Making the Case for Holistic Admissions: Perspectives from Dentistry, Medicine, and Nursing

October 13, 2017

Advancing Holistic Review
HOLISTIC ADMISSIONS REVIEW IN ACADEMIC NURSING

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OCTOBER 13, 2017
SETTING THE STAGE

» Framing the topic of holistic admissions.

» Connect holistic policies, processes and practices to larger diversity and inclusion efforts.

» Provide guidance when implementing holistic admissions as one strategy to diversify health care workforce.
BEGIN WITH WHY?
BACKGROUND

2001
Crossing the quality chasm

2002
Unequal treatment

2004
The Sullivan Report
*Missing Persons: Minorities in Health Professions*
“Evidence indicates that diversity is associated with improved access to care for racial and ethnic minority patients, greater patient choice and satisfaction, and better educational experiences for health professions students, among many other benefits.”

- Institute of Medicine, 2004
DIVERSITY IN HEALTH OCCUPATIONS

U.S. HEALTH OCCUPATIONS BY RACE (2010-2012)

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Black/African American</th>
<th>Hispanic or Latino</th>
<th>Asian (Non-Hispanic)</th>
<th>American Indian/Alaska Native</th>
<th>Native Hawaiin/Pacific Islander</th>
<th>White (Non-Hispanic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Nurses</td>
<td>78.6</td>
<td>0.4</td>
<td>8.8</td>
<td>0.1</td>
<td>0.03</td>
<td>1.2</td>
</tr>
<tr>
<td>Dentists</td>
<td>3.3</td>
<td>6.1</td>
<td>14.5</td>
<td>0.1</td>
<td>0.2</td>
<td>0.1</td>
</tr>
<tr>
<td>Pharmacists</td>
<td>5.9</td>
<td>4.2</td>
<td>18</td>
<td>0.2</td>
<td>0.03</td>
<td>0.03</td>
</tr>
<tr>
<td>Physicians</td>
<td>5.3</td>
<td>6.0</td>
<td>20</td>
<td>0.2</td>
<td>0.03</td>
<td>0.2</td>
</tr>
<tr>
<td>US Population</td>
<td>62.6</td>
<td>17.1</td>
<td>13.2</td>
<td>5.3</td>
<td>12</td>
<td>0.2</td>
</tr>
</tbody>
</table>

Source: HRSA. Not all totals equal 100 percent due to rounding. NR = data not reported.
Reveals how groups that display a range of perspectives outperform groups of like-minded experts

Examines practical ways to apply diversity's logic to a host of problems

Offers a pragmatic defense of diversity practices

Quantifies the harmful effects of a drop in diversity

Recommended Reading

*The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies* by Scott E. Page
RECRUITMENT

Providing access to educational opportunities
TRANSITION SPEAKER
Strategic Goal 3

AACN IS A PRIMARY ADVOCATE FOR ADVANCING DIVERSITY AND INCLUSIVITY WITHIN ACADEMIC NURSING

Objective 1: Advance initiatives that facilitate diversity and inclusivity.

Activities:

- Institute trainings in Holistic Admissions Review and related topics for schools of nursing.
- Engage AACN members in developing awareness, creating interest and learning regarding the value of diversity and inclusion.
EVIDENCE
Source: http://www.uuhealth.org

- First to examine the nationwide impact and use of holistic review for students pursuing careers in the health professions.
- Describe the impact on academic success, diversity, and other outcomes such as students’ engagement with the community.
- Holistic review defined as “a university admissions process that assesses an applicant’s unique experiences alongside traditional measures of academic achievement such as grades and test scores”.
RESULTS

Self-reported use of holistic review by health profession

- DDS/DMD: 93%
- MD: 91%
- MPH: 82%
- PharmD: 78%
- BSN: 47%
RESULTS (N = 228)

» 72% of survey respondents reported that diversity of the incoming class increased.

» 91% of respondents reported that the average number of attempts for students to pass required licensing exams remained unchanged or improved.
USE OF HOLISTIC REVIEW PRACTICES IN NURSING SCHOOLS (N=66)

- 56% Few or no elements
- 38% Some elements
- 6% Many elements
RESULTS FROM BSN PROGRAMS (N=66)

Average GPA of the Incoming Class (N=26)

- Increased: 58%
- Unchanged: 38%
- Decreased: 4%
RESULTS FROM BSN PROGRAMS (N=66)

Average standardized test score of the incoming class (N=19)

- Increased: 42%
- Unchanged: 48%
- Decreased: 10%
“AACN has long recognized that diversity, inclusion, and equity as critical to nursing education and fundamental to developing a nursing workforce able to provide high quality, culturally appropriate, and congruent health care.”
QUALIFIED APPLICANTS TURNED AWAY

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>29,425</td>
</tr>
<tr>
<td>2005</td>
<td>37,514</td>
</tr>
<tr>
<td>2006</td>
<td>38,415</td>
</tr>
<tr>
<td>2007</td>
<td>36,400</td>
</tr>
<tr>
<td>2008</td>
<td>41,385</td>
</tr>
<tr>
<td>2009</td>
<td>42,981</td>
</tr>
<tr>
<td>2010</td>
<td>52,115</td>
</tr>
<tr>
<td>2011</td>
<td>58,327</td>
</tr>
<tr>
<td>2012</td>
<td>58,114</td>
</tr>
<tr>
<td>2013</td>
<td>57,944</td>
</tr>
<tr>
<td>2014</td>
<td>50,681</td>
</tr>
<tr>
<td>2015</td>
<td>47,341</td>
</tr>
<tr>
<td>2016</td>
<td>64,065</td>
</tr>
</tbody>
</table>

Source: AACN Annual Surveys
Diversity among Registered Nurses

Racial/ethnic diversity among RNs, 2016

<table>
<thead>
<tr>
<th>Year</th>
<th>White</th>
<th>Black/African American</th>
<th>Hispanic/Latino</th>
<th>Asian/Pacific Islander</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>89%</td>
<td>10%</td>
<td>1%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>1990</td>
<td>86%</td>
<td>7%</td>
<td>9%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>2000</td>
<td>82%</td>
<td>3%</td>
<td>12%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>2015</td>
<td>71%</td>
<td>6%</td>
<td>16%</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td>US population (2016)</td>
<td>64%</td>
<td>12%</td>
<td>16%</td>
<td>9%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Note: Percentages may not total 100 due to rounding.

Diversity in Nursing Graduates by Type of Program

Source: American Association of Colleges of Nursing
DECISION MAKING PROCESS

Clariying the issue
Executing on the Decision
Developing Alternative Solutions
Gathering the Relevant Information
Preparing for Execution
Evaluating the Alternatives
Making the Decision

Who will make the final decision?

When will the decision be made?
GOAL SETTING

» Set a clear direction.

» Focus time and energy.

» Goals remind us what we want and why it matters to us.

» Goals help clarify priorities.

» Goals provide a way to bring daunting achievements to fruition.
UNIQUE ASPECTS OF NURSING

✓ Many pathways into nursing
✓ No single centralized application process
✓ Variation regarding when the student is officially declared a “nursing student”
✓ No single admission examination for all future students
CASE STUDY: NEW CAREERS IN NURSING PROGRAM

2008 - 2015
Years of operation

130
Number of unique schools of nursing funded

$35,170,000
Total amount funded

48
States applied

41
States funded (+DC)
NCIN Story

Setting ambitious goals, fulfilling our mission

#1 Help Alleviate the National Nursing Shortage
- $35 million directed to 130 schools of nursing in 41 states and DC

#2 Increase Diversity of Nursing Professionals
- 3,517 scholarships awarded to disadvantaged and minority students

#3 Expand Capacity in Baccalaureate and Graduate Nursing Programs
- $899,500 offered in technical assistance funds

#4 Expand the Pipeline of Potential Nurse Faculty
- 76% of scholars plan to pursue graduate studies in nursing
NCIN: COMPARISON TO THE NATIONAL POPULATION

PERCENTAGE OF ENTRY-LEVEL BACCALAUREATE ENROLLED STUDENTS BY RACE/ETHNICITY

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>National</th>
<th>NCIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>68.4</td>
<td>37.6</td>
</tr>
<tr>
<td>White</td>
<td>10.4</td>
<td>9.9</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2.7</td>
<td>7.7</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Hawaiian or Pacific Islander</td>
<td>0.4</td>
<td>0.6</td>
</tr>
<tr>
<td>Asian</td>
<td>7.7</td>
<td>10.3</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.5</td>
<td>0.8</td>
</tr>
</tbody>
</table>

Source: HRSA
NCIN: COMPARISON TO THE NATIONAL POPULATION

PERCENTAGE OF ENTRY-LEVEL BACCALAUREATE ENROLLED STUDENTS BY RACE/ETHNICITY

Source: HRSA
HOLISTIC ADMISSIONS INITIATIVE

» Holistic Admissions Review Workshops
» Creating Inclusive Learning Environments
» Creating High Functioning Mentoring Programs
» Unconscious Bias Workshops
PROMISING PRACTICES

» Inclusive Campus Climate

» Institutional Commitment to Promoting Student Body Diversity

» Diversity Across All Levels of an Institution

» Outreach and Recruitment of Prospective Students

» Support Services for Students
INCLUSION

» **Inclusion** is a core element of diversity that creates a climate where all those participating feel able to actively engage, feel safe, and feel welcome. Inclusive Excellence builds greater excellence and improves organizational culture.
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