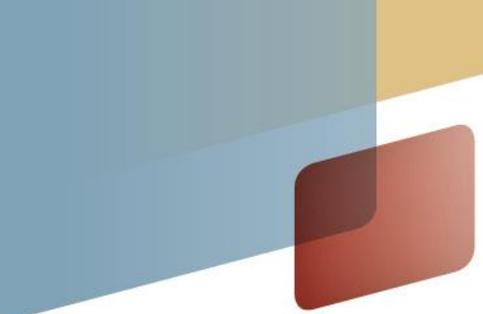


The GMS Program and the Application of Noncognitive Variables



Gates Millennium Scholars



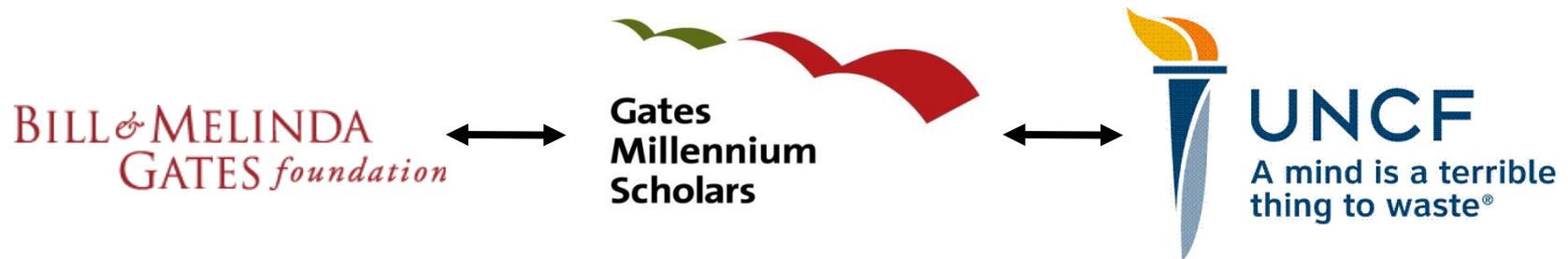
Contents

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- Research and Outcomes



GMS and UNCF

GMS is a wholly funded division of UNCF- the United Negro College Fund. It functions within the College Fund and meets annual metrics designed by and reportable to the College Fund and to the Bill and Melinda Gates Foundation.



About the Program

The United Negro College Fund (UNCF) administers the GMS Program and partners with the following organizations:

- Asian & Pacific Islander American Scholarship Fund
- American Indian Graduate Center Scholars
- Hispanic Scholarship Fund

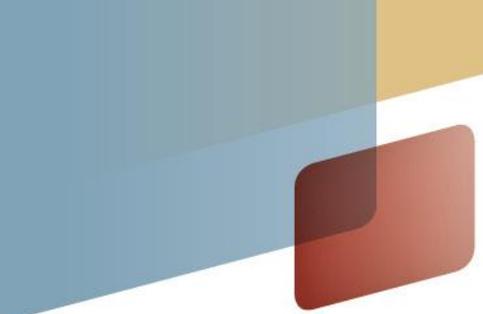




Gates Millennium Scholars Purpose

- Reduce financial barriers for African-American, Hispanic American, American Indian/Alaska Native and Asian Pacific Islander American students with high academic and leadership promise who have a significant financial need.
- Increase the representation of these target groups in the disciplines of education, engineering, library science, mathematics, public health, computer science and the research sciences, where people of color are severely underrepresented.
- Develop a diversified cadre of future leaders for America by facilitating successful completion of bachelors, masters and doctoral degrees, by providing seamless support from undergraduate through selected doctoral programs and by providing leadership training towards service to others

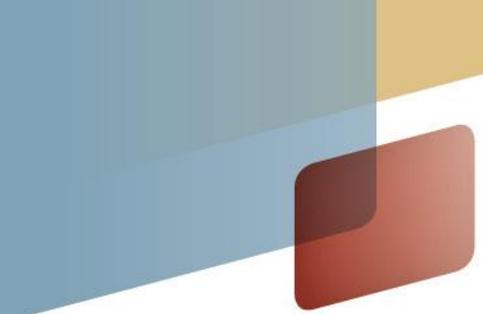




GMS Program Overview Scholarship

- Selects 1,000 candidates a year
- Funds unmet need as determined by the financial aid award letter provided by the institution
- Provides opportunity for college education in any discipline or field for undergraduates
- Provides graduate degree funding through the doctoral degree for continuing Scholars in: mathematics, computer science, science, engineering, education or library science, and public health
- Renews annually based on satisfactory academic progress, full-time enrollment and timely submission of required documents

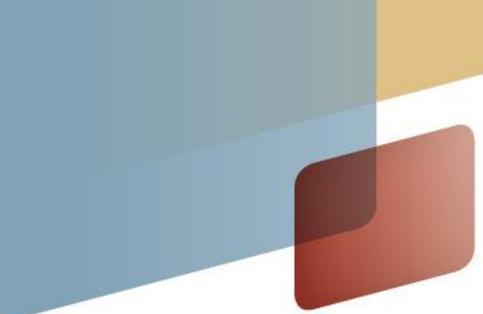




GMS Eligibility Criteria

- African American, American Indian/Alaska Native, Asian Pacific American or Hispanic Americans;
- Citizens/permanent residents of the United States;
- Cumulative GPA of 3.3 on a 4.0 scale (unweighted) at the time of application;
- Matriculation for the first time at an accredited college or university as full-time, degree-seeking freshmen in the fall of 2013, with exception of students jointly enrolled in high school and college (GED recipients are also eligible);
- Significant demonstrated financial need as defined by *Federal Pell Grant eligibility criteria*; and
- Demonstrated leadership commitment through participation in community service, extracurricular or other activities that reflect leadership abilities.





GMS Program Overview

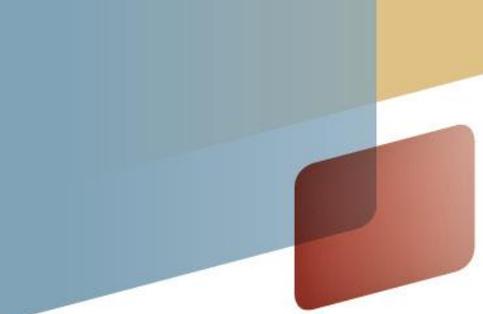
Leadership Development Program

The GMS Leadership Development Program provides leadership development opportunities for Scholars to achieve academic success and to assume significant roles as leaders in their discipline, professions and in the global community.

There are three objectives of the GMS Leadership Development Program:

- Enhance Scholar development
- Provide academic support services
- Facilitate access to academic and career resources





Contents

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Non-Cognitive Variables

Noncognitive is used here to refer to variables relating to adjustment, motivation, and student perceptions, rather than the traditional verbal and quantitative (often called cognitive) areas typically measured by standardized tests (Sedlacek, 1998a,b;2004).

While noncognitive variables are useful for all students, they are particularly critical for nontraditional students, since standardized tests and prior grades may provide only a limited view of their *potential*.



Non-Cognitive Variables

- **Componential**

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

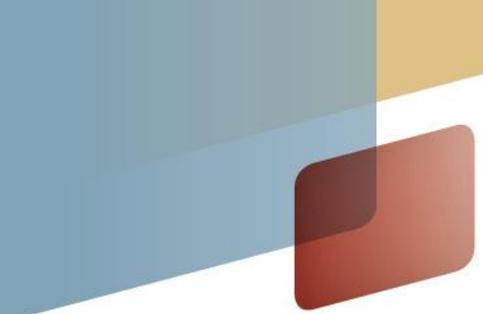
- **Experiential**

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.





Non-Cognitive Variables

- Self- Concept
- Realistic Self-Appraisal
- Navigating System/Racism
- Long-Range Goals
- Leadership
- Community
- Nontraditional Learning
- Strong Support Person



Non-Cognitive Variables

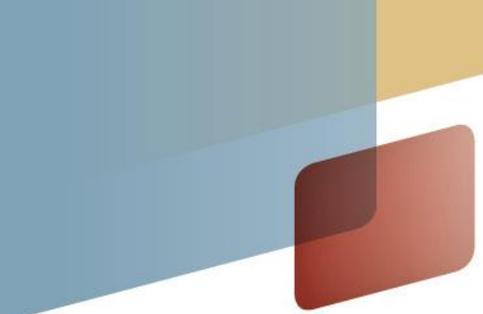
- **Self- Concept**
 - Demonstrates confidence, strength of character, determination, and independence.
- **Realistic Self- Appraisal**
 - Recognizes and accepts any strengths and deficiencies, especially academic, and works hard at self-development. Recognizes need to broaden his/her individuality.
- **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 a racist system.



Non-Cognitive Variables

- **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.

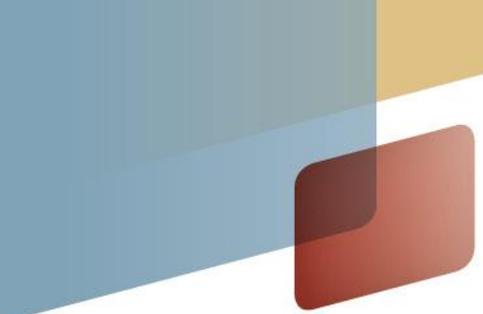




Contents

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- **Reading GMS Applicants**
- Research and Outcomes

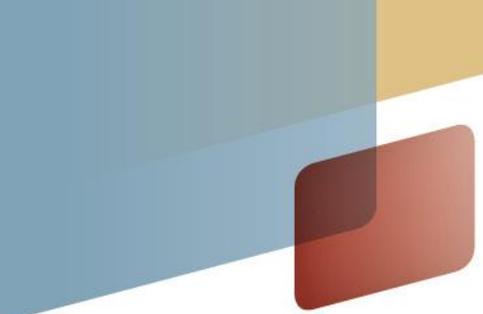




Non-Cognitive Variables: Reading GMS Applicants

- The application includes short- answer questions based on each of the noncognitive variables, a personal statement by the applicant, letters of recommendation by the nominator and another person, and demographic, background, and activity questions.
- In the Gates Millennium Scholars program, a review of an entire application is scored on the noncognitive variables, and makes up about 80% of the weight used in selection.
- Raters who are educators familiar with multicultural issues in education, and in working with the kinds of students who apply are trained to identify and consider all this information in scoring each of the eight noncognitive variables.





Non-Cognitive Variables: Reader Guidance

- Examine entire application for each variable
- Work on difficult variables or applicants
- Halo effect-positive or negative
- Drift
- Get help from colleagues
- Take breaks
- Recuse yourself

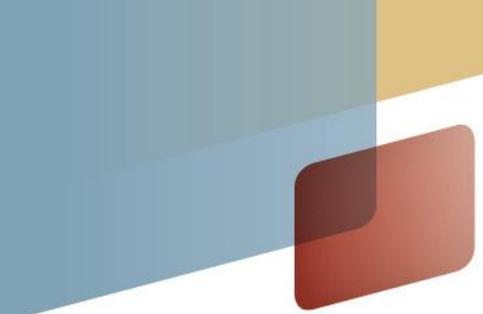


Non-Cognitive Variables: Reader Guidance

- Halo Effect can be positive or negative
- Be aware of your biases
 - We all have them-can be anything
 - eg -athletes, gays, size, military, region, religion
 - Longerbeam, S. L., Sedlacek, W. E., Balón, D. G., & Alimo, C. (2005)*. The multicultural myth: We are equally sensitive to all types of discrimination-professional human beings
 - 70% of multicultural office staff would admit no biases

*A study of multicultural program organizations at three public research universities. *Journal of College Student Development*. 46 (3), 88-97.





Contents

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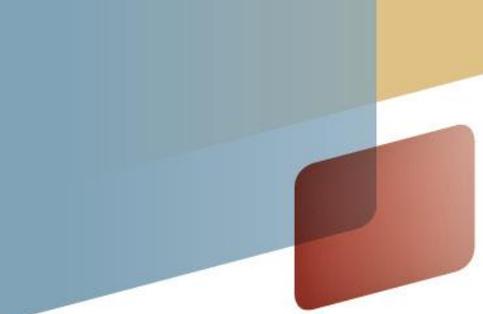




Gates Scholar Research: Selected Findings

- **Financial**
 - Scholars were less likely to take out loans, and those that did took out significantly smaller amounts
 - Scholars worked fewer hours during their undergraduate education; those that did work were more likely to do so for experience and not to earn money
- **Academic**
 - Scholars enroll in highly selective colleges
 - Scholar's Realistic Self Appraisal score has a significant relationship with their first-year college GPA
 - Scholars persist in and complete college at incredibly high rates
 - Scholars are more likely to enroll in graduate school after receiving their Bachelor's degree





Gates Scholar Research: Selected Findings

- **Engagement**

- Scholar's Leadership score has a significant relationship with engaging in academic activities while in college.
- Scholars were more likely to use support networks on campus
- Scholars exhibited more signs of academic engagement (discussions with faculty, creative projects, etc.)
- Scholars were more likely to hold a leadership position on campus

- **Flexibility**

- Less time spent working allowed greater flexibility for engagement in the community and the college
- Scholars were more able and willing to change their majors while in school
- Scholars with an expressed interest in STEM fields were encouraged to pursue those fields as their major



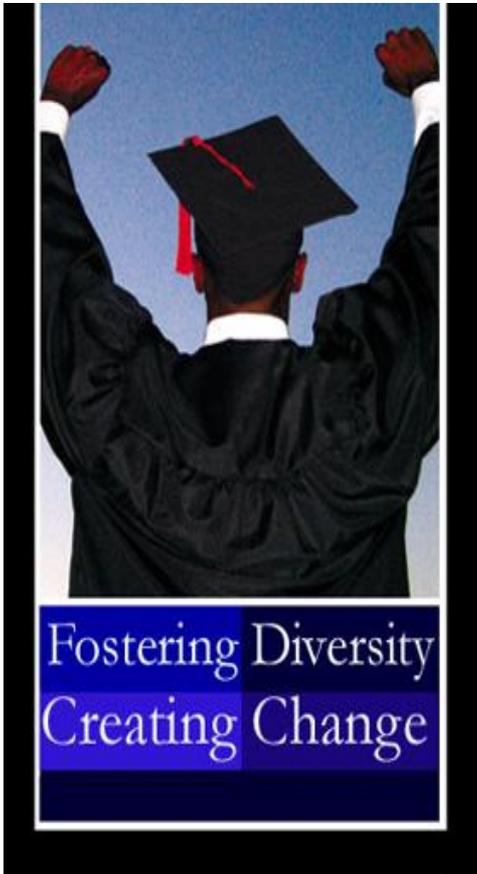
Non-Cognitive Variables: Measures Program Success*

- Average undergraduate GPA
 - 3.4
- Retention Rates
 - Freshman: 98%;
 - Sophomores: 96%
 - Five years: 92%*
- 5-year graduation rate: 82%
- 6-year graduation rate: 91%
- Over 9,000 Gates Scholars have graduated from college
- 28% of Gates Scholars go to graduate school
 - 14% into a GMS-funded field
 - 14% into other fields



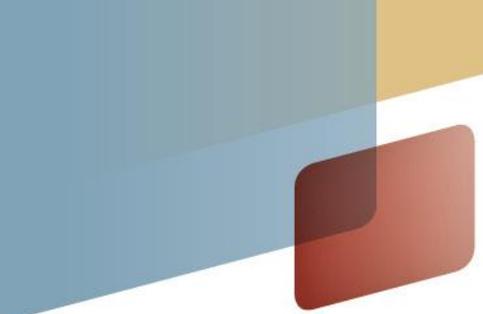
*Reflects cohorts 1-7

GMS Program Outcome Scholarship Awards



Since 2000, GMS has awarded over \$763,000,000 in combined undergraduate and graduate scholarships to African American, American Indian/Alaska Native, Asian Pacific American or Hispanic Americans

- Average award 2001-2012: \$12,227
- Funded over 16,000 Scholars at over 1,800 colleges and universities
- Gates Scholars represent 50 states and all American territories and commonwealths



Conclusions

- GMS selection identifies students from the most humble origins that are motivated and have received good preparation despite their backgrounds.
- GMS' promise of long term support has the effect of extending opportunity, allowing students to focus on college goals, and ensures success against the odds for low-income, first generation students.
- Financial support allows students to be more engaged in college and eases transition.





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