

Holistic Review Medical School Admissions

Webinar for the
International Association of Medical
Science Educators

September 11, 2014

Holistic Review Medical School Admissions

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A Word from the President



Reporter

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News About the Nation's
Medical Schools and Teaching Hospitals

A Word From the President



A New Day in Admissions

Recently, I visited a windowless room at the AAMC where a small group of people have been coming together for months to think about our medical school admissions process. The group had formed a "skunkworks" where their creativity has flowed. Known as the "Innovation Lab," these experts believe we are finally at a point where we can measure important characteristics beyond traditional MCAT-measured cognitive skills. I left the room feeling like

standardized test has done an excellent job of doing exactly what it was designed to do—serve as a predictor of academic success in medical school. In fact, published research shows that the MCAT does a better job predicting first-year medical school student performance than the GRE, GMAT, and LSAT do predicting first-year performance in graduate, business, and law school, respectively. The MCAT also predicts students' later grades, licensure exam

Given all these efforts, as members of the class of 2014 start their medical careers, our constituents and staff are striving to enhance the admissions process for future generations. For all, a new day in admissions is dawning.

Darrell G. Kirch, M.D.
AAMC President and CEO



A Word from the President

- Association of American Medical Colleges (AAMC) leadership sets the stage for transformation of medical school admissions process.
- Current process not “broken;” but emphasis on cognitive factors (metrics such as MCAT scores and GPA) may work against applicants whose life experiences and personal attributes are valuable but often remain “hidden.”

A Word from the President

- Research shows there is strong reason to believe that bringing this information to bear early in the process would enable admissions committees to change the mix of students in their interview pools and change class composition.

Holistic Review Project

Key Publications

“Roadmap to Diversity” series:

■ Key Legal and Educational Policy Foundations for Medical Schools (2008)

■ Integrating Holistic Review Practices into Medical School Admissions Processes (2010)

■ Key Concepts for Evaluating the Impact of Medical School Holistic Admissions (2013)



Holistic Review Project

Holistic Review in Admissions Workshop

“Challenging Conventional Thinking and Practice”

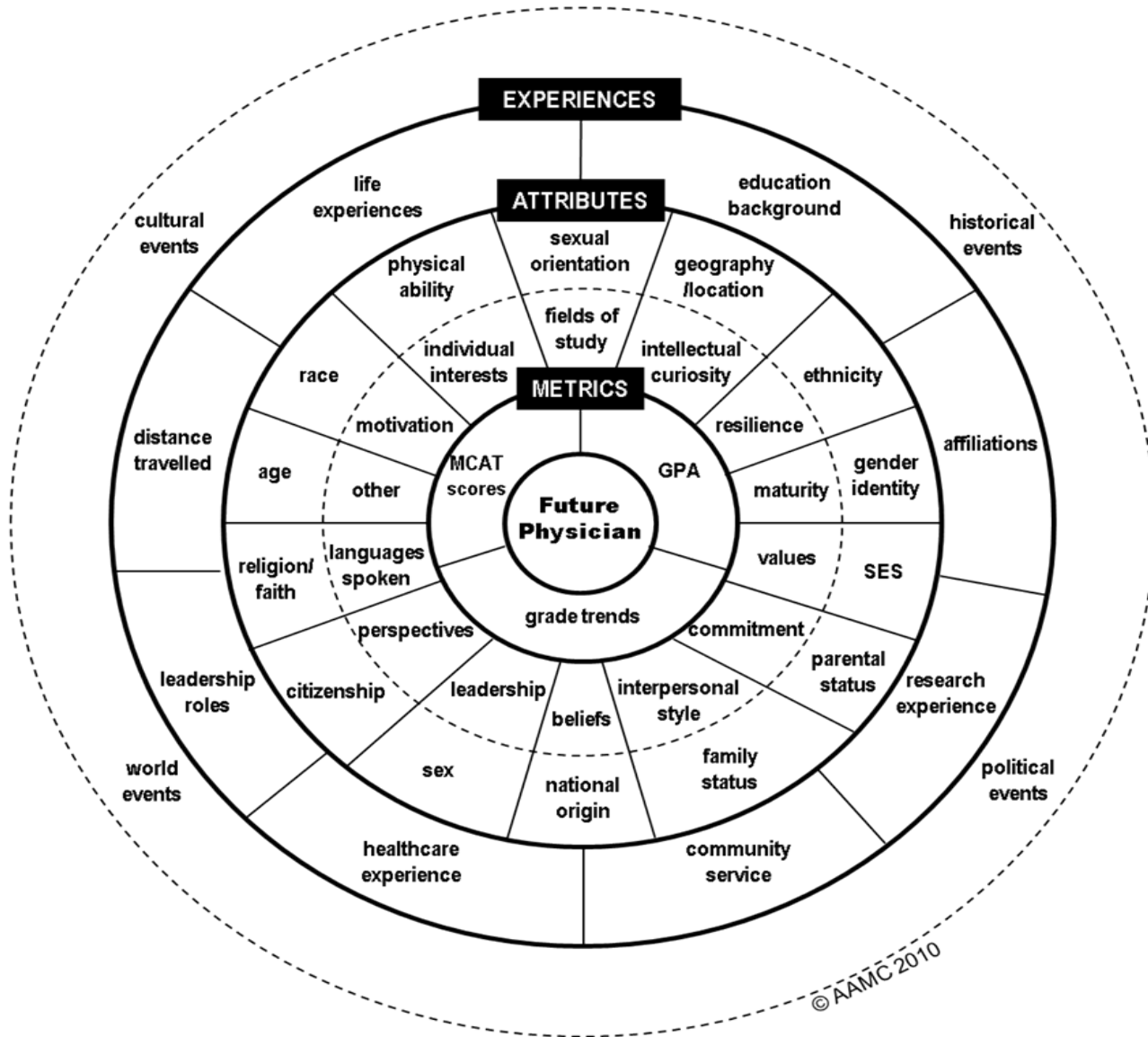
- Hosted by 43 medical schools from 2010-2012
- Facilitator-led half-day event
- Participant guide and other tools
- School-specific post-workshop activities

Holistic Review Admissions

Four Core Principals

1. Use broad selection criteria aligned with school's mission to promote diversity and achieve institutional excellence

Multiple Dimensions of Diversity

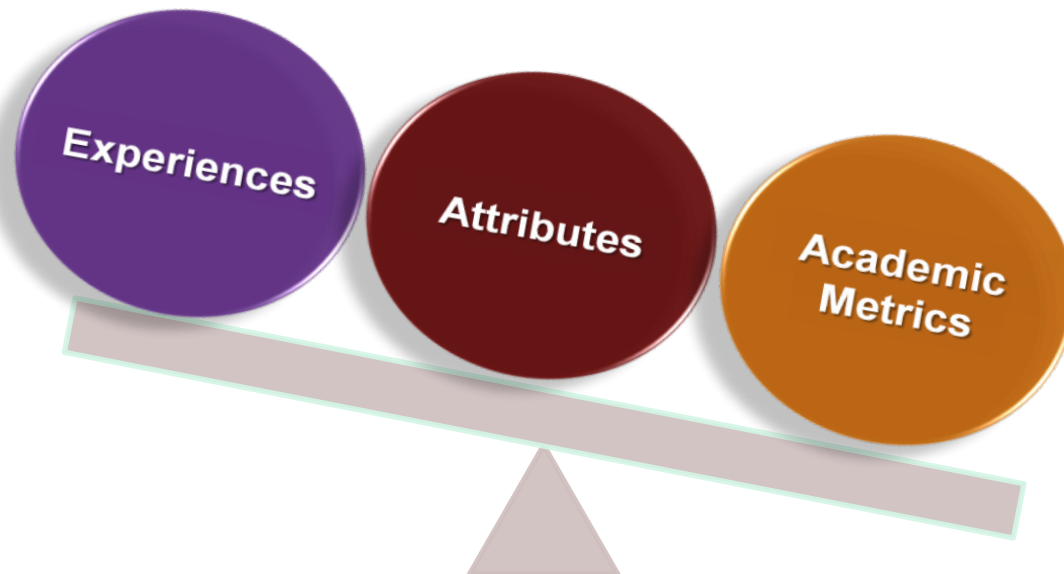


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Holistic Review Admissions

Four Core Principals

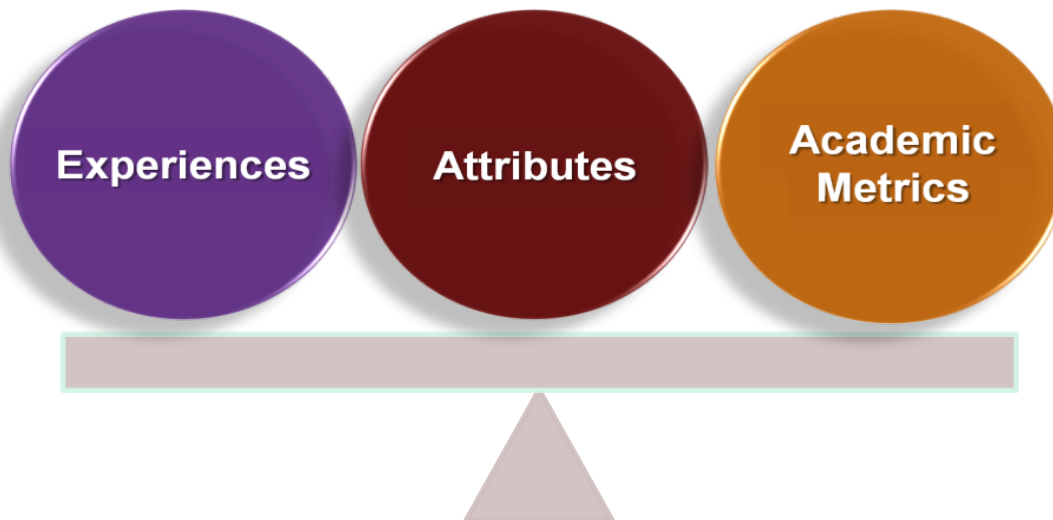
1. Use broad selection criteria aligned with school's mission to promote diversity and achieve institutional excellence
2. Selection criteria should balance life experiences, personal attributes and academic metric



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3. Give individualized consideration to what each applicant may offer to shape class

Holistic Review Admissions

Four Core Principals

1. Use broad selection criteria aligned with school's mission to promote diversity and achieve institutional excellence
2. Selection criteria should balance life experiences, personal attributes and academic metric
3. Give individualized consideration to what each applicant may offer to shape class
4. Consider race/ethnicity in narrowly tailored mission-related context along with other demographics as permitted by law

Holistic Review Admissions

- Goal is to select not only those who can succeed, but those who can fulfill the school's mission and contribute to the diversity of a medical school class that can serve as a driver of educational excellence

One School's Admissions Process

School of Medicine (SOM) at University of Mississippi Medical Center (UMMC)



UMMC SOM Admissions Process

- Admissions process aligned with SOM mission and diversity interests that were approved by Executive Faculty
- As the admissions committee sought more information required to conduct holistic review, additional stakeholders were engaged in the process



UMMC SOM Admissions Process

Admissions Staff

- *Metrics*
- *Demographics*
- *Residence*



UMMC SOM Admissions Process

Admissions File Review Committee

- *Experiences*
- *Attributes*

Admissions Staff

- *Metrics*
- *Demographics*
- *Residence*



UMMC SOM Admissions Process

Admissions File Review Committee

- *Experiences*
- *Attributes*

Admissions Staff

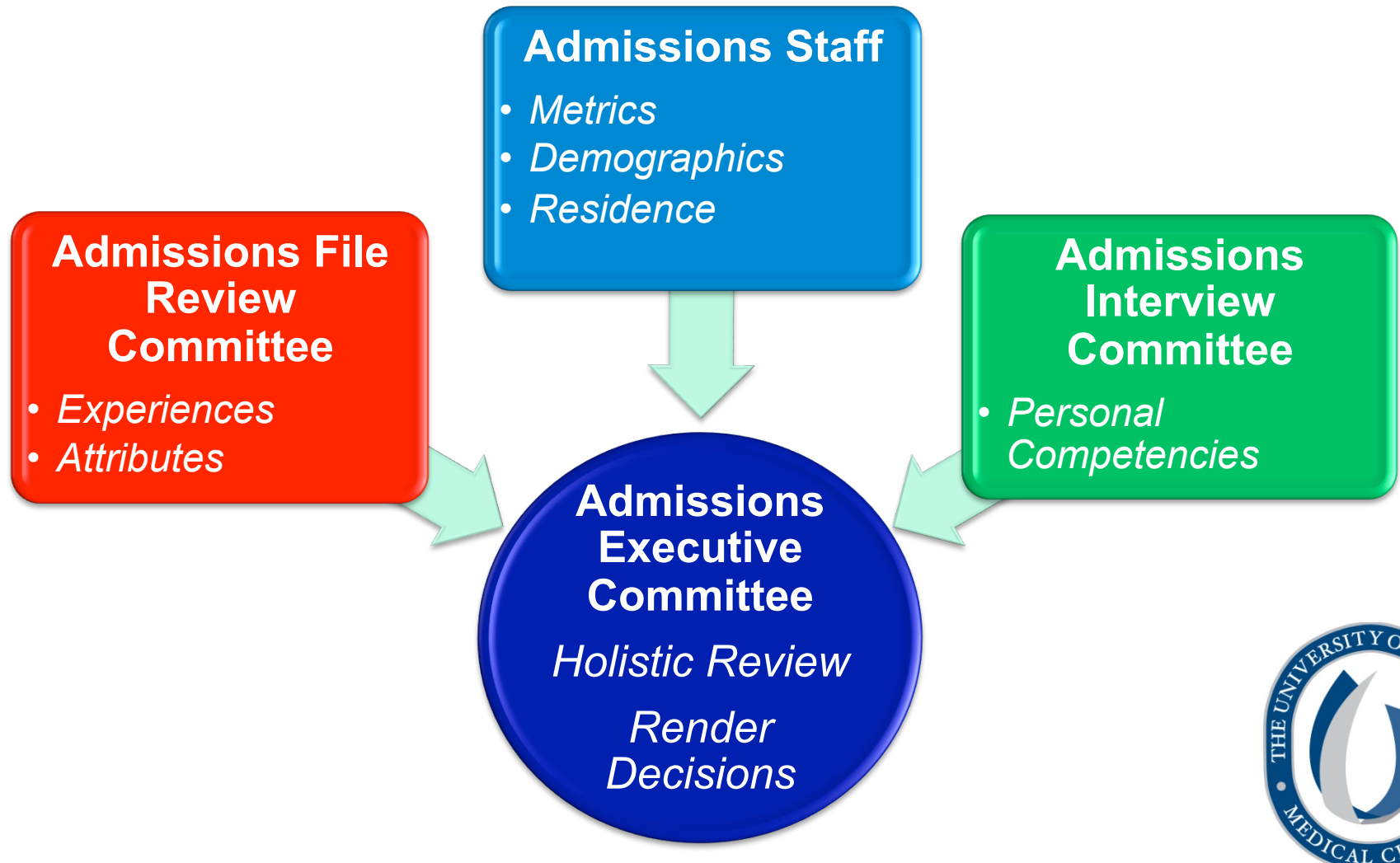
- *Metrics*
- *Demographics*
- *Residence*

Admissions Interview Committee

- *Personal Competencies*



UMMC SOM Admissions Process



Balanced Consideration

Demographics								Experiences	Attributes				Metrics	
Sex	URM	Disadv	FAP	Rur	Und	SES	Ed Disadv	tE (3.99)	tA (6.69)	tMMI (67)	aIΣ (0.0)	BCPM (3.60)	MCAT (28)	
M	Y				Y	D	D	4.83	7.75	75	7.49	3.72	23	
M					Y	B	D	3.83	6.25	82	13.11	3.46	28	
F					Y	D		4.16	7.50	61	-7.39	3.61	26	
M					Y	D		5.83	6.75	63	-2.61	3.70	26	
M				Y		C	D	4.50	6.00	62	-8.56	4.00	24	
F					Y	D		3.84	7.75	72	3.40	3.66	24	
M				Y		C	D	5.50	8.00	80	7.73	3.38	33	
F			Y		Y	C	D	3.67	7.00	71	6.43	3.54	27	
M				Y		C	D	3.83	7.00	63	-2.61	4.00	30	
M				Y		C	D	3.84	7.00	80	7.73	3.83	31	
M		Y			Y	B		4.84	6.25	82	16.08	3.22	32	
F					Y	B		3.34	5.75	73	8.43	2.95	31	
M					Y	D		4.67	7.50	64	-2.00	4.00	29	
M					Y	B		3.50	7.25	58	-10.47	3.84	31	
F				Y	Y	D	D,G	3.84	7.25	59	-5.87	3.61	27	
F				Y		D		4.51	8.25	68	4.36	3.60	39	
F	Y				Y	B		4.50	6.50	64	-2.66	3.61	21	
M	Y	Y			Y	A	L,A,G	3.51	5.00	73	5.95	3.10	25	
F					Y	D	D	3.84	6.25	65	-3.39	3.61	33	
F				Y		D	D	3.51	6.75	73	5.49	3.90	24	
F					Y	D		4.50	5.25	63	-3.39	3.62	28	
M					Y	D	D	5.17	6.50	63	-5.39	3.73	29	
M						B	D,A,G	3.84	6.25	68	4.71	3.23	28	



One School's Outcomes

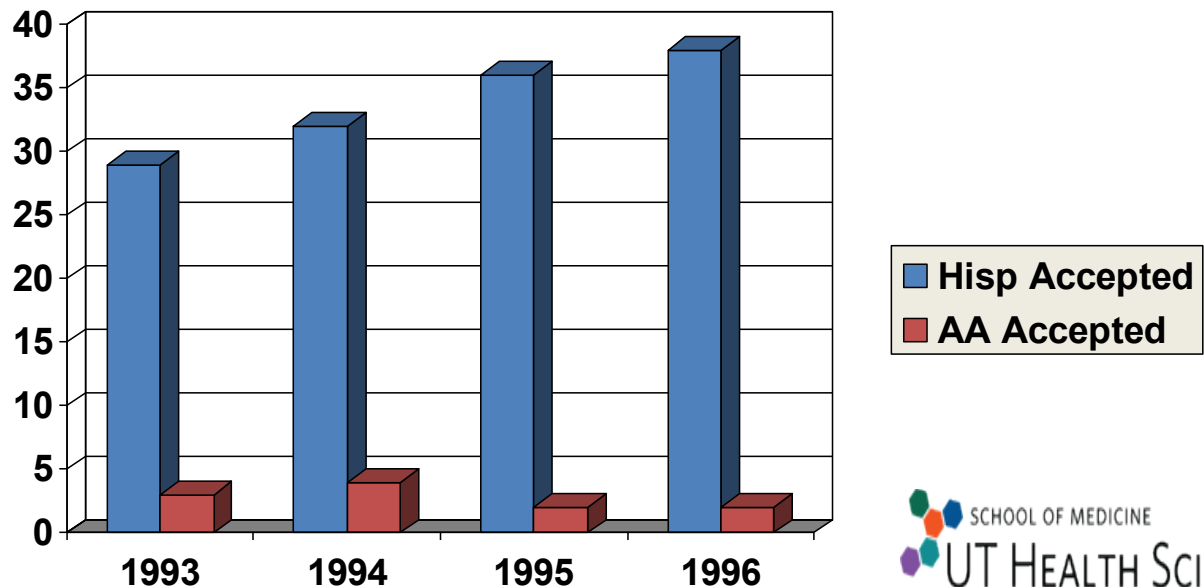
**School of Medicine (SOM)
at**

**University of Texas Health Science Center
San Antonio (UTHSCSA)**

UTHSCSA SOM

Background: Admissions process up to 1996

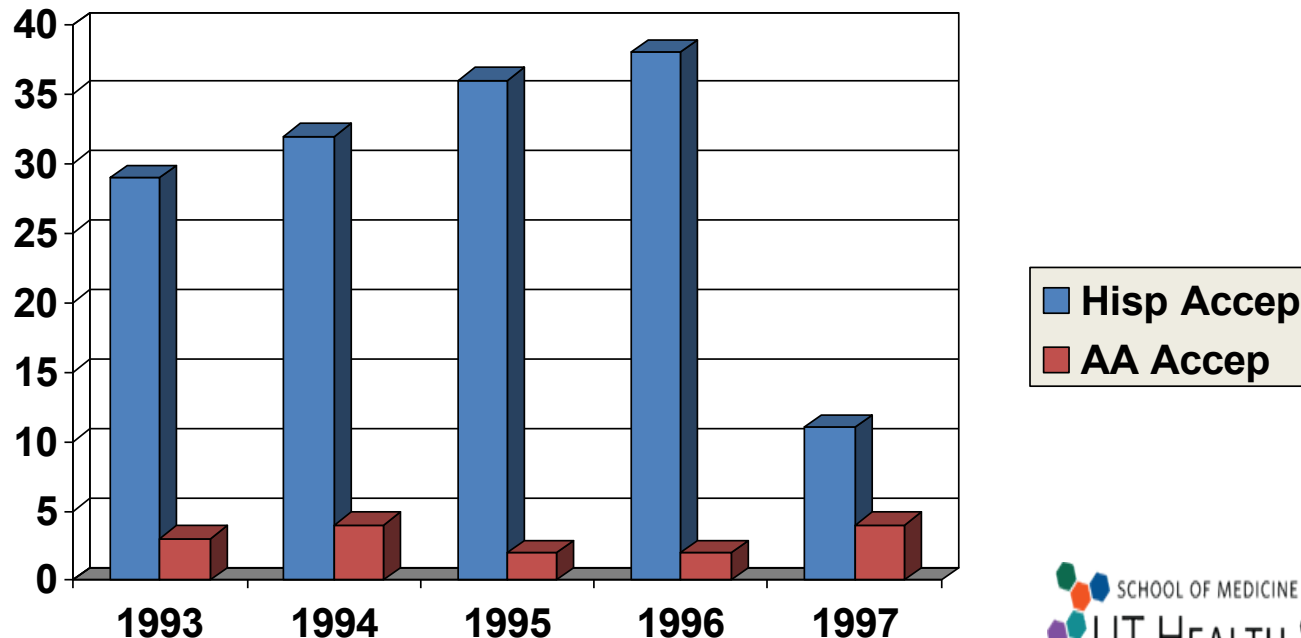
Over-reliance on GPA and MCAT (a formula); race/ethnicity used in admissions decisions using a **separate selection process for Hispanic and African-American applicants** (class = 200)



UTHSCSA SOM

Impact of the Hopwood decision in 1996

Fifth Circuit Court: Hopwood vs. Univ. Texas “that race could not be used as a consideration in admissions”



UTHSCSA SOM

Admissions process changes in response to the Hopwood decision – 1997

A commitment of our dean and faculty to create a “Gateway to Diversity”

- Individualized, **holistic evaluation** included in initial and final review with a goal to balance both academic and personal attributes
- “**Academic competence**” used as guideline; only applicants viewed as being academically capable of completing the curriculum are invited for interview

UTHSCSA SOM

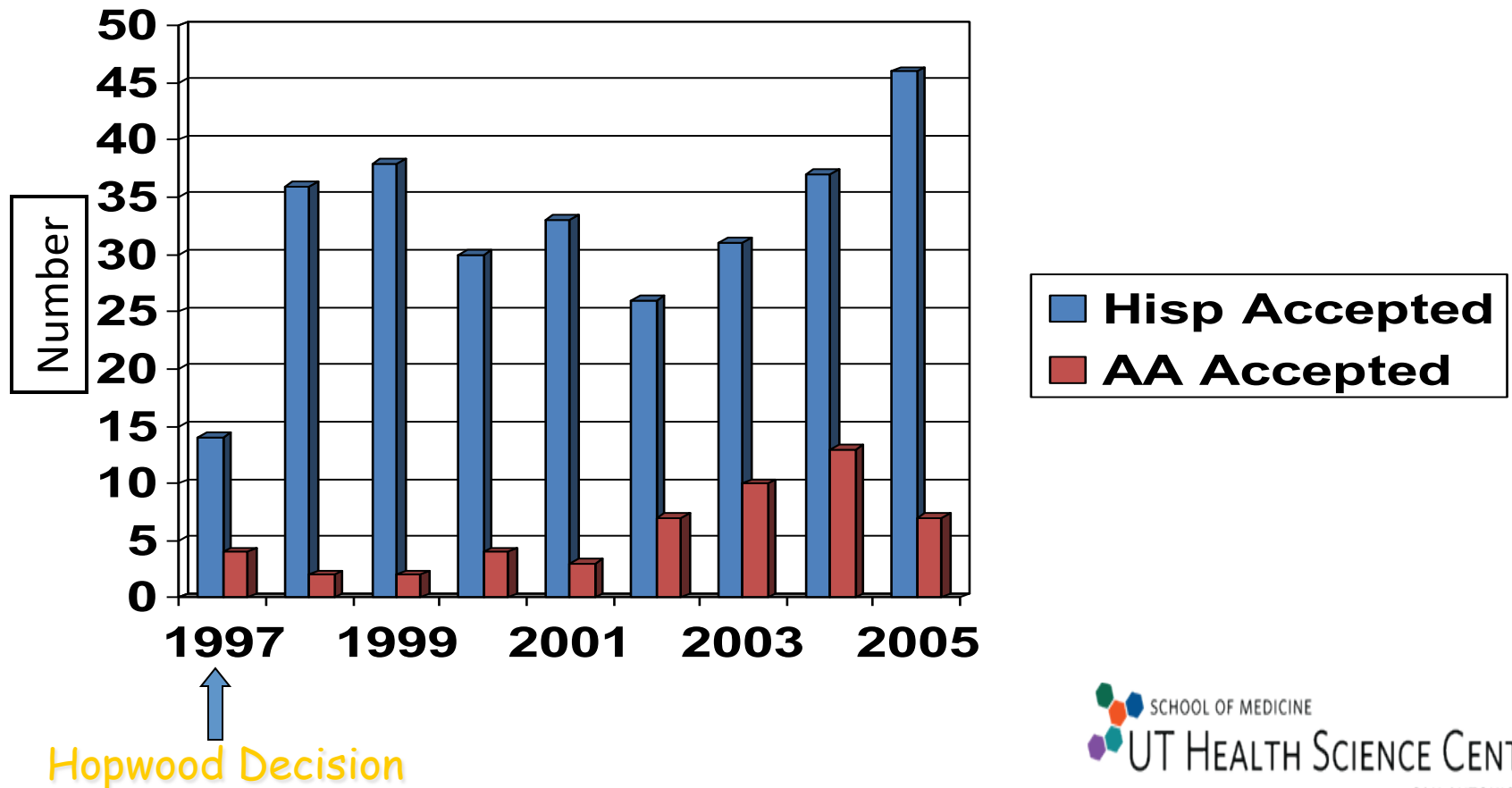
Admissions process changes in response to the Hopwood decision – 1997

A commitment of our dean and faculty to create a “Gateway to Diversity”

- Interview applicants with **essays only** (without application, letters, coursework grades or MCAT scores)
- **Final ranking** by admissions committee based on composite academic and personal attributes, background characteristics, HPE (letters, etc), interview narratives and potential to contribute to future physician workforce

Holistic Admissions: Gateway to Diversity

Hispanic and African-American applicants accepted post-Hopwood decision



Holistic Admissions: Gateway to Diversity

Conclusion:

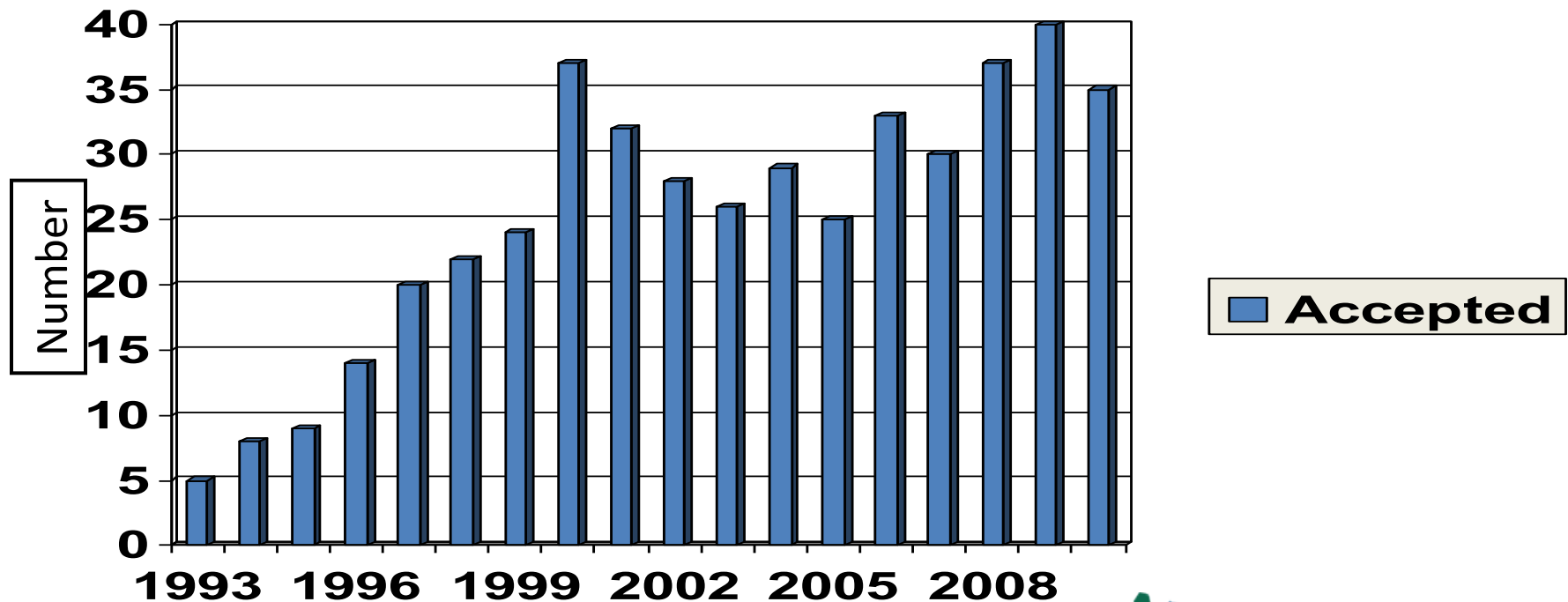
It is not simply race/ethnicity that drives holistic admissions, it is the “.....balanced consideration of the multiple ways in which applicants may prepare for and demonstrate suitability as medical students and future physicians.”*

**Roadmap to Diversity: Integrating Holistic Review Practices into Medical School Admissions Processes (AAMC, 2010)*

Holistic Admissions: Gateway to Diversity

An additional dimension of diversity!

Applicants interviewed and accepted at only UTHSCSA SOM

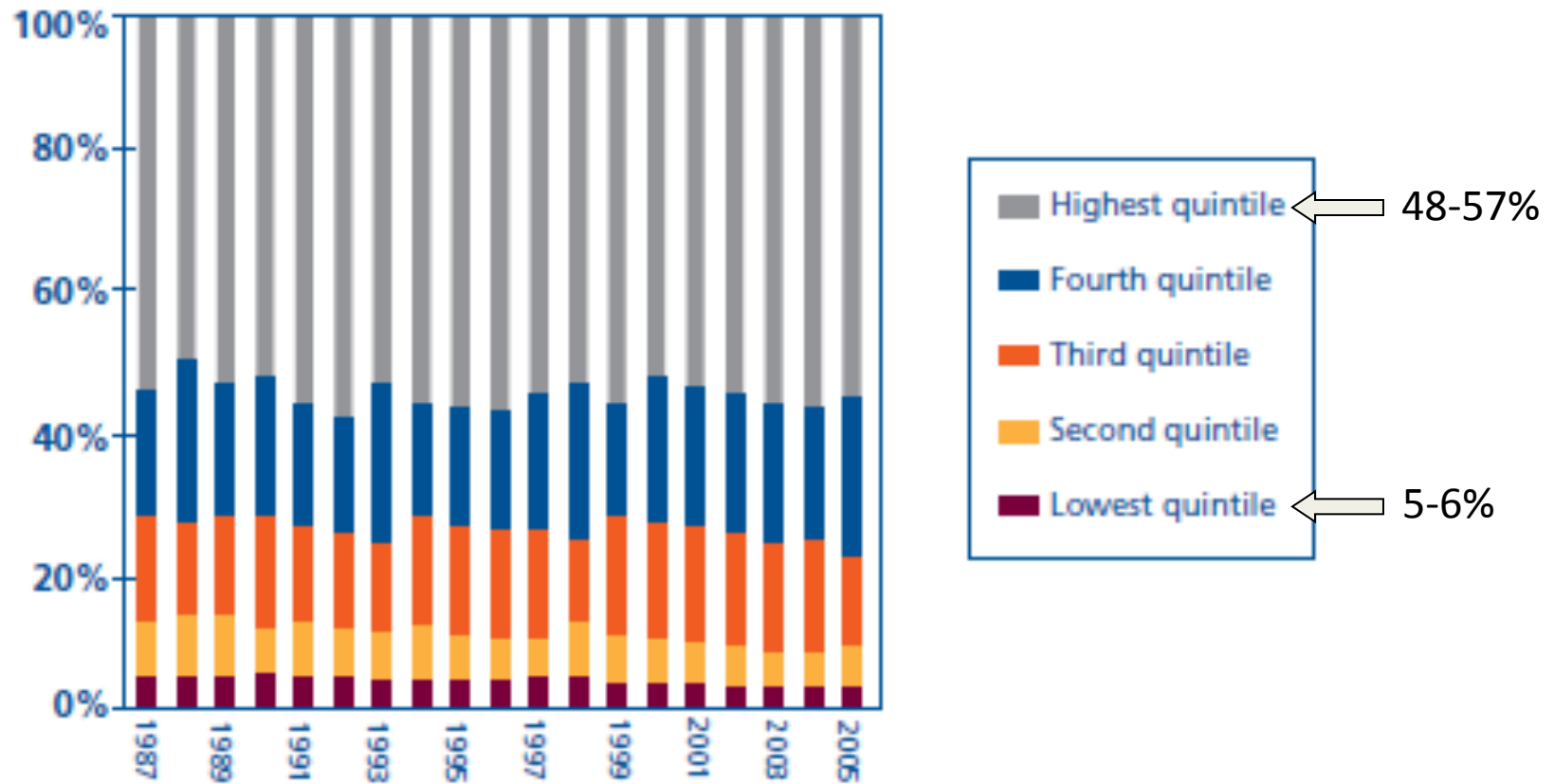


Pre-Hopwood | Post-Hopwood



Holistic Admissions: Gateway to Diversity

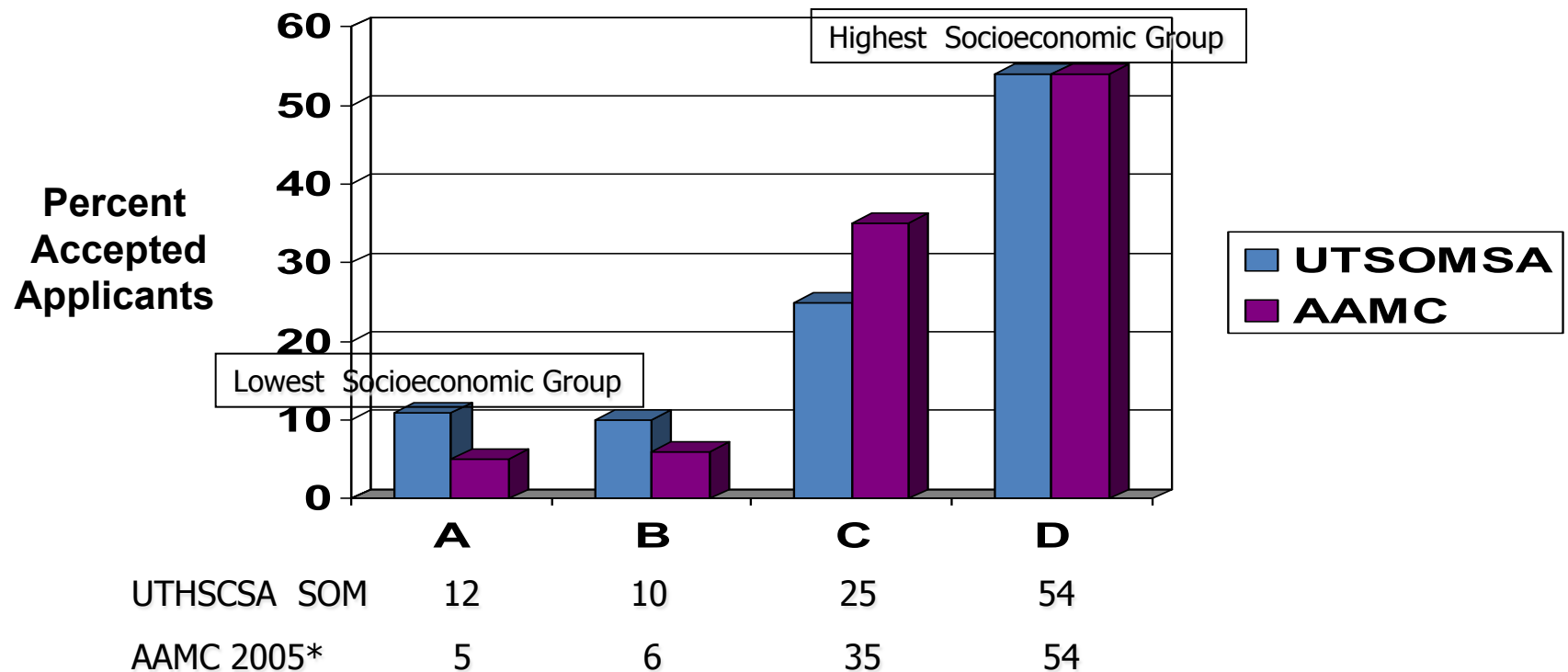
Figure 2. Parent Income of Entering Medical Students In U.S. Medical Schools, by Quintiles of U.S. Household Income, 1987-2005



*AAMC Matriculating Student Questionnaire (parent income = family income)

Holistic Admissions: Gateway to Diversity

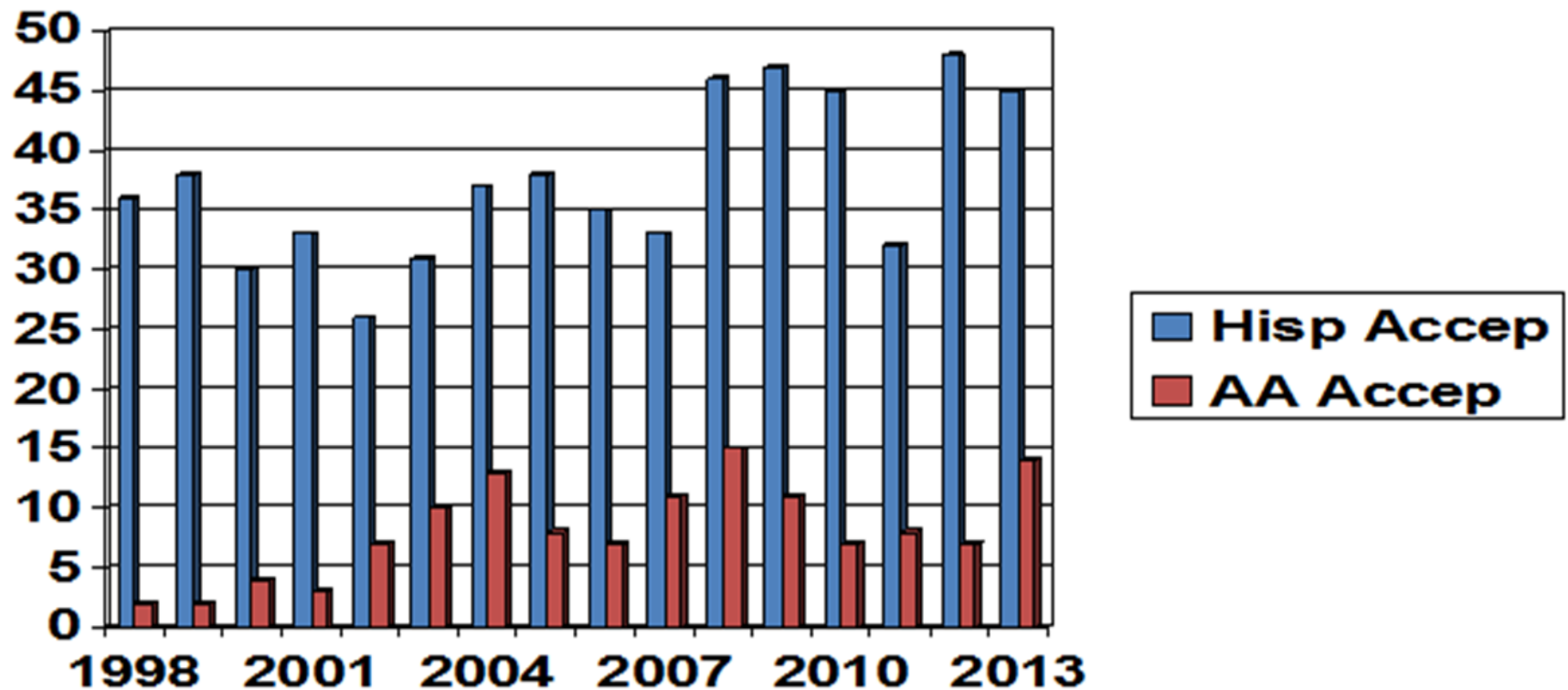
Another additional dimension of diversity!



*Adapted from Jolly, P. Diversity of U.S. Medical Students by Parental Income . *Analysis in Brief* (AAMC, January 2008)

Holistic Admissions: Gateway to Diversity

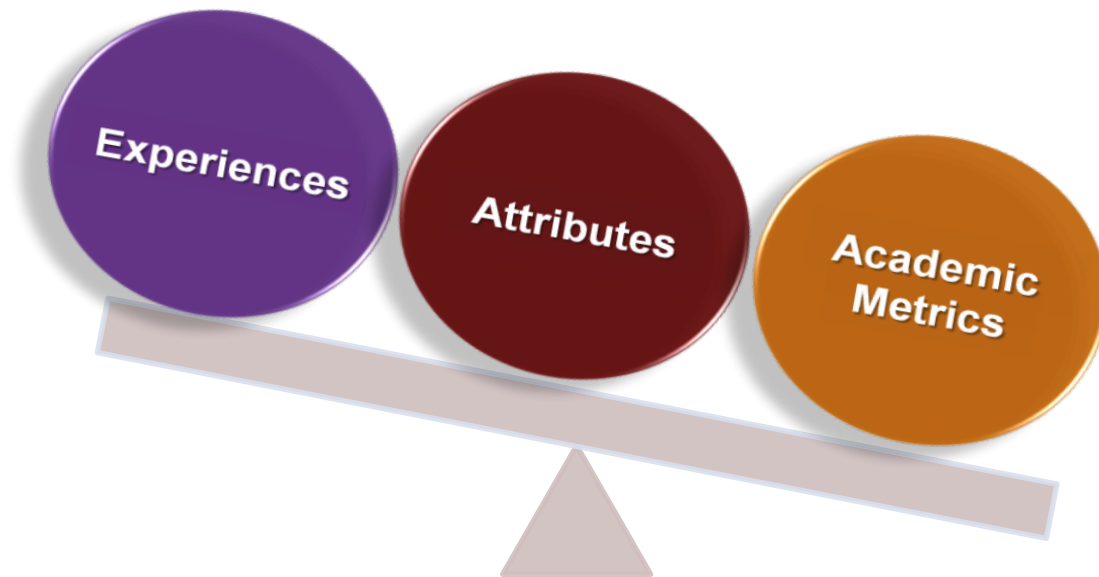
Success continues.....



2013 Entering class: 225 students (59 underrepresented minority)
31 MCAT (range 21 – 41)
3.7 GPA (range 2.8 - 4.0)

Holistic Review Admissions

What it is not: a process which places emphasis on academic accomplishments at the expense of personal characteristics such as experiences and attributes



Holistic Review Admissions

What it is: a broad selection criteria aligned with school's mission which balances life experiences, personal attributes and academic metrics to achieve institutional excellence

