



Undergraduate Nursing Student Diversity Admission Gaps

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Purpose

This project aims to increase diversity (more than race and ethnicity - language, gender identity, sexual identity, Social Economic Status, disability, veteran status, first-generation, religion, parental status, age, and geographic location) of students at California State University (CSU) Stanislaus' (aka Stanislaus State) School of Nursing (SON) undergraduate programs by creating a more balanced and inclusive admission application rubric

Rationale

- Schools of Nursing (SON) have the responsibility of recruiting and admitting a diverse student body that represents the communities served.
- Admission processes based on academic metrics decrease diversity while supporting students who are more economically privileged.
- Holistic Admission Processes promote diversity and other nursing values, increase student engagement and open-mindedness once in the program, and a workforce that better represents the communities served.

Background

- The CSU system is the largest public university system in the nation with 23 campuses. Twenty of the campuses have nursing programs.
- All CSU nursing programs are impacted (the number of applications received from fully qualified applicants exceeds the number of available spaces over several years). The impacted status allows the nursing programs to add supplementary admission criteria.
- In the CSU system, impaction does not negatively affect the admission of ethnically and racially diverse students.
- All 20 nursing programs are required to have the same 8 pre-requisites, but otherwise allowed to create their own admission criteria.
- Eighty percent of Stanislaus State's SON supplemental admission criteria are academic metrics (GPA and TEAS scores).
- Impacted status has caused nursing entrance level GPAs to average near 4.0 and TEAS Scores to be ≥ 84 .

Prelicensure Program Admitted Student Statistics	Total Apps	Qualified Apps	Overall GPA	Science GPA	NonScience GPA	ATI TEAS	Alternate Reached
S18	169	139	3.88	3.87	3.88	85.1	11
F18	156	115	3.79	3.74	3.91	84.47	38
S19	227	172	3.86	3.86	3.89	86.23	21
F19	227	166	3.87	3.86	3.96	85.23	20
S20	191	160	3.87	3.87	3.98	82.52	7
F20	214	151	3.82	3.88	3.91	84.21	15
S21	190	127	3.9	3.89	3.95	85.29	11
F21	305	243	3.94	3.94	3.98	87.82	27
S22	294	158	3.98	3.92	3.95	84.9	25

Process

1. Review literature regarding the demographics, attributes, and experiences important to include to increase diversity, equity, and inclusion in the nursing admission application
2. Compare and contrast the Stanislaus State admission criteria to the research and assess for gaps
3. Create a holistic admission process that fills the gaps
4. Hold meetings with the faculty to discuss new criteria, answer questions and make revisions, as necessary
5. Begin the University approval process for implementation of the new criteria

Expected Outcomes

- More student demographics, attributes, and experiences are collected on the admission application.
- Experiences, attributes, and academic metrics are balanced measures in the application admission rubric.
- Increased diversity (more than race and ethnicity) of the nursing student body.



CAPSTONE PRESENTATION & GRADUATION

Undergraduate Nursing Admission Diversity Gaps

Mechelle Perea-Ryan, PhD, FNP-BC, RN

Biography

As a Mexican-American, female, a first-generation college graduate, who came from a working-class family living in a border town, I understand growing up in a challenging environment. My parents who did not go to college knew that achieving an education was the way to improve my chances of success. Although I was pushed to go to college, there was no one to mentor me on how to achieve this goal. As a result, I did the best I could by reading as many resources available to help me along the way. Because we didn't have a lot of money and I didn't understand how grants or loans worked, I decided to start at the community college level due to its affordability. During my time there, due to cultural and gender influences, I felt a need to change my degree goal. In order to make this change, I had to do a lot of career exploration on my own. Thankfully, I found a degree and career that supported the multiple influences in my life. I decided on becoming a nurse. Now, first as a nurse, then FNP, I spent over 30 years caring for Latino patients in the under-served Central Valley of California. After 15 years of practice and the attainment of my Ph.D. in Public Health, I decided to bring this knowledge and skills to the classroom and provide students with educational experiences that allow them to improve systems to reduce the burden of disease from preventable communicable and chronic illnesses, especially for those populations who suffer most from health disparities.

Early in my academic career, I recognized that many first-generation students continue to lack knowledge regarding the college process. This realization led to a desire to become involved with mentoring students through the college process from application to degree attainment. To support this cause, I took every opportunity available to learn how to best advise nursing and pre-nursing students. With this gained knowledge I advised many first-generation pre-nursing from diverse backgrounds about how to obtain the requirements needed to enter the nursing program. Unfortunately, this is not always a straightforward process for students due to their inability to meet the rigorous requirements needed to enter the impacted nursing program. My commitment to enhancing diversity, equity, and inclusion at Stanislaus State, especially within the School of Nursing is what led me to apply to the DEI Institute. Now with the expansion of my skills and knowledge from the Institute, I plan on changing our admission process to be less academically metric, in turn, creating a more diverse student body that supports nursing and the communities we serve.

Contact Information



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