More Than Just a Test Score:

Using non-cognitive factors to advise potential college-bound students

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Keep it Real Activity

• For this next activity we will need a volunteer 😊
  – Volunteer will be shown two cards with descriptors on them. Volunteer will choose what card they feel is MOST like them.

• For those observing, please make notes of any questions or comments that arise.
Dr. William E. Sedlacek

- Recommends research-based non-quantitative assessment for admissions and scholarships
- 8 Non-cognitive variables predict success for non-traditional students
- Can suggest developmental actions

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# Beyond the Big Test

## Table 4.1. Description of Noncognitive Variables

<table>
<thead>
<tr>
<th>Variable Number</th>
<th>Variable Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Positive self-concept</td>
<td>Demonstrates confidence, strength of character, determination, and independence</td>
</tr>
<tr>
<td>2</td>
<td>Realistic self-appraisal</td>
<td>Recognizes and accepts any strength and deficiencies, especially academic, and works hard at self-development; recognizes need to broaden his or her individuality.</td>
</tr>
<tr>
<td>3</td>
<td>Successfully handling the system (racism)</td>
<td>Exhibits a realistic view of the system on the basis of personal experience of racism; committed to improving the existing system; takes an assertive approach to dealing with existing wrongs, but is not hostile to society and is not a “cop-out”; able to handle racist system</td>
</tr>
<tr>
<td>4</td>
<td>Preference for long-term goals</td>
<td>Able to respond to deferred gratification; plans ahead and sets out goals</td>
</tr>
</tbody>
</table>
TABLE 4.1. DESCRIPTION OF NONCOGNITIVE VARIABLES.

<table>
<thead>
<tr>
<th>Variable Number</th>
<th>Variable Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Availability of strong support person</td>
<td>Seeks and takes advantage of a strong support network or has someone to turn to in a crisis or for encouragement</td>
</tr>
<tr>
<td>6</td>
<td>Leadership experience</td>
<td>Demonstrates strong leadership in any area of his or her background (church, sports, noneducational groups, gang leader, and so on)</td>
</tr>
<tr>
<td>7</td>
<td>Community involvement</td>
<td>Participates and is involved in his or her community</td>
</tr>
<tr>
<td>8</td>
<td>Knowledge acquired in a field</td>
<td>Acquires knowledge in a sustained culturally related way in any field</td>
</tr>
</tbody>
</table>
What This Means for Our Students

- Opportunity to increase awareness of key characteristics for admissions/scholarships
- Opportunity to encourage best preparation for success beyond grades and testing

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Making the Model Work for Us

- Wanted to help students identify the NCV’s in themselves
- Wanted to create something that was both student-friendly and easy to replicate
- Language was too formal for high school students to grasp

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Sedlacek’s Non-cognitive Variables

Successfully Handling the System (racism)

GEAR UP College Street Smarts

Work the System

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Sedlacek’s
Non-cognitive
Variables

Preference for
Long-term
Goals

GEAR UP
College Street
Smarts

Map Your Future

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Sedlacek’s Non-cognitive Variables

Availability of Strong Support Person

GEAR UP College Street Smarts

Recruit a Crew

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Sedlacek’s Non-cognitive Variables

Leadership Experience

GEAR UP College Street Smarts

Be a Leader

Tucson GEAR UP Project
Sedlacek’s Non-cognitive Variables → GEAR UP College Street Smarts

Community Involvement → Show Some Love

Tucson GEAR UP Project
Sedlacek’s Non-cognitive Variables

Knowledge Acquired in Field

GEAR UP College Street Smarts

Master Your Knowledge

Tucson GEAR UP Project
Making the Model Work for Us

- Wanted to help students identify the NCV’s in themselves
- Wanted to create something that was both student-friendly and easy to replicate
- Language was too formal for high school students to grasp
- Assessment Questionnaire/Scoring was daunting
Assessment Tool

Assessment

1. **BRUSH YOUR SHOULDER OFF.** Do you have confidence in your natural talents? Can you explain how your determination or good decisions helped you overcome a challenge? Before you can achieve it, you have to believe it!

**Questions/Statements to Consider:**
- How much education do you expect to get during your lifetime?
- About 50 percent of university students typically leave before receiving a degree. If this should happen to you, what will be the most likely cause?
- What are 3 things that you are proud of having done?
- When I believe strongly in something, I act on it.
- People can pretty easily change me even though I thought my mind was already made up on the subject.
- My high school grades don’t really reflect what I can do.

**Feedback:**

**Positive Evidence (+)**
- Student feels confident making it through graduation.
- Student makes positive statements about him/herself.
- Student expects to achieve goals and perform well academically.
- Student shows evidence of how goals will be achieved.
- Student links experiences with goals.
- Student assumes they can handle new situations or challenges.

**Negative Evidence (-)**
- Student appears to be avoiding new challenges situations.
- Student expressed reason(s) why they might not complete school/goals.
- Student expressed concerns that other students are better than they are.
- Student expects to have marginal grades.
- Student has trouble balancing personal and academic life.

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Assessment Tool

• Meant to be used with students during one-on-one interactions

• Not meant to be administered as a questionnaire or interview

• However, it could be tailored to be suit the needs of your student/school
GEAR UP
College Street Smart

Activities
- Identify Your Positive Traits
- Identifying Positive Traits in Your Peers
- Expanding on Positive Traits

Brush Your Shoulder Off

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College Street
Smart

Activities
• Balancing Act
• How did I get Here?

Keep it Real

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Activities

• Mattering and Marginality

Work the System

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Activities

Recruit a Crew

• My Support System

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College Street
Smart

Activities

• Student Leadership Practices Inventory

Be a Leader

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Smart

Activities

Show some
Love

- Giving Back

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College Street Smart

Master Your Knowledge

Activities

- The Party Exercise: Explore Your Career Interests
- 7 Stories
- Listen to a Life

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Action Plan

• Individually answer the questions listed on the “Developing a Plan for Action” handout
  – In small groups discuss your action plan.
  – Choose one person from your group to report out
Questions?
Thank You!

• Remember to brush your shoulder from time to time - you deserve it! But also keep it real with yourself and others - it keeps you grounded. When you’re feeling frustrated about the day-to-day work the system or make it work for you!! Always think of tomorrow it will help you map your future. Continue to be a leader and show some love to your students, school and community - We need more people like you! Lastly thank you for striving to master your knowledge and practice with us today 😊!!

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