

## BUSINESS ARISING

**Committee Name:** Academic Programs Committee, University Council

**Date:** June 11, 2026

**Subject:** CASPer Situational Judgement Test Review

**Agenda Item:** 4.1

### CONTEXT AND BACKGROUND

The use of situational judgment tests (SJTs), particularly CASPer, has been of keen interest to both the Academic Programs Committee (APC) of Council and the Senate Education Committee. Both Council and Senate play a decision-making role in establishing and changing admission qualifications for programs.

During the 2024-2025 academic cycle, APC observed an increase in requests from colleges to incorporate situational judgment testing, particularly CASPer, into admissions processes. In response, APC raised concerns regarding the equity, validity, and broader implications of these tests. At the June 2025 Council meeting, APC brought forward the following request:

Given the potential for adverse effects on the applicant pool in Saskatchewan, APC requests that each college using CASPer undertake a study to examine its validity as a predictor of future student success within their discipline. APC further requests that results be shared with Council to enable a comprehensive, institution-wide discussion.

In parallel, the Senate Education Committee has discussed the use of CASPer over the past two academic years, identifying similar concerns, including potential bias in testing outcomes, the financial burden on applicants, limited transparency in scoring, unclear evidence of predictive validity, and the ability for applicants to prepare for and potentially “game” the test.

On March 4, 2026, Troy Harkot, Chief Analytics Officer presented findings on behalf of the Provost’s Office indicating that programs across campus use and interpret CASPer results in varying ways, and that there is limited evidence demonstrating that the test contributes meaningfully to admissions decisions or predicts student success. Several programs and colleges have also raised concerns regarding its use. Notably, the College of Nursing has proposed removing CASPer as an admission requirement, and the College of Dentistry has discontinued its use following a trial period.

APC appreciated the work of the Provost’s Office working group and has continued to thoughtfully review and discuss the findings over several meetings.

At its May 27<sup>th</sup>, 2026 meeting, APC engaged in a robust discussion reviewing a briefing note prepared by an APC working group. The committee expressed ongoing concerns regarding the equity and effectiveness of CASPer, including its potential for racial and socioeconomic bias, possible misalignment with the values USask seeks in applicants to professional programs, ambiguity about its role in admission decisions, and the lack of strong evidence demonstrating a correlation between CASPer results and student success. Additional concerns were raised related to cost, accessibility, and overall validity.

## **REQUEST**

Given these concerns, APC requests that the Provost's Office support the development of a well-researched concept paper examining the use of CASPer and other situational judgment tests. This paper should include a review of the existing evidence on their equity and effectiveness, a comparison with alternative approaches such as interviews or other assessment tools and strategies for navigating documented issues.

The purpose of this paper is to support academic programs in making more informed decisions about their admissions processes by providing clear evidence-based research that can guide reflection, evaluation, and future planning.

Overall, the committee recognizes that admissions decisions are very complex; however, emphasized the importance of due diligence to ensure that the most appropriate and informed decisions are being made on behalf of the University.

## **LOOKING FORWARD**

During the discussion, members emphasized that CASPer represents only one aspect of a much broader issue within admissions. There was a shared view among the committee that admissions processes as a whole require careful and ongoing review, including the criteria used to select applicants, the equity implications of different approaches, and the extent to which these methods effectively predict meaningful outcomes such as student success and retention. As such, the committee anticipates that conversations about admissions will continue to evolve in the next academic cycle.

## **ADDITIONAL DOCUMENTATION**

- 1) [CASPer Review Briefing Note](#)
- 2) [Minutes from June 2025 Council \(pages 7-8\)](#)

### OVERVIEW

In the June 12, 2025 Annual Report to Council, the Academic Programs Committee (APC) signaled interest in how [Casper situational judgment testing](#) is used as part of admissions processes for various USask programs. Given the potential for adverse effects on the applicant pool in Saskatchewan, APC was interested in learning if/how colleges that use Casper in their admissions process examine the validity of Casper as a predictor of future success in their discipline. The intent of this document is to provide an overview of the use of Casper and insight on any analysis conducted by colleges on the use of this tool.

### INQUIRY

APC's inquiry into this topic is based on learning more about the use of Casper in program admissions and if it is beneficial or detrimental to applicants. With this, APC highlighted that there have been studies and news pertaining to Casper scores being potentially biased due to racial factors (e.g. applicants from particular ethnic backgrounds or geographic origins), disability considerations (e.g. neurodivergent or autistic applicants), and cost-prohibitive due to preparing for, and writing the test which may adversely impact the ability of otherwise-strong potential applicants to submit their candidacy for admission. These observations formed the basis for the Provost's Office to engage in conversations with college stakeholders to learn more about the use of Casper.

### INSIGHTS

To approach this work, conversations were initiated with selected colleges that have used Casper as part of their admissions process in past years. The use of Casper for new programs was omitted from the conversations as there would not be historical experience or reflection to obtain. Insights were obtained from the Colleges of Dentistry, Medicine, Nursing, Pharmacy & Nutrition, and the Western College of Veterinary Medicine as described in the following paragraphs.

Within the College of Dentistry, Casper testing has been used in the admission process for the Doctor of Dental Medicine (DMD) program over the past four years as a pilot initiative. During this period, the College determined that the inclusion of Casper scores in the admissions criteria did not have a significant impact on student performance in the program and did not provide differentiation beyond the other assessment tools already used for admissions. Casper results were never applied as a selection factor and were collected solely for data purposes within the pilot study.

It is also important to note that when the College of Dentistry initiated the pilot, Casper representatives advised that the assessment could potentially substitute for their Multiple Mini Interview (MMI) process. However, by the end of the third year of the pilot, this guidance changed, and the college was advised that Casper should only be used to support, not replace, the MMI. Based on these outcomes, specifically, the lack of measurable differences in student progression and performance, and the fact that Casper was not a substitute for the highly complex operational MMI process, Dentistry decided to discontinue the use of Casper in the DMD admissions process.

Casper testing is used as an input into the admissions process for a number of College of Medicine programs. Recently, it has been added as a criterion for admissions into the newly launched Master of Speech-Language Pathology (M.S.L.P) and Master of Occupational Therapy (M.O.T) programs. Historically, it was initially used in the Postgraduate Medical Education (PGME) program effectively to



complement academic achievements of applicants and in 2021, Casper testing was introduced for admissions into the Doctor of Medicine (M.D.) program. The college's adoption of Casper for the M.D. program was consistent with the trend in Canada as it is widely used by other medical schools in the country. In this case, the results are not given any specific weight to the application but instead only used at the preliminary stage of the process as a one of many factors for consideration when selecting applicants to move onto the Multiple Mini Interview (MMI) stage.

Interestingly, the Undergraduate Medical Education (UGME) office recently engaged in a review to get a better understanding of how Casper results compared to other aspects of the M.D. admission process as well as looking into whether or not there was a correlation between Casper results and professional misconduct of students. They observed a correlation between performance on Casper and performance in the MMI but no significant correlation between Casper results and the panel interview/conversation circle stage. The potential correlation of Casper results to academic misconduct was of great interest as it could potentially provide insight into the students' level of professionalism and working with patients. For this, the UGME office analyzed data for incoming classes in 2021, 2022, and 2023 to see if there was a correlation between the Casper score and documented professionalism lapses in program. From this, no significant correlation was found between Casper score and professionalism incidents.

The UGME office's review of Casper did not consider financial or racial biases. Given that there is a cost to study for and/or write the Medical College Admission Test (MCAT), the college has not observed any financial barriers pertaining to Casper. While not looking specifically at racial biases, UGME colleagues did look into Casper performance based on age. From this, the data showed that applicants who are aged 28 and over score lower on Casper prompting a proposal to modify the use of Casper for applicants aged 28+ to be similar to how Casper results are considered for Indigenous Admissions Circle (IAC) applicants. The UGME office is planning to undertake another review of Casper in the foreseeable future.

The College of Nursing incorporated Casper test scores into the admissions process for the Bachelor of Science in Nursing (BSN) program back in 2021 to assess non-academic attributes and interpersonal skills essential for success in the nursing profession. Over this time, the opinion is that Casper scores have not been a significant barrier to admissions due to the available seats and number of students applying. The college has not observed any impacts on Indigenous vs. non-Indigenous applicants or on any limitations due to the costs associated with Casper testing. Due to lack of data availability, the college is not able to provide an opinion on other racial biases or impacts on autistic or neurodivergent individuals. Interestingly, some analysis was conducted to determine if admissions scores would be similar on the basis of just using academic grades alone (without the input of Casper scores) and the admissions results would have been consistent with the results that did use Casper testing.

Further to this analysis, additional testing was conducted on the relationship between Casper scores and both academic and professional success. This involved analyzing admission averages, graduation averages, and nursing graduates' performance in the National Council Licensure Examination (NCLEX) to determine if success correlated with higher Casper scores. The findings showed a weak but statistically significant correlation between Casper scores and GPAs. There was also a statistically significant, moderately positive association between Casper scores and first-time NCLEX pass rates. In addition, a weak, statistically significant negative correlation was observed between Casper scores and the number of NCLEX attempts. Although statistically significant relationships were observed between Casper scores and most nursing student success variables, the actual predictive power of Casper scores across these

variables was weak. Consequently, while real and consistent associations may exist between Casper scores and the measured outcomes, the college concluded that other factors likely play much larger roles in predicting both nursing student performance and professional success.

In the College of Pharmacy & Nutrition, Casper testing has been a component of the admissions process for a number of years (in addition to academic performance and a personal video interview). Casper was initially used for the Doctor of Pharmacy (PharmD) program beginning in 2017 and was later introduced as a component of the Bachelor of Science in Nutrition program as well. The use of Casper for PharmD is common in Canada as many other medical/doctoral, research-intensive (U15) universities use it as well. Interestingly, PharmD accreditation requires admissions processes to be based on more than just academic achievement. Casper testing is a solution to meeting the additional assessment requirement.

To date, the college has not detected any biases pertaining to the use of Casper due to the fact that they have observed applicants with diverse backgrounds, cultures, and with neurodivergence successfully admitted to their programs. As well, college leaders did look into the correlation of Casper admissions scores and academic achievement and did not identify any notable patterns in this regard. Moving forward, Pharmacy & Nutrition plans to continue to look at ways to adjust how Casper scores are used for admission. For example, In January 2026, approval was received to change the way Casper will be used for the 2027 intake. Instead of counting for 30% of the overall admission score, Pharmacy & Nutrition will now just use the Casper score as a threshold/minimum that applicants must meet in order to be considered eligible for admission. This will hopefully help to further reduce any biases that may exist with Casper.

The Western College of Veterinary Medicine (WCVN) introduced Casper as an admission requirement for the Doctor of Veterinary Medicine (DVM) program for applicants seeking entry in fall 2024. This decision came from the 2022 Admissions Task Force recommending a situational judgment test be used to evaluate applicants' social intelligence, professionalism, and non-academic competencies. This is also an important requirement of the accreditation standard for the college that admissions criteria and selection process include several non-academic factors.

All WCVN applicants must meet or exceed a minimum Casper threshold, which is set annually by the Admissions Committee. Applicants are ranked based 60% academic and 40% interview for all pools except the Agriculture-focused seats where the final weighted score is 20% Casper and 80% interview.

The College has been cautious in implementing Casper in a phased manner and continues to review its predictive value and statistical relationships with other admissions and student metrics in the DVM program. As the college enters the third year requiring Casper, they are also expanding analysis on students with multiple Casper attempts (2-3 sittings).

### SUMMARY

The intent of this document was to provide insight based on feedback received from selected college stakeholders on how Casper situational judgement testing has been implemented and/or evaluated for admissions into their academic programs. Across these programs, Casper is used as a supplementary tool to evaluate non-academic attributes such as professionalism and interpersonal skills to complement other admissions requirements such as academic qualifications and interviews. Where analysis has been conducted by colleges on the applicability of Casper, findings show limited and inconsistent evidence of



strong predictive value for academic or professional success, with some weak correlations observed but no clear indication that Casper alone meaningfully differentiates applicants. While concerns have been raised by APC about possible financial, racial/demographic, or accessibility factors, the internal college reviews and opinions do not appear to have identified significant systemic bias to date, though it is important to note that testing has not thoroughly examined these factors in all cases. Overall, the colleges that provided feedback seem to be applying Casper cautiously (e.g., with adjustment of its weighting or use in some cases) and are continuing to monitor its role to ensure admissions processes remain fair and evidence-informed in an attempt to ensure that applicants are qualified to be admitted and eventually succeed in their program of entry.

Given that evaluation of Casper within each college has been done to varying degrees to date coupled with the existence of third-party research that suggests that racial, financial, and discriminatory factors do exist with Casper testing, further analysis could be warranted. Potential next steps include revisiting admissions policies/guidelines, determining how to regularly (annually) evaluate the impact of Casper on admissions processes, or researching how peer institutions use situational judgement testing to enhance admissions processes while satisfying accreditation requirements in applicable program areas.

**USask University Council Meeting Minutes**  
**Thursday June 12, 2025**  
**2:30-4:30pm**  
**Convocation Hall and Zoom**

## **Call to Order**

The meeting was called to order at 2:34 pm.

The Chair, Dr. Christian Willenborg, began by explaining to members that both the Chair and Vice-Chair are away today; therefore, the Governance Committee appointed him as Chair for today's meeting. He then continued with a Land Acknowledgement.

No members of the media identified themselves.

The Chair reminded members there are no recordings of Council meetings.

## **1. Tribute**

Dr. Sasha Koustov, Professor in the Department of Physics and Engineering Physics, provided a tribute to Professor Emeritus Don McEwen.

Prior to agenda approval, the Chair noted to members that committee year end reports were circulated with the agenda and questions on the reports will be taken during question period.

## **2. Adoption of the agenda**

### **2.1 Adoption of the Agenda**

Motion: (Deters/Jones): *That the agenda be approved as circulated.*

CARRIED

## **3. Chair's Opening Remarks**

Chair Willenborg welcomed members to the final Council meeting of the 2024-2025 noting that it has been an exciting year. The Chair provided members with a recap on the year, including three elections, IRCC decisions, tariffs and budget challenges.

The Chair mentioned Convocation which took place last week and thanked members of Council as well as all of those who served on committees.

Chair Willenborg expressed his gratitude for the Governance team and all of their support of Council throughout the year.

## **4. Minutes**

Motion: (Lamb/Lieverse): *That the minutes of May 15, 2025 be approved as circulated.*

CARRIED

Abstention: Vandenberg

## 5. Business Arising

There was no business arising.

## 6. Executive Committee of Council

### 6.1 Item for Information: 2024/25 Executive Committee Annual Report

Information is in the agenda package. Questions will be taken during question period.

## 7. Academic Programs Committee

Carolyn Augusta, Chair of APC presented the committee's items as outlined in the agenda package.

### 7.1 Request for Decision: Termination of Project Based Master of Mathematics

Information is in the agenda package. There were no questions.

Motion (Augusta/Okoko): *It is recommended by the Academic Programs Committee that Council approve the termination of the Master of Math (M.Math) Project Based Program effective May 2026.*

CARRIED

### 7.2 Item for Information: Academic and Curricular Approval Chart Revisions

Information is in the agenda package. There were no questions.

### 7.3 Item for Information: 2024/25 APC Annual Report

Information is in the agenda package. Questions will be taken during question period.

## 8. Planning and Priorities Committee

Dr. Angela Lieveise, Vice-Chair of the PPC Committee, introduced Dr. Jerome Cranston to present the 2024-2025 Enrolment Report.

### 8.1 Item for Information: 2024/2025 Enrolment Report

*Slides are attached.*

Dr. Jerome Cranston presented the report to members. Highlights of the presentation included:

- Final numbers are not confirmed until the middle of June.
- Numbers and plans continue to shift given the changes taking place in the world.
- Enrolment has stabilized- have seen domestic enrolment growth and a large decrease in graduate students.

- Continue to see an increase in students who graduate.
- Increase in teaching activity- students are taking more classes.

There were no questions.

## 8.2 Item for Information: 2024/25 PPC Annual Report

Information is in the agenda package. Questions will be taken during question period.

## 9. Governance Committee

Dr. Roy Dobson, Chair of the Governance Committee presented the committee's item.

### 9.1 Request for Decision: Academic Courses Policy Changes

Information is in the agenda package.

Question: Much of the changed/new material employs the term "educator", but much of the old material uses the previous terms "instructor" and "instructor of record". Are these terms distinct? If they are, I look forward to understanding the difference.

There is no definition in nomenclature between instructor and educator. Dr. Turner noted that this has been a shift in language coming from the Learning Charter. These definitions will become clearer in the revamped policy coming forward next year.

Motion (Dobson/Augusta): *It is recommended by the Governance Committee that Council approve the changes to Academic Courses Policy, effective September 1, 2025.*

CARRIED  
1 opposed online

### 9.2 Request for Decision: Changes to Nominations Committee Terms of Reference

Information is in the agenda package. There were no questions.

Motion (Dobson/Augusta): *It is recommended by the Governance Committee that Council approve the changes to the Council Bylaws regarding membership of and quorum for the Nominations Committee of Council.*

CARRIED

### 9.3 Request for Decision: Nominations to the Nominations Committee of Council

Information is in the agenda package. There were no questions. There were no nominations from the floor.

Motion (Dobson/Augusta): *It is recommended by the Governance Committee that Council approve the slate of nominations, effective July 1, 2025.*

CARRIED

### 9.4 Request for Decision: Nomination for Chair of the Nominations Committee

Information is in the agenda package. There were no questions. There were no nominations from the floor.

Motion (Dobson/Augusta): *It is recommended by the Governance Committee that Council approve Reza Fotouhi as Chair of the Nominations Committee, effective July 1, 2025.*

CARRIED

**9.5 Item for Information: Editorial Changes to Council Bylaws**

Information is in the agenda package. There were no questions.

**9.6 Item for Information: Student Appeal and Misconduct Report 2024-2025**

Information is in the agenda package. There were no questions.

**9.7 Item for Information: Editorial Changes to College of Graduate and Postdoctoral Studies Faculty Council Bylaws**

Information is in the agenda package. There were no questions.

**9.8 Item for Information: 2024/25 Governance Annual Report**

Information is in the agenda package. Questions will be taken during question period.

**10. Nominations Committee**

Scott Bell, Chair of the Nominations Committee presented the committees items.

**10.1 Request for Decision: Omnibus Council Committee Selections**

Information is in the agenda package. There were no questions.

Motion (Bell/Dawson): *It is recommended by the Nominations Committee that Council approve the slate of nominations to the committees as noted below effective July 1, 2025.*

CARRIED  
Singh Abstention

**10.2 Request for Decision: Omnibus Council Committee Selections**

Information is in the agenda package. There were no questions.

Motion (Bell/Dawson): *It is recommended by the Nominations Committee that Council approve the attached nominations of Council Committee Chairs effective July 1, 2025.*

CARRIED  
Jones Abstention

**10.3 Request for Decision: Executive Director, Johnson Shoyama Graduate School of Public Policy Search**

Information is in the agenda package. There were no questions.

Motion (Bell/Dawson): *It is recommended by the Nominations Committee that Council approve the nomination for the Executive Director, Johnson Shoyama Graduate School of Public Policy Search, effective July 1, 2025.*

**10.4 Item for Information: 2024/25 Nominations Annual Report**

Information is in the agenda package. Questions will be taken during question period.

**11. Scholarships and Awards Committee**

**11.1 Item for Information: 2024/25 Scholarships and Awards Annual Report**

Information is in the agenda package. Questions will be taken during question period.

**12. Research, Scholarly and Artistic Work Committee**

Eric Lamb, Chair of the RSAW committee introduced the items.

**12.1 Item for Information: Vice President Research Annual Report**

Chair Lamb invited Dr. Baljit Singh to provide highlights on the year-end RSAW report. The full report is in the agenda package.

**12.2 Item for Information: College of Graduate and Postdoctoral Studies Annual Report**

Information is in the agenda package. There were no questions.

**12.3 Item for information: 2024/25 RSAW Annual Report**

Information is in the agenda package. Questions will be taken during question period.

**13. Teaching, Learning and Academic Resources Committee**

**13.1 Item for Information: 2024/25 TLARC Annual Report**

Information is in the agenda package. Questions will be taken during question period.

**14. Joint Committee on Chairs and Professorships**

Dr. Scott Walsworth presented one item for decision.

**14.1 Request for Decision: Buckwold/Milani Scholar in Commercial Law**

Dr. Walsworth explained that this gift was awarded to an existing faculty member which will be spread out over five years. It was also noted that some JCCP members continue to have concerns about the lack of safeguards on faculty bias when it comes to how money is donated for chairs and scholarships

Motion (Walsworth/Walleen): *It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Buckwold/Milani Scholar in Commercial Law in the College of Law.*

## **15. Reports**

### **15.1 Report of the President**

President Stoicheff was away travelling. The full report is in the agenda package.

### **15.2 Report of the Acting Provost**

Acting Provost Vince Bruni-Bossio acknowledged the communities affected by fires and invited Greg Fowler to speak to the work USask is doing to help these communities.

Mr. Fowler explained to members that his unit is working close with the red cross. USask began to take evacuees and red cross volunteers and are currently hosting 215 people. Mr. Fowler expressed his gratitude to the USask community for their support. The evacuation notice has been lifted for the groups that we are currently hosting; therefore, we will now be hosting those who are living in hotels to move to campus.

Dr. Bruni-Bossio mentioned the 'Think Tank' project designed to engage in discussions to be creative and brainstorm ideas to help USask's financial situation over the next 18 months. He noted that there are small things that we can do better, for example, how we use power on campus and looking at power optimizing space. Larger projects include looking at programs is beyond the scope of this project, but do encourage programming review in the Colleges. Dr. Bruni-Bossio was very clear to members that this project is not connected directly with any reorganization changes ongoing right now.

There were no questions.

### **15.3 Report of the GSA President**

There was no report from the GSA.

### **15.4 Report of the USSU President**

The full report is in the agenda package.

President Emma Wintermute presented a thorough review of the USSU report as well as pointing out upcoming events.

There were no questions.

## **16. Other business**

There was none.

## 17. Question period

Pre-submitted question :

There has been discussions in various colleges and at APC regarding the use of the CASPer test for admissions decisions. APC has observed a recent increase in the number of new programs seeking to use a situational judgement test (e.g., CASPer) in their admissions process. CBC News questions this practice ([https://youtu.be/mkxXnb-ml\\_I?si](https://youtu.be/mkxXnb-ml_I?si)). Some academic journal articles have concluded that CASPer scores are biased due to racial factors (e.g., [1-2]). There is also a cost to writing the CASPer test: \$50 CAD + \$18 per school to which results are sent [3], and this may adversely impact the ability of otherwise-strong potential applicants to submit their candidacy for admission. This test intends to "measure aspects of social intelligence and professionalism like ethics, empathy, problem-solving and collaboration" [4], and is reputed to be a test that "you cannot study for" [5]. However, preparation has been shown to increase test scores (e.g., [6]), and preparatory courses may be prohibitively expensive for some applicants (e.g., [7]), which may again deepen the divide between potential applicants who have significant access to resources and those who do not.

***Given the potential for adverse effects on the applicant pool in Saskatchewan, APC requests that each college that uses Casper in their admissions process undertake a study to examine the validity of Casper as a predictor of future success in their discipline. We also ask that the results be shared to Council, to enable a full understanding and discussion across the university.***

### References

- [1] V. Rosales, C. Conley, and M.C. Norris, "Racial and Ethnic Disparities in Situational Judgment Testing Among Applicants to an Anesthesiology Residency Program," *J Grad Med Educ*, vol. 16, no. 2, pp. 140-145 Apr. 2024. Accessed: May 29, 2025. doi: <https://doi.org/10.4300/JGME-D-23-00360.1>. [Online] Available: <https://pmc.ncbi.nlm.nih.gov/articles/PMC11234310/>
- [2] C.E. Gustafson, C.J. Johnson, G.L.B. Dallaghan, O.J. Knight, K.M. Malloy, K.R. Nichols, and L. Rahangdale, "Evaluating situational judgment test use and diversity in admissions at a southern US medical school", *PLoS One*, vol. 18, no. 2, pp. e0280205 Feb. 2023. Accessed: May 29, 2025. doi: <https://doi.org/10.1371/journal.pone.0280205>. [Online] Available: <https://pmc.ncbi.nlm.nih.gov/articles/PMC9925012/>
- [3] University of Saskatchewan College of Pharmacy and Nutrition, "Admissions Information", <https://pharmacy-nutrition.usask.ca/students/undergraduate-programs/admissions-information.php> (accessed May 29, 2025).
- [4] Acuity Insights, "Take CASPer", <https://acuityinsights.app/> (accessed May 30, 2025).
- [5] R. Katta and J. Li-Wang, "How to Prepare for the Casper Test: Tips and Strategies", <https://www.thesuccessfulmatch.com/post/how-to-prepare-for-the-casper-test-tips-and-strategies#:~:text=Although%20Altus%20Suite%20markets%20Casper,a%20few%20very%20important%20point%20s>. (accessed May 29, 2025).
- [6] F. Lievens, T. Buyse, P.R. Sackett, and B.S. Connelly, "The Effects of Coaching on Situational Judgement Tests in High-stakes Selection", *International Journal of Selection and Assessment*, vol. 20, no. 3, pp. 272 - 282 Sept. 2012. Accessed: May 30 2025. [Online] Available: <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1468-2389.2012.00599.x>

[7] Astroff Consultants, "Get Ready to Write CASPer", <https://www.casptest.com/> (accessed May 30, 2025).

Dr. Bruni-Bossio noted that the Provost Office is dedicated to the validity of these tests and committed to bringing back some more analysis.

Dr. Sarah Forgie, Dean of the College of Medicine, noted that CASPer has been an ongoing discussion for many years and introduced her colleague Dr. Adeyemi Laosebikan who noted that discussions are ongoing to start an ad hoc committee. Dr. Laosebikan explained that there is no definitive answer from the company who run CASPer tests on why some students are disadvantaged.

It was noted that CASPer plays a minimal role in admissions processes and is used to assess personal qualities in a candidate to help predict professional issues. In addition to CASPer, there are multiple interview processes to assess admission.

Dr. Laosebikan noted that the College of Medicine is in communication with company to address the concerns and will also work with other Colleges using this test as well.

Chair Augusta thanked the College of Medicine for this information and looks forward to more detail and hearing from other colleges on their data in the Fall.

## **18. Adjournment**

(Jones): The meeting was properly adjourned at 4:03 pm.