

Holistic Admissions for Second Degree Direct Entry Nursing to Enhance Diversity

Processes, Outcomes, Next Steps

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Introduction

Diverse nursing teams are essential to strengthen the quality of care.

The nursing workforce is experiencing unprecedented challenges.

Holistic admission processes for schools of nursing are considered vital to expand the diversity of nursing.

Major organizations including AACN, NCSBN, and AAMC recommend inclusive practices to select candidates and enhance the diversity of students.

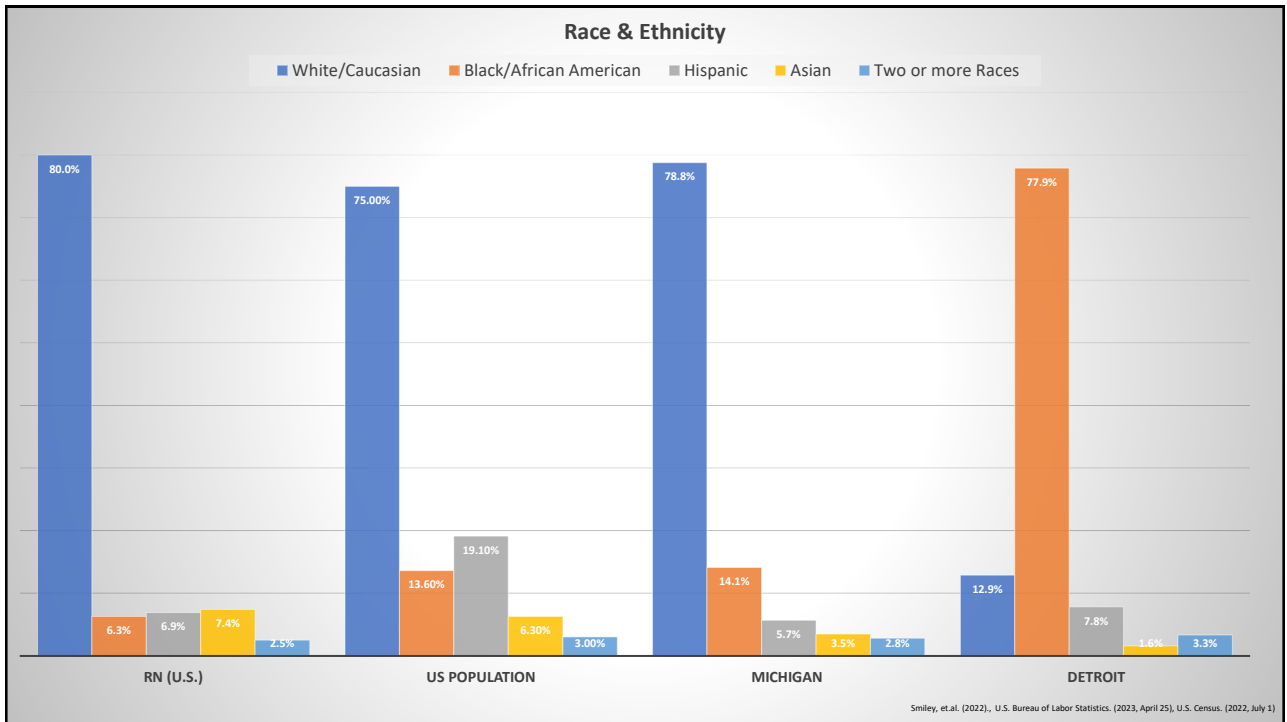
The COVID 19 pandemic and recognition of systemic racism has increased the urgency to enhance the racial diversity the nursing workforce.

In addition to racial diversity, the importance of expanding opportunities to academically diverse students has the potential to meet some of the needs of the nursing work force.

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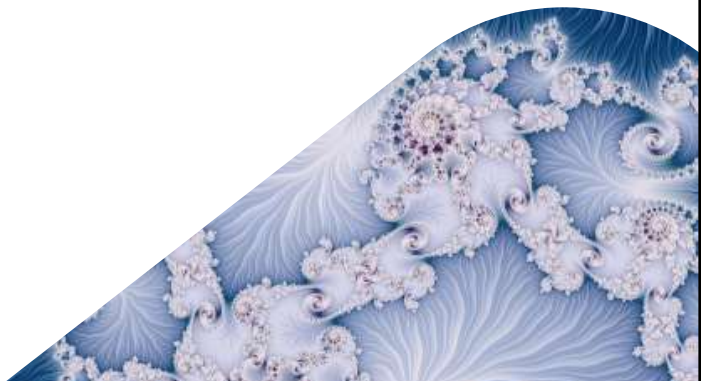
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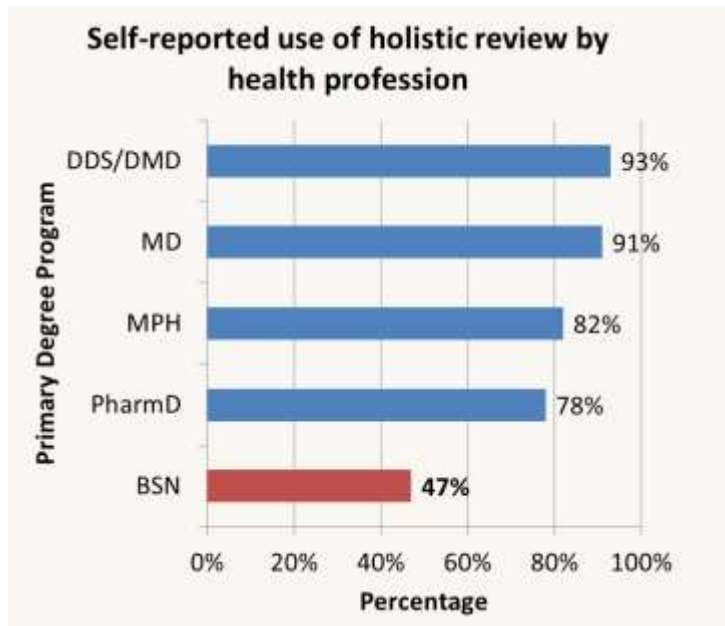
Background: Nursing School Admission Processes

- Traditional, undergraduate direct entry
 - Metric based
 - Competitive
 - Favored students with
 - Access to financial resources
 - Educational opportunities
 - “Traditional” learning styles
 - Test taking skills
- Accelerated, second degree
 - College success



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Background: Holistic Review by Health Profession

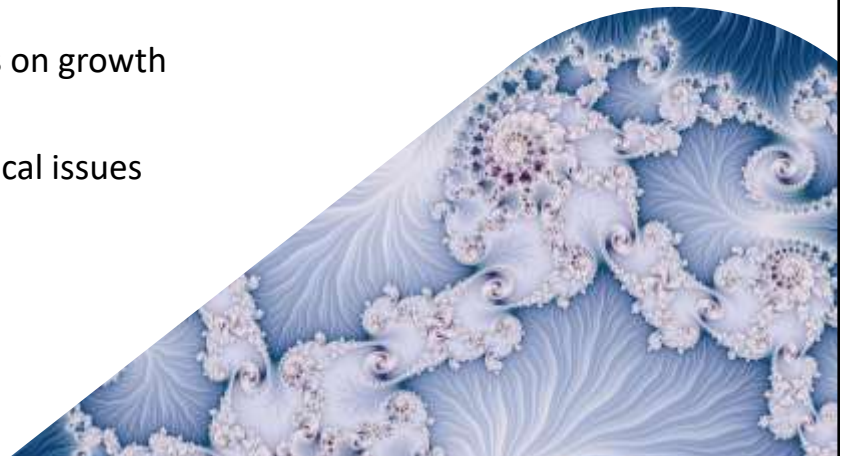


Witzburg & Sondheimer, 2013

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Background: Nursing School Admission Holistic Processes

- Metrics
- Life experiences
- Academic history, focus on growth
- Passion for nursing
- Response to moral/ethical issues



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Purpose

- This presentation details how the holistic admission process and outcomes of an accelerated second-degree baccalaureate program at a faith based liberal arts college was applied to the new master's direct entry nursing program to enhance diversity of the student population.



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Methods

- Six years of data beginning with the implementation of holistic admissions was reviewed to determine the demographic and academic profiles and outcomes for the second degree baccalaureate program.
- This same data was gathered for the new master's entry program, after 5 cohorts of students over 2 years had been admitted using holistic practices.

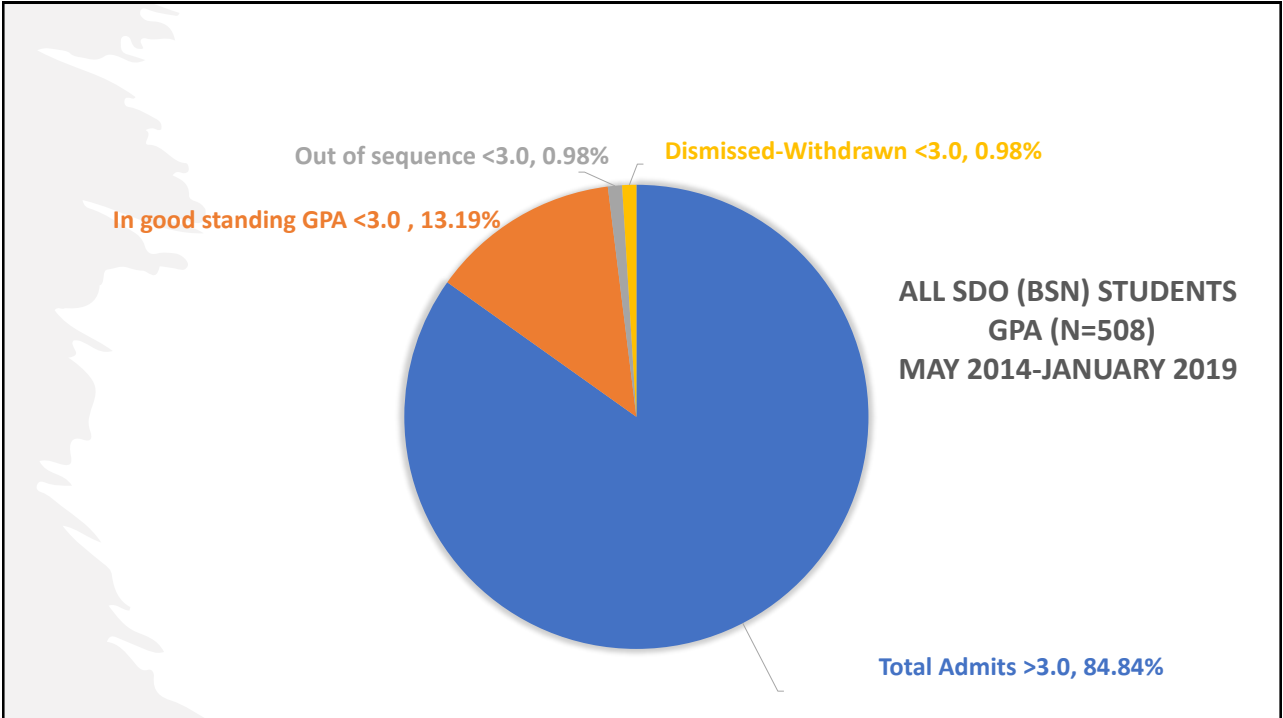


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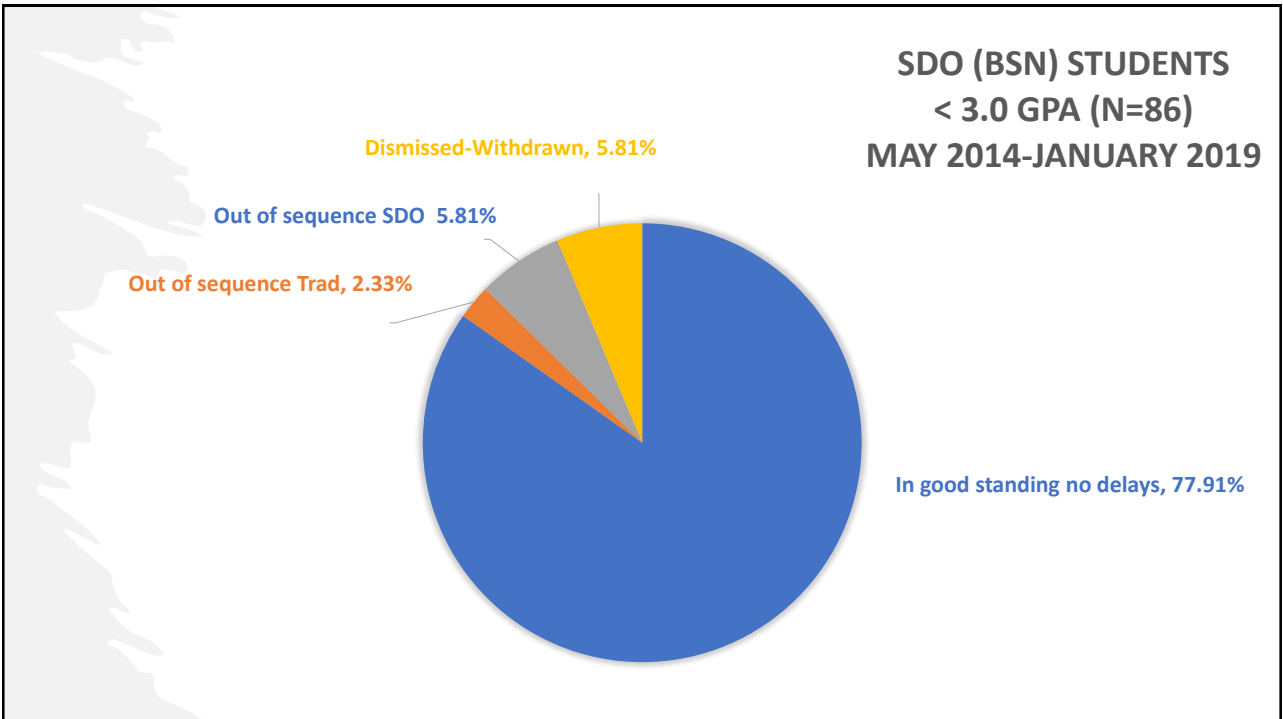
Results

- Grade Point Average
- Diversity
- Completion
- NCLEX Pass Rate

Grade Point Average

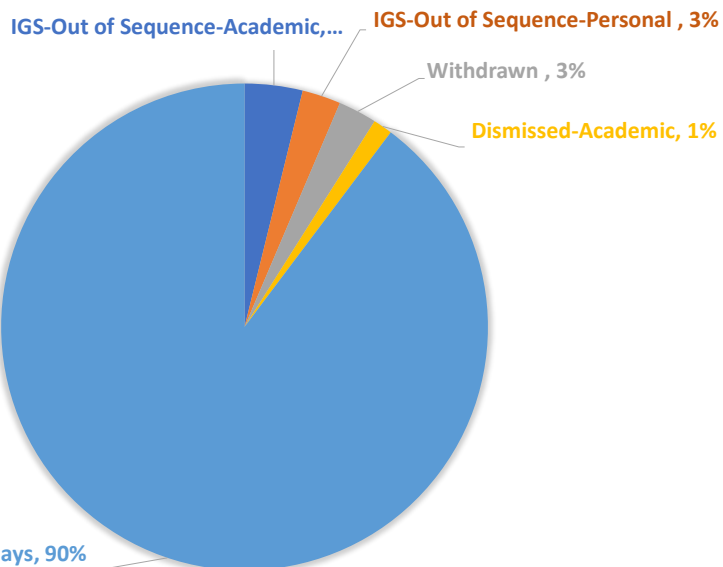


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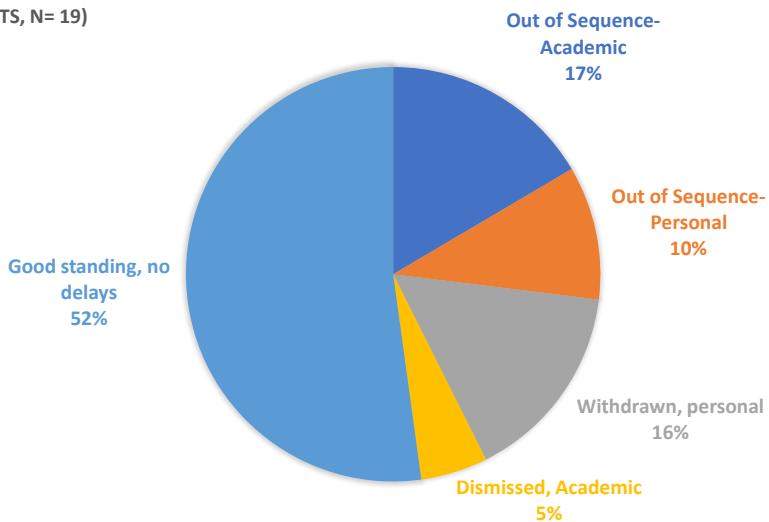
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MEAGN (MSN) STUDENTS
 PROGRAM PROGRESSION, ALL GPA
 MAY 2021-SEPT 2023
 N=78 STUDENTS
 5 COHORTS



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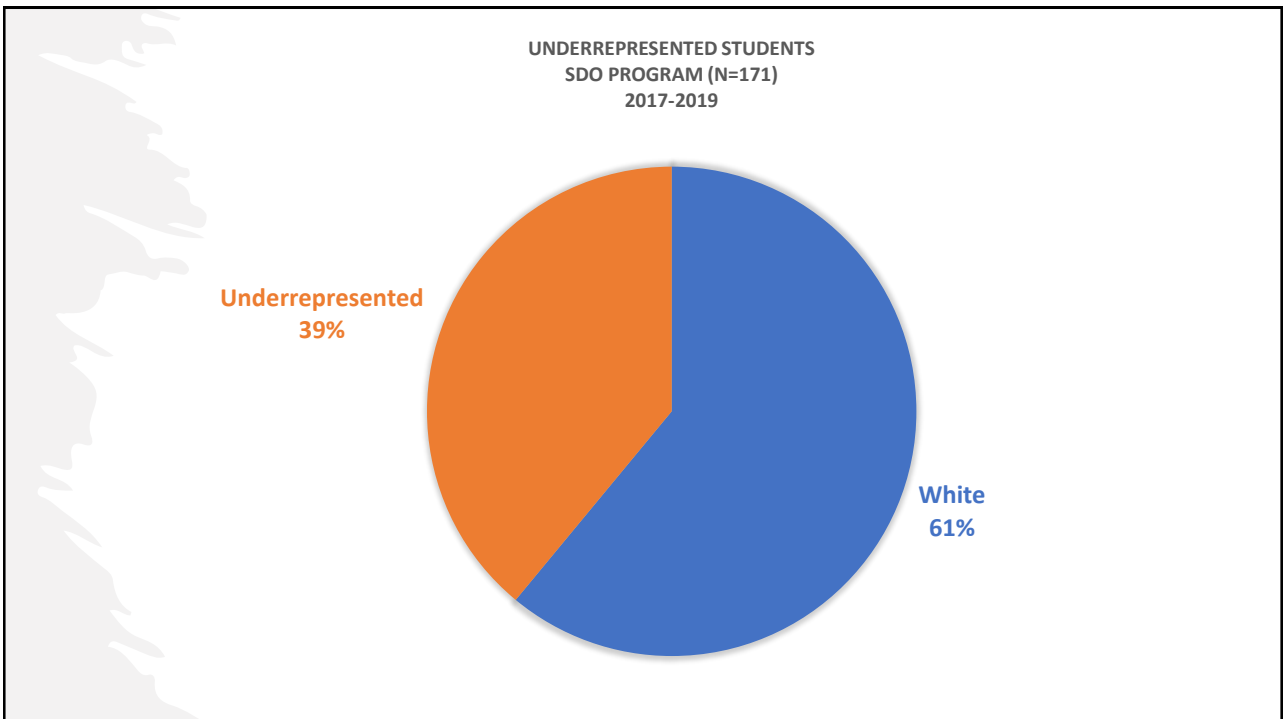
MEAGN (MSN) STUDENTS
 GPA <3.0 (N = 19)
 2021 - 2023
 (5 COHORTS, N= 19)



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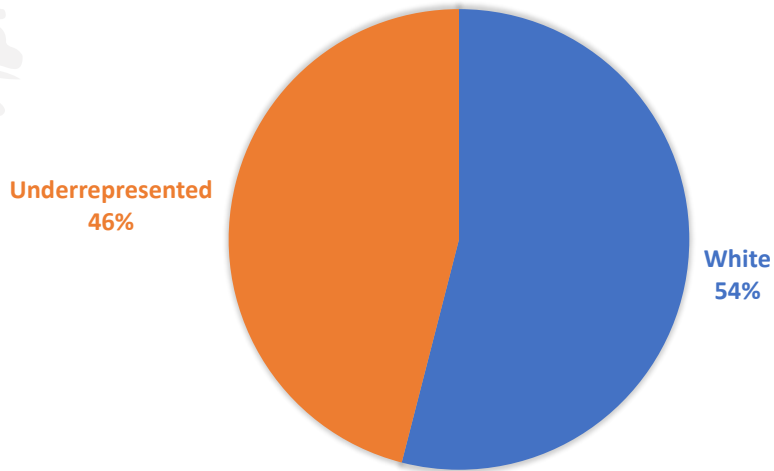


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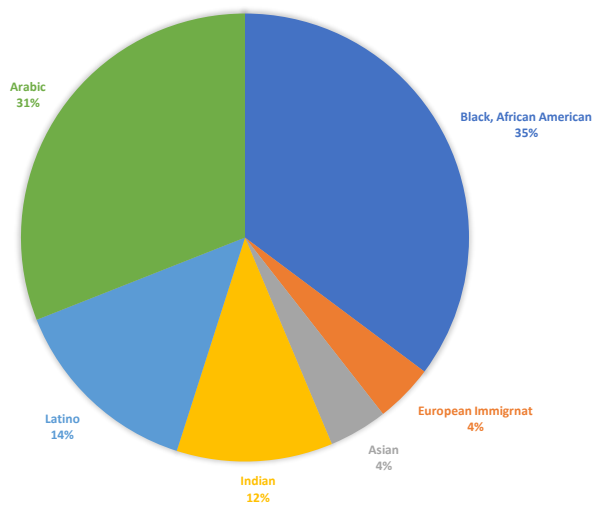
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UNDERREPRESENTED STUDENTS
MEAGN PROGRAM 2021-2023 (N=78)

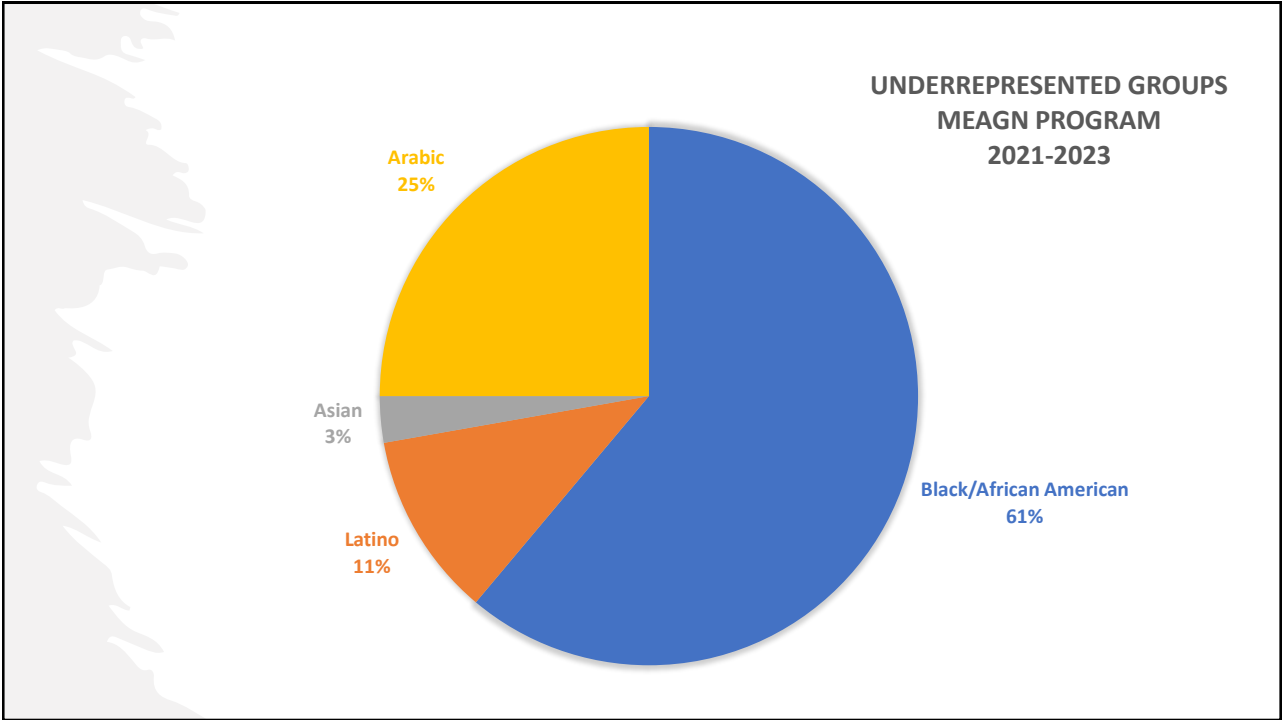


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UNDERREPRESENTED STUDENTS
SDO PROGRAM 2017-2019



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NCLEX Passing SDO (BSN)

Graduated SDO (BSN) <i>September 2013-May 2019</i>	N	Program Completion Rate	Average NCLEX First Time	Average NCLEX ALL
Admitted to and graduated from SDO program	514 – 28 = 487	94.75%	82%	91%
Admitted to SDO and graduated from all nursing programs*	514 – 38 = 476	92.6%	71%	88%
Admitted to SDO & repeated SDO courses, NCLEX	12 – 7 = 5	41%	80%	100%

**Includes those who graduated from traditional after transferring out of SDO.*

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NCLEX Passing MEAGN (MSN)

Graduated SDO MEAGN (MSN) <i>October '22 and June '23 Cohorts</i>	N	Program Completion Rate	Average NCLEX First Time	Average NCLEX ALL
Admitted to and graduated from MEAGN program	23	100%	87%	92%*
Admitted to MEAGN, repeated courses, took NCLEX	3	100%	66%	TBD*

*One student awaiting retest.

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Holistic Admission Process



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Screening



- Metric: Grade Point Average
 - Degree
 - Science
 - Last 60 credits of GPA
 - Prerequisite GPA
 - CLEP scores
- GPA <3.0 in any area reviewed by program director
 - Progression in academic performance
 - Number of colleges
 - Number of courses/credits taken per semester
 - Reputation of college where courses taken
- Letters of recommendation (3)
 - Potential as a nurse
 - Academic
 - Employer
- Ability to follow processes

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Resume/ Curriculum Vitae (Likert)

- Job history
- Health care experience
- Mission work
- Research
- Community Service
- Engagement in organizations



RESUME

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Interview

- Virtual online
- 45 minutes
- With program director and 1 faculty
- Review
 - Academic history
 - Prerequisite course needs
 - Resume/CV
 - Autobiographical Statement
- Questions (Likert scale)
 - Motivation
 - Adaptability
 - Maturity
 - Responsibility
 - Integrity



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Autobiographical Statement of Personal Goals and Objectives

(Likert)

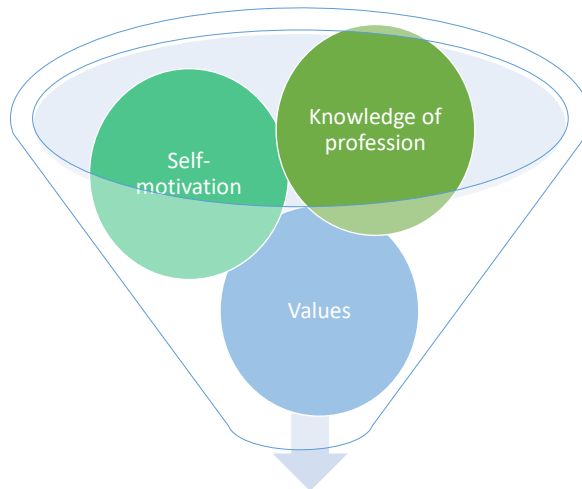
- Personal information
 - Personality characteristics
 - Challenges faced and overcome
 - Personal achievements
 - Why particular career-path selected
- Traits that support ability to succeed at the graduate level
- Strategies to learn in the online environment
- Ability to study in an accelerated format
- Vision of self in the role of master's prepared direct entry nurse.



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Attribute: *MOTIVATION*



Tell us why you want to be a nurse.

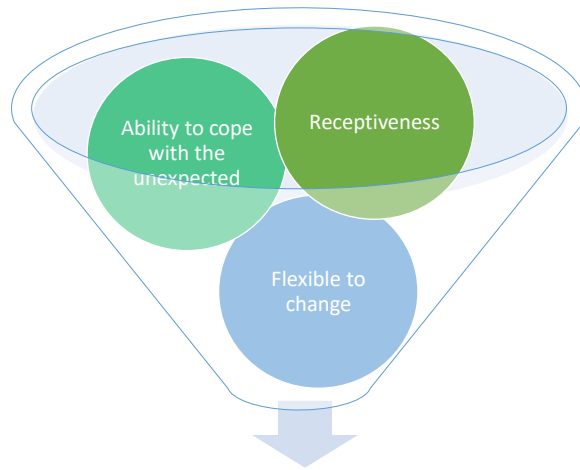
Why are you interested in pursuing a graduate level nursing program?

How do you envision your role as a member of the health care team?

Describe your experiences in health care with nurses.

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Attribute:
ADAPTABILITY



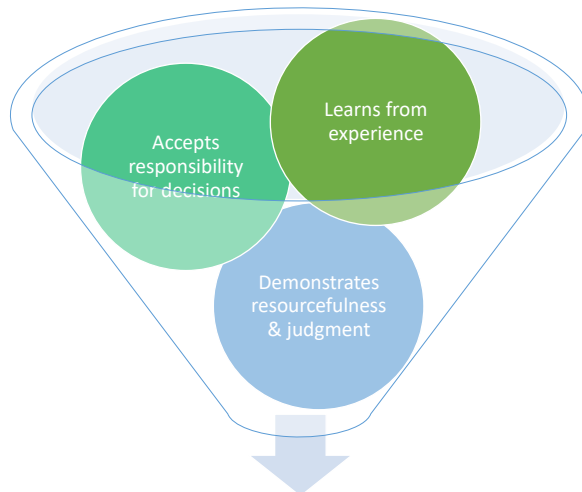
Tell us about:

A time that you were faced with an upset person or challenging situation and **how you handled it.**

How you **cope with stress:** support system, self care.

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Attribute:
MATURITY



Tell us about:

A time you **made a mistake and** how you handled it.

Steps you have taken to **become a better student.**

A **difficult problem** and how you solved it

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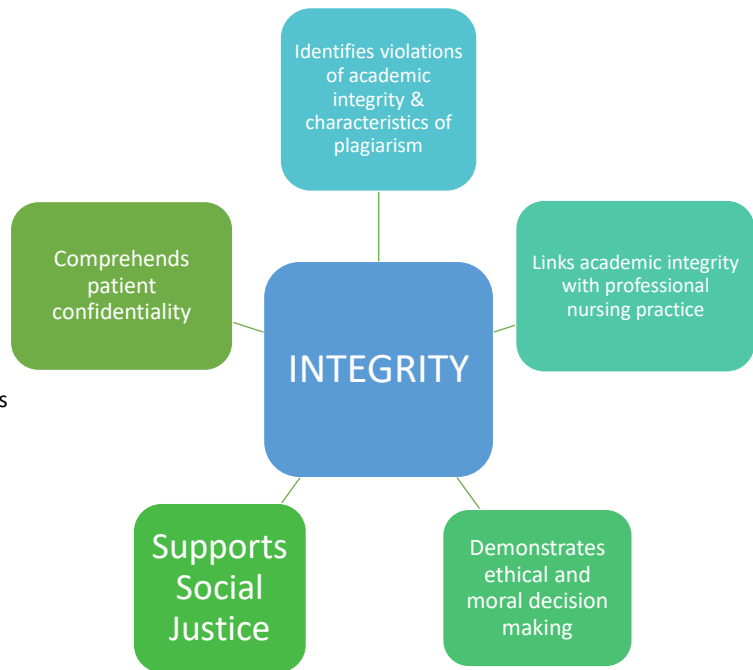
Attribute: *INTEGRITY*

Describe a time in your academic or professional career that a colleague was **violating policies or rules** (cheating, dishonesty, not completing work, etc.). What did you learn from that situation?

How would you respond if:
A fellow/former student offered you access to a paper, care plan, project or quiz answers.

OR

You discovered during an exam that the questions and answers were taken directly from an open-source internet.



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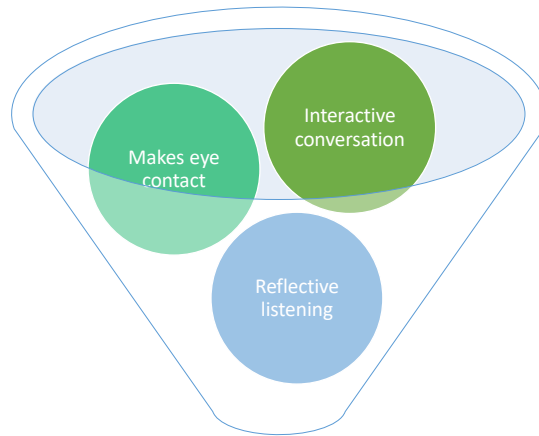
Attribute: *RESPONSIBILITY*

- Tell us about your experiences leading a group project or team.
- How did/would you handle a team member that is not contributing/or is struggling?
- How do you organize yourself, manage online classes?
- How will you handle the expectations of graduate school?



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Attributes: COMMUNICATION SKILLS



Autobiographical Statement well written
Responses to attribute, scenarios.
Perspectives on Questions to Ponder.

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Questions to ponder before becoming a nurse...

Public Health

- If you were this nurse, how would you respond?
- Share any other thoughts you have on this situation and how nurses might play a role.



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Questions to ponder before becoming a nurse...

- Emergency Room
- Operating Room
- If you were this nurse, how would you respond?



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Questions to ponder before becoming a nurse...

- Covid ICU Nurse Letter
- How do you feel about entering the profession of Nursing in light of all that happened during the pandemic?



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Final Steps

- Answer program questions
- Review schedule, expectations
- Secondary review if student is academically at risk



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Cautions and concerns

- Interactions with staff
- Lack of accountability
- Requests to waive prerequisites
- Expectations of entry level practice
- Under value entry level nursing
- DON'T ASK! Discourage disclosure
 - Medical/personal conditions
 - Disabilities & accommodations
 - Family issues



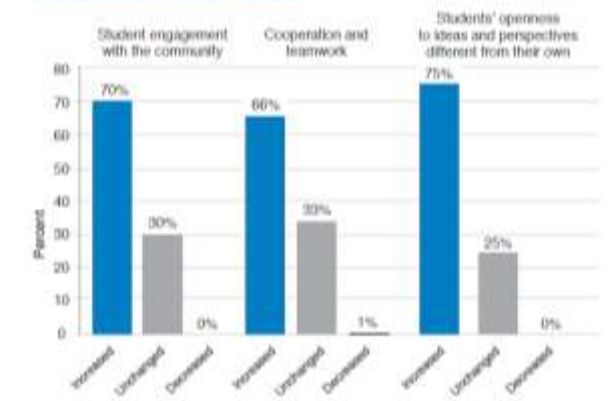
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AACN Recommendations

- Holistic Admissions
- Applicant Criteria
 - Experiences
 - Attributes
 - Metrics

Other Measures of Student Success



AACN, (n.d.). <https://www.aacnnursing.org/our-initiatives/diversity-equity-inclusion/holistic-admissions/holistic-admissions-tool-kit/evidence-for-holistic-review>

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Awesome, we have a diverse student body!

NOW WHAT?



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The REAL work begins...

- Second degree program students have lived and are living life!
- Academic diversity requires holistic academic services and support.
- Work collectively to create safe spaces to foster understanding of diversity and inclusion to build belonging.
- *The work is never done...but it's worth it.*

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Questions?