Dell Medical School Office of Admissions has designed a holistic selection process that employs a multi-pronged interview strategy designed to identify those candidates that best fit the institution's mission and have the highest potential for success in an accelerated curriculum. Presentation will discuss both the findings from the approach of simultaneously utilizing three distinct interview types, as well as dashboard reports utilized to present aggregated performance data for rapid assessment of candidate interview performance.

Abstract: Problem Statement:
Dell Medical School Office of Admissions has implemented a holistic selection process that employs an interview strategy designed to identify the optimal learner. Dell Medical School’s accelerated curriculum will require students to be effective in small group learning teams as well as have the necessary skills to be effective in the clinical environment a year earlier than traditional curricula.

Approach:
The Office of Admissions implemented an interview day in which candidates experienced three distinct types of assessment that combine for a total of eight separate evaluations. Candidates participated in two traditional semi-structured, twenty-five minute interviews, five mini interviews, and a group problem solving exercise. In the group problem solving exercise candidates were paired with four other interviewees. Each group was tasked with generating a work product in response to a problem statement in a fifteen minute period. The resulting evaluation over the eight stations yielded 50 unique Likert scale observations. These observations were then aggregated into a summary dashboard heat map that visually represented how each candidate performed in the domains of mission contribution, communication, personal attributes, and life experiences.

Lessons Learned:
By aggregating the data across the entire pool of interviewed candidates, the Office of Admissions was able to generated a visual representation which illustrated that each of the three components of the interview process are discriminating distinct attributes of applicants that would not otherwise been observed in a singular interview day approach. This suggest that each of the interviewing styles are evaluating different characteristics of the candidates and that a candidate’s ability to do well in one format does not necessarily translate to the other evaluation formats. Therefore, use of any one component alone would fail to discern applicant performance in all of the attributes we consider important for student success in our curriculum.

Significance:
Our holistic interview day approach has provided multiple perspectives of candidates that go beyond their academic metrics (e.g. ability to work in teams, unique contribution, and aptitude for functioning in a clinical setting).

It appears that each interview type is evaluating applicants in distinct domains.

Aggregating and categorizing data in a dashboard heat map proved to be an effective way to rapidly convey a large amount of performance data.

Applicant exit survey results suggest that candidates did not find the extensive interview day experience to be exhausting, in fact many made the observation that they found the day enjoyable.

Level of Audience: Mid-career
Focus of Presentation: UME
References:
Eva, Reiter, Rosenfeld, Norman (2004). The Ability of the Multiple Mini-Interview to Predict Preclerkship Performance in Medical School

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