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EDUCATION FOR ECONOMIC OPPORTUNITY

HELPING LOW-INCOME STUDENTS MAKE THE SUCCESSFUL TRANSITION TO COLLEGE THROUGH THE USE OF NON-COGNITIVE ASSESSMENTS

ECHS Week Webinar Presentation
May 5, 2010

Agenda

- **Introduction**
 - Dr. Michael Webb, Director of the Early College High School Initiative and Associate Vice President at Jobs for the Future
- **The Role of Non-cognitive Abilities in Predicting and Promoting Student Success**
 - Dr. Paul Gore, Associate Professor of Education Psychology and Student Success Special Projects Coordinator at the University of Utah
- **Measuring Hope, Engagement, and Well-being in Students**
 - Dr. Valerie Calderon, Managing Consultant, Gallup Student Poll
- **Q & A**

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EARLY COLLEGE HIGH SCHOOL WEEK

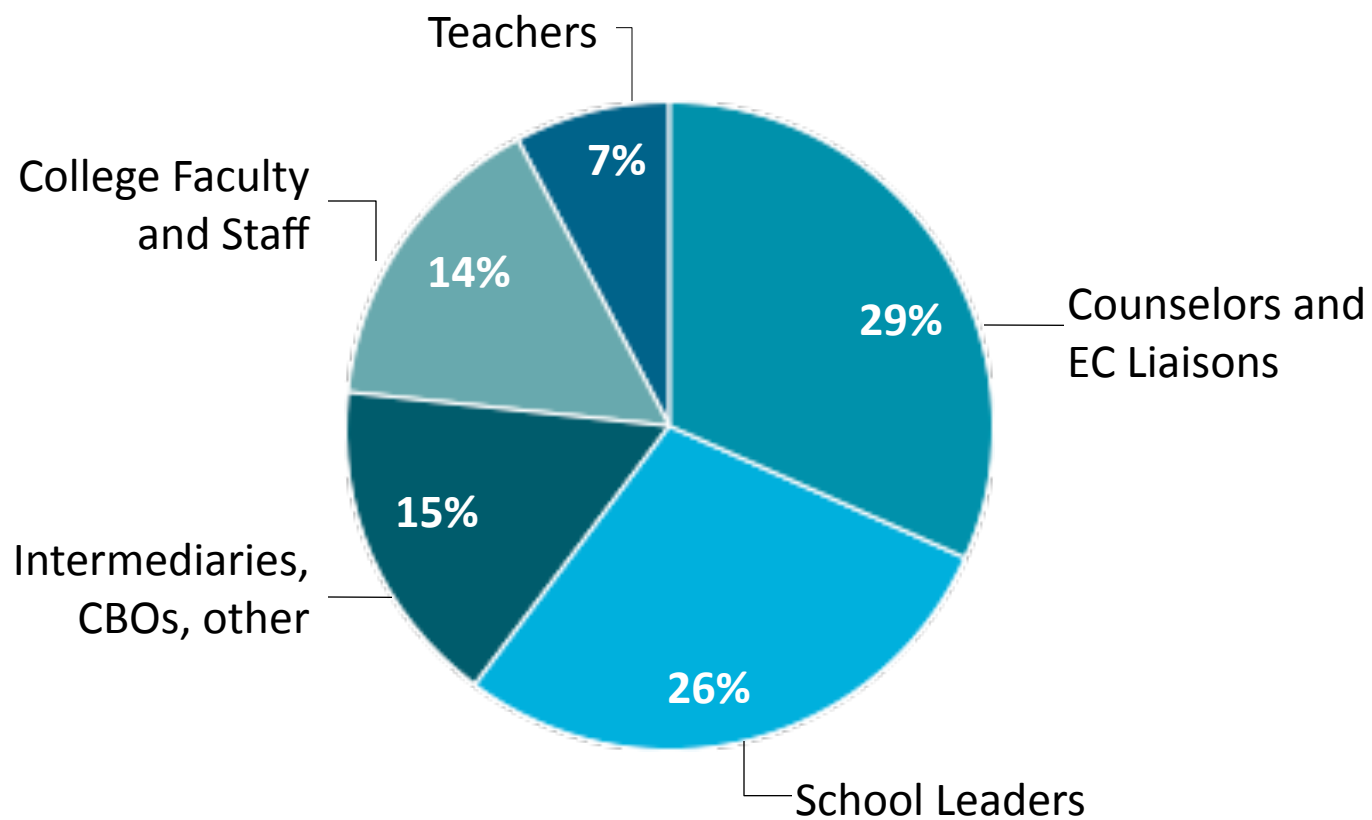
May 3-9, 2010

Learn more at www.earlycolleges.org

Goals of Early College Week

- Build local support for the Early College High School Initiative through local and national media visibility.
- Promote partners' roles in building a national network that achieves results for students.
- Elevate the successes of early college high schools in the eyes of local and national funders.
- Promote early college to local and national stakeholders and decision makers as an innovative model that works.


Registrants for Today's Webinar





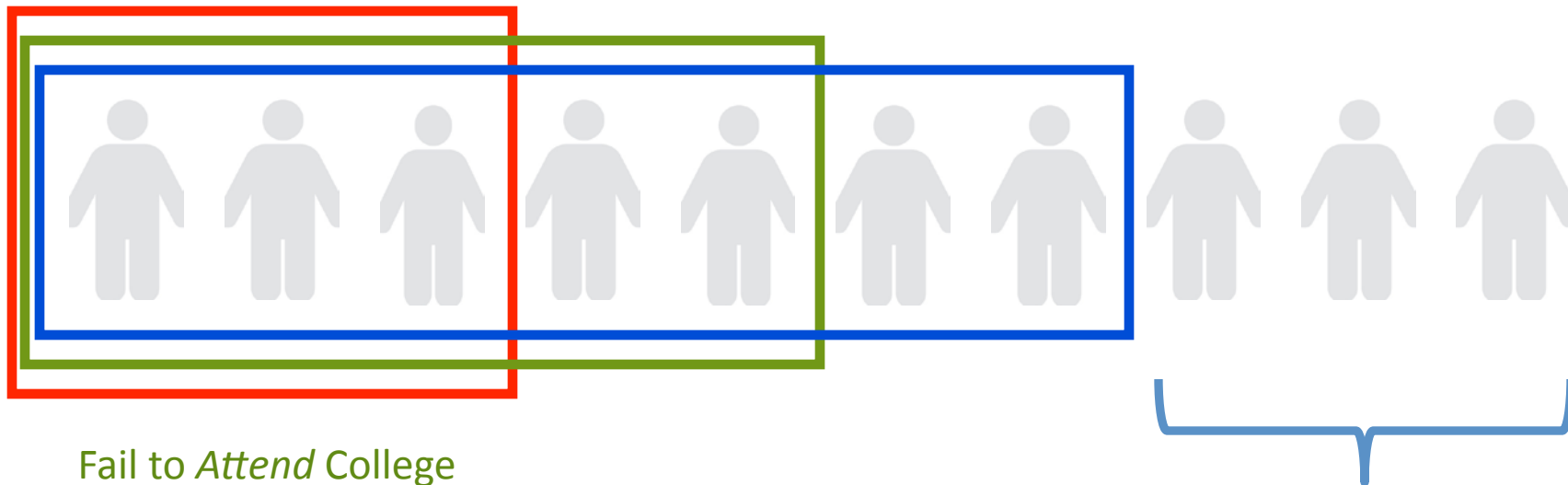
**DATA-DRIVEN STUDENT SUCCESS SOLUTIONS:
THE ROLE OF NON-COGNITIVE ABILITIES IN PREDICTING AND
PROMOTING STUDENT SUCCESS**

Paul A. Gore, Ph.D.
University of Utah
Paul.gore@utah.edu



Student Success

Fail to *Complete* High School



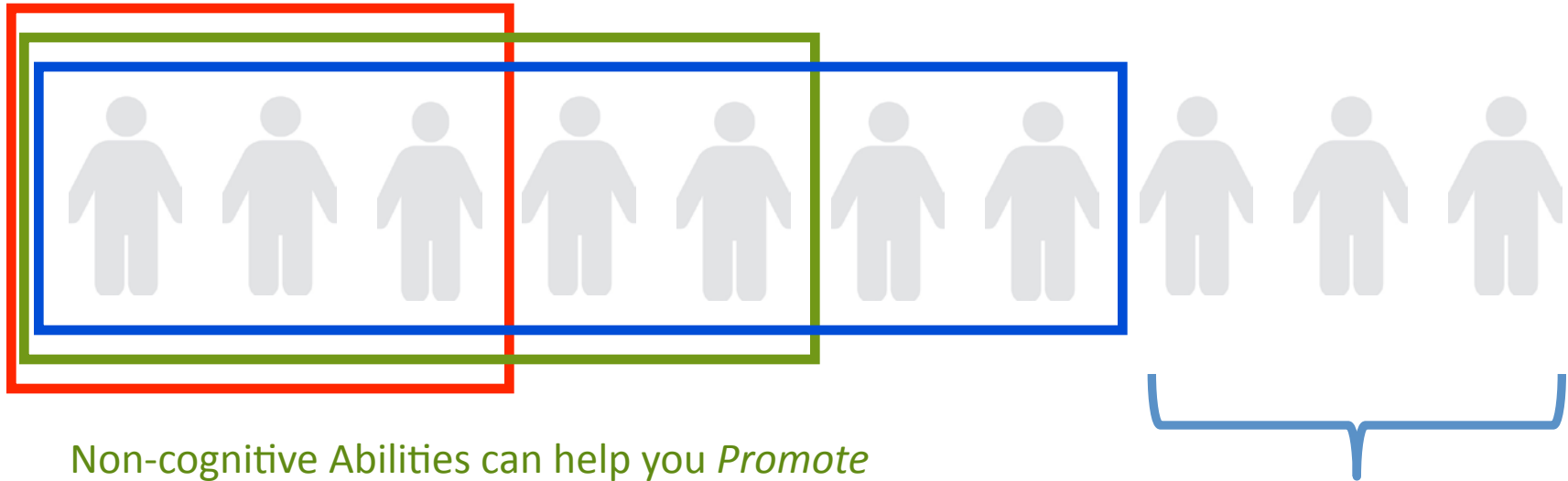
Fail to *Attend* College

Fail to *Complete* College

Is this what we want
to call *Success*?

Non-cognitive Abilities

Non-cognitive Abilities can help you *Predict and Intervene*



Non-cognitive Abilities can help you *Promote*

Non-cognitive Abilities can help you
Predict and Intervene

Non-cognitive Abilities can help
you *Promote and Connect*

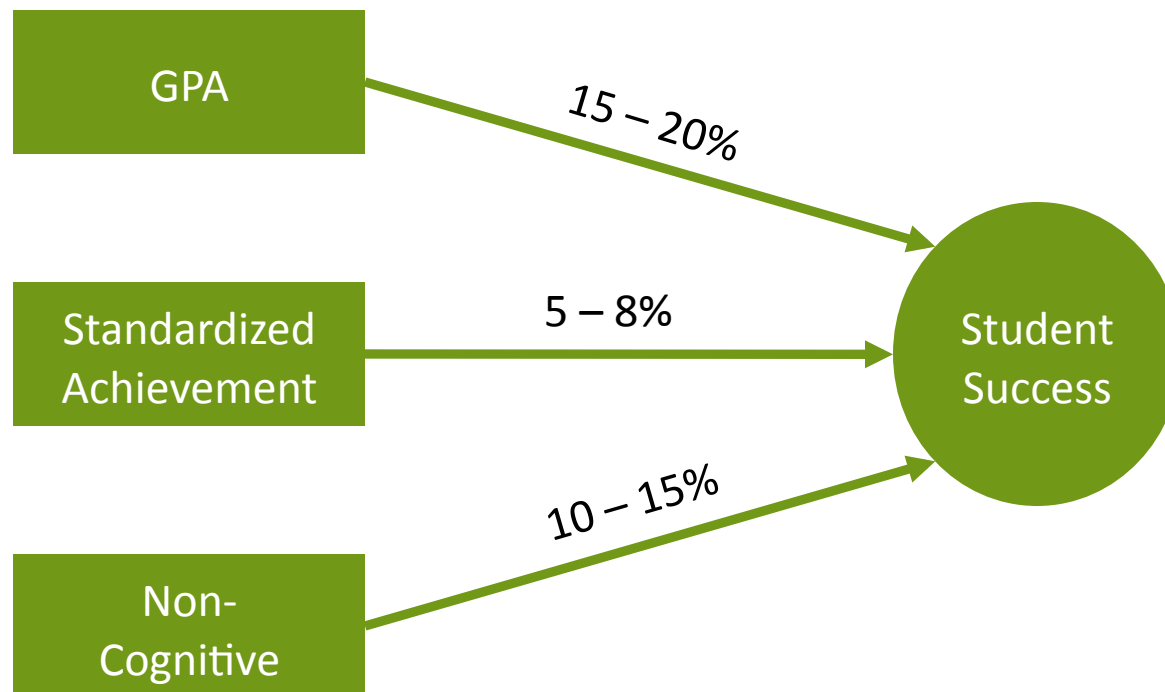
What is a *Non-cognitive*?

- Non-cognitive abilities refer to motivation, adjustment, behaviors, and attitudes that are distinct from the traditional verbal and quantitative areas measured by ability or achievement tests.
- Examples of non-cognitive abilities include self-efficacy, goals, academic engagement, resiliency, social comfort, educational commitment.

Why are they *Important*?

- Research suggests that non-cognitive variables are potent *predictors* of school-based outcomes (e.g., academic performance and persistence).
- When combined with cognitive measures (GPA, ACT/SAT), non-cognitives significantly *add* to our ability to predict student outcomes.

Why are they *Important*?



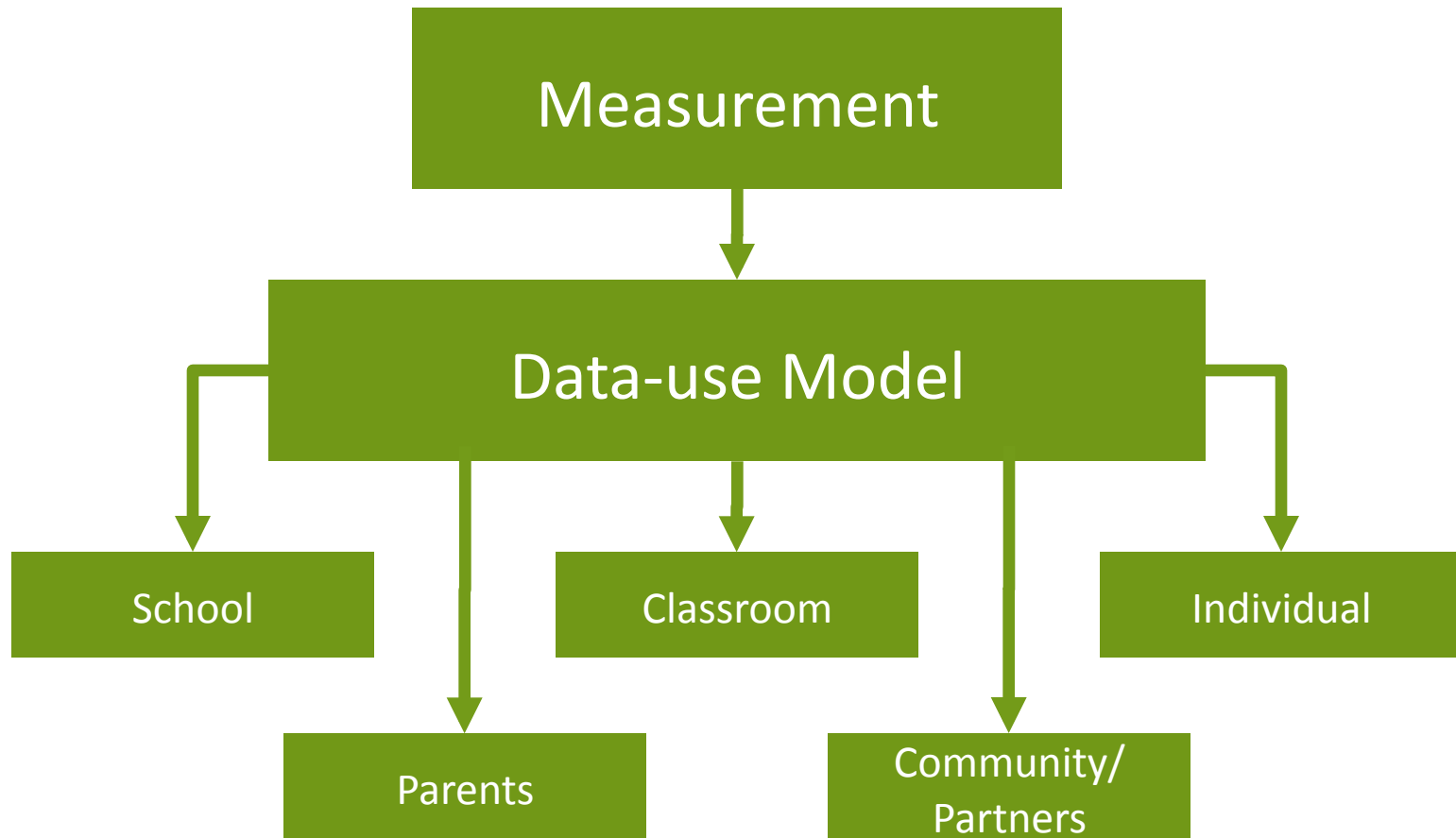
Why are they *Important*?

- Many non-cognitive variables are *malleable* and can be supported, developed, or remediated.
- Non-cognitive abilities are important components of both *college* and *career* readiness.

The Challenge

- If non-cognitive variables are important incremental predictors of academic outcomes and career readiness (and they are) and...
- If you can measure them reliably in high school and college students (and you can) and...
- If you have existing educational programs and academic and social support structures that can take advantage of those data to more effectively meet students' needs (and you do)...
- Why wouldn't you develop a data-driven model to promote student success and college and career readiness?

A Student Success Model



Measurement

- Recent instrument development initiative
 - Student Strengths InventoryTM (SSI)
 - 48-item low stakes self-report inventory
 - Available via Web or paper-pencil versions
 - Focused on the 6 most salient non-cognitive abilities
 - Data provided via student, advisor/teacher, and school reports

Score Report



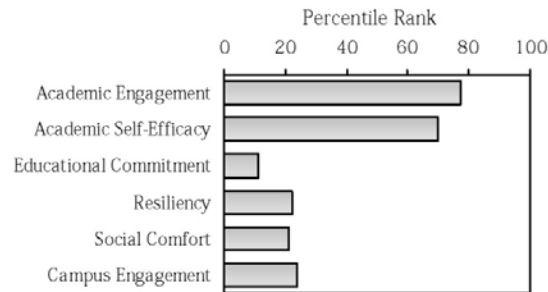
Student Strengths Profile™

Name: STUDENT, MICHAEL

ID Number: 987654321

The Student Strengths Inventory (SSI) measures your attitudes towards education and other activities that are critical to your college success. Your score in each of six areas is presented in the adjacent graph. Your scores are presented as percentile ranks. For example, if your score is 65, that means that you scored at or above 65% of other incoming first-year college students.

A description of your scores and suggested next steps are presented below. By taking advantage of this information and developing a plan of action you will be better prepared to succeed in college and beyond.



Scores offer norm-reference comparison

Academic Engagement

Your commitment to school work and the value you place on academics

77 - High

Your responses indicate that you take school work very seriously. You are conscientious and responsible about completing your assignments and attending classes. Strong academic performance is important to you. If you ever experience any trouble with coursework or completing work on time talk with your professors or advisors to get back on track

What's Next?

- Institutions can customize What's Next statements to promote targeted referrals.
- Visit the Learning Assistance Center: www.SSU.edu/lac to learn about opportunities tutoring other students on campus.

Schools customize their recommendations

Academic Self-Efficacy

Your confidence that you can achieve academically and succeed in college

70 - Moderate

Your responses suggest you have moderate levels of academic confidence. Success is partly a function of confidence. Having some positive academic experiences is the

What's Next?

- Talk with your professors or visit the Learning Assistance Center: www.SSU.edu/lac to find help to support your academic efforts.

Score Report

Easily understood description of results

Tool to promote action

Educational Commitment

Your dedication to obtaining a college degree

11 - Low

Your responses suggest that you question the benefits of obtaining a college degree at this time. As such, you may prioritize other activities higher than your college coursework. Students with scores like yours often don't fully understand the benefits of a college degree or don't know whether college is the right choice for them.

What's Next?

- Talk to your advisor in the Gateway Student Success Center about the wide range of degree and career options available with a degree from SSU.
- Speak with your professors or individuals in your field(s) of interest about the value of an SSU education.

Next Steps

Use Your Strengths

- Your skills will help you achieve college and workplace success.
- Find opportunities to further develop these skills and to apply them at school and in your community.

Look for Opportunities to Improve

- Low scores are an opportunity for growth.
- Identify strategies to improve areas with low to moderate scores.

Identify Your Resources

- There are many resources on and off campus that can help you succeed.
- Take advantage of resources such as your academic advisor, professors, RA, friends and family, the tutoring center, recreation services, campus clubs and organizations, and the career center.

Personal Development Plan

Students with specific goals are more likely to attain positive outcomes. Use the space below to set achievable goals.

I will..

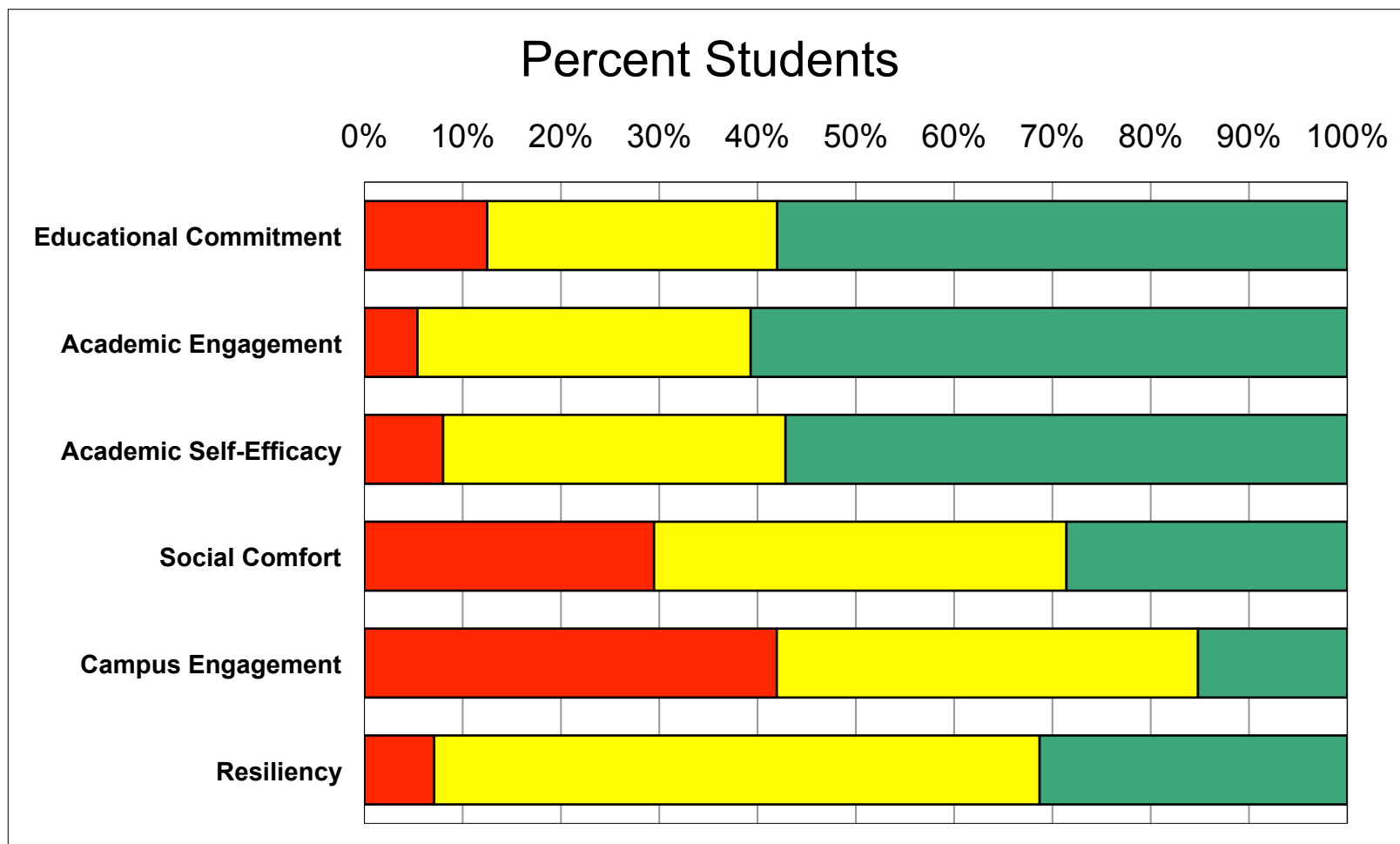
1. _____

2. _____

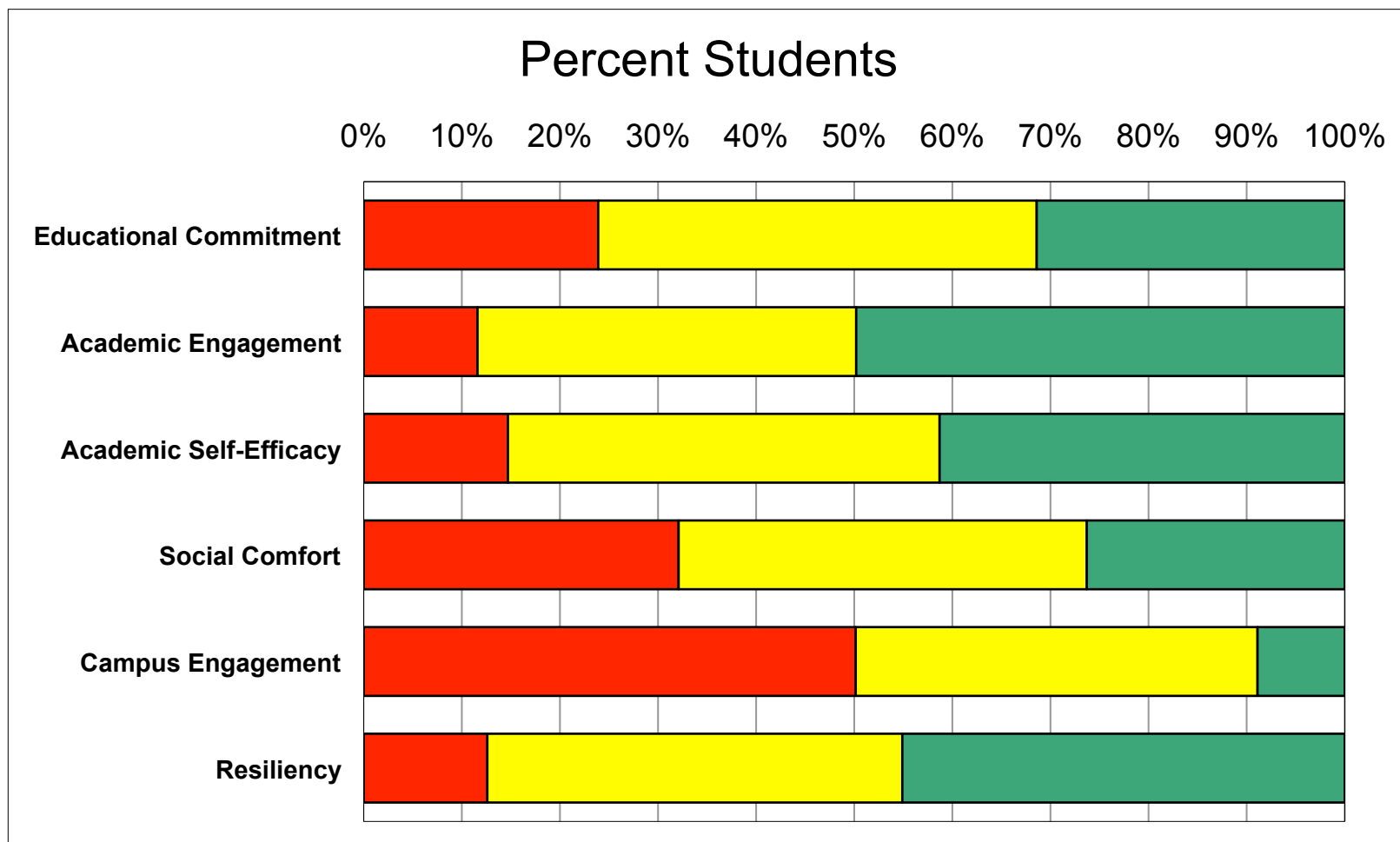
3. _____

4. _____

Example School

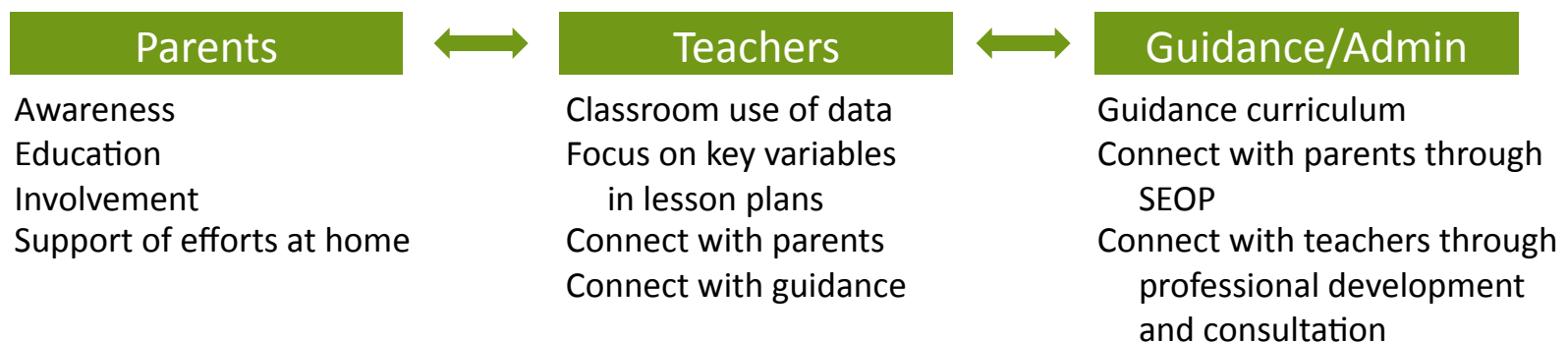


Example School



Data-use Model – AMES High School

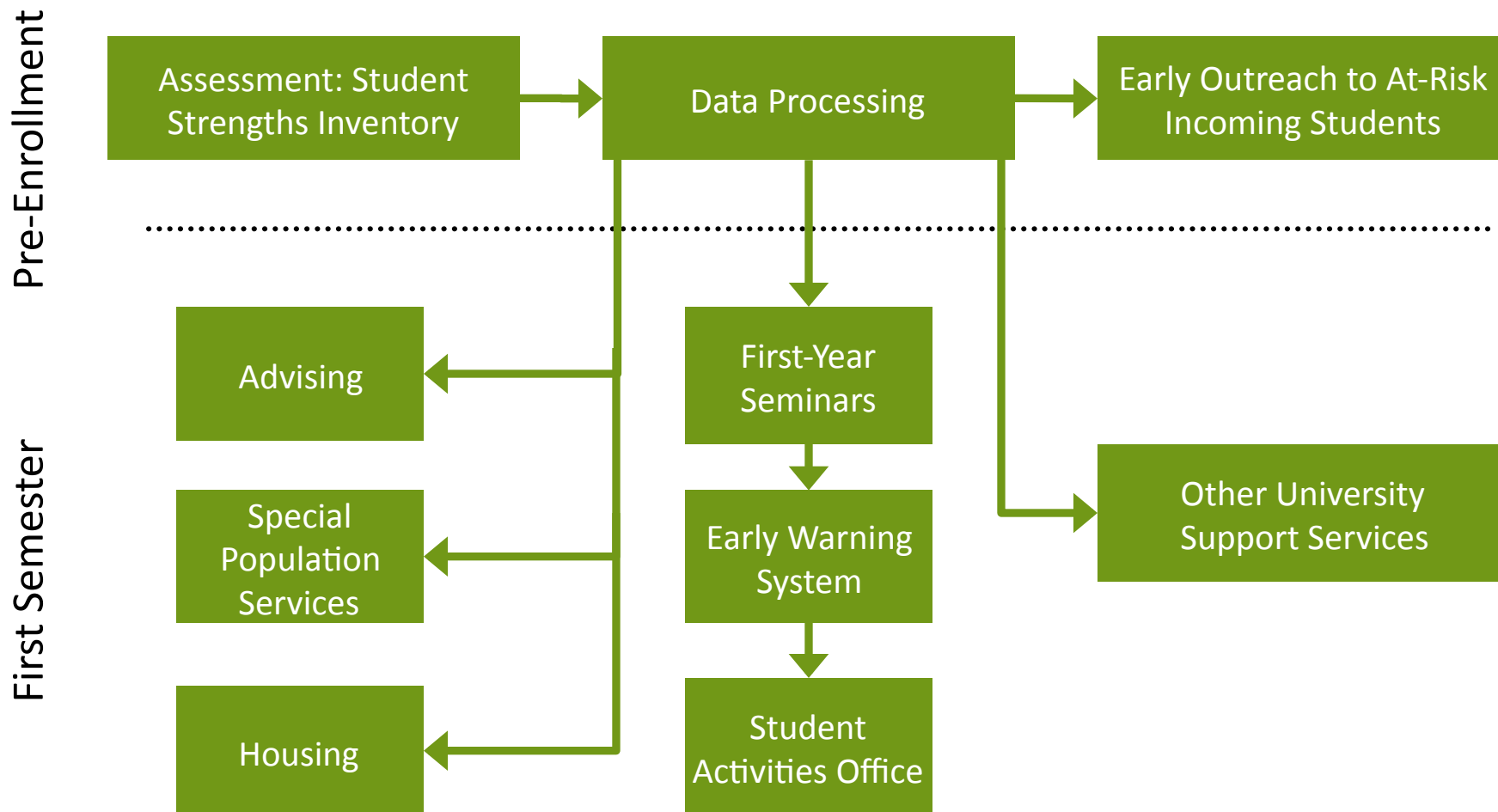
- Administered SSI to all students
- Consulted with faculty, school guidance, and administration to develop data-use model
- Advisory lesson plans integrated SSI results and promoted action – tied to college readiness, performance and behavior in class, and social/academic support networks



Non-Cognitive Abilities and The First Generation Student

- Our own work suggests that non-cognitive abilities are even more potent predictors of outcomes in students whose parents have not graduated from college.
- First-generation students scored lower than multi-generation students in these areas:
 - Academic engagement, school engagement, academic self-efficacy, resiliency, and educational commitment
- First-generation students scored higher than multi-generation students in this area:
 - Social comfort

Data-Use Model: College



Current and Future Programs

- **High School**
 - Scale efforts to more high schools (public, private, early-college) to examine and document different data-use models.
 - Explore use in high school programs (e.g., Gear Up, Upward Bound, AVID).
 - Develop and validate a Student Strengths Inventory – Early High School Form.
 - Further explore the role of non-cognitive abilities in high school students whose parents have not graduated from college (first-generation students).

Current and Future Programs

- **College**
 - Document data-use models and develop resource bank.
 - Explore effectiveness of different data-use models/applications.
 - Explore use in first-generation students (current national TRIO pilot project and use by The Suder Foundation with First Scholars Program).

Summary

- Non-cognitive abilities are important in understanding the *whole* student and in promoting academic and workplace success.
- Non-cognitive abilities can be measured reliably using instruments such as the Student Strengths Inventory.
- Data can be used to enhance existing efforts to promote college and career readiness.
- Consider adopting a measurement platform to more fully inform your efforts.

For More Information

- View the Student Strengths Inventory at www.studentstrengthsinventory.com.
- For a demo of the Student Strengths Inventory, enter your email address as username and ssidemo as password at www.demo-ssi.com.
- Contact Professor Gore: Paul.gore@utah.edu.

GALLUP® Student Poll



Understanding the Gallup Student Poll: Measuring Hope, Engagement, and Well-being in Students

May 5, 2010

Presented by Dr. Valerie J. Calderon, Managing Consultant, Gallup Student Poll

GALLUP® Student Poll



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Gallup Student Poll Overview

The Gallup Student Poll is a 20-item measure of hope, engagement, and well-being. Gallup researchers targeted these three variables because they met the following criteria:

- They can be reliably measured
- They have a meaningful relationship with or impact on educational outcomes
- They are malleable and can be enhanced through deliberate action
- They are not measured directly by another large-scale survey
- They are not associated with a student's FARL status or parent's household income

Hope | ideas and energy we have for the future | Double Hope

Engagement | involvement in/enthusiasm for school | Build Engaged Schools

Well-being | how we think about and experience our lives | Boost Well-being

Gallup Student Poll Overview *(continued)*

- **Hope — the ideas and energy we have for the future**

- Hope drives attendance, credits earned, and GPA of high school students. Hope predicts GPA and retention in college, and hope scores are more robust predictors of college success than are high school GPA, SAT, and ACT scores.

- **Engagement — the involvement in and enthusiasm for school**

- Engagement distinguishes between high-performing and low-performing schools.

- **Well-being — how we think about and experience our lives**

- Well-being tells us how our students are doing today and predicts their success in the future. High school freshmen with high well-being earn more credits with a higher GPA than peers with low well-being. The typical student who is thriving earns 10% more credits and a 2.9 GPA (out of 4.0), whereas a student with low well-being, completing fewer credits, earns a 2.4 GPA.

Gallup Student Poll Overview *(continued)*

- The inaugural Gallup Student Poll in March 2009 surveyed 70,078 students in grades 5 through 12 from 335 schools and 59 districts located in 18 states and the District of Columbia. The poll was completed via Web on school computers.
- In fall 2009, Gallup surveyed 246,682 students in grades 5 through 12. Gallup generated 907 school level scorecards and 93 district level scorecards.
- Students from 37 states and the District of Columbia participated in the Gallup Student Poll in 2009.
- The third administration was in March 2010. Gallup polled 129,500 students from 79 districts and 509 schools.
- Gallup will poll annually in October beginning in fall 2010.

The 20 Elements of Hopeful, Engaged, and Thriving Students

Q01. On which step of the ladder would you say you personally feel you stand at this time? On which step do you think you will stand about five years from now?*

Q02. I know I will graduate from high school.

Q03. There is an adult in my life who cares about my future.

Q04. I can think of many ways to get good grades.

Q05. I energetically pursue my goals.

Q06. I can find lots of ways around any problem.

Q07. I know I will find a good job after I graduate.

Q08. I have a best friend at school.

Q09. I feel safe in this school.

Q10. My teachers make me feel my schoolwork is important.

*This is an abbreviated text of the Cantril Self-Anchoring Striving Scale.

The 20 Elements of Hopeful, Engaged, and Thriving Students *(continued)*

Q11. At this school, I have the opportunity to do what I do best every day.

Q12. In the last seven days, I have received recognition or praise for doing good schoolwork.

Q13. My school is committed to building the strengths of each student.

Q14. In the last month, I volunteered my time to help others.

Q15. Were you treated with respect all day yesterday?

Q16. Did you smile or laugh a lot yesterday?

Q17. Did you learn or do something interesting yesterday?

Q18. Did you have enough energy to get things done yesterday?

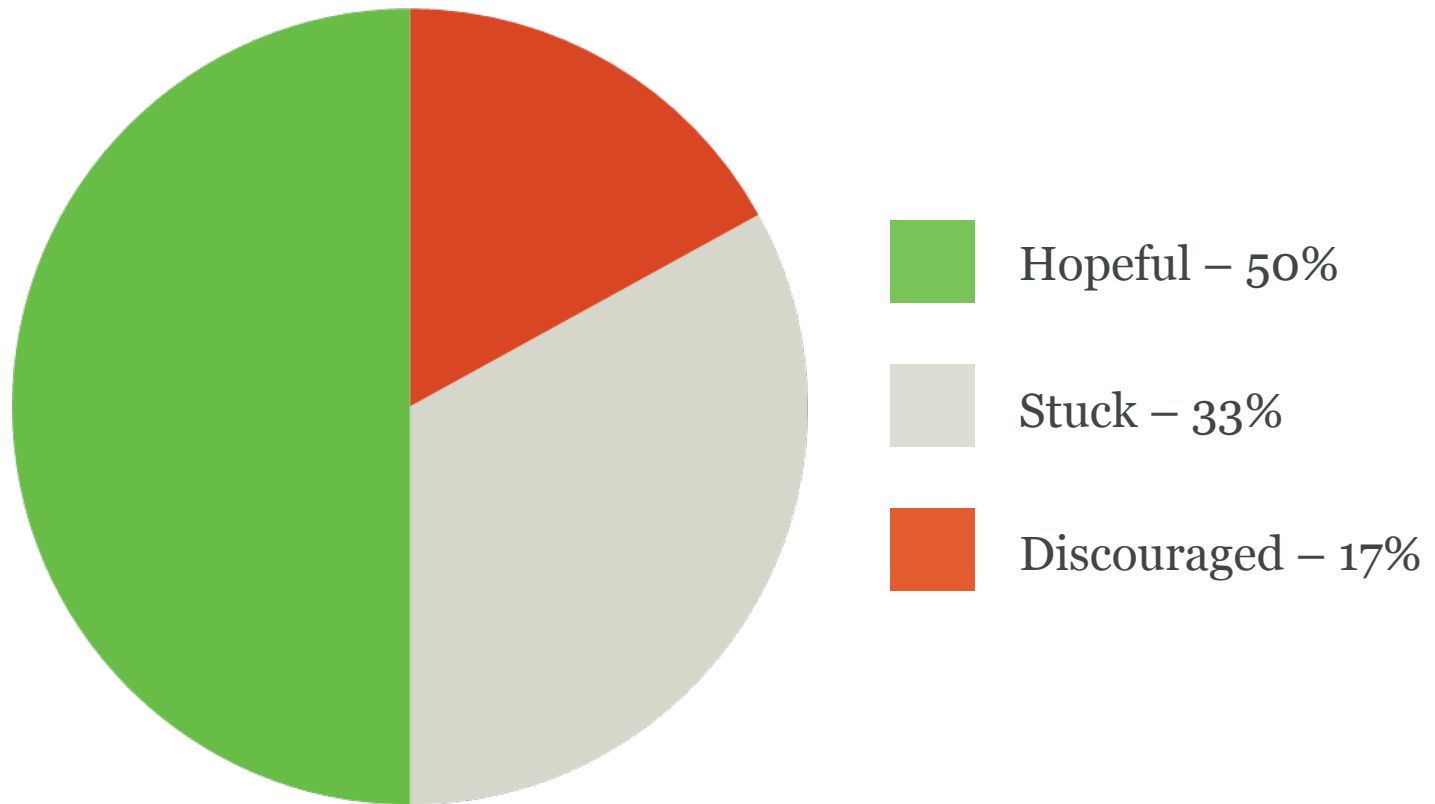
Q19. Do you have health problems that keep you from doing any of the things other people your age normally can do?

Q20. If you are in trouble, do you have family or friends you can count on to help whenever you need them?

By using responses to the Hope items, Gallup can place students in three groups:

- Hopeful
 - These students have numerous ideas and abundant energy for the future. They are skilled at goal-directed thinking and perceive they can navigate pathways to achieve their goals. They are more likely to be engaged at school.
- Stuck
 - These students have few ideas about the future and lack the requisite motivation to achieve goals.
- Discouraged
 - These students have few ideas and possess negative conceptualizations of the future. They lack goal orientation and the skills needed to navigate pathways to achieve their goals. They are more likely to be actively disengaged at school.

Gallup Student Poll Hope Index Fall 2009

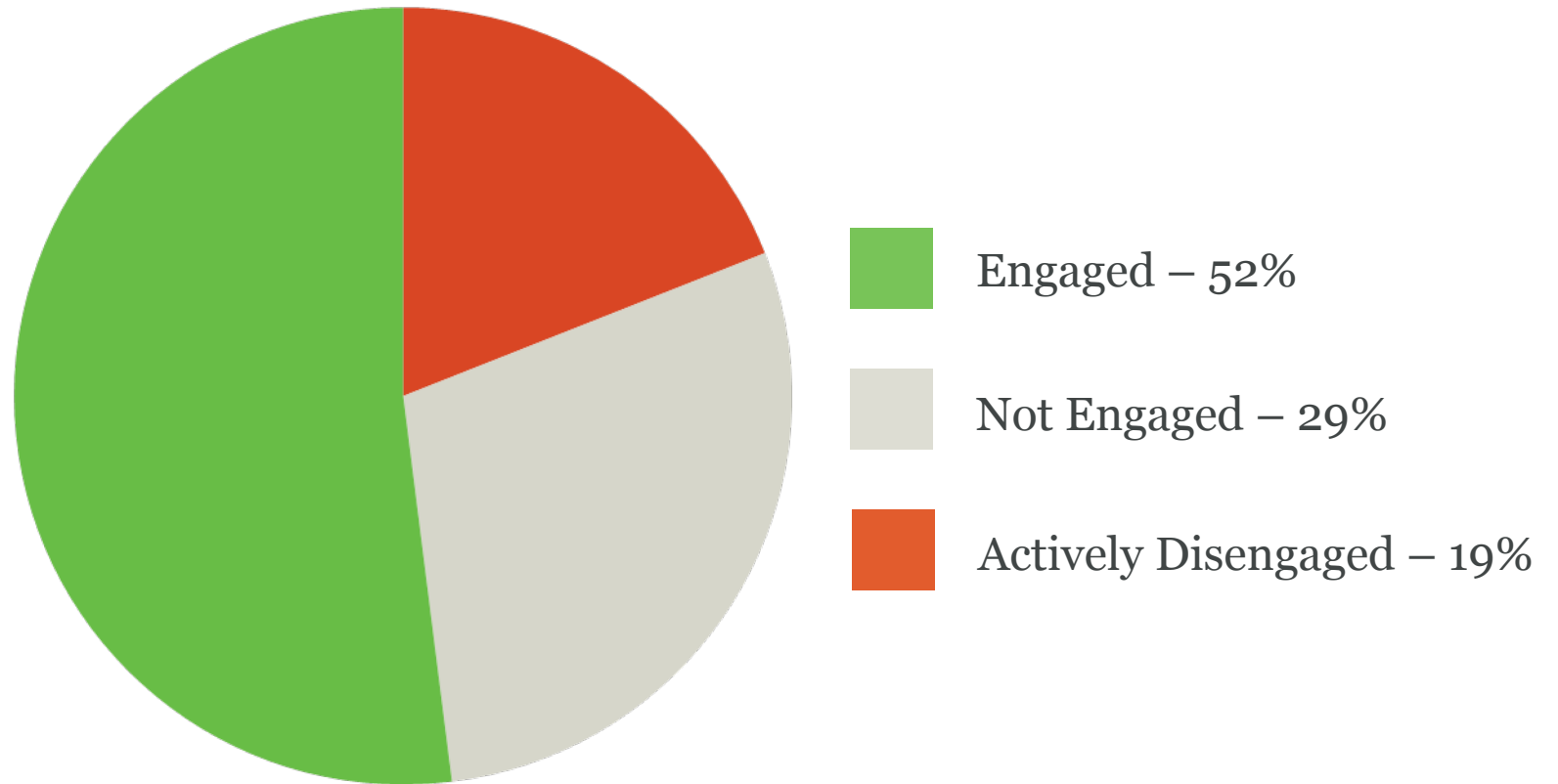


GrandMean = 4.37 (out of 5)

By using responses to the Engagement items, Gallup can place students in three groups:

- Engaged
 - These students are highly involved with and enthusiastic about school. They contribute to the learning process and likely involve their peers in the learning process as well. They are psychologically committed to school and have most needs met by the learning environment.
- Not Engaged
 - These students are present in the classroom, but they are not psychologically connected to school or the learning process. These students have some but not all needs met in the learning environment.
- Actively Disengaged
 - These students are not involved with the learning process and may be undermining that process for themselves and their peers. They are unhappy in school and will share that unhappiness with others.

Gallup Student Poll Engagement Index Fall 2009

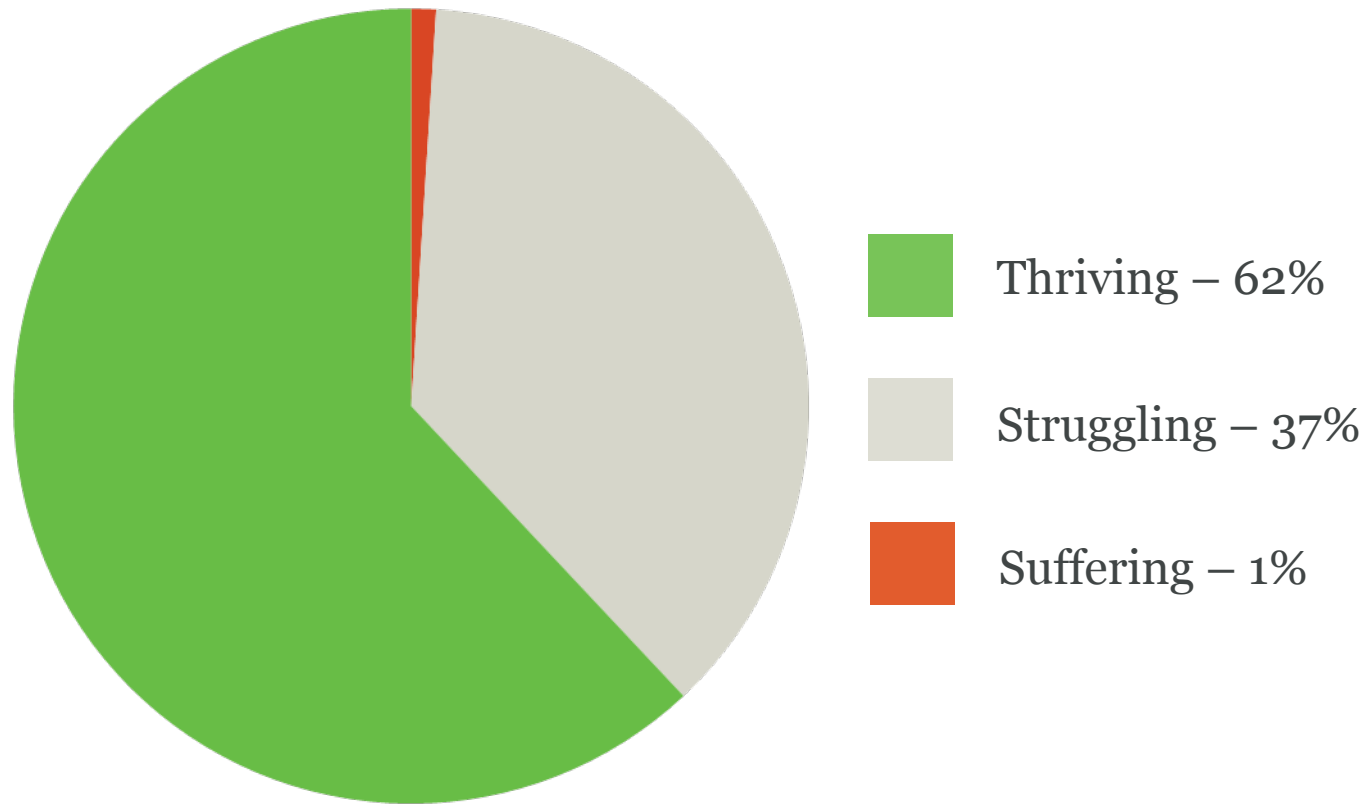


GrandMean = 3.99 (out of 5)

By using responses to the Cantril Self-anchoring Striving Scale (Well-being), Gallup can place students in three groups:

- Thriving
 - These students have positive perceptions of their lives. They not only perceive their present life as good, but they are likely to see the future as even better. These students likely have their basic needs met. They tend to be in good health and have strong social support. They are well-positioned for academic success and are more likely to be engaged with school.
- Struggling
 - These students with lower well-being do not have positive thoughts about their present and future lives. They may lack basic needs and have weak social support.
- Suffering
 - These students have negative perceptions of their lives. They lack adequate personal and social resources and are more likely to be actively disengaged with school.

Gallup Student Poll Well-being Index Fall 2009



GrandMean = 8.46 (out of 10)

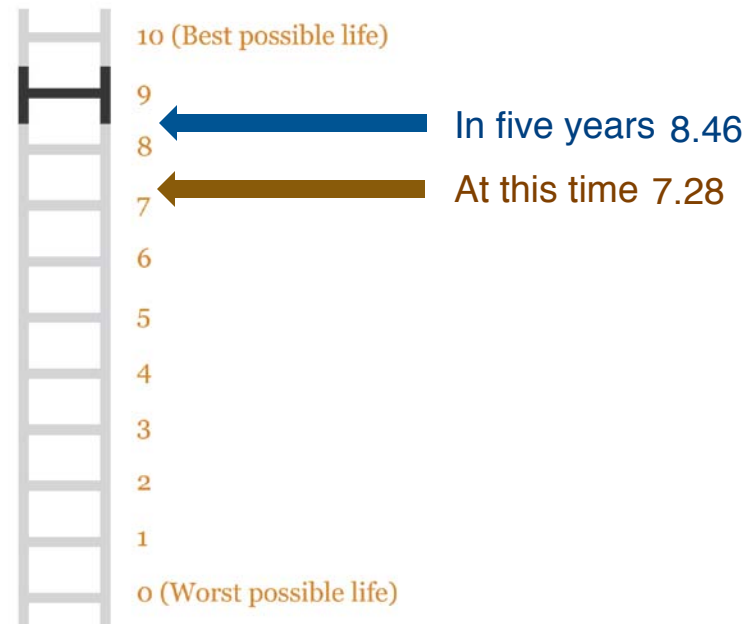
Well-being: Ladder Items Fall 2009

Please imagine a ladder with steps numbered from zero at the bottom to ten at the top. The top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you.

On which step of the ladder would you say you personally feel you stand at this time?
(GrandMean: 7.28)

On which step do you think you will stand about five years from now?
(GrandMean: 8.46)

On which step of the ladder would you say you personally feel you stand at this time?



Note: This is based on the Cantril Self-anchoring Striving Scale.

Experienced Well-being: Positive Yesterday Items

Fall 2009 Student Responses	Student % Yes
Were you treated with respect all day yesterday?	65%
Did you learn or do something interesting yesterday?	76%
Did you smile or laugh a lot yesterday?	84%
Did you have enough energy to get things done yesterday?	76%

Gallup Student Poll — Early College Possibilities for Boosting Hope, Engagement, and Well-being

- Early college work provides opportunity for educators to help students understand their schoolwork is important.
- Providing recognition and praise to students engaged in rigorous coursework improves engagement.
- Early college compels students to think about the future in concrete and positive terms.
- With the mentoring of a caring adult, there is opportunity to help students build skills for navigating roadblocks and challenges.
- Students in early college courses have the opportunity to learn and do something unique and interesting — a key component to experienced well-being.
- Hope, engagement, and well-being can be used as key outcome variables to track students' success in an early college program.

Gallup Student Poll Fall 2010 Administration

- The Gallup Student Poll will be administered again in October 2010 via the Web (www.gallupstudentpoll.com).
- The Gallup Student Poll will be administered annually in October.
- Register a personal account for your district or school.
 - To complete the account, you will need your national district/school ID. Visit <http://nces.ed.gov/ccd/districtsearch/> and enter your district name. Record the ID number.
 - Go to www.GallupStudentPoll.com and click **Register Here!**
- Schools and districts select one of three options for fielding:
 - Tuesday, September 28 through Friday, October 15, 2010
 - Tuesday, October 5 through Friday, October 22, 2010
 - Tuesday, October 12 through Friday, October 30, 2010
- The survey will be available **Tuesday through Friday** during school hours only.

Registering for the Gallup Student Poll

The screenshot shows the Gallup Student Poll website in a Windows Internet Explorer browser window. The address bar displays <http://www.gallupstudentpoll.com/home.aspx>. The page header includes the "GALLUP Student Poll" logo and the "AMERICA'S PROMISE ALLIANCE" logo. A navigation menu contains links for Home, About Us, Schools/Districts, Graduation Success, National Data, Contact Us, and Resources. A search box is labeled "Information, statistics, etc." with a "SEARCH" button. The main content area features a video player with a "Play Video" button and silhouettes of students. To the right, there are several news articles and a sidebar with links for "SIGN IN TO MY ACCOUNT", "REGISTER FOR GALLUP STUDENT POLL", and "GALLUP STUDENT POLL WEBINAR". A red arrow points to the "Register Here!" link in the sidebar. The Windows taskbar at the bottom shows the Start button and several open applications, including Citrix Access Platform, EF Commander Free, Microsoft PowerPoint, and Calendar. The system tray shows the time as 9:33 AM.

Gallup Student Poll Technical Requirements

- **Technical Requirements:** The survey is Web-based. The following browsers are compatible with the survey: Microsoft Internet Explorer 5.5 or later, Mozilla Firefox 1.0 or later, and Apple Safari 3.0 or later.
- To ensure optimal compatibility, we recommend you **install the latest version of Flash Player** from Adobe's Website: <http://get.adobe.com/flashplayer/>. As of this writing, the latest version is 10.0.22.87.
- You only need to log in to a computer once for each day of the survey. After a student completes the survey, it scrolls back to the beginning. The next student selects Spanish or English language and begins the survey. The Website will log out after four hours of inactivity.