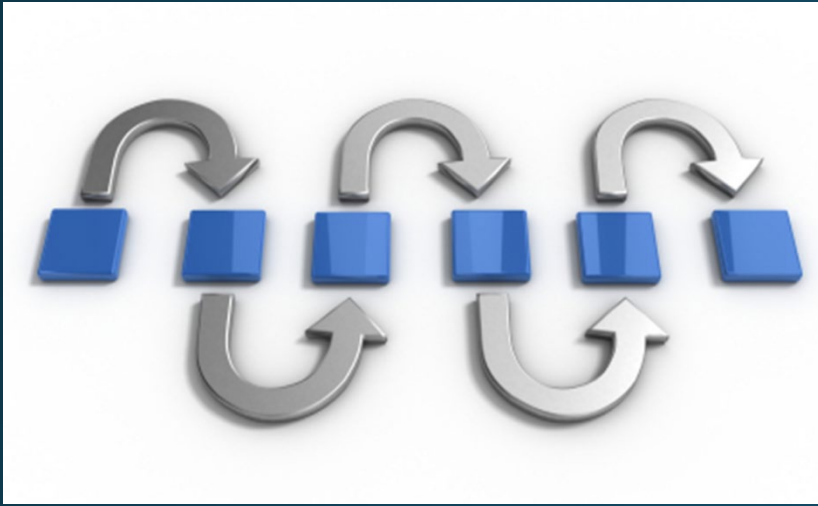
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