

Changing Landscape and Strategic Approaches: Navigating Public and Institutional Policies

AARP Mentoring for Success
with Schools of Nursing
September 10, 2024

Objectives



Provide exemplars of Holistic Admissions in navigating admission and apply principles to support this initiative given constraints.



Provide an overview and discussion of current economic and socio-political changes affecting student enrollment.



Compare and contrast different approaches to mitigate the impact of economic and socio-political challenges on marginalized students

Political Challenges of Marginalized Students

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Dean, Equity Diversity, and Inclusion and
Assistant Professor, University of
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DEI Legislation Updates



Colleges Affected by DEI Legislation

Alabama | Arizona | Arkansas | Colorado | Florida | Georgia | Idaho | Indiana
| Iowa | Kansas | Kentucky | Louisiana | Maine | Massachusetts |
Mississippi | Missouri | Nebraska | North Carolina | North Dakota | Ohio |
Oklahoma | Pennsylvania | South Carolina | Tennessee | Texas | Utah |
Virginia | Wisconsin | Wyoming



privilege

sexism

office

sex

mandatory

programming

training

oppression

concept

religion

divisive

racism

prohibited

dei

race

Does dismantling such offices represent a significant regression in the pursuit of equity and inclusion within higher education?

Holistic Selection of Future Nurses in an Anti-DEI Political Era

Using Holistic Admissions Review to select nursing students best fitted to achieve health equity for all

**Wanda Thruston, DNP, PNP-PC, RN, Director of Diversity, Equity,
and Inclusion, American Association of Colleges of Nursing**

The Future of Nursing 2020–2030

Charting a Path
to Achieve Health Equity



Institute For Medicine **2020-2030 Future Of Nursing Report**

To address Social Determinants of Health
and achieve health equity:

Increase the number and diversity of nurses

Direct funds from government and foundations to nursing schools to sustain and increase the gender, geographic, and racial diversity of all levels of the nursing workforce

Increase and support the academic progression of socially disadvantaged students

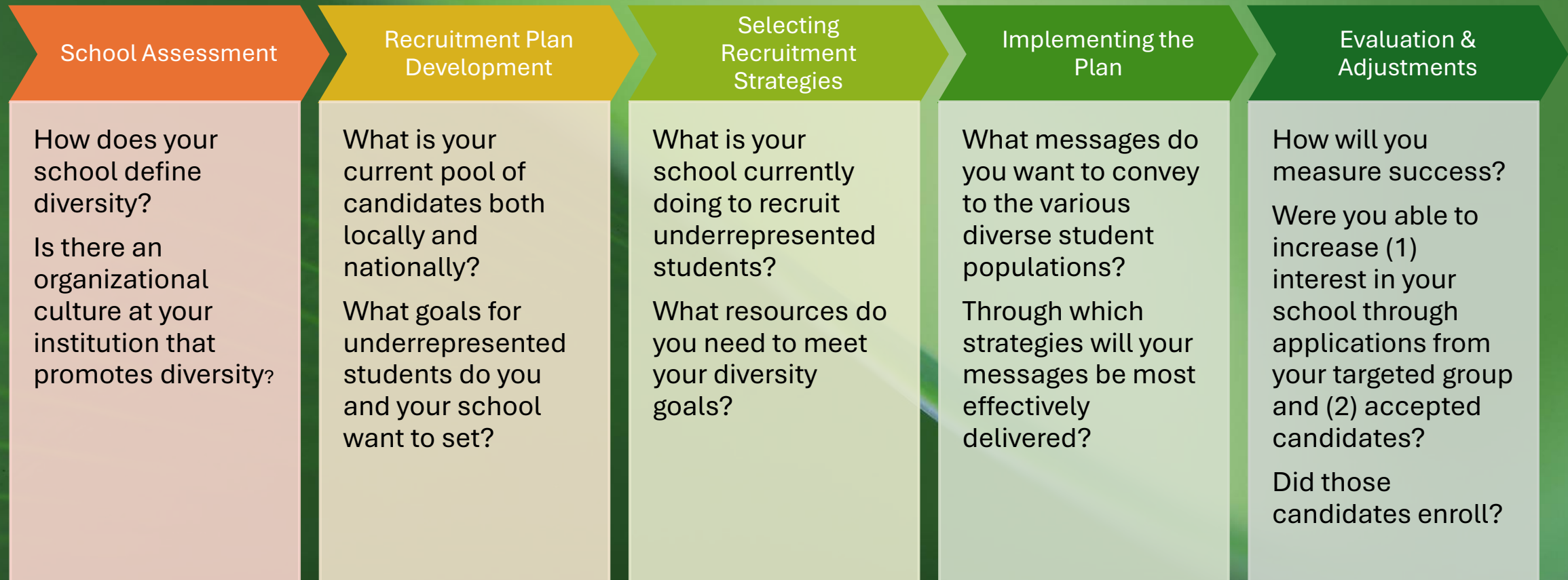
Diversity in Nursing

References a broad range of individual, population, and social characteristics, including but not limited to age; **sex**; **race**; **ethnicity**; **sexual orientation**; **gender identity**; **family structures**; **geographic locations**; **national origin**; immigrants and refugees; **language**; **physical, functional, and learning abilities**; **religious beliefs**; and **socioeconomic status**.



Increasing diversity in nursing starts with recruitment


Developing a Recruitment Plan






Holistic Admissions Review

Holistic Admissions Review is defined as a **flexible, individualized way** of assessing an applicant's capabilities. It balances consideration of **experiences, attributes, and academic metrics (EAM)** and, when considered in combination, how the individual might contribute value as a nursing student and to the nursing profession.

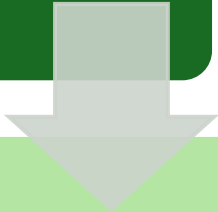


The Benefits And Considerations Of A Holistic Admissions Review Process

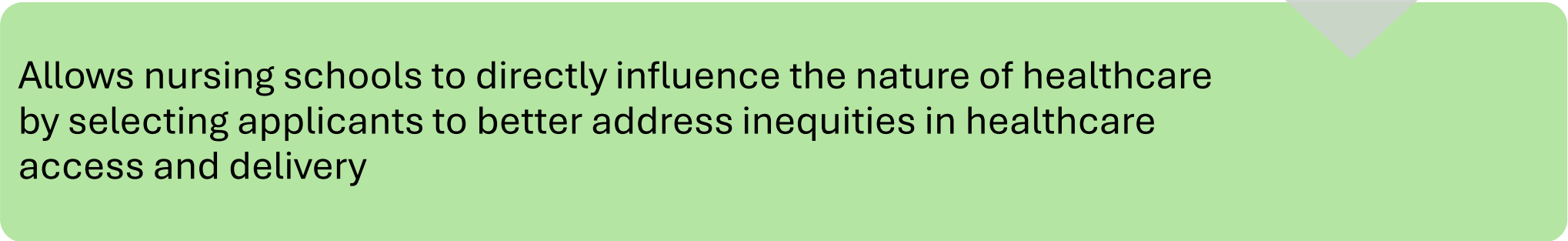
Emphasizes multiple factors in selecting applicants for admission and prevents using any single admission criterion as the deciding factor for selecting applicants.



Considers all the ways an applicant can contribute to a rich educational environment, offering different perspectives in the classroom and clinical practice

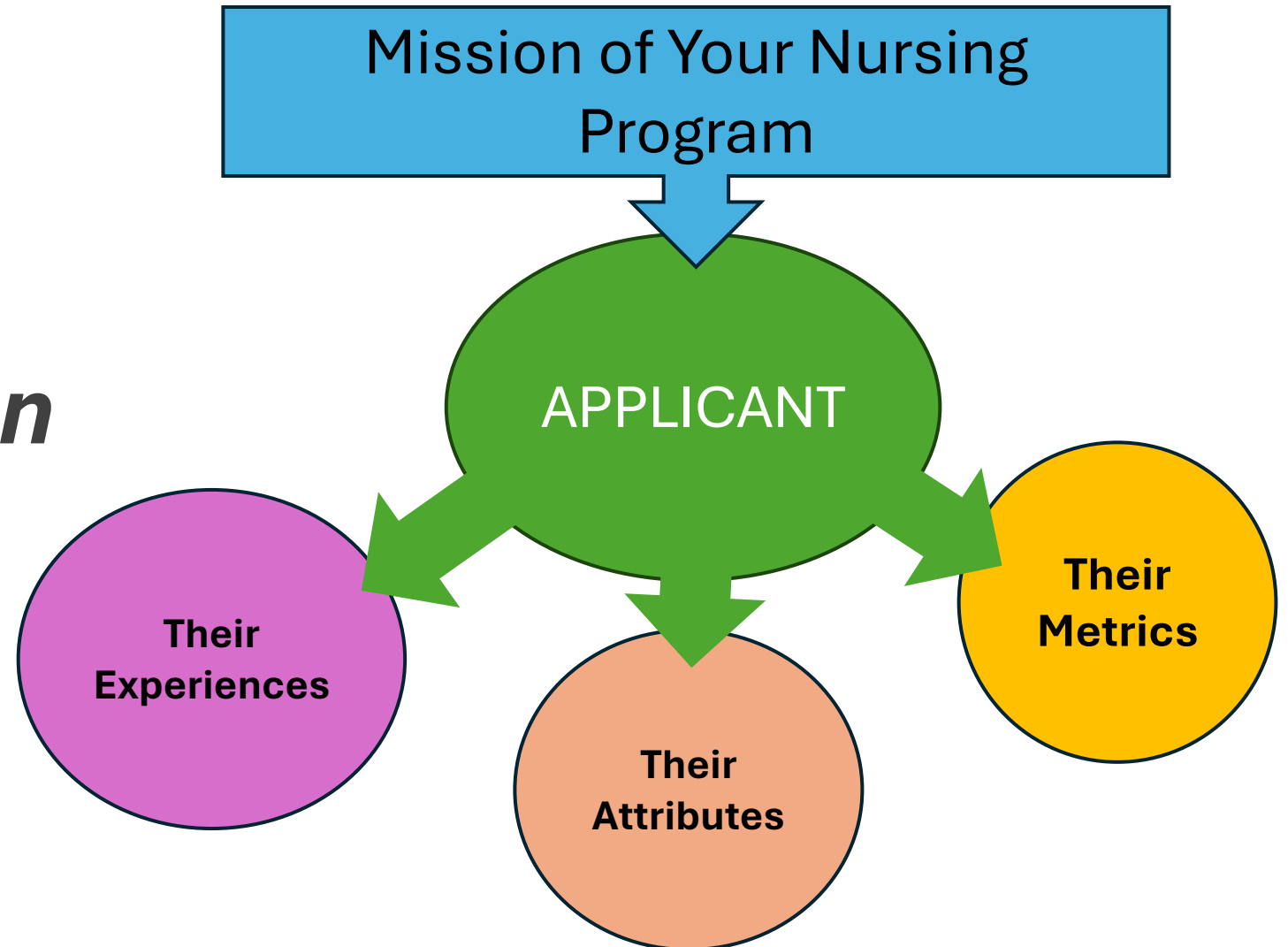


Allows nursing schools to directly influence the nature of healthcare by selecting applicants to better address inequities in healthcare access and delivery



The Holistic Perspective

***Connecting
Admission Criteria
With School Mission
And Goals***



What are Experiences, Attributes, And Metrics (EAMs)?

Experiences

Non-cognitive variables that encompasses the path the applicant has taken to get where they are

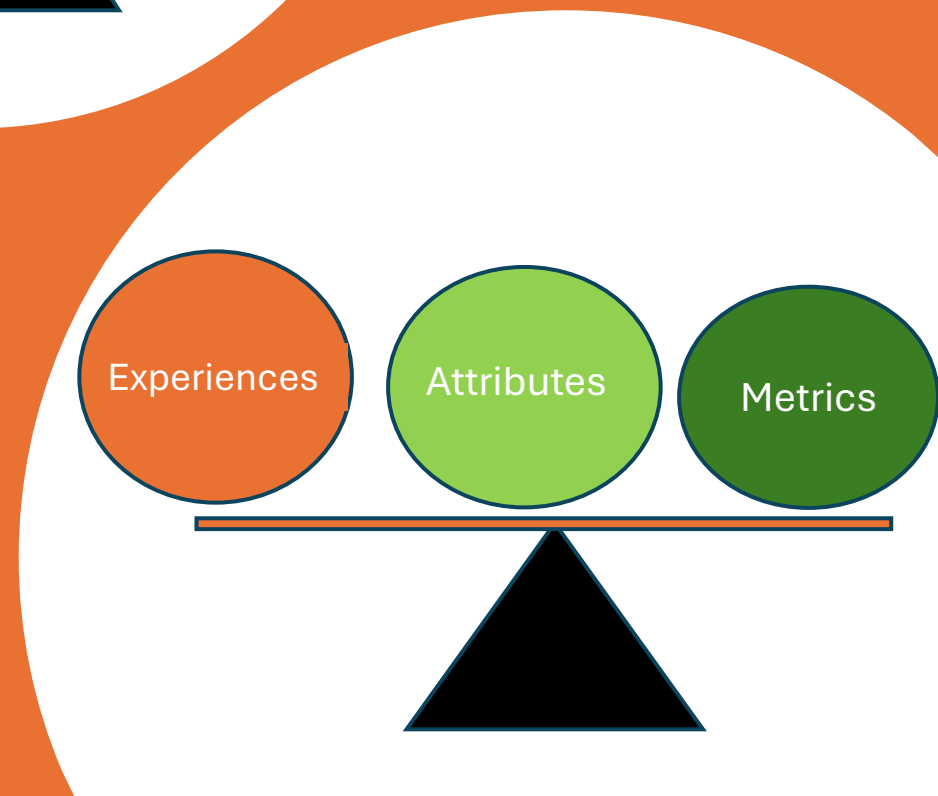
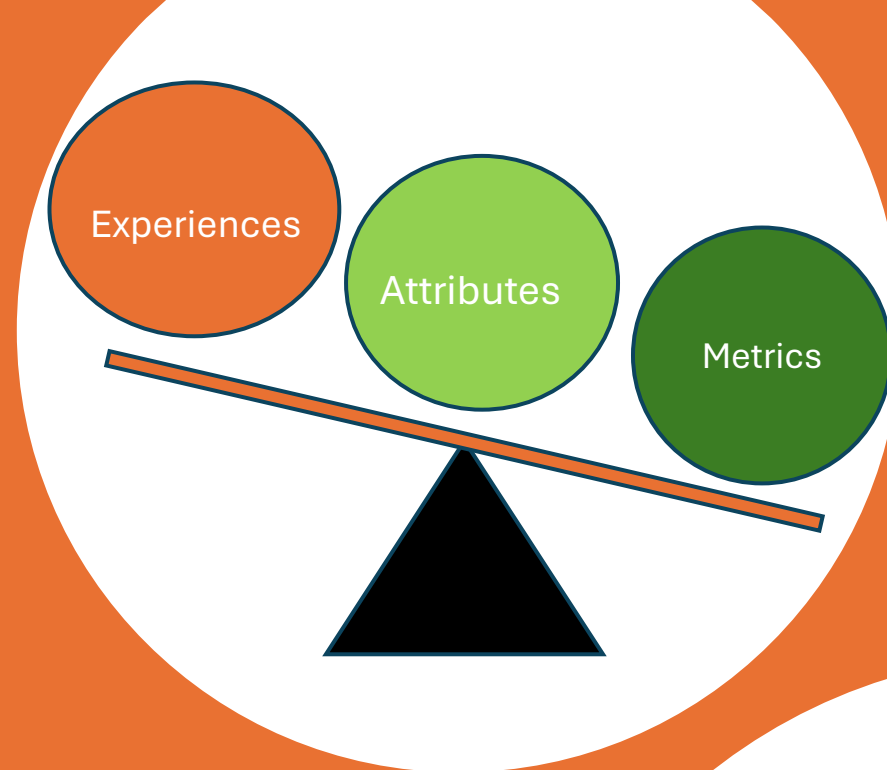
Attributes

Non-cognitive variables that includes the applicant's skills and abilities at the time of entry to nursing school, personal and professional characteristics, and demographic factors.

Metrics

Includes the academic/quantitative components of the applicant's full nursing school application, i.e. GPA, SAT/ACT, TEAS, HESI, etc., grade trends, the strength of available courses taken

*Traditional
Admission
Imbalance And The
Myth Of Metrics...*



Creating an Application Packet to Identify EAMs



AACN Offers Three Levels of Assistance for Developing or Improving a Holistic Admissions Review Process



Level 1: A 6-hour workshop describing the why, the research on its effectiveness, the benefits, and the basic fundamentals of developing a holistic admissions process.



Level 2: A 6-hour workshop detailing the step-by-step process of developing a holistic admissions review process that includes the results of an assessment and recommendations of your current admission process that is beyond a review of metrics.



Level 3: Level 2 plus a 4-6 month series of bi-weekly consultations to assist in the development or revision of your holistic admissions review process and the development of an admissions evaluation plan.

Holistic Admissions
Review Training and
Consultative Services



Mitigating challenges of marginalized students

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Professor, St. David's School of Nursing, Texas State University
Round Rock Campus

Developing a Holistic Approach

Plan started 4 years ago

Goal: To increase the diversity of the nursing program to reflect the University over-all and the Mission of a Hispanic Serving Institution.

Challenges faced

- Pandemic
- Limited admission numbers and decreased applications
- Bulky and difficult to work with nursing admission software: also moved from paper to electronic applications
- Time intensive work for the admissions team and faculty admission committee
- What does “Holistic” mean for our School of Nursing?
- Fall of 2023 the University President stated that the SON would increase the Junior admission class from 100 to 150 by Fall 2024, and with an eventual goal of 200.

How does Nursing CAS Help?



Single Application and Materials apply to all schools.

However each school has some “unique questions”.

Faculty Friendly and allows the Admission Committee Faculty to see the full application.

Increased our applications 3 x from previous year. Went from 190 to well over 300.

Our Custom application questions

Licenses and Certifications

Gender Identity (Select your preferred pronouns)

Do you plan to apply for financial aid? (helps us get them coaching)

Have you matriculated but not completed a nursing program?

Are you a first generation student

Marital Status

How did you hear about Nursing CAS

Covid Impact Questions

- Did you school move to online learning during COVID
- Did you have an opportunity to receive a letter grade for any of your courses during the COVID crisis

Other unique questions

- Are you or have you been a member of the Texas State Pre-nursing Living and Learning Community
- Are you or have you been a member of the Texas State Pre-Nursing Student Organization. Did you serve as an officer?
- How many college credit hours have you earned at Tx State?
- Application Fee waved for employees of St. David's Health Care.
- Healthcare related experiences



How Does Our Process Match the AACN Practices Related to Holistic Review

Mission statement for admissions that includes diversity (Not Yet)

- No direct mission statement for the admissions committee
- However the Mission, Vision and Values for the school each discuss diversity
- Values: holistic approach to nursing education across the continuum of health and the lifespan
- Vision: The St. David's School of Nursing at Texas State University will provide supportive and creative educational programs, which inspire those who teach and those who learn, _____.

How Does Our Process Match the AACN Practices Related to Holistic Review

Admissions committees receive training related to the school's mission (Probably but could be clearer)

- All members of the faculty receive training on the M/V/V of the school and it is posted at the top of meeting agendas
- Admission committee receive a “charge” from the Director each year

Admissions committees receive training on diversity and/or unconscious bias (Needs specific attention plus impact of Texas Laws/Mandates)

- All University Faculty are required to complete annual training
- No specific training for the members of the admission committee

How Does Our Process Match the AACN Practices Related to Holistic Review

Broadening the composition of the admissions committee (e.g., including members of the community, diversity staff)

- Not at this time. The committee is made up of only nursing faculty

Non-academic criteria considered alongside metrics in the initial screening process (Yes, however not perfect)

- Developed over several years and this year included new data collection points

Applicants required to submit an essay/personal statement (not going forward)

- For the 2024 cycle yes
 - Going forward no as faculty struggled to grade essays and many of the “writing points” were moved to the NURSING CAS and the Interview
-

How Does Our Process Match the AACN Practices Related to Holistic Review

- **A subset of applicants are interviewed (in person or over the phone) (Faculty found this more rewarding than the essays)**
 - Every student meeting the minimal admission criteria were interviewed in 15 min sections
 - Every potential student was ask the same questions
 - Given a time to ask Faculty Questions
 - Faculty could ask clarifying questions related to the application: Can you share more about the challenges your faced during that tough semester: No specific details just “faced a touch issue which prevented me from completing the semester, however as you see after that I did really well”

How Does Our Process Match the AACN Practices Related to Holistic Review

Applicants are drawn from the waitlist according to criteria that contribute diversity to the school (yes, however needs to be reviewed)

- We do have a wait list and the committee ranks the students. However there is not a specific criteria for drawing students.

Specific criteria related to school mission and goals are evaluated (e.g., global health mission)

- Not at this time

Example of areas that we added to our Matrix

Healthcare Experience	Life Experience
Certifications	Leadership (served in work, volunteer or organization)
Licensures	Military Service
Healthcare work/Volunteer/service <1 year	Non-Healthcare work/Volunteer service <1year
Advanced Healthcare work experience >1year	Advanced Non-Healthcare Volunteer/Work
Pre-Nursing Organization or the LLC	Advance education Bachelor or higher completed

Interview Questions:

- Describe your understanding of a nurse's responsibility?
- What is the biggest factor in your decision to become a nurse?
- What do you consider the most important characteristic for a nurse to possess?
- Tell me about a time you were under high pressure at school and how did you handle it?
- Give me an example of a time you used critical feedback to improve.
- Room to ask a clarifying question about the application (committee agreed that the question should be ask)

What all the results of this new process?

- **BSN Admission Profile -**
- **St. David's School of Nursing**

• **Data for Entering Classes 2019-2023**

Categories	2019	2020	2021	2022	2023	2024 (pending will have next week)
Completed Applications	298	242	246	255	190	346
Applicants Accepted	100	100	100	100	100	150
Gender: Female	93	76	83	86	78	135
Gender: Male	7	24	17	14	22	15
Race/Ethnicity	34%	46%	44%	48%	55%	67%
Age Range	19-29	18-30	18-45	18-32	19-31	18-37
Second Degree	9%	10%	4%	5%	2%	2.6%
Prerequisite GPA	3.61	3.68	3.69	3.68	3.72	3.77
Science GPA	3.46	3.54	3.51	3.46	3.45	3.50

Mitigating challenges of marginalized students

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Diversity, and Inclusion and Assistant Professor, University of
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Approaches
to student
success

HOLISTIC ADMISSION

FUTURE OF NURSING

SOCIAL DETERMINANTS OF
LEARNING

CULTURE AND CLIMATE

The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity

Recommendation 7: Nursing education programs, including continuing education, and accreditors and the National Council of State Boards of Nursing should ensure that nurses are prepared to address social determinants of health and achieve health equity.



HOW?

Curriculum

Technology

Academic Partnerships

Faculty

Nurses well-being



Social Determinants of Learning (SDOL)TM

- Physical health
 - Application-enrollment-degree completion
- Psychosocial health
 - Resilience and self-belief
- Physical environment
- Social environment
 - Structural barriers
- Economic stability
- Self-motivation

Climate and Culture

Leading Across Multidimensional Perspectives
(LAMPSM) Culture and Climate Survey

5 thematic areas:

1. Perceptions of Culture and Climate
2. Fair Treatment and Observations of Discrimination
3. Belongingness
4. Value of Diversity, Equity, and Inclusion
5. Campus Services and Clinical Training



BUILDING A CULTURE OF

BELONGING

IN ACADEMIC NURSING

ASSESSING CULTURE, CLIMATE, AND BELONGING USING LAMPSM



Why?

- Provides a mechanism for gathering thoughtful input from students, faculty, and staff to help you determine what is working well and where more progress is needed in your efforts to create an inclusive learning environment.
- Allows your school to benchmark its performance to a national data set and measure your progress over time



The numbers speak

Belongingness 60%

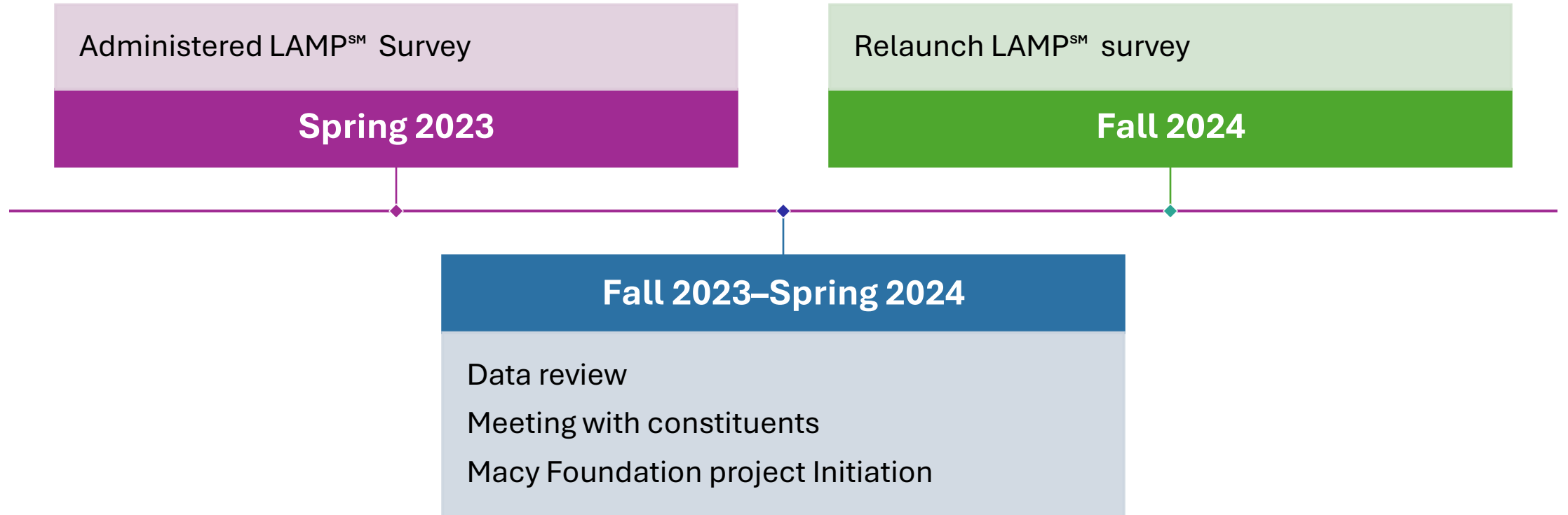
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graph TD; A[Belongingness 60%] --> B[Treated fairly 50%]; B --> C[Discrimination/Microaggressions 32% vs 46%]; C --> D[Curriculum 81% vs 69%];
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Treated fairly 50%

Discrimination/Microaggressions 32% vs 46%

Curriculum 81% vs 69%

Experience





Thank you
Q and A