

# Our Transformational Journey to Inclusive Excellence at the University of Cincinnati

AACN Deans Annual Meeting

Greer Glazer PhD, RN, CNP, FAAN

Karen Bankston, PhD, MSN, FACHE

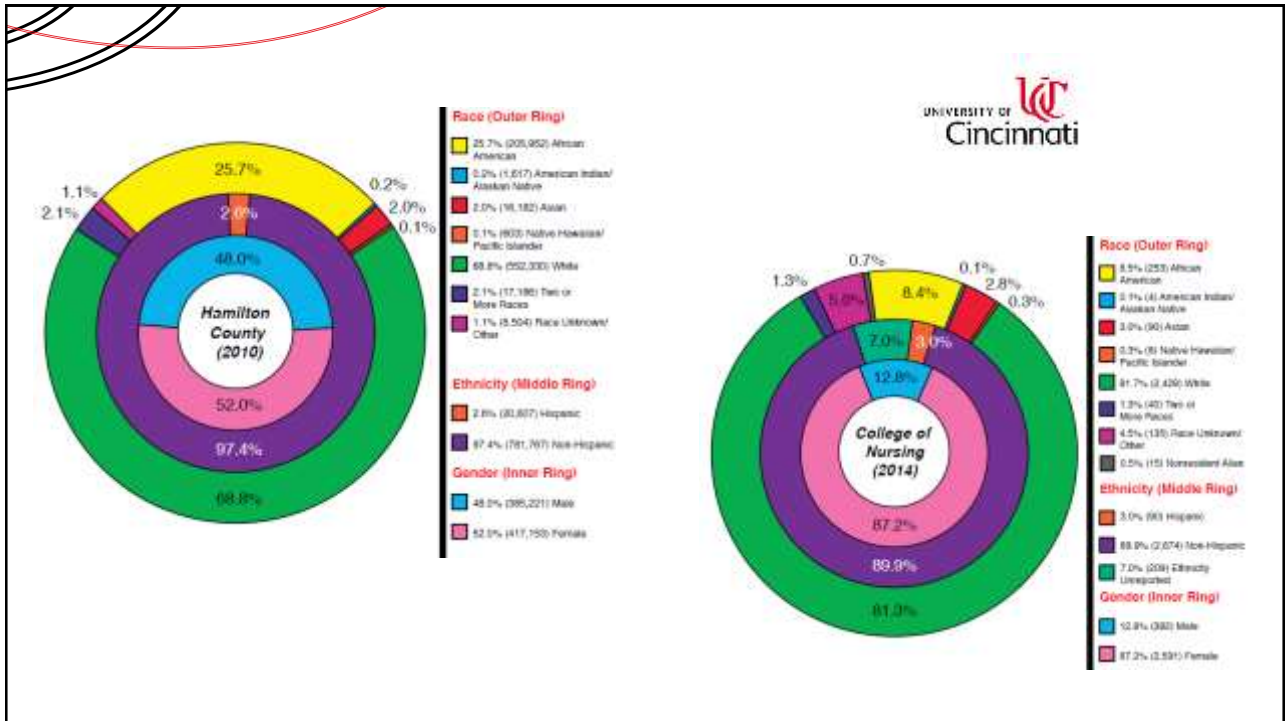


## Current Diversity Statistics

	Students Enrolled in Entry-Level BSN programs (2013)*	Students Enrolled in Entry-Level BSN programs (2016)*	Registered Nurses in the US (2013)**	US Population (2013, 3-year ACS data)**
White	71%	68%	83%	63%
Black or African American	10%	10%	6%	12%
Asian	8%	8%	6%	5%
Hispanic or Latino	8%	11%	3%	17%
Two or more races	2%	3%	<1%	2%
American Indian or Alaska Native	1%	.5%	<1%	1%
Native Hawaiian or Other Pacific Islander	(combined with Asian)	(combined with Asian)	<1%	<1%
Unknown	N/A	N/A	<1%	<1%

\*Source: American Association of Colleges of Nursing

\*\*Source: National Council of State Boards of Nursing (NCSBN) and the Forum of State Nursing Workforce Centers



## Community Survey Results

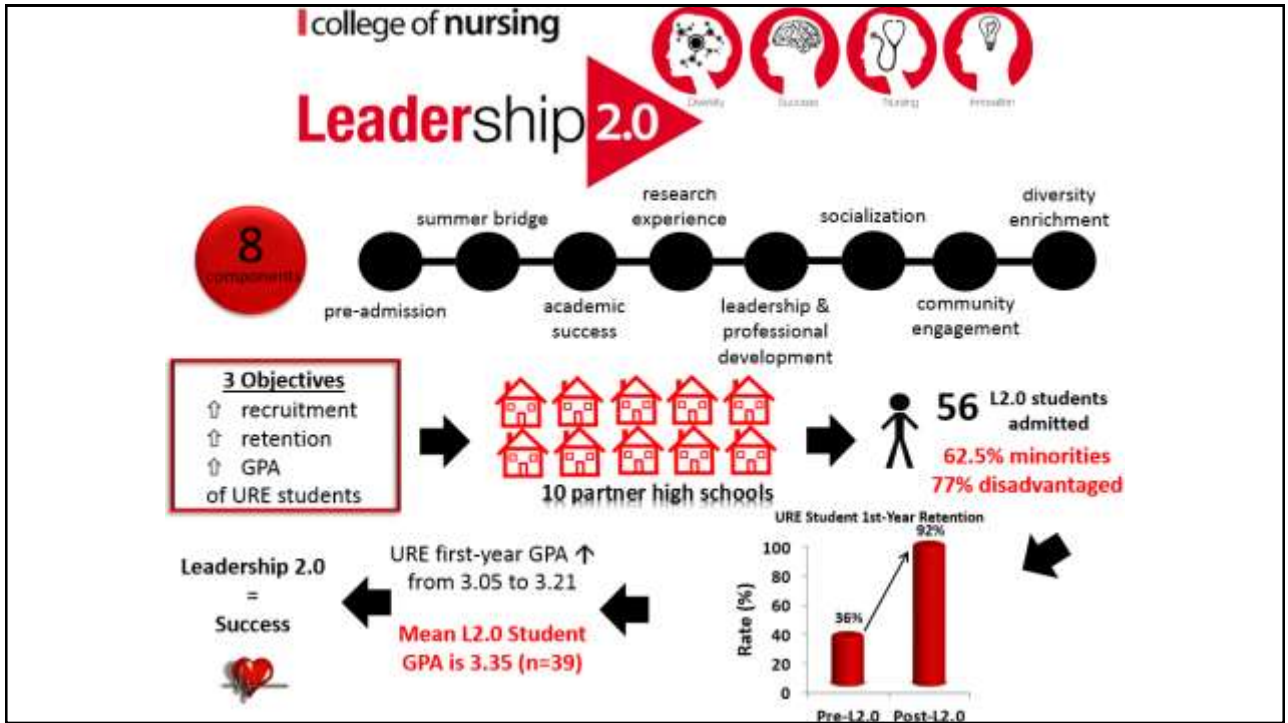
- **21%** of African-American adults in the region think they would have received better medical care if they belonged to a different race or ethnic group (compared to 5% of whites)
- **14%** of African-American adults felt they had been judged unfairly or treated disrespectfully by a doctor/medical staff member (compared to 1% of whites)
- **19%** of African-American adults felt they had been judged unfairly or treated disrespectfully by medical staff because of their ability to pay for care or the type of health insurance they had (compared to 12% of whites)



## Original Needs Assessment for Development of L2.0

Retention Rates of Nursing Students by Demographic

Year Admitted	2009		2010		2011	
	Non-Hispanic White	URE	Non-Hispanic White	URE	Non-Hispanic Whites	URE
Freshman to Sophomore Retention	55%	25%	49%	36%	67%	33%
Sophomore to Junior Retention	97%	100%	96%	100%	N/A	N/A
Junior to Senior Retention	98%	100%	N/A	N/A	N/A	N/A



## Historical Applicant Data Pre- and Post-Implementation of Leadership 2.0

Year	Pre-Leadership 2.0			Post-Leadership 2.0		
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total # nursing applicants	1049	1110	1011	1159	1089	1101
# URE nursing applicants	230	250	218	299	210	233
% URE nursing applicants	21.9%	22.5%	21.5%	25.8%	19.3%	21.2%
Total # of enrollees	249	185	213	154	172	153
Total # of URE enrollees	18	21	21	10	12	12
% of URE enrollees	7.2%	11.3%	9.9%	6.5%	7.0%	7.8%

## Cincinnati Public Schools ACT and GPA Data

- CPS district K-3 literacy rate: 30.5%
- CPS district 4-year graduation rate: 72.8%
- CPS district 5-year graduation rate: 78.5%
- CPS district % of students who are proficient: 19.3%
- CPS district % of student not kindergarten ready: 44.1%
- CPS district % of students who graduate college within 6 years of graduating high school: 22.5%
- Mean ACT score at partner CPS school: 15.9
- Mean GPA at partner CPS school: 2.13

Data from Ohio School Report Cards: <http://reportcard.education.ohio.gov/Pages/default.aspx>

## Helping Emerging Adolescent Leaders Transform Health Care (HEALTH) Pathways

Five-year, \$2.5 million grant funded from Office of Minority Health in U.S. Department of Health & Human Services



## HealthPath – Rural Community

- Career fairs
- Summer camps
- Health coaches



## Ideal Admissions Data

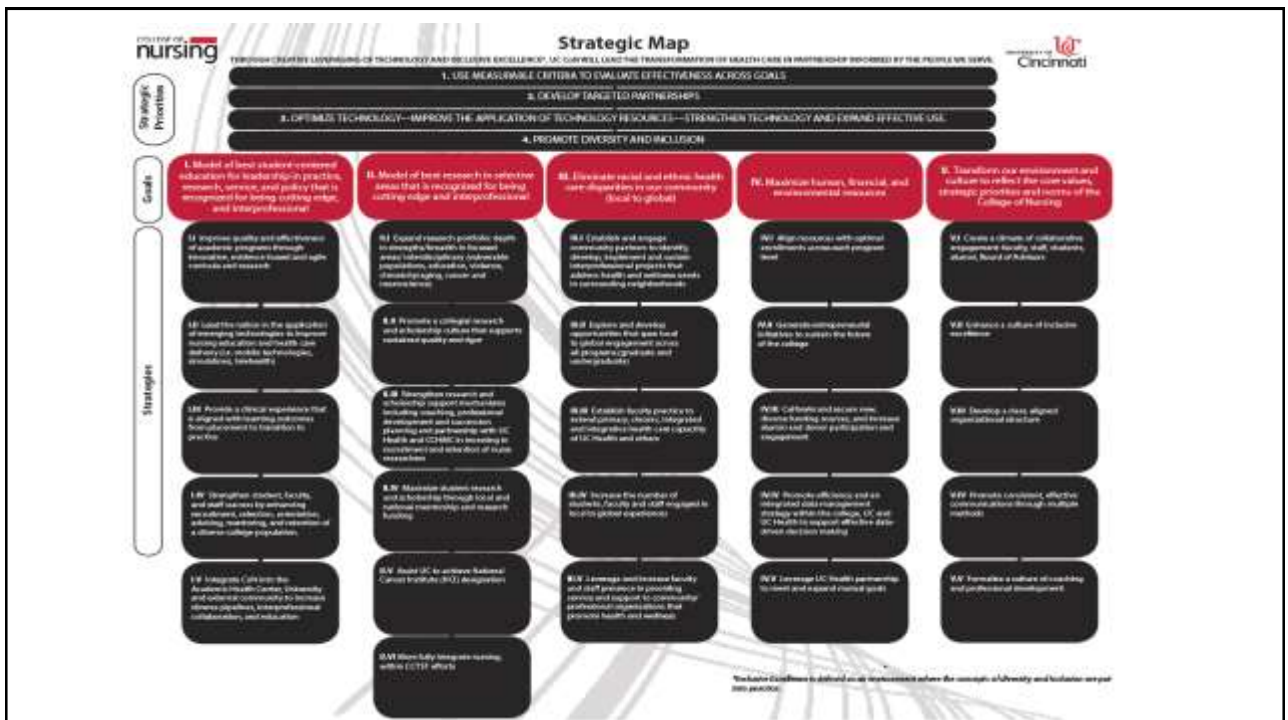
- Applied
- Accepted
- Yield- Enrolled
- Retained
- Graduated
- Passed NCLEX



# Community Advisory Board

A cross-section of community leaders that include representation from the following sectors:

- Faith based
- Public schools
- Business
- Philanthropy
- Advocacy
- Healthcare
- Government



## CON Strategic Map

- Vision: Through the creative leveraging of technology and inclusive excellence\*, UC CoN will lead the transformation of health care in partnership informed by the people we serve
- Strategic Priorities include promotion of diversity and inclusion
- 2/5 Goals:
  - III. Eliminate racial and ethnic health care disparities in our community (local to global)
  - V. Transform our environment and culture to reflect the core values, strategic priorities and norms of the College of Nursing

## Hand in Hand College Culture

- Committee for Equity and Inclusive Excellence
- Movie/Book Clubs
- International cultural/food festival
- Diversity Awareness Month
- Cultural Competence Surveys





## Holistic Admissions

- Undergraduate BSN and Nurse Anesthesia
- Multiple Mini Interviews (MMI)



## Comparative Data Pre to Post MMI CoN Enrollment Priorities

	Quantitative	Holistic
<b>Ethnicity/Race Diversity</b> (Non-White)	12%	13%
<b>Gender Diversity</b> (Male)	11%	12%
<b>First Generation College</b>	23%	27%
<b>Out-of-State</b>	21%	24%
<b>Economically Disadvantaged*</b> *Application Fee Waiver Requested	Waiting for FAFSA's	

# Comparative Data Pre and Post MMI

## CoN Enrollment Priorities

	Quantitative	Holistic
Avg. ACT Score	29	27
AVG. GPA* *Weighted	4.0	4.01

Overlap

(N=247)

72%



# Publications

## HOLISTIC ADMISSIONS IN NURSING: WE CAN DO THIS

URRER GLAZER, BS, CNP, PhD, PA-CP, ANGELA CLARK, BS, PhD, KARIN BANISTER, BS/PhD, JENNIFER DANER, MS, MACEY FUR, MS, MPH, FNP-CP, and DEBRA MCFARLANE, MPA

Research shows that holistic admissions review practices can increase diversity across academic medical disciplines, the workforce preparation and academic success of students. Therefore, many disciplines have readily adopted the widespread use of holistic admissions review. Despite these positive outcomes in addressing student diversity, nursing has been slow to implement holistic admissions review. The purpose of this study was to gain a better understanding of the barriers to implementing holistic admissions review in nursing and the feasibility of adopting holistic admissions review across nursing programs. A holistic qualitative research study was conducted with nursing faculty from three group theoretical perspectives. The qualitative data consisted of two phases of focus group observations conducted over a 12-month period. The initial phase was exploratory, identifying barriers, enablers, and enablers. The second phase was confirmatory, identifying barriers, enablers, and enablers. The study identified barriers to implementing holistic admissions review in nursing and the feasibility of adopting holistic admissions review across nursing programs. The study also identified enablers to implementing holistic admissions review in nursing and the feasibility of adopting holistic admissions review across nursing programs. The study identified barriers to implementing holistic admissions review in nursing and the feasibility of adopting holistic admissions review across nursing programs. The study also identified enablers to implementing holistic admissions review in nursing and the feasibility of adopting holistic admissions review across nursing programs.

**Holistic Admissions in the Health Professions**  
FINDINGS FROM A NATIONAL SURVEY

Urban Universities for HEALTH

**OJIN**  
Legislative: From Policy to Practice: A Call for Holistic Review in Nursing Education

ANA

Legislative: From Policy to Practice: A Call for Holistic Review in Nursing Education

## Sustainability

- Fundraising priorities
- College and University partnerships



## Most Important Lessons

- Everything is linked and becomes fabric of the College
- Data/infrastructure support evaluation
- Importance of people on projects- passion
- Not everything costs \$
- This is your responsibility – not optional



# Speech

