

Holistic Admission in a Non-Affirmative Action State

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PURPOSE

- Describe the development, application, and evaluation of a holistic admissions process for students admitted directly after high school in a non-affirmative action state.
- Evaluate the effectiveness of Holistic Admission Review (HAR) at increasing the number of qualified applicants and admitted students from underrepresented minority (URM) backgrounds in a non-affirmative state

STATE of SCIENCE

- Patient populations are increasingly diverse among racial, ethnic, and cultural groups.
- In the United States, the composition of the healthcare workforce has yet to reflect the same degree of diversity as the populations they serve, which negatively influences the quality of care received, especially for people of color.
- Creating a healthcare workforce that more closely represents the people it serves is requisite for providing care that is high in quality and equitable in nature.
- The inability to consider affirmative action criteria, however, is thought to increase the difficulty in recruiting, enrolling and graduating a more diverse student body.
- An admission process using the principles of HAR is supported as a method to increase the number of URM students enrolled in Colleges of Nursing



METHODS/POLICY FRAMEWORK

- Grantees were chosen from our Direct Admit for Freshmen BSN student population once admitted to the CON using the HAR process

Intentional recruitment

- High school and University recruitment fairs
- Monthly in-person and virtual informational meetings
- University enrichment activities including Summer Preview Days
- Outreach to the CON's C2 Pipeline program that supports afterschool STEM programs in area schools with high URM enrollment

Reviewers

- Recruited from faculty, alumni, and professional nursing organizations including the Detroit Black Nurses Association, National Arab American Nurses Association, and the National Association of Hispanic Nurses

Established EAMs

Experiences and Attributes

- Three short essays intended to examine an applicant's strengths, experiences and attributes related to success in nursing school and a career in nursing (focus is on leadership, diversity, and grit)
- Short essay on required healthcare related community service
- First generation
- City of Detroit or other low performing high school
- Percentage receiving free or subsidized lunch at high school attended

Metrics (Tiered)

- Minimum high school GPA of 3.0
- Minimum SAT score of 1110 or ACT score of 22

OUTCOMES

Table 3. Race/Ethnicity of Applicants Excluded by SAT/ACT Metric

	2018		2019		2020	
	N	%	N	%	N	%
Total Applications	274		450		401	
Qualified Applications	113	41.2	108	24	95	23.7
Not Considered ¹	161	58.8	342	76	306	76.3
Total Excluded based on SAT/ACT metric ²	110	40.1	208	46.2	217	54.1
Race/Ethnicity of those excluded by SAT/ACT metric						
African American/Black	31	28.2	86	41.3	68	31.3
Asian	8	7.3	20	9.6	19	8.8
Hispanic ³	9	8.2	18	8.7	28	12.9
Middle Eastern ³	8	7.3	0	-	3	1.4
Native American	0	-	1	0.5	3	1.4
Two or more races	8	7.3	10	4.8	8	3.7
Total URM	64	58.2	135	64.9	129	59.4
White	50	45.5	83	39.9	105	48.4
Not Reported	5	4.5	8	3.8	11	5.1

¹ Not Considered – did not meet minimum requirements and/or did not submit essay/healthcare related service

² Total excluded due to SAT/ACT metric includes applicants below ACT/SAT score requirement and applicants who did not submit ACT/SAT scores

³ Hispanic and Middle Eastern may also identify in other race categories

OUTCOMES

- 62 Total Grantees selected

Race/Ethnicity

- 10 African American
- 5 Hispanic
- 12 Two or More Races
- 6 Asian
- 7 Middle Eastern
- 27 White

Other

- 29 are first generation students
- 11 are either from the city of Detroit or attended a Detroit high school

- While the total number of Direct Admit BSN applicants increased from 2016-2020, there was a decrease in the number of qualified applicants, largely due to SAT/ACT scores

DISCUSSION

- Intentional recruitment efforts succeeded in increasing the overall numbers and diversity of the applicant pool
- Despite this, the number of admitted URM students **decreased** over the five years of implementing HAR, **which negatively affected the pool available for inclusion in the grant.**
- Metrics, specifically the required SAT and ACT scores, were seen by recruiters and CON advisors as the biggest barrier to consideration for admission of URM students.

IMPLICATIONS

- The literature supports the process of HAR as a strategy to increase the numbers of URM students in health science education programs
- The inability to consider race, ethnicity, or gender deeply restricts admitting a diverse student body even with the use of Holistic Admission Review
- Admission committees must critically assess **all** aspects of HAR, with particular attention to the selection, measurement and weighting of chosen metrics

References Available Upon Request