

Innovative Nursing Education Pathways (INEPs) and Racial/Ethnic Diversity

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Problem Statement

Anecdotal reports from leaders of INEPs have indicated a variety of perspectives on the relationship between diversity and INEPs including a possible loss of racial / ethnic diversity.



Purpose

To determine whether INEPs reflect the racial/ethnic diversity of traditional pathways.

Methods

21 item questionnaire was developed and distributed to 14 INEP programs/consortiums

Sample: 8 responded



Innovative Nursing Pathways & Diversity

Future of Nursing: Key Point 2

Increase the percentage of nurses with a bachelor’s degree to 80% by 2020

Future of Nursing: Key Point 4

Effective workforce planning and policy making require better data collection and an improved information structure

Robert Wood Johnson Foundation (RWJF) funded Initiatives

- **APIN** : Funded nine states in developing and evaluating innovative models of streamlining nursing education pathways.
- **SIP**: Allowed states to select any area of the IOM Future of Nursing report for development, and more than 20 states focused on nursing education.

Innovative Nursing Pathways

Link community colleges with universities to allow students to concurrently enroll in a community college for pre-licensure nursing courses and a 4- year university to complete the requirements of a BSN.

Diversity



The need to diversify the nursing workforce has been acknowledged across organizations (AACN, 2014; HRSA, 2015; HRSA, 2006; IOM, 2003; IOM, 2011; NLN, 2009). RWJF for grant funding asks that attention to the recruitment and retention of underrepresented and underserved students in schools of nursing be addressed.

Results	
Group	Results
1	Decrease in diversity admission rates. Too early for graduation rates (i.e. no attrition data)
2	No data (32% aggregated increase in admissions for Latino’s in all schools)
3	No data
4	No data
5	Groups not disaggregated- change cannot be determined
6	Significant attrition- no comparison data
7	No data
8	Increase in diversity admission rates. Increased attrition in African-Americans

Summary

- **8 consortia participated, 6 consortia did not** (*Consideration: Did they not participate because of time or reluctance to share diversity data?*)
- **Of the 8 who participated:**
 - 4 stated “data not available”
 - 3 had partial data only (*Consideration: Why aren’t data available?*)
- **Data available:**
 - One program showed decreased diversity in admission rates in innovation programs
 - One program had an increase in diversity admission rates in innovative programs, but also an increase in attrition percentage.

Recommendations

- Careful data collection and analysis of admissions, graduation and attrition rates
- Transparency of diversity data
- Understand what impact, if any, innovative nursing programs are having on compositional diversity so we can identify best practices; and/or identify a potential problems and determine strategies for mitigating them.

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