

Holistic Admissions in Nursing: Moving Forward

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What is Holistic Review?

- Flexible, individualized way of assessing student applicant
 - considers students life experiences
 - personal qualities
 - traditional measures

Four Core Principles

1. Broad-based selection criteria linked to school mission and goals
2. A balance of experiences, attributes, and academic metrics (EAM) are used, and applied equitably across the entire candidate pool.
3. Individualized consideration to how each applicant may contribute to the school and the profession.
4. Race/ethnicity may be considered

**adapted from AAMC materials*

Research Questions

- How many schools are using HR, and to what degree?
- What has been the impact of HR on diversity and student success?
- What are the barriers to implementing HR in nursing?

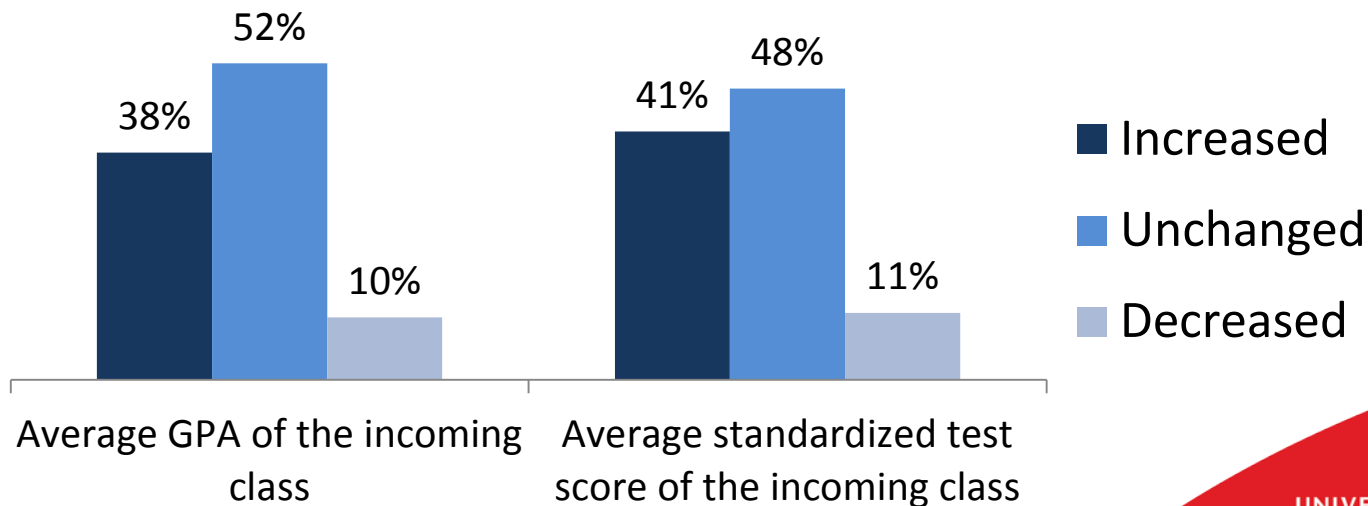
Methods

- Phase I: Quantitative Data Collection
 - Survey
- Phase II: Qualitative Data Collection
 - Focus group discussions
 - AACN in March 2014
 - USU in June 2014

General Findings

What is the Quantitative Evidence?

- **72%** of survey respondents reported that diversity of the incoming class *increased*.
- **91%** of respondents reported that the average number of attempts for students to pass required licensing exams remained *unchanged or improved*

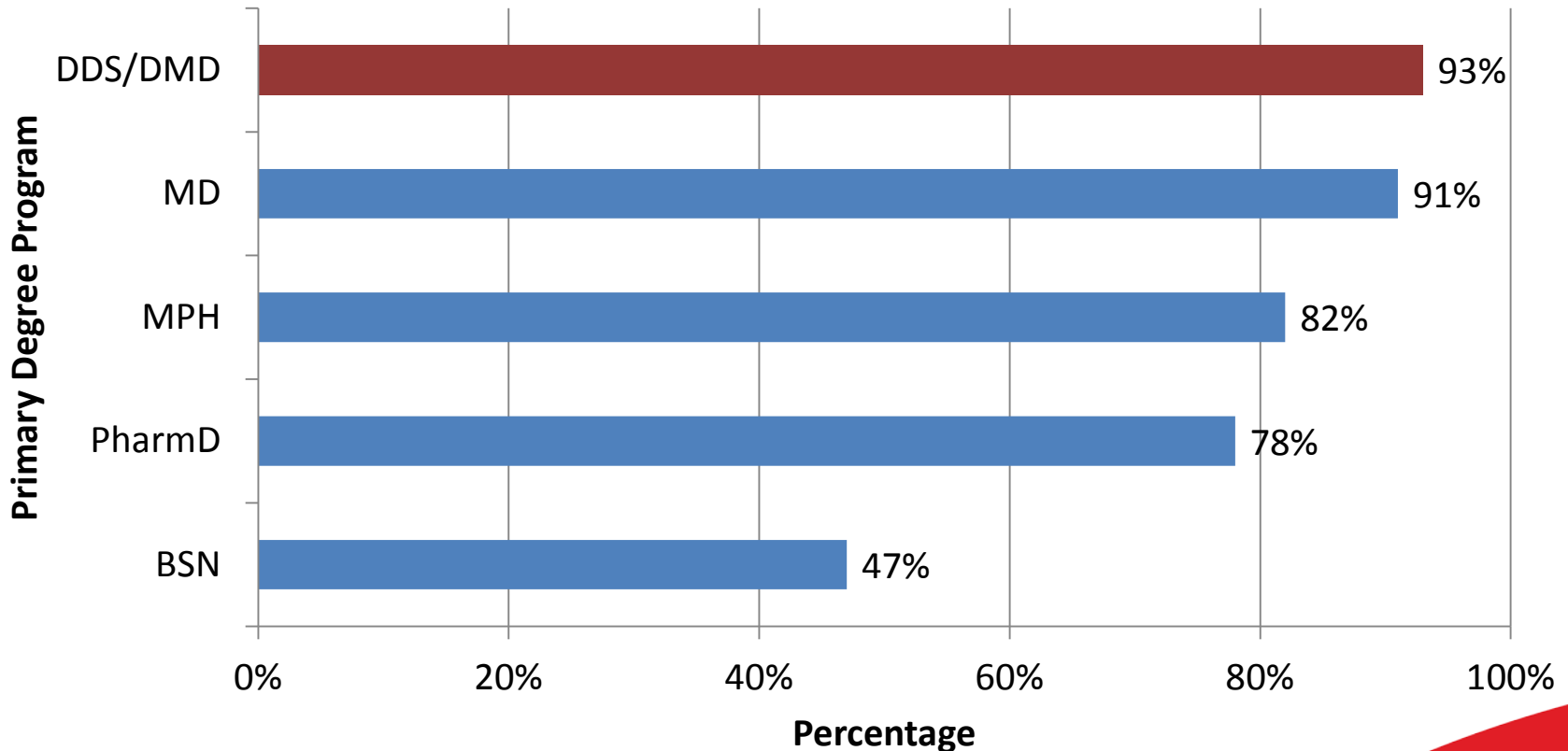


General Findings

- **67%** of health professions schools transitioned to holistic review within the past 10 years.
- **75%** of health professions schools report that they are currently using holistic review

Reported Use by Health Profession

Self-reported use of holistic review by health profession



General Findings

- Schools using holistic review reported an improved teaching and learning environment.
- Nearly all schools (91%) rated the impact of holistic review as "positive," with the remainder rating impact as "neutral/no discernable impact."

NURSING



Results for BSN programs



Response from BSN programs

- A random sample of **131** US-based nursing schools were invited to take the survey.
- **66** programs completed the survey for a 50% response rate.

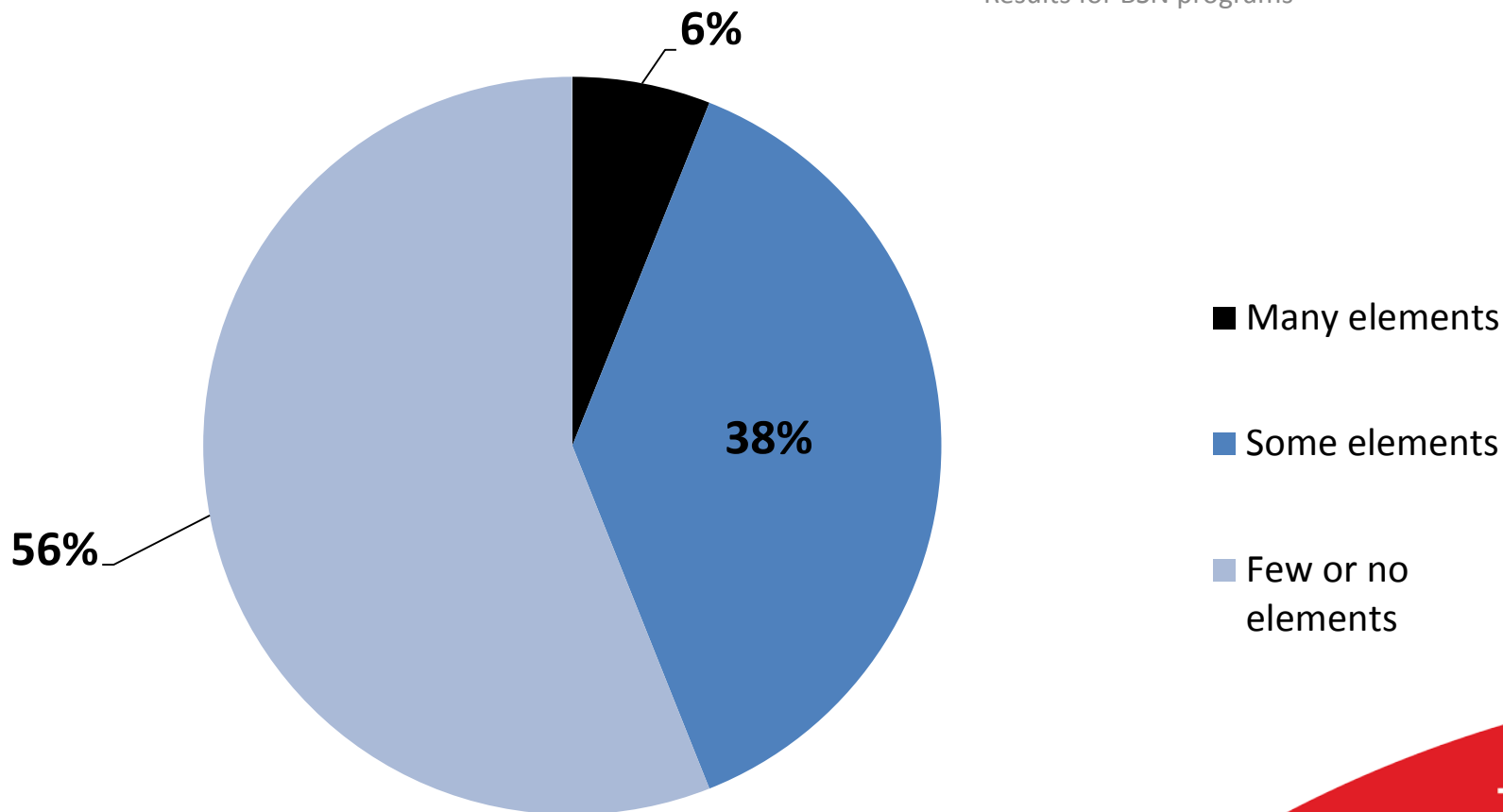
Holistic Review Score: BSN respondents

Descriptive Statistics	HR Score: BSN respondents Only (N=66)	Full Sample (N=228)
MEAN	3.4	5.4
MEDIAN	3	6
MIN	0	0
MAX	9	10
ST DEV	2.3387	2.7881

Results for BSN programs

Extent of Use of Holistic Review: BSN respondents

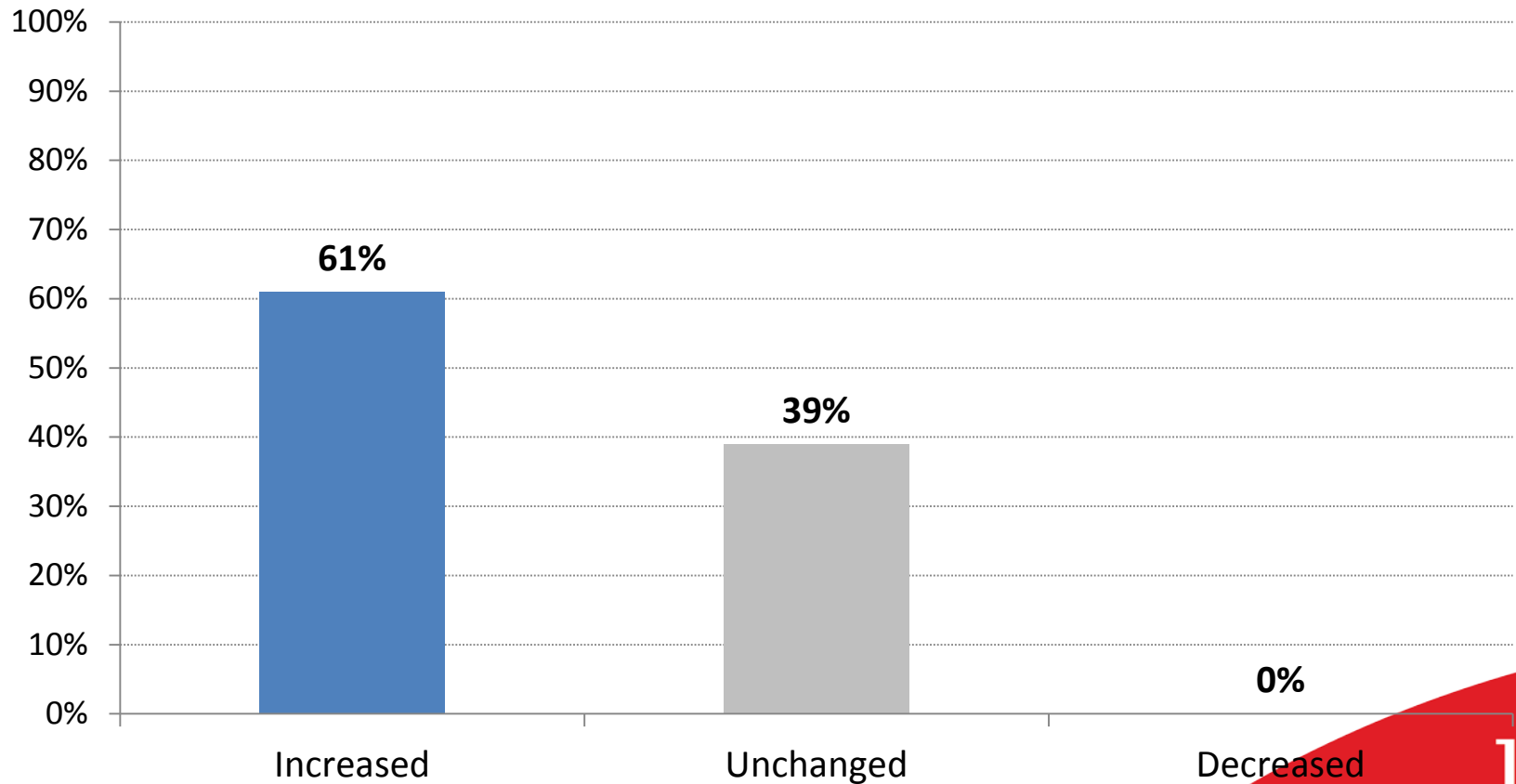
Results for BSN programs



Diversity of the Incoming Class

Results for BSN programs

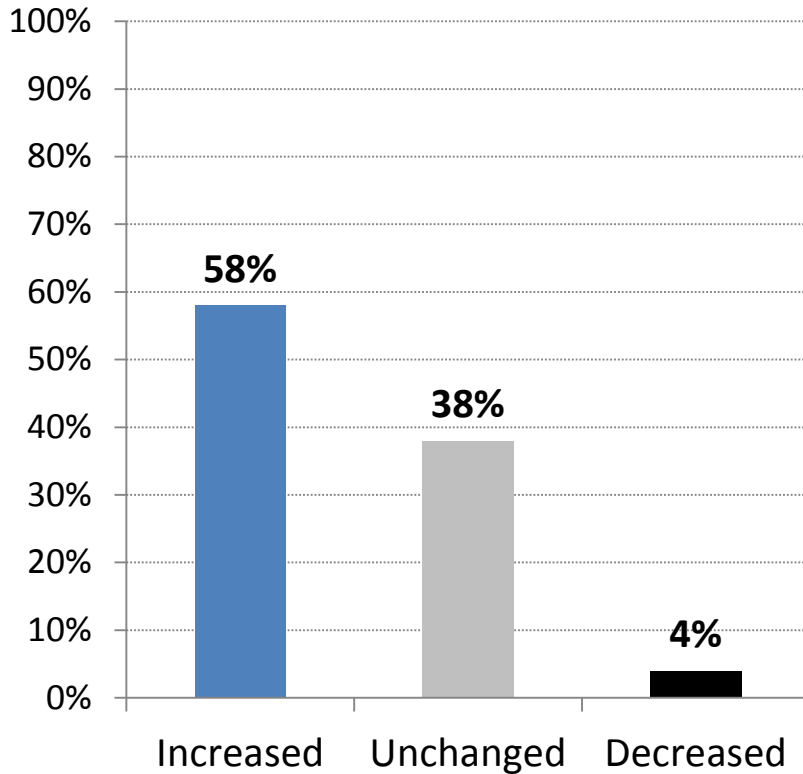
(N=23)



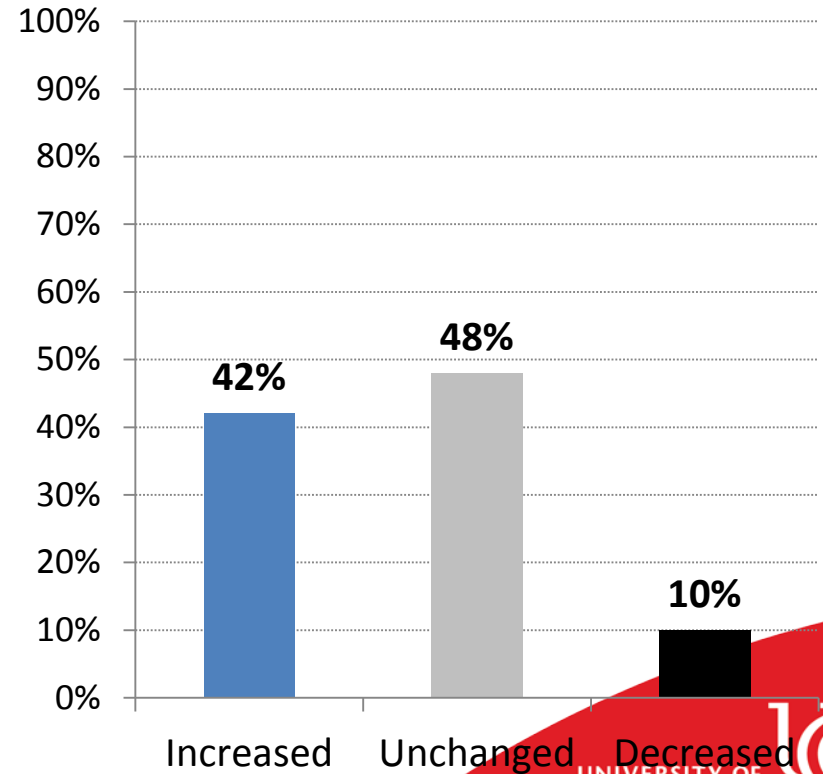
Incoming Class Academic Measures

Results for BSN programs

Average GPA of the Incoming Class (N=26)



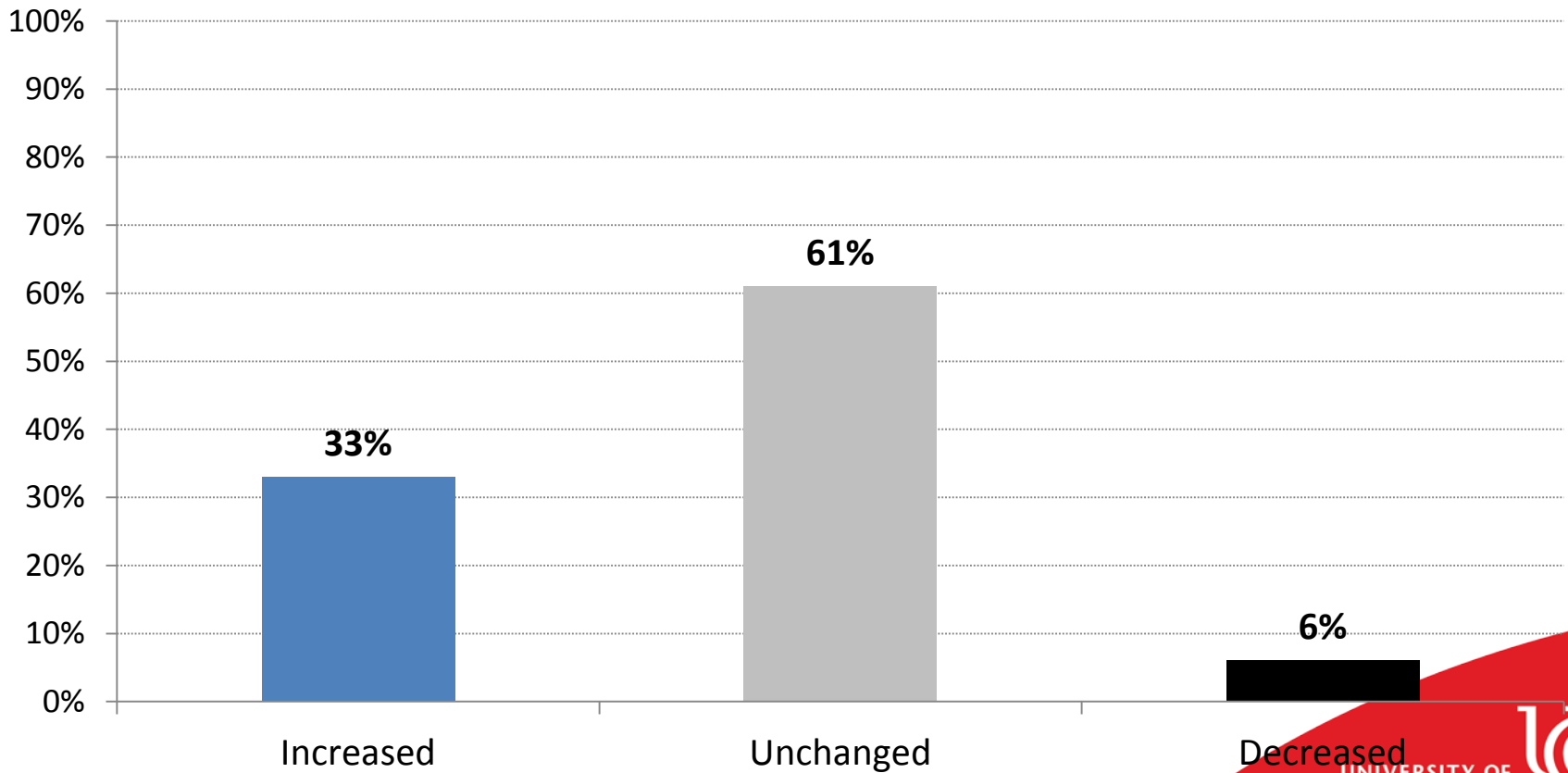
Average standardized test score of the incoming class (N=19)



Student Retention

Results for BSN programs

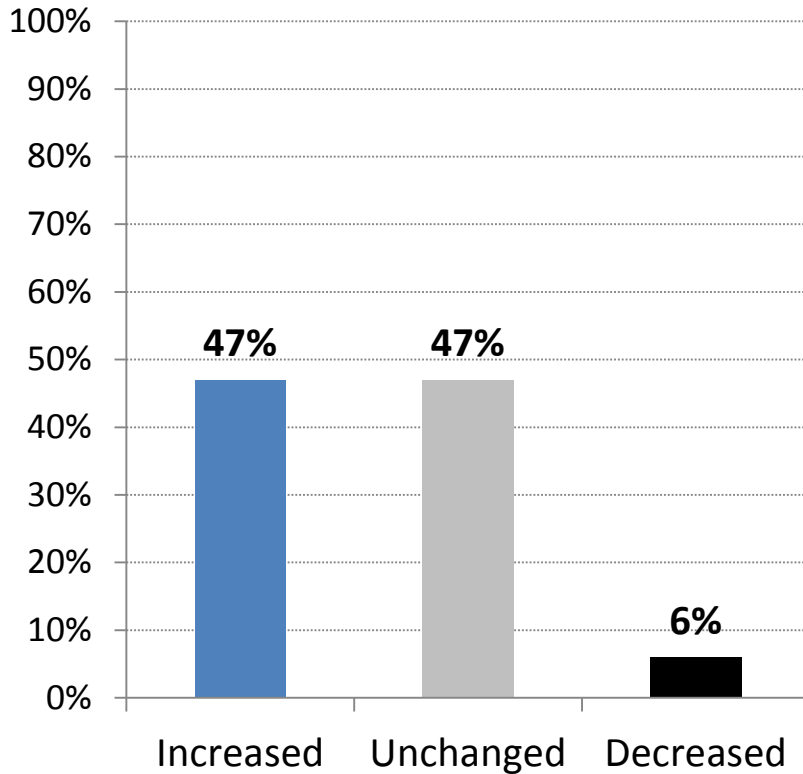
Graduation Rate (N=18)



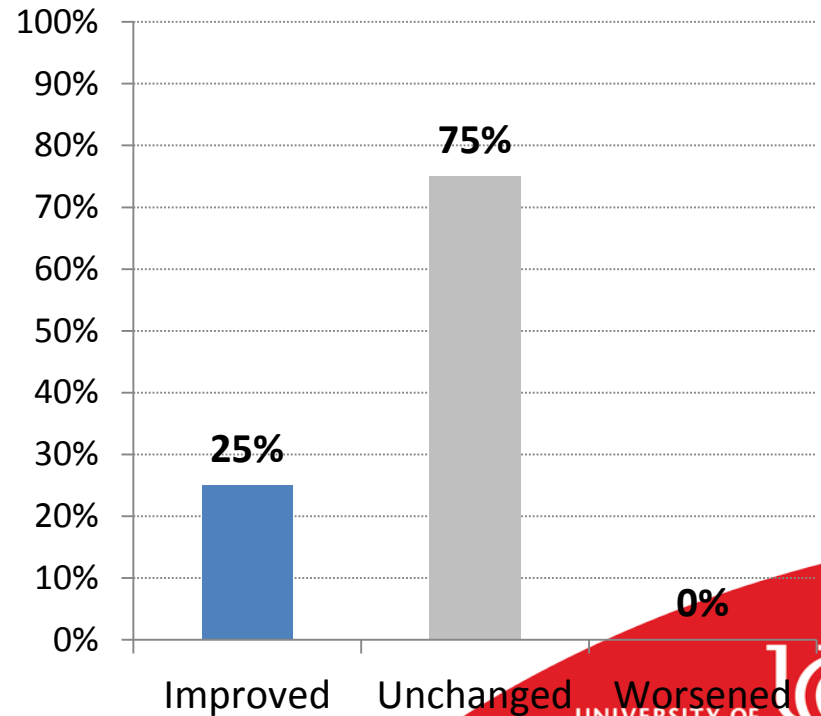
Student Academic Performance

Results for BSN programs

Average GPA of the graduating class (N=17)



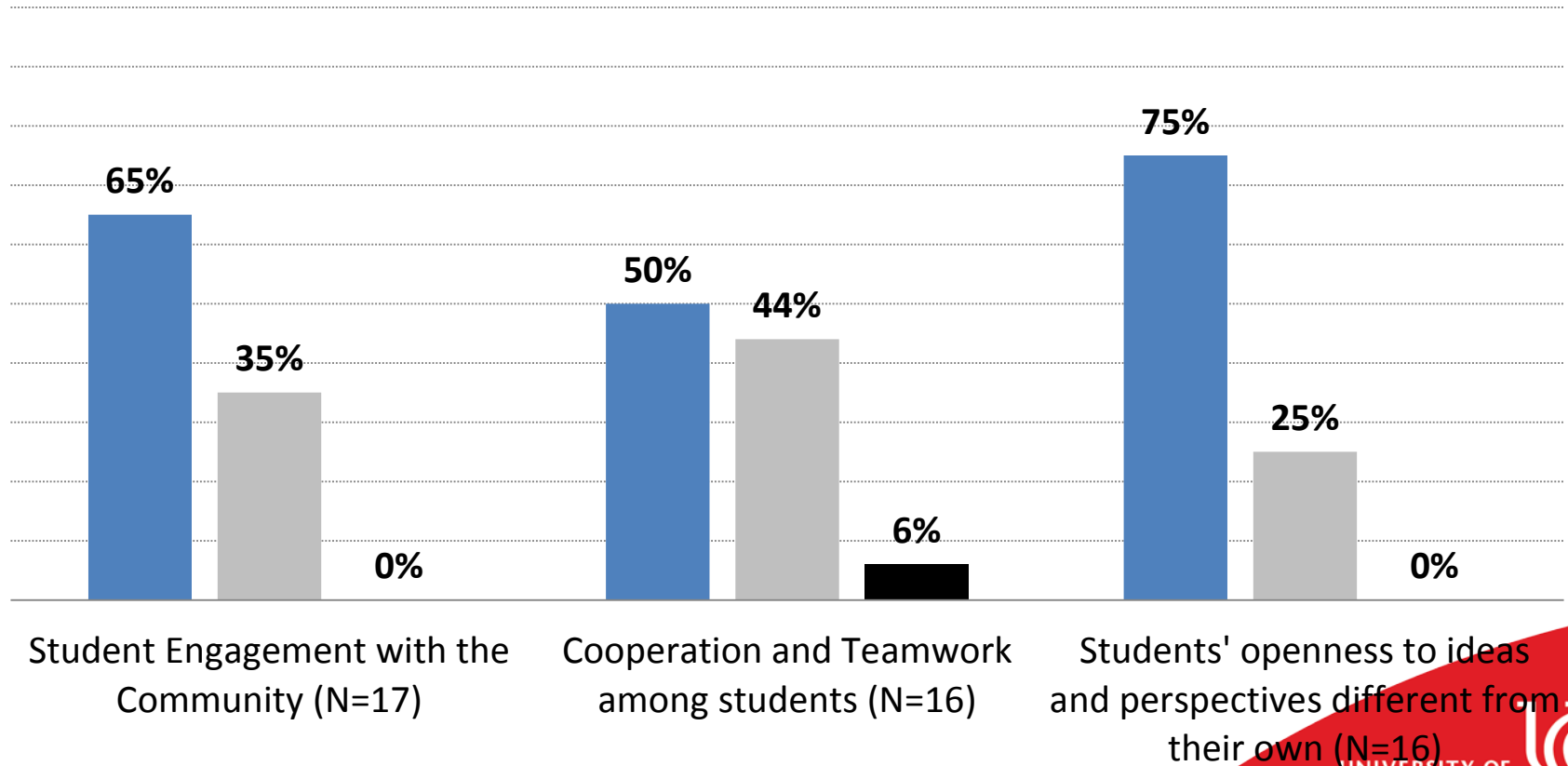
Average number of attempts needed to pass required licensing exam (N=16)



Other Measures of Student Success

Results for BSN programs

■ Increased ■ Unchanged ■ Decreased

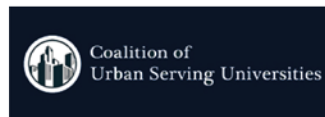


Evaluation of Other Measures of Student Success

Results for BSN programs

	Percent of BSN programs using holistic review that evaluate these measures of success (N=31)	Percent of BSN programs NOT using holistic review that evaluate these measures of success (N=35)
Student engagement with the community	55%	11%
Cooperation and teamwork among students	52%	9%
Students' openness to ideas and perspectives different from their own	52%	6%

Note: Respondents could select all that applied; percentages do not sum to 100%



Overall Impact

- **97%** of BSN programs that implemented holistic review said that the overall impact was generally “positive.”
- **3%** of BSN programs said the impact was “Neutral/no discernible impact”
- **0%** said the impact was negative

Results for BSN programs

Unintended Consequences

- Only 4 BSN respondents indicated that the school had experienced unintended consequences as a result of implementing holistic review.
- These unintended consequences included: difficulty coming up with a formula, increased complexity of the process, and the need for additional student services.

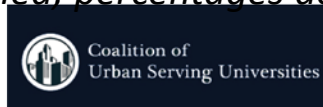
Results for BSN programs

Implementation of Holistic Review

Results for BSN programs

Answer Choice	Percent of BSN programs that self-report using holistic review (N=31)
The school/college now requires the admissions committee to undergo training related to admission goals, including diversity	52%
The school/college has added essay questions to the application for admission that address some other aspect of the school/college mission and goals	45%
The school/college has added essay questions to the application for admission that are designed to identify students who have faced social, economic, or other barriers to success	35%
Nonacademic criteria are being assessed during the initial review, after applicants have met any minimum criteria for admission	23%
The composition of the admissions committee has been broadened to include other types of individuals	16%

Note: Respondents could select all that applied; percentages do not sum to 100%



Consideration of Non-Academic Criteria

Importance of Academic Metrics During Initial Screening	Using holistic review (N=31)	Not using holistic review (N=35)	Total (N=66)
Academic metrics are the most important criteria during the initial screening process	61%	83%	73%
Academic metrics are somewhat more important than non-academic criteria during the initial screening process	16%	3%	9%
Non-academic criteria are of equal importance to academic metrics during the initial screening process	23%	14%	18%
Non-academic criteria are the most important criteria during the initial screening process	0%	0%	0%

Note: Respondents could select all that applied; percentages do not sum to 100%



Assessing Applicant Background and Experience

Results for BSN programs

Non-Academic Criteria Assessed	Using Holistic Review (N=31)	Not using Holistic Review (N=35)	Total (N=66)
First generation college student	35%	9%	21%
Race/ethnicity (if permitted by state law)	26%	9%	17%
Foreign language ability	23%	11%	17%
Experience with disadvantaged populations	26%	6%	15%
Socioeconomic status	26%	6%	15%
Origin in a community that is medically underserved	23%	6%	14%
Origin in a geographic area specifically targeted by the school	19%	6%	12%
Gender	23%	3%	12%
None of the above	55%	77%	67%

Note: Respondents could select all that applied; percentages do not sum to 100%

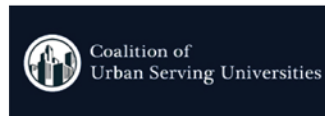


Mission-Related Criteria

Mission-related criteria	Using Holistic Review (N=31)	Not using Holistic Review (N=35)	Total (N=66)
Focus on underserved urban communities	32%	6%	18%
Focus on underserved rural communities	26%	3%	14%
Research mission	23%	3%	12%
Global health mission	19%	3%	11%
Primary care mission	13%	0%	6%
Other (please specify)	32%	37%	35%

Results for BSN programs

Note: Respondents could select all that applied; percentages do not sum to 100%



Implications

What does this mean for universities?

Universities have the potential to:

1. Increase diversity
2. Remove barriers for disadvantaged students

University changes to the admissions process should be **evidence-based*

Qualitative Data

Barriers to Holistic Review

- Lack of knowledge regarding holistic review
- Difficulty obtaining buy-in from leadership and administration
- Insufficient on-campus resources
- Other nursing-specific barriers (e.g. multiple pathways to BSN)

Qualitative Data Addressing Barriers

- How can we address the lack of knowledge around holistic review?
- How can we obtain support from university leadership?
- What resources are most needed in nursing and how can we get them?
- Given the barriers that we find in nursing, what are some strategies for overcoming them?

Focus Group Discussion Questions

- What types of educational programming would be most useful within nursing to increase knowledge of holistic admission practices?
- Whose buy-in is most important to obtain on your campus?
- What actions would these leaders take that would facilitate adoption of holistic review?
- What resources would we need to undertake expansion of holistic review in the field of nursing?
- What are some strategies for integrating holistic admission practices into undergraduate, pre-licensure BSN programs?
- How can we best engage and partner with undergraduate admissions staff at the institution to support implementation of holistic review?

Qualitative Results

- Everyone's buy-in is required
- Need a model
- Need for training

Recommendations

- Conduct a self-assessment of HR practices
- Develop a mechanism to deliver training
- Compile a toolkit for nursing

Holistic Review Self-Assessment

Model Practices Assessed ¹	
Evaluates applicant criteria related to specific mission or goals of the school (e.g. primary care, research mission, urban or rural focus)	
Has a mission statement for admissions that includes diversity	
Considers non-academic criteria alongside academic metrics, such as GPA and test scores, in the initial screening process	
Extent to which the school evaluates non-academic criteria related to student background or experience in the initial screening (e.g. first-generation status, socioeconomic status, gender, race, foreign language ability, community of origin)	
Selection of students from the waitlist by characteristics related to school's mission or goals	
Provides training for the admissions committee related to school mission and/or diversity	
Category	Score Range
Many elements of a holistic process	8-10
Some elements of a holistic process	4-7
Few or no elements of a holistic process	0-3

Training

- Training that is “non-threatening” and “transparent”
 - In person
 - Train the trainer
 - Technology based-webinar
- Mentorship from schools that have successfully implemented holistic admissions practices

Toolkit

- Guide to assessing the applicant pool
- Legal
- Article resources and references
- Outcomes
- Communication steps for change initiatives
- Information on non-academic-centric criteria
 - Essay questions
 - First generation
 - Language
 - Service Activity
 - Grit
 - Interviews
 - Multiple mini interviews vs simulated situations
 - Questions
 - Rubrics

Recommendation Feedback

- What other tools would you like to see in the 'Toolkit' that weren't previously identified?
- Where would you envision the toolkit coming from? (accrediting bodies, task force, etc.)
- Who should be providing training to colleges/schools of Nursing?