California State University

Nursing and Allied Health Professions
Pathways and Best Practices

California Statewide Summit Meeting
September 28, 2009
California State University
Office of the Chancellor
Project Overview: Goals and Objectives

- Develop an action plan to:
  - Enhance pathways and pipelines between the CSU and its educational partners for students from underrepresented groups (URG) that promote their successful enrollment in and completion of health professions programs leading to degrees in nursing, medicine, dentistry, pharmacy, allied health, and public health; thereby increasing the numbers and diversity of California’s health professions workforce.
Health Professions Pathways Summit Goals

- **GOAL 1**: To gather input from the broadest possible range of stakeholders engaged in the promotion and support of diversity and growth in the health professions workforce.

- **GOAL 2**: To invite each participant to commit to realizable actions, programs, and collaborations that promote health professions diversity and numbers.

- **GOAL 3**: To identify specific lists of best practices, actions, and human and financial resources that can be included in an action plan to increase health professions diversity and numbers facilitated via the CSU.
Project Leadership

- CSU Project Leadership Includes;
  - Principal Investigator, Elizabeth Ambos, CSU CO
  - Project Director, Northern California: Barry Rothman, SFSU
  - Project Director, Southern California: Yolanda (Linda) Reid Chassiakos, CSUN
  - Statewide Nursing and Allied Health Project Leadership: Judy Papenhausen, CSUSM
  - Special Assistant for Health Professions: Theodore Lucas, CSU CO and CSU Channel Islands

Project Began in Spring-Summer 2008 with Funding from the California Endowment
Project Partners/Technical Advisors

- **Terri Richardson**, Health Professions Advisement Center, Department of Biology; California State University, Northridge

- **Jim Comins**, Statewide Advisory Committee Education; Coordinator for Health Professions; Los Rios Community College District

- **Barbara Whitney**, Specialist; Statewide Advisory Committee on Health Occupations ADN-RN Nursing Programs; California Community Colleges

- **Kevin Barnett**, Principal Investigator, Public Health Institute

- **Jeff Oxendine**, Associate Dean, UC Berkeley School of Public Health
CSU’s Partnership Role in California’s Workforce: Quantity, Quality, and Diversity

- The CSU is the largest, most diverse, baccalaureate degree-granting public higher education system in the United States: with close to 450,000 students enrolled in 2008. The CSU is an academic resource for our students, and our educational partners.

- The CSU granted close to 90,000 bachelor’s and master’s degrees in 2006-2007.

- The CSU graduates more African American, Hispanic, and American Indian students with baccalaureate degrees than all other California universities combined.
California State University: Health Professions Degree Programs and Workforce Development

- CSU prepares 44% of California’s Bachelor’s degree graduates in the life sciences, which include such fields as biotechnology and a variety of health professions.

- CSU contributes the majority of the state’s Bachelor’s and Master’s degree graduates in health professions’ related fields:
  - 92% in health professions and related sciences
  - 64% in nursing
California State University: Health Professions Degree Programs and Workforce Development

- The CSU also contributes to the state’s supply of future doctors, dentists, pharmacists, nurses, and other highly trained health professionals by preparing well-qualified graduates—many from underrepresented groups-- that are accepted in post-baccalaureate public and private medical, dental, nursing, pharmacy, and other health professions schools.
After declines in the early 2000’s, we are again witnessing increases in the numbers of students completing these degrees.

Health Professions Degree Holders Have Largely Increased in Diversity, Particularly with Respect to Asian and Hispanic Degree Holders
But--the CSU isn’t an island—we are strengthened by the valued collaborations and partnerships with our fellow educational institutions in the K-12, Community College, UC, and other Institutions of Higher Education.
California Community Colleges: Gateways to Success for California’s Diverse Workforce

California Community Colleges Allied Health Graduates (Top programs of over 100 graduates)
Total Nursing and Allied Health Graduates in 2008-09 = 16,610
Governor’s Nurse Education Initiative

Total Amount = $90 Million

in awards and matching over five years.

“Governor Arnold Schwarzenegger today announced the release of $13 million in Workforce Investment Act and Wagner Peyser Act funds to support statewide nursing job-training and education initiatives……”

"These funds help address our state's very persistent and real nursing shortage," said Governor Schwarzenegger. "Patient safety is a top priority for this Administration, and we must work to ensure that Californians have access to the healthcare they deserve. Every effort must be made to help our hospitals and healthcare providers fill the nursing positions they need to deliver safe, quality patient care."

Sacramento Bee:

Friday, March 18, 2005
• 74 CCC ADN programs enroll 13,047 full-time-equivalent students (FTES) in 2009
• Nursing Expansion at Community Colleges is Multi-faceted

❖ 61 colleges received grants to expand enrollments.
  ➢ Grant colleges committed to add 2,298 nursing slots (FTES) statewide by 2008-09.
  ➢ CC ADN Enrollments Up 48% since 2004-05

❖ 70 colleges received grants for diagnostic and support services, pre-entry coursework, and other services to reduce attrition.
New Legislation: Allowed Grant ADN Nursing Expansion Colleges to use State approved Pre-Nursing Enrollment tests, multi-criterion enrollment processes, and develop remediation programs for Pre Nursing students—all aimed at promoting student success.

Six new ADN Programs have started since 2004-05

Total funds for Nursing Expansion since 2004 to date: $164.3 million dollars
But for all of us helping students on their educational journeys, there are bumps in the road.

How do we avoid them—or fix them?
General Issues Relating to CSU Retention and Graduation…And it’s a National Problem

Project Overview: Timeline and Deliverables

• Fall 2008-Winter 2009: Held a series of planning meetings with CSU health professions advisors and partners from CCCs, UCs, and other academic, community, and health care agencies.
  September 5 – Southern California regional meeting
  September 12 – Northern California regional meeting

• January 15, 2009 – Statewide summit meeting – Pathways for CSU students to enter graduate Health Professions Educational Institutions (HPEI) with focus on medicine, dentistry, pharmacy.

• September 28, 2009 – Statewide summit meeting – Pathways for CSU students to enter nursing and allied health careers with focus on partnerships and linkages between California Community Colleges and the CSU.

• Fall 2009-Spring 2010 – Pathways to Success -- presentation of recommendations for action items and their implementation to CSU administration and other leadership groups.
Challenges Attendees at Previous Meetings Identified

- Improve K-12 preparation, particularly for underrepresented students
- Enhance mentoring and advising from first-year to baccalaureate degree completion
- Smooth transitions from CCC to CSU
- Improve and enhance pipelines from CSU to UC
- Develop service learning opportunities targeted to health professions
- Enhance financial aid and scholarships
- Promote networking, internships, research, and other professional development opportunities
- Work with professional schools to clarify criteria for applicant selection and enhance student preparation.
- Understand the impact of cultural, ethnic, and socioeconomic factors on URG students’ academic progress and success.
January 15, 2009 Recommendations: K-12 Transitions

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<thead>
<tr>
<th>Requires Minimal Resources</th>
<th>Requires Moderate to Substantial Resources</th>
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<tr>
<td>Use 21\textsuperscript{st} century technology to engage, inform, and prepare high school students/health academies for HP options.</td>
<td>Convene periodic statewide/regional conferences for pre-health advisors at the high school level.</td>
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<td>Engage CSU, UC, and other HPEI health professions alumni as pre-college career mentors.</td>
<td>Establish summer pre-college bridge programs for disadvantaged pre-health students.</td>
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## Recommendations: Undergraduate Preparation

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<td>Use 21\textsuperscript{st} century technology to engage, inform, and prepare CSU students (including prospective students transferring from CCC) for HP options.</td>
<td>Convene periodic statewide/regional conferences for pre-health advisors and students.</td>
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<tr>
<td>Engage CSU, UC, and other HPEI health professions alumni as career mentors.</td>
<td>Develop health professions career preparatory courses.</td>
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<td>Require formal partnerships between UC-based post-baccalaureate programs and CSU campuses.</td>
<td>Establish joint research initiatives sponsored by CSU, UC/other HPEI faculty that include paid internships.</td>
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<td>Remove obstacles to informal post-baccalaureate preparation at CSU campuses.</td>
<td>Establish campus level one-stop health professions advising and resource centers.</td>
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## Recommendations:
### Graduate and Post-Baccalaureate Transitions

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<tr>
<td>Require periodic CSU site visits by UC/other HPEI senior administrators, faculty and graduate students.</td>
<td>Review CSU health science course content to identify areas where greater alignment is needed to yield optimal results in application process.</td>
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<td>Tie admissions criteria to UC/other HPEIs’ role in addressing regional workforce needs.</td>
<td>Designate formal campus-level CSU inter-departmental liaisons.</td>
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<td>Establish UC/other HPEI campus level metrics that validate commitment to CSU recruitment.</td>
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## Recommendations: System-Wide and Campus-Wide Actions

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<td>Develop regional memoranda of understanding between CSU campuses, HPEIs, and health professions employers.</td>
<td>Create CSU incentive funds for high performing campuses.</td>
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<td>Establish CSU – HPEI Joint Health Sciences Committee.</td>
<td>Require collection of data on CSU graduates to provide evidence base for increased UC and other HPEIs recruitment and admissions.</td>
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<td>Establish formal process for curricular changes that involves proactive CSU input and coordination.</td>
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The Task Before Us Today….

- Scope of Professions: Nursing and Allied Health

- Morning Sessions:
  - Presentation of data from CSU and CCC on preparation and success of students in nursing and allied health career pipelines, particularly with respect to students from underrepresented groups
  - World Café – A Call to Action Plans

- Networking Lunch: Meet and greet colleagues in an informal setting

- Afternoon Sessions: Overview of nursing and allied health workforce programs and issues; “lightning round” of best practices in nursing and allied health education.
Nursing and Allied Health Professions
Pathways and Best Practices:

Facts & Figures

Prepared by: Terri S. Richardson, M.D., M.S.
California State University, Northridge
CSU Health Professions Degrees

- Clinical Science/Biomedical Laboratory Science (CLS)
- Communicative Disorders/Speech Pathology and Audiology (CD/SP)
- Environmental and Occupational Health (EOH)
- Health Care Management/Administration (HM/HA)
- Health Science (HS)
- Nursing (RN-to-BSN) Degree
- Nursing (Pre-Licensure)
- Occupational Therapy (OT)
- Physical Therapy (PT)
- Public Health (PH)
- Public Health and Nursing
- Rehabilitation Counseling
## CSU Health-Related Bachelor’s Degrees

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CSU Health Related Graduate Degrees
CSU Health-Related Bachelor’s Degrees 2007-2008, by Ethnicity (n=3209)

- Caucasian: 35%
- African American: 6%
- Unknown: 12%
- Asian: 28%
- Latino: 18%
- American Indian: 1%
- Pacific Islander: 0.1%

California Census-2000

- Caucasian
- Hispanic
- Asian
- Pacific Islander
- African-American
- American Indian
- Mixed Race
CSU Health-Related Graduate Degrees
2007-2008, by Ethnicity (n=1095)

- Caucasian: 43%
- African American: 17%
- Asian: Asian American and Filipino: 16%
- Latino: Mexican American and Other Latino: 16%
- American Indian: 0.8%
- Pacific Islander: 0.1%
- Unknown: 16%
- American Indian: 7%

California Census-2000
- Caucasian
- Hispanic
- Asian
- Pacific Islander
- African-American
- American Indian
- Mixed Race
Institution of Origin for CSU Graduates
Health-Related Bachelor’s Degrees
2007-2008

- CCC
- Cal Independent College
- Cal Private High School
- Cal Public High School
- CSU
- UC
Institution of Origin for CSU Graduates
Health-Related Graduate Degrees
2007-2008

Cal Independent College

UC

CSU

Cal Independent College
Institution of Origin for CSU Graduates
Health-Related Bachelor’s Degrees
2007-2008, by Ethnicity

- American Indian
- Latino: Mexican American & Other Latino
- Unknown
- Asian American: Asian American & Filipino
- Pacific Islander
- African American
- Caucasian

CCC (1875)
Cal Indep College (47)
Cal Public High (796)
Cal Private High (86)
CSU (283)
UC (17)
Institution of Origin for CSU Graduates
Health-Related Graduate Degrees
2007-2008, by Ethnicity

- American Indian
- Latino: Mexican American & Other Latino
- Unknown
- Asian American: Asian American & Filipino
- Pacific Islander
- African American
- Caucasian

Cal Indep College (158)  CSU (769)  UC (195)
## CSU Health-Related Bachelor’s Degrees for CCC Transfers
### 2005-2006

### CCC of origin for LARGEST number of transfer students (by ethnicity and program)

<table>
<thead>
<tr>
<th>Program</th>
<th>All Students</th>
<th>White Students</th>
<th>African Amer. Students</th>
<th>Mexican Amer Students</th>
<th>Other Latino Students</th>
<th>Pacific Islander Students</th>
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<td>LA Mission/ Pierce</td>
<td>None</td>
<td>None</td>
<td>Coll of Canyons</td>
<td>LA Pierce</td>
</tr>
</tbody>
</table>
Health Professions: Top CCCs In Terms of Transfer to CSUs

Latinos

African-Americans

American Indians

Please note that the small numbers of students in each group means that patterns should not necessarily be inferred.
Newly Enrolled Nursing Students in California Nursing Programs, 2007-2008 (n=13,157)

- **White**: 37%
- **African Amer.**: 6%
- **Asian**: 14%
- **Filipino**: 13%
- **Hispanic**: 16%
- **Native Amer.**: 1%
- **Unknown**: 9%
- **Other**: 4%
A Recent Study Shows: Qualified Nursing Program Applicants Are Being Admitted at Similar Rates Regardless of Race, Ethnicity, Gender.....

- “The NSAD project looked at race, ethnicity and gender of nursing school applicants and enrolled students. There were anecdotal reports that students from underrepresented backgrounds who were qualified for nursing school were being turned away at higher rates. NSAD data did not support these anecdotal reports. Applicants from under-represented groups were admitted at similar rates but students from under-represented groups who did not meet the minimum qualifications for nursing school were over-represented.”

But students from underrepresented groups are overrepresented in the Unqualified Applicant Group

Results from the Oregon 2009 Study Nursing Schools Admission Data (NSAD)
Increase in California Nursing Programs, 2004-2008

- ADN Programs
- BSN Programs
- Entry-Level MSN Programs
Increase in California Nursing Programs, 2004-2008
Number of California Nursing School Applicants/Matriculants, 2004-2008
Attrition Rates at California Nursing Schools

- Total number of students leaving nursing programs (attrition) has remained at 16% (averaged across all California programs) since 2004.

- Factors impacting attrition include:
  (in order of their effects on attrition)
  - Academic issues
  - Family or work issues
  - Clinical Failure
  - Financial Need
  - Changed Major
Sources and References

1) CSU Health-Related Degree Listing: http://www.calstate.edu/majors/


3) Health-Related Degree Program Completions, Ethnicity, and Institute of Origin Info: CSU Academic Research

4) CCC Enrollment/Completion Info: CCC Institutional Research
Food for Thought

1. Can we identify some of the factors that contribute to CCC and CSU campuses’ success in promoting health professions studies and careers?

2. What roles do regional demographics play in pathway success for underrepresented groups?

3. What factors and interventions promote URG student retention in health professions programs and reduce attrition?
Food for Thought

4. Can academic programs develop cost-effective strategies to increase capacity? What might some strategies be?

5. What options are available for qualified applicants who are not accepted into nursing programs and how can these students be assisted to explore other health professions programs and careers?