ADEA ADMISSIONS COMMITTEE WORKSHOP

Anne Wells, ADEA Associate Executive Director
Division of Educational Pathways
Dave Brunson, Associate Director
Center for Equity and Diversity
OBJECTIVES

• What do we look for in an applicant?
• What is the climate for dental school admissions?
• Why is diversity important?
• What about diversity and the law?
• What are admissions committees doing?
• What are the limitations of cognitive criteria?
• How do you do holistic review?
• How do you use noncognitives and quantify?
• What constitutes success?
“Prediction is very hard, especially about the future”

--Yogi Berra
What does your institution value in an applicant?
TOP 10 CHARACTERISTICS OF A SUCCESSFUL APPLICANT

10. Demonstrates a passion for the profession
9. Balances multiple priorities
8. Has a significant role in a meaningful research project
7. Demonstrates strong leadership and initiative
6. Demonstrates strong ethical values and professional stature
5. Submits strong letters of recommendation
4. Is well-acquainted with the admissions process at the dental schools being considered
3. Knows strengths and fit of institutions
2. Demonstrates clear career goals
1. Applies early and to more than one school
What is the climate in dental school admissions?

- Recent Diversity Actions
- Pressures from University Administrations
- Societal Pressures
- Educational Pressures
- Admissions Statistics
U.S. Dental School Applicant and First-Year Enrollment Trends 1955 - 2009

Source: American Dental Education Association, Applicant Analysis Survey
Asians/Pacific Islanders: Applicants and First Time-First Year Enrollees to U.S Dental Schools 1990-2009

Source: American Dental Education Association
Hispanics/Latinos: Applicants and First Time-First Year Enrollees to U.S Dental Schools 1990-2009

Source: American Dental Education Association
Blacks/African Americans: Applicants and First Time-First Year Enrollees to U.S Dental Schools 1990-2009

Source: American Dental Education Association
Native Americans/Alaska Natives: Applicants and First Time-First Year Enrollees to U.S Dental Schools 1990-2009

Source: American Dental Education Association
Percent Distribution of GPA’s
2009 Enrollees

- <2.5: 1 (Science), 0 (Overall)
- 2.5-2.74: 2 (Science), 1 (Overall)
- 2.75-2.99: 1 (Science), 7 (Overall)
- 3.0-3.24: 2 (Science), 17 (Overall)
- 3.25-3.49: 13 (Science), 24 (Overall)
- 3.5-3.74: 18 (Science), 26 (Overall)
- 3.75+: 38 (Science), 24 (Overall)

Science

Overall
Percent Distribution of DAT Scores—2009 Enrollees

- < 14: 0
- 14-16: 6
- 17-18: 34
- 19-20: 42
- 21+: 18
Rating of “Service” as Reason to Pursue Dentistry by Race and Ethnicity, 2009

Service to Own Racial/Ethnic Group

Service to Vulnerable and Low-Income Populations

Source: American Dental Education Association
Cumulative Percent Change in U.S Public High School Graduates Relative to 2004-2005 by Race/Ethnicity
Number of Bachelor's Degrees Awarded in Biological/life Sciences and Physical Sciences by Race/Ethnicity: 1995-96, 2000-01, and 2005-06

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>1995-96</th>
<th>2000-01</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>58,532</td>
<td>54,455</td>
<td>59,024</td>
</tr>
<tr>
<td>Asian American</td>
<td>9,497</td>
<td>8,911</td>
<td>11,390</td>
</tr>
<tr>
<td>African American</td>
<td>4,879</td>
<td>5,724</td>
<td>6,247</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3,090</td>
<td>3,909</td>
<td>4,831</td>
</tr>
<tr>
<td>American Indian</td>
<td>417</td>
<td>539</td>
<td>604</td>
</tr>
</tbody>
</table>

Numerical Growth in Bachelor's Degrees Awarded in Biological/life Sciences and Physical Sciences by State: 1995-96 to 2005-06

Additional Degrees Awarded

- Texas
- Florida
- California
- Wisconsin
- Georgia
- Missouri
- New Jersey
- Ohio
- Michigan
- Arizona
- New York
- Oklahoma
- Colorado
- North Carolina
- South Carolina
- West Virginia
- New Mexico
- North Dakota
- Nebraska
- Idaho
- Kentucky
- South Dakota
- Tennessee
- Washington D.C.
- Delaware
- Connecticut
- New Hampshire
- Massachusetts
- Rhode Island

Other states have much smaller growth or a decrease in degrees awarded.
Why is Diversity Important?

- Better educational experience for all students
- Improved access to care
- “Diversity trumps ability”
- It’s the right thing to do
Studies that Document the Educational Benefits of Diversity


Three Themes From Research on Diversity and Student Learning

• Individuals educated in diverse settings are far more likely to work and live in racially and ethnically diverse environments after graduation.

• Individuals who study and discuss issues related to race and ethnicity in academic courses and interact with a diverse set of peers are better prepared for life in an increasingly complex and diverse society.

• Increasing the compositional diversity of the student body is essential to create an optimal learning environment.

Hurtado et al., 2003
Access to Care


• ADEA Annual Survey of Dental School Seniors

• *Selected Findings from the 1996 Dentist Profile Survey.* Chicago: American Dental Association Survey Center, 1998
Diversity “trumps” Ability

Collections of people with diverse preferences often prove better at problem solving than collections of people who agree.

Right Thing to Do

This Nation has a moral and ethical obligation to fulfill its historic commitment to creating an integrated society that ensures equal opportunity for all of its children.

-- Justice Kennedy in Seattle S.D.

- Ethical Principles
  - Beneficence
  - Justice

- Societal Responsibility
Policy and Actions That Influence Diversity in Admissions

• IOM (Institute of Medicine) Report, 2002
  – Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care

• Sullivan Commission Report, 2004
  – Missing Persons: Minorities in the Health Professions

IOM (Institute of Medicine) Report 2002

• Warned of “unequal treatment” minorities face when encountering the health care system.

• Showed, through Health Services research, that minority health professionals are more likely to serve minority and medically underserved populations.

• Recommended increasing the number of minority health professionals as a key strategy to help eliminate health disparities.
Missing Persons: Minorities in the Health Professions

A Report of the Sullivan Commission on Diversity in the Healthcare Workforce

September 2004
“While African Americans, Hispanic Americans, and American Indians, as a group, constitute nearly 25 percent of the U.S. population, these three groups account for less than 9 percent of nurses, 6 percent of physicians, and only 5 percent of dentists. The consequences of health disparities are grave and will only be remedied through sustained efforts and a national commitment.”
Sullivan Commission’s Three Overlying Principles:

• To increase diversity in the health professions, the culture of health professions schools must change.
• New and nontraditional paths to the health professions should be explored.
• Commitments must be at the highest levels.
4.9 Dental and medical schools should reduce their dependence upon standardized tests in the admissions process, the Dental Admissions Test and the Medical College Admissions Test should be utilized, along with other criteria in the admissions process as diagnostic tools to identify areas where qualified health professions applicants may need academic enrichment and support.

4.10 Diversity should be a core value in the health professions.
5.2 To reduce the debt burden of underrepresented minority students, public and private funding organizations for health professions students should provide scholarships, loan forgiveness programs, and tuition reimbursement strategies to students and institutions in preference to loans.

6.4 Accrediting bodies for programs in medicine and the other health professions should embrace diversity and cultural competency as requirements for accreditation.
Diversity in education is essential to academic excellence. A significant amount of learning occurs through informal interactions among individuals who are of different races, ethnicities, religions, and backgrounds; come from cities, rural areas and from various geographic regions; and have a wide variety of interests, talents, and perspectives. These interactions allow students to directly and indirectly learn from their differences, and to stimulate one another to reexamine even their most deeply held assumptions about themselves and their world. Cultural competence cannot be effectively acquired in a relatively homogeneous environment. Programs must create an environment that ensures an in-depth exchange of ideas and beliefs across gender, racial, ethnic, cultural and socioeconomic lines.
New Diversity Standard
CODA Predoctoral Accreditation Standards

1-4 The dental school must have policies and practices to:

   a. achieve appropriate levels of diversity among its students, faculty and staff;

   b. engage in ongoing systematic and focused efforts to attract and retain students, faculty and staff from diverse backgrounds; and

   c. systematically evaluate comprehensive strategies to improve the institutional climate for diversity.
Intent…

The dental school should develop strategies to address the dimensions of diversity including, structure, curriculum and institutional climate. The dental school should articulate its expectations regarding diversity across its academic community in the context of local and national responsibilities, and regularly assess how well such expectations are being achieved. Schools could incorporate elements of diversity in their planning that include, but are not limited to, gender, racial, ethnic, cultural and socioeconomic. Schools should establish focused, significant, and sustained programs to recruit and retain suitably diverse students, faculty, and staff.
Dimensions of Diversity

• **Structural:** Structural diversity, also referred to as compositional diversity, focuses on the numerical distribution of students, faculty and staff from diverse backgrounds in a program or institution.

• **Curriculum:** Curriculum diversity, also referred to as classroom diversity, covers both the diversity-related curricular content that promote shared learning and the integration of skills, insights, and experiences of diverse groups in all academic settings, including distance learning.

• **Institutional Climate:** Institutional climate, also referred to as interactional diversity, focuses on the general environment created in programs and institutions that support diversity as a core value and provide opportunities for informal learning among diverse peers.
The Supreme Court Rulings

- **1978** *Regents of the University of California v. Bakke*
- **2003** *Grutter v. Bollinger*
- **2007** *Seattle and Louisville school district cases*

All recognize the educational benefits of diversity as a “compelling interest”
Institutional Policy Design: The Michigan Model

Goal: Benefits of Diversity

Objectives: Compositional Diversity, Learning Outcomes/Generation of Quality Workforce, Recruitment, Admissions, Financial Aid, Retention, Academic Affairs, Student Affairs

Strategies: Supporting Evidence

Source: CollegeBoard
What are admissions committees doing?

– ADEA Admissions Officer Survey, October 2007 (47 schools responded)

– What doesn’t work and what does?

– Promising Practices
Describe your interview process

<table>
<thead>
<tr>
<th>Interview Process</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each applicant has a single one-on-one interview</td>
<td>35.3%</td>
</tr>
<tr>
<td>Each applicant has two or more one-on-one interviews</td>
<td>35.3%</td>
</tr>
<tr>
<td>Each applicant interviews with an &quot;admissions panel,&quot; that is, multiple members</td>
<td></td>
</tr>
<tr>
<td>of the admissions team or committee at the same time</td>
<td>26.5%</td>
</tr>
<tr>
<td>Applicants discuss issues in small groups that are monitored by admissions</td>
<td></td>
</tr>
<tr>
<td>committee members and/or staff</td>
<td>2.9%</td>
</tr>
<tr>
<td>Group</td>
<td>Percentage</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Dean/Director of Admissions</td>
<td>65.8%</td>
</tr>
<tr>
<td>Admissions committee members</td>
<td>97.4%</td>
</tr>
<tr>
<td>Other faculty who are NOT admissions committee members</td>
<td>36.8%</td>
</tr>
<tr>
<td>Students who are NOT admissions committee members</td>
<td>29%</td>
</tr>
<tr>
<td>Students who ARE admissions committee members</td>
<td>31.6%</td>
</tr>
<tr>
<td>Alumni who are NOT admissions committee members</td>
<td>5.3%</td>
</tr>
<tr>
<td>Alumni who ARE admissions committee members</td>
<td>23.7%</td>
</tr>
<tr>
<td>Diversity or Minority Affairs officials</td>
<td>34.2%</td>
</tr>
</tbody>
</table>
What is the composition of your admissions committee? (check all that apply)

<table>
<thead>
<tr>
<th>Composition</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental school faculty only</td>
<td>32.4%</td>
</tr>
<tr>
<td>Dental school faculty and others</td>
<td>67.6%</td>
</tr>
<tr>
<td>Medical school faculty</td>
<td>8.1%</td>
</tr>
<tr>
<td>Other university faculty</td>
<td>5.4%</td>
</tr>
<tr>
<td>Staff</td>
<td>37.8%</td>
</tr>
<tr>
<td>Students</td>
<td>56.8%</td>
</tr>
<tr>
<td>Alumni</td>
<td>35.1%</td>
</tr>
<tr>
<td>Diversity/Minority Affairs officials</td>
<td>46%</td>
</tr>
</tbody>
</table>
• Indicate the number of hours an applicant typically spends at your school on interview day.
  – 2 hours to 7 hours

• Interview day sessions--including all aspects of applicant's visit to your school, not just the interviews themselves--are usually:
  – Half-day, mornings 56.3%
  – Half-day, afternoons 21.9%
  – Full-day on weekdays 37.5%
  – Saturdays 9.4%
In addition to the actual interview process, indicate components of the interview day (Select all that apply)

- Applicants are provided breakfast: 23.7%
- Applicants are provided lunch: 79%
- Applicants are given an information session on the school/program: 84.2%
- Applicants meet with financial aid personnel to discuss financing options: 65.8%
- Applicants are provided a tour of the school: 100%
Describe the type of information interviewers have about each applicant prior to conducting interviews.

- Interviewers have full access to applicant file 91.2%
- Interviewers have access to all aspects of applicant file except grades and test scores 0%
- Interviewers have no access to applicant file 8.8%
Select all options below that are reflective of your admissions committee structure and review of applicants

- Interviewers write up their interview comments free-form 29%
- Interviewers are provided a rating form to evaluate the interview and provide no written comments 5.3%
- Interviewers are provided a rating form that contains comments section for interviewer 86.8%
- The school has a rating system to evaluate applicants that includes the interview rating as a component 50%
<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewers are always members of the admissions committee</td>
<td>57.9%</td>
</tr>
<tr>
<td>Interviewers attend admissions committee meetings</td>
<td>60.5%</td>
</tr>
<tr>
<td>Review of interviewed candidates is conducted by interviewers and committee members</td>
<td>21.1%</td>
</tr>
<tr>
<td>Review of interviewed candidates is conducted by admissions committee members only</td>
<td>65.8%</td>
</tr>
<tr>
<td>Review of interviewed candidates is conducted by executive committee of admissions committee</td>
<td>15.8%</td>
</tr>
<tr>
<td>Candidates are ranked for selection and are offered admission in order of the ranking</td>
<td>36.8%</td>
</tr>
</tbody>
</table>
When do you typically consider your class to be full?

<table>
<thead>
<tr>
<th>Month</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>December</td>
<td>5.6%</td>
</tr>
<tr>
<td>January</td>
<td>5.6%</td>
</tr>
<tr>
<td>February</td>
<td>27.8%</td>
</tr>
<tr>
<td>March</td>
<td>25%</td>
</tr>
<tr>
<td>April</td>
<td>11.1%</td>
</tr>
<tr>
<td>May</td>
<td>11.1%</td>
</tr>
<tr>
<td>June or later</td>
<td>13.9%</td>
</tr>
</tbody>
</table>
What Changes Can Make a Difference?

--What doesn’t work and what does
Some Typical Admissions Issues

- Have increased numbers of URM/LI applicants, but they are not being interviewed or admitted
- URM/LI’s being admitted are not being enrolled
- Few URM/LI students participating in the admissions process
Behind the Issues

• Admissions Committee not focused on mission to increase URM/LI enrollment

• Sense of Admissions Committee members that URM/LI students could not make it

• URM/LI students felt there was a negative atmosphere at the institution about them being students and that URM/LI students were not treated favorably
WHAT DOES NOT WORK

• RECRUITING FOR DENTISTRY ONLY
• ASSUMING YOUR INSTITUTION WILL BE THE DRAW
• HAVING A CUT-OFF FOR GPAs and DATs
TOTAL APPLICANT POOL

APPLICANT POOL AFTER CUT-OFFS
TOTAL APPLICANT POOL

APPLICANT POOL AFTER CUT-OFFS

INTERVIEWED
WHAT WORKS

• SUPPORT FROM THE DEAN
• SUPPORT FROM THE ADMISSIONS COMMITTEE
• PARTNERSHIP WITH MEDICINE
• WORKING PIPELINE
• STRONG SUMMER &/OR POST-BACCALAUREATE PROGRAM
• SUPPORT FROM FACULTY
Why Summer & Post-Bac Programs?

- Exposure to professional school environment
- Most URM and LI have few role models
- Confidence
- Study skills
- Working in groups
- Help in the admissions process
Evidence: Benefits of Summer and Post-Bac Programs

• Kuh GD, Kinzie J, et al.
  
  *Connecting the Dots: Multi-Faceted Analyses of the Relationships between Student Engagement Results from the NSSE, and the Institutional Practices and Conditions that Foster Student Success.* Report of the Lumina Foundation

• Gravely T, McCann A et al.
  
  Enrichment and Recruitment Programs at Dental Schools: Impact on Enrollment of Underrepresented Minority Students. *Journal of Dental Education* 2004 68:542-552

• Brody HA, Alexander, CA


• Grumbach K, Chen E

**Example:** MED Summer Program at University of North Carolina-Chapel Hill

- Structured curriculum taught at the professional-level

- Participants are minority students and students from disadvantaged backgrounds
MED Curriculum (200 hours)

- GROSS ANATOMY
- BIOCHEMISTRY
- PHYSIOLOGY
- HISTOLOGY
- DENTAL ORIENTATION
DENTAL ORIENTATION COURSE

- DENTAL ANATOMY
- CARIOLOGY
- PREVENTION OF DENTAL DISEASE
- DISEASES OF THE PULP
- CONSERVATIVE OPERATIVE DENTISTRY
- PHYSICAL ASSESSMENTS
Example: SMDEP

Funded by RWJF and managed by ADEA and AAMC:

- 12 institutional sites
- $300,000 annually for 4 years (must be matched by institution); funded for 2 more
- 6 week summer enrichment programs for premedical and predental students from disadvantaged and low income backgrounds at no cost to the student
- 80 scholars – 60 with premedical interests and 20 with predental interests
SMDEP Programs

• Combined Medical and Dental
  Case New Jersey
  Columbia UTSHC - Houston
  Howard UCLA
  Louisville Washington
  Nebraska

• Medical Only
  Duke
  Virginia
  Yale
SMDEP
Program Components

• Academic Enrichment Courses

• Key Specialty Courses

• Seminars and Workshops
Academic Enrichment Courses

• ORGANIC CHEMISTRY
• PHYSICS
• BIOLOGY
• PRE-CALCULUS OR CALCULUS
Key Specialty Courses

• WRITING

• COMMUNICATION AND ORAL PRESENTATIONS

• CURRENT TOPICS IN HEALTH
Seminars and Workshops

• LEARNING SKILLS

• CLINICAL EXPOSURE IN MEDICINE AND DENTISTRY

• CAREER DEVELOPMENT PLANS

• FINANCIAL PLANNING WORKSHOP
Student Eligibility

- Rising college sophomores and juniors
- From disadvantaged, low income communities or backgrounds
- From racial and ethnic groups historically underrepresented in dentistry and medicine
- Have an interest in dentistry or medicine
SMDEP 2006 - 2009

- 7764 applicants...1046 predent; 6718 premed
- 3833 participated...700 predent; 3133 premed
- Gender: 68.8% female; 31.2% male
- URM: 49% African American; 20% Hispanic; 2% American Indian
# Admission to Medical and Dental School

<table>
<thead>
<tr>
<th>Year</th>
<th>Medical School Enrolled</th>
<th>Dental School Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 Scholars</td>
<td>210</td>
<td>73</td>
</tr>
<tr>
<td>2007 Scholars</td>
<td>57</td>
<td>46</td>
</tr>
<tr>
<td>2008 Scholars</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>267</td>
<td>121</td>
</tr>
</tbody>
</table>

Other areas: Basic Science Graduate School, Basic Science Research, Biomedical Engineering, Business, Psychology, Dental Hygiene, Education, Healthcare Management, Law, Public Health, Nursing, Optometry, Physician Assistant, Pharmacy, Podiatry, Veterinarian Medicine
DENTAL ADMISSIONS COMMITTEES: PROMISING PRACTICES
Admissions Committees

• Role in the selection of URM/LI candidates for positions in dental schools is extremely critical to the future of the dental profession.
• Work in many different formats, scenarios, and styles.
• Should be representative of the faculty of the institution.
Areas Important for Admissions Committees

- Mission statement
- Composition
- Leadership and function
- Orientation session
- Evaluation and selection criteria
The Mission Statement should be accepted by the entire faculty of the dental school

Sample Mission Statement: “To assure high quality and increased access to oral health care in the United States, the Admissions Committee will strive to increase the selection and enrollment of dental students who will be of high quality, diverse, and sensitive to the oral health needs of patients.”
The composition of admissions committees varies from school to school, depending on size of class, size of applicant pool, and future needs of the population served by graduates of the dental school.
• Guidelines for Admissions Committee composition should include diversity in gender, ethnicity and personal background and have representation from:
  – each of the academic departments of the dental school
  – academic departments of the medical school (if basic science instruction is from that area)
– the predoctoral student body (generally 1-2 members from the third and fourth-year dental classes)
– allied dental education programs
– the postdoctoral programs (generally 1 student from a specialty program).
– the University faculty (usually from biology or chemistry).
– representation from the dental practicing community (generally 3-4 general practitioners that may or may not be alumni, but usually are).

– representation from any summer enrichment programs, preferably the Director of the Program and, if possible, a member of the medical school admissions committee.
Leadership and Function

- All members of the Committee are full voting members (including the student members), except for the Associate Dean, Assistant Dean or Director of Admissions, who must serve as an advocate for the candidates without a conflict of interest in voting.

- Members are appointed by the Dean for a term of three (3) years, which may be renewed for an additional three year term to promote continuity, but then the member must remain off of the Committee for a minimum of one year before serving again.
• Members serve as the interviewers for the Committee and, therefore, are advocates for candidates
• Members are required to be in attendance to all committee meetings, interview sessions and committee functions
• Members should be reminded that service on the Admissions Committee is a recruitment mechanism to admit the most qualified students for the dental school, and is not intended to be an adversarial situation for the candidate
A complete waste of my time and money, the interviewers are rude, condescending and, don’t care about you as a person. They look only at your scores.

...selects those with the scores and not much else.

...so full of themselves...they really are arrogant.

Awkward, uncomfortable, demeaning. The interviewers tried to make me feel small and dumb.
• The Admissions Process should be clearly articulated and presented in writing to the Admissions Committee. All committee members should discuss and support the document fully.
• Candidates for interviews should be selected by the Admissions Chair and any staff that can assist in evaluation of candidates. Selection criteria should assure that each candidate selected to be interviewed is a serious candidate for admission.
Orientation of the Committee

• To ensure continuity, equity and fairness, an Admissions Committee Orientation Meeting is scheduled at the beginning of each admissions cycle. This meeting permits the Committee to come together to review, discuss and standardize the Admissions Process. Guidelines for the orientation session could be:
  – The meeting is in the summer in order to review any changes that the Committee might make in the Admissions Process that could affect the applications for that admissions cycle.
– The Dean is in attendance to deliver the charge to the Committee and to reinforce the School’s Mission Statement to ensure a diverse student body.
– Led by the Chair of the Committee, the Admissions Process is reviewed and any changes established.
– The Chair of the Committee (Admissions Officer, if not the Chair) provides statistics of the recent admitted classes on GPA’s, Class rank, any specific issues, both individually or class as a whole, that might affect the criteria of selection of the Committee.
– Discussion of non-cognitive factors that have supported excellent students from past classes are reviewed.
Evaluating and selecting candidates for admission are challenging tasks for admissions committees.

Guidelines for candidate evaluation and selection are:

- A ranking formula that weighs GPA, DAT scores and interview scores, as well as, any other criteria (such as influencing family factors, difficulties in achieving a degree, potential to practice dentistry in an underserved area, etc.) is utilized to begin the process of discussion.
• All candidates should be discussed and their strengths and weaknesses identified. Committee members serve as advocates for those candidates that they interviewed.
• Input by the Director or the Course Instructors of a Summer Enrichment Program is discussed.
• Voting is done for each candidate with a majority of members required for admissions.
• The Chair keeps Committee members abreast of the acceptances and declines throughout the admissions cycle. Committee members are involved in encouraging candidates to accept if they seem to be questioning.
Individualized Holistic Review:

- Supports school mission
- Promotes a shared vision of admissions decisions at the school
- Integrates applicants’ academic and personal qualities in the selection process
- Facilitates shaping the class through the selection of a diverse student body

AAMC, 2006
How do you do Holistic Review?

• What are your institutional values?
• Whole File Review of all applicants
  – Screening
• Individualized Interview
• Assessment of Noncognitives
  – Multiple Mini-Interviews (MMI)
• “The Road Traveled”
A Holistic Perspective of Applicants

**Experiences:**
- the “road traveled”
- educational background
- employment
- research experience
- dentistry-related experiences

**Attributes:**
- skills & abilities
- personal and professional characteristics
- demographic factors

**Metrics:**
- grade point averages
- DAT scores

Source: AAMC Roadmap to Diversity
BEYOND THE BIG TEST: NONCOGNITIVE ASSESSMENT IN HIGHER EDUCATION

William E. Sedlacek
Professor of Education and Assistant Director of the Counseling Center, University of Maryland, College Park
Published by Jossey-Bass
2004
“Thirty years of development, testing and legal challenges demonstrates that the use of noncognitive variables can provide what is missing from the Big Test approach”

--Sedlacek, 2004
Standardized Tests

• Are easy to require of all students
  – BUT...
    • They are only moderately predictive of success
    • They are most predictive of success for those who have a white, middle class, Euro-centric, heterosexual, male experience in the U.S.

• “The goal of using non-cognitive variables is to add some new measures that can expand the potential we can derive from assessment.”
Advantages of Using an Integrated, Legally Tested, Research-Based Assessment Paradigm

- Pragmatic
- Based in Theory
- Tested Legally
- Focuses on Success
- Developmental Capability

- Relevant to Institutional Policy
- Promotes Equity
- Broadly Based in Academic Literature
Tested Legally

- Regents of the University of California v. Bakke, 1978
- Adarand Constructors v. Pena, 1995
- Hopwood v. Texas, 1994
- Gratz and Hamacher v. Bollinger et. al., 2002
- Grutter v. Bollinger et. al., 2002
Validity and Reliability

• “Use of inappropriately designed measures is a common problem in multicultural assessment” (Sedlacek & Kim, 1995).

• The Association for Assessment in Counseling and Education (AACE) has developed a compilation of multicultural assessment standards (Prediger, 1994).
Noncognitive: variables relating to adjustment, motivation, and student perceptions, rather than relying solely on the traditional cognitive areas typically measured by standardized tests and grade point averages.
# NONCOGNITIVE VARIABLES (NCVs)

<table>
<thead>
<tr>
<th>Positive self-concept</th>
<th>Availability of strong support person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realistic self-appraisal</td>
<td>Leadership experience</td>
</tr>
<tr>
<td>Successfully handling the system</td>
<td>Community involvement</td>
</tr>
<tr>
<td>Preference for long-term goals</td>
<td>Knowledge acquired in a field</td>
</tr>
</tbody>
</table>
Positive self-concept

• Demonstrates confidence, strength of character, determination and independence.
Realistic self-appraisal

• Recognizes and accepts any strengths and deficiencies, especially academic, and works hard at self-development; recognizes need to broaden his or her individuality.
Successfully handling the system (racism)

- Exhibits a realistic view of the system on the basis of personal experience of racism; committed to improving the existing system; takes an assertive approach to dealing with existing wrongs, but is not hostile to society and is not a “cop-out”; able to handle a racist system.
Preference for long-term goals

• Able to respond to deferred gratification; plans ahead and sets goals.
Availability of strong support person

• Seeks and takes advantage of a strong support network or has someone to turn to in a crisis or for encouragement.
Leadership experience

- Demonstrates strong leadership in any area of his or her background (church, sports, non-educational groups, and so on).
Community involvement

• Participates and is involved in his or her community
Knowledge acquired in a field

• Acquires knowledge in a sustained or culturally related way in any field.
Measuring Noncognitive Variables
Positive Self-Concept

• Positive Evidence:
  – Does the applicant feel confident of making through graduation?
  – Does the applicant make positive statements about himself/herself?
  – Does the applicant expect to achieve his/her goals and perform well in academic and nonacademic areas?
  – Does the applicant show evidence of how he/she will attain his/her goals?
• Positive Evidence (cont.):
  – Does the applicant link his/her interests and experiences with his/her goals?
  – Does the applicant assume he/she can handle new situations or challenges?
Positive Self-Concept

- **Negative Evidence:**
  - Does the applicant express any reason he/she might not complete school or succeed in attaining his/her goals?
  - Does the applicant express concerns that other students are better than he/she is?
  - Does the applicant expect to have marginal grades?
• Negative Evidence (cont.):
  – Does the applicant have trouble balancing his/her personal and academic life?
  – Does the applicant appear to be avoiding new challenges and situations?
MEASURES AVAILABLE:

- Situational Attitude Scale
- The Noncognitive Questionnaire (NCQ)
- Short Answer Noncognitive Assessment Form
- Interview Questions (The Lily Endowment Evaluation)
- Campus Climate Survey
Success?

Baylor College of Dentistry’s key strategies:
• Strong support from the Dean
• Effective pipeline program

*Baylor’s URM Statistics, Entering Class:*

<table>
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</table>
UNC School of Dentistry’s key strategies:
• Strong support from the Dean
• Strong Summer Program
• “Retooling” Admissions Committee

**UNC’s URM Statistics, Entering Class:**

<table>
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<tr>
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## FIRST YEAR ENROLLMENT
### 1999 – 2004 (UNC) RANGES

<table>
<thead>
<tr>
<th>YEAR</th>
<th>N-URM URM</th>
<th>BCP GPA</th>
<th>TOTAL GPA</th>
<th>DAT AA</th>
<th>DAT PAT</th>
<th>DAT TS</th>
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<td>N-URM</td>
<td>1.78 – 4.0</td>
<td>2.52 – 3.94</td>
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<td>3.0 – 4.0</td>
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<td>2.88 – 4.0</td>
<td>15 – 22</td>
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</table>
Let’s consider an applicant for admissions

– 23 year old African American Male
– Has a B.A. in Biological Sciences
– Overall GPA of 2.75
– DAT Scores average 15
– On fence about medicine or dentistry, but now knows he wants to be a dentist
– First generation college attendee
What are your first thoughts about this candidate?
How do you feel about his GPA and DATs?
What do you want to know more about this candidate?
What would keep you from accepting this candidate?
CONCLUSIONS

• A CHANGE IS NEEDED
• INSTITUTIONAL CLIMATE FOR DIVERSITY IS CRITICAL
• ADMISSIONS PROCESS, MISSION AND GOALS MUST BE DEFINED
• HOLISTIC REVIEW IS A MUST
• SUMMER ENRICHMENT PROGRAMS WORK
Percentage of First Year Entering URM Students at Schools Where the Admissions Workshop was Presented 2004 - 2009
QUESTIONS?

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