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Nursing Education, Engagement & Diversity Statewide

Enhancing Workforce Diversity

Holistic Review for Admissions Toolkit

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A Framework for Holistic Review for Admissions

Holistic Review for Admissions is, "a university admissions strategy that assesses an applicant's unique experiences alongside traditional measures of academic achievement such as grades and test scores. It is designed to help universities consider a broad range of factors reflecting the applicant's academic readiness, contribution to the incoming class, and potential for success both in school and later as a professional. Holistic review, when used in combination with a variety of other mission-based practices, constitutes a 'holistic admissions' process." (American Association of Colleges of Nursing [AACN], 2017, p. 12).

The Indiana NEEDS Initiative developed the following information and toolkit items to assist any college, university, or program to engage in holistic admissions review. We believe that to develop and implement a successful holistic admissions process the following areas must be addressed:

- Mission Fit
- Stakeholder Engagement
- Implicit Bias and Cultural Intelligence
- Holistic Review of Student Application
- Post Admission Resources
- Evaluation of Processes.

Mission Fit is foundational for a successful holistic admissions process. The program must determine whether a holistic admissions review is consistent with the university/college and program missions. If consistent, then proceeding to develop a holistic admissions review is appropriate. The organization should identify what outcomes you wish to achieve through changing to a holistic review process. For instance, do you want to diversify your student body, or increase the number of students from under-represented populations, or attract a particular group to your program? After you have established your desired outcomes, the next step is to develop a program admissions mission and program admissions priorities to operationalize your plan. Additionally, an admissions process that is closely aligned with the mission of the organization supports a process that is legally defensible. When you have drafted a holistic admissions process, a discussion with your legal representatives about holistic review for admissions is recommended.

Stakeholder Engagement is vital to the implementation of a holistic admissions review process. Programs must consider who the stakeholders are and who would be interested in your admissions processes? In addition, consider how you will get university administrators, clinical partners, faculty, staff, alumni, and students on board. How might you involve your advisory committees in the process? Be sure to include sound rationale and evidence as to why this change is desirable, as well as what you hope to achieve through its implementation. A clear, consistent message tailored to these various groups will help communicate your new direction and garner their support.

Implicit Bias and Cultural Intelligence must be considered when evaluating students holistically. We all have unconscious beliefs about others. Whether the bias is about professional behavior or ethnicity,

these values and beliefs color the way in which we view the world and impact many of the decisions we make. Be sure to address the role implicit bias may play in your process. Determine how you will help those involved in creating the process and making admissions decisions identify and acknowledge their own implicit bias. Identify how you will review your process to make sure it is fair and just for all students. Only when implicit bias is acknowledged and addressed will your holistic review for admissions be a fair process. Application of information related to cultural intelligence is essential as well. You should create processes that are explicitly equitable and inclusive by including diverse voices in the admissions process and assure that persons who participate in the holistic review of student applications receive training regarding implicit bias.

Holistic Review of Student involves determining the best method to assess the applicant. The emphasis should be on identification of appropriate information to request from the student based on your holistic review model. Admissions selection criteria should be identified and clearly defined prior to the implementation of the holistic review process. Holistic review includes consideration of non-cognitive factors to provide a broad overall picture of the applicant. We recommend using the Experiences, Attributes, and Metrics (E-A-M) model (AACN, 2017, p. 30) or a similar model to assist in determining and defining non-metric data points and the methods that will be used to collect and examine those variables in each application. Common methods of data collection include essays, resumes, references, group interviews, individual interviews, multiple mini-interviews, standardized examination scores, and grade point average. The application review process, scoring rubric, and decision making should also be developed and communicated to all persons who will serve on the Admissions Review Committee. Data for each student should be viewed individually and compared to a pre-established scoring rubric for acceptance into your program.

Academic Success Strategies should be available to foster student academic advancement. Academic supports may include tutoring, financial and scholarship support, mentoring, and other opportunities that facilitate an inclusive learning environment for all students. Schools/programs will need to identify the necessary resources to support student success, determine how these services will be delivered, and engage the department with the necessary knowledge, skills, and resources to design and implement academic success practices. In addition, programs should consider how to fund these success services. Student outcomes are usually closely aligned with the overall organizational goals and objectives; thereby, making a compelling argument for student support.

Evaluation of Processes requires examination of your holistic admissions process and determination if your outcomes are in line with your goals. Reflection and evaluation of the process provides accountability and evidence to make admissions processes and decisions legally defensible and leads to improvements over time. The following examples include key questions to evaluate the process and the outcomes. Were you able to access the data you wanted to use for decision making? Did the data you collected give you a holistic picture of each applicant? Was the student data used as a basis for decision making in a fair manner? Was implicit bias training effective or did you still see evidence of bias in your process? What indicators would you like to collect to demonstrate a change or achievement of outcome

measures? As we often say in nursing, start with the end in mind and plan for evaluation from the beginning. Don't be afraid to revise your policy, processes, data collection, or implementation when something doesn't work. Remember, we learn as much from that which works as from that which doesn't.

Defining Holistic Review for Admissions

Holistic Review for Admissions is defined as a flexible, individualized way of assessing an applicant's capabilities by which balanced consideration is given to experiences, attributes, and academic metrics (E-A-M) and, when considered in combination, a method of assessing how the individual might contribute value as a nursing student and to the nursing profession (Association of American Medical Colleges, 2020).

"Under a holistic admissions review process, the admissions team considers a student's life experiences and personal qualities alongside traditional measures of academic achievement such as grades and test scores" (Glazer, et al., 2016, p.307).

- "Researchers reported that holistic admission processes have been adopted by 93% of dentistry schools, 91% of medical schools, 82% of public health schools, 78% of pharmacy schools, and 47% of nursing schools" (Glazer, et al., 2016, p. 307).

- "Further analysis of the survey results showed that 72% of the schools utilizing holistic admissions review reported an increase in diversity of their incoming class" (Glazer, et al., 2016, p. 307).

- "Schools using holistic admissions review also reported positive changes to the learning environment, including increased community engagement, student cooperation and teamwork, and students' openness to perspectives different from their own" (Glazer, et al., 2016, p. 307).

- "Holistic admissions review exists on a continuum, and schools may choose to implement some practices over others. Nonacademic criteria that may be included as part of a holistic admissions process include first generation college student, experience with disadvantaged populations, origin in a geographic area specifically targeted by the school, and/or an applicant from a medically underserved region" (Glazer, et al., 2016, p. 312).

Current Review of Literature Related to Holistic Review for Admissions

Many medical schools, schools of nursing, and allied health programs are seeking ways to increase diversity in their student populations (Kandray & Larwin, 2017; Harrison, 2019; Spencer, 2020). The anticipated outcome of the effort to increase diversity in allied health, medical, and nursing education student populations is a hoped-for increase in diversity within health-related careers (AACN, n.d.). Kandray and Larwin (2017) note that ethnic and racial diversity are lacking in the dental hygiene profession. Kilburn, Hill, Porter, and Pell (2019) suggest that inclusive recruitment efforts may go a long way to eliminating disparities in health and improving quality of care. In a time when the need to increase diversity in our nursing student populations is very evident, we need to first understand what has been written about holistic admissions. We also need to identify how that information can then help us make decisions about what efforts are most important.

The Indiana NEEDS initiative conducted a review of articles regarding holistic admission's potential to increase diversity in nursing and allied health programs was completed. Kilburn, Hill, Porter, and Pell (2019) describe a study that explored inclusive recruitment and admissions strategies as well as their impact in increasing diversity in CRNA education programs. They reported several successful efforts including holding program information sessions in large cities and areas with racial diversity located within a 130-mile radius of the program, working with undergraduate and community colleges to host information sessions and partnering with the college or university office of Equity and Diversity to gain internal support. In addition, strategies such as ensuring that marketing efforts are inclusive and reflect the diversity of the program's student body and faculty and focusing recruiting efforts on nurses of color through attending and exhibiting at conferences for nurses of color such as National Association of Hispanic Nurses and Black Nurses Rock have been successful in increasing numbers of applicants of color.

In a study of the impact of holistic review on student interview pool diversity, Grabowski (2018) discussed holistic review processes for screening candidates that resulted in increased numbers of holistically and academically prepared applicants. When compared with applicants admitted without holistic screening, student groups admitted with holistic review screening practices were more diverse. In this study, each application in the holistic review pool was read by two application screeners. Academic criteria were reviewed; however, the applications were also reviewed for applicant experiences that aligned with the mission and values of the school/program. Screeners reviewed applications for exposure to medicine, enthusiasm for the medical field, a service mind set, ability to overcome adversity, ability to work with teams, and aptitude to overcome adversity. Disadvantages such as distance traveled to campus were used to understand potential barriers that would need to be addressed if applicants were to be successful in the medical field.

Several articles discussed the need to change admissions processes to increase diversity. O'Neill, Vonsild, Wallstedt, and Dornan (2013) concluded that establishment of admissions criteria is not what drives diversity in medical program admissions, but rather attracting an appropriately diverse applicant pool can improve diversity in medical education admissions cohorts. Griffin & Wu (2015) found that attracting a diverse applicant pool alone is ineffective in increasing numbers of students from diverse backgrounds in admission cohorts. They found that reduction of stereotyping accompanied by efforts to assist in reducing low self-efficacy resultant from socio-cultural factors is needed to aid in the increase of students from diverse backgrounds in admission cohorts. Furthermore, Conway-

Klaassen (2016) found that a medical laboratory science program that increased academic requirements for admission experienced a subsequent number of students from diverse backgrounds. While their changes were not made to exclude those with diverse backgrounds, the result pointed to the need for greater work to remove barriers and provide services that assist students with perseverance.

Leduc, Rioux, Gagnon, Bourdy, and Dennis (2017) conducted a mixed-method study including a demographic questionnaire, multiple mini-questionnaire scores, semi-structured interviews, and information from focus groups of applicants and evaluators. Results of the study identified that many applicant scores were related to language as a barrier in age, gender, ethnicity, and socioeconomic status when rated by evaluators. These results demonstrated the need for evaluative raters to become aware of their bias when evaluating potential applicants.

From this selection of readings, it is evident that one effort alone may not be enough to increase numbers of students admitted from diverse backgrounds. It is equally important to support academic advancement and completion. Changing efforts in marketing of programs to students of color and students from diverse backgrounds in admission processes as well as efforts to retain these students, once admitted, is needed to increase diversity in the workforce and help remove disparities in healthcare.

Consistency with the University and Program Mission

When considering the change to holistic review for admissions (HRA), the program must decide if the change will be consistent with the university or college's mission. Review of the mission consistency should include university/college administrators. If there is consistency with the university/college, the next step is to determine if HRA aligns with the mission of the School of Nursing and/or the program targeted for the change. A frank and open discussion with faculty and staff where all stakeholders are encouraged to participate is essential to gain the necessary buy-in for successful implementation.

Identification of Outcomes for Using a Holistic Review for Admission

One of the first things that a program needs to do is to determine what outcomes you wish to accomplish by changing to a HRA process. Identifying your goals will assist in developing your program, your approach, your outreach and marketing, and the metrics that will guide evaluation.

Your program should reflect on the following prompts to help establish your goals. Is your goal to increase compositional diversity? What does diversity look like for your program? Are there underrepresented groups that you would like to target for admission into your program? Target groups may be out of state students, second degree students, direct admits from high school, and/or those from educational or economic disadvantaged groups. Your program will need to decide which group(s) to target and then integrate them into a statement of admission priorities for your program. In addition, review of current admission data and trends related to diverse and underrepresented populations will provide insight into this process.

Developing a Program Admission Mission

It is wise to develop a mission statement for admission. This statement should be reflective of the campus, school, program, and outcomes. It should be a succinct statement that provides direction for the continued development of your admission policies and processes.

An example of an Admission statement from the Indiana University School of Nursing BSN program (2019) follows:

> The mission of the School of Nursing and Health Science BSN admission process is to contribute to a diverse, engaging, and nurturing environment for students, faculty, and staff. Through a holistic review of student metrics, attributes, and experiences, we seek to promote a culture of learning in the School of Nursing and Health Sciences consistent with the values of our program and learning community. Admission to the traditional BSN program at Indiana University East is based in the idea that a foundation of critical thinking, effective communication, leadership, and cultural intelligence creates a mindset that allows for enhanced growth of the individual and the academic community. Through our admission process, we seek to align with students who will thrive within the culture of the School of Nursing and Health Science and grow into

knowledgeable, competent, and caring professionals prepared to creatively and capably contribute to the healthcare landscape of east central Indiana and beyond.

Program Admission Priorities

Program admission priorities should clearly identify the target populations you identified when determining the program's outcomes. By stating admission priorities, the program decreases the potential liability that could be a result of preferential treatment of a given candidate. A statement of priorities should be available to potential applicants. It is important to let applicants know that identified groups will be given priority if similarly, qualified candidates are being considered for the same open position. Candidates should also be made aware that being in a priority group does not guarantee admission into the program. Examples of priority groups might be:

- Out of state students
- Students who live or work in the service area of the college/university
- 21st Century Scholar status
- Identifies as a member of an underrepresented cultural group (as defined by your program).

Admissions Policy

A revised admissions policy must be developed indicating the new holistic admissions priorities, criteria being evaluated, processes for review, expectations of the applicants, matriculation requirements, and timelines. The policy should be developed overtime as pieces of the HRA process are finalized. The policy should be completed and available to students at least one semester prior to its implementation.

Legal Considerations

The U.S. Supreme Court upheld the University of Texas-Austin and Harvard University's holistic admission policies (Harvard University, 2019). In both of those cases, the ruling pointed out that neither university had quotas for specific ethnic groups. The Supreme Court stated the universities may continue to consider race as one factor among many to ensure a diverse student body. Justice Kennedy stated, "Considerable deference is owed to a university in defining those intangible characteristics, like student body diversity, that are central to its identity and educational mission" (Liptak, 2016, para. 9).

It is imperative that a school/program identify the legalities of moving to a holistic review of admissions. We advise that programs discuss admission goals, priorities, and process with legal counsel to make sure policies are legally defensible, decision making is consistent, and bias is minimized. Legal consultation should occur before moving to the implementation phase. One step toward ensuring transparency, is to publish the admissions mission and priorities.

Stakeholder Engagement

The success of any Holistic Review for Admissions process is grounded in engaging those who will be involved or who have an interest in your making this change. So, you must identify these folks and decide how will you convince them HRA is the right thing to do. Stakeholders could include university/college administrators, faculty, staff, alumni, students, clinical partners, advisory board members, and community supporters.

Be sure to develop a clear message tailored to the specific groups you wish to engage. Topics that might be relevant to garnering stakeholder support include:

- Mission/vision congruence at institution level
- Legal ramifications
- College policy ramifications (admissions processes, student info sharing processes, etc.)
- Definition of holistic admissions
- Information on the E-A-M model
- Benefits of using the HRA process for students, school, university/college, and the community/potential clients.

University/College Administration

The key to success for any nursing school/program seeking to enroll and graduate a broadly diverse class is the connection the school/program makes between the diversity it seeks and the educational mission-driven goals to which it aspires. Programs should discuss how diversity objectives reflect the individual school/program's unique goals, settings, and culture as well as address how the process enhances the admissions of the type of students the institution wants to educate and the nurses it wants to graduate. The university/college's unique mission, goals, diversity, and admissions criteria must align directly with your program's holistic review process (Urban Universities for Health, n.d.). To ensure alignment, consider the following goals.

- **Diversification of your student body and increasing numbers of students from under-represented cultural groups-** Diversity is student-specific and multidimensional. Diversity does not exclusively refer to race, ethnicity, and gender. Rather, diversity encompasses multiple dimensions such as socioeconomic status, life experiences, sexual orientation, languages spoken, and personal characteristics among others.

- **Increase the student fit to your program-** Diversity is an essential tool for achieving a school/program's mission and core educational goals. When well-conceived and intentionally fostered, diversity can act as a catalyst for institutional excellence with the end goals of student success, quality patient care, and improved community health.

- **Meet your university/college mission of supporting a diverse student population-** Diversity is an important means toward achieving key educational and workforce goals as defined by the school's mission (Gurin, et al., 2002; Milem, 2003).

- **Meet your university/college mission of supporting your community's need for a diverse population and workforce**- Diversity is associated with improved access to care for racial and minority patients, greater patient choice and satisfaction, and better educational experience for health education students. Language and cultural barriers limit providers' ability to serve the needs of minority patients in ways that are linguistically and culturally relevant. The decisions you make concerning admissions results in who becomes a nurse and will ultimately reduce health care disparity (Institute of Medicine, 2004; Manetta, et al., 2007; Micheals, 2016).

- **Move toward competency-based education**- Evolving curricula will address advances in healthcare and healthcare education (Michaels, 2016).

- **Increase Cultural Competence**- Holistic review for admissions increases diverse student population and results in exposure to new ideas and cultures. Nurse-patient interactions must understand the way cultural, racial, and socioeconomic lifestyles are expressed and the way they influence outcomes. All students and faculty benefit from being exposed to different experiences, cultures, and perspectives in the educational process (DeWitty, 2016).

- **Capitalize on economic advantages employing a diverse workforce is good business practice**- Admissions and educational programs are enhanced through a holistic admissions process. The process provides a clear message for recruiting students and faculty and may also address rising student debt (Williams, 2016).

Program Faculty and Staff

Faculty and staff are an integral part of a transition to holistic review for admissions. Without their support, HRA will be a no go in your program. Programs should identify champions for the process and use them to assist in leading the discussion and providing sound evidence for why the change will be beneficial to the school, program, nursing profession, students, and the clients served. These champions can also be the group that develops drafts of important aspects of the HRA process for faculty and staff discussion, review, and eventual approval. Topics that should be addressed include:

- Advantages and disadvantages of holistic review for admissions
- How to determine qualifications of students admitted through this process
- Discussion of how the change will facilitate a better match of demographics of the community/service area
- Congruence with university/college, school, and program mission
- Potential supports and wrap around services needed for students admitted via this process
- Time involved in development of the process and implementation of the process
- Benefits to the school/program, students, nursing, and health care
- Legal ramifications and concerns.

Community Stakeholders (Healthcare Employers, Clinical Sites, Etc.)

Addressing community stakeholders and engaging them to gain their support is an important step in making the transition to HRA. Be certain to make it applicable to the specific group with whom you are discussing the change. Use targeted evidence to explain why moving to HRA is desirable. Topics to discuss should include:

- Advantage of holistic admissions for employers
- Diversification of the workforce and ultimate impact on health disparities
- Assurance of qualified graduates through maintenance of program curricular standards and outcomes
- How stakeholders can assist with recruitment and spreading a positive word about the use of HRA processes for admissions.

Students, Parents, and Families

Students, parents, and families will have many questions. They will have a strong desire to understand the why and how of a HRA process for admissions. Details are important. The more details and evidence provided in the discussion with them, the better. Students, parents, and families also want contact with those who they consider "in the know," including faculty and students already enrolled in the program. Topics to address include:

- Rationale for the use of a HRA process and the benefits to the applicants and admitted students
- Admissions mission, priorities, and admissions policy
- Criteria for HRA with as much detail as possible. Address all elements being considered such as interviews, essays, personal attributes, grades, test scores, and experience
- Process for decision making
- Timeline for decision making
- What happens if not admitted
- Supports available for admitted students throughout the program.

Marketing

Marketing is an integral part of transitioning to a HRA policy and process. Stakeholders, and especially students and potential applicants, need to be made aware of the new policy and processes through detailed marketing efforts. Below are content suggestions for HRA informational and explanatory documents aimed for applicants and their support networks (teachers, counselors, family, etc.). Marketing strategies could include a comprehensive overview of your HRA process on the program webpage, print materials such as mailings to secondary schools, and admissions handouts at college fairs, etc. Images, language, and examples throughout HRA explanatory documents and other recruiting materials need to be inclusive and representative of a diverse population of nursing students. Materials should assure that students SEE THEMSELVES in the nursing program and feel a "YES I CAN" attitude towards the nursing program admissions process. The program should consider including content as outlined below in marketing efforts. Keep in mind that the marketing department on campus can be a valuable resource in getting your message out to targeted groups.

- **Holistic Admissions Definition/Introductory Statement** – The statement should include a definition of what holistic admissions is, why your college or program is using it, how the application process might be different than current processes, and the benefits to the program and to applicants. This statement might include assurances that an HRA process is being implemented while maintaining program quality, standards, and reputation. A sample HRA definition from the American Association of Colleges of Nursing provides a starting point:

    Holistic review is a university admissions strategy that assesses an applicant's unique experiences alongside traditional measures of academic achievement such as grades and test scores. It is designed to help universities consider a broad range of factors reflecting the applicant's academic readiness, contribution to the incoming class, and potential for success both in school and later as a professional. Holistic review, when used in combination with a variety of other mission-based practices, constitutes a "holistic admission" process. Many colleges and universities have employed a holistic admission process to assemble a diverse class of students with the background, qualities, and skills needed for success in the profession. (AACN, 2017, para. 1).

- **Overview of Applicant Eligibility** – Marketing materials should include your program's baseline eligibility requirements such as status in college, minimum GPA, prerequisites, and testing requirements to name a few. Some of this information is likely already in place on the current program website and in other documentation. Applicants will value specificity and clear, concrete language around eligibility requirements**.**

- **Details of Prerequisite Courses** – Materials and postings to applicants should include a list of prerequisite courses, grade requirements, and timelines for completion as well as information about acceptance of advance placement, dual credit, and transfer credit.

- **Steps in Application Process** – The steps to apply through HRA should be detailed and itemized; again, some of this may already be in place in current application process. Clear and specific language about processes and timelines is valuable. It is recommended that nursing faculty and recent graduates be involved in the application process as role models and sources of real-world information for applications. Make clear when and where applicants might have contact with faculty, recent graduates, or current students through tours, interviews, Q&A sessions, etc.

- **Guidance on Holistic Admissions Elements, Documentation**, **and Requirements** – Marketing materials should include institution specific lists of the required tasks to complete the application such as:
    - Work Experience
    - Community Involvement
    - Personal Statement
    - Writing Sample/Essay Questions
    - Leadership Experience
    - Personal Interview(s).

Regardless of the specific elements required by a program, the goal of this section is to define the HRA elements and explain how applicants can document experiences and respond to requirements. Concrete examples are important and valued by students. If specific elements are weighted in overall applicant scoring or if a type of experience or involvement is valued more highly than others, that information must be transparent to applicants. Programs should consider offering mentoring, service learning, or community involvement opportunities to help students complete HRA requirements.

- **Information on Decision Process and Notifications** – The HRA information available to applicants should include decision timelines, how applicants will be notified, student requirements, and expectations upon admissions.

- **Next Steps Following Notification** – Details regarding what the applicant needs to do next in preparation for moving forward with admissions or reapplying at a future date must also be specified.

- **A list of Frequently Asked Questions (FAQ)** – A listing of frequently asked questions should be customized to your program's admissions process and include previous and ongoing experience with applicants' most common questions. You may build on something already in place on your current website. This could be another opportunity to provide specific examples by using current students' or recent graduates' approaches to meeting requirements.

Implicit Bias and Cultural Intelligence

In their article, *Implicit Racial Bias in Medical School Admissions*, Caper, and colleagues (2017) examined how awareness of implicit bias might change the culture of a selective admissions program. They administered the Race (Black-White) Implicit Association Test (IAT) for all 140 members of the Ohio State University College of Medicine (OSUCOM) Admissions Committee and surveyed them on their explicit preferences. While self-reported White preference was "trivial," a statistically significant number of people surveyed scored as having implicit White preference on the IAT. While the authors indicated a need for more training and discussion around diversity and unconscious bias overall and active inclusion of diverse people in their admissions committee, they noted that the class that was accepted in the admissions cycle in which the IAT was first administered to the committee was the most diverse in the OSUCOM history.

Implicit bias is unconscious, which makes it challenging, yet manageable. It is often developed over a long period of time without your knowledge or awareness. Once you become aware of a bias, however, the medical school study suggested that you may be less likely to allow it to impact your rating decisions. By approaching unconscious bias as an inevitable byproduct of being a social species and taking time to identify and dismantle the biases that you have developed, you are contributing to a more diverse, more fairly selected class of nursing students.

According to the Cultural Intelligence Center (2021),

> "Cultural intelligence (CQ) is the capability to relate and work effectively in culturally diverse situations. Going beyond existing notions of cultural sensitivity and awareness, it is important to identify the recurring capabilities of individuals who can successfully and respectfully accomplish their objectives, whatever the cultural context. Awareness is the first step, but it's not enough. A culturally intelligent individual is not only aware but can also effectively work and relate with people and projects across different cultural contexts." (para. 1)

There are four main capabilities that allow a person to put their cultural awareness and knowledge to use. These four areas will frame our overview of applying a culturally intelligent perspective to the role of rater. The Cultural Intelligence Center (2021) defines the capabilities as:

- CQ Drive—Your level of interest, persistence, and confidence during multicultural interactions.
- CQ Knowledge—Your understanding about how cultures are similar and different.
- CQ Strategy—Your awareness and ability to plan for multicultural interactions.
- CQ Action—Your ability to adapt when relating and working in multicultural contexts.

Based on the research of the Cultural Intelligence Center (2021), people with these capabilities are better able to relate within culturally diverse situations beyond tolerance and appreciation for cultural differences. This ability will be important to students, so it is logical and necessary that cultural intelligence in practice would be a critical component of the admissions process as well.

While each institution is different, examples of best practices can provide a useful starting point in developing appropriate materials for a new holistic review process. Each institution must adapt their procedures and processes based on their institutional needs, structure, and goals. Selection of admissions tools must be deliberate; the mission-based focus of holistic review extends to the selection of tools that support the goals of the process at every step.

Developing the Experiences-Attributes-Metrics (E-A-M) Model

The E-A-M model is consistently used by professions who are selecting students in a holistic review of admissions process. By assessing experiences, attributes, and metrics, the elicited data provides a more holistic approach to review applicants with the goal of enhancing the applicant pool and ultimately the class selected. "Selection criteria are broad-based, are clearly linked to school mission and goals, and promote diversity as an essential element to achieving institutional excellence (AACN, 2017, p. 16). No one area is given greater consideration than the other.

Experiences

Holistic review does not abandon the assessment of aptitude in science. Rather, it places such measures in the broader context of the applicant's life experiences, with a particular focus on adversities overcome, challenges faced, advantages and opportunities encountered, and the applicant's demonstrated resilience in the face of difficult circumstances (Witzburg & Sondheimer, 2013. para. 5).

When reviewing experiences, you should consider what experiences align with the school mission and vision, goals, and contribute to the requisite skill set for professional nursing practice. Examples of pertinent experiences include life experiences, health care experience, research experience, affiliations, leadership roles, educational background, and community service as well as the kind of events which a student has been involved such as historical, cultural, or political events.

Attributes

A school/program must determine what attributes are consistent with the school/program's mission, vision, and goals as well as attributes that are necessary to be a nursing professional. There are many attributes to choose from for applicant evaluation in the HRA process. It is advisable to choose only those that are deemed informative for your admissions decisions. Attributes should be defined in terms of what the school or program are looking for in the applicant and class (Harvard College Admissions and Financial Aid, 2021). Examples of attributes include integrity, intellectual curiosity, leadership, maturity, socioeconomic status, ethnicity, values and beliefs, and individual interests. For example, the University of Michigan (2020) has listed the following attributes of what they consider to be a successful candidate.

- Academic Excellence
- Altruism
- Effective Written and Verbal Communication
- Desire to Learn
- Integrity and Ethics
- Reliability and Dependability
- Resilience and Adaptability
- Social/Interpersonal Skills and Teamwork
- Competency

Metrics

Metrics that are commonly used for HRA include grade point average (GPA), test scores, and grade trends (Kyllonen, 2005). We appreciate how metrics allow for objectivity with decision making. However, when using the E-A-M model, metrics should not be given any more consideration or weight than the experiences or attributes that are being evaluated.

Use of the E-A-M Model

Once a program or school determines what experiences, attributes, and metrics they wish to measure, the faculty must then determine how these will be measured and evaluated. Attributes should be defined, experience expectations created, and metric levels identified, as well as a determination of how the data will be collected and evaluated. Data can be gathered through essays, interviews, resumes, tests, grade point average, grade trends. The school decides which methods of data collection will best provide the information they need for sound decision making that is consistent with their policy.

Essays

Essay questions should be developed in a manner that elicits responses which provide information on identified attributes and experiences. Essays should be proctored and time limited. It is recommended that students be given practice questions so that they have an idea as what to expect during the proctored essay session. Students should be encouraged to work with the campus writing center on practice questions to be better prepared for telling their story and providing the information needed to demonstrate the attribute and/or experience sought. Essay content should be evaluated by considering how it relates to the attribute and/or experience in the writing prompt, as well as the way it is written. Evaluators should keep in mind the conditions of the proctored writing including that it is timed, proctored, and without access to a dictionary, a thesaurus, or spell check.

Resumes

Resumes provide information about the various types of experiences the applicant will bring to the program. The submission could be a formal resume or a set of prompted queries that direct the applicant to tell about experiences such as employment, leadership, service, etc. Remember, the purpose is to evaluate the information, rather than to appraise the attractiveness or format of the information.

Metrics

Metrics such as GPA, test scores, and grade trends offer insights about the potential success of a student. Many programs have a core set of general education courses that must be completed prior to admissions and use the GPA for these courses for admissions. Tests such as the Test of Essential Skills and Abilities (TEAS), critical thinking exams, the SAT/ACT, or other standardized tests may be used to identify potential academic strengths and weaknesses. Programs will need to decide to what extent metrics will weigh in the admissions review decisions. It is recommended that metrics play an equal role with the other data collection methods that illustrate attributes and experience.

References

Professional references can provide insight into an applicant's qualities that the applicant might not provide for themselves. Well-written prompts for references should elicit information that targets the attributes and experiences that the program wants to evaluate. Reference forms and/or letters of reference can be requested. Applicants should be educated on whom would be appropriate references such as employers, supervisors, faculty, high school counselors and teachers, etc.

Interviews

Interviews are another way to gain information vital for decision making. A variety of interview types may be used such as group interviews, mini-multiple interviews, or single interviewer sessions with multiple questions. Interviews may be conducted in person or virtually, as circumstances dictate. When conducted effectively, interviews can provide some of the richest data for consideration. However, interviews can also be extremely time consuming depending on the number of applicants interviewed. Some programs will interview all students, whereas some programs opt to only interview students from whom they believe additional information will assist in decision making.

Evaluation of Collected Data

The program must determine how collected data will be evaluated. The use of clear definitions for the desired attributes and clear expectations for the applicant's metrics and experience should be communicated prior to the collection of the data. Rubric development for each data collection method will facilitate the evaluation process and assist the evaluators in inter-rater reliability.

The selection of evaluators will be determined by the resources available to the program. Some programs will use faculty and staff for data evaluation. Other programs may use stakeholders who support the program. The program will decide who the evaluators (also called *raters*) will be, what they will rate, and how they will be trained. Regardless of whom the evaluator is, training is essential to prepare them for the task and to enhance inter-rater reliability. Training can be accomplished individually, in face-to-face groups, or virtually through webinars or modules. The training must include an explanation of the rating process and the data being evaluated. Good training programs will provide opportunities for the rater to practice rating data and to compare their scores to provided examples. Raters will need to sign a confidentiality agreement and conflict of interest form. These forms will outline what to do if the rater knows an applicant and what not to discuss with others.

The Admissions Decision

Once all data is rated, results should be collated for each applicant. Results should be de-identified by someone who is not involved in the decision making process. The admissions committee (composed of faculty) should then review each applicant individually. Committee discussion of each candidate should result in an admissions decision with all data considered in the decision making process. When final decisions are made, students should be notified of admissions decisions at the same time.

Support for Student Success

When the details about the HRA process are finalized, the school/program will need to decide how to support students once they are admitted. This is an individual decision based on campus resources and individual student and group needs (anticipated and/or self-identified). Programs should consider resources that assist students with socialization, time management, skill development, financial management, stress management, and academic support such as how to read college textbooks.

Most campuses will have some existing resources for all students such as career services, writing and math laboratories, financial aid, and counseling. It is important to link students with these services early in their nursing program and to encourage student use of these resources throughout their time at the college/university.

Programs will need to implement nursing specific resources which develop essential skills and provide academic support. Programs such as jump start pre-beginning sessions that cover what to expect, how to prepare for class, how to read a college textbook, information on notetaking, how nursing tests may be different from other class exams, time management, and similar topics help prepare the student for a more positive educational experience. Tutoring or another type of supplemental instruction will also assist students who may be struggling with difficult content or concepts.

Implementation of a strong, intrusive advising system should be considered such as having advisors follow and check in on students who are struggling academically or are at higher risk for academic difficulties. Fostering student relationships with advisors will provide students with an advocate, cheerleader, and confidant while in the nursing program. This intrusive advising relationship should positively impact the continued enrollment of students in the nursing program.

Another important aspect of promoting student success post admissions is the implementation of a mentoring program. The development of relationships with those who are more experienced with nursing school and the nursing profession provides the opportunity for students to gain additional socioemotional and professional support and helps to build a strong foundation for success. For specific information on developing and implementing peer and professional mentoring programs, please refer to the Peer-to-Peer Mentoring Toolkit.

Evaluation of Holistic Review Admissions Process

The evaluation component of HRA is a critical step in providing compelling, data-driven messages regarding a program's successes. Data from evaluation will also help determine if the intended outcomes of HRA were achieved. Evaluation of the adaptation of a holistic review is dependent upon whether the overall mission and vision of the institution was met as well as determining if diversity of the nursing student population affected the learning environment. The evaluation plan includes process and outcomes regarding students, faculty, and the institution.

While it is ideal that an evaluation plan be established from the beginning of the HRA implementation, it is not required. Even if HRA has already been adopted, there is still great benefit to establishing and implementing a thorough evaluation plan. In addition to measuring outcomes, a structured evaluation plan will also enhance continued performance efforts, if it is "regular, ongoing and thoroughly integrated into institutional planning and work" (American Academy of Medical Colleges [AAMC], 2013, p. 6).

Although there are many evaluation frameworks, the framework selected for this toolkit is adapted from the American Academy of Medical Colleges (AAMC, 2013). The strength of this framework is apparent in its simplicity and supplemental guidance. Specifically, the AAMC highlights six key areas programs should examine when evaluating HRA: **why, which, where, when, who, and how**.

1. **Why** is evaluating holistic admissions and related programs critical?

   HRA must be evaluated to document if the change to holistic admissions review process met the mission and goals of the institution related to increase diversity in the accepted nursing student pool. This evaluation must include more than just the selection process. It should include an assessment of policies, processes, and practices to examine if these are contributing to both short and long-term goals. Through evaluation, a nursing program can determine what worked, what didn't and why, and most importantly, substantiate decisions with data (both qualitative and quantitative) instead of assumptions or anecdotal evidence.

2. **What** data are needed and **where** the data can be found?

   What data is needed to answer HRA key questions (and where the data can be found) depends on each institution. Data gathering decisions will be based upon current or future data collection methods. The following list, while not all encompassing, provides recommendations about key data points to consider when developing an evaluation plan:
   - Student academic performance including faculty feedback, course and clinical grades, licensure exam scores, GRE scores, time required to complete the nursing program and school-developed surveys
   - Data regarding institutional mission-related attributes including information from nursing applications, school-developed surveys, focus groups or individual interviews.

3. **When** should a program conduct an evaluation?

   Determining when an evaluation plan should be implemented is a fundamental question that should be answered as early in the process as possible. An ongoing recommendation highlighted by the AAMC (2013) is to start with the end in mind. When making a final determination about when to engage in an evaluation, it is important to remember that you are assessing the entire process, not just student selection. While selection is important, it is critical that data be reviewed throughout the entirety of the process (from application through graduation and on to practice). Both formative and summative evaluation data should be obtained for each area identified by an institution such as application/screening, key progression points, graduation, and practice.

4. **Who** is responsible for evaluating HRA?

   Who is responsible for evaluation of HRA process should be determined at the onset and involve the entire team including stakeholders, administration, faculty, students, and community partners. An evaluation team approach for collection, analysis, and interpretation of data is recommended. Assessing the current data collection methods at each institution is a valuable strategy to tap into the available resources and identify additional data points that could be added to HRA.

5. **How** should the evaluation be carried out?

   How to evaluate relates back to the purpose of moving to HRA. Understanding the goal of HRA helps to determine the data needed to review to determine success of the process.

Six Key Questions	What to Consider
WHY is evaluation of HRA important for a nursing program?	*Assess whether outcomes of HRA align with mission vision and goals of institution. *Include legal ramifications of diversity efforts. *Base decisions and improvement efforts on evidence and data. *Document program changes to convey the program's unique journey.
WHAT data needs to be included?	*Include student data such as application, admission, retention, graduation, standardized testing, and employment data. *Include both qualitative and quantitative data.

WHERE is the data found?	*Student data in nursing program admission sources. *State and national nursing organizations. *American Association of Colleges of Nursing website *https://www.aacnnursing.org/*
WHEN should a nursing program conduct HRA?	*Begin at the beginning with the end goal in mind. *Begin data collection with recruitment and continue with application, admission, retention, graduation, and employment. *Collect formative and summative evaluation information.
WHO is responsible for evaluation of HRA process for your nursing program?	*All persons responsible for admission process at institution and nursing program including admissions, administrative staff, school of nursing leadership, faculty, and stakeholder.
HOW should the evaluation process be completed?	*Determine outcomes based on institution mission. *Examine the academic progression of students admitted using the HRA process. *Review time to completion by student demographics, including those admitted using the HRA process. *Define goals including diversity goals. *Determine outcome measures to determine progress to goals. *Identify what data sources are needed to measure outcomes. *Collect and analyze data at set points for short-term and long-term impact. *Identify areas for continuous improvement. *Disseminate information to stakeholders and publish findings.
*Adapted from AMA (2013). Roadmap to excellence: Key concepts for evaluation the impact of medical school holistic admission. Washington, D.C.	

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Examples

This section provides examples of documents and workflows that support the execution and evaluation of research-based admission processes. Each piece demonstrates one way that an institution might execute a part of the process using established best practices as appropriate to their institution. While institutions are welcome to borrow forms that fit their needs, it is encouraged that these examples be used as support documents in creating similar items tailored to your institution.

Workflows

The Workflows section provides examples of admission timelines from beginning to end, and highlights the differences between student facing pieces, which may function partially as marketing documents in addition to workflows, and internal timelines, which are more adaptable to the inevitable emerging considerations of a new admissions process. Several of these documents were developed by the Indiana University East School of Nursing and Health Sciences in their initial run of holistic review in the 2019-2020 academic year. Others are available online from various Schools of Nursing, including University of Cincinnati, Duke University, and University of Rochester.

Documents

The Documents section includes samples of the "how to" of putting holistic review into action. This includes rubrics, sample qualitative questions, rating scales, and rater training materials. Materials were provided by the Indiana University East School of Nursing and Health Sciences, as well as AACN and public facing marketing materials for several other universities employing holistic admission strategies.

Links

University of Utah College of Nursing Information Session-Pre-Licensure
Program: https://hsc.mediaspace.kaltura.com/media/t/0_emhh66ix?st=0

Winona State University Nursing Direct Holistic Admission
Brochure: https://www.winona.edu/undergrad-nursing/Media/WSU-Direct-Holistic-Admission-brochure.pdf

Comprehensive Guide to Holistic Admissions Resources created by Marian University
Holistic Admissions Resource Guide

Example HRA Timeline

Time Span	Responsible Party	To Do
September-November Optional application info workshops Mandatory advising meetings Rater training begins	** Who will be responsible for these items? Adviser? Admissions office? Faculty?	**Determine what needs to be done to meet this deadline. For example, schedule advising meetings, develop rater training, recruit raters.
December 1-February 1 BSN application available		
February 2-March 31 Essay/TEAS sessions		
April 1-May 18 Initial applicant review		
May 18-June 5 Interviews conducted		
June 5-June 20 Admission decisions finalized		
June 20 Admissions decisions mailed		

Example BSN Admission Policy

Purpose: Establish consistent procedure for consideration of applicants to the BSN program.

Indiana University East BSN Admissions Process:

Admission to the BSN program is a selective process and will be based on a holistic review of applicants who have characteristics and interests that align with the BSN admissions mission. Admission to the BSN program is not guaranteed. Admission is offered to those applicants who present the strongest overall applications and who are determined to have the ability to contribute to the university and campus in meaningful ways.

There are several factors that influence the decision of admission for an applicant. These factors include but are not limited to, GPA, TEAS scores, personal experiences, and attributes.

Student are admitted to the BSN program once a year with a fall admission date. Applications are available December 1 through February 1. Applications require that each candidate submit:

An application form with demographic information

A resume that indicates work, education, leadership, and service experience

All these application materials must be submitted electronically via the School of Nursing and Health Sciences website by the February 1 deadline.

During the months of February and March, each applicant will be required to take the TEAS test and complete an essay during a proctored session with the School of Nursing and Health Sciences. The cost of the TEAS test is also at the applicant's expense. If a student has recently completed the TEAS test (no later than April of the previous year), the student may submit a transcript of TEAS scores in lieu of retaking the TEAS test.

Students must complete 30 credit hours of required courses with a grade of C or better. These grades will be used to figure the student's nursing grade point average. All courses attempted will be used to compute the student's overall grade point average. Official transcripts from all previous colleges must be submitted to the IU East admissions office by May 1. Students who have classes in progress outside of IU must submit up to date official transcripts by May 16. This date may be extended, either for all applicants or as a special exception for an individual student, if spring grades are not released by that deadline at the institution that the student is attending. Students must be admitted to IU East at the time of application but are not required to be currently enrolled.

Applicants may be invited to interview if the admissions committee deems more information is needed to make an admissions decision. Interviews will occur during the last two weeks of May.

Admissions decisions will be made by June 15. Students will be notified of the admissions decision by US mail. Students are required to formally accept their admission by attending a required admission session. Students who fail to attend an admission session will have their admissions offer rescinded.

Students who are not accepted in the BSN program on their first attempt may apply one additional time for admissions into the program. Students may deny an offer of admission no more than twice.

Matriculation of all applicants who are offered admission will be contingent on a satisfactory criminal background check and drug screen completed by SONHS selected vendor(s) at the applicant's expense. The criminal background check and drug screen must be completed no later than August 1, so results are received prior to matriculation.

All successfully admitted applicants who matriculate must meet the BSN program Essential Abilities (technical standards) policy. See Essential Abilities policy for specific information.

Developed by Indiana University East School of Nursing and Health Sciences, 2019.

Example Conflict of Interest and Confidentiality Policy

TITLE: Conflict of Interest and Confidentiality Policy for Selective Admission Processes
RESPONSIBLE COMMITTEE: Academic Affairs
TARGET GROUP: All Students
PLACEMENT: IU East Nursing and Health Sciences Faculty Council
INITIATED: Fall 2019
REVISION/REVIEWED:

PURPOSE: Establish consistent standards to address conflict of interest and maintenance of confidentiality for those associated with selective admissions processes.

POLICY:

In the selection of candidates for admission into selective admissions programs in the School of Nursing and Health Sciences, a potential conflict may arise whenever an individual involved in the admissions process or decision making process related to admissions can be influenced by factors other the applicant's qualifications. If a member of the admissions committee, admissions rater, or decision maker is aware of any potential conflict of interest, the individual should disclose this information to the Dean of the School of Nursing and Health Sciences. Examples of a conflict of interest include but are not limited to:

> Admissions decision maker or anyone in the process who is related to an applicant.
>
> Admissions decision maker or anyone in the process who has a personal or professional relationship with the applicant or family member.
>
> Admission decision maker or anyone in the process who perceives an application to have special status, such as a relationship to a prominent Indiana University faculty member, donor, or public figure.
>
> Any situation where the committee member personally benefits

If a conflict of interest is identified, a decision will be made by the Dean of Nursing and Health Sciences as to whether the individual needs to recuse themselves from the admissions process or decision making.

Committee members and those involved in rating or reviewing candidates for admission must maintain strict confidentiality in all aspects of the admissions process, including applicant's personal information, results of the any ratings/scores and committee decisions. Committee members or those participating in the admissions process should not discuss details questions or ratings with anyone not affiliated with the admissions decision process or as otherwise provided by the law.

Anyone involved in the admissions process or decision making will sign a statement verifying they have read the policy on Conflict of Interest and Confidentiality and agree to uphold it.

Example Conflict of Interest and Confidentiality Form

Indiana University East School of Nursing and Health Sciences
Conflict of Interest and Confidentiality Policy for Selective Admissions Processes
Declaration Form

In the selection of candidates for admission into selective admissions programs in the School of Nursing and Health Sciences, a potential conflict may arise whenever an individual involved in the admissions process or decision making process related to admissions can be influenced by factors other the applicant's qualifications. If a member of the admissions committee, admissions rater, or decision maker is aware of any potential conflict of interest, the individual should disclose this information to the Dean of the School of Nursing and Health Sciences. Examples of a conflict of interest include but are not limited to:

Admissions decision maker or anyone in the process who is related to an applicant.

Admissions decision maker or anyone in the process who has a personal or professional relationship with the applicant or family member.

Admission decision maker or anyone in the process who perceives an application to have special status, such as a relationship to a prominent Indiana University faculty member, donor, or public figure.

Any situation where the committee member personally benefits

If a conflict of interest is identified, a decision will be made by the Dean of Nursing and Health Sciences as to whether the individual needs to recuse themselves from the admissions process or decision making.

Committee members and those involved in rating or reviewing candidates for admission must maintain strict confidentiality in all aspects of the admissions process, including applicant's personal information, results of the any ratings/scores and committee decisions. Committee members or those participating in the admissions process should not discuss details questions or ratings with anyone not affiliated with the admissions decision process or as otherwise provided by the law.

By my signature below, I attest that I have read the Conflict of Interest and Confidentiality Policy for Selective Admission Processes and agree to uphold it.

_____   _____

Signature   Date

_____

Printed Name

Example Proctored Essay Questions

1. Explain the academic challenges, successes, or obstacles in your life that impacted your ability to achieve your goals.

2. Share life experiences which have influenced your interest in nursing.

3. Describe how your personal strengths, experiences, and aptitude will contribute to your success in nursing school and career in nursing (community service, leadership, healthcare experience).

   Developed by Indiana University East School of Nursing and Health Sciences, 2019.

Example Interview Questions

1. Discuss your positive and negative attributes? How did you deal with them before?

2. Describe a situation where things were working against you and you really handled them well and made them work for you.

3. Describe a time when you were having trouble in school. Where did you go for help?

4. Discuss a situation where you have shown leadership in school

5. Describe at least two examples of your involvement in an organization or a community activity.

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Example Essay Rubric

	Compelling Evidence	Persuasive Evidence	Suggestive Evidence	No Evidence
Essay Content	Applicant's essay provides clear examples of all intended attributes and experiences being measured. Response may address additional admission attributes or experiences not being intentionally measured. The applicant makes direct connections between their personal experiences and values and their intended role as a nursing student/nurse. Applicant's response shows an explicit connection between their values and experiences and their intended practice.	Applicant's essay provides clear examples of several of the intended attributes and experiences being measured and may suggest evidence of additional attributes and experiences. Applicant's response shows an understood connection between the attributes and their intended practice. Applicant may not be able to explicitly connect the attribute to intended practice based on current level of experience/understanding	Applicant's essay demonstrates general connection to one or more of the intended attributes and experiences being measured. Applicant shows some evidence of the measured attributes and experiences, but not convincingly or to any great extent.	Applicant's essay fails to address the intended attributes or experiences being measured, addresses them only superficially, or demonstrates values, attitudes, or behaviors inconsistent with the intended attributes.
Written Communication	The applicant's essay: •Responded directly to the question asked in the prompt. •Was appropriately concise. •Had a coherent beginning, middle, and end. •Was free of spelling and grammatical errors.	The applicant's essay: •Responded to the question asked in the prompt. •Was clear and coherent all the way through. •Spelling and grammatical errors are infrequent and minor. •Was appropriate for the setting and audience.	The applicant's essay: •Responded to the question asked in the prompt in a limited manner. •Was mostly clear, may lack fully coherent structure. •Had noticeable	The applicant's essay: •Did not respond to the question in the prompt or responded incompletely. •Was unclear or disorganized. •Had frequent spelling or

	•Was appropriate for the setting and audience.		spelling and grammatical errors. •May show evidence of disconnect from the intended setting and audience.	grammatical errors. •May be inappropriately long or short. •May be inappropriate for the setting and audience

List demonstrated or implied attributes_____

Developed by the Indiana University East School of Nursing and Health Sciences, 2020.

Example Attribute Rubric

Attribute: Intellectual Curiosity

Intellectual Curiosity is defined as the tendency to want to know things, even if they are not immediately or obviously useful at the moment. It is being curious and eager to acquire new knowledge and to learn the explanations for things even when the applications of that new knowledge are not immediately apparent. Intellectually curious applicants have an interest in learning as an end in itself and are willing to explore beyond required understanding.

Compelling Evidence	Persuasive Evidence	Suggestive Evidence	No Evidence
Applicant's response shows an explicit connection between the attribute and their intended practice.	Applicant's response shows an understood connection between the attribute and their intended practice. Applicant may not be able to explicitly connect the attribute to intended practice based on current level of experience/understanding.	Applicant shows some indication of the connection between experience and lessons learned, but not convincingly or to any great extent	Applicant shows no or minimal connection between their experiences and lessons learned, or connection is demonstrated superficially.
For Attribute Intellectual Curiosity: Applicant expresses a demonstrated interest in learning beyond immediate applications. Applicant is able to articulate a process for acquiring and applying new knowledge using a diverse range of reliable resources.	Applicant expresses an interest in learning beyond immediate applications. Applicant may not be able to clearly describe a consistent process for acquiring new knowledge but indicates experience with doing so using reliable resources.	Applicant expresses interest in learning in general but does not indicate a process for learning new information outside of prescribed settings (classroom, work, etc.). Student may describe superficial ways of gaining new information (Google, videos, etc.), and provide examples or details of how they may use that resource.	Applicant does not express an interest in learning information without an apparent connection to the current situation. Student may describe superficial ways of gaining new information (Google, videos, etc.) without describing how they might use such resources.

Developed by the Indiana University East School of Nursing and Health Sciences, 2020.

Example Timeline

Applying to the IU East BSN Program

Dates	Activity	What happens here?
October-November	Preparing to apply	If you haven't already done so, schedule your fall advising meeting. In this meeting, you will discuss the admission process and plan your future classes. Refer to Module 3: Getting Ready to Apply in the Pre-BSN Canvas site for additional resources to prepare for your application.
December 1-February 1	Initial BSN Application Period Open	Submit a completed BSN application prior to the February 1 deadline to be considered for the BSN program for this year. A completed application includes: • BSN application form at iue.edu/nursing • Experience Summary
February	Notification of Next Steps	Students with a completed application received by the February 1 deadline will generally receive instructions for scheduling their TEAS assessment and essay within one week of the deadline.
February-April	TEAS Assessment and Proctored Essay	To be considered for admission, applicants **must** complete the TEAS assessment and a proctored essay. Students who have not made arrangements to complete these steps by the established deadline will be removed from consideration for the BSN program.
May	Final Grades Posted for Spring Classes	Final GPA calculations will be added to active BSN applications after this date. No action is required by the applicant.
May	Interview Invitations Sent	Some applicants may be invited to in-person interviews if additional information is needed to make a final admission decision. Students will be notified via e-mail in mid-May if they are invited to interview. Please respond via the instructions in the e-mail.
May-June	Interviews Conducted	If invited, you will schedule a date during this timeframe for your on-campus interview. If you decline to participate in the interview, an admission decision will be made based on the information available in the other components of your application.
June 15-July 1	Admission Letters Sent	Final admission decisions will be made and letters sent via US Mail. Admission decisions are final. Students not admitted are invited to meet with an advisor to discuss additional options, including reapplication in a future admission cycle.

Example Rater Training

Indiana University East 2020-21 Rater Training Modules Outline

Module 1: Intro to Holistic Review

- Introduction, AACN definition
- AACN Holistic Review Primer
  http://urbanuniversitiesforhealth.org/media/documents/Holistic_Review_Primer.pdf
- The Core Principles at IU East
  - o Core Principle 1: Mission Focused
  - o Core Principle 2: E-A-M Assessment
  - o Core Principle 3: Balanced Review
  - o Core Principle 4: Community Focused Diversity Considerations
- Module 1 Quiz

Module 2: Components of Holistic Review

- E-A-M: A Holistic Picture
- Experiences: What Have You Already Done?
- Attributes: Who Are You?
- Metrics: How Well Have You Prepared?
- Module 2 Quiz

Module 3: Managing Rater Bias

- Cultural Intelligence for Raters
- Diversity Matters in Healthcare
- Culture: Who Are We?
- Activity: My Culture
- Introduction to Unconscious Bias
- Activity: Implicit Bias Assessment
- Case Study: Racial Bias in Medical School Admissions
- Putting Your Cultural Intelligence to Use
- CQ Components in admissions Rating
- Activity: Using CQ in Rating
- Module 3 Quiz

Module 4: Ethics and Expectations

- Ethics and Expectations
- Responsibilities of Raters
- Maintaining Applicant Privacy
- Guarding for Bias
- Conflict of Interest Policy
- Managing Rating Timelines
- Protecting Process Integrity

- Module 4 Quiz

Rating for Experience Summary

- Intro to Rating the Experience Summary
- Experience Summary Rater Logistics
- Accessing Rater Materials
- Submitting Your Experience Summary Ratings
- Experience Summary Rubric
- Activity: Practice Rating Experience Summary
- Sample Experience Summary Rating
- Activity: Experience Summary Rater Reflection

Rating for Personal Essay

- Intro to Rating the Personal Essay
- Personal Essay Rater Logistics
- Accessing Rater Materials
- Submitting Your Personal Essay Ratings
- Personal Essay Rubric
- Activity: Practice Rating Personal Essay
- Sample Personal Essay Rating
- Activity: Personal Essay Rater Reflection

Rating for Virtual Interviews

- Intro to Rating Virtual Interviews
- Virtual Interview Rater Logistics
- Submitting Virtual Interview Ratings
- Managing Bias by Rating to the Rubric
- Attribute Rubric
- Activity: Virtual Interview Case Studies
- Practice Rating: Virtual Interview
- Sample Interview Rating
- Activity: Virtual Interview Rater Reflection

Rater Agreements

- Rater Agreement
- Completion Verification
- Contact Information

Rater Agreement:

By completing this agreement, you attest that you have read and understood the information contained in the Ethics and Expectations module of this training. You agree that you will uphold the ethical standards and responsibilities contained in that module, including:

- Protecting applicant privacy
- Guarding against personal bias and reporting possible instances of process bias
- Submitting rater materials according to established deadlines
- Protecting the integrity of the rating process
- Abiding by the SONHS Conflict of Interest policy