

# Holistic Admissions

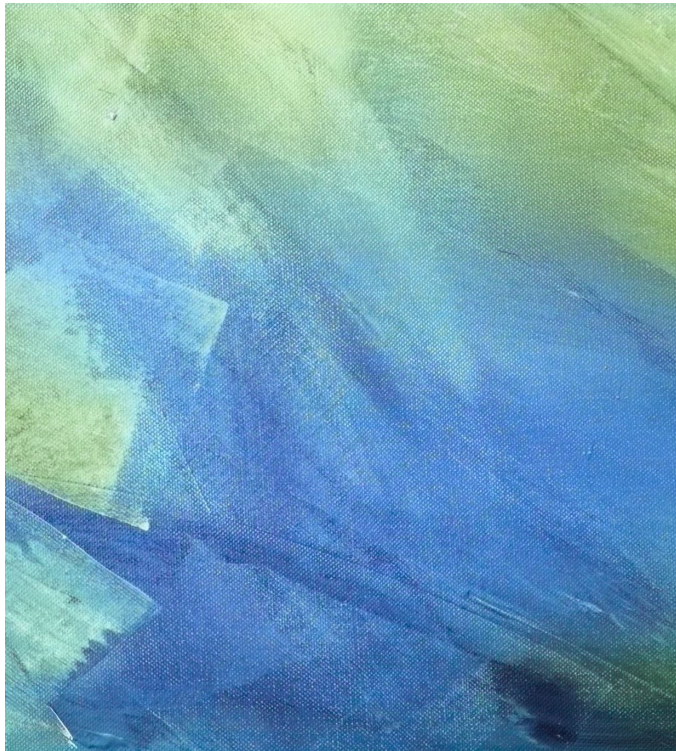
## Diversity, Fairness, Excellence

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National Forum of State Nursing Workforce Centers

# Today's Journey



## Why

History  
Outcomes/Results



## What

Definition  
Components



## How

Recommended steps  
Implementation examples  
Resources & Tools

# History

- Harvard University
- Court Cases
  - Gratz v. Bollinger (2003)
  - Grutter v. Bollinger (2003)
  - Supreme Court rulings

	US Population %	RN Population %
<b>White/Caucasian</b>	57.8	80.6
<b>Hispanic</b>	18.7	5.6
<b>African American</b>	12.1	6.7
<b>Asian</b>	5.9	7.2
<b>American Indian/Alaskan Native</b>	0.7	0.5
<b>Native Hawaiian/Pacific Islander</b>	0.2	0.4

US Population from 2020 Census. RN data from NCSBN 2020 survey.

**Table 4: Hispanic and racial composition of Washington's practicing RNs (2019) compared with the 2018 Washington State overall population**

Hispanic and race identification, among responding RNs	RNs practicing in WA, 2019 N = 62,393		Washington population, 2018 N = 7,427,570
	Estimated Statewide Total (95% CI)	Percent (95% CI)	Percent
Hispanic/Latino	2,773 (2,691 - 2,855)	4.4% (4.3 - 4.6%)	13.0%
<b>Race:</b>			
American Indian or Alaska Native alone	327 (299 - 356)	0.5% (0.5 - 0.6%)	1.8%
Asian alone	6,264 (6,142 - 6,385)	10.2% (10.0 - 10.4%)	8.7%
Black/African American alone	1,411 (1,352 - 1,470)	2.3% (2.2 - 2.4%)	4.1%
Native Hawaiian or Other Pacific Islander alone	267 (242 - 293)	0.4% (0.4 - 0.5%)	0.8%
White alone	50,199 (49,942 - 50,457)	81.4% (81.2 - 81.7%)	79.5%
Other race alone	1,248 (1,193 - 1,303)	2.0% (1.9 - 2.1%)	NA
Two or more races	1,919 (1,850 - 1,987)	3.1% (3.0 - 3.2%)	5.1%

Notes: 1) 95% CI = 95% Confidence Interval.

2) Percent calculations for RNs do not include missing data.

3) Missing data for RNs: 1.2% for race identification. Survey respondents were asked to check a box if they identified as Hispanic/Latino. There was not a corresponding box for "Not Hispanic/Latino" or for "Choose not to answer." Therefore, it was not possible to assess the percentage of missing responses for the ethnicity question.

## 2020 Census

- Decrease in white alone
  - State = -1.3%
  - King County = -4.0%

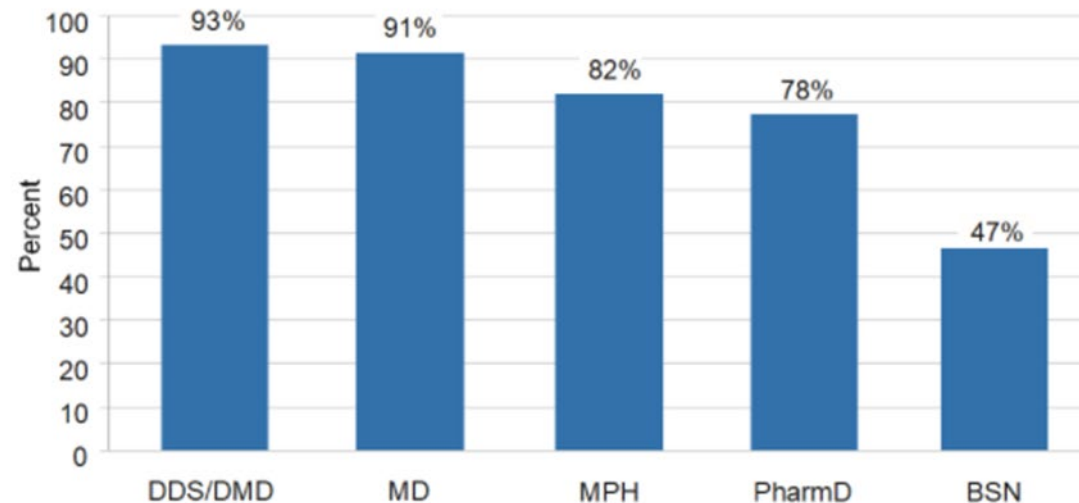
# Pursuit of Diversity & Inclusion

- Urban Universities for HEALTH Study (2014)
- 72% reported an increase in diversity and no change or an increase in student success measures

**FIGURE 1. USE OF HOLISTIC REVIEW (N=171)**

Percent of schools that self-report using holistic review, by primary degree program

## **HOLISTIC REVIEW MODEL RESULTS ON EXTENT OF PRACTICES**



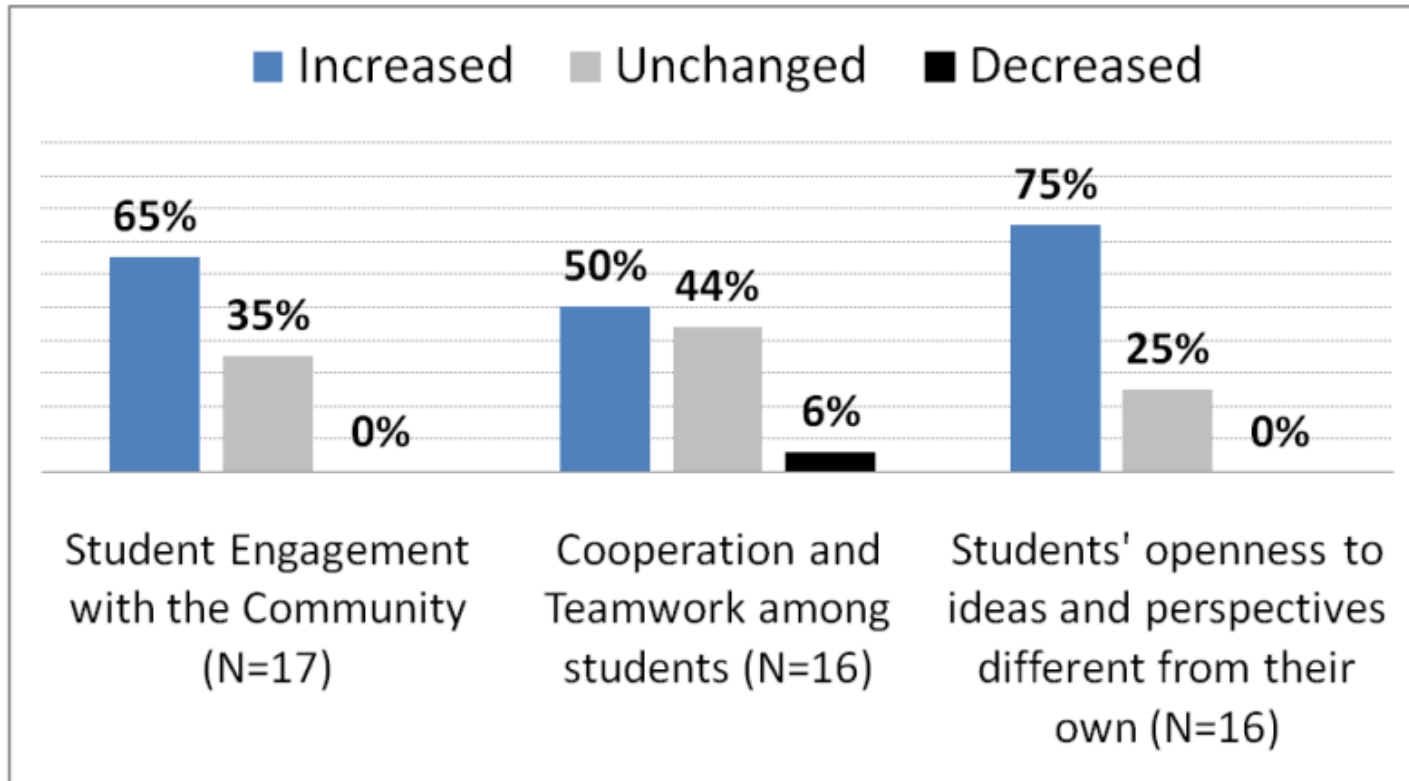
# Urban Universities for HEALTH Study (2014)

**TABLE 3. HOLISTIC REVIEW: IMPACT ON DIVERSITY**

Change in diversity for schools self-identified as using holistic review, by holistic review score

DIVERSITY OF THE INCOMING CLASS	INCREASED	UNCHANGED	DECREASED	TOTAL
Schools using many holistic review elements N=57	81%	16%	4%	100%
Schools using some holistic review elements N=60	67%	32%	2%	100%
Schools using few to no holistic review elements N=15	60%	40%	0%	100%
<b>Total Schools Using Holistic Review (N=132)<sup>7</sup></b>	<b>72%</b>	<b>26%</b>	<b>2%</b>	<b>100%</b>

# Measures of Student Success: BSN Programs



Glazer, G. (2015)

# Survey of Nursing School Deans

## REASONS FOR THE CHANGE AND EXISTING BARRIERS

Reasons for making the change

- Enable the school to shape the incoming class to better meet its mission and goals including increasing diversity
- Improve the chances that the school's graduate would reflect the public they serve
- To meet accreditation requirements

- Lack of knowledge or expertise regarding the implementation
- Difficulty getting buy in from administration and faculty
- Insufficient on-campus resources

Reasons for not making the change

Glazer, G., Clark, A., Bankston, K., Danek, J., Fair, M., Michaels, J. (2016). Holistic admission in nursing: we can do this. Journal of Professional Nursing, 32(1) published online 12 January 2016. Retrieved from poster presentation found at [https://sigma.nursingrepository.org/bitstream/handle/10755/16235/Glazer\\_PST248\\_90611.pdf?sequence=1&isAllowed=y](https://sigma.nursingrepository.org/bitstream/handle/10755/16235/Glazer_PST248_90611.pdf?sequence=1&isAllowed=y)

# American Association of Colleges of Nursing

Began advocating for Holistic Admissions Review

Holistic Admissions Review workshops

**2017**

**2016**

**2018–2020**

[AACN  
White Paper](#)

Nursing Workforce Diversity funding opportunity was released which included a provision for nursing schools to implement holistic admissions practices.

# Nursing School Outcomes

## Example 1

% of Underrepresented Minority* Prelicensure Students Accepted per Cohort					
Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
24.2	31.6	19.8	19.0	38.2	38.6
<i>*African American, Hispanic, Native American, Pacific Islander, Vietnamese and male</i>					

Attrition rate remained steady at 1.5 to 2.0%

Rosenberg, 2019

## Example 2

- Zerwic et al (2018) reported that minority admissions increased after implementation of holistic admissions from 41.4% to 55.6%
- No significant changes in average admission science GPA, overall GPA, 2-year graduation rate or first time NCLEX pass rates

# Definition of Holistic Admission Process

- “A flexible, individualized way of assessing an applicant’s capabilities by which balanced consideration is given to experiences, attributes, and academic metrics.”

Association of American Medical Colleges (2010)

# Core Principles

Selection criteria are broad-based and linked to school mission, visions, and values

There is a balance of applicant experiences, attributes, and academic metrics

Admissions staff and committee members consider how each applicant may contribute to school learning environment and to the profession

Race and ethnicity may be considered only when such consideration is narrowly tailored to achieve mission related educational interests and goals associated with student diversity\*

\* RCW 49.60.400

# EAM: Experiences Attributes Metrics

With adversity(economic, educational, ethnic/cultural, family)

Paid or volunteer healthcare experience

Rural resident

First generation college student

Underrepresented minority

Leadership experience

Experience with diverse or underserved populations

B/C grades while working full time or caring for family

Veteran status

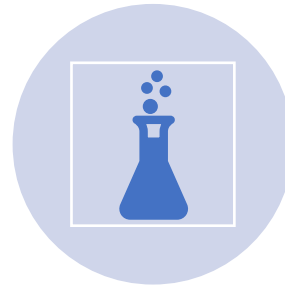
# EAM: Experiences, **Attributes** & Metrics

- Commitment to social justice
- Oral communication
- Written communication
- Values that align with the profession
- Motivational fit for the profession
- Ability to tolerate stress
- Ability to learn from experiences
- Gender
- Older than 25
- Foreign language ability
- Origin in a community that is a health professions shortage area
- Origin in a geographic location specifically targeted by the school
- Other attributes specific to the school's mission, geographic context, and workforce needs

# EAM: Experiences, Attributes, **Metrics**



Overall GPA



Science GPA

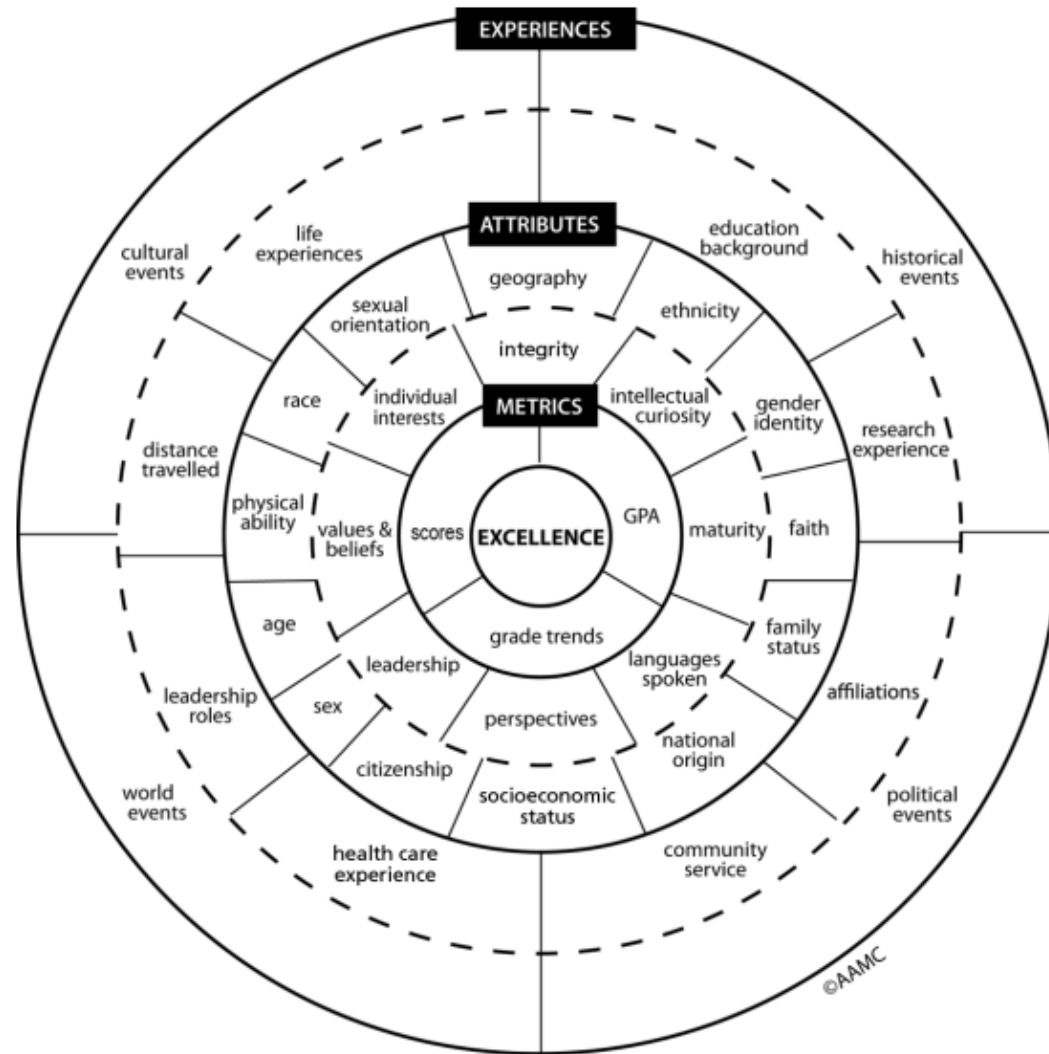


Standardized Tests



Additional degrees

## AAMC Experiences-Attributes-Metrics Model



Retrieved from [Holistic-Review-Workbook.pdf \(aacnnursing.org\)](https://www.aacnnursing.org/Holistic-Review-Workbook.pdf)

Adapted from Workforce America: Managing Employee Diversity as a Vital Resource, McGraw Hill Publishing, 1990.



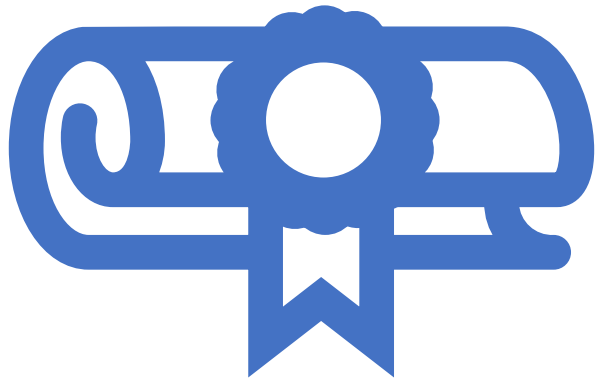
Where to Start

Express value of diversity in mission, vision, values, and strategic goals

Solid stakeholder support at all levels

- Administration
- Faculty
- Admissions staff
- Accrediting bodies and nursing community
- Healthcare (employers, hospital association)
- Community

# Address Issue of Faculty Time



“Although additional faculty time may be required, it has been our experience that faculty enjoy the personal nature of these interactions with applicants and their contribution to the shaping of the incoming class”

Rosenberg, 2019

# Define Experiences, Attributes, & Metrics (EAM)



- Must have a common agreed upon understanding of which non-cognitive variables are important to create the diversity sought in the student body
- Each must have a descriptor that defines how the applicant meets the expectation
- Determine how to measure them
  - Yes, no
  - Exceeds, meets, below standard
  - Numeric value
- Create the metric floor

# Implement Modalities to Collect Data



Forms



Essay



Interview

# Desirable Traits to Applicant Data

Desirable traits of a nurse	Applicant data and source
Intellectual ability	Academic record, SAT or ACT score, and demographics University application
Commitment to service	Engagement or participation in service activities from letters of reference and/or essay
Cultural sensitivity	Interview and/or essay question
Empathy	Letters of reference
Capacity for growth	Overcoming adversity: interview question
Emotional resilience	Life experiences: interview question
Strength of character	Letters of reference, interview questions and/or essay
Interpersonal skills	Interview and letters of reference
Curiosity and engagement	Letters of reference
Advocacy for self, others, or a cause	Interview question
Ethical comportment	Interview question
Nursing work fit with career aspirations	Interview question
Adapted from Witzburg, R. A. & Sondheimer, H.M. (2013). Holistic review: Shaping the medical profession one applicant at a time. <i>New England Journal of Medicine</i> , 368 (17), 1565-1567	

Jung D. et al 2021

# Recorded Interview Process



## Four Questions

Ethics

Advocacy

Resilience

Role of the nurse

30 seconds to read prompt and 90 seconds to respond



## Rubric evaluated if applicant had

A main idea

Support for main idea

Somewhat detailed information to back up their thoughts

A clear presentation

Jung, et al (2021)

# Group Interview Process



3 faculty interview a group of 5 applicants



Each applicant responded to 5 interview questions in a round-robin format



Within the group

Each question asked once

Each applicant had an opportunity to be first to answer



Used situational questions

# Multiple Mini Interviews

## Circuit interview format

- 6 to 8 stations
- Validated prompts to specifically address an attribute of interest
- Allotted 2 minutes to read prompt and 6 to 8 minutes to respond

	Experiences	Attributes	Academic metrics
Assessed at initial screen	<ul style="list-style-type: none"> <li>Experiences with adversity (economic, educational, ethnic/cultural, family)</li> <li>Paid or volunteer healthcare experiences</li> <li>Coming from host campus (for regional campus applicants)</li> <li>State resident</li> <li>Rural resident</li> <li>First generation college student</li> <li>Underrepresented minority</li> </ul>		<ul style="list-style-type: none"> <li>GPA</li> <li>Completion of specific prerequisites by application deadline</li> <li>Additional degrees</li> <li>Completion of chemistry</li> </ul>
Assessed at Interview	<ul style="list-style-type: none"> <li>Leadership experiences</li> <li>Experience with diverse or underserved population</li> </ul>	<ul style="list-style-type: none"> <li>Commitment to Social Justice</li> <li>Oral Communication</li> <li>Written Communication</li> <li>Values that align with the profession</li> <li>Motivational fit for the profession</li> <li>Ability to tolerate stress</li> <li>Ability to learn from experiences</li> </ul>	

Wros, P. & Noone, J. (2018)

# Example of What and When

# Scoring Rubric for Essays

Point(s)	Criteria
1	No thought: (ideas not connected)
2	Very minimally addressed (very limited thoughts: ideas connected loosely)
3	Minimally addressed (basic thoughts modestly connected)
4	Partially addressed (average thoughts and modestly connected)
5	Adequately addressed (Solid thinking and integration of ideas)
6	Mostly addressed (insightful thinking and integration of ideas)
7	Completely addressed (reflective, insightful thinking, all ideas carefully connected)

Diversity scoring:

Points	Criteria
1	SELF: Either talks only about self or makes no mention of inclusivity or diversity
2	OTHERS: Goes beyond self, includes immediate circle of understanding, demonstrates understanding beyond self
3	GLOBAL: Broad demonstration, beyond immediate community

Lewis L. et al (2021)

**University of Cincinnati  
College of Nursing  
14FS BSN Direct Admission Rubric**

**Screening**

	Category	Exceeds Standard	Meets Standard	Below Standard	Overall Rating (Exceeds, Meets, Below)
<b>Quantitative (Metrics)</b>	<b>High School GPA</b>	>3.6	3.0	< 3.0	
	<b>High School College Prep Courses</b>	Biology with "A" grade Chemistry with "A" grade Taken A&P Foreign Language PSEOP/AP/HONORS	Biology with "B" grade Chemistry with "B" grade	Biology with "C" or below grade  Chemistry with "C" or below grade	
	<b>ACT/SAT Test Scores</b>	ACT = ≥ 29 Composite; minimum 22 on Math or SAT = ≥ 1290 Composite; Minimum 1020 on Math	ACT = 22 or above Composite; minimum 22 on Math or SAT = 1020 or above Composite; minimum 1020 on Math	ACT = < 22 Composite; consider if Math is 22 or higher or SAT = <1020 Composite consider if Math is 1020 or higher	
<b>Qualitative (Experiences &amp; Attributes)</b>	<b>Writing samples: General Essay Nursing Essay</b>	No errors in punctuation, spelling, or capitalization. No errors in sentence structure or word usage. Samples reference the nursing profession or health care and are substantive.	Almost no errors in punctuation, spelling, and/or capitalization. Almost no errors in sentence structure and/or word usage. Samples reference the nursing profession or healthcare.	Several errors in punctuation, spelling, and/or capitalization. Several errors in sentence structure and/or word usage. Samples may or may not reference the nursing profession or health care but do not add value to the sample.	
	<b>Recommendation Letters</b>	Good Recommendations; Credible sources for academics/healthcare	Good Recommendations	Not Good Recommendations	
	<b>CoCurriculars/Honors/ Awards/Accolades</b>	Leadership roles/length of involvement	Involvement	Limited involvement	
	<b>Certifications/Credentials/ Work Experience/Life Experience</b>	Health care related in 2 or more categories	Health care related in at least one category	None	

**List of Characteristics for Qualitative Factors**

Empathy/Empathic	Compassionate	Passion/Drive
Kindness	Active	Health Conscious
Good Communicator	Cheerful/Upbeat	Integrity
		Respect for People and Humanity
Adapts to Stress well	Responsible	Commitment to Helping
Patience	Leadership	Flexible
Calm	Attention to Detail	

**List of Social/Geographic Factors to Consider**

Resident of Hamilton County, Ohio	Cincinnati Public Graduate	
Low socioeconomic	Gen-1	Hrs. Worked while in school
Male Gender	Child or parent of a Single parent household	

[http://urbanuniversitiesforhealth.org/media/documents/BSN\\_Direct\\_Admission\\_rubric-FINAL.pdf](http://urbanuniversitiesforhealth.org/media/documents/BSN_Direct_Admission_rubric-FINAL.pdf)

**University of Wisconsin-Milwaukee  
College of Nursing  
Bachelor of Science Holistic Review for Admission Composite Rubric**

	Admission Component	Data Source	Exceeds Standard		Meets Standard		Below Standard
Quantitative  Academic Metrics  50%	GPA: Pre-nursing Courses	<ul style="list-style-type: none"><li>Application</li><li>Transcript</li></ul>	3.3 - 4.0 (15 points)		2.75 - 3.29 (12 points)		< 2.75
	GPA: Pre-nursing Science Courses	<ul style="list-style-type: none"><li>Application</li><li>Transcript</li></ul>	Exemplary 3.51-4.0  (20 points)	Advanced 3.31-3.5  (17 points)	Proficient 3.0-3.3  (14 points)	Basic 2.75-2.99  (10 points)	< 2.75
	Science Courses Completed	<ul style="list-style-type: none"><li>Application</li><li>Transcript</li></ul>	1 point each for up to 5 science courses successfully completed at the time of application. (Chemistry, Biochemistry, Microbiology, Anatomy and Physiology I, Anatomy and Physiology II, Nutrition, Genetics/Genomics) (5 points)				
	Course Repeats <ul style="list-style-type: none"><li>No more than 1 repeat per required course</li><li>No more than 2 total required course repeats</li></ul>	<ul style="list-style-type: none"><li>Application</li><li>Transcript</li></ul>	No required course repeats  (10 points)		1 required course repeat  (8 points)		2 required course repeats  (5 points)
Qualitative  Attributes & Experiences  50%	Life & Work, Volunteer, and Leadership Experience Attributes and Experiences: <i>Accountability, Responsibility, Leadership, Experience Working with Diverse Individuals and Groups</i>	<ul style="list-style-type: none"><li>Application</li></ul>	Application Rubric  (15 Points)		Application Rubric  (9 points)		Application Rubric  (3 points)
	Social/Geographic Factors	<ul style="list-style-type: none"><li>Application</li></ul>	3 or more  (5 points)		2 or more  (4 points)		
	Writing sample: In-person Essay Attributes and Experiences: <i>Communication, Critical Thinking</i>	<ul style="list-style-type: none"><li>In-person</li></ul>	Essay Rubric Score  (15 points)		Essay Rubric Score  (12 points)		Essay Rubric Score  (8 points)
	Serial Short Interviews (SSIs) Attributes and Experiences: <i>Diversity and Inclusivity, Integrity, Leadership &amp; Collaboration, Compassion, Self-Concept &amp; Self-Appraisal</i>	<ul style="list-style-type: none"><li>In-person</li></ul>	SSI Rubric  (15 points—5 points possible per interview)				

<https://uwm.edu/nursing/wp-content/uploads/sites/287/2019/11/Rubrics-for-Admission.pdf>

# Visibility of Holistic Admissions

## Inclusive Admissions

The LSU Health New Orleans School of Nursing (LSUHNO SON) is committed to creating a more diverse, equitable, and inclusive learning environment for students by addressing the racial and structural inequities that lead to health disparities in marginalized, underrepresented, and underserved populations. The SON is dedicated to use an inclusive admissions framework that allows trained faculty and staff to capture the experiences, attributes, and metrics (EAMs) of each qualified applicant. Individualized consideration of an applicant's potential contributions to the SON, the nursing profession, and the community.

- <https://nursing.lsuhschool.edu/care/admission.aspx>



# Holistic Admissions

How to be successful in the process

This presentation was made possible with funding from a Premera Blue Cross grant as part of \$1.8 million investment in LPN to BSN programs to address the critical shortage of nurses in Washington.

[Link to presentation](#)

# Resources

- [AACN Holistic Admissions Tool Kit](#)
- [Holistic Admissions | UW Graduate School](#)
- [Manual for Interviewers](#)
- [Indiana Center for Nursing Toolkit](#)

“

Diversity is a fact.  
Equity is a choice.  
Inclusion is an action.  
Belonging is an outcome.

”

— Arthur Chan