

Holistic Review Medical School Admissions

Webinar for the International Association of Medical Science Educators

September 11, 2014

Holistic Review Medical School Admissions

Steven T. Case, Ph.D.
Associate Dean for Admissions
University of Mississippi School of Medicine

David Jones, Ph.D.
Senior Associate Dean for Admissions
University of Texas School of Medicine at San
Antonio

A Word from the President



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

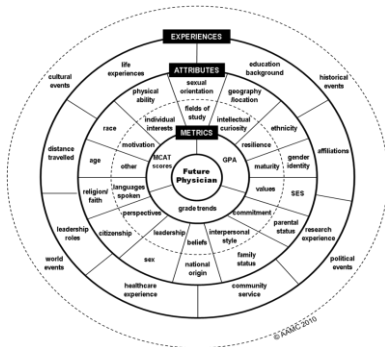
Holistic Review in Admissions Workshop

“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



Multiple Dimensions of Diversity



Holistic Review Admissions

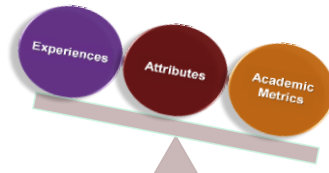
Four Core Principals

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

Holistic Review Admissions

Four Core Principals

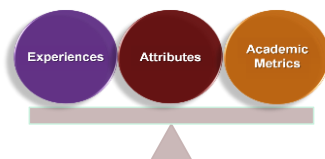
1. Use broad selection criteria aligned with school's mission to promote diversity and achieve institutional excellence
2. Selection criteria should balance life experiences, personal attributes and academic metric



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



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

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 Staff

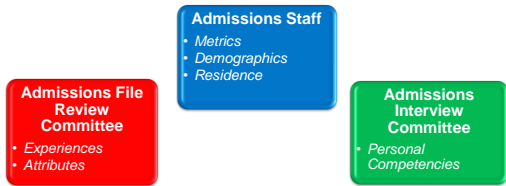
- Metrics
- Demographics
- Residence

Admissions File Review Committee

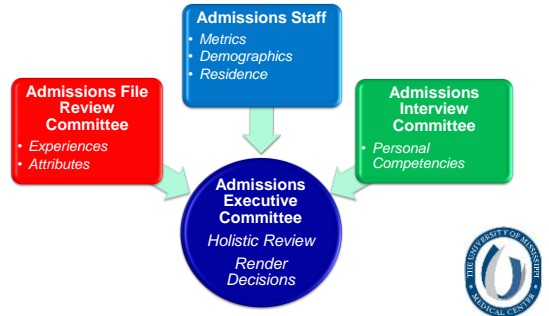
- Experiences
- Attributes



UMMC SOM Admissions Process



UMMC SOM Admissions Process



Balanced Consideration

Demographics				Experiences		Attributes			Metrics				
Sex	URM	Disadv	FAP	Rur	Und	SES	Disadv	IE (3.99)	LA (6.69)	MM (6.7)	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	3.48	28
F					Y	D		4.15	7.50	81	-2.31	3.51	26
M					Y	D		5.83	6.75	63	-2.61	3.70	26
M					Y	C	D	4.50	6.00	62	-8.58	4.00	24
F					Y	D		3.84	7.75	72	3.40	3.66	34
M					Y	C	D	5.50	8.00	80	7.73	3.38	33
F					Y	C	D	3.67	7.00	71	6.43	3.54	27
M					Y	C	D	3.83	7.00	83	-2.91	4.50	30
M					Y	C	D	3.84	7.00	80	7.73	3.83	31
M	Y				Y	B		4.64	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	84	-2.98	4.50	29
M					Y	B		3.50	7.25	58	-10.47	3.84	31
F					Y	D	D,G	3.84	7.25	56	-8.87	3.61	27
F					Y	D		4.51	6.25	68	4.36	3.60	30
F	Y				Y	B		4.50	6.50	84	-2.68	3.61	21
M	Y				Y	A	LAG	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	2.61	6.75	73	5.49	3.90	34
F					Y	D	D	4.50	6.25	63	-3.39	3.62	29
M					Y	D	D	5.17	6.50	63	-5.38	3.73	29
M					Y	B	D,A,G	3.84	6.25	68	4.71	3.25	28



One School's Outcomes

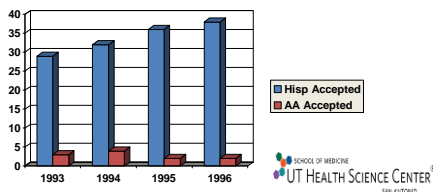
School of Medicine (SOM)
at
University of Texas Health Science Center
San Antonio (UTHSCSA)



UTHSCSA SOM

Background: Admissions process up to 1996

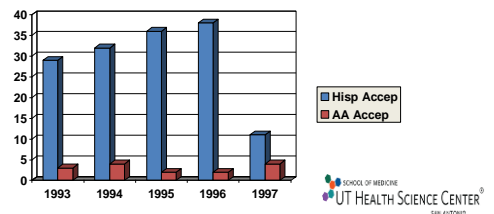
Over-reliance on GPA and MCAT (a formula); race/ethnicity used in admissions decisions using a **separate selection process for Hispanic and African-American applicants** (class = 200)



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

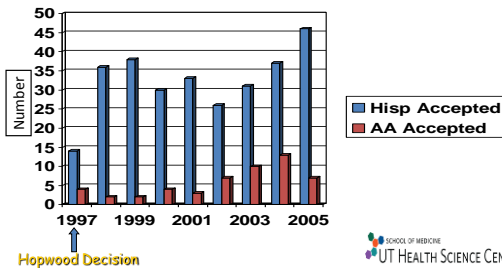
A commitment of our dean and faculty to create a "Gateway to Diversity"

- 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:

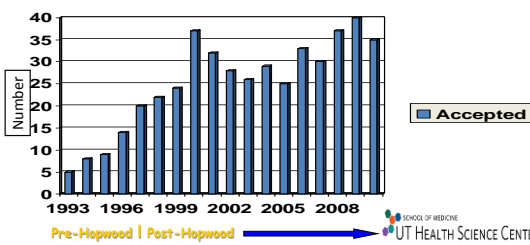
It is not simply race/ethnicity that drives holistic admissions, it is the ".....balanced consideration of the multiple ways in which applicants may prepare for and demonstrate suitability as medical students and future physicians."*

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



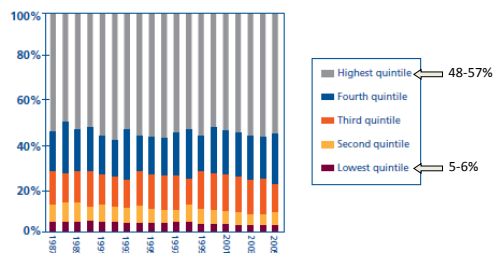
Holistic Admissions: Gateway to Diversity

An additional dimension of diversity!
Applicants interviewed and accepted at only UTHSCSA SOM



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

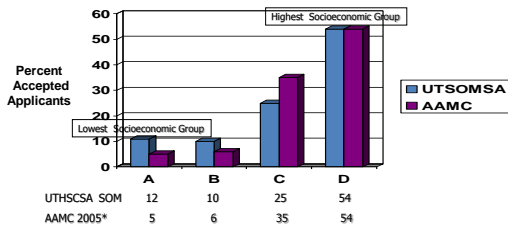


*AAMC Matriculating Student Questionnaire (parent income = family income)



Holistic Admissions: Gateway to Diversity

Another additional dimension of diversity!

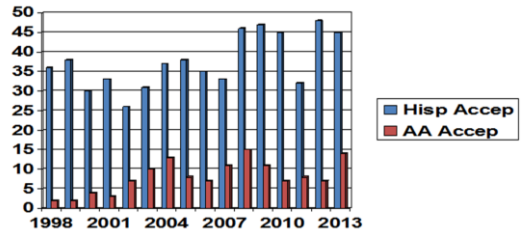


*Adapted from Jolly, P. Diversity of U.S. Medical Students by Parental Income. *Analysis in Brief* (AAMC, January 2008)



Holistic Admissions: Gateway to Diversity

Success continues.....

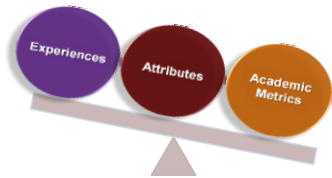


2013 Entering class: 225 students (59 underrepresented minority)
 31 MCAT (range 21 - 41)
 3.7 GPA (range 2.8 - 4.0)



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

