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# Nursing Education Administrators' Perceptions of the Recruitment and Retention of African American Male Nursing Students

Maggie Thurmond Dorsey

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NURSING EDUCATION ADMINISTRATORS' PERCEPTIONS OF THE  
RECRUITMENT AND RETENTION OF AFRICAN AMERICAN MALE NURSING  
STUDENTS

by

MAGGIE THURMOND DORSEY

(Under the Direction of Michael D. Richardson)

ABSTRACT

The present descriptive study obtained nursing education administrators' perceptions about the use and effectiveness of recruitment and retention strategies for African American male nursing students as compared to those strategies used for all nursing students in their nursing programs. A survey based on a review of the literature was developed by the researcher. The survey was mailed to 241 baccalaureate degree nursing education administrators in the 16 states and District of Columbia, Southern Regional Educational Board (SREB) region with a response rate of 39.3 %.

Descriptive analysis of each strategy on the survey was calculated to determine use and effectiveness. Paired samples t-tests were performed for the total recruitment strategies for African American male nursing students and all nursing students and for the total retention strategies for African American male nursing students and all nursing students. Narrative comments were clustered and categorized.

Seven findings from this descriptive study were reported. The discrete data reported in this study showed that few African American male nursing students were admitted to the baccalaureate degree nursing schools in the study in the year 2004 ( $M = 1.99$ ,  $SD = 3.93$ ) and even fewer graduated in that same year ( $M = .75$ ,  $SD = 1.27$ ). This study also

found that nursing education administrators used and perceived as effective for recruiting African American male nursing students, four strategies. A paired samples t-test showed statistical significance ( $p < .01$ ) in the sample group's perceptions of the effectiveness of the strategies for recruiting African American male nursing students and their perceptions of the effectiveness of the strategies for recruiting all nursing students.

This study found that nursing education administrators used and perceived as effective for retaining African American male nursing students eight strategies. A paired samples t-test showed statistical significance ( $p < .05$ ) in the sample group's perceptions of the effectiveness of the strategies for retaining African American male nursing students and their perceptions of the effectiveness of the strategies for retaining all nursing students. A serendipitous finding was also reported in this study.

**INDEX WORDS:** African American male nursing students, Recruitment Strategies, Retention Strategies, Nursing Education Administrators

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STUDENTS

by

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B.S.N., MEDICAL COLLEGE OF GEORGIA, 1976

M.S.N., MEDICAL COLLEGE OF GEORGIA, 1981

A Dissertation Submitted to the Graduate Faculty of Georgia Southern University

In Partial Fulfillment of the Requirements for the Degree

DOCTOR OF EDUCATION

STATESBORO, GEORGIA

2005

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Electronic Version  
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## DEDICATION

This dissertation is dedicated to my mother, Mrs. Maxine Wilson Thurmond and the precious memories of my father, the late Mr. Earl H. Thurmond, Sr. Their legacy of loving support as parents and commitment as educators has served as an inspiration for me to work towards the accomplishment of this goal.

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## CHAPTER 1

### INTRODUCTION

If nursing is to fulfill its potential of providing quality care in an evolving health care system, we need to attract the best and brightest—more men, more women, more people of color. We need to make nursing a preferred health career for people of both sexes and all ethnic groups. (Tranbarger, Sherrod, Porter-O'Grady, Tasata, Arant, & Day, 2003, p. 44)

Nursing is experiencing a shortage of personnel (American Association of Colleges of Nursing, 2001; Andrews, 2003). This shortage is primarily a result of an aging nursing workforce (Tourangeau, 2003), nurse burnout (Vahey, Aiken, Slone, Clarke, & Vargas, 2004), increasing numbers of elderly who need healthcare (Murray, 2002), an outdated public image of “nurses as deferential women in white dresses changing bedpans and taking orders” (Shoichet, 2002, p. 1) and an under-representation of minority groups in nursing and nursing programs (Andrews, 2003). Nonwhite nurses represent only 13.4% of the population of nurses (Shoichet, 2002). Males represent fewer than 6% of the population of nurses (McRae, 2003). It is then reasoned by this researcher that African American males represent an even smaller percentage of nurses. The numbers of African American males practicing in nursing and in nursing schools is not documented as an aggregate. Information such as efforts by nursing education administrators to recruit and retain the underrepresented African American males in nursing programs is not documented in the literature.

#### History of Nursing

Researchers identify the first nurse in what became America as a man (Lucas, 2003; Scally, 2002; Wilson, 1997). This male nurse from Mexico shipwrecked off the south coast of Texas 70 years before the pilgrims landed on Plymouth Rock. James

Derham, an African American male slave, worked as a nurse in 1783 and earned wages as a nurse (Wilson, 1997; Quarles, 1964). Before the 20<sup>th</sup> century, most of the persons providing care to the sick were men (Tranbarger et al., 2003). In a historical review of nursing, Meadus (2000) wrote that the vocation of nursing was dominated by men, dating back to 330 A. D. in the Byzantine Empire. Men were nurses during the Crusades in 11<sup>th</sup> century Europe, during Europe's many ensuing wars, and later in the Civil War in America.

It was during the 19<sup>th</sup> century that Florence Nightingale began the trend in Britain toward professional nursing as a predominantly female career (Meadus, 2000; Grant, 2002 ). Researchers have written that it is because of the Nightingale model of the nurse being female, (Kelly, Shoemaker, & Steele, 1996; Poliafico, 1998; Trossman, 2003), "subordinate, nurturing, domestic, humble, and self-sacrificing" (Meadus, 2000, p. 5), that men have been discouraged in nursing ever since (Kleinman, 2004). In fact in 1901 when the United States Army Nurse Corp was formed, male nurses were not allowed (Lucas, 2003). By 1930, men accounted for less than 1% of registered nurses (RNs) in the United States (Tranbarger et al., 2003). It was not until after the Korean War that male nurses were allowed in the U.S. military (Lucas, 2003).

Today, nursing as a profession is dominated by women. Men account for only 5.4 % of the estimated 2.69 million Registered Nurses in the United States (McRae, 2003; Trossman, 2003). According to statistics reported by the Bureau of Health Professions of the United States Department of Health and Human Services, Health Resources and Services Administration, [HRSA], (2000), 4.9 % of the registered nurses are African American. The percentage of African American male RNs is not documented.



Nursing has few men, fewer African Americans, and an undocumented even fewer African American male nurses. An additional complicating factor is that nursing is experiencing an overall shortage that is expected to continue (Murray, 2002).

The projected nursing shortage is attributed to multiple factors: an increase in the age of the RN workforce, decreased nursing school enrollment, increased career opportunities for women, rising wages for women relative to men, higher hospital census/greater acuity, and changes in the workplace that are contributing to nurse "burn-out." Additionally, an overall perception by the public that a nurse's work consists of long hours and low pay is believed to seriously affect recruitment of nurses. (Murray, 2002, p. 80).

### Nursing Programs

Florence Nightingale influenced nursing education in America. Florence Nightingale is credited with initiating educational reforms in nursing in Britain that led to worldwide increased quality of patient care, standardization of nursing education and nursing licensure (Grant, 2002). The first trained nurse in America, Linda Richards, traveled to England in 1877 and studied under Florence Nightingale (American Association of University Women, 2004). Linda Richards started the first of many nurse training programs in America in 1878 (American Association of University Women, 2004).

However, due to the Nightingale Model, by the mid 19<sup>th</sup> century, schools of nursing and many state nursing organizations refused to accept men (Tranbarger et al., 2003). The first male nursing school opened in America in 1888 (Beisler, 2003). In 1898 the Alexian Brothers incorporated the Alexian Brothers Hospital School of Nurses for Brothers only (Alexian Brothers, 2004, p. 1). "In 1941, only 68 of 1,303 schools of nursing admitted male students" (Poliafico, 1998, p. 40).

Many research articles have been written that validate the disproportionately low number of men in nursing (Kelly et al., 1996; Meadus, 2000; MedZilla.com, 2002; McRae, 2003; Kleinman, 2004). However, presently many schools of nursing such as the Oregon Center for Nursing, nursing schools in the state of North Carolina, University of Michigan and the University of Iowa (Trossman, 2003), are actively recruiting more men to their nursing programs.

Though there are differences between men and women in nursing, both groups choose nursing as a career to provide care to others, according to Bough (2001). Meadus (2000) identified three factors that serve as barriers to men in nursing: (1) the historical "Nightingale" image of the female nurse; (2) the perception that men in nursing are effeminate or homosexual; (3) and the low pay and devaluation of female-dominated work as compared to male-dominated professions. Still, although there are documented barriers to men in nursing, men in nursing experience benefits not experienced by women in nursing, such as increased salaries, more positions of authority, and more favorable perceptions by others of power (Kleinman, 2004).

Not only are there disparities between the numbers of men and women in nursing, but there are no statistics that document the under-representation of African American males in the nursing profession. This under-representation impacts society.

The lack of minorities in the health field is a significant public health issue. Fewer minorities often mean[s] that racial and ethnic minorities receive unequal treatment, thereby contributing to higher morbidity and mortality rates from chronic diseases. (Scott & Umar, 2003, p. 9)

There are disparities in the care that ethnic minorities receive from the health care system. These health care delivery disparities result in more illness and deaths in minorities (Ward et al., 2004).

According to the American Association of Colleges of Nursing (Berlin, Stennett, & Bednash, 2003), in the Fall of 2002, of 481 undergraduate generic baccalaureate degree nursing programs in the United States and its territories, with 84,666 students enrolled both full-time and part-time, most of the students were Caucasian and female, with only 11% identified as African-American and 8.4 % identified as male. This compares to the 63 % of African-American college students in general who are female (Kathryn, Llagas, & Snyder, 2003).

African American males are a documented minority in the population of college students in general (Spradley, 2001), and an unstudied minority in the field of associate and baccalaureate degree nursing education. Research is lacking that identifies the descriptive data about African American males in professional nursing programs. According to a study by the Southern Regional Board (SREB) Council on Collegiate Education for Nursing (Williams & Hodges, 2002), "appropriate leadership in nursing education units is essential in order to recruit, develop and retain well-qualified faculty and to teach and produce competent nurses at the entry and advanced levels" (p. 16). It is these nurse education units and their leaders who will help to diversify and increase the United States' supply of nurses.

#### Statement of the Problem

The professional nurse is an essential component of the team of healthcare providers. Nursing professionals provide unique services to humanity that are directed by an evidence-based practice, governed by each state's State Board of Nursing, and entrenched in centuries of tradition. Nurses are needed to provide care to people of all ages, of different races, and of both genders. Nurses not only provide care to individuals,

but administer and/or manage the health-related services rendered to groups, small and large. The body of knowledge called nursing includes not only specialized techniques directed toward all bodily systems and interdisciplinary core curricula, but actively embraces concepts of caring, ethics, diversity and legality.

There is a national shortage of professional nurses to provide care. The shortage of professional nurses is predicted to continue. The professional nursing shortage has been linked to increased patient morbidity and mortality as well as healthcare facilities' dilemmas resulting from inadequate nursing staffing. A further complicating factor in this shortage of nurses is the composite description of nurses.

Though nurses may be of either gender and of any race, the profession of nursing is dominated by Caucasian women. Certainly these nurses can and do provide nursing care to the diverse population of patients. However, having mostly Caucasian female nurses does not reflect the diversity of the patients receiving care. Having majority Caucasian female nurses reduces diversity in the profession's image as well as its cultural perspective. Inadequate racial and gender representation in the profession of nursing may constrict the public's perception of the profession and may reduce the prospective student pool. It also may contribute to a disparity between the healthcare of minority and majority groups.

A disproportionately small number of African American men enter the nursing profession. The aggregate number of African American male nursing students is not documented. Little is documented about African American males in nursing. In order to better understand the current situation, the expertise of nursing education administrators needs to be tapped. No data is found on nursing education administrators' perceptions of

African American male nursing students. No data is found that identifies strategies used by nursing education administrators to recruit and retain African American male nursing students. Until this research initiates the process of filling in the gap in the data about the recruitment and retention of African American males in nursing programs, there will be no dialogue addressing the issues related to the disparity in the numbers of African American male students entering the nursing profession. Therefore, the purpose of this study is to increase the body of information on the recruitment and retention strategies for African American males in baccalaureate degree nursing programs in the 16 Southern Regional Education Board States and the District of Columbia by surveying the nursing education administrators of these programs.

#### Research Questions

The overarching question that will guide this research will be: What are nursing school administrators' perceptions of recruitment and retention policies/procedures and strategies for African American male nursing students?

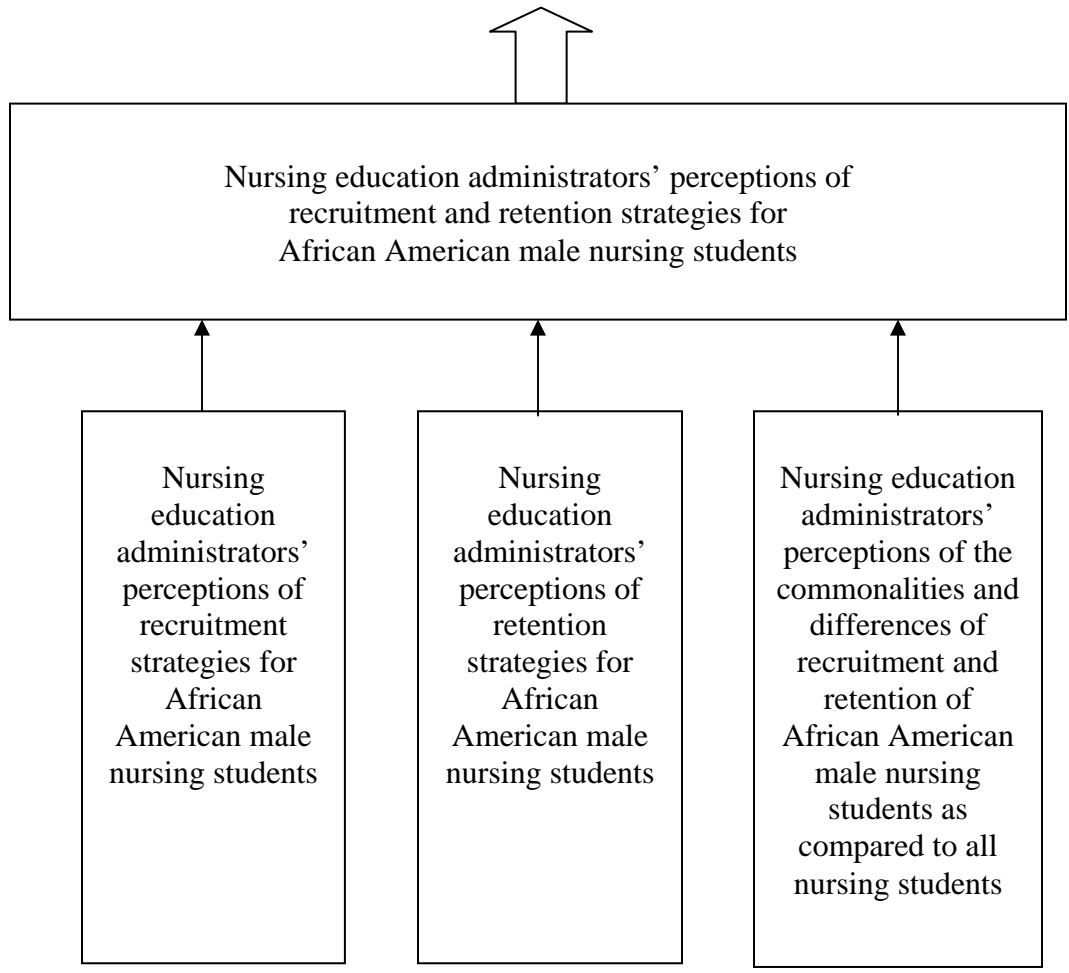
The following sub questions will provide further guidance:

1. What strategies do nursing education administrators use to recruit African American male nursing students?
2. What strategies do nursing education administrators use to retain African American male nursing students?
3. What are the commonalities and differences of recruitment and retention of African American male nursing students as compared to other nursing students?

## Conceptual Framework

The conceptual framework in Figure 1.1 illustrates that the focus of this planned research is the perceptions reported by nursing education administrators of recruitment and retention strategies of African American male nursing students. This study will also provide comparisons among the recruitment and retention strategies used for African American male nursing students with those used for other nursing students. The conceptual framework demonstrates with the largest rectangle the overarching question of "what are nursing school administrators' perceptions of recruitment and retention policies/procedures and strategies for African American male nursing students?" The conceptual framework also demonstrates that the recruitment strategies identified for African American male nursing students will be compared with those used to recruit all nursing students. The conceptual framework demonstrates that the retention strategies identified for African American male nursing students will be compared with those strategies used to retain all nursing students. The sub questions are represented in the conceptual framework with the three smaller rectangles under the box containing the overarching question. The one-way arrows in the conceptual framework leading from the sub questions rectangles to the overarching question rectangle represent the data provided from the answers to the sub questions, which will help to provide answers to the overarching research question. The open one-way arrow that leads out from the overarching research question reflects the opportunity that this potential research may fill in missing data on the retention and recruitment strategies used for African American male nursing students.

Figure 1.1. Conceptual Framework Reflecting The Relationship Of The Overarching Research Question To The Sub Questions In The Research Study



### Importance of the Study

Much has been documented about the profession of nursing, its history, and its present shortage. The data indicating the unfavorable patient outcomes resulting from this nursing shortage have been demonstrated in the literature. The profession of nursing is dominated by Caucasian females. Little is known about the African American male in nursing programs. This lack of information represents a void in the literature. Filling this information void may help to initiate a new dialogue related to African American males in nursing schools. Gathering this data may lead to further study that may help to reduce the nursing shortage of African American males. Surveying nursing education administrators about their perceptions of African American male nursing students in the 16 SREB states and the District of Columbia may provide needed data that can be used to learn more about a unique population of nursing students, African American male nursing students.

This study is important to African American male nursing students. It may foster a better understanding of the low numbers of these students in schools of nursing. This study may provide insight into the recruitment and retention of African American male nursing students in particular and male nursing students in general. This study is also important to educational administrators. It may help educational leaders to identify recruitment and retention strategies that are successful in promoting recruitment and retention of African American male nursing students. This study is also significant to the profession of nursing. Information gained from this study may lead to actions that may help to reduce the nursing shortage by identifying recruitment and retention strategies that are successful in promoting matriculation of African American male nursing



students. This study may be important to the health care community of professionals who work together to provide care to patients. When one area of the healthcare community is lacking, it impacts the entire healthcare community. Society may be benefited by this study because the findings of this study could help to recruit and retain African American male nursing students in nursing programs. Finally, this study could have a positive impact on the African American community. This study could capture some new data that could provide career opportunities in nursing not previously recognized by elementary, middle and high school African American males.

This topic is significant to the researcher because she is the mother of three African American males and she is a nurse educator. She desires to make an additional contribution in her lifetime to her profession and society by encouraging the success of African American males. She believes that the first step to being a contributing member of society is education. The profession of nursing has many opportunities not only for females, but also for males, and especially African American males. This researcher is concerned by the media projection of the problems related to African American males, and not of their successes. The public's perception of the African American male seems to be dominated by their large numbers in prisons, decreased numbers on college campuses, and their doomed existence of poverty and dependence. This researcher desires to start the process of gathering data on the recruitment and retention of African American male nursing students, and possibly improve society as a whole.

## Procedures

### Research Design

This proposed study used quantitative research methodology to gather the data. A researcher developed, self-administered, 31 item tool was used to survey the perceptions of nursing education administrators of the baccalaureate degree nursing programs in the 16 SREB states and District of Columbia.

### Population

Nursing education administrators of accredited baccalaureate degree nursing programs in the 16 SREB states and the District of Columbia, namely: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia, and District of Columbia (SREB, 2001), (N = 241 nursing programs) , were asked to participate in the study. Contact information on the baccalaureate degree nursing programs was obtained from the published listings of the Southern Regional Education Board Council on Collegiate Education for Nursing (2004), the Commission on Collegiate Nursing Education (CCNE) (2005) and the NLNAC: National League for Nursing Accrediting Directory of Accredited Nursing Programs (2003).

### Data Collection

Survey items were developed through a review of the literature, since there was no appropriate survey available for the study of recruitment and retention strategies for African American male nursing students. The five part self-administered tool contained instructions for each part, and consecutive numbering. The survey included 22 closed-ended, forced-response (Nardi, 2003) type items using a two column method (Anderson,

1990) to ascertain nominal data. The survey obtained data about usage of recruitment strategies; perceived effectiveness of recruitment strategies; usage of retention strategies; and perceived effectiveness of retention strategies. Four discrete data items were also included to obtain the number of African American male nursing students who began in the nursing program in 2004; the number of all nursing students who began in 2004; the number of African American male nursing students who graduated in 2004; and the number of all nursing students who graduated in 2004. Demographic data relating to the nursing education administrator respondents will also be obtained in the survey.

Georgia Southern University institutional review board's approval was obtained prior to the initiation of this proposed research study. Because the researcher was also a faculty member at another institution, appropriate IRB at that institution was also obtained.

The short survey was sent to the nursing education administrators of schools of nursing in the SREB states and District of Columbia via the United States Postal Service (Nardi, 2003). The survey was accompanied by a letter which included an introduction to and contact information for the researcher and the committee chairperson, an explanation of the study, the topic being investigated, the type of information needed, and a statement of passive informed consent (Beck, 2004). Returning the survey conveyed acceptance of the terms of the informed consent (Anderson, 1990). Also included in the survey packet was a stamped preaddressed envelop for the respondents to return the surveys to the researcher; and a postcard for the respondents to request the results of the research.

Two weeks after the surveys were mailed to the nursing education administrators, a postcard with a reminder message to complete and return the survey was sent.

## Data Analysis

The survey results were analytically reviewed using visual analysis and the Statistical Program for Social Sciences (SPSS) version 12 (Nardi, 2003). Descriptive analysis was used to summarize the quantitative data (Kirkpatrick & Feeney, 2005). Estimates of central tendency and dispersion of variables relevant to the sample were calculated (Burns & Grove, 1999). The narrative comments were analyzed and clustered into categories (Marshall & Rossman, 1999). After data analysis, the researcher offered interpretation of the findings in text and graphic illustrations.

## Definition of Terms

African American male baccalaureate degree nursing students: Non-Caucasian, non-Hispanic, American black male college students matriculating in at least one nursing course of the baccalaureate degree nursing programs in the 16 Southern Regional Education Board (SREB) states and the District of Columbia.

Associate degree nursing programs: nursing programs that can traditionally be completed in two years of full-time study and may be housed on either a four year college campus, junior college, or technical school campus. Curriculum has limited opportunities for the student to take liberal arts courses. Curriculum stresses the technical skills needed by the registered nurse to provide bedside care. Students are prepared to take the state licensing exam, National Council Licensing Examination for registered nurses, NCLEX-RN.

Baccalaureate degree nursing programs: nursing programs that can be completed traditionally in four years of full-time study and are found on four year college or university campuses. The curriculum of students in baccalaureate degree nursing programs not only includes the technical skills needed by a nurse, but the liberal arts

courses to prepare the student to provide holistic care to patients across the life-span and in various settings. The curriculum of baccalaureate degree nursing students also includes beginning research, management and nursing theory. Baccalaureate degree nursing students are prepared through didactic as well as clinical educational activities to take the state licensing examination, NCLEX-RN, for designation as a registered nurse, RN.

Mentoring: a relationship where an experienced individual provides task coaching, emotional encouragement, information, feedback, availability and acceptance to a less experienced individual (Northouse, 2004).

Nursing Education Administrators: registered nurses who head nursing education programs and whose credentials include at least a graduate degree in nursing (Williams & Hodges, 2002).

Registered Nurses (RNs): According to the U. S. Department of Labor Bureau of Labor Statistics Standard Occupational Classification (2003), "assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records. Administer nursing care to ill, injured, convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or provide case management. Licensing or registration required" (p. 1). "Although basic nursing programs (associate degree, diploma, baccalaureate) have different curricula, both in length and focus, all produce entry level graduates who are eligible for RN licensure" (Loquist & Bellack, p. i).

SREB: The Southern Regional Education Board, the nation's first interstate compact for education, was created in 1948 by Southern states. SREB helps government and education leaders work cooperatively to advance education and, in doing so, improve the

social and economic life of the region. SREB assists state leaders by directing attention to key issues; collecting, compiling and analyzing comparable data; and conducting broad studies and initiating discussions that help states and institutions form long-range plans, actions and policy proposals. SREB's [16 member states](#) are Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. SREB maintains regional databases for K-12 and higher education and publishes numerous reports annually (SREB, 2004)

### Summary

Few men choose nursing as a career. Research has not documented the presence of African American men in nursing. It is reasoned by this researcher that even fewer African American men choose nursing as a career. The profession of nursing is now dominated by Caucasian females. History reveals that before 1800, care givers were primarily men.

Health care reports detail that the health status of minority groups, including African American males, is less than that of Caucasians. It is believed that one factor in this disparity in health care status is related to the decreased numbers of minority health care professionals, including registered nurses.

There is a gap in the literature related to African American male nursing students. This research study utilizing the quantitative research methodology surveyed the nursing education administrators of baccalaureate degree nursing programs in the 16 SREB states and District of Columbia. Data was collected and analyzed about the recruitment and retention strategies for African American male nursing students. This research may lead

to further research that will help to relieve the nursing shortage, decrease the disparity in health status of African American males, and expand the career options of young African American male youths to include professional nursing.

## CHAPTER 2

### REVIEW OF RESEARCH AND RELATED LITERATURE

Nursing care provided by males has been recorded throughout the ages, with historical accounts cited in the New Testament of the Bible.

A certain man went down from Jerusalem to Jericho and fell among thieves, which stripped him of his raiment, and wounded him, and departed, leaving him half dead...But a certain Samaritan, as he journeyed, came where he was; and when he saw him, he had compassion on him, And went to him, and bound up his wounds, pouring in oil and wine, and set him on his own beast, and brought him to an inn, and took care of him. St Luke 10: 30, 33, 34 (King James Version).

#### Earliest Caregivers

A historical review of nursing reveals that the vocation of early nursing was dominated by males. Dating back to “about 250 BC, the first nursing school in the world was started in India where only men were considered ‘pure’ enough to become nurses” (Wilson, 1997, ¶ 1). Men were nurses in 330 A. D. in the Byzantine Empire (Meadus, 2000). Men were nurses during the Crusades in 11<sup>th</sup> century Europe. According to researchers (Wilson 1997; Scally, 2002; Lucas, 2003), the first nurse in the land that was later named America was a male named Friar Juan de Mena. Friar Juan de Mena, a nurse from Mexico, was shipwrecked off the south coast of Texas 70 years before the pilgrims landed on Plymouth Rock. Males acted as nurses during the Civil War in America (Meadus, 2000). Before the 20<sup>th</sup> century, over half the persons providing care to the sick were males (Tranbarger et al., 2003).

#### First Professional Nurses

Florence Nightingale is noted as the first professional nurse (Dossy, 2000). She is called “Lady with the Lamp” because of her nursing work in the Crimean War. Florence



Nightingale lived from 1820 until 1910 and is credited with revolutionizing health care with her record-keeping and use of statistics. She developed the “Model Hospital Statistical Form” (Audain, 1999). Nightingale was able to demonstrate the linkage between poor sanitation and increased mortality. Though British, her influence spread worldwide and influenced not only the education of nurses, but healthcare practices in general (Dossy, 2000). Florence Nightingale is credited with initiating educational reforms in nursing in Britain that led to the worldwide increased quality of patient care, standardization of nursing education and nursing licensure (Grant, 2002). Florence Nightingale is not only recognized as a pioneer in professional nursing and medicine, but she is blamed for the image of nursing as women’s work and the decline of men in nursing (O’Lynn, 2004).

Florence Nightingale influenced nursing education in America. The first trained nurse in America, Linda Richards, traveled to England in 1877 and studied for seven months under Florence Nightingale (American Association of University Women, 2004). Linda Richards started the first of many nurse training programs in America in 1878. She also began nurse training programs in Japan in 1886 (American Association of University Women).

#### Standards and Professional Nursing

According to a documentary (2004) produced by North Carolina’s only statewide broadcasting system, UNCTV, in 1897 the American Nurses Association called for laws to establish professional standards in nursing. North Carolina was the first state in the United States to pass a law requiring nurse registration and creating a board of nursing. According to the UNCTV documentary, before 1903, anybody could call themselves a

nurse and practice nursing. According to the National Council of State Boards of Nursing (1999), New York was the first state in 1938 to not only adopt a mandatory licensure law, but to also define a scope of nursing practice.

#### Early African American Women Providing Nursing Care

African American women, dating back to their arrival as slaves in 1619, have been significant contributors to the nursing care of Americans (Hine, 1989). African American women provided care to both Caucasians and African Americans on slave plantations and after freedom in 1865 (Hine, 1989). In the book, Black Women in White, Hine (1989) noted that some of the early African American women who provided nursing care were: (1) Jensey Snow who in the 1820's became noted for her nursing skills and opened a hospital to provide community services in Peters, Virginia; (2) Sojourner Truth, who lived from 1797 to 1881, provided unpaid nursing service to wounded civilians and soldiers during the Civil War; (3) Harriet Tubman, who lived from 1820 to 1913, provided nursing care in the Sea Islands off the coast of South Carolina; and (4) Susie King Taylor, who lived from 1848 to 1912, was an ex-slave and was known for her care of African American soldiers at Camp Saxton, South Carolina.

Like Florence Nightingale, Mary Grant Seacole, a black British woman, who lived from 1805 to 1881, also served in the Crimean War as a nurse (Carnegie, 1995). She is referred to as "The Other Florence Nightingale", and was named on February 9, 2004, as the "Greatest Black Briton" (Watters, 2004). In The Path We Tread: Blacks in Nursing Worldwide, 1864-1994 (Carnegie, 1995), her story is told. Mary Seacole, who had learned the skills of caring and healing from her mother in Jamaica, British West Indies, had previously served in Panama and Cuba during cholera and yellow fever

epidemics. When Mary Seacole heard of the Crimean War, she solicited permission from the British government to allow her to serve with Florence Nightingale. Mary Seacole was denied permission by the British government to serve as a nurse because she was not Caucasian. Mary Seacole then presented Florence Nightingale with a letter citing her credentials as a nurse from British army doctors. Seacole was also rejected by Florence Nightingale to serve as a nurse in the Crimean War. Though Seacole was rejected by both the British government and Florence Nightingale, she traveled 3,000 miles to the Crimea and worked beside Florence Nightingale as a volunteer (Carnegie, 1995).

#### Training of African American Nurses

The first trained African American nurse in the United States was Mary Eliza Mahoney (Hine, 1989; Carnegie, 1995, Davis, 1999). Mary Mahoney graduated from the 16 month nurse training course at the New England Hospital for Women and Children on August 1, 1879. Before this nursing program closed in 1951, Mary Mahoney was one of seven African Americans who completed this nursing training program (Carnegie, 1995). Mary Mahoney was one of only a small number of African American women who were allowed to train as nurses in the Nightingale modeled new schools and hospitals of the late nineteenth century due to “racial exclusion, segregation, and discrimination” (Hine, 1989, p. xvi). According to Dr. Hine (1989), “most nursing schools in the North adopted racial quotas, while all such schools in the South denied admission to black women” (p. xiv). To provide nurse training for African American women, the African American community, Caucasian philanthropists, and churches from the late 1800s until the late 1920s, established approximately two-hundred hospitals and nurse training schools nationally (Hine, 1989; Davis, 1999). One of these, the first diploma nursing program

established for African Americans, was founded in 1886 at Spelman Seminary, now called Spelman College, in Atlanta (Carnegie, 1995). This program was founded by two Caucasian women from New England named Sophia B. Packard and Harriet E. Giles. This two year nursing program was sponsored by a grant from John D. Rockefeller (Carnegie, 1995). “By the year 1928, there were just 36 schools for African American nurses listed by the State Boards of Examiners” (Hine, 1989, p. 205).

#### Trained African American Nurses Excluded Professionally

African American women in most states were denied membership into the professional organization for nurses, the American Nurses Association (Davis, 1999). African American nurses, concerned with their nursing career, formed the National Association of Colored Graduate Nurses (NACGN) in 1908. The leader in this movement was Martha M. Franklin of the Women’s and Children’s Hospital of Philadelphia. Martha Franklin was assisted by Adah Belle Samuels Thoms, of the Lincoln Hospital School of Nursing Alumnae Association in New York (Carnegie, 1995; Davis, 1999). By the end of the NACGN annual meeting in 1909, the group, under the leadership of Martha Franklin, had established two goals. The goals were that African American nurses must meet the same required standards as Caucasian nurses and that they be allowed to take the state examinations (Davis, 1999).

Ludie Clay Andrews of Atlanta, who earned her nursing diploma from the MacVicar Hospital School of Nursing, Spelman College in 1906, was a member of the Georgia chapter of NACGN (Hine, 1989). She is credited with securing, after a ten year battle with the Georgia Board of Nurse Examiners ending in 1920, the right for African American nurses to take the state nursing examinations. Even Martha Franklin, though

the founder of NACGN, went back to nursing school and took the necessary post-graduate six month course at Lincoln Hospital in New York, to become an RN in 1928 (Davis, 1999).

### Males in Professional Nursing

Not only were African American women denied access to Nightingale modeled nursing schools, but all males were also denied entrance (Beisler, 2003). Because nursing schools were restricted to Caucasian women, Beisler wrote that separate nursing schools were also started for men.

Darius Odgen Mills opened the first male nursing school in America in 1888, The Mills Training School for Men (Wilson, 1997; Beisler, 2003). Also in 1888, St. Vincent's Hospital School for Men was started in New York (Wilson, 1997). In 1898 the Alexian Brothers incorporated the Alexian Brothers Hospital School of Nurses for Brothers only (Alexian Brothers, 2004, p. 1). This school of nursing graduated its last class in 1969. "In 1941, only 68 of 1,303 schools of nursing admitted male students" (Poliafico, 1998, p. 40).

### African American Males in Nursing

James Derham has been cited as being an African American slave in 1783 who worked as a nurse in New Orleans to pay for his freedom (Quarles, 1964; Wilson, 1997). Except for the citation related to him, all other documentation on the early contributions of African Americans to nursing relate to women. In the book, The Path We Tread: Blacks in Nursing Worldwide, 1854-1994, Dr. Elizabeth Carnegie (1995) briefly mentioned and displayed the picture of Cleophus Doster, an African American male

nursing student, who in 1976 was the first male and first African American elected to the position of president of the National Student Nurses' Association.

### Army Nursing Corps

The Nurse Corps in the U. S. Army was founded in 1861 and later became the Army Nurse Corps in 1901 (Davis, 1999). It was composed of Caucasian female nurses exclusively for many years. African American women were allowed to serve in the Army Nurse Corps starting in 1918 (Davis, 1999). Male nurses were not allowed until 1955 (Boivin, 2002). The first male nurse to be commissioned as an Army Nurse was Edward Lyon on October 10, 1955 (Boivin, 2002).

In 1979 Col. Hazel Johnson was promoted to Brigadier General and was selected as the 16<sup>th</sup> Chief of the Army Nurse Corps” (Carnegie, 1995; Petersen, 2001). “She was the first African American female general officer in the Department of Defense” (Petersen, 2001, ¶ 50). Twenty-one years later, May 2000, the first male was appointed as the Chief of the Army Nurse Corps. Brigadier General William T. Bester became the 21<sup>st</sup> Chief of the Army Nurse Corps (Petersen, 2001). According to Janet Boivin, editorial director of Nursing Spectrum (2002), even though there are fewer than 6 % of men in the civilian nursing world, 35 % of the Army’s nurses, 30% of the Air Force’s nurses and 36 % of the Navy’s nurses are men.

### African American Male Nurses Missing in Historical Documentation

The history of nursing in America, though detailed, is lacking extensive information relating to minorities in nursing (Waterman, 2004), and particularly information about African American male in nursing.

The University of Virginia School of Nursing's Center for Nursing Historical Inquiry

(<http://www.nursing.virginia.edu/centers/cnhi/default>) has links to 23 web sites that include Black Nurses in History and Men in American Nursing History. The Library at the University of Medicine and Dentistry of New Jersey authors a web site entitled, Black Nurses in History: Bibliography and Guide to Web Resources (<http://www4.umdnj.edu/camlbweb/blacknurses.html>) which includes 60 links to articles, books and web sites on the history of African Americans in nursing. Though this site is a start in the task of documenting African Americans' contributions to nursing, there is no noted documentation on African American Males in Nursing.

There are organizations, literature and web sites created that document the history of nursing. The history of African American female nurses can be found in a limited number of books, articles and web sites. There are organizations, literature and web sites that have been created to recruit males to nursing schools and encourage retention of practicing male nurses in the mostly female and Caucasian profession of nursing (Egeland & Brown, 1988). There is no information that specifically addresses the history, recruitment or retention of African American males in nursing or nursing education.

#### Healthcare Disparity

Not only is there a disparity in the documentation of African Americans' contributions in nursing, but there is a disparity in the health care of African Americans and other minorities (Harrigan, Gollin, & Casken, 2003) when compared with the Caucasian population. According to the American Organization of Nurse Executives, "data continues to emerge that the particular needs of historically marginalized individuals and groups are not being met by the U.S. health care system" (2005, ¶ 3).

There is a disparity between the healthcare of Caucasian/white Americans and African Americans/blacks (Schneider, Zaslavsky, & Epstein 2002; Ibrahim, Whittle, Bean-Mayberry, Kelley, Good, & Conigliaro, 2003; LaVeist, Arthur, Morgan, Rubinstein, Kinder, & Plantholt, 2003; Sullivan, 2004). Research has not identified why disparities exist between care of minority and majority patients. Lee Green (2004) wrote that possibly cultural or language differences between the provider of care and the patient may adversely affect health care treatment of minorities. “These disparities may result from inequalities in access to and receipt of quality care and/or from differences in comorbidities” (Jemal et al, 2005, p. 24). These health care delivery disparities result in more illness and deaths in minorities (Ward et al, 2004). For example, “for all cancer sites combined, African American men have a 24% higher incidence rate and 40% higher death rate than Whites” (Jemal et al, 2005, p. 22). African American males are needed in nursing to help rectify the disparity in healthcare delivered to African Americans. According to the 2000 U. S. Census Bureau, in the 16 states and Washington DC area known as the Southern Regional Education Board (SREB), there are 9,113,570 African American males. It was found in studies by the Institute of Medicine of the National Academies (as cited in Adams & Price-Lea, 2004) that minority healthcare providers are more likely to work in low-income communities and minority healthcare consumers are more likely to seek minority healthcare providers (Lowe & Pechura, 2004).

### Nursing Workforce

Today, nursing as a profession is dominated by women. Men account for only 5.4 %, or 145,260, of the estimated 2.69 million Registered Nurses in the United States (McRae, 2003; Trossman, 2003). In addition, according to statistics reported by the



Bureau of Health Professions of the United States Department of Health and Human Services, Health Resources and Services Administration, (HRSA 2003; HRSA 2000), 4.9 %, or 131,810, of the registered nurses, are African American. Though undocumented, if it is proposed that African American men nurses represent the same percentage of African American nurses as with nurses in general, there may be approximately 7,118 African American male nurses in America. Nursing has few men, fewer African Americans, and an undocumented even fewer African American male nurses. Nursing's history of exclusion of African Americans (Carnegie, 1995) and males (Porter-O'Grady, 1998) continues to impact its current and projected workforce shortage (Murray, 2002; Buerhaus, Staiger, & Auerbach, 2004; Bailey, 2005). There is a need to increase the diversity of healthcare providers in nursing (Wilson, Canner, & McAllister, 2003; Carol, 2004).

#### Diversity in Nursing Education

Not only is diversity needed in the healthcare workforce (Fields, & Moody, 2001), but there is a need for diversity in the classroom to enrich the learning environment of all students (American Association of Colleges of Nursing, 1997; Percy, 2002; Bowen & Rudenstine, 2003). The Executive Summary of the Third Report of the Pew Health Professions Commission (1995) reported as one of its recommendations, after a ten year study of the national healthcare system, that healthcare professional students should represent the diversity of our society. The American Association of Colleges of Nursing (AACN), in a 1997 position paper Diversity and Equality of Opportunity, highlighted the need and value of diverse, traditionally underrepresented, groups in the profession of nursing. Diversity in nursing is important according to studies

by the Institute of Medicine of the National Academies (as cited in Adams & Price-Lea, 2004) to:

help bridge cultural and language gaps in practice and education;... provide a broader perspective of racial, ethnic, and cultural differences;... and to create a sense of community, narrowing the health disparity gap, and [to promote] the health of all people ( p. 98).

Though diversity in the nursing workforce is needed, all healthcare providers of all cultures must be trained to become culturally competent to provide equality in care and to reduce the disparities in healthcare (Johnson, 2005). In the 1997 position paper, Diversity and Equality of Opportunity, by the American Association of Colleges of Nursing (AACN), it was not only recommended that the profession of nursing should reflect the demographics of the population that it serves, but that leaders in nursing should accelerate the process of including underrepresented groups that include gender, race and ethnicity. The 2004 report of the Sullivan Commission on diversity in the healthcare workforce, detailed the increasing need to diversify the nursing profession. The Sullivan (2004) report detailed 37 recommendations for multiple strategies to address the issues surrounding increasing the diversity in healthcare in general and nursing in particular. Some of the strategies recommended by the Sullivan report of 2004 were that: scholarships should be provided through private and public funding sources to reduce the debt burden of underrepresented minority students; schools and community agencies should partner to provide educationally enriching activities for students; schools should provide “socio-economically disadvantaged students with support services such as mentoring, test-taking skills, counseling on application procedures, and interviewing skills” ( p. 7); and, schools of nursing should hire diversity program managers to facilitate an “accountability mechanism to ensure institutional diversity” (p. 10).

To increase the numbers of African American males in the nursing profession, there must first be an increase in the numbers of African American male students in nursing programs. Academic achievement gaps between minority and majority students serve as a barrier to minority student success in health care education (Lowe & Pechura, 2001). The burden of increased financial debt is yet another barrier for minority students entering and remaining in professional healthcare educational programs (Lowe & Pechura, 2001). In order to increase the numbers of ethnic and gender minorities in nursing education, these barriers need to be reduced through the implementation of recruitment and retention strategies (Percy, 2002; Wilson, Sanner, & McAllister, 2003; Carol, 2004; Sullivan, 2004). There are no data that relate to recruitment or retention of African American male nursing students.

In his 1990 dissertation, "A study of nursing school official's perceptions of recruiting males into the nursing profession", Anderson found that recruiters and nursing program directors from 100 baccalaureate nursing programs throughout the United States agreed that male student recruitment to nursing programs is a necessary strategy to increase male student enrollment in nursing programs.

#### Pre-college Recruitment

Introducing the idea of college education to minorities must begin before college age to promote the success of these students (Richardson & de los Santos, 1988; O'Neil, 1998; Fields & Moody, 2001; Heller & Lichtenberg, 2003; Wilson, Sanner, & McAllister, 2003). This recruitment of minorities specifically into nursing needs to begin even at the elementary level, so that the students can begin to recognize nursing as a career opportunity (Percy, 2002; Harrigan, Gollin, & Casken, 2003; Adams & Price-

Lea, 2004). The American Association of Colleges of Nursing (2001) recommended that pre-college recruitment begin at the middle and high school level. Baldwin and Agho (2003) reported from findings of their study of student recruitment into allied health educational programs, that prospective students are more likely to enroll into these programs if they are recruited by a member of that profession at an early age. In study exploring recruitment strategies in New York State, it was found (Lerner & Cohen, 2003) that nurse education administrators utilized web sites and newspapers to promote their nursing programs. To attract high aptitude students, nursing education administrators contacted PSAT test takers offering scholarships as special financial incentives to recruit students into their programs. Of the responding nursing program administrators, 75 % used special programs to recruit nursing students to their institution. A 1992 survey by Barkley and Kohler concluded that even though male high school students have a positive opinion of nurses, few males choose nursing as a possible future career.

#### Issues Related to Males in Nursing

Villeneuve (1994), as well as other researchers (Evans, 1997; American Association of Colleges of Nursing, 2001; Evans, 2004; O'Lynn, 2004), found that the image of nursing as woman's work has served as a barrier to men entering the field. Evans (2002) found in qualitative research that the stereotypes of men as sexual aggressors, and male nurses as being homosexual, increased male nurses' vulnerability to accusations of sexual inappropriateness. Though men are a minority in the profession of nursing with less than 6%, according to Egeland and Brown (1988), they experience little role strain in this profession that is predominated by women. Heller and Lichtenberg

(2003) wrote that the outdated image of nursing is one of the causes of the current and projected shortage of nurses.

According to the UNCTV (2004) documentary celebrating 100 years of nursing, there is documentation that there remain areas in hospitals, such as labor and delivery, that still restrict male nurses. McRae (2003) found in “Men in Obstetrical Nursing: Perceptions of the Role”, that nurse educators in academia had negative perceptions of men in this obstetrics specialty. In a 2000 dissertation using qualitative research design by Trachtenberg, themes emerged suggesting that the participating male students felt that they were treated differently than were their female peers because of their gender (during their obstetrics clinical experience), but the experience was overall a positive one.

From a review of the literature, Villeneuve (1994) cited that family resistance may to be another issue for men in nursing. In a Master’s Degree thesis, Gambill (1995) concluded that more research is needed to explore the attitudes of male nursing students and the barriers that they experience, in order to improve the education of males in nursing.

Caring is a fundamental concept of nursing. Through phenomenological research, Paterson, Tschikota, Crawford, Saydak, Venkatesh, and Aronowktz (1996) found that caring in nursing is sex based and has implications for male nursing students. Chad O’Lynn (2004) discussed in his article, “Gender-based barriers for male students in nursing education programs: Prevalence and perceived importance” that there is still the stereotype that men in nursing lack the ability to demonstrate care in providing nursing skills to patients. He further asserted, based on empirical research that this stereotype of

male nurses lacking the caring skills necessary to practice nursing not only exists, but is reinforced in the nursing community.

#### Diversity Issues in the Nursing Education of Minority Students

Many diversity issues are involved in the nursing education of minority students according to the American Association of Colleges of Nursing, (AACN, 2001).

Studies point to many reasons why men and minority group members do not pursue nursing: role stereotypes, economic barriers, few mentors, gender biases, lack of direction from early authority figures, misunderstanding about the practice of nursing, and increased opportunities in other fields. Compounding the lack of student diversity, and further impacting minority recruitment efforts, is the fact that nursing school deans and faculty also comprise a gender-skewed, racially homogenous group. (American Association of Colleges of Nursing, 2001, ¶ 3).

There is a need for diverse nursing faculty to promote the success of minority students (Richardson & de los Santos, 1988; Tucker-Allen & Long, 1999; Hassouneh-Phillips & Beckett, 2003; Martin-Holland, Bello-Jones, Shuman, Rutledge, & Sechrist, 2003; Adams & Price-Leas, 2004; Sullivan, 2004). To increase the numbers of minority faculty in nursing education, there is a need to first increase the numbers of minority students in baccalaureate degree nursing programs (Pearcey, 2002).

Hassouneh-Phillips and Beckett (2003) concluded from their qualitative study related to diverse faculty, that racism invisible to Caucasians, but experienced by American women of color, is a deterrent to increasing the numbers of diverse faculty members in nursing education. Cultural competence is needed to promote a diverse and connected nursing community (Campinha-Bacote, Yahle, & Langenkamp, 1996; AACN, 1997; Davidhizar, Dowd, Giger, & Newman, 1998; Martin-Holland, Bello-Jones, Shuman, Rutledge, & Sechrist, 2003; Wilson, Sanner, & McAllister, 2003). The Executive Summary (1995) of the Third Report of the Pew Health Professions

Commission's report, Critical challenges: Revitalizing the health professions for the twenty-first century, concluded that cultural sensitivity must be a part of each healthcare professional student's education. Willingham (1998) in dissertation research found that the skin tones, whether light or dark, may also impact African American nursing students' recruitment and retention in nursing programs. Willingham recommended further research on this topic and its implications for cultural sensitivity training in nursing education.

Even though nursing education must be culturally competent and sensitive to diverse groups (SREB, 1999; Rew, Becker, Cookston, Khosropour, & Martinez, 2003), nursing instructional materials are laden with gender, racial and ethnic bias (Byrne, Weddle, Davis, & McGinnis, 2003). The six most common categories of gender, racial and ethnic bias found in nursing instructional materials were listed in this study as (1) invisibility through omission in text and illustrations; (2) stereotyping of characteristics; (3) generalizing majority group characteristics to all groups; (4) lack of reflecting the reality of minority data when controversial; (5) separating information relating to minority groups from similar topic information relating to majority groups and; (6) linguistic bias such as feminine pronouns for nurses.

In an exploratory descriptive study, Walsh and DeJoseph (2003) stated that cultural competence is a necessary part of professional nursing. Likewise, the Sullivan report (2004) concluded that not only must there be cultural competence, but there must be cultural competence training as well as an accountability mechanism to ensure cultural competence in healthcare programs.

### Critical Thinking in Nursing and Males

Another issue related to the nursing education of not only minority and male students, but to all nursing students, is the ability to think critically. The Pew Report (O'Neil, 1998) concluded that nurses need critical thinking skills to provide the independent clinical judgment, management and organizational skills, and technological understanding to operate in diverse settings (p. 64). Gadzella, Masten and Huang (1999) found in their study that African American students had difficulty with critical thinking skills as compared to Caucasian students. Furthermore, Martin-Holland, Bello-Jones, Shuman, Rutledge, & Sechrist (2003) concluded from their study that underdeveloped critical thinking skills are a barrier to ethnic minority nursing students' success in nursing education programs. Burgess (2003) found that there is a sex difference between female and male nursing students' critical thinking ability. This research found through causal comparative study that female nursing students had higher critical thinking scores than the male nursing students studied. Based on this study the researcher recommended that more research be done to investigate the relationship between critical thinking and the male.

### Cultural Differences in the Educational Process

Educating the culturally diverse student can be a challenge to nursing programs due to cultural differences that impact the education process (Davidhizar, Steven, Giger, & Newman, 1998). Communication and time orientation (being on time) are two of the cultural characteristics of diverse students that may impact their education (Davidhizar, Steven, Giger, & Newman, 1998). Parr and Valerius (1999) also concluded that lack of



timeliness (being on time) is a characteristic of minority students. This is a unique behavior of minority students that faculty dislike, according to Parr and Valerius (1999).

#### Financial Barriers

Limited financial resources are a barrier for minority students entering healthcare careers (American Association of Colleges of Nursing, 2001; Harrigan, Gollin, & Casken, 2003; Hassouneh-Phillips & Beckett, 2003; Martin-Holland, Bello-Jones, Shuman, Rutledge, & Sechrist, 2003; Lowe & Pechura, 2004; Adams & Price-Lea, 2004). In a survey of nursing students and faculty conducted by the Office of Nursing Workforce in Mississippi (Keller, Collins, Jones, & Hoover, 2003), where 100 % of the 21 nursing programs in the state participated, the students both minority and majority, indicated that their top barrier to successfully completing their nursing education was lack of financial support. Finding sources to ease financial burdens will promote the success of minority students (Richardson & de los Santos, 1988; Tucker-Allen & Long, 1999; Spradley, 2001). To relieve the financial barrier to nursing education for underrepresented groups in nursing, the Sullivan report (2004) recommended that private as well as public funding should be available and increased in availability. The Nurse Reinvestment Act of 2002 (U.S. Department of Health, and Human Services, 2003) authorized new programs to increase the number of qualified nurses through scholarships, loan repayment opportunities, and a nursing faculty loan program.

#### Recruitment Strategies for Males in Nursing

There is a need to target groups for recruitment of men into nursing, according to Villeneuve (1994). The Sullivan report (2004) discussed the need to identify model recruitment programs for underrepresented minorities into nursing programs. To increase

the numbers of African American male nursing students, recruitment efforts will need to include images that reflect the communities' minority makeup (Percy, 2002; Adams & Price-Lea, 2004). For example, in a study with other minority nursing students (native Hawaiian, Samoan, Filipino) as the sample, Harrigan, Gollin, and Casken (2003) also concluded that recruitment materials should reflect the images of those being recruited. Including images of ethnic and gender minorities in marketing materials to recruit nursing students resulted in increased enrollments of these students at various schools of nursing, including University of Texas-Houston and University of Iowa College of Nursing in Iowa City (Domrose, 2004; Silver, 2004). In addition, this marketing that reflects the images of minorities should appear in sources that are familiar to that group (Percy, 2002). Finally, in a qualitative study by Lopez (2003), the researcher concluded that student recruitment activities should include more one-on-one interaction with prospective students. These one-on-one activities would increase the students' acquaintance with the program as well as increase the students' confidence in the program.

Another strategy for recruitment deals with the application process. Because the application process can be daunting, assisting minority students with the process into nursing programs is a strategy that promotes the success of these students admitted to nursing programs (Tucker-Allen & Long, 1999; Wilson, Sanner, McAllister, & 2003). The Sullivan report (2004) also recommended application counseling to promote an increase in minority student enrollment in nursing programs.

Recruiting African American males into nursing programs is a challenging task because of several factors. Factors that include family support (Villeneuve, 1994);

networking (Anderson, 1990); lack of value associated with a nursing career (Evans, 2004); lack of financial incentives (Evans, 2004); and concern related to being considered an anomaly or homosexual (Evans, 2004).

In a qualitative study of minority students, Harrigan, Gollin, & Casken (2003) found that family support is important for minority nursing students. Thornton (2004) looked at the values of African American students. In this quantitative research, the author found that African American students, both female and male, valued family support highly. According to McGinn (2001), many minority students have the need to have emotional support while in college, reminiscent of support at home. Egeland and Brown (1988) reported from their study that males in nursing received support for their choice of nursing as a career from their families.

Anderson found from his 1990 dissertation research, “A study of nursing school officials’ perceptions of recruiting males into the nursing profession”, that networking was the single most influential factor in recruiting males to nursing programs. Anderson recommended from his study that further research in this area of male student recruitment be conducted.

Evans (2004) reported in the research article “Men nurses: A historical and feminist perspective” that men do not enter nursing for several reasons. This author cited these barriers that serve as impediments to men entering the nursing career are: lack of societal value associated with nursing; the lack of financial incentives; and, that men in nursing are viewed as anomalies and/or homosexual.

Heller and Lichtenberg (2003) recommended that schools of nursing and their communities should form strategic partnerships to increase the visibility of nursing as a

career as a recruitment strategy. Stineman (2003) found in empirical research that during this time of increasing nursing need, there is a decline in the supply of nurses. Stineman concluded that it is imperative that nursing programs increase their focus, not only on recruitment of nursing students, but also retention of nursing students.

#### Low Retention/Early Departure

Because of the increasing diversity of the college student population on community campuses, there is an increased difficulty for the colleges to maintain high student retention rates (Overstreet, 2004) and prevent departure before graduation. In 1987 Vincent Tinto postulated that most departures from college are voluntary as opposed to being forced due to academic dismissal, but males do tend to depart from college for academic reasons more so than females. Anderson (2005) wrote:

On campuses across the nation, it is becoming difficult to distinguish between all-female and coed universities. Often, the student government president is female. It is not uncommon for the editor of the school newspaper to be a woman. Walk into any classroom and the overwhelming majority of the students are females (p. 1).

Data gathered from enrollment records and standard freshman surveys from the University of Alabama (University of Alabama uses SAS[R] to identify, mentor at-risk students, and advance student retention, 2004) revealed that key variables affecting retention included ACT scores, high school GPAs, college majors and parents' education levels. According to this article in the 2004 publication, University business, the University of Alabama loses one million dollars annually for every 100 students that drop-out. This article also stated that when students are retained, not only does the University of Alabama benefit financially, but the school's national ranking increases.

Tinto (2004) reported that low retention rates result from differences in college preparation, social and cultural barriers and unmet financial needs. Tinto (2004) further summarized that failure to earn a college degree results in the students having decreased lifetime earning capacity as well as increased unemployment rates. “Voluntary departure appears to be the result more of what goes on after entry into the institution than of what may have occurred before-hand” (Tinto, 1987, p. 84).

It was indicated in a study by Tinto (1987) that minority students, both male and female, particularly those from disadvantaged backgrounds, “tend to face greater problems both in meeting the academic demands of college work and in finding a suitable niche in the social and intellectual life of the college than [do] the typical majority student” (p. 72) which led to early departure and low student retention rates.

Student retention at a historically black, open admission university was studied by McDaniel and Graham (2001). These two researchers identified that of 25 predictor variables, “ACT Test Score, ACT math sub score, adequacy of prior education, high school grade point average, high school rank, and student view of actual self had the highest correlation coefficients with one year retention status of black residential students” (p. 143).

Lack of continued family-type support while at college has been cited as an issue in college retention of minority students. To address this need for family-type support at college, McGinn (2001) suggested that colleges might hire a grandmother-type person to be available to minority students. McGinn wrote that this mature person would not only provide wisdom in decision-making to the minority students away from home, but also,

would offer comfort to ease the students' transition to the college campus and promote college retention.

### Retention Strategies

Several researchers cited the retention theories of Vincent Tinto as the framework for their studies (Janes, 1997; Lilley, 1997; McDaniel & Graham, 2001; Hammack, 2003; Stineman, 2004). Theories formed by Astin (1985) provided the framework for other minority student retention studies (Janes, 1997; McDaniel & Graham, 2001). In the book, Achieving educational excellence: A critical assessment of priorities and practices in higher education (1985), Austin discussed strategies to promote student involvement in college. Those strategies discussed were (1) using instruction to increase student involvement through directing institutional financial resources toward freshmen and sophomore level students, active modes of teaching, learning communities and increased student-faculty involvement; (2) using student life activities to increase student involvement through academic advisement, residential student involvement, orientation activities and student campus employment of less than twenty hours per week; and, (3) using assessment and feedback to increase student involvement through implementation of appropriate procedures of student assessment and faculty assessment.

Not only is retention of students an important issue for college students in general, it is a concern for nursing students. For example, retention of nursing students is a concern for nursing education administrators at the University of Nevada, Las Vegas where less than half of the pre-nursing students actually enter the clinical nursing program (Matteson-Kane & Clarren, 2003). To address the need to recruit and retain nursing students, the National League for Nursing sent an internet survey to all basic RN

programs and LPN programs in 2004 (Student recruitment and retention, 2004). Though the data collection is not complete on this survey, the goal of this survey was to offer data that will improve recruitment and retention of students in nursing programs. This study initiated by the National League for Nursing demonstrated an effort by the nursing community to gather more data on the issue of student recruitment and retention.

#### Collaboration

Collaboration between schools of nursing and worksites is listed as a strategy to address the nursing shortage and promote student retention (Feldman, 2003). Strategies used at the University of Nevada, Las Vegas to retain pre-nursing students for matriculation into the actual nursing program included (Matteson-Kane & Clarren, 2003) having nurses share their experiences as nurses and stress the importance of diligence in studying; facilitating personal encounters between the pre-nursing students and nursing faculty to discuss the nursing curriculum; bringing the students into the nursing lab to get a closer look at nursing education; having one faculty serve as a pre-nursing advisor; and inviting the pre-nursing students to participate in the Student Nurses Association.

#### Academic Support

Tucker-Allen and Long (1999), who edited, Recruitment & Retention of Minority Nursing Students: Stories of Success, recommended strategies to increase minority nursing student retention. Their recommended strategies included the use of academic predictor tests along with ongoing monitoring of student progress; an expanded nursing curriculum to include the summers before and after the first year in the nursing program to reduce the initial academic load; academic support skill building activities that include test taking, time management, critical thinking; and, peer and faculty tutors. Frye (1997)

found from empirical research that poor study skills including note taking, test taking and time management led to increased attrition of college students.

In a 1997 paper, “Experiences of African-American baccalaureate nursing students examined through the lenses of Tinto’s Students Retention Theory and Astin’s Student Involvement Theory”, presented at the Annual Meeting of the Association for the Study of Higher Education, the paper’s author, Janes, recommended that the retention of African American male nursing students needed to be studied. Thyli of Pacific Lutheran University (2003) concluded from research that there is a need for new approaches to sex-related issues in nursing education to promote the recruitment and retention of males in nursing education.

#### Peer-Assisted Learning

Morris and Turnbull (2004) found, in a study of student nurses, that peer-assisted learning improved student retention and increased academic performance of the nursing students. These authors concluded however, that this strategy may be successful in some educational environments and may not be successful in others. The authors recommended that further study should be conducted to evaluate this teaching strategy in nursing.

#### Remediation

Blakenship (1992) performed a research study and found that three factors affected male nursing students completing the program. The factors identified were goal orientation, image, and salience of student role. To encourage the retention of minority nursing students, remediation opportunities need to be available for these students (Sullivan, 2004). According to the 2004 ACT report, “Crisis at the Core: Preparing All Students for College and Work”, African American students are about five times less



likely to be ready for college biology courses than majority students. Achievement gaps which later constitute academic barriers to healthcare careers between minority students and majority students occur as early as elementary school (Lowe & Pechura, 2004).

#### Study Skills Resources

To promote the success of minority students there must be programs available to bridge the academic gaps (Richardson & de los Santos, 1988; Tucker-Allen & Long, 1999; Martin-Holland, Bello-Jones, Shuman, Rutledge, & Sechrist, 2003; Wilson, Sanner, & McAllister, 2003). According to a survey study of nursing students and faculty conducted by the Office of Nursing Workforce in Mississippi (Keller, Collins, Jones, & Hoover, 2003), where 100 % of the 21 nursing programs in the state participated, the faculty indicated that lack of student academic skills was the top barrier to nursing students' academic success in their programs.

The 2004 Sullivan report emphasized the need for schools of nursing to provide support services to promote the success of minority nursing students. These support services should include test-taking skill building (Tucker-Allen & Long, 1999; Martin-Holland, Bello-Jones, Shuman, Rutledge, & Sechrist, 2003). Though remediation is recommended for retention of minority students in nursing education, research by Lilley (1998) demonstrated that there was minimal tracking data related to retention of racial-ethnic minority students in all the National League for Nursing accredited baccalaureate degree nursing programs in Virginia. Also this study found that less than 37% of the nursing programs in Virginia had supplemental instruction or miscellaneous support programs available at the nursing departmental level. Kubinski (2000) found no statistical significance between or within groups that had a 15 week remediation program. This

researcher did recommend based on this quasi-experimental study, that the qualitative data supported the value of the remediation program by the students' reported improved self-confidence as learners.

### Mentoring/Faculty Advising

Mentoring/advising was suggested as a strategy to assist African American students in college (McGinn, 2001). McGinn (2001) wrote that African American students bring to the college environment "a distinct, rich, and complex culture and perspective in which there often are no parallels in the white culture" (p. 264). Jones and Williams (2004) further noted that "friendship is key to the recruitment of potential students and the retention of enrolled students. The survival of students of color must involve inspiration and information" ( p. 5). Mentoring of minority students is a strategy that promotes success of these students in college (Richardson & de los Santos, 1988; American Association of Colleges of Nursing, 2001; Spradley, 2001; Wilson, Sanner, & McAllister, 2003; Adams & Price-Lea, 2004). Researchers have found that not only does mentoring of minority students in general promote their success in college, but that mentoring should also be included as one of several support services for minority students to promote their success in schools of nursing (Tucker-Allen & Long, 1999; Sullivan, 2004). Villeneuve concluded from a review of the literature in 1994 that role modeling helped in the recruitment and retaining of males in nursing.

In a dissertation entitled, Values of nursing administrators affecting recruitment and retention of ethnic minority nursing students in Texas (2003), B. S. Hammack found that nursing education administrators do value the recruitment and retention of ethnic minority students. To increase the numbers of African American male nursing students

there must be support from majority as well as minority leaders in healthcare (Lowe & Pechura, 2004). Anderson (1990) recommended that a study similar to his dissertation study, “A study of nursing school officials’ perceptions of recruiting males into the nursing profession”, be conducted. Though no studies have been documented that relate specifically to African American male nursing students, the major research studies that relate to minority or male nursing student recruitment and retention can be found in Figure 2.2

### Summary

The history of nursing, though rich, is lacking data on African American male nursing students. There is a documented shortage of nurses that is predicted to continue unless the pool of potential nursing students is expanded. Many organizations strongly advocate the need for a diverse nursing community to serve an equally diverse American populace. African American male nursing students are needed to help reduce the nursing workforce shortage and promote nursing workforce diversity.

Nursing workforce diversity is not only needed to address the nursing workforce shortage, but also to address the disparity in health care to African American and other minority groups. African American males have higher morbidity and mortality rates than other groups. African American males are a minority in the career of nursing, but represent a majority in the group that requires health care. There are few males in nursing and even fewer African American males in nursing. Aggregated data is not available on the numbers of African American male nursing students. Recruitment and retention of nursing students of all races and both genders is needed in order to address the issues of

Figure 2.1 Research Studies Relating to Recruitment and Retention of Minority or Male Nursing Students

Study	Purpose	Participants	Design/Analysis	Outcomes
Anderson, 1990	Examination of use and effectiveness of recruiting strategies of male nursing students	100 baccalaureate nursing program directors and recruiters	Survey	Networking was the single most important factor in male student recruitment in nursing programs
Lilly, 1997	Review of relationship between retention strategies and rates of minority nursing students	All National League for Nursing (NLN) accredited, state funded programs in the state of Virginia	Cross-sectional survey design	No statistical significance found between strategies and number of minority students. Numbers too low to infer causality
SREB, 1999	Regional survey of curricular strategies on cultural sensitivity	561 nurse educators of 15 SREB states and the District of Columbia	Survey questionnaire	29% response rate; most nursing programs respect the influence of culture or cultural diversity
Martin-Holland, Bello-Jones, Shuman, Rutledge, & Sechrist, 2003)	To obtain information related to recruitment, retention, and cultural competence and sensitivity of nursing education programs	86 respondents of vocational and professional nursing programs in California	Survey questionnaire	49% response rate; 48% of programs were actively recruiting ethnically diverse students using a variety of approaches; primary barriers to student success were financial and lack of academic skills: undeveloped critical thinking and test-taking skills
Harrigan, Gollin, & Casken (2003)	To identify the causes of academic success and failure among minorities as perceived by the students themselves, their parents and their community elders	34 Hawaiian, Samoan and Filipino nursing students, 92 high school students, 45 parents and community elders	Qualitative methods; survey research; focus group interviews	Recruit students to nursing when young; offer more financial aid; offer more strategies to strengthen students' academic skills; address the misconceptions about the nursing profession in the media; use native Hawaiian, Samoan and Filipino nurses to recruit more to nursing
Hammack, 2003	To evaluate the attitudes and behaviors concerning minority student recruitment, retention and student/faculty interactions	32 deans/directors of entry level nursing programs in Texas	Rokeach Value Survey and a researcher created questionnaire	Statistical significance was related to age, ethnicity, type of program, level of education, years in present position according to minority student admission; comparing the importance of retention and recruitment programs; and; importance of student/faculty interaction

nursing workforce shortage, diversity in nursing and disparity in the provision of health care.

There is research data on the recruitment of male nursing students. There is research data on recruitment and retention strategies for minority students in nursing. There is no data on specific strategies used to recruit and retain African American male nursing students. African American male nursing students are unique in nursing because of their gender and their ethnicity. The purpose of this research study is to begin the collection of data related to the recruitment and retention of an underrepresented group of students, African American male nursing students.

## CHAPTER 3

### METHODOLOGY

This study provided quantitative data on the strategies used by nursing education administrators to recruit and retain African American male nursing students in National League for Nursing Accrediting Commission (NLNAC) and/or Commission on Collegiate Nursing Education (CCNE) accredited baccalaureate degree nursing programs in the 16 Southern Regional Education Board (SREB) states and Washington, DC. The participants for this survey research were the nursing education administrators from the nursing programs in the Southern Regional Education Board's 16 states and Washington, DC.

#### Research Questions

The overarching question that guided this research was: What are nursing school administrators' perceptions of recruitment and retention policies/procedures and strategies for African American male nursing students?

The following sub questions provided further guidance:

1. What strategies do nursing education administrators use to recruit African American male nursing students?
2. What strategies do nursing education administrators use to retain African American male nursing students?
3. What are the commonalities and differences of recruitment and retention of African American male nursing students as compared to other nursing students?

## Research Design

In this descriptive study (Burns & Grove, 1999), the researcher used a quantitative research design of self-report where the participants were asked to complete and return a survey to gather information (Fain, 2004). This researcher used a questionnaire survey approach to investigate nursing education administrators' perceptions of the strategies for recruiting and retaining African American male nursing students in their undergraduate nursing programs. The research questions were answered through use of a survey as the selected research methodology. This research design provided the mechanism to achieve reliable and valid information answering the overarching research question as well as the sub questions (Nardi, 2003).

## Population

The population of top nursing education administrators of accredited baccalaureate degree nursing programs in the 16 states and District of Columbia in the Southern Regional Educational Board (SREB) region (N = 241) were sent the survey packet. The SREB included a Council on Collegiate Education for Nursing, developed to strengthen nursing education and nursing research in colleges and universities in the 16 states and District of Columbia affiliated with the interstate SREB compact. The SREB's 16 states were Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia (Annual Report of the SREB , 2004). The list of SREB member nursing schools/programs was cross referenced with the listing of the Commission on Collegiate Nursing Education (CCNE, 2004) accredited baccalaureate degree nursing schools/programs and the National League for Nursing Accrediting

Commission (NLNAC, 2003) accredited baccalaureate nursing schools/programs to eliminate duplication of schools/programs and ensure inclusion of all appropriate schools/programs.

#### Instrument

The researcher developed a 31 item survey, “Nursing Education Administrators’ Perceptions of Recruitment and Retention Strategies of African American Male Nursing Students”, which was used to investigate the nursing education administrators’ opinions, and behaviors of recruitment and retention of African American male nursing students as compared to other nursing students. Discrete data gathered related to the number of African American male nursing students and total nursing student enrollment in 2004 (Nardi, 2003). Demographic data was also gathered on specific characteristics of the nursing education administrator respondents (Nardi, 2003)).

The survey development was based on a review of the literature. The forced-item tool (Anderson, 1990) was developed by the researcher because there was no tool designed to gather administrators’ opinions and behaviors regarding recruitment and retention of African American male nursing students. The 31 item survey used was divided into four sections with consecutive numbering and brief instructions with each section. Part I, questions 1 to 12 contained closed-ended questions. These items used two columns (Anderson, 1990). The first column measured the nominal category of usage of the indicated recruitment strategy with 0 = DON’T USE and 1 = USE. The second column evaluated the effectiveness of each recruitment strategy for African American male nursing students and all nursing students using a Likert scale (Burns & Grove, 1999) consisting of 0 = NO OPINION, 1 = VERY LOW, 2 = LOW, 3 = HIGH, and 4 =



VERY HIGH. Part II, questions 13 to 22 were closed-ended questions. The items in Part II used two columns (Anderson, 1990). The first column measured the nominal category of usage of the indicated retention strategy with 0 = DON'T USE and 1 = USE. The second column evaluated the effectiveness of each retention strategy for African American male nursing students and all nursing students using a Likert scale (Burns & Grove, 1999) consisting of 0 = NO OPINION, 1 = VERY LOW, 2 = LOW, 3 = HIGH, and 4 = VERY HIGH. Part III, open-ended survey items 23 through 26, measured the discrete data of the number of African American male nursing students and total number of nursing students that began baccalaureate degree clinical nursing courses in 2004. Part III also requested the numbers of African American, and the total of number of nursing students that graduated in 2004. Part IV, questions 27 through 31, solicited pertinent demographic information from the respondents (Nardi, 2003). To add to the richness of the data, blank lines were provided for additional comments from the respondents. Figure 3 demonstrates the correlation between the survey item, literature review and the related research question(s).

#### Validity and Reliability

To assess the extent to which the newly developed instrument measured the intended content, a panel of six experts carefully reviewed all items in the questionnaire as well as the instrument's appropriateness in establishing the content validity of the instrument (Fain, 2003). The panel of six experts was made up of nurse educators who would not be participants in the study, but who had expertise in research methodology, recruitment and/or retention of nursing students and had served in a nursing administrative position.

Figure 3.1 Item Analysis

Item	Research	Research Question(s)
1. Media advertisements	Harrigan, Gollin, & Casken, 2003	1,3
2. Brochures	Pearchy, 2002; O'Lynn, 2004	1,3
3. Free of bias	Tucker – Allen & Long, 1999	1,3
4. Financial aid for recruitment	Spradley, 2001; Keller, Jones, & Hoover, 2003	1,3
5. Friends to class	Anderson, 1990; Jones & Williams, 2004	1,3
6. Alumni assistance	Matteson – Kane & Clarren, 2003	1,3
7. Tours	McGinn, 2001; Lerner & Cohen, 2003	1,3
8. High school visitations	AACN, 2001	1,3
9. Individual recruitment	O'Neil, 1998; Lopez, 2003	1,3
10. Middle school visitations	Lowe & Pechura, 2004	1,3
11. Elementary visitations	Pearcey, 2002	1,3
12. Extended program	Sullivan, 2004	1,3
13. Pre – testing	ACT, 2004	2,3
14. Pre – matriculation program	Lilley, 1997; Tucker – Allen & Long, 1999	2,3
15. Students involvement	Astin, 1995; Tinto, 2004	2,3
16. Faculty mentors	Hassouneh – Phillips & Becket, 2003	2,3
17. Minority faculty advisors	Lowe & Pechura, 2004; Sullivan, 2004	2,3
18. Study skills	Frye, 1997; Keller, Jones, & Hoover, 2004	2,3
19. Off – campus work	Astin, 1985; Sharyn, 1997	2,3
20. Financial aid for retention	Graham, 2001; Sullivan, 2004; Tinto, 2004	2,3
21. Remediation	Kubinski, 2000; Wilson, Sanner, & McAllister, 2003	2,3
22. Retention tracking	Lenning, Beal, & Sauer, 1980; Lilley, 1997	2,3
23. Number began	Pearcey, 2002	1
24. Total began	Shiochet, 2002	3
25. Number graduated	Pearcey, 2002	2
26. Total graduated	Shoichet, 2002	3

The panel of experts was made up of Trudy Groves, EdD, APRN BC GNP, former Head of School of Nursing; Lou Gramling, PhD, APRN, nursing research specialist; Iris Walliser, RN, MSN, former Nursing Program Director; Linda Johnston, RN, PhD, former Head of School of Nursing; Patti Cook, RN, PhD, former Nursing Program Director; and Janice Cullen, RN, EdD, nursing faculty who collects and reports nursing student tracking data. The conclusions from the expert panel were that the instrument was relevant to the study's research questions; the instructions for completing the instrument were clear; and that nursing education administrators will be best able to complete the survey, rather than nursing faculty. The panel commented that nursing education administrators would have access to the discrete data requested on the survey. The mean time for the members of the panel of experts to complete the survey was 18 minutes.

To test the reliability of the instrument, the survey was pilot tested with a convenience sample of ten other nurse educators who would not be participants in the research study. To evaluate the internal consistency (Fain, 2004) of the instrument, the Cronbach's alpha coefficient was calculated using Statistical Package for the Social Sciences (SPSS) version 12 (Huck, 2004). According to nursing research authors Nancy Burns and Susan Grove (1999), Cronbach's alpha coefficient "examines the extent to which all items in the instrument consistently measure the construct." (p. 259). The Cronbach's alpha coefficients for Parts I and II of the survey were: Part I, recruitment strategies for African American males nursing students, .97, and .69 for recruitment strategies for all nursing students; Part II, retention strategies for African American male nursing students, .95, and .73 for retention strategies for other nursing students. The mean of the Cronbach's alpha coefficients for the survey was .84.

## Procedures

Institutional Review Board (IRB) approval from the degree granting institution, Georgia Southern University, and the employing institution of the researcher, University of South Carolina Aiken, was obtained before the mailing of the survey. After IRB approval, survey packets were sent to the targeted population. The survey packets consisted of a letter from the researcher on Georgia Southern letter head that introduced the participants to the researcher and major professor. The letter gave an overview of the research topic and outlined informed consent for the research study. As stated in the letter, the responses were kept confidential, returning the survey would constitute implied agreement to the terms outlined in the informed consent (Anderson, 1990), and final reporting of the data would be reported as aggregated data (Nardi, 2003). The 31 item survey, "Nursing Education Administrators' Perceptions of the Recruitment and Retention Strategies of African American Male Nursing Students Survey" was included in the packet. Also included in the large manila envelope was a stamped, addressed return envelope and an addressed post card for the respondents to request results of the study. The survey packets were then United States Postal Service mailed to the 241 accredited baccalaureate degree nursing programs in the Southern Regional Educational Board (SREB) 16 states and District of Columbia.

Postal addresses for the nursing programs and nursing education administrator of each program were obtained from published listings from the SREB (2003), National League for Nursing Accrediting Agency (2003) and the American Association of Colleges of Nursing (2004) for the SREB sixteen states and District of Columbia nursing programs. Two weeks after the survey packets were mailed, all participants in the study were sent a post card reminder to enhance the return rate of the survey (Lilley, 1998).

According to Nardi (2003), 20 to 30 percent of people generally respond to questionnaires right away. The realistic expectation for survey returns is 30 to 60 percent (Fain, 2004). The response rate for this study was 39.33 percent.

#### Data Analysis

Response from each returned survey was input into SPSS when received by the researcher. Data obtained from this study were analyzed by an analytical review of the data and use of the SPSS version 12 (Nardi, 2003). Descriptive analysis methodology was used to summarize and describe quantitatively the data collected (Lilley, 1998). Estimates of central tendency and dispersion of variables relevant to the population were calculated (Burns & Grove, 1999). Paired samples t-test analyses were also conducted to test “whether the means of the two variables are equal” (Kirkpatrick & Feeney, 2005, p. 36). The variables analyzed first were the perceptions of effectiveness of recruitment strategies for African American male nursing students and the perceptions of effectiveness of recruitment strategies for all students by nursing education administrators. Next, the variables analyzed were the perceptions of effectiveness of retention strategies for African American male nursing students and the perceptions of effectiveness of retention strategies for all nursing students by nursing education administrators. The narrative comments received from 40 participants were reviewed for relevance to the study (Marshall & Rossman, 1999). Of the 74 comments received, eight were removed because they did not apply to the research questions. The remaining 66 descriptive comments were clustered into eight categories (Glesne, 1999).

### Reporting of Data

Once the analysis of the data was completed using a careful review of the data and SPSS, the findings were reported both in a text format as well as a graphic format. Data gathered from each item of the instrument was reported using frequency tables (Nardi, 2003). Narrative comments were discussed in text format and displayed in a word table (Marshall & Rossman, 1999).

### Summary

This quantitative research investigated nursing education administrators' perceptions of recruitment and retention strategies used for African American male baccalaureate degree nursing students in the SREB's 16 states and District of Columbia 241 nursing programs. IRB approval from Georgia Southern University and University of South Carolina Aiken was obtained before beginning this study. After IRB approval, the researcher mailed a 31 item survey to the participants to investigate the research questions. Data collected were analyzed using a careful review and SPSS, version 12. Appropriate descriptive data analysis of estimates of central tendency and dispersion of variables relevant to the population was calculated. Statistical and narrative findings were reported in both text and graphic formats.

## CHAPTER 4

### REPORT OF DATA AND DATA ANALYSIS

In this descriptive study (Burns & Grove, 1999), the researcher collected and analyzed quantitative data to investigate the perceptions of nursing education administrators on the use of recruitment and retention strategies for African American male nursing students. The nursing education administrators were also asked to provide their perceptions of the effectiveness of the recruitment and retention strategies for African American male nursing students and other nursing students at their schools. The schools in this study were National League for Nursing Accrediting Commission (NLNAC) and/or Commission on Collegiate Nursing Education (CCNE) accredited baccalaureate degree nursing programs in the 16 SREB states and Washington, DC. In this study, the participants self-administered a 31 item survey which was based on a review of the literature. The instrument, “Nursing Education Administrators’ Perceptions of Recruitment and Retention Strategies of African American Male Nursing Students”, was developed and used because there was no available instrument that answered the three research sub questions and the overarching research question.

The purpose of this chapter is to present the results of the data analyses as described in Chapter Three. This chapter includes a demographic profile of the respondents, findings related to each item on the survey, and finally responses to the three sub questions and overarching research question.

## Research Questions

The overarching question that guided this research was: What are nursing school administrators' perceptions of recruitment and retention policies/procedures and strategies for African American male nursing students?

The following sub questions provided further guidance:

1. What strategies do nursing education administrators use to recruit African American male nursing students?
2. What strategies do nursing education administrators use to retain African American male nursing students?
3. What are the commonalities and differences of recruitment and retention of African American male nursing students as compared to other nursing students?

## Demographic Profile of the Respondents

Completed surveys ( $N = 94$ ) were received from the respondents via United States Postal Service (USPS) July 9, 2005 until August 24, 2005. The number in the population of the study was reduced from  $n = 241$  to  $n = 239$  because the researcher was notified via e-mail from one college that its School of Nursing had closed, and the second survey packet was mailed twice and returned to the researcher twice with the inability of the researcher to make any contact with the school to verify/correct address. The response rate for the survey was 39.3 %.

Respondents self-reported to the researcher in Part IV of the survey being from Alabama ( $n = 4$ ), Arkansas ( $n = 5$ ), Delaware ( $n = 1$ ), Florida ( $n = 6$ ), Georgia ( $n = 8$ ), Kentucky ( $n = 5$ ), Louisiana ( $n = 5$ ), Maryland ( $n = 4$ ), Mississippi ( $n = 3$ ), North



Carolina ( $n = 7$ ), Oklahoma ( $n = 6$ ), South Carolina ( $n = 3$ ), Tennessee ( $n = 10$ ), Texas ( $n = 12$ ), Virginia ( $n = 8$ ) and West Virginia ( $n = 4$ ). There were no respondents who reported being from Washington, DC (DC). There were three returned surveys that did not report (NR) a response to query # 31, "Indicate the state where your institution is located".

Most, 53.3 % ( $n = 49$ ), of the respondents were from public institutions. The role of most of the respondents was that of Head of the Program (Head), 67.4 % ( $n = 62$ ), with the other respondents being: BSN Program Director (BSN), 15.2 % ( $n = 14$ ); none were faculty ( $n = 0$ ); and 17.39 % ( $n = 16$ ) responded being in the role of "other" (O). The greatest majority of the respondents were Caucasian (C) at 87 % ( $n = 80$ ). The other respondents reported ethnicity as being African American (AA), 12 % ( $n = 11$ ); and Hispanic (H) (non-Caucasian), 1.1 % ( $n = 1$ ). No respondents ( $n = 0$ ) reported ethnicity as Asian (As) or Other (O) ( $n = 0$ ). The sex of most of the respondents was female (F) at 92.4 % ( $n = 86$ ), but 7.6 % ( $n = 7$ ) reported being male (M). Of the seven male respondents of this study, one was African American, 1.06 %, one was Hispanic (non-Caucasian), 1.06 % and five, 5.31 %, were Caucasian. Table 4.1 shows the demographic profile of the respondents.

#### Missing Data

The frequency of missing data ranged from 4 to 7 for the questions related to use or non-use of each identified recruitment or retention strategy. The frequency of missing data for the questions related to effectiveness of the strategies ranged from 11 to 44 per question. The frequency of missing data was highest for data related to the effectiveness of recruitment and retention strategies for African American male nursing students as

Table 4.1 Demographic Profile of the Respondents

State	n	Type		Sex		Ethnicity			Position/Role		
		Institution		F	M	AA	C	H	Head	BSN	Other
		Private	Public								
AL	4	1	3	4	-	-	4	-	2	1	1
AR	5	1	4	4	1	-	5	-	4	-	1
DE	1	1	-	1	-	-	1	-	1	-	-
DC	-	-	-	-	-	-	-	-	-	-	-
FL	6	3	3	6	-	1	5	-	4	-	2
GA	8	2	6	8	-	1	7	-	5	-	1
KY	5	3	2	5	-	-	5	-	4	-	1
LA	5	3	2	4	1	1	4	-	1	2	1
MD	4	3	1	3	1	2	2	-	3	1	-
MS	3	1	2	3	-	-	3	-	1	1	1
NC	7	3	4	7	-	3	3	-	4	2	1
OK	6	4	7	5	1	-	-	6	6	-	-
SC	3	-	3	3	-	-	3	-	2	-	1
TN	10	6	4	10	-	-	10	-	7	3	-
TX	12	5	7	10	2	1	9	1	7	1	4
V	8	3	5	8	-	1	7	-	5	1	2
WV	4	3	1	4	-	-	4	-	3	1	-
NR*	3	2	-	1	1	-	2	-	2	-	-

Note. n = Number of Respondents in each State. Dashes indicate missing data. F = Female. M = Male. AA = African American. C = Caucasian. H = Hispanic. H = Head of School. BSN = BSN Program Director.

\*No Report

compared to all nursing students. The researcher is unable to conclude and the literature (Nardi, 2003) does not offer a definitive rationale for this phenomenon of missing data.

#### Coding of Variables

As the responses were received by the researcher from the respondents, data were input into the SPSS version 12 (Kirkpatrick & Feeney, 2005) computer data analysis program. Each received survey was numbered and the data entered as that identification number. This anonymous coding system was done to allow the researcher a manner to track entered data.

The variables were coded in the computer program as q1 through q22 for question 1 through question 22. The variable of use of the strategy was labeled as u for each strategy 1 through 22. The variables were labeled u1 through u22. Dummy coding (Huck, 2004) of 0 = don't use and 1 = use of stated strategy was used for analysis of the data. In the interpretation of the data related to use of the stated strategy, Valid Percents were used in the interpretation of the data and missing data were not used in the analysis of the data. Strategies that had a valid percent less than fifty percent were interpreted as not used. Those strategies with a valid percent greater than or equal to fifty percent were interpreted as used.

The variable of effectiveness of each strategy was labeled as a, representing effectiveness of that strategy for African American male nursing students. The effectiveness of that strategy for all nursing students was labeled as b. The variables for effectiveness were coded in SPSS version 12 as q1a through q22b for questions 1 through 22. The Likert scale ((Nardi, 2003) used to measure the effectiveness of each strategy

was 0 = no opinion, 1 = very low; 2 = low; 3 = high, and 4 = very high. To interpret the findings related to effectiveness of each strategy, valid numbers were included from responses of 1, 2, 3 or 4 to calculate the mean response. Missing responses and responses of 0=no opinion were not included in the data analysis of effectiveness of each strategy. The researcher used as definitions for less effective those strategies with a mean less than 2.5 ( $M < 2.5$ ) and more effective those strategies with a mean greater than or equal to 2.5 ( $M \geq 2.5$ ).

Questions 1 through 12 queried the respondents related to perceptions of recruitment strategies. Questions 13 through 22 queried the respondents related to perceptions of retention strategies. The variable for the mean effectiveness of the total of all of the recruitment strategies for African American male nursing students was labeled as *totrecA*, and *totrecB* for the mean effectiveness of the total for all nursing students. The variable for the mean effectiveness of the total of all of the retention strategies for African American male nursing students was labeled as *totretA*, and *totretB* for the mean effectiveness of the total of all nursing students. Because the one group of nursing education administrators were queried on the question of effectiveness for each strategy for African American male nursing students and for all nursing students, Paired Samples T-Test (Nardi, 2003) was the statistical analysis used by the researcher to determine if there was a difference in the means of the sum of means of the perceptions of the nursing education administrators for effectiveness of the recruitment strategies for African American male nursing students and all nursing students.

### Findings Related to Recruitment Strategies

Specific findings from the data analyses for each of the items on the survey are as described in narrative format and summarized in tabular presentation. Survey items 1 through 12 queried the respondents on their perceptions first on the use of the described recruitment strategy and then, their perceptions of the strategy's effectiveness for African American Male nursing students and for all nursing students.

Question 1: Data analysis in response to question 1, recruitment strategy: advertisement in media revealed that of the respondents who answered this question,  $n = 89$  (94.7 %), most,  $n = 55$  (61.8 %) use media advertisement to recruit nursing students. This recruitment strategy was perceived as less effective for African American male nursing students ( $M = 1.92$ ) and more effective for all nursing students ( $M = 2.63$ ).

Question 2: Data analysis in response to question 2, recruitment strategy: brochures with image/picture of nursing student(s) revealed that of the respondents who answered this question,  $n = 89$  (94.7 %), most  $n = 77$  (86.5 %) use brochures with image/pictures of nursing students(s) to recruit nursing students. This recruitment strategy was perceived as less effective for African American male nursing students ( $M = 2.27$ ) and more effective for all nursing students ( $M = 2.89$ ).

Question 3: Data analysis in response to question 3, recruitment strategy: literature and audiovisual presentations free of gender and ethnic bias revealed that of the respondents who answered this question,  $n = 90$  (95.7 %), most  $n = 74$  (82.2 %) use literature and audiovisual presentation free of gender and ethnic bias to recruit nursing students. This recruitment strategy was perceived as less effective ( $M = 2.43$ ) for African American male nursing students and more effective ( $M = 2.89$ ) for all nursing students.

Question 4: Data analysis in response to question 4, recruitment strategy: information about financial aid available revealed that of the respondents who answered this question,  $n = 88$  (93.6 %), most  $n = 86$  (97.7 %) used information about financial aid as a recruitment strategy for nursing students. This recruitment strategy was perceived as more effective ( $M = 2.88$ ) for African American male nursing students and more effective ( $M = 3.23$ ) for all nursing students.

Question 5: Data analysis in response to question 5, recruitment strategy: invite a friend or potential candidates to class for the day revealed that of the respondents who answered this question,  $n = 90$  (95.7 %), most  $n = 67$  (74.4 %) do not use invitation to friends or potential candidates to class for a day as a recruitment strategy for nursing students. This recruitment strategy was perceived as more effective ( $M = 2.57$ ) for African American male nursing students and more effective ( $M = 2.90$ ) for all nursing students.

Question 6: Data analysis in response to question 6, recruitment strategy: alumni available for student recruitment revealed that of the respondents who answered this question,  $n = 89$  (94.7 %), most  $n = 51$  (57.3 %) do not use alumni in the recruitment of nursing students. This recruitment strategy was perceived as more effective ( $M = 2.55$ ) for African American male nursing students and more effective ( $M = 2.70$ ) for all nursing students.

Question 7: Data analysis in response to question 7, recruitment strategy: tours or open house of nursing department revealed that of the respondents who answered this question,  $n = 89$  (94.7 %), most  $n = 70$  (78.7 %) use tours or open house of the nursing department as a strategy for recruitment of nursing students. This recruitment strategy

was perceived as more effective ( $M = 2.51$ ) for African American male nursing students, and more effective ( $M = 2.88$ ) for all nursing students.

Question 8: Data analysis in response to question 8, recruitment strategy: high school visitations revealed that of the respondents who responded to this question,  $n = 89$  (94.7 %), most  $n = 70$  (78.7 %) use high school visitations as a recruitment strategy for nursing students. This recruitment strategy was perceived as more effective ( $M = 2.52$ ) for African American male nursing students, and more effective ( $M = 2.82$ ) for all nursing students.

Question 9: Data analysis in response to question 9, recruitment strategy: individual meetings with students during high school visitation days revealed that of the respondents who answered this question  $n = 89$  (94.7 %), most  $n = 56$  (62.9 %) use individual meetings with high school students during visitation day as a recruitment strategy for nursing students. This recruitment strategy was perceived as more effective ( $M = 2.63$ ) for African American male nursing students, and more effective ( $M = 2.97$ ) for all nursing students.

Question 10: Data analysis in response to question 10, recruitment strategy: middle or junior high school visitations revealed that of the respondents who answered this question,  $n = 90$  (95.7 %), most  $n = 52$  (57.8 %) do not use visitations to middle or junior high schools as a strategy to recruit nursing students. This recruitment strategy was perceived as less effective ( $M = 2.29$ ) for African American male nursing students, and more effective ( $M = 2.57$ ) for all nursing students.

Question 11: Data analysis in response to question 11, recruitment strategy: elementary school visitations revealed that of the respondents who answered this

question,  $n = 90$  (95.7 %), most  $n = 70$  (77.8 %) do not use visitations to elementary schools as a strategy to recruit students to their nursing program. This recruitment strategy was perceived as less effective ( $M = 1.89$ ) for African American male nursing students, and less effective ( $M = 2.12$ ) for all nursing students.

Question 12: Data analysis in response to question 12, recruitment strategy: nursing department sponsors/participates in extended (over period of time) program for elementary/middle or high school students for potential recruitment into nursing revealed that of the respondents who answered this question,  $n = 87$  (92.6 %), most  $n = 67$  (77 %) do not use an extended program for elementary/ middle or high school students as a strategy to recruit nursing students. This recruitment strategy was perceived as less effective ( $M = 2.36$ ) for African American male nursing students, and more effective ( $M = 2.66$ ) for all nursing students.

#### Summary of Perceptions of the Use of Recruitment Strategies

The recruitment strategies with valid percents greater than or equal to 50 percent were: advertisement in media; brochures with image; literature and audiovisual free of gender and ethnic bias; information about financial aid available; tours/open house; high school visitations; and individual meetings during high school visitation days. The recruitment strategy with the highest valid percent was information about financial aid available. Table 4.2 depicts a summary of the perceptions of the use of each of the recruitment strategies by the nursing education administrators.

#### Summary of the Perceptions of Effectiveness of Recruitment Strategies

The perception of effectiveness of each recruitment strategy was analyzed for African American male nursing students and for all nursing students. Recruitment



Table 4.2 Summary of the Perceptions of Use of each Recruitment Strategy

Recruitment Strategy	<i>n</i>	Valid Percent	
		.00	1.00
U1 Advertisement in media	89	38.2	61.8
U2 Brochures with image	89	13.5	86.5
U3 Literature and audiovisual free of gender and ethnic bias	90	17.8	82.2
U4 Information about financial aid available	88	2.3	97.7
U5 Current students invite friends to class	90	74.4	25.6
U6 Alumni available	89	57.3	42.7
U7 Tours/open house	89	21.3	78.7
U8 High School visitations	89	21.3	78.7
U9 Individual meetings during high school visitation days	89	37.1	62.9
U10 Middle/junior high school visitations	90	57.8	42.2
U11 Elementary school visitations	90	77.8	22.2
U12 Programs for Elementary / middle or high school students	87	77	23

Note. Don't Use = 0. Use = 1. Used = Valid Percent  $1 \geq 50$ .

strategies with a mean less than 2.5 were interpreted as less effective. Those recruitment strategies with a mean greater than or equal to 2.5 were interpreted as more effective. The recruitment strategies interpreted as more effective for African American male nursing students were: information about financial aid available; current students invite friends to class; alumni available; tours/open house; and individual meetings during high school visitation days. The recruitment strategy with the highest mean for African American male nursing students was information about financial aid available. The recruitment strategies interpreted as more effective for all nursing students were: advertisement in media; brochures with image; literature and audiovisual free of gender and ethnic bias; information about financial aid available; current students invite friends to class; alumni available; tours/open house; high school visitations; individual meetings during high school visitation days; middle/junior high school visitations; and programs for elementary/middle or high school students. The recruitment strategy with the highest mean for all nursing students was information about financial aid available. Table 4.3 gives a summary of the perceptions of the nursing education administrators of the effectiveness of each of the recruitment strategies for African American male nursing students and all nursing students.

#### Paired Samples T-Test for Perceptions of Effectiveness of Recruitment Strategies

To compare the perceptions of the nursing education administrators of effectiveness of recruitment strategies for African American male nursing students to all nursing students, the means of the sum of all of the means for the sample group were compared. The paired samples t-test (Nardi, 2003) showed the same 35 nursing education administrators (minus the missing data of those who responded no opinion and those who did not respond) were

Table 4.3 Summary of Perception of Effectiveness of Recruitment Strategies

	African American male nursing students		All nursing students	
	Mean	S.D.	Mean	S.D.
Q1 Advertisement in media	1.92	.80	2.63	.86
Q2 Brochures with image	2.27	1.0	2.89	.75
Q3 Literature and audiovisuals free of gender and ethnic bias	2.43	1.01	2.89	.77
Q4 Information about financial aid available	2.88	1.04	3.23	.79
Q5 Current students invite friends to class	2.57	1.01	2.91	.93
Q6 Alumni available	2.55	1.10	2.70	.96
Q7 Tours/open house	2.51	1.06	2.88	.90
Q8 High School visitations	2.52	1.01	2.82	.91
Q9 Individual meetings during high school visitation days	2.63	.97	2.97	.74
Q10 Middle/junior high school visitations	2.29	.98	2.57	1.01
Q11 Elementary school visitations	1.89	.90	2.12	.99
Q12 Programs for Elementary/ middle or high school students	2.36	.70	2.66	.78

Note. More Effective = Effectiveness Mean  $\geq$  2.5.

sampled and that the difference of perception of effectiveness of recruitment strategies of -.52 is statistically significant (Huck, 2004) where  $p < .01$ . The probability of obtaining a  $t$  value of -4.09 by chance, with a standard error of the mean of .13 and 35 subjects is less than .001. There is a 99 percent confidence that the true difference between the perception of effectiveness of the recruitment strategies for African American male nursing students and all nursing students in the population which this sample was drawn is somewhere between -.78 and -.26. Table 4.4 shows the paired samples  $t$ -test of the means for the sum of all the means for the respondents' perceptions of effectiveness of recruitment strategies for African American male nursing students and all nursing students.

#### Findings Related to Retention Strategies

Survey items 13 through 22 queried the respondents on their perceptions first on the use of the described retention strategy and then their perceptions of the effectiveness of each strategy for African American Male nursing students and for all nursing students. Question 13: Data analysis in response to question 13, retention strategy: pre-testing for identification of academic strengths and weaknesses showed that of the respondents who answered this question  $n = 90$  (95.7 %), most  $n = 48$  (53.3 %) used pre-testing for identification of academic strengths and weaknesses as a strategy to retain nursing students in their program. This recruitment strategy was perceived as more effective ( $M = 2.64$ ) for African American male nursing students, and more effective ( $M = 2.84$ ) for all nursing students.

Question 14: Data analysis in response to question 14, retention strategy: pre-matriculation programs/courses showed that of the respondents who answered this

Table 4.4 Paired Samples T-Test of Means for the Sum of All the Means for Respondents' Perceptions of Effectiveness of Recruitment Strategies for African American Male Nursing Students and All Nursing Students

Group	Mean	SD	t	p
African American Male Nursing Students <sup>a</sup>	1.75	.91	-4.09	.000
All Nursing Students	2.27	.67		

<sup>a</sup> $n = 35$  for both groups

$p < .01$ .

question,  $n = 90$  (95.7 %), most  $n = 49$  (54.4 %) do not use pre-matriculation programs/courses as a strategy to retain nursing students in their program.

This recruitment strategy was perceived as more effective ( $M = 2.71$ ) for African American male nursing students, and more effective ( $M = 2.81$ ) for all nursing students.

Question 15: Data analysis in response to question 15, retention strategy: encourage participation in campus activities showed that of the respondents who answered this question,  $n = 89$  (94.7 %), most  $n = 66$  (74.2 %) used encouragement of students to participate in campus activities as a strategy to retain nursing students in their program. This recruitment strategy was perceived as less effective ( $M = 2.44$ ) for African American male nursing students, and more effective ( $M = 2.70$ ) for all nursing students.

Question 16: Data analysis in response to question 16, retention strategy: faculty-tutors/mentors showed that of the respondents who answered this question,  $n = 88$  (93.6 %), most  $n = 71$  (80.7 %) used faculty-tutors/mentors as a strategy to retain nursing students in their program. This recruitment strategy was perceived as more effective ( $M = 3.10$ ) for African American male nursing students and more effective ( $M = 3.15$ ) for all nursing students.

Question 17: Data analysis in response to question 17, retention strategy: minority faculty as advisors/counselors showed that of the respondents who answered this question,  $n = 87$  (92.6 %), most  $n = 51$  (58.6 %) used minority faculty as advisors/counselors as a strategy to retain nursing students in their program. This recruitment strategy was perceived as more effective ( $M = 3.11$ ) for African American male nursing students and more effective ( $M = 3.05$ ) for all nursing students.

Question 18: Data analysis in response to question 18, retention strategy: activities to build study skills showed that of the respondents who answered this question,  $n = 89$  (94.7 %), most  $n = 75$  (84.3 %) used study skill building activities as a strategy to retain nursing students in their program. This recruitment strategy was perceived as more effective ( $M = 2.74$ ) for African American male nursing students, and more effective ( $M = 2.89$ ) for all nursing students.

Question 19: Data analysis in response to question 19, retention strategy: advise to work less than full-time showed that of the respondents who answered this question,  $n = 89$  (94.7 %), most  $n = 83$  (93.3 %) used advising students to work less than full-time as a strategy to retain nursing students in their program. This recruitment strategy was perceived as more effective ( $M = 2.54$ ) for African American male nursing students, and more effective ( $M = 2.56$ ) for all nursing students.

Question 20: Data analysis in response to question 20, retention strategy: financial aid showed that of the respondents who answered this question,  $n = 88$  (93.6 %), most  $n = 87$  (98.9 %) used financial aid as a strategy to retain nursing students in their program. This recruitment strategy was perceived as more effective ( $M = 3.21$ ) for African American male nursing students, and more effective ( $M = 3.36$ ) for all nursing students.

Question 21: Data analysis in response to question 21, retention strategy: remediation of failed courses showed that of the respondents who answered this question,  $n = 90$  (95.7 %), most  $n = 65$  (72.2 %) used remediation of failed courses as a strategy to retain nursing students in their program. This recruitment strategy was perceived as more effective ( $M = 2.83$ ) for African American male nursing students, and more effective

( $M = 2.93$ ) for all nursing students.

Question 22: Data analysis in response to question 22, retention strategy: tracking of student retention showed that of the respondents who answered this question  $n = 88$  (93.6 %), most  $n = 85$  (96.6 %) used tracking of student retention as a procedure in their process of nursing student retention in their program. This recruitment strategy was perceived as more effective ( $M = 2.78$ ) for African American male nursing students, and more effective ( $M = 2.95$ ) for all nursing students.

#### Summary of Perceptions of the Use of Retention Strategies

The retention strategies with valid percents greater than or equal to 50 percent were: pre-testing of academic strengths and weaknesses; encourage participation in campus activities; faculty-tutors/mentors; minority faculty as advisors/counselors; activities to build study skills; advise to work less than full-time; financial aid; remediation of failed courses; tracking of student retention. The recruitment strategy with the highest valid percent was financial aid. Table 4.5 depicts a summary of the perceptions of the use of each of the retention strategies by the nursing education administrators.

#### Summary of the Perceptions of Effectiveness of Retention Strategies

The perception of effectiveness of each retention strategy was analyzed for African American male nursing students and for all nursing students. Retention strategies with a mean less than 2.5 were interpreted as less effective. Those retention strategies with a mean greater than or equal to 2.5 were interpreted as more effective. The retention strategies interpreted as more effective for African American male nursing students were:



pre-testing of academic strengths and weaknesses; pre-matriculation program/courses; faculty-tutors/mentors; minority faculty as advisors/counselors; activities to build study skills; advice to work less than full-time; financial aid; remediation of failed courses; tracking of student retention. The retention strategy with the highest mean for perception of effectiveness for African American male nursing students was financial aid. The retention strategies interpreted as more effective for all nursing students were: pre-testing of academic strengths and weaknesses; pre-matriculation program/courses; encourage participation in campus activities; faculty-tutors/mentors; minority faculty as advisors/counselors; activities to build study skills; advice to work less than full-time; financial aid; remediation of failed courses; tracking of student retention. The retention strategy with the highest mean score for perception of effectiveness for all nursing students was financial aid. Table 4.6 shows the summary of the perceptions of effectiveness of the retention strategies.

#### Paired Samples T-Test for Perception of Effectiveness of Retention Strategies

To compare the perception of effectiveness of retention strategies for African American male nursing students to all nursing students, the means of the sum of all of the means for the sample group were compared. The paired samples t-test (Nardi, 2003) showed the same 49 nursing education administrators (minus the missing data of those who responded no opinion and those who did not respond) were sampled and that the difference of perception of effectiveness of retention strategies of  $-.21$  is statistically significant (Huck, 2004)  $p < .05$ . The probability of obtaining a t value of  $-2.05$  by chance, with a standard error of the mean of  $.10$  and 49 subjects was less than  $.05$ . There is a 95 percent confidence that the true difference between the effectiveness of the

Table 4.5 Summary of the Perceptions of Use of each Retention Strategy

Retention Strategy	<i>n</i>	Valid Percent	
		.00	1.00
U13 Pre-testing of academic strengths and weaknesses	90	46.7	53.3
U14 Pre-matriculation program/courses	90	54.4	45.6
U15 Encourage participation in campus activities	89	25.8	74.2
U16 Faculty-tutors/mentors	88	19.3	80.7
U17 Minority faculty as advisors/counselors	87	41.4	58.6
U18 Activities to build study skills	89	15.7	84.3
U19 Advise to work less than full-time	89	6.7	93.3
U20 Financial aid	88	1.1	98.9
U21 Remediation of failed courses	90	27.8	72.2
U22 Tracking of student retention	88	3.4	96.6

Note. Don't Use = 0. Use = 1. Used = Valid Percent 1  $\geq$  50.

Table 4.6 Summary of the Perceptions of Effectiveness of Retention Strategies

	African American male nursing students		All nursing students	
	Mean	S.D.	Mean	S.D.
Q13 Pre-testing of academic strengths and weaknesses	2.64	.89	2.83	.87
Q14 Pre-matriculation program/courses	2.71	.82	2.81	.77
Q15 Encourage participation in campus activities	2.44	.94	2.69	.88
Q16 Faculty-tutors/mentors	3.05	.84	3.15	.77
Q17 Minority faculty as advisors/counselors	3.11	.9	3.10	.78
Q18 Activities to build study skills	2.74	.93	2.88	.87
Q19 Advise to work less than full-time	2.54	.98	2.56	.98
Q20 Financial aid	3.21	.84	3.36	.65
Q21 Remediation of failed courses	2.83	.89	2.93	.86
Q22 Tracking of student retention	2.78	.92	2.95	.80

Note. More Effective = Effectiveness Mean  $\geq$  2.5.

retention strategies for African American male nursing students and all nursing students in the population from which this sample was drawn was somewhere between -.42 and -.00. Table 4.7 shows the paired samples t-test of the means for the sum of all the means for the respondents' perceptions of effectiveness of recruitment strategies for African American male nursing students and all nursing students.

#### Narrative Comments

Study participants were invited to add comments after survey completion. Seventy-four comments were received from 40 participants. Eight comments were removed because they did not contribute to the purposes of the study for a total of 66 descriptive comments. Participant responses described recruitment issues such as special events, methods of advertising, directive recruitment activities, and programs specially designed to attract African American students. Administrative support for this focus was also reported. In addition to recruitment activities in nursing programs, participants reported specific obstacles that African American male students faced when entering and progressing through nursing programs and activities that were used to enhance student's college successes. Limited numbers of African American and male students was another concern revealed in the invited responses.

The 66 descriptive comments were clustered into eight categories. Events used to support enrollment and retention describes activities such as "career days" and "diversity weekend on campus". Advertising activities include "minority publications", "billboards", and "the Johnson and Johnson ads". The category, Directive recruitment activities consists of "recruitment at churches, camps, and hospitals". "Cost" and "work"

Table 4.7 Paired Samples T-Test of Means for the Sums of All the Means for Respondents' Perceptions of Effectiveness of Retention Strategies for African American Male Nursing Students and All Nursing Students

Group	Mean	SD	t	<i>p</i>
African American Male				
Nursing Students <sup>a</sup>	2.55	.83	-2.05	.045
All Nursing Students	2.76	.63		

<sup>a</sup>  $n = 49$  for both groups.

are examples of comments in the category Problems that negatively effect recruitment and matriculation”. Two categories of clusters, Mentoring and tutors and Support and remediation activities take account of activities that retain African American male nursing students such as “peer tutors”, “summer orientations”, and “diagnostic exams”. A unique cluster, Task force or group, describes university activities including “diversity committees” and “office of minority affairs”. The final cluster, No African Americans or too few African Americans, does not address retention but explains issues in recruitment such as “area has low percentage of African Americans” or “no specific recruitment for African American students”. See Table 4.8 for the narrative categories and comments.

#### Actual Numbers of Students in 2004

Data analysis of questions 23, 24, 25, 26, Part III of the survey, provided the following actual numbers for the year 2004 in the baccalaureate degree nursing programs represented in the sample. Table 4.9 shows the actual numbers of African American male nursing students (AAMNS) that began clinical courses; the number of all nursing students (ALL) that began clinical courses; the number of African American male nursing students (AAMNS) that graduated; and the number of all nursing students (ALL) that graduated. No respondents reported Washington, DC as the state where their institution was located. Of the surveys received, three respondents did not report the state from which they originated. Table 4.10 gives the descriptive statistics for the number of respondents to the questions of the numbers of African American male nursing students (AAMNS) who began, all nursing students (ALL) who began, African American male nursing students (AAMNS) who graduated and all nursing students (ALL) who graduated. Table 4.11 shows the actual numbers of African American male nursing

Table 4.8 Clustered Narrative Categories and Comments

Category	Comments
Events used to support enrollment and retention	<p>“Career day.”</p> <p>“Diversity weekend on campus.”</p> <p>“Family visitation day.”</p> <p>“Participate in nursing organization fairs/events.”</p> <p>“Social luncheon inviting other disciplines to interact and network gives students a sense of cohesiveness.”</p> <p>“Sponsor ‘100 Kings’ which serves 100 African American junior high boys with hopes of recruiting them to nursing in five years.”</p> <p>“‘Are you Man Enough to Be a Nurse’ event”</p> <p>“College has a specific recruitment event for male prospective students from all ethnicities where male role models talk with them about all health careers.”</p> <p>“Focus on any/all minority students.”</p> <p>“Hospital sponsored career days for high school students.”</p> <p>“Job fairs at community colleges.”</p> <p>“Student Orientation and Registration Program (SOAR) for one and a half days.”</p> <p>“1 hour credit course Orientation to University and nursing.”</p>

Table 4.8, continued

Category	Comments
Advertising activities	<p>“Advertising for faculty and MSN students at minority schools and publications.”</p> <p>“Billboard.”</p> <p>“Use ‘Johnson and Johnson’ recruitment materials.”</p> <p>“Web listing in directories.”</p> <p>“Web sites at school.”</p> <p>“Invite male nursing students to assist with recruitment events.”</p> <p>“Word-of-mouth, our students, and alumni are our best recruiters.”</p>
Directive recruitment	<p>“Active student participation in diversity recruitment.”</p>
Activities	<p>“African American male nursing students need to talk with others who are successful.”</p> <p>“Direct mailings.”</p> <p>“Partnering with local and regional medical centers for recruitment at high school level.”</p> <p>“Recruit at churches and camps.”</p> <p>“Recruit hospital aids and CNAs.”</p> <p>“Recruit in vocational technical schools.”</p> <p>“Recruit minority alumni group to mentor minority students.”</p>



Table 4.8, continued

Category	Comments
	“Recruitment at different regional major organizational meetings.”
	“Recruits high school African American students to Health Sciences Careers.”
	“Refer to the ‘American Assembly for Men in Nursing’ web site
	“Share recruitment with EMTs.”
	“Use nursing students to speak to high school students about nursing career.”
	“Visits to HBCU for recruitment of second degree students.”
	“Voc-tech school career day to recruit into nursing.”
	“Availability of LPN-to-BSN/RN programs.”
	“Go to hospitals to recruit RN-to-BSN students.”
	“Work with minority (African American) University organizations.”
Problems that negatively effect recruitment and matriculation	“Cost prohibits many ethnic persons from applying.”
	“Most work in excess of 20-25 hours per week.”
	“The few that we had were football players who changed to sports medicine major or were not able to maintain grades required for nursing program.”
	“These students tend to be less academically prepared to deal with sciences and math.”

Table 4.8, continued

Category	Comments
Mentoring and tutors	“At-risk programs which requires students to meet with advisors for counseling when they earn a C in a science or nursing course.”
	“It is very important to have a Department of Nursing advisor working with lower division college students prior to starting the nursing curriculum.”
	“Use graduate nursing students as mentors.”
	“Peer tutors.”
Support or remediation activities	“Encourage students to form study groups.”
	“Individualized program of study during final semester as prep for NCLEX-RN.”
	“On-line remediation materials for testing on standardized exams.”
	“Our accelerated option program for students who already have a degree or who have completed all pre-requisites, allows for part-time evening/weekend curriculum where students can retain their full-time jobs.”
	“Review sessions before exams.”
	“Summer orientation to high school students.”
	“Summer workshops 3-5 days long for pre-nursing and nursing students.”
“Diagnostic exams at mid-curriculum and exit which report strengths and weakness.”	

Table 4.8, continued

Category	Comments
Task Force or group	<p>“New initiative on developing new approaches for minority recruitment.”</p> <p>“Active diversity committee.”</p> <p>“University is working hard on a diversity plan to increase overall diversity</p> <p>“Work with office of minority affairs.”</p>
No African Americans or too few African Americans	<p>“Area has &lt; 3 % black population.”</p> <p>“Few African Americans at the university.”</p> <p>“Location has few African Americans as part of population.”</p> <p>“School’s demographics has 50 % Hispanic and 8 % African American, just no males.”</p> <p>“There are few African American men in higher education.”</p> <p>“Though encouraged, have few black males.”</p> <p>“Do not specifically direct recruitment activities toward African American students.”</p>

Table 4.9 Number of African American Male Nursing Students and All Nursing Students for 2004

State	<i>n</i>	<i>n</i> AAMNS Began	<i>n</i> ALL Began	<i>n</i> AAMNS Graduated	<i>n</i> ALL Graduated
AL	4	8	802	3	384
AR	5	8	383	4	294
DE	1	2	39	1	45
DC	-	-	-	-	-
FL	6	8	657	4	371
GA	8	12	359	4	316
KY	5	14	234	0	220
LA	5	14	553	4	264
MD	4	33	502	4	116
MS	3	5	63	1	33
NC	7	10	813	9	440
OK	6	4	242	0	112
SC	3	3	348	1	240
TN	10	7	1300	6	732
TX	12	26	1427	12	757
VA	8	28	756	11	473
WV	4	1	196	0	122
Not Reported	3	0	100	0	42
Totals	N = 94	174	8774	64	4961

Note. Dashes = Missing Data. AAMNS = African American Male Nursing Students. ALL = All Nursing Students.

Table 4.10 Descriptive Statistics for African American Male Nursing Students and All Nursing Students in 2004

	M	SD	<i>n</i>
African American male nursing students that began	1.99	3.93	88
All Nursing students that began	99.63	83.45	87
African American male nursing students that graduated	0.75	1.27	87
All nursing students that graduated	57.37	40.42	87

Table 4.11 Number of African American Males in each of the 16 States and Washington, DC from the U.S. Census Bureau (2000) and the Number of African American Male Nursing Students who Graduated in 2004 as Reported from the Respondents in this Study

State	n African American Males in State	n African American Male Nursing Students who Graduated in 2004 Reported in Study
AL	537,501	3
AR	198,081	4
DE	72,878	1
DC	158,622	-
FL	1,167,802	4
GA	1,118,660	4
KY	145,636	0
LA	686,376	4
MD	700,730	4
MS	485,269	1
NC	824,597	9
OK	130,500	0
SC	557,360	1
TN	441,340	6
TX	1,184,368	12
VA	674,719	11
WV	29,131	0
Not reported *	-	0
Total	9,113,570	64

Note. Dashes = missing data. \* 3 Returned Surveys did not report state of origin.

students who graduated in 2004 as reported by the participants in this study, and the numbers of African American male population of the states in the study (U.S. Census Bureau, 2000).

### Responses to Research Questions

Findings for each of the three sub research questions and the overarching research question are described in this section.

Research Sub Question 1: Research sub question 1 asked: What strategies do nursing education administrators use to recruit African American male nursing students? The answer to this sub question was provided in survey items numbered, 1 through 12, and 23. Table 4.12 shows the recruitment strategies with a use valid percent greater than or equal to fifty percent and strategies perceived to be more effective for recruiting African American male nursing students with a mean greater than or equal to 2.5.

Of the nursing education administrators who responded to question 23 ( $n = 88$ ), the number of African American male nursing students who began clinical nursing courses in 2004, the mean was 1.99 with a standard deviation of 3.93 where the minimum was 0 and the maximum 26. This research study showed that nursing education administrators perceived that four of the 12 recruitment strategies were used were more effective. The study also showed that few African American male nursing students began clinical nursing courses in the sample nursing programs in 2004.

Research Sub Question 2: Research sub question 2 asked: What strategies do nursing education administrators use to retain African American male nursing students? The answer to this sub question was provided in survey items number 13 to 22, and 25. Table 4.13 shows the retention strategies with a use valid percent greater than or equal to

Table 4.12 Strategies Perceived Used and More Effective for the Recruitment of African American Male Nursing Students

Recruitment Strategy	Use Valid Percent	Effectiveness Mean
Information about financial aid	97.7	2.88
Tours/open house	78.7	2.51
High School visitations	78.7	2.52
Individual meetings during high school visitations	62.9	2.63

Note. Used = Valid Percent  $\geq$  50. More Effective = Effectiveness Mean  $\geq$  2.5.



Table 4.13 Strategies Perceived Used and More Effective for the Retention of African American Male Nursing Students

Retention Strategy	Use Valid Percent	Effectiveness Mean
Financial aid	98.9	3.21
Tracking of student retention	96.6	2.78
Advise to work less than full-time	93.3	2.54
Activities to build study skills	84.3	2.74
Faculty-tutors/mentors	80.7	3.05
Remediation of failed courses	72.2	2.83
Minority faculty as advisors/counselors	58.6	3.11
Pre-testing of academic strengths and weaknesses	53.3	2.64

Note. Used = Valid Percent  $\geq$  50. More Effective = Effectiveness Mean  $\geq$  2.5.

fifty percent and strategies perceived to be more effective retaining African American male nursing students with a mean effectiveness score greater than or equal to 2.5.

Of the nursing education administrators who responded to question 25 ( $n = 87$ ), the number of African American male nursing students who graduated with a BSN in 2004, the mean was .75 with a standard deviation of 1.27 where the minimum was 0 and the maximum 7. This study showed that nursing education administrators perceived that eight retention strategies were used and were more effective in retaining African American male nursing students. The study also showed that most of the BSN nursing programs did not graduate African American male nursing students from their program in 2004. Of the 94 respondents to this researcher's query, 64 African American males graduated in 2004.

Research Sub Question 3: Research sub question 3 asked: What are the commonalities and differences of recruitment and retention of African American male nursing students as compared to other nursing students? The answer to this sub question was provided in survey items number 1 through 26. Items numbered 1 through 12 provided the data for the paired samples t-test of the respondents' means for the sum of all of the means of the perceptions of effectiveness of the recruitment strategies for African American male nursing students and all nursing students. This analysis showed statistical significance. This statistical significance demonstrated that there is a difference in the perception by the study's sample nursing education administrators of the effectiveness of the recruitment strategies used for African American male nursing students as compared to the perception of effectiveness of the strategies used to recruit all nursing students. The study showed that respondents perceived that the recruitment

strategies were more effective for all nursing students than for African American male nursing students. This finding in this study of statistical significance in the perception of effectiveness of recruitment strategies for African American male nursing students and all nursing students was corroborated by discrete data collected in this study and descriptive statistics. The descriptive statistics revealed a mean of 1.99 (SD = 3.93,  $n = 88$ ) for African American male nursing students who began clinical nursing courses in 2004 as compared to a mean of 99.63 (SD = 83.45,  $n = 87$ ) for all nursing students who began clinical nursing courses during the same period.

Items numbered 13 through 22 provided the data for the paired samples t-test of the respondents' means for the sum of all of the means of the perceptions of effectiveness of the retention strategies for African American male nursing students and all nursing students. This analysis showed statistical significance. This statistical significance demonstrated that there is a difference in the perception by the study's sample nursing education administrators of the effectiveness of the retention strategies used for African American male nursing students as compared to the perception of effectiveness of the strategies used to retain all nursing students. The study showed that respondents perceived that the retention strategies were more effective for all nursing students than for African American male nursing students. This finding in this study of statistical significance in the perception of effectiveness of recruitment strategies for African American male nursing students and all nursing students was corroborated by discrete data collected in this study and descriptive statistics. The discrete data reported by the nursing education administrators revealed a mean of .75 (SD = 1.27,  $n = 87$ ) for African

American male nursing students who graduated in 2004 as compared to a mean of 57.37 (SD = 40.42,  $n = 87$ ) for all nursing students who graduated during the same period.

The researcher found as a commonality between the recruitment strategies for African American male nursing students and all nursing students that the nursing education administrators perceived as used and more effective four of the twelve recruitment strategies for both groups. Those strategies that were reported by the respondents as perceived as used and more effective for both groups were: information about financial aid available, tours/open house, high school visitations, and individual meetings during high school visitations. The researcher found as a commonality between the retention strategies for African American male nursing students and all nursing students the respondents' perception of eight of the ten strategies used and more effective for both groups. Those strategies that were used and more effective for both groups were: pre-testing of academic strengths and weaknesses, faculty-tutors/mentors, minority faculty as advisors/counselors, activities to build study skills, advise to work less than full-time, financial aid, remediation of failed courses, and tracking of student retention. The researcher found as differences that the respondents perceived that the recruitment strategies and the retention strategies were more effective for all nursing students than for African American male nursing students.

**Overarching Question:** The overarching question that guided this research was: What are nursing school administrators' perceptions of recruitment and retention policies/procedures and strategies for African American male nursing students? The analysis of the data from the respondents of the instrument, "Nursing Education Administrators' Perceptions of Recruitment and Retention Strategies of African

American Male Nursing Students” showed that there are four recruitment strategies and eight retention strategies that are perceived as used and more effective for African American male nursing students.

The four recruitment strategies perceived to be used and more effective for African American male nursing students were: information about financial aid available; tours or open house of nursing department; high school visitations; and, individual meetings with students during high school visitation days. The eight retention strategies perceived to be used and more effective for African American male nursing students were: pre-testing for identification of academic strengths and weaknesses; faculty-tutors/mentors; minority faculty as advisors/counselors; activities to build study skills; advise to work less than full-time; financial aid; remediation of failed courses; and tracking of student retention.

The researcher found that the descriptive statistics revealed that few ( $n = 174$ ) African American male nursing students were admitted to clinical nursing courses in 2004 ( $M = 1.99$ ,  $SD = 3.93$ ) and few ( $n = 64$ ) African American male nursing students graduated in 2004 ( $M = .75$ ,  $SD = 1.27$ ).

The 60 narrative comments made by 40 respondents in response to an invitation for open comments were clustered into eight categories. The clustered categories were: events to support enrollment and retention; advertising activities; directive recruitment activities; problems that negatively effect recruitment and matriculation; mentoring and tutors; support or remediation activities; task force or group; no African Americans or too few African Americans.

## Summary

Seven findings from this descriptive study were reported in this chapter. The researcher found that:

1. Nursing education administrators used and perceived as more effective for recruiting African American male nursing students, four strategies: information about financial aid; tours/open house; high school visitations; individual meetings during high school visitations.

2. A paired samples t-test showed statistical significance where  $p < .01$  in the sample group's perceptions of the effectiveness of the strategies for recruiting African American male nursing students and their perceptions of the effectiveness of the strategies for recruiting all nursing students.

3. The nursing education administrators perceived that the recruitment strategies were more effective for all nursing students than for African American male nursing students.

4. The nursing education administrators used and perceived as more effective for retaining African American male nursing students eight strategies: financial aid; tracking of student retention; advise to work less than full-time; activities to build study skills; faculty-tutors/mentors; remediation of failed courses; minority faculty as advisors/counselors; pre-testing of academic strengths and weaknesses.

5. A paired samples t-test showed statistical significance where  $p < .05$  in the sample group's perceptions of the effectiveness of the strategies for retaining African American male nursing students and their perceptions of the effectiveness of the strategies for retaining all nursing students. The respondents perceived that the retention strategies

were more effective for all nursing students than for African American male nursing students.

6. Few African American male nursing students were admitted to the baccalaureate degree nursing schools in the study in the year 2004 ( $M = 1.99$ ,  $SD = 3.93$ ), and fewer African American male nursing students graduated in 2004 ( $M = .75$ ,  $SD = 1.27$ ).

7. A serendipitous finding of this study revealed that the percentage (1.06 %) of African American male nursing education administrators responding in this study ( $n = 1$ ) reflected a value similar to the statistics that described the number of African American male nursing students that graduated in 2004 ( $M = .75$ ,  $SD = 1.27$ ).

## CHAPTER 5

### SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The researcher queried nursing education administrators from the SREB 16 states and Washington, DC on their perceptions of the use and effectiveness of recruitment and retention strategies of African American male nursing students. The population of the study,  $N= 239$ , was requested to self-report their opinions using the 31 item survey, “Nursing Education Administrators’ Perceptions of Recruitment and Retention Strategies of African American Male Nursing Students”. The response rate of 39.3% ( $n = 94$ ) was considered acceptable (Nardi, 2003; Fain, 2004) and the data were analyzed. This chapter will provide the summary, conclusions, and implications derived by the researcher from this research study.

#### Summary

The researcher found that nursing education administrators used and perceived as more effective for recruiting African American male nursing students, four strategies: information about financial aid; tours/open house; high school visitations; individual meetings during high school visitations. A paired samples t-test showed statistical significance ( $p < .01$ ) in the sample group's perceptions of the effectiveness of the strategies for recruiting African American male nursing students and their perceptions of the effectiveness of the strategies for recruiting all nursing students.



The researcher found that nursing education administrators used and perceived as more effective for retaining African American male nursing students eight strategies: financial aid; tracking of student retention; advise to work less than full-time; activities to build study skills; faculty-tutors/mentors; remediation of failed courses; minority faculty as advisors/counselors; pre-testing of academic strengths and weaknesses. The researcher found that a paired samples t-test demonstrated statistical significance ( $p < .05$ ) in the sample group's perceptions of the effectiveness of the strategies for retaining African American male nursing students and their perceptions of the effectiveness of the strategies for retaining all nursing students.

Of the 94 surveys returned to the researcher, 40 participants offered 74 narrative comments. Eight of the received comments were not appropriate to the research questions and were removed. The 66 remaining descriptive comments were clustered into eight categories. The eight categories for the clustered narrative comments were: events to support enrollment and retention; advertising activities; directive recruitment activities; problems that negatively effect recruitment and matriculation; mentoring and tutors; support or remediation activities; task force or groups; no African American or too few African Americans.

The researcher reported discrete data that showed that few African American male nursing students were actually admitted to the baccalaureate degree nursing schools in the study in the year 2004 ( $M = 1.99$ ,  $SD = 3.93$ ) and even fewer graduated in that same year ( $M = .75$ ,  $SD = 1.27$ ). The majority of the nursing education administrators who participated in this study reported ethnicity as: Caucasian 87 %, African American 12 %, Hispanic (non-Caucasian) 1.1 %, and none reported Asian. Most of the

respondents were female 92.4 %. Of the seven respondents who were male, one was African American (1.06 %).

The researcher discovered a serendipitous finding in this study that revealed that the percentage (1.06 %) of African American male nursing education administrators responding in this study ( $n = 1$ ) reflected a value similar to the statistic that described the number of African American male nursing students that graduated in 2004 ( $M = 75$ ,  $SD = 1.27$ ).

The researcher recorded that the respondents were from Alabama ( $n = 4$ ), Arkansas ( $n = 5$ ), Delaware ( $n = 1$ ), Florida ( $n = 6$ ), Georgia ( $n = 8$ ), Kentucky ( $n = 5$ ), Louisiana ( $n = 5$ ), Maryland ( $n = 4$ ), Mississippi ( $n=3$ ), North Carolina ( $n = 7$ ), Oklahoma ( $n = 6$ ), South Carolina ( $n = 3$ ), Tennessee ( $n = 10$ ), Texas ( $n = 12$ ), Virginia ( $n = 8$ ) and West Virginia ( $n = 4$ ). The researcher recorded no respondents from Washington, DC. There were three returned surveys that did not respond to query #31, "Indicate the state where your institution is located". The imprecise wording of this question in the instrument may have eliminated the opportunity for participants from Washington, DC to respond to question 31.

#### Discussion of Findings

The impetus for this research was the lack of research related specifically to African American male nursing students. The purpose of this descriptive study was for the researcher to begin the process of helping to fill this information gap in data related to African American male nursing students. According to available statistics from the Bureau of Health Professions of the United States Department of Health and Human Services, Health Resources and Services Administration, [HRSA], (2003), most nurses

are Caucasian females. Men account for only 5.4 % of the nursing workforce (McRae, 2003) and African Americans, 4.9 % (HRSA, 2001). The representation of African Americans in the nursing workforce does not resemble the number of African Americans receiving care (HRSA, 2003).

According to the U. S. Census Bureau (2000), in the areas represented in this study, the Southern Regional Education Board's 16 states and Washington, DC, there are 9,113,570 African American males. Past research has shown that the health care workforce needs to be more diverse (Kleinman, 2004) to better represent the population receiving care (HRSA, 2003), and to help reduce the disparity in the care provided to those under represented (Scott & Umar, 2003). A search of the literature by the researcher revealed that public access data was not available from the state boards of nursing or the Bureau of Health Professions of the United States Department of Health and Human Services, Health Resources and Services Administration on the actual number of African American male nurses. The researcher's literature review also revealed that aggregate data was not available on the number of African American male nursing students matriculating in nursing programs.

Though a review of the literature by the researcher revealed no data on the recruitment and retention of African American male nursing students, past research studies have been completed on recruitment strategies and retention strategies for male or minority students. The review of the literature for recruitment strategies and retention strategies for male or minority students by the researcher was the basis of the development of the instrument used in this study, "Nursing Education Administrators' Perceptions of Recruitment and Retention Strategies of African American Male Nursing

Students”. The researcher found in this study that the study’s respondents used and perceived as more effective four recruitment strategies and eight retention strategies for African American male nursing students.

The strategies found by the researcher to be used and perceived as more effective for recruiting African American male nursing students were: “information about financial aid” (Spradley, 2001; Keller, Jones, & Hoover, 2003); “tours/open house” (McGinn, 2001; Lerner & Cohen, 2003); “high school visitations” (AACN, 2001); “individual meetings during high school visitations” (O’Neil, 1998; Lopez, 2003). The three strategies that the researcher found that were perceived to be used but less effective for the recruitment of African American male nursing students were: “media advertisements” (Harrigan, Gollin, & Casken, 2003); “brochures” (Perachy, 2002; Olynn, 2004); “literature free of bias” (Tucker-Allen & Long, 1999). The researcher found that the two research supported strategies that were reported not used by the study’s respondents, but perceived that they would be more effective if used for the recruitment of African American male nursing students were: “allowing students to invite friends or potential students to class” (Anderson, 1990; Jones & Williams, 2004); “including alumni in recruitment activities” (Matteson-Kane & Clarren, 2003). The three recruitment strategies that the researcher found were supported by the literature review, but reported by the respondents in this study as not used and perceived as less effective were: “middle school visitations” (Lowe & Pechura, 2004); “elementary school visitations” (Pearcey, 2002); and “extended programs” (Sullivan, 2004). The researcher found that when the respondents were queried on the perception of effectiveness of recruitment strategies for

all nursing students, only the strategy of “elementary visitations” (Pearcey, 2002) was perceived as less effective.

The researcher found from the paired samples t-test, statistical significance ( $p < .01$ ) in the respondents’ perceptions of effectiveness of recruitment strategies for African American male nursing students and all nursing students. The researcher found that the perception of effectiveness of recruitment strategies was higher for all nursing students than for African American male nursing students.

The eight retention strategies that the researcher reported in this study as used by the sample group and evaluated as more effective for African American male nursing students, were: “pre-testing” (ACT, 2004); “faculty mentors” (Hassouneh-Phillips & Beckett, 2003); “minority faculty advisors”, Lowe & Pechura, 2004; Sullivan, 2004); “study skills” (Frye, 1997; Keller, Jones, & Hoover, 2004); “advise to work less than full-time” (Astin, 1985; Sharyn, 1997); “financial aid” (Graham, 2001; Sullivan, 2004; Tinto, 2004); “remediation” (Kubinski, 2000; Wilson, Sanner, & McAllister, 2003); and “tracking of retention rates” (Lenning, Beal, & Sauer, 1980; Lilley, 1997). The researcher reported that most of the participants responded that they did not use “pre-matriculation programs” as a retention strategy. The respondents did respond, however, that they perceived “pre-matriculation programs” to be more effective for retaining African American male nursing students. The researcher found that most of the respondents said that they used “encouraging student involvement in campus activities” as a retention strategy. Most of the respondents perceived “encouraging student involvement” to be less effective for African American male nursing students, but more effective for all nursing students. The researcher found from the paired samples t-test, statistical significance ( $p <$

.05) in the respondents' perceptions of effectiveness of retention strategies for African American male nursing students and all nursing students. The researcher found that the perception of effectiveness of retention strategies was higher for all nursing students than for African American male nursing students.

The researcher found from the return of the surveys ( $n = 94$ ), that 174 African American male nursing students ( $M = 1.99$ ,  $SD = 3.93$ ) began BSN clinical courses in 2004 compared to 8,774 ( $M = 99.63$ ,  $SD = 83.45$ ) for all nursing students. The researcher also found that 64 ( $M = .75$ ,  $SD = 1.27$ ) African American male nursing students graduated in 2004, as compared to 4,961 ( $M = 57.37$ ,  $SD = 40.42$ ) for all nursing students in the study's sample.

The open discussion related to the recruitment and retention of African American male nursing students offered by the respondents of this study added richness to the study. Eight categories of narrative comments were identified.

An interesting serendipitous finding by the researcher from the demographic data of the nursing education administrator responders was that 1.06 % of the responders were African American male. The researcher found that just as there were  $n = 174$  African American male nursing students admitted to nursing programs, there were even fewer ( $n = 64$ ) African American male nursing students that graduated from these programs in 2004. The researcher found that there were also few African American male nurses in nursing education administrative roles. One African American male nursing education administrator was identified by the researcher in this study.

## Conclusions

Findings by the researcher resulted in five broad conclusions. First, effective recruitment strategies should be used to recruit qualified African American male nursing students to increase the numbers of African American males matriculating in nursing programs. Through the review of the literature, the researcher demonstrated that the nursing workforce is in need of more nurses and diversity within its ranks. The researcher showed that African American male nursing students are an under represented group in nursing education.

Second, those recruitment strategies that are supported by the literature and perceived as more effective for African American male nursing students should be used to attract qualified African American males to nursing. The researcher showed that not all recruitment strategies are perceived by nursing education administrators as more effective for the recruitment of African American male nursing students. The researcher showed that there are recruitment strategies that are supported by the literature, but not perceived as used by the nursing education administrators.

The third broad conclusion by the researcher was that effective retention strategies should be implemented to promote the successful graduation of African American male nursing students. The researcher showed through a literature review that college early departure and low retention is a phenomenon that affects not only students in nursing education, but college students in general. Ten literature based retention strategies were identified by the researcher and presented for nursing education administrators to evaluate use and effectiveness. The researcher found that “pre-matriculation programs/courses” were a more effective retention strategy, but “pre-

matriculation programs/courses” were not used. The retention strategy, “encourage participation in campus activities” (such as SNA, SGA, Greek organizations), was found by the researcher to be used by this study’s sample, but not a more effective strategy for African American male nursing student. To promote the graduation of African American male nursing students, effective retention strategies should be used.

Fourth, “financial aid” is needed to promote both the recruitment and retention of African American male nursing students. The researcher found that many studies in the literature review presented the theory that lack of finances impacts recruitment and retention of nursing students. This researcher’s findings substantiated this fact that “financial aid” was needed for both the recruitment and retention of African American male nursing students.

The fifth broad conclusion by the researcher was that more African American males are needed in nursing education administrative roles. The review of the literature by the researcher presented the fact that minority students need minority mentors and faculty advisors. The researcher found in this study that just as there are few African American male nursing students, there are few African American male nursing education administrators.

#### Implications

The researcher found that the recruitment strategy, “elementary school visitations”, had the lowest valid percentage of usage (22.2), the lowest mean perceived effectiveness score (1.89) for recruiting African American male nursing students, and the lowest mean perceived effectiveness score (2.12) for recruiting all nursing students.



Additional research is needed to look at “elementary school visitations” as a long-range recruitment strategy.

“Pre-matriculation programs” were perceived as a more effective strategy for retention of African American male nursing students in this study. Why this retention strategy was not used will need to be addressed in future research. The researcher reported that the respondents indicated that they perceived that “campus involvement” was an effective retention strategy for all nursing students, but not African American male nursing students. Future research will be needed to determine why did the respondents not perceive “encouraging campus involvement” to be a more effective strategy for African American male nursing student retention?

The researcher found in this study, the recruitment strategy, “information about financial aid available”, had the highest valid percentage of usage (97.7 %), the highest mean effectiveness score (2.88) for recruiting African American male nursing students and the highest mean effectiveness score (3.23) for recruiting all nursing students. Providing “financial aid information” as a retention strategy also had the highest valid percentage of usage (98.9 %), the highest mean effectiveness score (3.21) for retaining African American male nursing students and the highest mean effectiveness score (3.36) for all nursing students. The researcher found that this data validated the findings of many researchers (Graham, 2001; Spradley, 2001; Keller, Jones, & Hoover, 2003; Sullivan, 2004; Tinto, 2004) that federal, community and institutional resources should be directed toward providing the financial resources to help attract and keep potential African American males, as well as all, students in nursing education.

The researcher found that there is a difference in the perceptions by the nursing education administrators in the effectiveness of recruitment and retention strategies for African American male nursing students and all nursing students. Analysis of the data by the researcher showed that the mean of the responding nursing education administrators perceptions of effectiveness for both recruitment and retention strategies was higher for all students than for African American male nursing students. Further research will need to be conducted to determine why these differences occurred, if these differences will occur in other samples and, ways to address these differences in perception of effectiveness in recruitment and retention strategies between African American male nursing students and all nursing students.

The eight clustered categories of narrative comments recorded in this study from the respondents by the researcher offered a rich source for future qualitative research on the topic of African American male nursing student recruitment and retention. Future research may determine whether there are few African American male nursing students because they are not actively recruited. Future research could investigate if active recruitment of African American males would make a difference in the demographic profile of nurses.

The serendipitous finding by the researcher of a similar low rate of African American male nursing education administrator respondents and low rate of African American male nursing students, who graduated, reflected a need to graduate more African American male nursing students. These African American male nurses once graduated, could assume roles of mentorship, leadership in nursing that could help to possibly lessen the disparity in health care to minorities.

The findings by the researcher in this study, “Nursing Education Administrators’ Perceptions of Recruitment and Retention Strategies of African American Male Nursing Students” offered new insights and initial data on a previously not studied under represented group in nursing education, African American male nursing students. The researcher’s findings resulting from this research study have the potential in the future of stimulating further research that may impact not only individual African American males in deciding which career they pursue, but also society in general. The researcher’s findings have the potential of stimulating a new dialogue that leads to a change from the negative perception of African American males as only prison inmate statistics to productive college students. These findings by this researcher have the potential of initiating future research that results in nursing education recruitment and retention policy changes that result in a more diverse nursing student population. Finally, this researcher’s findings have the potential to lead to future initiatives that reduce the nursing workforce shortage and reduce the disparity in healthcare among people regardless of ethnicity or gender.

### Recommendations

The following suggestions are made for future research.

Professional:

1. The sampling in the present study of the baccalaureate degree schools in the Southern Regional Education Board area restricts the generalizability of the findings. Other research should replicate the study in other regional settings as well as nationally.

2. Qualitative research methods may be helpful in understanding why so few African American male nursing students begin baccalaureate degree clinical nursing courses and why so few graduate from the programs.
3. Further research focused on the African American male nursing students who do matriculate in nursing programs may shed light on the recruitment and retention strategies that influenced these students' success.

Further Research:

1. Further research might investigate how the lack of a documented presence of African American male nursing students impacts students, the nursing education administrators, and the public.
2. Further research should consider investigating the difference in nursing education administrators' perceptions of effectiveness of recruitment and retention strategies for African American male nursing students and all nursing students.
3. Further research is recommended to investigate the impact of elementary school recruitment visitations on African American male nursing student enrollment and graduation.
4. Future research might be directed toward the allocation of increased financial assistance for African American male nursing students to promote their recruitment and retention.

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APPENDICES

APPENDIX A

Nursing Education Administrator:

I am Maggie Thurmond Dorsey a doctoral student at Georgia Southern University. This enclosed survey entitled "Nursing Education Administrators' Perceptions of Recruitment and Retention Strategies of African American Male Nursing Students" is part of a study being done in partial fulfillment of the requirements for the degree, Doctor of Education in Educational Administration and has met all IRB requirements of Georgia Southern University. My faculty advisor is Dr. Michael D. Richardson. He can be contacted at Georgia Southern University, P. O. Box 8131, Statesboro, Georgia 30460-8131. He may also be reached at (912) 486-7267, [mdrich@georgiasouthern.edu](mailto:mdrich@georgiasouthern.edu).

Enclosed in this packet is the survey, pre-addressed return envelope and post card for you to request research results. Participation in this study is voluntary. You do not have to participate in this research. You do not have to answer any questions you do not want to answer. This survey is a researcher designed instrument developed by a Georgia Southern University, Educational Leadership doctoral student and involves no deception. The survey is structured to evaluate the usage and effectiveness of recruitment and retention strategies for African American Male Nursing Students in baccalaureate degree nursing programs in the 16 SREB states and District of Columbia as perceived by nursing education administrators. The survey development was based on a review of the literature.

The 27 closed-ended and four open-ended survey items should take you no longer than fifteen minutes to complete. You are asked to indicate usage of each indicated recruitment strategy and retention strategy by circling either 0 or 1. You are then asked to indicate effectiveness for each strategy for African American male nursing students and for all nursing students by circling the number corresponding to the five point Likert scale. Your responses will be kept confidential. You will not be identified in any way in the final report. You must be 18 years or older to consent to participate in this research study. Please pause and provide responses to the statements based on your perceptions as a nursing education administrator at your institution. After completing this survey, please return it to the researcher in the enclosed addressed envelope within two weeks. Completion and return of this survey implies that you agree to participate and your data may be used in this research. You may obtain results of this research by completing and returning the enclosed addressed postcard.

There are no risks in participating in this research beyond those experienced in everyday life. Some of the questions in the survey are personal and may cause some discomfort. Participants in this research will not receive any compensation. The benefits that you may experience because of participating in this research may include the identification of additional research-based recruitment and retention strategies for African American male nursing students for your nursing programs. Society may benefit from this research by gathering of data that may help to increase the recruitment and retention of African American male nursing students.

If you have any questions related to this research study, do not hesitate to contact either the researcher or researcher's faculty advisor. For questions concerning your rights as a research participant, contact Georgia Southern University Office of Research Services and Sponsored Programs at (912) 486-7758. Thank you in advance for your consideration in participating in this research study.

Sincerely,

Maggie Thurmond Dorsey, RN, MSN  
Doctoral Student  
Georgia Southern University  
(706) 868-1790  
3332 Thread Needle Road West  
Augusta, Georgia 30907

**Nursing Education Administrators' Perceptions of Recruitment and Retention Strategies of African American Male Nursing Students**

**Part I: Recruitment Strategies of African American Male Nursing Students**

In the first column circle the number 1 if your program uses the indicated strategy and circle 0 if your program does not use the indicated strategy. In the second column rank the effectiveness of the strategy for attracting African American Male Nursing Students (AAM NS) and/or All Nursing Students (ALL NS). Please indicate effectiveness of this recruitment strategy by circling the number which best reflects your response. If your school is not currently using a strategy described, please rank how you believe its effectiveness might be in terms of recruitment. For effectiveness use the following scale:

0=NO OPINION    1=VERY LOW    2=LOW    3=HIGH    4=VERY HIGH

<u>Recruitment Strategy</u>	Column 1		Column 2				
	<u>DON'T USE</u>	<u>USE</u>	<u>EFFECTIVENESS</u>				
1. Advertisements in media (newspapers, television, or radio)	0	1	For AAM NS 0 1 2 3 4 For All NS 0 1 2 3 4				
2. Brochures with image/picture of nursing student(s)	0	1	For AAM NS 0 1 2 3 4 For All NS 0 1 2 3 4				
3. Literature and audiovisual presentations free of gender and ethnic bias	0	1	For AAM NS 0 1 2 3 4 For All NS 0 1 2 3 4				
4. Information about financial aid available	0	1	For AAM NS 0 1 2 3 4 For All NS 0 1 2 3 4				
5. Allow current students to invite friends or potential candidates to class for the day	0	1	For AAM NS 0 1 2 3 4 For All NS 0 1 2 3 4				
6. Alumni available for student recruitment	0	1	For AAM NS 0 1 2 3 4 For All NS 0 1 2 3 4				
7. Tours or open house of nursing department	0	1	For AAM NS 0 1 2 3 4 For All NS 0 1 2 3 4				
8. High school visitations	0	1	For AAM NS 0 1 2 3 4 For All NS 0 1 2 3 4				

0=NO OPINION 1=VERY LOW 2=LOW 3=HIGH 4=VERY HIGH

<u>Recruitment Strategy</u>	Column 1		Column 2
	<u>DON'T USE</u>	<u>USE</u>	<u>EFFECTIVENESS</u>
9. Individual meetings with students during high school visitation days	0	1	For AAM NS 0 1 2 3 4 For All NS 0 1 2 3 4
10. Middle or junior high school visitations	0	1	For AAM NS 0 1 2 3 4 For All NS 0 1 2 3 4
11. Elementary school visitations	0	1	For AAM NS 0 1 2 3 4 For All NS 0 1 2 3 4
12. Nursing department sponsors/participates in extended (over period of time) program for elementary/middle or high school students for potential recruitment into nursing	0	1	For AAM NS 0 1 2 3 4 For All NS 0 1 2 3 4

**Part II: Retention Strategies for African American Male Nursing Students**

In the first column circle the number 1 if your program uses the indicated retention strategy and circle 0 if your program does not use the indicated strategy. In the second column rank the effectiveness of the strategy for retaining African American Male Nursing Students (AAM NS) and All Nursing Students (ALL NS). Please indicate effectiveness of this retention strategy by circling the number which best reflects your response. If your school is not currently using a strategy described, please rank how you believe its effectiveness might be in terms of retention. For effectiveness use the following scale:

0=NO OPINION 1=VERY LOW 2=LOW 3=HIGH 4=VERY HIGH

<u>Retention Strategy</u>	Column 1		Column 2
	<u>DON'T USE</u>	<u>USE</u>	<u>EFFECTIVENESS</u>
13. Pre-testing for identification of academic strengths and weaknesses	0	1	For AAM NS 0 1 2 3 4 For All NS 0 1 2 3 4
14. Pre-matriculation program/courses	0	1	For AAM NS 0 1 2 3 4 For All NS 0 1 2 3 4
15. Encourage participation in campus activities (such as SNA, SGA, Greek Organizations)	0	1	For AAM NS 0 1 2 3 4 For All NS 0 1 2 3 4

0=NO OPINION 1=VERY LOW 2=LOW 3=HIGH 4=VERY HIGH

<u>Retention Strategy</u>	Column 1		Column 2
	<u>DON'T USE</u>	<u>USE</u>	<u>EFFECTIVENESS</u>
16. Faculty-tutors/mentors	0	1	For AAM NS 0 1 2 3 4 For All NS 0 1 2 3 4
17. Minority faculty as advisors/counselors	0	1	For AAM NS 0 1 2 3 4 For All NS 0 1 2 3 4
18. Activities to build study skills (such as organization, test taking, time management, note taking)	0	1	For AAM NS 0 1 2 3 4 For All NS 0 1 2 3 4
19. Advise to work less than full-time	0	1	For AAM NS 0 1 2 3 4 For All NS 0 1 2 3 4
20. Financial aid	0	1	For AAM NS 0 1 2 3 4 For All NS 0 1 2 3 4
21. Remediation of failed courses	0	1	For AAM NS 0 1 2 3 4 For All NS 0 1 2 3 4
22. Tracking of student retention	0	1	For AAM NS 0 1 2 3 4 For All NS 0 1 2 3 4

**Part III: Number of African American Male Nursing Students in Your Undergraduate Nursing Program As Compared to All Nursing Students in your program in 2004.**

Indicate in the provided spaces the actual number of:

23. African American Male Nursing Students that began BSN clinical courses in 2004. \_\_\_\_\_
24. All Nursing Students that began BSN clinical courses in 2004. \_\_\_\_\_
25. African American Male Nursing Students that graduated with a BSN in 2004. \_\_\_\_\_
26. All Nursing Students that graduated with a BSN in 2004. \_\_\_\_\_



**Part IV: Demographics of Responder**

Circle the numbers that correspond with the responses that most accurately describe you.

27. Type of your academic institution 1=Private  
2=Public
28. Role/position in undergraduate nursing program: 1=Head of Program  
2=BSN Program Director  
3=Nursing Faculty  
4=Other
29. Ethnicity: 1=African American  
2=Asian  
3=Caucasian  
4=Hispanic (non-Caucasian)  
5=Other
30. Gender: 1=Female  
2=Male
31. Indicate the state where your institution is located: \_\_\_\_\_

**Additional Comments:**

**If you have additional comments related to the recruitment and retention of African American Male Nursing Students, please share those comments here:**

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**List other recruitment strategies not mentioned in this survey:**


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**List other retention strategies not mentioned in this survey:**


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**Thank you for participating in this survey.**

APPENDIX B

Georgia Southern University Office of Research Services & Sponsored Programs	
<b>Institutional Review Board (IRB)</b>	
Phone: 912-681-5465	Administrative Annex P.O. Box 8005 Statesboro, GA 30460
Fax: 912-681-0719	Ovrsight@GeorgiaSouthern.edu

**To:** Maggie Dorsey  
3332 Thread Needle Road West  
Augusta, GA 30907

**cc:** Michael Richardson, Faculty Advisor  
P. O. Box 8131

**From:** Office of Research Services and Sponsored Programs  
Administrative Support Office for Research Oversight Committees  
(IACUC/IBC/IRB)

**Date:** June 9, 2005

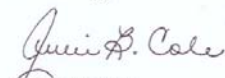
**Subject:** Status of Application for Approval to Utilize Human Subjects in Research

After a review of your proposed research project numbered: H05179, and titled "Nursing Education Administrators' Perceptions of the Recruitment and Retention of African American Male Nursing Students", it appears that (1) the research subjects are at minimal risk, (2) appropriate safeguards are planned, and (3) the research activities involve only procedures which are allowable.

*Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that the Institutional Review Board has approved your proposed research.*

This IRB approval is in effect for one year from the date of this letter. If at the end of that time, there have been no changes to the research protocol, you may request an extension of the approval period for an additional year. In the interim, please provide the IRB with any information concerning any significant adverse event, whether or not it is believed to be related to the study, within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator prior to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, you are required to complete a *Research Study Termination* form to notify the IRB Coordinator, so your file may be closed.

Sincerely,

  
Julie B. Cole

Director of Research Services and Sponsored Programs