

American Association of Colleges of Nursing. (n.d.). *Holistic Admissions Review in Nursing*. Retrieved September 10, 2021, from <https://www.aacnnursing.org/Education-Resources/Tool-Kits/Holistic-Admissions-Tool-Kit>

This online resource contains background, white paper, PowerPoint presentations and the workbook used during AACN workshop on holistic admissions.

Artinian, N. D. (2017). *Holistic admissions in the health profession: Strategies for leaders*. Retrieved from National Institutes of Health: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5708588/>

Output from a workgroup of university leaders convened after the Urban Universities for Health report to identify strategies supportive of implementation of holistic admissions review. Of note is recommendation for schools using some elements of holistic process to assess their admission practices and identify areas for improvement. List of holistic review practices to be evaluated is provided.

Center for Health Workforce Studies. (2019). *Nursing Workforce*. Retrieved September 13, 2021, from Washington Center for Nursing: <https://www.wcnursing.org/nursing-workforce/>

Gladwell, M. (2005, October 2). Getting in: The social logic of ivy league admissions. *The New Yorker*. Retrieved from <https://www.newyorker.com/magazine/2005/10/10/getting-in>

Article describing the history of the admissions process at ivy league schools which was aimed and decreasing diversity, not increasing it.

Glazer, G. C. (2016). Holistic admissions in nursing: We can do this. *Journal of Professional Nursing*, 32(4), 306-313.

Research article presenting findings from a survey of nursing deans as follow up to Urban Universities for Health report (2014) revealing that nursing had been slow to adopt holistic admissions. Research questions were "what are benefits and barriers to using holistic admissions review?" and how can perceived barriers to holistic admissions review be addressed?" Results of research set the foundation for the AACN toolkit and workshop.

Jung, D. L. (2021). Using holistic admissions in pre-licensure programs to diversify the nursing workforce. *Journal of Professional Nursing*, 37, 359-365.

Good background information on history of holistic admissions including legal aspects. Began holistic admissions for 2nd baccalaureate entry program in 2014. Outcome data showed increase in underrepresented minorities with no negative impact on attrition or 1st time NCLEX pass rate. Provides helpful table aligning desirable traits of a nurse to applicant data and source. Describes recorded interview process (audio and visual) and one essay question asking applicant to reflect on one aspect of how they would contribute to nursing. The essay process was timed (8 minutes) and limited to 500 words. Lessons learned discussed.

Lancaster, R. B. (2020). A quality improvement project: Defining and operationalizing a holistic admission selection policy. *Journal of Professional Nursing*, 36, 259-263.

Describes a quality improvement project to define and implement a holistic admissions policy. Good background information and outlines the steps in the QI method. Modified the AAMC 3

ring EAM model and added a 4th ring (2 rings of attributes) to include the core values of the faculty in the college of nursing. The added ring is represented in the model as the 3rd ring and contains professional values and beliefs (altruism, social justice, autonomy, integrity, human dignity) of the college of nursing and professional nursing. Minimal details about the scaling and tiering system used to evaluate EAM.

Lewis, L. B. (2021). Outcomes of a holistic admissions process in an accelerated baccalaureate nursing program. *Journal of Professional Nursing, 37, 714-720.*

Data comparing three cohorts prior to holistic admissions to three cohorts post implementation looking at demographic data, on-time graduation, licensure exam passing rate, remediation status, and student perceptions. Post holistic admissions implementation the diversity of the student body improved in a statistically significant way with high NCLEX pass rates and on-time graduation. While not an intentional goal, there was an increase in the average age of student, an interesting finding. Authors reference current literature indicating that age diversity is another desirable outcome. Of note are the results of student exit survey pre and post implementation of holistic admissions, with statistically significant increases in several of the areas queried and the authors write that these findings support the literature describing that all students benefit from diversity.

McMaster University. (2017). Retrieved from https://mdprogram.mcmaster.ca/docs/default-source/admissions/interviewer-manual-mmi_websiteversion.pdf?sfvrsn=2

Guidelines for mini-multiple interviews, including an introduction to different types of bias and examples of questions with guidance on how to score responses.

Murray, T. (2021). Holistic admissions: Could you be biased? *Journal of Nursing Education, 60(8), 427-428.*

Editorial discussing Deficit Thinking Approach which can impede the implementation of holistic admissions review. Deficit thinking theorizes that the student's inability to meet current standard admission criteria (i.e., academic metrics only) is because of internal deficiencies exhibited by limited intellectual abilities, linguistic shortcomings, or lack of motivation.

Noone, J. N. (2020). Nursing workforce diversity: Promising educational practices. *Journal of Professional Nursing, 36, 386-395.*

Provides overview of four programs aimed at increasing nursing workforce diversity by improving admissions, retention, and graduation of those underrepresented in nursing. While only one program describes their process of holistic admissions, all programs included diverse initiatives that improved the goal of increasing underrepresented minorities in nursing. Strong focus on initiatives aimed at mitigating social determinants (educational opportunity, economic stability, socioeconomic opportunity, social inclusion, health equity) This comprehensive list of initiatives to support and mentor the student to success complements the starting point of holistic admissions to bring in a diverse student body.

Noone, J. & Najjar, R.H. (2021). Minimizing unconscious bias in nursing school admission. *Journal of Nursing Education, 60(6), 317-323.*

This article describes the risk of unconscious bias to negatively influence nursing school admissions and derail the success of holistic admissions. Provides a table defining the different types of bias and one that describes strategies to reduce bias.

Roach, A. Rose, A., Beler-Jones, K., Wallace, S., Licaycay, W., & Nielsen, A.(2019, March/April). Incorporating group interviews into holistic review in baccalaureate nursing school admissions. *Nursing Education Perspectives, 40(2), 125-127.*

Discussion on integration of group interviews into a school of nursing's baccalaureate program. Includes description of process, preparation of faculty, and goals of questions with some examples. Outcome data on change in underrepresented minorities in application pool and acceptance into program. Faculty surveyed on process post implementation identified positive impact and suggestions for improvements.

Rosenberg, L. (2019). A practical guide for implementing a holistic admissions review. *Journal of Nursing Education, 58(11), 669-673.*

Concrete guidance how to address foundational elements needed to set the stage for successful implementation of a holistic admissions review process. Provides table with samples of experiences, attributes, and metrics (EAM) including how to measure these items and a table describing which elements may be automatically scored vs manually scored. Provided outcome data on percentage of underrepresented minority students accepted from Fall 2016 to Spring 2019 as well as attrition rate.

Sklar, D.P. (2019) Diversity, fairness, and excellence: Three pillars of holistic admissions. *Academic Medicine, 94(4), 453-455.*

Supportive editorial for holistic admissions making the point about identifying the attributes important to future healthcare professionals and that a holistic review system needs to be staffed with "diverse members with broad experiences who understand history of bias in selection."

Thompson, T. &. (2021). Multiple Mini Interviews as Part of Holistic Admissions Review for Nursing Schools. *Journal of Professional Nursing*. Retrieved from <https://doi.org/10.1016/j.profnurs.2021.08.009>

Describes the process to move from unstructured group interviews to multiple mini-interviews (MMI) process. This school of nursing implemented holistic admissions review in 2014. The process designed by this entity has three components to assess verbal, written, and problem-solving. Good description of interview details including a table with sample interview questions and rubric. A creative reflective component has applicants choose a "nurse profile" from several provided and explain, in a time writing exercise, why they selected that profile and what aspects they identify with. A simulation activity, such as an escape room or shipwreck exercise, is used to evaluate problem solving skills.

Urban Universities for Health. (2014). *Holistic admissions in the health professions*. Retrieved from http://urbanuniversitiesforhealth.org/media/documents/Holistic_Admissions_in_the_Health_Professions_final.pdf

Report on study of implementation of holistic admissions in United States health professions academic programs and its impact on diversity.

US Census Bureau. (2021, September 13). *United States Census Bureau*. Retrieved from <https://www.census.gov/library/stories/state-by-state/washington-population-change-between-census-decade.html>

Wagner, R. M. (2019). Maximizing effectiveness of the holistic admission process: Implementing the multiple-mini interview model. *Nurse Educator, 45*(2), 73-77.

Strong support for using the multiple-mini interview (MMI) process model within the holistic admissions process. Provides background information on model and details on this school of nursing's approach to incorporating this model. Outcome data illustrated that 28% of applicants offered admission would not have been offered admission prior to addition of MMI model and an increase students identified as nonwhite, male, and 1st generation college student was achieved..

Wros, P. &. (2018). *Holistic admissions in undergraduate nursing: One school's journey and lessons learned. Journal of Professional Nursing, 34*, 211-216.

Excellent background on holistic admissions. Expands on the core principles with specific strategies to achieve each one. Uses the example of one school's work to implement holistic admissions. Provides some detail on development of interview process (either mini-multiple or group) based on McMaster University School of Medicine guidelines. Helpful table organizing experience, attributes, and metrics (EAM) into either assessed at initial screen or at interview. Checklist of best practices to guide a school's self-assessment included. Discussed lessons learned

Zerwic, J. S. (2018). *Programmatic evaluation of holistic admissions: The influence on students. Journal of Nursing Education, 57*(7), 416-421.

Presents assessment of applicants' demographic characteristics and academic metrics before and after implementation of holistic admissions review process. Includes results of student survey about their experiences with admission process and diversity in the program. It was noted that students' indicated (via comments on survey) that they equated diversity in a limited way, race and ethnicity and author pointed out the need to disseminate the broader definition of diversity more widely.