



**DIVERSITY AND
INCLUSION of
STUDENTS and
FACULTY**

Vernell P. DeWitty, PhD, RN



American Association
of Colleges of Nursing

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



NATIONAL STUDY ON ADMISSIONS IN HEALTH PROFESSIONS



Respondents reported Holistic Review has had an overall positive impact at schools



72% saw increase in diversity in incoming class



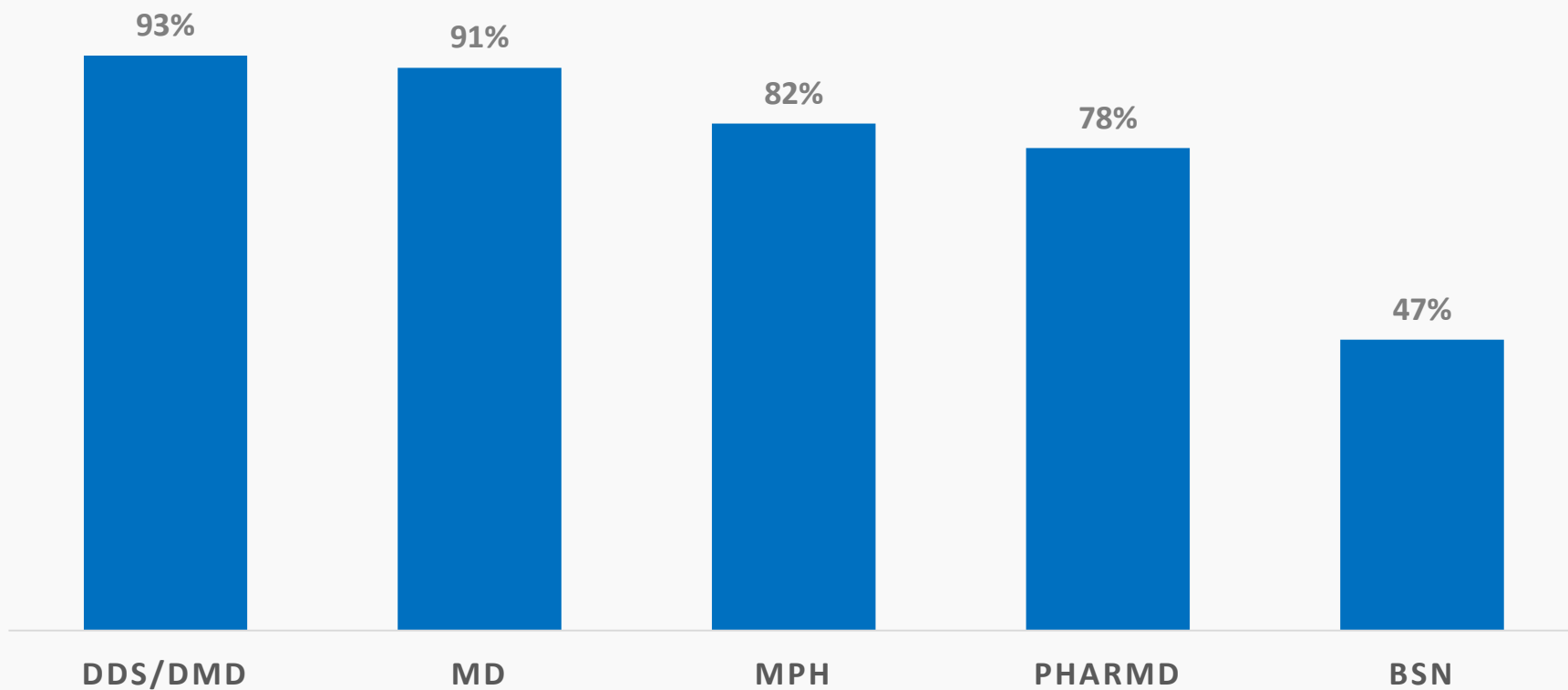
Half of schools reported no change to the average GPA of incoming class, while 40% reported an increase



47% of nursing schools self-identified as using some elements of Holistic Review

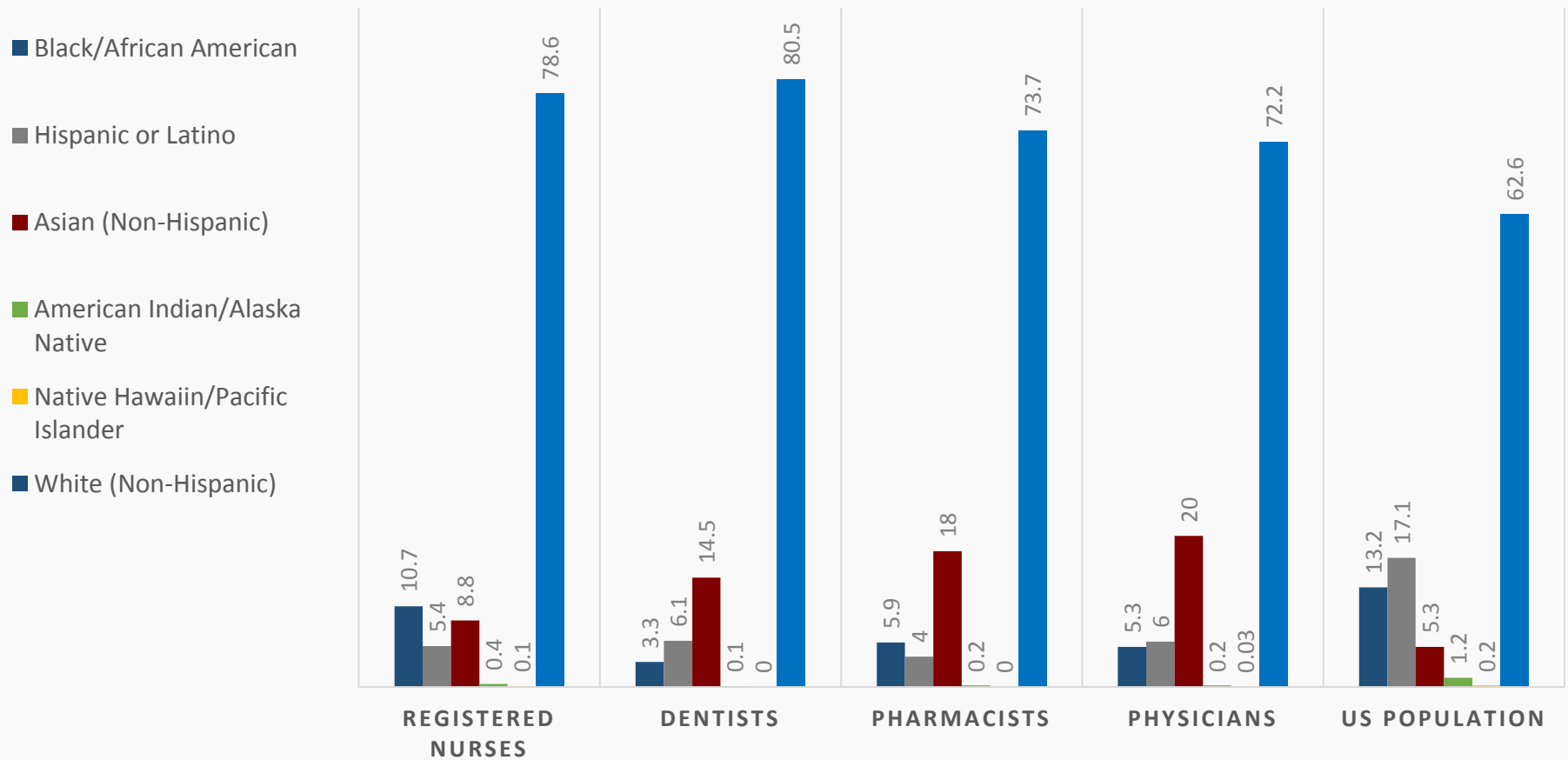
HOLISTIC REVIEW IN HEALTH PROFESSIONS SCHOOLS

SELF-REPORTED USE OF HOLISTIC REVIEW BY HEALTH PROFESSION (N=171)



DIVERSITY IN HEALTH OCCUPATIONS

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

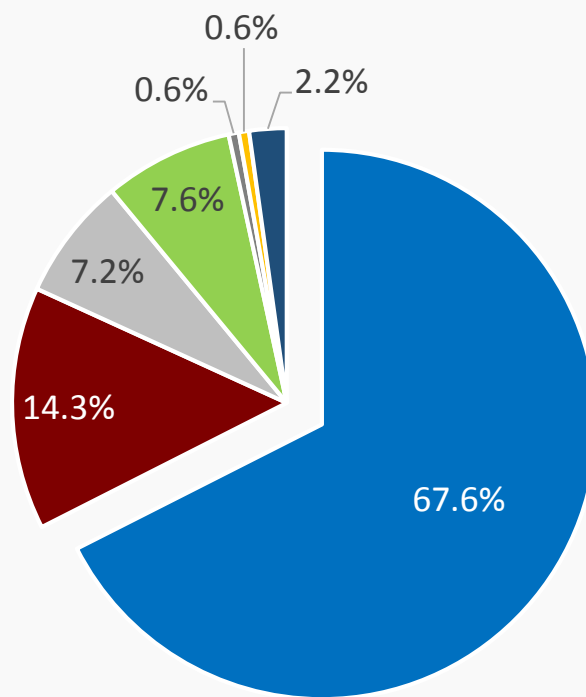
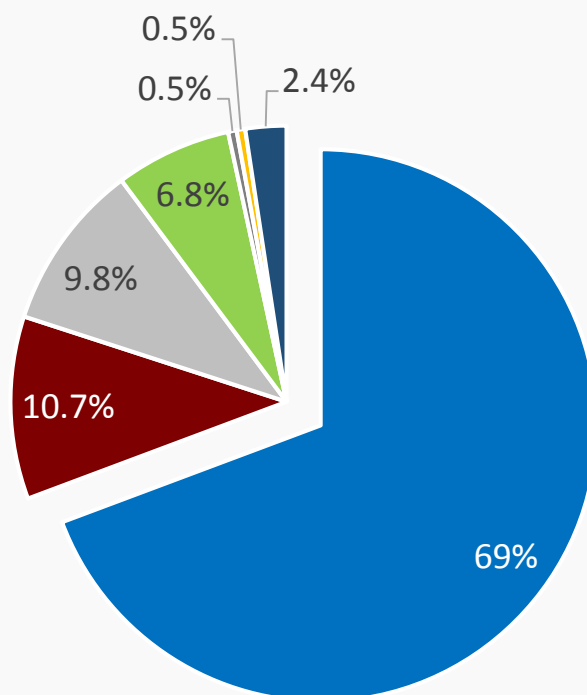


DIVERSITY: ENROLLMENT IN NURSING PROGRAM

UNDERGRADUATE PROGRAMS (2014-15)

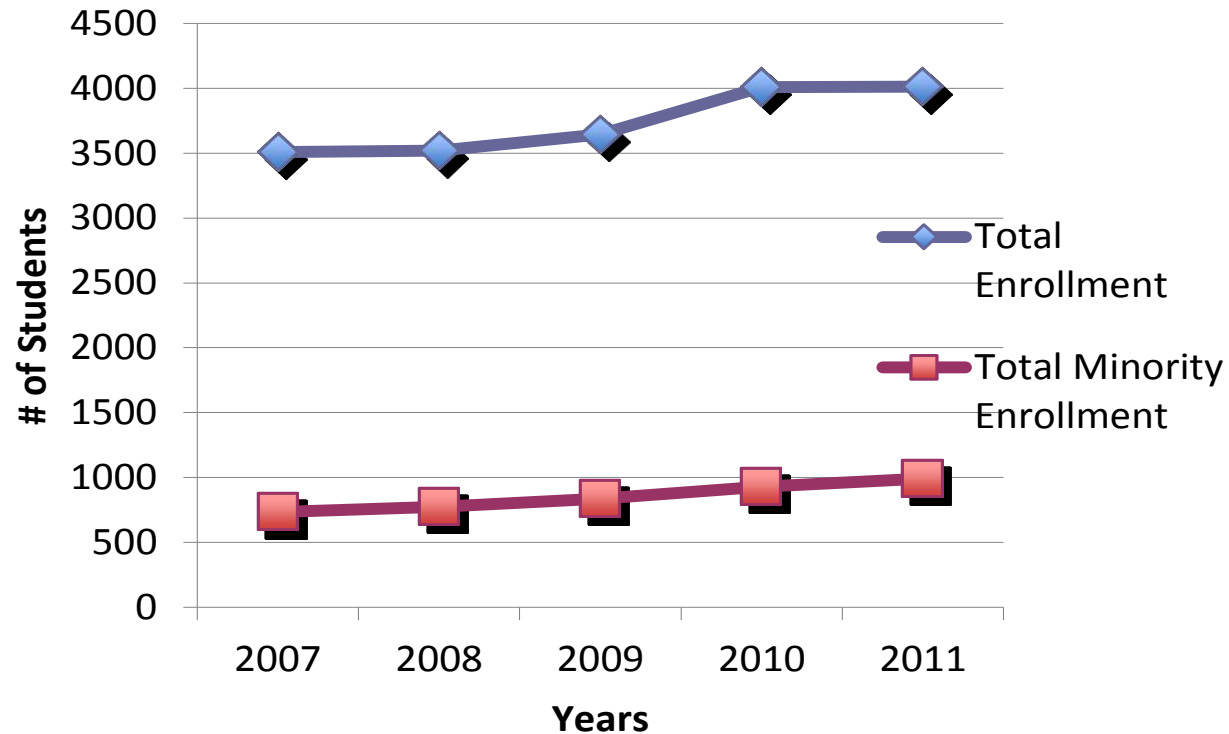
MASTER'S PROGRAMS (2014-15)

- White
- Black or African American
- Hispanic or Latino
- Asian
- American Indian or Alaskan Native
- Native Hawaiian or Pacific Islander
- Two or More Races



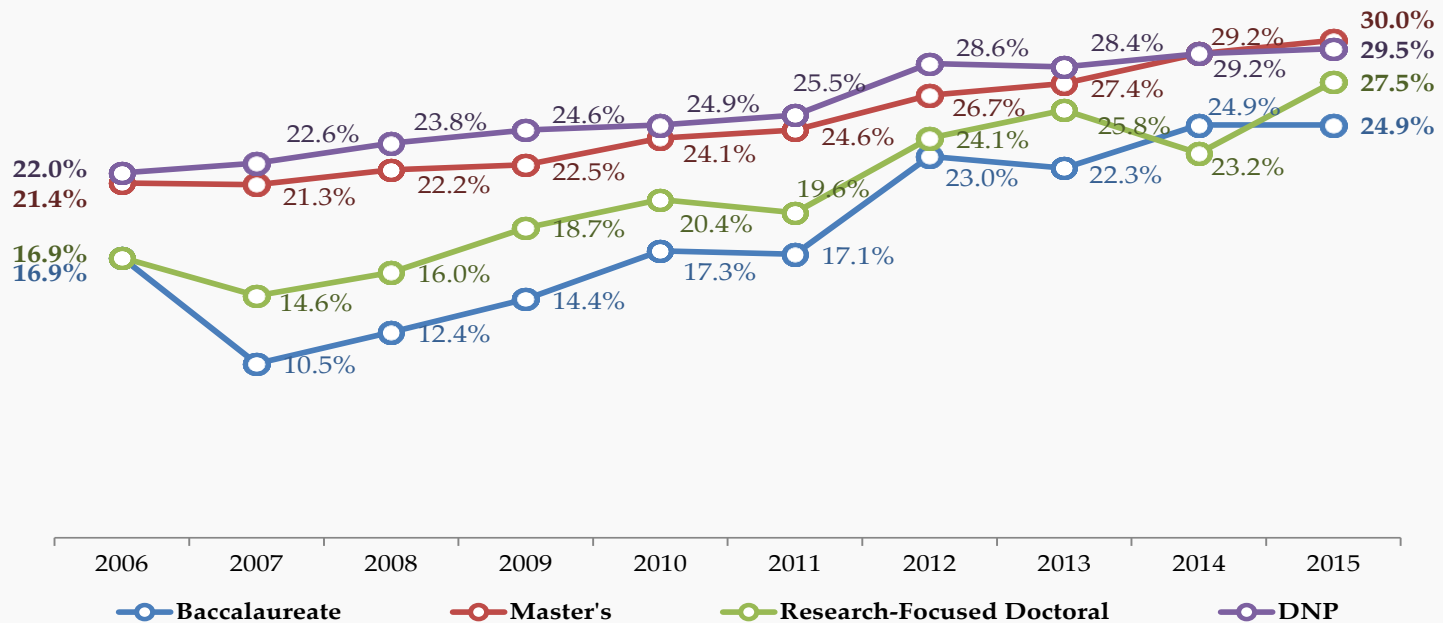
Minority Enrollment

Figure 1. Minority Enrollment in Doctoral Nursing Programs (AACN, 2013b)



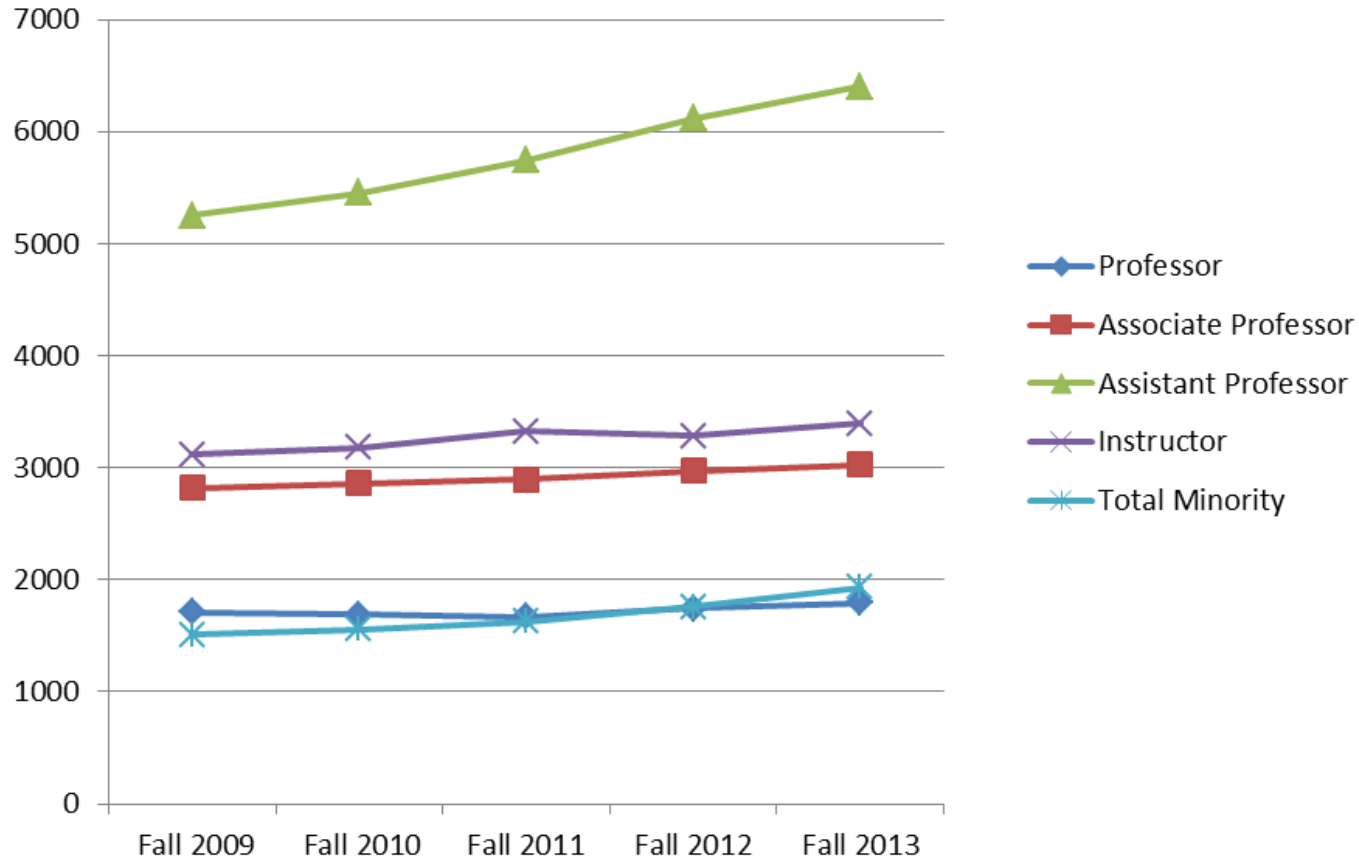
Diversity in Graduates

Figure 4. Percentage of Graduates Who Are Underrepresented Minorities by Type of Nursing Program, 2006-2015



FACULTY BY RANK

Nursing Faculty by Rank, 2009 - 2013





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
-

LEADING INITIATIVES

Home / Leading Initiatives / Education Resources / Holistic Review / Holistic Admissions Review in Nursing

HOLISTIC ADMISSIONS REVIEW IN NURSING

AACN.NCHE.EDU/EDUCATION-RESOURCES/HOLISTIC-REVIEW

Education Resources

ACEN Course Process

Curriculum Standards

Essentials Series

Links to Colleague Organizations

Nursing Education Research Center

Recruitment Essentials Research Center

Nursing Education Programs

Nurse Residency Program

Position Statements

Publications

Research and Data

Academic-Practice Partnerships

Futures Task Force

Joining Forces

Clinical Nurse Leader

Doctor of Nursing Practice

Public/Population Health Nursing

Holistic Admissions Review in Nursing

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Holistic review is a university admissions strategy that assesses an applicant's unique experiences alongside traditional measures of academic achievement such as grades and test scores. It is designed to help universities consider a broad range of factors reflecting the applicant's academic readiness, contribution to the incoming class, and potential for success both in a classroom and later as a professional. Holistic review, when used in combination with a variety of other merit-based practices, contributes a "holistic admission" process. Many colleges and universities have employed a holistic admission process to assemble a diverse class of students with the background, qualities, and skills needed for success in the profession.



[Holistic Review: A Quick Primer \(PDF\)](#)

[Holistic Review in Nursing - An Introduction \(VIDEO\)](#)

[Holistic Review in Nursing - An Introduction \(PPT\)](#)

[Why pursue diversity?](#)

[What is the evidence for holistic review?](#)

[What specific practices are associated with holistic review?](#)

[Is holistic review legal?](#)

[How has holistic review been used in nursing?](#)

[How can I implement holistic review at my nursing school?](#)

[Other frequently asked questions](#)

[Join the conversation about holistic review](#)

In August 2016 the AACN's Online Collaboration Community used for participation in "Overcoming Barriers to Holistic Admissions in Nursing" sessions was opened for conversation from the full AACN Community. If you are interested in talking about this topic, join the community and click on "Holistic Review Discussion Board".



OPERATIONAL GUIDELINES

- ✓ Mission driven
- ✓ A more diverse student body
- ✓ Diverse learning environments benefits all students
- ✓ Individualized consideration of the unique contributions of each student
- ✓ Grounded by evidence

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

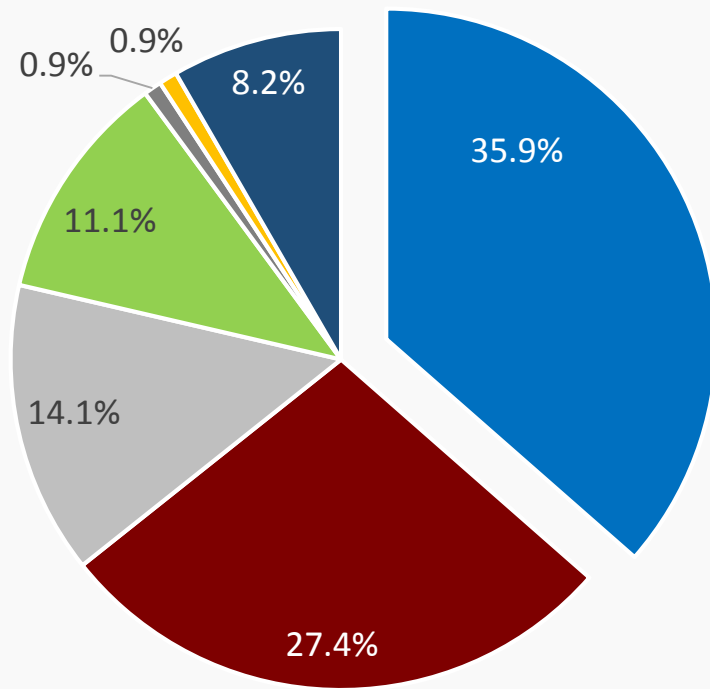
41

States funded (+DC)

NCIN: DEMOGRAPHICS OF AWARDED SCHOLARS

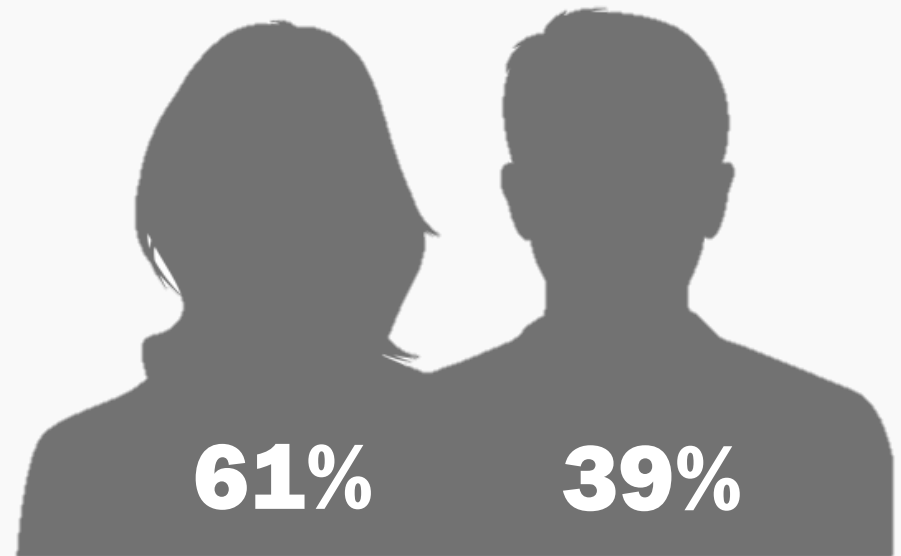
N=3,506

- White
- Black or African American
- Hispanic or Latino
- Asian
- American Indian or Alaskan Native
- Native Hawaiian or Pacific Islander
- Multiple Races



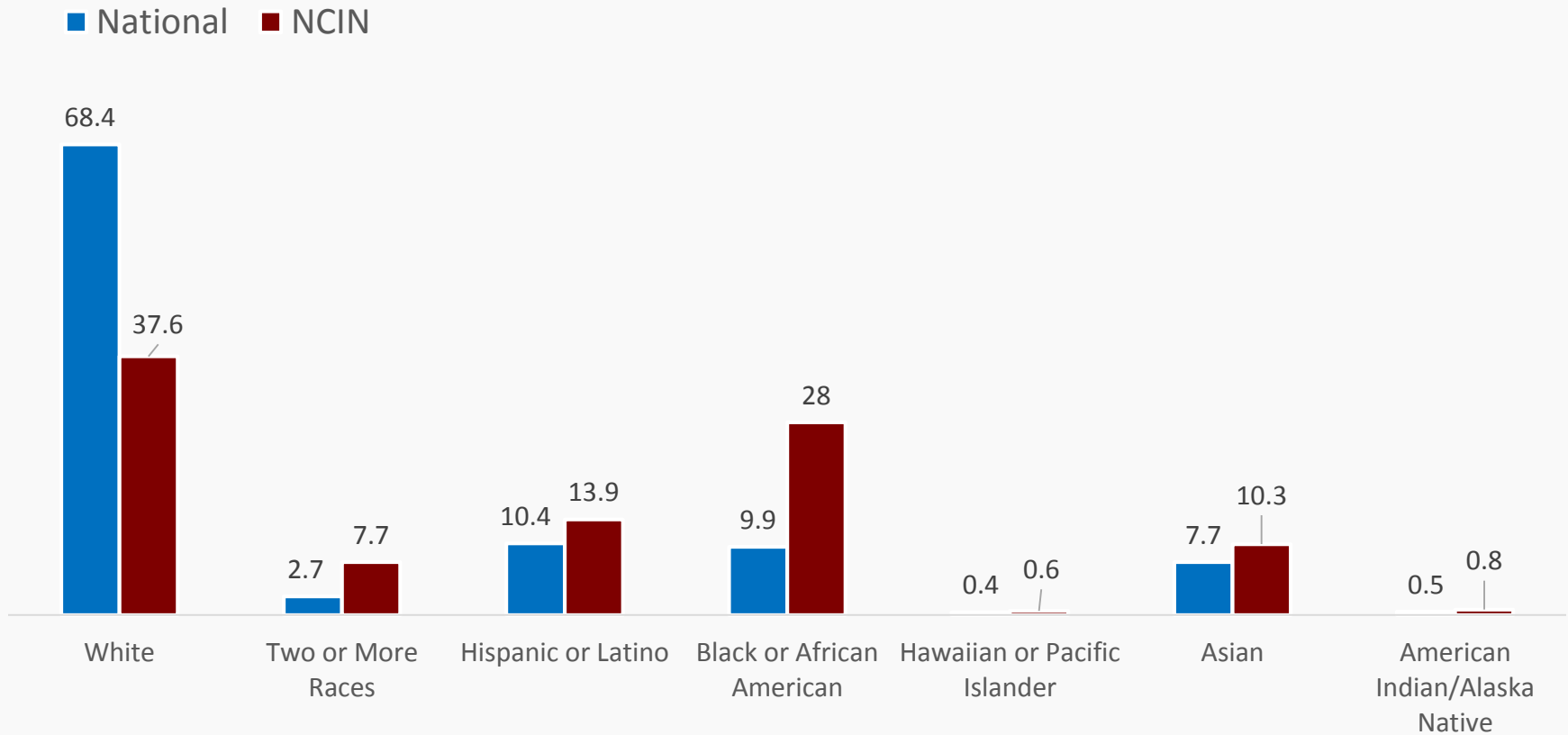
RACE/ETHNICITY

GENDER



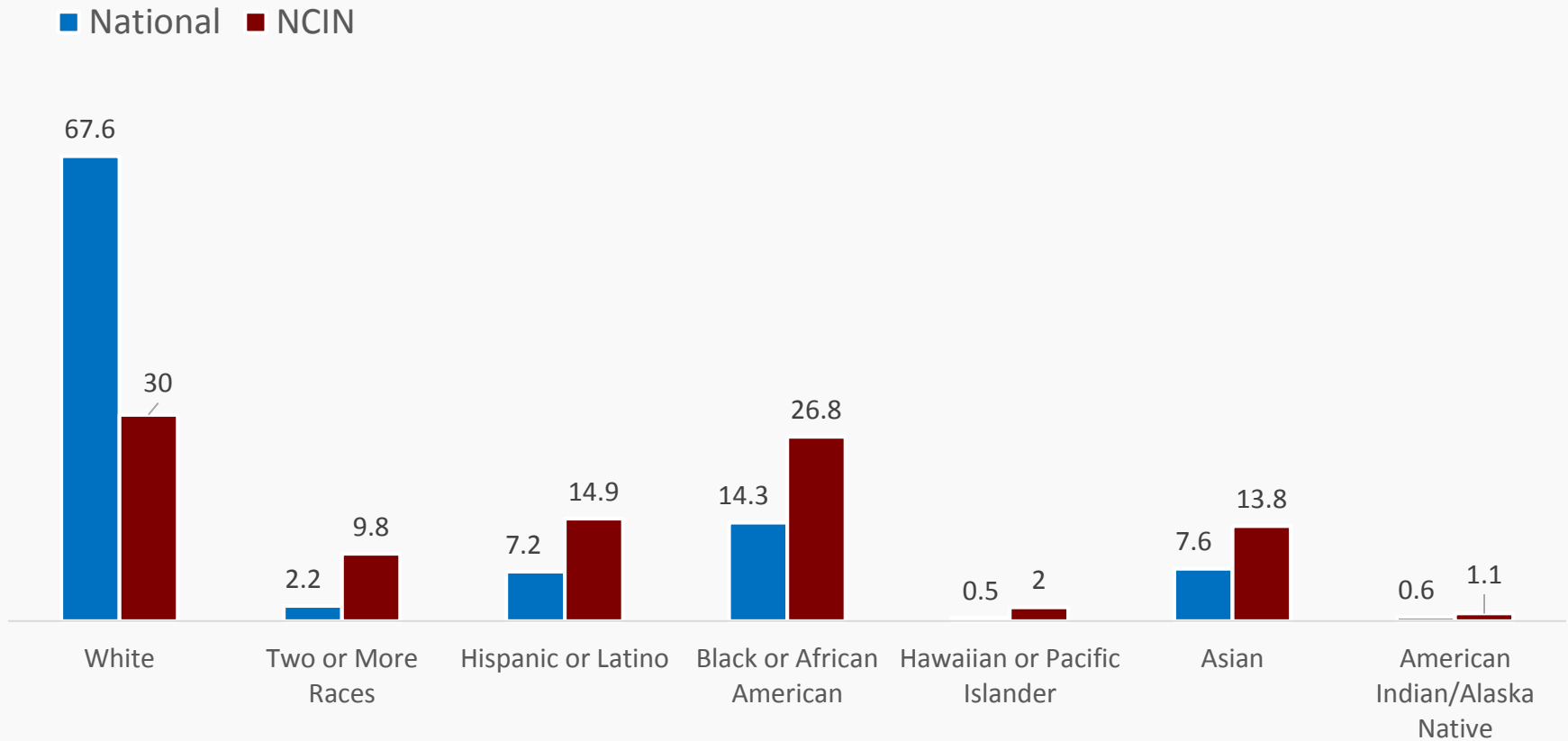
NCIN: COMPARISON TO THE NATIONAL POPULATION

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



NCIN: COMPARISON TO THE NATIONAL POPULATION

PERCENTAGE OF MASTER'S ENROLLED STUDENTS BY RACE/ETHNICITY



NCIN: STUDENT PROGRESSION

Number of BSN Grads	Number of MSN Grads	Currently Enrolled BSN	Currently Enrolled MSN	Withdrawals BSN	Withdrawals MSN
497	147	0	1	33	17
547	106	0	0	43	4
358	109	0	0	32	12
300	68	0	2	23	7
294	75	1	2	26	2
293	56	3	17	24	7
219	49	46	70	12	4
2508 (92.7%)	610 (76.3%)	50 (1.9%)	92 (11.5%)	193 (7.1%)	53 (6.6%)
3,118 (88.9%)		142 (4.1%)		246 (7.0%)	



Recruitment

Workforce

**Diversity &
Inclusion**

Retention

Leadership

Mentoring



THE HEALTHCARE WORKFORCE FOR TOMORROW

Vernell P. DeWitty, PhD, RN
vdewitty@aacn.nche.edu