

Background

The University of Maryland School of Nursing Pre-licensure, second-degree, Master's of Science in Nursing Clinical Nurse Leader (CNL) option admitted its first students in 2005. Historically, CNL students bring a wide variety of knowledge and skills from previous degrees and career-related experiences

Objectives

- Describe the academic support components of the CNL Scholars Program
- Identify Program challenges
- Discuss Scholars' perceptions of the utility of academic support services
- Share recommendations to facilitate recruitment, retention and graduation of CNL Scholars

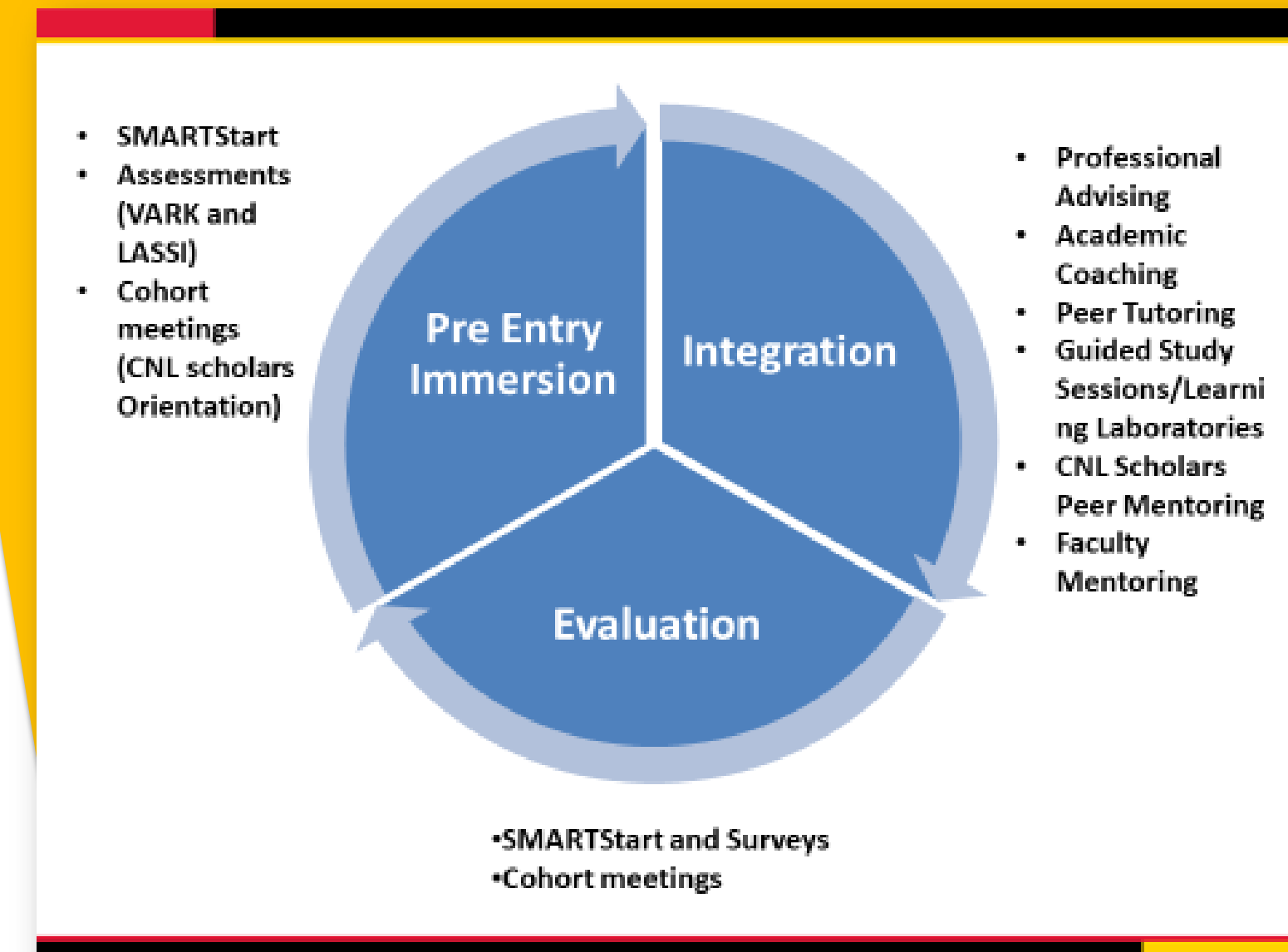
CNL Scholar Demographics

The majority of the CNL scholars are Black or African American (72%), female (75%), U.S. Citizens (93%), and Maryland residents (87%)

Semester	Cohort 1		Cohort 2		Cohort 3		Cohort 4		Cohort 5		Overall	
	2018 Fall (N=14)	2019 Spring (N=15)	2019 Fall (N=14)	2020 Spring (N=15)	2020 Fall (N=10)	2021 Spring (N=68)	#	%	#	%	#	%
Race/Ethnicity												
American Indian or Alaska Native	1	7%					1	7%	1	1%	1	1%
Asian												
Black or African American	10	71%	12	80%	9	64%	11	73%	7	70%	49	72%
Caucasian	1	7%									1	1%
Hispanic	2	14%	1	7%	3	21%	2	13%	2	20%	10	15%
More than One Race			2	13%	2	14%	1	7%	1	10%	6	9%
Gender												
Female	12	86%	10	67%	9	64%	12	80%	8	80%	51	75%
Male	2	14%	5	33%	5	36%	3	20%	1	10%	16	24%
No Disclose									1	10%	1	1%
Citizenship												
U.S. Citizen	13	93%	14	93%	12	86%	15	100%	9	90%	63	93%
U.S. Permanent Resident	1	7%	1	7%	2	14%			1	10%	5	7%
Resident												
In State Resident	12	86%	12	80%	12	86%	15	100%	8	80%	59	87%
Out of State	2	14%	3	20%	2	14%			2	20%	9	13%

*Note that four CNL scholars dropped from the school at the beginning of 2020 spring.

Methods

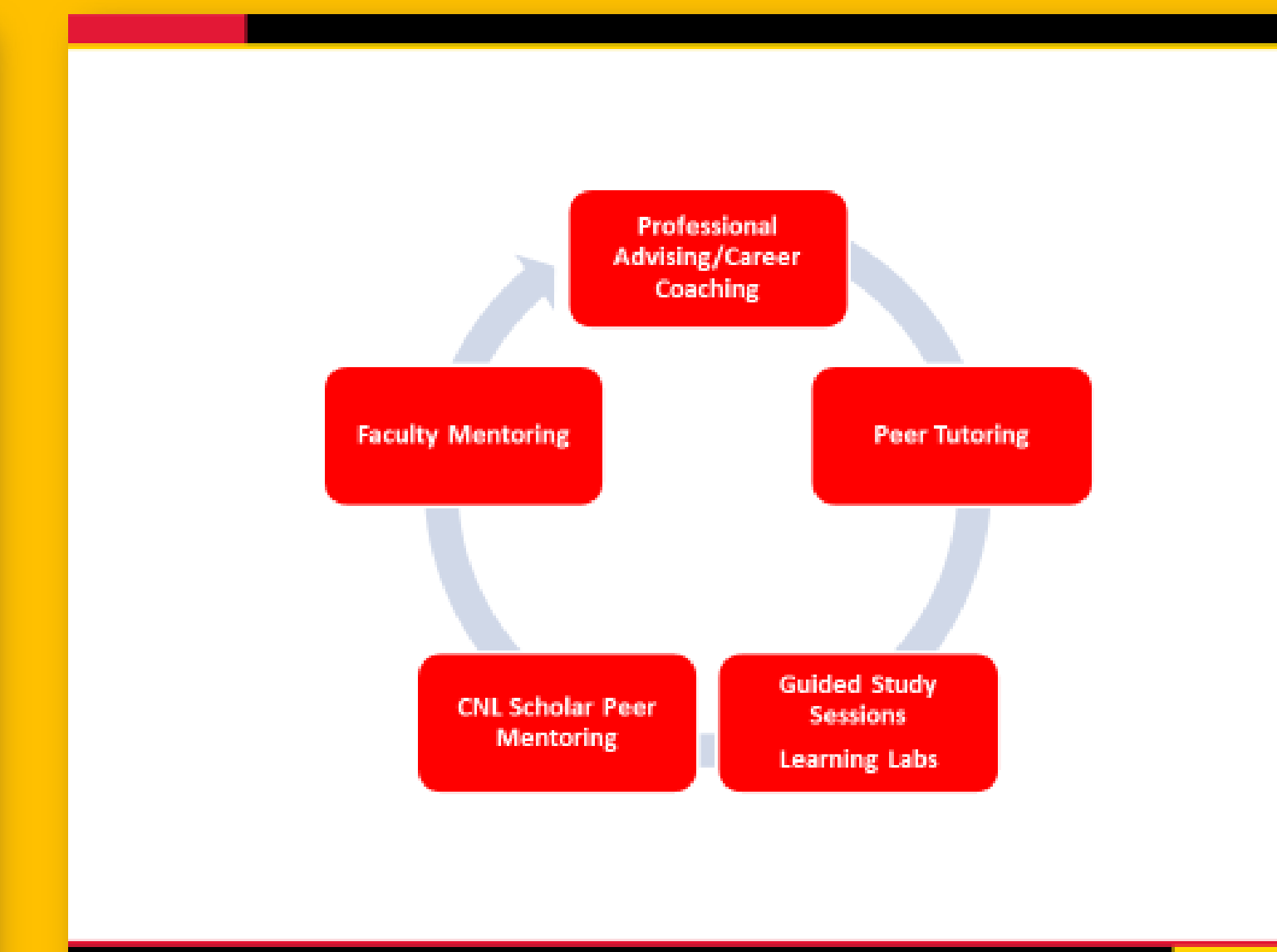


SMARTStart

- Developed by Student Success Center and CNL faculty
- Offered since fall 2018 semester
- Evaluated by survey immediately and end of semester
- Revised based on student and faculty feedback

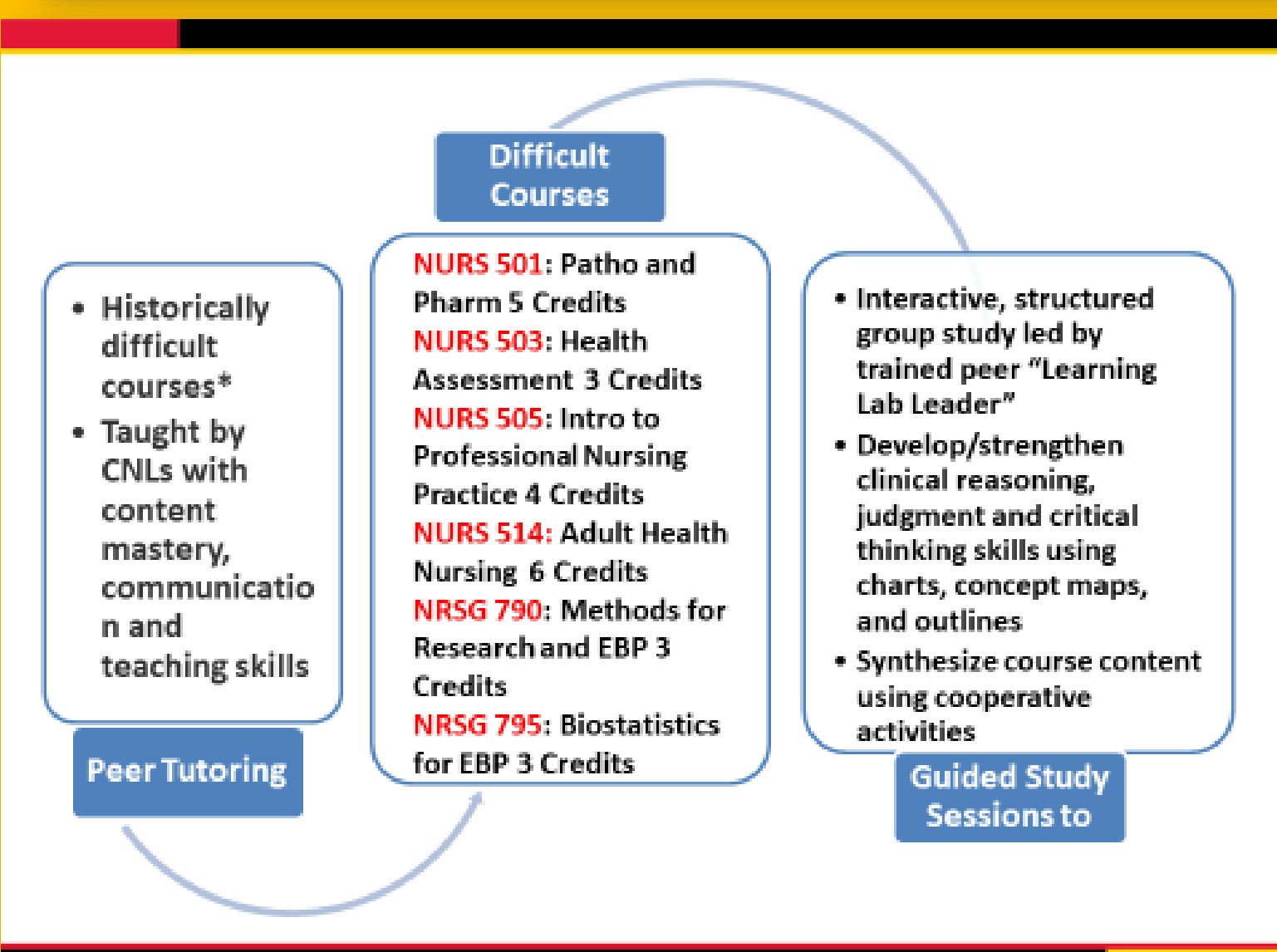
	2019 Spring (n=51)	2019 Fall (n=45)	2020 Spring (n=40)	2020 Fall (n=34)	2021 Spring (n=40)
Overall Usefulness	88%	76%	93%	73%	65%

* Results above based on the surveys conducted before the semester.



Student Success Center (SSC)

- Professional Advising**
 - Assigned an SSC professional advisor on admission
 - Provide individualized, integrative, and ongoing educational support
 - Progression
 - Career exploration
 - Student well-being
- Academic Coaching**
 - Identify roadblocks
 - Uncover obstacles
 - Academic success skills in:
 - ✓ Time management
 - ✓ Study strategies
 - ✓ Test-taking
 - ✓ Stress management



CNL Scholar Peer Mentors

- Serve as positive role model
- Mutually beneficial reciprocal relationship
- Enhance personal growth and development
- Mutual psychosocial support and guidance
 - Improves self-efficacy, career progression, professional competence, and networking
- Support increased coping with stress associated with nursing education

Faculty Mentors

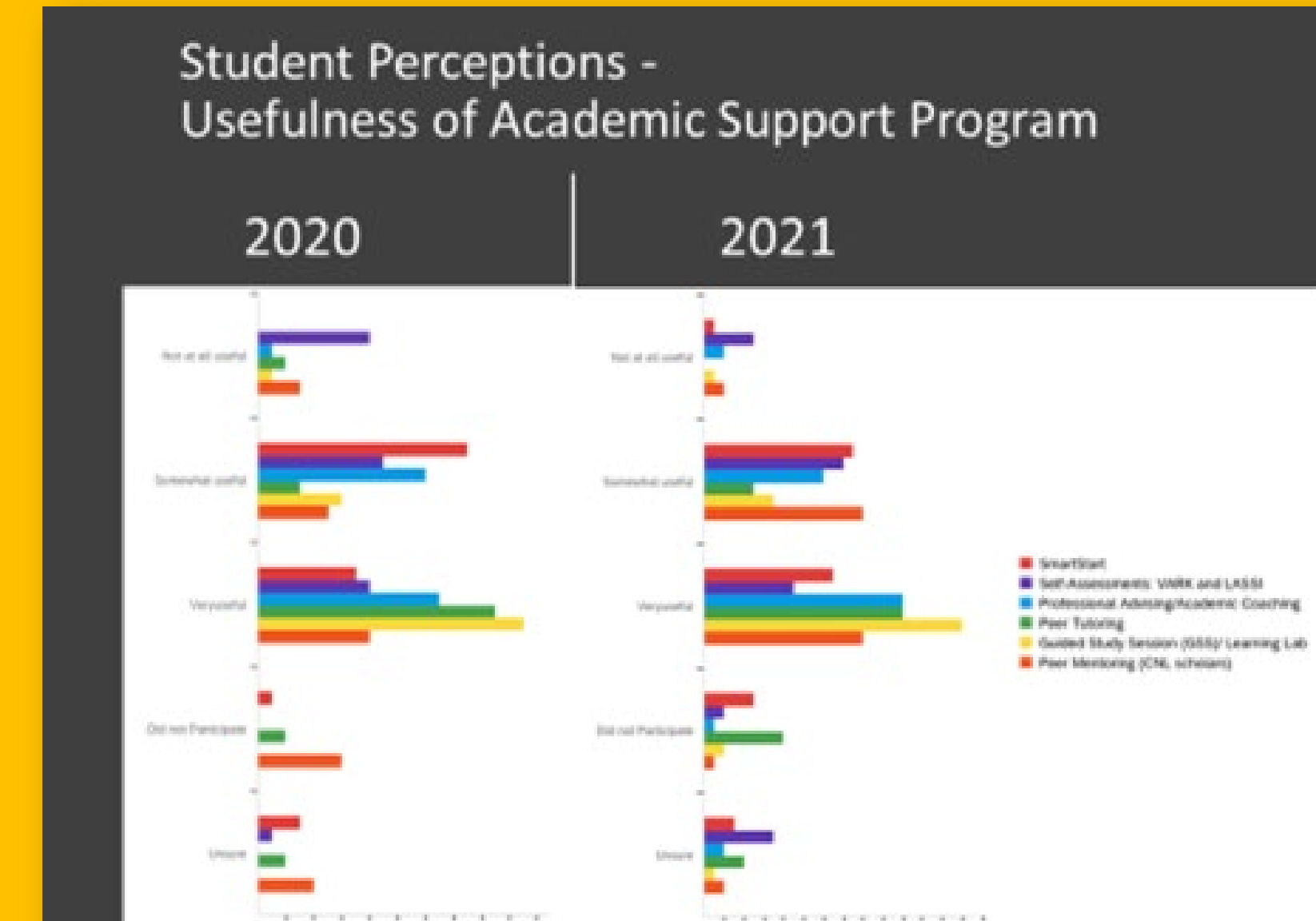
- Unique, dynamic, trusting partnership
- Assist mentees to identify strengths, academic and career goals and transition to professional nurse
- Share own experiences and provide perspectives on networking, advanced education, and employment opportunities

Results

CNL Scholar Survey

- More than two thirds of the CNL scholars believe the academic support program was useful (including very useful and somewhat useful)

Year	2020	2021
SMARTStart	85%	76%
Self-Assessments: VARK and LASSI	65%	62%
Professional Advising/Academic Coaching	96%	86%
Peer Tutoring	77%	68%
Guided Study Session (GSS)/ Learning Lab	96%	89%
Peer Mentoring (CNL scholars)	50%	86%



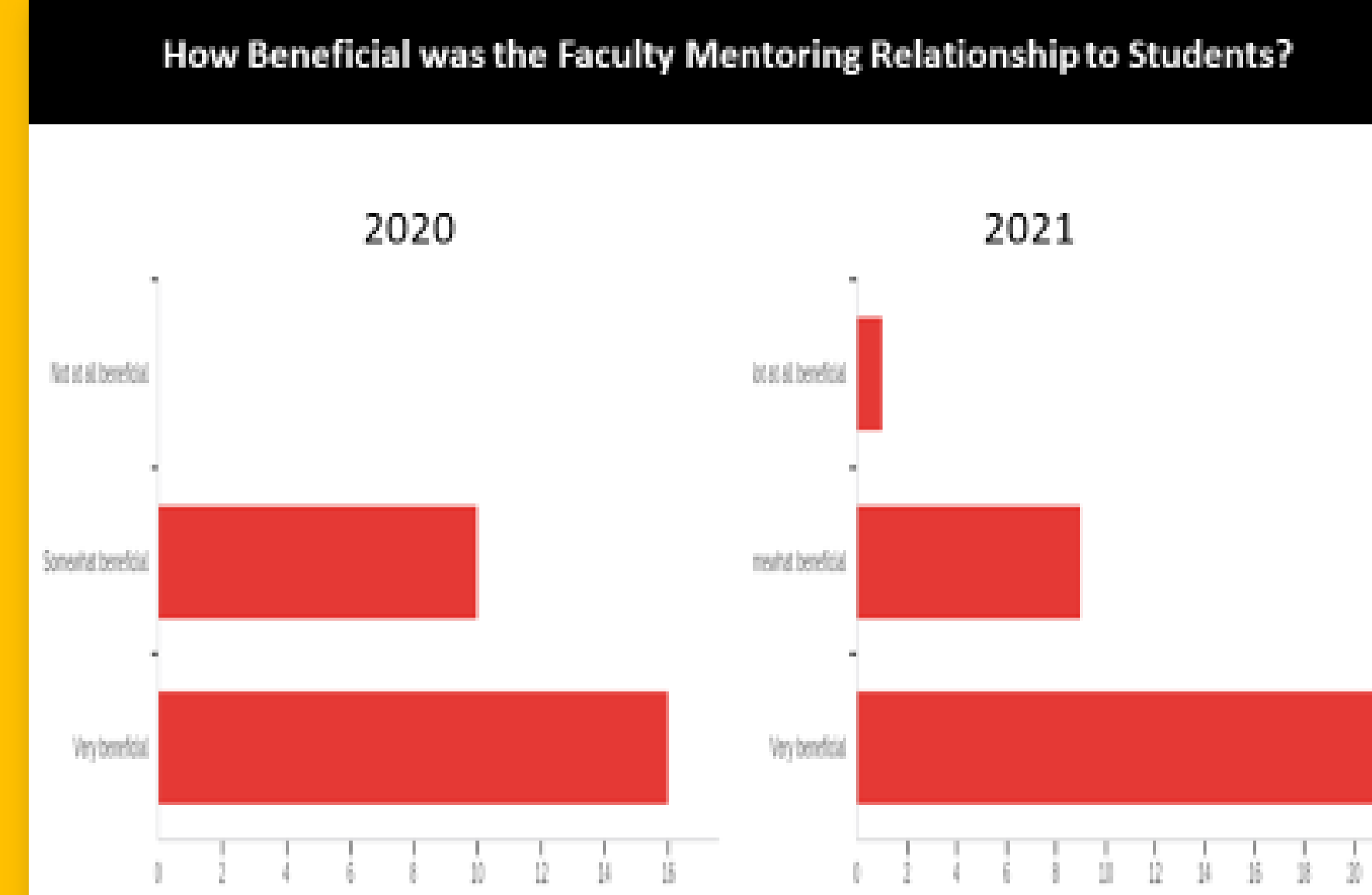
Smart Start Post Assessments

- Survey results from students after first semester show that on average, CNL students believe that SMARTStart program was useful (including very useful).

	2019 Spring (n=30)	2019 Fall (n=27)	2020 Spring (n=37)	2020 Fall (n=20)	2021 Spring
Overall Usefulness	74%	75%	100%	90%	Not available yet

* Results above based on the surveys conducted after the semester.

Student's comment
"SMARTStart provided a great opportunity to meet the professors before the start of the semester." (2019 Fall)
"I think it was great that the instructors reviewed the syllabus before class, because it took less class time and it gave us time to review class material beforehand!" (2020 Spring)



Recommendations

CNL Scholar Perspectives

- Adopt an adult learner framework for the program.
 - Employ faculty, staff and administrators who are sensitive to the needs of adult learners.
- Offer DEI workshops for faculty and staff to facilitate communicating effectively with diverse students.
- Faculty practice active listening vs. defensive and reactive responding.

Faculty Perspectives

- Curriculum
 - Capitalize on CNL lived experiences
 - Use teaching-learning strategies and principles of adult learning
- Academic Support Services
 - Proactive vs. reactive approach
- Shared governance
 - Diversify the admissions committee
 - Increase input of CNL faculty in admissions processes
 - Reform weight assigned to E-A-M model
 - Application submission through decision
 - DEI Workshops each semester for faculty, staff and CNL

References

Jeffreys, M.R. (2015). Jeffreys's Nursing universal retention and success model: Overview and action ideas for optimizing outcomes A-Z *Nursing Education Today*, 5 (3), 425-431. [10.1016/j.nedt.2014.11.004](https://doi.org/10.1016/j.nedt.2014.11.004)

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