

Objective and Measurable Admissions Interview Process

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Objectives

Attendees will be able to:

- Identify ACPE guidelines and AACP CAPE outcomes related to the admissions process
- Develop a scoring system to objectively measure applicant data
- Give examples of models used for interview assessment
- Develop a list of desired traits for applicants entering pharmacy school
- Develop a measurable question to assess the desired trait
- Develop a rubric to quantify applicant responses of trait question

Agenda

- ACPE Standards
- Predictors of success
- Application algorithm development
 - file review
 - Interview evaluation
- Interview process
- Development of interview question and rubric

ACPE 2007 Standards

- Guideline 17.3
Admissions criteria, policies, and procedures should take into account necessary:
 - scholastic accomplishments
 - other desirable qualities
 - intellectual curiosity, leadership, emotional maturity, empathy, ethical behavior, motivation, industriousness, and communication capabilities that support the student's potential to become a self-directed lifelong learner and an effective professional.

http://www.acpe-accredit.org/pdf/ACPE_Revised_PharmD_Standards_Adopted_Jan152006.pdf



ACPE 2007 Standards

- In person standardized interviews
- Required part of admissions process:
 - Evaluation of verbal communication skills
 - Understanding of pharmacy profession
 - Commitment to patient care
- Interviewers should be trained to promote inter-rater reliability

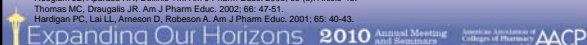


Predictors of Academic Success

- GPA
 - Health and science
- PCAT
 - Cumulative percentile score
 - Chemistry
 - Quantitative
 - Reading
- Prior Degree



McCall KL, Allen DA, Fike DS. Am J Pharm Educ. 2006; 70 (5): Article 106.
 Kunciel NR, Crede M, Thomas LL, Kieger DM, Seller SN, Woo SE. Am J Pharm Educ. 2005; 69 (3): Article 51.
 Houghum JE, Agansau PR, Duffins TM. Am J Pharm Educ. 2005; 69 (3): Article 43.
 Thomas MC, Draugalis JR. Am J Pharm Educ. 2002; 66: 47-51.
 Hardigan PC, Lai LL, Arneson D, Robeson A. Am J Pharm Educ. 2001; 65: 40-43.



Desirable Applicant Traits

- Group Discussion Question
 - What are the most desirable traits for an incoming student?
 - What traits are the best predictors of success in your pharmacy program?

File Review at LECOM

Example from LECOM

- Areas Scored
 - 17 = Overall GPA
 - 17 = Science GPA
 - 6 = Math
 - 25 = Overall PCAT
 - 5 = PCAT Written
 - 30 = Interview
 - 100 points total

Example of GPA Breakdown

Overall GPA	17	3.82 - 4.0
	15	3.68 - 3.81
	13	3.54 - 3.67
	11	3.40 - 3.53
	9	3.26 - 3.39
	7	3.12-3.25
	5	2.98-3.11
	3	2.84-2.97
	1	2.70-2.83
	0	< 2.70

File Review at UMB

Each rated on a 4pt scale

- GPA – Science, Overall
- PCAT – cumulative, chemistry, biology
- Letters of recommendation
- Work experience
- Extracurricular / volunteer experiences

Example

- Extracurricular / Volunteer Experiences
 - 0 Section blank
 - 1 Hobby
 - 2 Volunteer
 - 3 Member of organization
 - 4 Leadership role in organization

Group Exercise: File Review

- Using the list of desirable applicant traits to assess/evaluate applications:
 - Each group choose a particular trait
 - Develop a scoring system to measure trait

Interview process

Unstructured Interviews

- Interviewers speak more than interviewees
- Interviewer's attitude affects interpretation of responses
- Interviewer makes acceptance decision early in interview session
- Unfavorable information effects interviewers more than favorable
- Bias (ex: tend to rate positively or negatively, rate positively due to similar interests/demographics)

Unstructured vs. Structured Interviews

Unstructured

- Questions not standardized or identified in advance
- Same questions not asked of every applicant
- Question form affects answers
- Scoring process not objective
- Conversational/informal
- Low reliability
- Low validity

Structured

- Questions are standardized
- Questions are compulsory
- Form is objective/measurable
- More reliable and valid
- Types
 - Semi-structured
 - Patterned
 - Situational

Latif D. Using the structured interview for a more reliable assessment of pharmacy student applicants. Am J Pharm Educ 2004;68:1-7.

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Steps to Structure the Interview

- Use questions based on "job" analysis
 - critical events/incidents of nontraditional characteristics of high-quality pharmacist
- Ask same questions to each person
- Anchor rating scale to score answers to each question with using examples and illustrations
- Interview panel (> 1 interviewer) to write down and score answer
- Always administer same process to each interview
- Consider job relatedness, fairness, documentation

Campion et al. Structured interviewing: raising the psychometric properties of the employment interview. Person Psychol 1986;41:25-42.

Latif D. Using the structured interview for a more reliable assessment of pharmacy student applicants. Am J Pharm Educ 2004;68:1-7.

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Emotional Intelligence

- Definition: "A type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use this information to guide one's thinking and actions"
- Components
 - Empathy
 - Problem solving
 - Optimism
 - Self awareness

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Interview Assessment Exercise

- Develop a measurable question
- Develop a rubric to assess the response
- Share Results

Pearls of Wisdom
