

Holistic Review in Dentistry

ADEA Annual Session & Exhibition

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Session Overview

- About the National Study on Admissions in the Health Professions
- General findings
- Findings specific to dentistry
- Implications for dental schools
- Discussion and Q&A

What is Holistic Review?

- Flexible, individualized way of assessing student applicant
 - considers students life experiences
 - personal qualities
 - traditional measures

Four Core Principles

1. Broad-based selection criteria linked to school mission and goals
2. A balance of experiences, attributes, and academic metrics (EAM) are used, and applied equitably across the entire candidate pool.
3. Individualized consideration to how each applicant may contribute to the school and the profession.
4. Race/ethnicity may be considered

**adapted from AAMC materials*

Research Questions

- How many schools are using holistic review, and to what degree?
- What has been the impact of holistic review on diversity and student success?

Current Diversity Statistics

	2013 Dental School Applicants*	2013 Dental School Enrollees*	Practicing Dentists in the US (2010, 5-year ACS data)**	US Population (2013, 3-year ACS data)**
White	49.5%	52.6%	76.5%	62.8%
Hispanic or Latino	7.8%	8.1%	5.4%	16.9%
Black or African American	5.2%	4.6%	3.3%	12.2%
Asian	24.0%	23.0%	13.6%	5.0%
Two or more races	2.9%	3.0%	0.7%	2.0%
American Indian or Alaska Native	0.3%	0.2%	0.1%	0.7%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%	0.2%
Not reported/unknown	4.5%	4.3%	0.4%	0.2%
Nonresident alien	5.8%	4.2%	N/A	N/A

*Source: American Dental Education Association

**Source: US Census



Survey Process

- Completed by one person responsible for admission at each health profession school
- Primary degree programs in dentistry, medicine, pharmacy, public health and nursing
- Two-pronged approach to assessing use of holistic admission (self-reported and objective)

Response from Dental Schools

- All **64** nonprofit, U.S.-based dental schools with accredited DDS/DMD programs received the survey.
- **43** dental schools completed the survey for a 70% response rate.

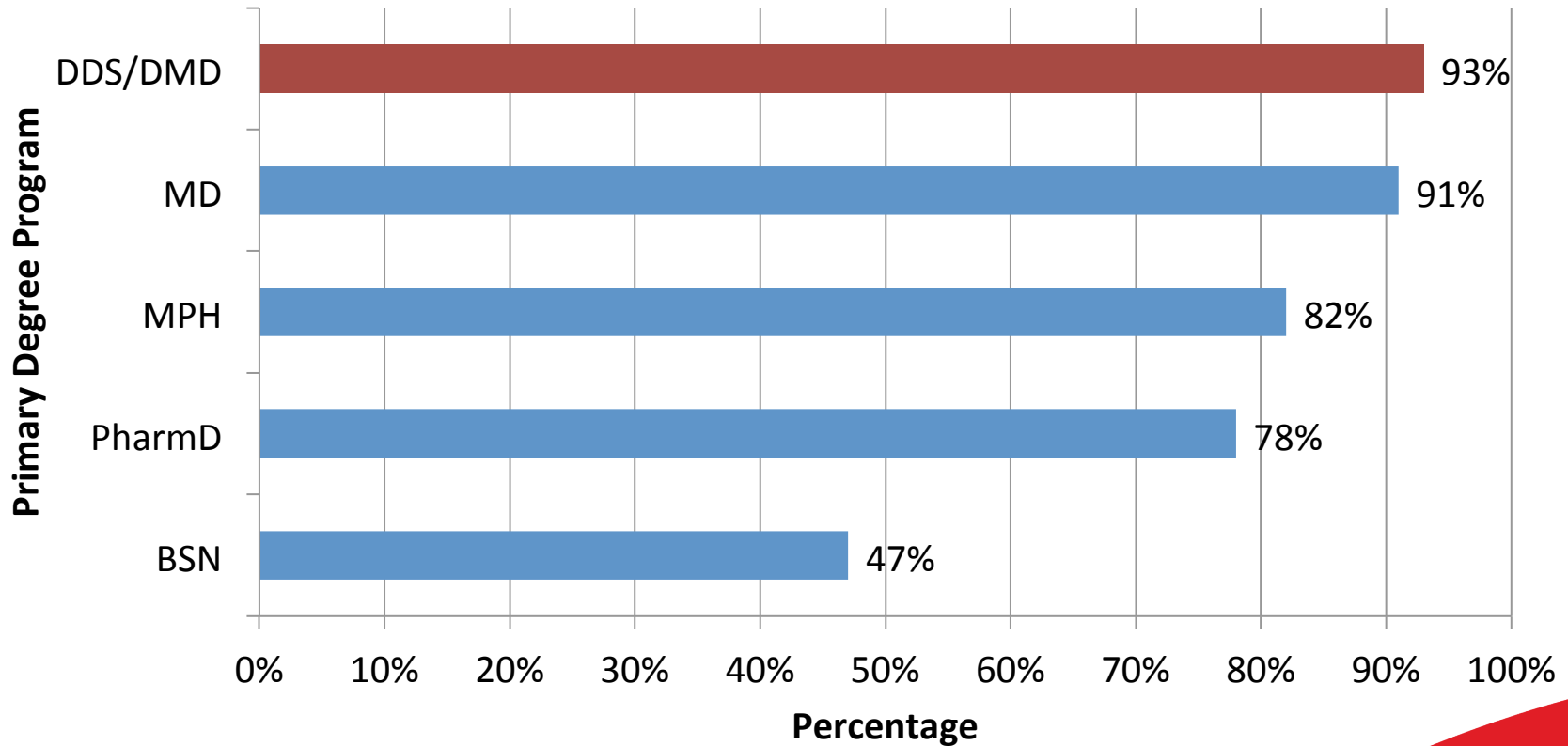
General Findings

General Findings

- **67%** of health professions schools transitioned to holistic review within the past 10 years.
- **75%** of health professions schools report that they are currently using holistic review

Reported Use by Health Profession

Self-reported use of holistic review by health profession



General Findings

- **72%** of schools said that diversity of the student body had increased over the past decade
- Standard metrics for student success (e.g. incoming average GPA, incoming test scores, graduation rates) remained unchanged or increased

General Findings

- Schools using holistic review reported an improved teaching and learning environment.
- Nearly all schools (91%) rated the impact of holistic review as "positive," with the remainder rating impact as "neutral/no discernable impact."

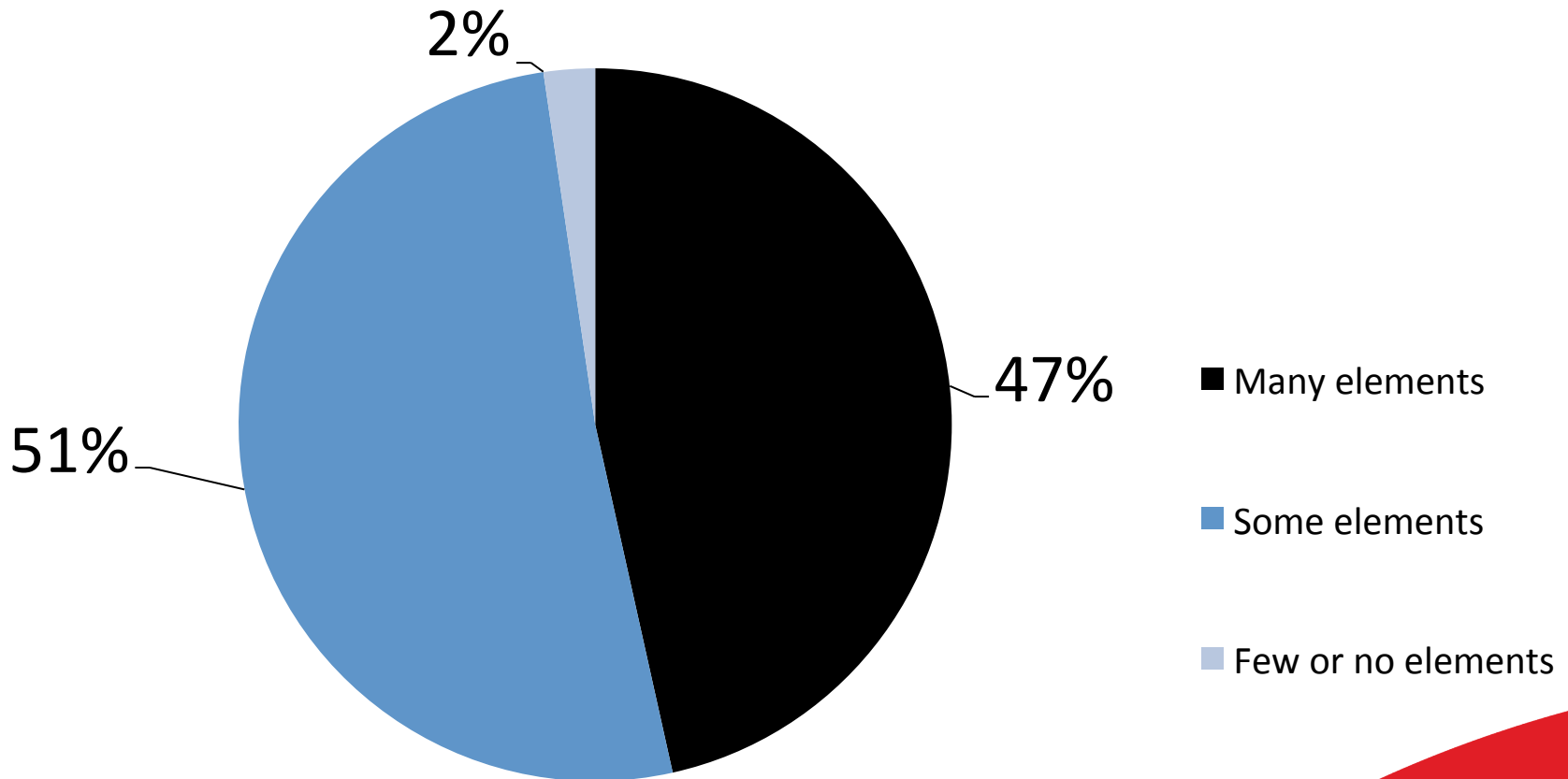
Results for Dentistry



Holistic Review Score: DDS/DMD Programs

Descriptive Statistics	HR Score: DDS/DMD Programs Only (N=43)	Full Sample (N=228)
MEAN	7.2	5.4
MEDIAN	7	6
MIN	3	0
MAX	10	10
ST DEV	1.7260	2.7881

Extent of Use of Holistic Review: DDS/ DMD Programs



Practices Used in HR Model

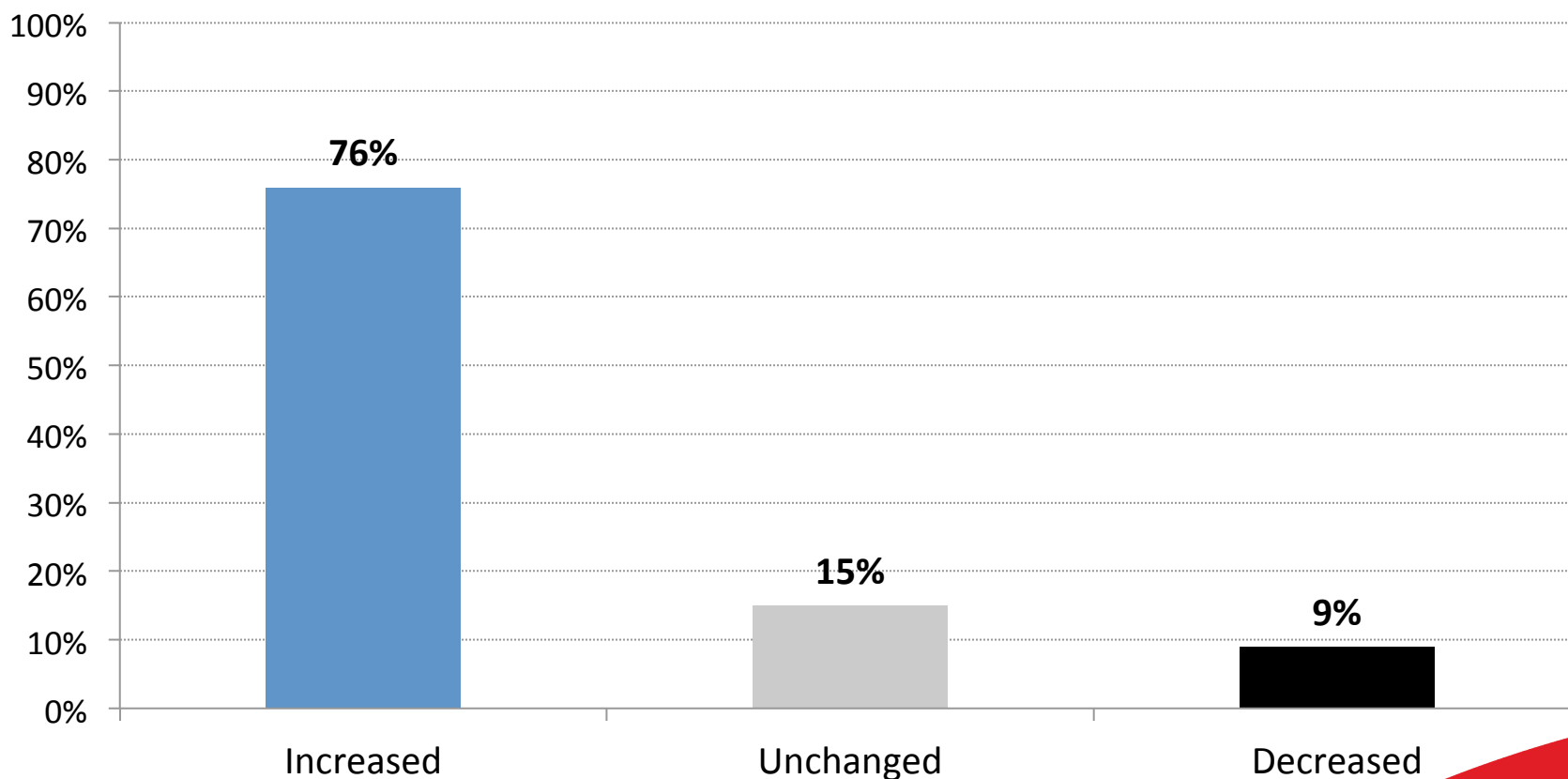
- Does the institution evaluate applicant criteria related to specific mission or goals of the school (e.g. primary care, research mission, global health, urban or rural focus)?
- Does the institution have a mission statement for admissions that includes diversity?
- Does the institution consider non-academic criteria as well as academic metrics such as GPA and test scores in the initial screening process?

Practices Used in HR Model

- By what means and to what extent does the institution evaluate non-academic criteria related to student background or experience in the initial screening (e.g. first-generation status, socioeconomic status, gender, race, foreign language ability, community of origin)
- Does the institution select students from the waitlist by characteristics related to school's mission or goals
- Does the institution provide training for the admissions committee related to school mission and/or diversity

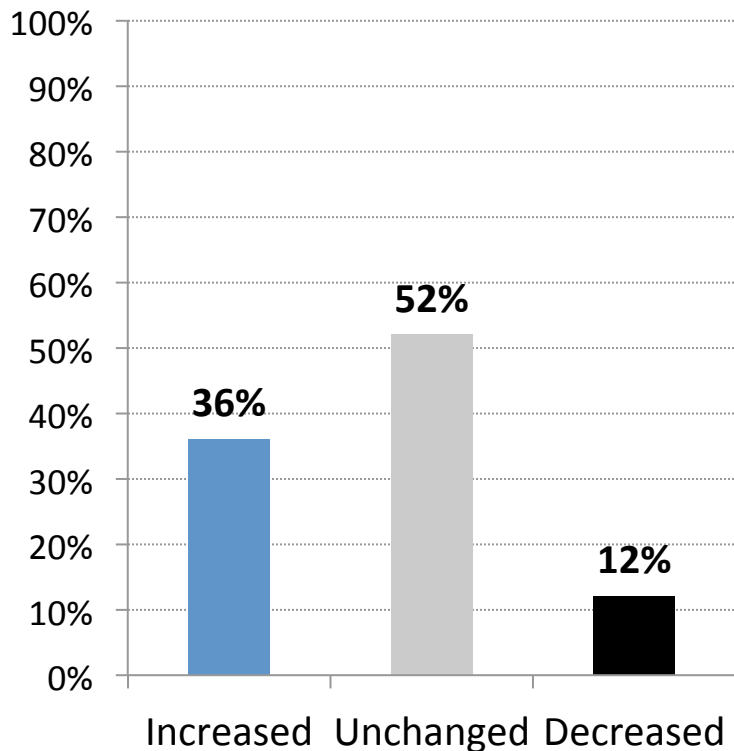
Diversity of the Incoming Class

(N=33)

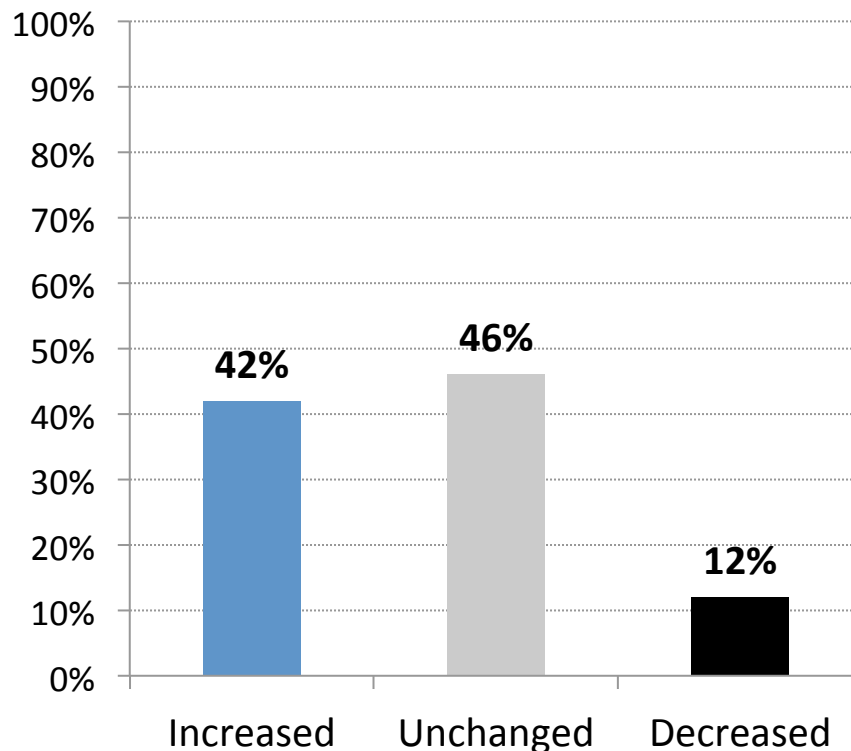


Incoming Class Academic Measures

Average GPA of the Incoming Class (N=33)

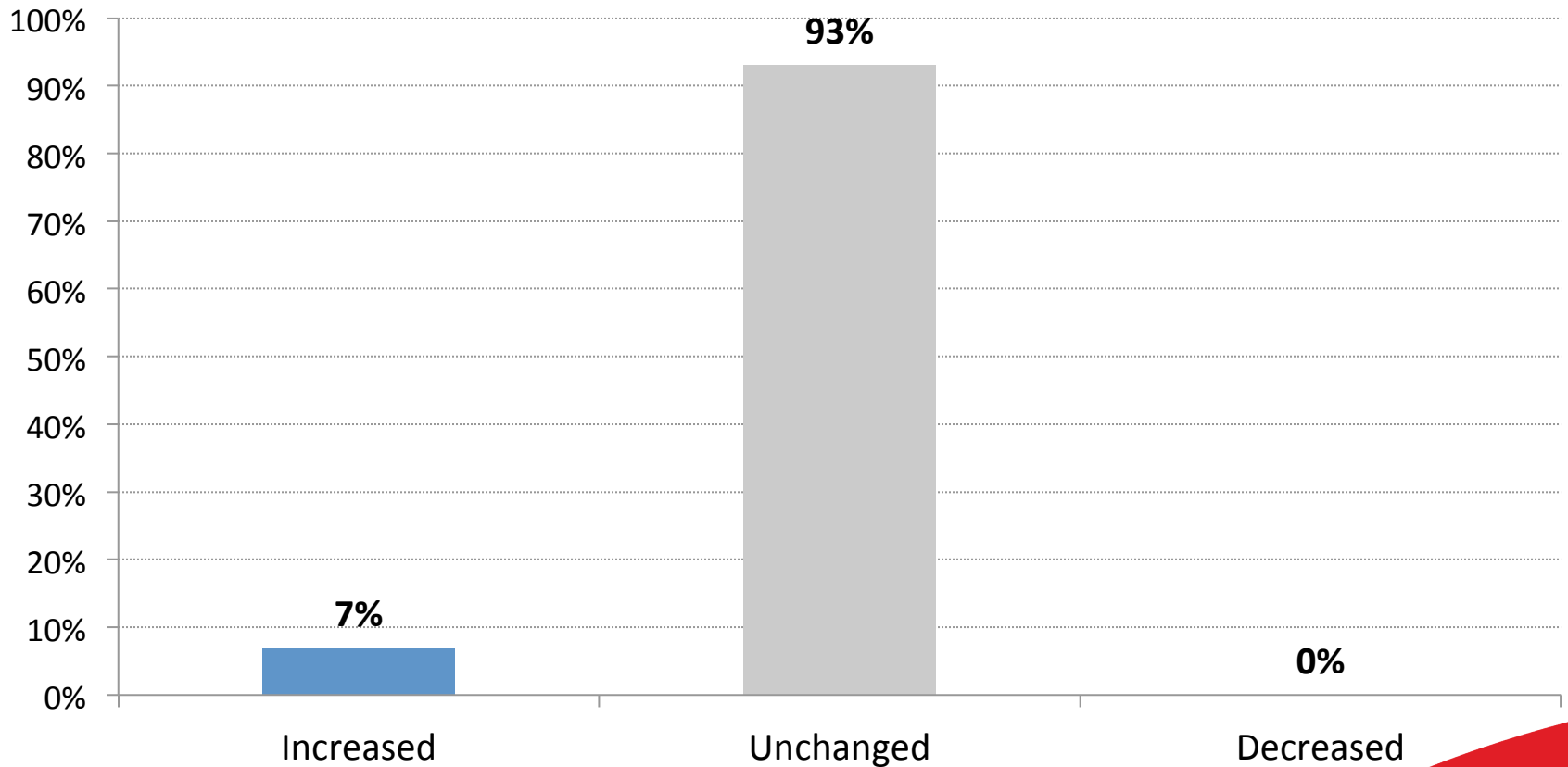


Average standardized test score of the incoming class (N=33)



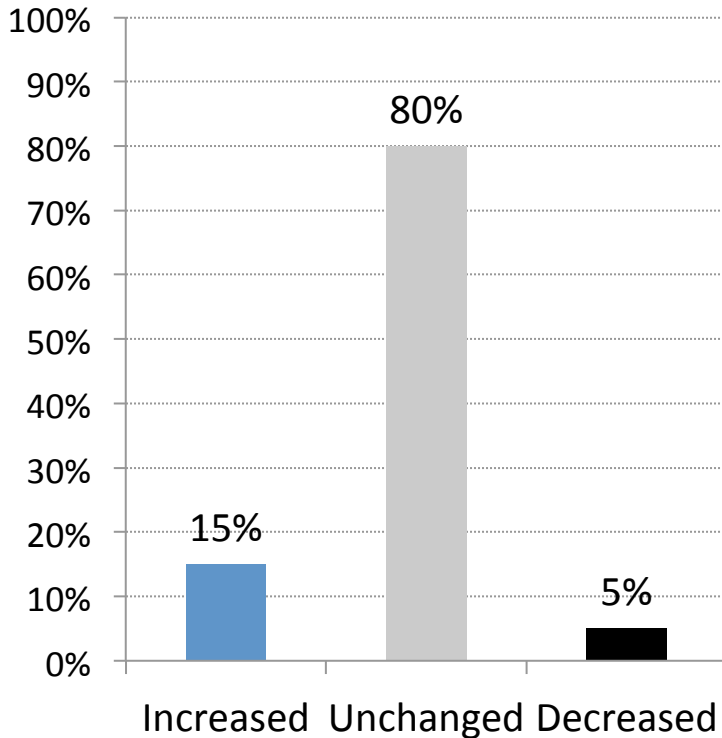
Student Retention

Graduation Rate (N=29)

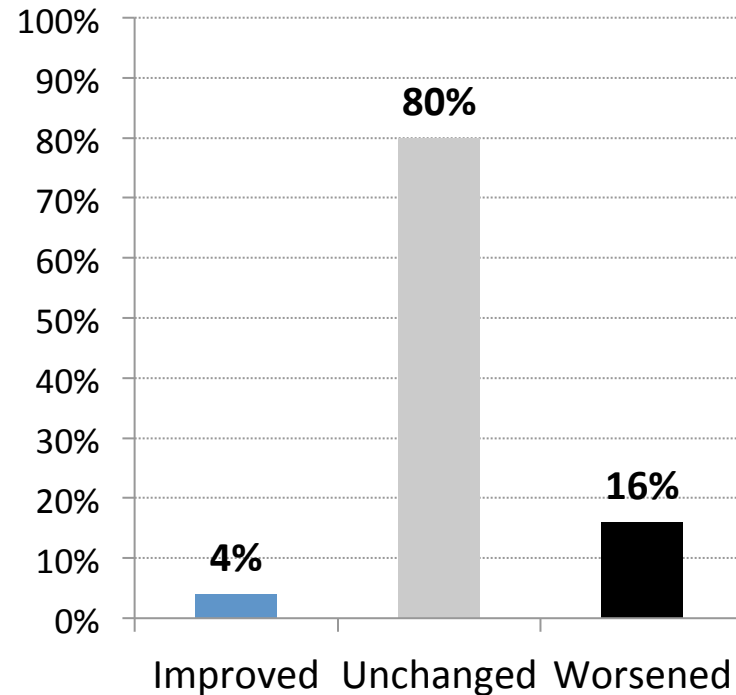


Student Academic Performance

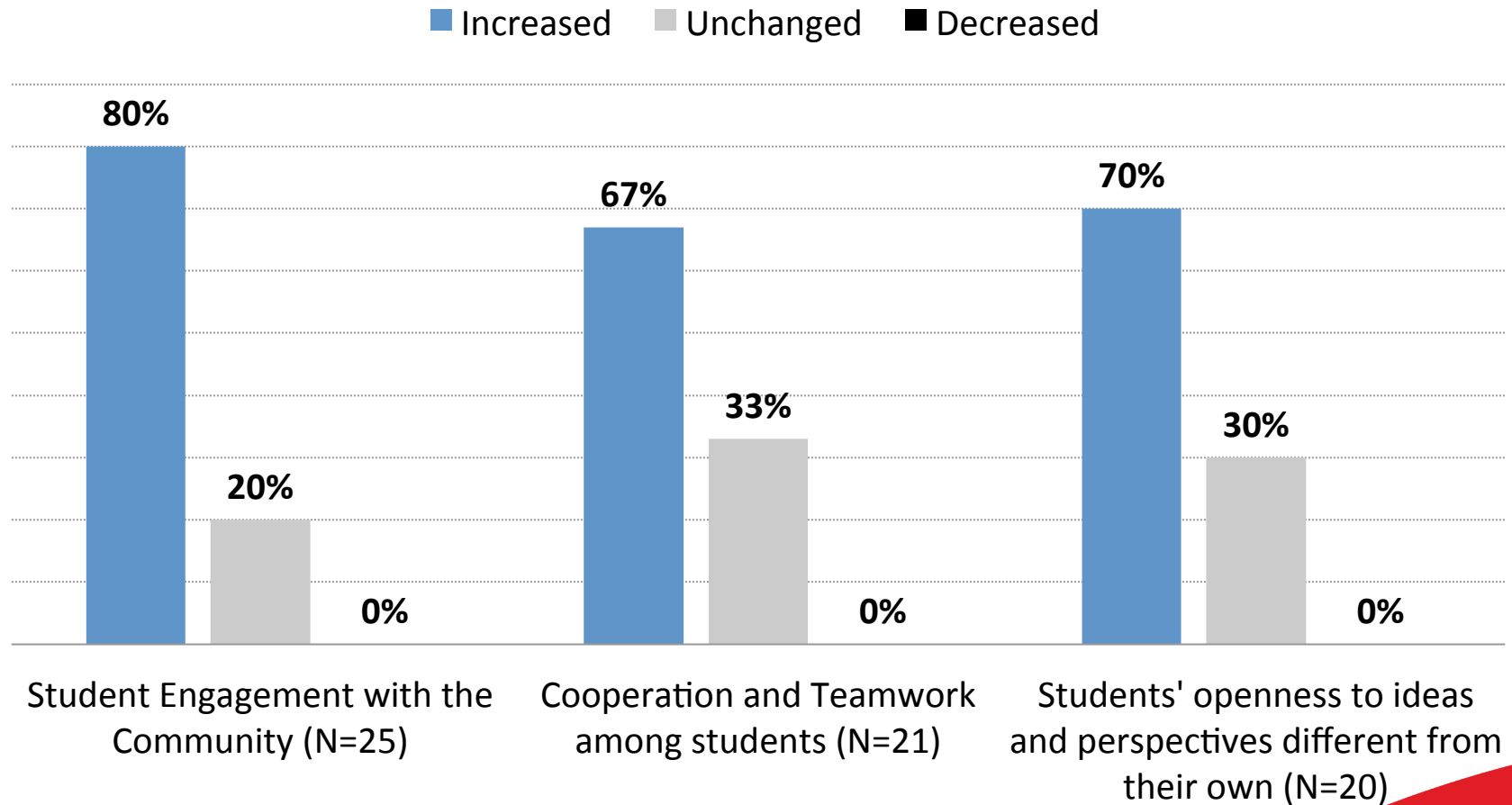
Average GPA of the graduating class (N=20)



Average number of attempts needed to pass required licensing exam (N=25)



Other Measures of Student Success



Evaluation of Other Measures of Student Success

	Percent of dental schools using holistic review that evaluate these measures of success (N=40)	Percent of dental schools NOT using holistic review that evaluate these measures of success (N=3)
Student engagement with the community	63%	33%
Cooperation and teamwork among students	53%	33%
Students' openness to ideas and perspectives different from their own	50%	0%

Note: Respondents could select all that applied; percentages do not sum to 100%

Overall Impact

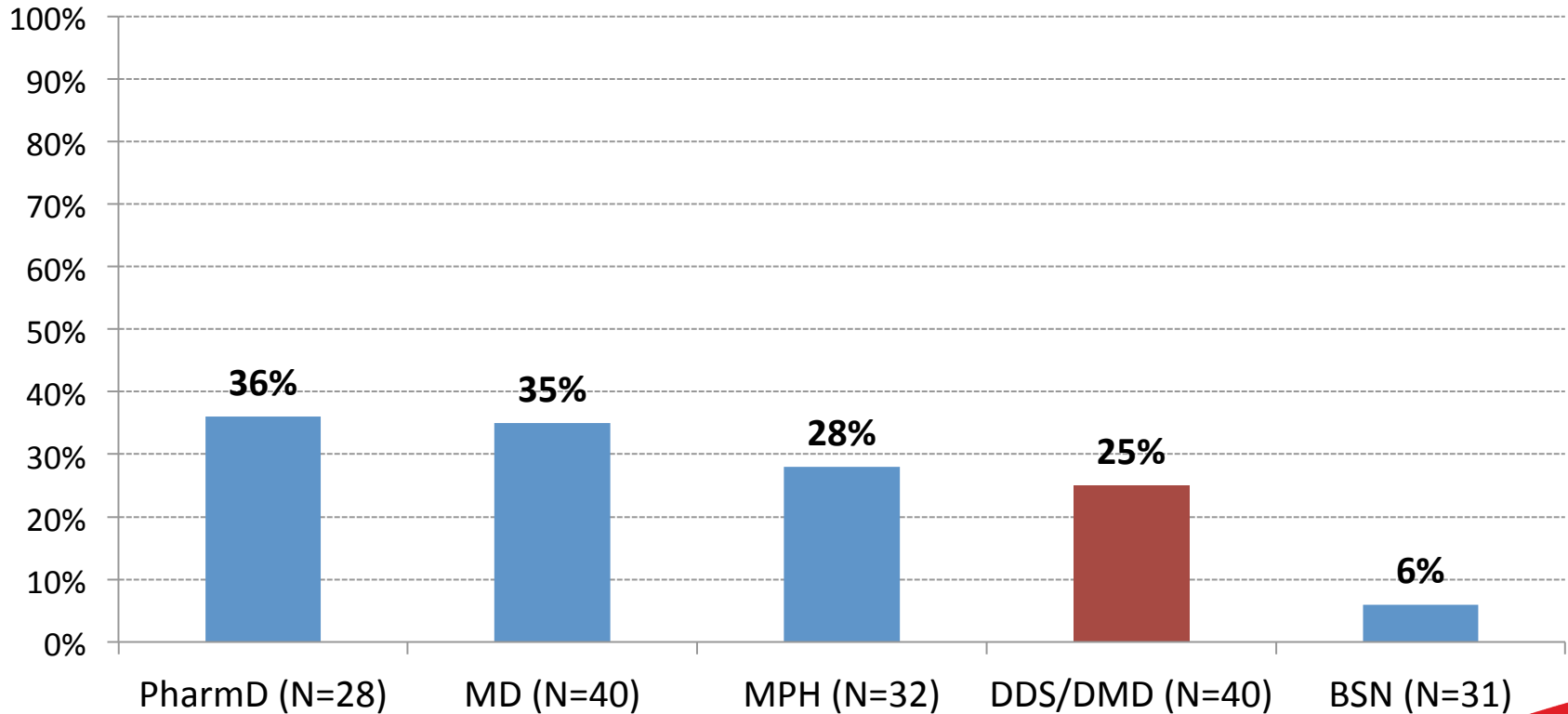
- **83%** of dental schools that implemented holistic review said that the overall impact was generally “positive.”
- **17%** of dental schools said the impact was “Neutral/no discernible impact”
- **0%** said the impact was negative

Unintended Consequences

- Only 8 dental schools indicated that the school had experienced unintended consequences as a result of implementing holistic review.
- The most commonly cited consequence was an increase in the amount of time and labor required to conduct the admissions process

Accreditation as a Motivating Factor

Percentage of Schools that Cited Accreditation Standards as a Motivating Factor, by discipline



Implementation of Holistic Review

Answer Choice	Percent of dental schools that self-report using holistic review (N=40)
Nonacademic criteria are being assessed during the initial review, after applicants have met any minimum criteria for admission	98%
The composition of the admissions committee has been broadened to include other types of individuals	43%
The school/college now requires the admissions committee to undergo training related to admission goals, including diversity	35%
The school/college has added essay questions to the application for admission that are designed to identify students who have faced social, economic, or other barriers to success	33%
The school/college has added essay questions to the application for admission that address some other aspect of the school/college mission and goals	23%

Note: Respondents could select all that applied; percentages do not sum to 100%



Consideration of Non-Academic Criteria

Importance of Academic Metrics During Initial Screening	Using holistic review (N=40)	Not using holistic review (N=3)	Total (N=43)
Academic metrics are the most important criteria during the initial screening process	5%	33%	7%
Academic metrics are somewhat more important than non-academic criteria during the initial screening process	43%	67%	44%
Non-academic criteria are of equal importance to academic metrics during the initial screening process	53%	0%	49%
Non-academic criteria are the most important criteria during the initial screening process	0%	0%	0%

Note: Respondents could select all that applied; percentages do not sum to 100%

Assessing Applicant Background and Experience

Non-Academic Criteria Assessed	Using Holistic Review (N=40)	Not using Holistic Review (N=3)	Total (N=43)
First generation college student	73%	67%	72%
Origin in a geographic area specifically targeted by the school	60%	100%	63%
Socioeconomic status	58%	67%	58%
Origin in a community that is medically underserved	60%	33%	58%
Experience with disadvantaged populations	60%	0%	56%
Race/ethnicity (if permitted by state law)	53%	0%	49%
Foreign language ability	28%	0%	26%
Gender	13%	0%	12%
None of the above	13%	0%	12%

Note: Respondents could select all that applied; percentages do not sum 100%



Mission-Related Criteria

Mission-related criteria	Using holistic review (N=40)	Not using holistic review (N=3)	Total (N=43)
Focus on underserved rural communities	80%	67%	79%
Focus on underserved urban communities	78%	33%	74%
Research mission	53%	0%	49%
Primary care mission	40%	33%	40%
Global health mission	33%	0%	30%
Other (please specify)	5%	0%	5%

Note: Respondents could select all that applied; percentages do not sum to 100%

Implications for Dental Schools

- Holistic review is becoming common practice among dental schools
- A holistic admissions process encompasses many practices, and schools may be at different places along a continuum in their use of holistic review
- Schools may need to evaluate their use of holistic practices and consider adding others
- ADEA holistic review training could be modified into a toolkit/best practices to assist other professions

Discussion and Q&A

- If your school is using holistic review, what practices have been most effective? What has been challenging?
- How can we work with other units in the academic health center to align admissions practices?
- Dentistry is a leader in the shift toward holistic review. How can we engage other professions, university leaders, and policymakers with these findings?