

# Using WebAdMIT to Facilitate the Holistic Review / Admissions Process



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# Disclosures

Mandulak

- Financial : Salary at Pacific University, Registration waiver for CSDCAS Committee Presentations
- Non-financial : Chair of CSDCAS Committee, ASHA SIG 10 member

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- Non-financial : CSDCAS Committee Member

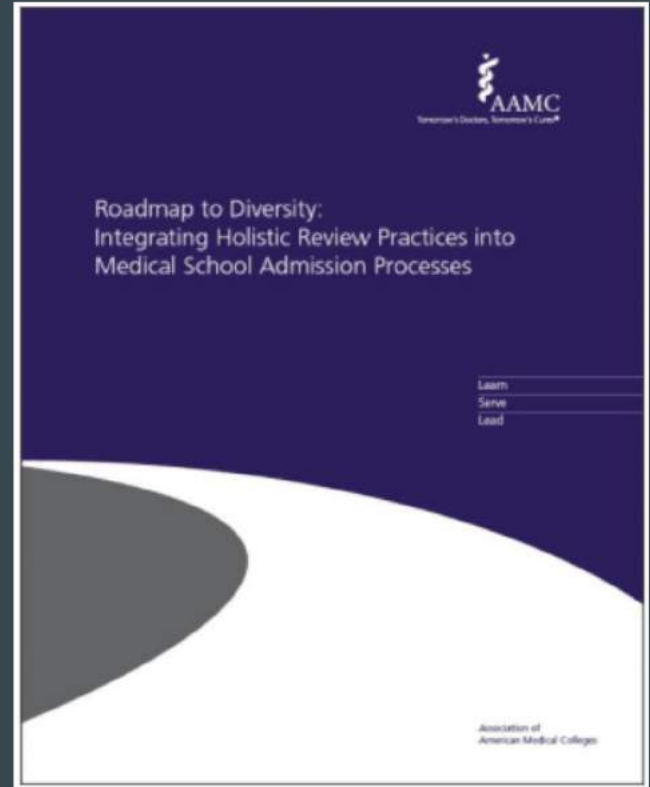
# Holistic Review in CSD : Defined

# What is “holistic review / admissions?”

## → CORE TENETS

→ “Holistic Review is a flexible, individualized way for schools to consider an applicant’s capabilities, providing balanced consideration to experiences, attributes and academic metrics” (<https://www.aamc.org/initiatives/holisticreview/>)

- ◆ Contributing value as a STUDENT but also a PROFESSIONAL
- ◆ Consider a broad range of factors that includes academic readiness (<https://www.aacnnursing.org/Diversity-Inclusion/Holistic-Admissions>)



# What is “holistic review / admissions?”

- “...one shared goal is a diverse, inclusive student body who will be poised to address the many needs facing our healthcare workforce”

(<https://www.aamc.org/initiatives/holisticreview/>)

- Based on the mission / vision / values of universities / departments, so processes may vary across graduate programs
- **Simultaneous consideration**
- Versus cut-off scores
- Equitable review across all candidates

## Metrics

- GPA
- GRE

## Experiences

- The road traveled
- Educational background
- Employment
- Research Experience
- Related experiences

## Attributes

- Skills and abilities
- Personal and professional characteristics
- Demographic factors

# Evidence for benefits of holistic review

Urban Universities for Health Equity through Alignment, Leadership, and Transformation of the Health Workforce (HEALTH)

- Diversity of student body increases in association with use of “many” holistic review elements compared with “few or no elements” of a holistic process
- Measures of student success were largely unchanged or improved
- [http://urbanuniversitiesforhealth.org/media/documents/Holistic\\_Admissions\\_in\\_the\\_Health\\_Professions.pdf](http://urbanuniversitiesforhealth.org/media/documents/Holistic_Admissions_in_the_Health_Professions.pdf)
- <https://www.nimhd.nih.gov/news-events/features/training-workforce-dev/holistic-admissions.html>

Holistic Admissions in  
the Health Professions  
**FINDINGS FROM A NATIONAL SURVEY**

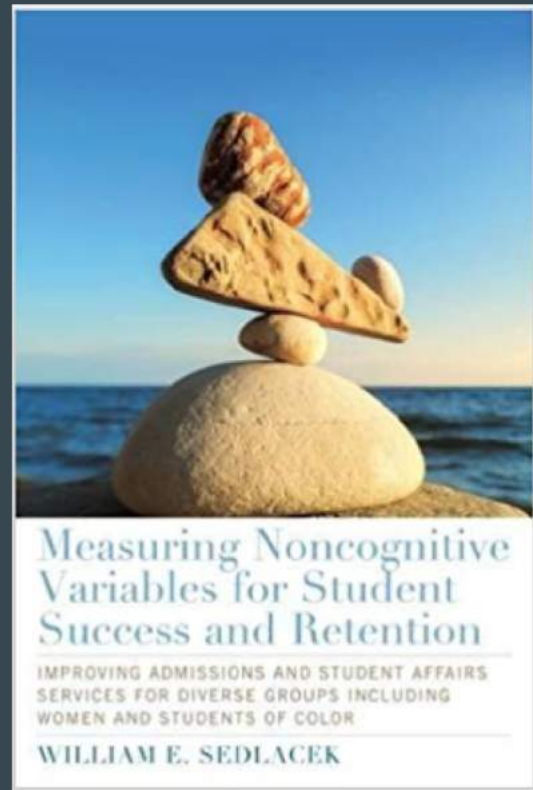
# “Best” students to “best fit” students

## → Paradigm shift

- ◆ Increasing diversity in a more sophisticated way
- ◆ What does your program and faculty value in students?

## → Non-cognitive variables (William Sedlacek)

- ◆ Positive self-concept or confidence
- ◆ Realistic self-appraisal
- ◆ Understand and deals with racism
- ◆ Prefers long term goals to short-term or immediate needs
- ◆ Availability of strong support person
- ◆ Successful leadership experience
- ◆ Demonstrated community service
- ◆ Knowledge acquired in a field



# The Case for Holistic Review in CSD

What are our overall goals ... really?

- Successful graduate student
- Successful graduate clinician
- Successful clinician contributing to our field that represents the communities we serve

SOLUTION :

- Best Fit for any individual program
- Led by program mission (vision / mission / values)
- Consider criteria that promote diversity and equity (widening the lens)
  - (Michelle Obama – BECOMING Chapter 9) (unofficial reference)

# Holistic Review in CSD : Problems with implementation

## TIME

### Effort

- Change is hard! Admissions is hard.
- “Faculty experience admissions work as *politically, cognitively, and procedurally difficult*, because it positions them between *impulses, principles, and pragmatism*” (Posselt, p. 18)

### Training

- Knowing the research and the evidence (and the system)

### Infrastructure

- Political / Institutional
- Within programs / admissions systems

What we've done before (paper files / spreadsheets / communication)

What can we do now?

# Holistic Review in CSD : Solutions

## WebAdMIT

- Data focused
- Data collection
- Ease of use with need for infrastructure / more complex admissions review systems

**How do we ask for the information we need?**

# The information we need ...

... has to be simple / doable, or we will just revert to BAU (business as usual)

... has to be strategically driven, related to a program's mission / vision / values

## SOLUTIONS :

- Configure your portal to attract the best fit student
- Ask strategic questions in the personal statements / custom questions
- Evaluate the soft skills, essential functions, fit with the VALUES of the program/university
- Use Assignments / Interview functions to come up with quantitative scores

# William Paterson University : New Jersey (Public)

Traditional information

- GPA / GRE

AND “Soft Skills”

- Unique experiences
- Collaborative ability
- Relationship building
- Flexibility
- Adaptability
- Reliability
- Initiative
- Communication skills

# Howard University : Washington, DC (Private, HBCU)

## “Total Package”

- GPA + GPA in core CSD courses
- Personal Statement
- “Why Howard?”
- 3 LORs
- GRE analytical writing score (priority)
- Clinical / Professional experience – if present

# Pacific University : Forest Grove, OR (Private)

Initial file review (2 faculty members):

- GPA / GRE noted
- Values : Advocacy, Community, Diversity, Collaboration, Critical Thinking / EBP (evidence)
- Pre-requisite coursework (noted) + Observation Hrs (noted)
- 2 Custom Questions (lived experiences + Pacific values)
- LORs

DECISION :

- Interview (Outstanding), Waitlist Interview (Good), Do Not Interview

LOW GPA REVIEW:

- Below 3.25 GPA – decision made for full review or deny before interview

# Configuration : Home page (webinar coming soon!)

Don't waste the opportunity!

You will have a greater chance of finding the “best fit” applicants for your program if you communicate to them what that means for you.

- Include your mission and values - what are you all about?
- Describe what you are looking for
- Can your image help tell your story?

# Personal Statements / Custom Questions

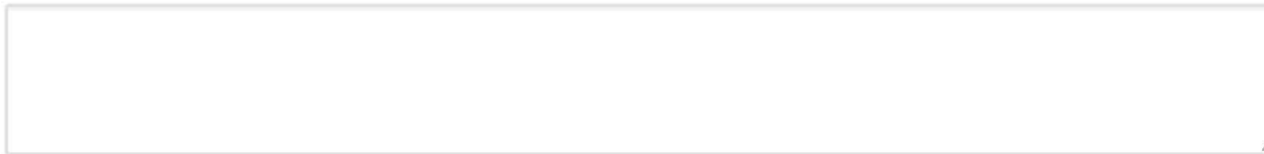
- What do you need to know in order to tell if an applicant is the “best fit” for you?
- Does the traditional personal statement give you enough information?
- You can tailor the custom questions to address your mission and values!

# Personal Statements / Custom Questions: Example

## Essay Questions

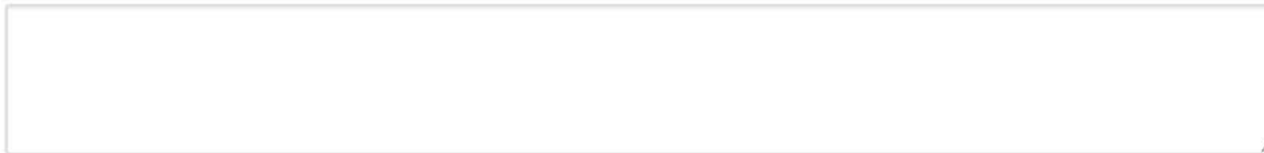
Please respond to the following 2 questions in lieu of writing a personal statement. Recommended length is 1 - 3 paragraphs.

\* Describe how your lived experiences, education, background, and interests have influenced who you are as a person.

A large, empty rectangular text input area with a thin gray border, intended for the user to write their response to the first question.

0 / 2500

\* What makes you a good fit with Pacific University's School of Communication Sciences and Disorders vision, mission & values, and how do you plan to embody these within your career?

A large, empty rectangular text input area with a thin gray border, intended for the user to write their response to the second question.

0 / 2500

# Interviews : Qualitative vs Quantitative (Presenting tomorrow about process)

**Welcome & orient to interview process. Remind applicants about YES file review but NOT you // OK to repeat themselves. Questions are not content related. Time for your questions at the end.**

1. Please provide us with a quick summary of your education and experience to this point.  
What has motivated you to become an SLP?

- Probes: Specific experiences? Specific personal characteristics?
- *(Non-Academic Variables: rapport, break ice, non-traditional learning, self-concept, motivation, community)*

2. Tell us about something you are particularly proud of // an achievement.  
We all have things we'd like to improve. What's an area of self-improvement for you?






- Some probes: Accomplishments? Overcoming adversity? Attitude? Lessons learned? Decisions?
- *(Non-Academic Variables: self-appraisal, self-concept, managing systematic discrimination, community, leadership)*

3. Tell us about a time when you've made a mistake. [Tell us about a situation in which you learned something significant about yourself or overcame a significant obstacle.]

- Some probes: How do you manage stressful situations? How have you learned to handle multitasking, deadlines, or interpersonal challenges?
- *(Non-Academic Variables: flexibility, problem-solving, resilience, support, managing systematic discrimination)*

# Interviews : Qualitative vs Quantitative

**Questions:** ☒ Use questions

	Name	Scores	Comments	Active
	<input type="text" value="Rapport"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="text" value="Oral Expression"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="text" value="Diversity / Open-Mindedness"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="text" value="Executive Functioning"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="text" value="Overall Fit"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Overall Scores:**  ▼

**Overall Comments:** ☒ Allow overall comments

**Overall Remarks:** ☐ Allow overall remarks

**Instructions:** Enter one score for each dimension for your interview team. ONLY whole or half scores are allowed.

# Video Example

## Questions

Each applicant must submit a 3 to 4 minute video recording of him or herself that includes the following:

1. A brief introduction of yourself.
2. Please respond to the following: You have a 6 year old boy as a client, and when the therapy door closes, he walks to the far corner of the room and stares at the wall. You call his name, ask if he wants to play, and he continues to stare at the wall. What do you do right then during the session?
3. Why you feel the University of the Pacific's program is the right program for you.

Once you have completed your video, please upload the video to YouTube (please be sure your video is **NOT set to "private"** or we will be unable to view it; instead, **please select "unlisted"**) and copy/paste the link to the "Questions" section of this CSDCAS application, below.






## Video Submission

Please copy/paste the URL to your YouTube video clip here.

\* Remember to set the privacy to, "unlisted," not "private".

# Assignments : Qualitative versus Quantitative




**Questions:** ☒ Use questions

	Name	Scores	Comments	Active
	ADVOCACY (Self, Others, Profession)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	COMMUNITY (Partnerships, Service)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	DIVERSITY (Lived Experiences, Underserved)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	COLLABORATION / INTEGRATION	<input checked="" type="checkbox"/>		
	CRITICAL THINKING / EBP (research)	<input checked="" type="checkbox"/>		

**Overall Scores:**

**Overall Comments:** ☒ Allow overall comments

**Overall Remarks:** ☒ Allow overall remarks

	Name	Active
	INTERVIEW - Outstanding	<input checked="" type="checkbox"/>
	WAITLIST Interview - Good	<input checked="" type="checkbox"/>
	Do Not Interview	<input checked="" type="checkbox"/>

**How do we evaluate the information for which  
we asked?**

# William Paterson : New Jersey (Public)

ESSAY : The lessons we take from failure can be fundamental to later success.

Recount an incident or time when you experienced failure. How did it affect you, and what did you learn from the experience?

3 LORs : rate the applicants on soft skills.

Members of the graduate admissions committee access the above data through CSDCAS and review it

- Scoring rubric is utilized and each variable is given a score
- Applicants are ranked according to their overall score

# Howard University : Washington, DC (Private HBCU)

Evaluate academic potential, collaborative ability, relationship building, flexibility, ability to adapt, reliability, and written and communication skills

Response to two questions (Why Howard and what curriculum track)

All data mentioned above is accessed through CSDCAS for each admissions committee member for review

- Scoring rubric to score each of the variables and provide comments, followed by the reviewer's decision of the applicant
- Each applicant is ranked based on their overall decisions (waitlist, accept, deny, further interview) and rubric scores for the final decision

RANK 1=Admit 2=Waitlist 3=Deny	GA	INT (5)	TOTAL SCORE	LAST 60 GPA	GRE SCORE	LOR SCORE (3)	ESSAY SCORE (3)	VALUE SCORE (3)
1	GA1	5	248.36	3.91	2.2788	2.67	3.00	1.6
1	GA1	5	247.29	3.85	2.2177	2.17	3.00	2.3
1	GA1	5	246.41	3.71	2.3337	2.67	2.50	1.9
1	GAWL8	5	242.51	3.57	2.3973	2.00	2.50	1.9
1		5	237.49	3.92	2.2391	2.44	2.50	1.1
1		5	228.41	3.25	2.2743	2.50	2.00	1.8
1	CSD1	5	223.81	3.38	2.2949	1.83	2.00	1.3
1		5	220.70	3.71	2.1616	1.67	2.00	1.0
1	GA1	4.9	252.89	3.91	2.4555	2.50	2.00	1.9
1	GA1	4.9	252.54	3.96	2.3484	2.00	3.00	2.0
1	GA1	4.9	248.24	3.46	2.3124	2.67	3.00	2.5
1		4.9	234.67	3.25	2.1324	2.38	3.00	2.7
1	CSD1	4.9	228.83	3.35	2.1965	2.50	2.50	1.7
1		4.9	220.56	3.25	2.1472	2.00	3.00	1.3
1	GA1	4.8	250.90	3.92	2.3903	2.38	2.00	2.1
1	GA1	4.8	241.98	3.85	2.2456	2.00	2.50	2.0
1	GAWL1	4.8	241.89	3.94	2.3152	2.13	2.50	1.3
1	CSD2	4.7	232.76	3.51	2.3608	2.25	2.50	1.0
1		4.7	230.15	3.33	2.2519	1.83	3.00	1.7
1		4.6	239.11	3.48	2.3209	2.50	3.00	1.5
1	GA1	4.5	253.43	3.62	2.4679	2.75	2.50	2.1
1	GAWL9	4.5	246.23	3.63	2.3455	2.83	2.50	1.9
1	Eug2	4.5	239.38	3.76	2.0972	2.33	3.00	2.2

Qualitative comments also included in assignment

- Justifying evidence for value points
- Details to help remember file review
- Corroborated with interview comments

Interview Score	Interview: Rapport	Interview: Oral Exp	Interview: Diversity	Interview: EF	Interview: Fit	Last 60 GPA	GRE-QUAN	GRE-Verbal	GRE Total	GRE SCORE GF	GRE-Writing	GRE Writing Percent	GRE writing SCALED GF	Pers Stmt (#1)	Pers Stmt (#2)	ESSAY SCORE (3)
5	5	5	5	5	5	3.91	142	148	290	2.2788	4.5	82	171	3	3	3.00
5	5	5	5	5	5	3.85	144	145	289	2.21773	3.5	41	133	3	3	3.00
5	5	5	5	5	5	3.71	148	158	306	2.33373	3.5	41	133	3	2	2.50
5	5	5	5	5	5	3.57	148	155	303	2.39733	5	92	190	3	2	2.50
5	5	5	5	5	5	3.92	146	146	292	2.23907	3.5	41	133	2	3	2.50
5	5	5	5	5	5	3.25	147	146	293	2.27427	4	59	152	2	2	2.00
5	5	5	5	5	5	3.38	148	148	296	2.29493	4	59	152	2	2	2.00
5	5	5	5	5	5	3.71	138	139	277	2.1616	4	59	152	2	2	2.00
4.9	5	4.5	5	5	5	3.91	157	158	315	2.45547	4.5	82	171	2	2	2.00
4.9	5	5	5	4.5	5	3.96	150	158	308	2.3484	3.5	41	133	3	3	3.00
4.9	5	5	4.5	5	5	3.46	146	157	303	2.3124	3.5	41	133	3	3	3.00
4.9	4.5	5	5	5	5	3.25	136	141	277	2.1324	3.5	41	133	3	3	3.00
4.9	5	4.5	5	5	5	3.35	144	146	290	2.19653	3	17	114	3	2	2.50
4.9	5	4.5	5	5	5	3.25	140	143	283	2.1472	3	17	114	3	3	3.00
4.8	5	5	5	4	5	3.92	151	159	310	2.39027	4	59	152	2	2	2.00

LOR 1 (#1)	LOR 2 (#1)	LOR 3 (#1)	LOR 4 (#1)	LOR 5 (#1)	LOR 1 (#2)	LOR 2 (#2)	LOR 3 (#2)	LOR 4 (#2)	LOR 5 (#2)	LOR SCORE (3)	ESSAY + LOR SCORE	Value: Advoca cy (#1)	Value: Comm unity (#1)	Value: Diversi ty (#1)	Value: Collab oration (#1)	Value: Crit Think (#1)	Value: Advocac y (#2)	Value: Comm unity (#2)	Value: Diversity (#2)	Value: Collabor ation (#2)	Value: Crit Think (#2)	VALUE SCORE
3	3	2			3	2	3			2.67	2.83	2	0	2	0	2	2	1	2	2	3	1.6
2	3	3			1	2	2			2.17	2.58	3	3	3	2	1	2	2	3	2	2	2.3
2	3	3			2	3	3			2.67	2.58	1	3	0	1	2	2	2	2	3	3	1.9
2	2	3			2	1	2			2.00	2.25	1	2	2	3	2	2	2	0	3	2	1.9
2	2	3	3	2	2	3	3	2	2	2.40	2.45	2	3	2	1	0	1	0	2	0	0	1.1
2	3	2			2	3	3			2.50	2.25	1	2	2	0	2	2	2	2	2	3	1.8
2	2	2			2	1	2			1.83	1.92	0	1	1	0	2	2	1	2	2	2	1.3
2	2	2			1	1	2			1.67	1.83	0	1	2	0	0	1	2	2	2	0	1.0
3	2	2	2		3	3	3	2		2.50	2.25	1	2	0	1	2	3	3	1	3	3	1.9
2	2	2			2	2	2			2.00	2.50	3	2	2	2	0	3	3	2	2	1	2.0
3	3	3			3	2	2			2.67	2.83	3	3	3	3	1	3	3	0	3	3	2.5
3	2	2	2		3	3	2	2		2.38	2.69	2	3	3	2	2	3	3	3	3	3	2.7
3	3	2	2		3	3	2	2		2.50	2.50	1	2	3	1	0	2	2	2	2	2	1.7
2	2	2	2	1	2	2	2	3	2	2.00	2.50	1	1	3	0	0	3	1	3	1	0	1.3
3	3	3	2		2	3	2	1		2.38	2.19	2	2	3	2	2	2	2	2	2	2	2.1
2	2	3			2	1	2			2.00	2.25	1	1	2	3	2	3	3	2	2	1	2.0
2	2	2	2		2	2	2	3		2.13	2.31	0	1	2	1	0	2	2	2	2	1	1.3

# Evaluating the information : Holistic Review

Work groups

Implicit Biases

Scoring / Assignments / Interviews

Quantitative versus Qualitative

Data Analysis : Post-hoc for program assessment / process assessment

# Evaluating the information : holistic review – Work Groups

Work groups allow different members of the admissions review committee to have different views of the same applicant. Hiding components of an application can reduce bias.

### Edit Work Group

Title

#### Permission Sets

☒ Add Notes

☐ Change Local Statuses

☐ Configure Software

☐ Email Applicants

☐ Manage Assignments and Interviews

☐ Manage Lists, Reports, and Exports

☐ Manage Uploaded Documents

☐ Modify Applicants' Custom Fields, Local GPAs, Prerequisites, and Requirements

☐ Request Background Check

☐ View All Applicants

☐ View Background Check

#### Available Panels and Sub-Panels

▶ Contact

▶ Custom Fields

▶ Designations

▶ Documents

▶ GPA Overview

▶ Interviews

▼ *Personal Information*

All Subpanels + ×

[Personal Information Race & Ethnicity](#)

[Personal Information Citizenship and Visa Information](#)

▶ Scoring

▶ Standardized Tests

#### Panels and Sub-Panels Enabled for Viewing

Contact×

Contact Permanent Address×

Contact×

Contact Preferred Address×

Contact×

Contact Current Address×

Custom Fields×

Custom Fields×

Designations×

Designations×

Documents×

Documents×

# Evaluating the information : holistic review – Scoring/Assignments/Interviews

Scoring rubrics allow standard measures (GPA, test scores) to be meshed with program-specific analysis (assignments). Can include assessment of noncognitive variable responses in the application.

Scoring Models > Initial Applicant Score

Title\*  
Initial Applicant Score

New Scoring Component

Scorable Item	Date Range	Multiple Values?	Point Table	Multiplier	
Faculty Review Integrity Score ▼	Earliest ▼ - present	Sum ▼	(None) ▼	4.000	✖
Faculty Review Courage Score ▼	Earliest ▼ - present	Sum ▼	(None) ▼	4.000	✖
Faculty Review Intellectual Capacity Score ▼	Earliest ▼ - present	Sum ▼	(None) ▼	4.000	✖
Faculty Review Fit Score ▼	Earliest ▼ - present	Sum ▼	(None) ▼	4.000	✖
MCAT Official Verbal Reasoning ▼	2011 ▼ - present	Average ▼	MCAT Sections ▼	1.0	✖
MCAT Official Physical Sciences ▼	2011 ▼ - present	Average ▼	MCAT Sections ▼	1.0	✖
MCAT Official Biological Sciences ▼	2011 ▼ - present	Average ▼	MCAT Sections ▼	1.0	✖
Biology/Chemistry/Physics GPA ▼	Earliest ▼ - present	(None) ▼	(None) ▼	2.500	✖
Overall Total GPA ▼	Earliest ▼ - present	(None) ▼	(None) ▼	2.500	✖

Submit Return to Scoring

Assignments

Complete	Remark	Score	Comments	Assignment Type	Assigned To	Due Date	
				Faculty Review	Reviewer, Faculty	Jun 30 2012	✖

Submit Results

Score Comments

Writing Ability:

Relevant Experience:

Science Background:

Motivations:

Average Score:

Overall Comments:

Overall Remark: Interview

Complete assignment

# Evaluating the information : Quantitative vs Qualitative

**ADD QUESTION**

Is this question required? ☒

About 50% of university students leave before receiving a degree. If this should happen to you, what would be the most likely cause?

Question Type

Multiple Choice

Answer Format

Single Answer

Answer Display

Radio

Answer Values

☒ Enter Manually ☐ Upload CSV

Export Code ☐ Off ☒ On

Value	Sort	Export Code	Hide Option After
<input type="text" value="Absolutely certain that I will obtain a degree"/>		<input type="text" value="AB"/>	<input type="text" value="Select Date"/>
<input type="text" value="To accept a good job"/>		<input type="text" value="JB"/>	<input type="text" value="Select Date"/>
<input type="text" value="To enter military service"/>		<input type="text" value="MS"/>	<input type="text" value="Select Date"/>
<input type="text" value="The cost is more than my family can afford"/>		<input type="text" value="CS"/>	<input type="text" value="Select Date"/>
<input type="text" value="Lack of academic ability"/>		<input type="text" value="LA"/>	<input type="text" value="Select Date"/>

[+ add](#)

CANCEL

ADD

# Evaluating the information : Holistic Review

Data Analysis : Post-hoc  
for program assessment /  
process assessment

Designations by Local Status	
1968	None
0	Suspended in Verification
0	PILOT for DOWNLOADS
18	Downloaded to Banner
48	Incomplete but Downloaded
12	Incomplete (Reject once complete)
0	Incomplete (Need SAT/ACT)
4	Prelim Reviewed (Interview)
12	Prelim Reviewed (Second Tier)
8	Prelim Reviewed (Consider FACT-2)
48	Prelim Reviewed (Reject)
0	Hold: academic statement
2	Hold: nursing disclosure form
0	Hold: midterm grades
48	Hold: semester grades
13	Hold: semester grades, already interviewed
0	Hold: new test scores
3	ID Faculty Review
50	NI Interview Extended
20	NI Interview Scheduled
6	ND Interview Complete
23	AR Accept Regular
28	AY Accept w/ Prereqs
2	AW Accept Regular, Deposit Waived
0	AV Accept w/ Prereqs, Deposit Waived
1	AX Extension
0	AZ Extension, Deposit Waived
120	Enrollment Confirmed Prerequisite Agreement
51	Enrollment Confirmed
4	Waitlist
0	Deferred
1	WF Default
0	Offer Rescinded
186	RR Rejected
0	RR IDD

**What's one thing you think you might change?**

# Call to Action

- We have the opportunity to facilitate change in a workforce that more closely reflects the world in which we live and the populations we serve
  - ◆ Evidence-based admissions
  - ◆ Increasing our knowledge base and outcome measures
  - ◆ “Person-first” admissions
- We have to think about the legacy of our programs
  - ◆ Training students who are academically successful AND who provide culturally sensitive, appropriate, and competent clinical care
- We have a lot of work to do

# Resources

Posselt, JR. (2016). Inside graduate admissions : merit, diversity, and faculty gatekeeping. Harvard University Press.

AAMC :

- <https://www.aamc.org/initiatives/holisticreview/>
- <https://www.aacnnursing.org/Diversity-Inclusion/Holistic-Admissions>

Council of Graduate Schools :

- [https://cgsnet.org/ckfinder/userfiles/files/CGS\\_HolisticReview\\_final\\_web.pdf](https://cgsnet.org/ckfinder/userfiles/files/CGS_HolisticReview_final_web.pdf)

Urban HEALTH study :

- [http://urbanuniversitiesforhealth.org/media/documents/Holistic\\_Admissions\\_in\\_the\\_Health\\_Professions.pdf](http://urbanuniversitiesforhealth.org/media/documents/Holistic_Admissions_in_the_Health_Professions.pdf)
- <https://www.nimhd.nih.gov/news-events/features/training-workforce-dev/holistic-admissions.html>

# Resources

American Association of Colleges of Nursing

- <https://www.aacnnursing.org/Diversity-Inclusion/Holistic-Admissions>
- <https://www.aacnnursing.org/Education-Resources/Tool-Kits/Holistic-Admissions-Tool-Kit/Why-Pursue-Diversity>

ETS resources (best practices in GRE)

- [https://www.ets.org/s/gre/pdf/infographic\\_5\\_mistakes.pdf](https://www.ets.org/s/gre/pdf/infographic_5_mistakes.pdf)

Sedlacek / noncognitive variables

- Google it (Very Serious)
- <http://williamsedlacek.info>
- <http://williamsedlacek.info/publications/articles/employing1.html>

Liaison Resources

- WebAdMIT trainings (<http://academy.liaisonedu.com/>)
- <https://www.liaisonedu.com/the-admissionist/>