

A Data-Driven Inclusive Excellence Program for Curricular Transformation

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INTRODUCTION

- Saint Anselm College is a liberal arts Catholic College in Manchester, NH. Founded by Benedictine Monks in 1889 to prepare young men for ministry and learned professions. In 1953, the college initiated a professional nursing program.
- The Jean School of Nursing and Health Sciences at Saint Anselm College enrolls 400-500 nursing students in their BSN program and is launching their MSN in Nursing Leadership and Innovation in the Fall of 2025. The school also offers majors in Public Health and Health Sciences
- Manchester, NH is a refugee resettlement community with exponential growth in diversity. Student backgrounds influence how they experience our program (Koch, 2025). Historically the program attracted middle-income students from MA with minimal ethnic, religious, or gender diversity. In recent years, student diversity is growing, and the needs of our community are changing. Our faculty demographics, like many schools do not represent our student population.
- The Inclusive Excellence Program for Curricular Transformation is an effort to ensure that the Jean School of Nursing and Health Sciences at Saint Anselm College is prepared to attract and meet the needs of all students from our community.

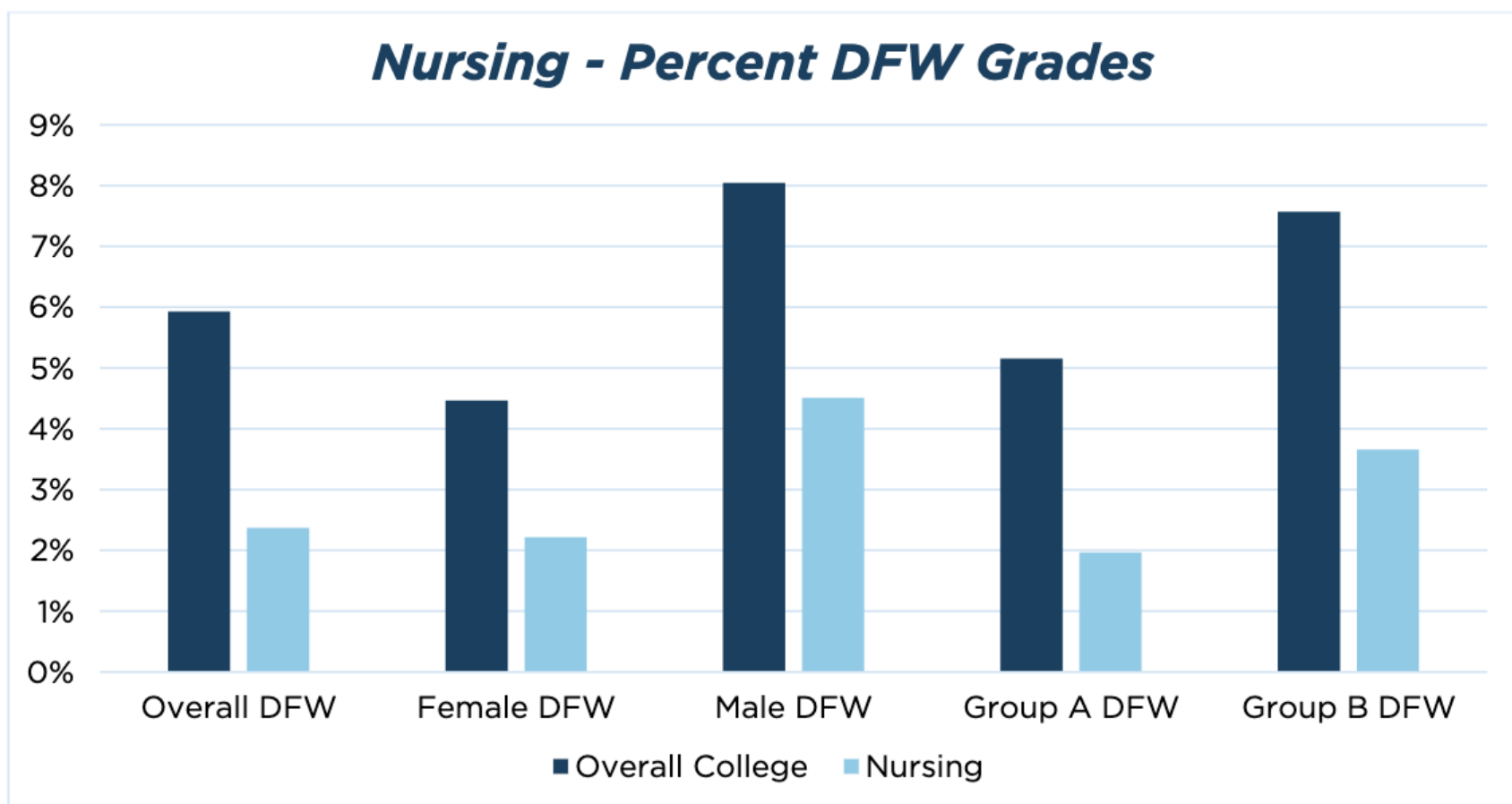
BASELINE DATA

DFW grades were used to measure student success across campus and for each department for a five-year period (2019-2024). DFW is defined as the percentage of D+, D, D- and F grades or withdrawals assigned. Data was disaggregated and evaluated across programs based on groups and gender.

- Group A met none of the following criteria: BIPOC, Pell Eligible, and First Generation
- Group B met at least one of the criteria listed above

Across the college and within the nursing program, students were more likely to receive DFW grades if they were male, BIPOC, Pell Eligible, or First generation. The highest areas of grade disparity in nursing were in sophomore courses.

Academic excellence requires meeting the needs of all students in our community (Smith, 2024). We must address these disparities, particularly in these early courses to foster diversity in the nursing profession (Koch, 2025, McNair et al., 2016). An inclusive culture, part of our strategic plan, may help alleviate these disparities.



MISSION ALIGNMENT

Mission
 Rooted in our Catholic, Benedictine traditions and commitment to social justice, we are driven to serve. We develop compassionate health professionals and leaders dedicated to preserving human dignity and positively impacting the world. We achieve this through a distinctive liberal arts education, collaborative research, and meaningful engagement with local, national, and global communities.

Vision
Together we strive to improve the health and wellness of all individuals and communities whom we serve.

- Strategic Pillars**
- Excellence in Education - Create, foster and advance an engaging and inclusive learning environment
 - Partnerships and Community Engagement – Develop transformative alliances to achieve mutually beneficial goals
 - Research and Scholarship – Create and sustain a commitment to research and scholarship to accelerate knowledge generation and dissemination
 - Organizational Climate and Capacity – Create an environment and culture where individuals flourish

PHASE I

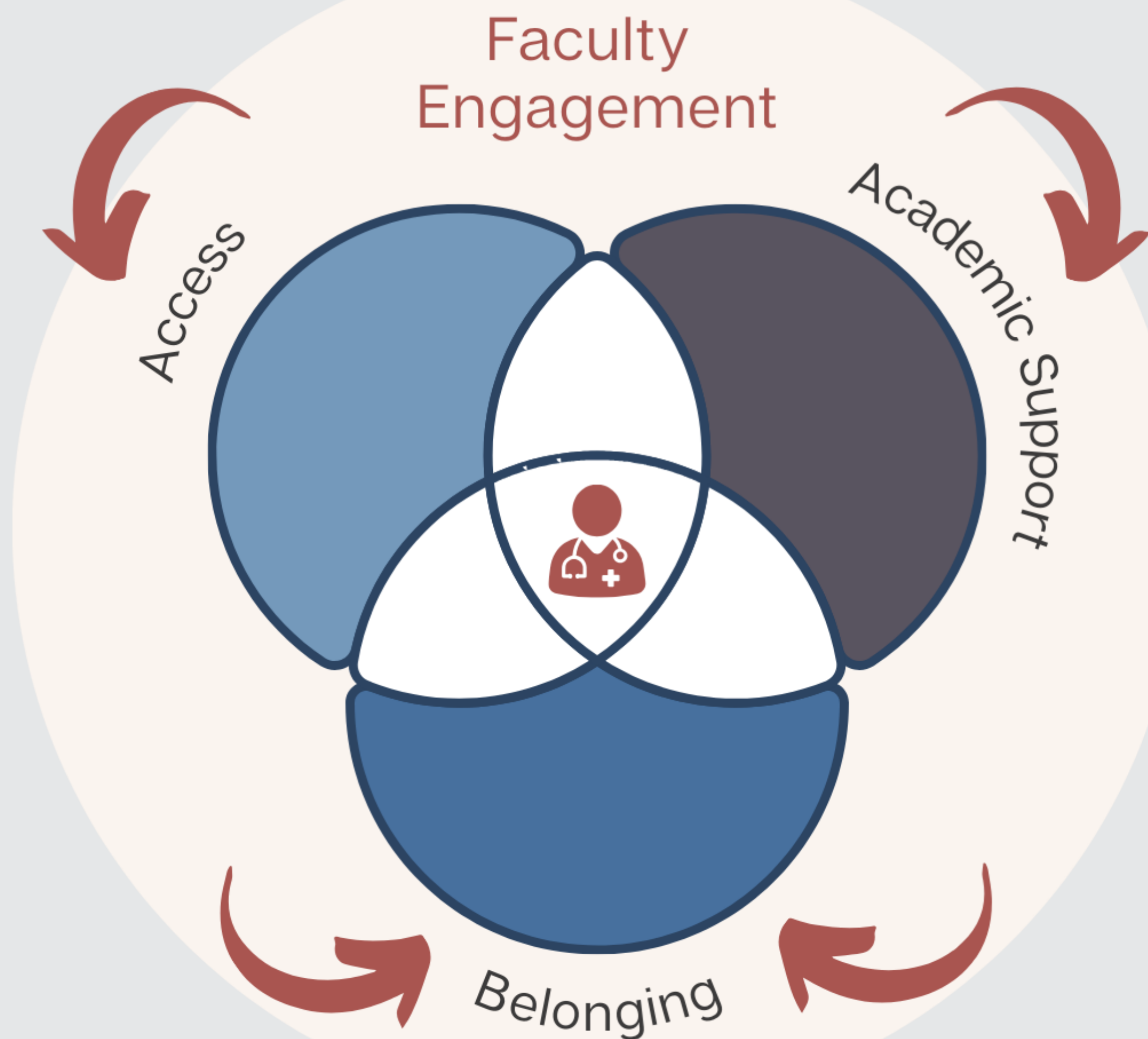
FACULTY DEVELOPMENT

Phase I began with dissemination of data on student success to the entire nursing faculty. A short survey was administered to evaluate commitment to inclusivity and perceived barriers. This data will be used to address potential barriers and navigate resistance to change.

Faculty drive curricular and cultural change and engage with all three spheres of influence on student success: Access, Academic Support, and Belonging (Figure 1).

To support faculty during this process, a stipend supported educational program was designed for 5-10 faculty. This program includes:

- An 8-week ACUE micro-credential course: *Fostering a Culture of Belonging*
- Structured meetings to discuss readings and course material over the summer
- Readings on inclusive teaching, student-ready practices, gateway courses, and nursing education.
- A presentation on Culturally Responsive Teaching
- Requirement to present what they chose to incorporate into their courses to the entire department of nursing and to participate in future discussions on policy and practice changes



PHASE II

BELONGING

Institutional surveys will be disaggregated by major to gather information about practices that influence student sense of belonging and cultural climate. Data will guide additional faculty development and structural change.

- National Survey of Student Engagement (NSSE)
- Beginning College Survey of Student Engagement (BCSSE)
- Higher Education Data Sharing (HEDS) Sense of Community Survey (Spring 2026)

Fall 2025 event designed to create dialogue regarding structural inequities built into the nursing profession.

- Screening and discussion of “Everybody’s Work”
- Freshman and Sophomore students would be the target audience for this program and would allow them to participate in a meaningful activity with faculty

ACKNOWLEDGEMENTS

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- A special thanks to the American Association of Colleges of Nursing for their support to attend the Diversity Leadership Institute

PHASE III

IMPLEMENT & EVALUATE

- Data collected in Phase II and supported by the faculty development in Phase I will be used to begin a process of identifying and implementing evidence-based practices to improve inclusive excellence
- Policies and procedures that do not support inclusive excellence will be examined by the faculty and proposed changes will be trialed or voted into handbooks
- DFW rates, NSSE, BCSSE, and HEDS surveys will be used to determine the success of the program
- The goal is mission and data driven change that is thoughtful and student-centered

REFERENCES

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Biography

Dr. Destiny Brady is an Associate Professor of Nursing at the Jean School of Nursing and Health Sciences at Saint Anselm College. She obtained her PhD from University of Massachusetts Dartmouth and her MSN in Nursing Education from Michigan State University. Her research interests are storytelling in nursing education and its intersection with professional ethics and moral development. She has 17 years' experience in nursing education and teaches critical care nursing and nursing research to undergraduates. She is proud of her impact on the nursing profession and enjoys using stories and case studies to help students understand concepts in context.

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