




# Login

 UNIVERSITY OF ALBERTA

Search... 

?

GARS 

**Login required**  
Please log in to view other pages.

Login

Sign in using

Single Sign On

or

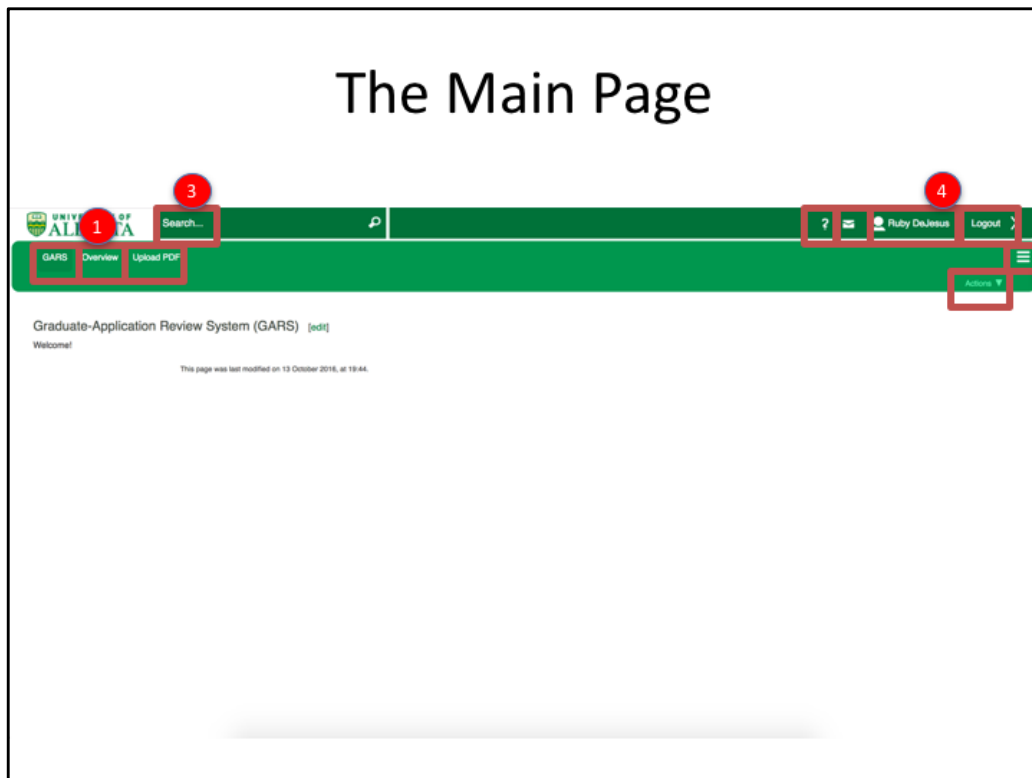
Login using your Forum account

Log In

Don't have an account?

Create Account

OT Faculty members and staff can login with their CCIDs.



(1)

The **GARS** Menu corresponds to the system's Main Page, shown here. The **Overview** menu leads to the overview table, containing summary information about all the applicants.

The **Upload PDF** menu leads to the page where a staff member can upload the complete PDF from GSMS, so that it can be linked to the applicant's file and also processed to extract reference data from it.

(2)

Ignore the **Actions** menu

The **three-horizontal-lines** menu opens to reveal the three options of #1

(3)

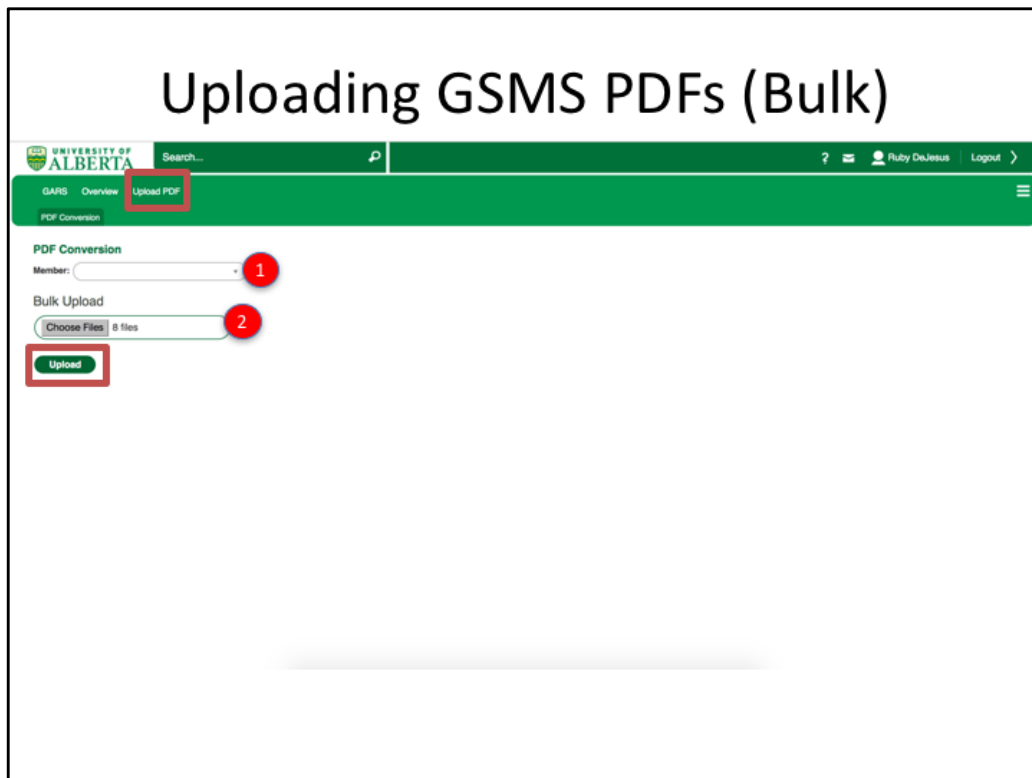
In this textbox you can search for any applicant, by their name (any substring of first or last name)

(4)

The **?** leads to the Help page, which contains this document.

The **envelope** menu leads to a page containing notifications for the user currently logged in – there are no notifications currently setup for the GARS system.

The **avatar** icon with the name of the user indicates the CCID of the user currently logged in.



Clicking on the **Upload PDF** menu leads to this page, which includes two selection widgets.

(1) The first widget enables you to select one of the list of current applicants (by name). If you are uploading multiple students in bulk leave this widget blank.

(2) The second widget enables you to select PDF files from your local filesystem. The files should be named “Lastname, Firstname” to be properly matched with the student.

Once PDF file selections have been made, clicking the **upload** button will upload the file to GARS and parse it to extract basic information about the applicant’s references. A confirmation message will be shown listing the students that were properly uploaded into GARS.

# Uploading GSMS PDF (Single)

The screenshot displays the 'Upload PDF' page in the GARS system. The page has a green header with the University of Alberta logo and a search bar. Below the header, there are tabs for 'GARS', 'Overview', and 'Upload PDF'. The 'Upload PDF' tab is selected. The main content area is titled 'PDF Conversion' and includes a 'Member' dropdown menu, a 'Pdf Upload' section, and an 'Upload' button. A red box highlights the 'Upload PDF' tab, and a red circle with the number '1' highlights the 'Member' dropdown menu. Another red circle with the number '2' highlights the 'Choose File' button in the 'Pdf Upload' section.

Clicking on the **Upload PDF** menu leads to this page, which includes two selection widgets.

(1) The first widget enables you to select one of the list of current applicants (by name).

(2) The second widget enables you to select a PDF file from your local filesystem.

Once both selections have been made, clicking the **upload** button will upload the file to GARS and parse it to extract basic information about the applicant's references.

# Applicants Overview Table

| User                                      | Pdf | GPA (60 credits) | GPA / credits | F | W | Anatomy | Stats       | Degree/Institution | Nationality Notes                    | Notes                   | Reviewed By           | Comments                     | Decision |
|---|-----|------------------|---------------|---|---|---------|-------------|--------------------|--------------------------------------|-------------------------|-----------------------|------------------------------|----------|
| Abunada, Susan<br>2017-02-17 14:25:48     |     | 0                | 2/4 3/12      | 2 | 2 | Yes     | In Progress | n (n) test (test)  | Indigenous, Canadian, International, | Hello                   | Ruby DeJesus (Admit)  | relevant personal experience |          |
| Adebambo, Olanleke<br>2017-01-05 10:07:40 |     | 4                | 4/4           | 0 |   | Yes     | Yes         | Chem (U of A)      |                                      | saskatchewan_aboriginal | Eleri Stroula (Admit) |                              |          |
| Aloisio, Bob<br>2017-01-05 10:07:40       |     | 0                |               |   |   |         |             | Chem (U of A)      |                                      |                         |                       | irrelevant information       | Waitlist |
| Artburn, William<br>2017-01-05 10:07:40   |     |                  |               |   |   |         |             |                    |                                      |                         |                       |                              |          |
| Awada, Leila<br>2017-01-05 10:07:40       |     |                  |               |   |   |         |             |                    |                                      |                         |                       |                              |          |
| Awada, Aham<br>2017-01-05 10:07:40        |     |                  |               |   |   |         |             |                    |                                      |                         |                       |                              |          |
| Madger, Molless<br>2017-01-05 10:07:40    |     |                  |               |   |   |         |             |                    |                                      |                         |                       |                              |          |

The **Applicants-Overview Table** reports basic information about each applicant in the system:

**User:** The applicant's name (Last, First) and the time when they produced their statement of purpose through GARS

**Pdf:** If a PDF file has been uploaded from the GSMS system, a PDF icon will show up here. It is clickable so that you can view their PDF file

**GPA (60 credits):** The student's GPA based on their last 60 credits

**GPA/credits:** The student's best GPA based on their best full year. Shown as GPA/number of credits taken that year. If there are two years that may be used as a comparison, it will be shown on two different lines.

**F:** Number of Fails

**W:** Number of Withdrawals

**Anatomy:** If the student has completed Anatomy, this will show 'Yes'

**Stats:** If the student has completed Statistics, this will show 'Yes'

**Degree/Institution:** Lists various degrees of the student and the institution.

**Nationality Notes:** A note if they are Indigenous, Canadian, International or from Saskatchewan

**Notes:** Any notes that are made by staff members

**Reviewed By:** If anyone has reviewed this student, their name and suggestion for admittance will be shown here

**Comments:** Any comments on their statement of purpose will be listed here

**Decision:** Final decision by committee to admit/reject/waitlist student

The table is sortable by any column.

The **search box** at the top right enables the user to filter the table to a subset of applications matching the search string, in any column.

Clicking on the **Show Filter Options** reveals a set of widgets that enable an advanced search method.

# Filtering and Sorting Applicants

The screenshot shows the 'GARS Applicant Review' interface. At the top, there's a green navigation bar with 'GARS', 'Overview', and 'Upload PDF'. Below this, a 'Hide Filter Options' button is visible. A 'Clear Filters' button is also present. The main filtering section includes several widgets: 'GPA' (range selector), 'Degree Program' (text input), 'Institution' (text input), 'Anatomy' (dropdown), 'Stats' (dropdown), 'Nationality' (dropdown with 'Select Nationality' button), 'Admit' (dropdown), 'Final Decision' (dropdown), 'Filter by Tags' (text input), and 'Select Tags' (button). Below the filters is a table of applicants with columns for User, GPA, GPA / credits, F, W, Anatomy, Stats, Degree/Institution, Nationality Notes, Notes, Reviewed By, Comments, and Decision.

| User                                      | GPA (80 credits) | GPA / credits | F | W | Anatomy | Stats       | Degree/Institution | Nationality Notes                    | Notes                   | Reviewed By           | Comments                     | Decision |
|---|------------------|---------------|---|---|---------|-------------|--------------------|--------------------------------------|-------------------------|-----------------------|------------------------------|----------|
| Abunada, Susan<br>2017-02-17 14:25:48     | 0                | 3/12          | 2 | 2 | Yes     | In-Progress | n (n) test (test)  | Indigenous, Canadian, International, | Hello                   | Ruby DeJesus (Admit)  | relevant personal experience |          |
| Adebambo, Olanrele<br>2017-01-05 10:07:40 | 4                | 4/4           | 0 |   | Yes     | Yes         | Chem (U of A)      |                                      | saskatchewan,aboriginal | Eleri Stroula (Admit) |                              |          |
| Alolalo, Bob<br>2017-01-05 10:07:40       | 0                |               |   |   |         |             | Chem (U of A)      |                                      |                         |                       | irrelevant information       |          |
| Artburns, William<br>2017-01-05 10:07:40  |                  |               |   |   |         |             |                    |                                      |                         |                       |                              |          |
| Awada, Laila                              |                  |               |   |   |         |             |                    |                                      |                         |                       |                              |          |

Clicking on the **Show Filter Options** reveals a set of widgets that enable an advanced search method.

The user can apply a set of filters to the set of applicants:

- 1) The GPA range of the student
- 2) Degree program of the student
- 3) The institution that the student may have attended
- 4) If the student has completed Anatomy
- 5) If the student has completed Stats
- 6) Nationality Notes
- 7) admission recommendation (admit, reject, undecided)
- 8) Final admission (admit, reject, waitlist)
- 9) A (subset of) tag(s) on the faculty reviewer comments.

On this page, the applicants-overview table is filtered to contain the subset that matches **all the filters**.



# Reviewing An Applicant

UNIVERSITY OF ALBERTA

Search...

Admin Logout

GARS Overview Upload PDF

Applicant Review

Arthurs, William

| GPA (80 Credits) | GPA / credits (Best) | GPA2 / credits (Best) | Fails | Withdrawals | Anatomy | Statistics | Degree / Institution       | Nationality Notes | Notes |
|------------------|----------------------|-----------------------|-------|-------------|---------|------------|----------------------------|-------------------|-------|
| 3.4              | 3.4/24               | 2.2/50                | 2     | 1           | Yes     | Yes        | Chem (U of A)<br>Bio (UBC) | Canadian,         |       |

From FGSR

Statement of Purpose

Review

Committee Comments

Once an applicant has been selected from the the applicants-overview table, the user (the faculty member reviewing the applicant) moves to the Individual-Applicant page, where the reviewer can

- 1) See the student's academic information that was displayed on the overview table,
- 2) see the reference information extracted from the GSMS PDF, assuming it has been uploaded to GARS; and
- 3) review and comment on the applicant's Statement of Purpose.
- 4) See committee comments made about the student

Through the second last accordion menu heading, the faculty member can enter his/her review on the applicant and see the reviews of other faculty members on the same applicant.

# Reviewing An Applicant

Search...

Admin
Logout

GARS

Overview

Upload PDF

Applicant Review

Arthurs, William

| GPA (80 Credits) | GPA / credits (Best) | GPA2 / credits (Best) | Fails | Withdrawals | Anatomy | Statistics | Degree / Institution | Nationality Notes | Notes |
|------------------|----------------------|-----------------------|-------|-------------|---------|------------|----------------------|-------------------|-------|
| 3.5              | 3.2/28               | 0.0                   |       |             | Yes     | Yes        | BKIn ()              |                   |       |

From FGSR

PDF

| Referee          | Position    | Type     | Reference Letter  |
|------------------|-------------|----------|---|
| Kevin Antonishen | Lab Faculty | Academic | <p>Knowledge of Applicant</p> <p>Relationship to Applicant: I was a lab instructor for two of Will's anatomy and physiology labs</p> <p>Duration Known Applicant: 2 yrs Years,</p> <p>Starting Year: 2011/12</p> <p>Ending Year: 2013/14</p> <p>Number of Students within the category dealt with in the past 5 years: 800</p> <p>Rank of the student within the Group: Upper 15%</p> <p>English Language Ability</p> <p>Will is fully competent in this regard.</p> <p>Specific Abilities</p> <p>Outstanding (top 5%), Superior (top 15%), Good (top 25%), Average (top 50%), Marginal (lower 50%)</p> <p>Academic Achievement: Superior</p> <p>Scholarly Promise: Superior</p> <p>Research Ability: N/A</p> <p>Teaching Potential/Promise: Superior</p> <p>Verbal Skills: Superior</p> <p>Writing Skills: N/A</p> <p>Industry/Outreach: N/A</p> <p>Judgement: N/A</p> <p>Overall Rating: Superior</p> <p>General Appraisal</p> <p>In my labs, Will demonstrated above-average intellectual curiosity and aptitude, an earnest drive to understand, and excellent interpersonal interactions with peers and faculty. I have worked as a Neurologist since 1996, often with other health care professionals (including OTs), and I sincerely believe Will would serve as a fantastic OT. I am convinced he would be an excellent student in your program.</p> |

Unfolding the accordion menu with the **“From FGSR”** heading, reveals the references of the applicant (each row is a separate letter writer) and the PDF uploaded from GSMS. Clicking on the pdf icon will open a new tab with the uploaded PDF.

# Reviewing An Applicant

**UNIVERSITY OF ALBERTA** Search... ? Admin Logout

GARS Overview Upload PDF Applicant Review

**Arthurs, William**

| GPA (80 Credits) | GPA / credits (Best) | GPA2 / credits (Best) | Fails | Withdrawals | Anatomy | Statistics | Degree / Institution | Nationality Notes | Notes |
|------------------|----------------------|-----------------------|-------|-------------|---------|------------|----------------------|-------------------|-------|
|                  | /                    | /                     |       |             |         |            |                      |                   |       |

From FGSR

Statement of Purpose

Filter by:  My Tags:  Annotation:  User:

Legend: Grammar Issue | Spelling Mistake | Styling Issue | Comment

**Q1**

Since August of 2015 I have been working as a Kinesicologist, helping clients return to function and get back to work. I currently work alongside Physiotherapists and Occupational Therapists (OT's). Since working as a Kinesicologist I have taken courses in assessing the spine and extremities as well as completing functional capacity evaluations. In my clinic, the OT's and Kinesicologists regularly conduct these as a baseline and progress testing, as well as independent evaluations at times. In school I completed my Bachelor degree in Kinesiology and an extended minor in Psychology. This gave me a good understanding of two of the major issues clients of OT's work with, physical and psychological issues giving me a good grasp on what to expect in the field working as an OT. The reason I want to take this path of becoming an OT is because I have a genuine desire to help people which is why I first went into Kinesiology.

**Q2**

Through my work and practicum experience I have worked and shadowed with OT's. During my practicum I assisted with conducting job site visits and planning return to work schedules. Through my job I have worked to help get the clients to the point where they can successfully return to work and with that I meet with the OT case managing the file and help plan out an appropriate return to work date, and during the treatment if further treatment recommendations are needed such as: additional kinesiology sessions, physiotherapy sessions, or if a clinical counselling screen is necessary. Through my work we conduct one hour education sessions every two weeks to help improve each of our skills. Our company also holds seminars with instructors who have been working in their position for many years and have knowledge to share. I have also attended education seminars on case management that our company has held. My experiences working with the clients one on one and as part of a team working with the OT's has helped me improve the client's physical well-being. This experience along with the additional information I have gathered would contribute to make me a good OT. By being able to serve clients as an OT in turn allows me to represent and contribute to the profession.

**Q3**

**Automated Analysis Results:**

| Algorithm                   | JS   | Minimum Grade | Age |
|-----------------------------|------|---------------|-----|
| Automated Readability Index | 0.00 | 0.00          |     |
| Coleman-Liau                | 0.00 | 0.00          |     |
| Dalechall                   | 0.00 | 0.00          |     |
| Flesch-Kincaid              | 0.00 | 0.00          |     |
| SMOG                        | 0.00 | 0.00          |     |

Flesch Reading Ease: 0.00

Dalechall Readability Index: 0.00

Sentiment Type: 0

Sentiment Score: 0

| Emotion Type | Score |
|--------------|-------|
| Anger        | 0.00  |
| Disgust      | 0.00  |
| Fear         | 0.00  |

Unfolding the accordion menu with the **“Statement of Purpose”** heading, reveals the statement of purpose of the applicant.

On the left side of the page, the results of the various automated analyses are reported.

On the main panel, the statement of purpose is shown, annotated with warnings (underlined with green, blue or red, depending on the warning type) from the automated text analyses (Legend is shown). The text segments highlighted with yellow correspond to comments by faculty reviewers.

- (1) The user can flip through and review yellow-highlighted comments one at a time, using the arrows.
- (2) The user can filter comments by their associated tags.
- (3) The user can filter comments by their content.
- (4) The user can filter comments by the name of the faculty reviewer who edited them.

# Reviewing An Applicant

**Readability Index**

The automated readability index (ARI) is a readability test for English texts, designed to gauge the understandability of a text.

It uses two ratios representing word difficulty (number of letters per word) and sentence difficulty (number of words per sentence).

Formula :  $4.71(\text{characters/words}) + 0.5(\text{words/sentences}) - 21.43$

The higher the score, the higher the grade level.

Scores higher than 12 depict 'College' level writing.

**OK**

On this page, the green question marks reveal pop ups that explain the meaning of the metrics produced through automated analysis on the SoP.

# Reviewing An Applicant

UNIVERSITY OF ALBERTA

Search...

Admin
Logout

GAINS
Overview
Upload PDF

Applicant Name

| Algorithm         | US Grade | Minimum Age |
|-------------------|----------|-------------|
| Automated         | 0.00     | 0.00        |
| Readability Index | 0.00     | 0.00        |
| Coleman-Liau      | 0.00     | 0.00        |
| Dawkins           | 0.00     | 0.00        |
| Flesch-Kincaid    | 0.00     | 0.00        |
| SMOG              | 0.00     | 0.00        |

Flesch Reading Ease: 0.00

Dalechall Readability Index: 0.00

Sentiment Type: 0

Sentiment Score: 0

Emotion Type Scores

|         |      |
|---------|------|
| Anger   | 0.00 |
| Disgust | 0.00 |
| Fear    | 0.00 |
| Joy     | 0.00 |

Personality Statistics

Grammar Errors: 13  
Spelling Errors: 10  
Style Suggestions: 24

Q1

Since August of 2016 I have been working as a Kinesiotherapist, helping clients return to function and get back to work. I currently work at the University of Alberta. Since working as a Kinesiotherapist I have taken courses in assessing the spine and extremities as well as completing functional capacity testing as a baseline and progress testing, as well as independent evaluations at times. In school I completed my Bachelor of Science in Kinesiology and have a good understanding of two of the major issues clients of OT's work with, physical and psychological issues giving me a great reason I want to take this path of becoming an OT is because I have a genuine desire to help people which is why I first went into Kinesiology.

Q2

Through my work and practicum experience I have worked and shadowed with OT's. I have worked with clients to the point where they can successfully work date, and during the treatment if further treatment recommendations are needed I have been able to provide the necessary. Through my work we conduct one hour education sessions every two weeks to help improve each of our skills. Our clients in their position for many years and have knowledge to share. I have also attended education seminars on case management that our clients and as part of a team working with the OT's has helped me improve the client's physical well being. This experience alone has helped me to make a good OT. By being able to serve clients as an OT in turn allows me to represent and contribute to the profession.

Q3

My academic experiences have helped prepare me for a MScOT program. In my final year I was able to achieve above average grades and was recognized for this commitment by being named to the Dean's List. I believe this demonstrates I possess the right focus and attitude to succeed in this program. I am able to work on an individual or with others. My time management skills are very good and I plan out months ahead in an academic setting. Furthermore my background in Kinesiology and Psychology will help me excel in the program.

Q4

The obvious challenge facing Canada's health care system is an aging population and escalating health care costs. As people age they tend to require more access to medical professionals and services which means they are drawing heavily on the resources intended for all. Mental health issues are becoming much more recognized and public demand for funding for relevant services has already begun. In my experience OT's do work quite a bit with people with mental health issues so I am aware that this will in turn put a strain on health care funding and resources. By partnering with other areas of government to advocate for citizens to follow a healthy lifestyle which includes exercise and nutrition the health care system can be proactive in reducing the future demand in the older demographic for some medical issues, including those delivered by OT's. While user fees are not popular, some form of user contribution may be necessary to ensure adequate services are available in the near future. The responsibility does not rest with the health care system by itself. A strong economy that provides a growing work force provides a more sustainable tax base and therefore a broader source of health care funding revenue. Policies by government that encourage immigration for people seeking careers can support this as Canada's own population base is not growing rapidly and immigration can instantly add to a younger tax paying demographic. To my earlier point, encouraging a healthy lifestyle to this younger population will long term help to reduce the heavy demand on services by one segment of the population and make care more accessible to all for a more reasonable expense to the system.

Q5

I like this sentence

positive personal qualities

negative personal qualities

relevant personal experience

irrelevant information

understanding of OT incorporated into personal experience

11

# Reviewing An Applicant

UNIVERSITY OF ALBERTA

Search...

Admin Logout

GARS Overview Upload PDF

Applicant Review

| Algorithm         | JS Grade | Minimum Age |
|-------------------|----------|-------------|
| Automated         | 0.00     | 0.00        |
| Readability Index | 0.00     | 0.00        |
| Coleman-Liau      | 0.00     | 0.00        |
| Dale-Chall        | 0.00     | 0.00        |
| Flesch-Kincaid    | 0.00     | 0.00        |
| SMOG              | 0.00     | 0.00        |

Flesch Reading Ease: 0.00

Dale-Chall Readability Index: 0.00

Sentiment Type:

Sentiment Score: 0

| Emotion Type | Score |
|--------------|-------|
| Anger        | 0.00  |
| Disgust      | 0.00  |
| Fear         | 0.00  |
| Joy          | 0.00  |

Personality Statistics

Conscientiousness

Openness

Extraversion

Agreeableness

Neuroticism

Grammar Errors: 13

Spelling Errors: 10

Rule Successes: 94

Q1

Since August of 2015 I have been working as a Kinesiologist, helping clients return to function and get back to work. I currently work alongside Physiotherapists and Occupational Therapists (OT's). Since working as a Kinesiologist I have taken courses in assessing the spine and extremities as well as completing conduct these as a baseline and progress testing, as well as independent evaluations at times. In school I completed minor in Psychology. This gave me a good understanding of two of the major issues clients of OT's work with, physical and psychological issues. I want to take this path of becoming an OT because I have a genuine desire to help people which is why I like this sentence

Q2

Through my work and practicum experience I have worked and shadowed with OT's. During my practicum I assisted with conducting job site visits and planning return to work schedules. Through my job I have worked to help get the clients to the point where they can successfully return to work and with that I meet with the OT case managing the file and help plan out an appropriate return to work date, and during the treatment if further treatment recommendations are needed such as: additional kinesiology sessions, physiotherapy sessions, or if a clinical counselling screen is necessary. Through my work we conduct one hour education sessions every two weeks to help improve each of our skills. Our company also holds seminars with instructors who have been working in their position for many years and have knowledge to share. I have also attended education seminars on case management that our company has held. My experiences working with the clients one on one and as part of a team working with the OT's has helped me improve the clients physical well being. This experience along with the additional information I have gathered would contribute to make me a good OT. By being able to serve clients as an OT in turn allows me to represent and contribute to the profession.

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Q5

On this page, hovering over a yellow-highlighted text fragment reveals the comment of this fragment.

# Reviewing An Applicant

UNIVERSITY OF ALBERTA

Search...

?

Admin

Logout

GARS Overview **Upload PDF**

Applicant Name

| Algorithm                   | US Grade | Minimum Age |
|-----------------------------|----------|-------------|
| Automated Readability Index | 0.00     | 0.00        |
| Coleman-Liau                | 0.00     | 0.00        |
| Dawchall                    | 0.00     | 0.00        |
| Flesch-Kincaid              | 0.00     | 0.00        |
| SMOG                        | 0.00     | 0.00        |

Flesch Reading Ease: 0.00

Dalechall Readability Index: 0.00

Sentiment Type: 0

Sentiment Score: 0

| Emotion Type | Score |
|--------------|-------|
| Anger        | 0.00  |
| Disgust      | 0.00  |
| Fear         | 0.00  |
| Joy          | 0.00  |

Personality Statistics

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**Q1**

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**Q2**

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**Q3**

My academic experiences have helped prepare me for a MScOT program. In my final year I was able to achieve above average grades and was recognized for this commitment by being named to the Dean's List. I believe this demonstrates I possess the ability to succeed in this program. I am able to work as an individual or with others. My time management skills are very good and I plan out months ahead in an academic as well as in my personal life. I am able to manage my time and ensure I am able to succeed in this program. I am able to work as an individual or with others. My time management skills are very good and I plan out months ahead in an academic as well as in my personal life.

**Q4**

The obvious challenge facing Canada's health care system is the aging population and escalating health care costs. As people age they tend to require more access to medical professionals and services which means they are drawing heavily on the system. Mental health issues are becoming much more recognized and public demand for funding for relevant services has already begun. In my experience OT's do work quite a bit with people with mental health issues so I am aware that this will in turn put a strain on health care funding and resources. By partnering with other areas of government to advocate for citizens to follow a healthy lifestyle which includes exercise and nutrition the health care system can be proactive in reducing the future demand in the older demographic for some medical issues, including those delivered by OT's. While user fees are not popular, some form of user contribution may be necessary to ensure adequate services are available in the near future. The responsibility does not rest with the health care system by itself. A strong economy with a growing work force provides a more sustainable tax base and therefore a healthier source of health care funding revenue. Policies by government that encourage immigration for people seeking careers can support this as Canada's own population base is not growing rapidly and immigration can instantly add to a younger tax paying demographic. To our earlier point, encouraging a healthy lifestyle to this younger population will long term help to reduce the heavy demand on services by one segment of the population and make care more accessible to all at a more reasonable expense to the system.

**Q5**

13

# Reviewing An Applicant

UNIVERSITY OF ALBERTA

Search...

Help Ruby DeJesus Logout

GARS Overview

Applicant Review

**Adebambo, Olanrele**

| GPA (90 Credits) | GPA / credits (Best) | GPA2 / credits (Best) | Fails | Withdrawals | Anatomy | Statistics | Degree / Institution | Nationality Notes | Notes                   |
|------------------|----------------------|-----------------------|-------|-------------|---------|------------|----------------------|-------------------|-------------------------|
| 4                | 4/4                  | 0/0                   | 0     | 0           | Yes     | Yes        | Chem (U of A)        |                   | saskatchewan,aboriginal |

From FGSR

Statement of Purpose

Review

DeJesus, Ruby [Show/Hide]

Stroulia, Eleni [Show/Hide]

Save

Unfolding the accordion menu with the **“Review”** heading, reveals the faculty-review forms for this applicant. Yours will show up at the top. Any reviews made by someone else will be greyed out, but will be available for you to see.



# Reviewing An Applicant

UNIVERSITY OF ALBERTA

Search...

Help ? Ruby DeJesus Logout

GARS Overview Upload PDF

Applicant Review

Statement of Purpose

Review

DeJesus, Ruby [Show/Hide]

|   |  |
|---|--|
| Knowledge of OT (accurate; in own words):   | <input type="radio"/> Yes <input type="radio"/> No |
| Writing skills (no grammatical errors, easy to read, logical):                          | <input type="radio"/> Yes <input type="radio"/> No |
| Develops a compelling argument for a match of their experiences/studies to OT:          | <input type="radio"/> Yes <input type="radio"/> No |
| At least one academic reference, second one appropriate (e.g. not a neighbour, friend): | <input type="radio"/> Yes <input type="radio"/> No |
| References were detailed and specific:  | <input type="radio"/> Yes <input type="radio"/> No |
| Positive statements made about critical thinking and strong communication skills:       | <input type="radio"/> Yes <input type="radio"/> No |
| Student explained extenuating or unusual circumstances regarding academic history?:     | <input type="radio"/> Yes <input type="radio"/> No |

Please review entire academic record and note any inconsistencies or areas of concern:  
(currently 0 words out of a maximum of 150)

[Rich text editor toolbar]

The reviewer faculty member can click on his/her own name and fill out the review form. Once the review form has been completed and a recommendation has been made, this information will be reflected on the applicants-overview table.

# Viewing Committee Comments

The screenshot displays the 'Viewing Committee Comments' page within the University of Alberta's GARS system. The interface features a green header with the University of Alberta logo, a search bar, and user information (Ruby DeJesus, Logout). Below the header, a green navigation bar contains links for 'GARS', 'Overview', and 'Upload PDF'. The 'Overview' link is highlighted with a red box. The main content area shows an 'Applicant Review' section with two accordions: 'Review' and 'Committee Comments'. The 'Committee Comments' accordion is expanded, revealing a 'Final Decision' section with radio buttons for 'Admit', 'Reject', and 'Waitlist'. Below this is a 'Waitlist number' input field. The 'Comments' section includes a text area with a word count (currently 0 words out of a maximum of 150) and a rich text editor toolbar. A 'Save' button is located at the bottom of the comments section.

The last accordion is the committee comments. If you are a staff member, this will be editable. Otherwise this will only show the final decision and the comments from the committee.

# Editing Student's Academic Profile

UNIVERSITY OF ALBERTA

Ad

Unknown  
Unknown  
Adebambo, Olanrele  
Unknown  
Unknown

Adebambo, Olanrele

| GPA (60 Credits) | GPA / credits (Best) | GPA2 / credits (Best) | Fails | Withdrawals | Anatomy | Statistics | Degree / Institution | Nationality Notes | Notes                   |
|------------------|----------------------|-----------------------|-------|-------------|---------|------------|----------------------|-------------------|-------------------------|
| 4                | 4/4                  | 0/0                   | 0     | 0           | Yes     | Yes        | Chem (U of A)        |                   | saskatchewan,aboriginal |

From FGSR

Statement of Purpose

Review

Committee Comments

To edit a student's GPA or add notes, you can search them using the search bar at the top, or click their name on their review page. This will take you to their bio page.

# Editing Student's Academic Profile (2)

? 📧 👤 Ruby DeJesus Logout

[GARS](#)
[Overview](#)
[Upload PDF](#)
Actions

**Olanrele Adebambo**  
Email: [adebambo@ualberta.ca](mailto:adebambo@ualberta.ca)

| Most Recent Academic Degree  | Additional Degrees | Background  |
|--|--------------------|---|
| Degree (Institution): Chem (U of A)<br>GPA (over last 60 credits): 4<br>GPA (over best full year/number of credits): 4/4<br>GPA2 (over best full year/number of credits): 0/0<br>Number of Failures: 0<br>Number of Withdrawals: |                    | Notes: saskatchewan.aboriginal<br>Indigenous:<br>Canadian:<br>Saskatchewan:<br>International:<br>Anatomy: Yes<br>Stats: Yes |

[Review](#)
[Edit Bio](#)

On their bio page you can click on “Edit Bio” and edit the various different fields.