Does Testing Serve a Purpose in Holistic Application Review?

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ETS

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What we will cover today

- Share "Promising Practices" for holistic application review collected, curated and developed by ETS research, market research, client relations and program staff

- Share *TOEFL*® program news

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But before we start …

- Recognize and thank our *TOEFL*® and *GRE*® Board members

- They give us input, guidance and support

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"Promising Practices" for holistic application review

Project Goals

- Learn more about current admissions practices and the challenges facing those involved in the admissions process

- Understand how the *GRE®* General Test and other tests are being used

- Curate and develop practices that admissions committees can use to move toward a more holistic graduate admissions process

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We conducted extensive research about admissions practices and test use

Campus visits
71 interviews with deans and faculty in the following disciplines:

- Life sciences
- Physical sciences
- Engineering
- Social sciences
- Arts & humanities
- Education
- Business

Literature review
Examined published works related to graduate admissions from early 1950s to present

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Our research focused on five key areas

- The types of materials that are collected as part of the application process

- The variety of admissions models that are used to make admissions decisions

- The decentralized nature of graduate admissions

- Training and tools used by graduate admissions committees to support the admissions process

- Program perspectives on admitting diverse applicants

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Goal to provide "Promising Practices" that respect common challenges and constraints

Overtaxed faculty & staff
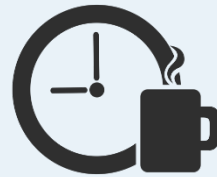
Lack of time

Careful spending

Application volume

Communications challenges

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Work together to set goals and strategies to achieve them

- Agree upon goals early on and structure entire admissions process (recruitment to enrollment) to achieve them

- Be explicit about plans to identify and recruit desired populations and how to assess desired attributes

- Determine the role and importance of each component of an applicant's file

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Work together to set goals and strategies to achieve them

What can help: Discussion Guide

CONNECTING
Graduate Admissions
Practices with Goals
Questions to Consider

*Available at **holisticadmissions.org***

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Determine and communicate the application review and selection process so all decision makers understand:

- Enrollment goals, strategy and process

- How to evaluate each component of the application
  – Role and importance
  – Order of review
  – What inferences can be made

- How to mitigate unconscious bias

- How disagreements will be resolved
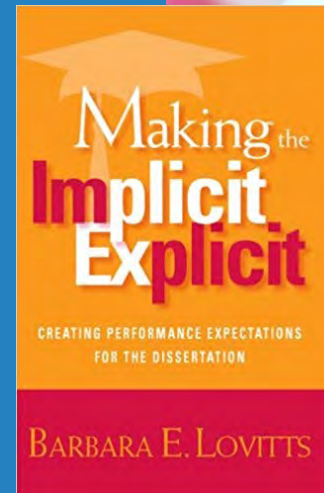
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Determine and communicate the application review and selection process so all decision makers understand:

What can help: An example

Desired Attribute

Related Component

Unrelated Component

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Review multiple components — even when narrowing the pool — and don't over rely on any one component

- If using cut scores, add another component
- Quantify traditionally qualitative components
- Align rubric weighting to goals
- Review components in order of priority based upon enrollment goals
- Consider an alternative review process

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Review multiple components and don't over rely on any one component

What can help: Sample rubric

Component	Maximum Points
Research	5
Letters of Recommendation (LORs)	3
Work experience/CV	3
Undergrad curriculum	2
GPA	4
Personal statement	3
GRE® scores	5
Total	**25**

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Component & Max Points	Points values	Component & Max Points	Points values
Research Max = 5	3 – 1 yr UG + work/internship research 2 – 1 year of UG research 0–1 – less than a year *1–2 extra for publications, posters, awards, etc.*	**Personal statement** Max = 3	1–2 – quality of writing, maturity *1 extra for hardship, disadvantage*
LORs Max = 3	3 – high on all 6 attributes 2 – high on 5 attributes 1 – high on 4 attributes	*GRE*® **Quant** Max = 2	2 – 164–170 1 – 160–163 -1 – less than 142
Work exp./CV Max = 3	2 – 2+ years related work exp. 1 – 1–2 years related work exp. *1 extra for volunteer work*	**GRE AW** Max = 2	2 – 5.0–6 1 – 4.0–4.5 -1 – less than 3
UG curriculum Max = 2	1 – extensive science coursework *1 extra for high UGI challenge*	**GRE Verbal** Max = 1	1 – 150–170 0 – <149
GPA Max = 4	4 – 3.8 to 4.0 3 – 3.5 to 3.79 2 – 3.2 to 3.49 1 – 3.0 to 3.19	**Total Score:**	20–25 – Strong admit 17–19 – Admit 14–16 – Probable admit 10–13 – Probable deny 0–9 – Deny

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Review multiple components and don't over rely on any one component

What can help:
Alternate review processes

Multistage

Two Pool

Separate and Convene

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Adopting Promising Practices is a change management process

It will take time.
It will take leadership.
It will be worth it.

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Resources to help you get started
created by ETS, grounded in research

At your table:
Infographic

At your table:
Discussion Guide

At ETS's Booth:
IHE Booklet

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Launched This Week: **holisticadmissions.org**
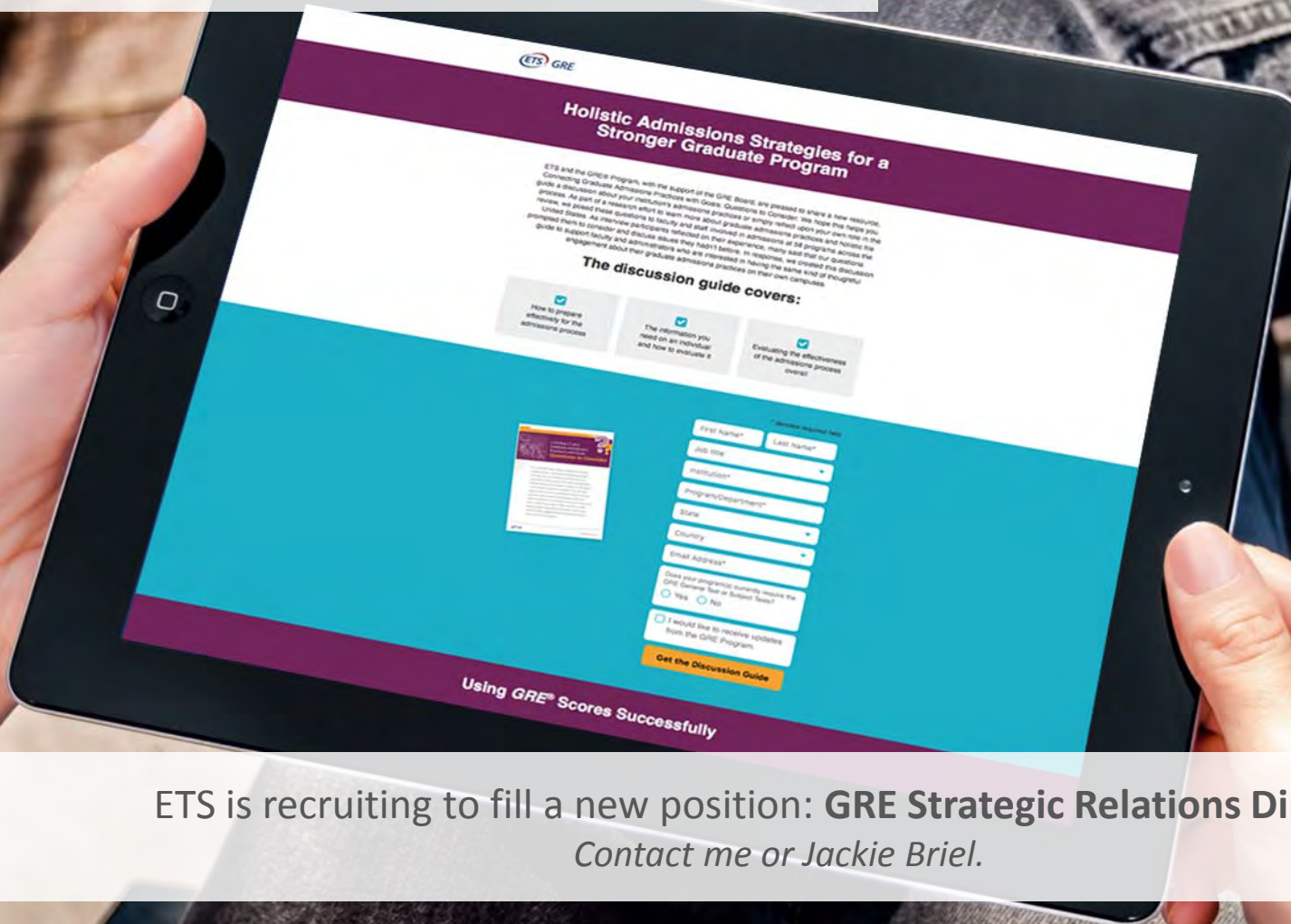
ETS is recruiting to fill a new position: **GRE Strategic Relations Director.**
Contact me or Jackie Briel.

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TOEFL® Program Update

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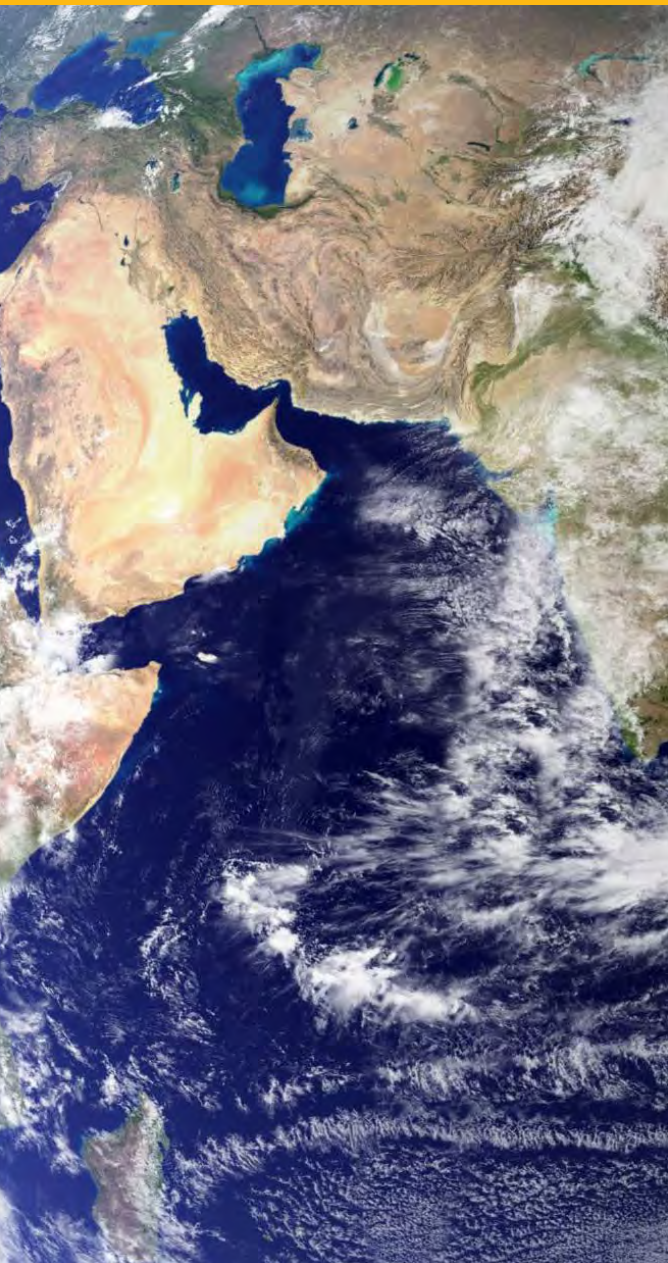
Test content distribution

Beginning in March 2017, ETS and the *TOEFL*® Program implemented a new process for computer-delivered tests that will help deter cheating by varying the content for test takers in different time zones.

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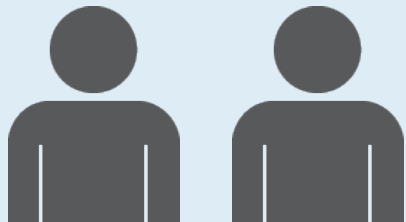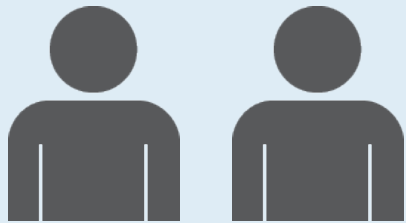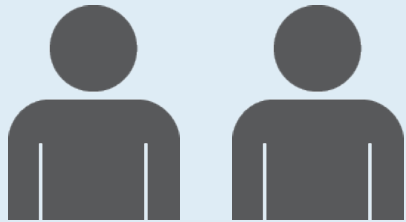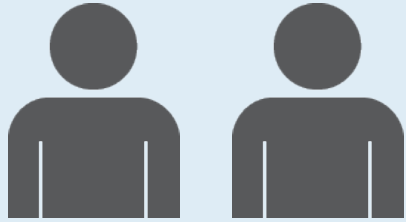
Facial Recognition in China

The *TOEFL*® program and the National Education Examinations Authority in China had hardware and software developed for a new biometric security feature: facial recognition

- Test taker's image captured during check-in process
- System performs facial recognition verification against national identification document
- Database of test takers and imposters for additional verification continually expanded
- Now implemented in all centers for the *GRE*® General Test and the TOEFL test

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TOEFL® revised Paper-Delivered Test is active

- The revised paper-delivered test is a paper version of the *TOEFL iBT*® test, without a speaking section
- It replaces the previous paper-based test, although scores are still valid for 2 years
- It uses the TOEFL iBT score scale
  - Reading, Listening and Writing scores to be reported on 0–30 scale
  - No total score
- October 14, 2017 – First administration
- November 23, 2017 – First scores reported
- Marketing and Client Relations teams are implementing communications efforts

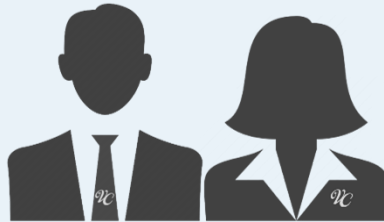*Measuring the Power of Learning.*®

We are always ready to help

Prompt Response

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