



Demystifying Holistic Admissions:

The Comprehensive Guide to Holistic Review



Kira Talent's team crafted this guide to support schools as they transform their admissions processes.

Our mission is to help the next generation successfully launch their careers.

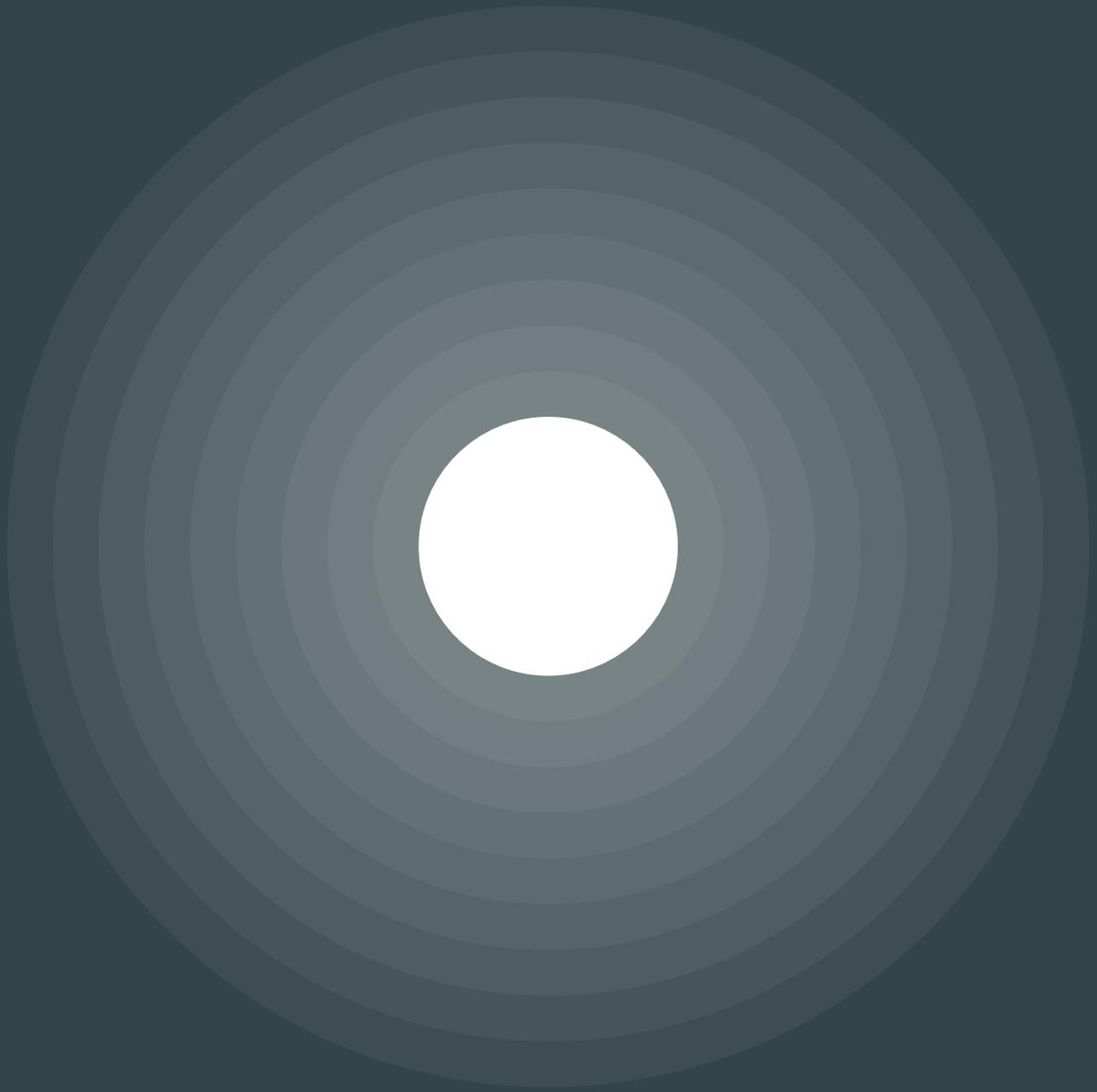
Kira works with more than 300 programs worldwide to build applicant-first assessments that identify and select their best-fit students.



Clarifying Holistic Admissions	6
Why Go Holistic? Why Now?	16
Holistic Admissions Concerns	26
Getting Started	30

“The human mind is simply so complex and so multifaceted and fluid, that trying to find a single measurement tool that will be reliable across the enormous populations of American students is simply a trip up a blind alley.”

FORMER DEAN OF ADMISSIONS FOR BATES COLLEGE, [WILLIAM HISS](#)



Clarifying Holistic Admissions

98% of admissions professionals agree that schools benefit from assessing applicants on more than grades and test scores.

So what should schools assess?

Recruitment and admissions teams at schools today are tasked with challenging, and often competing, tasks within their roles:

- Increase the number of quality applicants to hit enrollment targets
- Attract and enroll the best possible students who will have a positive impact in the classroom and beyond
- Increase racial, gender, and socioeconomic diversity in their incoming cohort

And, in many cases, admissions teams are asked to do all of the above without adding significantly more time or resources to their team.

The solution, for many schools, has been a **holistic admissions** process. Holistic admissions is widely understood as the assessment of a broad range of criteria including, but not limited to, academic performance, extracurricular activities, skills, experience, and noncognitive traits.

What is so fascinating about higher education is that if you were to take a cross-section of fifty programs that all tout their holistic admissions process, you'd likely find fifty ways of doing things.

There is a lack of clarity as to what constitutes a 'holistic assessment' because most schools are inventing their own criteria, or 'secret recipe', of what makes a great fit student (Kent and McCarthy, 2016).

Traditional admissions may require submitting a transcript and test scores. If an applicant passes a certain cut-off, they are highly likely to get in.

Holistic admissions flips that idea on its head, guided by the belief that grades are not wholly indicative of a student's potential or ability

In this eBook, we'll debunk some mysteries swirling around about holistic admissions. Inside, you'll learn:

- What holistic admissions means to different schools
- Evidence on how holistic admissions can improve the classroom
- Four common concerns schools have about holistic review
- Strategies to review holistic admissions files at scale

HOLISTIC ADMISSIONS CRITERIA: SCHOOLS WEIGH IN

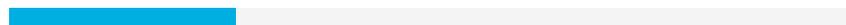
98% of admissions professionals agree that schools benefit from assessing applicants on more than grades and test scores.

But what matters more: Grades or supplementary materials like essays and interviews? We asked.

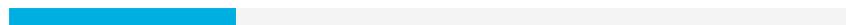
WHAT MATTERS MORE:



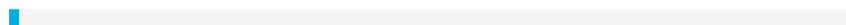
46% - *“Supplementary package is as important as grades.”*



26% - *“Grades are more influential in final admissions decisions.”*



26% - *“Grades are less influential in final admissions decisions.”*



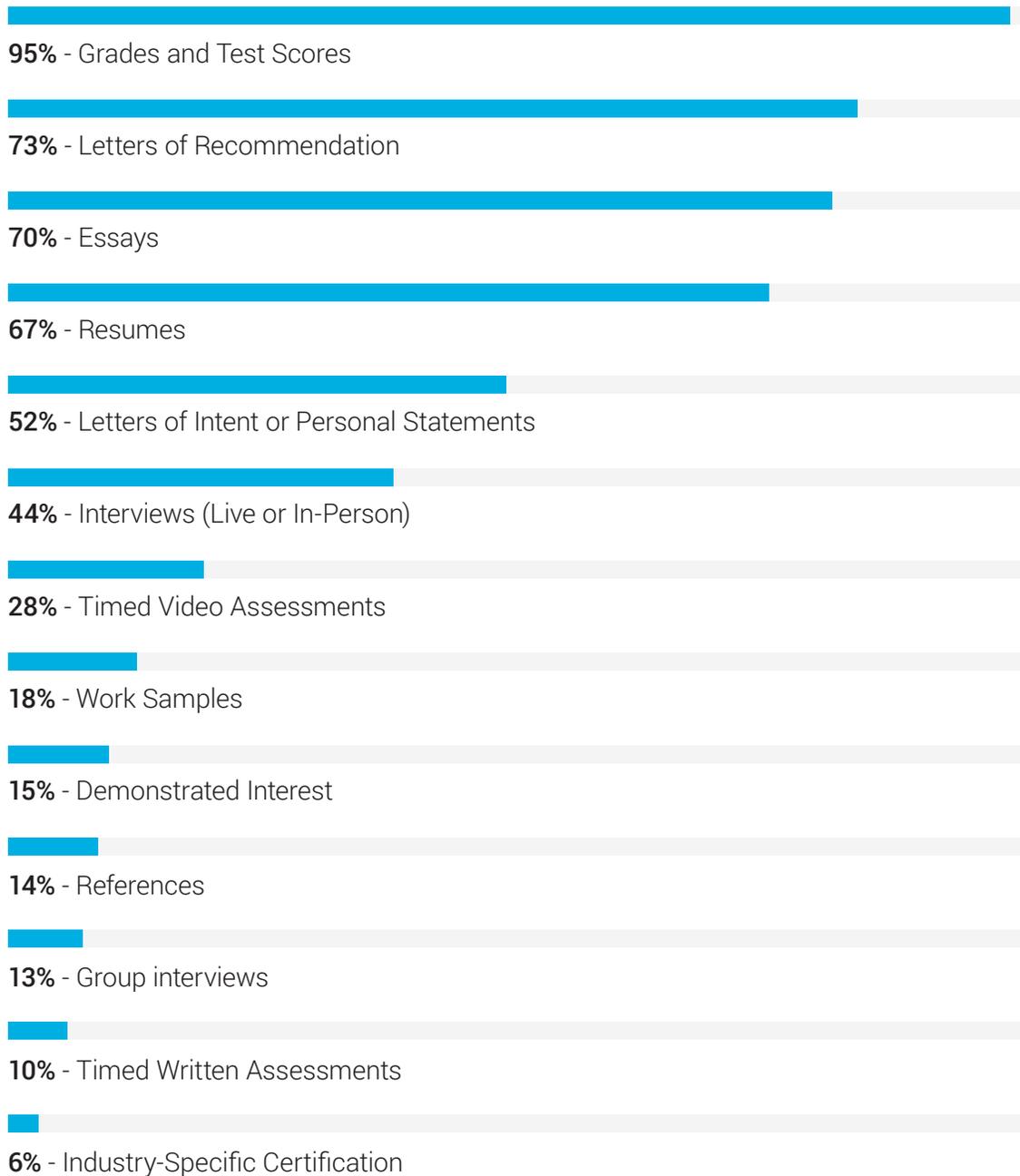
2% - *Chose not to share an opinion.*

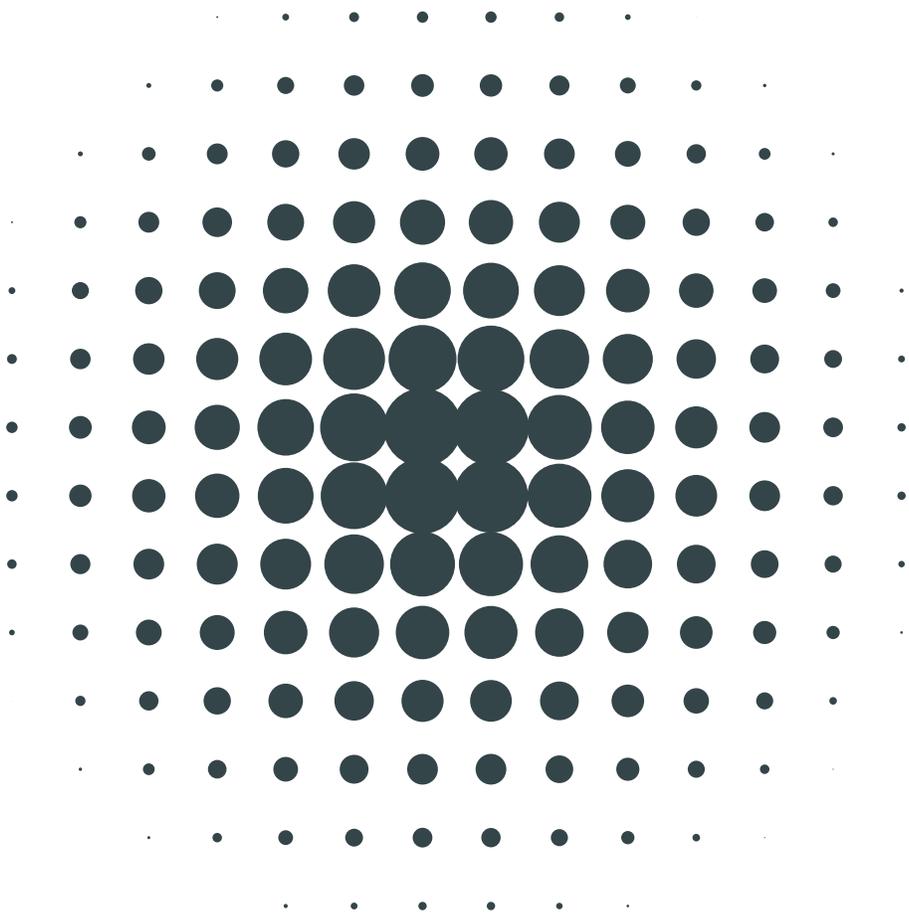
Source: [Kira Holistic Survey \(2017\)](#)

In 2017, we surveyed admissions professionals from almost 200 schools, across disciplines, about what admissions looks like at their school. Throughout this eBook, you'll find highlights of our research plus examples from schools worldwide on holistic review practices.

INSIDE A TYPICAL HOLISTIC ADMISSION PROCESS

We asked: What criteria make up your admissions process?





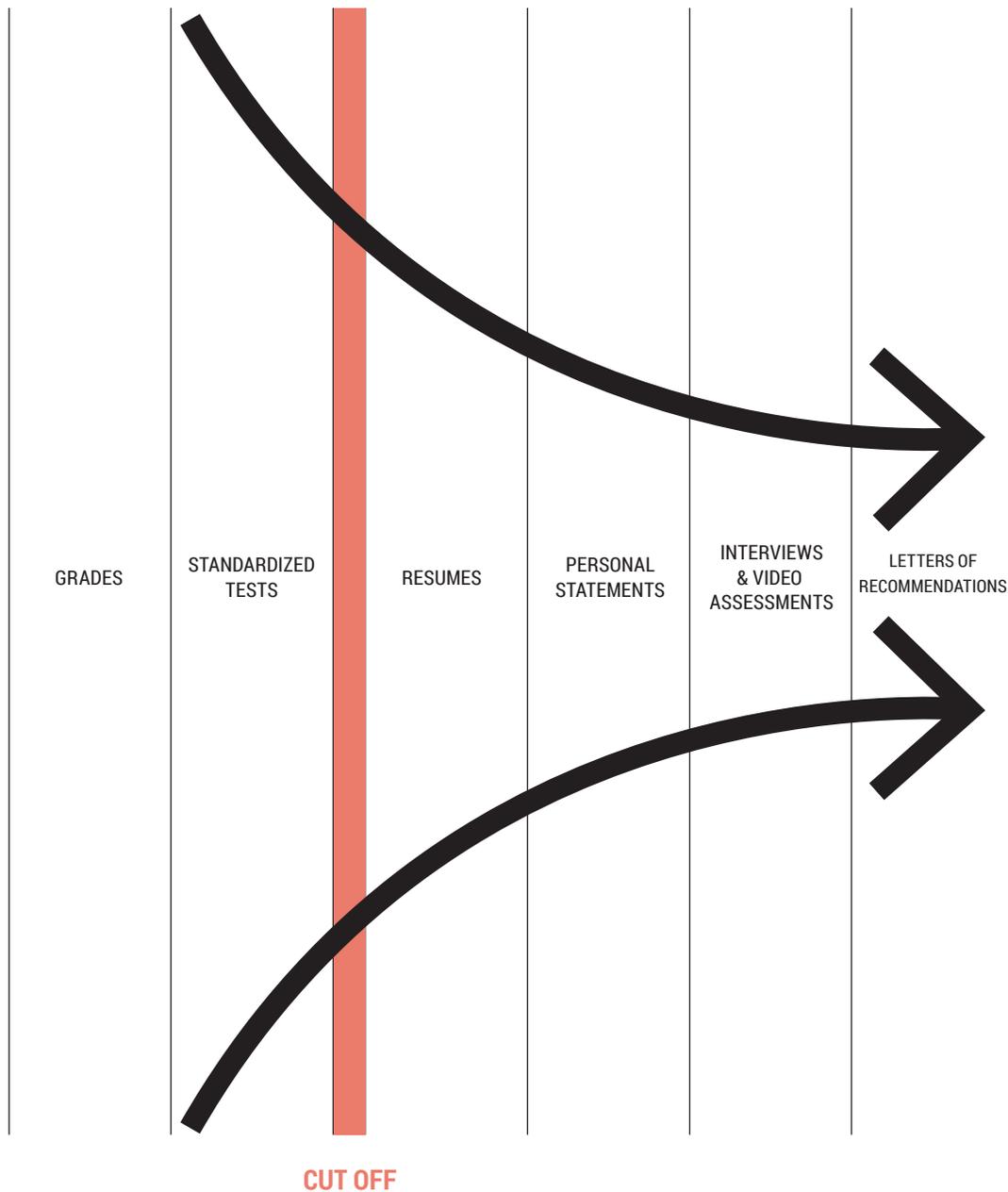
Mapping Holistic Review

Two approaches to holistic assessment

Is “holistic admissions” simply considering students beyond grades or test scores? Not exactly. There are two ways schools approach considering students beyond academics.

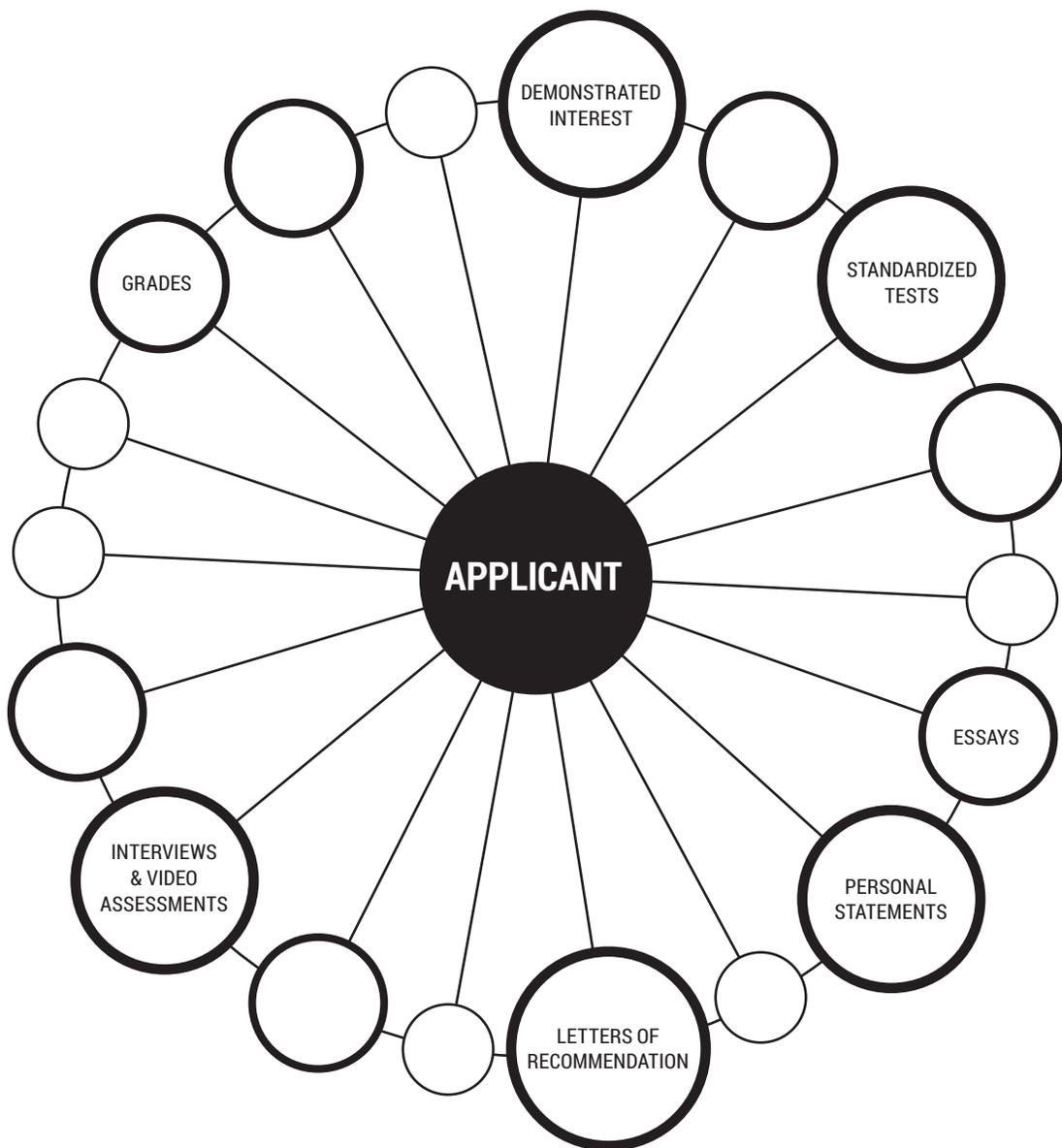
HYBRID HOLISTIC REVIEW

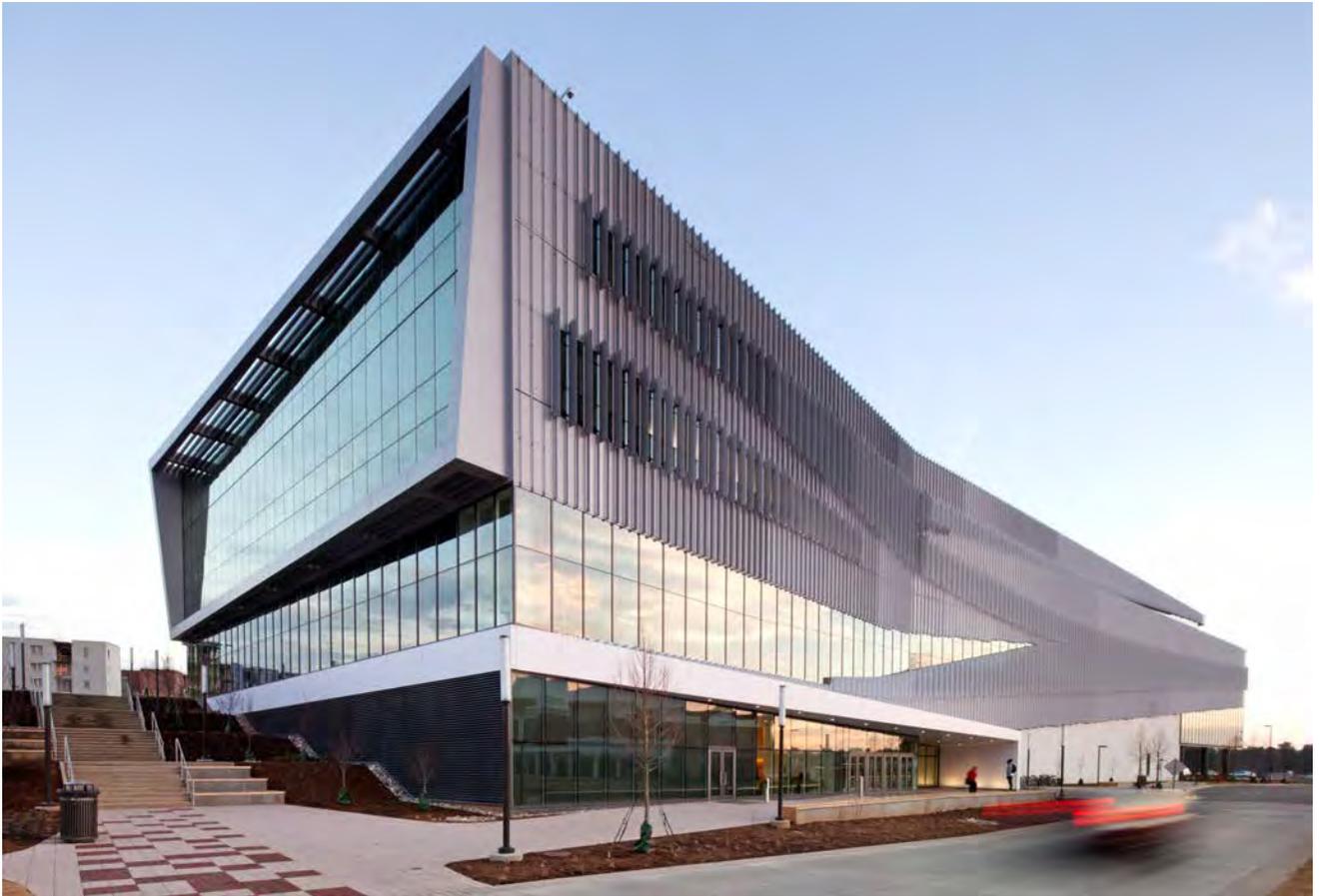
The most popular approach blends traditional with holistic admissions. Schools have a grade cut off or a minimum test score threshold, then consider the supplementary application materials, like an essay or personal statement, of students who pass the cut off threshold or who are hovering around it.



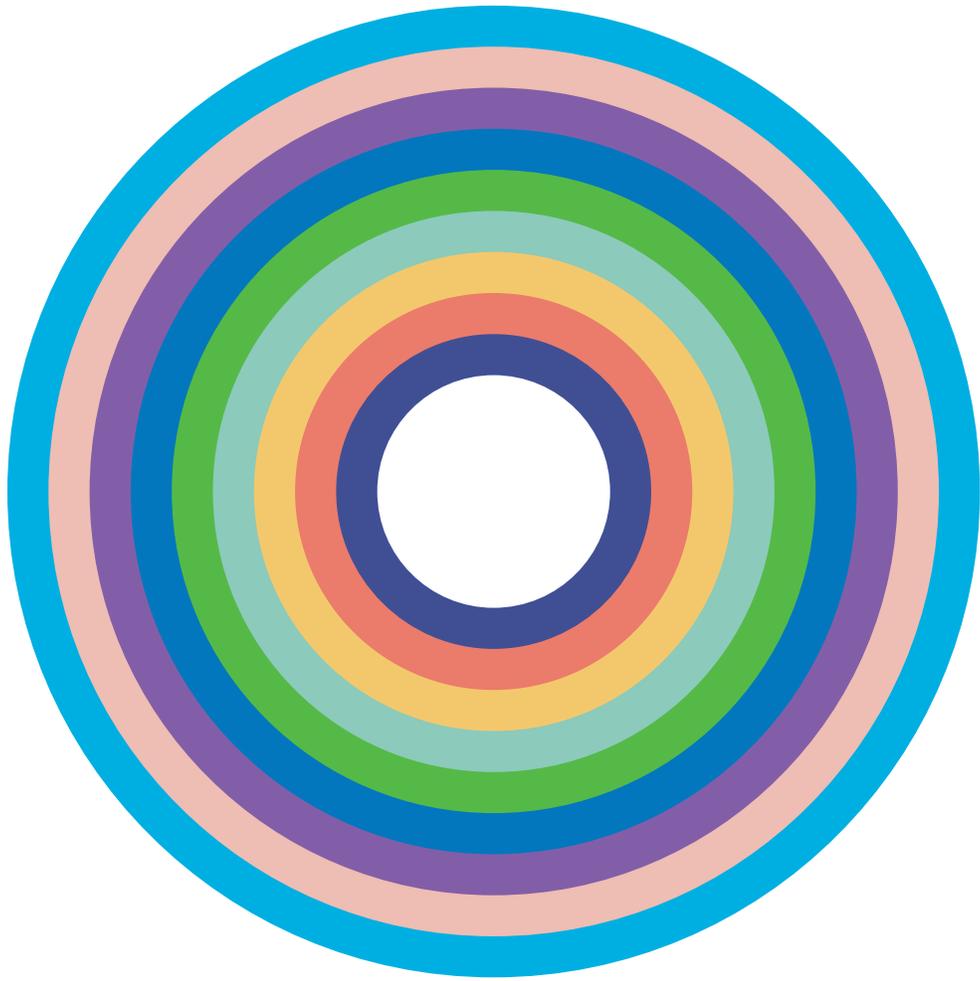
FULLY HOLISTIC REVIEW

A fully holistic review considers all components of an application together. If a student had an excellent personal statement or essay, for example, they could be screened in based on that, even if their grades were below the threshold. Applicants have multiple opportunities to be screened in beyond one cut off point.









Why go holistic? Why now?

Why should schools today consider a more holistic approach to admissions?

Short answer: **it will improve your classroom.**

“Our overemphasis on narrow academic skills - the kinds that get you high grades in school - can be a bad thing for several reasons. You end up with people who are good at taking tests and fiddling with phones and computers, and those are good skills, but they are not tantamount to the skills we need to make the world a better place.”

ROBERT STERNBERG, SCIENTIFIC AMERICAN (2017)

The SAT has been used since 1926. The MCAT since 1928. The LSAT since 1948. The GRE since 1949. And, the GMAT since 1953.

These tests can, in most cases, serve as excellent indicators of a students' academic performance. (Shaw, 2015). Likewise, grades have generally been seen as the best past predictor of future academic success (Sternberg, 2006).

So why should schools today consider a more holistic approach to admissions?

The short answer is that it will improve your classroom.

Instead of looking at one or two measures of intelligence to determine a cut off, holistic review enables you to look at a broader set of strengths and consider the applicant based on their experiences, potential, and soft skills.

3 POTENTIAL BENEFITS OF A HOLISTIC ADMISSIONS PROCESS

- *Increase diversity in your program*
- *Evaluate fit, potential, and soft skills*
- *Improve retention*

4 in 5

schools using **many holistic review** elements saw an increase in diversity

SOURCE: [A NATIONAL SURVEY BY THE URBAN UNIVERSITIES FOR HEALTH, 2014.](#)

BENEFIT #1

Increase diversity in your program

Level the playing field for applicants

To increase diversity in the classroom, whether it's gender, racial, socioeconomic, or cognitive, schools need to evaluate multiple measures of intelligence. Moving to a holistic assessment allows schools to identify additional success indicators, such as an applicant's soft skills or non-cognitive traits.

In a national survey conducted by URBAN Universities for Health, which included graduate degrees across dentistry, medicine, physiotherapy, pharmacy, and nursing found that 81% of schools using many holistic review elements saw an increase in diversity. Schools using some elements of holistic review saw a 67% increase in diversity (Glazer, 2014).

THE TROUBLE WITH TEST SCORES

In 2016, the Jack Kent Cooke Foundation released a report called True Merit (Giancola and Kahlenberg, 2016) which outlines that getting into a selective institution is more difficult for low-income students than others.

Not only do fewer low-income students attend highly competitive universities, fewer students apply (2016).

Test scores are a direct contributor to this problem: It has been proven that students who have a higher socioeconomic status do better on standardized tests (Giancola and Kahlenberg, 2016).

In 2014, researchers from Vanderbilt and the University of South Florida made a case against the GRE in the science journal *Nature* because of the number of women and minorities who have academic potential but are unable to get into STEM programs due to lower GRE scores (Miller and Stassun, 2014).

The authors call for a change to introduce admissions criteria that evaluates “other attributes – such as drive, diligence and the willingness to take scientific risks” to both increase diversity in STEM and make graduate admissions more effective (Miller and Stassun).

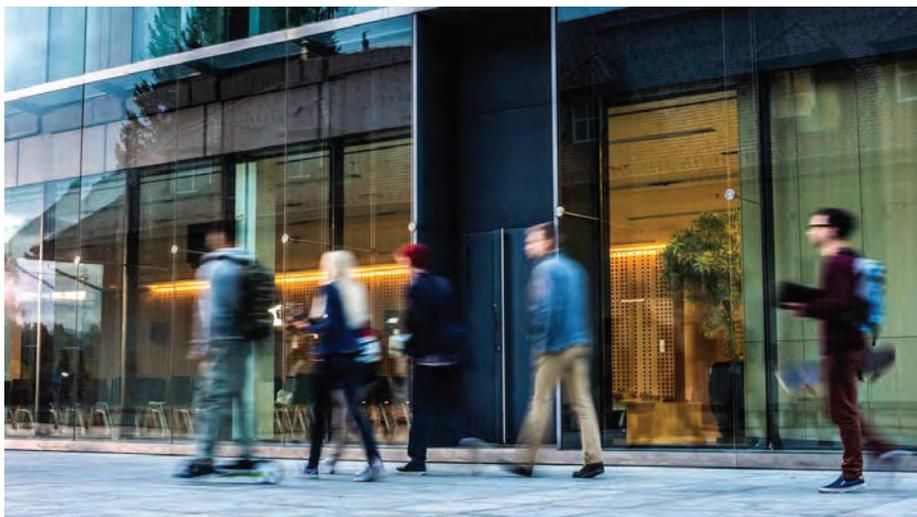
Since evaluating soft skills in admissions, the Fisk-Vanderbilt program has achieved PhD completion rates above 80% and a significant increase in candidates who are women and/or minorities. 85% of these admitted students would have been eliminated from consideration for PhD programmes prior to implementing holistic admissions because of the previous GRE quantitative cut-off score of 700 (Miller and Stassun, 2014).

As the authors of Jack Kent Cooke Foundation’s True Merit (2016) report write, regarding the U.S., “selective institutions cultivate our nation’s leadership: 49% of corporate industry leaders and 50% of government leaders graduated from only 12 selective colleges and universities.”

Not only do the questions themselves favor affluent students, applicants need money to pay to take the test, purchase test prep materials, and sometimes even utilize coaches. They also have to be able to afford to take the time to study, borrowing time from work, family, or other responsibilities.

An MBA applicant named Zoheb Davar wrote in *Poets&Quants* about how scoring 700+ on the GMAT took him over 800 hours and cost close to \$10,000 in tutoring materials (Davar, 2015).

Although his story is just one case, it shows how standardized testing can favor those with time and money to prepare. An applicant working two jobs to support his or her family will have many more barriers to success than someone who can take the summer off and hire a tutor.



SCREENING STUDENTS IN RATHER THAN SCREENING STUDENTS OUT

Virginia Tech Graduate School went from “cut offs to screen ins” in their admissions process, rolling out holistic admissions across 150 academic programs as part of their InclusiveVT initiative (McCracken, 2017).

Rather than only looking at students with grades or test scores above a certain level, each of their graduate programs asked prospective students to submit application materials in three unique categories, which could include GRE and GPA but must include at least one other.

“It is important to screen in applicants into a review pool to ensure as diverse a pool as possible. By including a minimum of three screen-in criteria, each applicant has at least three opportunities to be placed into the review pool. This ensures that qualified applicants aren’t overlooked simply because of one attribute such as a test score,” said Dannette Gomez Beane and Janice Austin from Virginia Tech (2017).

At Miami University in Oxford, Ohio, holistic admissions has drastically improved their campus diversity. Several years ago, they introduced holistic review by adding short answers, essays, and letters of recommendation in the application (Jackson, 2016).

Similar to Virginia Tech, Miami University looked to screen in students based on their unique experiences and noncognitive traits. And the results have been significant: From 2009 to 2016, the number of applications from visible minorities increased by 116% and visible minority enrollment grew 95% in the same time frame (Jackson, 2016).

"A law school that wants to select the best possible lawyers has to use a very different admissions process from a law school that wants to select the best possible law students."

MALCOLM GLADWELL, GETTING IN (2005)

BENEFIT #2

Evaluate fit, potential, and soft skills

See how students interact and evaluate career potential

The potential for academic success isn't the only relevant success metric when admitting a student. And it's certainly not the only relevant metric when hiring a graduate. In fact, transcripts are almost irrelevant compared to other factors like interviews or work experience.

In a University of Toronto study, over 1,600 employers shared the criteria they ask for from job candidates: 98% of respondents selected resume and 83% cover letter, but only 30% required an academic transcript (Elias, 2014).

When asked about a variety of factors in their hiring decisions, Elias found 100% of these respondents selected interview and 97% selected resume as very important or important. However, only 40% felt academic transcript was important (2014).

While students are rarely evaluated strictly on their ability to write tests in school and they are rarely evaluated on their ability to write tests when they are hired, it's a primary factor in how students are selected for enrollment. There's a disconnect.

EVALUATING APPLICANTS FOR CAREER POTENTIAL

Evaluating the whole student, not just how they'll do on exams, is critical to building an engaging and inspiring classroom environment.

Rotman School of Management studied the employment outcomes of over 1,000 of their MBA graduates from 2008 to 2013. As they looked for a link between entrance GMAT score and employability of their students after graduating, they found a candidate's score on the test to have essentially no correlation to their employability (Byrne, 2015).

"Based on our hard numbers, the GMAT does not predict the team that wins the employment game down the road," the former managing director of Rotman's full-time MBA program, Kevin Frey, told Poets and Quants (2015).

An investment in holistic admissions is an investment in student experience at your school. Selecting students based on more than grades and test scores also can help identify students who, with an education from your school, have higher potential to be successful in the workplace.

Similarly, in medical school enrollment, researchers have found that evaluating personality traits helps predict both academic and clerkship performance of medical students.

When researchers combined personality trait assessments with MCAT scores, grade point averages, and feedback from interviews, they found an **8% increase** in the likelihood for success in clerkship performance among students who possessed relevant key traits (McLarnon, 2017).

ADDITIONAL READING: In 2017, researchers from Oakland University, Western University, and the University of Guelph published "How important is personality in the selection of medical school students?" in the journal *Personality and Individual Differences* (2017).

"Any career where you have a strong academic component as well as a strong intrapersonal component could benefit from assessing personality traits. You wouldn't want to ignore the academic component, but you need to ensure students have the skills to deal with people as well," said Dr. Deborah Powell, one of the collaborators on the paper in an interview (McCracken, 2017).

BENEFIT #3

Improve Retention

Identify the students who will be successful

Evaluating students holistically can have a positive impact on long-term student success at your school, not just the admissions office.

If the goal of your admissions team is to admit the best incoming class possible, then students' ability to complete the program is a vital measure. To improve retention, admissions teams need to find students who will fit well with the offerings of the university or program and can handle the pressure.

When admissions teams know how challenging and how supportive their school is, they can better evaluate which applicants will be successful students. Research shows that engaged students perform better academically and gain the most amount of development if they are involved in different activities on-campus (Kuh, Cruce, Shoup, and Kinzie, 2008; Astin, 1984).

For most students, a history of sustained service also appears to be a significant predictor of college success (Sedlacek, 2011). Once enrolled, social integration within the university is key to retention (Tinto, 1993).

By implementing holistic assessments to your application now, you can begin to measure which noncognitive skills may indicate that a student would do well at your school.

With a few years of this data, you'll be likely to see trends in performance indicators that lead to retention, and ultimately graduation, at your school.

MEASURE NONCOGNITIVE SKILLS THAT INDICATE SUCCESS AT YOUR SCHOOL

In “Linking Admission Strategies to Student Retention” by Carla M. Cortes and David H. Kalsbeek (2012), DePaul University experimented with evaluating a supplementary admissions package based on William Sedlacek’s research on relevant noncognitive variables (Beyond the Big Test, 2004)

For DePaul University, assessing noncognitive variables in applicants’ admissions criteria helped them improve retention (Kalsbeek and Cortes, 2012).

DePaul evaluated key traits such as resilience, goal-setting, and leadership, and were able to improve retention by selecting students who possessed these strengths rather than high scores or other traditional admission criteria (2012).

Oregon State has been evaluating students through holistic admissions since the early 2000s following a similar methodology to Kalsbeek and the team at DePaul University.

The former Director of Admissions at Oregon State, Michele Sandlin, shared that after six years the school was able to identify an increase in both diversity and retention, without greatly increasing the review time required (Jackson, 2014).

To make the process efficient for both applicants and reviewers, applicants responded to six 100-word questions (which they have coined as an Insight Resume) designed around the traits that the school is assessing (Jaschik, 2007).

Oregon State found that for every one point increase on an applicant’s Insight Resume score, the likelihood of that student staying in college increases by 10% (Kalsbeek and Cortes, 2012).

ADDITIONAL READING: Like DePaul University, Oregon State based their admissions evaluations in Sedlacek’s body of research on noncognitive trait assessment. In 2013, Kalsbeek of DePaul, Sandlin of Oregon State, and Professor Sedlacek co-published “Employing Noncognitive Variables to Improve Admissions, and Increase Student Diversity and Retention” in Strategic Enrollment Management Quarterly (2013).

Why do holistic admissions criteria and retention correlate? Factors outside of academic standing, like past experiences, resilience, and social skills, are more predictive of how a student will adapt to the challenges of a new program.

Holistic Admissions Concerns

While there is a growing body of research showing the opportunities a holistic admissions process brings to school, with any major movement in higher education comes hesitation or objections.

OBJECTION #1

“We need more evidence on what criteria and approach is effective.”

In their 2016 survey of graduate admissions professionals from the Council of Graduate Schools (CGS) found 81% of graduate school staff respondents reported that they needed more data from to prove a link between admissions requirements and student success (Kent and McCarthy, 2016).

It creates a bit of a “chicken and egg” problem for schools considering joining the holistic movement: Any school hesitant to evaluate holistically is waiting for evidence, but very few schools are willing to take the risk to test and experiment to add validity to the practices.

SOLUTION: More and more holistic admissions adopters are publishing their success for admissions decision-makers to review when considering how to make positive changes in their processes.

OBJECTION #2

“We’ve always done it this way.”

For admissions staff and administrators, convincing faculty or academic deans to take a risk on a significant change to admissions can be an uphill battle. For faculty or deans who are already on board, the challenge is ensuring that people within the organization are excited and prepared to change the way they have been working for decades.

When schools roll out changes without effective communication and discussion, it can be difficult from day one.

SOLUTION: Make sure key stakeholders are engaged, feel heard, and have their opinions considered and integrated throughout the process for change to take effect successfully.

OBJECTION #3

“We don’t have time.”

Holistic review has the perception of being a very time-consuming way to do things. The 2016 CGS survey also found 58% of admissions professionals reported time as a barrier to implementing holistic review (Kent and McCarthy 2016).

One of the greatest challenges schools may face when rolling out holistic review is how to do so efficiently.

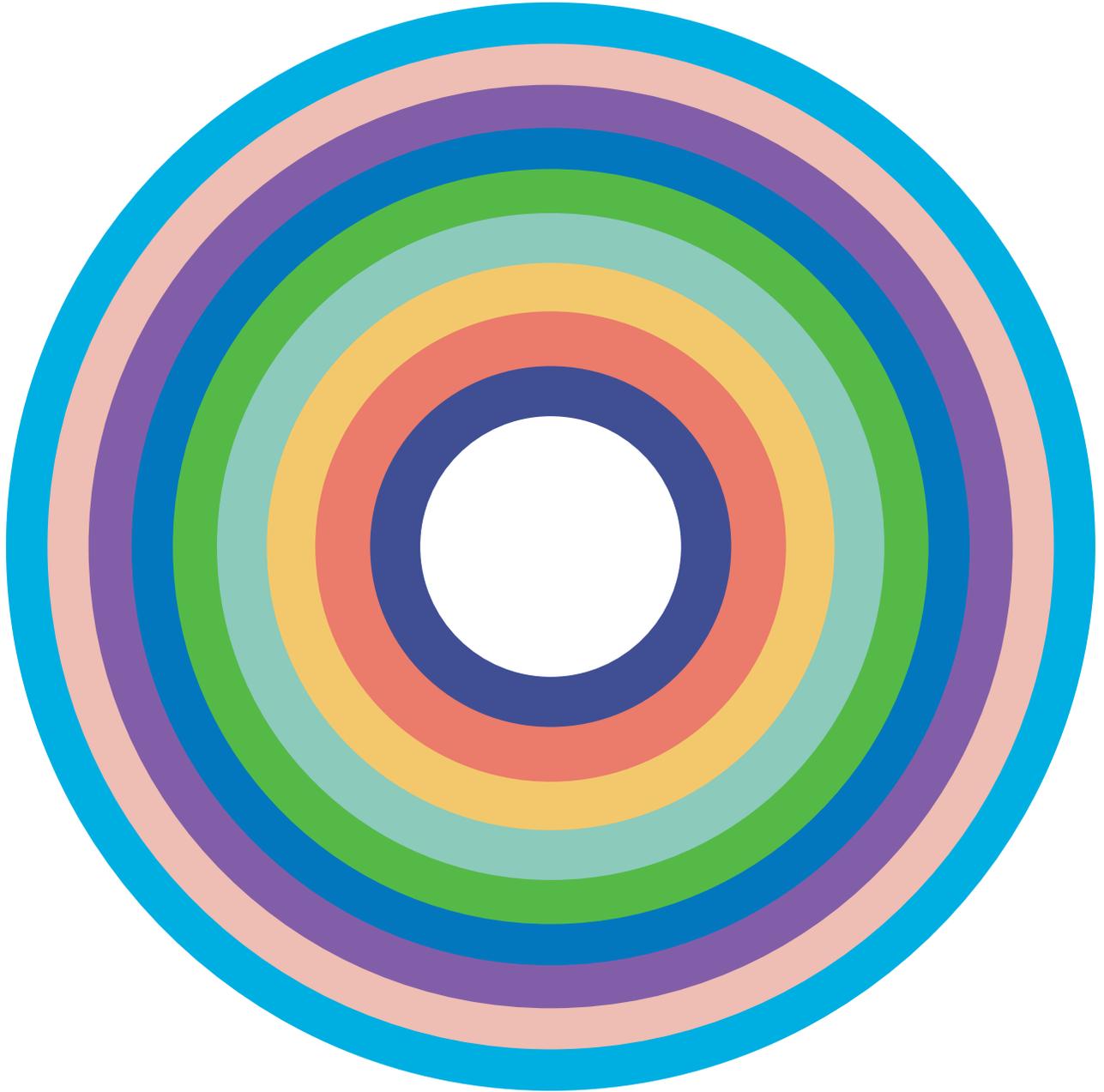
SOLUTION: At the start of the planning process, project leaders need to prepare tactics and resources to equip their reviewers, faculty, or departments with what they need to be successful reviewing more complex applicant files efficiently.

OBJECTION #4

“How do we make it fair?”

Many schools prefer objective assessment criteria like grades and test scores because they do not open up schools for potential subconscious bias. Adding subjective elements to the application, like essays and interviews, can open the school up to decisions that are less cut-and-dry than traditional indicators. Schools will need to be prepared with justification as to why some students are accepted and others are rejected.

SOLUTION: By developing criteria in advance of the admissions cycle and using rubrics consistently across reviewers and applicants, schools can take a defensible stance on admissions decisions.





STRATEGY I

Get the Right People in the Room

The most successful schools approach holistic review as more than an admissions project; they view it as an important institutional change.

Getting the right people in the room may be the most time-consuming part of the process, so the sooner you get started, the sooner you can make progress.

When Harvard Law School decided to expand their standardized testing requirement beyond the LSAT to include the GRE, it was not one person's decision; it was a strategy to improve diversity shared by the entire law school (McCracken, 2017).

For Harvard Law, their admissions process reflects who they are to the world. While the decision to change their admissions process was important to the admissions team, it also reflected the needs of the school (2017).

If you can educate and inspire a movement, you may be surprised as to the progress you'll make.



CASE STUDY

VIRGINIA TECH GRADUATE SCHOOL

At Virginia Tech, implementing holistic admissions was one aspect of their InclusiveVT initiative, which involved leadership across the university. The Graduate School Dean, Karen DePauw, personally met with faculty within each of the graduate schools' individual programs to discuss the initiative and collect feedback before rolling out the change across the graduate school (McCracken, 2017).

Once Dean DePauw and her team collected feedback, they created guidelines that were flexible enough for each unique program to adapt to their needs, but structured enough to ensure consistency across the school (2017). Today, a holistic admissions process has been implemented across the entire graduate school.

POTENTIAL KEY CONTACTS

You could consider the following types of decision makers, even if they may have a completely different title or owner in your school:

- **Leadership** (Dean, President, Provost)
- **Academic** (Faculty Chair, Academic or Research Dean)
- **Admissions** (Dean, Director)
- **Operations** (Chief Operations Office, Director of Operations)
- **Technology** (Chief Information Officer, Director of Information Technology)
- **Budget** (Procurement, Finance)

KEY CONSIDERATIONS

WHEN STARTING THE CONVERSATION:

VISION	Start by getting all participants on the same page about what your vision and how you're trying to achieve it. If discussions get off track, your vision can be used to bring the conversation back.
PROJECT CHAMPION	To get buy-in from the whole organization, do you have support on the vision and the strategy of this project from senior leadership? Will they champion this initiative?
COMMUNICATION	To keep the team engaged in change, keep everyone informed. Ask for feedback on key decisions, and update your colleagues on progress or roadblocks.



STRATEGY II

Create a Holistic Scorecard

For holistic admissions to be effective, your applicants need to be evaluated on a level playing field. Rather than having a loose idea of what constitutes a successful applicant, or having reviewers making decisions on “gut feel,” you need a holistic scorecard.

Whether you call it a scorecard, a rating scale, or a rubric, the point is to have documentation that serves as a guiding light for every single review and enables a fair and defensible admissions evaluation.

Having pre-defined criteria will keep your admissions team aligned, accountable, and ultimately help them make fair decisions. In the interest of transparency, you should always be able to explain why a decision was made about an applicant.

Team up with faculty: Collaborate with faculty to align admissions scorecards with the way students are evaluated in their studies. Leverage their expertise for establishing criteria, weight, and defining the noncognitive traits you intend to evaluate and measure.

Leverage existing research: The research cited throughout this guide is a great place to start identifying approaches to holistic review that have evidence-backed results. Explore if there are ‘best practices’ in holistic admissions created by a governing body or association for your specific discipline, such as the American Association for Medical Colleges (AAMC), Engineers Canada, or the Royal College of Nursing in the UK. These resources can be used as inspiration, or even as templates, for your school’s future assessments.

CASE STUDY

DEPAUL UNIVERSITY

DePaul University followed the testing methodology created by William Sedlacek (Kalsbeek and Cortes, 2012). The school added four new essays (which they called DIAMOND essays internally) to the application and evaluated responses for evidence of eight noncognitive traits (2012).

TIP: You can access Sedlacek’s Noncognitive Questionnaire, among other resources for holistic review, online through williamsedlacek.info/ The content is open-source for the benefit of admissions teams to use!

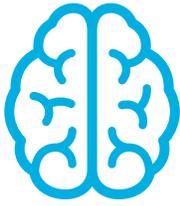
TOOLS & RESOURCES

- Beyond the Big Test: Noncognitive Assessment in Higher Education (Wiley, 2004)
- University of Hawaii Manoa Rubric Guide <http://www.manoa.hawaii.edu/assessment/howto/rubrics.htm>
- American Association of Medical Colleges Tools and Resources for Holistic Review <https://www.aamc.org/initiatives/holisticreview/resources>

KEY CONSIDERATIONS

WHEN DEVELOPING A SCORECARD:

SCALABILITY	How will your scorecard scale to evaluate a high volume of applicant files? How will you ensure it has a balance of the right depth of content yet is not too arduous to complete?
VISION	When developing your scorecard, ensure it aligns with the vision you’re trying to achieve with holistic admissions.
FLEXIBILITY	Every student is different. How will your scorecard allow for you to capture unique characteristics or attributes of an applicant, while also ensuring you’re leveling the playing field?



STRATEGY III

Evaluate Students At Scale

Build a Collaborative Review Team

Holistic admissions truly is a team effort: But with tight budgets, hiring freezes, and overloaded staff, it might be easier to talk about building a team than to actually build one.

As we've learned in this eBook, lack of time and resources is a major barrier to implementing a new approach to assessing applicants.

However, schools with small teams and tight timelines have done it, and they've leveraged colleagues in other departments, students, and alumni, in order to do so.

FIVE WAYS ADMISSIONS TEAMS CAN COLLABORATE

1. Faculty Members: Faculty members make excellent reviewers to weigh in on if students' possess the traits needed to succeed.

2. Career Services: If your school has a Career Services team, they can be your experts on what it takes to move successfully from school to the workforce. Integrating career advisors into the admissions process will also give them a chance to know students sooner.

3. Alumni: Alumni know the community and student experience at your school, which makes them an excellent resource for screening students at scale.

TIP: Inviting alumni doubles as a great way for schools to maintain a relationship with their new grads who may not be in a position to give back financially as well as give them a say in who, eventually, will join their alumni network.

4. Current Students: Your current students can make diligent and dedicated admissions committee members, plus they are the most familiar with the admissions process and understand the stresses and concerns of applicants.

5. Interprofessional Education Team: Implementing collaborative reviewing between programs or faculties who are looking to collectively adopt new admissions processes can be a fantastic learning opportunity for everyone as well as help increase the diversity of your reviewers.

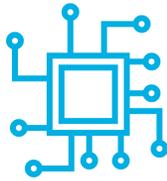
POTENTIAL TRAINING ASSETS

- Downloadable or printed workbooks for faculty and staff
- “Lunch and Learn” sessions to go through different aspects of the application
- Online course through your existing online course software
- Webinar series or YouTube videos

KEY CONSIDERATIONS

WHEN BUILDING A REVIEW TEAM:

DIVERSITY	When considering your reviewer pool, seek opportunities to expand the diversity of your reviewer pool across different genders, racial backgrounds, educational backgrounds, and levels of experience.
TRAINING	Develop training materials that are flexible to share as your team grows and changes. Reusable content like downloadable guides and recorded webinars are great to have on hand rather than requiring regular in-person training.
SUBCONSCIOUS BIAS	Review the evaluations of your team throughout and after each cycle to identify discrepancies between reviewers, potential bias, or a need for additional training.



STRATEGY IV

Leverage Technology

Last, but certainly not least, technology is here to help you create scalable holistic admissions at your school.

If “we don’t have time” is a concern for you or your colleagues, you’re in luck: Technology can make a significant difference in reducing the time required for a holistic application review.

As you may have anticipated, we’re going to mention how you can leverage Kira Talent, our product, to make holistic reviewing easier to roll out than you thought possible.

Whether you choose Kira Talent, or you go with a homegrown solution, technology is the ultimate key to conducting holistic admissions at scale.

KEY CONSIDERATIONS

WHEN CHOOSING A NEW TECHNOLOGY VENDOR:

APPLICANT EXPERIENCE	Test the applicant-facing experience with any technology you implement into your admissions process that applicants will have to use. If you have access to a student volunteer, get them to try a demonstration of the applicant experience.
INTEGRATIONS	If you already have a Customer Relationship Management (CRM) or Student Information System (SIS) in place, double check to see if the technology you introduce will integrate to provide a seamless workflow or become a siloed entity.
EASE-OF-USE	Perhaps most importantly, consider the ease-of-use for your entire team: Will the product be easy to use for your less-technical colleagues and does the vendor offer support and training to get your team off on the right foot.



QUICK LOOK

Kira Talent

STRUCTURED TIMED VIDEO & TIMED WRITTEN ASSESSMENTS

Evaluate applicants holistically using customized questions combined with existing application materials like grades, test scores, and essays. See how applicants think on their feet through unscripted, unrehearsed timed video and timed written responses to your customized questions.

ON-DEMAND, ASYNCHRONOUS REVIEWING

Stop worrying about coordinating, scheduling, and conducting interviews to evaluate soft skills. Each recorded response is accessible on demand and around the world so you can review on your own schedule.

COLLABORATIVE REVIEWING

Whether your review team is two or two hundred, you can assign roles throughout the organization and review applicant responses independently. Avoid subconscious biases by generating overall average scores based on each reviewer's independent evaluation.

QUESTION AND RUBRIC DESIGN

Ensure all reviewers are using the same criteria by having your rubrics built into the platform. During our consultative onboarding process, your dedicated Client Success Manager works with you and your team to develop criteria, rubrics, and questions that align with your cohort vision.

Want to learn more? Visit www.kiratalent.com 

REFERENCES

- Adams, A., & Michaels, J. (2016, March 23). *The Nuts and Bolts of Holistic Review* [PowerPoint slides]. Retrieved from www.slideshare.net/JuliaMichaels/the-nuts-and-bolts-of-holistic-review
- Beardwell, I., Holden, L. & Claydon, T. (2004). *Human Resource Management a Contemporary Approach*, 4th edition, Harlow: Prentice Hall.
- Byrne, J.A. (2017, June 25). The Case Against the GMAT. *Poets&Quants*. Retrieved from poetsandquants.com/2015/06/25/the-case-against-the-gmat/
- Croizet, J., & Dutrévis, M. (2004). Socioeconomic Status and Intelligence: Why Test Scores Do Not Equal Merit. *Journal of Poverty*, 8(4). doi.org/10.1300/J134v08n03_05
- Davar, Z. (2015, April 3). To Get A 700+, 800 Study Hours & \$10,000. *Poets&Quants*. Retrieved from poetsandquants.com/2015/04/03/to-get-a-700-he-spent-10000-in-private-tutoring-800-hours-of-study
- Elias, K. L. (2014). Employer Perceptions of Co-Curricular Engagement & the Co-Curricular Record. *ProQuest Dissertations and Theses*. Retrieved from www.kimberlyelias.ca/findings
- Giancola, J., & Kahlenberg, R.D. (2016). True Merit: Ensuring Our Brightest Students Have Access to Our Best Colleges and Universities. *Jack Kent Cooke Foundation*. Retrieved from http://www.jkcf.org/assets/1/7/JKCF_True_Merit_Report.pdf
- Gladwell, Malcolm. (2005, 10 October). Getting In. *The New Yorker*. Retrieved from www.newyorker.com/magazine/2005/10/10/getting-in
- Glazer, G., Startzman, L. F., Bankston, K., Michaels, J., Danek, J. C., & Fair, M. (2016, February 27). How many schools adopt interviews during the student admission process across the health professions in the United States of America? *Journal of Educational Evaluation for Health Professions*, 13 (12) <https://doi.org/10.3352/jeehp.2016.13.12>
- Glazer, G., et al. (2014). Holistic Admissions in the Health Professions: Findings from a National Survey. *Urban Universities for Health*. Retrieved from <http://urbanuniversitiesforhealth.org/media/documents/holisticadmissionsinthehealthprofessions.pdf>
- Jackson, S. (2016, September 30). Holistic Admissions Review: Crafting a Diverse Community That Enhances Education. *Insight in to Diversity*. Retrieved from www.insightintodiversity.com/holistic-admissions-review
- Jaschik, S. (2007, March 2). Making Holistic Admissions Work. *Inside Higher Ed*. Retrieved from www.insidehighered.com/news/2007/03/02/holistic
- Kent, J. D., & McCarthy, M. T. (2016). *Holistic Review in Graduate Admissions: A Report from the Council of Graduate Schools*. Washington, DC: Council of Graduate Schools.

Kuh, G. D., Cruce T. M., Shoup R., & Kinzie J. (2008). Unmasking the Effects of Student Engagement on First-Year College Grades and Persistence. *The Journal of Higher Education*, 79 (5), pp. 540-563. doi:10.1353/jhe.0.0019

Kuncel, N. R., Ones, D. S., & Klieger, D. M. (2014). In Hiring, Algorithms Beat Instinct. *Harvard Business Review*. Retrieved from <https://hbr.org/2014/05/in-hiring-algorithms-beat-instinct>

Kalsbeek, D. H., & Cortes, C. M. (2012). Linking Admission Strategies to Student Retention. *DePaul University*. Retrieved from offices.depaul.edu/enrollment-management-marketing/emm-library/Documents/2012_Cortes-Kalsbeek_NSSR-LinkingAdmissionStrategiestoStudentRetention.pdf

Kalsbeek, D., Sandlin, M., & Sedlacek, W. (2013). Employing Noncognitive Variables to Improve Admissions, and Increase Student Diversity and Retention. *Strategic Enrollment Management Quarterly*, 1, 132-150. <https://doi.org/10.1002/sem3.20016>

McCracken, M. (2016, November 16). Examining Bias in the College Admissions Process: Kira Bias Report 2016. *Kira Talent Blog*. Retrieved from blog.kiratalent.com/kira-bias-report-2016

McCracken, M. (2017, April 12). Harvard Law School Breaks Tradition to Diversify Legal Education. *Kira Talent Blog*. Retrieved from blog.kiratalent.com/harvard-law-school-breaks-tradition-to-diversify-legal-education

McCracken, M. (2017, July 25). How Assessing Personality Traits Can Predict Success in Medical Students. *Kira Talent Blog*. Retrieved from blog.kiratalent.com/how-assessing-personality-traits-can-predict-success-in-medical-students

McCracken, M. (2017, September 28). How Does a World-Renowned Management Program Like St.Gallen SIM Select Students? *Kira Talent Blog*. Retrieved from blog.kiratalent.com/how-does-a-world-renowned-management-program-like-st.gallen-sim-select-its-students

McCracken, M. (2017, January 7). How Fatigue Affects Your Admissions Decisions. *Kira Talent Blog*. Retrieved from blog.kiratalent.com/how-fatigue-affects-your-admissions-decisions

McCracken, M. (2017, June 13). Moving from Cut-Offs to Screen-Ins at Virginia Tech Graduate School. *Kira Talent Blog*. Retrieved from blog.kiratalent.com/moving-from-cut-offs-to-screen-ins-at-virginia-tech-graduate-school

McLarnon, M., et al. (2017). How important is personality in the selection of medical school students? *Personality and Individual Differences*, 104, 442-447. doi.org/10.1016/j.paid.2016.09.006

Miller, C., & Stassun, K. (2014). A test that fails. *Nature.org*, 510(7504), 303-304. doi:10.1038/nj7504-303a

Mullins, D. (2013, December 5). Socioeconomic status big factor in low scores for US on global exam. *AlJazeera America*. Retrieved from america.aljazeera.com/articles/2013/12/4/socio-economic-statusasignificantfactorinuslowpisascores.html

Sheffer, S. (2014, February 18). Do ACT and SAT scores really matter? New study says they shouldn't. *PBS*. Retrieved from www.pbs.org/newshour/education/nail-biting-standardized-testing-may-miss-mark-college-students

Sedlacek, W. E. (1990). Supplementary Admissions Questionnaire II. *University of Maryland*. Retrieved from williamsedlacek.info/publications/surveys/universityofmaryland.html

Sedlacek, W. E. (2011). Using noncognitive variables in assessing readiness for higher education. *Readings on Equal Education*, 25, 187-205.

Sedlacek, W. E. (2004). Why we should use noncognitive variables with graduate and professional students. *The Advisor: The Journal of the National Association of Advisors for the Health Professions*, 24(2), 32-39.

Shaw, E. (2015). An SAT® Validity Primer. *College Board Research*. Retrieved from eric.ed.gov/?id=ED558085

Sternberg, R.J., et al. (2006). The Rainbow Project: Enhancing the SAT through assessments of analytical, practical, and creative skills. *Intelligence*, 34, 321–350. Retrieved from f20.blog.uni-heidelberg.de/files/2008/02/the-rainbow-project.pdf

Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition*. (2nd ed.). Chicago: University of Chicago Press.

University of Hawaii Manoa. *Creating and Using Rubrics*. (2017). Retrieved from www.manoa.hawaii.edu/assessment/howto/rubrics.htm

University of Michigan Rackham Graduate School. *Holistic Review of Applications for Admission to Graduate Degree Programs*. Retrieved from www.rackham.umich.edu/faculty-staff/information-for-programs/resources-for-recruiters/holistic-review-of-applications

Wallis, C. (Interviewer) & Sternberg, R. (Interviewee). (2017, May 31). Is the U.S. Education System Producing a Society of "Smart Fools"? *Scientific American*. Retrieved from www.scientificamerican.com/article/is-the-u-s-education-system-producing-a-society-of-smart-fools/

