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Chart a Course for Holistic Admissions Transformation Using an Interprofessional Model

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Chart a Course for Holistic Admissions Transformation Using an Interprofessional Model

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COLLEGE OF ALLIED HEALTH PROFESSIONS

Objectives

1 Describe the purpose and evidence-based rationale for use of comprehensive holistic admissions

2 Identify potential barriers to the development and implementation of holistic admissions

3 Identify strategies for addressing barriers in the transition to holistic admissions

4 Create a "holistic" plan for introducing holistic admissions practices at your institution

1 Purpose & Rationale

University of Nebraska Medical Center

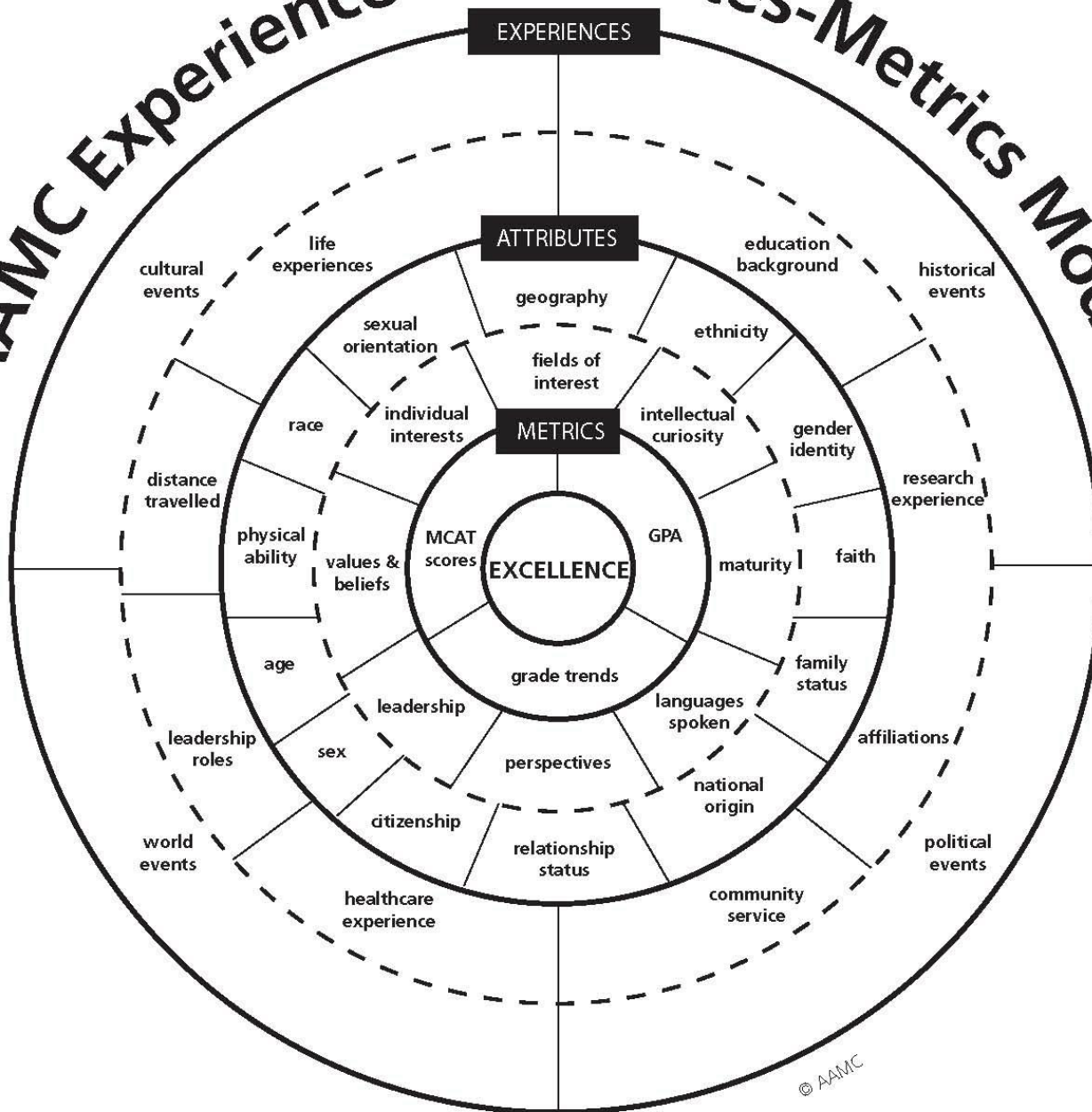COLLEGE OF ALLIED HEALTH PROFESSIONS

Holistic Admission Review (HAR)

AAMC Definition

"Holistic review is a flexible, individualized way of assessing an applicant's capabilities, by which balanced consideration is given to *experiences, attributes, and academic metrics (EAM)* and, when considered in combination, how the individual might contribute value as a student and future practitioner."
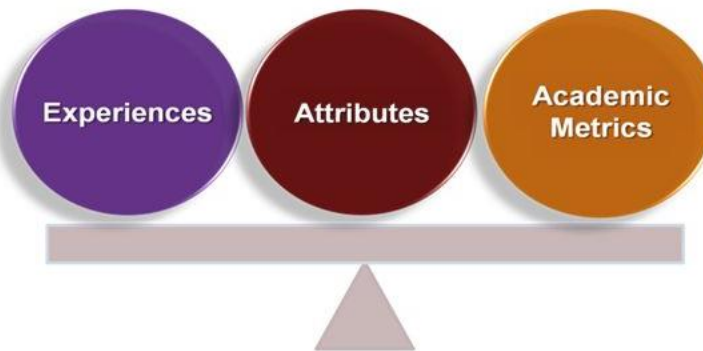
AAMC Experiences-Attributes-Metrics Model

EXPERIENCES

ATTRIBUTES

METRICS

EXCELLENCE

cultural events
life experiences
geography
education background
historical events
sexual orientation
ethnicity
fields of interest
race
individual interests
intellectual curiosity
gender identity
distance travelled
research experience
physical ability
MCAT scores
GPA
maturity
faith
values & beliefs
age
family status
leadership
grade trends
languages spoken
leadership roles
sex
affiliations
perspectives
world events
citizenship
national origin
political events
healthcare experience
relationship status
community service

© AAMC

Holistic principles (AAMC)

1. Selection criteria are broad-based, are clearly linked to the school's mission/vision/goals and promote diversity as an essential element of achieving institutional excellence.

2. A balance of experiences, attributes, and academic metrics are used, and applied equitably across the entire candidate pool.

3. Individualized consideration is given to how each applicant may contribute to the school and the profession.

4. Where permitted by law: race and ethnicity may be considered as factors when making admission related decisions only when such consideration is narrowly tailored to achieve mission-related educational interests and goals associated with student diversity, and when considered as part of a broader mix of factors, which may include personal attributes, experiential factors, demographics, or other considerations.

Holistic Admission Review (HAR)

ADEA Definition

Holistic review—a flexible, individualized applicant assessment tool—provides admissions committees a balanced means of considering candidates' personal experiences, attributes and academic credentials, along with qualities and characteristics that would prove valuable in both dental school and the oral health profession.
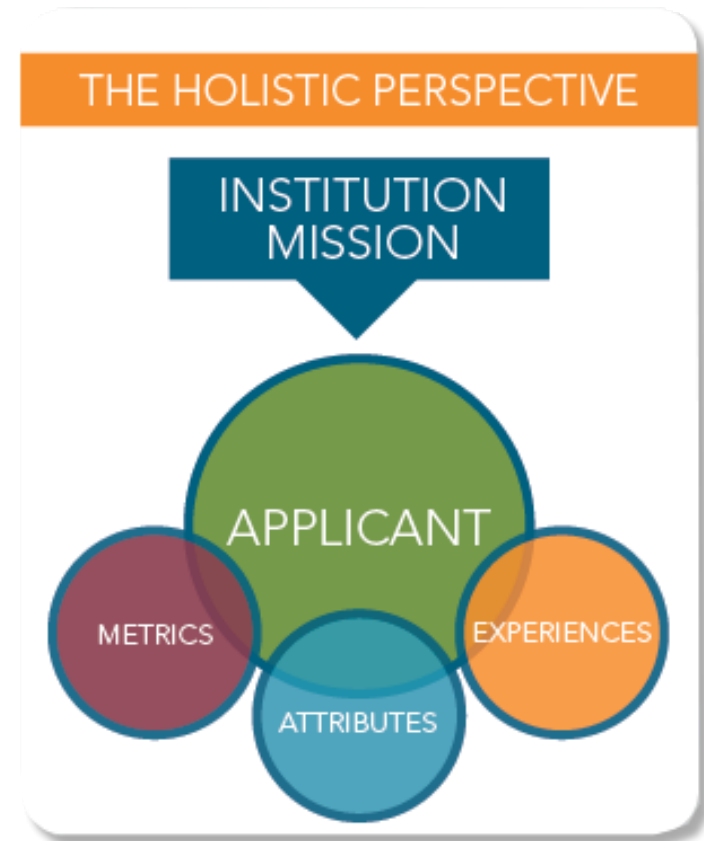
Holistic Admission Review (HAR)

Pharmacy

Holistic review in admissions is a flexible, highly-individualized process by which balanced consideration is given to the multiple ways in which applicants may prepare for and demonstrate suitability as student pharmacists and future pharmacists. Under a holistic review framework, candidates are evaluated by criteria that are institution-specific, broad-based, and mission-driven and that are applied equitably across the entire applicant pool.

Holistic Admission Review (HAR)

AACN

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.

Holism in assessment is a school of thought or belief system rather than a specific technique. It is based on the notion that assessment of future success requires taking into account the whole person.

The general and the unique in psychological science. *Allport GW. J Pers. 1962 Sep; 30():405-22.*

Purpose of Holistic Admissions

- Educate a diverse allied health workforce

- Improve learning experience for all students

- Admit students that advance the school's mission

  - Mission alignment promotes retention and success

- Confirm procedural equity for all qualified applicants

2019-21 APTA Strategic Plan

FOSTER LONG-TERM SUSTAINABILITY OF THE PHYSICAL THERAPY PROFESSION

Champion student and early-career issues including debt burden and career-earning potential

Make APTA an inclusive organization that reflects the diversity of the society the profession serves

STEWARDSHIP

From: http://www.apta.org/StrategicPlan/Plan/

Supporting Evidence

1. Schools that implement many elements of holistic review are more likely to see an increase in diversity than schools that implement fewer practices

Urban Universities for HEALTH (2014).

2. Using mission-driven, holistic admissions criteria comprised of applicant attributes and experiences in addition to academic metrics resulted in a more diverse interview pool than using academic metrics alone.

Grabowski, C. J. (2018).

3. Increasing the relative weight of noncognitive admissions criteria improves URM admission rates

Ballejos et. al (2015)

TABLE 3. HOLISTIC REVIEW: IMPACT ON DIVERSITY

Change in diversity for schools self-identified as using holistic review, by holistic review score

DIVERSITY OF THE INCOMING CLASS	INCREASED	UNCHANGED	DECREASED	TOTAL
Schools using many holistic review elements N=57	81%	16%	4%	100%
Schools using some holistic review elements N=60	67%	32%	2%	100%
Schools using few to no holistic review elements N=15	60%	40%	0%	100%
Total Schools Using Holistic Review (N=132)[7]	**72%**	**26%**	**2%**	**100%**

TABLE 4. CORRELATION BETWEEN HOLISTIC REVIEW SCORE AND INCREASED DIVERSITY

VARIABLES	r	T(130)	TWO-TAILED P-VALUE[8]	M	SD	RANGE
Holistic Review Score[9]						
Increased Diversity of the Incoming Class[10]	0.1902*	2.2087	0.0289	0.66	0.24	0-1

Supporting Evidence

1. Diversity in the classroom/workforce is associated with:
   - Improved access to care for racial ethnic minority patients
   - Greater patient choice and satisfaction
   - Better educational experiences for health professions students

Institute of Medicine (2014)
Gurin et. al (2002)
Luo et. al (2009)
Page (2007)
Saha et. al (2008)

Call for comprehensive change

- A multi-pronged, interprofessional approach to increasing student and healthcare workforce diversity is described.
- Changes in support of diversity to university mission, admissions practices, diversity monitoring; engagement of leaders.
- Partnering with community groups to strengthen outreach to URE students and diversity practices in healthcare institutions.
- Resulted in increased applications from pipeline schools, larger number of URE admissions, increased faculty diversity.

Glazer et. al (2017)

AAMC Statement October 1, 2019
U.S. District Court Decision in Harvard Admissions Case
AAMC President and CEO David J. Skorton, MD

"The AAMC is pleased that the U.S. district court has ruled in favor of Harvard University, concluding that its admissions process meets constitutional standards. The court's decision re-affirms the educational benefits of diversity in the classroom and defers to the good-faith judgments of educators who strive to achieve those benefits for their students and for society as a whole. **The decision bolsters the use of individualized, holistic review in admissions, based on each school's mission and circumstances. The decision bolsters the use of individualized, holistic review in admissions, based on each school's mission and circumstances."**

https://www.aamc.org/news-insights/press-releases/aamc-statement-us-district-court-decision-harvard-admissions-case

2 Identifying Barriers

Culture & Assumptions

- Continuum of Perceived Value/Responsibility

  - Understand – Comply – Consent – Commit

    - "I agree – I'm glad other universities are doing it."

- Beliefs about current admissions practices

    - You have to be one to pick one

    - "It's working, why change?"

    - "We're already doing that"

Culture & Assumptions

- Threat to program autonomy

- Unconscious BIas

  - Profession

  - Admissions Process – Confirmation Bias

The "Quality" Question

- Lowering the standard(s)

- Identity of program may be challenged

  - Keepers of the program (unconscious bias)

  - Perceived threat to current metrics of success

The "Quality" Question

Inside Higher Ed May 6, 2019
Washington State Plans to Restore Affirmative Action

Ana Mari Cauce, President, University of Washington

"I am on the record in support of repealing provisions of I-200, which would allow us to take race and gender into account, as one of many other factors, when admitting students and hiring faculty and staff … At this time when we are beginning to learn more about the advantages that legacy status, monetary donations, participation in elite sports or being the child of a faculty member can provide in gaining admission to some of our most elite institutions, allowing some consideration for race seems benign by comparison," she wrote. **"The intent is to level the field, not advantage one group over another."**

How do you evaluate attributes?

- Essays

- Short Answer Questions

- Questionnaires and surveys

- Interviews – which method?

- Portfolios

- LOR

Time & Resource-Intensive

- Time

- Staff

- Faculty / Reviewers

- Other Resources (consultants, software)

Data

- Incomplete, unanalyzed or anecdotal

- No comprehensive review

  of admission practices across programs

3 Mitigating Strategies

University of Nebraska Medical Center℠

COLLEGE OF ALLIED HEALTH PROFESSIONS

Strategy 1: System Review

Strategy 1: System Review
Applicant/Matriculant Data

- Who applies? Why or why not?

- Who do we interview? Why or why not?

- Who do we admit? Why or why not?

- Who succeeds? Why or why not?

- What structures, P & P do we use to foster retention, promote progression, and ensure success?

- What admission & performance data do we need to collect to evaluate success?

Strategy 1: System Review
Applicant/Matriculant Data

- **Data that UNMC routinely collects**
    - NE residence status
    - Gender*
    - Racial/ethnic minority status*

        (* protected groups)

- **Added three variables not previously analyzed**
    - Precise geographic distribution in Nebraska and the U.S.
    - Area-based SES
    - Status as a first generation college student

Strategy 1: System Review
Applicant/Matriculant Data

Why those new variables?

Geographic data to help determine whether processes support mission to provide "care… for all patients" and "outreach to underserved populations".

Lower socioeconomic status and first generation college attendance both correlate with:

- lower performance on standardized exams and other academic metrics
- much lower rates of enrollment in medical schools (60% medical students in U.S. from households in upper quintile)

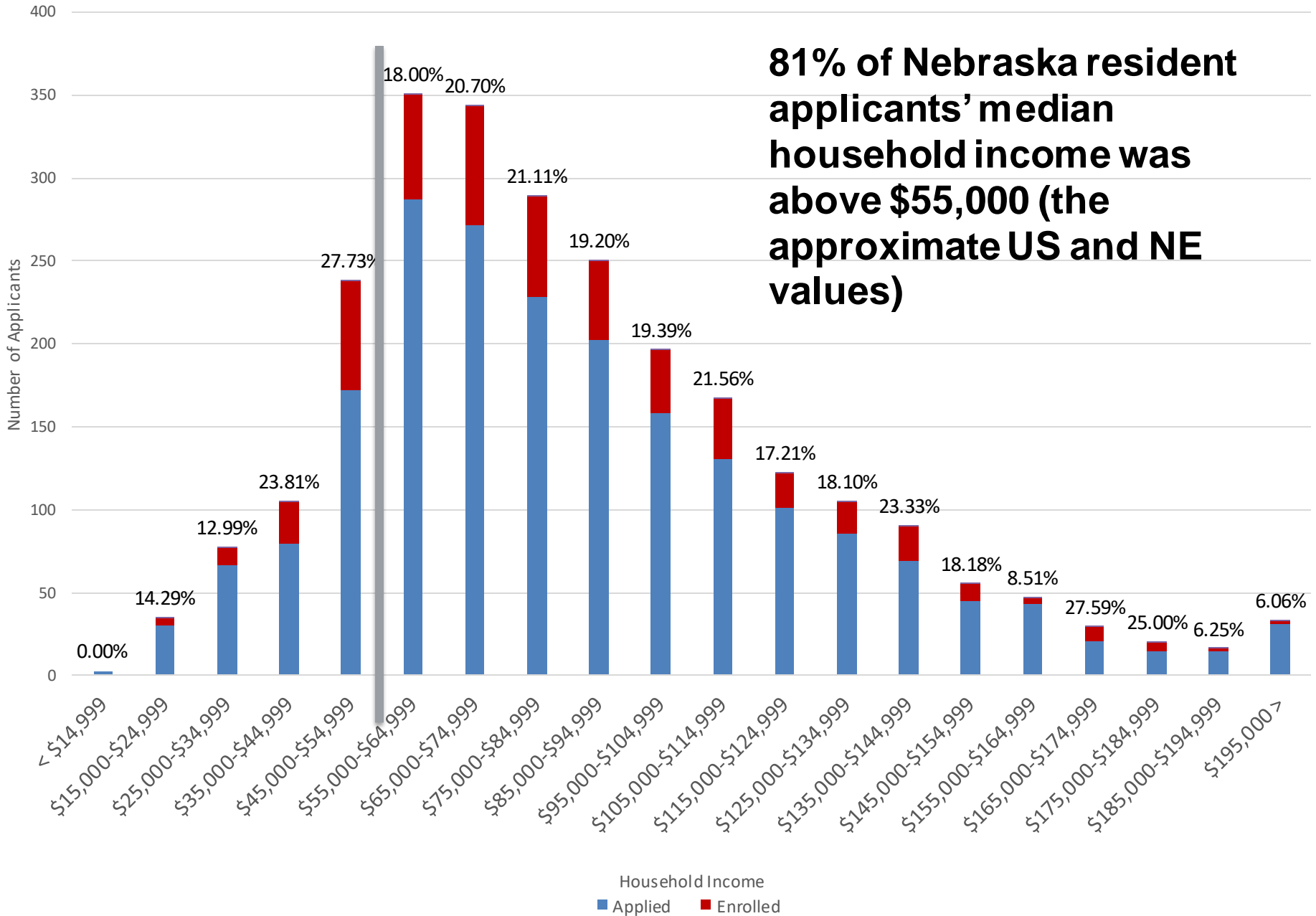# Applicant/Matriculant Data

2014-2015
2015-2016
2016-2017

2,709 unique applicant records (SES data for 2,570)

All Programs 2014-2016

81% of Nebraska resident applicants' median household income was above $55,000 (the approximate US and NE values)

Number of Applicants

| Household Income | Applied | Enrolled |

Percentages by income bracket:
- < $14,999: 0.00%
- $15,000–$24,999: 14.29%
- $25,000–$34,999: 12.99%
- $35,000–$44,999: 23.81%
- $45,000–$54,999: 27.73%
- $55,000–$64,999: 18.00%
- $65,000–$74,999: 20.70%
- $75,000–$84,999: 21.11%
- $85,000–$94,999: 19.20%
- $95,000–$104,999: 19.39%
- $105,000–$114,999: 21.56%
- $115,000–$124,999: 17.21%
- $125,000–$134,999: 18.10%
- $135,000–$144,999: 23.33%
- $145,000–$154,999: 18.18%
- $155,000–$164,999: 8.51%
- $165,000–$174,999: 27.59%
- $175,000–$184,999: 25.00%
- $185,000–$194,999: 6.25%
- $195,000>: 6.06%

Strategy 1: System Review
Data Analysis Summary

- Majority enrollees were NE residents (proportional distribution w/ gaps in N. & S. Omaha)

- Majority enrollees were female (applicant pool & those accepted)

- Small % of applicant pool and enrollees self identified as URM compared to NE & US populations

- Lower household incomes correlated with lower performance on standardized exams & other academic metrics

Strategy 1: System Review
Data Analysis Summary

- Greater household income of applicants & enrollees suggests applicant pool differences play a much larger role than enrollment rate differences

- First generation college applicants enrolled at significantly lower rate

- Male & URM applicant & enrollment % less due to smaller percentages of each in applicant pool

Systems Review Conclusion
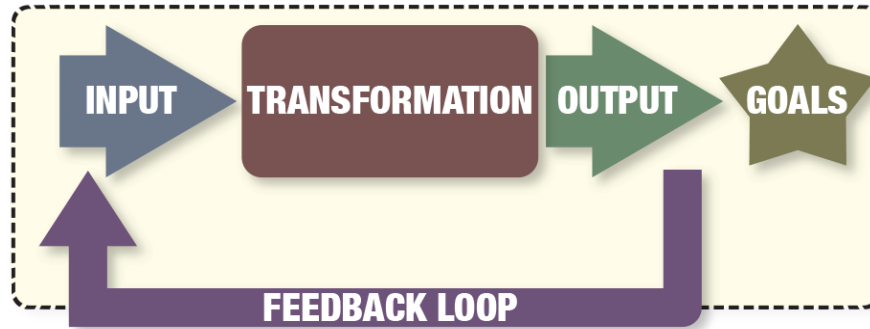
CAHP admission policies and procedures were not resulting in the outcomes that we desired.

When we examined the practices in detail and in a broader context we determined to comprehensively redesign *the system*

Strategy 2:
Provide Consistency & Clarity in Messaging

Strategy 2: Messaging
Clear and Consistent Message

- Charge from Dean for Comprehensive (all college) Review

- Identified as a 5-year initiative

- Multiple stakeholder meetings, invited concerns

- Articulated clear goals of admissions transformation

- Developed conceptual models for shared understanding

Goals of Comprehensive Admissions Transformation

- Admit students to advance university mission & values

- Increase broad-based diversity in order to improve the learning experience for all students

- Provide procedural equity & access for all qualified applicants

- Adopt uniform admission policies & procedures across programs
    - Quantify
    - Standardize
    - Validate (Assess)
    - Use and apply evidence-based data & practices

- Align holistic admissions across the educational continuum (recruitment, admissions, retention, graduation)

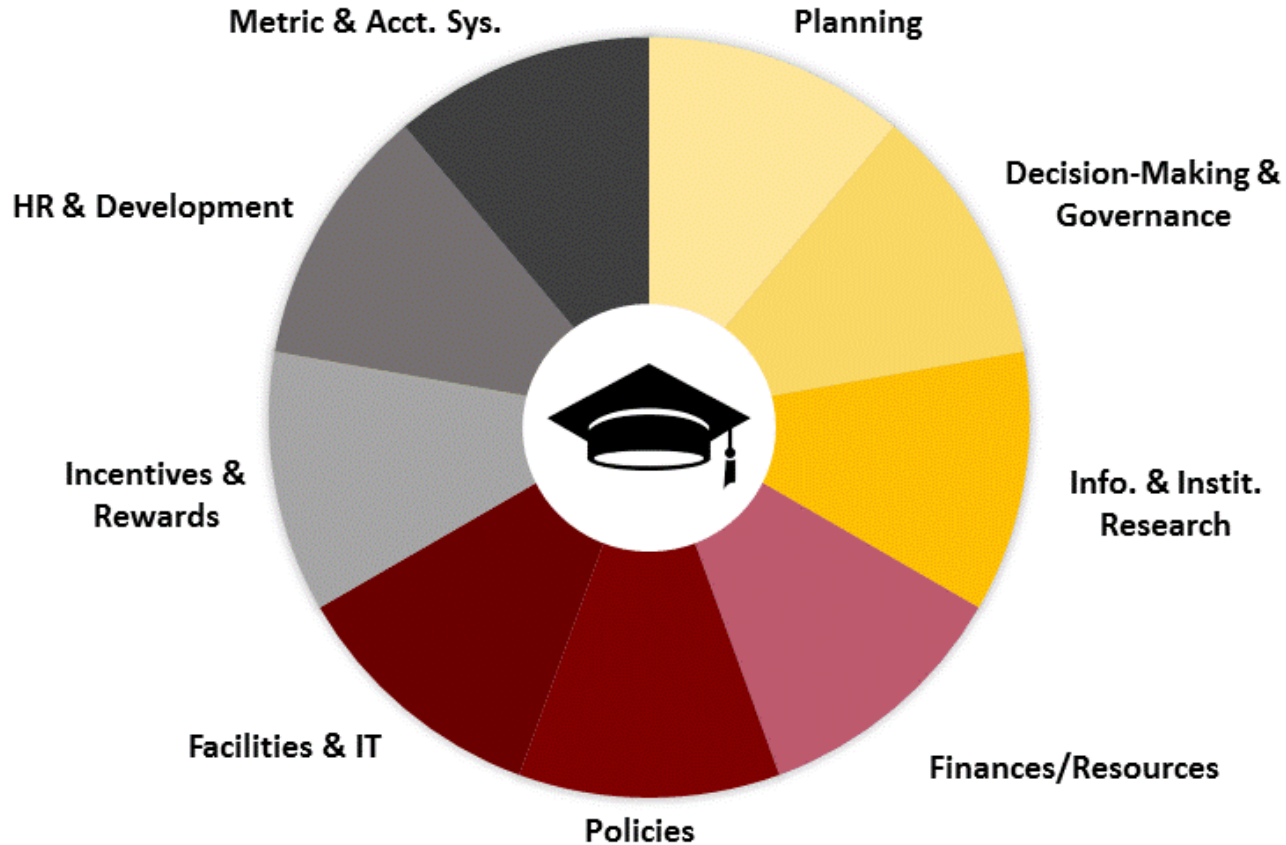- Graduate a diverse allied health workforce

Conceptual Model: Elements of Holistic Review

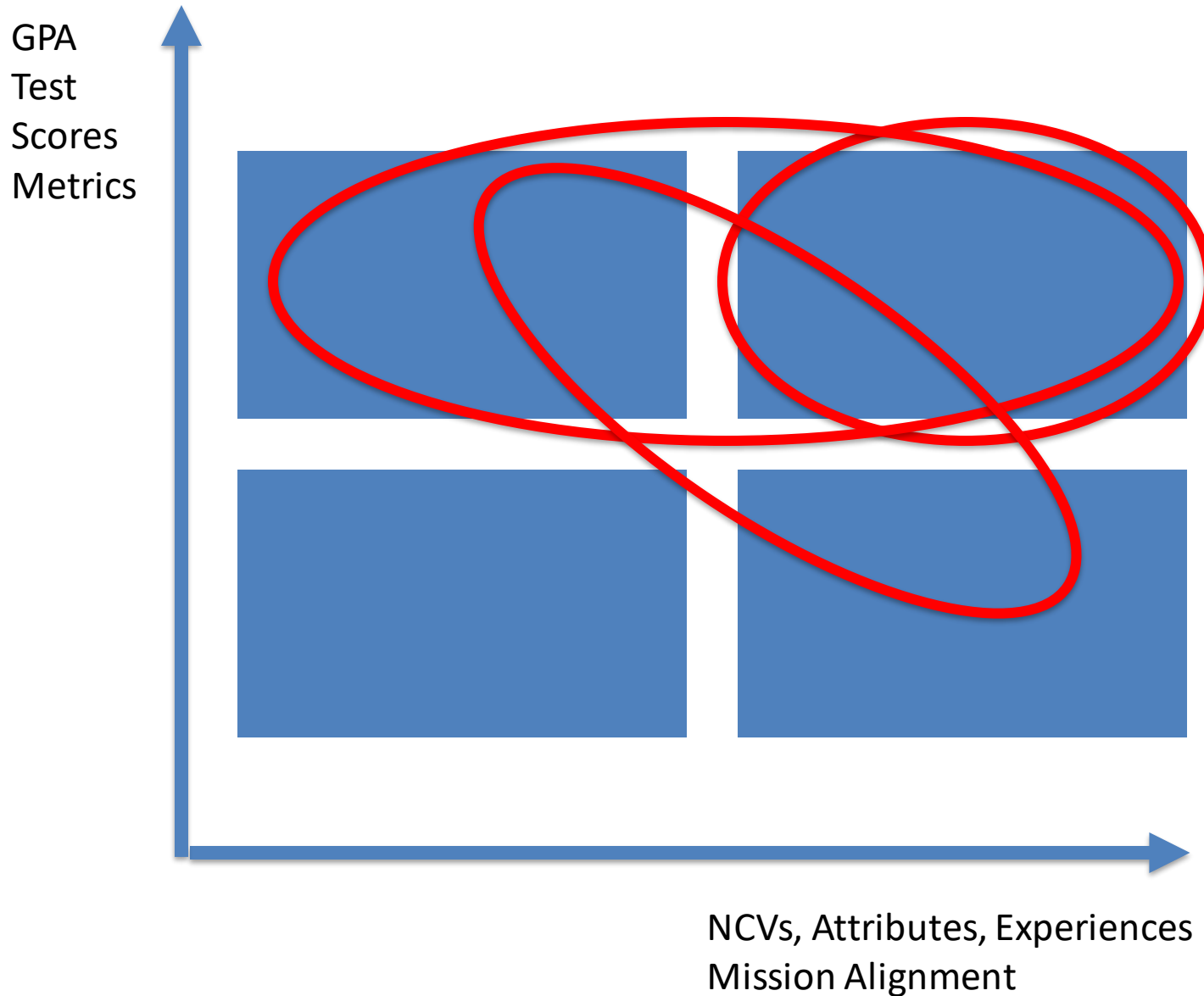# American Council on Education (ACE) Roadmap

ELEMENTS OF A DIVERSE STUDENT SUCCESS INFRASTRUCTURE

Planning

Decision-Making & Governance

Info. & Instit. Research

Finances/Resources

Policies

Facilities & IT

Incentives & Rewards

HR & Development

Metric & Acct. Sys.

Conceptual Model: Goals for Admissions Changes

GPA
Test
Scores
Metrics

NCVs, Attributes, Experiences
Mission Alignment

Strategy 3:
Creation of a College-Wide Admissions Committee

Strategy 3: Creation of a...
College-Wide Admissions Commitee

- Chair – faculty member
- Defined committee's role in college
- Explored literature
- Helped to craft the message
- Align admission practices with the institution's mission and values
  - Created an Admissions Mission Statement

Strategy 3: Creation of a...
College-Wide Admissions Commitee

- Helped develop Admissions P&P
    - AdMISSION Bio – screening essay
    - Uniform Remediation & Progression policies
- Created Guiding Documents
    - EB-Recommendations for Interviews
- Created an accountability structure

Strategic Priority

University of Nebraska Diversity & Inclusion Goals & Priorities

- Increase the percentage of Nebraska high school graduates who enroll at and graduate from the university.

- Increase the diversity of those who enroll at and graduate from the university, employing measures permitted by state and federal law.

UNMC Diversity, Equity & Inclusivity Goals & Strategies

Advance the programs and culture of UNMC as an exemplary culturally sensitive, diverse & inclusive organization in its mission of transforming lives through premier education, innovative research, and extraordinary patient care.

- Increase retention, recruitment, engagement and mentorship of all faculty, students and staff to enhance diversity and inclusivity across all UNMC and Nebraska Medicine programs and sites.

- Enrich the environment of inclusivity and collaboration for all faculty, staff, and students in the communities we serve through coordination of programs that eliminate unconscious bias and promote and sustain exemplary inclusivity in the learning and working environment.

- Develop, coordinate, evaluate and measure Inclusivity, Diversity, and Equity (IDE) efforts within UNMC and the University of Nebraska programs to develop an exemplary and inclusive IDE infrastructure.

UNMC Mission Statement & Values

Our mission is to lead the world in transforming lives to create a healthy future for all individuals and communities through premier educational programs, innovative research and extraordinary patient care.

Physical Therapy Education Mission Statement

The mission of the Division of Physical Therapy Education at the University of Nebraska Medical Center is to improve the health of Nebraska by:

- Preparing physical therapists and other healthcare professionals to deliver evidence-based, patient-centered care as members of an interprofessional team.

- Conducting scholarly activities that contribute to the evidence and influence change in clinical and educational practice.

- Providing professional service including outreach to underserved populations.

Admissions *Mission* Statement

The mission of admissions in the College of Allied Health Professions is to advance evidence-based recruitment and admissions practices that are inclusive, equitable and balanced with respect to experiences, attributes and metrics, to recruit and admit applicants for the purpose of preparing highly competent, collaborative, and compassionate professionals dedicated to improving the health and healthcare of all individuals and communities.

Development of Holistic Screening

William Sedlacek's Non-cognitive variables (NCV)

1. Positive Self-Concept

2. Realistic Self-Appraisal

3. Understand how to navigate the system

4. Prefers long range goals to short term or immediate needs

5. Availability of a strong support person

6. Successful leadership experience

7. Demonstrated community service

8. Knowledge acquired in or about a field
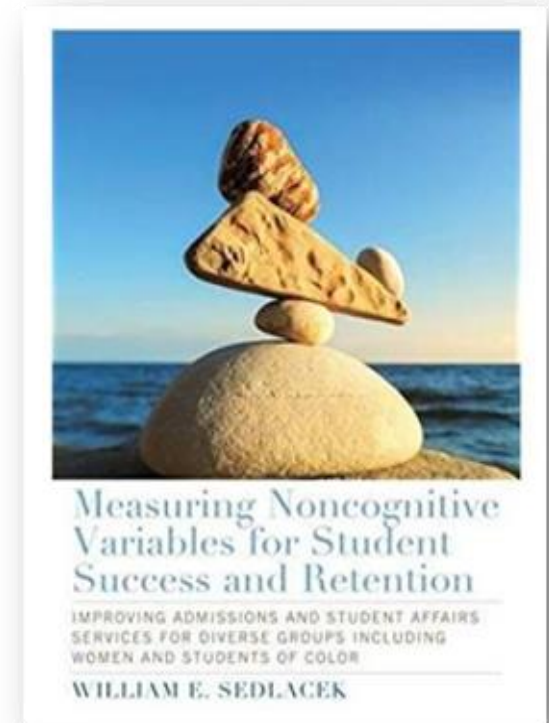
Development of Holistic Screening

- Named UNMC's **AdMISSION Bio**

- Variables assessed via 8 short answer questions

  - 1000 total words (125 words max each question)

- 44 readers trained on rubric

  - Two readers per essay, third if required, can recuse

  - Blinded to name or any other data

 - Readers from inside/outside the college, academy of educators, library

AdMISSION Bio – 2018-19

	Applicants Scored	3rd Read Required	Total Reads	Average Score	# of Readers
PA	303	21	627	21.70	19
PT	280	30	590	22.32	26
MITS	78	4	160	20.71	15
MLS	35	5	75	21.00	6
CLPR	89	5	183	22.78	16
MEDN	9	1	19	21.57	8
GENC	21	3	21	22.94	6
Totals	815	69	1675	Avg: 21.94	

NCVs Measure Different Construct

NCV Score & Cumulative GPA r=0.01
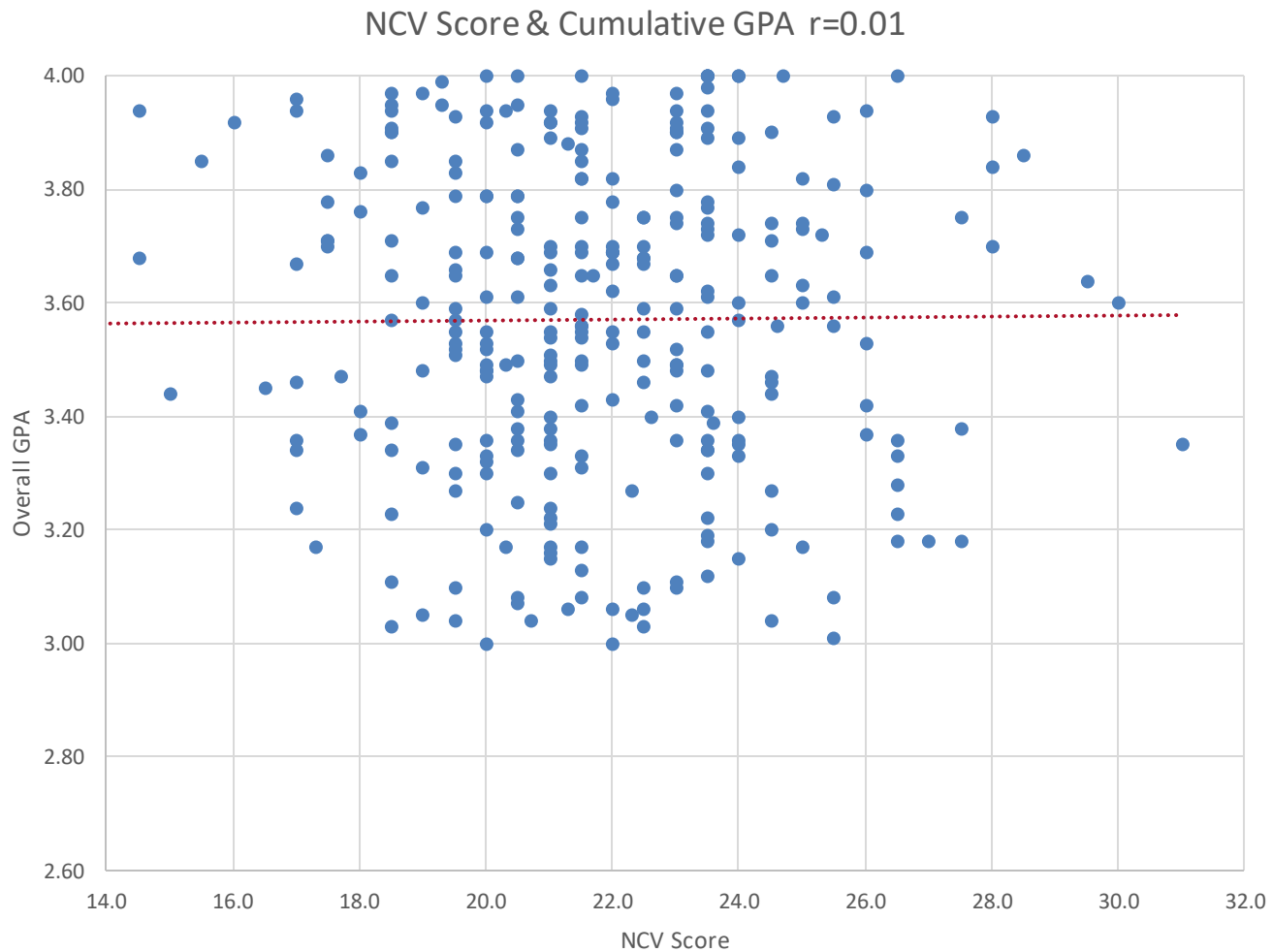
Development of Holistic Interview Practices

The Admissions Committee provided evidence-based recommendations to the 14 programs:

1. **Structured interviews**: Standardization of questions and scheduled activities for every applicant.
2. **Involvement of 2 or more interviewers:** Evaluation by more than one interviewer.
3. **Use of rubrics**: Evaluation by the same methods, such as a rubric or rating scale.
4. **Training of Interviewers:** Inclusion of diversity learning, bias awareness learning, and rubric use.
5. **Maximization of reliability:** Adjustment for variability between interviewers, potential bias, and need for additional interviewer training.

Holistic Interview Practices

Multiple Mini-Interviews (MMI)

- Structured interview (task/situation) stations
  - Each with own evaluator
  - Each for specific attribute(s)
  - Assessed with a rubric
  - Normalization

- Minimizes opportunities for bias

CAHP Programs & MMI

Multiple Mini-Interviews (MMI) were written by PA Program faculty. Many programs incorporated modified scenarios and used in combination with traditional-style interviews.

- Physician Assistant
  - Full MMI, 8 stations, no traditional interviews
- Physical Therapy
  - Hybrid traditional-MMI, 3 stations, also included portfolio review
- Genetic Counseling
  - MMI and traditional stations, 3 traditional stations and 5 MMI stations
- Radiation Therapy
  - MMI, traditional, and VERT/Anatomage stations, 6 total stations

PA Applicant Feedback

- Several IRBs to evaluate MMI in various capacities
- Preliminary applicant survey data:
  - 120 Respondents (64% response rate)

Question	MMI	Traditional
Best opportunity for program to learn about your strengths	64%	36%
Fairest	83%	17%
Most Stressful	41%	59%
Most Enjoyable	76%	24%
Overall Best Experience	75%	25%

Strategy 4:
Addressed factors that impact the success of holistic admissions

Dean's Initiative/NU Initiative;
Consultant;
CAHP Admissions Committee;
Enrollment Management

Culture

Policies & Procedures

Revised Progression & Retention Policies

Marketing plan; Spanish-English Brochure

Recruitment

Holistic Review

Finances

CAHP Scholars; $2.4M; scholarships for FLI students

NCV reader training; Diversity.edu; Implicit Bias

Training

Assessment

Student Support

UNO Student Success; CAHP Advisor – UNO HPRC; UNO Pathways

Applicant / Matriculant Data UNMC Assessment; Admitted students; Reader focus groups; Ongoing training
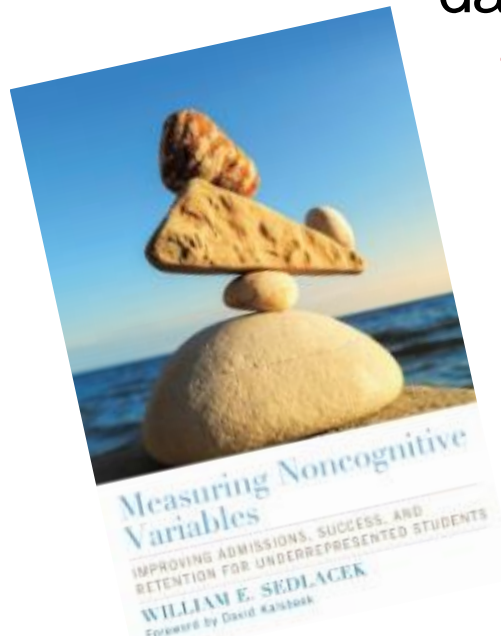
Training

December 2015 – 2 Hour Symposium sponsored by UNMC Faculty Development
- **68 attendees** from all colleges, academic affairs, business & finance and MMI

May 18, 2016 – AAMC full-day Workshop
- **43 participants** from CAHP, COPH, CON

July 14, 2017 & September 21, 2017 – AACRAO full-day Seminars
- **30 participants** from CAHP

Training

Summer 2018– AACRAO reader/rubric training
- **44 participants**

Fall 2018– DiversityEdu online modules for all individuals involved in admissions

Since Fall 2018– Training sessions continue for all new faculty/staff involved in admissions. Refresher courses built for returning evaluators

An Early Look…

University of Nebraska Medical Center

COLLEGE OF ALLIED HEALTH PROFESSIONS

Preliminary Data 2019
GPA & Impact of NCV

| CP, PA, PT	2016-18 Avg.	2019
Avg. Cumulative GPA	3.69	3.66
Offered Interview w/ New Scoring	-	65
Self-Identified 1st Generation/URM	-	18
Matriculated w/ New Scoring	-	18
Self-Identified 1st Generation/URM	-	5
Total Applicants Offered Interview	-	416
% Offered Interview w/ New Scoring	-	15.6%
Total New Students Matriculated	-	136
% Matriculated w/ New Scoring	-	13.2%

Preliminary Data 2019

Age

		2016-18 Avg.	2019
PT	Avg. Age at Application	22.1	22.9
PA	Avg. Age at Application	23.6	24.9
CP	Avg. Age at Application	24.05	25.5

CPE, PA, PT: Age at Application
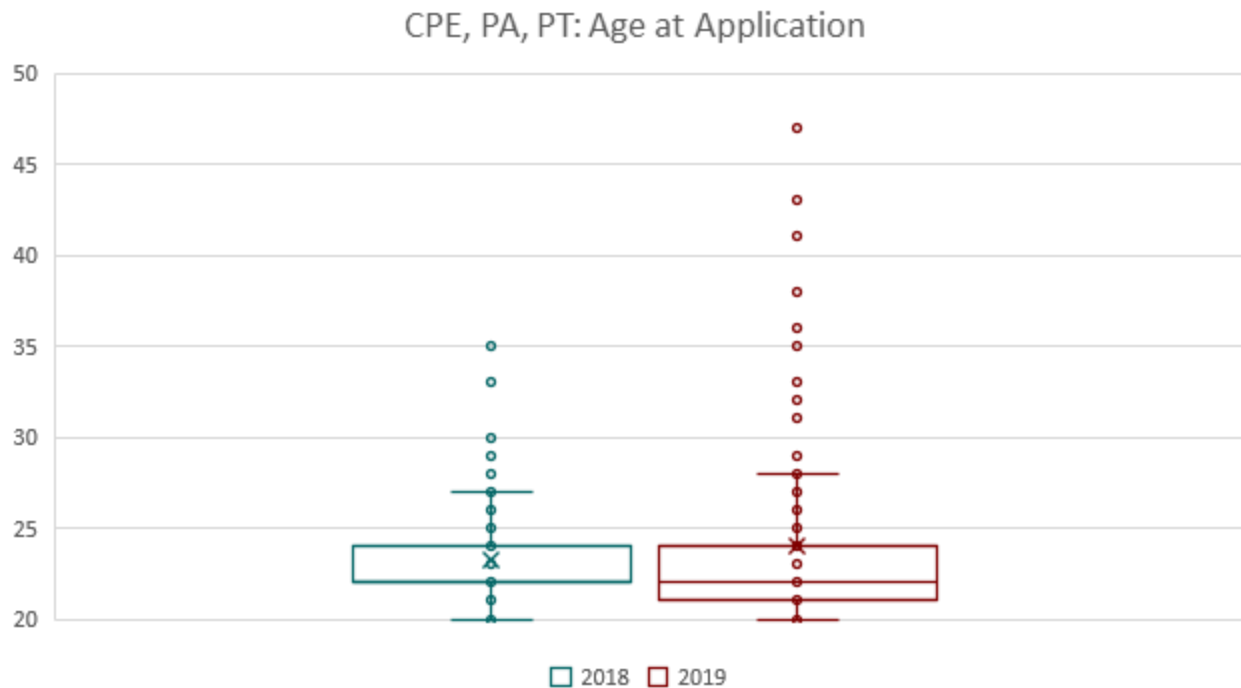
PT: Age at Application
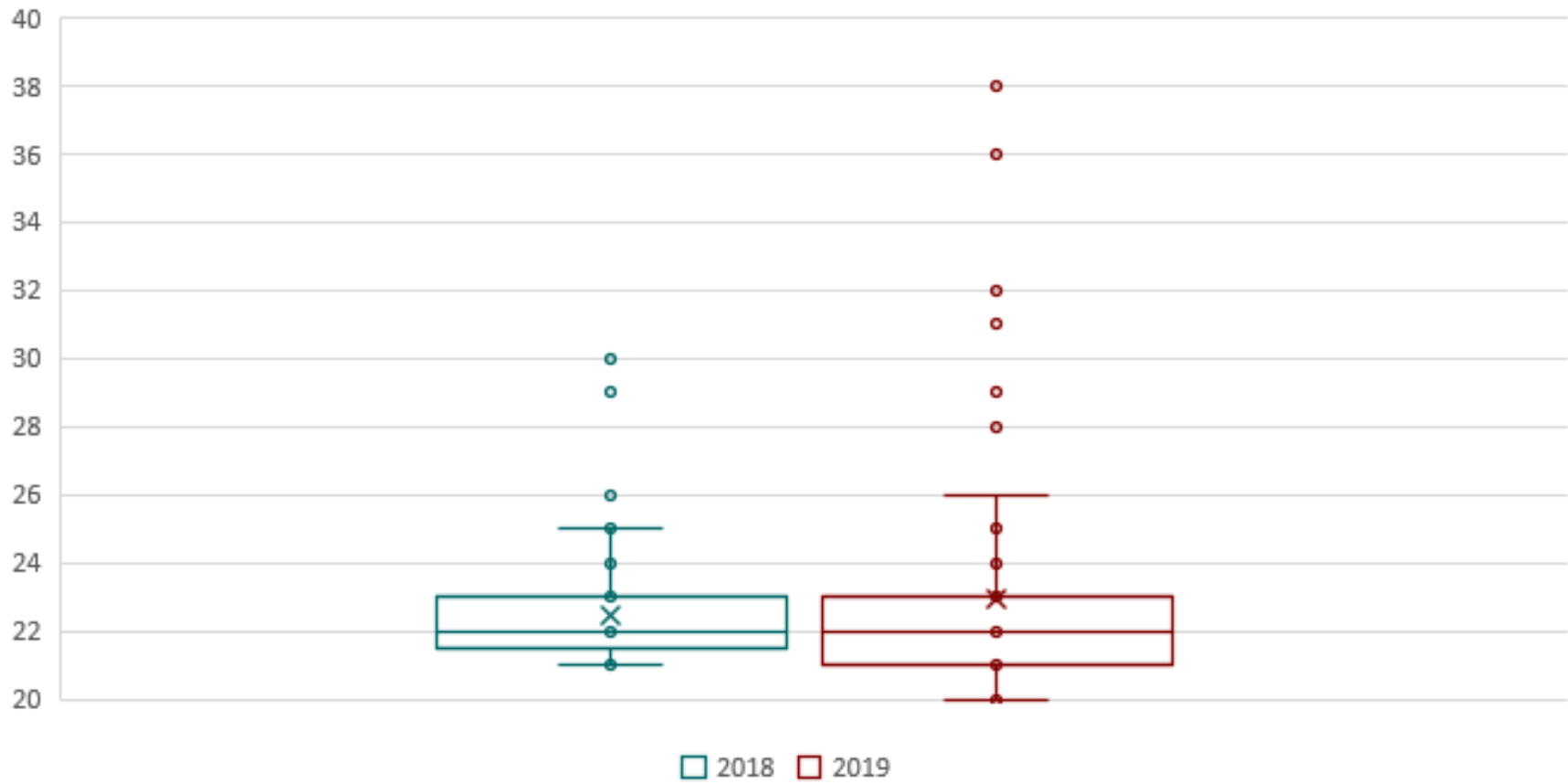
What's Next?

- Developing questions/rubrics with *Kira Talent's* **online interview platform**
- Earlier information/data on **NRTS and scholarships** provided to programs earlier in the admissions process to aid in recruitment
- **Ongoing assessment & training**
  - Stakeholder feedback
  - Identify the variables and outcomes
- **Curriculum development/teaching pedagogy** – how to leverage a diverse learning environment

What's Next?

- Development of **marketing/recruitment plan**
- Implementation of **"communication plans"** for all student contacts
  - Use of Radius CRM
- Campus-specific **recruitment strategies**
- **SEM consultant**

Group Discussion

4

University of Nebraska Medical Center

COLLEGE OF ALLIED HEALTH PROFESSIONS

Holistic Review Development and Implementation

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Gurin, P., Dey, E., Hurtado, S. & Gurin, G. (*2002*) Diversity and Higher Education: Theory and Impact on Educational Outcomes. Harvard Educational Review: September 2002, Vol. 72, No. 3, pp. 330-367.

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