



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

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

Source: http://blogs.edweek.org/edweek/global_learning/2015/05/making_sense_of_21st_century_competencies.html

Based on: Digman, J. M. (1990). Personality structure: Emergence of the five-factor model. *Annual Review of Psychology*, 41, 417-440.

Instrument	URL	Factors	Format
ACT Engage	http://www.act.org/engage/college_features.html	<ul style="list-style-type: none"> • academic self confidence • general determination • goal striving • commitment to college • communication skills • social connection • study skills • steadiness 	<ul style="list-style-type: none"> • 108 items • 30 minutes • online format
Cengage Learning College Success Factors Index 2.0 (CSFI)	http://www.cengage.com/csfi/	<ul style="list-style-type: none"> • college involvement • competition • expectations • family involvement • precision • persistence • responsibility/control • task planning • time management • wellness 	<ul style="list-style-type: none"> • 100 items • 70 minutes • online format
Mindset	http://mindsetonline.com/testyourmindset/step1.php	Growth vs fixed mindset assessment	<ul style="list-style-type: none"> • 16 items • online or hard copy
Non-Cognitive Questionnaire (NCQ)	http://williamsedlacek.info/publications.html	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 23 items
ETS SuccessNavigator	https://www.ets.org/successnavigator/about/	<ul style="list-style-type: none"> • academic skills • commitment • self-management • social support 	<ul style="list-style-type: none"> • 30 minutes • online format



For a complete list of assessment instruments go to:

<https://ccrc.tc.columbia.edu/images/a-list-of-non-cognitive-assessment-instruments.pdf>