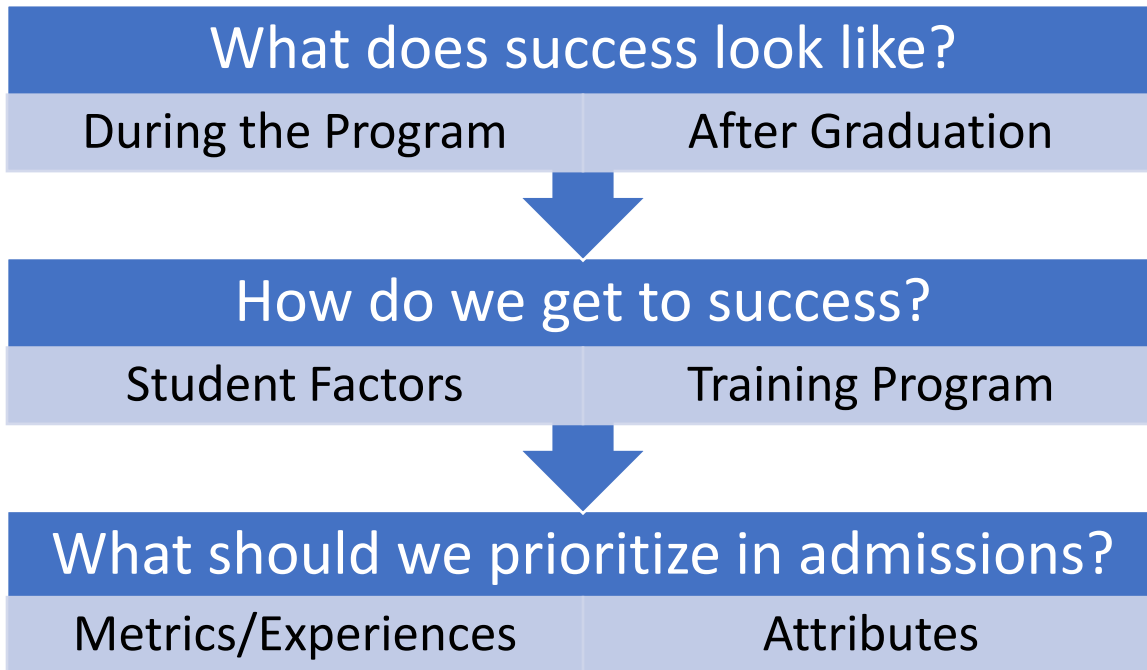


CLAS Holistic Admissions for Graduate Programs Seminar

Meeting 2: October 30

Strong Hall 210

Ideal Process: Backward Design



*****List of characteristics to map onto the admissions process*****

Admissions Portfolio (from AAMC reading from Meeting 1)

- Experiences: This category encompasses the path the applicant has taken to get where he or she is. Examples of experiences could include being the primary care-giver for an ill family member, distance traveled, educational background, employment history, research experience, or experience in a health care setting
- Attributes: This category includes the applicant's skills and abilities at time of entry to medical school, personal and professional characteristics, and demographic factors.
 - Examples of skills and abilities include active listening, problem solving, written and oral communication, critical thinking, and being multilingual.
 - Examples of personal and professional characteristics include resilience, integrity, adaptability, persistence, motivation, intellectual curiosity, and empathy
 - Examples of demographic factors include socioeconomic status, parental education levels, geography, being a first-generation college student, race, ethnicity, and gender.
- Metrics: This category includes the academic/quantitative components of the applicant's portfolio, most notably GPA and GRE.
- *****Link the characteristics to elements in the portfolio*****
 - e.g., leadership might be a characteristic on your list
 - could look for this in experiences on the resume,
 - comments or ratings from references,
 - responses to an essay or interview prompt

Evaluating the Portfolio (from AAMC reading from Meeting 1)

- In other words, not every applicant has to exhibit all of the individual criteria, although admissions committees may decide that certain factors are "deal breakers" or essential for

consideration for admission. Some attributes or experiences that might enhance one applicant’s portfolio might not be relevant for another applicant. Such individualized consideration is a touchstone for holistic review in admissions. One responsibility of the admissions committee, then, is to weigh and balance these different factors when screening, interviewing, and selecting applicants.

- *****Need to a way to capture ratings/opinions on the desired characteristics*****
 - How good is “leadership” for this applicant
- *****Need a way to integrate those ratings/opinions into an overall evaluation of each person*****
 - How much do we weight “leadership”? Does high leadership overcome other weaknesses in the portfolio? Is it just a nice to have but not essential?

Multi-Stage Evaluation of the Portfolio (from CGS reading from Meeting 1)

- Initial Screening: Used to determine which applications are reviewed more deeply; Often which candidates are interviewed
- Final Admissions Decision: Occurs after a deeper review/interview
- Funding Decision

Respondents were asked to identify the most important materials at the initial screening, final admissions decision, and funding phases of admissions. There was some slight variation in emphasis on certain materials between the master’s and doctoral levels, but in all cases the top four most important materials were the same four for each stage.

TABLE 1: Importance of application materials to screening, admissions, funding

	Master’s	Doctoral
Initial Screening		
Academic Transcripts	77%	71%
GRE, GMAT, LSAT	56%	62%
Letters of Recommendation	53%	57%
CAE, TOEFL (language tests)	52%	47%
Final Admissions Decision		
Academic Transcripts	70%	55%
Letters of Recommendation	68%	67%
Personal/Research Statement	63%	64%
Interviews	52%	48%
Funding Decision		
Academic Transcripts	37%	39%
Letters of Recommendation	32%	40%
Personal/Research Statement	29%	39%
GRE, GMAT, LSAT	25%	30%

Source: 2015 CGS Graduate Student Life Cycle Survey

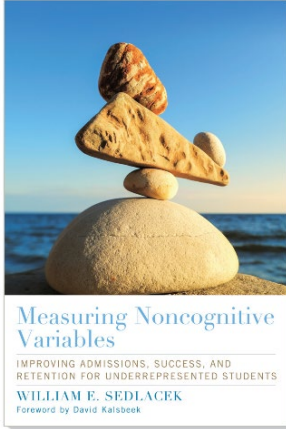
Attributes/Non-Cognitive Variables

<http://williamsedlacek.info/publications.html>

<http://williamsedlacek.info/publications/surveys/universityofmaryland.html>

<http://williamsedlacek.info/publications/surveys/noncognitiveadmissions.html>

<http://williamsedlacek.info/publications/surveys/ncqskey.html>



Using Non-Cognitive Variables in the Admission and Retention of Non-traditional Students (William Sedlacek)

- ▶ **POSITIVE SELF-CONCEPT OR CONFIDENCE.** Strong self-feeling, strength of character. Determination, independence.
- ▶ **REALISTIC SELF-APPRAISAL**, especially academic. Recognizes and accepts any deficiencies and works hard at self-development. Recognizes need to broaden his/her individuality.
- ▶ **UNDERSTAND AND DEALS WITH RACISM.** Realist based upon personal experience of racism. Is committed to fighting to improve existing system. Not submissive to existing wrongs, nor hostile to society, nor a "cop-out." Able to handle racist system. Asserts school or organization role to fight racism.
- ▶ **PREFERS LONG-RANGE GOALS TO SHORT-TERM OR IMMEDIATE NEEDS.** Able to respond to deferred gratification.
- ▶ **AVAILABILITY OF STRONG SUPPORT PERSON** to whom to turn in crises.
- ▶ **SUCCESSFUL LEADERSHIP EXPERIENCE** in any area pertinent to his/her background (gang leader, church, sports, noneducational groups, etc.)
- ▶ **DEMONSTRATED COMMUNITY SERVICE.** Has involvement in his/her cultural community.
- ▶ **KNOWLEDGE ACQUIRED IN A FIELD.** Unusual and/or culturally related ways of obtaining information and demonstrating knowledge. Field itself may be non-traditional.

Positive Self Concept

Positive Self-Concept: This variable assesses the applicant's confidence, self-esteem, independence, and determination, all vital components of future achievement and success

Positive Evidence	Negative Evidence
Does the applicant feel confident of making it through graduation?	Does the applicant express any reason he or she might not complete school or succeed and attain his or her goals?
Does the applicant make positive statements about himself or herself?	Does the applicant express concerns that other students are better than he or she is?
Does the applicant expect to achieve his or her goals and perform well in academic and nonacademic areas?	Does the applicant expect to have marginal grades?
Does the applicant provide evidence of how he or she will attain his or her goals?	Does the applicant have trouble balancing his or her personal and academic life?
Does the applicant link his or her interests and experiences with his or her goals?	Does the applicant appear to be avoiding new challenges or situations?
Does the applicant assume he or she can handle new situations or challenges?	

- Open-ended
 - I am good at most things. Do you agree or disagree with this statement, and why?
 - I do not expect to have trouble in school. Do you agree or disagree with this statement, and why?
 - Women make better students than men. Do you agree or disagree with this statement, and why?
- Likert (Agree-Disagree Formats) -- * means you should disagree
 - I am good at most things
 - I am not sure what I like and don't like *
 - My feelings about myself change a lot*
 - I usually make a mistake in most things I try to do*
 - I like who I am
 - I don't like who I am*
 - I do not expect to have trouble doing well in college*
 - When I start something new, I am not always sure how it will work out*
 - I have strong opinions
 - Once I make up my mind, I stick with it
 - I am a good listener
 - I can have a good time anywhere
 - I can have a good time with anyone
 - Life without risks is not possible
 - I usually play it safe*
 - If an opportunity comes up, I would go for it.
- Multiple Choice -- *correct answer
 - You are about to do something that you have never done before. Which best describes how you feel before you begin?
 - Worried something will probably go wrong
 - Unprepared

- Not sure of how it will come out
- Confident that I can do it*
- When you believe something strongly, which best describes you?
 - I will probably change my mind in the future
 - I may change with new information.
 - I am open to change, but I am unlikely to do so*
 - I am not sure
- Which of the following jobs would most appeal to you?
 - One where I would be close to my family
 - One that paid a lot
 - One where I could use what I learned in school
 - One that was different from what I was used to*
 - One that involved working with people

Realistic Self-Appraisal

Realistic Self-Appraisal: This variable assesses the applicant's ability to recognize and accept his or her strengths and deficiencies, especially in academics, and to work hard at self-development to broaden his or her individuality.

<i>Positive Evidence</i>	<i>Negative Evidence</i>
Is the applicant aware of his or her strengths and weaknesses?	Is the applicant unaware of how evaluations are done in school?
Does the applicant know what it takes to pursue a given career?	Is the applicant not sure about his or her own abilities?
Is the applicant realistic about his or her abilities?	Is the applicant uncertain about how his or her peers or superiors rate his or her performance?
Does the applicant show an awareness of how his or her service, leadership, extracurricular activities or school work has caused him or her to change over time?	Does the applicant overreact to positive or negative reinforcement rather than see it in a larger context?
Has the applicant learned something from these structured or unstructured activities?	Is the applicant unaware of how he or she is doing in classes until grades are out?
Does the applicant appreciate and understand both positive and negative feedback?	Is the applicant unaware of positive and negative consequences of his or her grades, actions, or skills?
Does the applicant provide evidence of overcoming anger, shyness, and lack of discipline?	
Does the applicant face a problem, like a bad grade, with determination to do better?	

- Open-ended
 - Which course in school do you expect to have the most trouble with and why?
 - Describe something in your field that you would NOT like to do, and why?
 - What kinds of people would you work BEST with, and why?
- Likert (Agree-Disagree Formats) -- * means you should disagree
 - There are some things I do not do well
 - I surprise myself sometimes about what I can do

- I surprise myself sometimes at what I can't do
- Everyone has strengths and weaknesses
- I know what I do best
- I know my faults
- I can do anything I set my mind to do
- I am better at some things than others
- I have a plan to work on my limitations
- I am challenged by something I do not do well
- Unless you try something, you don't know if you can do it
- I don't like to discuss things I can't do well*
- You can learn from your failures
- If I fail at something, I avoid it the next time*
- I don't do things that will not bring success*
- I tend to repeat my mistakes*
- I never repeat a mistake*
- Failure is a poor teacher*
- Multiple Choice -- *correct answer
 - You feel one of your teachers has given you a lower grade than you deserve. What would you most likely do?
 - Report the teacher to his or her supervisor
 - Say nothing but try to prove the teacher wrong next time
 - Go talk to the teacher and make your case*
 - Complain to friends but do nothing
 - Leave the teacher a note, complaining
 - What option best describes you?
 - I know what I do best*
 - I am surprised at the way some people think of me
 - I spend time figuring out what I should do
 - A test can't tell me what I know
 - I am like most people
 - What do you do best?
 - I am not sure
 - No one knows until they try something
 - I stick to what I know
 - I do some things well and others less well*
 - I do most things well.

Understands and Knows How to Navigate the System & Racism

Understands and Knows How to Navigate the System and Racism: This variable assesses the applicant's ability to understand the role of the "system" in life and to develop a method of assessing the cultural and racial demands of the system and respond accordingly and assertively.

<i>Positive Evidence</i>	<i>Negative Evidence</i>
Is the applicant able to overcome challenges or obstacles he or she is confronted with as a result of racism in a positive and effective?	Is the applicant unaware of how the "system" works?
Does the applicant understand the role of the "system" in his or her life and how it treats nontraditional persons?	Is the applicant preoccupied with racism or does not feel racism exists?
Does the applicant reveal ways that he or she has learned to "deal" with the "system" accordingly?	Does the applicant blame others for his or her problems?
	Does the applicant react with the same intensity to large or small issues concerned with race?
	Is the applicant's method for successfully handling racism that does not interfere with personal and academic development nonexistent?

- Open-ended
 - I have never encountered discrimination against me. Do you agree or disagree with this statement, and why?
 - There is no important discrimination against groups in the society. Do you agree or disagree with this statement, and why?
 - Describe a situation when you were not treated fairly
- Likert (Agree-Disagree Formats) -- * means you should disagree
 - I like to take advantage of any opportunity that comes my way
 - I sometimes take on too much*
 - I face many obstacles in achieving my objectives*
 - I can solve just about any problem that gets in my way.
 - I know how to get good grades.
 - I can usually talk a teacher into giving me a higher grade
 - Sometimes I get help on my homework from my friends
 - I work harder on subjects I don't like
 - I don't understand how to get high grades.*
 - Getting high grades is mostly luck*
- Multiple Choice -- *correct answer
 - Which of these statements do you most agree with?
 - Discrimination is in the eye of the beholder
 - I have never been discriminated against
 - The system is fairer for some people than others*
 - Racism is not a big problem in society
 - Anyone can achieve if he or she works hard
 - Which of these statements do you most agree with?
 - Women who complain about sexism have a problem

- I have never been racist in my actions
- I don't know why people cry racism over simple issues
- Some have a more difficult time because of their race*
- People who see racism everywhere should get over it
- Which of these statements do you most agree with?
 - Few people are racists
 - Life is fair for most people
 - If you do not succeed, it is your own fault
 - I have overcome obstacles based on who I am*
 - I can't help the way people treat me.

Prefers Long-Range Goals to Short-Term or Immediate Needs

Prefers Long-Range Goals to Short-Term or Immediate Needs: This variable assesses the applicant's persistence, patience, long-term planning, and willingness to defer gratification and success in college.

<i>Positive Evidence</i>	<i>Negative Evidence</i>
Does the applicant reveal experience setting both academic and personal long-term goals?	Does the applicant lack evidence of setting and accomplishing goals?
Does the applicant provide evidence that he or she is planning for the future?	Is the applicant likely to proceed without clear direction?
Has the applicant determined a course of study and does the applicant anticipate the type of career or path he or she might or could pursue?	Does the applicant rely on others to determine outcomes?
Is the applicant aware of realistic and intermediate steps necessary to achieve goals?	Does the applicant focus too much attention on the present?
Has the applicant participate in activities (volunteer work, employment, extra courses, community work) related to his or her anticipated goal?	Is the applicant's plan for approaching a course, school in general, an activity, and so on nonexistent?
	If the applicant states his or her goals, are the goals vague or unrealistic?

- Open-ended
 - I would like to be a supervisor someday. Do you agree or disagree with this statement and why?
 - If you do NOT get accepted into a graduate school, what alternative career would you pursue?
 - Aside from jobs in your field, what other goals do you have in your life?
- Likert (Agree-Disagree Formats) -- * means you should disagree
 - I like to take things as they come*
 - If you plan too far ahead, things might NOT work out*
 - I like to start each day without knowing exactly what will happen*
 - I like to make sure I finish today's goals before I worry about tomorrow's*
 - Overplanning makes for a dull life.*
 - I like to make plans even if I change them*
 - You cannot plan too much
 - Most of my plans don't work out*

- Planning can be fun
- I like to plan each day the night before
- If I don't plan, things don't work out
- My friends think I plan too much
- I have the most fun when I don't plan ahead*
- Planning is not a good idea because things always change.*
- People are always getting in the way of my plans*
- I have a plan for my future
- I know what I will be doing next year.
- I am always changing my plans*
- Multiple Choice -- *correct answer
 - Which of these statements do you most agree with?
 - Planning is not a good idea because things always change
 - People are always getting in the way of my plans
 - I do not have a clear plan for my future
 - I know what I will be doing next year*
 - I like to be flexible in planning
 - Which of these statements do you most agree with?
 - I like to take things as they come
 - If you plan too far ahead things may not work out
 - I like to start each day without knowing exactly what will happen
 - I like to make sure I finish today's goals before I worry about tomorrow's
 - Overplanning makes for a dull life*
 - Which of these statements do you most agree with?
 - Planning is not fun
 - I do not like to plan each day beforehand
 - If I do not plan, things don't work out*
 - My friends plan more than I do
 - I have the most fun when I do not plan ahead

Availability of Strong Support Person

Availability of Strong Support Person: This variable assesses the applicant's availability of a strong support network, help, and encouragement and the degree to which he or she relies solely on his or her own resources.

Positive Evidence	Negative Evidence
Does the applicant have a strong support system? This can be a personal, professional, or academic support as long as it is someone to whom the applicant can turn for advice, consultation, assistance, encouragement, and so on.	Does the applicant avoid turning to a support person, a mentor, or a close adviser for help?
Is the applicant willing to admit that he or she needs help and able to pull on resources, other than himself or herself, to solve problems?	Does the applicant keep his or her problems to himself or herself?
	Does the applicant state that he or she can handle things on his or her own?
	Does the applicant state that access to a previous support person may have been reduced or eliminated?
	Is the applicant unaware of the importance of a support person?

- Open-ended
 - I work best on my own. Do you agree or disagree with this statement, and why?
 - When I have a problem in my life. I like to seek advice on how to handle it. Do you agree or disagree with this statement, and why?
 - Describe your relationship with someone who has given advice about your career. Was it good or bad and why?
- Likert (Agree-Disagree Formats) -- * means you should disagree
 - When I have a problem in my life, I like to handle it myself*
 - When I have a problem in my life, I like to seek advice on how to handle it
 - I have someone in my life that I have turned to when I needed advice
 - I have had a teacher who has given me good advice
 - No one in my family can give me good advice on academic issues*
 - No one in my family can give me good advice on personal issues*
 - It is best to keep your problems to yourself*
 - I don't have problems I need help with*
 - Usually the advice you get from others is not good*
 - I don't like to listen to others on handling my issues*
 - Everyone needs help sometimes
 - Most people are too involved with their own issues to give good advice*
 - When I am not sure of something, I have someone I check it out with
 - I am good at figuring things out for myself*
 - When things are tough, I know where to go.
- Multiple Choice -- *correct answer
 - Which of these statements do you most agree with?
 - It is best to keep your problems to yourself

- I don't have problems I need help with
- Usually the advice you get from others is not good
- I don't like to listen to others on handling my issues.
- I have someone I talk to about my problems*
- Which of these statements do you most agree with?
 - Everyone needs help sometimes*
 - Most people are too involved with their own issues to give good advice.
 - I am not sure where I would go to solve a personal problem
 - I am good at figuring things out for myself
 - No one in my family can give me good advice on personal issues
- Which of these statements do you most agree with?
 - When I have a problem in my life, I like to handle it myself
 - I have someone in my life that I have turned to when I needed advice*
 - I do not have a teacher who has given me good advice
 - No one in my family can give me good advice on academic issues
 - Sometimes it is best to handle your own problems.

Successful Leadership Experience

Successful Leadership Experience: This variable assesses the applicant's skills developed or influence exercised from his or her formal and informal leadership roles.

Positive Evidence	Negative Evidence
Has the applicant taken leadership initiative, for example, by founding clubs or organizations? What evidence is there?	Is the applicant unable to turn to others for advice or direction?
Does the applicant describe the skills he or she has developed as a leader, skills such as assertiveness, effectiveness, organizing, and time management?	Does the applicant lack confidence or leadership skills?
Has the applicant shown evidence of influencing others and being a good role model?	Is the applicant passive, or does he or she lack initiative?
Is the applicant comfortable providing advice and direction to others?	Is the applicant overly cautious?
Does the applicant describe a commitment to being a role model for siblings, community members, or schoolmates?	Does the applicant avoid controversy?
Does the applicant show sustained commitment to one or two types of organizations with increasing involvement, skill development, and responsibility?	
Does the applicant take action and initiative?	

- Open-ended
 - A new employee's role is to follow the lead of supervisors, even when they may be wrong. Do you agree or disagree with this statement, and why?
 - It is possible to be a leader and a follower at the same time. Do you agree or disagree with this statement, and why?

- I have not been successful when I have tried to lead others. Do you agree or disagree with this statement, and why?
- Likert (Agree-Disagree Formats) -- * means you should disagree
 - I like to take the lead in activities in my family
 - I don't like to be responsible for the learning of others in the class*
 - It is not possible to be a leader and follower in a group at different times*
 - People seek my advice
 - I am good at advising others
 - I usually go along with the group
 - If it's a good idea, I can usually get others to go along
 - I can usually get others to go along with me
 - Others often turn to me when they can't figure something out
 - If I can't figure something out easily, I suggest someone else who may have the answer*
 - People don't usually seek my advice*
 - I am a leader
 - Others seem to naturally do what I think is best without my help*
 - I like to keep my opinions on what others should do to myself*
 - Most leaders are born that way*
 - I am good at following orders*
 - I am better at following than leading*
 - Leaders often bully people*
 - People should do what they want and not listen to others*
 - I like to have others follow up on my ideas
 - I am usually the leader in any group
 - You can learn to be a leader
 - More people should do their work and not bother others*
- Multiple Choice -- *correct answer
 - You have been given a group project in class. What would you probably do?
 - Work on my part alone until it was finished
 - Get the group together where we each are in charge of part of it*
 - Take charge and decide what each person should do
 - Get the group together and get someone else to take the lead
 - Not sure
 - Imagine that your family is dealing with a difficult problem. What kind of role might you play?
 - The leader; you can come up with ideas*
 - An active member; you might be able to add something helpful
 - Someone who does what the leader suggests
 - Someone who tries to stay out of the discussion
 - Not sure
 - A friend comes to you with a problem concerning a relationship he or she has and wants your advice. Which best describes your reaction?
 - Think about it for a long period of time and then offer advice
 - Ask someone else what he or she thinks
 - Immediately offer advice
 - Think about it briefly and then offer advice without consulting anyone*
 - Not get involved

- Imagine the disagreements you regularly get into with someone in your life. What usually is the end result?
 - You persuade him or her to see things your way*
 - The person persuades you to see things his or her way
 - You fight, and each person sticks to his or her viewpoint.
 - You never have disagreements
 - I'm not sure
- Two friends come to you for advice, individually, on how to resolve an issue between them. What do you do?
 - Avoid giving advice because you do not want to hurt either one
 - Try to bring them together to work things out*
 - Choose one friend's logic and try to get the other to agree
 - Decide what to do for them
 - Not sure

Demonstrated Community Service

Demonstrated Community Service: This variable assesses the applicant's identification with a cultural, geographical, or racial group and his or her demonstrated activity within that community grouping.

<i>Positive Evidence</i>	<i>Negative Evidence</i>
Does the applicant show sustained commitment to a service site or issue area?	Does the applicant lack involvement in a cultural, geographic, or racial group or community?
Does the applicant demonstrate a specific long-term commitment or relationships with a community?	Is the applicant involved in his or her community in name only?
Has the applicant accomplished specific goals in a community setting	Does the applicant engage more in solitary activities rather than group activities (academic or nonacademic)?
Does the applicant's community service relate to career or personal goals?	

- Open-ended
 - I prefer to study on my own rather than in a group. Do you agree or disagree with this statement, and why?
 - In nursing, it is critical to make your own decisions. Do you agree or disagree with this statement, and why?
 - An employee is a member of a team. Do you agree or disagree with this statement, and why?
- Likert (Agree-Disagree Formats) -- * means you should disagree
 - I prefer to study in a group
 - I prefer to study on my own*
 - I get my bet work done on my own*
 - I prefer to be with friends rather than meet new people*
 - Working in a group slows me down*
 - In groups there is usually someone who holds the group back*
 - Groups solve problems better than individuals

- I usually need to discuss my ideas in a group before they are clear
- Groups are a waste of time*
- I hang out regularly with a group
- I like to hear what others have to say about different issues of the day
- There is usually too much talk in a group to get things done*
- I like to share my problems with others
- I keep my problems to myself*
- I usually get some help from groups I belong to
- Groups can be fun but they usually don't get much done.*
- I would rather figure things out for myself than seek help from others*
- I need time to study rather than to spend time in a group*
- I don't like group projects in class*
- A group presentation for a class can be a hassle*
- Groups are fine for socializing but not for being productive*
- I like to help others
- I can usually get more done working by myself than with others*
- All people should help one another
- You cannot be friendly to everyone*
- I want my work to make a difference in the world
- Working in a group can be frustrating*
- You can learn a lot by studying with others
- I am in a group that meets regularly to discuss things
- I am in a social group that does things together.
- Multiple Choice -- *correct answer
 - Which of these options best describes your feeling about work?
 - It should satisfy me
 - It should help others*
 - It should pay a lot
 - It should pay enough to meet my needs
 - It should teach me something
 - You are running late for an important meeting and see someone by the side of the road trying unsuccessfully to change a tire. What would be your most likely reaction?
 - Feel sorry for the person and hope he or she can change the tire
 - Stop and help*
 - Assume he or she has called for assistance
 - Feel guilty but do not stop
 - Go on to your meeting; it's not your problem
 - Which of these options best describes your perspective?
 - I work best alone
 - Working in a group is usually a waste of time
 - Problems are best solved in groups*
 - Individual effort gets the job done
 - Most people prefer their own way of doing things.

Knowledge Acquired In or About a Field (Nontraditional Learning)

Knowledge Acquired in or about a Field (Nontraditional Learning): This variable assesses the applicant's experiences gained in a field through study and experiences beyond the classroom.

This variable pays particular attention to the ways the applicant gains nontraditional, perhaps culturally or racially based, views of the field.

Positive Evidence	Negative Evidence
Does the applicant use his or her knowledge to teach others about the topic?	Does the applicant lack evidence of learning from the community or nonacademic activities?
Is the applicant working independently in his or her field? (Be sensitive to variations between academic field in what experiences are appropriate, e.g., research experiences in the sciences; competitions in the arts)	Is the applicant traditional in his or her approach to learning?
Did the applicant learn from internships or employment?	Is the applicant unaware of his or her possibilities in a field of interest?

- Open-ended
 - Describe something you have learned about your field outside of school
 - Describe something you have learned about other fields outside of school
 - Describe a crisis in your life and what you learned from it
- Likert (Agree-Disagree Formats) -- * means you should disagree
 - I am good at solving problems
 - Most problems will solve themselves with time*
 - I usually need help in figuring things out*
 - I enjoy puzzling over something
 - Sometimes you can overanalyze something*
 - I don't like it when others bring me their problems to solve*
 - I have yet to get answers to some questions I have had in my life
 - Solving some problems leads to other problems.
 - People rarely ask my advice on solving problems*
 - I can get to the heart of any matter quickly
 - I often come up with too many solutions to a problem
 - It is best to work on one problem at a time*
 - I am not creative*
 - Some of my classes are boring*
 - Not all learning is interesting*
 - It is better to have one solution to a problem than to have many*
 - Either you are creative or you are not*
 - Creativity can be easily recognized
 - What you learn in life doesn't help much in school*
 - I learn best from reading*
 - I learn best from figuring things out on my own
 - I learn best from teachers*
 - I can learn in many ways
 - At times I suddenly see things coming together clearly
 - I have used things I learned outside school to do well in school
- Multiple Choice -- *correct answer
 - Which option do you most agree with?
 - I learn best in a class
 - I learn best from outside reading
 - I learn best when I have fun

- I learn best from a job
- There are lots of ways to learn*
- Which option to you most agree with?
 - I have learned more outside of school than in school*
 - I am not creative
 - I do not enjoy puzzling over something
 - Most problems take care of themselves over time
 - It is best to solve one problem at a time
- Which of these statements do you most agree with?
 - What you learn in life doesn't help much in school
 - I learn best from figuring things out on my own*
 - Sometimes you can overanalyze something
 - I am not sure how I learn best
 - It is better to have one solution to a problem than to have many

Scoring

Score	Description
1-Low	There is evidence that the applicant does not do well on the variable. Examples: (1) Not sure of ability; (2) Plans to leave school before finishing; (3) Avoids seeking help from others; (4) Is a loner
2-Minimal Evidence	There is some slight positive evidence on the variable. Examples: (1) Minimal involvement in community; (2) Shows low-level leadership in a group; (3) Handles small examples of racism; (4) Has medium-range goals
3-Neutral or Inconsistent Evidence	There is contradictory or no information on the demonstration of success on the variable. This is the default option if the evidence is unclear. Examples: (1) Shows some good examples and some bad examples of external learning; (2) Fails to provide information on goal setting; (3) Is ambivalent on the value of a support person.
4-Solid Evidence	Clear evidence of success on the variable is presented. Examples: (1) Has experience with cultural or racial group; (2) Has knowledge of a field that the applicant has not formally studied in school; (3) Has a mentor; (4) Evaluates good and bad experiences
5-Outstanding Evidence	There is evidence that is unusually well done or consistent over time on the variable. Ten percent of applicants or less will score this highly. Examples: (1) Possesses goals that are interconnected in stages over time; (2) Demonstrates leadership at many levels and situations over time; (3) Articulates strengths and weaknesses and what can or has been done on them; (4) Shows that noncognitive variables are well integrate (long-term goals are tied to leadership, feelings about self, and extramural learning)

Partial Scoring Example

Area/Factor	Score	Evidence
Positive Self-Concept	5	<ul style="list-style-type: none">• Personal Statement: Although classes are difficult, student is doing well in most subjects; Student keeps at a topic until she gets it; Student is good at reaching out to others; Student wants to work with people in the future• Letters of Rec: Student has a positive interaction style; Student never gives up; Student chose to take honors courses and did well; Student is quiet but confident• Application: Student has taken difficult courses; Student has taken more than the required courses• SUMMARY/JUSTIFICATION: Student seems confident of her strengths and abilities. She has taken on more than just the basics.
Navigate System of Racism	2	<ul style="list-style-type: none">• Personal Statement: Has experience with groups other than her own but shows little understanding of how those groups may view her• Letters of Rec: There is the suggestion that she should learn more about how the world works outside of her own group.• Application: No evidence present.• SUMMARY/JUSTIFICATION: Student has little experience in understanding how others outside her group may treat or view her.
Long-Range Goals	3	<ul style="list-style-type: none">• Personal Statement: Wants to go to college but unsure where or what she will study; Wants to work with people but unsure of profession• Letters of Rec: Has potential but is unfocused• Application: Has some focus on going to college but unclear after that.• SUMMARY/JUSTIFICATION: She looks to the future but is unsure what it will be.
Availability of Support	4	<ul style="list-style-type: none">• Personal Statement: Mother and father encourage her to do her best but have not had a strong influence on her; Student has close relationship with teacher that she can turn to• Letters of Rec: One teacher sounds supportive• Application: No evidence is present• SUMMARY/JUSTIFICATION: Student has some support but it is not clear how available it is.