Interviewing Processes for Facilitating Holistic Admissions in Graduate Programs

Hello!

Christine Carmichael, OLLU

Kerry Mandulak, Pacific Univ

Douglas F. Parham, Wichita State

2

DISCLOSURES

CARMICHAEL

Financial: Salary at Our Lady of the Lake University (Professor, Graduate Admissions & Program Director)

Non-Financial: Member of the CAPCSD CSDCAS Advisory committee and Chair of the CSDCAS Resource subcommittee

MANDULAK

Financial: Salary at Pacific University, honoraria for consulting for academic programs focused on holistic review

Non-financial: Previous member of CSDCAS Advisory committee, SIG 10 special forum guest editor, AJSLP co-guest editor, member of ASHA (SIG 10), CAPCSD DEI Committee Co-Chair

PARHAM

Financial: Salary at Wichita State University

Non-financial: Member of the CAPCSD CSDCAS Advisory committee, Kansas SLP representative on ASHA's Committee of Ambassadors, site visitor for ASHA's Council on Academic Accreditation.

AGENDA

- Holistic Review
- Interviews
- Problems + Solutions
- Logistical Considerations
- Conclusions

1. Holistic Review

"

Faculty experience admissions work as *politically, cognitively, and procedurally difficult,* **because it positions them between** *impulses, principles, and pragmatism.*
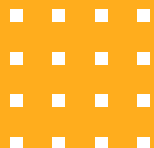
Julie Posselt, *Inside Graduate Admissions,* **pg 18**

INCLUSION is not bringing people into what already exists; it is establishing a NEW SPACE, a better space for everyone.

-George Dei, Canadian Educator, anti-racism and equity advocate

AAMC Holistic Review Framework (2020)

- Individualized consideration
  - Important for every applicant
- Operational guidance
  - Mission driven and diversity oriented
- Balanced approach
  - Experiences, attributes, metrics

"A **flexible, individualized way** of assessing an applicant's capabilities, by which **balanced consideration** is given to experiences, attributes, and metrics, AND when considered in combination, how the individual might **contribute value to the institution's mission and goals.**

AAMC Holistic Review

CORE PRINCIPLES
(AAMC, 2020)

Core Principle 1

Criteria are broad based, linked to program MISSION & GOALS, promote diversity and inclusion as essential to excellence

Core Principle 2

Criteria evaluating EXPERIENCES, ATTRIBUTES, & METRICS are applied equitably and across entire applicant pool, grounded in data that predicts success

Core Principle 3

Individualized consideration about how applicant will contribute VALUE to learning environment to achieve outcomes of institution

Core Principle 4

Race, ethnicity, & gender can be considered IF directly tied to mission related goals AND as one of a broad mix of factors (permitted by state law)

Evidence for Holistic Review: Holistic Admissions in the Health Professions

Non-cognitive variables for holistic review

Sedlacek, 2017

The work of Sedlacek has operationalized what it means to be a "nontraditional" student, and how evidence of non-cognitive variables predict success better in these students.

Sedlacek : Open access resources

Non-cognitive variables

- Positive self-concept or confidence
- Realistic self-appraisal
- Understands or deals with racism (or other -isms / systems)
- Prefers long-range goals to short term needs
- Availability of a strong support person
- Successful leadership experience
- Demonstrated community service
- Knowledge acquired in a field

How do we evaluate non-cognitive criteria?
(Artinian et al., 2017; Sedlacek, 2017)

CHOOSE THE CRITERIA

- Include noncognitive variables as well as academic criteria in the INITIAL screening process
- Balance the weight
- Add essay questions or conduct interviews

EVALUATE THE EVIDENCE

- Provide training for admissions committee members
- Create rubrics that assess what the candidate has brought forward
- Use that information for decision making processes

2. Interviews!

Understanding the Interview Process

- Analogies to job interviews

- What are the interviewers goals?

- What are the interviewees goals?

14

Different Interview Modalities

- Telephone

- Video/virtual

- Individual (face-to-face)

- Panel

- "Assessment Days"

- Group Interviews

Adapted from Wilkinson (2020)

Considerations for Different Interview Modalities

- Speed, cost, effort

- Rapport: face-to-face, virtual, phone

- Body language

- Interpersonal skills

- Width vs. depth

Interview formats

- Situational judgements

- Multiple mini-interview (MMI)

- Structured vs. non-structured

- Multi-modality

Evidence for Interviews in Holistic Admissions

- A combination of cognitive and non-cognitive measures are valuable to evaluate an applicant's potential (Megginson, 2009).

- Inclusion of non-cognitive variables as part of admissions criteria predicts success of non-traditional graduate students (women, students of color, minoritized students)(Sedlacek, 2004).

- Non-academic attributes and skills need to be present in order to become a competent clinician (Patterson and Ferguson, 2010).

Evidence for Interviews as Success Predictors

- Interview scores have been closely associated with **academic performance** (Zou, 2017), **clinical outcomes** in graduate school and in the profession (Mercer & Puddey, 2011; Patterson et al., 2018).

- Structured interviews are recommended and are more closely associated with clinical outcomes (Mercer and Puddey, 2011).

- Any type allows for elaboration of ideas and a wide bank of data gathering on experiences, feelings, and sensitive and complex issues - interviewees do not have a preference of one method over another (Denscombe, 2003).

19

3. Problems (and solutions)

Understanding Biases in the Interview Process

- We all have biases.

- Experience, expectations, …

- The important thing is to recognize them.

Examples of Biases in the Interview Process

- Stereotyping, Halo Effect, Horn Effect

- First Impression, Cultural Noise, Contrast Effect

- Inconsistency in Questioning, Non-verbal Bias, Similar-to-Me (Affinity Bias), Central Tendency

Adapted from Verlinden (2020). See also Johnson (2021)

Potential Disadvantages to Interviewees

- Digital Innovation due to COVID-19

- The Digital Divide ("Instagram Influencers")

- Over-preparing and under-preparing

Constraints on the Interview Process

- Time, personnel (including interviewing skills), accurate reporting

- Understanding the interviewee as a person

- "Why not replace everything else?"

24

4. Logistical Considerations

Our Lady of the Lake University

Pacific University

Rationale

OLLU

- Established program
- Recruitment
- Communication skills
- Logistics in place

Pacific

- New-(er) program
- Recruitment
- Communication skills
- Logistics already in place

Set up

OLLU

- Dedicated faculty member (Graduate Admissions & Program Director)
- WebAdMIT + scheduling tool
- Graduate student assistance

Pacific

- Dedicated staff member (Associate Director of Graduate Admissions for COE)
- The "grid"
- Graduate student assistance

	Team 1	Team 2	Team 3	Team 4	Team 5	Team 6	Team 7	Team 8
	Pacific University's Master of Science in Speech-Language Pathology							
	INTERVIEW DAY							
	Team 1	**Team 2**	**Team 3**	**Team 4**	**Team 5**	**Team 6**	**Team 7**	**Team 8**
	Faculty Member	Faculty Member	Faculty Member	Faculty Member	Faculty Member	Faculty Member	Faculty Member	Faculty Member
	Community Partner	Community Partner	Community Partner	Community Partner	Community Partner	Community Partner	Community Partner	Community Partner
	Office #	**Office #**	**Office #**	**Office #**	**Office #**	**Office #**	**Office #**	**Office #**
7:30	Interview Team Orientation - Berglund 200							
8:00	Breakfast and Presentation - Berglund 145/147							
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
11:00	Refreshments and Presentation - Berglund 145/147							
11:30								
Noon								
12:30								
1:00	Campus Tour	Campus Tour	Campus Tour	Campus Tour	Campus Tour	Campus Tour	Campus Tour	Campus Tour
1:00	Interview Teams' Luncheon - Berglund 200							
2:00								
2:30								
3:00								

Zoom interviews shown in green.

Decisions to get to this point

OLLU

- File reviewed by two faculty members
  - Top 100 invited to interview
- Based on review of …
  - Last 60 GPA & overall
  - LORs
  - Personal statement
  - Awards, research and volunteer experience

Pacific

- File reviewed by two faculty members
  - Decision made
- Based on review of …
  - Last 60 GPA
  - Custom Questions
  - Letters of Rec
  - Evidence of Values

OLLU

Application Cycle Year	Number of Verified Applications	Number Interviewed	Percentage of Applicants Interviewed
2014 - 2015	256	97	38%
2015 - 2016	270	91	34%
2016 - 2017	275	111	40%
2017 - 2018	240	91	38%
2018 - 2019	226	87	38%
2019 - 2020	168	75	45%

Pacific

Application Cycle Year	Number of Verified Applications	Number of Interviews Offered	Percentage of Applicants Interviewed
2014 - 2015	271	168	62%
2015 - 2016	245	180	73.5%
2016 - 2017	337	227	67%
2017 - 2018	291	161	55%
2018 - 2019	257	156	61%
2019 - 2020	186	147	79%

Interview type + Interviewers

OLLU

- Group interviews
- 60 minutes
- 2 faculty
  (1 academic, 1 clinic)
- 2021 : Fully virtual
  - Virtual option is always there

Pacific

- Individual interviews
- 20 - 25 minutes
- Faculty + community partner
- 2021 : Fully virtual
  - Virtual option is always there

Questions + Activities

OLLU

- 5 research questions
- 5 clinical situational judgement questions
- Both reflect program mission

Pacific

- Questions are mapped back to program values and evidence of non-cognitive variables (Sedlacek, 2017)

Question

Program Value

2. Here at Pacific, students move through the program as a cohort, spending 4 semesters together before their final full-time externship. In addition, you will be participating in contexts such as clinical experiences and serving on professional teams as an employee. As you think about working with fellow students and professionals in the future, how do you think you would contribute to building a sense of community within a group?
   - *Explore : Could you give us an example of how you have cultivated a sense of community in the past?*
   - *Community service, leadership, strong support system*

Non-cognitive variables (Sedlacek, 2017)

Standard prompt for follow-up question (if needed)

Rubrics / Evaluation

OLLU

- Rubric → 6 criteria
  - Scored from 0-10
- Scores from both interviewers counted
- Interview scores added to file review score in WebAdMIT

Pacific

- Rubric → 5 criteria
  - Scored from 1 – 5
- Overall average of all scores from both interviewers
- Sorted by interview score AND file review score

OLLU Criteria

- Preparedness
- Problem solve, synthesize, apply information
- Cooperate and encourage other applicants
- Empathy, enthusiasm, curiosity, confidence
- Cultural sensitivity
- Dress

Pacific

- Rapport
- Oral Expression
- Diversity of lived experiences / perspective
- Executive Function / Goal setting
- Overall Fit (Values)

37

5. Conclusions / Q & A

Wrapping it up

- Intentional choices for programs
  - Based in vision / mission / values
- Interviews: Methods
- Awareness of issues: mitigation at many levels
- Logistics

Thanks!

Any questions?

You can find us at:

- ccarmichael@ollu.edu
- mandulak@pacificu.edu
- douglas.parham@wichita.edu

REFERENCES & RESOURCES

American Association of Medical Colleges (AAMC)
- AAMC Holistic Review

Urban Universities HEALTH (UU HEALTH)

Drees, B., Nairn, R., Nivet, M., Danek, J., Glazer, G., Bankston, K. (2014). Holistic admissions in the health professions. Findings from a national survey. Urban Universities for Health, 1-29.
- Holistic Admissions in the Health Professions

Artinian, N. T., Drees, B. M., Glazer, G., Harris, K., Kaufman, L. S., Lopez, N., … Michaels, J. (2017). Holistic Admissions in the Health Professions : Strategies for Leaders. *College and university* : *the journal of the American Association of Collegiate Registrars, 92*(2), 65-68.
- Holistic Admissions in the Health Professions: Strategies for Leaders

Council of Graduate Schools (CGS)
- Holistic Review in Graduate Admissions

Johnson, A. (2021, January 26). *13 common hiring biases to watch out for*. https://harver.com/blog/hiring-biases/

Posselt, JR. (2016). Inside Graduate Admissions : Merit, Diversity, and Faculty gatekeeping. Harvard University Press.

Sedlacek, WE. (2017). Measuring noncognitive variables: Improving admissions, success, and retention for underrepresented students. Sterling, Virginia.: Stylus Publishing, LLC.

Verlinden, N. (2020, September 3). *11 ways to avoid interviewer bias in your selection process*. https://www.digitalhrtech.com/interviewer-bias/

Wilkinson, M. (2020, October 13). *The 6 different types of interviews (and the pros and cons of each)*. https://www.coburgbanks.co.uk/blog/assessing-applicants/6-different-types-of-interview/