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Applying Holistic Review to Enrollment Management in Medical Schools

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Catherine Solow, M.A.
University of Iowa College of Medicine
Iowa City, IA



Association of
American Medical Colleges

Tools

- Biannual survey to all faculty that asks for a ranking of selection criteria, including diversity factors
- Mission statement
- Office of the General Counsel
- *Roadmap to Diversity*, AAMC, 2008.
- Questions on secondary application
- “Describe any unique characteristics or obstacles overcome that will contribute to the diversity of and bring educational benefits to the entering class.”

Enrollment Management

- Interdependence and collaboration
- Shapes the composition of the student body and achieves institutional goals
- Practical and ethical
- Data-driven outcomes that inform strategies
- Traditionally encompasses recruitment, selection, financial aid and retention programs but add pipeline programs
- LCME MS-8. Each medical school must develop programs or partnerships aimed at broadening diversity among well-prepared applicants for medical school admission.
- **HOLISTIC!**

Example of the EM Continuum

- Collegiate mission and goals
- Sponsor K-12 science program in an underserved area
- Targeted recruitment given previous yield and potential
- Selection criteria that relates to mission and goals and is legally defensible
- Financial aid packaging
- Student support: summer program, tutoring, mentoring, academic and career advising

Selected Outcomes*

- Class composition
- Attrition
- USMLE scores
- Specialty selection
- Type and location of practice
- Educational benefits including improved communication, cultural competency, enhanced learning, improved student performance
- Learner and institutional benefits

*Coleman, Arthur L., Scott R. Palmer and Steven Y. Winnick. *Roadmap to Diversity: Key Legal and Educational Policy Foundations for Medical Schools*, AAMC, 2008, p. 20