



**“Journey to a more holistic admissions  
review process by implementing an  
evaluation rubric”**

Session 2, 10:50 a.m. – 11:50 a.m.  
Ohio Union Rosa M. Ailabouni Room

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- This presentation is a reflection on the journey of the working in Physics Graduate Program at Ohio State from 2012 to 2018 moving to a more holistic review process for domestic applicants with the end goal of increasing diversity in the program.
- Through using a rubric as part of the applicant evaluation, this has helped to make for a more comprehensive and consistent review process of the program's applicants.
- During this presentation, I will discuss key takeaways from my own personal experience working with graduate admissions.



Many students already face barriers to graduate admission because of their gender, ethnicity, sexual orientation and economic status and the old methods of applicant evaluation make it easy to overlook a good applicant because of their lower GPA and/or GRE scores.

Change is difficult so the process of improving an admission review process is often seen as a barrier to making any changes, but those old arguments hurt the students and the programs, though the programs may not even realize it.

Handouts:

- Counsel on Graduate Students (CGS) Resources on Holistic File Review (*from Seminar 11/2016 presented by Profs. Posselt and Miller*)
- ETS "Connecting Graduate Admissions Practice with Goals"
- 29 Non-Cognitive skills to rate or rank (*provided by INCLUDES program*)
- Sample rubric (*Developed by OSU Physics Dept.*)



A journey of a thousand miles begins with a single step.

Admissions Data example

|                             |         |
|-----------------------------|---------|
| # of applicants             | 400     |
| App Form                    | 400     |
| Resume                      | 400     |
| Personal Statement          | 400     |
| Transcripts                 | 600-800 |
| 3 letters of recommendation | 1200    |
| GRE Scores                  | 550     |
| GPA                         | 400     |



| NAME_FIR | NAME_MID | NAME_LA | OSUGRAD- | AD- | OSUGR | BIRTH_D   | TIZEN_ | GENDE | COUNT | OSU_ET | OSU_GRA | OSU_GRA | OSU_GRA | OSU_GRA | OSU_GRA | COLLEGE_NAME.1 |
|----------|----------|---------|----------|-----|-------|-----------|--------|-------|-------|--------|---------|---------|---------|---------|---------|----------------|
| ST       | DLE      | ST      | _DISPLAY | RM  | N2    | ATE       | FLAG   | R     | RY    | HNIC   | _YN     | E_DL    | K_DL    | N_DL    | DL      |                |
|          |          |         |          |     |       | x/xx/xxxx | INT    | M     |       |        |         |         |         |         |         |                |
|          |          |         |          |     |       | x/xx/xxxx | INT    | M     |       |        |         |         |         |         |         |                |
|          |          |         |          |     |       | x/xx/xxxx | DOM    | M     |       |        |         |         |         |         |         |                |
|          |          |         |          |     |       | x/xx/xxxx | DOM    | F     |       |        |         |         |         |         |         |                |
|          |          |         |          |     |       | x/xx/xxxx | DOM    | M     |       |        |         |         |         |         |         |                |

| OSU_UG_G | OSU_GPA | OSU_GRA | OSU_GRA | OSU_GRA        | OSU_GRA | GRE_P        | GRE_G | GRE_G | GRE_G | GRE_G | OSU_G | OSU_G     | OSU_G | OSU_G | OSU_G          | GRE_S |       |       |       |       |    |
|----------|---------|---------|---------|----------------|---------|--------------|-------|-------|-------|-------|-------|-----------|-------|-------|----------------|-------|-------|-------|-------|-------|----|
| PA       | ALE     | _GPA    | E       | OSU_GRA        | OSU_GRA | LAN_T        | OSU_G | EN_VE | RBAL_ | EN_Q  | UANT_ | ALYTICAL_ | AL_PE | OSU_G | RE_SU          | OSU_  | OSU_G | GRE_S | UBJEC | T_PER |    |
| PA       | ALE     | _GPA    | E       | OSU_GRA        | OSU_GRA | LAN_T        | OSU_G | EN_VE | RBAL_ | EN_Q  | UANT_ | ALYTICAL_ | AL_PE | OSU_G | RE_SU          | OSU_  | OSU_G | GRE_S | UBJEC | T_PER |    |
| 3.898    | 4       | 3.37    | 4       | I took the GRE | 4       | General Test |       |       | 148   | 40    | 164   | 91        | 4     | 48    | I took the GRE |       |       | PHYS  |       | 880   | 84 |
| 2.82     | 4       | 4       | 4       | I took the GRE | 4       | General Test |       |       | 510   | 64    | 790   | 91        | 4.5   | 72    | I took the GRE |       |       | PHYS  |       | 850   | 80 |
| 3.19     | 4       | 4.49    | 5       | I took the GRE | 5       | General Test |       |       | 720   | 98    | 780   | 88        | 5.5   | 96    | I took the GRE |       |       | PHYS  |       | 710   | 57 |
| 70.6     | 100     |         | 4       | I took the GRE | 4       | General Test |       |       | 290   | 5     | 560   | 40        | 2     | 1     | I took the GRE |       |       | PHYS  |       | 450   | 3  |
| 3.295    | 4       |         | 4       | I took the GRE | 4       | General Test |       |       | 149   | 42    | 160   | 84        | 4.5   | 72    | I took the GRE |       |       | PHYS  |       | 590   | 29 |



Ver 2013

|               |          |                |   |
|---------------|----------|----------------|---|
| Review Date   |          | Reviewer       |   |
| Review Status | Complete | Recommendation | 2 |

|                              |         |                  |  |
|------------------------------|---------|------------------|--|
| Name & App ID #              |         | Reviewer's Input |  |
| Region/Gender/Ethnicity Flag | DOM     |                  |  |
| School UG1                   | College |                  |  |
| UG GPA                       | 3.517/4 |                  |  |
| Trnsript 1                   | y       |                  |  |
| School 2                     |         |                  |  |
| Grad GPA                     | /       |                  |  |
| Transcript 2                 |         |                  |  |
| Reviewer                     |         |                  |  |
| Area of interest             |         |                  |  |
| Committee Review Notes       |         |                  |  |
| Action Notes                 |         |                  |  |
| Committee Decision           | 2       |                  |  |

|              |     |               |               |
|--------------|-----|---------------|---------------|
| Publications | Num | Self-reported | SIS Confirmed |
| Published    | 3   | Scores        | Score Rank    |
| In Review    |     | GRE_V         | 80            |
| In Prep.     |     | GRE_Q         | 86            |
| Awards       |     | GRE_AW        | 92            |
| Scholarships |     | RE_V&QTotal   | 83 0          |
|              |     | TOEFL         | Speak Total   |

|  |   |                    |     |
|--|---|--------------------|-----|
| Fellowship Exceptions                                    | 1 | Reviewer Confirmed | 1   |
| Can you write a strong Fellowship Recommendation Letter? |   |                    | Yes |

|           |      |         |     |        |
|-----------|------|---------|-----|--------|
| Letters   | Rank | Teacher | or  | quotes |
| Letter #1 |      | 0       | Yes | No     |
| Letter #2 |      | Yes     | 0   | Yes    |
| Letter #3 |      | 0       | Yes | Yes    |

Transcript Notes  
Probably about

Personal Statement  
samples which have not come, so doesn't have much experience

|  |       |                    |       |            |      |         |         |                 |                 |
|--|-------|--------------------|-------|------------|------|---------|---------|-----------------|-----------------|
| Letter #1  | Recvd | missing or problem | Name: | Universite | Rank | Top 5%  | Teacher | ResearchAdvisor | Yes             |
| Good quotes for Fellowship Nomination Letter? (Yes or No) No   |       |                    |       |            |      |         |         |                 |                 |
| enthusiastic, proactive and gives excellent talks. "   |       |                    |       |            |      |         |         |                 |                 |
| Letter #2  | y     |                    | Name: | College    | Rank | Top 10% | Teacher | Yes             | ResearchAdvisor |
| Good quotes for Fellowship Nomination Letter? (Yes or No) Yes  |       |                    |       |            |      |         |         |                 |                 |
| book."   |       |                    |       |            |      |         |         |                 |                 |
| Letter #3  | y     |                    | Name: |            | Rank | Top 10% | Teacher | ResearchAdvisor | Yes             |
| Good quotes for Fellowship Nomination Letter? (Yes or No) Yes  |       |                    |       |            |      |         |         |                 |                 |
| I see her as more capable that the average Stanford graduate student. I fully expect Carola to become a superb teacher and research scientist. In fact, she has already done so. She is a very capable and hard working student and a very capable and hard working student. She is a very capable and hard working student and a very capable and hard working student. |       |                    |       |            |      |         |         |                 |                 |

General Notes



Example of an applicant from the AU 20xx applicant pool

| Name & App ID #              |            | Publications     | Num  | Self-reported |                    | SIS Confirmed |       |      |
|------------------------------|------------|------------------|--|---------------|--------------------|---------------|-------|------|
| Region/Gender/Ethnicity Flag | DOM        | Reviewer's Input | Published  | Scores        | Score              | Rank          | Score | Rank |
| School UG1                   | University |                  | In Review  | GRE_V         |                    | 61            |       |      |
| UG GPA                       | 2.84/4     |                  | In Prep.   | GRE_Q         |                    | 71            |       |      |
| Trnsrpt 1                    | y          |                  | Awards   | GRE_AW        |                    | 73            |       |      |
| School 2                     | University |                  | Scholarships   | GRE Phys      |                    | 69            |       | 69   |
| Grad GPA                     | 3.75/4     |                  |  | GRE_V&QTotal  |                    | 66            |       | 0    |
| Trnsrpt 2                    | y          |                  |  | TOEFL         | Speak              |               | Total |      |
| Reviewer                     |            |                  |  |               |                    |               |       |      |
| Area of interest             |            |                  |  |               |                    |               |       |      |
| Committee Review Notes       |            |                  | Fellowship Exceptio                                      | 2             | Reviewer Confirmed |               |       |      |
| Action Notes                 |            |                  | Can you write a strong Fellowship Recommendation Letter? |               |                    |               |       |      |
| Committee Decision           |            |                  |  |               |                    |               |       |      |

Did anything on here predict that this student would perform in our program with a 4.0 GPA and win a Fellowship for research?



ENHANCING DIVERSITY IN PHYSICS GRADUATE EDUCATION

***OSU Physics submits proposal in February 2013  
Spring 2013 OSU Physics awarded APS NSF grant***

From Proposal: The Ohio State University Physics Department will establish a **Physics M.S. Transitional Bridge Program (OSU-BP)** to enhance the diversity of qualified applicants to physics Ph.D. programs at OSU and at other universities. The OSU-BP will be structured as a two-year transitional M.S. program for students with B.S. or B.A. degrees who show strong promise for research, but who are not ready to directly enter a Physics Ph.D. program.

*Program to start Autumn 2013*





|                         |          |           |       |   |                         |                               |
|-------------------------|----------|-----------|-------|---|-------------------------|-------------------------------|
| Review Date:            |          | Reviewer: |       | <b>ver 2015</b>   | Alt Reviewer Last Name: |                               |
| Reviewer Recommendation |          | 5         |       | Can you write a strong Fellowship Letter of Recommendation if eligible? |                         | maybe                         |
| Review Status:          | Complete |           |       | Fellowship Exceptions:  | 0                       |                               |
| Applicant Info          |          |           | AppID | CITZ  | DOM                     |                               |
| Undergrad Inst:         |          |           |       | DEGREES   | BS                      | Self UG GPA/Scale: 3.98 / 4.0 |
| 2nd+ UG Inst:           |          |           |       |   |                         |                               |
| Graduate Inst:          |          |           |       |   |                         | Self Grad GPA/scale:          |

|                |        |       |           |          |         |      |       |
|----------------|--------|-------|-----------|----------|---------|------|-------|
| GRE score / %: | Verbal | Quant | Anal/Writ | Q+V%/200 | Physics | OEFL | Speak |
|                | 93     | 98    | 87        | 0.925    | 76      |      | Total |

|                         |                  |   |   |   |   |   |   |   |   |                         |   |   |   |   |   |   |   |   |
|-------------------------|------------------|---|---|---|---|---|---|---|---|-------------------------|---|---|---|---|---|---|---|---|
| Areas of Interest:      | Condensed matter |   |   |   |   |   |   |   |   |                         |   |   |   |   |   |   |   |   |
|                         | A                | B | C | D | E | F | G | H | I | J                       | K | L | M | N | O | P | Q | R |
| Committee Decision      |                  |   | 3 |   |   |   |   |   |   | 5                       |   |   |   | 0 |   |   |   |   |
| Committee Review Notes: | [Redacted]       |   |   |   |   |   |   |   |   |                         |   |   |   |   |   |   |   |   |
| Reviewer Action Notes:  | [Redacted]       |   |   |   |   |   |   |   |   | Committee Action Notes: |   |   |   |   |   |   |   |   |

|                     |                         |            |            |
|---------------------|-------------------------|------------|------------|
| Publications Y/N:   | N                       | Pub Notes: | [Redacted] |
| Transcript Notes:   | [Redacted]              |            |            |
| Personal Statement: | Did REU with [Redacted] |            |            |
| General Notes:      | [Redacted]              |            |            |

|                 |            |        |            |                     |            |        |            |
|-----------------|------------|--------|------------|---------------------|------------|--------|------------|
| LOR 1 LastName: | [Redacted] | Inst:  | [Redacted] | Relationship        | teacher    |        |            |
| SummaryEval%    | 5%         | Recmnd | strongly   | Perfm Potential Y/N | y          | email: | [Redacted] |
| LOR 1 Comments  | [Redacted] |        |            |                     |            |        |            |
| LOR 2 LastName: | [Redacted] | Inst:  | [Redacted] | Relationship        | [Redacted] |        |            |
| SummaryEval%    | 5%         | Recmnd | strongly   | Perfm Potential Y/N | y          | email: | [Redacted] |
| LOR 2 Comments  | [Redacted] |        |            |                     |            |        |            |



What do STEM faculty want?

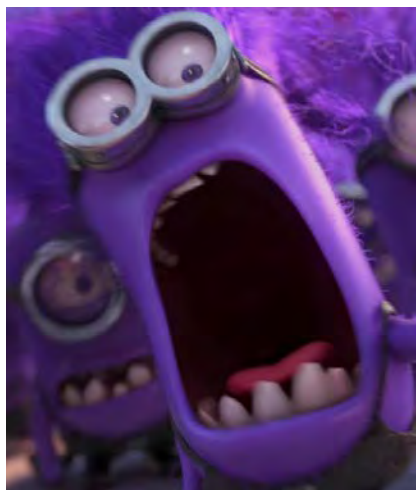
-DATA!

How much data?

-As much as they can get!

When do they want it?

-All at once for any random sampling  
of your applicant pool!





Is more data the answer?

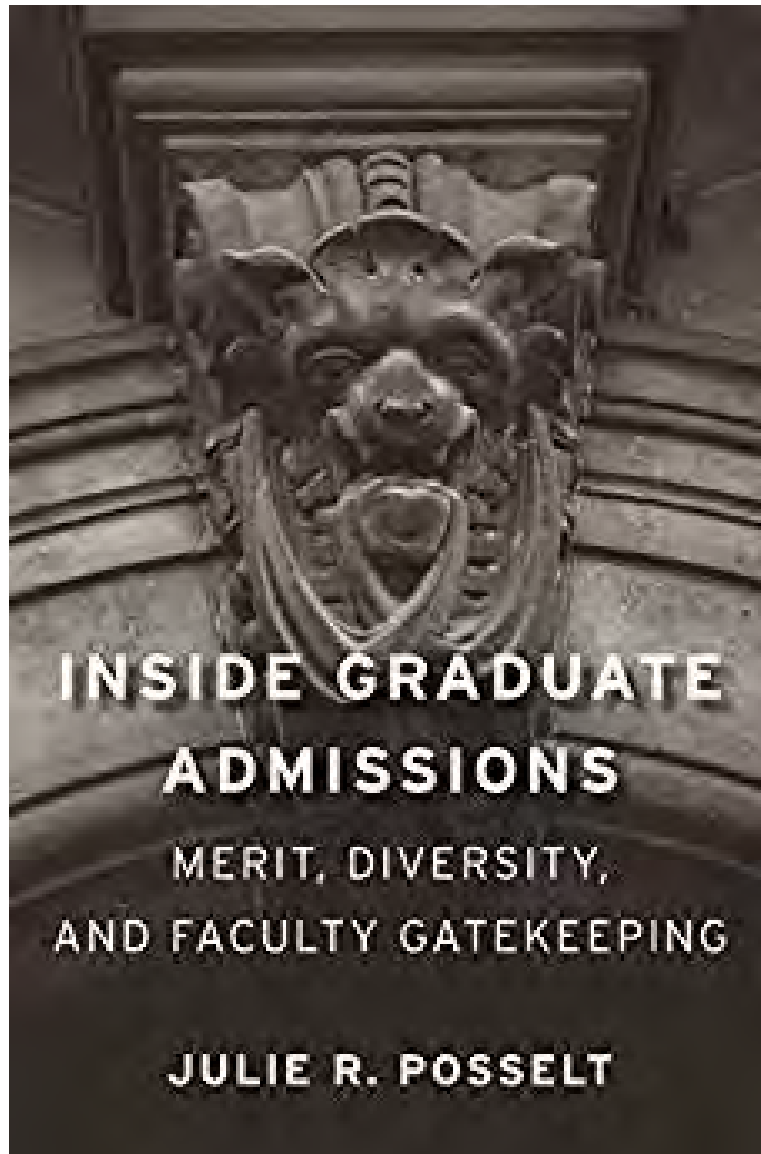
Can you compare all applicants against each other?

Do GRE scores indicate any sort of ability?



# Prepare to shift your paradigm!





Amazon

- Kindle \$18.95
- [Hardcover \\$30.53](#)
- [Paperback \\$19.95](#)

Author spoke at a Physics Colloquium  
November 2016



**Public Workshop: “Enhancing Diversity in STEM Graduate Education through Admissions Practices” - Nov. 7, 3 to 5pm, Smith Seminar Room**

– Profs. Julie Posselt (USC) and Casey Miller (RIT).

***Open to all – those involved with graduate admissions are particularly encouraged to attend.***

The National Academies have suggested that increasing diversity in Science, Technology, Engineering, and Math will be critical to the future competitiveness of the US in these areas [1], and the National Science Foundation (NSF) [2], the American Physical Society (APS), and many other organizations are taking this seriously. This workshop is the result of a grant to APS through NSF’s INCLUDES (Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science) initiative [3, 4], which aims to create a national network for access and inclusion in STEM graduate education.

In this workshop, two members of the PI team (Posselt and Miller) will discuss opportunities that may help increase the enrollment and retention of women and students of color. It will focus, in particular, on current research related to enhancing diversity through graduate admissions policies and practices [5, 6, 7, 8], and employing key evidence-based features of successful Bridge Programs into graduate programs [9]. We will conclude by discussing non-cognitive competencies and their role in student selection processes [10].



## References

- [1] National Academy of Sciences, National Academy of Engineering, and Institute of Medicine, *“Expanding Underrepresented Minority Participation: America’s Science and Technology Talent at the Crossroads,”* The National Academies Press (2011); [http://www.nap.edu/openbook.php?record\\_id=12984](http://www.nap.edu/openbook.php?record_id=12984)
- [2] Joan Ferrini-Mundy, *“Driven by Diversity,”* Science 340, 278 (2013).
- [3] <https://www.nsf.gov/pubs/2016/nsf16048/nsf16048.jsp>
- [4] [https://nsf.gov/awardsearch/showAward?AWD\\_ID=1649297](https://nsf.gov/awardsearch/showAward?AWD_ID=1649297)
- [5] Casey W. Miller, *“Admissions Criteria and Diversity in Graduate School,”* APS News, The Back Page, February 2013. <http://www.aps.org/publications/apsnews/201302/backpage.cfm>
- [6] Casey W. Miller and K. G. Stassun, *“A test that fails,”* Nature **510**, 303-304 (11 June 2014) | doi:10.1038/nj7504-303a
- [7] Posselt, J. R. (2016). *Inside graduate admissions: Merit, diversity, and faculty gatekeeping.* Harvard University Press.
- [8] Posselt, J. R., Reyes, K. A., Slay, K., Kamimura, A., & Porter, K. (in press). *“Equity efforts as boundary work: How symbolic and social boundaries shape access and inclusion in graduate education.”* Teachers College Record.
- [9] Stassun, K.G., Sturm, S., Holley-Bockelmann, K., Burger, A., Ernst, D., & Webb, D., *“The Fisk-Vanderbilt Masters-to-PhD Bridge Program: Broadening Participation of Underrepresented Minorities in the Physical Sciences. Recognizing, enlisting, and cultivating ‘unrealized or unrecognized potential’ in students,”* American Journal of Physics 79, 374 (2011).
- [10] Casey W. Miller, *“Using Non-Cognitive Assessments in Graduate Admissions to Select Better Students and Increase Diversity,”* STATUS, p1, January (2015) [http://www.aas.org/cswa/status/Status2015\\_Jan\\_s.pdf](http://www.aas.org/cswa/status/Status2015_Jan_s.pdf)



## CGS Resources on Holistic File Review

- Findings from the International Graduate Admissions Survey (CGS, 2007-2014)
    - <http://cgsnet.org/benchmarking/international-graduate-admissions-survey>
  - Graduate Enrollment and Degrees: 2003 to 2013 (Allum, 2014)
    - [http://cgsnet.org/ckfinder/userfiles/files/GED\\_report\\_2013.pdf](http://cgsnet.org/ckfinder/userfiles/files/GED_report_2013.pdf)
  - Toward Inclusive Excellence in Graduate Education: Constructing Merit and Diversity in PhD Admissions (Posselt, J., 2014)
    - <http://www.jstor.org/discover/10.1086/676910?uid=3739936&uid=2129&uid=2&uid=70&uid=4&uid=3739256&sid=21104989177073>
  - What does performance in graduate school predict? Graduate Economics Education and Student Outcomes (Athey, Katz, Krueger, Levitt, & Poterba, 2007)
    - <http://pricetheory.uchicago.edu/levitt/Papers/graduate%20schol.pdf>
  - The Case for Noncognitive Assessments (Kyllonen, P. C., 2005)
    - [http://www.ets.org/Media/Research/pdf/RD\\_Connections3.pdf](http://www.ets.org/Media/Research/pdf/RD_Connections3.pdf)
  - Why We Should Use Noncognitive Variables with Graduate and Professional Students (Sedlacek, W., 2004)
    - <http://williamsedlacek.info/publications/articles/why1.pdf>
- (more listed on your handout)





# Noncognitive variables

## Grit factors

## Bias

## Holistic Review



| Non Cognitive ratings  |    | Critical for success in your program? | Duplicate your answers here; please |  |
|--|----|---------------------------------------|-------------------------------------|--|
|  |    | 0 = no; 1 = yes                       |                                     |  |
| Recognizing one's emotions and their effects.  | 1  |                                       | 1                                   |  |
| Knowing one's strengths and limits.  | 2  |                                       | 2                                   |  |
| A strong sense of one's self-worth and capabilities.   | 3  |                                       | 3                                   |  |
| Keeping disruptive emotions and impulses in check.   | 4  |                                       | 4                                   |  |
| Flexibility in handling change.  | 5  |                                       | 5                                   |  |
| Striving to improve or meeting a standard of excellence.   | 6  |                                       | 6                                   |  |
| Readiness to act on opportunities.   | 7  |                                       | 7                                   |  |
| Persistence in pursuing goals despite obstacles and setbacks.                                    | 8  |                                       | 8                                   |  |
| Maintaining integrity.   | 9  |                                       | 9                                   |  |
| Taking responsibility for personal performance.  | 10 |                                       | 10                                  |  |
| Sensing others' feelings and perspectives, and taking an active interest in their concerns.      | 11 |                                       | 11                                  |  |
| Reading a group's emotional currents and power relationships.                                    | 12 |                                       | 12                                  |  |
| Anticipating, recognizing, and meeting customers' needs.   | 13 |                                       | 13                                  |  |
| Respecting and relating well to people from varied backgrounds.                                  | 14 |                                       | 14                                  |  |
| Sensing others' development needs and bolstering their abilities.                                | 15 |                                       | 15                                  |  |
| Inspiring and guiding individuals and groups.  | 16 |                                       | 16                                  |  |
| Initiating or managing change.   | 17 |                                       | 17                                  |  |
| Wielding effective tactics for persuasion.   | 18 |                                       | 18                                  |  |
| Negotiating and resolving disagreements.   | 19 |                                       | 19                                  |  |
| Listening openly and sending convincing messages.  | 20 |                                       | 20                                  |  |
| Nurturing instrumental relationships.  | 21 |                                       | 21                                  |  |
| Working with others toward shared goals and creating group synergy in pursuing collective goals. | 22 |                                       | 22                                  |  |
| Expressing confidence in ability to complete challenging goals.                                  | 23 |                                       | 23                                  |  |
| Accurately assessing strengths and weaknesses, and working on self-development.                  | 24 |                                       | 24                                  |  |
| Deferring gratification.   | 25 |                                       | 25                                  |  |
| Existence of a professional support network.   | 26 |                                       | 26                                  |  |
| Involvement and leadership in academics, family, community, or athletics.                        | 27 |                                       | 27                                  |  |
| Engaged in and learned from intellectual independent research or extramurals.                    | 28 |                                       | 28                                  |  |
| Ability to successfully cope with obstacles or failure.  | 29 |                                       | 29                                  |  |



**Non Cog List – abbreviated**

Accurate Self-Assessment: Knowing one's strengths and limits.

Self-Confidence: A strong sense of one's self-worth and capabilities.

Emotional Self-Control: Keeping disruptive emotions and impulses in check.

Adaptability: Flexibility in handling change.

Initiative: Readiness to act on opportunities.

Optimism: Persistence in pursuing goals despite obstacles and setbacks.

Trustworthiness: Maintaining integrity.

Conflict Management: Negotiating and resolving disagreements.

Communication: Listening openly and sending convincing messages.

Teamwork and Collaboration: Working with others toward shared goals and creating group synergy in pursuing collective goals.

Positive Self-Concept: Expressing confidence in ability to complete challenging goals.

Realistic Self-Appraisal: Accurately assessing strengths and weaknesses, and working on self- 25

Preference for long vs short term goals: Deferring gratification.

Knowledge in a field/non-traditional learning: Engaged in and learned from intellectual independent research or extramural.

Perseverance: Ability to successfully cope with obstacles or failure.



| Non-Cognitive Competency                                  | Discipline-specific examples |        |     |
|---|------------------------------|--------|-----|
|   | High                         | Medium | Low |
|   |                              |        |     |
|   |                              |        |     |
| <u>Conscientiousness</u>                                  |                              |        |     |
| Taking responsibility for personal performance.           |                              |        |     |
| <u>Adaptability</u>                                       |                              |        |     |
| Flexibility in handling change.                           |                              |        |     |
| <u>Achievement Orientation</u>                            |                              |        |     |
| Striving to improve or meeting a standard of excellence.  |                              |        |     |
| <u>Initiative</u>   |                              |        |     |
| Readiness to act on opportunities.                        |                              |        |     |
| <u>Optimism</u>   |                              |        |     |
| Persistence in pursuing goals despite obstacles/setbacks. |                              |        |     |



# Holistic Admissions Strategies for a Stronger Graduate Program

As part of a research effort to learn more about graduate admissions practices and holistic file review, ETS and the *GRE*® Program, with the support of the GRE Board, interviewed faculty and staff involved in admissions at 58 programs across the United States. As interview participants reflected on their experience, many said that our questions prompted them to consider and discuss issues they hadn't before. In response, we created ***Connecting Graduate Admissions Practices with Goals: Questions to Consider***, a discussion guide to support faculty and administrators who are interested in having the same kind of thoughtful engagement about graduate admissions practices on their own campuses.

<http://holisticadmissions.org/>



**My brain is like the  
Bermuda  
triangle.  
information  
goes in and  
then it's  
never found again..**





# *Physics Graduate Admissions for Autumn 2017*

- Introduction of a rubric*
- Hid subject test score*
- Returned to using a flag*
- Introduction of Diversity Statement*



| Rubric Category       | High (2)   | Medium (1)  | Low (0)  |
|-----------------------|--|---|--|
| Academic Preparation  | Attended strong physics UG program, has taken 1 or more terms of all core subjects, with ave GPA _____   | Attended strong UG program, but has medium GPA in core subjects _____ or is missing 1 or more core subjects, OR attended weaker program but with strong GPA ( _____ ) in core subjects.                             | Attended weaker _____, with medium GPA _____ in core subjects, OR attended strong program but has low GPA ( _____ ) in core subjects, or is missing multiple core subjects |
| Research Experience   | Evidence of extended and strong research accomplishments/ experience, such as multiple experiences one multi-year experience with strong letter(s). Examples: papers, substantial presentations, posters, specific accomplishment (such as building a piece of equipment)                  | Some extended research experience, such as an REU, a solid senior project (supported by letter writer), 1 or 2 semesters of experience, but no significant accomplishments (for example, an internal presentation). | No substantive independent research experience   |
| Non Cogs              | Concrete evidence of one or more Evidence in Strong Grit: specific evidence of pushing through tough challenge. Achievement Orientation; Conscientiousness (Taking responsibility for personal performance); Leadership; Initiative; Deferring gratification; Adaptability; Communication. | Little or weak information on Non-Cogs  | Negative traits: Red flags in letters. Giving up easily, unrealistic self-evaluation   |
| Physics GRE score     | >= _____   | _____   | _____  |
| GRE Reg scores        | average of Verbal & Quant to be >= _____   | Ave(V&Q) >= _____   | neither condition  |
| Special Circumstances |  |   |  |





| Rubric Category       | Score | Justification/ comments   | Weight1 | Weight2 |
|-----------------------|-------|---|---------|---------|
| Academic Preparation  | 0     | Mostly E  | 25%     | 25%     |
| Research Experience   | 2     | 1 APS talk local talks. Extended work on<br>Says will present       | 25%     | 40%     |
| Non Cogs              | 2     | background. L work shows good determination and work ethic.         | 25%     | 25%     |
| GRE Physics score     | 1     |   | 12.5%   | 5.0%    |
| GRE regular scores    | 2     |   | 12.5%   | 5.0%    |
| Special Circumstances |       | Emphatic discussion that he wants to give back, helping people like |         |         |
| Option 1 Score:       | 1.4   |   |         |         |
| Option 2 Score:       | 1.5   |   | 100.0%  | 100.0%  |



|   |  |   |            |                          |                      |
|---|--|---|------------|--------------------------|----------------------|
| Review Date:  |  | Reviewer:   | Sch        | Alt Reviewer Last Name:  |                      |
| Reviewer Recommendation:                                      | 4  | Can you write a strong Fellowship Letter of Recommendation if eligible? |            |                          |                      |
| Review Status:  | Complete                                       | Fellowship Exceptions:  |            | 0                        |                      |
| Applicant Info:   | ID   | Flag:   | Y          | Yes                      | Diversity Statement? |
| Institutions attended ordered:                                |  | Degrees:  |            | Assoc Self UG GPA/Scale: | 3.4/4.0              |
| Institution(s) & Degree completed:                            |  | Confirmed:  |            | UG Quality: "1" or "2"   | 2                    |
| Degrees:  |  | Self Grad GPA/scale:  |            |                          |                      |
| This score was left blank & filled in during committee review |  |   |            |                          |                      |
| GRE Score   | Verbal   | Quant   | Anal/Writ  | Q+V%/200                 | Physi                |
| Score   | 166  | 163   | 4.5        |                          | 740                  |
| %   | 97   | 85  | 82         | 91                       | 59                   |
| TOEFL   |  |   |            |                          |                      |
| Speak   |  |   |            |                          |                      |
| Total   |  |   |            |                          |                      |
| Areas of Interest:  | AMO; Undec                                     |   |            |                          |                      |
|   | A  | B   | C          | D                        | E                    |
|   | F  | G   | H          | I                        | J                    |
|   | K  | L   | M          | N                        | O                    |
|   | P  | Q   |            |                          |                      |
| Committee Decision:   | 4  |   |            |                          |                      |
| Committee Review Notes:                                       | Maybe ask to help recruit?                     |   |            |                          |                      |
| Reviewer Action Notes:  |  | Committee Action Notes:   |            |                          |                      |
| Publications Y/N:   | N  | Pub N: Advisor expects a submission in 2017.                            |            |                          |                      |
| Transcript Notes:   | No 2nd quantum in Fall. Quantum was 2015 Fall. |   |            |                          |                      |
| Personal Statement:   | odeling and                                    |   |            |                          |                      |
| General Notes:  |  |   |            |                          |                      |
| LOR 1 Name & Title:   | Inst:  |   | UNIVERSITY | Relationship:            | Res                  |
| Summary Eval %:   | 10%  | ecmn  | strongly   | Perfm Potential Y/N      | ?                    |
| LOR 1 Comments:   |  |   |            |                          |                      |

| Quarters or Semesters? |     |       |     |
|------------------------|-----|-------|-----|
| QM                     | E&M | Class | Mec |
| A-                     | B   | B     | B-  |
|                        | B+  | B     | B   |
|                        |     |       |     |
|                        |     |       |     |
|                        |     |       |     |



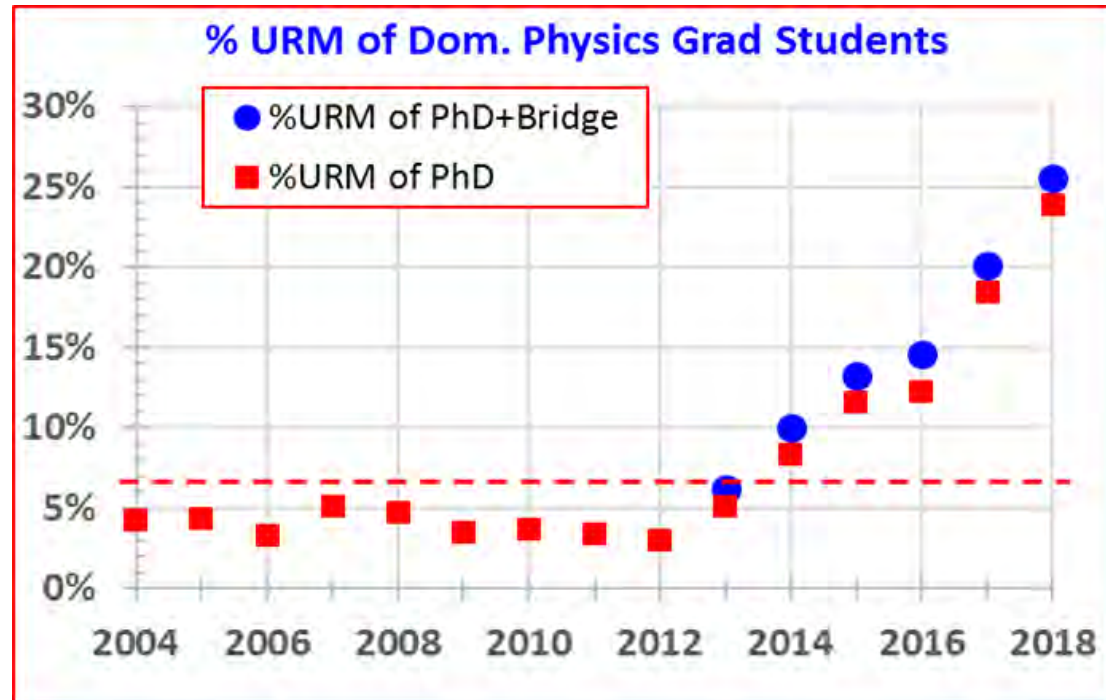
# *Admissions for Autumn 2018*

***-Used same rubric***

***-left blank the field for subject  
score***



# Results



*Removed data table removed from presentation that explains the numbers behind this graph*



# Thank you

## Acknowledgements & References:

American Physical Society (APS) Bridge Program (an NSF funded initiative)

APS Inclusive Graduate Education Network (IGEN)

NSF INCLUDES: A National Network for Access and Inclusion in Physics Graduate Education

Ohio State University Master's to PhD Bridge Program

Ohio State University Physics Department, Graduate Studies Office