Master's Admissions

Transparency, Guidance, and Training

COUNCIL OF GRADUATE SCHOOLS

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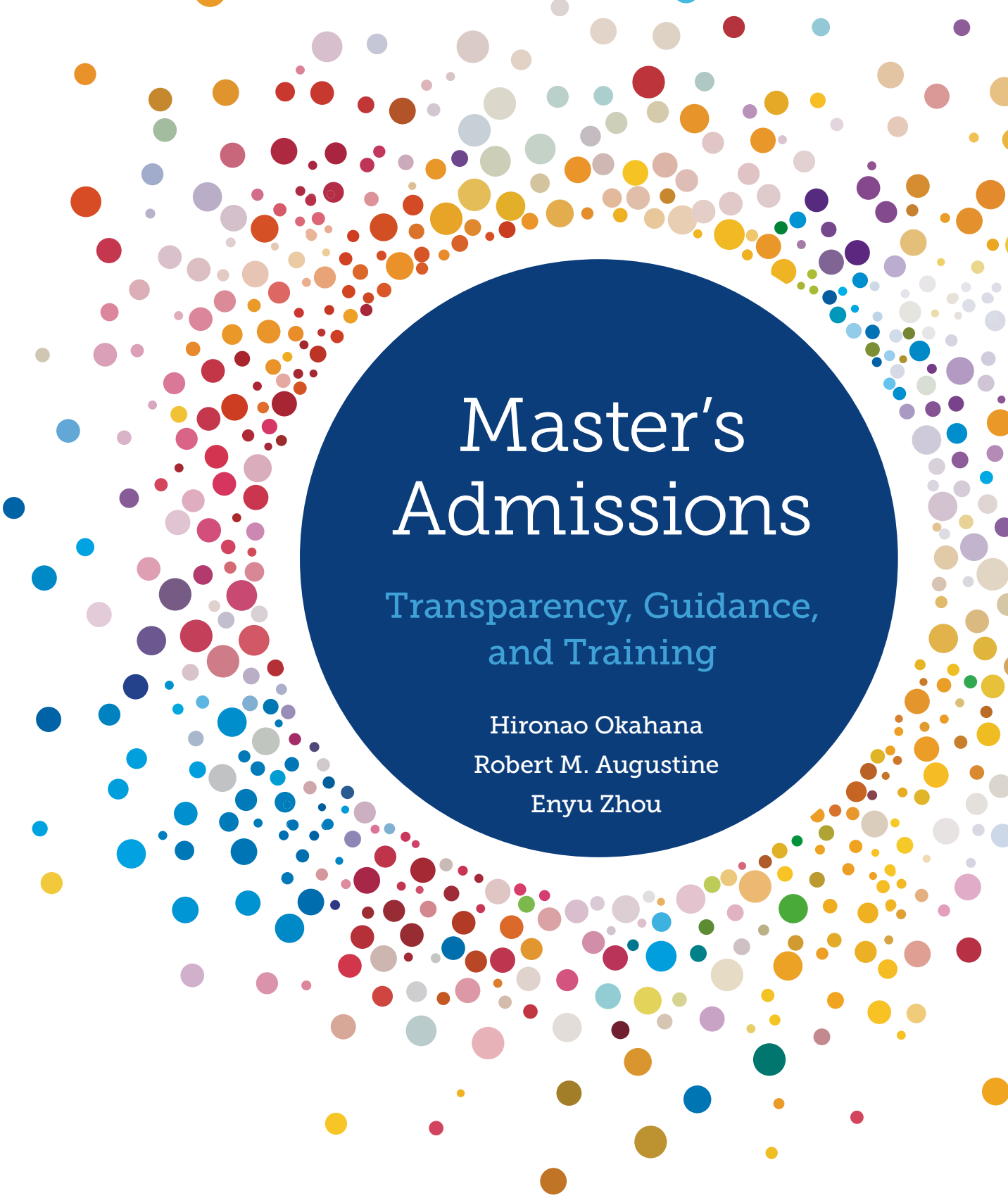

Master's Admissions

Transparency, Guidance, and Training

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Council of Graduate Schools • Educational Testing Service

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Acknowledgments

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Executive Summary

Approximately three out of four graduate students in the United States are pursuing a master's degree. Yet little is known at the national level about the processes and criteria by which master's students are admitted to their programs of study, and even less about the strengths and weaknesses of these processes. This information is critical for helping to ensure that students are well-matched to their programs of study and that master's programs are able to use the most reliable and complete information available when evaluating their applicants for admission. Collecting data and insights from regional focus group discussions, surveys completed by graduate program directors and graduate deans, and a one-day colloquium, the Council of Graduate Schools (CGS) with support from Educational Testing Service (ETS) examined the following questions:

1. What is success in a master's program?
2. What attributes are currently used in admissions decisions to predict success?
3. What evidence is currently used to evaluate the attributes?

Findings from and discussion of these research questions led us to the "missing pieces" in current approaches to admission to master's programs, and also to the implications of current master's admission practices for the future of master's education. They are summarized in the findings and recommendations that follow.

Findings

Programs and deans consider the potential to successfully complete coursework as an important criterion for evaluating candidates. The potential to complete coursework was identified by 79% of research-focused master's program directors and 84% of professionally-focused master's program directors as a very important consideration during the admissions process.

Programs and deans consider critical thinking and analytical thinking the key attributes in weighing applicants' potential to be successful in master's programs. Critical thinking and analytical thinking were consistently identified as very important applicant attributes in weighing their potential for degree completion, program fit, or post-graduate success. Although predicting program fit and post-graduate success were valued, especially by professionally-focused programs, these were weighed as less important than meeting course requirements and completing the degree.

Letters of recommendation are used in weighing a wide range of cognitive and non-cognitive attributes. Letters of recommendation are used in a variety of ways to assess attributes and qualities of applicant success in master's programs. For example, letters of recommendation were used by 90 to 92% of the graduate program directors as evidence of the applicants' non-cognitive qualities, such as persistence, dependability, and collegiality/collaboration/cooperation.

Recommendations

Create greater transparency surrounding admissions procedures. Colloquium participants expressed a desire to increase admissions transparency. Practices associated with transparency include clearly identifying attributes associated with successfully completing the degree on websites, developing applicant profiles, providing guidance for writing letters, developing essay prompts and guidance for writing personal statements, and developing rubrics to evaluate written documents.

Provide information and support to help admissions committees avoid biases. Recommended practices for countering biases include a review of materials by faculty panels, guidance from advisory boards on ways to avoid bias, attending to the order in which documents are reviewed, and adding candidate interviews.

Offer training and tools to prepare faculty and staff to be involved in the master's admissions process. Only 26% of the graduate schools participating in our survey reported that their institution provided training for those who hold responsibility for evaluating master's admission materials. Approximately one half of the programs provide some training for interpreting standardized test scores (48%) and GPAs (46%); however, additional training related to ways to avoid biasing factors and use of rubrics are among the training and tools identified as important.

Build tools to evaluate non-cognitive attributes. Non-cognitive attributes were reported as important across many disciplines and areas of degree focus, yet participants noted a lack of effective rubrics for evaluating these attributes, especially as they are described in letters of recommendation and personal statements.

Pursue additional research that clarifies promising or best practices in master's admissions. Three areas of needed research evolved from the study and colloquium. These included the need to study the predictive potential of admission attributes with a focus on non-cognitive admission criteria. Another area identified was to study the effectiveness of improved transparency and consistency on admission outcomes. Finally, the study of the admission practices used by different master's degree models such as accelerated degrees, online/blended degrees, or degrees earned from stackable badges and certificates was identified as an important topic for future study.

Introduction

The Stakes

Demand for the master's degree motivates the current study. The most recent *CGS/GRE Survey of Graduate Enrollment and Degrees Report* (Okahana & Zhou, 2018a, 2017a, 2017b) indicated that the master's degree comprises 74% of enrolled graduate students and 83% of graduate degrees conferred in the United States. Furthermore, 66% of international graduate applications during the Fall 2017 admission cycle were for master's and certificate programs and 77% of first-time international students enrolled in master's and certificate programs (Okahana & Zhou, 2018b). The master's degree offers essential career pathways for a broad and diverse demographic of leaders, researchers, and practitioners (Allum & Okahana, 2015; Bell, 2011; National Science Foundation, 2011). Sustained demand for the master's degree over multiple decades (Brown, 2004), an increasing number of occupations requiring the degree (Torpey & Terrell, 2015), and the opportunities for career advancement and compensation (PayScale, 2017; Carnevale, Rose, & Cheah, 2011) associated with the degree amplify the urgency for evidence-based guidance.

Jobs that require a master's degree at entry are expected to grow by 18% in the next decade; the fastest growth rate among all levels of education (Bureau of Labor Statistics, 2017). Moreover, master's education is a conduit of career opportunity and advancement for women and underrepresented groups (Allum & Okahana, 2015; Bell, 2011; National Science Foundation, 2011). Equally important, master's education has been an area of innovation in higher education. It has created new pathways for advanced study to meet employer demand via stackable credentials leading to a degree, accelerated degrees, joint/dual degrees, online/blended degrees, and the rapidly emerging area of competency-based degrees.

Evaluating candidates in a consistent and evidence-based manner merits the graduate community's serious attention. In 2016-2017 alone, U.S. universities reported reviewing more than 1.4 million applications (Okahana & Zhou, 2018a). Without evidence to support our understanding of master's admission practices, much is at risk. Potential students may lose access to career opportunities and advancement. Employers may miss out on diverse leadership-ready employees. Universities could fail to attract the talent needed to meet the rigors of degree completion and post-degree success.

How this Work Builds on Previous Studies

The Council of Graduate Schools (CGS) has conducted research on graduate admissions focusing on holistic admissions practices (CGS, 2012; Kent & McCarthy, 2016). This project builds on the findings of Kent and McCarthy related to strengthening the link between admissions criteria and program success, gathering and sharing department data on admissions

to guide admission practices, developing transparency about admission criteria, and developing rubrics. The earlier study considered practices for both doctoral and master's programs. This study examines admissions focusing only on master's degrees. Research focusing exclusively on elements of master's education, particularly master's admissions practices and their relationship to student success, has emerged as a pressing need (Augustine, 2018).

The wider body of literature on the master's degree has characterized the intended learning outcomes associated with the degree in multiple ways, and these have been described by National Institute for Learning Outcomes Assessment's Degree Qualifications Profile (Jankowski & Giffin, 2016). Conrad, Haworth, and Millar (1993) define success as acquiring interdisciplinary knowledge and leadership. CGS (2005) stated that expertise beyond subject mastery such as thinking logically, communicating effectively, and applying knowledge defines successful, workforce-ready master's candidates. Learning outcomes for professional science master's degrees in science disciplines and professional master of arts degrees in arts and humanities disciplines were defined as a combination of traditional disciplinary competencies and professional competencies needed in the workplace (CGS, 2006; Francis, Goodwin, & Lynch, 2011; Huntley, 2016). More recently, (Gallagher, 2014, 2015) found that transferrable professional competencies define success for those who employ professionals with master's degrees across many disciplines.

A significant limitation of prior studies is that they have failed to connect definitions of success to the processes admissions committees use to evaluate candidates. For example, we do not currently know what definition of success drives master's admission reviews or if the definition of success is bound to differences associated with the discipline, degree type, program size, or career pathways. A critical aim of our research is to define the potential for graduate student success that is most valued by master's programs at the time of admission. For the purpose of this study, "potential for graduate student success" was organized into three broad categories: the ability to complete the program, program fit, and post-graduate success. By better understanding how admissions teams define success, we can begin to understand if the attributes considered at the time of admission are linked to broader definitions of student success and, if not, begin to consider what other attributes should be considered.

Admission attributes include the cognitive and non-cognitive qualities of the applicants that predict student success. Cognitive attributes may include problem solving, analytical thinking, or written communication abilities and are typically represented by "traditional" evidence such as standardized test scores or grade point averages (GPAs) (Bridgeman, Burton, & Cline, 2008). Non-cognitive attributes may reflect personal qualities such as persistence, motivation, and ethics and are frequently represented in letters of recommendation or personal statements (Kyllonen, Walters, & Kaufman, 2011; Sedlacek, 2004). Cognitive and non-cognitive qualities found to be associated with student success include problem solving, analytical thinking, and written communication (CGS, 2005); commitment and motivation; cultural competence and experience in the discipline (Conrad et al., 1993); and life experience, work experience, and motivation (Haworth & Conrad, 1997). Recent studies of admission practices (Kent & McCarthy, 2016; Posselt, 2015, 2016) assert the value of a holistic review of applications: an admission process that provides a framework for considering non-cognitive attributes as equally important to an applicant's future success as traditional cognitive measures.

Project Focus

Building on this work, CGS designed this study to provide evidence-based guidance on how to improve master's education from admissions to employment. The project focuses on how three factors combine to improve master's program success. These include defining the potential for student success, identifying the admission attributes considered most important for achieving success, and systematically identifying the materials used to evaluate those attributes. The project aims to provide all stakeholders in master's education, including employers, disciplinary societies, graduate program directors, and graduate deans, evidence to inform the practices essential to linking admission success with student success. To this end, this project aims to study what admissions processes are currently used in master's education. More specifically, we asked the following research questions:

- What is success in a master's program?
- What attributes are currently used in admissions decisions to predict success?
- What evidence is currently used to evaluate the attributes?

Methods

The project employed three phases of data collection. First, we organized four regional focus groups in October 2017. These regional focus groups were attended by master's program directors and graduate deans from selected institutions in four U.S. regions: Northeast, Midwest, South, and West. An example of an agenda from the regional focus groups is included in Appendix A. The regional discussions informed the CGS research team in developing original surveys of graduate schools (Appendix B) and master's programs (Appendix C).

The survey of graduate schools was fielded to all member institutions of CGS and its four regional affiliates: The Conference of Southern Graduate Schools, the Midwestern Association of Graduate Schools, the Northeastern Association of Graduate Schools, and the Western Association of Graduate Schools. The survey of master's programs was disseminated to program directors by graduate deans. Both surveys were administered in March and April 2018. The survey results were analyzed descriptively by program types (i.e., research focused v. professional practice focus), broad fields of study, and application volumes.

Finally, we convened a colloquium on master's admissions in October of 2018. The colloquium convened graduate program directors, experts in business and industry, leaders of disciplinary societies, educational researchers, and graduate deans (Appendix D). The colloquium agenda (Appendix E) and discussion were informed by the results from two surveys and their implications.

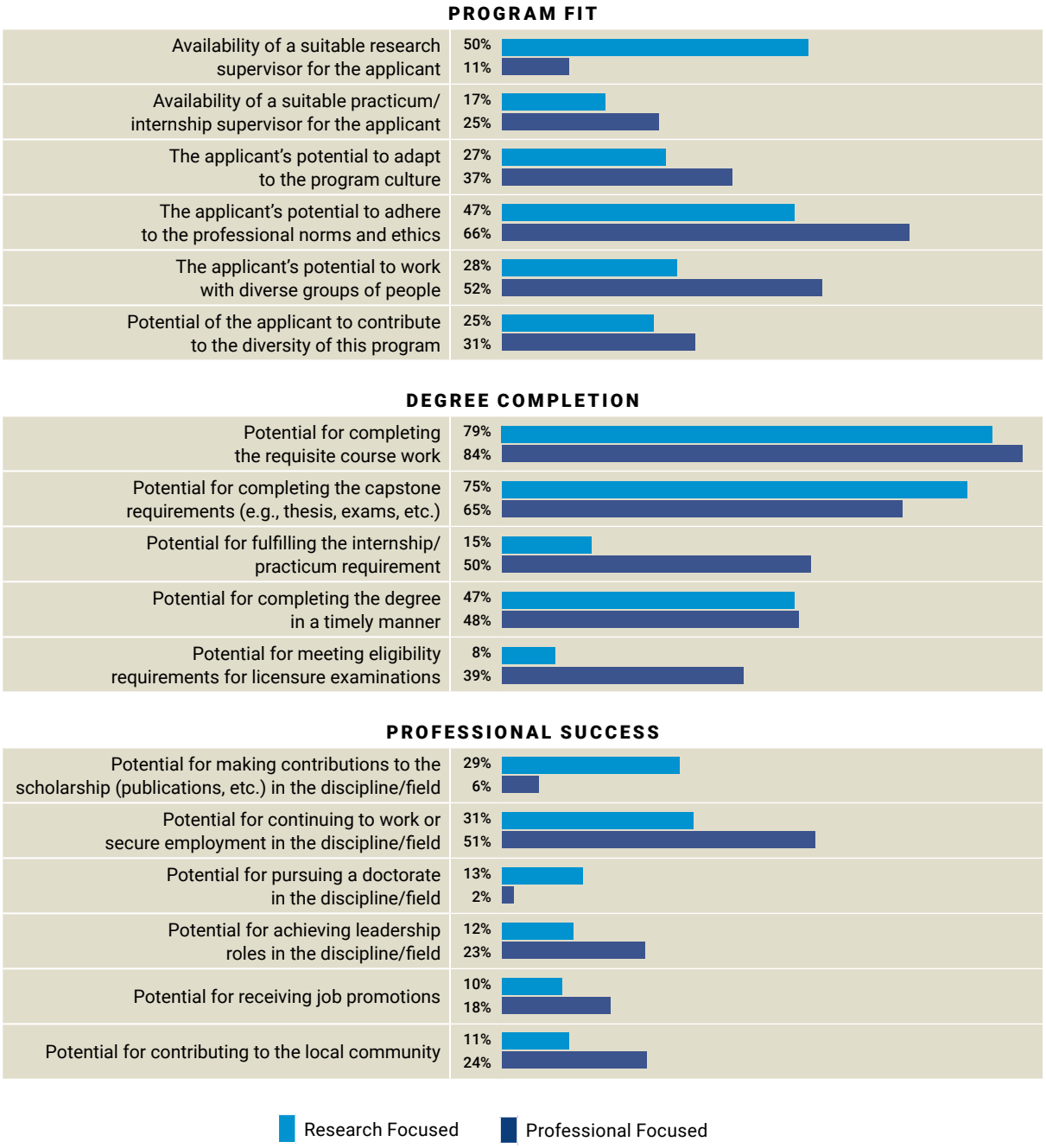
Findings and Discussion

This chapter summarizes and discusses the relevant findings from the surveys of master's programs and graduate schools, as well as insights we gained from regional focus groups. The chapter is organized by each of the three research questions. For each question, we first offer relevant findings from our surveys, as well as the regional focus groups, and they are followed by a discussion of results.

What is Success in a Master's Program?

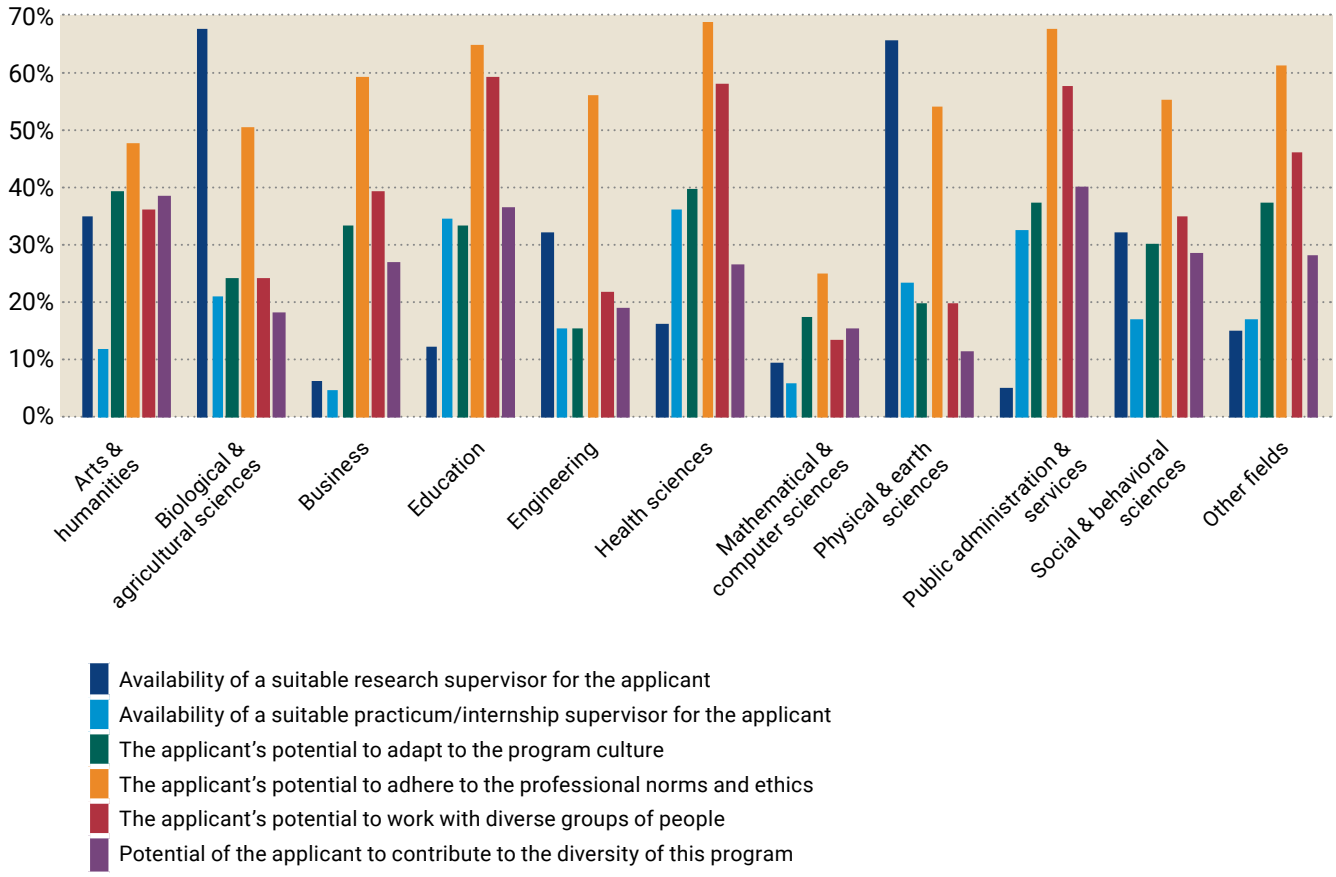
In this project, we theorized that admissions is a process used to identify applicants with high likeliness to "succeed" based on outcome measures defined by master's programs. Within the regional focus groups "successful outcomes" of admission processes were identified as degree completion, "program fit," and success after graduation. Based on this understanding, our survey of master's programs asked program directors to rate the importance, in making admissions decisions, of applicants' potential to meet each of seventeen milestones using a five-point scale: very important, important, moderately important, slightly important, and not important/ not considered. These seventeen outcomes are broadly categorized into three domains: six for program fit, five for degree completion, and six for post-graduate success. Figure 1 displays percentage shares of program directors who responded "very important" for each of the seventeen items by program focus (i.e., research focused v. professional focused). The full descriptive tables of responses by broad fields of study, program types, and application size are included in Appendix F.

Figure 1. Percentage Shares of Master's Programs Indicating the Outcomes as "Very Important" by Program Focus



Importance of the potential for "program fit." As shown in Figure 1, compared to factors related to the potential for degree completion, fewer master's program directors indicated that who "fit the program" was important in their admissions decisions. There appears to be some difference between areas of program focus, however. For example, in research-focused master's programs, 50% of the program directors rated the availability of a suitable research supervisor for the applicant as "very important." In contrast, only 10.6% of the directors from professionally-focused master's programs selected this rating.

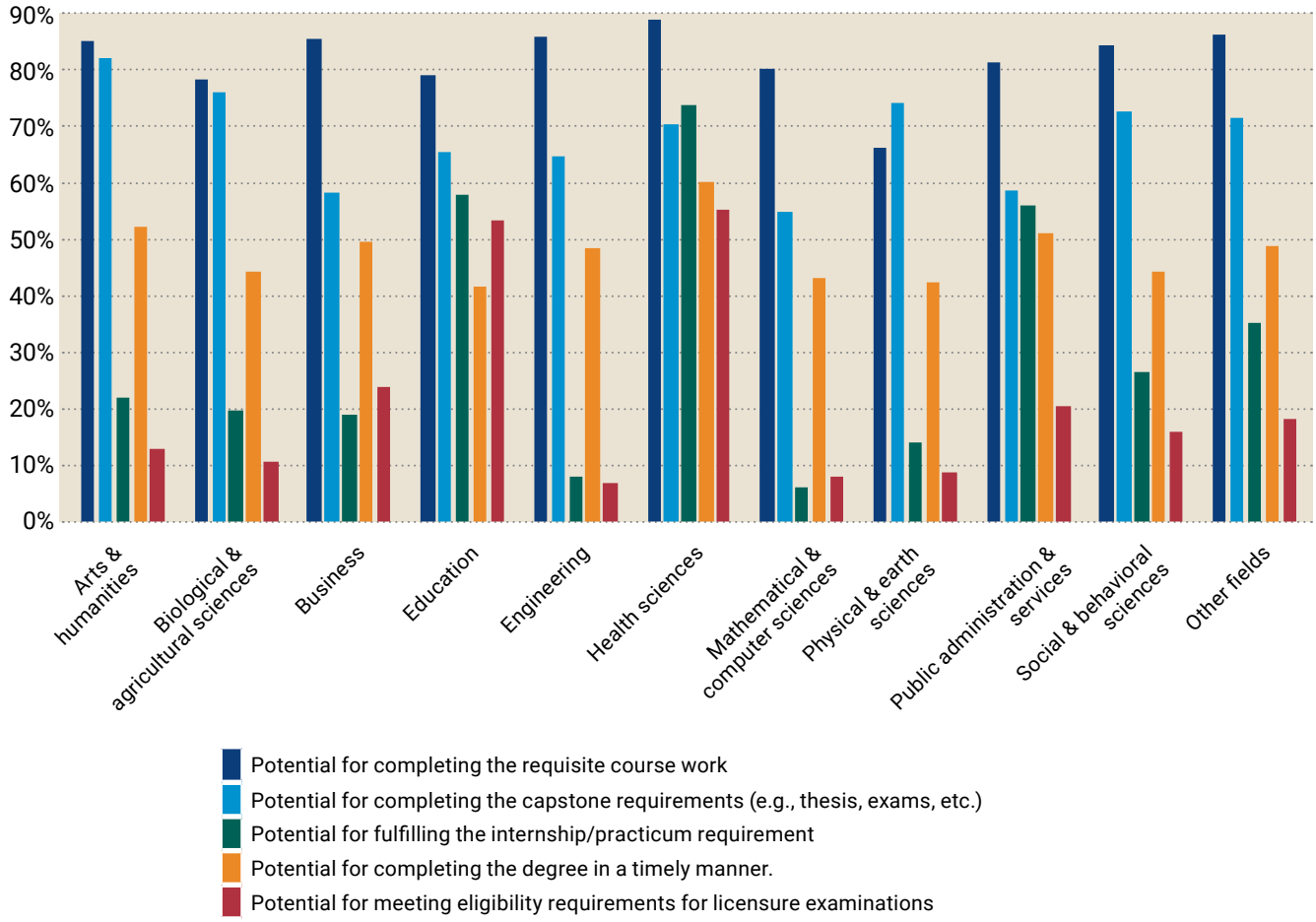
Figure 2. Percentage Shares of Master's Programs Indicating the Program Fit Related Outcomes as "Very Important" by Broad Field of Study



Directors of professionally-focused master's programs rated future practice expectations in the chosen field as important factors when defining "program fit." Sixty-six percent of the master's program directors in these programs rated the applicant's potential to adhere to professional norms and ethics as "very important" to their admission decisions. Similarly, 52% of them rated the applicant's potential to work with diverse groups of people as "very important." This factor was also particularly important for program directors in health sciences master's programs (69%), public administration & services master's programs (68%), and education master's programs (65%). Fewer master's program directors rated the more direct measures of "program fit" such as the potential for an applicant's contribution to the diversity of the master's program, or adaptation to the program culture, as "very important," though many still selected "important."

Importance of the potential for completing the degree. Across broad fields and areas of program focus, the potential of an applicant to complete required coursework was considered very important. Seventy-nine percent of the program directors from research-focused master's programs and 84% of the program directors from professionally-focused master's programs indicated that the potential for completing the requisite coursework was very important. The potential to complete the degree in a timely manner was not as important to master's program directors. Although most of the program directors rated the potential to complete the degree as "very important" or "important," compared to the potential for completing requisite coursework,

Figure 3. Percentage Shares of Master's Programs Indicating the Degree Completion Related Outcomes as "Very Important" by Broad Field of Study

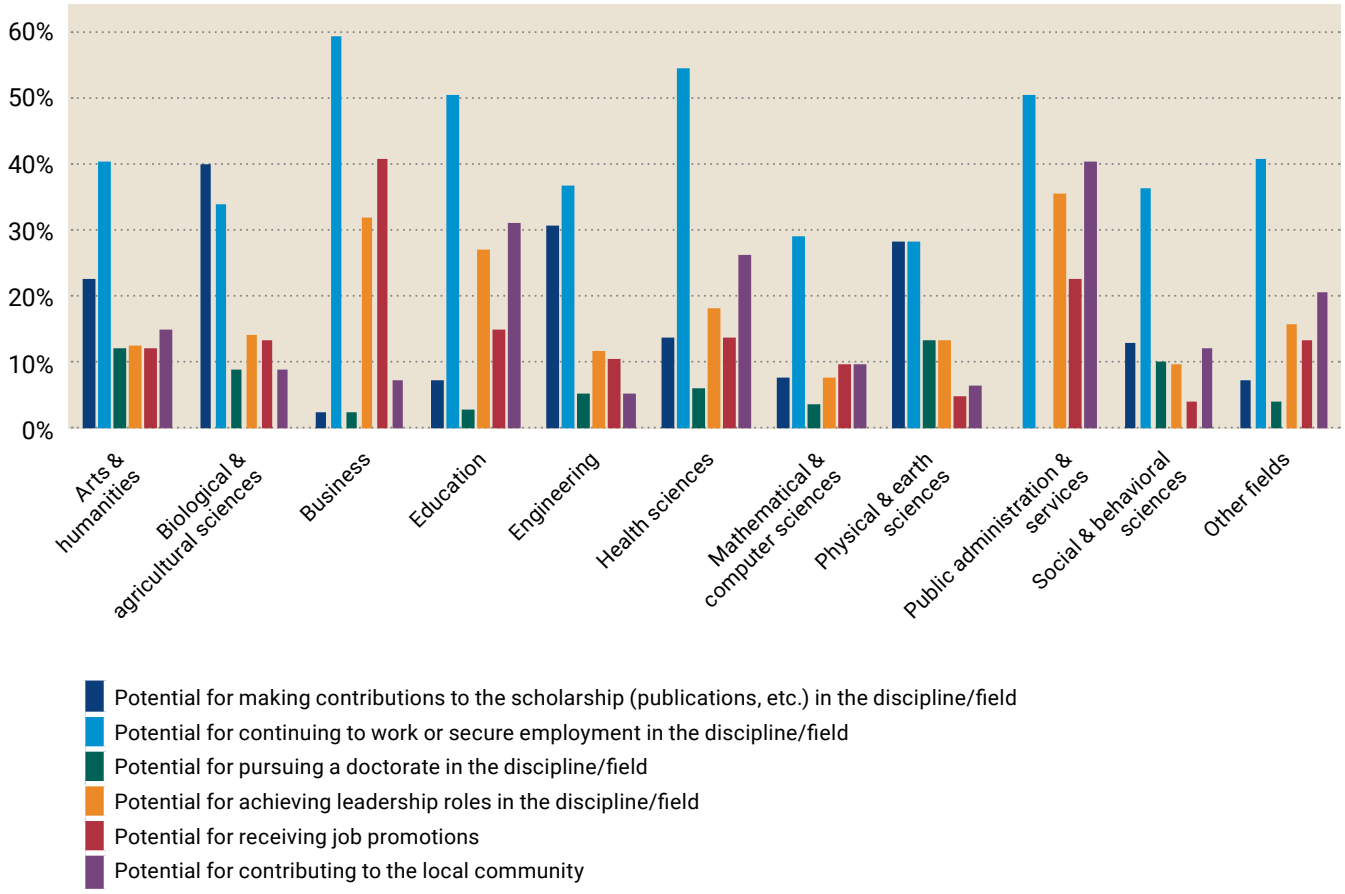


fewer program directors rated the potential for timely degree completion as "very important" in making admissions decisions. Only 47% of the program directors from research-focused programs and 48% of program directors from professionally-focused programs rated timely degree completion as "very important."

Other items related to the domain of degree completion appear to be more discipline specific or differ by the area of program focus. For example, 72% of the program directors from health sciences master's programs rated the potential for fulfilling the internship/practicum requirement as "very important;" a rating that was much higher than the 56.8%, or distant second rating, from education master's program directors. The potential for completing the capstone requirements (e.g., thesis, exams, etc.) was also important for research-focused master's programs as 75% of the directors of these programs rated this item as "very important."

Importance of the potential for career success. Fewer master's program directors reported factors associated with the potential for career success as very important or important when compared to the domains of program fit and degree completion. This finding was particularly true for research-focused master's programs. Ratings were low even for the potential for post-graduate success as evidenced by continuing to work or secure employment in the discipline/

Figure 4. Percentage Shares of Master's Programs Indicating the Professional Success Related Outcomes as "Very Important" by Broad Field of Study



field (31%) and making contributions to scholarship (publications, etc.) in the discipline/field (29%). Relatively few program directors rated these post-graduate success factors as "very important." In contrast, 51% of the program directors from professionally-focused master's programs rated the post-graduate potential of continuing to work or secure employment in the discipline/field as "very important."

Unsurprisingly, the potential for post-graduate success, particularly employment related factors, appeared to be most important to business master's program directors. Fifty-nine percent of the directors of business programs rated the potential for continuing to work or secure employment in the discipline/field as "very important," and 40% indicated the potential for receiving job promotions as "very important." Similarly, 54% of the health sciences master's program directors rated the potential for continuing to work or secure employment in the discipline/field as "very important."

Discussion. Our findings suggest that master's admission processes are first and foremost looking at the potential for applicants to complete required coursework. Across broad fields and areas of program focus, completion of coursework consistently emerged as the most important factor when considering master's applicants potential for success. This is not surprising since fulfilling requisite coursework is the most basic requirement for earning a master's degree.

This is also consistent with themes that emerged from the regional focus groups. Participants consistently noted degree completion, often calculated as the percentage of master's candidates completing within a specific time frame as a definition of success in master's programs across all fields and areas of program focus. Though interestingly, fewer program directors placed high importance on the potential for applicants to complete the degree in a timely manner. This may be due to many master's students being part-time and working professionals. Furthermore, the notion of "timeliness" might often vary by individual circumstances. Nevertheless, the results suggest that programs look for applicants who have high potential to complete coursework and earn their degrees.

In the regional focus groups, other measures of success were also discussed. For example, job or Ph.D. placement rates were identified as the second most frequent measure of success across all fields and areas of program focus. Ph.D. placement was particularly important for session participants from research-focused master's programs, along with other research productivity related measures. Job placement rates had some variation. Regional focus group participants looked to the prestige of employers, employer satisfaction, advancement, and earnings of degree recipients, as well as the long-term evolution of careers. Of the program survey respondents, those in business, health sciences, public administration & services, and education all put high importance in the potential for applicants to continue to work or secure employment in their fields.

For professionally-focused programs, earning the practice credential in the field was identified as evidence of success, particularly in fields where a credential was required for practice. According to participants of the regional focus groups, pass rates, high scores or averages on licensure tests, and national rankings of the program based on test scores were all considered evidence of program success, and thus conversely of individual student success. High placement or advancement rates (90–100%) at degree completion, placements of prestige, and placements in areas underserved were also identified as measures of success by these participants. Alumni satisfaction with the degree program was the third measure of success across all disciplines and degrees.

The survey of master's programs also indicated that the program fit related items were not as important as items related to degree completion. To be sure, in professionally-focused programs, the potential for applicants to adhere to the professional norms and ethics, as well as to work with diverse groups of people were rated "very important" by 66% and 52% of respondents, respectively. The results also vary by broad field and area of program focus. By contrast, availability of a suitable research supervisor was rated "very high" by 50% of respondents in research-focused programs. In both examples, one commonality is that the program fit items with high "very important" ratings are connected strongly to other domains of outcomes: degree completion and professional success. One possible explanation is that master's program directors may be seeing "program fit" as a proxy that informs potential for applicants to complete degree requirements and/or succeed professionally, rather than considering it as an independent factor. Though many still selected "important," relatively few program directors rated the potential for an applicant's contribution to the diversity of the master's program, as well as potential to adapt to the program culture as "very important." This suggests that admission decisions are based individually, rather than made as cohorts or other sets of applicants.

What Attributes are Currently Used in Admissions Decisions to Predict Success?

The program directors were also asked to rate the importance of twenty-two attributes/skills of applicants in determining a candidate's potential to achieve these three domains of outcomes. For these questions, too, program directors were asked to weigh the importance of each attribute using the five-point scale: very important, important, moderately important, slightly important, and not important/not considered. The full descriptive tables of responses by broad fields of study, program types, and application size are included in Appendix F. Given that the potential for degree completion emerged as the key domain among three, we focused the discussion on attributes that determine the potential for degree completion here.

Attributes that determine the potential for degree completion. Critical thinking and analytical thinking were weighed as very important admission attributes for determining the potential for degree completion for master's applicants in both research-focused and professionally-focused programs. There are some differences in the importance of various attributes. For example, more program directors in professionally-focused programs (60%) rated professionalism as "very important" than their counterparts in research-focused programs (36%). However, some are quite similarly weighed, such as persistence and past academic performance.

Figure 5. Percentage Shares of Master's Programs Indicating Applicants' Attributes as "Very Important" in Determining their Potential for Degree Completion by Program Focus

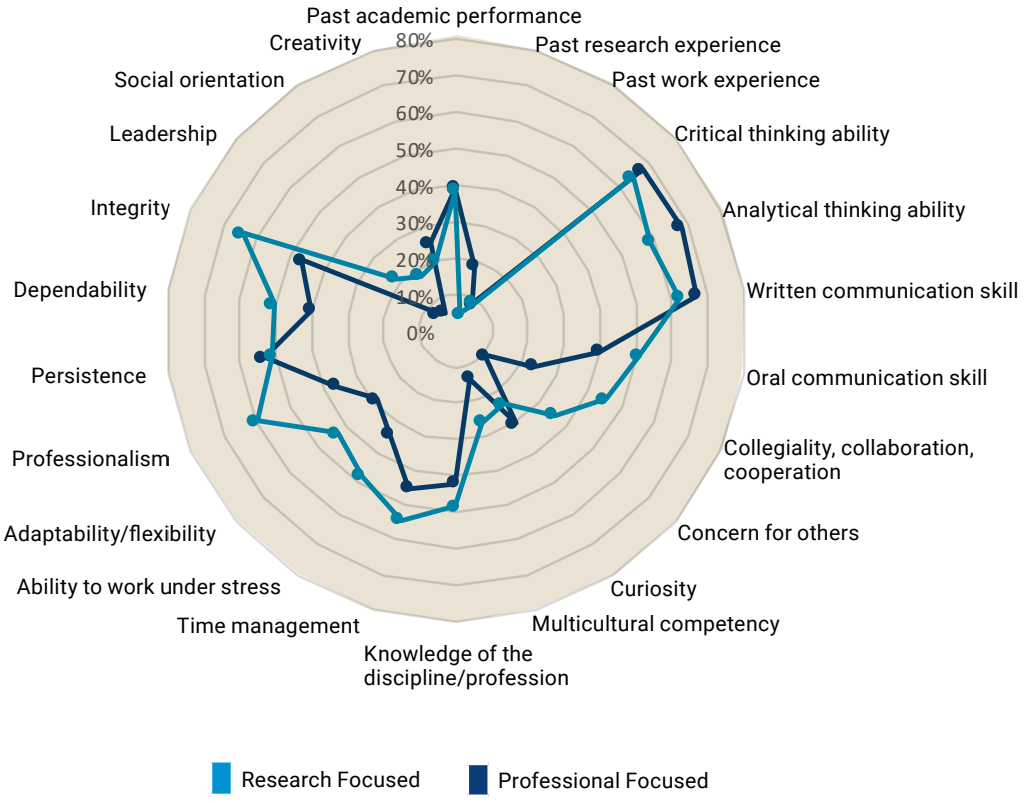
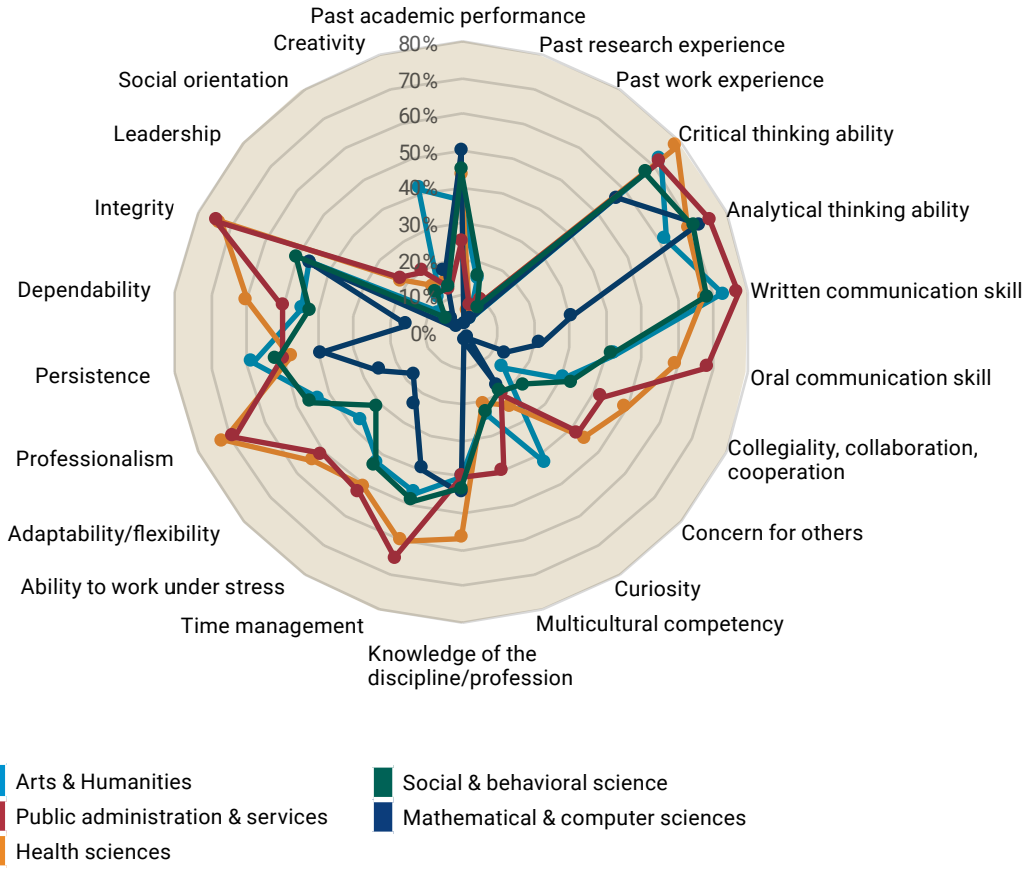


Figure 6. Percentage Shares of Master's Programs Indicating Applicants' Attributes as "Very Important" in Determining their Potential for Degree Completion by Selected Field of Study



Approximately 78.3% of the program directors in health sciences, 72% in arts and humanities, and 71.8% in public administration and services indicated that critical thinking was a "very important" attribute for degree completion. Similarly, more than 70% of program directors in mathematical and computer sciences, public administration and services, and the social and behavioral sciences rated analytical thinking as a "very important" attribute for degree completion. Surprisingly, although past academic performance was rated as a "very important" attribute for program fit by master's program directors who responded to the survey, fewer program directors weighed it as a "very important" attribute for degree completion. For example, 59% of directors of research-focused master's programs indicated past academic performance as "very important" for program fit, but only 30% said the same for degree completion.

Discussion. We looked to see what attributes master's programs considered important in determining the various potential for success factors in their admission processes. We asked master's program directors to weigh twenty-two applicant attributes in relation to three domains of applicants' potential to be successful: potential for program fit, degree completion, and post-graduate success. While there are many attributes that may be weighed in the graduate admissions process, critical and analytical thinking, and, in some fields, written communication skills were of particular importance.

This was consistent across the types of potential for success factors which master's program directors weigh during admission processes. Though we surveyed a range of master's programs from different fields of study and with different areas of focus, the basis of admission decisions appears to boil down to similar attributes across programs. Heavy emphasis on conventional academic measures, such as critical thinking and analytical thinking was unsurprising; however, it was interesting to see these attributes were also linked to determining the potential for program fit, as well as for the potential for post-graduate success, consistent with an earlier project (Kent & McCarthy, 2016). Conversely, it was also interesting to see that past academic performance was considered as a more important indicator for the potential for "program fit" than for the potential for degree completion. This may be because programs use past academic performance to determine whether applicants have adequate backgrounds to join their programs.

While the potential for post-graduate success may also be informed by one's critical thinking and analytical thinking abilities, the survey results and regional focus group discussions were able to distill how one's critical thinking and analytical thinking abilities might inform potential for "program fit." One possible explanation is that master's program directors may be seeing "program fit" as a proxy that informs potential for applicants to complete degree requirements, rather than considering it as an independent factor.

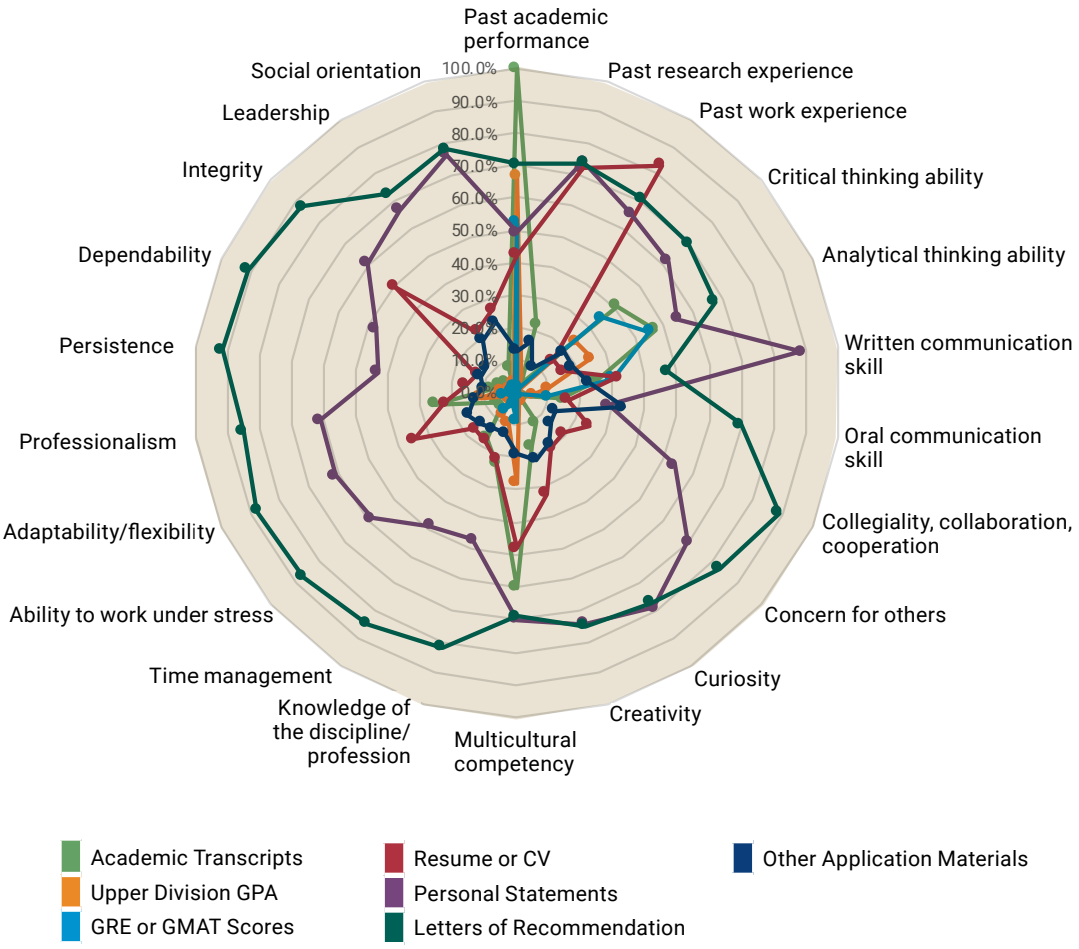
As we look to these results in conjunction with regional focus group discussion, a challenge that emerged in weighing different applicant attributes with the potential for their success in master's programs is the rather unclear linkage between the two. Both in the university-level survey and regional focus groups, we heard that a major barrier is the lack of a robust evidence-base that links applicants' attributes to student success outcomes. In particular, we heard from the regional focus group participants that the evidence linking non-cognitive attributes with student success is lacking, thus faculty feel pressure to either justify the use of these attributes or to ignore them.

What Evidence is Currently Used to Evaluate the Attributes?

The survey of master's programs also asked program directors to identify the application materials they use to evaluate the twenty attributes. The survey provided a list of application materials including academic transcripts, upper division GPA, GRE scores, resume or CV, personal statements, and letters of recommendation. We chose these common application items based on a past study (Kent & McCarthy, 2016). The program directors then checked each of the application materials that they used during their admission reviews to evaluate each of the previously listed attributes. We also gained insights from regional focus groups as to how these application materials may be reviewed and evaluated in practice. Finally, we asked, in a separate survey, if these materials are required by universities.

Academic transcripts. Academic transcripts were required by 99% of the graduate schools that responded to the university-level survey. Nearly all master's program directors indicated that they use academic transcripts to evaluate past academic performance. Interestingly, the second most common use of academic transcripts, 60% of the respondents noted, was to evaluate multicultural competency. This was followed by analytical thinking ability (47%) and critical thinking ability (41%).

Figure 7. Percentage Shares of Master's Programs Indicating the Use of Selected Application Materials to Weigh Applicants' Attributes



Regional focus group participants noted that transcripts were used to evaluate both the cognitive and non-cognitive attributes (knowledge, skills, abilities) predictive of the potential to complete a graduate degree. The foundational coursework, pre-requisites, and depth and breadth of content knowledge in the discipline documented on a transcript are seen as evidence of the cognitive attributes of critical thinking, analytical thinking, communication, and content knowledge and are therefore considered to predict the success of master's program applicants. In contrast, failed courses, course repeats, incompletes, withdrawals, gaps in attendance, number of institutions attended, and number of majors pursued found on a transcript are sometimes interpreted as evidence of possible weakness as prospective students. Likewise, returning to successful performance following a poor performance in courses, terms, or years and timely completion of the degree documented on a transcript may also be interpreted as signs of persistence, grit, resilience, and time management, which are attributes associated with the potential to succeed in graduate school.

Upper division GPA. Upper division GPA was used in similar ways as academic transcripts, but less commonly in general. About two-thirds of master's program directors (67%) reported that they use undergraduate GPA to evaluate past academic performance. About one-quarter

reported that they use undergraduate GPA to evaluate multicultural competency (28%), analytical thinking ability (25%), and critical thinking ability (24%). Of the graduate schools that responded to the university-level survey, 80% indicated that they require a minimum overall undergraduate GPA for admission and 26% indicated that they require a minimum upper division GPA for admission.

Participants of regional focus groups indicated that GPA represented evidence of foundational and disciplinary cognitive competencies, including the critical and analytical thinking and writing competencies required for success in graduate study. To better define those competencies, programs may review the cumulative GPA as it appears on the transcript or may calculate a specific GPA including the GPA based on the last two years of study, GPA based on all courses in the major, or GPA based on specific courses in the major. Here again, the perceived reputation of the institution or program as having grades representative of rigor influenced the value of this evidence.

Standardized test scores. Standardized test scores were used mostly to evaluate master's degree applicants' cognitive skills. Among master's program directors who used standardized test scores in the admissions process, 52% used standardized tests to evaluate past academic performance, 45% used standardized tests to evaluate analytical thinking, and 35% used standardized tests to evaluate critical thinking. In contrast and unsurprisingly, less than one percent of program directors used standardized test scores to determine an applicant's non-cognitive skills, such as collegiality, concern for others, creativity, integrity, and leadership. At the university-level, only 35% of the graduate schools that responded to the survey indicated that they require standardized test scores (e.g., *GRE*® test, *GMAT*® exam, etc.) , while 95% indicated that *TOFEL*® test scores or other proof of English proficiency are required.

Use of standardized test scores to evaluate cognitive skills was noted in regional focus groups as well. In addition, participants at the focus groups noted that test scores were used in screening large applicant pools to contextualize the rigor of their past academic performance, including courses taken and institutions attended. Also, some programs use aggregated test scores to maintain their national rankings as well as to meet disciplinary accreditation standards. Participants noted that the written portions of these exams serve as evidence of basic writing competence. It was considered so important by these participants that a high score in a writing portion could overcome/replace a low overall score or low GPA when considering the potential for graduate school success.

Curriculum vitae or resume. Among the six application materials, the CV or resume was most commonly used by master's program directors for determining an applicant's past work experience (83%) and past research experience (72%). Besides measuring cognitive attributes of applicants, the CV or resume was also used in learning about an applicant's non-cognitive attributes such as integrity (50%), multicultural competency (48%), and adaptability/flexibility (35%). The resume or CV was required by only one-third of the graduate schools that responded to the university-level survey. Regional focus group participants also noted that work history and related documents, such as the CV and resume, provide insights into the cognitive ability to successfully engage in research or professional practice leading to the desire to further advance expertise or acquire a new area of specialization.

Personal statements. While academic transcripts, undergraduate GPA, and standardized test scores were most frequently used to measure applicants' cognitive attributes, personal statements were used as evidence for both cognitive and non-cognitive attributes of the

applicants. Program directors indicated that personal statements were used as sources of information to measure cognitive attributes of an applicant, such as written communication skills (89%), past research experience (74%), and past work experience (66%). Moreover, personal statements were sources of information that master's program directors have collected to measure an applicant's non-cognitive attributes, such as curiosity (79%), social orientation (77%), creativity (74%), concern for others (70%), and multicultural competency (70%). Of the graduate schools that responded to the university-level survey, 54% indicated that they require a personal statement. Also, 15% and 3% respectively require a writing sample and a diversity statement for master's admission.

Regional focus group participants noted that personal statements, letters of intent, statements of purpose, or diversity statements serve as indicators of fit with the program or mentor to the extent that the applicant is able to articulate knowledge of the degree program, discipline, research focus, university, or program philosophy. They also noted that these materials also offer evidence of desired non-cognitive abilities. These documents helped admissions reviewers assess related non-cognitive skills such as self-awareness because they offered applicants an opportunity to address any anomalies in the transcript, to demonstrate grit, persistence, motivation or background, and to articulate the ways in which the program aligned with their career aspirations. Though less commonly used, diversity statements were considered to provide opportunities to demonstrate cultural competence, fit with the culture and philosophy of the program, and self-awareness of biases.

Letters of recommendation. Along with personal statements, letters of recommendation were the most common type of application material used to measure an applicant's cognitive (knowledge, skills or abilities) and non-cognitive attributes. Most master's program directors reported that they use letters of recommendation as evidence for measuring the following non-cognitive attributes: persistence (92%), dependability (91%), collegiality/collaboration/cooperation (90%), adaptability/flexibility (88%), ability to work under stress (87%), integrity (87%), time management (85%), professionalism (85%), concern for others (83%), knowledge of the discipline/profession (82%), social orientation (78%), curiosity (77%), creativity (74%), and leadership (73%). Master's program directors also tried to learn about an applicant's past research experience (74%), past work experience (71%), and past academic performance (70%).

Letters of recommendation were required by 61% of the graduate schools that responded to the university-level survey. The use of letters for evaluating non-cognitive skills also emerged from the regional focus groups. Furthermore, participants noted that letters are perceived to offer evidence validating the cognitive competencies associated with transcripts, GPA, and test scores because they can explain discrepancies such as poor performance or mitigating evidence or work experience that may outweigh the value of a low standardized test score or GPA.

Other application materials. When asked what other application materials were used in addition to the six types listed, the master's program directors most commonly noted the following: interviews (in-person, phone, or Skype), writing samples/academic papers, portfolios, licensing exams, auditions, English language proficiency exams (e.g., *TOEFL*® test) for non-native speakers, email communications, and recorded video introductions/interviews. These application materials reported in the open-ended question of the survey were consistent with information related to other application materials described by the graduate deans and program directors participating in the regional focus groups as well.

The session participants noted that writing samples could serve several purposes. For example, completion of an essay focusing on the discipline or review of a research article that is submitted with the application materials was evidence of the cognitive ability to synthesize an argument or an idea, express ideas and concepts well, and demonstrate content knowledge in the discipline. Completion of an on-demand essay collected from an on-site campus visit or via an electronic interview was evidence of the cognitive ability to use written language to articulate ideas succinctly under pressure.

Participants in the regional focus groups noted that the non-cognitive attributes associated with interviews included the ability to articulate mentor fit, program fit, and to describe academic or life experiences that support the goals of the program. Other non-cognitive attributes associated with an oral interview included descriptions of time management strategies, leadership experience, stress management techniques, and curiosity or creativity. The process can reveal interpersonal effectiveness, tolerance for ambiguity and adaptability, motivation, drive or passion for the discipline.

Discussion. The survey results were consistent with insights we gained from regional focus groups. Master's programs rely on GPA, personal statements, and letters of recommendation as the most commonly used application materials in admission processes. While we noted that many programs offer some types of training or guidelines for interpreting GPA (58%) and test scores (47%), we also heard from the regional focus groups that program directors and faculty members have wide discretion in assessing these application materials. Perceptions of grade inflation seem to allow admission reviewers room for discretion. For example, one participant noted:

> *Transcript is evidence of performance; we look at the rigor of the institutions/ program, is it from a rigorous program? Depends on how to define rigorously? For international students, we look at the relative status of the institutions, and feedback from our faculty from China/India. We wish to know how to weigh candidates from different institutions, maybe GRE may give more information.*

However, aside from the reference to test scores, it was unclear how the rigor of an applicant's prior institution(s) was weighed when considering admission. Reviewer perceptions of an institution or program can override the value of the credential submitted and make admission processes less transparent for applicants, as well as for other stakeholders. This, in turn, makes admission processes less transparent for applicants, as well as for other stakeholders. Similarly, the insights from regional focus groups raised questions about how to evaluate different types of application materials properly, especially personal statements and letters of recommendation, so that administrators can have a comprehensive understanding of the applicant's knowledge, background, attributes, and skills.

The discretion of an individual faculty member or of an admissions committee has some troubling implications, as one program director participating in a regional focus group noted:

> *We use letters of recommendation. If the letters are good, they are informative. A bad letter that may state something like 'this student is in my class,' sends a different message, it is a 'red flag.'*

Absent clear guidelines, application materials, particularly personal statements and letters of recommendation, are evaluated based on what program directors and other program faculty

members perceive as a "good" letter. Not only the content of the letter, but the author of the letter seems to carry weight in admission processes, as another participant noted:

> *We look at letters of rec, who wrote the letter, we give more credibility to recommenders who are faculty, also looking at how long do the recommenders work with the student, how well they know the candidate.*

The results and insights from regional focus groups point to ambiguity and discretion in determining how different application materials are weighed in admissions. According to the survey of master's program directors, letters of recommendation, in particular, appear to be key material as virtually all-important attributes and qualities of applicants appeared to be weighed at least in part by letters of recommendation. In order for the process to be more transparent, one approach for programs to consider may be adopting clearer guidelines on how application materials should be weighed.

What are the Missing Pieces in Master's Admissions?

The results of the current study also have highlighted some of the "missing pieces" in the current approaches to master's program admission. A general sense that emerged from the regional focus groups was that we do not have effective tools to reliably collect, review, and evaluate applicants' non-cognitive attributes. Across all types of master's programs and disciplines, session participants noted that better evidence and practices to assess non-cognitive skills specific to persistence or grit, stress management, interpersonal effectiveness, and commitment or passion for the discipline or careers associated with the program were identified as essential for improving the admission success leading to program success.

Non-cognitive attributes. Those from research-focused master's programs observed that the non-cognitive areas of creativity or curiosity, working in teams, recovery from failure, and time management were essential to success in research careers. The others from professionally-focused master's programs also identified access to better non-cognitive assessments in areas such as crisis management, ability to work with different people and cultures, and an aptitude for service to others as important for program success.

Non-cognitive attributes are presented to master's programs in a variety of forms. Although personal statements and letters of recommendation appear to be the most common application materials to communicate these non-cognitive attributes, these types of application materials are often flexible and less-structured. Because these attributes are presented in multiple formats, there is no guidance on how to review and interpret their value. Citing limited resources in terms of staff and faculty time, extensive reviews of non-cognitive skills as presented in various forms are viewed as challenging by regional focus group participants.

Success connected to non-cognitive attributes. Finally, an evidence base that connects non-cognitive attributes with student success is another crucial missing piece. While programs appear to be eager to weigh non-cognitive attributes in their admission processes, they lack clear evidence that allows them to predict applicant success in both their master's programs and post-graduate careers. Thus, it is difficult for master's programs to adopt admission criteria that weigh non-cognitive attributes heavily, or at least take them into account.

Implications for Master's Admissions Practices

The project resulted in five key findings about master's admissions practices. These included: 1) master's programs emphasize degree completion, weighing completion of coursework, as most important for success at the time of admission; 2) critical thinking, analytical thinking, and written communication were rated as the attributes most important for achieving success across all three domains: degree completion, program fit, and post-graduate success; 3) GPA, letters of recommendation, and personal statements were the most frequently used forms of admission evidence, 4) tools to evaluate non-cognitive attributes were identified as the "missing pieces" of evidence, and 5) evidence of the predictive value of non-cognitive attributes was identified as an additional and crucial missing piece of evidence.

Discussion of these results and implications for admission practices informed the agenda for the 2018 Colloquium on the Master's Degree. The colloquium convened graduate program directors, experts in business and industry, leaders of disciplinary societies, educational researchers, and graduate deans. Guiding principles that emerged from the colloquium discussions included increasing transparency related to admission attributes and their relationship to program success, countering biases in admission materials, and leveraging faculty and disciplinary leadership to transform admissions. Practices associated with these principles are summarized below.

Transparency

The need for transparency about the definition of program success at the time of admission and the weight or importance assigned to the various attributes considered to be indicative of the potential for success emerged as a key theme at the colloquium. Transparency related to the practices of master's program admissions was understood as identifying the program's definition of success at the time of admission and the attributes and qualities that applicants must demonstrate to be considered as having a high potential for success in the program. Informing applicants and application reviewers of the role these attributes play when making admission decisions increases transparency in admission processes. Potential practices thought to facilitate transparency during admissions included the following:

Web pages. Often program websites focus on *what to submit*, not *how to demonstrate* applicant qualities that are important to the program's definition of success. The colloquium participants recommended the practice of identifying the attributes aligned with the program's definition of success and the most effective ways to demonstrate them. In other words, if a program looks for professionalism in determining one's potential for completing the degree, then the program website should give clear examples of how one might demonstrate professionalism

in this context. Programs may also consider developing video modules for applicants as a guide for how to best demonstrate the competencies and characteristics related to graduate student success. Programs may also consider including resources for writing effective letters of recommendation and personal statements, as well as evaluative rubrics.

Applicant profiles. Developing and sharing profiles of successful applicants who completed the degree and experienced post-graduate success was identified as another promising practice to increase transparency in admissions. These profiles could clarify what the program may be looking for in applicants. The profiles should, however, be supported and aligned with admission criteria and the program's intended post-graduate pathways.

Guidelines for recommenders. The colloquium participants urged programs to create guidelines and templates for letter writers to follow. Clearer guidance about what kinds of experience and aptitudes are particularly important to reviewers strengthens the potential to obtain the evidence needed to connect admission success with program success. This also makes letters and personal statements more transparent, has the potential to reduce the time required to review admissions materials, and creates the opportunity to conduct research on the predictive potential of the materials. One strategy may be to offer questions/prompts that are associated with specific admission attributes and program success.

Rubrics. Letters and personal statements create an opportunity to develop program-level tools, such as rubrics, as a framework for evaluating these forms of evidence. Deans can facilitate this practice by sharing examples for programs to consider and modify.

Guidance for Admissions Committees

The discussion at the colloquium also yielded the following potential practices and guidance for master's admission committees.

Data for admissions committees. The colloquium participants recommended that data on admission criteria and program success should be shared with those who participate in making admission decisions. These data inform the admission committees about their admission decisions. Lack of university data on the relationship between admission criteria and program success was identified as a limitation, particularly for non-cognitive attributes. Developing data sets on admission success beyond achieving learning outcomes and degree completion "closes the loop" between admission decisions and post-graduate success.

Countering admission bias. Both colloquium participants and regional focus groups identified factors such as knowing the applicant's program, institution, or the author of the letters of recommendation as factors that may influence the admission process. Practices that maintain the focus on the program's attributes reduce the likelihood that an evaluator will be biased toward candidates whose institution or recommender is known.

Interviews. The colloquium participants observed that, in conjunction with letters and personal statements, many programs are using technology-enabled interviews to assess listening and oral communication, either in conjunction with personal statements or as an alternative to this evidence. The participants noted that approaches to interviews using Assessment Based Interviewing might present another actionable practice to create consistent processes to assess the non-cognitive attributes associated with interviews. Participants also discussed the

importance of understanding that interviews can introduce other biasing effects which need to be considered when implementing this strategy.

Panels. Another practice that the colloquium participants offered was the use of panels or teams of faculty working together to develop consensus around the attributes presented in the letters or personal statements. This practice may be valuable for programs requiring a review of large applicant pools. This practice distributes the applications among the panels so that members of the panels can screen for multiple forms of evidence rather than limiting the screening process to a selected data set such as a test score or GPA. Following the review by panels, the entire admission team could then review the final applicant pool.

Advisory boards. The colloquium participants considered that advisory boards, often composed of program alumni and business/industry employers or partners, could offer additional insights for establishing the relationship between admission criteria and the curricular requirements, learning outcomes, and post-graduate success measures that advisory boards recommend to programs. Using advisory boards to further inform the program builds on their commitment to providing input on degree competencies, capstone projects, and other areas important to program success.

Order of review. The colloquium participants offered that holistic admission practices create a whole picture of the applicant and that holistic practices continue to be important in linking attributes to program success. The evidence associated with creating the most complete picture of an applicant's potential were letters of recommendation and personal statements. The survey indicated that these forms of evidence could create an appreciation for the entire range of admission attributes. The practice of assessing a more complete picture of the individual, in contrast to assessing only a small portion of an applicant's potential, may support the practice of reviewing letters and personal statements before other evidence. The colloquium participants affirmed earlier findings (Posselt, 2016) that the order of attribute review reduces bias associated with reviewing cognitive attributes first. The colloquium participants pointed to the need for further research on these practices, and this is discussed in the research section.

Training for Admissions Reviewers

Almost all master's programs in the program-level survey indicated (94%) that they have admissions committees and 97% noted that they include faculty members on their committees. Program staff also participate on some committees (23%). At the program level, 47% of program directors indicated that their programs set guidelines for standardized test scores and 58% for GPA. Also, 56% noted that their programs set guidelines for interpreting applicants' credentials other than standardized test scores and GPAs. Of the graduate schools participating in the university-level survey, 48% indicated that they do not have formal rubrics or guidelines for interpreting standardized test scores, and 46% indicated that they do not have formal rubrics or guidelines for interpreting GPAs.

In the university-level survey, the chief barriers to adopting practices such as the use of rubrics or development of guidelines were limited resources in terms of staff and faculty time (71%) followed by inadequate university data that correlate admission criteria with student outcomes (44%). Participants in the regional focus groups expressed concern that program size influences the use of rubrics and development of guidelines. For example, 49% of program directors at master's programs with application volumes of 25 or less in Fall 2017 indicated that they use

test scores to assess past academic performance. Yet, 61% of program directors at master's programs with application volumes of 100 or more indicated the same. The colloquium participants identified practices that may strengthen the potential for the use of rubrics and guidelines in admissions.

Training for reviewers. Despite the critical importance of training to implement admission practices that strengthen the potential for success (Kent and McCarthy, 2016), the project found that relatively few graduate schools require training for admission reviewers. Practices for leveraging the influence of faculty leaders and disciplinary societies in preparation of training programs for admission committees emerged in the discussion.

Faculty leadership and advocacy training model. The colloquium participants recommended that institutions create a Leadership and Advocacy Training Model that enlists the support of influential faculty leaders to advocate for improved admission practices. This model builds on the success of exemplary research and teaching mentors who foster campus-wide excellence in research and teaching. This investment was considered a necessary first step in training faculty.

Disciplinary societies training model. Disciplinary societies often have admission practice guidelines. Some societies identify criteria, and some may have data, to assist with the admissions practices. Disciplinary societies are often conduits of thought leadership on best practices and can be an important contributor to promoting faculty to adopt best practices. As part of the leadership training, faculty may seek to infuse guidance from their disciplinary societies into the admissions practices. Master's programs that have earned accreditation are among the programs that may benefit from the role of disciplinary societies.

Implications for the Future of Master's Education

Finally, we considered what implications these findings on current master's admissions practices might have for the future of master's education.

Admissions Reimagined

A unifying theme of the study and the colloquium presentations and discussions that were informed by the study was to "reimagine" master's admissions. Below are some ways that colloquium participants suggested that admissions could be fundamentally reimagined.

Artificial intelligence and big data. The colloquium participants observed that artificial intelligence has the potential to create new ways of evaluating letters, personal statements, and interviews. Artificial intelligence also has the potential to collect data during the review process and create new and larger data sets to guide the admissions process. "Big data" may allow administrators to examine the relationship between the data collected on admission attributes and longitudinal job performance of a cohort of employees with master's degrees within a selected set of companies or businesses. The use of big data in this way may allow us to better understand the admission success of the programs that granted the degrees as well as the success of the degree recipients across career pathways.

Evidence-Centered Design. Another practice related to the use of data was applying evidence-centered design (ECD) for master's admissions. ECD is based on the conceptual framework of hypothesis testing, gathering data, and hypothesis verification for achieving desired outcomes. Using this approach, the desired attributes and program success expectations are established in each admission cycle. Data are gathered to assess the outcomes. Adjustments are made following each admission cycle to continuously improve the process. The focus of this approach is to make the admissions process intentional and goal-oriented, instead of employing a trial-and-error approach.

Cohort admission. Currently, programs focus their admissions practices on admitting individuals. However, some programs are studying the impact of focusing the admissions process on admitting a whole class or cohort in order to create an optimal learning experience for incoming students. The participants identified an existing model used in undergraduate admissions called *The Posse Initiative* as an example. This program seeks to create a small multicultural cohort using a process called the *Dynamic Assessment Process* (DAP). DAP uses admission criteria that focuses on leadership, team competencies, and self-motivation the critical admission attributes that promote program success. After critical and analytical

thinking, many of these non-cognitive attributes were weighed as important for program success including degree completion and post-graduate success.

Future Research

In order for "admissions reimagined" to be a reality, however, we must address some unanswered questions. Specifically, we propose the following three lines of inquiry.

The predictive potential of admission attributes. Answering the question, "What is the predictive potential of non-cognitive attributes?" was identified as a major area of needed research. The lack of predictive data was a "missing piece" in master's admissions. Research in this area needs to address several important questions. The first is to conduct research on the predictive value of admissions attributes for the achievement of learning outcomes, degree completion, and post-graduate success including earning credentials, such as licensure or certification, for practice and career placements. Because the master's degree continues to become a required credential for entering certain careers, establishing this relationship remains important. Gathering information about alumni's perceptions of the attributes that contributed to their success may be an important aspect of this work.

The impact of consistent criteria. Examining the effectiveness of using guidelines for writing letters and personal statements to reduce biases was also identified as an area of needed study. Comparing the reviews completed by those who do not know the authors or institutions to those who do may address another gap in our understanding of admission biases.

Admission practices and master's program models. Program innovations to improve access and reduce barriers have been an important and welcomed achievement of master's education. Master's program models documented previously include stand-alone, en-route to the Ph.D., dual degrees, and accelerated degrees (Sowell, Bell, Francis, and Goodwin, 2010). Degrees earned through stackable badges and certificates, competency-based degrees, and degrees earned online may all require different approaches to admission. The different models create new questions about admissions practices and their effectiveness. The colloquium speakers and participants noted that master's programs using these models require examination of admissions success and program success.

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APPENDIX A

Regional Affiliate Focus Group
Agenda

9:30 – 10:00: Overview of the Day
10:00 - 10:40: Topic 1
Defining an Applicant's Potential for Success during the Admissions Process
Please be sure to discuss differences or similarities that may exist between your program and other disciplines or types of master's programs (i.e., course-work only based master's, master's with thesis, professional master's, clinical master's). Please be prepared to discuss these comparisons during the share-back session.

1. **When evaluating an applicant's potential for success in your program(s), how do you define success in your program(s)?**
   Consider: For example, success could be defined as program completion, time to degree, program GPA, publications, job placement, long-term career success, contributions to lab productivity, or effectiveness as a TA or RA.
2. **How, if at all, have your definitions for success changed over the past five years?**
   Sub-Questions
   a. *Are there any metrics you no longer consider or place less weight on in the admissions process?*
   b. *What new metrics for success have you started considering?*
      i. *How did this impact your admissions process? Were new applicant attributes considered? Were new admissions materials requested from applicants?*
   c. *Why did you make this change?*
      i. *Changing needs of employers hiring your graduates?*
      ii. *Increased prevalence of combined graduate and undergraduate study?*
      iii. *Increased prevalence of dual-discipline graduate degree programs?*

10:40 – 11:00: Topic 1 Share-Back
Facilitator: What differences or similarities exist between different types of Master's degree programs (course-work only, master's with thesis, professional, clinical) or disciplines?

11:00 – 11:15 Break

11:15 – 12:30: Topic 2
Applicant Information Collected & Considered
Please be sure to discuss differences or similarities that may exist between your program and other disciplines or types of master's programs (i.e., course-work only based master's, master's with thesis, professional master's, clinical master's). Please be prepared to discuss these comparisons during the share-back session.

1. **What application materials are currently collected from applicants? Please create a list of all sources of information about an applicant that you have to consider during the admissions process?**
   Sub-Questions
   a. *Consider: Application, GPA, Transcripts [including admission into honor's program(s)], Standardized Test Scores, Interviews, Letters of Recommendation, Personal Statement, Resume or CV, Statement of Purpose, Letter of Intent, Diversity*

Essay, Portfolios, Writing Sample, Licensure, English Language Test Scores, Informal Contact with Program or Admissions Staff (i.e., email contact about application or program).

b. *Please note, later in the discussion today we will be specifically discussing emerging post-baccalaureate credentials, badges, and certificates. If these types of materials are currently considered, please note any thoughts on these materials for our discussion in Topic 4.*

2. **Now that you have listed all of the sources of information you have collected (in Topic 2, Question 1), we would like to understand how you use this information as evidence of an applicant's knowledge, skills, or abilities. For each source of information that you have listed, please answer the following questions:**
    a. **Is this information required by the institution / Graduate School or by the program?**
    Sub-Questions (if required by the institution)
        a. *How do you use / consider this information in admissions decisions?*
        b. *Does the program increase the institutional requirement, such as requiring a higher GPA / standardized test score or requiring more letters of recommendation?*
    b. **What are you trying to learn about the applicant based on this information (i.e., what attributes are you measuring)? Please first list all of the cognitive attributes (such as the ability to complete coursework, the ability to understand complex concepts, etc.) you are measuring and then list all the non-cognitive attributes (such as perseverance, self-discipline, collaboration, adaptability, or stability) you are measuring.**
    Sub-Question: For non-cognitive attributes, what skills are you specifically looking to assess?
3. **What, if any, application information and materials have you added, updated, or stopped using in the past five years as part of your admission requirements?**
    Sub-Questions
    a. *What drove the addition, update, or stoppage?*
        i. *If added or updated: Why were these materials needed? What knowledge gap was there?*
        ii. *If updated or stopped: How were these materials not providing insight / value in their current form?*
    b. *How has this impacted your admissions process?*

12:30 – 1:00: Topic 2 Share-Back

Facilitator: What differences or similarities exist between different types of master's degree programs (course-work only, master's with thesis, professional, clinical) or disciplines?

1:00 – 1:30 Lunch

1:30 – 2:10: Topic 3

Ability of Application Materials to Help Predict Potential for Success

Please be sure to discuss differences or similarities that may exist between your program and other disciplines or types of master's programs (i.e., course-work only based master's, master's with thesis, professional master's, clinical master's). Please be prepared to discuss these comparisons during the share-back session.

1. **Considering the measures of potential for success we discussed in Topic 1: Defining an Applicant's Potential for Success during the Admissions Process and the materials available to you in Topic 2: Applicant Information Collected & Considered, how effectively are you able to predict an applicant's potential for success in the program?**
   Sub-Question: Thinking about students who were not successful in the program or did not perform to the level of your expectations, do you think that there was information that could have been provided during the application process that would have given you a more accurate assessment of applicants' potential for success?
2. **What additional information would you like to have about applicants' knowledge, skills, or abilities that you do not have today? This could include areas where you have no information today or areas where current information is insufficient. Please first list all of the cognitive attributes (such as the ability to complete coursework, the ability to understand complex concepts, etc.) and then list all of the non-cognitive attributes (such as perseverance, self-discipline, collaboration, adaptability, stability, etc.) for which you would like more information.**
   Sub-Questions
   a. *Are these unique to your type of program or would they be applicable to master's degree programs in other fields?*
   b. *What changes (or potential changes) are driving the need for additional insights during admissions? Please list the top 2 aspects driving this need.*
      i. *Definitions of success?*
      ii. *Changing needs of employers?*
      iii. *Increased prevalence of combined graduate and undergraduate study?*
      iv. *Increased prevalence of dual-discipline graduate degree programs?*
      v. *New / less traditional modes of learning such as online non-credit courses?*
3. **Why would information on that knowledge, skill, or ability mentioned in Topic 3, Question 2 be important or needed in determining an applicant's potential for success?**
   Sub-Question: How would you use this information to inform the admissions process?
4. **Consider each additional knowledge, skill, or ability mentioned in Topic 3, Question 2, and please list the types of evidence (i.e., application materials or applicant information), even if you do not collect them today, that might provide insight into these knowledge, skills, or abilities?**
   Sub-Questions
   a. *Do these materials exist today?*
   b. *Are these new or emerging 'stack' materials like badges and online certifications?*

2:10 – 2:30: Topic 3 Share-Back

Facilitator: What differences or similarities exist between different types of master's degree programs (course-work only, master's with thesis, professional, clinical) or disciplines?

2:30 – 2:45 Break

2:45 – 3:30: Topic 4

Emerging Post-Baccalaureate Credentials

Please be sure to discuss differences or similarities that may exist between your program and other disciplines or types of master's programs (i.e., course-work only based master's, master's with thesis, professional master's, clinical master's). Please be prepared to discuss these comparisons during the share-back session.

1. **In addition to the various types of applicant information that are used today, there are new post-baccalaureate credentials, badges, and certificates that are available. How are these types of credentials used, if at all, in the admissions process today as a predictor of potential for success in your master's program(s)?**
   Sub-Questions
   a. *How might you envision using these types of credentials in the next 5 years as a predictor of potential for success in your master's program(s)?*
2. **Compared to your current admissions process, how is the admissions process for micro-credential graduate programs different or similar to how you admit students today? Please consider both the admissions process as well as the application materials collected/emphasized in admissions decisions.**
   Sub-Questions
   a. *Do you define success differently for micro-credential graduate programs? If so, please explain.*
      i. *Consider: For example, success could be defined as program completion, time to degree, program GPA, etc.*
   b. *Are different application materials collected and considered as predictors of applicants' potential for success? If so, how are the materials different and why are they used as more appropriate predictors of potential for success?*
   c. *Based on the materials included in an applicant's file, how effectively are you able to predict an applicant's potential for success in micro-credential graduate programs?*
      i. *Thinking about students who were less successful in the program or did not perform to the level of your expectations, do you think that there was missing information that would have been helpful?*

3:30 – 3:45: Topic 4 Share-Back

Facilitator: What differences or similarities exist between different types of master's degree programs (course-work only, master's with thesis, professional, clinical) or disciplines?

3:45 – 4:00: Concluding Summary

APPENDIX B

Survey of Graduate Schools

The Council of Graduate Schools (CGS) is conducting a study to better understand master's admission processes across all disciplines. To inform this study, we are fielding this survey to graduate deans and their equivalents at U.S. colleges and universities. The survey is designed to collect information regarding institutional-level admissions practices. The survey is intended to capture **your perspective as the principal administrator for graduate education at your campus**. This survey should take approximately 10 minutes to complete.

All information submitted to this survey will be treated as confidential and will only be used for research or statistical purposes by the survey sponsors. If you have any questions about the overall scope of the project or this survey, please contact Dr. Robert M. Augustine, CGS Senior Vice President at research@cgs.nche.edu.

Please note that this survey has a companion survey for master's degree program directors. If you have not done so, please **be sure to share the program-level survey with appropriate individuals at your campus**.

We appreciate your willingness to participate. Thank you in advance for your contribution to this important effort. To acknowledge your consent to participate in this survey, click "NEXT PAGE."

*The study is sponsored in part by Educational Testing Service.

1. Does your institution have a central administrative unit to support graduate admissions?

- ○ Yes, and it is housed within the graduate school.
- ○ Yes, and it is housed elsewhere within the campus organizational structure.
- ○ No, we do not have a central unit for graduate admissions.

2. Institutions often set standards that apply to all master's programs across disciplines, while also allowing individual programs to establish their own criteria. What body is the policy making authority for institution-wide master's admission standards?

- ○ The graduate council.
- ○ The faculty senate.
- ○ The university admissions council
- ○ There is no institution-wide standard for master's admission.
- ○ Other (please, specify)

3. Are any of the following application materials required for all master's degrees?

	Required by the Institution	Not Required by the Institution
Academic transcripts	○	○
Minimum undergraduate GPA	○	○
Minimum upper division GPA	○	○
GRE or other standardized test scores	○	○
TOEFL scores or other proof of English proficiency	○	○
Letters of recommendation	○	○
Resume or CV	○	○
Writing sample	○	○
Personal statement	○	○
Diversity statement	○	○

4. List any other materials that are required and published by the institution for master's degree admission decisions.

5. Does your institution provide formal guidelines or rubrics for the appropriate use of the following application materials in master's admissions decisions?

	Formal guidelines/rubrics required	Formal guidelines/rubrics encouraged	Formal guidelines/rubrics not provided	Not Applicable	I do not know/I am not sure.
Appropriate use of standardized test scores such as GRE or GMAT	□	□	□	□	□
Appropriate use of GPAs	□	□	□	□	□
Other credentials of applicants	□	□	□	□	□

6. Does your institution provide formal training to the faculty, staff, or other individuals assigned to evaluate applicants' credentials in master's admissions?

○ Yes: If yes, briefly describe the training program: _____

○ No

7. What barriers or limitations does your institution encounter when evaluating applicants during the master's admissions process? (Select all that apply)

- ☐ Limited resources: Staff and faculty time
- ☐ Limited resources: Technology support
- ☐ Limited resources: Others
- ☐ Lack of training
- ☐ Lack of formal rubrics or guidelines
- ☐ Concern about rankings
- ☐ Concern about regional accreditation standards
- ☐ Compliance with legal requirements
- ☐ Inadequate university data correlating admissions criteria and student success
- ☐ Additional concern (please specify): _____
- ☐ N/A; None

8. Does your institution have an application fee waiver policy?

- ○ Yes
- ○ No

9. Does your institution have a policy(s), practice(s), and/or incentive(s) to encourage applications and potential admissions from applicants traditionally underrepresented in master's programs?

- ○ Yes: If yes, briefly describe any policies, practices, and/or incentives.
- ○ No

10. Please indicate your institution's name. (NOTE: We ask this, so that your responses can be tabulated with other programs at your institution, as well as to compare responses by selected institutional characteristics. The name of your institution will be kept confidential and no direct reference will be made in final results.)

11. Would you participate in continued research on master's degree admissions?
The Council of Graduate Schools (CGS) is committed to understanding master's admission practices. Continued study may include phone interviews, focus group discussions, and/or follow-up surveys. You are not committed to participate in continued research; however, providing your contact information will allow the CGS research team to alert you about continued participation.

- ○ Yes (there is no obligation)
- ○ No **[GO TO END OF THE SURVEY]**

Name

Phone Number

Email address

[END OF THE SURVEY]

APPENDIX C

Survey of Master's Programs

We are a team of researchers at the Council of the Graduate Schools (CGS), a Washington, DC-based non-profit association of colleges and universities dedicated solely to the advancement of graduate education and research. The CGS research team is conducting a study to better understand master's degree admission processes across all disciplines. To inform this study, we are fielding this survey to master's degree program directors at U.S. colleges and universities.

The program survey will capture the importance of elements considered when making decisions about the applicant's potential for success. The survey will also capture the importance of the attributes evaluated during admission along with information about the application materials available to evaluate these attributes. The survey is intended to represent your perspective as a program director.

Participation in the survey is voluntary and you may choose to skip any question you prefer not to answer. All information submitted for this survey will be treated as confidential and will only be used for research or statistical purposed by the survey sponsors. If you have any questions about the overall scope of the project or this survey, please contact Dr. Robert M. Augustine, CGS Senior Vice President at research@cgs.nche.edu.

This survey should take approximately 20 minutes to complete. If you oversee more than one master's program, we ask that you complete this survey for each program under your purview.

We appreciate your willingness to participate. Thank you in advance for your time and input. To acknowledge your consent to participate in this survey, please enter the name of the master's program you plan to review and click "NEXT PAGE."

*The study is sponsored in part by Educational Testing Service.

Section I: Admission Considerations and Potential for Success

To begin, please consider what you evaluate in terms of an applicant's potential for success in the program.

1. When making admission decisions for **[RESPONSE TEXT FOR QUESTION #1]**, how important are the following considerations about each applicant?

	Not Important/Not Considered	Slightly Important	Moderately Important	Important	Very Important	Not Applicable
Availability of a suitable research supervisor for the applicant.	○	○	○	○	○	○

Availability of a suitable practicum/internship supervisor for the applicant.	○	○	○	○	○	○
The applicant's potential to adapt to the program culture.	○	○	○	○	○	○
The applicant's potential to adhere to the professional norms and ethics.	○	○	○	○	○	○
The applicant's potential to work with diverse groups of people.	○	○	○	○	○	○
Potential of the applicant to contribute to the diversity of this program.	○	○	○	○	○	○

[RANDOMIZE THE LIST]

2. When making admission decisions for **[RESPONSE TEXT FOR QUESTION #1]**, how important are the following in evaluating an applicant's potential to fulfill degree requirements?

	Not Important/ Not Considered	Slightly Important	Moderately Important	Important	Very Important	Not Applicable
Potential for completing the requisite course work.	○	○	○	○	○	○
Potential for completing the capstone requirements (e.g., thesis, exams, etc.).	○	○	○	○	○	○
Potential for fulfilling the internship/ practicum requirement.	○	○	○	○	○	○
Potential for completing the degree in a timely manner.	○	○	○	○	○	○
Potential for meeting eligibility requirements for licensure examinations.	○	○	○	○	○	○

[RANDOMIZE THE LIST]

3. When making admission decisions for **[RESPONSE TEXT FOR QUESTION #1]**, how important are the following considerations about each applicant's potential post-degree success?

	Not Important/ Not Considered	Slightly Important	Moderately Important	Important	Very Important	Not Applicable
Potential for making contributions to the scholarship (publications, etc.) in the discipline/field.	○	○	○	○	○	○
Potential for continuing to work or secure employment in the discipline/field.	○	○	○	○	○	○
Potential for pursuing a doctorate in the discipline/field.	○	○	○	○	○	○
Potential for achieving leadership roles in the discipline/field.	○	○	○	○	○	○

Potential for receiving job promotions.	○	○	○	○	○	○
Potential for contributing to the local community.	○	○	○	○	○	○

[RANDOMIZE THE LIST]

Section II Admission Attributes and Importance

Next, tell us how you weigh the following admission attributes in determining potential for success.

4. In determining **potential for a "good fit" into [RESPONSE TEXT FOR QUESTION #1]**, how important are the following admission attributes of applicants?

	Not Important/ Not Considered	Slightly Important	Moderately Important	Important	Very Important	Not Applicable
Past academic performance	○	○	○	○	○	○
Past research experience	○	○	○	○	○	○
Past work experience	○	○	○	○	○	○
Critical thinking ability	○	○	○	○	○	○
Analytical thinking ability	○	○	○	○	○	○
Written communication skill	○	○	○	○	○	○
Oral communication skill	○	○	○	○	○	○
Collegiality, collaboration, cooperation	○	○	○	○	○	○
Concern for others	○	○	○	○	○	○
Social orientation	○	○	○	○	○	○
Curiosity	○	○	○	○	○	○
Creativity	○	○	○	○	○	○
Multicultural competency	○	○	○	○	○	○
Knowledge of the discipline/profession	○	○	○	○	○	○
Time management	○	○	○	○	○	○
Ability to work under stress	○	○	○	○	○	○
Adaptability/flexibility	○	○	○	○	○	○
Professionalism	○	○	○	○	○	○
Persistence	○	○	○	○	○	○
Dependability	○	○	○	○	○	○
Integrity	○	○	○	○	○	○
Leadership	○	○	○	○	○	○

[RANDOMIZE THE LIST]

5. List any other admission attributes of applicants that are very important or important in determining **potential for a "good fit" into [RESPONSE TEXT FOR QUESTION #1]**.

6. In determining **potential for degree completion**, how important are the following attributes of applicants?

	Not Important/ Not Considered	Slightly Important	Moderately Important	Important	Very Important	Not Applicable
Past academic performance	○	○	○	○	○	○
Past research experience	○	○	○	○	○	○
Past work experience	○	○	○	○	○	○
Critical thinking ability	○	○	○	○	○	○
Analytical thinking ability	○	○	○	○	○	○
Written communication skill	○	○	○	○	○	○
Oral communication skill	○	○	○	○	○	○
Collegiality, collaboration, cooperation	○	○	○	○	○	○
Concern for others	○	○	○	○	○	○
Social orientation	○	○	○	○	○	○
Curiosity	○	○	○	○	○	○
Creativity	○	○	○	○	○	○
Multicultural competency	○	○	○	○	○	○
Knowledge of the discipline/profession	○	○	○	○	○	○
Time management	○	○	○	○	○	○
Ability to work under stress	○	○	○	○	○	○
Adaptability/flexibility	○	○	○	○	○	○
Professionalism	○	○	○	○	○	○
Persistence	○	○	○	○	○	○
Dependability	○	○	○	○	○	○
Integrity	○	○	○	○	○	○
Leadership	○	○	○	○	○	○

[RANDOMIZE THE LIST]

7. List any other admission attributes of applicants that are very important or important in determining **potential for degree completion**.

8. In determining **potential for post-graduate success**, how important are the following admission attributes of applicants?

	Not Important/ Not Considered	Slightly Important	Moderately Important	Important	Very Important	Not Applicable
Past academic performance	○	○	○	○	○	○
Past research experience	○	○	○	○	○	○
Past work experience	○	○	○	○	○	○
Critical thinking ability	○	○	○	○	○	○
Analytical thinking ability	○	○	○	○	○	○
Written communication skill	○	○	○	○	○	○
Oral communication skill	○	○	○	○	○	○

Collegiality, collaboration, cooperation	○	○	○	○	○	○
Concern for others	○	○	○	○	○	○
Social orientation	○	○	○	○	○	○
Curiosity	○	○	○	○	○	○
Creativity	○	○	○	○	○	○
Multicultural competency	○	○	○	○	○	○
Knowledge of the discipline/profession	○	○	○	○	○	○
Time management	○	○	○	○	○	○
Ability to work under stress	○	○	○	○	○	○
Adaptability/flexibility	○	○	○	○	○	○
Professionalism	○	○	○	○	○	○
Persistence	○	○	○	○	○	○
Dependability	○	○	○	○	○	○
Integrity	○	○	○	○	○	○
Leadership	○	○	○	○	○	○

[RANDOMIZE THE LIST]

9. List any other admission attributes of applicants that are very important or important in determining **potential for post-graduation success**.

Section III Admission Attributes and Application Materials

In this section, tell us about the application materials used to evaluate the admission attributes.

10. Indicate how formal applicant interviews are used in the master's admission process for **[RESPONSE TEXT FOR QUESTION #1]**? Check all that apply.

	In-person	Videoconference	Teleconference	No interview
All applicants	☐	☐	☐	☐
Selected applicants	☐	☐	☐	☐

[SURVEY LOGIC: If "No Interview" is chosen, no other option should be selected.]

11. When evaluating the following admission attributes of applicants, which of the following application materials do you use? Check all the application materials that apply to each of the attributes.

	Academic Transcripts	Upper Division GPA	GRE or GMAT Scores	Resume or CV	Personal Statements	Letters of Recommendation	Other Application Materials
Past academic performance	□	□	□	□	□	□	□
Past research experience	□	□	□	□	□	□	□

Past work experience	□	□	□	□	□	□	□
Critical thinking ability	□	□	□	□	□	□	□
Analytical thinking ability	□	□	□	□	□	□	□
Written communication skill	□	□	□	□	□	□	□
Oral communication skill	□	□	□	□	□	□	□
Collegiality, collaboration, cooperation	□	□	□	□	□	□	□
Concern for others	□	□	□	□	□	□	□
Social orientation	□	□	□	□	□	□	□
Curiosity	□	□	□	□	□	□	□
Creativity	□	□	□	□	□	□	□
Multicultural competency	□	□	□	□	□	□	□
Knowledge of the discipline/profession	□	□	□	□	□	□	□
Time management	□	□	□	□	□	□	□
Ability to work under stress	□	□	□	□	□	□	□
Adaptability/flexibility	□	□	□	□	□	□	□
Professionalism	□	□	□	□	□	□	□
Persistence	□	□	□	□	□	□	□
Dependability	□	□	□	□	□	□	□
Integrity	□	□	□	□	□	□	□
Leadership	□	□	□	□	□	□	□

12. List any other application materials that you review for evaluation of admission attributes for this program.

Section IV. Admission Practices

For the next several questions, tell us about the people involved in the master's admission process.

13. Who serves on the admission committee for **[RESPONSE TEXT FOR QUESTION #1]**?

- ☐ Faculty members
- ☐ Representatives of current students
- ☐ Program staff members
- ☐ Representatives currently working in the discipline/field.
- ☐ Alumni representatives
- ☐ Community representatives
- ☐ Employer/Industry representatives
- ☐ Others (Please specify): _____
- ☐ There is no admission committee for this master's program

14. Typically, how many faculty members participate in the admission process for this program? [RESPONSE TEXT FOR QUESTION #1]?

- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5
- ○ More than 5

15. Do the people who participate in the admission process for this program undergo any formal training to prepare them to evaluate applicants' credentials for master's admissions?

- ○ Yes: If yes, briefly describe the training program: _____
- ○ No

16. Does this program provide formal guidelines for the appropriate use of the following application materials in master's admissions decisions?

	Guidelines Set by the Institution	Guidelines Set by the Program	No Formal Guideline	Not Applicable
Appropriate use of standardized test scores such as GRE or GMAT.	☐	☐	☐	☐
Appropriate use of GPAs.	☐	☐	☐	☐
Other credentials of applicants	☐	☐	☐	☐

17. Does this program use a centralized application service (e.g., PSYCAS, NursingCAS, etc.)?

- ○ Yes
- ○ No

18. Does this program employ any strategies or approaches in recruiting and facilitating admission of traditionally underrepresented students?

- ○ Yes: If yes, briefly describe any policies, practices, and/or incentives: _____
- ○ No

Section V. Program Description

Finally, tell us about this master's program.

19. Please select the field of study that best describes [RESPONSE TEXT FOR QUESTION #1].

○ [Drop Down List of CGS Fields of Study]

	Arts and Humanities
1	Arts – History, Theory, and Criticism
2	Arts – Performance and Studio
3	English Language and Literature
4	Foreign Languages and Literatures
5	History
6	Philosophy
7	Arts and Humanities, Other
	Biological and Agricultural Sciences
8	Agriculture, Natural Resources, and Conservation
9	Biological and Biomedical Sciences
	Business
10	*Accounting*
11	*Banking and Finance*
12	*Business Administration and Management*
13	*Business, Other*
	Education
14	*Education Administration*
15	*Curriculum and Instruction*
16	*Early Childhood Education*
17	*Elementary Education*
18	*Educational Assessment, Evaluation, and Research*
19	*Higher Education*
20	*Secondary Education*
21	*Special Education*
22	*Student Counseling and Personnel Services*
23	*Education, Other*
	Engineering
24	*Chemical Engineering*
25	*Civil Engineering*
26	*Computer, Electrical, and Electronics Engineering*
27	*Industrial Engineering*
28	*Materials Engineering*
29	*Mechanical Engineering*
30	*Engineering, Other*
31	Health and Medical Sciences
	Mathematics and Computer Sciences
32	*Mathematical Sciences*
33	*Computer and Information Sciences*
	Physical and Earth Sciences
34	*Chemistry*

35	*Earth, Atmospheric, and Marine Sciences*
36	*Physics and Astronomy*
37	*Natural Sciences, Other*
	Public Administration and Services
38	*Public Administration*
39	*Social Work*
	Social and Behavioral Sciences
40	*Anthropology and Archaeology*
41	*Economics*
42	*Political Science*
43	*Psychology*
44	*Sociology*
45	*Social Sciences, Other*
	Other Fields
46	*Architecture and Environmental Design*
47	*Communications and Journalism*
48	*Family and Consumer Sciences*
49	*Library and Archival Sciences*
50	*Religion and Theology*
51	*Other Fields*
44	*Sociology*
45	*Social Sciences, Other*
	Other Fields
46	*Architecture and Environmental Design*
47	*Communications and Journalism*
48	*Family and Consumer Sciences*
49	*Library and Archival Sciences*
50	*Religion and Theology*
51	*Other Fields*

20. Please select one of the following that best describes this program:

- ○ Research/Scholarship Based, Single-Discipline Focus
- ○ Research/Scholarship Based, Interdisciplinary Focus
- ○ Practitioner/Career Focused, Single-Discipline Focus
- ○ Practitioner/Career Focused, Interdisciplinary Focus

21. Is this program offered exclusively via online?

- ○ Yes
- ○ No

22. Roughly how many applications did the program receive during the Fall 2017 admission cycle?

- ○ Less than or equal to 10

- ○ 11-25
- ○ 26-50
- ○ 51-100
- ○ 101-200
- ○ More than 200

23. Roughly how many applicants did the program admit during the Fall 2017 admission cycle?

- ○ Less than or equal to 10
- ○ 11-25
- ○ 26-50
- ○ 51-100
- ○ 101-200
- ○ More than 200

24. Who serves on the program's advisory committee?

- ☐ Representatives currently working in the discipline/field.
- ☐ Alumni representatives
- ☐ Community representatives
- ☐ Employer/Industry representatives
- ☐ Others (Please specify)
- ☐ There is no advisory committee for this master's program

25. Indicate your institution's name. (NOTE: We ask this, so that your responses can be tabulated with other programs at your university. The name of your institution will be kept confidential and no direct reference will be made in final results.)

Section VI. Invitation to Follow-up Interviews

26. Would you participate in continued research on master's degree admissions?
The Council of Graduate Schools (CGS) is committed to understanding master's admission practices. Continued study may include phone interviews, focus group discussions, and/or follow-up surveys. You are not committed to participate in continued research; however, providing your contact information will allow the CGS research team to alert you about continued participation.

- ○ Yes (there is no obligation)
- ○ No [GO TO END OF THE SURVEY]

Name

Phone Number

Email address

[END OF THE SURVEY]

APPENDIX D

2018 Colloquium Participants

Lisa Armistead, Georgia State University
Alberto Acereda, Educational Testing Service
Ashok Agrawal, American Society for Engineering Education
Robert M. Augustine, Council of Graduate Schools
Michael Bamdad, George Washington University
Sandra Bellini, University of Connecticut
JoAnn Canales, Council of Graduate Schools
Dawn Carter, University Relations & Diversity, Intuit
Jeff Darabi, Southern Illinois University Edwardsville
Kamla Deonauth, Howard University
Jim Diaz-Granados, American Psychological Association
Jeffrey Engler, Council of Graduate Schools
Sean Gallagher, Northeastern University
Douglas Gardenhire, Georgia State University
Scott Herness, Montclair State University
Kent Holsinger, University of Connecticut
Lauren Inouye, Council of Graduate Schools
David H. Jackson, Florida A&M University
Matthew Keating, Educational Testing Service
Matt Linton, Council of Graduate Schools
James E. Marshall, California State University Fresno
Brett Matherne, Georgia State University
Chad Muotray, National Association of Manufacturers
Hironao Okahana, Council of Graduate Schools
David Ong, Talent Acquisition, Maximus
Suzanne Ortega, Council of Graduate Schools
David Payne, Educational Testing Service
Monica Plisch, American Physical Society
Kenneth Polishchuk, Council of Graduate Schools
Margaret Rogers, American Speech-Language-Hearing Association
Janet Rutledge, University of Maryland Baltimore County
Christopher Sindt, Lewis University
James Sterling, Keck Graduate Institute
Courtney Tanenbaum, American Institutes for Research
Tamara Underiner, Arizona State University
Christopher Valentino, Northrop Grumman Corporation
Jerry Weinberg, Southern Illinois University Edwardsville
Jodi Wesemann, American Chemical Society
Enyu Zhou, Council of Graduate Schools

APPENDIX E

2018 Colloquium Agenda

Sunday, September 16

5:00-6:00 PM — **Opening Reception** — **Ellington Terrace**

6:00 PM — **Welcome** — **Ellington**

Speakers:

Suzanne T. Ortega, *President, Council of Graduate Schools*

David Payne, *Vice President and COO, Global Education Division, Educational Testing Service*

6:15-8:00 PM — **Dinner** — **Ellington**

Monday, September 17

8:00-8:30 AM — **Breakfast**

8:30-8:50 AM — **Project Highlights and Colloquium Overview** — **Gaston**

Speaker:

Robert M. Augustine, *Senior Vice President, Council of Graduate Schools*

8:50-9:10 AM — **Colloquium Topic** — **Gaston**

Master's Student Success Aligned with Business and Industry

Speakers:

Christopher Valentino, *Director, Northrop Grumman Corporation*

Chad Moutray, *Chief Economist, National Association of Manufacturers*

9:10-10:10 AM — **Focused Discussions** — **Wylie, Whitman, Deacon, Gaston**

1. How do employers define student success in a master's program?
2. What counts as evidence of student success across career pathways?
3. What counts as evidence of success within specific career pathways?

10:10-10:20 AM — **Reports from the Focused Discussions** — **Gaston**

Facilitator:

Jerry Weinberg*, Associate Provost for Research Dean of the Graduate School, Southern Illinois University Edwardsville*

10:20 – 10:30 AM — **Break**

10:30-10:50 AM — **Colloquium Topic** — **Gaston**

Master's Student Success Aligned with the Disciplines

Chair:

Lauren Inouye*, Vice President, Public Policy and Government Affairs, Council of Graduate Schools*

Speakers:

Margaret Rogers, *Chief Staff Officer for Science and Research, American Speech-Language-Hearing Association*

Jodi Wesemann, *Assistant Director for Educational Research, American Chemical Society*

10:50-11:50 AM	**Focused Discussions**	**Wylie, Whitman, Deacon, Gaston**

1. What admission attributes best predict student success?
2. What role can disciplinary societies play in identifying and using better admissions criteria?
3. What role can faculty play in identifying and using better admissions criteria?
4. What reimagined admission tools, materials, and evidence may strengthen the link between admissions and student success?

11:50 AM-12:00 PM	**Reports from the Focused Discussions**	**Gaston**

Facilitator:
Lisa Armistead, *Associate Provost for Graduate Programs, Georgia State University*

12:00-1:00 PM	**Lunch**	
1:00-1:20 PM	**Colloquium Topic**	**Gaston**

Master's Student Success Aligned with Careers
Chair:
Hironao Okahana*, Assistant Vice President, Research and Policy Analysis, Council of Graduate Schools*
Speaker:
Sean Gallagher, *Chief Strategy Officer, Northeastern Global Network, Northeastern University*

1:20-2:20 PM	**Focused Discussions**	**Wylie, Whitman, Deacon, Gaston**

1. How can admissions criteria be better aligned with curricular requirements?
2. How can the relationship between admission attributes and curricular requirements be repaired or strengthened when the alignment between admissions attributes and the curriculum fails?
3. How can programs consistently adjust their admission attributes to meet the demand for evolving competencies needed by workforce-ready graduates?

2:20-2:30 PM	**Report from the Focused Discussions**	**Gaston**

Facilitator:
James Marshall*, Dean Division of Research & Graduate Studies, California State University Fresno*

2:30-3:00 PM	**Concluding Reflections**	**Gaston**

Points of Consensus, Emerging Practices, Stakeholder Roles, and Reimagined Connections Between Admissions Success and Student Success
Facilitator:
Robert M. Augustine, *Senior Vice President, Council of Graduate Schools*

3:00 PM	**Adjourn**

APPENDIX F

Descriptive Tables

TABLE F1: Importance of Applicants' Potential to Meet Milestones for Master's Degree Programs

		BROAD FIELD OF STUDY							
		Arts & humanities	Biological & agricultural sciences	Business	Education	Engineering	Health sciences	Mathematical & computer sciences	Physical & earth sciences
Availability of a suitable research supervisor for the applicant	Not important/ Not considered	15.6%	14.1%	84.0%	47.2%	20.5%	41.6%	40.4%	8.2%
	Slightly important	4.4%	2.0%	3.7%	11.8%	9.0%	15.7%	19.2%	3.3%
	Moderately important	23.0%	6.1%	2.5%	13.7%	9.0%	10.8%	15.4%	3.3%
	Important	22.2%	10.1%	3.7%	14.9%	29.5%	15.7%	15.4%	19.7%
	Very important	**34.8%**	**67.7%**	**6.2%**	**12.4%**	**32.1%**	**16.3%**	**9.6%**	**65.6%**
Availability of a suitable practicum/ internship supervisor for the applicant	Not important/ Not considered	54.8%	56.6%	69.1%	34.6%	48.7%	34.3%	70.6%	51.7%
	Slightly important	8.9%	4.0%	7.4%	4.3%	6.4%	5.4%	9.8%	6.7%
	Moderately important	8.9%	6.1%	8.6%	7.4%	12.8%	7.8%	9.8%	6.7%
	Important	15.6%	12.1%	9.9%	19.1%	16.7%	16.3%	3.9%	11.7%
	Very important	**11.9%**	**21.2%**	**4.9%**	**34.6%**	**15.4%**	**36.1%**	**5.9%**	**23.3%**
The applicant's potential to adapt to the program culture	Not important/ Not considered	6.7%	11.1%	1.2%	6.2%	16.7%	6.6%	21.2%	25.0%
	Slightly important	0.0%	10.1%	8.6%	6.8%	9.0%	8.4%	11.5%	6.7%
	Moderately important	21.5%	18.2%	23.5%	17.9%	20.5%	10.8%	19.2%	20.0%
	Important	32.6%	36.4%	33.3%	35.8%	38.5%	34.3%	30.8%	28.3%
	Very important	**39.3%**	**24.2%**	**33.3%**	**33.3%**	**15.4%**	**39.8%**	**17.3%**	**20.0%**
The applicant's potential to adhere to the professional norms and ethics	Not important/ Not considered	3.7%	5.1%	3.7%	4.9%	9.1%	5.4%	25.0%	13.1%
	Slightly important	3.0%	5.1%	2.5%	1.9%	2.6%	3.0%	1.9%	4.9%
	Moderately important	11.2%	8.1%	9.9%	3.1%	9.1%	2.4%	13.5%	8.2%
	Important	34.3%	31.3%	24.7%	25.3%	23.4%	20.5%	34.6%	19.7%
	Very important	**47.8%**	**50.5%**	**59.3%**	**64.8%**	**55.8%**	**68.7%**	**25.0%**	**54.1%**
The applicant's potential to work with diverse groups of people	Not important/ Not considered	8.9%	7.1%	7.4%	6.2%	14.1%	3.6%	26.9%	15.0%
	Slightly important	7.4%	11.1%	9.9%	3.1%	7.7%	6.0%	23.1%	3.3%
	Moderately important	18.5%	26.3%	11.1%	11.1%	26.9%	9.0%	19.2%	20.0%
	Important	28.9%	31.3%	32.1%	20.4%	29.5%	23.5%	17.3%	41.7%
	Very important	**36.3%**	**24.2%**	**39.5%**	**59.3%**	**21.8%**	**57.8%**	**13.5%**	**20.0%**
Potential of the applicant to contribute to the diversity of this program	Not important/ Not considered	6.7%	11.1%	8.6%	13.0%	14.1%	8.4%	15.4%	9.8%
	Slightly important	6.7%	13.1%	9.9%	6.8%	10.3%	9.0%	13.5%	6.6%
	Moderately important	12.6%	19.2%	19.8%	16.8%	21.8%	19.3%	26.9%	27.9%
	Important	35.6%	38.4%	34.6%	26.7%	34.6%	36.7%	28.8%	44.3%
	Very important	**38.5%**	**18.2%**	**27.2%**	**36.6%**	**19.2%**	**26.5%**	**15.4%**	**11.5%**

BROAD FIELD OF STUDY			PROGRAM FOCUS		FALL 2017 APPLICATION VOLUME					
Public administration & services	Social & behavioral sciences	Other fields	Research Focused	Professional Focused	Less than or equal to 10	11 to 25	26 to 50	51 to 100	101 to 200	More than 200
60.0%	23.1%	38.2%	13.2%	50.4%	26.1%	27.2%	29.2%	40.0%	41.9%	56.7%
10.0%	14.3%	11.2%	5.7%	12.3%	10.3%	8.7%	9.0%	7.7%	11.3%	13.3%
17.5%	11.6%	17.8%	13.7%	11.5%	16.4%	12.5%	12.7%	9.7%	8.1%	12.5%
7.5%	19.0%	17.8%	17.8%	15.1%	16.4%	18.5%	15.1%	19.4%	17.7%	10.0%
5.0%	**32.0%**	**15.1%**	**49.5%**	**10.6%**	**30.9%**	**33.2%**	**34.0%**	**23.2%**	**21.0%**	**7.5%**
35.0%	49.0%	42.8%	55.3%	40.5%	49.4%	46.2%	45.3%	47.1%	42.3%	49.2%
7.5%	12.2%	9.2%	7.1%	6.3%	6.6%	7.6%	7.5%	9.0%	6.5%	3.3%
10.0%	10.9%	12.5%	8.2%	10.8%	10.8%	8.3%	10.4%	12.9%	7.3%	10.0%
15.0%	10.9%	18.4%	12.6%	17.0%	13.3%	17.8%	13.7%	12.3%	17.1%	15.0%
32.5%	**17.0%**	**17.1%**	**16.9%**	**25.3%**	**19.9%**	**20.1%**	**23.1%**	**18.7%**	**26.8%**	**22.5%**
17.5%	7.5%	5.3%	10.3%	7.8%	7.2%	10.6%	7.1%	7.1%	10.6%	10.8%
7.5%	8.2%	4.6%	8.5%	5.5%	6.6%	6.1%	6.6%	10.3%	4.1%	7.5%
12.5%	24.7%	14.5%	21.7%	15.6%	16.9%	18.6%	20.3%	18.1%	17.9%	14.2%
25.0%	29.5%	38.2%	33.0%	33.9%	36.1%	34.5%	37.3%	29.7%	29.3%	30.8%
37.5%	**30.1%**	**37.5%**	**26.5%**	**37.1%**	**33.1%**	**30.3%**	**28.8%**	**34.8%**	**38.2%**	**36.7%**
5.0%	4.8%	5.3%	6.9%	5.0%	4.8%	6.0%	6.6%	5.8%	2.4%	7.5%
0.0%	5.4%	3.3%	5.0%	1.7%	4.2%	4.2%	2.4%	3.2%	0.8%	1.7%
10.0%	7.5%	7.2%	9.4%	5.3%	6.1%	9.1%	8.0%	7.7%	3.2%	5.8%
17.5%	27.2%	23.0%	31.6%	21.9%	25.5%	27.2%	32.5%	27.1%	17.7%	20.0%
67.5%	**55.1%**	**61.2%**	**47.1%**	**66.1%**	**59.4%**	**53.6%**	**50.5%**	**56.1%**	**75.8%**	**65.0%**
5.0%	7.5%	5.3%	11.2%	5.6%	10.2%	7.9%	7.5%	7.1%	4.9%	9.2%
0.0%	11.0%	4.6%	11.0%	3.7%	6.0%	7.5%	10.4%	7.8%	1.6%	3.3%
12.5%	17.8%	11.8%	19.5%	13.3%	16.3%	17.4%	14.6%	14.9%	20.3%	11.7%
25.0%	28.8%	32.2%	30.0%	25.7%	26.5%	31.7%	30.2%	24.0%	22.8%	23.3%
57.5%	**34.9%**	**46.1%**	**28.4%**	**51.7%**	**41.0%**	**35.5%**	**37.3%**	**46.1%**	**50.4%**	**52.5%**
7.5%	8.2%	7.2%	8.2%	9.7%	12.0%	9.8%	7.1%	10.3%	9.7%	5.8%
2.5%	8.2%	5.9%	10.5%	6.7%	6.0%	9.4%	10.0%	9.0%	6.5%	6.7%
12.5%	21.1%	19.1%	19.4%	18.5%	20.5%	18.5%	16.6%	20.0%	20.2%	18.3%
37.5%	34.0%	39.5%	37.2%	33.9%	28.9%	37.0%	40.3%	35.5%	33.1%	32.5%
40.0%	**28.6%**	**28.3%**	**24.7%**	**31.3%**	**32.5%**	**25.3%**	**26.1%**	**25.2%**	**30.6%**	**36.7%**

TABLE F1
CONTINUED

		BROAD FIELD OF STUDY							
		Arts & humanities	Biological & agricultural sciences	Business	Education	Engineering	Health sciences	Mathematical & computer sciences	Physical & earth sciences
Potential for completing the requisite course work	Not important/ Not considered	0.7%	3.0%	4.9%	1.9%	1.3%	1.8%	0.0%	5.0%
	Slightly important	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Moderately important	3.0%	3.0%	0.0%	1.2%	0.0%	0.0%	3.8%	1.7%
	Important	12.6%	17.2%	11.0%	19.1%	14.3%	10.8%	17.3%	28.3%
	Very important	**83.7%**	**76.8%**	**84.1%**	**77.8%**	**84.4%**	**87.3%**	**78.8%**	**65.0%**
Potential for completing the capstone requirements (e.g., thesis, exams, etc.)	Not important/ Not considered	4.5%	6.1%	23.2%	8.6%	9.1%	12.0%	9.6%	3.4%
	Slightly important	0.7%	0.0%	0.0%	0.6%	2.6%	1.8%	0.0%	0.0%
	Moderately important	3.7%	2.0%	4.9%	8.0%	6.5%	3.6%	3.8%	3.4%
	Important	10.4%	17.2%	14.6%	18.5%	18.2%	13.3%	32.7%	20.3%
	Very important	**80.6%**	**74.7%**	**57.3%**	**64.2%**	**63.6%**	**69.3%**	**53.8%**	**72.9%**
Potential for fulfilling the internship/ practicum requirement	Not important/ Not considered	59.3%	65.7%	70.7%	22.8%	62.3%	13.3%	73.1%	72.9%
	Slightly important	5.2%	3.0%	2.4%	4.3%	6.5%	1.2%	7.7%	0.0%
	Moderately important	4.4%	4.0%	3.7%	6.2%	7.8%	1.8%	7.7%	5.1%
	Important	9.6%	8.1%	4.9%	9.9%	15.6%	11.4%	5.8%	8.5%
	Very important	**21.5%**	**19.2%**	**18.3%**	**56.8%**	**7.8%**	**72.3%**	**5.8%**	**13.6%**
Potential for completing the degree in a timely manner.	Not important/ Not considered	3.7%	2.0%	7.3%	5.6%	3.9%	4.2%	9.6%	3.3%
	Slightly important	3.0%	4.0%	3.7%	9.9%	2.6%	2.4%	1.9%	1.7%
	Moderately important	10.4%	13.1%	8.5%	11.7%	14.5%	8.4%	11.5%	8.3%
	Important	31.9%	37.4%	31.7%	32.1%	31.6%	25.9%	34.6%	45.0%
	Very important	**51.1%**	**43.4%**	**48.8%**	**40.7%**	**47.4%**	**59.0%**	**42.3%**	**41.7%**
Potential for meeting eligibility requirements for licensure examinations	Not important/ Not considered	77.6%	79.8%	58.5%	33.3%	62.3%	30.1%	82.7%	72.9%
	Slightly important	2.2%	4.0%	2.4%	1.2%	6.5%	1.2%	1.9%	8.5%
	Moderately important	0.7%	2.0%	2.4%	5.6%	13.0%	3.6%	1.9%	5.1%
	Important	6.7%	4.0%	13.4%	7.4%	11.7%	10.8%	5.8%	5.1%
	Very important	**12.7%**	**10.1%**	**23.2%**	**52.5%**	**6.5%**	**54.2%**	**7.7%**	**8.5%**
Potential for making contributions to the scholarship (publications, etc.) in the discipline/field	Not important/ Not considered	7.5%	7.1%	67.1%	36.4%	17.1%	19.9%	26.9%	8.2%
	Slightly important	11.2%	13.1%	17.1%	22.2%	6.6%	23.5%	25.0%	4.9%
	Moderately important	24.6%	17.2%	6.1%	21.6%	15.8%	23.5%	21.2%	19.7%
	Important	34.3%	23.2%	7.3%	12.3%	30.3%	19.3%	19.2%	39.3%
	Very important	**22.4%**	**39.4%**	**2.4%**	**7.4%**	**30.3%**	**13.9%**	**7.7%**	**27.9%**

BROAD FIELD OF STUDY			PROGRAM FOCUS		FALL 2017 APPLICATION VOLUME					
Public administration & services	Social & behavioral sciences	Other fields	Research Focused	Professional Focused	Less than or equal to 10	11 to 25	26 to 50	51 to 100	101 to 200	More than 200
2.5%	1.4%	2.0%	1.8%	1.8%	1.8%	1.5%	1.4%	1.9%	1.6%	2.5%
0.0%	0.0%	1.3%	0.2%	0.2%	0.6%	0.4%	0.0%	0.0%	0.0%	0.0%
0.0%	2.0%	1.3%	2.3%	0.8%	2.4%	1.1%	1.4%	1.9%	0.8%	0.0%
17.5%	13.6%	10.5%	16.2%	12.8%	19.3%	15.1%	15.6%	11.0%	9.8%	12.5%
80.0%	**83.0%**	**84.9%**	**79.4%**	**84.4%**	**75.9%**	**81.9%**	**81.6%**	**85.2%**	**87.8%**	**85.0%**
15.0%	10.9%	6.6%	6.2%	12.1%	3.0%	9.4%	8.0%	9.7%	11.4%	18.3%
0.0%	1.4%	0.7%	0.2%	0.8%	0.0%	0.4%	0.0%	1.3%	0.0%	2.5%
5.0%	1.4%	3.9%	3.0%	5.0%	4.3%	3.8%	5.2%	5.8%	1.6%	1.7%
22.5%	15.0%	18.4%	15.4%	17.3%	16.5%	17.4%	17.9%	14.2%	13.8%	18.3%
57.5%	**71.4%**	**70.4%**	**75.2%**	**64.8%**	**76.2%**	**69.1%**	**68.9%**	**69.0%**	**73.2%**	**59.2%**
15.0%	55.5%	40.4%	65.6%	30.3%	51.8%	49.8%	48.3%	47.7%	33.6%	27.7%
2.5%	0.0%	3.3%	3.4%	3.2%	3.0%	3.8%	2.4%	4.5%	3.3%	1.7%
5.0%	6.8%	6.0%	5.0%	4.8%	6.6%	5.7%	3.3%	5.2%	4.9%	2.5%
22.5%	11.6%	15.9%	11.2%	11.7%	14.5%	10.6%	14.7%	9.0%	10.7%	7.6%
55.0%	**26.0%**	**34.4%**	**14.7%**	**50.0%**	**24.1%**	**30.2%**	**31.3%**	**33.5%**	**47.5%**	**60.5%**
5.0%	3.4%	4.6%	3.4%	5.0%	3.0%	4.5%	2.4%	7.7%	3.3%	5.0%
0.0%	4.1%	2.0%	3.0%	4.3%	6.6%	4.2%	1.9%	3.9%	1.6%	3.3%
2.5%	9.5%	12.5%	10.5%	11.3%	12.7%	10.2%	9.9%	13.5%	8.9%	11.7%
42.5%	39.5%	32.9%	35.7%	31.3%	31.9%	36.2%	37.3%	34.2%	32.5%	20.0%
50.0%	**43.5%**	**48.0%**	**47.4%**	**48.1%**	**45.8%**	**44.9%**	**48.6%**	**40.6%**	**53.7%**	**60.0%**
47.5%	76.2%	60.5%	78.4%	43.4%	67.9%	65.3%	63.7%	59.4%	46.7%	32.5%
2.5%	0.7%	1.3%	3.0%	2.0%	1.2%	1.9%	4.2%	3.2%	0.8%	2.5%
12.5%	3.4%	6.6%	4.1%	5.0%	4.8%	2.6%	2.8%	8.4%	6.6%	4.2%
17.5%	4.1%	13.8%	6.0%	10.6%	9.1%	6.8%	8.0%	7.1%	9.8%	14.2%
20.0%	**15.6%**	**17.8%**	**8.5%**	**38.9%**	**17.0%**	**23.4%**	**21.2%**	**21.9%**	**36.1%**	**46.7%**
47.5%	21.8%	19.7%	7.3%	35.5%	16.3%	19.7%	21.2%	29.7%	24.4%	35.0%
27.5%	19.0%	21.7%	13.7%	20.7%	12.7%	15.9%	17.0%	21.3%	21.1%	24.2%
17.5%	23.8%	29.6%	20.1%	22.3%	28.3%	22.7%	16.5%	20.0%	18.7%	21.7%
7.5%	22.4%	21.7%	30.1%	15.5%	24.1%	25.8%	25.0%	14.8%	21.1%	12.5%
0.0%	**12.9%**	**7.2%**	**28.8%**	**6.0%**	**18.7%**	**15.9%**	**20.3%**	**14.2%**	**14.6%**	**6.7%**

TABLE F1
CONTINUED

		BROAD FIELD OF STUDY							
		Arts & humanities	Biological & agricultural sciences	Business	Education	Engineering	Health sciences	Mathematical & computer sciences	Physical & earth sciences
Potential for continuing to work or secure employment in the discipline/ field	Not important/ Not considered	7.4%	6.1%	3.7%	6.2%	5.2%	8.5%	19.2%	8.2%
	Slightly important	5.9%	4.1%	2.4%	3.1%	3.9%	3.0%	5.8%	9.8%
	Moderately important	16.3%	18.4%	9.8%	11.7%	20.8%	5.5%	13.5%	16.4%
	Important	30.4%	37.8%	25.6%	29.0%	33.8%	29.1%	32.7%	37.7%
	Very important	**40.0%**	**33.7%**	**58.5%**	**50.0%**	**36.4%**	**53.9%**	**28.8%**	**27.9%**
Potential for pursuing a doctorate in the discipline/field	Not important/ Not considered	29.1%	21.2%	82.9%	54.3%	22.1%	48.8%	34.6%	29.5%
	Slightly important	14.9%	27.3%	8.5%	14.8%	20.8%	15.2%	19.2%	13.1%
	Moderately important	29.1%	25.3%	3.7%	21.6%	31.2%	18.3%	21.2%	26.2%
	Important	14.9%	17.2%	2.4%	6.2%	20.8%	11.6%	21.2%	18.0%
	Very important	**11.9%**	**9.1%**	**2.4%**	**3.1%**	**5.2%**	**6.1%**	**3.8%**	**13.1%**
Potential for achieving leadership roles in the discipline/ field	Not important/ Not considered	15.6%	14.1%	7.3%	11.2%	16.9%	10.8%	28.8%	16.4%
	Slightly important	12.6%	18.2%	4.9%	10.6%	9.1%	11.4%	25.0%	11.5%
	Moderately important	31.9%	24.2%	13.4%	20.5%	22.1%	22.3%	21.2%	39.3%
	Important	27.4%	29.3%	42.7%	31.1%	40.3%	37.3%	17.3%	19.7%
	Very important	**12.6%**	**14.1%**	**31.7%**	**26.7%**	**11.7%**	**18.1%**	**7.7%**	**13.1%**
Potential for receiving job promotions	Not important/ Not considered	35.1%	27.3%	9.8%	28.6%	28.6%	30.1%	40.4%	38.3%
	Slightly important	11.9%	13.1%	6.1%	8.7%	9.1%	16.3%	17.3%	13.3%
	Moderately important	14.9%	20.2%	13.4%	20.5%	14.3%	18.1%	15.4%	23.3%
	Important	26.1%	26.3%	30.5%	27.3%	37.7%	21.7%	17.3%	20.0%
	Very important	**11.9%**	**13.1%**	**40.2%**	**14.9%**	**10.4%**	**13.9%**	**9.6%**	**5.0%**
Potential for contributing to the local community	Not important/ Not considered	21.5%	26.3%	22.0%	13.6%	32.5%	13.9%	36.5%	34.4%
	Slightly important	17.8%	19.2%	17.1%	8.0%	20.8%	9.0%	19.2%	23.0%
	Moderately important	20.0%	25.3%	13.4%	19.8%	26.0%	15.7%	23.1%	21.3%
	Important	25.9%	20.2%	40.2%	27.8%	15.6%	35.5%	11.5%	14.8%
	Very important	**14.8%**	**9.1%**	**7.3%**	**30.9%**	**5.2%**	**25.9%**	**9.6%**	**6.6%**

BROAD FIELD OF STUDY			PROGRAM FOCUS		FALL 2017 APPLICATION VOLUME					
Public administration & services	Social & behavioral sciences	Other fields	Research Focused	Professional Focused	Less than or equal to 10	11 to 25	26 to 50	51 to 100	101 to 200	More than 200
10.0%	11.6%	6.6%	9.8%	6.2%	6.6%	8.3%	8.5%	6.5%	8.1%	7.5%
2.5%	6.1%	4.6%	6.8%	2.2%	4.8%	4.2%	2.4%	6.5%	2.4%	3.3%
10.0%	15.6%	17.1%	17.6%	11.7%	16.3%	15.8%	12.3%	16.9%	13.7%	6.7%
27.5%	30.6%	31.6%	34.7%	29.3%	27.7%	34.0%	33.2%	29.2%	28.2%	35.0%
50.0%	**36.1%**	**40.1%**	**31.1%**	**50.7%**	**44.6%**	**37.7%**	**43.6%**	**40.9%**	**47.6%**	**47.5%**
67.5%	33.3%	46.4%	18.6%	59.9%	35.5%	39.4%	37.7%	49.7%	44.3%	56.7%
20.0%	17.0%	15.2%	19.0%	14.5%	16.3%	17.4%	14.6%	20.6%	17.2%	11.7%
7.5%	21.8%	19.2%	27.5%	17.5%	23.5%	23.1%	20.8%	20.6%	24.6%	15.0%
5.0%	17.7%	15.2%	21.8%	6.2%	16.3%	13.6%	17.5%	7.1%	7.4%	11.7%
0.0%	**10.2%**	**4.0%**	**13.1%**	**2.0%**	**8.4%**	**6.4%**	**9.4%**	**1.9%**	**6.6%**	**5.0%**
12.5%	24.5%	17.1%	18.3%	11.0%	12.0%	18.1%	13.2%	11.7%	15.3%	13.3%
5.0%	9.5%	12.5%	15.1%	9.5%	16.3%	9.1%	9.9%	12.3%	14.5%	11.7%
17.5%	33.3%	26.3%	28.5%	23.3%	25.3%	27.9%	24.1%	28.6%	19.4%	25.0%
30.0%	23.1%	28.3%	26.5%	33.3%	30.1%	28.7%	35.4%	29.9%	30.6%	26.7%
35.0%	**9.5%**	**15.8%**	**11.6%**	**23.0%**	**16.3%**	**16.2%**	**17.5%**	**17.5%**	**20.2%**	**23.3%**
27.5%	34.5%	32.9%	35.2%	25.5%	21.3%	29.9%	32.5%	26.5%	38.2%	30.3%
5.0%	14.5%	12.5%	14.0%	10.0%	15.2%	12.5%	11.3%	9.7%	6.5%	13.4%
27.5%	22.1%	15.8%	17.2%	19.7%	17.1%	19.3%	18.9%	19.4%	21.1%	14.3%
17.5%	24.8%	25.7%	23.9%	27.3%	32.9%	25.8%	23.6%	29.0%	22.8%	22.7%
22.5%	**4.1%**	**13.2%**	**9.7%**	**17.5%**	**13.4%**	**12.5%**	**13.7%**	**15.5%**	**11.4%**	**19.3%**
10.0%	27.9%	27.0%	29.9%	16.6%	20.5%	23.4%	24.1%	21.3%	21.0%	24.2%
5.0%	10.2%	11.2%	18.7%	9.0%	13.3%	9.4%	13.7%	18.1%	15.3%	9.2%
7.5%	29.9%	14.5%	24.4%	17.4%	22.3%	21.1%	21.7%	20.0%	16.1%	19.2%
37.5%	19.7%	27.0%	16.2%	33.4%	25.3%	25.7%	25.5%	25.2%	30.6%	26.7%
40.0%	**12.2%**	**20.4%**	**10.7%**	**23.6%**	**18.7%**	**20.4%**	**15.1%**	**15.5%**	**16.9%**	**20.8%**

TABLE F2: Applicants' Attributes & Qualities that Determine the Potential for Program Fit

		BROAD FIELD OF STUDY							
		Arts & humanities	Biological & agricultural sciences	Business	Education	Engineering	Health sciences	Mathematical & computer sciences	Physical & earth sciences
Past academic performance	Not important/ Not considered	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Slightly important	0.8%	0.0%	0.0%	2.5%	1.4%	0.0%	0.0%	0.0%
	Moderately important	15.2%	13.4%	8.9%	14.6%	6.8%	6.1%	2.0%	5.2%
	Important	31.1%	43.3%	38.0%	42.0%	20.5%	31.9%	26.5%	44.8%
	Very important	**52.3%**	**43.3%**	**53.2%**	**40.8%**	**71.2%**	**62.0%**	**71.4%**	**50.0%**
Past research experience	Not important/ Not considered	7.7%	4.2%	54.8%	36.6%	13.5%	26.6%	30.6%	3.4%
	Slightly important	16.9%	6.3%	25.8%	24.8%	14.9%	24.1%	22.4%	3.4%
	Moderately important	25.4%	30.2%	11.3%	26.9%	29.7%	29.1%	28.6%	25.9%
	Important	32.3%	32.3%	6.5%	7.6%	20.3%	14.6%	16.3%	36.2%
	Very important	**17.7%**	**27.1%**	**1.6%**	**4.1%**	**21.6%**	**5.7%**	**2.0%**	**31.0%**
Past work experience	Not important/ Not considered	10.2%	2.1%	12.7%	5.8%	6.8%	9.8%	31.3%	8.8%
	Slightly important	26.6%	13.5%	12.7%	9.6%	13.7%	17.2%	18.8%	14.0%
	Moderately important	33.6%	32.3%	27.8%	28.2%	27.4%	34.4%	31.3%	40.4%
	Important	25.0%	36.5%	25.3%	37.2%	41.1%	26.4%	12.5%	28.1%
	Very important	**4.7%**	**15.6%**	**21.5%**	**19.2%**	**11.0%**	**12.3%**	**6.3%**	**8.8%**
Critical thinking ability	Not important/ Not considered	3.0%	1.0%	0.0%	5.1%	1.4%	0.6%	14.3%	0.0%
	Slightly important	1.5%	2.1%	2.6%	2.6%	1.4%	0.6%	0.0%	0.0%
	Moderately important	4.5%	4.1%	6.4%	3.8%	8.6%	3.7%	16.3%	0.0%
	Important	19.5%	42.3%	35.9%	42.9%	32.9%	31.7%	26.5%	37.9%
	Very important	**71.4%**	**50.5%**	**55.1%**	**45.5%**	**55.7%**	**63.4%**	**42.9%**	**62.1%**
Analytical thinking ability	Not important/ Not considered	3.8%	2.0%	0.0%	5.2%	0.0%	1.8%	6.1%	0.0%
	Slightly important	2.3%	0.0%	0.0%	3.2%	0.0%	1.2%	0.0%	1.7%
	Moderately important	6.8%	9.2%	9.0%	16.1%	2.8%	6.1%	12.2%	0.0%
	Important	30.3%	37.8%	32.1%	40.6%	23.9%	31.1%	22.4%	44.8%
	Very important	**56.8%**	**51.0%**	**59.0%**	**34.8%**	**73.2%**	**59.8%**	**59.2%**	**53.4%**
Written communication skill	Not important/ Not considered	2.2%	0.0%	0.0%	1.3%	0.0%	0.0%	6.1%	0.0%
	Slightly important	3.7%	0.0%	0.0%	2.5%	0.0%	1.2%	10.2%	3.4%
	Moderately important	3.7%	14.3%	6.5%	8.9%	19.2%	4.3%	22.4%	13.8%
	Important	20.1%	46.9%	35.1%	38.0%	39.7%	39.8%	36.7%	48.3%
	Very important	**70.1%**	**38.8%**	**58.4%**	**49.4%**	**41.1%**	**54.7%**	**24.5%**	**34.5%**

BROAD FIELD OF STUDY			PROGRAM FOCUS		FALL 2017 APPLICATION VOLUME					
Public administration & services	Social & behavioral sciences	Other fields	Research Focused	Professional Focused	Less than or equal to 10	11 to 25	26 to 50	51 to 100	101 to 200	More than 200
0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.6%	0.0%	0.0%
0.0%	1.4%	0.7%	0.9%	0.7%	0.6%	1.1%	1.0%	0.6%	0.0%	0.0%
5.0%	6.9%	9.5%	5.6%	12.7%	12.2%	13.4%	7.7%	9.0%	6.5%	5.8%
45.0%	30.3%	42.2%	34.0%	37.5%	41.5%	36.6%	34.9%	32.9%	40.7%	27.5%
50.0%	**61.4%**	**47.6%**	**59.3%**	**49.2%**	**45.7%**	**48.9%**	**56.5%**	**56.8%**	**52.8%**	**66.7%**
35.1%	13.1%	20.1%	5.6%	33.0%	18.0%	20.8%	18.7%	23.3%	20.5%	25.9%
24.3%	19.3%	27.8%	11.6%	26.4%	18.0%	17.4%	12.1%	24.7%	28.2%	26.8%
29.7%	28.3%	27.8%	30.1%	24.8%	32.3%	28.2%	27.3%	22.7%	27.4%	23.2%
8.1%	22.1%	20.8%	28.7%	13.5%	21.1%	19.7%	24.7%	15.3%	17.1%	21.4%
2.7%	**17.2%**	**3.5%**	**24.1%**	**2.3%**	**10.6%**	**13.9%**	**17.2%**	**14.0%**	**6.8%**	**2.7%**
2.5%	14.1%	9.5%	10.1%	8.6%	8.6%	8.2%	8.1%	7.9%	8.2%	16.8%
5.0%	23.9%	21.1%	20.0%	16.0%	20.4%	18.3%	13.3%	17.8%	20.5%	16.0%
37.5%	33.8%	32.0%	35.1%	30.3%	28.4%	35.8%	39.8%	30.3%	29.5%	23.5%
40.0%	21.8%	24.5%	27.1%	29.6%	31.5%	28.8%	25.6%	28.3%	30.3%	26.9%
15.0%	**6.3%**	**12.9%**	**7.8%**	**15.6%**	**11.1%**	**8.9%**	**13.3%**	**15.8%**	**11.5%**	**16.8%**
2.5%	2.1%	1.4%	1.9%	3.2%	3.0%	3.1%	2.9%	3.2%	2.4%	0.0%
0.0%	1.4%	1.4%	1.2%	1.7%	0.0%	2.7%	0.5%	2.6%	0.8%	0.8%
0.0%	4.8%	6.2%	5.1%	5.2%	2.4%	5.7%	5.8%	4.5%	4.1%	10.2%
30.0%	23.4%	28.1%	27.8%	33.4%	27.7%	31.8%	34.3%	32.5%	28.5%	28.0%
67.5%	**68.3%**	**63.0%**	**64.0%**	**56.5%**	**66.9%**	**56.7%**	**56.5%**	**57.1%**	**64.2%**	**61.0%**
0.0%	1.4%	0.0%	2.3%	2.2%	2.4%	1.9%	1.9%	3.9%	1.6%	0.8%
0.0%	0.0%	1.4%	0.5%	1.5%	0.6%	1.1%	1.0%	1.3%	0.0%	2.5%
10.3%	6.8%	7.5%	4.6%	10.2%	6.7%	9.6%	8.6%	8.5%	7.3%	6.7%
28.2%	29.5%	27.2%	31.9%	33.2%	37.6%	35.2%	32.9%	27.5%	30.1%	25.8%
61.5%	**62.3%**	**63.9%**	**60.7%**	**52.9%**	**52.7%**	**52.1%**	**55.7%**	**58.8%**	**61.0%**	**64.2%**
0.0%	0.7%	0.0%	0.9%	0.8%	1.8%	0.8%	0.5%	1.9%	0.0%	0.0%
0.0%	1.4%	1.4%	2.5%	1.8%	1.2%	2.3%	2.4%	3.2%	0.8%	1.7%
0.0%	4.8%	3.4%	7.2%	8.4%	6.1%	9.2%	7.2%	5.8%	8.1%	10.8%
27.5%	30.3%	32.0%	33.3%	36.8%	30.3%	36.8%	35.9%	37.7%	34.7%	34.2%
72.5%	**62.8%**	**63.3%**	**56.0%**	**52.2%**	**60.6%**	**51.0%**	**54.1%**	**51.3%**	**56.5%**	**53.3%**

TABLE F2
CONTINUED

		BROAD FIELD OF STUDY							
		Arts & humanities	Biological & agricultural sciences	Business	Education	Engineering	Health sciences	Mathematical & computer sciences	Physical & earth sciences
Oral communication skill	Not important/ Not considered	6.9%	3.1%	3.8%	6.4%	4.1%	3.8%	10.2%	5.2%
	Slightly important	7.7%	0.0%	0.0%	4.5%	4.1%	1.3%	6.1%	5.2%
	Moderately important	10.8%	26.5%	11.4%	10.9%	17.8%	8.2%	38.8%	22.4%
	Important	38.5%	44.9%	41.8%	36.5%	42.5%	37.7%	22.4%	41.4%
	Very important	**36.2%**	**25.5%**	**43.0%**	**41.7%**	**31.5%**	**49.1%**	**22.4%**	**25.9%**
Collegiality, collaboration, cooperation	Not important/ Not considered	4.5%	6.2%	2.6%	6.5%	7.0%	1.2%	24.5%	5.4%
	Slightly important	8.2%	5.2%	3.8%	3.9%	9.9%	1.8%	22.4%	8.9%
	Moderately important	19.4%	24.7%	11.5%	9.0%	19.7%	9.2%	20.4%	25.0%
	Important	35.8%	43.3%	37.2%	33.5%	43.7%	37.4%	24.5%	35.7%
	Very important	**32.1%**	**20.6%**	**44.9%**	**47.1%**	**19.7%**	**50.3%**	**8.2%**	**25.0%**
Concern for others	Not important/ Not considered	11.5%	16.7%	13.0%	7.1%	20.3%	3.1%	45.8%	18.5%
	Slightly important	11.5%	15.6%	9.1%	4.5%	11.6%	1.9%	16.7%	16.7%
	Moderately important	31.5%	19.8%	22.1%	13.5%	24.6%	19.3%	22.9%	33.3%
	Important	25.4%	31.3%	46.8%	29.7%	33.3%	28.0%	10.4%	24.1%
	Very important	**20.0%**	**16.7%**	**9.1%**	**45.2%**	**10.1%**	**47.8%**	**4.2%**	**7.4%**
Curiosity	Not important/ Not considered	3.8%	3.1%	7.8%	8.5%	5.7%	4.3%	22.4%	0.0%
	Slightly important	0.8%	5.1%	5.2%	9.2%	7.1%	8.0%	8.2%	5.5%
	Moderately important	10.6%	17.3%	24.7%	13.1%	20.0%	19.8%	24.5%	14.5%
	Important	38.6%	41.8%	42.9%	39.2%	40.0%	45.7%	28.6%	47.3%
	Very important	**46.2%**	**32.7%**	**19.5%**	**30.1%**	**27.1%**	**22.2%**	**16.3%**	**32.7%**
Multicultural competency	Not important/ Not considered	7.6%	18.8%	15.2%	7.2%	27.9%	5.0%	47.9%	28.0%
	Slightly important	9.2%	24.0%	12.7%	8.5%	16.2%	10.7%	16.7%	12.0%
	Moderately important	23.7%	24.0%	21.5%	15.0%	27.9%	23.9%	18.8%	36.0%
	Important	38.2%	27.1%	39.2%	34.0%	20.6%	37.1%	14.6%	24.0%
	Very important	**21.4%**	**6.3%**	**11.4%**	**35.3%**	**7.4%**	**23.3%**	**2.1%**	**0.0%**
Knowledge of the discipline/ profession	Not important/ Not considered	3.7%	0.0%	6.3%	2.6%	0.0%	1.9%	10.2%	0.0%
	Slightly important	3.7%	6.2%	11.4%	9.0%	4.1%	2.5%	6.1%	3.5%
	Moderately important	20.9%	28.9%	25.3%	24.4%	9.6%	15.2%	14.3%	29.8%
	Important	38.1%	43.3%	41.8%	38.5%	43.8%	39.9%	44.9%	36.8%
	Very important	**33.6%**	**21.6%**	**15.2%**	**25.6%**	**42.5%**	**40.5%**	**24.5%**	**29.8%**

BROAD FIELD OF STUDY			PROGRAM FOCUS		FALL 2017 APPLICATION VOLUME					
Public administration & services	Social & behavioral sciences	Other fields	Research Focused	Professional Focused	Less than or equal to 10	11 to 25	26 to 50	51 to 100	101 to 200	More than 200
15.0%	9.0%	3.4%	4.6%	6.4%	3.7%	6.9%	5.7%	5.8%	5.7%	4.2%
0.0%	9.7%	2.1%	4.2%	4.2%	4.3%	4.6%	3.8%	4.5%	3.3%	4.2%
15.0%	14.5%	13.7%	17.1%	14.2%	13.0%	16.5%	15.6%	18.2%	15.4%	11.0%
27.5%	38.6%	37.0%	43.3%	33.1%	39.5%	40.8%	40.3%	39.0%	35.8%	22.9%
42.5%	**28.3%**	**43.8%**	**30.8%**	**42.2%**	**39.5%**	**31.2%**	**34.6%**	**32.5%**	**39.8%**	**57.6%**
10.3%	9.7%	6.1%	6.0%	6.4%	4.8%	8.4%	6.2%	5.3%	7.3%	3.4%
2.6%	4.9%	1.4%	8.1%	3.4%	3.0%	8.4%	4.8%	3.9%	3.3%	6.7%
15.4%	21.5%	10.1%	22.0%	10.9%	12.7%	17.2%	17.2%	19.7%	13.0%	10.9%
35.9%	32.6%	44.6%	39.7%	35.6%	44.0%	36.8%	36.4%	39.5%	39.0%	26.1%
35.9%	**31.3%**	**37.8%**	**24.1%**	**43.8%**	**35.5%**	**29.1%**	**35.4%**	**31.6%**	**37.4%**	**52.9%**
7.5%	16.8%	10.3%	17.9%	7.8%	9.2%	16.1%	11.7%	12.7%	10.7%	9.2%
7.5%	14.7%	4.8%	13.9%	5.9%	7.4%	11.8%	12.1%	8.0%	5.8%	5.0%
7.5%	20.3%	11.7%	26.1%	16.0%	20.9%	21.3%	22.8%	22.0%	16.5%	16.0%
22.5%	28.0%	40.0%	28.9%	32.2%	39.9%	27.2%	27.2%	29.3%	31.4%	36.1%
55.0%	**20.3%**	**33.1%**	**13.2%**	**38.1%**	**22.7%**	**23.6%**	**26.2%**	**28.0%**	**35.5%**	**33.6%**
7.7%	6.9%	6.0%	3.7%	8.2%	5.6%	8.4%	6.2%	6.6%	4.1%	5.9%
2.6%	10.3%	8.1%	5.4%	7.7%	6.2%	8.0%	2.4%	7.9%	7.4%	10.9%
33.3%	18.6%	18.8%	16.6%	19.0%	11.7%	16.5%	18.1%	19.7%	23.0%	21.0%
35.9%	36.6%	33.6%	39.9%	38.2%	42.0%	35.2%	44.3%	36.8%	40.2%	35.3%
20.5%	**27.6%**	**33.6%**	**34.5%**	**26.8%**	**34.6%**	**31.8%**	**29.0%**	**28.9%**	**25.4%**	**26.9%**
2.5%	13.2%	8.8%	16.9%	9.6%	11.0%	14.5%	14.6%	14.5%	7.3%	11.0%
2.5%	11.1%	10.2%	16.2%	8.8%	9.8%	12.9%	13.7%	15.1%	8.9%	8.5%
27.5%	24.3%	22.4%	26.7%	20.7%	22.6%	20.8%	24.4%	25.7%	30.1%	15.3%
27.5%	34.0%	41.5%	28.1%	37.5%	39.6%	36.1%	27.8%	27.6%	33.3%	38.1%
40.0%	**17.4%**	**17.0%**	**12.1%**	**23.4%**	**17.1%**	**15.7%**	**19.5%**	**17.1%**	**20.3%**	**27.1%**
2.6%	2.1%	4.7%	2.5%	3.5%	4.2%	3.5%	3.3%	2.6%	2.4%	1.7%
15.4%	8.2%	6.8%	5.1%	7.4%	6.7%	5.8%	7.2%	6.5%	8.9%	4.2%
25.6%	28.1%	28.4%	23.4%	24.2%	26.1%	24.6%	23.4%	24.7%	19.5%	23.5%
33.3%	42.5%	38.5%	41.2%	39.5%	39.4%	36.9%	38.3%	42.2%	47.2%	39.5%
23.1%	**19.2%**	**21.6%**	**27.8%**	**25.4%**	**23.6%**	**29.2%**	**27.8%**	**24.0%**	**22.0%**	**31.1%**

TABLE F2
CONTINUED

		BROAD FIELD OF STUDY							
		Arts & humanities	Biological & agricultural sciences	Business	Education	Engineering	Health sciences	Mathematical & computer sciences	Physical & earth sciences
Time management	Not important/ Not considered	9.2%	7.2%	10.4%	7.1%	14.5%	3.7%	26.5%	3.6%
	Slightly important	5.4%	3.1%	2.6%	5.8%	4.3%	5.6%	8.2%	10.7%
	Moderately important	16.2%	18.6%	13.0%	12.3%	15.9%	5.6%	20.4%	17.9%
	Important	43.1%	42.3%	41.6%	34.4%	46.4%	42.2%	20.4%	41.1%
	Very important	**26.2%**	**28.9%**	**32.5%**	**40.3%**	**18.8%**	**42.9%**	**24.5%**	**26.8%**
Ability to work under stress	Not important/ Not considered	7.8%	7.3%	7.8%	9.0%	16.7%	3.7%	34.7%	10.9%
	Slightly important	6.3%	8.3%	6.5%	5.8%	11.1%	2.5%	14.3%	7.3%
	Moderately important	20.3%	28.1%	19.5%	21.9%	16.7%	12.9%	18.4%	30.9%
	Important	46.1%	38.5%	32.5%	29.7%	36.1%	40.5%	24.5%	32.7%
	Very important	**19.5%**	**17.7%**	**33.8%**	**33.5%**	**19.4%**	**40.5%**	**8.2%**	**18.2%**
Adaptability/ flexibility	Not important/ Not considered	4.5%	9.3%	6.4%	7.6%	13.7%	3.7%	30.6%	7.4%
	Slightly important	8.2%	5.2%	2.6%	3.8%	9.6%	1.9%	16.3%	1.9%
	Moderately important	22.4%	24.7%	20.5%	14.6%	27.4%	8.0%	20.4%	29.6%
	Important	38.8%	42.3%	43.6%	34.4%	21.9%	39.5%	18.4%	40.7%
	Very important	**26.1%**	**18.6%**	**26.9%**	**39.5%**	**27.4%**	**46.9%**	**14.3%**	**20.4%**
Professionalism	Not important/ Not considered	2.3%	3.1%	1.3%	2.5%	2.9%	2.5%	27.1%	5.2%
	Slightly important	5.3%	4.1%	2.5%	3.2%	1.4%	0.0%	8.3%	5.2%
	Moderately important	18.2%	15.3%	6.3%	6.3%	7.1%	6.3%	18.8%	17.2%
	Important	36.4%	38.8%	43.0%	34.2%	38.6%	20.6%	25.0%	41.4%
	Very important	**37.9%**	**38.8%**	**46.8%**	**53.8%**	**50.0%**	**70.6%**	**20.8%**	**31.0%**
Persistence	Not important/ Not considered	3.8%	3.1%	7.7%	6.4%	5.6%	2.5%	20.8%	3.5%
	Slightly important	3.0%	3.1%	2.6%	3.2%	5.6%	4.3%	10.4%	3.5%
	Moderately important	12.0%	15.3%	7.7%	10.9%	15.5%	16.7%	14.6%	10.5%
	Important	41.4%	43.9%	51.3%	42.3%	42.3%	36.4%	25.0%	43.9%
	Very important	**39.8%**	**34.7%**	**30.8%**	**37.2%**	**31.0%**	**40.1%**	**29.2%**	**38.6%**

BROAD FIELD OF STUDY			PROGRAM FOCUS		FALL 2017 APPLICATION VOLUME					
Public administration & services	Social & behavioral sciences	Other fields	Research Focused	Professional Focused	Less than or equal to 10	11 to 25	26 to 50	51 to 100	101 to 200	More than 200
12.8%	9.9%	8.3%	9.7%	8.5%	4.4%	12.3%	8.2%	9.4%	9.8%	7.0%
2.6%	4.9%	4.8%	5.9%	4.3%	4.4%	7.7%	4.3%	4.0%	2.5%	4.3%
23.1%	17.6%	12.4%	15.8%	12.9%	11.3%	14.6%	16.3%	16.8%	10.7%	14.8%
23.1%	40.8%	38.6%	42.2%	36.5%	45.3%	37.5%	38.5%	34.9%	44.3%	34.8%
38.5%	**26.8%**	**35.9%**	**26.4%**	**37.8%**	**34.6%**	**28.0%**	**32.7%**	**34.9%**	**32.8%**	**39.1%**
12.5%	13.2%	6.8%	11.8%	8.6%	8.0%	12.0%	11.5%	10.0%	6.6%	8.3%
5.0%	6.9%	7.5%	7.5%	6.1%	4.3%	11.2%	5.8%	7.3%	5.7%	1.7%
17.5%	19.4%	21.8%	22.1%	18.5%	20.4%	19.7%	22.6%	19.3%	18.0%	19.2%
25.0%	36.1%	36.1%	39.5%	33.2%	40.7%	37.1%	33.2%	34.7%	36.1%	34.2%
40.0%	**24.3%**	**27.9%**	**19.1%**	**33.6%**	**26.5%**	**20.1%**	**26.9%**	**28.7%**	**33.6%**	**36.7%**
7.9%	8.3%	6.3%	8.7%	7.2%	4.9%	9.6%	6.7%	8.0%	8.2%	8.5%
2.6%	6.9%	2.8%	6.6%	3.4%	2.4%	8.8%	5.7%	3.3%	0.0%	4.2%
10.5%	22.9%	16.7%	25.8%	14.6%	17.7%	19.5%	25.8%	21.3%	16.4%	11.9%
44.7%	34.7%	38.2%	36.9%	36.8%	37.8%	39.1%	33.5%	37.3%	39.3%	33.1%
34.2%	**27.1%**	**36.1%**	**22.1%**	**38.0%**	**37.2%**	**23.0%**	**28.2%**	**30.0%**	**36.1%**	**42.4%**
5.0%	5.6%	1.4%	5.1%	2.9%	3.0%	4.2%	4.2%	5.8%	2.5%	1.7%
2.5%	4.2%	2.0%	6.0%	1.5%	3.7%	6.5%	2.8%	2.6%	0.0%	0.8%
7.5%	11.1%	13.5%	14.1%	8.7%	9.8%	11.8%	16.0%	8.4%	9.2%	5.9%
20.0%	38.9%	34.5%	38.0%	30.9%	36.6%	34.4%	31.1%	39.6%	36.7%	26.3%
65.0%	**40.3%**	**48.6%**	**36.8%**	**56.0%**	**47.0%**	**43.1%**	**45.8%**	**43.5%**	**51.7%**	**65.3%**
10.0%	6.3%	5.5%	5.1%	6.2%	4.2%	7.7%	4.8%	5.2%	6.7%	4.2%
0.0%	4.2%	2.1%	4.2%	3.0%	1.8%	3.4%	3.4%	3.9%	1.7%	8.4%
20.0%	14.8%	14.4%	12.6%	14.3%	9.1%	14.9%	13.0%	17.0%	11.7%	15.1%
27.5%	40.8%	38.4%	41.3%	39.9%	41.2%	36.4%	42.3%	39.9%	44.2%	42.9%
42.5%	**33.8%**	**39.7%**	**36.8%**	**36.5%**	**43.6%**	**37.5%**	**36.5%**	**34.0%**	**35.8%**	**29.4%**

TABLE F2
CONTINUED

		BROAD FIELD OF STUDY							
		Arts & humanities	Biological & agricultural sciences	Business	Education	Engineering	Health sciences	Mathematical & computer sciences	Physical & earth sciences
Dependability	Not important/ Not considered	4.5%	1.0%	5.2%	5.8%	5.6%	3.1%	26.5%	3.6%
	Slightly important	3.8%	3.1%	2.6%	3.2%	2.8%	0.6%	6.1%	1.8%
	Moderately important	14.3%	10.2%	11.7%	13.5%	15.5%	3.1%	26.5%	14.3%
	Important	40.6%	41.8%	50.6%	31.4%	43.7%	38.0%	26.5%	41.1%
	Very important	**36.8%**	**43.9%**	**29.9%**	**46.2%**	**32.4%**	**55.2%**	**14.3%**	**39.3%**
Integrity	Not important/ Not considered	5.2%	4.1%	1.3%	3.8%	4.3%	2.5%	28.6%	1.8%
	Slightly important	6.0%	2.1%	0.0%	1.3%	1.4%	0.0%	6.1%	5.3%
	Moderately important	7.5%	4.1%	3.8%	6.3%	10.0%	3.7%	6.1%	12.3%
	Important	32.8%	30.9%	24.4%	24.7%	25.7%	19.0%	22.4%	31.6%
	Very important	**48.5%**	**58.8%**	**70.5%**	**63.9%**	**58.6%**	**74.8%**	**36.7%**	**49.1%**
Leadership	Not important/ Not considered	6.9%	8.3%	3.8%	5.1%	9.6%	3.1%	34.7%	7.3%
	Slightly important	15.3%	14.6%	6.4%	7.6%	6.8%	8.8%	24.5%	21.8%
	Moderately important	43.5%	30.2%	24.4%	25.5%	31.5%	30.6%	16.3%	41.8%
	Important	27.5%	39.6%	44.9%	39.5%	46.6%	39.4%	20.4%	27.3%
	Very important	**6.9%**	**7.3%**	**20.5%**	**22.3%**	**5.5%**	**18.1%**	**4.1%**	**1.8%**
Social orientation	Not important/ Not considered	17.5%	40.5%	20.3%	18.6%	38.5%	17.9%	52.2%	34.0%
	Slightly important	18.3%	14.3%	10.1%	7.1%	6.2%	9.0%	15.2%	24.0%
	Moderately important	30.0%	26.2%	24.1%	16.4%	33.8%	20.0%	17.4%	30.0%
	Important	27.5%	17.9%	29.1%	35.0%	16.9%	39.3%	10.9%	10.0%
	Very important	**6.7%**	**1.2%**	**16.5%**	**22.9%**	**4.6%**	**13.8%**	**4.3%**	**2.0%**
Creativity	Not important/ Not considered	3.0%	5.1%	12.8%	9.7%	5.6%	6.2%	24.5%	7.1%
	Slightly important	5.3%	9.2%	15.4%	9.7%	8.3%	10.5%	4.1%	7.1%
	Moderately important	18.0%	19.4%	26.9%	31.8%	23.6%	36.4%	24.5%	23.2%
	Important	34.6%	46.9%	33.3%	32.5%	38.9%	37.0%	38.8%	37.5%
	Very important	**39.1%**	**19.4%**	**11.5%**	**16.2%**	**23.6%**	**9.9%**	**8.2%**	**25.0%**

BROAD FIELD OF STUDY			PROGRAM FOCUS		FALL 2017 APPLICATION VOLUME					
Public administration & services	Social & behavioral sciences	Other fields	Research Focused	Professional Focused	Less than or equal to 10	11 to 25	26 to 50	51 to 100	101 to 200	More than 200
10.0%	6.9%	4.1%	6.3%	5.6%	2.5%	6.5%	8.1%	6.0%	5.0%	5.0%
0.0%	6.3%	1.4%	3.7%	2.2%	3.7%	5.7%	1.9%	2.0%	0.0%	1.7%
15.0%	13.2%	11.0%	12.3%	10.8%	6.1%	13.3%	12.4%	16.0%	9.9%	9.2%
25.0%	35.4%	38.6%	40.7%	36.0%	38.7%	35.0%	36.2%	38.7%	43.0%	41.7%
50.0%	**38.2%**	**44.8%**	**37.0%**	**45.4%**	**49.1%**	**39.5%**	**41.4%**	**37.3%**	**42.1%**	**42.5%**
5.1%	4.2%	3.4%	5.8%	3.5%	4.2%	6.9%	2.9%	4.6%	4.1%	1.7%
0.0%	2.1%	3.4%	4.7%	0.8%	2.4%	3.1%	3.4%	2.0%	0.8%	1.7%
5.1%	9.2%	6.8%	6.7%	6.2%	5.5%	8.0%	5.8%	7.2%	6.6%	5.0%
17.9%	33.8%	23.3%	31.4%	23.0%	28.5%	28.6%	30.3%	24.8%	20.7%	21.0%
71.8%	**50.7%**	**63.0%**	**51.4%**	**66.4%**	**59.4%**	**53.4%**	**57.7%**	**61.4%**	**67.8%**	**70.6%**
10.3%	14.6%	8.7%	10.3%	7.7%	7.9%	10.9%	7.1%	10.5%	7.4%	6.7%
5.1%	14.6%	11.4%	17.6%	7.2%	13.4%	11.6%	12.3%	12.4%	5.8%	12.6%
23.1%	35.4%	28.2%	34.9%	28.5%	29.9%	32.2%	37.9%	28.8%	31.4%	24.4%
38.5%	29.9%	36.9%	29.5%	40.1%	38.4%	37.2%	29.4%	35.3%	38.8%	36.1%
23.1%	**5.6%**	**14.8%**	**7.7%**	**16.4%**	**10.4%**	**8.1%**	**13.3%**	**13.1%**	**16.5%**	**20.2%**
18.9%	23.6%	21.3%	30.0%	20.6%	19.5%	31.5%	24.3%	22.6%	16.8%	27.0%
13.5%	14.2%	10.3%	17.4%	8.5%	12.3%	12.9%	12.2%	13.9%	11.5%	7.2%
27.0%	24.4%	21.3%	26.6%	20.8%	23.4%	22.4%	25.4%	24.8%	23.9%	17.1%
24.3%	22.8%	26.5%	19.5%	31.5%	31.2%	23.3%	25.4%	22.6%	37.2%	26.1%
16.2%	**15.0%**	**20.6%**	**6.6%**	**18.6%**	**13.6%**	**9.9%**	**12.7%**	**16.1%**	**10.6%**	**22.5%**
7.7%	9.8%	10.3%	6.3%	10.8%	7.3%	10.6%	6.7%	10.0%	8.3%	10.1%
7.7%	18.9%	9.6%	9.3%	10.8%	5.5%	11.8%	4.8%	15.3%	12.5%	13.4%
33.3%	30.8%	20.5%	23.3%	28.7%	21.3%	24.3%	31.0%	26.0%	26.7%	30.3%
35.9%	30.1%	34.9%	39.1%	32.5%	37.8%	35.0%	38.6%	28.0%	37.5%	33.6%
15.4%	**10.5%**	**24.7%**	**22.1%**	**17.2%**	**28.0%**	**18.3%**	**19.0%**	**20.7%**	**15.0%**	**12.6%**

TABLE F3: Applicants' Attributes & Qualities that Determine the Potential for Degree Completion

		BROAD FIELD OF STUDY							
		Arts & humanities	Biological & agricultural sciences	Business	Education	Engineering	Health sciences	Mathematical & computer sciences	Physical & earth sciences
Past academic performance	Not important/ Not considered	2.4%	0.0%	1.3%	4.8%	2.9%	1.9%	2.2%	1.8%
	Slightly important	5.6%	10.4%	5.3%	6.8%	5.8%	4.5%	2.2%	7.3%
	Moderately important	20.6%	21.9%	13.3%	20.5%	10.1%	13.4%	6.5%	25.5%
	Important	34.9%	34.4%	34.7%	33.6%	34.8%	36.9%	39.1%	32.7%
	Very important	**36.5%**	**33.3%**	**45.3%**	**34.2%**	**46.4%**	**43.3%**	**50.0%**	**32.7%**
Past research experience	Not important/ Not considered	8.1%	4.2%	50.0%	34.0%	13.0%	31.4%	26.7%	3.7%
	Slightly important	13.7%	12.5%	25.0%	22.7%	15.9%	20.9%	22.2%	13.0%
	Moderately important	25.8%	29.2%	18.3%	22.0%	18.8%	26.1%	33.3%	27.8%
	Important	37.1%	38.5%	5.0%	15.6%	36.2%	15.0%	15.6%	27.8%
	Very important	**15.3%**	**15.6%**	**1.7%**	**5.7%**	**15.9%**	**6.5%**	**2.2%**	**27.8%**
Past work experience	Not important/ Not considered	13.6%	4.3%	12.2%	10.3%	7.2%	14.6%	28.9%	15.1%
	Slightly important	29.7%	20.2%	20.3%	13.1%	14.5%	20.4%	28.9%	20.8%
	Moderately important	31.4%	34.0%	28.4%	31.0%	36.2%	23.6%	26.7%	37.7%
	Important	21.2%	31.9%	31.1%	33.1%	31.9%	31.2%	11.1%	22.6%
	Very important	**4.2%**	**9.6%**	**8.1%**	**12.4%**	**10.1%**	**10.2%**	**4.4%**	**3.8%**
Critical thinking ability	Not important/ Not considered	2.3%	2.1%	0.0%	2.7%	0.0%	0.6%	13.0%	0.0%
	Slightly important	0.8%	0.0%	1.4%	2.1%	1.4%	0.0%	2.2%	0.0%
	Moderately important	2.3%	4.2%	2.7%	6.8%	5.8%	2.5%	2.2%	5.5%
	Important	21.9%	33.7%	33.8%	34.9%	31.9%	18.5%	26.1%	34.5%
	Very important	**72.7%**	**60.0%**	**62.2%**	**53.4%**	**60.9%**	**78.3%**	**56.5%**	**60.0%**
Analytical thinking ability	Not important/ Not considered	2.3%	2.1%	0.0%	6.1%	0.0%	0.0%	6.5%	0.0%
	Slightly important	0.0%	0.0%	1.4%	0.7%	0.0%	0.6%	0.0%	0.0%
	Moderately important	6.3%	5.2%	4.1%	8.8%	7.1%	2.5%	8.7%	3.6%
	Important	29.7%	38.5%	25.7%	41.2%	24.3%	28.0%	13.0%	38.2%
	Very important	**61.7%**	**54.2%**	**68.9%**	**43.2%**	**68.6%**	**68.8%**	**71.7%**	**58.2%**

BROAD FIELD OF STUDY			PROGRAM FOCUS		FALL 2017 APPLICATION VOLUME					
Public administration & services	Social & behavioral sciences	Other fields	Research Focused	Professional Focused	Less than or equal to 10	11 to 25	26 to 50	51 to 100	101 to 200	More than 200
5.0%	0.0%	2.9%	0.9%	3.3%	1.9%	3.1%	2.0%	1.3%	0.0%	5.0%
0.0%	6.6%	3.6%	6.3%	5.1%	2.5%	6.6%	5.4%	10.1%	4.1%	3.4%
27.5%	14.0%	23.7%	18.0%	18.3%	21.6%	22.2%	13.7%	18.8%	20.5%	9.2%
42.5%	34.6%	36.7%	35.5%	34.9%	40.1%	35.4%	35.1%	32.2%	29.5%	35.3%
25.0%	**44.9%**	**33.1%**	**39.3%**	**38.4%**	**34.0%**	**32.7%**	**43.9%**	**37.6%**	**45.9%**	**47.1%**
27.5%	16.9%	25.7%	5.4%	34.5%	14.5%	19.5%	18.7%	25.5%	20.0%	39.1%
27.5%	21.3%	27.9%	15.7%	23.6%	20.1%	18.4%	14.6%	20.0%	32.2%	21.8%
27.5%	19.1%	19.9%	27.0%	20.9%	27.0%	22.3%	27.8%	26.2%	20.9%	13.6%
10.0%	26.5%	20.6%	33.6%	16.2%	25.8%	27.7%	29.8%	17.9%	20.0%	14.5%
7.5%	**16.2%**	**5.9%**	**18.3%**	**4.9%**	**12.6%**	**12.1%**	**9.1%**	**10.3%**	**7.0%**	**10.9%**
10.3%	18.2%	13.8%	12.0%	14.3%	13.1%	12.3%	10.2%	12.3%	12.8%	21.0%
10.3%	27.7%	28.3%	26.1%	18.6%	20.0%	21.0%	22.8%	21.9%	22.2%	24.4%
38.5%	29.2%	24.6%	30.9%	29.4%	32.5%	32.9%	30.1%	26.7%	33.3%	22.7%
30.8%	16.8%	21.7%	22.3%	28.6%	28.1%	26.2%	27.2%	28.8%	21.4%	21.0%
10.3%	**8.0%**	**11.6%**	**8.6%**	**9.1%**	**6.3%**	**7.5%**	**9.7%**	**10.3%**	**10.3%**	**10.9%**
5.1%	1.5%	0.0%	1.6%	2.2%	1.2%	2.3%	2.0%	2.7%	2.5%	0.8%
0.0%	0.0%	0.7%	0.7%	0.9%	0.6%	1.2%	0.0%	0.0%	0.8%	1.7%
5.1%	5.9%	3.6%	2.8%	5.0%	2.4%	5.8%	3.4%	4.0%	1.7%	6.7%
17.9%	25.7%	33.8%	27.2%	27.8%	25.0%	30.7%	32.0%	27.5%	22.7%	20.8%
71.8%	**66.9%**	**61.9%**	**67.7%**	**64.2%**	**70.7%**	**59.9%**	**62.6%**	**65.8%**	**72.3%**	**70.0%**
2.5%	0.7%	0.7%	1.4%	2.0%	1.9%	1.9%	1.0%	2.7%	1.7%	0.8%
0.0%	1.5%	0.7%	0.0%	0.9%	0.0%	0.8%	1.0%	0.0%	0.0%	0.8%
7.5%	8.2%	4.3%	5.1%	6.6%	4.9%	8.1%	4.9%	6.7%	3.3%	6.7%
15.0%	19.4%	35.5%	25.5%	31.5%	24.7%	32.4%	32.5%	28.0%	27.5%	24.2%
75.0%	**70.1%**	**58.9%**	**68.0%**	**58.9%**	**68.5%**	**56.8%**	**60.7%**	**62.7%**	**67.5%**	**67.5%**

TABLE F3
CONTINUED

		BROAD FIELD OF STUDY							
		Arts & humanities	Biological & agricultural sciences	Business	Education	Engineering	Health sciences	Mathematical & computer sciences	Physical & earth sciences
Written communication skill	Not important/ Not considered	0.8%	0.0%	0.0%	2.0%	0.0%	0.6%	10.9%	1.8%
	Slightly important	3.1%	0.0%	1.4%	0.7%	0.0%	0.0%	0.0%	1.8%
	Moderately important	7.8%	8.3%	2.7%	2.0%	8.7%	7.0%	21.7%	5.5%
	Important	15.6%	36.5%	32.4%	34.9%	40.6%	24.8%	37.0%	32.7%
	Very important	**72.7%**	**55.2%**	**63.5%**	**60.4%**	**50.7%**	**67.5%**	**30.4%**	**58.2%**
Oral communication skill	Not important/ Not considered	1.6%	2.1%	1.4%	5.4%	1.4%	1.3%	10.9%	1.8%
	Slightly important	7.9%	3.1%	1.4%	4.7%	1.4%	0.6%	4.3%	3.6%
	Moderately important	18.1%	17.7%	8.1%	7.4%	13.0%	6.4%	23.9%	16.4%
	Important	29.9%	37.5%	48.6%	39.2%	40.6%	32.1%	39.1%	38.2%
	Very important	**42.5%**	**39.6%**	**40.5%**	**43.2%**	**43.5%**	**59.6%**	**21.7%**	**40.0%**
Collegiality, collaboration, cooperation	Not important/ Not considered	3.9%	5.2%	1.4%	6.0%	2.9%	1.3%	22.2%	9.4%
	Slightly important	7.0%	9.4%	4.1%	0.7%	7.2%	1.3%	20.0%	3.8%
	Moderately important	22.7%	25.0%	14.9%	15.4%	26.1%	7.0%	24.4%	32.1%
	Important	35.9%	39.6%	33.8%	30.2%	40.6%	40.8%	20.0%	30.2%
	Very important	**30.5%**	**20.8%**	**45.9%**	**47.7%**	**23.2%**	**49.7%**	**13.3%**	**24.5%**
Concern for others	Not important/ Not considered	9.4%	14.9%	6.8%	6.8%	12.1%	3.2%	34.1%	19.2%
	Slightly important	18.9%	29.8%	13.5%	8.8%	19.7%	2.6%	27.3%	19.2%
	Moderately important	29.1%	21.3%	36.5%	15.6%	30.3%	15.4%	25.0%	44.2%
	Important	27.6%	18.1%	31.1%	31.3%	27.3%	34.0%	11.4%	13.5%
	Very important	**15.0%**	**16.0%**	**12.2%**	**37.4%**	**10.6%**	**44.9%**	**2.3%**	**3.8%**
Curiosity	Not important/ Not considered	2.3%	4.2%	2.8%	7.5%	1.5%	3.2%	21.7%	1.9%
	Slightly important	5.5%	6.3%	11.1%	10.9%	7.7%	7.6%	4.3%	5.6%
	Moderately important	8.6%	20.8%	23.6%	22.4%	29.2%	23.4%	28.3%	22.2%
	Important	40.6%	41.7%	43.1%	34.7%	33.8%	41.8%	28.3%	42.6%
	Very important	**43.0%**	**27.1%**	**19.4%**	**24.5%**	**27.7%**	**24.1%**	**17.4%**	**27.8%**

BROAD FIELD OF STUDY			PROGRAM FOCUS		FALL 2017 APPLICATION VOLUME					
Public administration & services	Social & behavioral sciences	Other fields	Research Focused	Professional Focused	Less than or equal to 10	11 to 25	26 to 50	51 to 100	101 to 200	More than 200
2.6%	0.0%	0.0%	0.9%	1.4%	1.2%	0.8%	2.0%	0.7%	0.8%	1.7%
0.0%	2.2%	0.7%	1.4%	0.9%	0.0%	0.8%	2.0%	1.3%	0.8%	0.8%
5.1%	4.4%	3.6%	5.6%	6.3%	4.9%	6.2%	3.9%	6.0%	5.8%	10.8%
15.4%	25.2%	20.0%	25.1%	29.1%	26.4%	29.8%	24.9%	30.7%	25.0%	25.8%
76.9%	**68.1%**	**75.7%**	**67.0%**	**62.4%**	**67.5%**	**62.4%**	**67.3%**	**61.3%**	**67.5%**	**60.8%**
5.3%	4.4%	2.2%	2.8%	3.4%	3.7%	3.9%	2.9%	2.7%	2.5%	2.6%
2.6%	3.7%	3.6%	4.2%	3.3%	1.2%	5.0%	4.9%	2.7%	0.8%	5.1%
13.2%	14.1%	7.2%	14.2%	10.3%	7.4%	14.7%	9.7%	12.0%	15.1%	13.7%
10.5%	36.3%	36.0%	39.1%	32.2%	39.5%	35.9%	37.9%	41.3%	28.6%	23.1%
68.4%	**41.5%**	**51.1%**	**39.8%**	**50.8%**	**48.1%**	**40.5%**	**44.7%**	**41.3%**	**52.9%**	**55.6%**
7.5%	5.9%	2.1%	5.9%	4.1%	5.5%	5.8%	4.9%	3.4%	5.0%	2.5%
2.5%	11.0%	4.3%	9.9%	3.1%	4.9%	7.8%	5.3%	8.1%	3.3%	3.4%
12.5%	19.9%	17.0%	24.9%	13.4%	17.1%	22.5%	17.5%	20.8%	18.2%	10.2%
35.0%	30.1%	38.3%	35.9%	34.0%	37.2%	35.3%	35.4%	32.2%	32.2%	36.4%
42.5%	**33.1%**	**38.3%**	**23.5%**	**45.4%**	**35.4%**	**28.7%**	**36.9%**	**35.6%**	**41.3%**	**47.5%**
7.5%	16.0%	5.8%	15.0%	6.7%	11.3%	11.1%	9.9%	12.5%	6.7%	7.6%
7.5%	17.6%	9.4%	22.8%	8.9%	11.3%	18.6%	20.7%	10.4%	12.6%	7.6%
5.0%	21.4%	20.9%	29.3%	18.0%	22.5%	26.5%	21.2%	25.0%	22.7%	17.6%
37.5%	22.9%	31.7%	22.5%	30.8%	31.3%	26.1%	23.6%	29.2%	26.9%	28.6%
42.5%	**22.1%**	**32.4%**	**10.4%**	**35.6%**	**23.8%**	**17.8%**	**24.6%**	**22.9%**	**31.1%**	**38.7%**
7.7%	5.9%	4.3%	4.0%	5.5%	3.1%	6.2%	4.5%	4.8%	3.4%	6.7%
7.7%	11.1%	10.8%	6.6%	9.5%	9.2%	8.1%	5.9%	10.2%	9.2%	9.2%
23.1%	24.4%	12.9%	18.5%	22.0%	12.3%	20.8%	20.8%	21.1%	24.4%	24.4%
41.0%	39.3%	44.6%	40.6%	39.1%	39.3%	37.5%	46.0%	38.1%	42.0%	37.0%
20.5%	**19.3%**	**27.3%**	**30.3%**	**23.9%**	**36.2%**	**27.4%**	**22.8%**	**25.9%**	**21.0%**	**22.7%**

TABLE F3
CONTINUED

		BROAD FIELD OF STUDY							
		Arts & humanities	Biological & agricultural sciences	Business	Education	Engineering	Health sciences	Mathematical & computer sciences	Physical & earth sciences
Multicultural competency	Not important/ Not considered	4.7%	25.3%	9.5%	8.8%	25.8%	5.1%	42.9%	25.5%
	Slightly important	15.6%	16.5%	8.1%	6.1%	24.2%	6.4%	19.0%	19.6%
	Moderately important	27.3%	22.0%	35.1%	12.2%	21.0%	28.2%	26.2%	39.2%
	Important	28.9%	28.6%	32.4%	35.1%	21.0%	39.7%	9.5%	13.7%
	Very important	**23.4%**	**7.7%**	**14.9%**	**37.8%**	**8.1%**	**20.5%**	**2.4%**	**2.0%**
Knowledge of the discipline/ profession	Not important/ Not considered	1.6%	2.1%	4.1%	2.7%	0.0%	3.8%	13.3%	0.0%
	Slightly important	5.5%	1.1%	10.8%	5.4%	0.0%	2.5%	4.4%	5.6%
	Moderately important	15.6%	18.9%	21.6%	9.5%	14.5%	6.3%	8.9%	14.8%
	Important	37.5%	38.9%	36.5%	27.7%	31.9%	30.4%	28.9%	33.3%
	Very important	**39.8%**	**38.9%**	**27.0%**	**54.7%**	**53.6%**	**57.0%**	**44.4%**	**46.3%**
Time management	Not important/ Not considered	2.3%	3.2%	4.1%	4.0%	4.3%	0.0%	17.4%	3.6%
	Slightly important	3.1%	0.0%	1.4%	0.7%	1.4%	1.3%	4.3%	1.8%
	Moderately important	10.2%	12.6%	6.8%	12.1%	8.7%	7.0%	10.9%	10.9%
	Important	38.3%	42.1%	39.2%	30.2%	42.0%	31.8%	28.3%	40.0%
	Very important	**46.1%**	**42.1%**	**48.6%**	**53.0%**	**43.5%**	**59.9%**	**39.1%**	**43.6%**
Ability to work under stress	Not important/ Not considered	4.0%	6.3%	5.5%	5.4%	7.4%	1.9%	17.4%	3.8%
	Slightly important	3.2%	0.0%	6.8%	5.4%	4.4%	1.3%	6.5%	9.4%
	Moderately important	15.1%	16.7%	11.0%	17.4%	17.6%	8.3%	19.6%	11.3%
	Important	34.9%	49.0%	24.7%	29.5%	38.2%	38.2%	32.6%	43.4%
	Very important	**42.9%**	**28.1%**	**52.1%**	**42.3%**	**32.4%**	**50.3%**	**23.9%**	**32.1%**
Adaptability/ flexibility	Not important/ Not considered	3.1%	4.2%	4.1%	4.0%	1.4%	0.6%	22.2%	5.7%
	Slightly important	3.9%	5.2%	2.7%	2.0%	2.9%	0.6%	15.6%	5.7%
	Moderately important	21.9%	24.0%	17.6%	14.8%	29.0%	10.2%	24.4%	22.6%
	Important	34.4%	41.7%	33.8%	38.9%	42.0%	34.4%	20.0%	35.8%
	Very important	**36.7%**	**25.0%**	**41.9%**	**40.3%**	**24.6%**	**54.1%**	**17.8%**	**30.2%**

BROAD FIELD OF STUDY			PROGRAM FOCUS		FALL 2017 APPLICATION VOLUME					
Public administration & services	Social & behavioral sciences	Other fields	Research Focused	Professional Focused	Less than or equal to 10	11 to 25	26 to 50	51 to 100	101 to 200	More than 200
7.5%	12.8%	10.0%	18.3%	8.9%	9.9%	16.1%	15.5%	13.7%	8.4%	7.6%
2.5%	18.8%	6.4%	18.3%	7.4%	13.0%	14.1%	12.0%	11.6%	10.1%	9.2%
17.5%	18.8%	25.7%	26.6%	23.0%	14.2%	27.7%	27.0%	26.0%	28.6%	21.8%
32.5%	26.3%	34.3%	23.2%	34.4%	42.6%	26.9%	22.5%	27.4%	30.3%	32.8%
40.0%	**23.3%**	**23.6%**	**13.7%**	**26.3%**	**20.4%**	**15.3%**	**23.0%**	**21.2%**	**22.7%**	**28.6%**
5.0%	1.5%	2.1%	2.6%	3.1%	3.0%	2.7%	2.4%	2.7%	3.4%	4.2%
7.5%	6.6%	7.0%	4.0%	6.0%	6.1%	5.4%	4.8%	4.0%	1.7%	7.5%
20.0%	14.7%	14.1%	14.4%	13.0%	12.8%	16.3%	11.1%	15.4%	14.3%	11.7%
27.5%	33.8%	32.4%	37.2%	29.7%	33.5%	32.9%	33.7%	32.2%	33.6%	29.2%
40.0%	**43.4%**	**44.4%**	**41.9%**	**48.3%**	**44.5%**	**42.6%**	**48.1%**	**45.6%**	**47.1%**	**47.5%**
7.5%	4.5%	1.4%	4.4%	2.9%	3.1%	3.5%	2.9%	3.4%	4.2%	4.2%
0.0%	2.2%	2.9%	2.1%	1.5%	0.0%	2.7%	1.9%	2.0%	0.8%	2.5%
10.0%	9.0%	7.2%	10.3%	8.4%	8.6%	11.2%	9.2%	7.4%	8.5%	9.2%
17.5%	35.8%	37.4%	37.9%	32.8%	36.2%	39.4%	30.6%	32.2%	38.1%	31.7%
65.0%	**48.5%**	**51.1%**	**45.2%**	**54.4%**	**52.1%**	**43.2%**	**55.3%**	**55.0%**	**48.3%**	**52.5%**
7.5%	6.0%	1.4%	5.9%	4.1%	3.7%	5.1%	3.9%	6.8%	4.2%	5.0%
2.5%	3.7%	5.7%	4.2%	3.9%	1.2%	4.7%	4.9%	4.7%	3.4%	4.2%
15.0%	17.9%	7.1%	15.5%	12.0%	16.5%	17.6%	15.0%	13.5%	6.8%	6.7%
22.5%	28.4%	47.1%	40.7%	32.4%	37.2%	36.7%	33.5%	35.1%	39.0%	34.5%
52.5%	**44.0%**	**38.6%**	**33.6%**	**47.6%**	**41.5%**	**35.9%**	**42.7%**	**39.9%**	**46.6%**	**49.6%**
7.7%	5.2%	2.2%	5.0%	3.6%	3.7%	4.7%	3.4%	4.7%	4.2%	3.4%
2.6%	5.2%	5.8%	5.7%	2.7%	3.7%	5.0%	3.4%	3.4%	3.4%	5.0%
15.4%	19.4%	9.4%	22.9%	12.9%	16.6%	20.2%	22.1%	14.8%	10.9%	12.6%
23.1%	38.8%	41.7%	37.4%	37.5%	33.7%	38.8%	38.2%	39.6%	41.2%	31.1%
51.3%	**31.3%**	**41.0%**	**29.1%**	**43.3%**	**42.3%**	**31.4%**	**32.8%**	**37.6%**	**40.3%**	**47.9%**

TABLE F3
CONTINUED

		BROAD FIELD OF STUDY							
		Arts & humanities	Biological & agricultural sciences	Business	Education	Engineering	Health sciences	Mathematical & computer sciences	Physical & earth sciences
Professionalism	Not important/ Not considered	0.8%	4.2%	1.4%	2.7%	1.4%	0.6%	25.0%	5.5%
	Slightly important	5.5%	5.2%	2.7%	5.4%	1.4%	0.6%	9.1%	7.3%
	Moderately important	13.3%	15.6%	12.2%	6.8%	13.0%	5.8%	13.6%	14.5%
	Important	36.7%	41.7%	44.6%	24.3%	34.8%	20.5%	27.3%	45.5%
	Very important	**43.8%**	**33.3%**	**39.2%**	**60.8%**	**49.3%**	**72.4%**	**25.0%**	**27.3%**
Persistence	Not important/ Not considered	2.3%	3.1%	4.1%	4.7%	0.0%	1.3%	19.6%	1.8%
	Slightly important	2.3%	1.0%	1.4%	2.0%	5.9%	0.6%	2.2%	0.0%
	Moderately important	5.5%	7.3%	8.2%	6.7%	7.4%	14.2%	10.9%	3.6%
	Important	31.3%	34.4%	28.8%	36.9%	42.6%	36.1%	28.3%	41.8%
	Very important	**58.6%**	**54.2%**	**57.5%**	**49.7%**	**44.1%**	**47.7%**	**39.1%**	**52.7%**
Dependability	Not important/ Not considered	2.3%	2.1%	1.4%	4.7%	1.4%	1.9%	19.6%	3.6%
	Slightly important	4.7%	3.1%	2.7%	4.1%	2.9%	0.6%	8.7%	1.8%
	Moderately important	7.8%	10.4%	12.2%	11.5%	11.6%	3.9%	28.3%	12.7%
	Important	40.6%	42.7%	41.9%	27.7%	44.9%	33.5%	28.3%	45.5%
	Very important	**44.5%**	**41.7%**	**41.9%**	**52.0%**	**39.1%**	**60.0%**	**15.2%**	**36.4%**
Integrity	Not important/ Not considered	3.9%	3.1%	1.4%	3.4%	1.5%	1.9%	23.9%	1.8%
	Slightly important	5.5%	5.2%	1.4%	2.7%	1.5%	0.6%	2.2%	5.5%
	Moderately important	14.8%	10.4%	4.1%	5.4%	8.8%	5.1%	13.0%	16.4%
	Important	29.7%	26.0%	28.8%	31.5%	35.3%	19.1%	15.2%	29.1%
	Very important	**46.1%**	**55.2%**	**64.4%**	**57.0%**	**52.9%**	**73.2%**	**45.7%**	**47.3%**
Leadership	Not important/ Not considered	7.3%	12.6%	2.7%	6.9%	5.8%	5.1%	35.6%	18.9%
	Slightly important	19.5%	20.0%	5.5%	9.0%	17.4%	8.3%	17.8%	15.1%
	Moderately important	39.0%	24.2%	27.4%	20.7%	36.2%	30.8%	31.1%	41.5%
	Important	26.0%	36.8%	41.1%	33.1%	29.0%	34.0%	13.3%	20.8%
	Very important	**8.1%**	**6.3%**	**23.3%**	**30.3%**	**11.6%**	**21.8%**	**2.2%**	**3.8%**

BROAD FIELD OF STUDY			PROGRAM FOCUS		FALL 2017 APPLICATION VOLUME					
Public administration & services	Social & behavioral sciences	Other fields	Research Focused	Professional Focused	Less than or equal to 10	11 to 25	26 to 50	51 to 100	101 to 200	More than 200
5.1%	4.4%	1.4%	4.4%	2.6%	3.0%	4.2%	3.4%	3.3%	2.5%	2.5%
2.6%	5.9%	3.6%	7.2%	2.2%	4.9%	5.4%	5.9%	2.7%	1.7%	2.5%
10.3%	9.6%	4.3%	13.5%	6.3%	7.3%	10.8%	10.7%	12.7%	7.6%	5.1%
12.8%	33.8%	38.6%	38.5%	28.5%	36.0%	33.8%	33.7%	36.0%	28.6%	24.6%
69.2%	**46.3%**	**52.1%**	**36.4%**	**60.3%**	**48.8%**	**45.8%**	**46.3%**	**45.3%**	**59.7%**	**65.3%**
7.5%	3.0%	2.1%	4.0%	3.3%	2.4%	3.1%	4.4%	3.4%	5.0%	2.5%
0.0%	4.5%	2.1%	2.1%	1.9%	0.6%	4.3%	0.5%	1.3%	0.8%	3.4%
12.5%	6.0%	7.1%	6.6%	9.1%	4.9%	7.0%	6.4%	10.7%	10.0%	12.6%
30.0%	34.6%	35.7%	34.0%	34.9%	34.1%	35.3%	36.5%	30.9%	30.8%	38.7%
50.0%	**51.9%**	**52.9%**	**53.4%**	**50.9%**	**57.9%**	**50.4%**	**52.2%**	**53.7%**	**53.3%**	**42.9%**
7.5%	3.0%	1.4%	4.0%	2.9%	2.5%	3.5%	2.9%	4.0%	4.2%	2.5%
5.0%	3.8%	2.1%	3.5%	2.9%	1.2%	5.4%	3.4%	3.4%	1.7%	1.7%
10.0%	15.2%	9.3%	11.7%	9.9%	9.2%	15.6%	9.8%	8.7%	7.6%	10.2%
27.5%	35.6%	38.6%	40.8%	33.6%	35.6%	37.0%	41.5%	38.3%	32.8%	32.2%
50.0%	**42.4%**	**48.6%**	**39.9%**	**50.6%**	**51.5%**	**38.5%**	**42.4%**	**45.6%**	**53.8%**	**53.4%**
7.7%	2.2%	2.2%	4.0%	3.4%	2.4%	3.9%	3.4%	4.7%	4.2%	2.5%
2.6%	2.2%	1.4%	4.5%	1.2%	1.8%	3.1%	3.9%	1.3%	0.8%	3.4%
5.1%	14.1%	6.5%	12.9%	6.2%	6.7%	12.4%	11.3%	7.4%	7.6%	5.0%
10.3%	31.1%	33.3%	31.9%	24.6%	33.5%	29.5%	27.0%	30.2%	25.2%	16.8%
74.4%	**50.4%**	**56.5%**	**46.7%**	**64.6%**	**55.5%**	**51.2%**	**54.4%**	**56.4%**	**62.2%**	**72.3%**
10.0%	13.6%	7.1%	12.4%	7.2%	8.1%	10.3%	9.8%	10.7%	7.6%	8.4%
5.0%	22.7%	15.0%	19.8%	11.0%	16.9%	17.8%	15.1%	12.8%	11.9%	9.2%
20.0%	33.3%	30.7%	33.8%	27.7%	26.3%	32.8%	34.1%	26.8%	28.0%	31.1%
42.5%	24.2%	29.3%	27.1%	32.5%	33.8%	29.2%	27.3%	31.5%	33.1%	27.7%
22.5%	**6.1%**	**17.9%**	**6.9%**	**21.6%**	**15.0%**	**9.9%**	**13.7%**	**18.1%**	**19.5%**	**23.5%**

TABLE F3
CONTINUED

		BROAD FIELD OF STUDY							
		Arts & humanities	Biological & agricultural sciences	Business	Education	Engineering	Health sciences	Mathematical & computer sciences	Physical & earth sciences
Social orientation	Not important/ Not considered	14.0%	37.6%	12.5%	18.7%	34.4%	13.9%	51.2%	39.5%
	Slightly important	18.4%	16.5%	13.9%	9.0%	14.8%	8.3%	11.6%	18.6%
	Moderately important	33.3%	21.2%	33.3%	14.9%	24.6%	27.8%	23.3%	27.9%
	Important	22.8%	22.4%	30.6%	35.8%	21.3%	34.7%	9.3%	14.0%
	Very important	**11.4%**	**2.4%**	**9.7%**	**21.6%**	**4.9%**	**15.3%**	**4.7%**	**0.0%**
Creativity	Not important/ Not considered	1.6%	6.3%	5.5%	8.8%	4.3%	5.7%	21.7%	3.8%
	Slightly important	7.0%	10.4%	15.1%	9.5%	2.9%	9.6%	13.0%	9.4%
	Moderately important	16.4%	18.8%	28.8%	30.6%	30.0%	31.8%	21.7%	22.6%
	Important	33.6%	40.6%	37.0%	30.6%	44.3%	38.2%	26.1%	37.7%
	Very important	**41.4%**	**24.0%**	**13.7%**	**20.4%**	**18.6%**	**14.6%**	**17.4%**	**26.4%**

BROAD FIELD OF STUDY			PROGRAM FOCUS		FALL 2017 APPLICATION VOLUME					
Public administration & services	Social & behavioral sciences	Other fields	Research Focused	Professional Focused	Less than or equal to 10	11 to 25	26 to 50	51 to 100	101 to 200	More than 200
15.0%	24.8%	18.9%	29.1%	17.5%	17.8%	28.9%	22.8%	22.1%	16.7%	20.9%
12.5%	14.4%	11.0%	17.6%	9.7%	12.5%	14.0%	12.2%	13.2%	11.4%	11.3%
17.5%	23.2%	26.0%	26.2%	23.9%	24.3%	26.8%	27.2%	24.3%	23.7%	20.0%
35.0%	24.8%	26.8%	21.1%	31.1%	34.2%	20.6%	25.0%	27.2%	35.1%	27.0%
20.0%	**12.8%**	**17.3%**	**5.9%**	**17.9%**	**11.2%**	**9.6%**	**12.8%**	**13.2%**	**13.2%**	**20.9%**
10.0%	6.8%	5.0%	5.6%	6.8%	3.7%	8.5%	5.4%	6.8%	6.7%	5.8%
12.5%	17.3%	9.2%	9.6%	10.3%	6.1%	13.6%	5.9%	12.9%	11.7%	11.7%
22.5%	33.1%	20.6%	20.7%	29.9%	19.0%	25.6%	28.3%	25.9%	27.5%	31.7%
42.5%	30.1%	40.4%	39.2%	33.2%	38.7%	34.9%	35.6%	34.0%	35.8%	33.3%
12.5%	**12.8%**	**24.8%**	**24.9%**	**19.8%**	**32.5%**	**17.4%**	**24.9%**	**20.4%**	**18.3%**	**17.5%**

TABLE F4: Applicants' Attributes & Qualities that Determine the Potential for Post-Graduate Success

		BROAD FIELD OF STUDY							
		Arts & humanities	Biological & agricultural sciences	Business	Education	Engineering	Health sciences	Mathematical & computer sciences	Physical & earth sciences
Past academic performance	Not important/ Not considered	4.1%	1.1%	2.8%	5.1%	0.0%	2.7%	6.8%	3.8%
	Slightly important	7.3%	6.7%	12.7%	8.0%	4.5%	11.3%	9.1%	15.4%
	Moderately important	25.2%	28.9%	33.8%	24.1%	28.8%	29.3%	13.6%	25.0%
	Important	32.5%	36.7%	31.0%	41.6%	30.3%	34.0%	52.3%	26.9%
	Very important	**30.9%**	**26.7%**	**19.7%**	**21.2%**	**36.4%**	**22.7%**	**18.2%**	**28.8%**
Past research experience	Not important/ Not considered	8.2%	2.2%	31.6%	26.4%	4.6%	22.1%	23.3%	3.8%
	Slightly important	13.1%	3.4%	31.6%	16.3%	13.8%	23.5%	14.0%	13.5%
	Moderately important	18.9%	22.5%	21.1%	22.5%	24.6%	17.4%	30.2%	13.5%
	Important	36.1%	42.7%	12.3%	20.9%	32.3%	25.5%	25.6%	38.5%
	Very important	**23.8%**	**29.2%**	**3.5%**	**14.0%**	**24.6%**	**11.4%**	**7.0%**	**30.8%**
Past work experience	Not important/ Not considered	4.9%	2.2%	2.8%	3.7%	4.6%	6.0%	19.0%	7.7%
	Slightly important	18.0%	9.9%	5.6%	7.4%	10.8%	14.8%	14.3%	7.7%
	Moderately important	20.5%	19.8%	22.5%	25.2%	32.3%	28.2%	33.3%	34.6%
	Important	36.1%	47.3%	43.7%	38.5%	35.4%	32.2%	31.0%	30.8%
	Very important	**20.5%**	**20.9%**	**25.4%**	**25.2%**	**16.9%**	**18.8%**	**2.4%**	**19.2%**
Critical thinking ability	Not important/ Not considered	3.3%	1.1%	0.0%	3.6%	0.0%	0.0%	9.1%	0.0%
	Slightly important	0.0%	0.0%	0.0%	1.5%	0.0%	0.7%	2.3%	0.0%
	Moderately important	4.1%	3.3%	1.4%	5.8%	6.2%	2.7%	2.3%	5.8%
	Important	21.1%	27.5%	25.4%	31.4%	29.2%	17.6%	25.0%	28.8%
	Very important	**71.5%**	**68.1%**	**73.2%**	**57.7%**	**64.6%**	**79.1%**	**61.4%**	**65.4%**
Analytical thinking ability	Not important/ Not considered	3.2%	1.1%	0.0%	2.9%	0.0%	0.0%	6.8%	0.0%
	Slightly important	0.8%	0.0%	0.0%	2.2%	0.0%	1.3%	0.0%	0.0%
	Moderately important	5.6%	4.4%	0.0%	4.4%	4.8%	2.0%	2.3%	3.8%
	Important	25.8%	31.9%	26.8%	35.8%	20.6%	21.5%	18.2%	32.7%
	Very important	**64.5%**	**62.6%**	**73.2%**	**54.7%**	**74.6%**	**75.2%**	**72.7%**	**63.5%**
Written communication skill	Not important/ Not considered	2.4%	0.0%	0.0%	2.2%	0.0%	0.0%	4.5%	0.0%
	Slightly important	3.2%	0.0%	0.0%	0.0%	1.5%	0.7%	0.0%	3.8%
	Moderately important	4.8%	7.7%	2.8%	4.4%	7.7%	5.4%	4.5%	5.8%
	Important	19.4%	30.8%	22.5%	30.7%	35.4%	24.8%	40.9%	28.8%
	Very important	**70.2%**	**61.5%**	**74.6%**	**62.8%**	**55.4%**	**69.1%**	**50.0%**	**61.5%**

			PROGRAM FOCUS		FALL 2017 APPLICATION VOLUME					
Public administration & services	Social & behavioral sciences	Other fields	Research Focused	Professional Focused	Less than or equal to 10	11 to 25	26 to 50	51 to 100	101 to 200	More than 200
2.8%	1.6%	2.3%	1.7%	3.9%	3.8%	3.2%	1.0%	5.5%	1.7%	3.4%
11.1%	12.7%	9.9%	8.9%	10.6%	6.9%	9.2%	12.0%	11.0%	5.2%	12.9%
22.2%	25.4%	27.5%	24.9%	27.1%	24.5%	26.1%	22.5%	26.9%	31.9%	29.3%
38.9%	37.3%	40.5%	34.7%	38.1%	34.0%	40.6%	40.5%	31.7%	41.4%	25.9%
25.0%	**23.0%**	**19.8%**	**29.9%**	**20.4%**	**30.8%**	**20.9%**	**24.0%**	**24.8%**	**19.8%**	**28.4%**
16.7%	10.6%	16.4%	3.4%	25.5%	9.6%	15.0%	15.4%	17.6%	13.3%	26.2%
30.6%	22.0%	21.9%	10.8%	23.4%	14.7%	12.6%	15.9%	24.3%	28.3%	21.5%
25.0%	19.5%	20.3%	20.0%	21.2%	21.2%	22.7%	20.0%	19.1%	21.2%	18.7%
16.7%	25.2%	30.5%	37.6%	21.0%	31.4%	32.0%	28.7%	24.3%	25.7%	20.6%
11.1%	**22.8%**	**10.9%**	**28.2%**	**8.9%**	**23.1%**	**17.8%**	**20.0%**	**14.7%**	**11.5%**	**13.1%**
2.7%	6.3%	4.7%	4.8%	5.9%	5.0%	6.1%	3.5%	4.2%	7.8%	7.0%
5.4%	12.6%	13.2%	13.0%	10.5%	11.3%	8.5%	11.0%	12.5%	14.8%	13.9%
29.7%	29.1%	29.5%	25.6%	27.7%	20.1%	30.4%	27.5%	23.6%	30.4%	26.1%
37.8%	34.6%	32.6%	37.7%	35.3%	42.1%	34.4%	38.0%	38.9%	33.0%	31.3%
24.3%	**17.3%**	**20.2%**	**18.8%**	**20.6%**	**21.4%**	**20.6%**	**20.0%**	**20.8%**	**13.9%**	**21.7%**
2.7%	0.0%	0.0%	1.0%	1.9%	2.5%	1.6%	0.5%	2.8%	1.7%	0.0%
0.0%	0.0%	0.8%	0.2%	0.7%	0.0%	0.4%	0.5%	0.0%	0.0%	1.7%
5.4%	6.3%	3.1%	4.3%	4.1%	2.5%	6.8%	3.0%	4.1%	3.4%	4.3%
13.5%	22.8%	24.6%	22.9%	24.9%	18.2%	26.5%	26.6%	26.2%	23.3%	19.8%
78.4%	**70.9%**	**71.5%**	**71.6%**	**68.4%**	**76.7%**	**64.7%**	**69.3%**	**66.9%**	**71.6%**	**74.1%**
0.0%	0.0%	0.0%	1.0%	1.4%	1.9%	1.2%	0.0%	2.8%	1.7%	0.0%
0.0%	0.0%	0.8%	0.2%	1.1%	1.3%	0.4%	1.0%	0.0%	0.0%	0.9%
10.8%	6.3%	8.5%	3.9%	5.5%	1.9%	7.7%	3.0%	5.5%	5.2%	6.0%
21.6%	19.7%	26.9%	24.1%	26.8%	21.3%	29.4%	30.8%	24.1%	20.7%	19.7%
67.6%	**74.0%**	**63.8%**	**70.8%**	**65.3%**	**73.8%**	**61.3%**	**65.2%**	**67.6%**	**72.4%**	**73.5%**
0.0%	0.0%	0.0%	0.7%	0.9%	1.3%	1.2%	0.5%	1.4%	0.0%	0.0%
0.0%	0.0%	0.8%	1.0%	0.9%	0.6%	0.8%	0.5%	0.7%	0.9%	2.6%
2.7%	4.0%	8.5%	4.1%	6.5%	4.4%	4.0%	5.5%	4.9%	8.6%	8.5%
16.2%	25.4%	17.1%	26.8%	24.1%	23.8%	24.1%	25.6%	32.6%	21.6%	22.2%
81.1%	**70.6%**	**73.6%**	**67.4%**	**67.6%**	**70.0%**	**69.9%**	**67.8%**	**60.4%**	**69.0%**	**66.7%**

TABLE F4
CONTINUED

		BROAD FIELD OF STUDY							
		Arts & humanities	Biological & agricultural sciences	Business	Education	Engineering	Health sciences	Mathematical & computer sciences	Physical & earth sciences
Oral communication skill	Not important/ Not considered	1.6%	1.1%	0.0%	3.0%	0.0%	0.0%	6.8%	0.0%
	Slightly important	2.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.9%
	Moderately important	8.9%	11.1%	0.0%	5.9%	9.2%	4.1%	6.8%	3.8%
	Important	29.8%	27.8%	26.8%	24.4%	32.3%	20.9%	34.1%	32.7%
	Very important	**57.3%**	**60.0%**	**73.2%**	**66.7%**	**58.5%**	**75.0%**	**52.3%**	**61.5%**
Collegiality, collaboration, cooperation	Not important/ Not considered	3.2%	1.1%	0.0%	3.6%	0.0%	0.0%	13.6%	5.9%
	Slightly important	1.6%	1.1%	1.4%	0.7%	3.0%	0.0%	2.3%	0.0%
	Moderately important	11.3%	13.2%	4.2%	5.1%	21.2%	4.7%	25.0%	11.8%
	Important	28.2%	45.1%	35.2%	22.6%	31.8%	23.0%	34.1%	33.3%
	Very important	**55.6%**	**39.6%**	**59.2%**	**67.9%**	**43.9%**	**72.3%**	**25.0%**	**49.0%**
Concern for others	Not important/ Not considered	7.3%	6.7%	0.0%	2.9%	9.1%	0.7%	23.3%	10.0%
	Slightly important	6.5%	15.6%	2.8%	2.2%	13.6%	0.7%	18.6%	14.0%
	Moderately important	26.8%	27.8%	29.6%	8.0%	19.7%	10.0%	20.9%	30.0%
	Important	35.8%	31.1%	45.1%	30.7%	40.9%	26.0%	25.6%	30.0%
	Very important	**23.6%**	**18.9%**	**22.5%**	**56.2%**	**16.7%**	**62.7%**	**11.6%**	**16.0%**
Curiosity	Not important/ Not considered	3.2%	1.1%	1.4%	5.2%	0.0%	2.7%	14.0%	2.0%
	Slightly important	4.8%	3.3%	2.9%	5.9%	7.6%	7.3%	0.0%	2.0%
	Moderately important	13.7%	20.0%	17.1%	22.2%	24.2%	20.0%	18.6%	29.4%
	Important	34.7%	42.2%	48.6%	34.1%	36.4%	39.3%	46.5%	35.3%
	Very important	**43.5%**	**33.3%**	**30.0%**	**32.6%**	**31.8%**	**30.7%**	**20.9%**	**31.4%**
Multicultural competency	Not important/ Not considered	4.1%	11.4%	4.2%	5.1%	9.5%	0.7%	20.0%	8.0%
	Slightly important	10.6%	15.9%	5.6%	2.9%	20.6%	2.7%	12.5%	14.0%
	Moderately important	17.9%	28.4%	26.8%	6.6%	22.2%	17.3%	35.0%	38.0%
	Important	35.0%	28.4%	45.1%	34.3%	30.2%	40.7%	22.5%	28.0%
	Very important	**32.5%**	**15.9%**	**18.3%**	**51.1%**	**17.5%**	**38.7%**	**10.0%**	**12.0%**
Knowledge of the discipline/ profession	Not important/ Not considered	1.6%	0.0%	0.0%	2.2%	1.5%	0.7%	6.8%	0.0%
	Slightly important	0.8%	0.0%	0.0%	0.7%	0.0%	0.7%	0.0%	0.0%
	Moderately important	9.8%	3.3%	4.2%	4.3%	6.1%	4.0%	4.5%	9.6%
	Important	34.1%	43.3%	39.4%	25.4%	33.3%	21.5%	27.3%	30.8%
	Very important	**53.7%**	**53.3%**	**56.3%**	**67.4%**	**59.1%**	**73.2%**	**61.4%**	**59.6%**

			PROGRAM FOCUS		FALL 2017 APPLICATION VOLUME					
Public administration & services	Social & behavioral sciences	Other fields	Research Focused	Professional Focused	Less than or equal to 10	11 to 25	26 to 50	51 to 100	101 to 200	More than 200
2.7%	1.6%	0.0%	1.7%	1.1%	1.9%	0.8%	2.0%	2.1%	0.9%	0.0%
0.0%	0.8%	1.5%	0.5%	0.9%	0.0%	0.8%	1.0%	0.7%	0.0%	1.7%
8.1%	4.0%	6.2%	6.5%	5.7%	3.8%	6.1%	5.5%	9.0%	4.3%	6.9%
16.2%	27.2%	17.7%	29.4%	21.8%	27.2%	25.9%	29.0%	23.6%	20.9%	20.7%
73.0%	**66.4%**	**74.6%**	**61.9%**	**70.5%**	**67.1%**	**66.4%**	**62.5%**	**64.6%**	**73.9%**	**70.7%**
5.4%	1.6%	0.8%	2.7%	2.3%	2.5%	2.4%	2.5%	2.8%	3.5%	0.9%
2.7%	0.8%	0.8%	1.7%	0.4%	1.3%	0.8%	0.0%	1.4%	1.7%	0.9%
8.1%	7.2%	5.4%	12.6%	6.7%	3.8%	12.8%	10.2%	12.4%	4.3%	7.7%
21.6%	31.2%	36.2%	35.3%	26.3%	32.7%	32.8%	32.0%	25.5%	29.6%	23.1%
62.2%	**59.2%**	**56.9%**	**47.8%**	**64.4%**	**59.7%**	**51.2%**	**55.3%**	**57.9%**	**60.9%**	**67.5%**
5.6%	4.0%	4.6%	7.8%	3.7%	5.6%	7.3%	4.0%	5.6%	5.3%	3.4%
5.6%	13.7%	4.6%	12.7%	3.5%	4.4%	8.1%	13.1%	6.3%	5.3%	5.2%
8.3%	22.6%	15.4%	25.4%	14.1%	16.3%	21.8%	20.6%	20.8%	15.9%	13.8%
22.2%	33.1%	30.8%	33.2%	30.9%	35.0%	35.9%	29.6%	31.3%	26.5%	29.3%
58.3%	**26.6%**	**44.6%**	**21.0%**	**47.8%**	**38.8%**	**27.0%**	**32.7%**	**36.1%**	**46.9%**	**48.3%**
8.1%	2.4%	0.8%	2.2%	3.9%	1.9%	3.2%	3.0%	2.8%	3.5%	5.1%
2.7%	8.0%	10.0%	3.6%	7.1%	7.6%	6.0%	2.5%	6.3%	7.8%	6.0%
21.6%	24.8%	16.9%	21.7%	20.2%	11.4%	23.0%	23.1%	25.7%	21.7%	17.1%
37.8%	37.6%	39.2%	40.2%	35.8%	36.1%	35.9%	42.7%	36.1%	39.1%	36.8%
29.7%	**27.2%**	**33.1%**	**32.3%**	**33.0%**	**43.0%**	**31.9%**	**28.6%**	**29.2%**	**27.8%**	**35.0%**
5.4%	4.8%	3.8%	7.7%	4.6%	4.4%	8.1%	5.6%	4.9%	6.1%	4.3%
0.0%	8.9%	3.8%	12.4%	4.8%	7.5%	6.9%	12.7%	7.0%	6.1%	6.0%
16.2%	16.9%	19.1%	25.2%	15.3%	15.7%	22.0%	19.3%	26.1%	18.3%	12.9%
29.7%	36.3%	42.0%	31.7%	38.4%	40.3%	35.0%	32.5%	35.2%	37.4%	35.3%
48.6%	**33.1%**	**31.3%**	**23.0%**	**37.0%**	**32.1%**	**28.0%**	**29.9%**	**26.8%**	**32.2%**	**41.4%**
2.7%	0.8%	0.0%	1.0%	1.4%	1.3%	1.2%	1.0%	1.4%	1.7%	0.9%
5.4%	2.4%	3.1%	1.0%	1.4%	1.3%	2.0%	1.5%	0.7%	0.0%	0.9%
8.1%	12.6%	7.6%	7.9%	6.0%	8.8%	6.4%	6.0%	8.3%	4.3%	7.7%
27.0%	31.5%	25.2%	34.1%	27.9%	35.2%	32.8%	31.5%	26.9%	27.6%	23.9%
56.8%	**52.8%**	**64.1%**	**56.0%**	**63.3%**	**53.5%**	**57.6%**	**60.0%**	**62.8%**	**66.4%**	**66.7%**

TABLE F4
CONTINUED

		BROAD FIELD OF STUDY							
		Arts & humanities	Biological & agricultural sciences	Business	Education	Engineering	Health sciences	Mathematical & computer sciences	Physical & earth sciences
Time management	Not important/ Not considered	2.4%	1.1%	1.4%	3.6%	3.0%	0.0%	11.4%	3.9%
	Slightly important	3.2%	0.0%	0.0%	0.7%	1.5%	0.7%	0.0%	2.0%
	Moderately important	5.6%	6.6%	1.4%	4.3%	6.1%	4.7%	9.1%	5.9%
	Important	29.0%	36.3%	33.8%	28.3%	33.3%	22.1%	38.6%	29.4%
	Very important	**59.7%**	**56.0%**	**63.4%**	**63.0%**	**56.1%**	**72.5%**	**40.9%**	**58.8%**
Ability to work under stress	Not important/ Not considered	2.4%	1.1%	0.0%	3.6%	1.5%	0.0%	11.4%	3.9%
	Slightly important	1.6%	2.2%	0.0%	1.4%	3.0%	0.7%	0.0%	0.0%
	Moderately important	9.7%	5.5%	5.6%	5.1%	16.7%	5.4%	15.9%	11.8%
	Important	33.1%	51.6%	25.4%	28.3%	33.3%	34.2%	38.6%	39.2%
	Very important	**53.2%**	**39.6%**	**69.0%**	**61.6%**	**45.5%**	**59.7%**	**34.1%**	**45.1%**
Adaptability/ flexibility	Not important/ Not considered	2.4%	2.2%	0.0%	3.6%	0.0%	0.0%	11.4%	3.9%
	Slightly important	0.0%	0.0%	0.0%	0.0%	1.5%	0.0%	0.0%	0.0%
	Moderately important	14.5%	14.3%	7.0%	9.5%	21.2%	4.0%	22.7%	13.7%
	Important	30.6%	41.8%	38.0%	27.0%	37.9%	29.3%	29.5%	41.2%
	Very important	**52.4%**	**41.8%**	**54.9%**	**59.9%**	**39.4%**	**66.7%**	**36.4%**	**41.2%**
Professionalism	Not important/ Not considered	2.4%	1.1%	0.0%	2.9%	0.0%	0.0%	11.4%	3.9%
	Slightly important	0.0%	0.0%	0.0%	0.7%	1.5%	0.7%	0.0%	2.0%
	Moderately important	8.1%	5.5%	0.0%	5.8%	9.2%	3.4%	6.8%	3.9%
	Important	26.6%	38.5%	19.7%	18.8%	27.7%	7.4%	36.4%	27.5%
	Very important	**62.9%**	**54.9%**	**80.3%**	**71.7%**	**61.5%**	**88.6%**	**45.5%**	**62.7%**
Persistence	Not important/ Not considered	2.4%	1.1%	1.4%	3.6%	3.0%	0.7%	15.9%	1.9%
	Slightly important	0.8%	0.0%	0.0%	1.5%	1.5%	0.0%	0.0%	1.9%
	Moderately important	4.0%	5.5%	7.0%	4.4%	12.1%	6.8%	4.5%	9.6%
	Important	28.2%	33.0%	29.6%	30.7%	28.8%	35.8%	43.2%	28.8%
	Very important	**64.5%**	**60.4%**	**62.0%**	**59.9%**	**54.5%**	**56.8%**	**36.4%**	**57.7%**

			PROGRAM FOCUS		FALL 2017 APPLICATION VOLUME					
Public administration & services	Social & behavioral sciences	Other fields	Research Focused	Professional Focused	Less than or equal to 10	11 to 25	26 to 50	51 to 100	101 to 200	More than 200
8.1%	0.0%	2.3%	2.2%	2.8%	1.9%	2.4%	1.5%	3.4%	3.5%	3.4%
0.0%	3.2%	1.6%	1.4%	1.4%	0.6%	2.8%	1.0%	2.1%	0.9%	0.0%
10.8%	6.4%	6.2%	7.2%	4.6%	5.7%	6.4%	5.0%	7.6%	1.8%	6.0%
10.8%	29.6%	27.1%	32.3%	25.6%	27.7%	29.2%	30.7%	29.7%	27.2%	23.9%
70.3%	**60.8%**	**62.8%**	**56.9%**	**65.6%**	**64.2%**	**59.2%**	**61.8%**	**57.2%**	**66.7%**	**66.7%**
5.4%	0.8%	0.8%	2.2%	2.1%	1.9%	2.0%	1.5%	4.1%	2.6%	0.9%
0.0%	2.4%	1.5%	1.0%	1.4%	0.0%	2.8%	0.5%	2.1%	0.9%	0.9%
10.8%	11.8%	5.4%	11.0%	6.5%	9.4%	9.6%	9.0%	5.5%	7.0%	7.7%
18.9%	32.3%	43.1%	40.8%	30.8%	33.1%	36.3%	41.5%	33.8%	30.7%	28.2%
64.9%	**52.8%**	**49.2%**	**45.1%**	**59.2%**	**55.6%**	**49.4%**	**47.5%**	**54.5%**	**58.8%**	**62.4%**
5.4%	0.0%	0.8%	1.9%	2.1%	1.9%	2.4%	1.5%	2.1%	3.5%	0.9%
0.0%	1.6%	2.3%	0.7%	0.5%	0.6%	1.2%	0.0%	0.0%	0.9%	0.9%
13.5%	13.5%	5.4%	16.1%	7.2%	8.8%	14.4%	13.1%	11.7%	3.5%	9.4%
18.9%	37.3%	33.1%	35.8%	31.5%	30.6%	35.2%	36.7%	31.7%	35.7%	29.1%
62.2%	**47.6%**	**58.5%**	**45.4%**	**58.6%**	**58.1%**	**46.8%**	**48.7%**	**54.5%**	**56.5%**	**59.8%**
2.7%	0.0%	0.0%	1.9%	1.4%	1.3%	1.6%	2.0%	2.1%	1.7%	0.9%
2.7%	0.8%	1.6%	1.2%	0.4%	0.6%	0.8%	1.0%	0.0%	0.0%	0.9%
5.4%	2.4%	1.6%	6.8%	2.8%	3.1%	6.5%	4.0%	5.6%	1.7%	3.4%
5.4%	27.2%	20.9%	30.0%	16.6%	21.3%	24.6%	24.1%	25.0%	18.3%	17.9%
83.8%	**69.6%**	**76.0%**	**60.1%**	**78.8%**	**73.8%**	**66.5%**	**68.8%**	**67.4%**	**78.3%**	**76.9%**
8.1%	0.8%	0.0%	2.2%	2.8%	1.9%	2.0%	3.0%	2.8%	2.6%	3.4%
0.0%	1.6%	2.3%	0.2%	1.6%	0.6%	2.4%	0.5%	1.4%	0.0%	0.0%
2.7%	8.9%	9.2%	7.2%	6.5%	3.1%	6.4%	8.0%	6.9%	9.5%	8.6%
27.0%	32.3%	37.4%	33.6%	31.3%	32.1%	31.7%	32.5%	26.9%	35.3%	35.3%
62.2%	**56.5%**	**51.1%**	**56.8%**	**57.7%**	**62.3%**	**57.4%**	**56.0%**	**62.1%**	**52.6%**	**52.6%**

TABLE F4
CONTINUED

		BROAD FIELD OF STUDY							
		Arts & humanities	Biological & agricultural sciences	Business	Education	Engineering	Health sciences	Mathematical & computer sciences	Physical & earth sciences
Dependability	Not important/ Not considered	2.4%	1.1%	0.0%	3.6%	0.0%	0.0%	14.0%	3.9%
	Slightly important	1.6%	0.0%	0.0%	0.0%	4.5%	0.0%	0.0%	0.0%
	Moderately important	7.3%	5.6%	5.6%	5.8%	7.6%	2.0%	9.3%	7.8%
	Important	25.8%	28.9%	23.9%	21.0%	21.2%	22.3%	39.5%	17.6%
	Very important	**62.9%**	**64.4%**	**70.4%**	**69.6%**	**66.7%**	**75.7%**	**37.2%**	**70.6%**
Integrity	Not important/ Not considered	3.2%	2.2%	0.0%	2.9%	0.0%	0.0%	11.4%	3.9%
	Slightly important	0.8%	0.0%	0.0%	0.0%	4.7%	0.0%	0.0%	0.0%
	Moderately important	10.5%	4.4%	1.4%	5.1%	6.3%	4.1%	9.1%	9.8%
	Important	29.0%	35.2%	26.1%	22.6%	26.6%	12.8%	34.1%	21.6%
	Very important	**56.5%**	**58.2%**	**72.5%**	**69.3%**	**62.5%**	**83.1%**	**45.5%**	**64.7%**
Leadership	Not important/ Not considered	5.8%	2.2%	0.0%	3.7%	3.1%	0.7%	16.3%	6.0%
	Slightly important	5.0%	12.4%	0.0%	3.0%	4.6%	2.7%	9.3%	6.0%
	Moderately important	28.1%	16.9%	15.5%	14.2%	24.6%	18.1%	20.9%	28.0%
	Important	34.7%	42.7%	36.6%	35.1%	40.0%	41.6%	34.9%	38.0%
	Very important	**26.4%**	**25.8%**	**47.9%**	**44.0%**	**27.7%**	**36.9%**	**18.6%**	**22.0%**
Social orientation	Not important/ Not considered	9.6%	32.5%	5.7%	10.5%	30.5%	12.9%	35.9%	27.3%
	Slightly important	16.5%	6.5%	8.6%	0.8%	11.9%	4.3%	7.7%	18.2%
	Moderately important	20.0%	31.2%	28.6%	15.3%	20.3%	20.9%	23.1%	18.2%
	Important	34.8%	19.5%	35.7%	39.5%	28.8%	36.7%	23.1%	27.3%
	Very important	**19.1%**	**10.4%**	**21.4%**	**33.9%**	**8.5%**	**25.2%**	**10.3%**	**9.1%**
Creativity	Not important/ Not considered	3.3%	1.1%	1.4%	5.9%	1.6%	4.0%	15.9%	2.0%
	Slightly important	3.3%	2.2%	4.2%	4.4%	3.1%	5.3%	0.0%	4.1%
	Moderately important	21.1%	24.2%	29.6%	20.6%	17.2%	24.0%	25.0%	22.4%
	Important	26.8%	39.6%	43.7%	38.2%	46.9%	43.3%	38.6%	30.6%
	Very important	**45.5%**	**33.0%**	**21.1%**	**30.9%**	**31.3%**	**23.3%**	**20.5%**	**40.8%**

			PROGRAM FOCUS		FALL 2017 APPLICATION VOLUME					
Public administration & services	Social & behavioral sciences	Other fields	Research Focused	Professional Focused	Less than or equal to 10	11 to 25	26 to 50	51 to 100	101 to 200	More than 200
5.4%	0.0%	0.8%	1.9%	2.1%	1.3%	2.4%	2.0%	2.1%	3.5%	0.9%
0.0%	2.4%	0.8%	1.0%	0.7%	1.3%	1.2%	0.5%	1.4%	0.0%	0.9%
5.4%	7.1%	1.6%	7.3%	4.1%	3.8%	9.6%	2.5%	6.2%	3.5%	3.5%
16.2%	24.6%	31.0%	28.1%	21.5%	22.5%	24.9%	28.6%	22.8%	21.9%	21.7%
73.0%	**65.9%**	**65.9%**	**61.7%**	**71.6%**	**71.3%**	**61.8%**	**66.3%**	**67.6%**	**71.1%**	**73.0%**
5.6%	0.0%	0.8%	1.9%	2.1%	1.3%	2.4%	1.5%	2.8%	3.5%	0.9%
2.8%	0.0%	3.1%	0.7%	1.1%	0.6%	1.2%	1.0%	0.0%	1.8%	0.9%
2.8%	5.6%	2.3%	7.3%	3.7%	5.0%	7.3%	5.1%	4.9%	2.6%	3.5%
13.9%	28.8%	23.4%	32.0%	18.1%	24.4%	25.6%	32.3%	25.2%	16.7%	13.0%
75.0%	**65.6%**	**70.3%**	**58.0%**	**74.9%**	**68.8%**	**63.4%**	**60.1%**	**67.1%**	**75.4%**	**81.7%**
5.4%	2.4%	2.3%	4.2%	3.0%	3.8%	3.7%	2.5%	5.6%	3.5%	1.7%
5.4%	7.9%	6.2%	7.6%	3.9%	5.0%	6.6%	6.6%	2.1%	3.5%	7.8%
16.2%	27.8%	20.9%	22.8%	19.5%	21.9%	21.4%	20.8%	18.9%	22.8%	20.7%
24.3%	44.4%	42.6%	43.1%	35.3%	40.6%	39.9%	41.1%	37.1%	38.6%	31.9%
48.6%	**17.5%**	**27.9%**	**22.3%**	**38.2%**	**28.8%**	**28.4%**	**28.9%**	**36.4%**	**31.6%**	**37.9%**
11.1%	18.1%	11.8%	21.1%	13.5%	12.0%	20.4%	16.2%	17.8%	14.4%	17.7%
8.3%	8.6%	9.2%	12.1%	6.4%	9.3%	10.4%	9.5%	6.2%	7.2%	7.1%
11.1%	25.0%	26.9%	26.3%	19.6%	21.3%	22.6%	22.9%	23.3%	24.3%	17.7%
41.7%	31.0%	29.4%	27.4%	34.6%	38.7%	30.3%	31.3%	34.1%	31.5%	23.9%
27.8%	**17.2%**	**22.7%**	**13.2%**	**26.0%**	**18.7%**	**16.3%**	**20.1%**	**18.6%**	**22.5%**	**33.6%**
5.4%	3.2%	0.8%	2.2%	4.6%	3.8%	5.2%	2.5%	2.8%	2.6%	3.4%
5.4%	11.2%	8.5%	4.4%	5.7%	3.8%	7.7%	1.0%	6.9%	6.1%	6.9%
21.6%	20.8%	17.7%	20.1%	23.2%	15.7%	22.6%	20.1%	27.1%	16.7%	30.2%
35.1%	43.2%	43.8%	40.3%	38.9%	35.8%	40.3%	44.7%	36.8%	46.5%	30.2%
32.4%	**21.6%**	**29.2%**	**33.0%**	**27.6%**	**40.9%**	**24.2%**	**31.7%**	**26.4%**	**28.1%**	**29.3%**

TABLE F5: Application Materials Used to Weigh Attributes & Qualities

	Academic Transcripts	Upper Division GPA	*GRE*® or *GMAT*® Scores	Resume or CV	Personal Statements	Letters of Recommendation	Other Application Materials
Past academic performance	99.9%	66.8%	52.4%	42.3%	49.3%	70.3%	12.9%
Past research experience	21.9%	5.3%	1.6%	72.0%	73.9%	73.8%	16.4%
Past work experience	3.3%	1.2%	.8%	83.0%	65.5%	71.0%	9.2%
Critical thinking ability	40.8%	24.2%	34.9%	15.0%	61.6%	70.3%	19.2%
Analytical thinking ability	46.9%	25.3%	45.3%	15.7%	54.7%	67.2%	18.9%
Written communication skill	24.5%	10.0%	29.9%	31.6%	88.8%	46.9%	22.4%
Oral communication skill	14.3%	5.5%	9.8%	15.8%	28.5%	69.8%	33.2%
Collegiality, collaboration, cooperation	3.0%	1.1%	.6%	24.5%	53.7%	89.0%	13.2%
Concern for others	1.5%	.7%	.4%	19.1%	70.0%	82.9%	14.0%
Curiosity	10.8%	3.3%	1.3%	20.3%	78.8%	77.0%	18.8%
Creativity	17.0%	2.6%	.7%	32.4%	74.3%	75.1%	21.7%
Multicultural competency	60.0%	28.0%	8.9%	48.1%	70.0%	69.0%	19.1%
Knowledge of the discipline/ profession	22.4%	9.5%	3.7%	21.4%	47.2%	81.9%	12.9%
Time management	16.8%	8.1%	6.3%	17.5%	49.0%	84.9%	13.3%
Ability to work under stress	5.8%	2.9%	1.2%	16.9%	59.0%	86.9%	14.3%
Adaptability/ flexibility	6.7%	2.8%	1.1%	34.7%	61.3%	87.5%	16.2%
Professionalism	25.7%	11.3%	4.2%	22.1%	61.0%	85.0%	12.8%
Persistence	8.1%	4.4%	1.2%	15.9%	43.2%	91.5%	10.2%
Dependability	5.6%	2.2%	1.6%	13.2%	47.5%	91.0%	12.1%
Integrity	4.4%	1.6%	.7%	49.5%	60.7%	87.3%	12.1%
Leadership	2.2%	.8%	.6%	22.2%	66.6%	72.8%	19.1%
Social orientation	8.2%	3.1%	1.8%	26.2%	76.5%	78.1%	22.7%

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