Developing Noncognitive Variables for College Readiness

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Current Issues

- Restrictions of Range
  - Tests
  - Grade Inflation
- Diversity
- Three Musketeers Problem
  - Range of Abilities
Sternberg

- **Componential**
  Ability to interpret information hierarchically in a well defined and unchanging context. Standardized tests.

- **Experiential**
  Ability to interpret information in changing contexts, be creative. Standardized tests DO NOT measure.

- **Contextual**
  Ability to adapt to a changing environment, ability to handle & negotiate the system. Standardized tests DO NOT measure.

Noncognitive Variables

- **Self-Concept**
- **Realistic Self-Appraisal**
- **Handling System/Racism**
- **Long-Range Goals**
- **Leadership**
- **Strong Support Person**
- **Community**
- **Nontraditional Learning**
Advantages of Noncognitive Variable System

- Research based
- Multiple ways to assess
- Retention related
- Considers diversity
- Tested legally
- Revise to fit situation - flexible
- No cost
- Admissions, financial aid, student services, teaching, advising,
- Community building
- High school counselors approve

Criticisms of Noncognitive Variable System

- Not a single “test”
- Scoring not the same for all
  - Three Musketeers
- May require some scoring time
- Easier to get grades & test scores
- Type I error?
- Need to explain to some audiences
  - Parents, staff, faculty
Gates Millennium Scholars

- Administered by the United Negro College Fund with assistance from Hispanic Scholarship Fund, American Indian Graduate Center Scholars, & Asian & Pacific Islander American Scholarship Fund
- Awards 1,000 new scholarships to entering freshmen
- Last dollar scholarship reward

Gates Millennium Scholars

- Renewable through graduate school in math, science, engineering, library science, education & public health
- Award period- up to 5 years undergraduate & 4 years graduate
- 20 year $1.5 billion program
Gates Millennium Scholars Selection Criteria

- African American, American Indian/Alaska Native, Asian Pacific Islander American, or Hispanic American
- Federal Pell Grant eligible
- Citizen/permanent legal resident or national of U.S.
- 3.3 High School GPA
- Curriculum Rigor
- Noncognitive Variables

GMS Outcomes

- Over 11,000 Scholars funded
- Freshman retention 97%; sophomore 95%
- 5 year program retention rate 88%
- 5 year graduation rate 78%
- Scholar higher education GPA mean = 3.25
- Raters within each racial group trained to evaluate noncognitive variables- Alpha reliability = .92
- Scholars from 50 states
GMS Outcomes

- Raters within each racial group trained to evaluate noncognitive variables- Alpha reliability = .92
- Scholars from 50 states & American Samoa, Guam, Federated States of Micronesia, Puerto Rico, Virgin Islands
- Scholars in 1450 colleges and universities
- Scholars more likely to attend: selective, private, residential schools

GMS Undergrad Enrollment

<table>
<thead>
<tr>
<th>Rank</th>
<th>Name of Institution</th>
<th>Total</th>
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<tbody>
<tr>
<td>1</td>
<td>University of California- Berkeley</td>
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<tr>
<td>2</td>
<td>University of Texas at Austin</td>
<td>125</td>
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<tr>
<td>3</td>
<td>University of California- Los Angeles</td>
<td>122</td>
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<td>4</td>
<td>Stanford University</td>
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<td>6</td>
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<td>9</td>
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### GMS Grad School Enrollment 2007

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<td>University of Southern California</td>
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### The University of Arizona Gates Millennium Scholars (N= 111; $3,875,751)

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<td>38</td>
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Oregon State University

Use Noncognitive Variables for:

- Counseling
- Admissions
- Retention
- Scholarships
- Advising
- Student Services
- Referrals
- Teaching

Oregon State University - Outcomes

- Retention increased 10% for each Insight Résumé score point (sig. beyond GPA)
- Diversity of students increased
- GPA of applicants increased
- Better awarding of scholarships
- Better referrals
- More cooperation among units
- New service programs started
- New courses begun
References


References