Does Testing Serve a Purpose in Holistic Application Review?

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VP and COO
Global Education
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
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
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

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

- Arts & humanities
- Education
- Business
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
Goal to provide “Promising Practices” that respect common challenges and constraints

- Overtaxed faculty & staff
- Lack of time
- Careful spending
- Application volume
- Communications challenges
Promising Practices: Goal Setting

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
Work together to set goals and strategies to achieve them

What can help: Discussion Guide

Available at holisticadmissions.org
Promising Practices: Increasing Understanding

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
Promising Practices: Increasing Understanding

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
Promising Practices: Application Review

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
Promising Practices: Application Review

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

What can help: Sample rubric

<table>
<thead>
<tr>
<th>Component</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>5</td>
</tr>
<tr>
<td>Letters of Recommendation (LORs)</td>
<td>3</td>
</tr>
<tr>
<td>Work experience/CV</td>
<td>3</td>
</tr>
<tr>
<td>Undergrad curriculum</td>
<td>2</td>
</tr>
<tr>
<td>GPA</td>
<td>4</td>
</tr>
<tr>
<td>Personal statement</td>
<td>3</td>
</tr>
<tr>
<td>GRE® scores</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
</tr>
<tr>
<td>Component &amp; Max Points</td>
<td>Points values</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Research</td>
<td>Max = 5&lt;br&gt;3 – 1 yr UG + work/internship research&lt;br&gt;2 – 1 year of UG research&lt;br&gt;0–1 – less than a year&lt;br&gt;1–2 extra for publications, posters, awards, etc.</td>
</tr>
<tr>
<td>LORs</td>
<td>Max = 3&lt;br&gt;3 – high on all 6 attributes&lt;br&gt;2 – high on 5 attributes&lt;br&gt;1 – high on 4 attributes</td>
</tr>
<tr>
<td>Work exp./CV</td>
<td>Max = 3&lt;br&gt;2 – 2+ years related work exp.&lt;br&gt;1 – 1–2 years related work exp.&lt;br&gt;1 extra for volunteer work</td>
</tr>
<tr>
<td>UG curriculum</td>
<td>Max = 2&lt;br&gt;1 – extensive science coursework&lt;br&gt;1 extra for high UGI challenge</td>
</tr>
<tr>
<td>GPA</td>
<td>Max = 4&lt;br&gt;4 – 3.8 to 4.0&lt;br&gt;3 – 3.5 to 3.79&lt;br&gt;2 – 3.2 to 3.49&lt;br&gt;1 – 3.0 to 3.19</td>
</tr>
<tr>
<td>Personal statement</td>
<td>Max = 3&lt;br&gt;1–2 – quality of writing, maturity&lt;br&gt;1 extra for hardship, disadvantage</td>
</tr>
<tr>
<td>GRE® Quant</td>
<td>Max = 2&lt;br&gt;2 – 164–170&lt;br&gt;1 – 160–163&lt;br&gt;-1 – less than 142</td>
</tr>
<tr>
<td>GRE AW</td>
<td>Max = 2&lt;br&gt;2 – 5.0–6&lt;br&gt;1 – 4.0–4.5&lt;br&gt;-1 – less than 3</td>
</tr>
<tr>
<td>GRE Verbal</td>
<td>Max = 1&lt;br&gt;1 – 150–170&lt;br&gt;0 – &lt;149</td>
</tr>
<tr>
<td><strong>Total Score:</strong></td>
<td>20–25 – Strong admit&lt;br&gt;17–19 – Admit&lt;br&gt;14–16 – Probable admit&lt;br&gt;10–13 – Probable deny&lt;br&gt;0–9 – Deny</td>
</tr>
</tbody>
</table>
Promising Practices: Application Review

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

What can help: Alternate review processes

- Multistage
- Two Pool
- Separate and Convene
Adopting Promising Practices is a change management process

It will take time.
It will take leadership.
It will be worth it.
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
Launched This Week: holisticadmissions.org

ETS is recruiting to fill a new position: GRE Strategic Relations Director.

Contact me or Jackie Briel.
TOEFL® Program Update
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.
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
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
We are always ready to help

- **Prompt Response**
- **Campus Visits**
- **Presentations**
- **Student Fairs**
- **Webinars**

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