Building Student Success Strategies that Better Serve Tribal Colleges and Their Students

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Educational Testing Service
How do you know if a student is likely or unlikely to succeed at your institution?
Eaton & Bean (1995)

“Scholars base most research on retention on sociological principles and theory, and focus on groups rather than individuals. As a result, we know that some groups of students, such as educationally disadvantaged students and certain minority groups, often adapt poorly to their college environments.

We know less about the characteristics of individuals within such a group that increase the likelihood of their remaining in school until graduation.”
Six-year Degree Attainment

2009 NCES Beginning Postsecondary Students Survey
Attainment or level of last institution enrolled through 2009
by Gender, Race/Ethnicity (White vs. African American, Hispanic) 2003-04

- Men of Color: 11%
- Women of Color: 18%
- White Men: 27%
- White Women: 34%
- Others: 10%

- Attained Any Degree: 57%
  - Men of Color: 37%
  - Women of Color: 40%
  - White Men: 51%
  - White Women: 57%

- Still Enrolled: 18%
  - Men of Color: 19%
  - Women of Color: 18%
  - White Men: 14%
  - White Women: 12%

- No degree, not enrolled: 35%
  - Men of Color: 44%
  - Women of Color: 42%
  - White Men: 35%
  - White Women: 32%
Six-year Degree Attainment

2009 NCES Beginning Postsecondary Students Survey
Attainment or level of last institution enrolled through 2009
by Dependent student’s family income 2003-04

- $60K - $92K: 25%
- $32K - $60K: 25%
- $1K - $32K: 23%
- >$92K: 19%
- <$1K: 1%

Bar graph:
- Any Degree or Certificate: $1-31,999 (46), $32,000-59,999 (54), $60,000-91,999 (59), >$92,000 (68)
- Still Enrolled at Any Institution: $1-31,999 (17), $32,000-59,999 (16), $60,000-91,999 (14), >$92,000 (12)
- No Degree, Not Enrolled: $1-31,999 (38), $32,000-59,999 (30), $60,000-91,999 (27), >$92,000 (19)
Six-year Degree Attainment

2009 NCES Beginning Postsecondary Students Survey
Attainment or level of last institution enrolled through 2009 by highest parental education (2003-04)

- Graduate: 18%
- Bachelor's: 21%
- Associate's: 7%
- Some College: 18%
- High school or less: 36%

Bar charts showing:
- Any Degree or Certificate:
  - High school or less: 41
  - Some College: 47
  - Associate's: 49
  - Bachelor's: 58
  - Graduate: 64

- Still Enrolled at Any Institution:
  - High school or less: 15
  - Some College: 17
  - Associate's: 14
  - Bachelor's: 15
  - Graduate: 13

- No degree, Not Enrolled:
  - High school or less: 44
  - Some College: 37
  - Associate's: 36
  - Bachelor's: 28
  - Graduate: 23
Six-year Degree Attainment

Source: BPS:2009 Beginning Postsecondary Students; Computation by NCES QuickStats
## Traditional Approaches

**Engle & Tinto (2008):** Moving Beyond Access College Success For Low-Income, First-Generation Students

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Challenge(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Improve academic preparation for college”</td>
<td>- Length of K12 reform</td>
</tr>
<tr>
<td></td>
<td>- What about current students, adults?</td>
</tr>
<tr>
<td>“Provide additional financial aid for college”</td>
<td>- Costly</td>
</tr>
<tr>
<td></td>
<td>- Students with resources still struggle</td>
</tr>
<tr>
<td></td>
<td>- Social, cultural capital</td>
</tr>
<tr>
<td>“Ease the transition to college” (by providing bridge, orientation, advising, tutoring, etc.)</td>
<td>- Isn’t this done already?</td>
</tr>
<tr>
<td>“Encourage engagement on the college campus”</td>
<td>- What are the barriers to engagement?</td>
</tr>
</tbody>
</table>
Possible shortcomings of traditional approaches

- **Focus**: Are efforts addressing the key strengths and challenges?

- **Access**: Are efforts reaching the students who need them?

- **Sustainability**: Can efforts be implemented at sufficient scale to impact student success?
What are noncognitive skills?

Factors outside of “academic ability” or “academic intelligence” that contribute to or are part of student learning

- Conscientiousness
- Motivation
- Metacognition
- Study Skills
- Test-Taking Strategies
- Goal Setting
- Social Support
- Institutional Commitment
- Response to Stress
- Self-efficacy
- Teamwork
Research Into Noncognitive Skills and Student Success

- Noted importance from both within and outside of higher education
  — Oswald et al., 2005; Casner-Lotto & Benner, 2006

- Significant predictive validity
  — Robbins et al., 2004; Poropat, 2009; Richardson, Abraham, and Bond, 2012
  — Even when controlling for previous academic achievement (test scores, HSGPA)
  — Equal or stronger predictor of retention than previous academic achievement (Robbins et al., 2004; Markle et al., 2013)

- Evidence for compensatory effects among students with lower academic achievement, certain traditionally underserved populations
  — Li et al., 2013; Tracey & Seldace, 1986; Dennis, Phinney, Chateco, 2005; Ting, 2003
Parent(s) never went to college

Why do YOU need to go to college?
- Lower commitment to college goals
- Lower social support
- “College knowledge”?

You BETTER go to college!
- Higher commitment to college goals
- Higher social support
- College knowledge?
<table>
<thead>
<tr>
<th>General Skill</th>
<th>Subskill</th>
<th>Definition</th>
<th>Example Items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Skills</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Organization</strong></td>
<td>Strategies for organizing work and time.</td>
<td>I make a schedule for getting my school work done. I take due dates seriously.</td>
</tr>
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<tr>
<td></td>
<td><strong>Meeting Class Expectations</strong></td>
<td>Doing what’s expected to meet the requirements of your course including assignments and in-class behaviors.</td>
<td>I attend almost all of my classes. I complete the reading that is assigned to me.</td>
</tr>
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<tr>
<td><strong>Commitment</strong></td>
<td><strong>Commitment to College Goals</strong></td>
<td>Perceived value and determination to succeed in and complete college.</td>
<td>One of my life goals is to graduate college. The benefit of a college education outweighs the cost.</td>
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<tr>
<td></td>
<td><strong>Institutional Commitment</strong></td>
<td>Attachment to and positive evaluations of the school.</td>
<td>This is the right school for me. I’m proud to say I attend this school.</td>
</tr>
<tr>
<td><strong>Self-management</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Sensitivity to Stress</strong></td>
<td>Tendency to feel frustrated, discouraged or upset when under pressure or burdened by demands.</td>
<td>I get stressed out easily when things don’t go my way. I am easily frustrated.</td>
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<tr>
<td></td>
<td><strong>Academic Self-Efficacy</strong></td>
<td>Belief in one’s ability to perform and achieve in an academic setting.</td>
<td>I'm confident that I will succeed in my courses this semester. I can do well in college if I apply myself.</td>
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<td></td>
<td><strong>Test Anxiety</strong></td>
<td>General reactions to test-taking experiences, including negative thoughts and feelings (e.g., worry, dread).</td>
<td>When taking a test, I think about what happens if I don’t do well. Before a test, my stomach gets upset.</td>
</tr>
<tr>
<td><strong>Social Support</strong></td>
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<tr>
<td></td>
<td><strong>Connectedness</strong></td>
<td>A general sense of belonging and engagement.</td>
<td>I feel connected to my peers. People understand me.</td>
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<tr>
<td></td>
<td><strong>Institutional Support</strong></td>
<td>Attitudes about and tendency to seek help from established resources.</td>
<td>If I don’t understand something in class, I ask the instructor for help. I know how to find out what’s expected of me in classes.</td>
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<td></td>
<td><strong>Barriers to Success</strong></td>
<td>Financial pressures, family responsibilities, conflicting work schedules and limited institutional knowledge.</td>
<td>Family pressures make it hard for me to commit to school. People close to me support me going to college.</td>
</tr>
</tbody>
</table>
A Holistic Assessment Solution

• Targets students between pre- and early enrollment (post-admissions)
• Inclusion of both cognitive and noncognitive factors
• Alignment between assessment and institutional practices

• Added value:
  – Respects the whole student (examines cognitive and noncognitive factors)
  – Focuses on the unique characteristics of each student
  – Focuses on factors educators can control such as motivation, social connectedness, as opposed to socioeconomic, situational factors
Use of the SuccessNavigator® Assessment

• A 30-minute online, nonproctored, noncognitive assessment for incoming college students: Low stakes, diagnostic, and developmental

• Can be used with or without academic markers (SAT® scores, HS GPA, course placement score)

• Three primary intended uses:
  — Identifying likelihood of persistence to degree and academic success
  — Informing course placement acceleration decisions
  — Feedback for advising, FYE, etc.

• Assessments are scored immediately and will be sent to the candidates and academic advisors. Administrators have access to appropriate reports within the online system.
  — Integrates with LTI-compliant student information and learning management systems
  — Cost: $6/ student (includes all reporting, training, and implementation support)
Domain Scores: Four general areas of student strengths and weaknesses. Scores are presented normatively.

Feedback: Determine by more specific “facet” scores (see next page).

Action Plans: Suggested interaction with programs and services on campus.

Success Indices: Separate indices for both classroom and enrollment success. Based on background, cognitive and psycho-social information and supported by statistical relationships with success.

Background Information: Communicate key student information from both SuccessNavigator® and SIS to faculty/advisor.
GENERAL SKILL SCORES

Your Institution's DOMAIN SCORES

<table>
<thead>
<tr>
<th>Academic Skills</th>
<th>Commitment</th>
<th>Self-Management</th>
<th>Social Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>I tools and strategies to succeed in the classroom</td>
<td>Active pursuit toward an academic goal</td>
<td>Reactions to academic and other stressors</td>
<td>Connecting with people and resources for student success</td>
</tr>
</tbody>
</table>

- Academic Skills: 123 - 90
- Commitment: 121 - 102
- Self-Management: 112 - 72
- Social Support: 126 - 92
What are the challenges you face in addressing student success?
Student vs. Institution-Level Interventions

**Student-Level**
Student is the unit of analysis

- How do we structure conversations?
- How do we connect students with resources?

**Institution-Level**
Institution is the unit of analysis

- What best practices, programs, or resources do we need?
- How do we align/organize our efforts?

How do I apply these strategies to my work with students?

How do I fit these strategies into my institutional structure?
Touch Points for Holistic Assessment and Student Success Strategies

- Advising, Coaching, Counseling
- Course Placement
- Institutional Planning
ETS has committed to working with several sectors of minority serving institutions in order to support their efforts in student success.

- SuccessNavigator has been used in 12 of the 104 Historically Black Colleges and Universities (HBCU’s) in the United States, with large-scale implementations at North Carolina Central Univ. and North Carolina A&T Univ.

- ETS is currently engaged in a multi-year demonstration project with three members of the Hispanic Association of Colleges and Universities (HACU): Texas State University, Valencia College, and California State University - Fullerton.

- In addition to working with several institutions with large Tribal populations (e.g., Univ. of New Mexico, Bacone College), ETS has recently begun work with three Tribal colleges: Fond du Lac Tribal and Community College, Southwestern Indian Polytechnic Institute, and Nebraska Indian Community College.
SuccessNavigator Tribal College Partners

Fond du Lac Tribal and Community College
• Small pilot currently underway, will continue with new students in Fall 2017
• Seeking to integrate into advising/counseling process, eye toward institution-wide implementation

Nebraska Indian Community College
• Originated as part of Persistence and Completion Academy (HLC)
• Piloted in student success course (n~20) in Spring 2017
• Analysis of results currently underway
• Will conduct additional analyses and continue pilot in the Fall; Seeking collaboration and support from other TCU’s

Southwestern Indian Polytechnic Institute
• Administered SN as part of Orientation during Spring and Summer of 2017; Will continue institution-wide in Fall 2017
• First year focuses on data collection and identification of necessary supports
  • “SuccessNavigator has given us a phenomenal amount of insight into where our students are struggling and what we can do beyond the classroom to give them the best chance of succeeding.”
• Ultimately seeking to develop more holistic advising and student support mechanisms
Work at the Student Level
- Two student profiles
- Essentially identical HSGPA and ACT® Scores
- Noncognitive factors entirely determine their likely success
Student J

- 15 ACT®, 2.5 HSGPA
- Strong Academic Skills
- Moderate Commitment
- Low Self-management
- Strong Social Support

Why does Student J have such a strong likelihood of success?

What interventions might we recommend for Student J?
**Student J**

- Academic Skills and Commitment to College Goals are very relevant to both academic success and persistence.
- Low Self-management can actually increase students’ likelihood for persistence (a lack of “stress” can also be a lack of “engagement”).
- Moderate Academic Success Index is likely coming from tests scores and HSGPA: tutoring and other academic interventions are likely most important.
Student J – Self-management Interventions

Test-Taking Strategies: A Quick Reference Guide

General Test-Taking Strategies

- Make sure you know what information will be included on the test and what format it will be in (multiple choice, essay, etc.). If you are not sure, check your syllabus.
- Review your previous tests from the course to get a better idea of the kinds of questions your professor tends to focus on and the types of questions he or she asks.
- Take practice tests to apply techniques that will help improve your test-taking skills.
- Read the directions before answering any questions.
- For some types of tests (e.g., math), it may be helpful to first work on the easier questions and easily and then attempt the more difficult questions. Give the highest points questions that are worth the most points.
- Be observant—sometimes information in test questions will help you answer other questions.
- Once you have answered a question, move on. Clear your head and think about the different ways you could have answered the previous one.
- Keep an eye on the time. Pay attention to how much time you have to complete the exam.

Tips and Tricks to Relieve Stress

When life gets busy, it’s normal to feel stressed or anxious. Balancing course work, family obligations, work, financial pressures, and personal commitments can be difficult and lead one to feel overwhelmed. Below are several tips you can try to help you relieve your feelings of stress both quickly and easily.

- **Take a walk.** Whether the walk lasts a few minutes or an hour, getting outside and being active will help you clear your head and reenergize you.
- **Breathe.** When you start to feel stressed, your breathing can get shallow and off track. Slow down for a few minutes. Close your eyes and take some long, deep breaths. When done correctly, you will feel better quickly. Try the relaxation techniques in the Self-Management section of the Resource Library for more information on this.
- **Create a schedule.** Taking a few minutes to plan out your day can help relieve some stress because making a realistic plan for your day can help you
- **Write!** In this digital age, there is more than one way to express your feelings. You could write your feelings in an online blog, a journal, or in an e-mail to yourself. No matter what avenue you choose to write about your stress and anxiety, be sure to...
Keys to SN Report Conversations

1. Allow an opportunity for review, conversation

2. Emphasize strengths and be honest about challenges

3. Make sure the student leaves the conversation with a plan
For more information, please visit:
https://www.ets.org/successnavigator/about/
Work at the Aggregate Level
Working with Subpopulations

- Many view noncognitive factors as key to improving success, particularly for traditionally disadvantaged populations (e.g., academically underprepared, first-generation or low-SES students).
- However, there are several possible ways in which noncognitive variables might relate to these populations, each of which has different implications for guiding intervention.

Overall, however, even trying to model success within traditionally underserved populations still encourages a “one-size-fits-many” approach. The paths to success within a group are likely more varied than the paths within.
## SuccessNavigator® Data at Community College XYZ

### Academic Success Index

<table>
<thead>
<tr>
<th>Success Likelihood</th>
<th>Definition</th>
<th>Number of Students*</th>
<th>Percent of Students Across Comparative Institutions</th>
<th>Percent of Students in the Cohort/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Projected 1st Semester GPA &gt; 2.97</td>
<td>513 of 1723</td>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td>Medium</td>
<td>Projected 1st Semester GPA between 2.23 – 2.97</td>
<td>821 of 1723</td>
<td>46</td>
<td>48</td>
</tr>
<tr>
<td>Low</td>
<td>Projected 1st Semester GPA &lt; 2.23</td>
<td>389 of 1723</td>
<td>43</td>
<td>23</td>
</tr>
</tbody>
</table>

### Retention Success Index

<table>
<thead>
<tr>
<th>Success Likelihood</th>
<th>Definition</th>
<th>Number of Students*</th>
<th>Percent of Students Across Comparative Institutions</th>
<th>Percent of Students in the Cohort/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Probability of retention &gt; 93.0%</td>
<td>529 of 1723</td>
<td>9</td>
<td>31</td>
</tr>
<tr>
<td>Medium</td>
<td>Probability of retention between 84.1% – 93.0%</td>
<td>845 of 1723</td>
<td>44</td>
<td>49</td>
</tr>
<tr>
<td>Low</td>
<td>Probability of retention &lt; 84.1%</td>
<td>349 of 1723</td>
<td>47</td>
<td>20</td>
</tr>
</tbody>
</table>
SuccessNavigator® Data at Community College XYZ

- Total n = 1,723

<table>
<thead>
<tr>
<th>Academic Success Index</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>269 (15.6%)</td>
<td>119 (6.9%)</td>
<td>1 (0.1%)</td>
</tr>
<tr>
<td>Medium</td>
<td>80 (4.6%)</td>
<td>596 (34.6%)</td>
<td>145 (8.4%)</td>
</tr>
<tr>
<td>High</td>
<td>—</td>
<td>130 (7.5%)</td>
<td>383 (22.2%)</td>
</tr>
</tbody>
</table>
Comparing Low/Low to All Other Students

- High School GPA
- Meeting Class Expectations
- Academic Self-Efficacy
- Barriers to Success

Comparing Low/Low (n=269; 15.6%) to All Other Students (n=1454; 84.4%)

- Low, Low (n=269; 15.6%)
- Other (n=1454; 84.4%)
## Charting Your Course Using Navigation Strategies …

<table>
<thead>
<tr>
<th>Academic Skills</th>
<th>Commitment</th>
<th>Self-management</th>
<th>Social Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPS</strong></td>
<td><strong>Career Services</strong></td>
<td><strong>Student Health &amp; Counseling Center</strong> (SHAC)</td>
<td><strong>Targeted Resource Centers</strong> (African-American Student Services, American-Indian Student Services, El Centro, LGBTQ Resource Center, Men of Color Initiative, Women’s Resource Center, Veteran’s Resource Center)</td>
</tr>
<tr>
<td><strong>Accessibility Resource Center</strong></td>
<td><strong>Academic Departments</strong></td>
<td><strong>CAPS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>College Enrichment &amp; Outreach Programs</strong> (e.g., CEP, SSS)</td>
<td><strong>Student Activities</strong> (i.e., Greeks, Student Organizations, etc.)</td>
<td><strong>Targeted Resource Centers</strong> (African-American Student Services, American-Indian Student Services, El Centro, LGBTQ Resource Center, Men of Color Initiative, Women’s Resource Center, Veteran’s Resource Center)</td>
<td></td>
</tr>
<tr>
<td><strong>Advisement</strong> (University, Fine Arts, Engineering)</td>
<td><strong>Advisement (University, Fine Arts, Engineering)</strong></td>
<td><strong>Religious Organizations</strong> (e.g., Newman Center, etc.)</td>
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</tr>
<tr>
<td><strong>Academic Coaching</strong></td>
<td><strong>Alumni Support Mentoring Program</strong></td>
<td><strong>College Enrichment &amp; Outreach Programs</strong> (e.g., CEP, SSS)</td>
<td><strong>College Enrichment &amp; Outreach Programs</strong> (e.g., CEP, SSS)</td>
</tr>
<tr>
<td><strong>Academic Level Student Support</strong> (e.g., Engineering Student Services, Student Services, etc.)</td>
<td><strong>Student Employment</strong></td>
<td><strong>Academic Coaching</strong></td>
<td><strong>Dean of Students</strong></td>
</tr>
<tr>
<td><strong>Faculty Office Hours</strong> (Noted on course syllabi)</td>
<td><strong>Residential Life</strong></td>
<td><strong>Recreational Services, Johnson Center</strong></td>
<td><strong>Student Employment</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Skill</th>
<th>Student Success Course Topic</th>
<th>SuccessNavigator® Resources</th>
<th>Campus Resources</th>
</tr>
</thead>
</table>
| **Academic Skills** | • Becoming an Active Learner  
• College Textbook Reading  
• Finding Main Ideas & Supporting Details in Texts  
• Getting Ready for Final Exams  
• Improving Your Concentration  
• Improving Your Memory | • Choosing a Planner Calendar  
• The Effective Workspace Checklist  
• Getting It Done - How Much Time Do I Need for My Courses?  
• How to Use a Planner Calendar  
• Study Techniques Quick Reference Guide  
• Task Estimator  
• Tips for Being a Successful Student  
• Example Planner  
• Sample Study Schedule | • Tutoring |
| **Commitment** | • Completing Your Plan  
• Create Your Life Story  
• Creating Your Plan  
• Educational Planning  
• Exploring Majors and Careers  
• Setting Reachable Goals  
• Transfer Considerations  
• What Are Your Priorities? | • Characteristics of a Good Goal  
• Unpacking Goals  
• Is a College Degree Really Worth It?  
• Choosing a College and Career Path  
• Career Planning Guide | • Career Services Center  
• Internship Program  
• Transfer Center |
| **Self Management** | • Analyzing Test Taking Mistakes  
• Managing Your Stress  
• Objective Test Strategies  
• Preparing for Essay Tests  
• Protecting Your Health | • Test-Taking Strategies: A Quick Reference Guide  
• Relaxation Techniques  
• Mindfulness Exercise  
• Positive Self-Talk  
• Coping Statements  
• Self-Monitoring Productivity  
• Activity and Mood Chart  
• Tips and Tricks to Relieve Stress  
• Decision Making Exercise | • Psychological Services |
| **Social Support** | • Enhancing Relationships  
• Exploring Library Resources | • Where to Seek Help  
• Inventory of Teamwork Skills  
• Effective Team Players  
• Leadership Checklist  
• Working in Diverse Groups  
• Communication Skills  
• Conflict Resolution Tips  
• Prioritization Checklist  
• Budget Planner | • Cultural Centers  
• Student Life |
Interventions
“Target”
Use predictive modeling (i.e., Academic and Retention Success Indices) to identify level/type of engagement with students.

“Tailor”
Identify strengths and challenges of individual students – provide support through various forms of outreach and engagement.

Cocurricular Interventions
Resource Library
Pedagogical, Curricular Interventions?
<table>
<thead>
<tr>
<th>Activity</th>
<th>Noncognitive Area Addressed</th>
<th>Writing Area Addressed</th>
<th>Goals for Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The College-Level Class”</td>
<td>Students describe their expectations of a college course, particularly as contrasted with high school courses.</td>
<td><strong>Meeting Class Expectations:</strong> Doing what’s expected to meet the requirements of your course, including assignments and in-class behaviors.</td>
<td>Expository Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Help students discover some of the key behavioral dimensions of a college-level course (e.g., attendance, participation), which may not always be explicit.</td>
<td></td>
</tr>
<tr>
<td>“My College Plan”</td>
<td>Students describe their attitudes toward college as well as some of the key social and psychological drivers of their potential success.</td>
<td><strong>Commitment to College Goals:</strong> Perceived value and determination to succeed in and complete college.</td>
<td>Personal Statement, Narrative Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Help students articulate the value of a college degree; identify strengths and challenges to their academic supports.</td>
<td></td>
</tr>
<tr>
<td>“A Year from Now…”</td>
<td>Students speculate what might be important goals and challenges to their a career a year from now and discuss plans to achieve or avoid those conditions.</td>
<td><strong>Academic Self-Efficacy:</strong> Belief in one’s ability to perform and achieve in an academic setting.</td>
<td>Narrative (“SMART” Goal Statements)</td>
</tr>
<tr>
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<td>Affirm positive “possible selves,” which can improve self-concept. Additionally, where legitimate challenges exist, identify strategies for support.</td>
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<tr>
<td>“Research-a-Resource”</td>
<td>Students identify one institutional resource, its key components, and how it could support their success.</td>
<td><strong>Institutional Support:</strong> Attitudes about and tendency to seek help from established resources.</td>
<td>Research, Journalism, Process essay</td>
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<td>Promote help-seeking behaviors and attitudes by familiarizing students with institutional supports and staff.</td>
<td></td>
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<tr>
<td>Reflection Exercise</td>
<td>Students review their SuccessNavigator results, identify areas of improvement and relevant resources</td>
<td>n/a</td>
<td>Narrative Writing</td>
</tr>
<tr>
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<td>Realization of both strengths and challenges. Allow students to process noncognitive results and identify action plans.</td>
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</tbody>
</table>
Conclusions

• Noncognitive skills help frame the challenges that students face – regardless of their background. Compared to background, demographic, or socioeconomic indicators, skills, behaviors and mindsets more directly identify the factors that relate to success.

• However, in order for an understanding of noncognitive skills to impact student success, data must be integrated into practice.

• Noncognitive assessment results can help guide work at both the individual and aggregate-level.
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