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Emotional Intelligence

A potential key to unlock
the mystery of holistic
admission



Ashley Bell, Ph.D(c), RN, OCN, CNE

Amber Pyatt, DNP, RN, CNE

Special thanks to: Timothy Delicath, Ph.D



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Outcomes

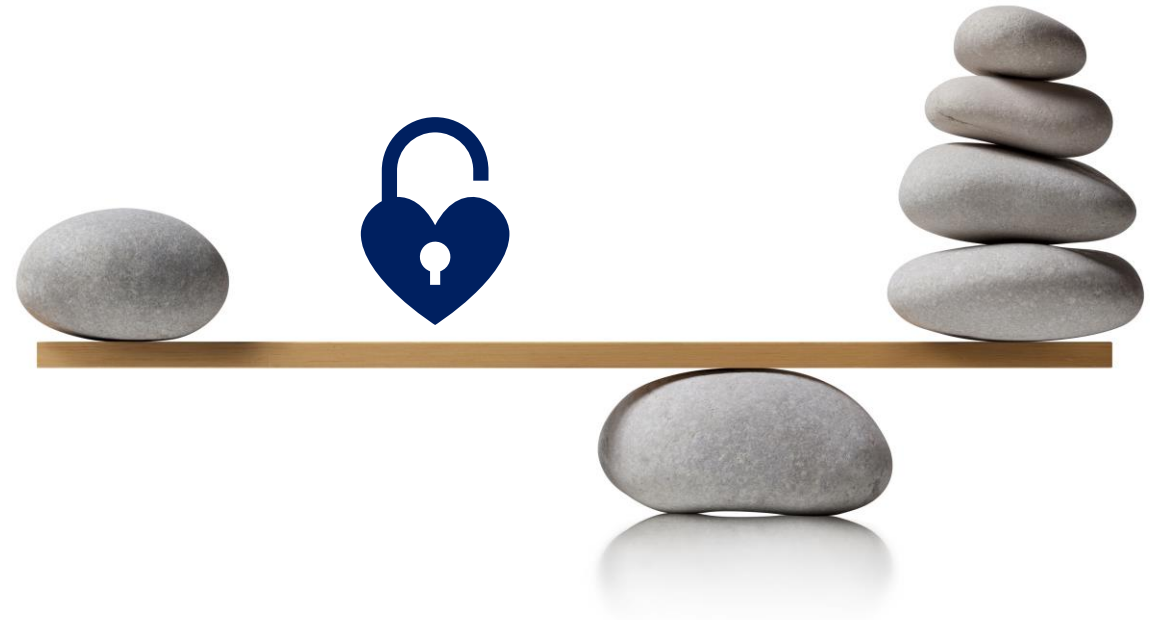
After today's presentations participants will:

-  Reflect on holistic admissions as a means of increasing diversity in the nursing workforce within one's current educational setting
-  Describe the concept of emotional intelligence and its importance in nursing education
-  Evaluate the use of emotional intelligence testing as a means of implementing holistic admission at one's own institution



The History of Holistic Admission

- 1978 Supreme court ruling
 - Racial quotas unconstitutional
- 2003 & 2013 Supreme court upheld
 - Race-neutral alternatives to reduce educational disparities for students
- Holistic admissions reduce educational disparities for disadvantaged students.
- Many disadvantaged students come from racial minority backgrounds.



“Where did you go to high school?”



Why holistic admissions?



What are the hesitancies concerning holistic admissions?

Share your thoughts!

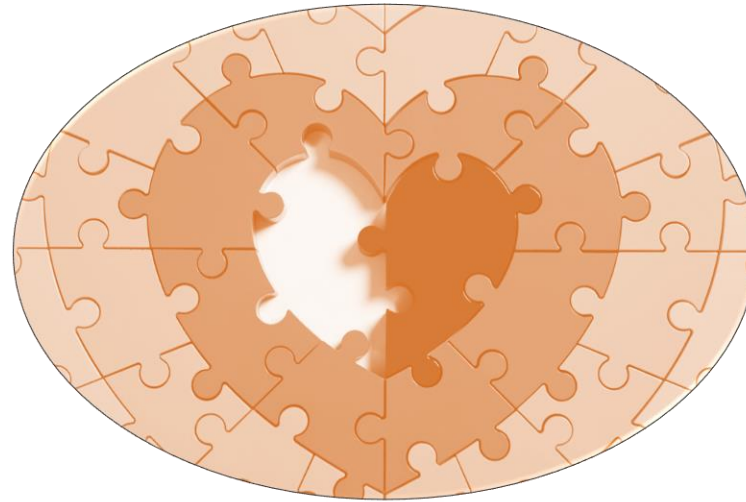


Techniques for Holistic Admission

Student life experiences

Intrinsic qualities –
beliefs, values, integrity,
service

Experiences, attributes,
metrics (E-A-M)



Computer-Based Assessment for
Sampling Characteristic (CASPer)

Multiple-Mini Interviews
(MMI)

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Admission Process

Our Question

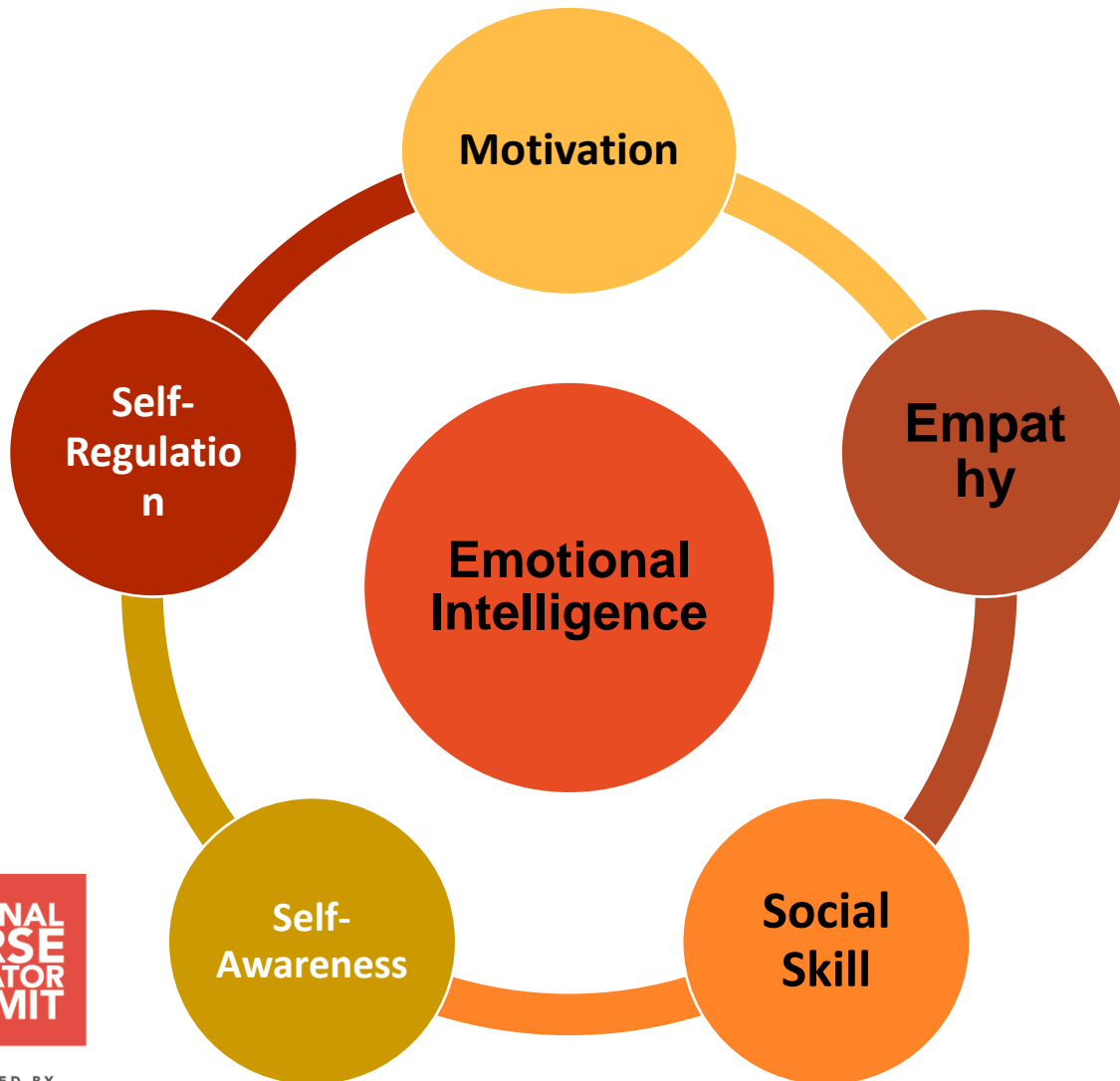
■ Admission Rubric

- Experiences (short essay)
- Attributes (video essay)
- Metrics
 - Science GPA
 - High school GPA
 - ACT/SAT score

Is there an assessment that can be used to psychometrically measure important intrinsic nursing qualities necessary for nursing student success?



Emotional Intelligence (EI)



■ Rationales for EI as a key admission metric

- Leadership and success (Grossman & Valiga, 2017)
- Nurses require high levels of EI (Knight & Hamilton, 2019)
- Nursing student success (Sharon & Grinberg, 2018)
- Multiple available tests
- Core philosophy of the nursing program



MBU School of Nursing Philosophy

*Every person is made in the image of God, which endows them with **equal intrinsic value** irrespective of any race, gender, culture, or religion, and denotes specific qualities that reflect the image of God in their intellect, emotion, will, and spirituality (Genesis 1:26-27; Ecclesiastes 3:1-11, ESV).*

*Nursing is unique in that while steeped in principles of realism and the scientific method as a body of knowledge, it also contains an aesthetic-spiritual way of knowing that requires a great deal of **emotional intelligence** and critical spiritual reflection.*



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Study

Major Purpose Questions

- Longitudinal Correlational Quantitative Analysis (started Fall 2020)
- Sampling:
 - Convenience sampling, stratified into 2 groups by cohort (N = 46)
 - Undergraduate, pre-licensure students
 - Pre-nursing (n = 22)
 - Nursing (n = 24)
- Instrumentation:
 - Schutte Self-Report Emotional Intelligence Test

(Schutte et al., 2009)



1. **Should EI testing be used as part of the holistic admission process?**
2. **How does the data inform the current metrics for admission and their weighting?**



Preliminary Findings

Research Questions	Preliminary Findings
Is there a significant predictive relationship between the criterion variable (GPA) and the linear combination of predictor variables (emotional intelligence scores, ACT scores & high school GPA) for undergraduate prelicensure nursing students? Which has the strongest correlation to GPA?	High school GPA ($p = .001$) and ACT ($p = 0$) scores have statistically significant predictive value for college GPA.
Is there a significant predictive relationship between the criterion variable (persistence through nursing courses) and the linear combination of predictor variables (emotional intelligence scores, ACT scores & high school GPA) for pre-nursing students? Which has the strongest correlation to persistence through nursing courses?	There were no statistically significant predictive variables identified for persistence through nursing school. *There were two outliers removed from the data due to the fact that they changed majors mid-first semester. Both of these students had very high self-report EI scores. Once the outliers were removed, EI demonstrated some possible predictive abilities, but more data is necessary to come to a reasonable conclusion.
Is there a significant predictive relationship between the criterion variable (NCLEX success) and the linear combination of predictor variables (emotional intelligence scores, ACT scores & high school GPA) for pre-nursing students? Which has the strongest correlation to NCLEX success?	Due to high NCLEX pass rates, more data is necessary to recognize a trend in the data.



Major Takeaways

- GPA & ACT predict college GPA, but do not predict student persistence through the program.
- The Schutte EI Self-Report may be difficult to use as admission criteria as it is subject to participant bias.

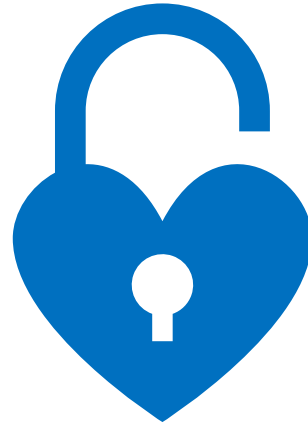


Next Steps

- 1. Continue gathering data:**
 - To gain more statistical power for analysis and obtain better evidence to make changes
 - To inform the weighting of the admission rubric
 - To determine predictive success on NCLEX
- 2. Implement robust EI psychometric testing.**
- 3. Compare the Schutte Self-Report results with a more robust EI psychometric test.**

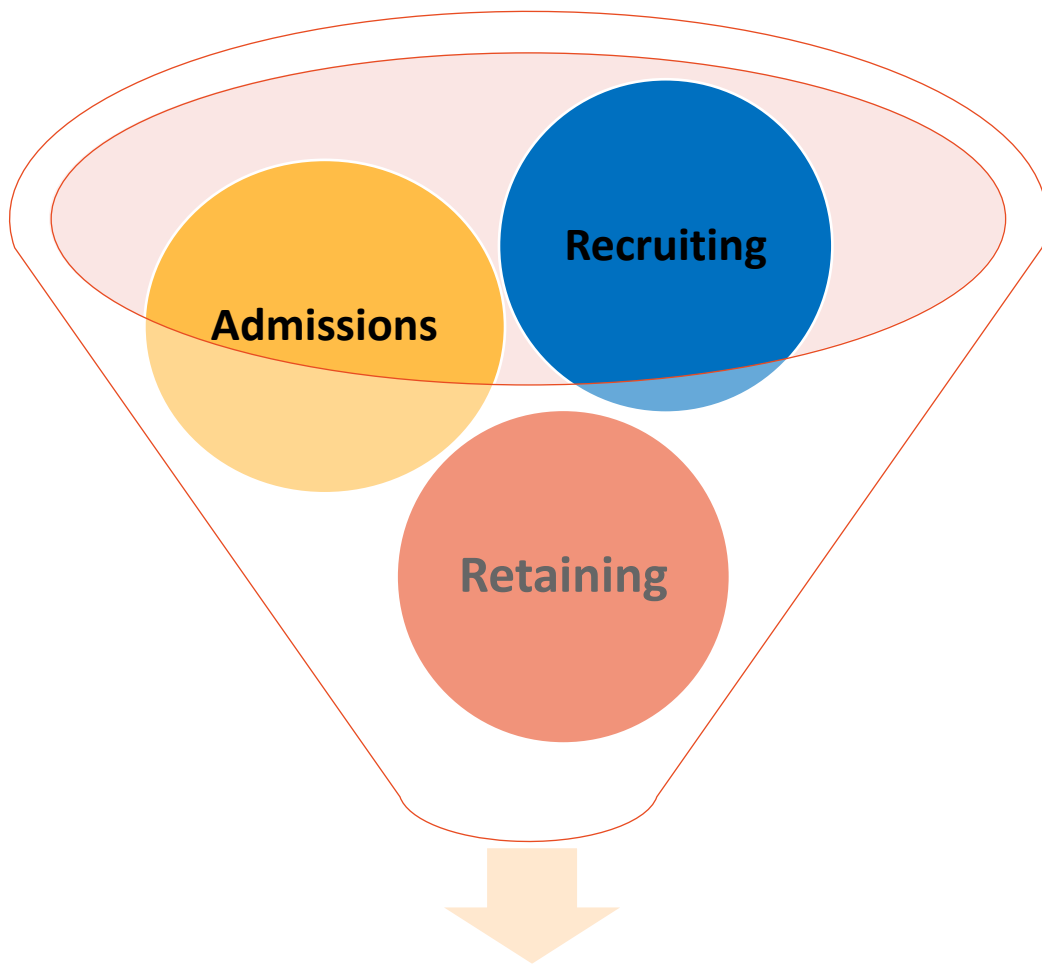


Is Emotional Intelligence the key to unlock the mystery of holistic admissions?



*We need more data to determine the answer, but preliminary findings are indicative that it could potentially change the weighting of the admission rubric to **focus less GPA and ACT/SAT scores and more on another intrinsic value, such as EI.***





Increasing Diversity

**Increased diversity in the
nursing workforce**



Questions?



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