



NEW CAREERS IN NURSING

A Study of the Influence
of the New Careers in
Nursing Program on the
Culture of Participating
Schools of Nursing

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RESEARCH REPORT

A Study of the Influence of the New Careers in Nursing Program on the Culture of Participating Schools of Nursing

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In 2014, ETS conducted a study investigating how the New Careers in Nursing (NCIN) program may have influenced the culture of participating schools of nursing. Select schools of nursing received grants from the Robert Wood Johnson Foundation to provide scholarships and support services for students in accelerated nursing programs. Case studies involving multiple interviews and focus groups were conducted in 8 NCIN schools of nursing chosen to represent public and private schools from all US regions. Results suggested that, in addition to benefiting accelerated nursing program students through the financial support of scholarships, the NCIN program may have increased the enrollment of male and minority students in accelerated nursing programs. Furthermore, the orientation, mentoring, and leadership supports provided with NCIN resources may have contributed to positive program and career outcomes for participating students, and in many cases the supports will be extended to all nursing students after the NCIN program ends. Lessons learned for the field include the potential for schools of nursing to employ strategies used by NCIN grantees to increase the diversity of their incoming cohorts and the ongoing need for financial supports for accelerated nursing students.

Keywords Nursing; accelerated programs; case study; scholarships; schools of nursing; culture; recruitment; mentoring; leadership; diversity

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Chances are, if you walk into most schools of nursing across the country, the entranceway or the hallways will be adorned with the annual baccalaureate class pictures commemorating pinning ceremonies¹ or commencement exercises. At many schools of nursing, these walls of annual class pictures chronicle the changes in the nursing field over the decades. One striking difference in the class pictures is the changing demographic composition of the classes. Although in earlier decades, the class pictures often presented a class composed almost entirely of White, non-Hispanic women, today's classes include White men as well as male and female nurses from many racial and ethnic backgrounds that have historically been underrepresented in the nursing profession at the baccalaureate and master's levels.

There are several potential explanations for this demographic shift. One is that it is due to no specific action but rather simply reflects an incremental increase occurring over time as underrepresented minorities and males have started to see people like themselves working as nurses. Another possibility is that schools of nursing made targeted efforts to recruit and support underrepresented minorities and males into their programs. Still a third possibility is that campaigns by national nursing organizations were successful at increasing the diversity of the nursing workforce. This report explores the third possibility.

In 2008, the Robert Wood Johnson Foundation (RWJF), in partnership with the American Association of Colleges of Nursing (AACN), launched the New Careers in Nursing (NCIN) program to urge schools of nursing to intentionally diversify their nursing programs, among other goals. AACN serves as the NCIN program's national program office, charged with monitoring and supporting the implementation and progress of the program. The NCIN program was developed to (a) help alleviate the national nursing shortage, (b) increase the diversity of nursing professionals, (c) expand capacity in baccalaureate and graduate nursing programs, and (d) enhance the pipeline of potential school of nursing faculty (Robert Wood Johnson Foundation [RWJF], 2013b). Through grants to schools of nursing, NCIN provides \$10,000 scholarships to accelerated nursing students (RWJF, 2013b).² Recipients have the flexibility to use the scholarships to pay for tuition, academic fees, or living expenses. The NCIN program serves college graduates without nursing degrees who are enrolled in accelerated bachelor's of science in nursing (ABSN) and accelerated master's of science in nursing (AMSN) programs

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and who are from groups underrepresented in nursing (i.e., minorities and men) or from economically disadvantaged backgrounds.³

When they designed the NCIN program, the interests of RWJF and AACN extended beyond simply increasing enrollment rates of students of color and male students in schools of nursing. Both organizations were interested in examining what other aspects of the school of nursing were influenced by having a greater presence of students from nontraditional backgrounds in the community. Throughout all grant cycles, AACN and RWJF provided scholarship support as well as modest programmatic⁴ and technical assistance for grantee schools of nursing. The central impetus for these supports was to facilitate NCIN students' degree program success.

In 2009, RWJF asked ETS to conduct an evaluation of the NCIN program (see Appendix A). In the first phase of the evaluation, we focused specifically on the accomplishments of the NCIN program. In the second phase of the evaluation, we broadened our work to produce three studies: a study of teaching and learning activities in NCIN grantee accelerated nursing programs (Millett, Stickler, & Wang, 2015a), a study of the experiences and plans of NCIN alumni (Millett, Stickler, & Wang, 2015b), and a study of the influence of NCIN on the culture at grantee nursing schools, which is summarized in this report. For the present study, we hypothesized that the various activities of the NCIN program were influencing the culture at the grantee schools of nursing. To learn if our hypothesis was on point, we proposed to conduct a descriptive multiple case study to "describe the phenomenon in its real-world context" (Yin, 2003, p. 13). For this case study, the phenomenon examined was the implementation of the NCIN scholarship program for the students and the related technical assistance provided to the schools of nursing. We chose to conduct campus visits at eight schools of nursing to learn how the NCIN program fit into the daily lived experiences of the school of nursing community. We sought to understand the experiences of the case study schools with an initiative launched and funded by an external organization.

As we developed the case study design, we identified eight research questions:

1. Why are schools of nursing participating in the NCIN program?
2. How have schools of nursing changed to accommodate NCIN students (e.g., refined their orientation programs, added cocurricular programming)?
3. How have the special components for NCIN (e.g., mentoring and leadership) been adopted by the larger school of nursing community (e.g., accelerated, second-degree only, other programs as well, or the whole school of nursing)?
4. How have adjustments been made to use the scholarships as a tool to entice students to apply to a nursing school rather than as a tool for helping admitted students decide to enroll?
5. How has the inclusion of nursing students from the targeted NCIN populations (e.g., men, minorities, and persons of low socioeconomic status) affected the culture of each school?
6. How has NCIN influenced the curriculum with respect to issues such as cultural competence?⁵
7. How has the technical assistance that AACN provides been used by the larger program (e.g., mentoring, leadership)?
8. How, if at all, are schools of nursing supporting students differently now compared to how they did so in the past?

In this report we summarize what we learned about the NCIN program and address each of these questions. The report is presented in five sections. Section 1 presents a profile of the NCIN program. Section 2 describes the case study methodology. Section 3 presents the case study findings. Section 4 presents the conclusions. The final section presents our recommendations for NCIN.

Section 1: New Careers in Nursing Program Profile

As of January 2015, seven funding cycles had been completed (see Figure 1). In total, 130 different schools of nursing received \$35.1 million in support to award 3,517 scholarships: 2,723 (77%) for ABSN students and 794 (23%) for AMSN students. To date, 3,397 students have received NCIN scholarships. Over the 7-year grant period, only 11 scholarships were not utilized.⁶

NCIN's coverage of the landscape of accelerated nursing programs is noteworthy (see Appendix B). The 130 schools of nursing that received NCIN scholarships represent 43% of the universe of 303 AACN-recognized accelerated ABSN or AMSN programs in fall 2013. The students who received the scholarships also represent a range of individuals in nursing.

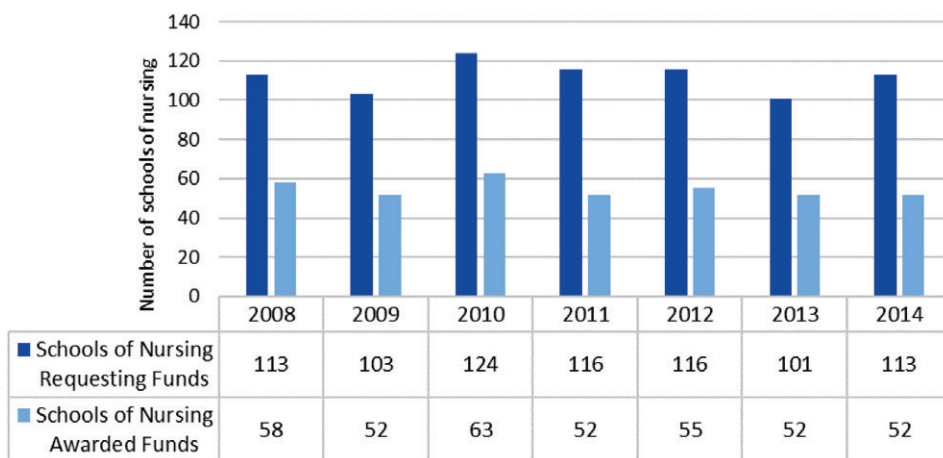


Figure 1 Supply and demand for New Careers in Nursing scholarships by schools of nursing. Data from researchers’ calculations using data on all New Careers in Nursing scholarships provided by the American Association of Colleges of Nursing/Robert Wood Johnson Foundation.

New Careers in Nursing: From the Start, More Than a Scholarship Program

NCIN may have initially been perceived as merely a scholarship program—the \$10,000 scholarships attracted the attention of many schools of nursing. This is a sizeable scholarship in nursing education. From the start of our work with NCIN, four features of the program led us to characterize it as more than a program that merely dispensed scholarship money to students. These are (a) its focus on recruitment, mentoring, and leadership development (the three-legged stool of NCIN); (b) regular gatherings of NCIN program liaisons from all grantee schools; (c) the series of toolkits developed by AACN to support NCIN; and (d) the AACN National Advisory Committee.

Three-Legged Stool of New Careers in Nursing

The three components of the NCIN program, composing the three-legged stool, were student recruitment and enrollment, mentoring, and leadership development. In addition to the grant funds for the scholarships, the NCIN schools of nursing received approximately \$1,000–\$5,000 per year to support implementation of the mentoring and leadership programs as well as an orientation program for accelerated nursing students called the pre-entry immersion program. The grantees were expected to work to recruit and enroll more male and minority students, to provide an orientation program including the strategies outlined for the pre-entry immersion program, to connect scholarship recipients with appropriate mentors in the nursing field, and to provide leadership development activities outlined in the leadership development toolkit developed for NCIN (see the following section *Fostering a Community of Professional Practice* for more information on the NCIN toolkits). The annual grant application⁷ and the annual grantee reports required the schools of nursing to set and report on their objectives in each of these areas, and if they were funded, annual reports required them to report on the activities they implemented and the progress they were making. From the outset, the three-legged stool of NCIN was emphasized to the nursing community—and first and foremost to the representatives from the schools of nursing that received the NCIN scholarships. These individuals are referred to as the NCIN program liaisons, and they were the day-to-day link to AACN for the grant.

Regular Focused Gatherings of the New Careers in Nursing Community

One of the important contributions of AACN in its role as the national program office for the NCIN program was to engage with the NCIN community. From the start, AACN’s approach was to develop AACN programming with the program liaisons, rather than providing it for them, in order to establish joint responsibility. Perhaps one of the best examples of AACN’s work to engage the NCIN community is the annual program liaison summit. Starting in December 2008, the annual program liaison summit was convened as a 2-day meeting to bring together all of the program liaisons, along with other key staff members from the schools of nursing, to review the progress NCIN was making toward its goals, as well as

to engage in professional development activities around NCIN-related issues. The success of these events was due to the active involvement of the program planning committee comprising AACN staff and program liaisons. Together, program liaisons and AACN staff crafted the summit program; in some cases this resulted in the participation of the liaisons in the final program.

AACN leveraged technology to stay connected with the NCIN community. Webinars for program liaisons offered a different platform to deliver information on key topics such as the annual grant submission, orientation to new liaisons, and information about new activities related to the grant, such as the addition of the pre-entry immersion program or topics of interest and relevance to the nursing community.

Fostering a Community of Professional Practice

A hallmark of the NCIN program is the toolkit series AACN produced. AACN developed the toolkits, in collaboration with program liaisons, to provide NCIN schools of nursing with information on ways to support students through the transition into the program and ensure not only their successful completion of the program but the development of strong nursing and leadership skills. In total, seven toolkits were created:

1. Pre-Entry Immersion Program Toolkit (2010)
2. Leadership Development Toolkit (2010)
3. Media Toolkit (2010)
4. The Mentoring Toolkit and Handbook (2011)
5. Recruitment Toolkit (2012)
6. Doctoral Advancement in Nursing Faculty Toolkit (2013)
7. Doctoral Advancement in Nursing Student Toolkit (2013)

NCIN provided the toolkits to all schools of nursing receiving scholarships, with the expectation that the schools would incorporate the activities and strategies in each toolkit into their activities. The pre-entry immersion program toolkit was developed to tailor new student orientation to the needs of accelerated students. They also expected that schools would use the mentoring and leadership toolkits to enhance their programs in these respective areas or to develop new programs if none existed. The media toolkit was designed to be used by schools to help them to publicize the NCIN program in local and campus media outlets. Finally, the toolkits for the Doctoral Advancement in Nursing program were designed to support nurses interested in earning a doctoral degree, either a PhD or a doctorate in nursing practice (DNP), as well as the faculty who work with students as they apply to and enroll in doctoral programs.

American Association of Colleges of Nursing and the New Careers in Nursing National Advisory Committee

In addition to the leadership of AACN in its role as the national program office, the NCIN program has a National Advisory Committee (NAC). NAC members represent a range of experiences in the nursing and health care professions, from deans to faculty to professionals in the field to members of other health care sectors (e.g., dentistry). Collectively, the AACN leadership and the NAC have kept their ears to the ground in terms of hot topics for AACN to consider, such as the findings from the Institute of Medicine (IOM, 2011) report *The Future of Nursing: Leading Change, Advancing Health*.

At every milestone along the way, AACN and the NAC have been proactive and receptive to change. When it has been necessary, AACN and the NAC have heard feedback from the NCIN community and revised their approach. It has been a reflective and cyclical process (see Figure 2). For example, when the early responses to the NCIN Entry Survey showed that students were reporting high stress levels at the start of their accelerated program, AACN and the NAC supported the idea of developing the pre-entry immersion program. Today, the pre-entry immersion program is available in in-person and online versions that provide support and information for new accelerated nursing program students.

AACN and the NAC have also been stewards of the mission of NCIN, as shown by their annual efforts to identify schools of nursing to receive the scholarship awards. Additionally, the NAC members are active participants in the annual program liaisons summit.

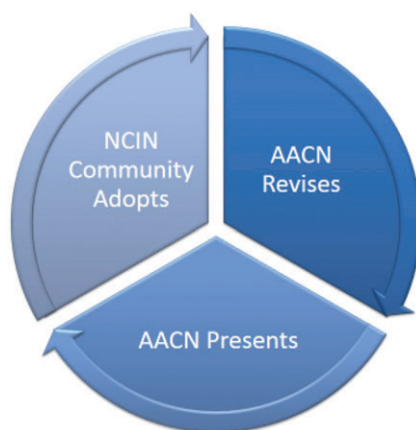


Figure 2 American Association of Colleges of Nursing's New Careers in Nursing feedback loop.

Three Important Contextual Events Over the New Careers in Nursing Grant Cycle

Whether intentionally or unintentionally, three key external events may have shaped the course of NCIN implementation at all of the grantee schools of nursing. First, the 2007–2009 economic recession coincided with the launch of the NCIN program. One of the main consequences of the recession was that many campus budgets were either frozen or reduced. In some instances, the changing fiscal situations led to enrollment freezes or faculty hiring freezes.

Another key event, this one viewed more positively, was the release of the IOM (2011) report *The Future of Nursing: Leading Change, Advancing Health*. Two noteworthy recommendations in the report directly related to the work of NCIN were Recommendation 4, “Increase the proportion of nurses with a baccalaureate degree to 80% by 2020,” and Recommendation 5, “Double the number of nurses with a doctorate by 2020.”⁸ These two recommendations aligned with many schools of nursing goals to grow their undergraduate and/or graduate program enrollments as well as with their efforts to promote the value of doctoral degrees to their current and former students.

The third key event during the NCIN program occurred in February 2014. At the conclusion of its strategic planning process, RWJF announced that it would be closing 10 programs in its human capital portfolio, which included programs to support development of professionals in health care fields, including NCIN (see RWJF, 2015). RWJF acknowledged that these programs, though excellent, were not in alignment with its new strategic priorities. The NCIN program was 1 of the 10. This was discouraging news for many current and prospective grantees who were hopeful that the RWJF NCIN scholarships would continue to provide substantial support for students who have traditionally been underrepresented in nursing.

Section 2: Case Study Methodology

We reviewed the list of 67 grantee schools of nursing that had been funded in the first six grant rounds to identify 20 schools of nursing as possible candidates for participation in the case study visits. Our goal was to select 8–10 schools of nursing in which to conduct in-depth multiday site visits involving interviews and focus groups with a range of program staff, students, alumni, and school of nursing faculty and administrators. Six criteria were used to select the case study schools:

1. Years of NCIN support: Schools of nursing were multiple-round grantees.
2. Type of NCIN scholarships awarded: Schools of nursing ranged from those receiving NCIN scholarships only for their ABSN or AMSN programs to those receiving scholarships for both programs.
3. Geographic representation: Schools of nursing were in various geographic areas (Northeast, South, Midwest, and West).
4. School sector: Schools of nursing represented public or private institutions.
5. Other characteristics: Prospective schools of nursing were also considered on the basis of other attributes such as their work with men in nursing, distance-learning efforts, and participation in supplemental NCIN programing such as the NCIN Scholars' Network.⁹
6. Not included in prior ETS site visits: Schools of nursing were not among those that the ETS evaluation team had visited in the first 4 years of the evaluation.

Table 1 Schools of Nursing Selected for New Careers in Nursing Case Study

| School of nursing | Geographic region | Public or private | NCIN scholarship | Funding rounds | | | | | |
|--|-------------------|-------------------|------------------------------|----------------|---|---|---|---|---|
| | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| Azusa Pacific University School of Nursing | West | Private | ABS N and AMS N ^a | x | x | x | x | | |
| Duke University School of Nursing | South | Private | ABS N | x | x | x | x | x | x |
| Kent State University College of Nursing | Midwest | Public | ABS N | x | x | x | x | x | |
| Nebraska Methodist College of Nursing and Allied Health | Midwest | Private | ABS N | | | x | x | x | x |
| Southern Connecticut State University | Northeast | Public | ABS N | | x | x | x | x | x |
| University of Mississippi Medical Center School of Nursing | South | Public | ABS N | | x | x | x | x | x |
| University of Rochester School of Nursing | Northeast | Private | ABS N and AMS N | x | x | x | x | x | x |
| University of Wyoming Fay W. Whitney School of Nursing | West | Public | ABS N | x | x | x | x | x | x |

Note. From ETS New Careers in Nursing Schools of Nursing Case Study. At the time of the school selection, six funding rounds had passed. ABS N = accelerated bachelor's of science in nursing, AMS N = accelerated master's of science in nursing, NCIN = New Careers in Nursing.

^aAzusa Pacific University received scholarships for ABS N and AMS N students for Rounds 1–3 and for ABS N students for Round 4.

We also conferred with the AACN and RWJF teams to hear their thinking about schools of nursing that would be good candidates for the case study. On the basis of our review of all funded schools against the criteria, as well as the suggestions of AACN and RWJF, we selected eight schools of nursing to invite to participate in the case study (see Table 1 and Appendix C) and all eight schools accepted the invitation to participate.

For each campus visit, we identified the key members of the school of nursing who would have an interest in and/or interaction with the NCIN program (see Figure 3). ETS provided the NCIN program liaisons with sample letters of invitation for inviting key participants for the campus visits. At each school, individual interviews were conducted with the dean of the school of nursing, the NCIN program liaison, and the financial aid and admissions staff. Faculty, students (NCIN and/or non-NCIN students), and alumni (NCIN and/or non-NCIN alumni) participated in focus groups. Student and alumni focus group participants received a modest token of appreciation for their participation (a \$5 gift card). In some instances, these core interviews and focus groups were supplemented with additional interviews with placement coordinators, development professionals, student service professionals, and DNP, research doctorate (PhD), or master's program directors, as well as with key stakeholders outside of the nursing school (e.g., representatives from clinical sites).

Our approach in conducting the case study visits was not to portray a single school of nursing and its specific NCIN practices or specific ABS N or AMS N programs (Yin, 2014). Rather, our approach was to learn from eight different schools of nursing so that we might synthesize the lessons learned from all of them around key topics related to NCIN and accelerated nursing programs for individuals who do not have baccalaureate degrees in nursing. Our intention is for the work presented in this case study report to be of interest to nursing educators, students and alumni, professional organizations, and potential funders.

The findings from the nursing school case studies should provide a richer understanding of how an effort such as NCIN provides not only scholarships but also targeted areas of programmatic foci for schools of nursing. The overarching question of the study is whether NCIN priority areas have been inculcated into the nursing school culture such that the departure of NCIN will not lead to the evaporation of these efforts.

The case study visits were conducted over the course of the 2013–2014 academic year (see Table 2). Each visit was approximately 2.5 days in length. Four of the eight case studies were conducted prior to the RWJF's announcement, made on February 10, 2014, that NCIN was 1 of 10 human capital programs that it would sunset.

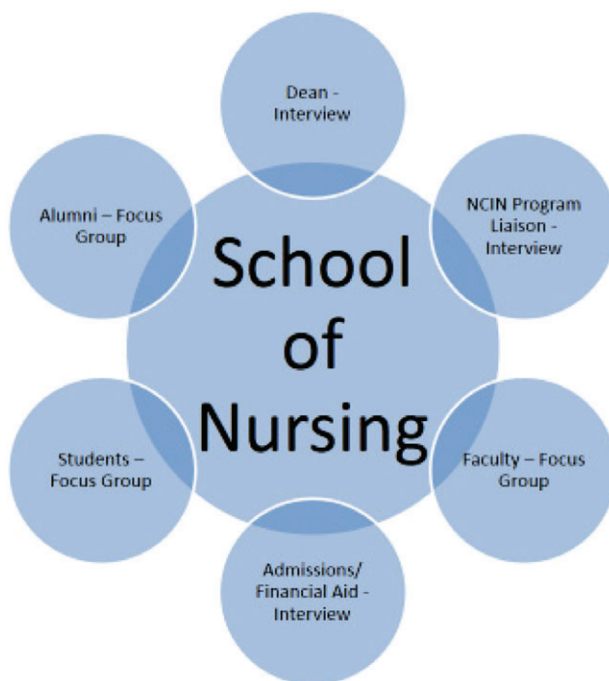


Figure 3 Key participants in school of nursing interviews or focus groups.

Table 2 New Careers in Nursing Site Visit Schedule, Academic Year 2013–2014

| School of nursing | Site visit date |
|---------------------------------------|-----------------------------|
| University of Wyoming | October 2–4, 2013 |
| University of Mississippi | October 30–November 1, 2013 |
| University of Rochester | November 19–21, 2013 |
| Azusa Pacific University | January 22–24, 2014 |
| Duke University | February 25–27, 2014 |
| Southern Connecticut State University | March 4–6, 2014 |
| Kent State University | March 13–14, 2014 |
| Nebraska Methodist College | April 1–3, 2014 |

In preparation for the site visits, we reviewed each school of nursing’s grant applications and annual reports submitted over the 6-year NCIN history, as well as a profile of the school of nursing (see Appendix D for updated versions of case study school profiles). The first author conducted all of the interviews and took detailed field notes. All of the interviews and focus groups were recorded and transcribed. Data were analyzed using a coding scheme developed by the researchers to highlight findings related to the research questions; analyses were conducted by two evaluators using QSR International’s (2012) NVivo 10 qualitative data analysis software program.

Case study research is not without its limitations. First and foremost, it is not possible to generalize the results to the wider population of schools of nursing. The eight schools in this study may differ from the larger corpus of schools of nursing. However, it would have been difficult with respect to resources to carry out the study with a greater number of sites. Second, we need to acknowledge that our own subjective feelings about the NCIN program, based on our deep experience with it, may influence our analyses and presentation of the findings; except for one of the case study coders, all members of the research team were involved in the other NCIN evaluation studies conducted by ETS and thus were quite familiar with the NCIN program.

To supplement the results of the interviews and focus groups, we obtained and analyzed data on the demographic characteristics of all NCIN scholarship recipients (*N* = 3,397) through March 2015, drawn from the NCIN Entry Survey (administered to all scholarship recipients each year) database, provided by AACN. The database of NCIN grant applications and awards, also provided to us by AACN, provided data on numbers of scholarships requested and awarded, which

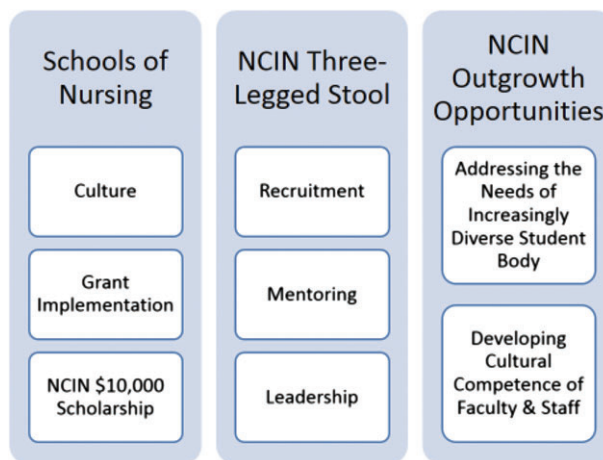


Figure 4 Three thematic areas arising from the case study interviews and focus groups. NCIN = New Careers in Nursing.

we summarize in Figure 1. The case study school profiles in Appendix D present the results of analyses of the demographic characteristics of students and the numbers and amounts of grants requested and awarded at each case study school for all 7 years of the NCIN program. Analyses of student demographic data and program-wide data on school of nursing scholarship requests and awards included frequencies and cross tabulations.

Section 3: Case Study Findings

In thinking about how best to present the richness of the case study interview conversations with a variety of members of the schools of nursing communities, three broad areas immediately came to the surface (see Figure 4):

- What is happening at the schools of nursing with respect to three key areas: school culture, implementation of the NCIN grant, and the \$10,000 scholarship?
- Building on the NCIN three-legged stool metaphor, what is being achieved in the three key program areas of recruitment, mentoring, and leadership? Furthermore, how will these efforts be sustained after NCIN?
- What efforts have been made to address the needs of an increasingly diverse student body in accelerated nursing courses and to increase the cultural competence of school faculty and students? Furthermore, how will these efforts be sustained after NCIN?

Schools of Nursing

This section focuses on the NCIN program in terms of its implementation and its relationship to the schools of nursing. It addresses three questions: (a) How well do the goals of NCIN align with the campus/school culture, and with the school's goals for its accelerated nursing students? (b) What does it mean from the school of nursing perspective to implement NCIN? (c) What does a \$10,000 scholarship mean in the context of funding an accelerated nursing degree?

Shared Cultural Values

Organizational culture is defined as the values and beliefs held by members of the organization; in other words, it is an invisible reflection of employee attitudes and perceptions at a point in time (Ayers, 2005; Momeni, 2009).

At each school of nursing, those in the top leadership roles, that of a dean or a program chair, spoke passionately about their schools and the goals that they have for them. Many of them shared their own positive experiences with the RWJF—some as RWJF Executive Nurse Fellows or as past RWJF grantees.

When you look across the mission statements of the eight schools of nursing, several words stand out as overlapping among multiple statements: *excellence*, *collaborative*, *professional*, and *service* (see Appendix D). It soon became apparent that the goals of the RWJF, the AACN, and the eight schools of nursing were well matched when it came to the NCIN program. As one program liaison, Michael Relf of Duke University, noted,

Every year when we've submitted [the NCIN grant application] — there's always some kind of a statement in there that your goals align with our strategic plan, and how rare and wonderful that we're not just applying to this because it's an opportunity; it truly matches what we're trying to accomplish in our vision, in our value statement, and our strategic plan.

Similarly, another program liaison, Candace Tull at the University of Wyoming, stated,

I think that we're all working for the same things. We want to build leaders, we want to build people who will make a difference in the profession, and I think the leadership program and the mentorship program do that. We want students to be successful.

Several deans mentioned leadership as a core value supported by NCIN, and specifically mentoring the next generation of leaders in nursing. One dean, Aja Tulleners Lesh at Azusa Pacific University, noted that her nursing school and RWJF seemed to have the same values and to share the goal of advancing the nursing field. She stated,

We're very consistent with the values that I think that the Robert Wood Johnson Foundation has always had, and that is to develop quality nurses with leadership potential that could influence healthcare in the world today, in the United States today, that can really advance the profession.

Another dean noted that the NCIN program aligned with and supported the school goal of retention. And another stated that there was a good fit between the NCIN support for mentoring and leadership and her school's values.

Several of the deans also discussed how their schools of nursing had grown under their tenure, in some cases despite the challenges posed by the recent economic recession. It was clear that the NCIN program was one effort among many that helped advance the deans' goals to grow their program as a result of opportune market forces (e.g., Azusa's development of an online RN to bachelor's of science in nursing program). Some of the shared challenges the deans commonly tackle in trying to grow their programs are supply issues — providing adequate clinical placement slots as well as having sufficient numbers of faculty and preceptors on staff to teach and support additional students. Paul Savory at Nebraska Methodist College noted, "Our bachelor's degree nursing program is at capacity in terms of clinical space. We're starting to run out of clinical spaces everywhere you go." Lin Hughes at Nebraska Methodist College noted,

We would love to be even bigger, but it's faculty, especially specialty faculty, which are difficult sometimes. It is hard to get the number of clinical sites that we need, and then the specialized faculty to be the experts in that field to be able to teach two to three days a week. Sometimes we can get adjunct faculty to teach two days a week, but when you add an extra day in because this is such a fast-paced course or program, that's when we have the restriction.

However, in a few cases, such as at Southern Connecticut State University and the University of Rochester, receipt of the NCIN grants led universities to allocate additional funds toward additional clinical faculty, including those from more diverse backgrounds at Rochester, to serve more students. At Southern Connecticut State University, Lisa Rebesch explained that the university planned to leverage the NCIN funds to bring on additional faculty: "We're going from 30 [students] that we accepted last year to 36, which will require extra clinical faculty. [The funds have led to] support for the ability to hire."

Several deans specifically mentioned a core value of diversity being aligned with and supported by NCIN. One noted, "I think that it definitely raises people's consciousness of the need for diversity and equity, and to encourage people who wouldn't normally be in nursing, to come into nursing." They used words such as *aligned* and *complementary* to describe how NCIN related to their priorities for increasing the diversity of their student bodies. Their common challenge is securing the financial support to fund diversity efforts. For these nursing leaders, submitting a grant application to the NCIN scholarship sponsored by the RWJF made complete sense. It may be that because the grants helped expand some nursing programs, this expansion led to support from the school administration for the hiring of additional staff to teach the additional students.

Being on campus at the eight schools of nursing provided a hint of the variety of circumstances and priorities that steer schools' functions on a daily basis. For example, at the University of Wyoming, one of the major goals is to educate nurses in a program that is very geographically dispersed. Students have learning opportunities in a variety of health care settings spread out across the state. The success of the program is tied to local development. Azusa Pacific University places great

value on providing a Christian experience for its students, and this shapes its program offerings. Duke University is a national leader in nursing education. Students come to Duke University because they want the Duke experience—the high number of clinical hours that students experience as well as the wealth of resources available to students (editors, statistics help, etc.). Another example is the University of Mississippi, which provides opportunities for students to work at a health care clinic in the Mississippi delta¹⁰ providing hands-on exposure to rural health issues.

Implementing the New Careers in Nursing Grant

A good idea is about 10% of what it takes to succeed. Implementation, hard work, and luck is 90%. (G. Kawasaki, personal communication, June 3, 2015)

The program liaisons are the linchpin to implementing NCIN at each school of nursing. They are the conduit for bringing the goals of the NCIN program to their campuses as well as for connecting existing school of nursing priorities and activities to NCIN. The NCIN goal is to create synergistic experiences across all NCIN schools. It seems that the liaisons have largely been successful in their roles. The scholars spoke glowingly of the work that the program liaisons were doing to keep them in their programs and help them be successful. Many described learning about the NCIN program, and being encouraged to apply, through their program liaisons. Several talked about how responsive and helpful their liaisons were, particularly in terms of communicating about NCIN mentoring and leadership activities and helping students figure out how to attend.

With a few exceptions, the faculty or staff who wrote the initial NCIN grants remained engaged with the program. In a couple of instances, the faculty and administrators who wrote the initial grants were no longer with the school of nursing (typically, they had retired). The transition periods have been fairly successful, according to the new program liaisons. In one case, the transition is relatively recent, and time will tell how successful it was. According to the newer liaisons, one of the aspects that helped the transitions of the program liaisons go relatively smoothly was the support AACN provided during the transitions.

In general, the program liaisons spoke positively of AACN in its capacity as the national program office for AACN. They felt that attending the annual NCIN program liaisons summit was beneficial for them and led them to bring useful ideas back to their schools. As Michael Relf of Duke University explained, “[the annual summit] brings schools together, and it’s an opportunity to network, and learn from each other, and learn best practices that you can replicate back in your home institution.” Jay Hays of Kent State University said, “Because of the NCIN summits, where I learned about these other accelerated programs that are actual graduate programs, I started really looking at, ‘What if we had a graduate program that’s accelerated?’”

Program liaisons also appreciated the leadership of Vernell DeWitty, director of NCIN at AACN, and the general receptivity of AACN to their ideas. Tina Martin at the University of Mississippi noted when discussing a collaboration with Vernell to develop a faculty network, “I enjoy collaborating with Vernell and New Careers in Nursing. I think she’s innovative, and has lots of great ideas.” They also mentioned open lines of communication and the responsiveness of AACN as beneficial for their work, particularly in regard to the application process. The liaisons alluded to a sense of trust among AACN and NCIN grantees and, as deans did, described alignment between the program and their schools’ goals. Program liaisons felt relatively comfortable sharing their thoughts on which of the AACN’s efforts did not quite hit the mark, along with their plans to modify the NCIN mentoring and leadership programs and the pre-entry immersion program experience.

Toolkits

Some liaisons also appreciated the toolkits provided by AACN and described finding them useful for their implementation of the pre-entry immersion, mentoring, and leadership programs. In general, some faculty, deans, and staff were familiar with the toolkits and had used them, whereas others were not aware of them or had not used them and so could not comment on them. Those who had used them generally found them very useful, and many continued using components from them even after they stopped receiving NCIN funding. Several faculty members and program liaisons mentioned the leadership toolkit in particular as helpful and valuable for students. Others mentioned the mentoring, diversity, and pre-entry immersion toolkits as useful and something they had incorporated into their curricula. As one faculty member noted,

the toolkit on leadership, it's awesome. It gives you all kinds of skills that nurses should have, confidence that they should achieve, areas in the workforce that they are going to have challenges with. There are all kinds of scenarios. It's been a great tool for moving nurses to the career, a profession of what it's going to be in the future.

Faculty used the toolkit activities not only with undergraduate students but also with graduate students, and with non-NCIN students as well as with NCIN Scholars. Some program liaisons and faculty members commented that the toolkits helped them take what they were already doing to a higher level. Others felt that the toolkits really helped them to develop mentoring, leadership, and new student orientation programs. For example, one liaison noted that the pre-entry immersion program led her school to develop a better orientation and ultimately led to a better beginning experience for the accelerated students.

Deans described how toolkit activities were used during orientation sessions to teach students about topics, including time management and goal setting, and as ice-breakers to generate discussion (i.e., the draw a picture of nursing exercise). A couple of deans suggested additional toolkits on how to study for nursing tests, how to deal with a hostile work environment, and how to decide which advanced practice track to focus on, for those planning to continue their nursing education, and the types of roles nurses with advanced degrees might take on. One dean mentioned that the toolkits are helpful because they synthesize research findings so that they do not then have to go out and read every article out there.

New Careers in Nursing Funding and Implementation Challenges

By design, the NCIN grant competition was held on an annual basis and the grant applications were for 1 year of support. Over the seven grant periods, scholarship grants received among the eight schools of nursing ranged from a high of \$910,000 to a low of \$320,000, with an average of \$590,000. Although they were appreciative of the opportunities NCIN afforded their schools of nursing, the program liaisons and other colleagues were candid in their comments that the grant application and reporting processes posed some challenges. They described the application, program advertising, and reporting demands as high relative to the amount of money provided (\$1,000–\$5,000 per year per school), particularly given the uncertainty of the funding combined with the fact that there was no overhead or cost recovery component to the grants. At the same time, liaisons felt that the supplemental funds to support the mentoring and leadership programs were helpful but were insufficient to cover the amount of work necessary to implement the programs. They mentioned the lack of a buyout of their other responsibilities as an impediment to implementing the program, given that they already had many duties.

Deans agreed that funding to implement the NCIN program, specifically the grants to implement student support programs, was modest or minimal, given the amount of work involved. At one school, the liaison explained that she ultimately chose not to spread the 10 scholarships the school received each year across all three entering cohorts,¹¹ simply because of the large amount of time and energy necessary to implement mentoring and leadership programs for the three separate cohorts. The liaison also reported that liaisons at other schools opted not to reapply for the NCIN scholarships because of the large amount of work involved in administering the student support programs. Finally, several liaisons recommended streamlining the application and reporting process for the grants by providing grant applications with requested data filled in for the prior year for reapplicants and sending grant report questions well in advance of the report due date.

The New Careers in Nursing Scholarship: Financial Support and an Honor

It took me three times to get here. The [NCIN] scholarship helped me get here. (Kaylene Baugh, Duke University)

There is no denying that the \$10,000 NCIN scholarship has provided much-appreciated financial support for students. Students applied for the scholarships through their schools. Schools develop and implement their own application and selection processes; in many instances, the students wrote essays about how they would use the scholarship. Some schools also required applications, and some required interviews. The applications were reviewed by faculty and/or staff at the schools of nursing, who informed the students of their selection. Many students learned that they were receiving the scholarship via a letter or an e-mail from the admissions office staff after they had enrolled in their program. Many

described it as an unexpected gift received at just the right time—usually around the mailing of the tuition bills. The students recounted in detail how they used the funds and how the scholarship helped them tackle the immense challenges associated with and covering tuition and living expenses during their accelerated nursing degree programs. One student explained,

When we found out about the scholarship . . . I was at the point of, How am I going to get to school? I didn't even know how I was going to get here in order to be able to continue in the program. Then we got the e-mail about the scholarship; it actually enabled me to be able to continue in the program, because even though I had money that covered tuition, I didn't have anything to get me here.

Even with the NCIN scholarship, many students still faced a financial struggle. They acknowledged that they would have faced an even greater struggle without the scholarship, and some may not have been able to make it through to the end of their nursing programs. One student expressed his appreciation for what the program was making possible: "The Robert Wood Johnson Foundation is making sure that if we want to take advantage of an opportunity, but we can't afford it, that that's not in the way of us developing ourselves." Quite a few students noted that the scholarship kept them from going into even greater debt, including borrowing money from retirement accounts.

Many students also said that prior to enrolling in the accelerated nursing program they thought they would have been able to work more during the program, to cover living expenses, but they soon found they could not work on top of the demands of the program. Several said that the scholarship allowed them to avoid a miserable existence working nights and weekends in addition to being full-time students, never seeing their families. They felt that it kept their families together by allowing them to buy groceries and put gas in their cars and pay their electric bills without having to work. A few faculty members mentioned that some students were in such dire financial situations that the scholarship made the difference between them being able to buy food or not.

Faculty noted that students who had to work were not as successful in the program and were less likely to complete it. One faculty member summed up the importance of the NCIN scholarship thus:

This is an opportunity. You know, for accelerated students, there is limited additional funding. These are students who already have a degree, who may even have student loans left over from their degree, and so there are not [sources of support for them]—not the traditional funding, financial aid and things, that are available to traditional undergraduate students, first-time undergraduate students.

Many students also commented on the feeling of honor and the boost to their confidence that came from the scholarship. One student said, "Just to be honored to say or claim that I'm a Robert Wood Johnson scholar, [it] pushes me to do better, to be of an example as I am an example to just have the scholarship in the first place." Another said, "It feels like an honor because I know some people that didn't get this scholarship and aren't here, so I feel like I need to do my best while I'm here." And yet another said,

I think, just besides the financial piece of it, it was just the encouragement. It kind of gave me the momentum to go into the program and have the confidence that, You know what? I am doing the right thing. I am in the right place. This was the correct decision, because someone else sees that passion that I have and agrees with it or sees something in me enough to give me this scholarship to motivate me and empower me to pursue the program.

Several recipients also described how receiving the scholarship made them want to give back even more to their communities. One noted, "It motivates me to be better in school and to be successful so that I can help others in the future who are in situations like mine." Several faculty voiced similar perceptions, including one who said,

The students that did receive these scholarships, I see them giving back. I see that this is something that they will pay forward in their career when they can, that they will help a struggling student, that they will help somebody that is in need.

A few scholarship recipients also spoke about the benefits of the mentoring and leadership experiences they were given as an NCIN Scholar. One stated,

I feel like I have a responsibility with it to be a leader—like I said, to pay it forward once I'm done and settled and maybe am chosen to be a mentor. I definitely feel like there's a responsibility to that.

Another student said,

I think that they [RWJF] really support leadership roles in nursing. I think that they really want us to be successful in terms of becoming leaders in nursing. I think that's partly why they give us that financial cushion, so maybe we can go on to become NPs [nurse practitioners]. We can have more options if we have help financially in terms of progressing in our careers as nurses and becoming leaders in nursing.

A couple of scholarship recipients described feeling bad when other students heard about the scholarship and NCIN programs and benefits and wondered how come they were receiving special benefits. At the same time, a few nonrecipients did not see any differences in how recipients and nonrecipients were treated; this may be due to the fact that some schools extended mentoring and leadership program opportunities to all students, not only to scholarship recipients.

New Careers in Nursing Scholarship: Helpful But Still a Shortfall

One interesting discussion that occurred at most schools centered on how much of the expenses the NCIN scholarship covered (see Figure 5). In no instance did the NCIN scholarship cover 100% of the total program tuition; rather, the percentage of total tuition covered ranged from 16% to 63% at the ABSN level and was 11% for both of the AMSN programs. At the four private schools selected for the study, where total tuition for the ABSN degree ranged from \$52,016 to \$61,116, the \$10,000 did not go as far as it did at public schools, where the total tuition for the ABSN ranged from \$15,967 to \$26,986. Although tuitions may vary across the full set of 130 NCIN grantee schools, it is likely that tuitions are higher, on average, at private schools than at public schools. Given that the scholarship reduced the out-of-pocket tuition cost for all of the programs, it may have helped the more expensive programs compete with more affordable programs for top-tier students. For example, the University of Rochester matches the NCIN funds to further entice prospective students. Kathy Rideout noted, "Some of the Robert Wood Johnson students have gotten \$10,000 from Robert Wood Johnson and a \$10,000 match from the school's operating budget and other endowed funds because we want them to come here." Deans of more affordable nursing schools noted that the NCIN scholarship goes further for their students, in many cases freeing students from a need to work and even covering living expenses in more affordable areas.

With a rare exception, the NCIN Scholars we spoke with described the burden of financing their ABSN or AMSN degrees despite receiving the scholarship funds. Although many had saved money to pay for at least some of their nursing program expenses, students still faced financial challenges and struggled to pay bills while completing their programs. Some students chose to live with family members or to borrow money from family and friends to help cover the cost of the program. Many students reported struggling to cover unexpected expenses such as the cost of transportation to their clinical placements, particularly at schools such as Southern Connecticut State University and the University of Wyoming, where clinical placements could be more than an hour away from the school of nursing.

A number of students, both NCIN Scholars and non-NCIN students, mentioned that they took out sizeable student loans to cover the cost of their ABSN or AMSN degree, and many were still paying off loans from their prior degrees. Of the few students who mentioned an actual loan amount, examples ranged from \$50,000 to \$100,000 for private schools and \$25,000 to \$45,000 total at public schools. Many students had even hit their federal undergraduate borrowing limits¹² and found, sometimes after enrolling in the program, that their only options were hard-to-qualify private loans or borrowing from family and friends.

Financial aid staff described counseling students on the realities they may face after completing their programs, including a 6-month wait to find a job and decades of debt repayment, and advising students on how to minimize their borrowing. Admissions staff, financial aid staff, and deans agreed that the biggest reason students choose not to enroll is a lack of money to cover the costs of the program. Financial aid staff even described counseling applicants with very high debt loads away from very expensive programs because they would be struggling to repay debt most of the rest of their lives.

During the eight site visits it became apparent that students may face the greatest financial challenges in the final months of their programs. This may be an emerging pattern of unaffordability for some of the most vulnerable students. Many

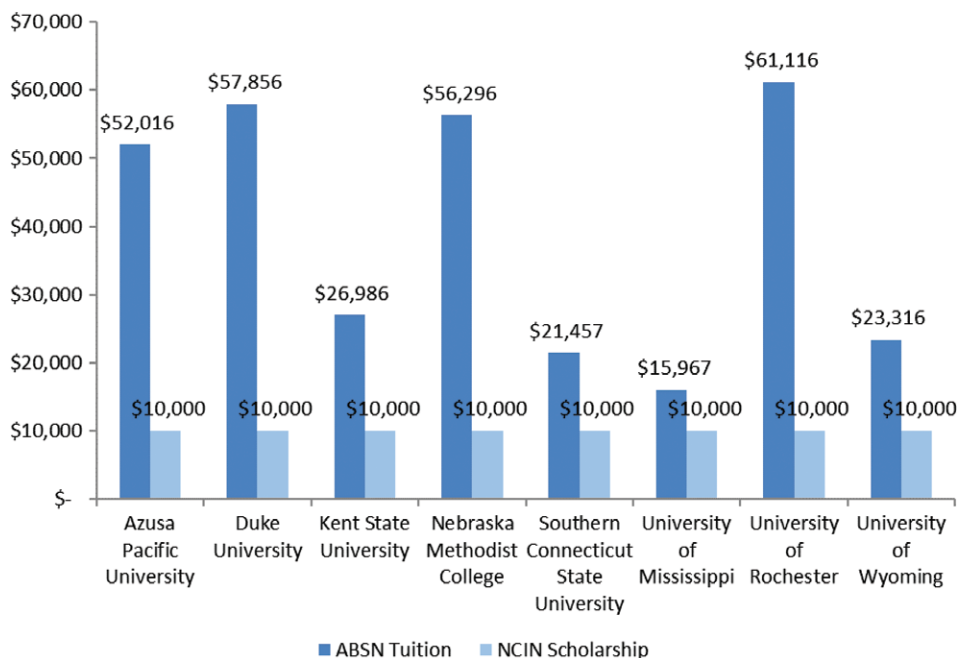


Figure 5 The \$10,000 New Careers in Nursing (NCIN) scholarship compared to total accelerated bachelor's of science in nursing (ABSN) program tuition.

alumni reported, and school of nursing staff concurred, that students encountered the most financial challenges in their final semester of nursing school. In some cases, they had run up against student loan limits and had already borrowed money from everyone they could borrow from. Admissions, faculty, and financial aid staff at several schools described using money from an emergency fund to help students meet unexpected financial gaps, particularly at the end of their program. They related that schools decided it was in their best interest to help students finish, for the students and for their own graduation rate statistics. In some cases, emergency funds are used to cover living expenses for students who are living in their cars or sleeping on friends' couches because they cannot afford rent. A few faculty members even described hosting students in their own homes to prevent them from being homeless. In some cases, emergency funds are funded by donations from alumni who remember their own financial struggle to finish nursing school.

Despite these challenges, one success that many school of nursing staff touted was that NCIN students had a solid record of completing their programs. A universal message at the schools of nursing is that if students are admitted, it is the school's responsibility to ensure they succeed. The hardest part is being admitted. Once you are admitted, the common understanding is that it is the community's responsibility for you to succeed. Failure to meet academic requirements was the exception rather than the rule for students not completing the program. Reasons for not completing were largely financial or related to health issues, and some students facing challenges transferred to the traditional-paced program.

Many alumni who did face financial challenges indicated they would have benefited from additional support and information on how to plan for paying down debt and minimizing their debt while in school. In some cases, students reported being provided with tips and guidance on how to manage money to minimize their debt while in school. They also described receiving information about scholarships and loan repayment programs from their school financial aid offices, and student support and financial aid staff corroborated their accounts by describing the many scholarships and financial programs they advertise to students. Financial aid staff noted that often the reality is that students do not have time to apply for these scholarships once they begin the nursing program, so this really only happens prior to the program.

A challenge faced by Duke University alumni in particular was the phasing out of the tuition reimbursement program at the Duke University Hospital; several students had been counting on this money to pay down their loans and were quite upset that the program was abruptly terminated. Fortunately, the Duke University Hospital administrators agreed to reinstate the program for some cohorts of Duke University nursing students who had entered the program expecting to make use of the reimbursement, phasing it out gradually instead of all at once. Duke University financial aid staff explained that they increased need-based scholarships after the reimbursement program was phased out, to reduce the

debt burdens of graduates. However, at the same time, alumni at Duke University felt that the debt they incurred was worthwhile because they were well prepared for the real-world challenges of nursing, perhaps better than nurses who had attended less prestigious nursing programs.

Students at the University of Wyoming, a distance education, hybrid online/in-person program serving the entire state, faced a particular challenge in the cost of travel to clinical placements. Because they had to drive as many as four hours away from their homes, they had to cover the cost of hotels during the weeks of their placement. They also spent a large amount of time away from their families as a result. Financial aid staff noted that they were sometimes able to get students additional financial aid to cover travel expenses by documenting them carefully, but often they could not increase loan amounts.

Across all programs, alumni also spoke about having hope that their nursing degree would give them many options for a fulfilling career and professional growth, despite the debt burden. One alumnus noted,

The loans are crazy but I just kind of take it one day at a time so I don't feel like I'm stuck just on the floor. I know that I can get an advanced degree and I know I can earn more as time goes on. I just take it one day at a time, because the loans are extremely overwhelming, and . . . I just have to pay them and just hope. I have hope. Nursing gives me hope.

Many students and alumni also described nursing as their dream career or a calling that they were drawn to after an experience with one or more nurses, either as patients or visiting a family member or friend in a hospital. It seemed that students were not only interested in pursuing a second degree; rather, they were passionate about embarking upon a career in nursing. One student noted,

I learned that one of the things that I'm very good at is helping people, and I wanted to do something that I would be happy serving others. I found that when my friend was diagnosed with cancer that being in the hospital and being around nurses was something that really attracted me, so I decided to volunteer to explore nursing, and now here I am.

Schools of Nursing Seek Other Sources of Student Funding

Over the grant period, the NCIN program liaisons, faculty and/or administrators who represent their schools of nursing to AACN and RWJF, have been forthright in stating that their schools of nursing were first and foremost attracted to the NCIN program because of the scholarships.¹³ Every school of nursing we spoke with over the 7-year grant period needed scholarships to support their students. Scholarships are seen as a necessity, not a luxury.

Although all NCIN schools of nursing may be working to secure other funding for accelerated student scholarships now that NCIN is ending, some NCIN private schools already used other funding sources, such as endowment earnings, to provide additional scholarships to accelerated nursing students. Generally the schools focus their efforts on funding sources that will benefit multiple students, as is the case at Nebraska Methodist College, a private school where NCIN students are also eligible for up to \$10,000 in other scholarships provided by a local foundation, including one specifically designed for students who have reached their federal borrowing limits. As noted previously, at another private school, the University of Rochester, NCIN students are awarded a matching \$10,000 scholarship funded by the school to further offset the high cost of the programs.

As the NCIN program winds down, it is important to note that none of the schools of nursing has been able to identify another funding source to replace the NCIN scholarships. Many schools of nursing plan to use operating funds to support students after the NCIN program ends, and many are continuing to rely on government sources of support, including Health Resources and Services Administration grants, the National Health Services Corps, and state loan repayment programs. Schools may also use their own resources to continue the mentoring, leadership, and pre-entry immersion programs.

Three-Legged Stool of New Careers in Nursing

Earlier, we described the three key programmatic foci of NCIN beyond the awarding of the scholarships. In this section, we elaborate on these activities from the perspectives of the case study schools of nursing. Data from interviews and focus

groups indicate that NCIN may have positively influenced school cultures in the areas of recruitment practices, diversity, and supports for students, including mentoring, leadership development, and orientation programs.

New Careers in Nursing and Student Recruitment

Interviews revealed that some schools had made multiple efforts to increase their recruitment of minority and male applicants, often using strategies from the NCIN media toolkit to advertise the NCIN scholarships as a potential option for minority and male applicants. At other schools, fewer additional efforts were made to explicitly market the NCIN scholarships to spur recruitment efforts. However, most of the schools were already working to recruit minority applicants to some extent prior to the NCIN program; those that extended their efforts to include the NCIN scholarships as a marketing tool found it helpful to be able to use the scholarships as an example of their support for a diverse student body.

Timing of the award of the scholarships played a role in the extent to which schools were able to use the scholarships as a recruitment tool. As one school of nursing reflected in its grant reports, the timing of the scholarship grant award to the schools of nursing determines whether scholarships can be awarded before or after students accept their offer of admissions. In some instances, admissions decisions had to be made before the scholarship awards were announced. This situation put some students in the position of having to make enrollment decisions before learning if they had been awarded an NCIN scholarship. In cases where they found out about the scholarship prior to enrollment, the scholarship may have been a factor in students' decisions on which school to attend or whether to enroll at all. Some students commented that the scholarship made the difference between them attending the prestigious private school they attended and a more affordable school with a lesser reputation. And some students of color explained that the scholarship influenced their decision to apply to specific schools. Similarly, staff at two schools, the University of Rochester and Duke University, described the scholarship as a great recruiting tool for students of color.

Across all of the schools of nursing, there was little discussion of recruiting in the local geographic area. This is interesting given that 61% of respondents to the NCIN Entry Survey (administered to all scholarship recipients each year) already lived in the area in which the program was located, according to an analysis of data on all recipients provided by AACN. At the undergraduate level, students are more likely to attend a postsecondary institution that is within 100 miles of their home (Sander, 2013). Mention was certainly made of recruiting at the more prestigious historically Black colleges and universities (HBCUs) or minority-serving institutions (MSIs),¹⁴ particularly those closest to the school of nursing.

Diversity

At the eight case study schools, as at all NCIN schools, NCIN scholarships were primarily awarded to women of color and men. Across all NCIN grantees, 39% of scholarship recipients were women, compared with 55% at the eight case study schools. The proportions of minority students awarded the scholarships were more similar: 63% across all NCIN schools and 61% among recipients at the eight case study schools. While 50% of scholarships awarded across all NCIN schools were awarded to minority women, 85% of the 262 scholarships awarded to women at the case study schools were awarded to minority women, and the remaining 15% were awarded to White women (see Figure 6) identified as economically disadvantaged. The situation was reversed among men at the case study schools: 69% of the 212 scholarships awarded to men were awarded to White men, and 31% were awarded to men of color; across all NCIN schools, only 14% of all scholarships were awarded to minority men. This points to an interesting potential issue for future research, in that relatively few men of color may be applying to or enrolling in nursing programs. Another interesting finding, this one from the interviews, was that some of the minority scholarship recipients, both men and women, were immigrants that came to the United States at varying stages of their lives, further broadening the diversity of the nursing field.

The large number of male or minority students among the NCIN Scholars appears to have contributed to diversity in the NCIN schools of nursing. As noted previously, 45% of the scholars at the eight case study schools of nursing are men and 61% are minorities. In comparison, 10% of BSN students are men and 29% are minorities nationally (Fang, Li, Arietti, & Bednash, 2014). At some of the schools, male and minority students voiced their appreciation for seeing a number of other people who looked like them and for the mentoring they received from those from the same background. One striking example of this is the University of Rochester, where a number of male students are preparing to be pediatric nurses because they had the opportunity to work with a male senior leader in the nursing program, Patrick Hopkins,

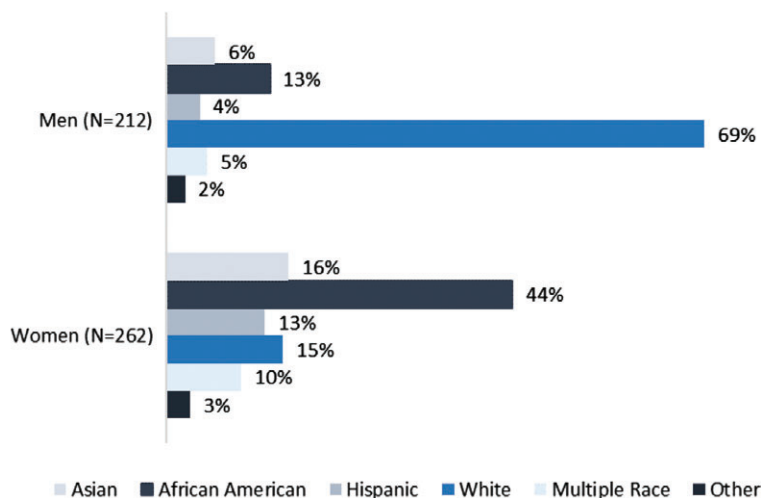


Figure 6 New Careers in Nursing scholars at case study schools of nursing by gender and race/ethnicity ($N = 474$), spring 2014. From ETS New Careers in Nursing schools of nursing case study.

assistant professor of clinical nursing, codirector of the accelerated nursing bachelor of science and master of science program for nonnurses, and a neonatal nurse practitioner at University of Rochester Medical Center.

Many faculty and university staff reported seeing an increase in the diversity of their nursing student cohorts after they began receiving the NCIN scholarships; however, a few faculty did not see much of a change. Some of those who did see an increase reported that the NCIN scholarships were providing opportunities to individuals who may otherwise not have had them. At Azusa Pacific University, admissions staff described a lack of African American applicants due to a small pool of eligible individuals in the region, but they reported an increase in diversity overall. Kent State University reported a big increase in African American, Hispanic, and male students.

Faculty value the contributions of male students and students of color, who bring different perspectives than White, female nursing students and are able to help their peers understand cultural differences. Faculty felt that their contributions strengthened not only class discussions but also the profession as a whole. One described it thus:

I think that that's been very powerful, because I think—I know that I've heard the students talk about that, again, with our refugee parents that perhaps they've shared their story that I'm the first one in my family to go to college. Or they're from a different country; they'll share that, too. In other words, kind of as role models demonstrating to the parents that we're working with, I'm your child. This is what the opportunities of being in America are. This is what can happen for you.

Some faculty expect that the increased diversity of their nursing student cohorts will soon translate to increased diversity among nurses in local health care facilities. One noted, “The data are strong that people of the same population, they appreciate seeing health care workers from their own backgrounds. I think moving forward in health care, that is going to be essential.”

Other faculty predicted that minority nurses will draw more minorities into the profession, as they see role models who look like them. One mentioned a former professional basketball player turned nurse whom she felt certain would draw African American men into nursing. She noted,

He doesn't have the traditional stigmas men have in nursing. I think that people with his ethnic makeup are going to come into nursing because they say hey, Anthony did that, and he enjoys his life. I think it's going to be a trickle-down effect that we maybe can't measure. I think it's going to be everlasting.

Faculty also saw several potential benefits of the increased number of male nurses in their nursing programs, including higher salaries for all nurses (male and female) and an uprooting of the stereotype of female nurses and male doctors. One faculty member noted, “It teaches [the nursing students] not to look at someone at face value. Really look at and

treat that person the way that you would no matter what. I think it's been great. I think it's really exciting." However, other faculty noted that the benefits of having more men are accompanied by challenges. They noted that men tend to advance more rapidly in the nursing field than their female peers, which is unfair; research has shown that male nurses out-earn female nurses for the same work (Muench, Sindelar, Busch, & Buerhaus, 2015). Faculty also theorized that some male scholarship recipients may not have been as financially needy as some White, female students who did not receive the NCIN scholarships, and some school of nursing staff felt that the male students would have come to the program anyway. Relatedly, some male nursing students did indicate that they were going to pursue their ABSN degrees and that the scholarship was an unexpected bonus.

Faculty also described diversity in terms of the varied backgrounds of the accelerated nursing program students. Many felt that the students brought in a variety of strengths and skills from their prior professional experiences, and many were poised to be leaders in the nursing field. One noted,

Our students are diverse not just racial- and ethnic- and background-wise but career-wise as well. That's exciting because they bring such diversity of backgrounds. It's fascinating to listen to their perspectives. I think that our patients benefit from that variety, that diversity.

Mentoring and Leadership Programs

NCIN Scholars described varying levels of mentoring support. In some cases, they received the same type of support as all other students in their accelerated nursing program, while in other cases they were part of a more intensive mentoring program offered only for NCIN Scholars. In many cases, regardless of whether they were in a separate NCIN mentoring program, students were matched with alumni and/or school leaders who could serve as a source of support and guidance. Many NCIN Scholars also mentioned signing up for mentoring activities through the NCIN Facebook group and website. Others mentioned receiving informal support from students in earlier cohorts, who would share information about what to expect as well as strategies to be successful in courses and clinical placements. Still others described receiving informal mentoring from faculty members.

Students cited several benefits of mentoring support, including access to information about the program and ways to be successful in it, information about nursing organizations and job searches, and opportunities to learn about nursing careers from experienced nurses, including through shadowing current nurses on the job. One student explained, "I chose ER, so I've gone to the emergency room. Just to get an idea how this individual is working in the nursing field in the ER is really helpful. It kind of guides you." In some programs, in some cases as part of a separate leadership program, students were also brought together to meet with nurses working in different specialties to give them opportunities to explore options, which they found very helpful.

Some students described being particularly well matched with a mentor, whereas others did not feel they were well matched. One student, Jessica Henneman at the University of Rochester, said,

[My mentor] has just been wonderful in helping me network and seeing opportunity where I didn't see opportunity and helping me plug myself in and get involved in things that I didn't think that I would want to or had any interest in and then really kind of taking off. She has been amazing.

A few male students specifically appreciated opportunities to be mentored by more advanced male nursing students or practicing male nurses. Mentoring relationships may be more successful when students have some say in the selection of their mentor; staff at two schools in particular, the University of Mississippi and the University of Rochester, described a successful mentoring program in which new students are able to select a mentor from more advanced cohorts.

Former NCIN Scholars described their experiences mentoring current scholars as rewarding and enjoyable. Some were motivated to become mentors to give back to the field after being chosen as an NCIN Scholar. One explained,

Because I had someone invest in me, I wanted to help others and that just kind of put me in the leadership role. I actually do a lot of mentoring now. I actually get accelerated students on my unit now. I serve as their preceptor. I really enjoy it because it keeps you up on your skills.

Another mentor explained that she expected the mentoring relationships to be ongoing over the course of a mentee's career; she has already continued to mentor several former NCIN Scholars through early career decisions.

A common theme at each of the eight schools of nursing is that their students will be the future leaders of the nursing profession. All of the schools of nursing have a formal leadership component in their programs, which was supported and nurtured by the NCIN program. Informal leadership opportunities exist within seminars and other activities that students might participate in during their program, such as leading student groups and campus chapters of national organizations (e.g., the American Assembly of Men in Nursing). NCIN Scholars in some cases received more leadership opportunities than other ABSN or AMSN students. As one student explained,

[The NCIN program] gives us a lot of leadership opportunities. If we want to be in a professional organization [they will cover the fees]. They encourage us to go to as many global leadership lectures, different leadership opportunities, conferences; anything that we want to do to establish ourselves as leaders and develop ourselves professionally, they are fully supportive of that.

As noted previously, the leadership toolkit was credited with providing resources for faculty to use in their classroom settings to foster leadership skills.

An unintentional outcome of the leadership emphasis in NCIN is the work that program liaisons did to develop leadership opportunities. For example, program liaisons credited NCIN with leading them to reach out to leaders in the nursing profession to support the leadership development program, to meet the grant criteria for the leadership program. One liaison shared that she used the NCIN funds to bring in a national nursing leader to speak with students, which turned out to be a very powerful experience for the students. The liaison mentioned that even when the NCIN money was no longer available, she was determined to continue to provide this opportunity to students. Another liaison, Susie Ward at Nebraska Methodist College, proposed continuing the leadership program after NCIN ends, potentially using funds from university departments, such as the Office of the Provost, or possibly collaborating with other schools of nursing in the vicinity to join forces to hold leadership events for nursing students. Several deans described how the NCIN program helped them to develop or accelerate their development of mentoring and leadership programs.

Current scholars described how they used what they gained from their mentoring and leadership experiences to support their peers in the program and help them to manage their stress. For example, Tim Roberts at Nebraska Methodist College said,

The learning modules that we did at our monthly meetings helped us think, "OK, how can we use this in the nursing program? How can we impact our fellow students?" That really helped. The scholarship at this college directly impacted five of us in the class, but indirectly it can be seen how it impacted almost everybody in the class, through our attitudes and the way we could focus people and say, okay, we just need to settle down and do this and not freak out.

Faculty and deans also spoke positively about the benefits of mentoring and leadership experiences for the NCIN Scholars. As Jean Farnham at Nebraska Methodist College noted,

you see that development in the students over the year. You see them becoming leaders within the group. Some mentor with the service leaders at the hospital. They're looking toward administration, then they get a feel for that role. Some mentor with us as faculty, because that's where they want to end up.

In terms of extending the mentoring and leadership program opportunities to non-NCIN students, at some schools staff chose to include all students, whereas other schools limited the programs to NCIN Scholars. At least one program (Duke University) tried to leverage its resources by combining NCIN events with another program to share the resources across the student body more broadly and connect more students to one another. One school employed a leadership coordinator specifically to coordinate activities for the leadership program, which provided students with a leadership certificate and was open to some non-NCIN scholarship recipients.

Students described several benefits of leadership opportunities, including development of their leadership skills. One noted,

The [leadership experiences] build character. They allow us to expand. They allow us to take more of a—definitely a leadership role in the class, you get to improve on the abilities that you have. You get to be a leader in class.

Students and NCIN program staff also described several common obstacles to participation in mentoring and leadership programs. The most often cited challenge was that students are already very busy, given the rapid pace of the accelerated programs, and they simply cannot find time to participate in these types of extracurricular activities. In some cases, for example, at Southern Connecticut State University, the ABSN program is as short as 1 year.¹⁵ At other schools, such as Duke University, the ABSN program lasts 4 months longer; some AMSN programs are even longer. Although all ABSN and AMSN programs are accelerated by their very nature, students in the longer programs may have more spare time to participate in outside activities. And NCIN scholarship recipients may have more time than nonrecipients to devote to them; in interviews, students mentioned that receiving the scholarship gave them additional time to participate in student organizations and NCIN activities rather than working.

Program liaisons described repeated efforts to encourage students to attend mentoring and leadership program events or to remind them to contact their assigned mentors. However, in some cases, students reported that they were not aware of any mentorship opportunities specifically for NCIN Scholars. Whether they were not aware of mentoring opportunities or chose not to take advantage of them, some NCIN Scholars did not benefit from mentoring during their nursing programs. As current mentor and Kent State University NCIN alumnus Jacob Keaton noted, “those programs only work if both sides are willing to work at it. I didn’t have a good experience because the [mentee] that I was assigned just chose not to take advantage of that opportunity.” Another challenge program organizers faced was that alumni of some programs tend to leave the local area after earning their degrees, making it difficult to involve them in mentoring or leadership activities for current students.

Regardless of the challenges of getting students to participate in mentoring and leadership activities, the fact remains that staff at several case study schools plan to continue the programs beyond the end of the NCIN program. In fact, the programs will be extended to provide supports for all accelerated nursing students and, in some cases, all nursing students, in cases where they were not already open to these broader groups.

New Careers in Nursing Outgrowth Opportunities

In nursing, whether it is the novice student or the veteran RN at the bedside, the shared goal is to provide high-quality patient care. It is increasingly recognized that cultural competence is an essential ingredient in high-quality patient care (American Association of Colleges of Nursing [AACN], 2008; Anderson et al., 2003). Moreover, providing culturally competent patient care should not be relegated to nursing students or professionals caring for patients who look like them. Providing culturally competent care should be a shared goal and responsibility for everyone. This section describes the ways in which the NCIN program may have influenced the teaching of cultural competence skills, according to data from case study interviews and focus groups, as a result of the diverse NCIN student body.

Addressing the Needs of an Increasingly Diverse Study Body

Meeting the NCIN students and alumni at the eight schools of nursing accentuated the *mélange* of qualities they are bringing to schools of nursing and the nursing profession. Gender and race/ethnicity are the outward manifestations of the diversity. Once you start a conversation with students and alumni, many other facets of diversity emerge. Students’ sexual orientations, their spiritual and religious backgrounds, their personal financial situations, their families’ expectations for their careers, their prior work and life experiences, all contribute to rendering a rich tapestry of diversity.

One aspect of the diversity that NCIN and accelerated students bring to their nursing programs is the disciplinary diversity of their first bachelor’s degree. Students earned bachelor’s degrees in a range of fields from elementary education to biology to dance to finance to public health. Equally impressive is their work experience prior to their degrees—as biologists, lawyers, dancers, financial analysts, and social workers, just to name a few examples. For the most part, faculty did not report tapping into the wealth of experience the students bring to the classroom. Some faculty admitted that the students in their class might know more about certain topics than they do (e.g., biology), and some described having students with prior science experience contribute to nursing work in a related field, for example, using their skills from a

prior degree or career on a research project or assistantship during their nursing program. While this it may be considered a missed opportunity when this was not done in accelerated nursing programs, it is certainly possible to strengthen connections between past academic and professional experiences and nursing training experiences.

Developing Cultural Competence of Faculty and Staff

Early in the NCIN program, one of the hoped for secondary achievements was for the program to contribute to diversifying the nursing faculty. The thinking was that if the programs could grow in size, new faculty hiring lines would be opened, which could present an opportunity to hire faculty who would share similar backgrounds to the NCIN Scholars, which would help to diversify the faculty ranks. As noted earlier, one of the consequences of the recession is that hiring freezes were instituted at many campuses across the country. Another compounding factor is that the trend is not toward nursing faculty retiring but rather toward them prolonging their employment (RWJF, 2013c). The end result is that the faculty remain predominantly White and female at the schools of nursing. Still, it is likely that a more diverse nursing workforce will ultimately translate into a more diverse nursing faculty.

Cultural Competency for Diversity and Inclusiveness

Cultural competency is often associated with efforts to promote diversity. We asked faculty and students to tell us about their experiences with cultural competency. Some faculty described how the increased diversity resulting from the NCIN program led them to shift to more interactive teaching styles to address the learning needs of students from diverse backgrounds, both NCIN Scholars and other nursing students. They described the work they were doing to infuse the curriculum with broader, culturally relevant examples of dealing with different ethnicities, generations, birth, death, immigration, mental health, religious background, and sexual orientation in their classroom teaching, simulation lab experiences and in clinical settings, whereas others did not seem to be focused on teaching cultural competency skills. As noted previously, cultural competence in health care involves tailoring the delivery of patient care to patients' social, cultural, and linguistic needs to respect their diverse values and beliefs. It appears that, within the eight case study schools, the focus on discussions of cultural relevance supports cultural competence through a broadening of understandings and a focus on tolerance. For example, Emily Steinhoff, a student at Duke University, noted that

[the focus on tolerance and acceptance] is interwoven into our curriculum. They really drill in that you're not supposed to be judgmental as a nurse. You're not supposed to judge the person. You don't have to agree with everything that's going on with your patients or your classmates, you just have to accept people and be kind no matter what. They're definitely teaching—I guess they're emphasizing a culture of acceptance of everyone regardless of race, religion, creed, color, sexual orientation, all of that.

In contrast, students at a few other schools did not feel that tolerance of differences or cultural competency skills were emphasized as much as they could have been.

Several students seemed to be making efforts to increase the focus on cultural competency during nursing courses. One student said that he wanted the faculty to talk about the male perspective, given that it is not always mothers in the hospital but also fathers. Every time faculty used moms as an example when discussing patients, he would add "and dads," to be more inclusive. Another student at Duke University talked about how the Duke Asian Social Interest Group (Fusion) and other student groups led the effort to have the Duke University faculty discuss issues of sexual orientation and gender identity.

Section IV: Conclusion

The results of our interviews with program liaisons, faculty, deans, administrators, students (both NCIN Scholars and nonscholars), NCIN Scholar alumni, and other key stakeholders at the eight schools of nursing have led us to four major conclusions regarding the NCIN program.

Table 3 New Careers in Nursing Success and Opportunities for Continued Effort

| Successes | Opportunities for continued effort |
|--------------------------|---|
| Awarding of scholarships | Sustainable funding |
| Student diversity | Streamline reporting and application requirements |
| Leadership | Cultural competency |
| Mentoring | |

Conclusion 1: The \$10,000 Scholarship Had Major Impacts

Across the eight schools of nursing, students and alumni reported that the \$10,000 scholarship was a major contribution to financing their education. The NCIN scholarship eased some of the financial burden accelerated nursing degree students faced. In addition to this important financial impact, and its positive benefits on students' program performance, completion rates, and educational experiences, as described by students and alumni, students also repeatedly expressed how the scholarship bestowed a sense of pride and confidence. NCIN scholarship recipients were unwavering in their judgment that the core program element—the \$10,000 scholarship—should not be altered.

Notwithstanding their appreciation to the RWJF and their schools of nursing for this recognition and assistance, the students were candid in sharing the challenges they and their families faced in funding the program tuition and their living expenses despite receiving the generous scholarship. The saving grace for the students in the ABSN programs was that the programs tended to be shorter (12–16 months). In many schools, faculty and staff were well aware of the difficulties students face in financing their education and provided supports, including food pantries, grants, and housing supports to help struggling students make it through the program.

Students also noted that the debt they incurred to finance their ABSN or AMSN degrees (as well as prior degrees) is substantial. This has potential implications for their ability to act on their educational aspirations for graduate degrees (Millett, 2015). Many students cannot fathom going to get another degree until they pay down the debt. One Duke University alumni remarked, “My educational debt is the size of a home mortgage.”

Conclusion 2: New Careers in Nursing Achieved Success in Four Key Areas

Four successes are clearly apparent for the NCIN program (see Table 3). First and foremost is that the eight schools of nursing that participated in the case study awarded all of their scholarships to students. This is an achievement that should not be downplayed; programs are not always successful in filling their spots or awarding scholarships. Another indicator of this success is that the schools of nursing often requested a greater number of scholarships than they were awarded, which speaks to the popularity of and need for the NCIN scholarships.

Second, the progress that was made at some schools of nursing in diversifying the student population contributed to progress toward gender parity in nursing. Far greater proportions of the total NCIN Scholars were men, both at the eight case study schools and across all grantee schools, than BSN students nationally. Progress was also made in the participation of women from underrepresented racial/ethnic groups; similarly, far greater proportions of NCIN Scholars belonged to racial and ethnic minority groups than BSN students nationally. The 3,397 scholarships awarded as of this publication date represent a small but diverse pool of nurses incrementally increasing diversity in the field.

Third, staff and students at the schools of nursing indicated that leadership development was a major accomplishment of the NCIN programs, facilitated by the toolkits and the NCIN emphasis on leadership programming. To represent the achievements in leadership development, we coined the phrase the *LEC approach*: (a) *leadership* is incorporated into the course work, (b) *exposure* to leadership development opportunities is provided, and (c) *confidence* in students' leadership abilities is fostered.

Fourth, as with the leadership programs, the mentoring programs were a prominent and largely successful component of the NCIN program. In both cases, the toolkits provided by AACN served as blueprints to guide faculty and administrators in their on-campus efforts to launch or refine extant mentoring efforts. Staff at the schools of nursing valued the toolkits and, perhaps more important, appreciated the opportunity to fashion programs that were suited to the needs of their students and the values of their schools.

What is the possible net effect of these four successes? One example may serve as a good illustration of the end result of these efforts. Across all eight schools of nursing, all program liaisons mentioned that their accelerated nursing program graduates are in high demand and are very likely to be hired by the hospitals in which they complete their clinical placements. The accelerated nursing program students seem to be in higher demand than the traditional nursing program students because of their additional work experience and demonstrated ability to balance many demands simultaneously. At one school, Nebraska Methodist College, the program liaison even noted that their partner hospital is most interested in hiring accelerated students that received NCIN scholarships, because of the additional prestige and because the scholarship recipients had to successfully balance even more demands. As program liaison, Susie Ward, noted,

We have been able to leverage [as a result of the NCIN scholarships] a more solid relationship with the leaders up at Methodist Hospital. They love our [accelerated program] students and they really love the NCIN Scholars. The hospital recognizes that accelerated students accomplish a great deal in a short time and that the NCIN Scholars complete additional activities, so the hospital likes to hire them.

In addition to the many successful outcomes of the NCIN program, there were also several challenges that provide lessons and highlight areas for the nursing field to explore (see Table 3). One challenge for the nursing field is the question of which other funding sources (e.g., private foundations, government agencies, or private individuals) might support ABSN or AMSN students at similar funding levels after the NCIN program ends. Staff at each of the eight schools of nursing described their efforts to identify funding sources to replace the valuable scholarships. In no instance were schools successful in obtaining funding that would match the funding level of the NCIN program. On the basis of our knowledge of the population of NCIN grantee schools of nursing from our years of attendance at the annual summits, the eight case study participants are representative of the larger effort to overcome this major hurdle to continuing the support that will have been provided to nearly 3,500 students when the program ends.

A second challenge reported by NCIN nursing school staff was the large amount of time required to complete the NCIN applications and annual grantee reports, in addition to the amount of time and effort required to plan, coordinate, and implement the pre-entry immersion program and the mentoring and leadership programs. Although school staff felt that the student support programs and scholarships were highly important and worthwhile, they also explained that they felt overwhelmed by the large amount of work involved in obtaining funding and implementing the programs. These challenges were magnified by the fact that any programmatic grants were relatively modest and did not provide a buyout of other responsibilities, so that program liaisons faced the challenge of the NCIN work being added to their already full plates.

A third challenge the case study interviews revealed was the incorporation of cultural competence training into program curricula. On the one hand, faculty and students reported some successful efforts to increase the inclusion of cultural competence in course discussions and materials. On the other hand, it appears that there remains additional room for improvement in this area. Across the NCIN schools of nursing, and perhaps at other schools of nursing throughout the United States, additional work may be needed to make further strides in promoting cultural competency at all levels of the teaching and learning experience—in-class, clinical, cocurricular, and peer-to-peer learning.

Conclusion 3: Spillovers and Sustainable New Careers in Nursing Program Elements

The case study interviews at the eight schools of nursing revealed many ways in which the NCIN program activities supported not only the NCIN Scholars, but also the other students in accelerated and nonaccelerated nursing programs at each school. It seems that NCIN may have successfully helped the schools of nursing to achieve some aspects of their missions, particularly those related to diversity and leadership. Many of these activities may be carried on after the end of the NCIN program in each school, highlighting the sustainability of many NCIN program elements. Efforts to increase diversity school-wide may be continued at all case study schools, and at other former NCIN schools, in many cases informed by staffs' prior experiences with the careful tracking of student data called for by the annual NCIN grantee reports.

The extension of NCIN programs and practices to the broader school community is where the greatest influence on school cultures may be seen, as schools continue to recruit male and minority students and, in some cases, incorporate the practices of the well-received pre-entry immersion, mentoring, and leadership development programs into their supports

for all students. The increased focus on teaching cultural competency skills that may follow from increases in diversity, and a greater awareness of its usefulness for patient care, may also become a broader shift in school culture, initiated in part by NCIN. However, it should be noted that cultures are often entrenched, amorphous, and difficult to change without sustained action on the part of community members, guided by a strong leader. The alignment of NCIN and school of nursing values in the areas of diversity and leadership development bodes well for the continuation of efforts in these areas.

Spillovers

Mindful of the fact that the scholarship funds may only have an impact, albeit a highly positive one, on the few individuals (often 10 or fewer a year per program) who receive them, many of the program liaisons and their colleagues are resolved that many of the nonmonetary benefits and opportunities designed for the NCIN students are shared with the larger student body. Two of the examples that readily come to mind are the pre-entry immersion program and the in-class leadership experiences. The pre-entry immersion program was created in the early years of the NCIN program in reply to the responses of the scholars in the first few cohorts to the NCIN Entry Survey. These early NCIN Scholars, from all NCIN grantee schools, shared that the transition into an accelerated nursing program was challenging despite their prior experience in an undergraduate setting. The pre-entry immersion program was developed in response to this feedback, which led the program liaisons to recognize that this experience would help all their students to have a strong start to their nursing program.

This spirit of success for all is common in the eight schools of nursing. One program liaison shared that at the start of the nursing program, they have students look to their left and look to their right because these are the people who will be with them at the end of the program. One student at this school of nursing said this is such a deep contrast to her experience at one of her prior degree programs, where the opposite was said: Look to your left, look to your right, one of you will not be here.

Spillover effects from NCIN to the larger program were also seen in efforts to foster student leadership abilities in the classroom. When faculty choose to include exercises and resources from the leadership toolkit in their courses, they are electing to share the opportunity to develop leadership skills with all of their students. As we noted previously, this focus was also an integral part of many school missions. Thus, in terms of promoting leadership and diversity, NCIN helped grantee schools of nursing meet their long-term, school-wide goals.

Sustainable Elements

During our case study interviews, we asked program liaisons and faculty at the eight schools of nursing, what, if anything, from the NCIN grant would endure when the grant concluded. Some interviewees mentioned that they will continue to use the leadership toolkit activities in their courses and the pre-entry immersion program toolkit for new student orientation activities. Components of the mentoring and doctoral advancement network toolkits may also continue to be used to support students during the accelerated programs and beyond, into graduate programs, if that is their goal. Other activities that will be continued in some schools include bringing guest speakers to campus to speak about nursing careers and leadership roles and the leveraging of campus resources to continue to offer leadership and mentoring opportunities to all nursing students.

Similarly, students mentioned the possibility of continuing to be connected to NCIN and to other NCIN Scholars across the country through the NCIN Facebook page. Although in most cases, scholars indicated that they did not feel connected to the larger NCIN community, some students and alumni mentioned joining the NCIN Facebook group and volunteering to mentor other NCIN Scholars, and many expressed an interest in receiving information from the national network of NCIN Scholars.

Conclusion 4: American Association of Colleges of Nursing as the National Program Office Was Instrumental in the Program Success

Although AACN was not often mentioned directly, many of the AACN activities and the approaches of staff to implementing the grant drove the initiatives' accomplishments. From the outset of the NCIN program, three of the key determinants

of important NCIN focal areas were (a) the annual call for proposals, developed and disseminated by AACN; (b) the annual interim grant reports, required and reviewed by AACN, and the annual school of nursing grantee reports, required by RWJF and reviewed by AACN; and (c) the review and analysis of scholars' responses to the entry, mid-program, and exit or postgraduate surveys. Although the call for proposals largely drove the implementation of the program, the grantee reports identified needs and potential areas for programmatic growth, which then informed AACN's development of the subsequent calls for proposals and their vision and priorities for the program. Keeping a constant eye on the scholars' responses to the survey also drove much of the innovation. AACN was able to review, reflect on, and respond to emerging issues in the student data. A major reason behind the success of AACN as a national program office may have been its effort in designing NCIN programs both "for" and "with" the NCIN grantee community. Through open communication with grantees and responsiveness to grantee needs, AACN made it clear that NCIN was a communal endeavor and that everyone was vital to its success.

If we were to put forward one undertaking in which AACN is not yet as successful, it would be the development of a strong national program liaison network. It is not evident at this time that the network will extend beyond September 2015, the scheduled date for the last national summit. As previously stated, the program liaisons assemble once a year at the annual meeting and also connect when needed for NCIN (e.g., via webinar). There were a couple of examples of programs within geographic proximity collaborating on programming (e.g., within the New Haven, Connecticut, area and the Omaha, Nebraska, area) and some examples of programs recommending their students for admission to graduate programs at peer NCIN schools of nursing. However, liaisons largely remained focused solely on their own (substantial) work at their respective institutions.

Section V: What Does the Future Hold?

Recommendations

An investment for an incredible future. (NCIN Scholar at the 2012 Summit)¹⁶

On the basis of the study findings and conclusions, we provide three recommendations for harnessing the lessons learned from the NCIN program for the broader nursing field, to inform improvements in nursing education, and, ultimately, in patient care, in the coming years.

- *Recommendation 1. Schools of nursing should aim to build on the progress seeded by NCIN in the areas of student diversity, cultural competence training, and student support services.* All schools of nursing could utilize the NCIN toolkits¹⁷ to develop or enhance orientation, mentoring, and leadership development programs for students and to recruit more male and underrepresented minority students into their degree programs. NCIN schools that have successfully made these improvements could continue to enhance their programming to meet student needs and continue recruiting applicants from diverse backgrounds, while sharing lessons learned with other schools of nursing through professional associations and publications. All schools of nursing, whether or not they were NCIN grantees, may want to increase efforts to incorporate cultural competency training at all levels of the teaching and learning experience.
- *Recommendation 2. Government and philanthropic organizations supporting the field of nursing should explore ways to raise funds to support the financial and mentoring needs of accelerated nursing students, to promote improvements in the nursing field more broadly.* One option to consider would be to advocate for revisions of federal financial aid rules for second bachelor's degree students. Another option is a national campaign to fund scholarships and grants for accelerated nursing students to ease the financial burden of these fast-paced programs and enable students from low-income backgrounds to enter the nursing field and break the cycle of poverty. Yet a third option would be for schools of nursing to focus on raising funds specifically to support financially needy accelerated nursing students, given the challenges of financing these short-term programs.
- *Recommendation 3. The existing networks of NCIN Scholars and program liaisons should be sustained and supported, to ensure the ongoing sharing of lessons learned.* These efforts would benefit not only individual nursing students but also schools of nursing and the nursing field, particularly if lessons learned and resources are shared broadly through professional nursing organizations.

In summary, our case studies of eight NCIN schools of nursing revealed several ways in which the NCIN programs may have positively influenced the cultures of schools of nursing and the experiences of individual students, both scholarship recipients and their peers. Our findings highlight the importance of and need for programs to support accelerated nursing program students.

Closing Reflections

NCIN had humble beginnings when it started in 2008: It was designed to provide entrée to the nursing profession for individuals who were historically underrepresented in this field. Fast-forward 7 years, and what we see is a program that not only awarded more than \$35 million in scholarships to 130 schools of nursing but also may have enhanced the diversity of nursing schools and the learning experiences of scholarship recipients and their fellow learners.

The full extent of NCIN's potential influence on schools of nursing may not be realized for several decades—the educational and professional accomplishments of the 3,500 plus recipients, any influences on teaching and learning at the 130 schools of nursing, and any related influence on culturally competent nursing practices in our nation's health care facilities and on the diversity of the nursing profession as a whole are all about to unfold. Candace Tull of the University of Wyoming noted,

I'm absolutely amazed at the resources that Robert Wood Johnson has thrown into nursing, and I'm very glad that they have. We are definitely the beneficiaries of that, as a nation, you know, increasing who can become a nurse, who can be successful at nursing, and having that influence and leadership in nursing, and I think over time—obviously nothing's going to happen immediately—but over time I think the impact will be immense.

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Endnotes

- 1 A pinning ceremony is a symbolic welcoming of newly graduated nurses into the nursing profession.
- 2 Note that the scholarship amounts were set at \$10,000 by RWJF, and individual schools of nursing had no discretion over the award amounts.
- 3 The eligibility requirements for the NCIN program include membership in a group that is underrepresented in nursing or a disadvantaged background (e.g., economically disadvantaged), US citizenship or permanent residency, a baccalaureate degree in a nonnursing discipline, and acceptance into an entry-level accelerated nursing degree program for nonnursing college graduates.
- 4 The amount of program support in the first 4 years ranged from \$1,000 in Year 1 to \$5,000 in Year 4.

- 5 According to Betancourt, Green, and Carrillo (2002), cultural competence in health care describes the ability of systems to provide care to patients with diverse values, beliefs, and behaviors, including tailoring delivery to meet patients' social, cultural, and linguistic needs.
- 6 In Year 1, 11 scholarships were not awarded.
- 7 Note that schools of nursing submitted applications for NCIN funding annually; each year, scholarships could be awarded to new nursing students who would be entering accelerated programs. Grants were awarded for a period of 1 year, so that schools had to reapply annually.
- 8 According to data collected by Health Resources and Services Administration (2010), this would entail increasing the number of nurses holding a doctorate from 28,369 in 2008 to 56,738 by 2020.
- 9 The NCIN Network fosters information sharing, communication, and discussion of key issues among scholarship recipients. Networking within cohort groups is facilitated through online resources and electronic communications.
- 10 In the Mississippi delta region (which includes portions of Mississippi, Louisiana, and Arkansas), there are many counties with 80% or more of the population living in poverty (Bishaw, 2014).
- 11 Note that many accelerated nursing programs admit more than one entering cohort each academic year; some admit cohorts entering in fall, spring, and summer semesters.
- 12 For dependent undergraduate students, the loan limit is \$31,000, with no more than \$23,000 of this amount in subsidized loans. For independent undergraduates, the loan limit is \$57,500, with no more than \$23,000 of this amount in subsidized loans.
- 13 In our first grant phase, ETS conducted seven 1-day campus visits.
- 14 MSIs receive federal funding under Title III of the Higher Education Act of 1965 after receiving designation from the US Department of Education for serving a high percentage of minority students.
- 15 Please see Millett (2012) for a discussion of students reporting that time is scarce.
- 16 Note that students do not generally attend the NCIN summits; fewer than 10% of scholarship recipients attended each summit.
- 17 Note that the toolkits are currently available on the NCIN website (Robert Wood Johnson Foundation, 2013a) and will be available on the AACN website (AACN, 2015) after the program formally ends.
- 18 In Carnegie Basic Classification, doctorate-granting universities are defined as institutions that awarded at least 20 research doctoral degrees during the update year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, or DPT; Carnegie Classification of Institutions of Higher Education, 2015).
- 19 HSIs receive federal funding under Title III of the Higher Education Act of 1965 after receiving designation from the US Department of Education for serving a high percentage of Hispanic students.
- 20 Underrepresented minority (URM) includes students who are American Indian or Alaskan Native, Asian, Black or African American, Hispanic, multiracial, or Native Hawaiian or other Pacific Islander. The sum of percentages may not be 100% due to rounding.
- 21 Azusa Pacific University School of Nursing mission statement taken from the school's website.
- 22 Duke University School of Nursing mission statement taken from the school website.
- 23 Kent State University College of Nursing mission statement taken from the school website.
- 24 Nebraska Methodist College of Nursing and Allied Health mission statement taken from the school website.
- 25 Southern Connecticut State University School of Nursing mission statement taken from the school website.
- 26 University of Mississippi Medical Center School of Nursing mission statement taken from the school website.
- 27 University of Rochester School of Nursing mission statement taken from the school website.
- 28 University of Wyoming Fay W. Whitney School of Nursing mission statement taken from the school website.

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Appendix A

ETS Evaluation of NCIN

Since 2009, ETS has served as the evaluator for the NCIN program. Over our tenure, we have written reports, given presentations, and conducted a webinar.

Unpublished Manuscripts

- Millett, C. M. (2015). *Competing priorities may be pulling early career accelerated second degree students away from doctoral study in nursing*. Princeton, NJ: Educational Testing Service.
- Millett, C. M. (2015). *Dollars and sense: The policy implications of financing an accelerated nursing degree*. Princeton, NJ: Educational Testing Service.
- Millett, C. M., & Kevelson, M. J. C. (2015). *Calling graduate nursing programs: Early career alumni request your assistance to navigate the path to graduate studies*. Princeton, NJ: Educational Testing Service.

Publications

- Davis, D., DeWitty, V., & Millett, C. (2012). A seamless progression: Preparing accelerated second degree nursing students for entry into baccalaureate and masters nursing education. *Clinical Scholars Review*, 5(1), 6–13.
- Millett, C. M. (2012). *The Robert Wood Johnson Foundation New Careers in Nursing Program—The ETS evaluation*. Princeton, NJ: Educational Testing Service.
- Millett, C. M., Stickler, L. M., & Wang, H. (2015). *Accelerated nursing degree programs: Insights into teaching and learning experiences* (Research Report No. RR-15-29). Princeton, NJ: Educational Testing Service. <http://dx.doi.org/10.1002/ets2.12078>
- Millett, C. M., Stickler, L. M., & Wang, H. (2015). *New Careers in Nursing scholar alumni: Options in the early career years* (ETS Research Report No. RR-15-28). Princeton, NJ: Educational Testing Service. <http://dx.doi.org/10.1002/ets2.12069>

Presentations

- Millett, C. M. (2009, October). *New Careers in Nursing scholarship program key elements for success*. Presentation at the 2009 National Program Liaisons' Summit, Washington, DC.
- Millett, C. M. (2010, October). *New Careers in Nursing: The numbers "plus" picture*. Presentation at the 2010 National Program Liaisons' Summit, Washington, DC.
- Millett, C. M. (2011, October). *The RWJF New Careers in Nursing program results overview*. Presentation at the 2011 National Program Liaisons' Summit Optimizing Student Success for the Future of Nursing, Washington, DC.
- Millett, C. M. (2012, October). *The RWJF New Careers in Nursing scholarship program—The ETS evaluation*. Presentation at the 2012 National Program Liaisons' Summit Building on Five Years of Success, Washington, DC.
- Millett, C. M. (2013, October). *NCIN program liaisons' creating the pipeline for future nurse leaders*. Presentation at the 2014 National Program Liaisons' Summit, Chicago, IL.
- Millett, C. M. (2013, October). *The RWJF New Careers in Nursing scholarship program liaisons' insights on teaching and learning*. Presentation at the 2013 National Program Liaisons' Summit, Washington, DC.

Posters

- Millett, C. M. (2015). *Insights on teaching and learning in accelerated nursing programs: Implications for research and practice*. Poster session presented at the 2015 AACN Doctoral Education Conference, San Diego, CA.
- Millett, C. M., Stickler, L. M., Wang, H., DeWitty, V., Downing, C., & Davis, D. (2012). *A strong start: PIP's role in accelerated second bachelor's degree nursing programs*. Poster session presented at the 2012 Students in Transition Conference, Philadelphia, PA.

Webinar

- Millett, C. M. (2013, July 21). *New Careers in Nursing models for program evaluation: Tell us your nursing school story*. AACN webinar, Princeton, NJ.

Appendix B

New Careers in Nursing Profile by Scholarships, Schools of Nursing, and Students, March 2015

What follows is the ETS analysis of New Careers in Nursing schools of nursing grant applications and awards and scholar responses to the New Careers in Nursing Entry Survey (administered to all scholarship recipients each year). Topline tables of responses to each survey item can be found in a Microsoft Excel spreadsheet at http://www.ets.org/Media/Research/RR-15-28_tables.xlsx.

\$35.1 million allocated for scholarships.

3,517 scholarships funded.

- 2,723 (77%) for ABSM students.
- 794 (23%) for AMSN students.

130 schools of nursing received scholarships.

- 99 (76%) awarded scholarships to ABSN students.
- 25(19%) awarded scholarships to AMSN students.

- 6 (5%) awarded scholarships to both ABSN and ABSN students.

3,397 scholarships distributed.

130 schools of nursing.

- 73 (56%) are public universities.
- 67 (52%) are doctorate-granting universities according to the Carnegie Classifications.¹⁸
- 42 (32%) are in the South.
- 39 (30%) are in the Midwest.
- 29 (22%) are in the Northeast/20 (15%) are in the West.
- 98 (75%) are in cities.
- 4 (3%) schools of nursing are HBCUs.
- 9 (7%) are Hispanic-serving institutions (HSIs).¹⁹
- NCIN schools of nursing are in 41 states and the District of Columbia.

3,397 NCIN Scholars.

Gender: 62% are female; 38% are male.

Race/ethnicity: 63% of NCIN scholarships were awarded to underrepresented minority students.²⁰

- 1% are American Indian or Alaskan Native.
- 11% are Asian.
- 28% are Black or African American.
- 14% are Hispanic.
- 8% are multiracial.
- 1% are Native Hawaiian or other Pacific Islander.
- 2% are other or unknown race/ethnicity.
- 36% are White.

Race/ethnicity and gender: Four groups receive 67% of the NCIN scholarships.

- 25% are White males.
- 23% are African American females.
- 11% are White females.
- 8% are Asian American females.

Age

- 31% are 18–24 years of age.
- 36% are 25–29 years of age.
- 16% are 30–34 years of age.
- 9% are 35–39 years of age.
- 9% are 40 years of age or older.

Marital status

- 64% have never been married.
- 29% are married.
- 7% are widowed, separated, or divorced.

Children

- 72% do not have children.
- 12% have children who are all under the age of 6 years.
- 7% have some children younger than 6 years and some children aged 6 years or older.
- 10% have children who are all aged 6 years or older.

Relocated to attend program

- 31% of students relocated to enroll in their nursing program.

Appendix C Profile of Schools of Nursing Invited to Participate in Case Study, July 2013

| | Azusa Pacific | Duke | Kent State | Nebraska Methodist | Southern Connecticut | University of Mississippi | University of Rochester | University of Wyoming |
|--|---------------|------------------|---------------|--------------------|----------------------|---------------------------|-------------------------|-----------------------|
| School of nursing profile | | | | | | | | |
| Region | West | South | Midwest | Midwest | Northeast | South | Northeast | West |
| Control | Private | Private | Public | Private | Public | Public | Private | Public |
| Barron's (2015) selectivity ^a | Comp. | Most comp. | Comp. | Special | Comp. | Comp. | Most comp. | Comp. plus |
| NCIN funding profile | | | | | | | | |
| Degree level funded | ABSN and AMSN | ABSN | ABSN | ABSN | ABSN | ABSN | ABSN and AMSN | ABSN |
| No. years funded | 4 | 6 | 5 | 4 | 5 | 5 | 6 | 6 |
| Funding years | 1, 2, 3, 4 | 1, 2, 3, 4, 5, 6 | 1, 2, 3, 4, 5 | 3, 4, 5, 6 | 2, 3, 4, 5, 6 | 2, 3, 4, 5, 6 | 1, 2, 3, 4, 5, 6 | 1, 2, 3, 4, 5, 6 |
| Total NCIN scholarship awards | 68 | 77 | 60 | 27 | 43 | 48 | 78 | 40 |
| ABSN | 51 | 77 | 60 | 27 | 43 | 53 | 56 | 40 |
| AMSN | 17 | | | | | | 22 | |
| Student profile | | | | | | | | |
| Enrollment | 114 | 143 | 80 | 84 | 33 | 29 | 182 | 25 |
| ABSN | 114 | 143 | 80 | 84 | 33 | 29 | 172 | 25 |
| AMSN | | | | | | | 10 | |
| % Male | 19 | 10 | 20 | 18 | 21 | 14 | 21 | 16 |
| % Non-White | 55 | 24 | 20 | 11 | 24 | 25 | 74 | 12 |

Note. Data are from ETS New Careers in Nursing Schools of Nursing Case Study. ETS compiled the table based on grant applications and annual reports submitted by the schools of nursing. The student profile is based on Round 6 grant applicants' program statistics. All enrollments except those of the University of Rochester are in 2012–2013. Those of the University of Rochester are in 2011–2012. Azusa Pacific University reported enrollment data for the ABSN program only in 2012–2013. ABSN = accelerated bachelor's of science in nursing; AMSN = accelerated master's of science in nursing; Comp. = competitive; NCIN = New Careers in Nursing.

^aBarron's selectivity refers to the selectivity of the undergraduate program at the college or university.

Appendix D Profiles of Schools of Nursing Azusa Pacific University School of Nursing

Mission

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.²¹

School of Nursing Profile

Location: Azusa, CA

School of nursing established: 1975

Accelerated BSN program established and program length: 2001–2011 (program was replaced by a 2-Plus-2 bachelor's of science in nursing program in 2011); 15 months

Entry-level master's (AMSN) program established and program length: 2004; 3–4 years

Graduate programs offered: MSN, PhD, DNP

Table D1 New Careers in Nursing Grant Requests and Awards by Year for Azusa Pacific University School of Nursing

| | Requested | | | Awarded | | |
|--------|-------------|------------------|-----------|-----------|------------------|-----------|
| | Amount | No. scholarships | Degree | Amount | No. scholarships | Degree |
| Year 1 | \$250,000 | 25 | ABSN/AMSN | \$200,000 | 20 | ABSN/AMSN |
| Year 2 | \$300,000 | 30 | ABSN/AMSN | \$260,000 | 26 | ABSN/AMSN |
| Year 3 | \$300,000 | 30 | ABSN/AMSN | \$120,000 | 12 | ABSN/AMSN |
| Year 4 | \$300,000 | 30 | ABSN/AMSN | \$100,000 | 10 | ABSN |
| Year 5 | \$300,000 | 30 | AMSN | \$0 | 0 | |
| Year 6 | \$300,000 | 30 | AMSN | \$0 | 0 | |
| Year 7 | \$270,000 | 27 | AMSN | \$0 | 0 | |
| Total | \$2,020,000 | 202 | ABSN/AMSN | \$680,000 | 68 | ABSN/AMSN |

Note. ABSN = accelerated bachelor's of science in nursing, AMSN = accelerated master's of science in nursing, NCIN = New Careers in Nursing.

New Careers in Nursing Scholars Enrollment/Graduation Status (as of January 2015)

N = 68 scholarships disbursed
 0 enrolled
 66 graduated
 2 withdrew

Table D2 New Careers in Nursing Scholars Demographic Profile (as of February 2015) for Azusa Pacific University School of Nursing

| | Male | Female | Total |
|----------------------------------|------|--------|-------|
| Native American | 0 | 0 | 0 |
| Asian | 6 | 10 | 16 |
| African American | 8 | 12 | 20 |
| Hispanic | 0 | 9 | 9 |
| Native Hawaiian/Pacific Islander | 1 | 0 | 1 |
| White | 7 | 6 | 13 |
| Multiple races | 2 | 4 | 6 |
| Other | 1 | 2 | 3 |
| Total | 25 | 43 | 68 |

Note. 81% non-White, 37% male. Data based on scholarships distributed.

Duke University School of Nursing

Mission

To create a center of excellence for the advancement of nursing science, the promotion of clinical scholarship, and the education of clinical leaders, advanced practitioners, and researchers. Through nursing research, education, and practice, students and faculty seek to enhance the quality of life for people of all cultures, economic levels, and geographic locations.²²

School of Nursing Profile

Location: Durham, NC
 School of nursing established: 1938
 Accelerated BSN program established: 2002
 Program length: 16 months
 Graduate programs offered: MSN, PhD, DNP

Table D3 New Careers in Nursing Grant Requests and Awards by Year for Duke University School of Nursing

| | Requested | | | Awarded | | |
|--------|-------------|------------------|--------|-----------|------------------|--------|
| | Amount | No. scholarships | Degree | Amount | No. scholarships | Degree |
| Year 1 | \$70,000 | 7 | ABSN | \$70,000 | 7 | ABSN |
| Year 2 | \$270,000 | 27 | ABSN | \$240,000 | 24 | ABSN |
| Year 3 | \$270,000 | 27 | ABSN | \$100,000 | 10 | ABSN |
| Year 4 | \$300,000 | 30 | ABSN | \$100,000 | 10 | ABSN |
| Year 5 | \$300,000 | 30 | ABSN | \$150,000 | 15 | ABSN |
| Year 6 | \$300,000 | 30 | ABSN | \$110,000 | 11 | ABSN |
| Year 7 | \$300,000 | 30 | ABSN | \$100,000 | 10 | ABSN |
| Total | \$1,810,000 | 181 | ABSN | \$870,000 | 87 | ABSN |

Note. ABSN = accelerated bachelor's of science in nursing.

New Careers in Nursing Scholars Enrollment/Graduation Status (as of January 2015)

N = 87 scholarships disbursed

17 enrolled

64 graduated

6 withdrew

Table D4 New Careers in Nursing Scholars Demographic Profile (as of February 2015) for Duke University School of Nursing

| | Male | Female | Total |
|----------------------------------|------|--------|-------|
| Native American | 1 | 0 | 1 |
| Asian | 1 | 12 | 13 |
| African American | 3 | 28 | 31 |
| Hispanic | 2 | 4 | 6 |
| Native Hawaiian/Pacific Islander | 0 | 0 | 0 |
| White | 28 | 1 | 29 |
| Multiple races | 1 | 6 | 7 |
| Other | 0 | 0 | 0 |
| Total | 36 | 51 | 87 |

Note. 67% non-White, 41% male. Data based on scholarships distributed.

Kent State University College of Nursing

Mission

As a center for nursing research and education, the College of Nursing is committed to advancing and applying nursing knowledge through: Excellence in undergraduate, graduate and continuing education programs; Nursing education and research that address a changing society; Promotion of health; and Enhancement of the profession of nursing.²³

School of Nursing Profile

Location: Kent, OH

School of nursing established: 1967

Accelerated BSN program established: 2003

Program length: 15–18 months

Graduate programs offered: MSN, PhD

Table D5 New Careers in Nursing Grant Requests and Awards by Year for Kent State University College of Nursing

| | Requested | | | Awarded | | |
|--------|-------------|------------------|--------|-----------|------------------|--------|
| | Amount | No. scholarships | Degree | Amount | No. scholarships | Degree |
| Year 1 | \$300,000 | 30 | ABS N | \$100,000 | 10 | ABS N |
| Year 2 | \$200,000 | 20 | ABS N | \$200,000 | 20 | ABS N |
| Year 3 | \$240,000 | 24 | ABS N | \$100,000 | 10 | ABS N |
| Year 4 | \$200,000 | 20 | ABS N | \$100,000 | 10 | ABS N |
| Year 5 | \$200,000 | 20 | ABS N | \$100,000 | 10 | ABS N |
| Year 6 | \$150,000 | 15 | ABS N | \$0 | 0 | ABS N |
| Year 7 | \$0 | 0 | ABS N | \$0 | 0 | ABS N |
| Total | \$1,290,000 | 129 | ABS N | \$600,000 | 60 | ABS N |

Note. ABSN = accelerated bachelor's of science in nursing.

New Careers in Nursing Scholars Enrollment/Graduation Status (as of January 2015)

N = 60 scholarships disbursed

0 enrolled

55 graduated

5 withdrew

Table D6 New Careers in Nursing Scholars Demographic Profile (as of February 2015) for Kent State University College of Nursing

| | Male | Female | Total |
|----------------------------------|------|--------|-------|
| Native American | 0 | 2 | 2 |
| Asian | 0 | 2 | 2 |
| African American | 4 | 19 | 23 |
| Hispanic | 1 | 1 | 2 |
| Native Hawaiian/Pacific Islander | 0 | 0 | 0 |
| White | 23 | 4 | 27 |
| Multiple races | 1 | 3 | 4 |
| Other | 0 | 0 | 0 |
| Total | 29 | 31 | 60 |

Note. 55% non-White, 48% males. Data based on scholarships distributed.

Nebraska Methodist College of Nursing and Allied Health

Mission

The Department of Nursing is committed to providing quality education that prepares resilient professional nurses who are caring and practice holistically to meet the every-changing challenges of the 21st century through a culture of evidenced-based practice. Faculty will support students, peers, the College, and the community in this mission through a collaborative, accepting environment and through relationships fostered by mentoring and role modeling.²⁴

School of Nursing Profile

Location: Omaha, NE

School of nursing established: 1891

Accelerated BSN program established: 2005

Program length: 15 months

Graduate programs offered: MSN, DNP

Table D7 New Careers in Nursing Grant Requests and Awards by Year for Nebraska Methodist College of Nursing and Allied Health

| | Requested | | | Awarded | | |
|--------|-----------|------------------|--------|-----------|------------------|--------|
| | Amount | No. scholarships | Degree | Amount | No. scholarships | Degree |
| Year 1 | \$150,000 | 15 | ABSN | \$0 | 0 | ABSN |
| Year 2 | \$0 | 0 | ABSN | \$0 | 0 | ABSN |
| Year 3 | \$150,000 | 15 | ABSN | \$70,000 | 7 | ABSN |
| Year 4 | \$100,000 | 10 | ABSN | \$100,000 | 10 | ABSN |
| Year 5 | \$150,000 | 15 | ABSN | \$50,000 | 5 | ABSN |
| Year 6 | \$100,000 | 10 | ABSN | \$50,000 | 5 | ABSN |
| Year 7 | \$100,000 | 10 | ABSN | \$50,000 | 5 | ABSN |
| Total | \$750,000 | 75 | ABSN | \$320,000 | 32 | ABSN |

Note. ABSN = accelerated bachelor's of science in nursing.

New Careers in Nursing Scholars Enrollment/Graduation Status (as of January 2015)

N = 32 scholarships disbursed

10 enrolled

20 graduated

2 withdrew

Table D8 New Careers in Nursing Scholars Demographic Profile (as of February 2015) for Nebraska Methodist College of Nursing and Allied Health

| | Male | Female | Total |
|----------------------------------|------|--------|-------|
| Native American | 0 | 1 | 1 |
| Asian | 0 | 4 | 4 |
| African American | 3 | 2 | 5 |
| Hispanic | 0 | 3 | 3 |
| Native Hawaiian/Pacific Islander | 0 | 0 | 0 |
| White | 16 | 1 | 17 |
| Multiple races | 0 | 2 | 2 |
| Other | 0 | 0 | 0 |
| Total | 19 | 13 | 32 |

Note. 47% non-White, 59% male. Data based on scholarships distributed.

Southern Connecticut State University School of Nursing

Mission

To prepare both undergraduate and graduate nursing students to deliver humanistic, safe, and evidence-based care within a variety of healthcare environments and provide leadership to improve the quality of the healthcare delivery system.²⁵

School of Nursing Profile

Location: New Haven, CT

School of nursing established: 1969

Accelerated BSN program established: 2007

Program length: 12 months

Graduate programs offered: MSN

Table D9 New Careers in Nursing Grant Requests and Awards by Year for Southern Connecticut State University School of Nursing

| | Requested | | | Awarded | | |
|--------|-------------|------------------|--------|-----------|------------------|--------|
| | Amount | No. scholarships | Degree | Amount | No. scholarships | Degree |
| Year 1 | \$240,000 | 24 | ABS N | \$0 | 0 | ABS N |
| Year 2 | \$300,000 | 30 | ABS N | \$100,000 | 10 | ABS N |
| Year 3 | \$300,000 | 30 | ABS N | \$100,000 | 10 | ABS N |
| Year 4 | \$300,000 | 30 | ABS N | \$50,000 | 5 | ABS N |
| Year 5 | \$200,000 | 20 | ABS N | \$80,000 | 8 | ABS N |
| Year 6 | \$200,000 | 20 | ABS N | \$100,000 | 10 | ABS N |
| Year 7 | \$200,000 | 20 | ABS N | \$50,000 | 5 | ABS N |
| Total | \$1,540,000 | 154 | ABS N | \$480,000 | 48 | ABS N |

Note. ABSN = accelerated bachelor's of science in nursing.

New Careers in Nursing Scholars Enrollment/Graduation Status (as of January 2015)

N = 43 scholarships disbursed

9 enrolled

32 graduated

2 withdrew

Table 10 New Careers in Nursing Scholars Demographic Profile (as of February 2015) for Southern Connecticut State University School of Nursing

| | Male | Female | Total |
|----------------------------------|------|--------|-------|
| Native American | 0 | 0 | 0 |
| Asian | 1 | 1 | 2 |
| African American | 4 | 8 | 12 |
| Hispanic | 0 | 4 | 4 |
| Native Hawaiian/Pacific Islander | 0 | 0 | 0 |
| White | 13 | 9 | 22 |
| Multiple races | 2 | 1 | 3 |
| Other | 0 | 0 | 0 |
| Total | 20 | 23 | 43 |

Note. 49% non-White, 47% male. Data based on scholarships distributed.

University of Mississippi Medical Center School of Nursing

Mission

To develop nurse leaders and improve health within and beyond Mississippi through excellence in education, research, practice, and service.²⁶

School of Nursing Profile

Location: Jackson, MS

School of nursing established: 1948

Accelerated BSN program established: 2006

Program length: 15 months

Graduate programs offered: MSN, post-master's program, DNP, PhD

Table D11 New Careers in Nursing Grant Requests and Awards by Year for University of Mississippi Medical Center School of Nursing

| | Requested | | | Awarded | | |
|--------|-----------|------------------|--------|-----------|------------------|--------|
| | Amount | No. scholarships | Degree | Amount | No. scholarships | Degree |
| Year 1 | NA | 0 | NA | NA | 0 | NA |
| Year 2 | \$100,000 | 10 | ABSN | \$100,000 | 10 | ABSN |
| Year 3 | \$100,000 | 10 | ABSN | \$100,000 | 10 | ABSN |
| Year 4 | \$100,000 | 10 | ABSN | \$100,000 | 10 | ABSN |
| Year 5 | \$100,000 | 10 | ABSN | \$100,000 | 10 | ABSN |
| Year 6 | \$100,000 | 10 | ABSN | \$80,000 | 8 | ABSN |
| Year 7 | \$80,000 | 8 | ABSN | \$50,000 | 5 | ABSN |
| Total | \$580,000 | 58 | ABSN | \$530,000 | 53 | ABSN |

Note. ABSN = accelerated bachelor's of science in nursing.

New Careers in Nursing Scholars Enrollment/Graduation Status (as of January 2015)

N = 53 scholarships disbursed

5 enrolled

46 graduated

2 withdrew

Table D12 New Careers in Nursing Scholars Demographic Profile (as of February 2015) for University of Mississippi Medical Center School of Nursing

| | Male | Female | Total |
|----------------------------------|------|--------|-------|
| Native American | 0 | 0 | 0 |
| Asian | 0 | 5 | 5 |
| African American | 1 | 24 | 25 |
| Hispanic | 0 | 1 | 1 |
| Native Hawaiian/Pacific Islander | 0 | 0 | 0 |
| White | 11 | 8 | 19 |
| Multiple races | 1 | 2 | 3 |
| Other | 0 | 0 | 0 |
| Total | 13 | 40 | 53 |

Note. 64% non-White, 25% male. Data based on scholarships distributed.

University of Rochester School of Nursing

Mission

Building on a pioneering tradition of unifying nursing education, research, and practice, the University of Rochester School of Nursing pursues excellence in clinical and scientific learning, discovery, and nursing care.²⁷

School of Nursing Profile

Location: Rochester, NY

School of nursing established: 1925

ABSN program established and program length: 2002; 12 months (3 semesters)

AMSN program established and program length: 2002; 3 years

Graduate programs offered: MSN, post-master's program, DNP, PhD

Table D13 New Careers in Nursing Grant Requests and Awards by Year for University of Rochester School of Nursing

| | Requested | | | Awarded | | |
|--------|-------------|------------------|-----------|-----------|------------------|-----------|
| | Amount | No. scholarships | Degree | Amount | No. scholarships | Degree |
| Year 1 | \$300,000 | 30 | ABSN/AMSN | \$150,000 | 15 | ABSN/AMSN |
| Year 2 | \$300,000 | 30 | ABSN/AMSN | \$130,000 | 13 | ABSN/AMSN |
| Year 3 | \$300,000 | 30 | ABSN/AMSN | \$100,000 | 10 | ABSN/AMSN |
| Year 4 | \$300,000 | 30 | ABSN/AMSN | \$150,000 | 15 | ABSN/AMSN |
| Year 5 | \$300,000 | 30 | ABSN/AMSN | \$120,000 | 12 | ABSN/AMSN |
| Year 6 | \$300,000 | 30 | ABSN/AMSN | \$130,000 | 13 | ABSN/AMSN |
| Year 7 | \$300,000 | 30 | ABSN/AMSN | \$130,000 | 13 | ABSN/AMSN |
| Total | \$2,100,000 | 210 | ABSN/AMSN | \$910,000 | 91 | ABSN/AMSN |

Note. ABSN = accelerated bachelor's of science in nursing, AMSN = accelerated master's of science in nursing.

New Careers in Nursing Scholars Enrollment/Graduation Status (as of January 2015)

N = 91 scholarships disbursed

21 enrolled

65 graduated

5 withdrew

Table D14 New Careers in Nursing Scholars Demographic Profile (as of February 2015) for University of Rochester School of Nursing

| | Male | Female | Total |
|----------------------------------|------|--------|-------|
| Native American | 1 | 1 | 2 |
| Asian | 5 | 6 | 11 |
| African American | 5 | 19 | 24 |
| Hispanic | 5 | 8 | 13 |
| Native Hawaiian/Pacific Islander | 0 | 0 | 0 |
| White | 30 | 5 | 35 |
| Multiple races | 1 | 5 | 6 |
| Other | 0 | 0 | 0 |
| Total | 47 | 44 | 91 |

Note. 62% non-White, 52% male. Data based on scholarships distributed.

University of Wyoming Fay W. Whitney School of Nursing

Mission

As a leader in professional nursing, outreach and rural health, the University of Wyoming educates, conducts research, and provides service and practice for the purpose of improving, protecting and promoting health.²⁸

School of Nursing Profile

Location: Laramie, WY

School of nursing established: 1951

Accelerated BSN program established: 2005

Program length: 15 months

Graduate programs offered: DNP

Table D15 New Careers in Nursing Grant Requests and Awards by Year for University of Wyoming Fay W. Whitney School of Nursing

| | Requested | | | Awarded | | |
|--------|-----------|------------------|--------|-----------|------------------|--------|
| | Amount | No. scholarships | Degree | Amount | No. scholarships | Degree |
| Year 1 | \$50,000 | 5 | ABSN | \$50,000 | 5 | ABSN |
| Year 2 | \$100,000 | 10 | ABSN | \$100,000 | 10 | ABSN |
| Year 3 | \$100,000 | 10 | ABSN | \$100,000 | 10 | ABSN |
| Year 4 | \$100,000 | 10 | ABSN | \$50,000 | 5 | ABSN |
| Year 5 | \$100,000 | 10 | ABSN | \$50,000 | 5 | ABSN |
| Year 6 | \$100,000 | 10 | ABSN | \$50,000 | 5 | ABSN |
| Year 7 | \$100,000 | 10 | ABSN | \$0 | 0 | ABSN |
| Total | \$650,000 | 65 | ABSN | \$400,000 | 40 | ABSN |

Note. ABSN = accelerated bachelor's of science in nursing.

New Careers in Nursing Scholars Enrollment/Graduation Status (as of January 2015)

N = 40 scholarships disbursed

6 enrolled

33 graduated

1 withdrew

Table D16 New Careers in Nursing Scholars Demographic Profile (as of February 2015) for University of Wyoming Fay W. Whitney School of Nursing

| | Male | Female | Total |
|----------------------------------|------|--------|-------|
| Native American | 0 | 1 | 1 |
| Asian | 0 | 1 | 1 |
| African American | 0 | 5 | 5 |
| Hispanic | 1 | 3 | 4 |
| Native Hawaiian/Pacific Islander | 0 | 1 | 1 |
| White | 18 | 5 | 23 |
| Multiple races | 3 | 1 | 4 |
| Other | 1 | 0 | 1 |
| Total | 23 | 17 | 40 |

Note. 43% non-White, 58% male. Data based on scholarships distributed.

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