

Peer Review Report

Review Report on Removing the Graduate Record Examination as an admissions requirement does not impact student success

Policy Brief, Public Health Rev

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EVALUATION

Q 1 What are the main findings and conclusions reported in this manuscript?

The main finding was that Graduate Record Examination is not a key variable when assessing students' performance and employment data.

Q 2 Please highlight the limitations and advantages.

The manuscript should improve its academic language. Avoiding using words such as "small percentages" for numbers. The advantage is that presents information for three years.

Q 3 Are there objective errors or fundamental flaws? If yes, please detail your concerns.

No.

Q 4 Check List

Is the English language of sufficient quality?

Yes.

Does the manuscript provide an appropriate context for a non-technical audience?

Yes.

Does the manuscript use language that can be understood by a non-technical audience?

Yes.

Is the quality of figures and/or tables satisfactory?

Yes.

Is the evidence presented appropriate, sound and objective?

Yes.

Are the action points provided based on the evidence?

Yes.

Are the action points provided reasonable and feasible?

Yes.

Are there any ethical issues with the recommendations provided?

Yes.

Q 5 Please provide your detailed review report to the editor and authors (including any comments on the Q4 Check List):

Peer review: Removing the Graduate Record Examination as an admissions requirement does not impact student success

Abstract

1. Can you provide in the abstract key information about this manuscript? Such as, where the study was done? Or the time frame when the study was done.
2. Can you avoid using words such as “some increase”? One can use numbers.

Introduction.

Point for improvement

1. To be precise with the language for time. One cannot make a timeline about Graduate Record Examination in the United States (US). For instance “ For years, the Graduate Record Examination” (Page 3, line 16) What does for years means? Likewise, “over the past decade” (page 3, line 18). One should use years to be more precise.
2. To be precise with the language for number of programs. For example, “numerous programs changed” (page 3 line line 18), and “ with some dropping the GRE entirely, and other making it optional” (page 3 line 19). As a result, one does not know how many programs about public health are in the US. There is not absolute numbers, relative frequencies, or percentages.

Background

3. Authors mentioned “ in all of our programs”. Nonetheless, one may not know how many programs in public health has this university at bachelor, master, or PhD level. The authors should be more precise.
4. To be precise with the language in time “beginning in fall” (page 3 line 32). Fall includes four months, and we share months (12 months in a year). As a results, authors are losing precision in their academic writing.
5. “ GRE scores and measures of success in graduate programs (6)” (page 3 line 45). One can be interested in the measures of success in graduates’ programs, and these measurements can support this manuscript. Can you provide more information about these measures?
6. “Analysis of data from BU master” (page 3 lines 45 to 47). Can you provide the references?

Evidence

7. “we extracted data on all MPH program applications” (page 4 line 55). Can you provide the exact number of applications?
8. “we observed a slight uptick” (page 4 line 59) can you provide some numbers (e.g. relative frequency or absolute frequency) ?
9. “Small percentages students fail”. Please avoid using words as small. Can you be more specific by using numbers.
10. Can you please keep consistency in the use of decimals? The tables have one decimal, and the figure and text with non-decimals.

Policy options and recommendations.

11. “59% of schools and programs did not require the GRE” (page 5 line 94”). Can you provide the relative frequency of the total schools and programs in the US? Are these programs Master of Public Health?
- Table 1 Can you provide the relative frequency for each percentage. Can you reconfirm the first table was the number of applications?
- Table 2 one cannot determine the total students that took the programme for each year. Can you provide the total of students per year and the relative frequency? For each percentage. The second table was the number of admissions? Are the number of applicants the same as admissions?
- Figure 1. One can be confused about the admission per year and the employment data. As one cannot determine the number of students per admission and the response rate for the employment data. Could you tell the methods to do this figure?

QUALITY ASSESSMENT

Q 6 Originality



Q 7 Rigor

Q 8 Significance to the field

Q 9 Interest to a general audience

Q 10 Quality of the writing

Q 11 Overall quality of the study

REVISION LEVEL

Q 12 Please take a decision based on your comments:

Minor revisions.