

The Graduate Applicant Interview Controversy: **To Have or Have Not?**

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2019 CAPCSD Annual Meeting



Graduate Program Decisions

General admissions selection criteria

- Metrics (GPA / GRE)
- Personal statement
- Letters of Recommendation

What are we missing?



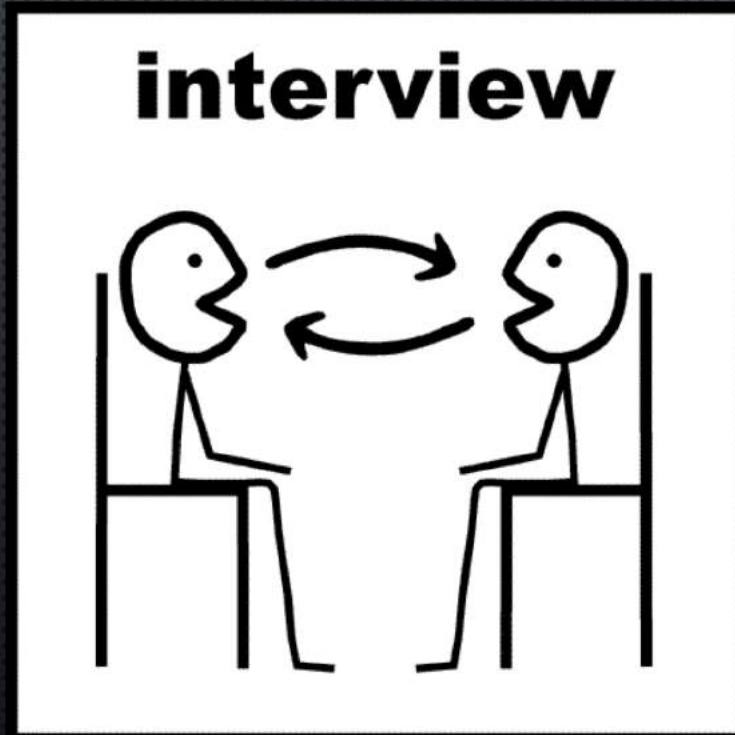
Graduate Program Decisions

Based on how outstanding applicants look “on paper”

- Doesn't paint a complete picture
- Personalities / professionalism / interpersonal skills (or lack thereof)
 - Suitable for clinic?
 - Suitable for colleague collaboration?
- Evidence for holistic review
 - Non-cognitive variables predicting success of non-traditional students



What About the Graduate Interview?



Objections : Interviews

Time

Effort

Biases ... Implicit or explicit

Time

Time

Time

What else?

Graduate Applicant Interview: Evidence

Structured interview score most closely associated with clinical outcomes (Mercer & Puddey, 2011)

Utility of multiple mini-interviews = more reliable & objective selection process (Burgess et al., 2018; Oranye, 2016; Rees et al., 2016; Tiller et al., 2013)

Multiple mini-interviews proven to predict future performance (Glazer et al., 2016)

Graduate Applicant Interview

Holistic Review

Can assess non-cognitive variables / values of program present in applicants

- Communication skills & pragmatics
- Motivation
- Readiness for grad school and the profession
- Problem-solving
- Attitude, personality and professionalism

Noncognitive variables (Sedlacek, 2017)

<http://williamsedlacek.info/publications/articles/employing1.html>

Positive self-concept or confidence

Realistic self-appraisal

Understand and deals with racism

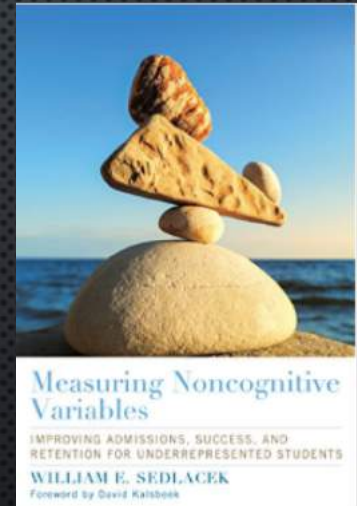
Prefers long-range goals to short-term or immediate needs

Availability of strong support person

Successful leadership experience

Demonstrated community service

Knowledge acquired in a field



Holistic Admissions in the Health Professions

(Drees et al., 2014)

<http://urbanuniversitiesforhealth.org/media/documents/holisticadmissionsinthehealthprofessions.pdf>

Examined prevalence & effectiveness of holistic admissions

- 228 programs in 104 universities across 45 states
- Prevalence: 67% use holistic admissions
- Effective in improving access, diversity* and student success
- Did not affect average GPA, standardized test scores or grad rates

*Race, ethnicity, gender, experience, SES, perspective

Interview Processes

Group // Individual

On-campus // Virtual

Situational judgment (Zou, 2017)

Non-traditional methods

Lecture / Quiz

Videos



Pacific Rationale / Process

Initial file review gets interview decision

- Score generated for decision day (considered later)

Independent component of process

- Separate score

Ruling in ... and ruling out

- Reduces decision day time (exchange of time)

Recruitment tool

- Presentation and information giving
- Both student and faculty making intentional decisions
- Culture decision

Pacific University's Master of Science in Speech-Language Pathology

INTERVIEW DAY February 15, 2019

	Team 1 Faculty Community Partner	Team 2 Faculty Community Partner	Team 3 Faculty Community Partner	Team 4 Faculty Community Partner	Team 5 Faculty Community Partner	Team 6 Faculty Community Partner	Team 7 Faculty Community Partner	Team 8 Faculty Community Partner	Team 9 Faculty Community Partner
	Berglund	Berglund	Berglund	Berglund	Berglund	Berglund	Berglund	Berglund	Berglund
7:30	Interview Team Orientation - Berglund 216								
8:00	Breakfast and Presentation - Berglund 200								
8:45									
9:15									
9:45									
10:15									
10:45	Campus Tour	Campus Tour	Campus Tour	Campus Tour	Campus Tour	Campus Tour	Campus Tour	Campus Tour	Campus Tour
11:00	Refreshments and Presentation - Berglund 200								
11:30									
Noon									
12:30									
1:00	Campus Tour	Campus Tour	Campus Tour	Campus Tour	Campus Tour	Campus Tour	Campus Tour	Campus Tour	Campus Tour
1:00	Interview Teams' Luncheon 216								
2:00									
2:30									
3:00									

Zoom interviews shown in green.



Pacific Questions : Before

1. How would your friends describe you?
2. What are your personal strengths and how will they contribute to your success in the program?
3. Describe your learning style. If you are having difficulties learning an area/topic, how do you address the problem?
4. Tell us about a challenging situation and how you handled it.
5. What do you like to do in your spare time? What kinds of books do you read for pleasure?
6. What does being a professional in the field of Speech-Language Pathology mean to you?
7. What questions do you have for us? Is there anything you do not feel you had a chance to share in this interview that would be helpful for the Admissions Committee to know?

Pacific Questions : After

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)*

Pacific Questions : After

4. Describe a time when you received important critical feedback, or sought out critical feedback. Tell us about how it changed your perspective.
 - Some probes: How did you respond? What changes, if any, did you make to your behavior? What do you see as the purpose of critical feedback?
 - *(Non-Academic Variables: self-appraisal, self-concept, learning)*
5. What resonates with you about our School at Pacific University? How will you engage in our CSD community?
 - Some probes: How do you see yourself embodying our mission or values? How do your previous experiences fit with our vision or values? Why Pacific?
 - *(Non-Academic Variables: alignment with program)*
6. What questions do you have for us? Is there anything else you feel you did not have a chance to share in this interview that would be helpful for the Admissions Committee to know?

Rating Item (Each interviewer will assign a whole number score for each of these five items*)	Your Score (whole number only)
Rapport (consider cultural background/experiences when scoring)	
Oral Expression (includes thought organization, relevance of answers, & depth of responses)	
Diversity / Open-Mindedness / Changes in Perspective (includes overcoming adversity/discrimination, bringing diverse perspectives, or changing one's own worldview based on diverse experiences)	
Executive Functions (includes goal-setting, planning, flexibility, adaptability, resilience, problem-solving, realistic self-appraisal, response to feedback, learning)	
Overall Fit for Our Program (consider our values of advocacy, community, diversity, collaboration, critical thinking; also consider leadership, motivation, embodiment of our mission/vision)	

Scoring Rubric:

5 = Outstanding, exceptional, have to have in program!

***5 is rare; must be truly outstanding!**

4 = Strong, would do well in program

3 = Good

2 = Likely not a good fit, some concerns

1 = No



Pacific : Student Feedback

Positive with respect to observing culture and understanding details about program

- 50% → 75%

Negative (and have adjusted) about numbers

OLLU Rationale / Process

Initial files reviewed in < 1 week with WebAdMIT

Top 100 invited for group interview via CSDCAS email

- on campus (2 weeks after invite)

- Skype (during week of on campus interviews)

Interview is one part of total review (20%)



OLLU Process-Online Interviews

Skype days: 4-6 Skype interview sessions during week of on campus

3-4 applicants scheduled with 2 faculty at a time

Each lasts one hour

Same Q & A as on campus interviews



OLLU Process-Face to Face Interviews

On campus interview day: 9:00am and 11:00am

Presentation about the program

Introductions

Break out into groups (4-6 applicants, 2 faculty)

Research article Q & A

Clinical workload and application Q & A

Program Q & A



	9:00	11:00
Rosie & Patti (Conf Rm)		
Denise & Stefanie (J106)		
Casey & Naomi (Acevedo Rm)		
Yvette & Taylor (J123)		
Patsy & Sharolyn (J111)		

Research article Q & A

Lazewnik, R., Creaghead, N. A., Breit Smith, A., Prendeville, J., Raisor-Becker, L., Silberta, N. (2019). Identifiers of Language Impairment for Spanish–English Dual Language Learners. *Language, Speech, and Hearing Services in Schools*, 50, 126–137.

1. What were the research questions posed by the researchers?
2. What assessment scores were used in this research study?
3. What is dynamic assessment?
4. What are the advantages to the use of language sampling for assessment of dual language learners?
5. Why are standardized assessments that are translated into Spanish considered problematic for Spanish-English bilinguals?
6. Discuss why identifying SEDLLs with language impairment is so complex.
7. What do current practices for assessment of SEDLLs suggest?
8. Which assessments or combination of assessments were found to be the most useful in determining LI vs. TL?
9. Why were the CELF-P2 and PLS-4 presented in English and Spanish not considered as accurate in determining the existence of LI vs. TL?
10. Where did this study take place?
11. Do you think the results would be different if the norm group was from South Texas?
12. How would you apply what you learned from this article to your future practice?

Clinical Questions

1. How prepared do you feel you are to begin evaluating and treating clients your first semester of graduate school?
2. What type of clinic preparation have your classes and clinical observations provided?
3. What is your expectation regarding time investment and preparedness for classes and clinic?
4. How do you expect to bridge what you have learned/will learn in class to clinical application?

Clinical application questions (as time permits)

1. You are assigned to do language therapy with a middle school student but he refused to do anything you had planned for that day. How would you handle the situation?
2. You receive a physician referral to treat a new client in the clinic: an adult who has dysphagia. You have studied swallowing treatments but do not receive any medical records on the patient by the day of the client's first appointment. What would you do?
3. You have just evaluated a 3-year-old client who was referred by her parents due to difficulties understanding her speech. Based on your evaluation findings, the child demonstrates receptive and expressive language and articulation skills within her age range. However, the parents insist that the child receive therapy. How would you handle this situation?
4. You were out shopping and you ran into one of your client's parents. She tells you that her son just had his 10th birthday party and would like to send you pictures. She asks if you have a Facebook account and says she will add you as a friend and share the pictures with you. What do you do?

Ranking

- Rank 10, 7, 4, 1, or 0
- Enter rank into WebAdMIT right after
- WebAdMIT report
- Decisions made and notifications sent THAT SAME DAY



Description	Ranking
Clearly demonstrates solid preparation and accurate responses Independently problem solves, synthesizes, and applies information Cooperates with and encourages other students; shares the floor appropriately Exudes empathy, enthusiasm, curiosity, and confidence Clearly demonstrates sensitivity to cultural differences and ethics Appropriate dressed as for an interview (business casual or business formal)	10
Prepared for most questions with accurate responses Problem solves, synthesizes, and applies information with minimal support Cooperates with group and shares floor Shows empathy, enthusiasm, curiosity, and confidence Demonstrates sensitivity to cultural differences and ethics with minimal support Appropriate dressed as for an interview (business casual or business formal)	7
Prepared for most questions with mostly accurate responses Problem solves, synthesizes, and applies information with moderate support Limited cooperation with group and sharing floor Shows some empathy, enthusiasm, curiosity, and confidence Demonstrates sensitivity to cultural differences and ethics with moderate support Dressed appropriately for an interview but minor concerns such as unkempt, excessive jewelry etc.	4
Unprepared for most questions with mostly inaccurate responses Problem solves, synthesizes, and applies information with considerate support Significantly limited cooperation with group and sharing floor Shows significantly limited empathy, enthusiasm, curiosity, and confidence Demonstrates sensitivity to cultural differences and ethics with considerate support Dressed appropriately for an interview but concerns such as unkempt, excessive jewelry.	1
Unprepared for interview with inaccurate responses Unable to problem solve, synthesize, or apply information Never or rarely spoke Uncooperative, resentful, pragmatically inappropriate No empathy, enthusiasm, curiosity, or confidence Culturally or ethically insensitive Not dressed appropriately for the interview e.g. jeans, beach attire, low cut top, shorts etc.	0

OLLU : Student Feedback

Reduces final decision time

Interview is important part of process

Recommend OLLU's interview



Interviews aren't fail-safe

Build it (hold it) and they will come!

Your out-of-state applicants will increase

Small numbers decline interview (1-5)

Applicants appreciate interview process

Feels necessary/important

It's not as much work as you think!

Benefits outweigh risks/work



To Be or Not To Be? Is that the question?

What type of interview could work for your program?

Who do you want in your program?

Who is a good fit for your program?

How do you determine who?



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Resources



THANK YOU!

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