

*AACN's Spring Meeting  
March 20, 2016*

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Senior Vice President  
Access, Diversity and Inclusion***

**ADEA** | THE VOICE OF  
DENTAL EDUCATION

# **Promoting Diversity in Nursing School Admissions: Lessons Learned from Dentistry**

***Session Sponsored by NursingCAS***

# ADEA Mission & Members

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## ADEA | THE VOICE OF DENTAL EDUCATION

AMERICAN DENTAL EDUCATION ASSOCIATION

About ADEA | Membership | Education & Events | Policy | Publications & Online Resources | Career Center

**Information For:** | Future Students | Current Students & Residents | Faculty | Deans & Program Directors



Home

### About ADEA

The American Dental Education Association (ADEA) is the voice of dental education. Its members include all U.S. and Canadian dental schools and many allied and advanced dental education programs, corporations, faculty and students. The mission of ADEA is to lead individuals and institutions of the dental education community to address contemporary issues influencing education, research and the delivery of oral health care for the health of the public. ADEA's activities encompass a wide range of research, advocacy, faculty development, meetings and communications like the esteemed *Journal of Dental Education*, as well as the dental school admissions services AADSAS, PASS, DHCAS, and CAAPID.

#### Related Links

- Gender Issues in the Dental Curriculum: ADEA Symposium Report 2013
- Nominee Statements for the 2014-15 Chair-elect of the ADEA Board of Directors
- Institutional Capacity Building — December 2013
- The Promise of IPE: One Patient, Many Providers, Improved Care
- IPE Initiative at UW Emphasizes Health Care Collaboration

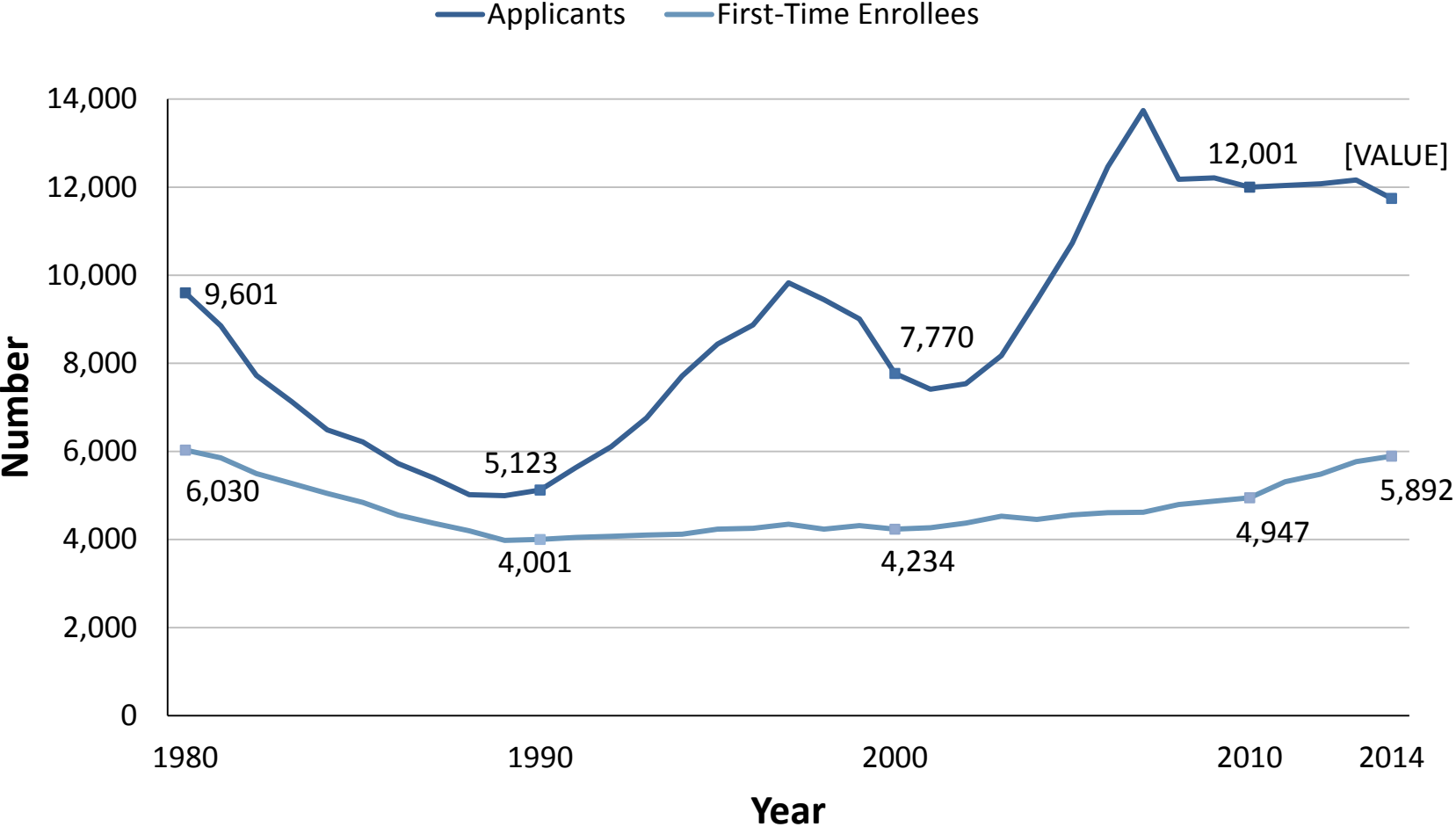
#### Who We Are

- Predocctoral Dental Education Programs, ADEA Members
- Allied Dental Education Programs, ADEA Members
- Advanced Dental Education Programs (Non Federal), ADEA Members
- ADEA Member U.S. Federal Dental Services
- ADEA Corporate Members
- ADEA Staff
- ADEA Governance
- ADEAGies Foundation
- ADEA Newsroom



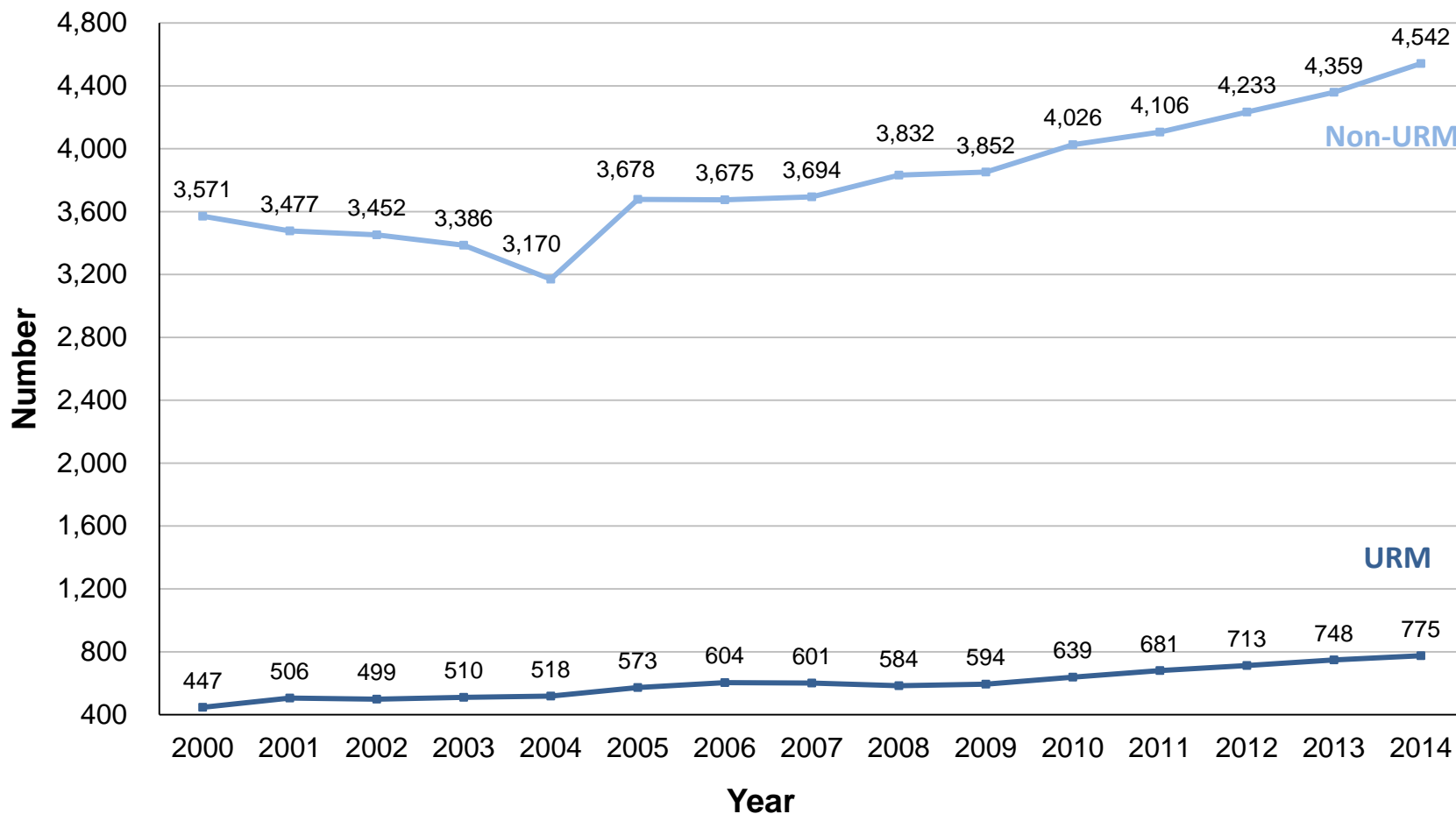
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# Dental School Applicants and First-Time Enrollees, 1980-2014



Source: American Dental Education Association, U.S. Dental School Applicants and Enrollees, 2014 Entering Class

# Enrollees by URM and Non-URM Status in U.S. Dental Schools, 2000-2014



Note: URM includes Black or African American, Hispanic or Latino, American Indian or Alaska Native, and Native Hawaiian or Pacific Islander

Source: American Dental Education Association, U.S. Dental School Applicants and Enrollees, 2014 Entering Class

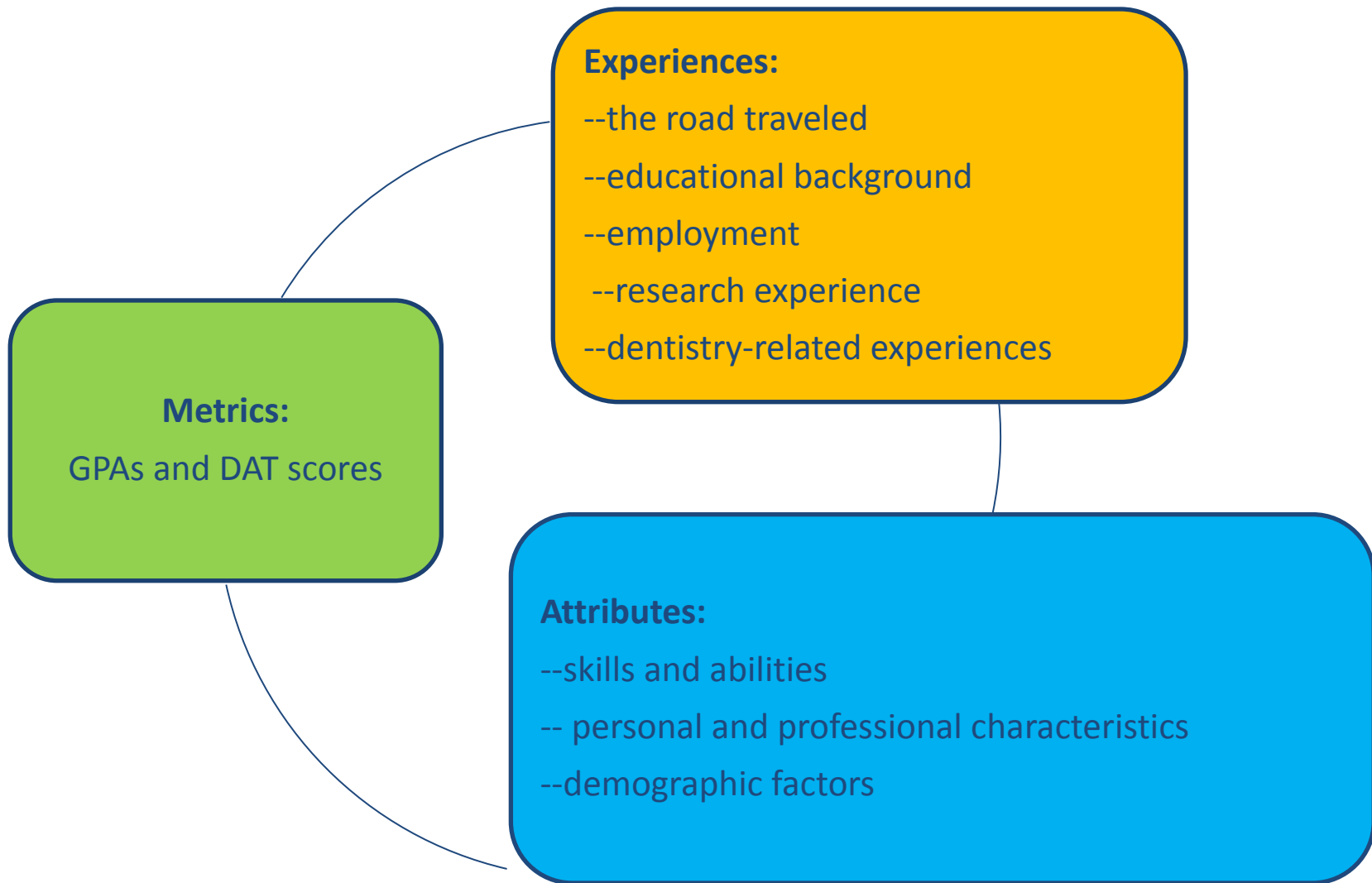
# Significance of Holistic Review

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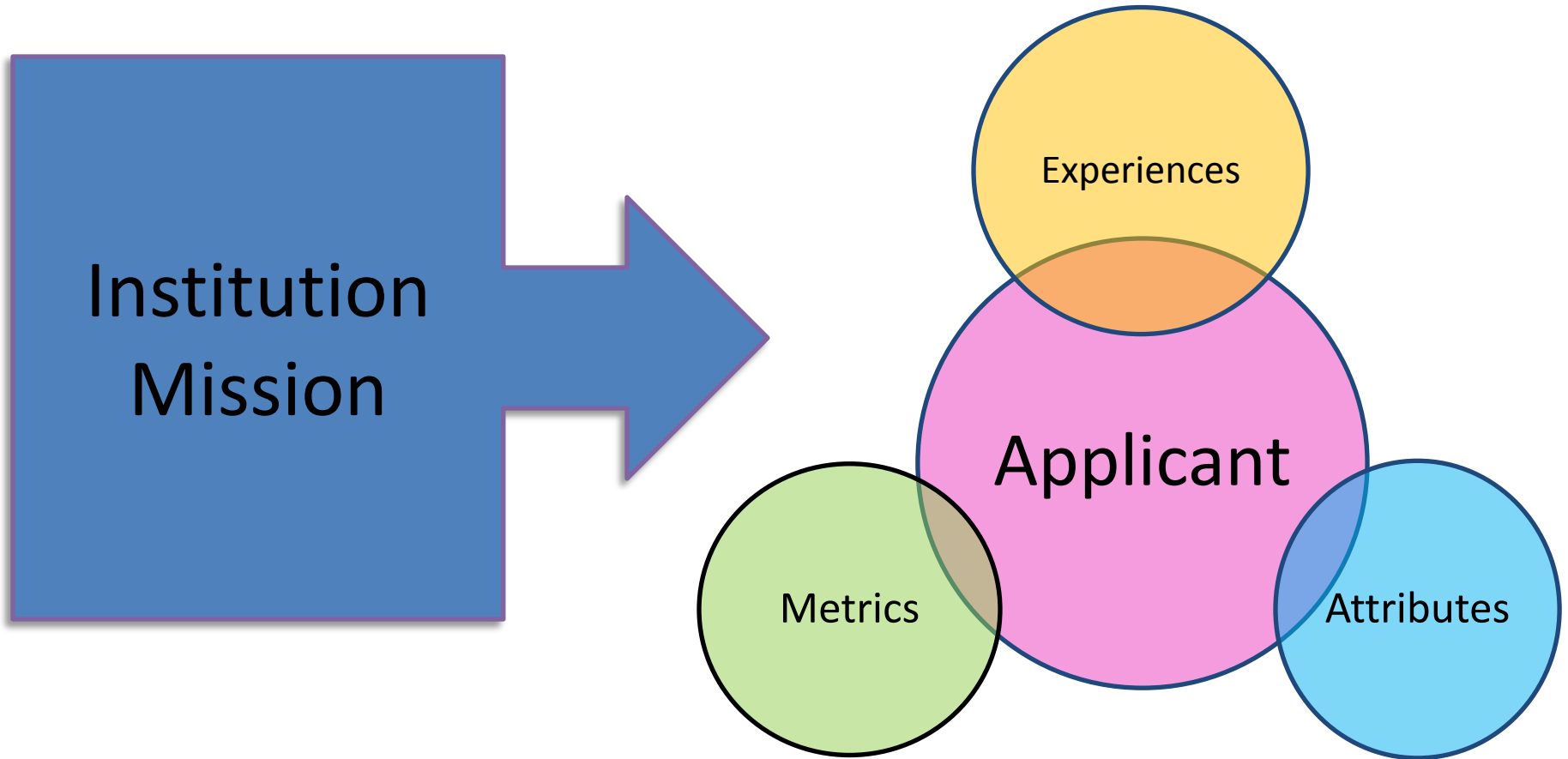


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# A Holistic Perspective of Applicants



# The Holistic Perspective



# Holistic Review: Motivations for Change and Buy-in

We knew :

- Better educational experience for all students
- *Gurin, P, Dey EL, et al., Diversity and higher education: theory and impact on educational outcomes. Harvard Education Review. 2002: 72: 330-366*
- Improved access & quality of care
  - A diverse workforce contributes to trust and credibility with underserved communities
- Institutional excellence
- Societal excellence

We knew it was the smart thing to do and the right thing to do. (Smedley, 2001)





# Revisions to the CODA Predoctoral Accreditation Standard

1-4 The dental school must have policies and practices to:

a. achieve appropriate levels of diversity among its students, faculty and staff;

b. engage in ongoing systematic and focused efforts to attract and retain students, faculty and staff from diverse backgrounds; and

c. systematically evaluate comprehensive strategies to improve the institutional climate for diversity.

# Dimensions of Diversity

## Structural

- Also referred to as compositional diversity, focuses on the numerical distribution of students, faculty and staff from diverse backgrounds in a program or institution.

## Curriculum

- Also referred to as classroom diversity, covers both the diversity-related curricular content that promote shared learning and the integration of skills, insights, and experiences of diverse groups in all academic settings, including distance learning.

## Institutional Climate

- Also referred to as interactional diversity, focuses on the general environment created in programs and institutions that support diversity as a core value and provide opportunities for informal learning among diverse peers.

# ADEA Holistic Review: Peer-to-Peer Training

- Initial ADEA Holistic Admissions Committee Workshops based on 2002 Dental Pipeline Findings and Dr. David Brunson's work.
- Evolved into a formal training program
- RWJF Funded Training Program for 10 Admissions peers
- ADEA committed to support teams of trainers to visit dental schools requesting training
- Ongoing

# Components of Admissions Committee Training

- Define what constitutes holistic review in admissions (balance consideration of education, attributes and metrics)
- Diversity is integral to achieving excellence in each area of dental education's tripartite mission
- Components of sound admissions practices (legally sound, CODA Standards)
- Key topics: Non-cognitive variables, Implicit Bias and Legally Sound Admissions Practices
- Results of the 2012 Admissions Officers Survey
- Tools (bank of interview questions, promising practices)
- Case Studies

# ADEA Holistic Review: Lessons Learned

- Organized structure surrounding workshop important
- ADEA expectations - who should attend, importance of dean attendance, workshop length.
- Pre-visit phone call: identify school goals and issues to address
- Meeting with trainers and organizers the day/evening prior
- Feedback to ADEA following workshop.

# What is the most important outcome of the workshop?

*“Opening a dialogue about the holistic review process and get other faculty onboard with the philosophy.”*

*“Discussing how holistic review increases diversity yet does not decrease academic qualifications of the class.”*

*“Reviewing at a base level the applicants who are able to successfully complete our program.”*

# Characteristics of successful schools

Dean suggestion

Hosted an early workshop

Admissions Committee with a mission statement

Candidates are review holistically during initial screening

Lots of checks and balances in the system

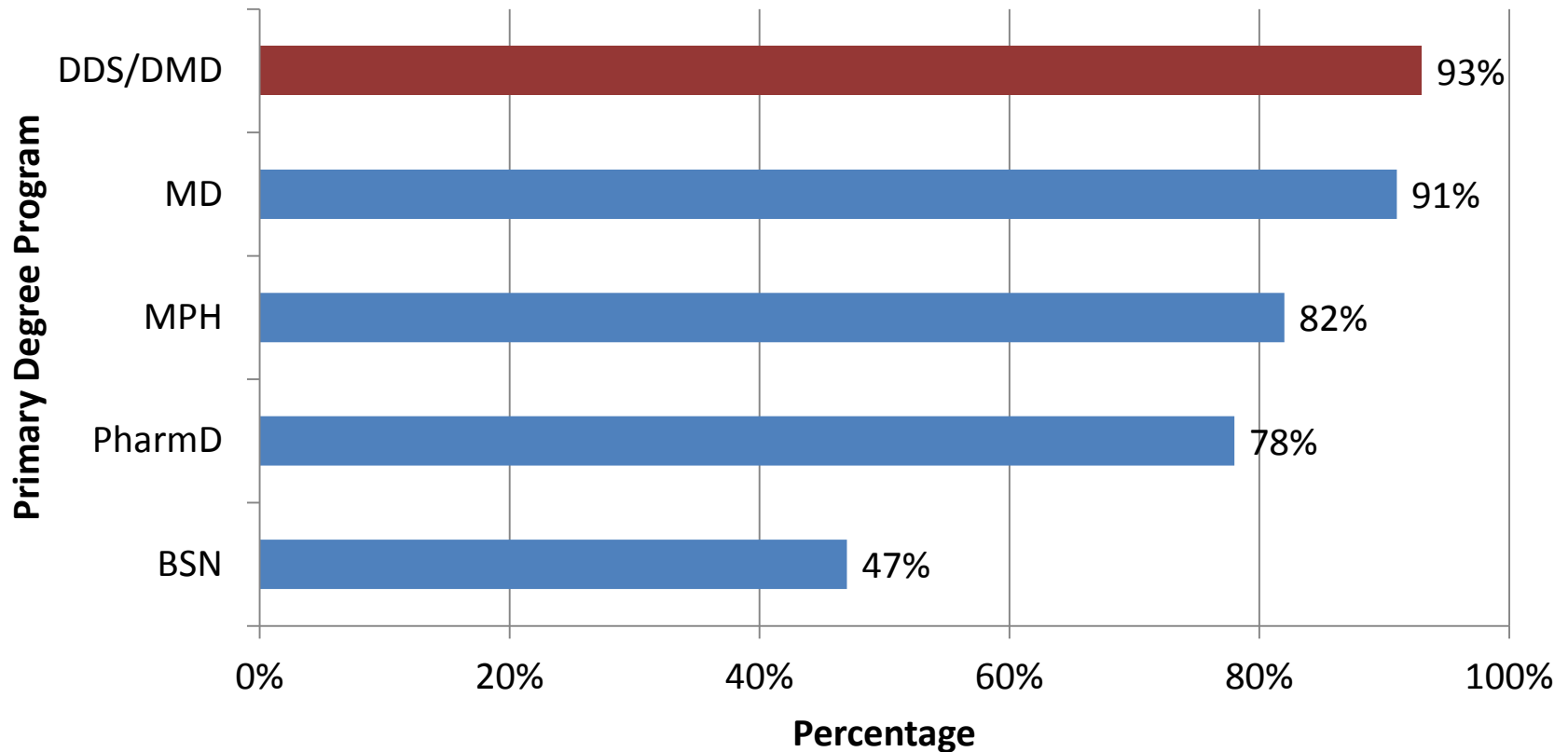
Multi-year process of reviewing our admissions procedures and taking small baby steps to move in a different direction.



# What we Learned

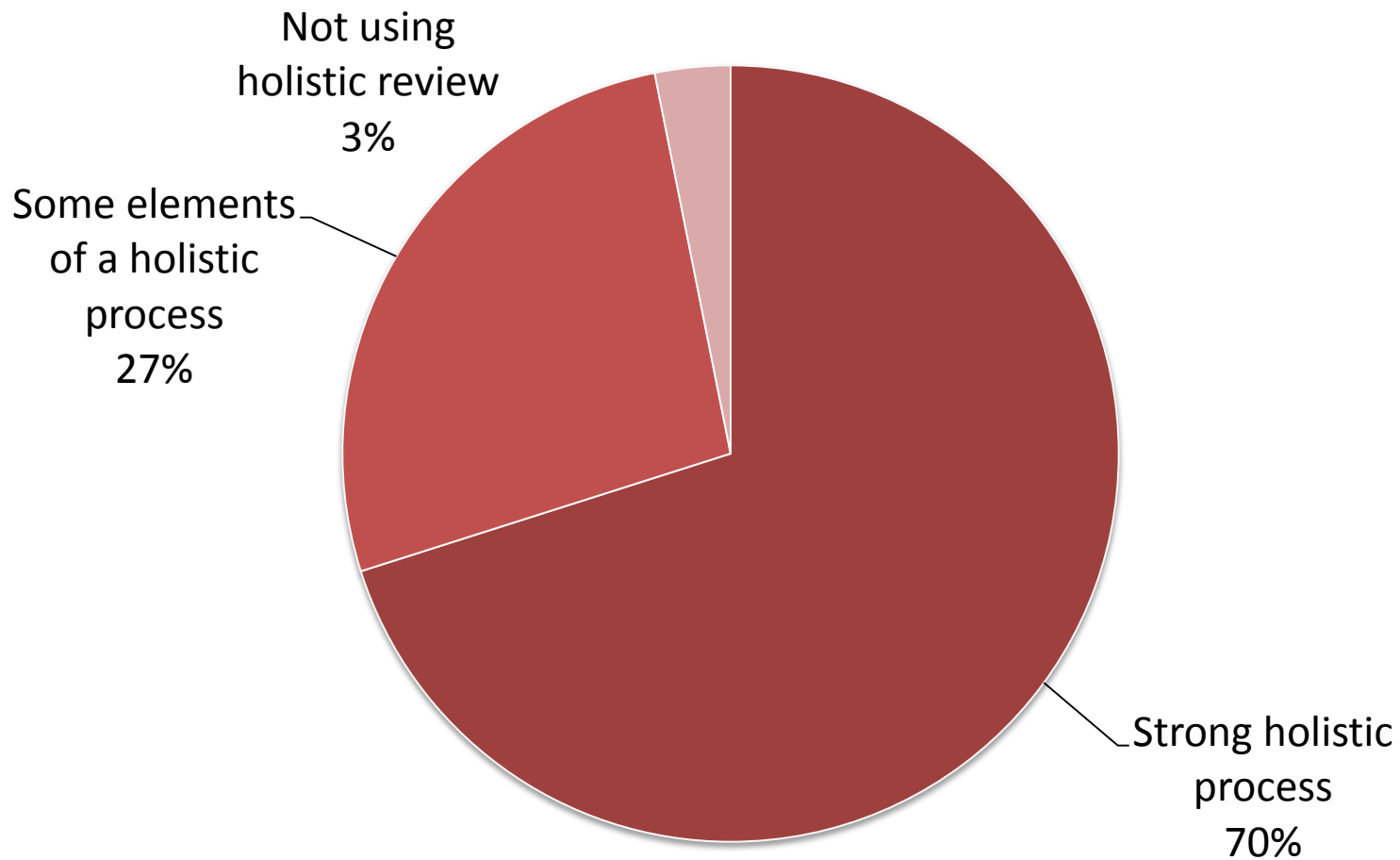
## UU Health Study - Reported Use by Health Profession

### Self-reported use of holistic review by health profession





# UU Health Study Extent of Use Holistic Review - Dentistry



# Holistic Review Practices

- Evaluating applicant criteria related to specific mission or goals of the school
- Mission statement for admissions includes diversity
- Considering non-academic criteria alongside academic metrics in the initial screening process
- Selecting students from the waitlist by characteristics related to school's mission or goals
- Providing training for the admissions committee related to school mission and/or diversity

# What we Learned

## UUHealth Study Impact - Dentistry ADEA | THE VOICE OF DENTAL EDUCATION

### Of those evaluating admission outcomes:

- **76%** of dental schools reported that diversity of the incoming class *increased*.
- **88%** of dental schools reported average GPA of the incoming class was *unchanged or increased*
- **100%** of dental schools reported graduation rates were *unchanged or increased*
- **84%** of dental schools reported that the average number of attempts for students to pass required licensing exams remained *unchanged or improved*

# ADEA Initiative: 3 Key Factors to Success

- Support from the top
  - Takes more resources to review applications holistically
- Small achievable goals extended over time
  - Evidence that numbers don't always predict success
- Early success stories



# Hidden Gold in College Applications 03/05/16

Frank Bruni      **New York Times Op Ed**



# QUESTIONS?



- Attend an Upcoming Webinar or Event
- Schedule a Call
- Visit the following sites for more information:
  - [www.mynursingcas.org](http://www.mynursingcas.org)
  - [www.aacn.nche.edu/nursingcas](http://www.aacn.nche.edu/nursingcas)
  - [www.nursingcas.org](http://www.nursingcas.org)

### Contact:

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# More Information on NursingCAS