Origin: 1911 as a Normal School, now one of 23 CSU campuses (largest university in US)
Carnegie Classification: Doctoral, moderate research activity (R3) + Community Engagement
Students: 25,168 with 2,953 post-bacc (12% of total); 67% 1st gen; 80% non-white
Faculty: 699 Tenure/Tenure Track
Degrees: 66 Bachelor’s, 44 Master’s, and 3 Doctoral
Rankings: nationally ranked for Social Mobility and Graduation Rate Performance
Host Campus: CGS/ETS Western Regional Focus Group on Master’s Admission Attributes
Holistic Review in Graduate Admission

Findings directly related to holistic admissions:

• Holistic review is widely viewed as a useful strategy for improving diversity of higher education. There is also some evidence that holistic admissions processes are associated with improved student outcomes.

• A core set of practices essential to a holistic approach would give graduate institutions useful, practical guidance.

• Limited staff and faculty time is considered the greatest barrier to performing more holistic admissions processes for graduate programs.
Promising Practices:

1. Demonstrate a clear commitment to excellence through diversity.

2. Gather and analyze department-specific data on graduate admissions.

3. Provide faculty with information on the appropriate use of the Graduate Record Exam (GRE).

4. Offer guidance on the optimal sequence for reviewing application materials.

5. Provide faculty with rubrics for evaluating applicants so that admissions criteria are more transparent and consistently applied.

6. Consider both cognitive and non-cognitive admissions attributes.
Non-Cognitive Admissions Attributes Organized by the Big Five Factors

<table>
<thead>
<tr>
<th>Conscientiousness</th>
<th>Agreeableness</th>
<th>Emotional Stability</th>
<th>Openness</th>
<th>Extraversion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependability</td>
<td>Collaboration</td>
<td>Confidence</td>
<td>Creativity</td>
<td>Assertiveness</td>
</tr>
<tr>
<td>Grit</td>
<td>Collegiality</td>
<td>Coping with Stress</td>
<td>Curiosity</td>
<td>Cheerfulness</td>
</tr>
<tr>
<td>Organization</td>
<td>Generosity</td>
<td>Moderation</td>
<td>Global Awareness</td>
<td>Communication</td>
</tr>
<tr>
<td>Persistence</td>
<td>Honesty</td>
<td>Resilience</td>
<td>Growth Mindset</td>
<td>Friendliness</td>
</tr>
<tr>
<td>Planning</td>
<td>Integrity</td>
<td>Self-Consciousness</td>
<td>Imagination</td>
<td>Leadership</td>
</tr>
<tr>
<td>Punctuality</td>
<td>Kindness</td>
<td>Self-Esteem</td>
<td>Innovation</td>
<td>Liveliness</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Trustworthiness</td>
<td>Self-Regulation</td>
<td>Tolerance</td>
<td>Sociability</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Instrument</th>
<th>URL</th>
<th>Factors</th>
<th>Format</th>
</tr>
</thead>
</table>
| ACT Engage | http://www.act.org/engage/college_features.html | • academic self confidence  
• general determination  
• goal striving  
• commitment to college  
• communication skills  
• social connection  
• study skills  
• steadiness | • 108 items  
• 30 minutes  
• online format |
| Cengage Learning College Success Factors Index 2.0 (CSFI) | http://www.cengage.com/csfi/ | • college involvement  
• competition  
• expectations  
• family involvement  
• precision  
• persistence  
• responsibility/control  
• task planning  
• time management  
• wellness | • 100 items  
• 70 minutes  
• online format |
| Mindset | http://mindsetonline.com/testyourmindset/step1.php | Growth vs fixed mindset assessment | • 16 items  
• online or hard copy |
| Non-Cognitive Questionnaire (NCQ) | http://williamsedlacek.info/publications.html | • demonstrated community involvement  
• knowledge acquired in a field positive self-concept  
• preference for long-term over short-term goals  
• realistic self-appraisal  
• successful handling of the system  
• successful leadership experience | • 23 items |
| ETS SuccessNavigator | https://www.ets.org/successnavigator/about/ | • academic skills  
• commitment  
• self-management  
• social support | • 30 minutes  
• online format |
For a complete list of assessment instruments go to: