

Holistic admission review; when equity is a concern.. volunteerism is not enough.

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Program Purpose

The purpose of this evaluation is to measure the impact of a holistic admission (HA) process on equitable admission practices within our school of nursing (SON).

Background

2030 Vision: Recruit and support exceptionally talented, diverse, and service-oriented students.

The SON began our journey toward inclusivity in 2015, with the development of Inclusion, Diversity and Excellence Achievement (IDEA) initiative.

An assessment of the SON culture completed in 2014-15 found that while diversity was a stated core value, it was not evident in the day-to-day life experiences of the SON community.

The IDEA 2021-2026 inclusive excellence strategic plan was implemented in 2021; **2021 Key first initiative- Who gets to learn and work here?**

Program Evaluation Rationale

Implementation without measurement does not translate to impact or ensure equity.



Evaluate impact of 2021 HA review initiative



Determine HA review uptake



Revitalize key strategic HA review procedures

HA Process Review Timeline



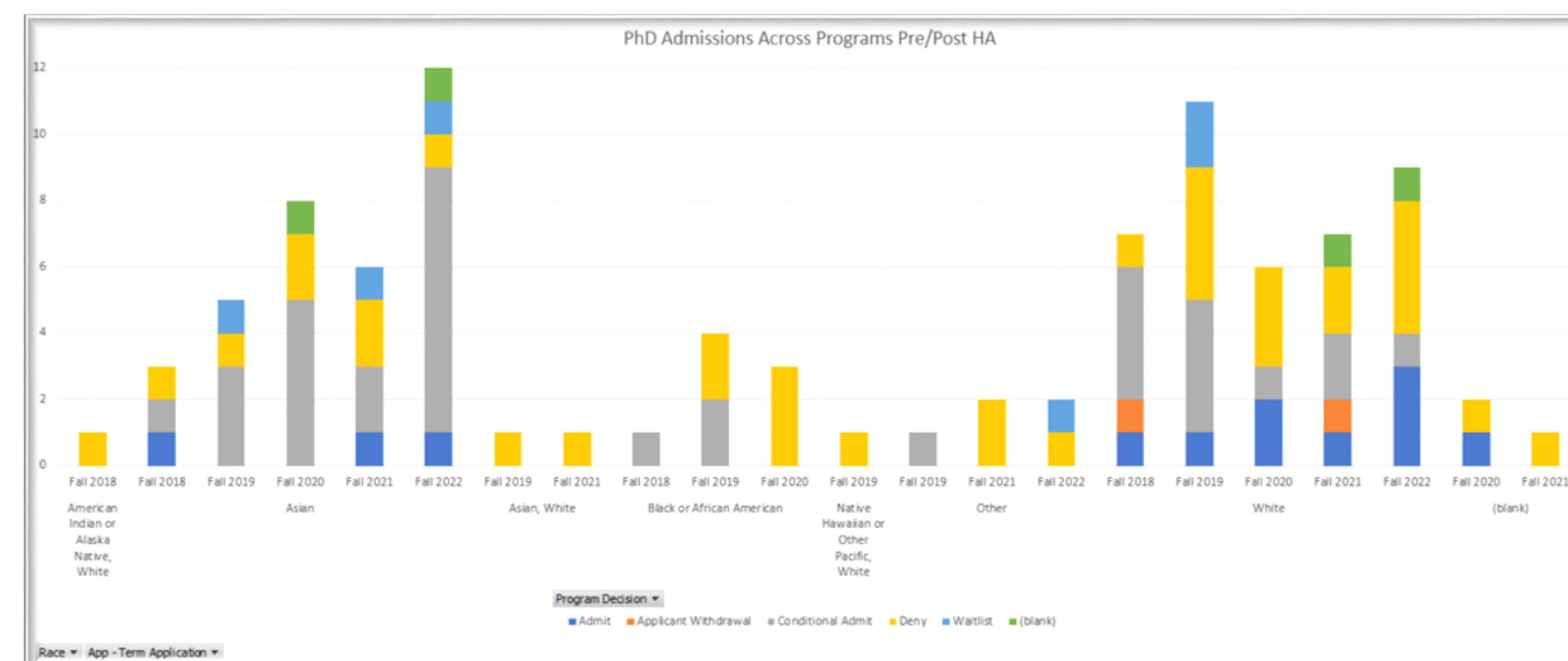
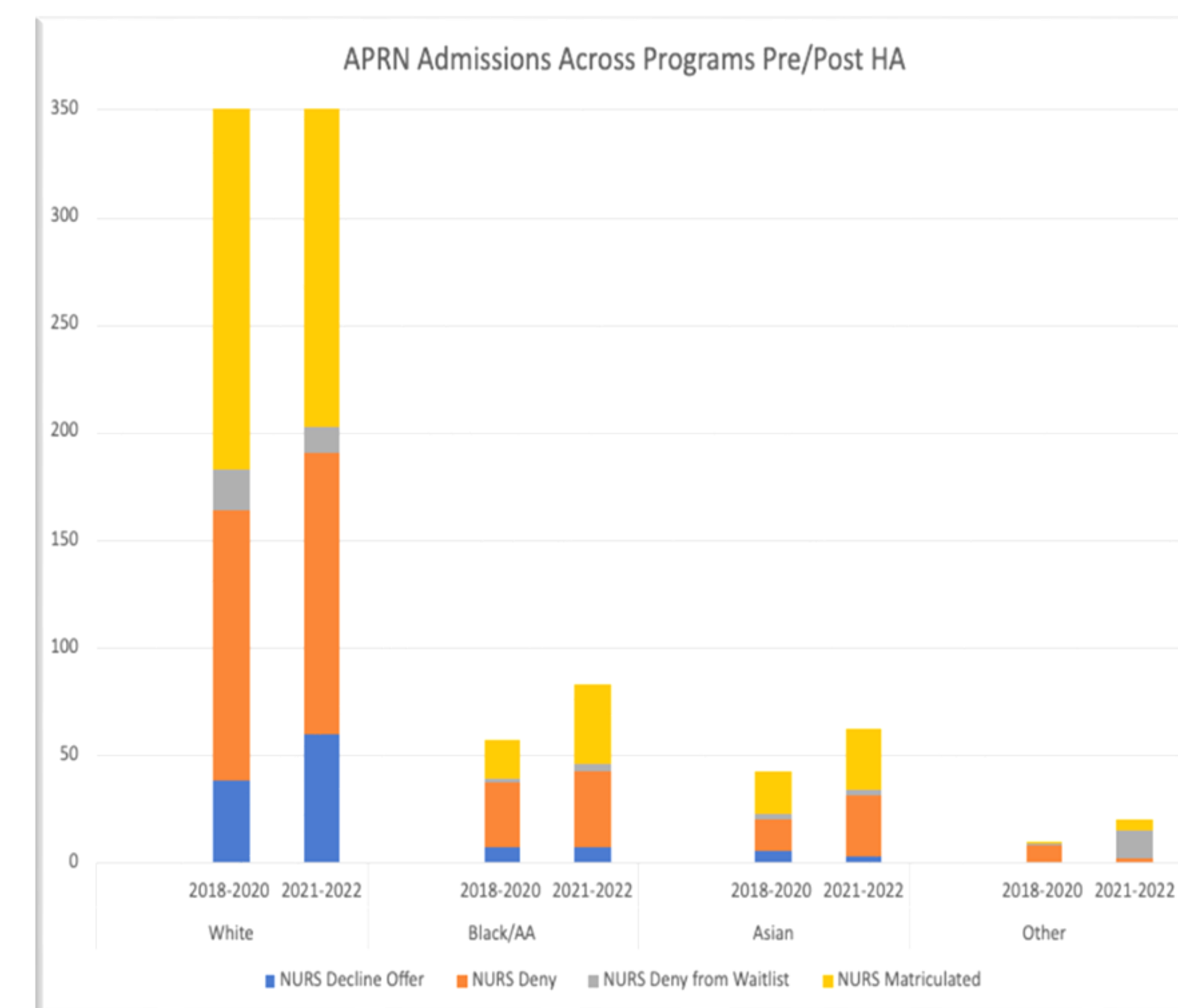
Fall 2022

Winter 2022

Spring 2023

- New Dean DEI appointed
- Key stakeholder meetings
- Admission application analysis conducted
- HA review process utilization evaluated
- SON Dean/Program stakeholder meeting Task Force Appointed
- New application/Rubric developed
- HA Analysis Findings & revised HA process/application rubric presented to Program Faculty

Admission Analysis Results



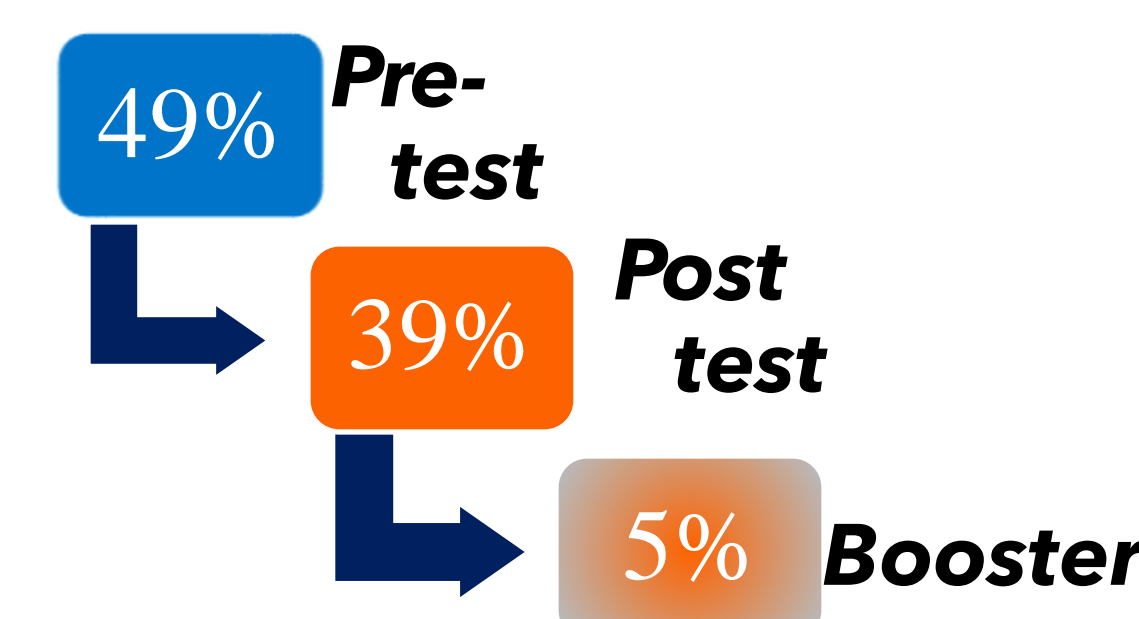
HA Training Findings

Part 1 - - 0/7 Answered Question, /0.0 Points

1. I understand the meaning and purpose of holistic admissions. (/0.0 Points)
2. I have sufficient knowledge to conduct a holistic review of an applicant for graduate study in nursing. (/0.0 Points)
3. I approve of holistic admissions as the accepted practice for School of Nursing graduate student admissions decisions. (/0.0 Points)
4. Holistic admissions is the accepted practice for graduate student admissions decisions in the School of Nursing. (/0.0 Points)
5. I feel comfortable conducting a holistic review of an applicant for graduate study in nursing. (/0.0 Points)
6. I intend to use principles of holistic admissions to review applications, interview candidates, and make admissions recommendations. (/0.0 Points)
7. Comments: (/0.0 Points)

Table 4. Holistic Admission Training Pre/Posttest question set.

2020-2021 Faculty Holistic Admission Training



Sample Section of 2020 Holistic Admission

Experiences-Attributes-Academic Metrics Criteria	Definition	Scoring	
Communication	Effectively conveys information to others in writing. Recognizes potential communication barriers and adjusts approach or clarifies information as needed.	Low	Unable to clearly relay information via writing. Does not convey main points well.
		Medium	Ability to relay information clearly and effectively via writing.
		High	Ability to relay information clearly and effectively. Thoughts are focused and organized. All elements of the essay question are addressed.
Teamwork	Works collaboratively with others to achieve shared goals. Shares information and knowledge with others and provides feedback. Puts team goals ahead of individual goals.	Low	Has not worked as a member of a team. Has no or limited leadership experience.
		Medium	Ability to develop and work toward shared goals with a team. Has some leadership experience. Evidence of excellent collaborations.
		High	Demonstrates leadership. Has had significant, relevant leadership experience.
[DNP Criterion] Evidence of Scholarship	Demonstrates participation in scholarly activities (e.g., research experience, quality improvement projects, publication, presentations, participation in professional organization leadership).	Low	No evidence of scholarship.
		Medium	Some evidence of scholarship.
		High	Multiple examples of scholarship.

Newly Developed Application and Rubric

Attributes (5 points total)	Comments
Who was your initial perception of the sociocultural factors affecting the situation? What resources did you draw upon to enhance your effectiveness? What were your challenges and how did you overcome them? Identify initial perception of difference (0.5)	Demonstrates emotional intelligence through awareness (sense) of resilience (how did their perspective shift) (1)
Identified challenges (1)	
Demonstrates ability to apply resources to enhance effectiveness (1)	
Developed missing resource/processes to reduce gap/challenges identified (1)	
Total Score Attributes	
Comments	
Experiences (5 points total)	Comments
Resilience is a predictor of graduate student success. Tell us about how you developed your own sense of resilience by sharing an incident, or experience in your life that fostered your growth.	
Identified challenges (1)	
Total Score Experiences	
Comments	
Metrics (5 points total)	Comments
GPA 3.0 minimum requirement in courses (i.e. degree program) (1) or if GPA is below a 3.0, then look at the last 3 semesters -this would help capture students that had a late start, upward trajectory after poor start (1)	
Held leadership office in community or professional organization (1.5)	
Has served in leadership role at work (1.5)	
Has demonstrated scholarship with participation in unit-based education projects (1.5)	
Has demonstrated scholarship with conducting a community-based education (1.5)	
Has evidence of professional development activity (1.5)	
Has named Awards/Recognition (1.5)	
Diversity, first generation, male, military, multi-lingual, rural (1)	
Total Score Metrics	
Comments	

Conclusions

1. Inclusive initiatives need a champion to promote uptake.
2. Education without knowledge assessment does not inform ability to use HA review method.
3. Implementation without evaluation can lead to stagnant growth and lack of diversity.
4. Implementation without evaluation can lead to the development of individual and inconsistent processes.
5. Developing a new set of application questions with corresponding rubric would help to promote interrater reliability.
6. Creating a designated, annual non-volunteer admission review committee is proposed to help reduce faculty burden and improve consistency and standardization.

Acknowledgments

Thank you to the Holistic Admissions Review Task Force Members and the IDEA Team.

diversity, equity, & inclusion

American Association of Colleges of Nursing

Diversity Leadership Institute: Capstone Presentations and Graduation

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Melissa Gomes, Ph.D. APRN, PMHNP-BC, FNAP, FAAN

Biography

Dr. Melissa M. Gomes is nurse scientist and an American Nurses Credentialing Center board certified Psychiatric Mental Health Nurse Practitioner, offering a progressive track record of empowerment strategies needed to promote positive mental health outcomes. Recognizing the impact mental health has on one's ability to have a high quality of life, her research and clinical work have focused on vulnerable populations disproportionately affected by negative environmental factors (i.e., trauma, higher psychosocial stress, greater poverty).

Dr. Gomes' professional nursing contribution is grounded by the substantive knowledge that feelings, emotions, and behavior impact one's ability to succeed. The founder of two community-based, nurse-led practice models, she has diversified access to mental health treatment using 1) The Ethos Leadership Project, an alternative to suspension/behavior modification treatment strategy for at-risk students and 2) Transitions Empowerment Associates, LLC, an outpatient mental health care practice model, providing mental health services for more than 10,000 patients since its inception in 2015.

Dr. Gomes' educational accomplishments include: a BSN in 1995 from Howard University, a MSN in Health Leadership in 2000 from the University of Pennsylvania, and a Ph.D. in nursing in 2007 from Hampton University. She also has earned additional training through a post-doctoral fellowship in vulnerable women and children at the University of Pennsylvania, completed in 2010. Dr. Gomes also earned a post master's certificate as a Psychiatric Mental Nurse Practitioner at the University of Virginia in 2012. She was inducted as a Distinguished Practitioner and Fellow in the National Academies of Practice in 2015 and as a Fellow in the American Academy of Nursing in 2021.

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