IDEALS: Inclusion Diversity Equity Access & Learning Success Using Holistic Admission

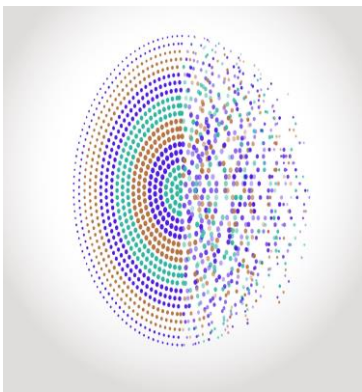Renee McLeod-Sordjan, Vice Dean
Deborah Riccardi, Project Coordinator

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SCHOOL *of* NURSING
AND
PHYSICIAN ASSISTANT STUDIES

Background/Introduction

According to the American Association of Colleges of Nursing's (AACN) 2018-2019 graduating report, nursing students from minority backgrounds represent 34.2 percent of students in entry-level baccalaureate programs, 34.7 percent of master's degree students, and 34.6 percent of Doctor of Nursing (DNP) students. There is a need to increase the retention and admission of nursing students from diverse backgrounds to represent the communities we serve.

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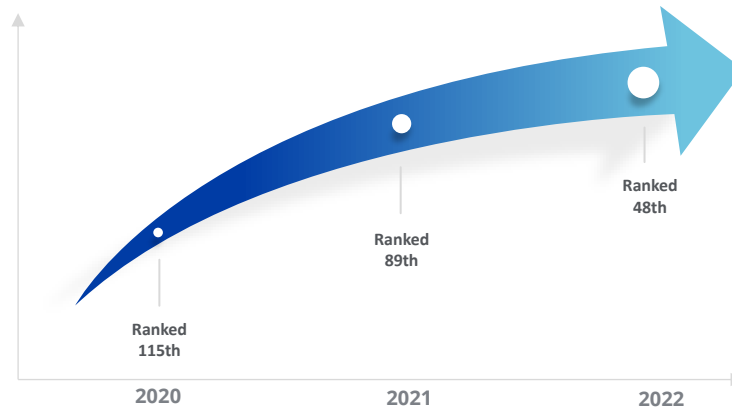AND
PHYSICIAN ASSISTANT STUDIES

Hofstra Northwell School of Nursing and Physician Assistant Studies

Doctoral	Masters	Post-Graduate Advanced Certificates	Undergraduate
• Adult-Gerontology Acute Care Nurse Practitioner • Family Nurse Practitioner • Psychiatric-Mental Health Nurse Practitioner • Adult-Gerontology Acute Care Nurse Practitioner/ Certified Registered Nurse Anesthetist	• Adult-Gerontology Acute Care Nurse Practitioner • Family Nurse Practitioner • Psychiatric-Mental Health Nurse Practitioner • Cardiovascular Sciences and Perfusion Medicine • Physician Assistant Program	• Adult-Gerontology Acute Care Nurse Practitioner • Family Nurse Practitioner • Psychiatric-Mental Health Nurse Practitioner • Registered Nurse First Assistant	Bachelor of Science with a major in Nursing

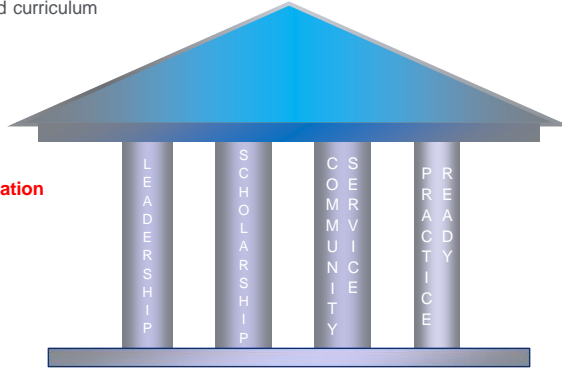HOFSTRA NORTHWELL
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Our Journey 2020-2022

Ranked 115th — 2020
Ranked 89th — 2021
Ranked 48th — 2022

BEST GRAD SCHOOLS
U.S.News & WORLD REPORT
NURSING
MASTER'S DEGREE
2022

Framework for Programs : Readiness for Practice

- Build upon arts and humanities to create nurse clinicians, scholars and educators

- Learner centric; competency- based curriculum built upon longitudinal milestones

- Benner Novice to Expert
- Core Competencies
    - Knowledge.of Nursing Practice
    - Patient Care.
    - **Interpersonal and Communication Skills.**
    - **Professionalism.**
    - Practice-based Learning and Improvement.
    - System-based Practice.

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LEADERSHIP | SCHOLARSHIP | COMMUNITY | SERVICE | PRACTICE | READY

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PURPOSE

The purpose of IDEALS is to enhance efforts, through an evidence-based comprehensive and holistic approach, to increase recruitment, enrollment, retention and graduation of nursing students from underrepresented and economically disadvantaged backgrounds, targeting specifically Blacks/African Americans, Latino/Hispanics, male and LQBTQA populations. The objective of the project is to transform the nursing workforce to increase health equity by targeting the needs of diverse learners who aspire to reduce health disparities in the populations they serve.

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GOAL

To incorporate an additional tool into the admissions process to help increase diversity by appreciating social determinants of education and creating equity in the nursing admission process

METHOD: Holistic Review Process

A flexible and highly individualized process by which balanced consideration is given to multiple experiences and attributes

Experiences:
Academic
   background
Community service
Research
Employment history
Earned honors and
   achievements
Overall contributions
   to nursing

Attributes:
Empathy
Team member
Courage
Intellectual curiosity
Pioneering spirit
Leadership qualities
Ability to embrace the
   commonalities and
   differences in others

Legend: ■ Experiences ■ Attributes ■ Metrics

TRANSFORMING ADMISSIONS: Social Determinants of Education

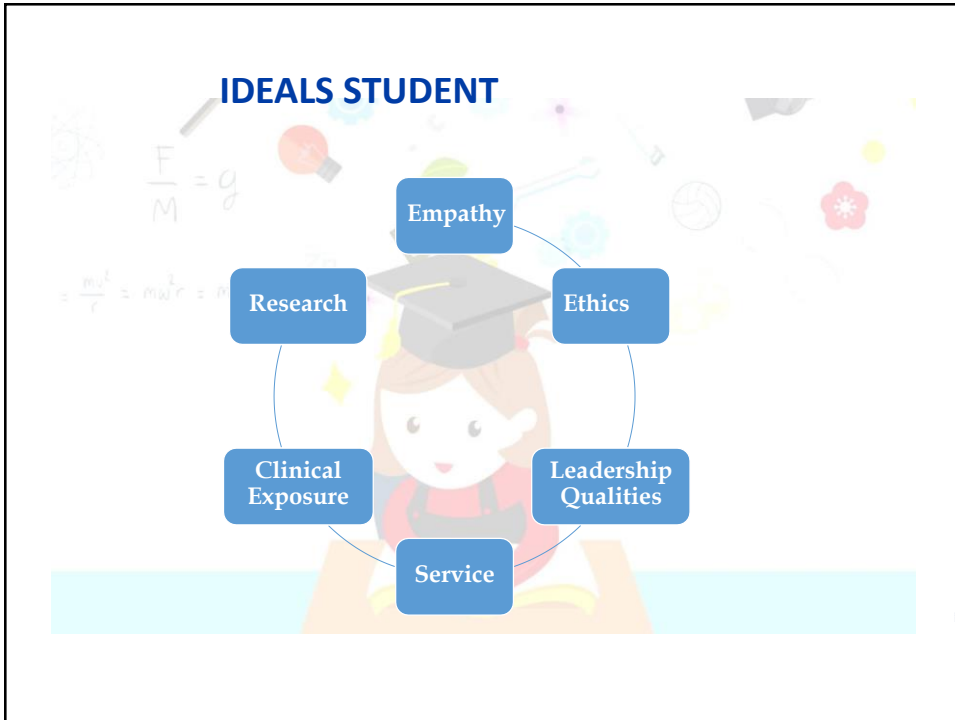## Matching Assessment to School of Nursing Values

The core values of the Nursing Program create the curricular framework for the continued development of our learners' professional identity formation as advanced practice nurses. The ten values make explicit for students those tenets of professionalism to be demonstrated in their new healthcare roles:

Leadership	Humanism
Scholarship	Global Health
Collaboration	Diversity
Innovation	Learning
Excellence	Courage

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IDEALS STUDENT

- Empathy
- Research
- Ethics
- Clinical Exposure
- Leadership Qualities
- Service

METHODS: FACULTY AS COACHES/FACILITATORS

Student Competence: Novice to Expert

- Student
- Preceptor
- Supervising Clinical Faculty

Student success is dependent on Commitment, Communication, Collaboration
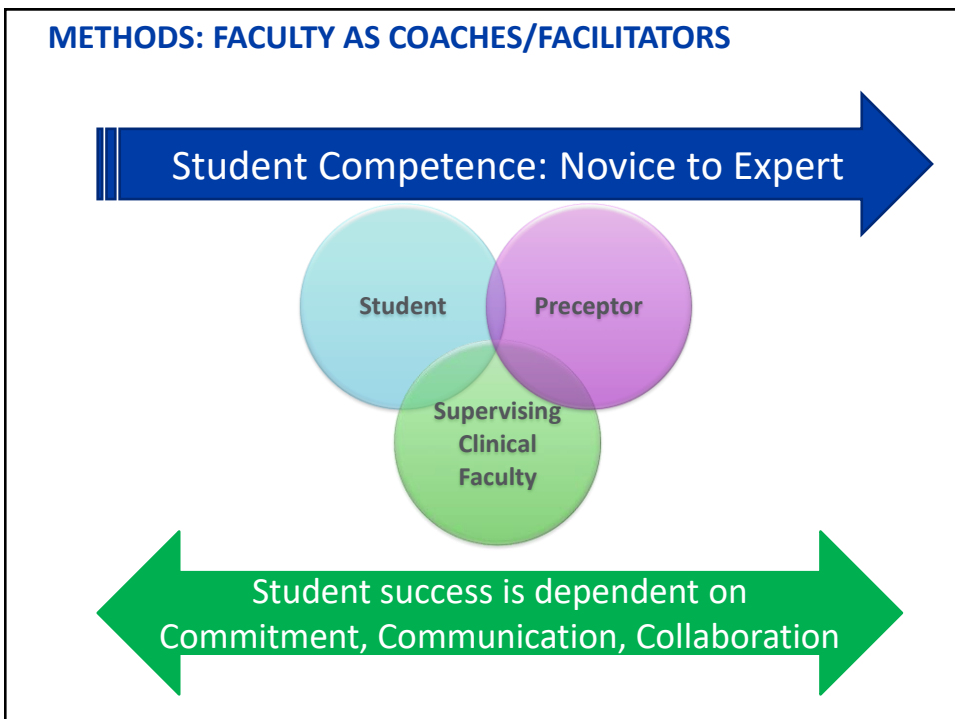
PEER MENTORING- Growing Diverse Faculty from a Diverse Student Body

Pre Immersion Program

Undergraduate BSN

Masters Program

Doctoral Program

New Faculty

Incorporating CASPer® into the Admissions Process
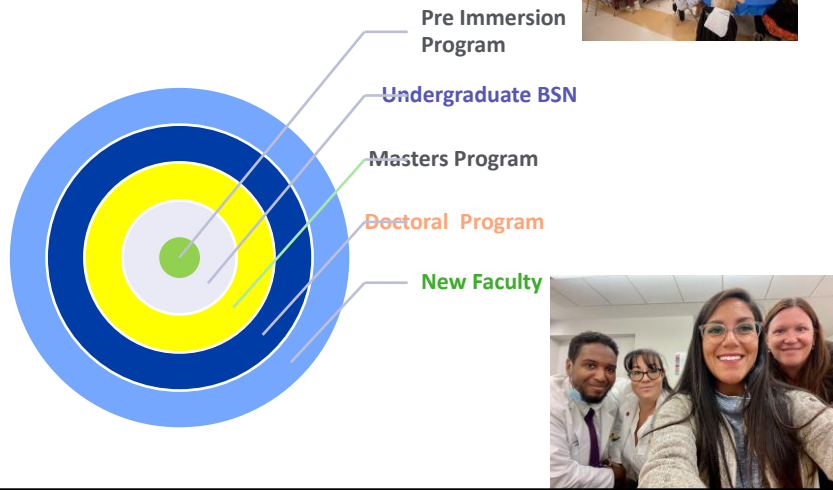
CASPer® was introduced at for the 2019-2020 admissions cycle.

Candidates for the program were optional to take the CASPer® test instead of in person interview

- Scores were substituted for behavioral interview

Candidates were interviewed by the faculty using behavioral interview

- Interviewers did not have access to the candidates CASPer® scores.

Interrater reliability was performed CASPer scores picked up additional criteria

- Final recommendations on acceptance were made to the Dean

About Our NP Students

		Class of 2018	Class of 2019	Class of 2020	Class of 2021*	Class of 2022	Class of 2023
Number of Students		30	54	57	64	57	55
Gender	Male Female	20% 80%	11% 88%	13% 87%	15% 85%	12% 88%	14% 86%
Race/ Ethnic Origin		52%	54%	52%	53%	55%	49%

Inaugural BSN Class of 2024

N= 36
Male = 17%
Underrepresented= 42%

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RESULTS

Admitted Students

Average GPA 3.2
Science GPA 2.6
22% - Communities of
      Color

13%- Male
60% attended more than 1
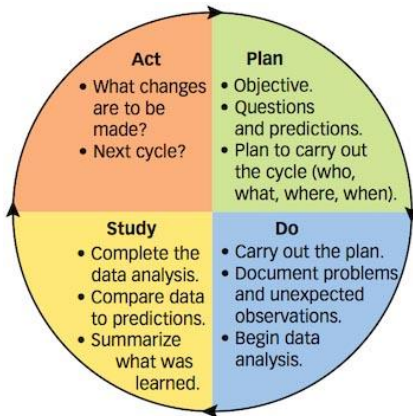**college to obtain BSN**

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RESULTS

❖ Longitudinally developing students' skills, knowledge and attitudes has led to a 97% retention, 99% graduation and 98% national board pass rate.

❖ Faculty of Hispanic, Asian and African American Origin have increased by 60%

EVALUATION: Rapid cycle Improvement & Metrics

Act
- What changes are to be made?
- Next cycle?

Plan
- Objective.
- Questions and predictions.
- Plan to carry out the cycle (who, what, where, when).

Study
- Complete the data analysis.
- Compare data to predictions.
- Summarize what was learned.

Do
- Carry out the plan.
- Document problems and unexpected observations.
- Begin data analysis.

Correlation of CASPer® results with preadmission academic metrics.

Comparison of CASPer® results to faculty interview rubric assessment.

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Findings /Results

- Total interview rubric scores were averaged from the 2 interviewers and assessed for correlation with the candidates CASPer score.

- A slight correlation was found between CASPer & interview scores [r= .09, p = .05, n = 245].

CASPer v Interview Scores
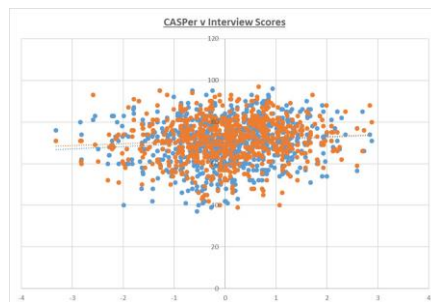
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Findings

Correlation of CASPer® results with pre-admission academic metrics

- n = 345

	Correlation Coefficient	P value
Overall uGPA	0.03	0.20
Science uGPA	0.00	0.92
CASPer <-1.5	0.98	0.02

Limitations

The results demonstrated are in the northeast in an area that is urban and diverse. The project has been limited by a small numbers of students from rural areas.

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Conclusions/Implications for Practice
Academic support utilizing holistic admission and pre-nursing immersion experiences prepare students for the rigorous demands of nursing programs. Utilizing innovative processes including peer mentoring and creation of inclusive learning environments address the overall competency and academic progression of diverse learners.

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> "To ensure the delivery of safe, patient-centered care across all settings, the nursing educational system needs to be improved"
> (IOM, 2010)

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Questions

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