Leading Across Differences
Graduate Nursing Admissions Professionals
Agenda

- Why **Diversity** matter
- Diversity in nursing education and nursing workforce
- Strategies to increase diversity in student enrollment
- Managing change
WHO ARE YOU?
Framing the Issue

• Recruiting individuals from under-represented groups into nursing is a priority for the profession.

• A diverse nursing workforce is needed to serve a diverse patient population.

• Evidence supports a strong connection between having a diverse nursing workforce and ability to provide quality, culturally competent patient care.

• Nurse educators today must meet the challenge of preparing a highly competent diverse nursing workforce able to navigate a rapidly changing healthcare environment.
BACKGROUND

2001  Crossing the quality chasm

2002  Unequal treatment

2004  The Sullivan Report
       Missing Persons: Minorities in Health Professions
“Evidence indicates that diversity is associated with improved access to care for racial and ethnic minority patients, greater patient choice and satisfaction, and better educational experiences for health professions students, among many other benefits.”

- Institute of Medicine, 2004
Recommended Reading

• Reveals how groups that display a range of perspectives outperform groups of like-minded experts

• Examines practical ways to apply diversity's logic to a host of problems

• Offers a pragmatic defense of diversity practices

• Quantifies the harmful effects of a drop in diversity
Providing access to educational opportunities
Holistic Admissions

• One strategy to increase diversity in enrollment
• Assess an applicant’s unique experiences alongside traditional measures of academic achievement
• Assist universities consider a broad range of factors reflecting the applicant’s academic readiness
• Contribution of applicant to the incoming class
• Potential for success both in school and later as a professional

Legal Considerations

Holistic Review has been described by the Supreme Court as a highly individualized review of each applicant’s file, giving serious consideration to all the ways an applicant might contribute to a diverse educational environment.

Applicant Criteria: E-A-M Framework

**Experiences**
Encompasses the path the applicant has taken to get to where s/he is

**Attributes**
The applicant’s personal qualities and demographic factors

**Academic Metrics**
The numeric information about an applicant’s academic performance

Source: AAMC
Your Mission Statement
2015-2016 Generic BSN Applicants
N = 284,636

- Qualified: 40%
- Offered Admission: 30%
- Qualified/No Offer: 11%
- Enrolled: 19%
Qualified Applicants*  
(N= 851 Schools)
# Qualified Applicants Turned Away

<table>
<thead>
<tr>
<th>Year</th>
<th>Applicants Turned Away</th>
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<tbody>
<tr>
<td>2004</td>
<td>29,425</td>
</tr>
<tr>
<td>2005</td>
<td>37,514</td>
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<td>2006</td>
<td>38,415</td>
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<td>2007</td>
<td>36,400</td>
</tr>
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<td>2008</td>
<td>41,385</td>
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<td>2009</td>
<td>42,981</td>
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<tr>
<td>2010</td>
<td>52,115</td>
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<tr>
<td>2011</td>
<td>58,327</td>
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<td>2012</td>
<td>58,114</td>
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<td>2013</td>
<td>57,944</td>
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<td>2014</td>
<td>50,681</td>
</tr>
<tr>
<td>2015</td>
<td>47,341</td>
</tr>
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<td>2016</td>
<td>64,065</td>
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</table>

Source: American Association of Colleges of Nursing
DIVERSITY: ENROLLMENT IN NURSING PROGRAM

UNDERGRADUATE PROGRAMS (2016-17)

- White: 68.5%
- Black or African American: 10.6%
- Hispanic or Latino: 10.5%
- Asian: 6.9%
- American Indian or Alaskan Native: 0.5%
- Native Hawaiian or Pacific Islander: 0.5%
- Two or More Races: 2.4%

MASTER’S PROGRAMS (2016-17)

- White: 66.4%
- Black or African American: 14.3%
- Hispanic or Latino: 7.6%
- Asian: 7.9%
- American Indian or Alaskan Native: 0.6%
- Native Hawaiian or Pacific Islander: 2.2%
- Two or More Races: 0.5%

Source: American Association of Colleges of Nursing
FACULTY BY RANK

Nursing Faculty by Rank, 2011 - 2015

Source: AACN
DIVERSITY IN HEALTH OCCUPATIONS

U.S. HEALTH OCCUPATIONS BY RACE (2010-2012)

- Black/African American
- Hispanic or Latino
- Asian (Non-Hispanic)
- American Indian/Alaska Native
- Native Hawaiian/Pacific Islander
- White (Non-Hispanic)

Source: HRSA. Not all totals equal 100 percent due to rounding. NR = data not reported
First to examine the nationwide impact and use of holistic review for students pursuing careers in the health professions

- Impact on academic success, diversity, and other outcomes such as students’ engagement with the community

- Holistic review defined as “a university admissions process that assesses an applicant’s unique experiences alongside traditional measures of academic achievement such as grades and test scores”

Source: http://www.uuhealth.org
Respondents reported Holistic Review has had an overall positive impact at schools.

72% saw increase in diversity in incoming class.

Half of schools reported no change to the average GPA of incoming class, while 40% reported an increase.

47% of nursing schools self-identified as using some elements of Holistic Review.
HOLISTIC REVIEW IN HEALTH PROFESSIONS SCHOOLS

SELF-REPORTED USE OF HOLISTIC REVIEW BY HEALTH PROFESSION (N=171)

- DDS/DMD: 93%
- MD: 91%
- MPH: 82%
- PHARMD: 78%
- BSN: 47%
Theory and research of holistic admissions

--William Sedlacek
UNIQUE ASPECTS OF NURSING

- Many pathways into nursing
- No single centralized application process
- Variation regarding when the student is officially declared a “nursing student”
- No single admission examination for all future students
OPERATIONAL GUIDELINES

- Mission driven
- A more diverse student body
- Diverse learning environments benefits all students
- Individualized consideration of the unique contributions of each student
- Grounded by evidence
Activity: Mission

- What type(s) of students does your institution want to educate?

- What type(s) employees does your school want to graduate?

- Be able to draw a straight, bright line between your institutional mission and all three stages of your admissions process
Change Process

 Sense of Urgency

 Guiding Coalition

 Vision and Strategy

 Communicating Vision

Change Process

Empowering Action

Short Term Wins

Holding Gains

Anchoring Culture

Challenge Mitigating Strategies

- Vision
- Strategic Plan
- Goals and Metrics
- Resources
- Skills
HOLISTIC ADMISSIONS REVIEW IN NURSING

AACN.NCHE.EDU/EDUCATION-RESOURCES/HOLISTIC-REVIEW
Diversity and Inclusion

- Diverse Faculty and Leadership
- Diverse Administrators
- Diverse Students
NCIN Story

Setting ambitious goals, fulfilling our mission

#1 HELP ALLEVIATE THE NATIONAL NURSING SHORTAGE
- $35 MILLION directed to 130 SCHOOLS of nursing in 41 STATES AND DC

#2 INCREASE DIVERSITY OF NURSING PROFESSIONALS
- 3,517 SCHOLARSHIPS AWARDED to disadvantaged and minority students

#3 EXPAND CAPACITY IN BACCALAUREATE AND GRADUATE NURSING PROGRAMS
- $899,500 offered in technical assistance funds

#4 EXPAND THE PIPELINE OF POTENTIAL NURSE FACULTY
- 76% of scholars plan to pursue graduate studies in nursing
CASE STUDY: NEW CAREERS IN NURSING PROGRAM

2008 - 2015
Years of operation

130
Number of unique schools of nursing funded

$35,170,000
Total amount funded

48
States applied

41
States funded (+DC)
NCIN: COMPARISON TO THE NATIONAL POPULATION

PERCENTAGE OF ENTRY-LEVEL BACCALAUREATE ENROLLED STUDENTS BY RACE/ETHNICITY

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>National</th>
<th>NCIN</th>
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</thead>
<tbody>
<tr>
<td>White</td>
<td>68.4</td>
<td>37.6</td>
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<tr>
<td>Two or More Races</td>
<td>2.7</td>
<td>7.7</td>
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<tr>
<td>Hispanic or Latino</td>
<td>10.4</td>
<td>13.9</td>
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<tr>
<td>Black or African American</td>
<td>9.9</td>
<td>28</td>
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<tr>
<td>Hawaiian or Pacific Islander</td>
<td>0.4</td>
<td>0.6</td>
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<tr>
<td>Asian</td>
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<td>10.3</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.5</td>
<td>0.8</td>
</tr>
</tbody>
</table>

Source: HRSA
Your Admission Process?

School Mission, Goals & Diversity Interests

Admission Criteria

Outreach → Recruitment → Screening → Interviewing → Selecting → Financial Aid → Retention → Graduation

Source: AAMC
Position Statement
Diversity, Inclusion, and Equity in Academic Nursing

• Approved by membership March 20, 2017
• Improve the quality of education
• Address pervasive inequities in health care
• Enhance the civic readiness and engagement of potential nursing students

Next Steps

• Identify and promote best practices to recruit, retain and graduate a diverse student body and workforce.

• Identify and promote best practices to recruit a diverse faculty and staff.

• Develop programs that promote diversity, inclusivity and accountability for culturally safe learning organizations.

• Develop and advance policies to prepare a more diverse and culturally competent workforce.

• Engage partners to advance shared priorities to promote health equity.
THE HEALTHCARE WORKFORCE FOR TOMORROW
Resource for Reviewing Applications

FluidReview by SurveyMonkey

The easiest way to collect and review applications online

Collect
Create application forms, accept file uploads, references, and even payments, online.

Manage
Easily coordinate your application and review process using one intuitive tool.

Review & Select
Empower reviewers to securely evaluate applications and select the best candidates.

Learn More
Select References


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Service Request
https://www.surveymonkey.com/r/Request_For_Service