Literature Review: Effective Strategies to Increase Diversity In Nursing Education

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The Facts

- Fact: Only 39% of the registered nurse workforce was from a minority background as opposed to the US population which consists of 37% racial and ethnic minorities (AACN, 2015).
- Fact: 30% of those enrolled in a baccalaureate nursing program in 2014-2015 represented minorities (AACN, 2015).
- Fact: There is a gap between the US general population and the pipeline being prepared to serve their diverse needs (AACN, 2015).
- Fact: "The Future of Nursing: Leading Change, Advancing Health" reiterates the need to increase ethnic and racial minority recruitment and retention in nursing school to transform nursing practice so it meets society's demands (IOM, 2011).

Methods Used

- A comprehensive literature review using the CINAHL and ERIC databases.
- Keywords: "Minority*" and "Nursing school" and "Enrollment".
- Parameters: 2010-2016, full-text online and scholarly materials.
- Articles eliminated if they focused on interventions conducted in high-school programs or did not discuss outcomes.

Limitations

- Most of the schools implemented many different strategies to increase minority enrollment and success. This poses difficulty in identifying which of the strategies was the most successful and may suggest that a multiple intervention approach is necessary.
- The timing of implementing chosen strategies was not accounted for in this review. It may be that the strategies are more successful if implemented at a particular point in the student's college career.
- Our literature review criteria eliminated any research before 2010 as well as high-school programs.

Results of Literature Review

<table>
<thead>
<tr>
<th>Reference/Title</th>
<th>Purpose</th>
<th>Design</th>
<th>Key Findings</th>
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<tbody>
<tr>
<td>Brooks, A., et al. (2015).</td>
<td>Identify interventions associated with minority student enrollment and the interventions’ effects on enrollment across racial and ethnic groups.</td>
<td>Qualitative</td>
<td>The success of interventions vary based on ethnicity. The most successful interventions include: mentoring, academic support, financial support, career development, diversity workshops, and community partnerships.</td>
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<tr>
<td>Brooks, A., et al. (2014).</td>
<td>To identify key components of diversity pipeline programs and analyze their impact on minority graduation and enrollment.</td>
<td>Qualitative</td>
<td>The success of pipeline programs differed depending on the minority group. Successful interventions include: mentorship, academic support, psychosocial support.</td>
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<td>Ferrell, D.K., &amp; DeCrate, S.K. (2016).</td>
<td>Identify themes of success as identified by minority nursing students.</td>
<td>Qualitative</td>
<td>5 themes include institutional commitment, feedback, communication and expectations, involvement and support (social, academic, and financial).</td>
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<tr>
<td>Ferrell, D.K., &amp; DeCrate, S.K. (2016).</td>
<td>Examine influences that aide the success of minority students.</td>
<td>Mixed Methods Descriptive</td>
<td>Students recognized the benefits of supportive services, but the majority still did not utilize the services.</td>
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<td>Loftin, C., et al. (2013). Moving toward greater diversity: A review of interventions to increase diversity in nursing education.</td>
<td>Synthesize the interventions that have been used to promote recruitment and retention of minority nursing students.</td>
<td>Systematic Review of Literature</td>
<td>There is limited evidence on interventions implemented. The interventions that have been studied include the categories of: academic support, technology support, remedial and skill building activities, tutorial support, professional integration factors and financial factors.</td>
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<td>Murray, T.A. (2015).</td>
<td>Determine the impact of institutional climate and culture, from a student's perspective, on the academic success of African American nursing students.</td>
<td>Literature Review</td>
<td>Three major themes impacting success include: feelings of alienation and isolation (from other students and faculty), persistent determination and difficulty seeking help out of fear of judgment.</td>
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<tr>
<td>Murray, T.A. (2015).</td>
<td>Identify barriers and supports to retention and graduation rates of African American nursing students.</td>
<td>Literature Review</td>
<td>Barriers to success include: feelings of alienation, isolation, and being different. Factors that increase success include: academic support, mentoring, and integration and inclusivity.</td>
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<tr>
<td>Neubrand, J., &amp; Metcalfe, S.E. (2016).</td>
<td>Describe a program used in western North Carolina to increase admission and graduation rates of minority and disadvantaged nursing students.</td>
<td>Case Study</td>
<td>The program has increased the number of underrepresented nursing students who are admitted and graduated from the school of nursing. The services provided in the program include a nursing mentor, scholarships for tuition and living expenses stipends, as well as personalized and group tutoring for nursing school admission exams.</td>
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<tr>
<td>Torregoza, M.B., &amp; Morin, K.H. (2012).</td>
<td>Examine the success of initiatives being used by nursing faculty to increase the academic success of ethnically diverse nursing students.</td>
<td>Literature Review</td>
<td>Described positive student outcomes, but the reviewed studies’ methodology presented many limitations and therefore the evidence is still inconclusive to support the most commonly used initiatives, including: peer mentoring, faculty-student mentoring, social networking, academic support and financial support.</td>
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</tbody>
</table>

Discussion

Do you think the use of a student run, minority, pre-nursing club provide a realistic framework to implement strategies aimed at boosting nursing program minority enrollment and retention?

TRUE

FALSE

Quiz

Read the statement below and determine if it is TRUE or FALSE

TRUE

FALSE

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References


* Please see handout for list of table references