



# The Impact of Immigrant-Focused Public Policy on the Completion of Undergraduate Nursing Degrees by Latinx Students Enrolled in U.S. Public Institutions

Kristine W. Morris, MS, RN, CNE

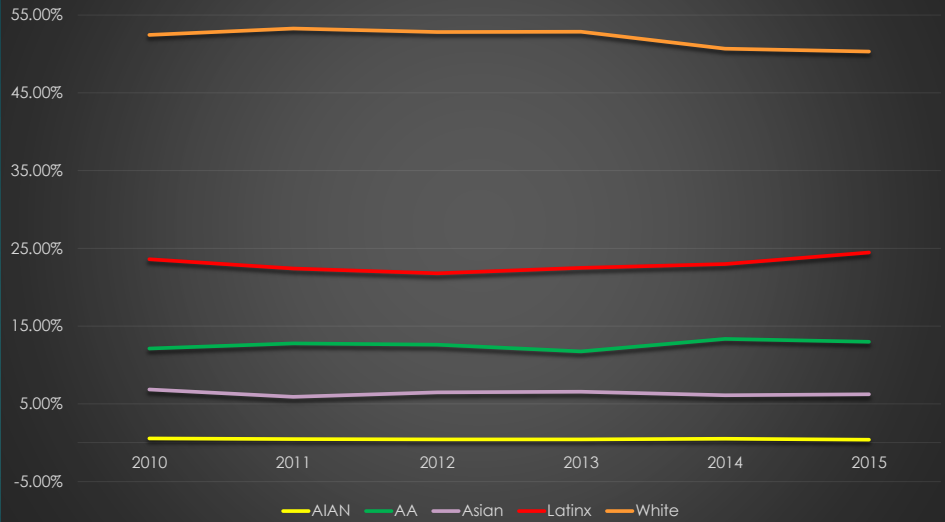
1



## Background

2

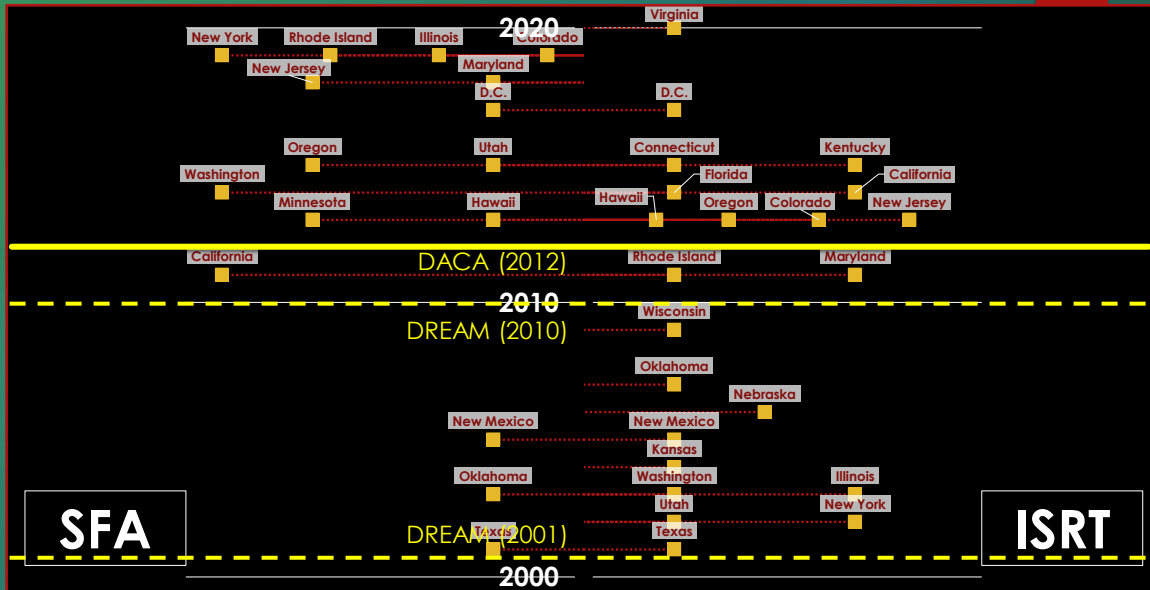
### Proportion of Nursing Degrees Earned By Race/Ethnicity 2010-2015



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2017, Awards/Degrees Conferred by Program, Award Level, Race/Ethnicity. Retrieved from <https://nces.ed.gov/ipeds/> on March 3, 2017.

3

### Selected Public Policies 2001-2020



4

# Theoretical Framework

Based on **Social Construction and Policy Design Theory**, I hypothesized that:

- ▶ DACA and state tuition subsidy policies were informed by and reflected an unfolding change in the social construction of immigrant students that varied by state
- ▶ Public policies that affected access to higher education for immigrant students communicated messages of welcome or unwelcome that influenced participation and completion of nursing degrees among all Latinx students

(Gándara & Jones, 2020; Schneider & Ingram, 1993, 1997)

5

# Methods

## RQ 1

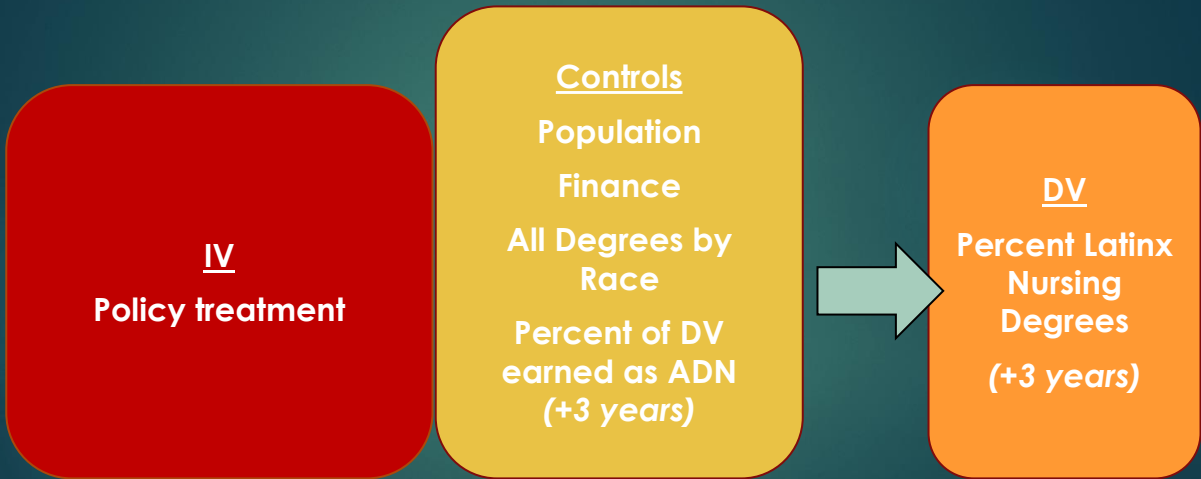
- ▶ Descriptive statistics

## RQ 2 and 3

- ▶ Fixed effects panel analysis
  - ▶ Driscoll-Kraay standard errors for main effects models
  - ▶ Robust standard errors for interaction models
  - ▶ Time dummies

6

## Base Model for RQ 2-3



7

# Results

8

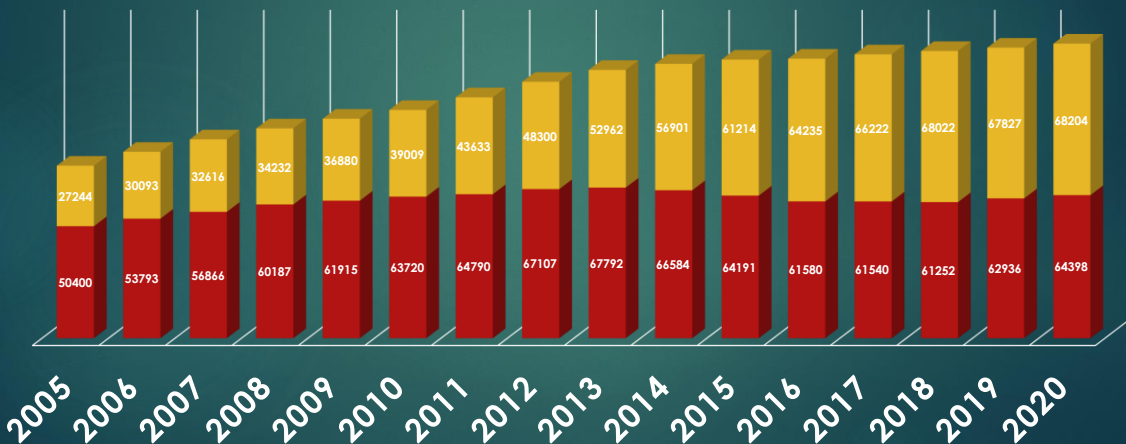
# Research Question 1

In each year between 2005-2020, what percent of professional nursing degrees from each state public higher education system was earned by Latinx students?

9

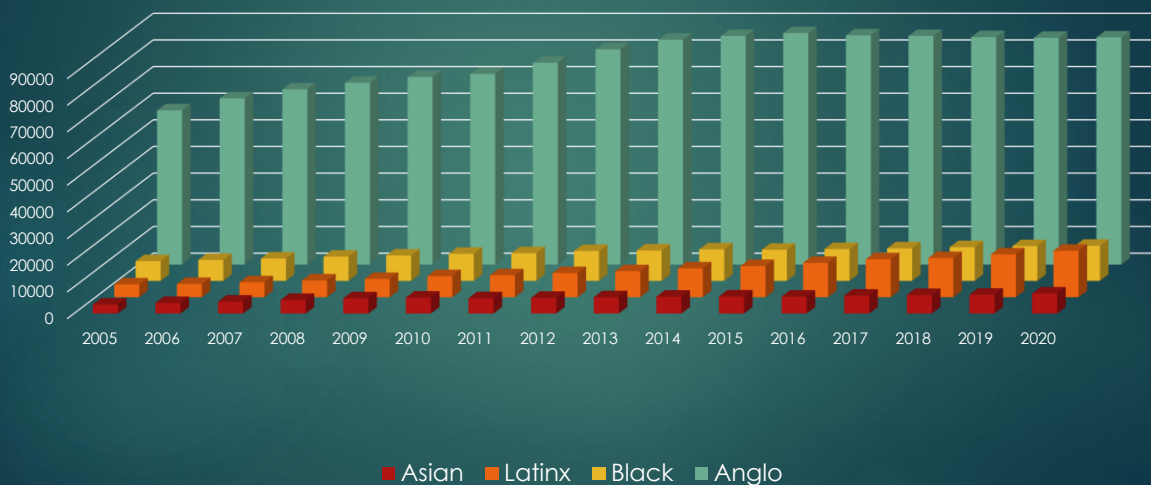
## Total undergraduate nursing degree completions from U.S. public schools by type, 2005-2020

■ ADN ■ BSN



10

## Total undergraduate nursing degree completions from U.S. public schools by race/ethnicity



11

## Percent of Undergraduate Nursing Degrees Earned Annually by Race/Ethnicity 2005-2020

Year	Latinx	AIAN	Asian	Black	Anglo	Unknown	Non-Citizen
2005	4.17	1.21	4.02	7.02	79.06	3.57	0.95
2006	3.99	1.30	4.42	7.07	78.79	3.51	0.93
2007	4.22	1.33	4.66	7.26	77.65	3.89	0.99
2008	4.39	1.31	4.86	7.39	77.08	3.67	1.14
2009	4.68	1.32	5.10	7.41	75.95	3.95	1.23
2010	5.04	1.20	5.04	7.46	75.19	4.22	1.20
2011	5.18	1.07	4.28	7.19	74.82	4.56	1.18
2012	5.51	1.13	4.19	7.38	74.75	4.05	1.05
2013	5.64	1.15	4.32	7.38	73.99	3.92	1.02
2014	6.12	1.02	4.46	7.34	74.17	3.48	0.86
2015	6.54	0.97	4.47	7.20	73.91	3.42	0.73
2016	7.28	0.94	4.47	7.34	73.11	3.11	0.74
2017	7.95	0.96	4.71	7.50	72.07	3.04	0.66
2018	8.31	0.84	4.97	7.74	71.15	2.82	0.65
2019	8.75	0.82	4.84	7.60	70.68	2.72	0.72
2020	9.76	0.83	5.09	7.70	69.72	2.52	0.76

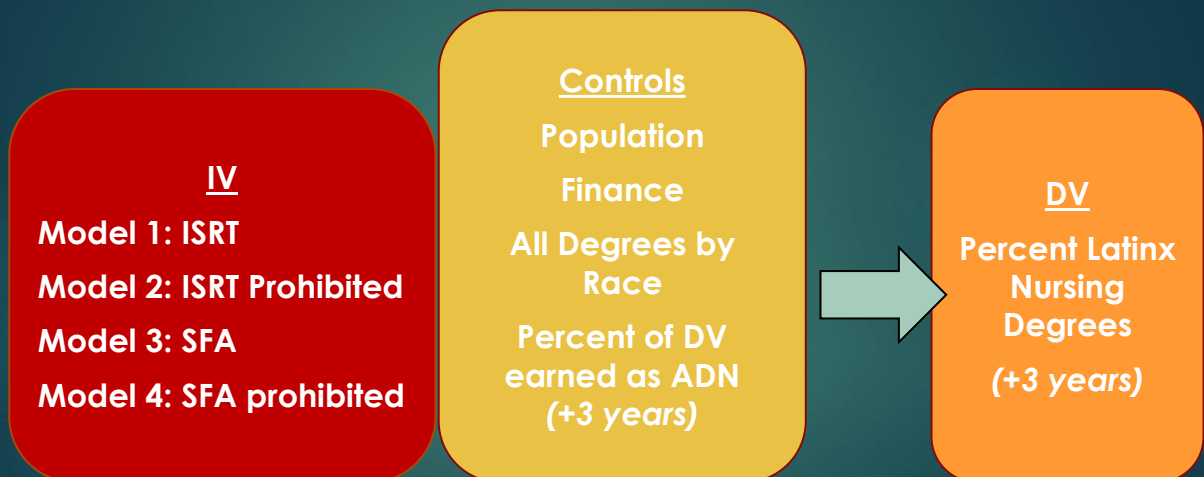
12

## Research Question 2

Net of other factors, what is the relationship between immigrant-focused state-level tuition subsidy policies (i.e., in-state resident tuition and state financial aid for undocumented students) and the percent of professional nursing degrees earned by Latinx students enrolled in public institutions in the U.S. between 2005 and 2020?

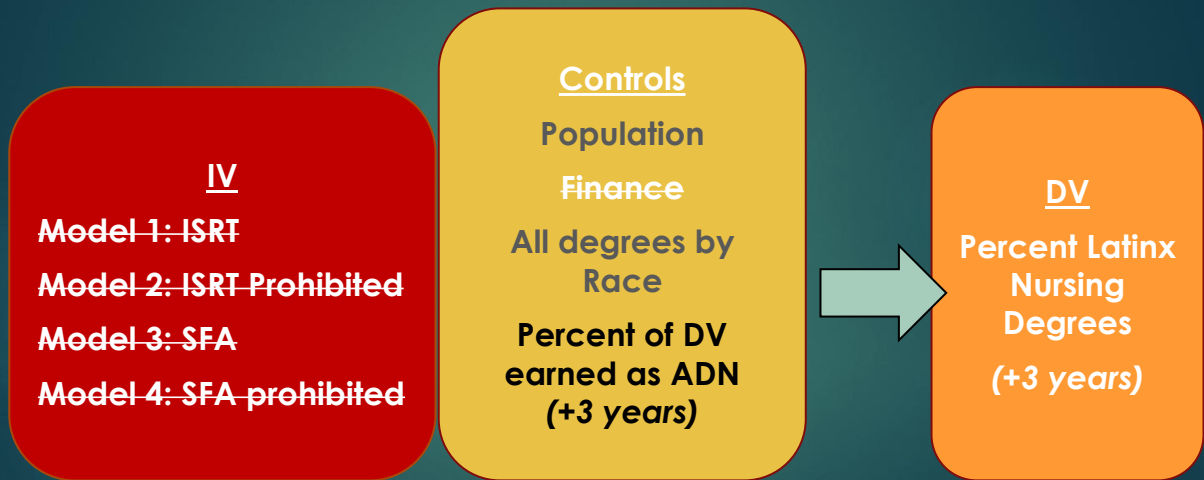
13

## Research Question 2 Models



14

## Research Question 2 Results



15

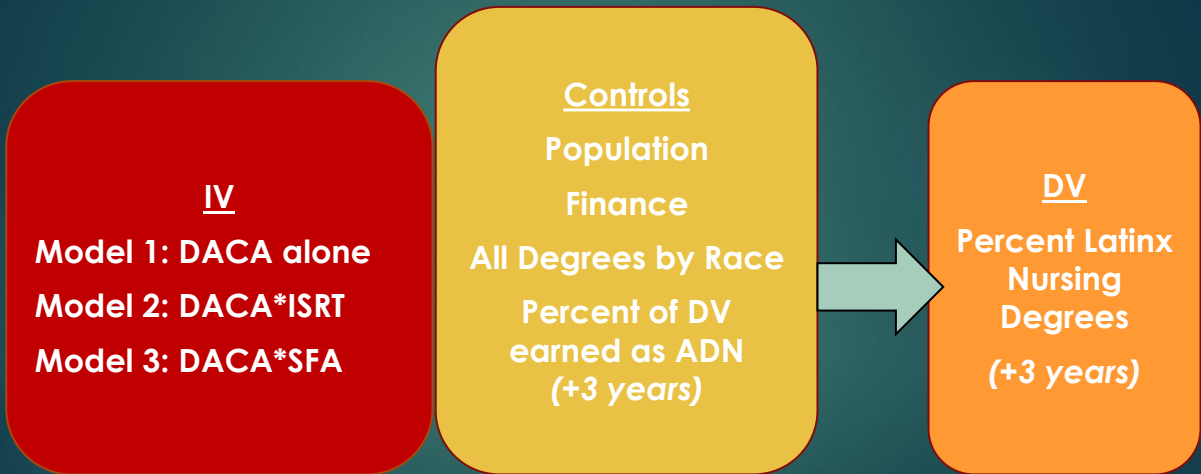
## Research Question 3

What was the interaction effect of DACA and state-level tuition subsidy policies on the percent of professional nursing degrees earned by Latinx students from state public higher education systems after 2012?

16

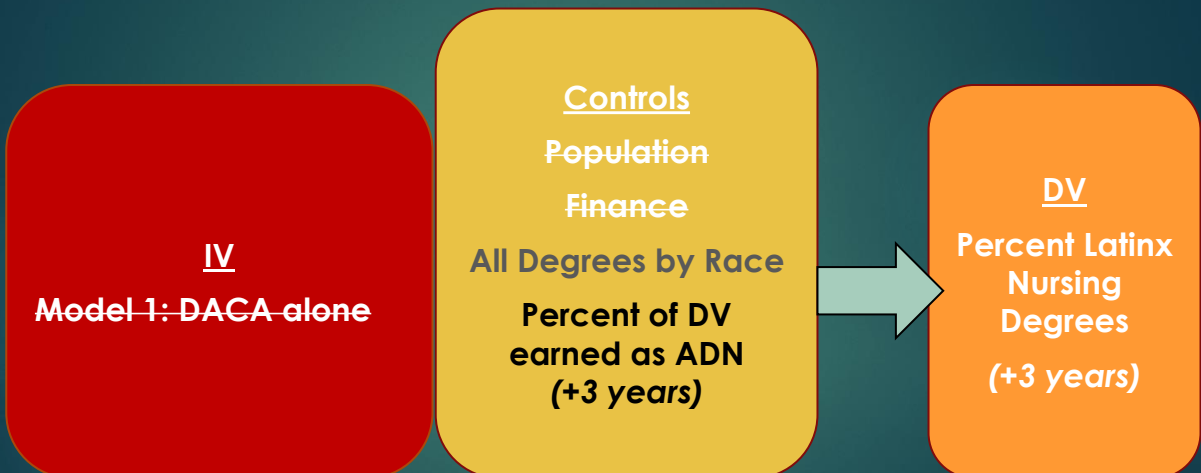


## Research Question 3 Models



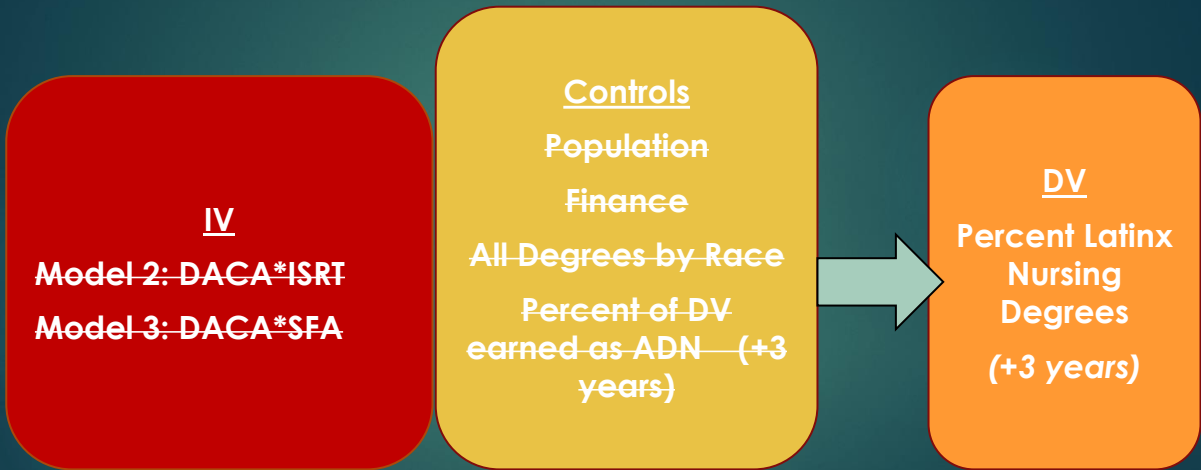
17

## Research Question 3 Results



18

## Research Question 3 Results



19

## Discussion and Conclusions

20



# Questions