

# **Appendix A**

## **Acceptance Rate Data**

## Acceptance Rates by Gender

### FEMALE

FEMALE			
Year	Applied	Accepted	Acceptance Rate
1998	173	48	28%
1999	157	52	33%
2000	116	54	47%
2001	102	48	47%
<b>Total</b>	<b>548</b>	<b>202</b>	<b>37%</b>

### MALE

MALE			
Year	Applied	Accepted	Acceptance Rate
1998	437	92	21%
1999	418	77	18%
2000	413	74	18%
2001	421	81	19%
<b>Total</b>	<b>1689</b>	<b>324</b>	<b>19%</b>

## Acceptance Rates by Minority Status

### MINORITY

MINORITY			
Year	Applied	Accepted	Acceptance Rate
1998	69	21	30%
1999	75	20	27%
2000	43	25	58%
2001	38	19	50%
<b>Total</b>	<b>225</b>	<b>85</b>	<b>38%</b>

### WHITE

WHITE			
Year	Applied	Accepted	Acceptance Rate
1998	537	117	22%
1999	495	109	22%
2000	483	102	21%
2001	485	110	23%
<b>Total</b>	<b>2000</b>	<b>438</b>	<b>22%</b>

## Acceptance Rates by Undergraduate Schools

Utah Residents	1998			1999			2000			2001			TOTALS		Overall Rate
	Applied	Accepted	Rate	Total Applied	Total Accepted										
<b>Brigham Young University</b>	120	24	20%	104	29	28%	134	14	10%	108	27	25%	466	94	20%
<b>Other In-state Institutions</b>	30	8	27%	34	13	38%	34	10	29%	37	9	24%	135	40	30%
<b>Out-of-State Institutions</b>	54	17	31%	44	14	32%	47	21	45%	28	9	32%	173	61	35%
<b>U Of Utah</b>	164	41	25%	126	25	20%	112	29	26%	138	37	27%	540	132	24%
<b>Utah State University</b>	29	6	21%	28	7	25%	31	14	45%	21	4	19%	109	31	28%
<b>TOTAL</b>	397	96	24%	336	88	26%	358	88	25%	331	86	26%	1423	358	25%

Out-of- state Residents	1998			1999			2000			2001			TOTALS		Overall Rate
	Applied	Accepted	Rate	Total Applied	Total Accepted										
<b>Brigham Young University</b>	33	4	12%	38	6	16%	32	4	13%	44	3	7%	147	17	12%
<b>Other In-state Institutions</b>				1		0%				1		0%	2	0	0%
<b>Out-of-State Institutions</b>	169	37	22%	189	30	16%	126	32	25%	140	40	29%	624	139	22%
<b>U Of Utah</b>	6	1	17%	5	3	60%	9	4	44%	6	1	17%	26	9	35%
<b>Utah State University</b>	5	2	40%	6	2	33%	4		0%	1		0%	16	4	25%
<b>TOTAL</b>	213	44	21%	239	41	17%	171	40	23%	192	44	23%	815	169	21%

# Acceptance Rate by Rural Status, 1998-2001

## UTAH RESIDENTS

CATEGORY	Applicants	Accepted	Acceptance Rate
Not Rural	1313	329	25%
Rural	109	28	26%
<b>Total</b>	<b>1422</b>	<b>357</b>	<b>25%</b>

## OUT-OF-STATE RESIDENTS

CATEGORY	Applicants	Accepted	Acceptance Rate
Not Rural	638	137	21%
Rural	177	32	18%
<b>Total</b>	<b>815</b>	<b>169</b>	<b>21%</b>

## COMBINED UTAH AND OUT-OF-STATE RESIDENTS

CATEGORY	Applicants	Accepted	Acceptance Rate
Not Rural	1951	466	24%
Rural	286	60	21%
<b>Total</b>	<b>2237</b>	<b>526</b>	<b>24%</b>

# Acceptance Rate by Age Group

## Utah Residents

AGEGROUP	Applied	Accepted	Acceptance Rate
< 21	47	17	36%
21-23	615	189	31%
24-26	565	103	18%
> 26	195	48	25%
<b>Total</b>	<b>1422</b>	<b>357</b>	<b>25%</b>

## Out-of-State Residents

AGEGROUP	Applied	Accepted	Acceptance Rate
< 21	54	16	30%
21-23	401	87	22%
24-26	228	38	17%
> 26	132	28	21%
<b>Total</b>	<b>815</b>	<b>169</b>	<b>21%</b>

## All Applicants

AGEGROUP	Applied	Accepted	Acceptance Rate
< 21	101	33	33%
21-23	1016	276	27%
24-26	793	141	18%
> 26	327	76	23%
<b>Total</b>	<b>2237</b>	<b>526</b>	<b>24%</b>

# **Appendix B**

## **Regression Analysis**

# Regression Summary

Regression analysis is a useful tool because it analyzes the influence of one factor while controlling for other factors which may also have an influence on the outcome — in this case getting accepted to the University of Utah School of Medicine. Data from four application years (1998-2001) were used in the regression. A summary of the results are found below. Details can be found on the following page.

## Results of the Regression

The regression shows that between similar candidates, females and minority applicants are more likely to be accepted than males and white applicants. Gender and minority status were the most predictive of the demographic variables.

Although other demographic variables were predictive to some extent, their relative importance in getting accepted to the School of Medicine was small compared to the predictive power of gender and minority status.

<b>DEMOGRAPHIC VARIABLE</b>	<b><u>More Likely to Get Accepted</u></b>	<b><u>Less Likely to Get Accepted</u></b>
Minority Status	Minority	White
Gender	Female	Male
Undergraduate School	Schools outside of Utah	U of U, BYU*
Age	>26 years old	All other age groups**
Rural Status	***	***

\*The regression equation shows BYU students are slightly less likely to be accepted than U of U students. This difference can be explained by the year 2000 when only 10% of BYU applicants were accepted and 26% of U of U applicants were accepted. When the 2000 data is removed from the regression, the two schools show no difference.

\*\*Those applicants less than 21 years old or between 24-26 had such small coefficients that there is almost no difference between the impact of these age groups and the baseline group, ages 21-23.

\*\*\*Whether or not an applicant was from a rural background had no impact on the likelihood of getting accepted.

# Regression Analysis

	Variable	Category	Coefficients	Standard Error	P-value	
		Intercept <sup>2</sup>	-1.674	0.164	0.000	
<b>Knowledge-Based Variables</b>	<b>MCAT</b>	Total MCAT	0.020	0.003	0.000	
	<b>GPA</b>	Cumulative GPA	0.370	0.046	0.000	
<b>Demographic Variables</b>	<b>GENDER</b>	Female	0.213	0.028	0.000	
	<b>MINORITY STATUS</b>	Minority	0.276	0.045	0.000	
	<b>SCHOOL</b>	BYU		-0.148	0.037	0.000
		Other In-State Institution		-0.015	0.048	0.757
		U of U		-0.097	0.036	0.007
		Utah State		-0.074	0.050	0.142
	<b>AGE</b>	AGE -- <21		-0.001	0.061	0.987
		AGE -- 24-26		0.002	0.025	0.946
AGE-- >26			0.077	0.035	0.029	
<b>RURAL</b>	Rural	0.014	0.040	0.719		

\*\*See discussion on p-value below to determine which variables had a statistically significant impact on getting accepted.

R Square	0.170850513
Adjusted R Square	0.163788914
N <sup>1</sup>	1422

## Notes:

1. N is composed of applicants who completed a secondary application during application years 1998 to 2001 and were residents of Utah. For this regression analysis only Utah residents were used because of the disproportionate number of out-of-state residents at some schools. Out of the 102 seats filled each year, 75 go to Utah residents, eight go to Idaho residents, and 19 go to non-residents. Twenty-five percent of applicants who were Utah residents were accepted whereas only twenty-one percent of non-resident applicants were accepted.

2. The coefficient for "Intercept" is the y-intercept of the regression line.

## Base-line Categories

Base-line categories are those factors not shown in the regression equation, but instead act as the base-line from which other factors are measured. For example, since male is the base-line category for gender, the coefficient for female is measured in relation to the base-line category male. The table below shows the baseline category for each of the variables used in the regression analysis. See also discussion on coefficients.

Variable	Baseline Category
GENDER	Male
MINORITY STATUS	White
SCHOOL	Out-of-State Schools
AGE GROUP	21-23

## Coefficients

The coefficient shows how much of an impact a variable has on getting accepted to the School of Medicine.

\* A negative coefficient means that particular group is less likely to be accepted than the base category. For example, BYU and U of U students are less likely to be accepted than students attending college outside of Utah (the base category).

\* A positive coefficient means that particular group is more likely to be accepted than the base category. For example, females are more likely to be accepted than males.

### Comparing coefficients:

\* Coefficients among the demographic variables can be compared directly because they are measured on the same scale. For example, among the demographic variables, being a minority has the greatest impact on the likelihood of being accepted. The variable with the next greatest impact is gender (female).

\* Knowledge-Based Variables are measured on different scales and thus shouldn't be directly compared to each other, nor with the demographic variables.

## P-Value

The analysis is based on a significance level of .05. When the P-value is less than .05 for a variable, one can be fairly confident that a similar result would not occur by chance and thus is statistically significant.

## Standard Error

The standard error represents the typical amount of error in predicting y when x is known. In this case, x is one of the variables and y is the likelihood of getting accepted.

# **Appendix C**

## **Evaluation Forms (Review and Interview)**



**University of Utah School of Medicine  
Review Form**

APPLICANT: \_\_\_\_\_ DATE: \_\_\_\_\_

Residence: (please circle) UTAH UTAH Ties IDAHO Non Resident MD/PhD. \_\_\_\_\_ Number of Applications \_\_\_\_\_

1. GPA	<3.0	3 - 3.1	3.2 - 3.4	3.5 - 3.7	3.8 - 4
Graduate	_____	_____	_____	_____	_____
Undergraduate	_____	_____	_____	_____	_____
Degrees Earned (BS, MS, Ph.D.):	_____				
	Below Average	Average	Above Average		
Broad Based Education	_____	_____	_____		
Equal Science non-science hours	_____	_____	_____		
Science Grade Trend Upward	_____	_____	_____		
All years of school	_____	_____	_____		
Science Grade Overall Good	_____	_____	_____		
Greater than 3.5	_____	_____	_____		
Significant work while attending school (30-40 hours/week)	_____	_____	_____		
Number of Withdraws _____	Number of Repeats _____		Any Problems (Note) _____		

2. MCAT	<22	23 - 26	27 - 30	31 - 34	35>
	_____	_____	_____	_____	_____
3. Disadvantaged Background:					
Single Parent Household	Yes _____	No _____			
Parent(s) did not have College Education	Yes _____	No _____			
Medically Undeserved Area	Yes _____	No _____			
Socially Disadvantaged	Yes _____	No _____			
Rural Background	Yes _____	No _____			

	Below Average	Average	Above Average
4. Letters of Recommendation:	_____	_____	_____
5. Personal Statement: Not self-focused	_____	_____	_____
6. Knowledge Base: Average of 6 month sick patient exposure and shadowing M.D.	_____	_____	_____
7. Leadership: Average of 3 positions	_____	_____	_____
8. Social Interest: Activity each semester is average	_____	_____	_____
9. Research: 3-month exposure is average	_____	_____	_____
Published: Yes _____ No _____			
Submitted: Yes _____ No _____			

10. Interpersonal Skills: As expressed in the written statement and letters of recommendation is the applicant able to articulate ideas, opinions, and concepts; to relate effectively & sensitively to others with warmth & openness; open mindedness, appreciate diverse values.

\_\_\_\_\_

(continue on back)

Strengths

Weaknesses

Unique qualities:

Review comments:

**Definitions:**

4.5 - 5.0

Outstanding = Exceptional applicant in all areas, No detectable weaknesses (very few candidates)

4.0 - 4.4

High, Very Good

3.5 - 3.9

Above Average = No apparent risks, Most areas outstanding

3.0 - 3.4

Average = No apparent risks, some areas are outstanding (Most candidates are here)

2.5 - 2.9

Below Average, Fair

2.0 - 2.4

Low, Poor = some risks, most areas are average

1.1 - 1.9

Marginal = Many risks, few areas are average

1.0

Disapproval

Overall rating \_\_\_\_\_

Should this applicant be interviewed:

Yes \_\_\_\_\_

No \_\_\_\_\_

Maybe \_\_\_\_\_

REVIEWER SIGNATURE: \_\_\_\_\_ DATE \_\_\_\_\_

(8/00)



**University of Utah School of Medicine  
Interview Form**

Applicant: \_\_\_\_\_ Interviewer: \_\_\_\_\_

Date of Interview: \_\_\_\_\_ Duration: \_\_\_\_\_

	1	2	3	4	5	
<b>Leadership</b>						
Passive, lacks initiative, controlling, thinks in black-and-white terms, not confident						Demonstrated initiative, ability to make principled decisions, tenacity, thinks contextually
Notes:						
<b>Social Interest</b>						
Apathetic; Focused on self and own career; no service hours or volunteer work despite knowledge of importance; requires external motivation; parochial in view of diversity and other cultures						Recognition for years of community service or volunteer work; internally motivated to work in service of others; passionate in care of disadvantaged or less fortunate
Notes:						
<b>Awareness of Profession</b>						
Little or no direct experience in health care setting despite opportunity; very superficial descriptions of medical profession; unable to expand or provide stories of experiences; relates only one side of profession						Considerable involvement in health care settings; able to personalize experiences and use stories to highlight principles; communicates depth of knowledge, challenges and opportunities
Notes:						
<b>Personal Essays</b>						
Frequent grammatical errors and poor syntax despite English as primary language; vain or focused on self-importance; factual without context						Poetic prose; innovative style that achieves interest and focused attention; stories of relationships; communicates humility; rich context
Notes:						

(continue on back)

	1	2	3	4	5	
<b>Personal Characteristics</b>						
Insensitive; boring; arrogant; pathological introversion; rigid; narcissistic						Very engaging; humble; appropriate & witty sense of humor; poised; very creative; very responsible and dedicated; confident & assertive; self-reflective; mature
Notes:						
<b>Motivation</b>						
Little experience in health care or related settings; Apathetic, indifferent or superficial in discussions about health care; earnings, prestige, or power-oriented; demanding of others						Passionate desire to help and work with people; very service oriented; invested in life-long, self-directed learning; enjoys innovative work; inspires others
Notes:						
<b>Problem Solving</b>						
Non-contextual; Illogical; Makes grand or frequent assumptions; paralyzed by too much detail or lets emotions sway judgment						Logical and Systematic; Contextual; Integrates data and intuition; Reflective; Able to seek out root issues
Notes:						
<b>Letters Recommendation</b>						
Negative remarks; questions of dedication, responsibility, motivation; absence or stories about behavior of applicant						Consistent and detailed stories of dedication, loyalty, motivation, responsibility, enthusiasm, caring, dependability, creativity, inspirational qualities
Notes:						
<b>OVERALL</b>						

- Do Not Rank At All
- Ranking Needing Committee Discussion
- Ranking Among Basic Qualities and/or Achievements
- Ranking With Some Outstanding Qualities and/or Achievements
- Ranking With Superb & Outstanding Qualities and/or Achievements in All Areas

**Strengths**

**Weaknesses**

Unique qualities:

Unusual occurrences during the interview:

Interview evaluations:

Should this applicant be discussed: Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe \_\_\_\_\_

Should this applicant be an alternate: Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe \_\_\_\_\_

Should this applicant be accepted: Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe \_\_\_\_\_

INTERVIEWER SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_  
(08/00)