



Understanding the Master's Admission Landscape

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Master's Admissions

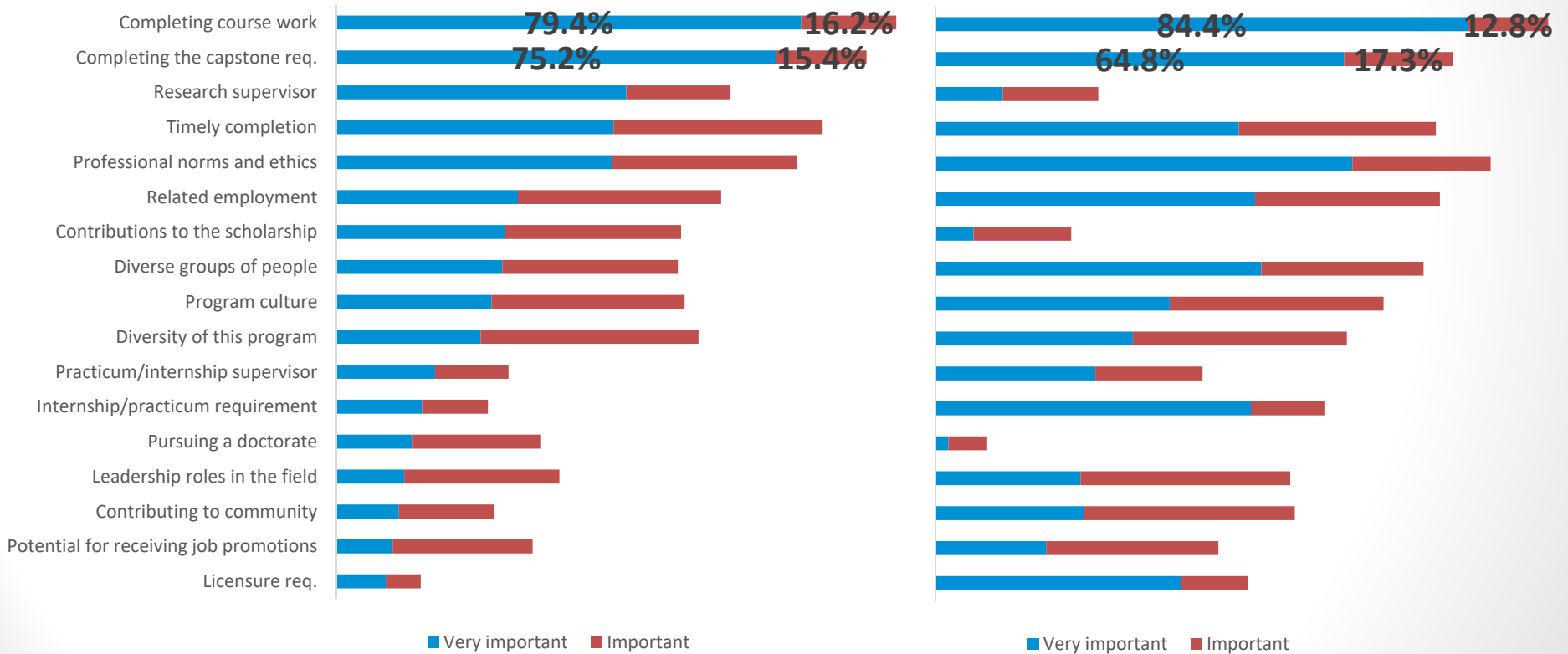
Transparency, Guidance, and Training

1. What is **success** in a master's program?
2. What **attributes** predict success?
3. What **evidence** evaluates the attributes?
 - What are the “**missing pieces**?”
 - What are the implications for **admission practices and** future research?

Key Finding #1: Potential for completing the degree is the most important milestone that master's programs look for in their applicants during master's admission.

Research Focused Programs

Professional Focused Programs



Key Finding #2: Critical thinking and analytical think are the most important attributes and qualities of applicants that master’s programs associate with applicants’ potential to meet key milestones for master’s education.

Research Focused Programs

Professional Focused Programs

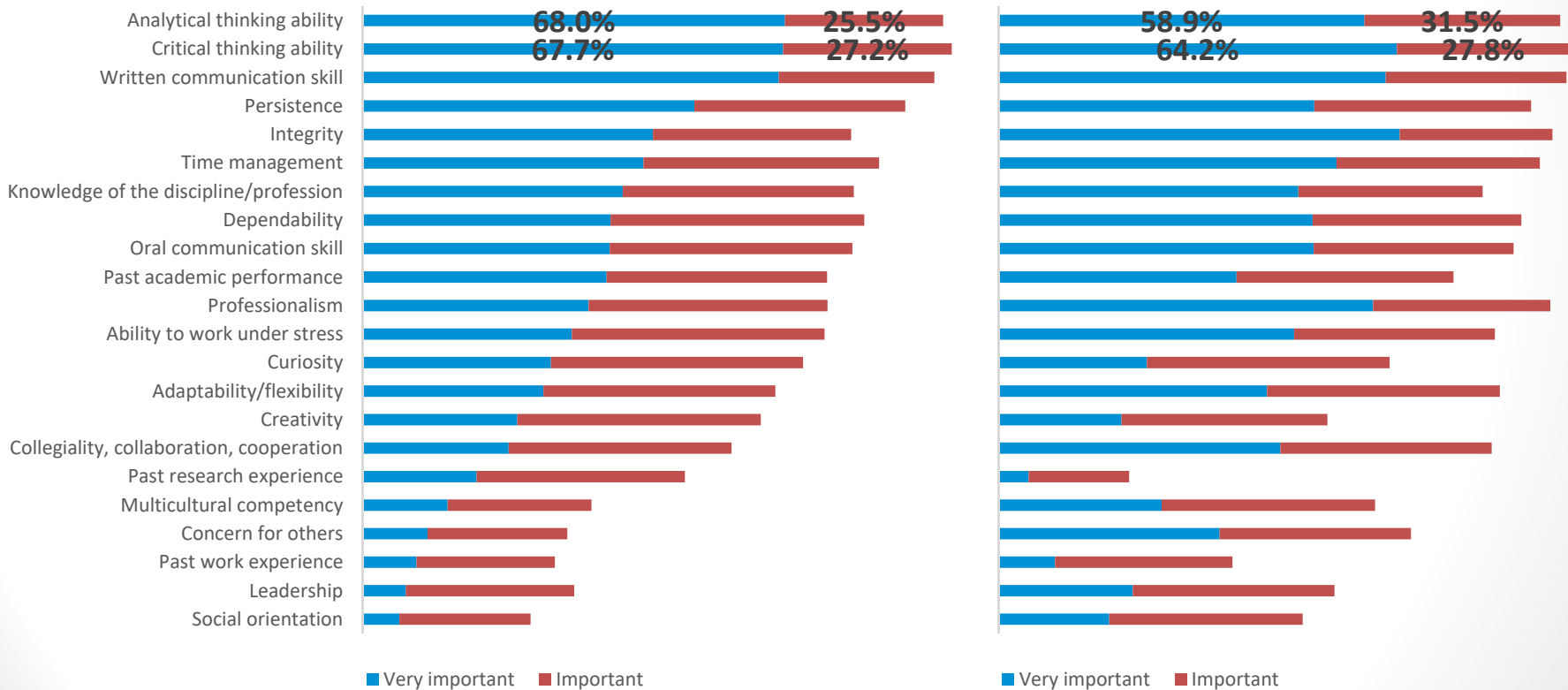
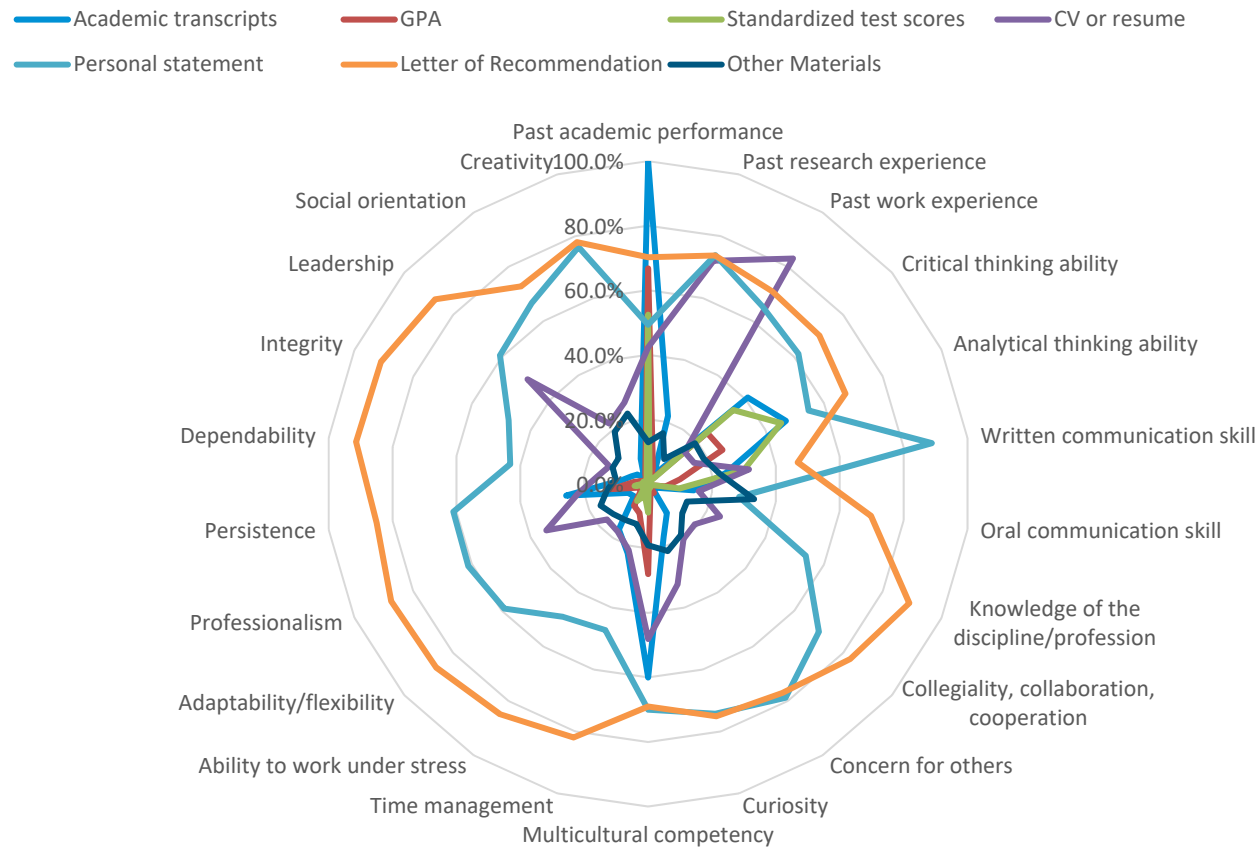


Figure. Importance of Applicants’ Attributes & Qualities in Determining Their Potentials in Completing Degree Requirements by Program Focus. Source: Okahana, H., Augustine, R.M., & Zhou, E. (forthcoming). *Master’s Admission Attributes Connecting Admission Success with Student Success*. Washington, DC: Council of Graduate Schools.

Key Finding #3: Letters of recommendations and personal statements are used to weigh a wide range of cognitive and non-cognitive attributes in application processes.



Key Finding #4: There are predictive limitations between admission criteria and student success, especially linkages between non-cognitive attributes and student success are lacking.

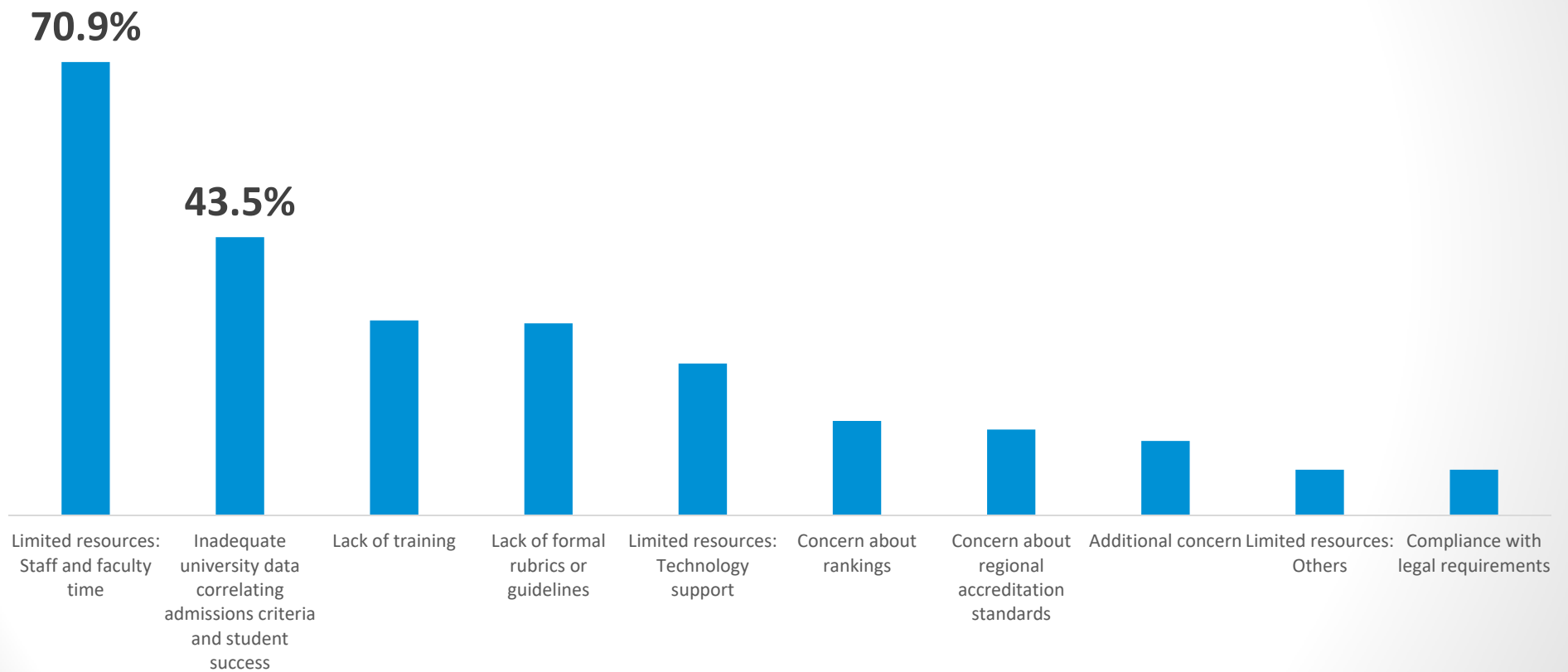
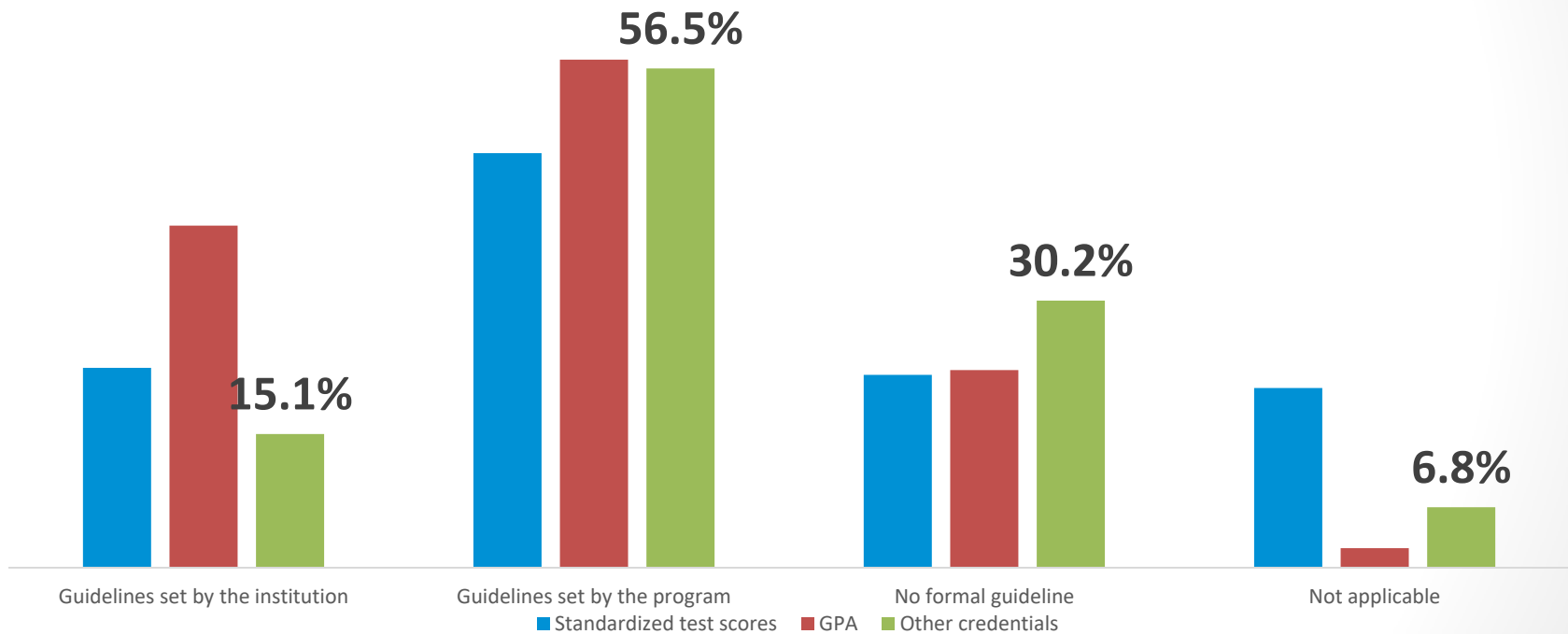


Figure. Graduate Deans' Perspectives on Barriers and Limitations for Evaluating Applicants. Source: Okahana, H., Augustine, R.M., & Zhou, E. (forthcoming). *Master's Admission Attributes Connecting Admission Success with Student Success*. Washington, DC: Council of Graduate Schools.

Key Finding #5: Yet, few graduate schools offer guidelines/rubrics for reviewing LoR or PS, and 30% master's programs have no formal guideline.



Transparency

- **At the Time of Admission Identify:**
 - **The Program's Definition**
 - **The attributes Associated with that Definition**
- **Promising Practices**
 - **Web Pages**
 - **Applicant Profiles**
 - **Standardization & Rubrics**
 - **Data for Admission Committees**

Guidance

- **Biasing Effects: Knowing the Applicant's**
 - Program
 - Institution
 - Author of Letters
 - Scores/GPAs Prior to Other Evidence
- **Promising Practices**
 - Interviews
 - Panels
 - Advisory Boards
 - Order of Review

Training for All Participants

- **Training**
 - **Key Recommendation Holistic Review (Kent & McCarthy, 2016)**
- **Promising Practices**
 - **Leverage Faculty Leaders**
 - **Leverage Disciplinary Societies**

Admissions Reimagined

- **Artificial Intelligent & Big Data**
- **Cohort Admission = “Posse Initiative”**
 - **Admit Cohort vs. Admit Individuals**
- **Evidence Centered Design**
 - **Continuous Review & Adjustment**
- **Future Research**
 - **Predictive Potential of Non-Cognitive Attributes**
 - **Effectiveness of Standardization**
 - **Admissions Aligned with Models**



James E. Marshall

**Dean of Research and Graduate Studies
California State University Fresno**





Origin: 1911 as a Normal School, now one of 23 CSU campuses (largest university in US)

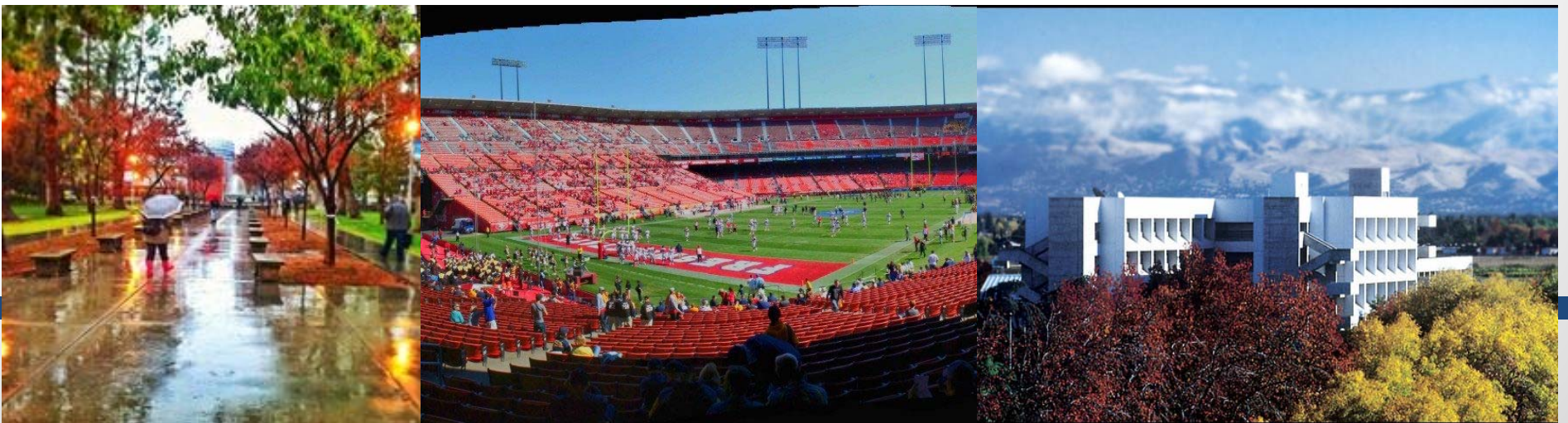
Carnegie Classification: Doctoral, moderate research activity (R3) + Community Engagement

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



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.

Letters of Recommendation

Dear Professor Lefschetz:

This is to recommend Mr. John F. Nash, Jr. who has applied for entrance to the graduate college at Princeton.

Mr. Nash is nineteen years old and is graduating from Carnegie Tech in June. He is a mathematical genius.

Yours sincerely,

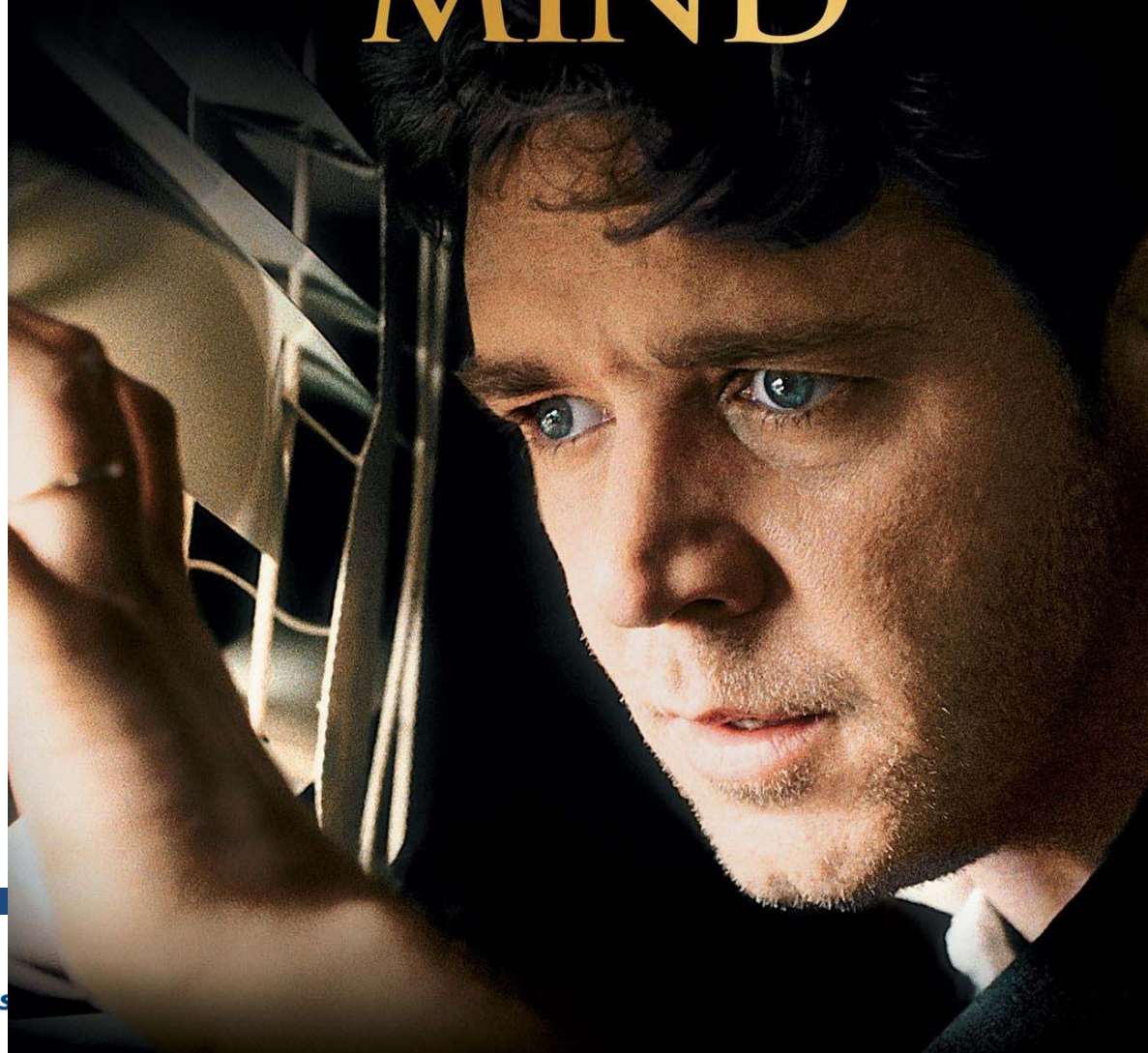
Richard P. Saffin

RUSSELL CROWE

ED HARRIS

A RON HOWARD FILM

A BEAUTIFUL MIND



Personal Statements

APPLYING TO GRADUATE SCHOOL — and Writing Those Pesky Personal Statements

Presented by: Drs. Emily Pentzer and
Ina Martin with a group panel

Friday, February 16, 2018

12:45 - 2:00pm

Sears 480



Transparency



Department of Kinesiology

COLLEGE OF HEALTH AND HUMAN SERVICES

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Admissions Web sites: Do they indicate what the applicant should submit, or how to demonstrate applicant qualities?

- Videos specifying competencies of successful applicants
- Applicant Profiles highlighting successful applicants and graduates (include degree completion rates and post-graduation job placements)
- Rubrics for standardization of letters and personal statements

Welcome to the Fresno State Department of Kinesiology Graduate Program. We offer a premier, affordable graduate experience in three areas: [Exercise Science](#), [Sport Administration](#), and [Sport Psychology](#).

For more information on any of our programs, visit the program links to the left or the resources below.

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Information:

Gilbert, Ph.D.
ram

Room 117
B.8902
[@csufresno.edu](#)

Links:

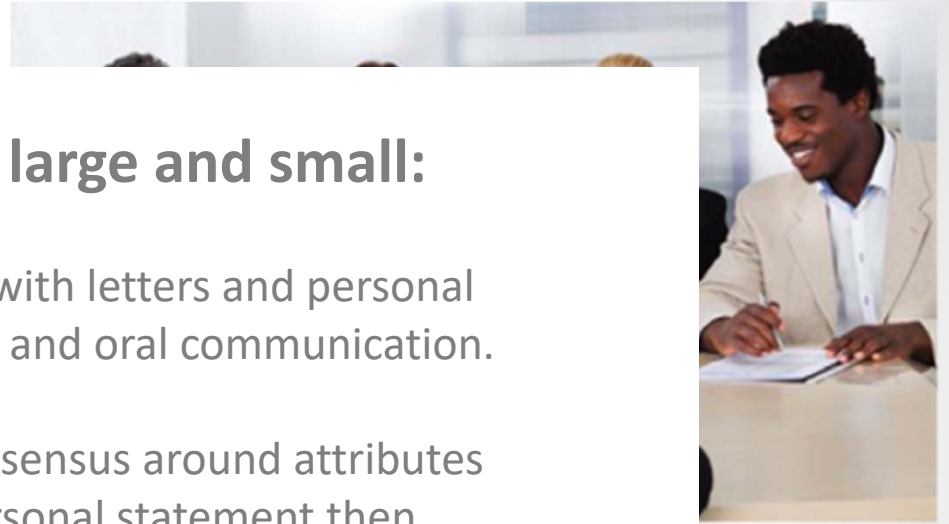
Admission
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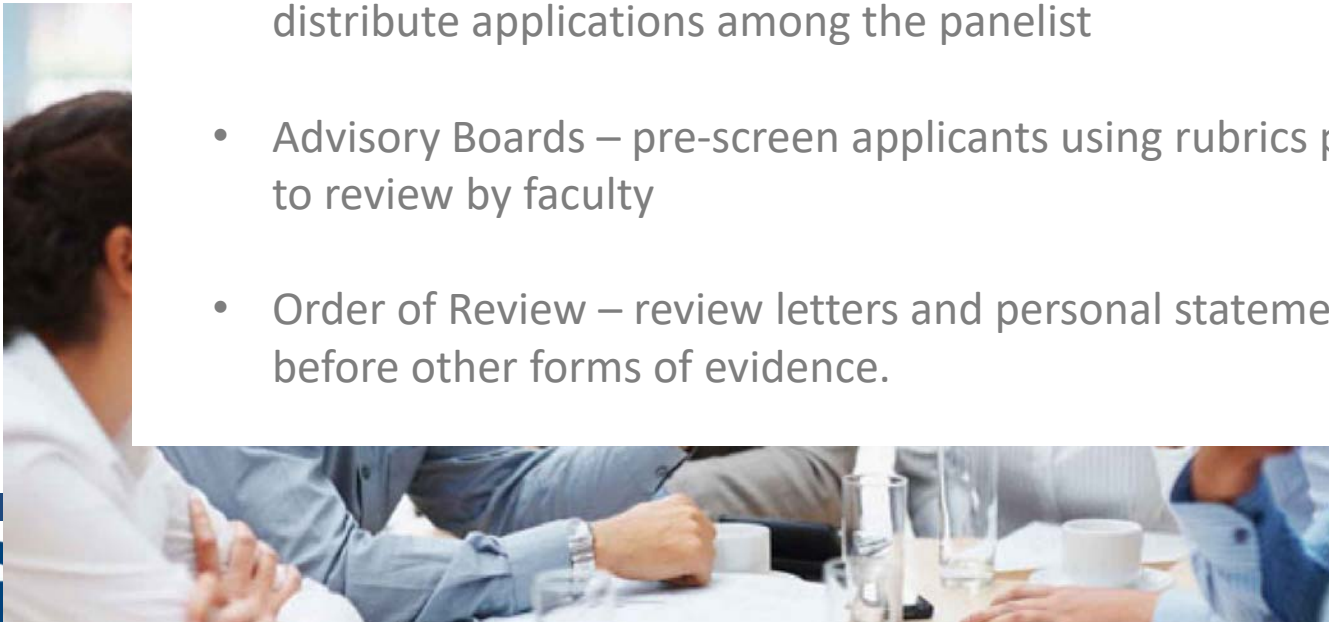
Countering Admission Bias





Practices for programs large and small:

- Interviews - in conjunction with letters and personal statements, assess listening and oral communication.
- Panels – teams develop consensus around attributes presented in letters and personal statement then distribute applications among the panelist
- Advisory Boards – pre-screen applicants using rubrics prior to review by faculty
- Order of Review – review letters and personal statements before other forms of evidence.





Sheryl Tucker

**Vice Provost & Dean of the Graduate College
Oklahoma State University**



Oklahoma State University

University

- ▶ Public, land-grant
- ▶ High-research activity
- ▶ Community engaged
- ▶ 25,000 students



Graduate College

- ▶ 4,000 graduate students
- ▶ 1,200 graduate faculty
- ▶ 3 campuses
- ▶ 45 doctoral, 75 master's, 20 certificate programs
- ▶ 230 doctoral, 1,200 master's, 100 certificate degrees earned/year

Best Practice Initiatives

– *Collaboration w/Graduate Council*

Timely guidance documents beyond policy

- Rights and responsibilities
- Graduate education and graduate program organizational structures and functions
- Advisory committees and defenses
- Criminal background checks – GRA/GTA positions
- Academic integrity in theses and dissertations



Best Practices Initiatives

– *Graduate College projects*

Graduate Program Handbooks

- Discuss with various constituent groups
- Provide service to programs
 - Handbook reviews
 - Posting to internal community
- Provide incentive to programs
 - Preference for all college award programs



Admissions Practices

– *current status*

“Fit” with Program

Accredited programs

- Transparency in admission criteria
 - “What” (e.g., aptitude for graduate-level studies) ↔ “Evidence”
 - Test scores and GPA
 - Letters tied to specific desired attributes
 - Program outcome data
- On-site visits
 - Interviews and panels



Admission Practices

– *best practices implementation plan*

Post CGS publication release

- Tie to new application system launch
- Share CGS resources to constituent groups
- Have discussions
 - Sharing by faculty via panels
 - Use our lunch ‘n learn format
- Incentivize programs to adopt
- Launch “Best Practices” graduate programs



