

Noncognitive Variables For Holistic Admissions in Health Professions

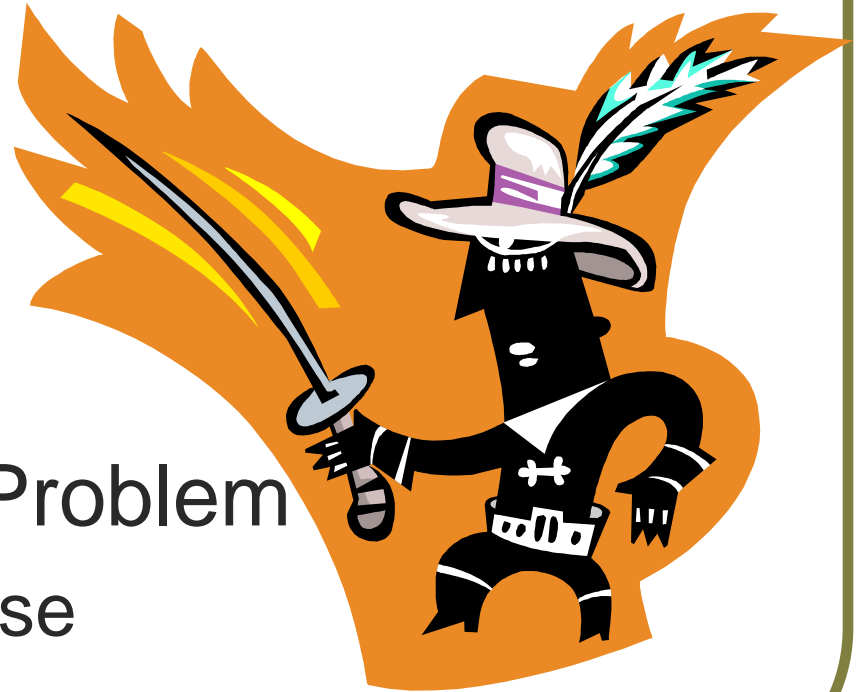
Keynote Address. Enrollment Management Workshop
NursingCAS Open House
Simmons College, Boston June 11, 2015
William E. Sedlacek University of Maryland College Park

wsed@umd.edu

<http://williamsedlacek.info/>

Current Ability Assessment Issues

- Restriction of Range
 - Tests
 - Grade Inflation
- Courses
- Diversity
- Three Musketeers Problem
 - Multiverse v. Universe
 - Range of Abilities



Sternberg- Intelligence Types

- **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.

What is Holistic Admissions?

"Holistic" can be defined as an emphasis on the whole person, not just select pieces that make up the whole person."

- "If a college has holistic admissions, the school's admissions officers consider the whole applicant, not just empirical data like a GPA or SAT scores. Colleges with holistic admissions are not simply looking for students with good grades. They want to admit interesting students who will contribute to the campus community in meaningful ways."

Read more: Grove, Allen. **What are Holistic Admissions?** **About.com College Admissions.**

<http://collegeapps.about.com/od/glossaryofkeyterms/f/What-Are-Holistic-Admissions.htm>

Noncognitive Variables

- **Self- Concept**
 - **Demonstrates confidence, strength of character, determination, and independence.**
- **Realistic Self- Appraisal**
 - **Recognizes and accepts any strengths and deficiencies, especially academic, and works hard at self-development.**
Recognizes need to broaden his/her individuality.
- **Handling System/Racism**
 - **Exhibits a realistic view of the system based upon 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, nor is a "cop-out." Able to handle racist system.**

Noncognitive Variables (Contd)

- **Leadership**
 - **Demonstrates strong leadership in any area of his/her background (e.g. church, sports, non-educational groups, gang leader, etc.).**
- **Long- Range Goals**
 - **Able to respond to deferred gratification, plans ahead and sets goals.**
- **Strong Support Person**
 - **Seeks and takes advantage of a strong support network or has someone to turn to in a crisis or for encouragement.**
- **Community**
 - **Participates and is involved in his/her community.**
- **Nontraditional Learning**
 - **Acquires knowledge in sustained and/or culturally related ways in any field outside school.**

Advantages of Noncognitive Variable System

- Research based
- Multiple ways to assess
 - Questionnaire (structured-short answer), interview, essay, portfolio
- Retention related
- Considers diversity, US or international
- Tested legally
- Revise to fit situation-flexible
- No cost
- Student development
- Admissions, financial aid, student services, teaching, advising

Why No Cost?

- Tesla Motors
- “Yesterday, there was a wall of Tesla patents in the lobby of our Palo Alto headquarters. That is no longer the case. They have been removed, in the spirit of the open source movement, for the advancement of electric vehicle technology.
- We believe that Tesla, other companies making electric cars, and the world would all benefit from a common, rapidly-evolving technology platform.
- **Tesla Motors was created to accelerate the advent of sustainable transport. If we clear a path to the creation of compelling electric vehicles, but then lay intellectual property landmines behind us to inhibit others, we are acting in a manner contrary to that goal.** Tesla will not initiate patent lawsuits against anyone who, in good faith, wants to use our technology.”
- Elon Musk June 12, 2014

Criticisms of Noncognitive Variable System

- “To avoid criticism, do nothing, say nothing, be nothing.” Elbert Hubbard
- Not a single “test”- many formats
 - College Board says invalid
 - Thomas et al (2007)
- Scoring not same for all
 - Three Musketeers
- May require some scoring time
- Easier to get grades & test scores
- Need to explain to some audiences
 - Parents, staff, faculty, alumni

Key Legal Cases



- Farmer v. Ramsey et al.- 1998
- Castañeda et al. v. U Cal Regents- 1999
- Gratz and Hamacher v. Bollinger et al.- 2002, and Grutter v. Bollinger et al.- 2002
- Fisher & Multer Michalewicz v. U of Texas- 2009
- Fisher v. University of Texas- 2013
- Schuette v. Coalition to Defend Affirmative Action- 2014
- Oregon State program cited as “best practice” by the US Office of Civil Rights

Key Legal Cases

- Farmer v. Ramsey et al.- 1998
 - U MD medical school
 - Some accepted with lower MCATs
 - Interviews for noncognitive variables
 - Directed verdict- can use noncognitives

Fisher v. University of Texas et al.

June 24, 2013 US Supreme Court 7-1 Decision

- “A university must make a showing that its plan is narrowly tailored to achieve the only interest that this Court has approved in this context: the benefits of a student body diversity that ‘encompasses a broad array of qualifications and characteristics of which racial or ethnic origin is but a single though important element,’ ” wrote Justice Anthony M. Kennedy in support of a 7-1 decision that was sent down to a lower court for further review.

Schuetz v. Coalition to Defend Affirmative Action

April 22, 2014

US Supreme Court 6-2 Decision

- University of Michigan ban on affirmative action.
- Universities & colleges may still employ the limited consideration of race authorized in previous Supreme Court rulings.
- Voters and legislators also have the right to curtail such plans in public universities and colleges.
- Majority ruled state voters have rights, no one class should be protected, and rights could spread to public schools, highways etc.
- Dissent (Sotomayor) said Blacks can't lobby, Whites can; "decision can hardly bolster hope for a vision of democracy that preserves for all the right to participate meaningfully and equally in self-government."

Gates Millennium Scholars -GMS

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

A GMS award provides:

- Support by covering needs unmet by other financial options
- Renewable awards for satisfactory progress
- Option to transfer
- Graduate school in math, science, engineering, library science, education, and public health
- Leadership development program
- 1.75 billion dollar program

GMS Outcomes

- Over 15,000 Scholars funded
- Freshman retention 97%; sophomore 95%
- 5 year program retention rate 92%
- 5 year graduation rate 79% (53% all 4yr schools)
- 6 year graduation rate 90% (57% all 4yr schools)
- Scholar higher education GPA mean = 3.25
- 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 over 1500 colleges and universities
- Scholars more likely to attend: selective, private, residential schools

Top 10 Undergraduate Institutions GMS 2012-13

Rank	Institution	Total	%AA	%AI	%AP	%HA
1	University of California-Berkeley	155	9.7%	3.2%	38.1%	49.0%
2	University of California-Los Angeles	142	10.6%	--	25.4%	64.1%
3	University of Texas at Austin	119	13.5%	0.8%	8.4%	77.3%
4	Stanford University	109	19.3%	14.7%	22.0%	44.0%
5	Harvard University	78	26.9%	2.6%	29.5%	41.0%
6	Emory University	60	63.3%	--	26.7%	10.0%
6	University of California-San Diego	60	16.7%	--	21.7%	61.7%
8	Brown University	59	18.6%	6.8%	10.2%	64.4%
8	Howard University	59	100%	--	--	--
8	University of Washington	59	10.2%	11.9%	33.9%	44.1%

Legend, AA= African American, AI= American Indian, AP= Asian Pacific Islander, HA= Hispanic American

East Carolina University

School of Dental Medicine

- Educate rural practitioners
- Select on noncognitive variables
- Self concept, Negotiating the system, Support person correlate highest with actual selection
- Faculty and staff stress how to work rural dental practice system- e system after graduation
- Funding from State based on working rural health system

DePaul University Admissions Program

- Four essay questions (average 100 words) to measure eight dimensions of Sedlacek's model. (Replaced two existing short essays in the current application.)
- Reader gives one score for each of the eight non-cognitive dimensions; sums to one overall score.
- Each set of essays read by two readers; where the difference of the scores is greater than 4, essays are read a third time.

De Paul Findings

- DIAMOND scores appear to help to provide a useful, more holistic assessment of the likelihood of student success, especially for :
 - Students with low HSGPA
 - Minorities with low HSGPA
 - Students with low standardized test scores
 - Chicago Public School students
 - Students with low HSQ Index
 - Federal Pell Grant eligible male students

Some Schools & Programs That Have Used Noncognitive Variables

Washington State Achievers
Washington DC Achievers
Capital Partners for Education
Washington State University Pullman
Washington State University Vancouver
Univ. British Columbia Business School
Bowling Green State University
Montgomery College
Engineering Vanguard Program (NACME)
University of Central Missouri
DePaul University
Eastern Washington University
Colorado State University-pending
Linn-Benton Community College, Oregon
Central Oregon Community College
Linfield College, Oregon
Manchester College, Indiana
University of Nevada Las Vegas
George Fox University, Oregon
Goshen College
Big Picture Schools
University of Sydney
Assn of Coll Registrars & Admiss Officers
University of California-Davis
Paine College
Thomas Jefferson High School for Science and Technology

University of Northern Colorado
Texas A & M University
Louisiana State University
Boston College
Lehigh University
University of Michigan
Prairie View A & M University
University of Arizona
US Coast Guard Academy
Nagoya University
Samuel Merritt University
Douglas Cty Performance Lrng Ctr (GA)
Indiana State University
University of Washington Tacoma
University British Columbia Vancouver
University British Columbia Okanagan
Oregon Coast Community College
Northwestern College, Iowa
East Carolina University
Foundation for Educational Success
Jack Kent Cooke Foundation
Virginia Commonwealth University
Ten2One Leadership
Secondary School Admiss Test Board
University of Texas- Rio Grande
Oregon State University

References

- Bandalos, D. L., & Sedlacek, W. E. (1989). Predicting success of pharmacy students using traditional and nontraditional measures by race. *American Journal of Pharmaceutical Education*, 53, 143-148.
- Sedlacek, W. E., & Prieto, D. O. (1990). Predicting minority students' success in medical school. *Academic Medicine*, 3 (65), 161-166.
- Sedlacek, W. E. (1998). Multiple choices for standardized tests. *Priorities*, 10, 1-16.
- Ting, S. R. & Robinson, T. L. (1998). First-year academic success: A prediction combining cognitive and psychosocial variables for Caucasian and African American students. *Journal of College Student Development*, 39, 599-610.
- Sedlacek, W. E. (2004). *Beyond the big test: Noncognitive assessment in higher education*. San Francisco: Jossey-Bass.
- Sedlacek, W. E. (2004) Why we should use noncognitive variables with graduate and professional students. *The Advisor: The Journal of the National Association of Advisors for the Health Professions*. 24 (2), 32-39.
- Ting, S. R., Sedlacek, W., Bryant, A. Jr., & Ward, D. (2004, April). *Developing alternative admissions criteria*. Paper presented at American College Personnel Association, Philadelphia.
- Sedlacek, W. E. (2005). The case for noncognitive measures. In W. Camara and E. Kimmel (Eds.). *Choosing students: Higher education admission tools for the 21st century* (Pp 177-193). Mahwah, NJ: Lawrence Erlbaum.
- Thomas, L. L., Kuncel, N. R., & Crede, M. (2007). Noncognitive variables in college admissions: The case of the noncognitive questionnaire. *Educational and Psychological Measurement*, 67 (4), 635-657.

References continued

- Sedlacek, W. E. & Sheu, H. B. (2008). The academic progress of undergraduate and graduate Gates Millennium Scholars and non-scholars by race and gender. *Readings on Equal Education*. 23, 143-177.
- Sedlacek, W. E. (2010). Noncognitive measures for higher education admissions. In P. L. Peterson, E. Baker, & B. McGaw (Eds.). *International encyclopedia of education Third Edition*. (pp. 845-849). Amsterdam, The Netherlands. Elsevier.
- Sedlacek, W. E. (2011). Using noncognitive variables in assessing readiness for higher education. *Readings on Equal Education*. 25, 187-205.
- Kalsbeek, D., Sandlin, M. and Sedlacek, W. (2013), Employing noncognitive variables to improve admissions, and increase student diversity and retention. *Strategic Enrollment Management Quarterly*, 1: 132–150. doi: 10.1002/sem3.20016.
- Sedlacek, W. E., & Sheu, H. (2013). Selecting and supporting Asian American and Pacific Islander students in higher education. In S. D. Museus, D. C. Maramba, & R. T. Teranishi (Eds.). *The minority within the minority: Asian Americans in higher education*. (pp. 327-339). Sterling, VA: Stylus.
- Wilson, M. B. , Sedlacek, W. E., & Lowery, B. L. (2014). An approach to using noncognitive variables in dental school admissions. *Journal of Dental Education*. 78, 567-574.
- Musk, E. (June 14, 2014). <http://www.teslamotors.com/blog/all-our-patent-are-belong-you>
- Sedlacek, W. E. (in press). *Measuring noncognitive variables: Improving admissions and post enrollment services in higher education*. Sterling, VA: Stylus.