Prepare for Holistic Admissions Take-off:
Perspectives from 5 Physical Therapy Programs

Moderator: Steven Chesbro, PT, DPT, EdD
Panelists: Sara Bills, PT, DPT
Lori Bordenave, PT, DPT, PhD
Mark Bowden, PT, PhD
Bryan Coleman-Salgado, PT, DPT
Kathy Mercuris, PT, DHS

ELC 2018
Jacksonville, Florida
Following the presentation and panel discussion, participants will:

1. Appreciate the **importance and benefits of a diverse educational environment and workforce** in the health professions;

2. **Describe holistic review in admissions** as utilized in 5 physical therapist education programs;

3. **Identify challenges and opportunities** experienced by 5 physical therapist education programs in facilitating a holistic admissions review processes; and

4. **Describe the goals, processes, methods for measuring non-academic criteria**, and outcomes-to-date of holistic review in physical therapy education.
Holistic review is a flexible, individualized way of assessing an applicant’s capabilities by which balanced consideration is given to experiences, attributes, and academic metrics and, when considered in combination, how the individual might contribute value as a medical student and physician.

(AAMC, 2018: https://www.aamc.org/initiatives/holisticreview/about/)
Holistic admissions for dental schools means assessing candidates as comprehensive individuals with varying competencies and experiences that, when taken as a whole, will make it likely they will be successful dental students.

Dental schools want their classes to be comprised of interesting, talented students who will contribute to the dental school, and the community at large, in meaningful ways.

(ADEA, 2018: https://www.adea.org/GoDental/Health_Professions_Advisors/Getting_into_Dental_School/Holistic_admissions.aspx)
Value:
• Enhances the student learning experience
• Supports institutional excellence
• Advances cultural competence
• Supports diversity, equity, and inclusion
• Responds to societal needs.

(ADEA, 2018)
Recent Activities

- Holistic review in admissions was adopted by the Education Leadership Partnership as an area of focus in 2017.

- Heard from dentistry, medicine, and nursing associations about their promotion of holistic review nationally in 2017.

- Heard from 2 medical schools and 1 dental school about their use of holistic review and outcomes in 2017.

- Held a 1-day pre-conference course specific to adoption and use of holistic review in physical therapy in 2018.

- Today’s presentation of 5 physical therapy programs who have varied experiences with using holistic review processes.

- Will hear about opportunities to use holistic review in residency and fellowship education at CSM in 2019.
1. Selection criteria are broad-based, are clearly linked to the school's mission/vision/goals, and promote diversity as an essential element of achieving institutional excellence.

2. A balance of experiences, attributes, and academic metrics are used, and applied equitably across the entire candidate pool.

3. Individualized consideration is given to how each applicant may contribute to the school and the profession.

4. Where permitted by law: race and ethnicity may be considered as factors when making admission related decisions only when such consideration is narrowly tailored to achieve mission-related educational interests and goals associated with student diversity, and when considered as part of a broader mix of factors, which may include personal attributes, experiential factors, demographics, or other considerations.
Defining Diversity in PT Education
### The Program...

<table>
<thead>
<tr>
<th>Evaluates applicant criteria related to specific mission, vision or goals of the school (e.g. research mission, global health, urban or rural focus)</th>
<th>🟢</th>
<th>🟢</th>
<th>🟢</th>
<th>🟢</th>
<th>🟢</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a mission/vision statement for admissions that includes diversity/inclusion</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
</tr>
<tr>
<td>Considers non-academic criteria as well as academic metrics such as GPA and test scores in the determination of candidates for interview</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
</tr>
</tbody>
</table>
The Program...

<table>
<thead>
<tr>
<th>Holistic Principles</th>
<th>ATSU</th>
<th>Sac State</th>
<th>DMU</th>
<th>MUSC</th>
<th>UNMC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluates non-academic criteria related to student background in determination of candidates for interview or final selection (e.g. first gen, SES, foreign language ability, community of origin)</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Provides training for the committee/interviewers related to school mission and/or diversity</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Utilizes outreach and recruitment strategies related to school's specific mission, vision or goals</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>
MEET THE PANELISTS

Sara Bills, PT, DPT
University of Nebraska Medical Center

Lori Bordenave, PT, DPT, PhD
A.T. Still University

Mark Bowden, PT, PhD
Medical University of South Carolina

Bryan Coleman-Salgado, PT, DPT
California State University–Sacramento

Kathy Mercuris, PT, DHS
Des Moines University
FLIGHT PLAN: Development of Holistic Review Practices
Can you describe your program’s approach to the development of holistic review practices?
TAKE OFF:
Methods for measuring non-academic criteria
What methods does your program use to assess non-academic variables?
BAGGAGE CLAIM:
Challenges and lessons learned w/ implementation
Can you share challenges and lessons learned with the implementation of holistic review at your school?
FLIGHT DATA REPORT: Methods for evaluating the impact of holistic review
Can you describe how your program evaluates the outcome of its holistic review process(es)?
## Example Measurements

<table>
<thead>
<tr>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incoming undergraduate students enrolled from target communities, as a percentage of total</td>
</tr>
<tr>
<td>incoming students</td>
</tr>
<tr>
<td>% of under-represented racial and ethnic minority (URM) students</td>
</tr>
<tr>
<td>% of students from low-income backgrounds</td>
</tr>
<tr>
<td>Incoming GPA/GRE</td>
</tr>
<tr>
<td>Graduating GPA</td>
</tr>
<tr>
<td>Graduation Rates/Retention Rates</td>
</tr>
<tr>
<td>First time and/or Ultimate NPTE pass rates</td>
</tr>
<tr>
<td>% of graduates who work in medically underserved areas</td>
</tr>
<tr>
<td>% of graduates who work in areas of poverty</td>
</tr>
<tr>
<td>Other: student engagement with the community, cooperation and teamwork, student openness</td>
</tr>
<tr>
<td>with ideas and perspectives different from their own, second-language fluency, environmental</td>
</tr>
<tr>
<td>factors, factors of educational disadvantage, number of applicants pursuing a second career,</td>
</tr>
<tr>
<td>support required for students who struggle</td>
</tr>
</tbody>
</table>
QUESTIONS & ANSWERS SESSION
REFERENCES


