Holistic Review in Nursing

Workshop Participant Guide

Version 2.0
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American Association of Colleges of Nursing

The American Association of Colleges of Nursing (AACN) is the national voice for baccalaureate and graduate nursing education. AACN works to establish quality standards for nursing education; assists schools in implementing those standards; influences the nursing profession to improve health care; and promotes public support for professional nursing education, research, and practice.

Urban Universities for HEALTH

Urban Universities for HEALTH (Health Equity through Alignment, Leadership and Transformation of the Health Workforce) is a partnership effort of the Coalition of Urban Serving Universities (USU)/Association of Public and Land-grant Universities (APLU), the Association of American Medical Colleges (AAMC) and the NIH National Institute on Minority Health and Health Disparities (NIMHD). The project aims to improve evidence and the use of data that will help universities enhance and expand a culturally sensitive, diverse and prepared health workforce that will improve health and health equity in underserved urban communities.

The Coalition of Urban Serving Universities

The Coalition of Urban Serving Universities (USU) is a president-led organization committed to escalating urban university engagement to increase prosperity and opportunity in the nation’s cities, and to tackling key urban challenges. The USU includes 39 public urban research universities representing all U.S. geographic regions. The USU agenda focuses on creating a competitive workforce, building strong communities, and improving the health of a diverse population. The USU has partnered with the Association of Public and Land-grant Universities (APLU) to establish an Office of Urban Initiatives, housed at APLU, to jointly lead an urban agenda for the nation’s public universities.

The Association of Public and Land-grant Universities

The Association of Public and Land-grant Universities (APLU) is a research, policy, and advocacy organization representing 238 public research universities, land-grant institutions, state university systems, and affiliated organizations. Founded in 1887, APLU is North America’s oldest higher education association with member institutions in all 50 states, the District of Columbia, four U.S. territories, Canada, and Mexico. Annually, its 196 U.S. member campuses enroll 3.9 million undergraduates and 1.2 million graduate students, award 1 million degrees, employ 1 million faculty and staff, and conduct $40.2 billion in university-based research.

The Association of American Medical Colleges

The Association of American Medical Colleges is a not-for-profit association representing all 141 accredited U.S. and 17 accredited Canadian medical schools; nearly 400 major teaching hospitals and health systems, including 51 Department of Veterans Affairs medical centers; and nearly 90 academic and scientific societies. Through these institutions and organizations, the AAMC represents 148,000 faculty members, 83,000 medical students, and 115,000 resident physicians.
SESSION 1: Building the Case for Diversity and Inclusive Learning

During this session, speakers will present on the importance of diversity and cultural competence in the nursing workforce. Evidence supporting the use of holistic review in admissions for nursing schools will be presented. Nursing deans will then engage in an activity to reflect on their school’s unique mission, and the importance of diversity within the local school and community context. The result of the session is that school leaders will begin to build their unique mission-driven case for diversity and creating inclusive learning environments where all students are valued.

Session Objectives

• Justify the importance of diversity and cultural competence in the nursing workforce.
• Articulate the benefits a diverse and inclusive learning community provides in nursing education.
• Define holistic review.
• Articulate the evidence from a recent national study on the use of holistic review in the health professions.
• Translate the national case for diversity and cultural competence into three core messages aligned with your institution’s mission.
Why Pursue Diversity in the Nursing Workforce?

- Health inequities persist in underserved communities where access to care is limited and where social determinants impact health outcomes. These areas tend to be poorer and more diverse than communities that are well-served.¹

- Minority providers currently care for the bulk of minority patients in the United States and play a larger role than non-minority providers in treating patients in poor health.² Language and cultural barriers limit providers’ ability to serve the needs of minority patients in ways that are linguistically and culturally relevant.³

- Nursing students should possess the background, qualities and skills to provide culturally-effective care and meet the needs of a rapidly diversifying patient population. These skills cannot be detected from grades and test scores alone.

A Diverse and Inclusive Learning Environment Benefits All Students

- Educating students in environments that value diversity and inclusion produces graduates better prepared to practice in underserved communities and whose understanding of the cultural needs of patients improves patient satisfaction and trust.⁴

- While diversity is an important first step in enhancing the educational environment,⁵ it should not be viewed as the end goal – but rather an important means toward achieving key educational and workforce goals as defined by the school in its mission.⁶

¹ Smedley, Stith, and Nelson, 2003
² Edwards, Maldonado, & Engelgau, 2000; Terrell & Beaudreau, 2003; Komaromy et al., 1996; Marrast, Zallman, Woolhandler, Bor, and McCormick, 2013
³ Manetta et al., 2007
⁴ Saha et al., 2008
⁵ Milem, O’Brien, and Bryan, 2013
⁶ Addams et al., 2010; Coleman et al., 2008; Gurin et al., 2002; Milem, 2003; Milem, Chang, and Antonio, 2005; Milem, Dey, & White, 2004
What is Holistic Review?

Definition

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 school and later as a professional. Holistic review, when used in combination with a variety of other mission-based practices, constitutes a “holistic admission” process.

Evidence for Holistic Review

Data from the Urban Universities for HEALTH study show that:

- Seventy-two percent (72%) of schools that reported using holistic review also reported increased diversity in their incoming classes. There was a statistically significant relationship between the number of holistic review practices used and the diversity increase.
- Standard student success metrics, such as incoming GPA, incoming test scores, and graduation rates, remained unchanged – or in some cases improved.
- Schools using holistic review also reported an improved teaching and learning environment, with students more engaged with the community, more cooperative, and more open to perspectives different from their own.
- An overwhelming number of schools reported that the impact of holistic review on their school was "positive," with the remainder rating impact as "neutral/no discernable impact.”
The Four Core Principles of a Holistic Admission Process

Core Principle One
Selection criteria are broad-based, are clearly linked to school mission and goals, and promote diversity as an essential element to achieving institutional excellence.

Core Principle Two
A balance of applicant experiences, attributes, and academic metrics (E-A-M) is used to assess applicants with the intent of creating a richly diverse interview and selection pool and student body; is applied equitably across the entire candidate pool; and is grounded in data that provide evidence supporting the use of selection criteria beyond grades and test scores.

Core Principle Three
Those who participate in the admissions process give individualized consideration to how each applicant may contribute to the school’s learning environment and to the profession, weighing and balancing the range of criteria needed in a class to achieve the outcomes desired by the school.

Core Principle Four
Race and ethnicity may be considered as factors when making admission-related decisions only when such consideration is narrowly tailored to achieve mission-related educational interests and goals associated with student diversity, and when considered as part of a broader mix of factors, which may include personal attributes, experiential factors, demographics, or other considerations.*

* Under federal law (and where permitted by state law)

Adapted from the Association of American Medical Colleges “Roadmap to excellence: Key concepts for evaluating the impact of medical school holistic admissions,” 2013.
Core Principle One: Connecting Diversity Interests with Mission and Institutional Excellence

The key to success for any nursing school seeking to enroll and graduate a broadly diverse class is the connection the school makes between the diversity it seeks and the educational mission-driven goals to which it aspires.

Diversity is not a one-size-fits-all concept:

- It varies from school to school to the extent that diversity-related efforts are, as they should be, mission-driven
- Diversity objectives should reflect the individual school’s unique goals, settings, and culture

Building consensus around the type of students the institution wants to educate and the nurses it wants to graduate is central to integrating holistic review into admissions.

Theoretically, one should be able to draw a straight line aligning the school’s unique mission and goals, its diversity interests, and admission criteria.
Diversity and Excellence

- Diversity is not an end goal—rather, it is an essential tool for achieving a school's mission and core educational goals.

- Diversity, when well-conceived and intentionally fostered, can act as a catalyst for institutional excellence with the end goal of improved health care.

- When framed in the context of holistic review, diversity is student-specific and multidimensional.

- Diversity does not exclusively refer to race, ethnicity and gender. Rather, diversity encompasses multiple dimensions. Examples include socioeconomic status, life experiences, sexual orientation, languages spoken, and personal characteristics among others.

- The illustration on the next page translates the AAMC Experiences-Attributes-Metrics Model into a tool for visualizing the many dimensions, both visible and invisible, of individual diversity. This will help broaden the lens through which we view applicants and spark discussions about the unique value that an applicant might contribute to both the learning environment and to nursing.
AAMC Experiences-Attributes-Metrics Model

Core Principle Two: Balancing Selection Criteria

By interpreting and applying criteria to screen, interview and select applicants, those who participate in admissions put into practice what the school values in its students, the class as a whole, and its graduates.

The most effective criteria will likely be:

- Derived from and support the school’s mission and goals, and
- Correlated with applicant characteristics and eventual outcomes

Each stage of the admission process must work in concert to achieve the outcomes the school seeks. Because each stage is affected by the one that precedes it, timing does matter. The earlier holistic review of applicants is introduced into the process, the greater the likelihood of enhancing student body diversity.

Using a balance of experiences, attributes and academic metrics (EAM) throughout all stages is a means to reduce over-reliance on any single factor at any point.

It is difficult to identify balanced criteria without understanding the role that academic metrics play. Though academic metrics are important, they only tell part of the applicant's story. The correlation between past matriculants’ academic metrics and their performance at your nursing school can help establish evidence-based criteria to use during the initial screening.

Core Principle Three: Shaping the Class

Shaping the class to enrich learning will help nursing schools cultivate a workforce to meet the health care needs of the community, region, state and nation.

The process of shaping a class implies that the criteria, processes, and practices used are grounded in data. These data provide evidence that substantiates the degree to which your admissions processes and practices are working.

When the school applies a broad range of mission-based criteria to each candidate, it creates the basis for an educational environment where diversity can be intentionally used as a tool for enhancing teaching and learning.

By applying these criteria to give balanced consideration to all the ways an applicant might contribute value to the class, those who participate in admissions put into practice what the school values in its students, the class as a whole, and its future graduates.
Core Principle Four: Policy and Legal Considerations

Admission policies do not exist in isolation. Rather, they are nested within the larger context of the college or school of nursing, the institution as a whole, and state and federal policy and law.

Broad-based diversity is an important interest for nursing schools and the health care community. However, when race or ethnicity is used as a consideration in the holistic review process (or other enrollment decisions such as financial aid that provide tangible benefits), federal legal requirements will apply. In some cases, state law may place additional requirements upon the school.

Building diversity on campus—which can include, but is not limited to, race, ethnicity, and gender—is a school-wide responsibility that cannot be delegated to the admissions office or diversity affairs personnel alone.

Creating diversity in nursing education and the nursing workforce requires a coordinated effort in which administrators, faculty, students, and legal counsel are all engaged.

In essence, federal legal requirements for nursing schools using race or ethnicity-conscious admission policies are:

1. The policy must be grounded in the nursing school’s evidence-based “compelling interest” in the educational benefits of diversity; and
2. The policy must be “narrowly tailored” to achieve that interest. In order to do so, policies must be necessary and flexible, and must not place an undue burden on students who do not benefit from the consideration of race or ethnicity. To meet this requirement, policies must also be subject to periodic review.

The AAMC’s *Roadmap to Diversity: Key Legal and Educational Policy Foundations for Medical Schools (second edition)* offers guidance on how to establish legally viable and educationally sound diversity policies.
Activity 1: Making the Case

Assignment

Develop 2-3 core messaging points that make the case for diversity and cultural competence as it relates to your school’s mission. Consider including evidence from the research presented and the study on holistic review.

Core Message 1:

Core Message 2:

Core Message 3:
SESSION 2: The Nuts and Bolts of Holistic Review

Participants will discuss the core tenets of holistic review, how applicant criteria are evaluated, and the change process for school’s that implement holistic review across the admission process. Presenters will highlight what makes schools successful and common challenges faced. Deans will reflect on their schools unique assets and barriers that will come into play as they navigate the change process once they return to their campuses. In the second half of the session, participants will hear how other health professions have approached holistic review implementation, and how national efforts can help (i.e. peer to peer learning).

Session Objectives

- Identify the central tenets of the holistic review framework, including the four core principles, and the E-A-M Model (Experiences, Attributes, and Academic Metrics).
- Describe the interrelationship of the school/college’s admission process, diversity interests and mission-related goals.
- Identify three characteristics of successful schools.
- Identify lessons learned from the work of AAMC and ADEA with schools implementing holistic review.
The Holistic Review Framework

The holistic review framework is comprised of several core tenets that function synergistically to ensure that admission practices, processes, and policies support the school’s mission, goals and diversity interests.

Holistic admission practices, processes and policies are:

- Grounded in institutional mission and goals
- Promote diversity as essential to educational excellence
- Strategically aligned to yield a school’s desired educational and workforce outcomes, and
- Are regularly informed by outcomes data

Fundamentally, holistic review is about mission-driven admissions.

Conducting holistic review encourages reflections about which characteristics are most relevant and important for future nurses, and how to sustain a learning environment that fosters these characteristics.

Virtually all schools conduct holistic review of applicants at some point in the admission process.

However, a school with a holistic admission process does more than incorporate elements of holistic review into certain aspects of admissions.

A holistic admission process embodies each of four core principles.
The Four Core Principles of a Holistic Admission Process

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Legal Requirements for Institutions Using Race and Ethnicity-Conscious Policies

To meet legal obligations for race-conscious admissions policies, nursing schools should be able to demonstrate the following:

1. A clear statement of the **nursing school’s core educational mission**, including central educational philosophies and aims, and the school’s view of its role in society.

2. A clear statement that the school has reached a deliberative educational judgment that the **student diversity it seeks is essential to its mission-related goals**, with an explanation of the connection between the two, such that the necessity of race is established.

3. **A showing of the necessity** of considering race and ethnicity in order to achieve the school’s mission-related goals, including reviews of the effectiveness of existing race-conscious policies and whether any workable race-neutral alternatives exist.

4. A demonstration that **the use of race or ethnicity is flexible and limited**. The U.S. Supreme Court established a precedent for using race or ethnicity as a “plus” factor in an applicant’s file as part of the holistic review process. But the process must not racially type or otherwise label students based on race or ethnicity, must not isolate groups of applicants based on race or ethnicity, must not involve quotas or mechanical point systems, and must not result in the admission of virtually every underrepresented minority applicant.

5. **Nursing school-specific evidence** through regular, ongoing collection efforts that support the connection between the school’s mission statement and its race-conscious admissions policy. Nursing schools should be able to explain what success looks like and how they will know when they have achieved it. Several quantitative and qualitative measures may be used, including enrollment, persistence, and completion patterns and anecdotes; data documenting the compositional diversity as well as the quality and quantity of student engagement in academic and co-curricular settings; climate surveys and other stakeholder feedback; reported incidents of discrimination; and alumni and employer surveys that examine the long term health care workforce benefits of diversity.
6. **Evidence from other sources** that affirms and/or corresponds to the institutionally-aligned diversity interests. This should include relevant qualitative social science research, documented experiences at similar schools, and broad-based data that correspond to core educational goals and efforts to achieve those goals.

7. **Periodic review** of race-conscious policies and practices based on school-specific evidence, to determine whether evidence suggests that they continue to be necessary, limited, and effective.

The introductory paragraph and bullet points are adapted from the AAMC’s “Roadmap to Diversity: Key Legal and Educational Policy Foundations for Medical Schools (second edition)” (p. 28).
Activity 2: Developing a Diversity Mission

Assignment

For this activity, you will use the profile of a fictional nursing school that was handed out separately. Working as a group, review the profile and develop an example mission statement for admissions that includes diversity and addresses the local needs of the school. Note: there should only be one statement per table.

Select someone to share your table's statement with the larger group.

Possible concepts to include:

Statement:
Common Characteristics of Successful Schools

Whether a school chooses to implement aspects of the framework incrementally over time or tackle it as a more encompassing strategic initiative, implementing a holistic admissions process is a journey, not an event. According to AAMC, there are several common characteristics found at schools that have effectively developed and enacted action plans and are working toward a successful implementation of a holistic admissions process.

1. Institutional readiness:
   - The school is clear about its mission and goals and fundamentally understands the historical roots and culture of the school and the outcomes it seeks.
   - Having actively supportive institutional leadership who will publicly advocate and provide the resources necessary to take this work forward.

2. Individual readiness, including the ability and willingness to:
   - Approach discussions and activities with an open mind.
   - Explore how and where the school can continue to build on its strengths from the perspective of continuous quality improvement.

3. Having the right people at the table who:
   - Support and can articulate the vision.
   - Represent different perspectives, experiences, and roles.
   - Are capable of leading others effectively through a change initiative.

4. Commitment on the part of key stakeholders to:
   - Gather and analyze data about current processes, practices and policies.
   - Translate what is learned into a thoughtful action plan.
   - Implement action plans to achieve the outcomes the school seeks.

5. The most successful schools have understood and approached holistic review as more than an admissions project. They perceived, planned, and implemented it from the perspective of an important institutional change initiative.
Kotter’s 8-Step Model for Leading Change
SESSION 3: Leading the Way – Nursing Leaders Speak

*During this session, leaders from nursing schools will share their unique experiences implementing holistic review. Using a case study approach, they will describe their motivations for adopting holistic review, specific practices that were implemented, and lessons learned that will be helpful to other nursing deans. This session will prepare participants for a subsequent activity on identifying their own mission-based criteria for admissions.*

**Session Objectives**

- Identify 2-3 practices from among those presented that you will consider adopting when integrating holistic review principles and practices at your institution.
- Identify 2-3 strategies that may be helpful for engaging stakeholders and beginning the change process.
Leveraging Lessons Learned from Other Schools

As you listen to the presentations, you may want to keep the following guiding questions in mind:

- Which of the holistic review practices presented would you consider adopting (or adapting) when integrating holistic review principles and practices at your institution?

- Which of the practices mentioned are most relevant to your school and would have the greatest impact?

- Which strategies do you think may be helpful for engaging stakeholders on campus and beginning the change process?
SESSION 4: Beginning the Journey – What Does Your Process Look Like?

Reflecting on the case studies from the prior session, participants will examine specific, mission-driven experiences, attributes, and academic metrics (EAM) that they believe are most important to the selection process for nursing students and class, in light of what is currently being evaluated, and the processes used to evaluate those criteria. Leaders will end the session with a sense of any gaps. Nursing leaders will have opportunity to share in small groups to learn what others are doing.

Session Objectives

- Identify the non-negotiable mission-driven experiences, attributes and academic metrics your nursing students must have to be successful.
- Appraise where and how those characteristics are evaluated in your school’s/college’s admission process.
- Identify three items you will want to further explore when returning to campus.
Earlier in the workshop, we introduced the Experiences, Attributes, and Metrics (E-A-M) model developed by AAMC. In this session, we'll focus on identifying specific experiences, attributes, and metrics that are important to you, taking into consideration your school/college's unique mission and local context.

Activity 4A: Experiences, Attributes, and Metrics

Assignment

For this activity we’ll use your school/college’s mission, goals, and diversity interests to begin to identify criteria.

Working on your own, take 5 minutes to do the following:


2. Identify 2 applicant experiences on the E-A-M Model that are non-negotiable criteria for your school/college, and write them down on the Post-It notes provided.

3. Identify 2 applicant attributes on the E-A-M Model that are non-negotiable criteria for your school/college, and write them down on the Post-It notes provided.

4. Identify 2 applicant academic metrics on the E-A-M Model that are non-negotiable criteria for your school/college, and write them down on the Post-It notes provided. When finished you should have a total of 6 Post-It notes.
Activity 4B: Applying the Framework – A Case Study Exercise

Assignment

For this activity you’ll use a sample application and the Strength of Evidence Scale on the next page.

1. Review the application.

2. Identify any evidence you find for each of the criteria you selected in Activity 4A.

3. Based on the strength of the evidence found for each of the 6 criteria, determine one of three admission actions—accept, wait list, or reject.

4. Share your findings and admissions decision with the full group.

Experience 1

Experience 2

Attribute 1

Attribute 2

Academic metrics 1

Academic metrics 2

Strength of evidence: ____

Strength of evidence: ____

Strength of evidence: ____

Strength of evidence: ____

Strength of evidence: ____

Strength of evidence: ____

Final admissions action:    Accept _____    Wait list _____    Reject _____
Strength of Evidence Scale

The purpose of this scale is to assist admission committees with making objective decisions about an applicant based on the strength of evidence presented in the applicant’s portfolio of information, not the quality. This scale is not intended to be summative and, as such, no scores are to be added up to derive a total.

For each of the selected criteria, place the number that most closely corresponds to the strength (not the quality) of evidence you find in the applicant’s portfolio per the scale below. Be sure to read each of the descriptions along with the example provided before making a determination.

0 = No evidence
1 = Suggestive evidence
2 = Persuasive evidence
3 = Compelling evidence

0 No evidence
There is no evidence of the characteristic whatsoever.

1 Suggestive evidence
There is some indication that this characteristic is present, but not convincingly or to any great extent. There may be inconsistencies in evidence throughout the applicant’s portfolio.

Example: The applicant’s personal statement is not supported by her or his experiences, letters of recommendation, and/or academic metrics.

2 Persuasive evidence
There is a convincing and consistent presence of characteristic(s) throughout the applicant's portfolio.

Example: The applicant’s personal statement is supported by her or his letters of recommendation.

3 Compelling evidence
In addition to a convincing and consistent presence of characteristic(s), there is also an explicit connection between how an experience substantively shaped an applicant’s thinking and actions.

Example: The applicant describes the transformative nature and substantive outcomes of his or her experience(s) in the personal statement. The transformative nature—and substantive outcomes—of the applicant’s experience(s) is also referenced in the letters of recommendation.
Activity 4C: Practices and Policies

Assignment

Reflect upon the experiences, attributes, and academic metrics you identified as non-negotiable in Activity 4A.

1. Using the checklist of practices on the next page, as well as your own survey results from the Pre-workshop Institutional Assessment, identify practices that you are currently using, and whether the EAM criteria you identified are considered or could be considered in your current admissions process. Note where and how. Practices and/or criteria may be used in more than one place.

2. Identify three policies, processes, or practices from the checklist that you are NOT currently using and might want to further explore when you return to campus.

3. Discuss your determinations with those at your table. Is there anything you do that is not on the list that would enable you to assess the desired EAM?

For this exercise, you will need to refer to the copy of your Pre-Workshop Institutional Assessment (Surveymonkey)
# List of Holistic Review Practices

<table>
<thead>
<tr>
<th>Holistic Review Practice</th>
<th>Does your school currently use this practice?</th>
<th>Practices to explore further</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission statement for admissions that includes diversity</td>
<td>Yes / No</td>
<td>☐</td>
</tr>
<tr>
<td>Admissions committees receive training related to the school’s mission</td>
<td>Yes / No</td>
<td>☐</td>
</tr>
<tr>
<td>Admissions committees receive training on diversity and/or unconscious bias</td>
<td>Yes / No</td>
<td>☐</td>
</tr>
<tr>
<td>Broadening the composition of the admissions committee (e.g., including members of the community, diversity staff)</td>
<td>Yes / No</td>
<td>☐</td>
</tr>
<tr>
<td>Non-academic criteria considered alongside metrics in the initial screening process</td>
<td>Yes / No</td>
<td>☐</td>
</tr>
<tr>
<td>Applicants required to submit an essay/personal statement</td>
<td>Yes / No</td>
<td>☐</td>
</tr>
<tr>
<td>A subset of applicants are interviewed (in person or over the phone)</td>
<td>Yes / No</td>
<td>☐</td>
</tr>
<tr>
<td>Applicants are drawn from the waitlist according to criteria that contribute diversity to the school</td>
<td>Yes / No</td>
<td>☐</td>
</tr>
<tr>
<td>Specific criteria related to school mission and goals are evaluated (e.g., global health mission)</td>
<td>Yes / No</td>
<td>☐</td>
</tr>
</tbody>
</table>

*Please note: The practices listed here are not a comprehensive list of all possible holistic review practices, nor would it be expected that a school would adopt all components.*
SESSION 5: Leadership in Action

This session will assist deans in identifying 2-3 SMART goals to be implemented over the next few months.

Session Objectives

- Reflecting on Kotter’s Leading Change Model, identify the “big opportunity” to be realized from further diversifying your nursing student body.
- Identify the individuals who are mission-critical to engage as members of your guiding coalition.
Goal Setting

Why is goal-setting important?

✓ **Goals set a clear direction.** Goals are a reminder of where you want to go or a level of achievement you want to attain. You set your own goals based on what is meaningful to you. Writing down your goals (making them tangibly real as a commitment), supports successful accomplishment of your goals.

✓ **Goals focus your time and effort.** Goals allow you to focus. Goals are individual choices you make among all the wonderful things there are to do, have or achieve in the world. Without some focus, we would not be able to accomplish much.

✓ **Goals remind us what we want and why it matters to us.** The “why” behind a goal (the reason you want to accomplish the goal) comes from your personal desire and motivation – what is meaningful to you. Goals can help you remember what is important to you and support you as you keep focused and moving toward the goal.

✓ **Goals help clarify priorities.** If something comes up, you can ask yourself, “Will this new thing get me to my goal?” If not, you can move ahead to your goal without distraction, focusing on those things that get you to your goal...the priorities.

✓ **Goals provide a way to make daunting achievements realizable.** By writing down the action steps for your goals, you identify the framework that allows you to make incremental and steady progress to the ultimate goal.

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“You’ve got to be very careful if you don’t know where you are going, because you might not get there.”

--- Yogi Berra, former Major League Baseball player and manager

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“People with goals succeed because they know where they are going.”

--- Earl Nightingale, pioneer in personal development

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SMART GOAL SETTING CRITERIA

A SMART goal is....

✓ **Specific** – The goal is clearly identified so that it answers the questions:

Who: Who is involved?
What: What do I want to accomplish?
Where: Identify a location, if appropriate.
Which: Identify requirements and constraints, if any.
Why: Specific reasons, purpose or benefits of accomplishing the goal.

✓ **Measurable** – The success toward meeting the goal can be measured. Measurement is objective and answers the question: How will I know if I’ve done it?

✓ **Attainable** – The goal can be achieved in a specific amount of time – the scope matches the time frame. An attainable goal answers the question: Can what I want to do actually be done in the time frame I select?

✓ **Realistic** – To be realistic, a goal must represent an objective toward which you are both **willing** and **able** to work. A realistic goal answers the question: Am I willing and able to do this?

✓ **Time Bound** – The goal has a clearly defined time frame including a target date. Having a time frame answers the question: When will I achieve the goal?

**EXAMPLE:**

A general goal would be, "Get in shape." But a specific goal would be, "I will join the health club on 2nd street for $30/month and workout 3 days a week in order to lower my cholesterol levels and build my aerobic capacity."
### Leadership Goal-Setting Framework

<table>
<thead>
<tr>
<th>Goal: What do you want to achieve?</th>
<th>Convene a meeting of the admissions directors, financial aid officers and academic deans, to discuss holistic admissions within one month after the workshop ends.</th>
<th>Conduct a web conference for key stakeholders regarding the basic concepts of holistic admission within two months after the workshop.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Steps/Strategies: What steps will you take to achieve each goal?</td>
<td>Invite participants. Identify location. Set the agenda. Arrange for refreshments.</td>
<td></td>
</tr>
<tr>
<td>Measurement/Objective Evidence: How will you know when each goal is achieved? What will you be doing or saying differently?</td>
<td>80% of invited guests will attend. The group will engage in discussions re holistic admissions.</td>
<td></td>
</tr>
<tr>
<td>Celebration: What will you do to celebrate reaching each goal?</td>
<td>Include an update in the nursing school’s e-newsletter with highlights from the successful meeting</td>
<td></td>
</tr>
</tbody>
</table>
Activity 5: Setting SMART Goals

Assignment

Using the handouts provided on the following pages, write down your goals and frame them using the SMART Goal Setting Criteria. Share at least one goal with your colleagues at your table. Each table will then volunteer to share one of their goals with the larger group.
# SMART GOAL SETTING

## LEADERSHIP GOAL-SETTING FRAMEWORK

<table>
<thead>
<tr>
<th>Leadership Goal: What do you want to achieve?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Steps/Strategies: What steps will you take to achieve each goal?</td>
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<td>Celebration: What will you do to celebrate reaching each goal?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SESSION 6: Wrap Up and Next Steps

Participants will be provided with resources to take back to their campuses, and expectations for participation in the online collaboration community.

Session Objectives

- Explain the expectations for participating in the community of practice and the benefits of doing so.
Follow-Up Activity Checklist

- Participate in the Online Collaboration Community (hosted by AACN) March – December 2016
- Participate in follow-up webinar with workshop participants to discuss progress April 2016
- Hold a follow-up presentation with key stakeholders on campus to share information from the workshops and determine next steps By June 2016
- Complete Post-Workshop Institutional Assessment June 2016
Online Community of Practice Expectations

To login: http://login.icohere.com

What is a discussion group?
A discussion group is an online forum for individuals to discuss various topics amongst themselves. People add their comments by posting a block of text to the group. Others can then comment and respond. An individual discussion will deal with only one topic. Personal exchanges are discouraged.

Discussion Group Etiquette

- The discussion groups in this site are provided as a service of the American Association of Colleges of Nursing (AACN). AACN accepts no responsibility for the opinions and information posted on this site by others.
- AACN prohibits the posting of any information or other material protected by copyright without the permission of the copyright owner. Commercial messages are prohibited.
- The discussions on this site are meant to stimulate conversation, not to create contention. Let others have their say, just as you may.
- All defamatory, abusive, profane, threatening, offensive, or illegal materials are strictly prohibited. Do not post anything in a discussion room message that you would not want the world to see or that you would not want anyone to know came from you.
- AACN may intermittently monitor the site for inappropriate postings. In the event that an inappropriate posting is discovered or brought to AACN’s attention, AACN will take appropriate action.
- AACN reserves the right to terminate access to any user who does not abide by these guidelines.
How do I create a new discussion topic?

- In the “Discussion Board” area, select “Member Initiated Discussions.”
- Click on the "Create" button in the top right-hand corner.
- Complete the "Title" section with a question or title for your topic. You can label it "introduction", another title of your choice, or leave it blank.
- Write your message in the text box and select "Submit".

How do I contribute to a discussion topic?

- Click the “Post” button at the bottom of the last post or in the upper right corner of the page.
- This opens the post form. On the form, optionally select a heading or enter a custom heading for the top of your post.
- In the text area, enter your comments.
- On the top toolbar, click “Submit.”
- PLEASE TAKE TIME TO INTRODUCE YOURSELF TO THE GROUP

Resources

- In the left navigation menu, click on Resource Center.
- Click on 2016 Holistic Admissions Review Workshop.
- Materials related to the workshops will be posted here and additional resources will be added as you continue to collaborate.
- When new resources are posted, you will receive an email notification.

Questions?

For questions about the Online Collaboration Community, please contact Vernell DeWitty, Program Deputy Director at AACN, at Vdewitty@aacn.nche.edu.
References and Further Reading

AAMC Advancing Holistic Review Initiative Publications


Nursing Literature


Literature from Other Health Professions


Diversity and Inclusion Research


