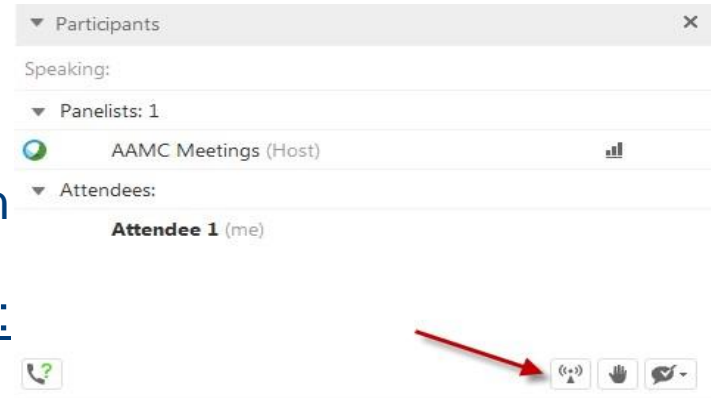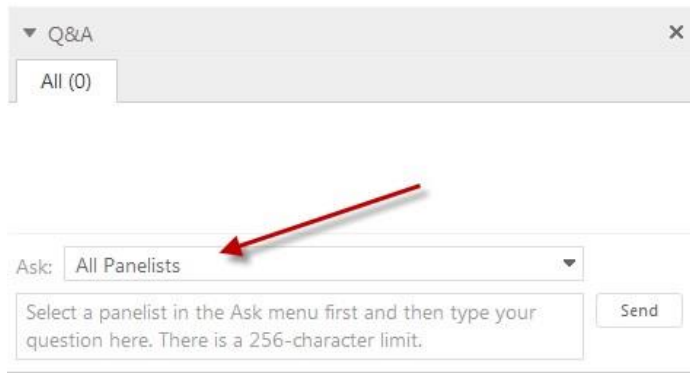# Housekeeping

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Best practices for recruitment and retention of a diverse student body

December 7, 2016

Learn
Serve
Lead

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Tomorrow's Doctors, Tomorrow's Cures

Association of
American Medical Colleges

Panelists

LaTanya Love, M.D. (Moderator)

Associate Dean for Admissions & Student Affairs

McGovern Medical School at the University of Texas Health Science Center at Houston

David McIntosh, Ph.D

Associate Dean for Urban Health and Chief Diversity Officer

School of Medicine, University of Louisville

Sunny Nakae ,MS, Ph.D

Assistant Dean for Admissions and Recruitment, Student Affairs

Loyola University Chicago Stritch School of Medicine

Sarika Thakur, MPH, Ed.D

Director of Research, Admissions and Outreach

UCLA David Geffen School of Medicine

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Why Diversity in Medicine Matters

- Enriches the educational environment

- Reduction in health care disparities

- A diverse physician workforce is able to better meet the needs of our increasingly diverse nation

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Essential Elements of Holistic Admissions

- [x] 1. Mission-driven

- [x] 2. Strategically focused

- [x] 3. Promotes diversity as essential to institutional excellence

- [x] 4. Applies multiple factors beyond academic achievement to screen, interview, and select applicants

5. Informed by data

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Diversity & Inclusion as Drivers of Excellence

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Webinar Objectives

- Discuss how the Advancing Holistic Review Initiative has helped one medical school achieve a diverse student body

- Understand the importance of holistic support systems for retention and success of all medical students

- Share best practices from a school that has been successful with retention of a diverse student body

- Describe the use of climate assessment to develop retention efforts that fit the needs of your institution

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Holistic Review at the David Geffen School of Medicine

Sarika Thakur, MPH, Ed.D

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Holistic Review – an Overview

Holistic review allows a flexible way of assessing an applicant's capabilities by which **<u>balanced consideration</u>** is given to**:**

- Experiences, Attributes, Metrics (EAM)
- Linked to a school's mission and goals
- Grounded in data

When a combination of EAM is considered:

- It helps to reflect upon ***how the individual might contribute value*** as a medical student and future physician
- Promotes diversity as an essential element to achieving institutional excellence

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Admission stages

- Medical school admissions works along a continuum that is defined by each institution's mission

Outreach	Recruitment	Screening	Interview	Selection	Financial aid	Retention

- Each component supports the other and closes the loop

- **Holistic review** provides the means for achieving the goals defined in a school's mission and diversity statements

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- Ideally, holistic review should be used in all stages

Admission stages

- Medical school admissions works along a continuum that is defined by each institution's mission

| OUTREACH | RECRUITMENT | SCREENING | INTERVIEW | SELECTION | FINANCIAL AID | RETENTION |

- Each component supports the other and closes the loop

- **Holistic review** provides the means for achieving the goals defined in a school's mission and diversity statements

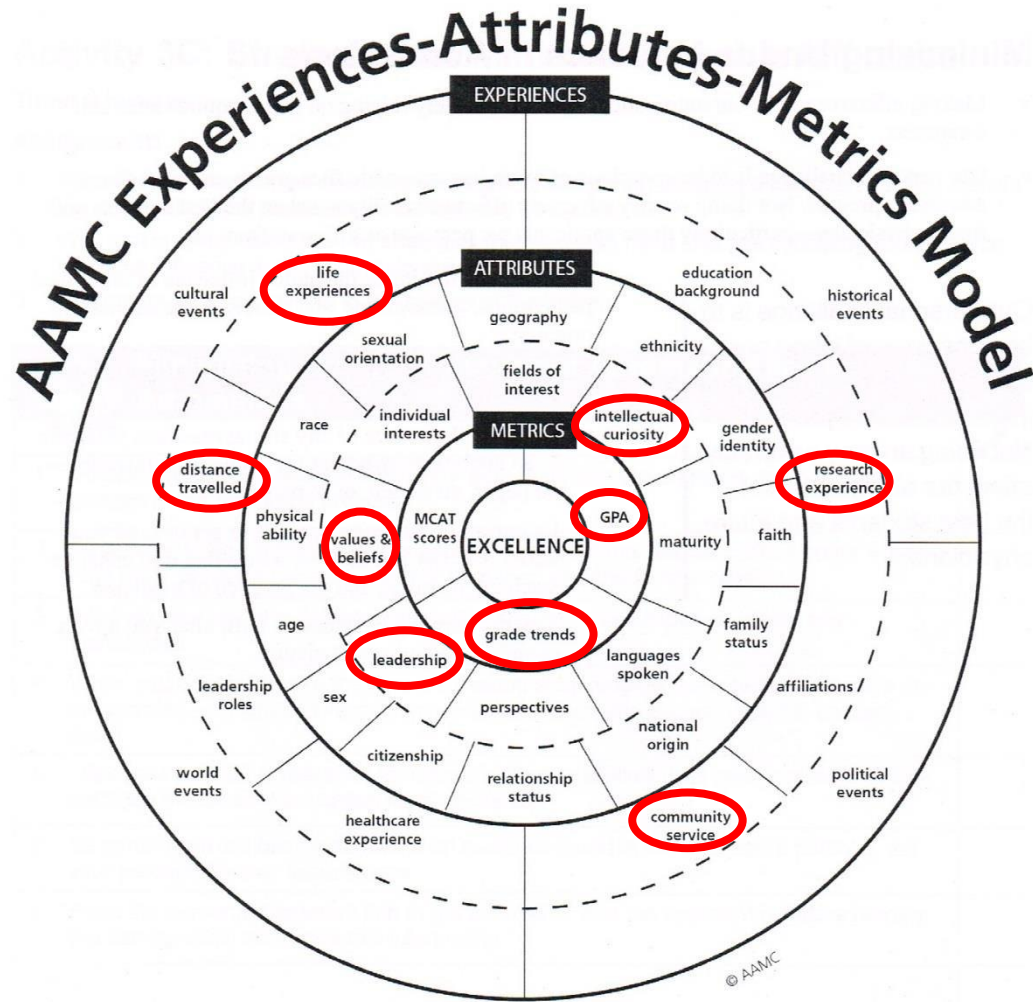- Ideally, holistic review should be used in all stages

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AAMC Experiences-Attributes-Metrics Model

EXPERIENCES

ATTRIBUTES

METRICS

EXCELLENCE

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Holistic Review

Screening Anchors:

- Motivation and Testing to be an M.D.

- Demonstrated Community Service and/or Research Experience

- Humanism and Caring About Others

- Leadership

- Letters of recommendation

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Holistic Review

Interview structure:

- Multi-Mini Interview (MMI)
- 20-minute interview

MMI Case Development Taskforce:

- Identified attributes from the DGSOM mission and diversity/inclusion statements deemed most important for the future physician workforce
- Assigned rankings/level of importance for these attributes
- Created case scenarios incorporating the attributes from the mission and diversity/inclusion statements
- Increased the scope of the scenarios to include behavioral situations related to daily living (not specific to medicine)

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Holistic Review

At the Subcommittee level:

- Emphasis on a holistic review
  - Experiences
  - Attributes
  - Metrics

Subcommittees make recommendations to the Admissions Committee (AC):

- Final actions performed by AC
- <u>All </u>accepted applicants are referred for merit scholarship review by the Merit Scholarship Committee

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Holistic Review at your Institution

- Your institution can implement holistic review to recruit and admit applicants from diverse backgrounds

- Based on your medical school's mission, Admissions stakeholders can select a combination of items from the EAM model to review during the admissions process

- The EAM model can also serve as a guide for recruitment, particularly in recruiting applicants from disadvantaged backgrounds who may not have followed a traditional path when applying to medical school

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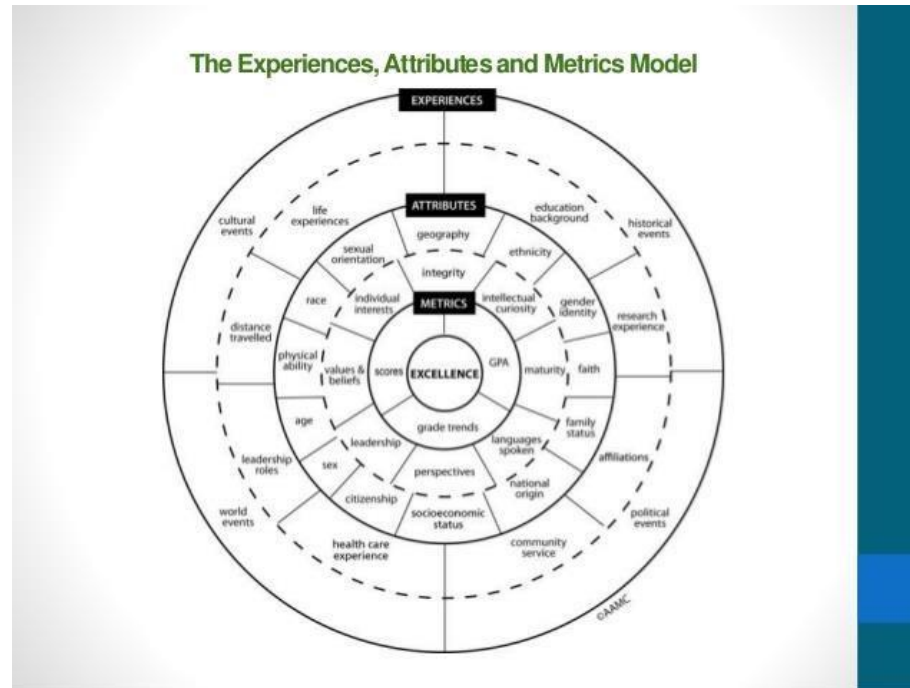# Holistic Student Support

Sunny Nakae, MSW, PhD

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Holistic Admissions

Mission centric

Individualized

Yields diversity across many parameters

A wide array of combinations of E-A-M

The Experiences, Attributes and Metrics Model

Achieving excellence in mission…

Requires clarity of mission!

Depends on supporting our students holistically

- "We cannot recruit diversity and matriculate students to uniformity"

Maximizing potential

Minimizing pitfalls

Applying resources inclusively and equitably

Tailoring when possible

Class of 2020 profile (160 students)

33% EO1 and EO2

32% underrepresented minority

5% DACA

28% self reported disadvantaged

46 different races & ethnicities and 10% identify as more than 1 race

38 different languages

49% bilingual, 28% trilingual, 5% speak 3 or more languages

119 students with at least one gap year

Map the resources, identify the gaps

For each attribute or element, anticipate needs

Evaluate your resources

Clarify modes & models of access

Review messaging, timing, and accessibility

Follow up and evaluate your programming to ensure it is meeting the need

Gather data to advocate for additional or adaptable resources

Gap years, post baccs, and emerging students

Longer adjustment period returning to classroom

Resources to fit multiple learner modalities

Strategies to strengthen testing skills

Strategies to address stereotype threat

Resources that build confidence

Gap years, post baccs, and emerging students

Longer adjustment period returning to classroom – online summer preview with quizzes and material

Resources to fit multiple learner modalities – learning styles assessment for all students, ACE library

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Strategies to strengthen testing skills – tutoring, supplemental instruction, practice questions and previews

Strategies to address stereotype threat – mandatory meeting with ACE for all M1s as part of orientation/onboarding process

Low income students

Anticipated needs

- Strong resources at school
- Financial aid safety nets
- Forewarning of expenses (like

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$1,000 for boards)

- Explicit messages that you cannot work during medical school

- Strong advisers and mentors to answer questions and address concerns

- Equitable global health, student travel, & professional development opportunities

Low income students/first gens

Applied solutions

- Strong resources at school – ACE, S1S, SI
- Financial aid safety nets – counseling from FA about loans and budgets

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- Forewarning of expenses (like $1,000 for boards) – yearly orientations about what to expect and when
- Explicit messages that you cannot work during medical school – train advisers and mentors to echo the same messages given during orientation
- Strong advisers and mentors to answer questions and address concerns – small group advisers that stay w/ student for 4 years
- Equitable global health and student travel opportunities – travel opportunities for any student presenting at a conference or in a leadership role at a meeting. Sponsored global health travel.

URiM students

Spaces for identity affirmation

Spaces for integration & inclusion

Affirmation of intersectionality

Strong diversity infrastructure for capacity building across campus

Curriculum integration

Evaluative climate metrics

Intentional connections

URiM students

Spaces for identity affirmation – SNMA, LMSA, Ministry, Pride
Spaces for integration & inclusion – SAS, class boards, class traditions, learning communities, safe spaces

Affirmation of intersectionality – student body diversity and education

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Strong diversity infrastructure for capacity building across campus – 2 diversity deans and a program manager, community partnerships, all gender restrooms

Curriculum integration – integration of diversity into PCM and other courses

Evaluative climate metrics – gather feedback about the climate at regular intervals

Intentional connections – leaders who can purposely connect students with diverse mentors and faculty of shared goals

DACA students

"Go to" contacts at the highest level

Legal expertise and/or advising

Financial aid counseling specific to their situations

Strong, explicit institutional commitment

Opportunity to experience community

Campus and curriculum education about immigration issues

DACA students

"Go to" contacts at the highest level – every dean is approachable. One chair serves as the main contact Legal expertise and/or advising – available through community partners and on a case by case basis Financial aid counseling specific to their situations – detailed meetings about their loan terms and

promissory notes

Strong, explicit institutional commitment – website messaging, senior leadership messaging

Opportunity to experience community – partnership meetings monthly, CBPR with faculty

Campus and curriculum education about immigration issues – forums and campus wide events

38 languages, 47 identities

Robust support for student groups that span race, ethnicity, career interest, political views, faith, social justice causes, etc.

- Academic and social events, fundraisers

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- Continuum: Open, targeted, exclusive

Integrated peer-led language learning opportunities

- Medical Spanish & Medical Polish

Opportunities to utilize and refine language skills

- Community clinics & educational partnerships

Students with dependents

Childcare resources short list

Family care bathrooms

Lactation space

Policies that explicitly detail parental absences, lactation time, and scheduling logistics

Connections with fellow student parents and partners

Students with disabilities

Clear technical standards

Reminders about accommodations at several check points

A point person for services coordination

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Clear messaging about confidentiality and rights

"Every student thrives"

Not just retention, thriving and performing their best

A continuous quality improvement exercise that is reflective and reflexive to student need

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To achieve the fullest potential of holistic admissions we absolutely need holistic student support!

Retention & Climate Assessment

David McIntosh, Ph.D

Retention

Amazing admissions and recruitment processes must be complemented with deep focus on the environment for learning

Support of student orgs is necessary but insufficient

By attending to climate issues, recruitment will become easier – this is true for students, faculty, and staff.

Student Data Sources

Y2Q

- Questions: 15, 16, 17, 18, 34, and 35
- Disaggregate by race responses to other questions

GQ
- Questions: 12, 13, 14, and 16
- Disaggregate by race responses to other questions

Data is episodic and in the aggregate washes out voices of color

Unique Sources of Data

- Qualitative data gathered personally (not in an open-ended response field)

- Institutionally designed instruments that are launched more frequently, so as to gather data that is not episodic

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- Enlisting the support of student orgs in design, analysis, and response

- Importance of transparency

Making Data Compelling

- Can you point to specific ways that your data is informing decision making?

- Using a Race Critical Approach – all systems are perfectly designed to create the outcome that is realized – which of your systems are in need of remediation?

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- White Institutional Space: how institutions create and reify oppressive environments through unnamed practice based standards of whiteness (Moore, 2008)

Questions

Please use the **Q&A panel** located on the right side of your screen to submit your questions.
Send to "All Panelists".

Additional Resources

Group on Student Affairs (GSA)

- https://www.aamc.org/members/gsa/

- Learning opportunities and resources

GSA Professional Development Initiative

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- Introduction to the GSA Professional Development Initiative webinar series - December 14, 2016: 2-3 pm ET

- https://www.aamc.org/gsapdi

AAMC Holistic Review Initiative

- https://www.aamc.org/holisticreview

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