

# MEASURING NONCOGNITIVE VARIABLES

Improving Admissions, Success, and Retention for  
Underrepresented Students

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*William E. Sedlacek*

Foreword by David Kalsbeek

## APPENDICES

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## EXHIBIT 2

### Examples of the Situational Attitude Scale

#### Situational Attitude Scale: Prejudice Toward Blacks Version

*Note.* Form A is neutral with no mention of the stimulus word *Black*. Form B is identical to Form A but contains the word *Black* shown in bold type.

This questionnaire measures how people think and feel about a number of social and personal incidents and situations. It is not a test, so there are no right or wrong answers. The questionnaire is anonymous, so please *do not sign your name*.

Each item or situation is followed by 10 descriptive word scales. Your task is to select, for each descriptive scale, the rating that best describes *your* feelings toward the item.

Sample item: Going out on a date.

Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sad
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Indicate the direction and extent of your feelings (e.g., you might select the second bubble) by indicating your choice on your response sheet by darkening in the appropriate space for that word scale. *Do not mark on the booklet. Please respond to all word scales.*

Sometimes you may feel as though you had the same item earlier in the questionnaire. This will not be the case, so *do not look back and forth* through the items. Do not try to remember how you checked similar items earlier in the questionnaire. *Make each item a separate and independent judgment.* Respond as honestly as possible without puzzling over individual items. Respond with your first impressions whenever possible.

I. A new (**Black**) family moves in next door to you.

1. Good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bad
2. Safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unsafe
3. Angry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not Angry
4. Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unfriendly

5. Sympathetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not Sympathetic
6. Nervous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Calm
7. Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sad
8. Objectionable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Acceptable
9. Desirable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Undesirable
10. Suspicious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Trusting

II. You read in the paper that a (**Black**) man raped a woman.

11. Affection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Disgust
12. Relish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Repulsion
13. Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sad
14. Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hostile
15. Uninvolved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Involved
16. Hope	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hopelessness
17. Aloof	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Outraged
18. Injure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Kill
19. Safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fearful
20. Empathetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Can't Understand

III. It is evening, and a (**Black**) man appears at your door saying he is selling magazines.

21. Relaxed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Startled
22. Receptive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Cautious
23. Excited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unexcited
24. Glad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Angered
25. Pleased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Annoyed
26. Indifferent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Suspicious
27. Tolerable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Intolerable

28. Afraid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Secure
29. Friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enemy
30. Unprotected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Protected

IV. You are walking down the street alone and must pass a corner where a group of five young (**Black**) men are loitering.

31. Relaxed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tensed
32. Pleased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Angered
33. Superior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Inferior
34. Smarter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Dumber
35. Whiter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Blacker
36. Aggressive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Passive
37. Safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unsafe
38. Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unfriendly
39. Excited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unexcited
40. Trivial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Important

V. Your best friend just became engaged (**to a Black person**).

41. Aggressive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Passive
42. Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sad
43. Tolerable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Intolerable
44. Complimented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Insulted
45. Angered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Overjoyed
46. Secure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fearful
47. Hopeful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hopeless
48. Excited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unexcited
49. Right	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Wrong
50. Disgusting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Pleasing

VI. You are stopped for speeding by a (**Black**) policeman.

51. Calm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Nervous
52. Trusting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Suspicious
53. Afraid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Safe
54. Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unfriendly
55. Tolerant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Intolerant
56. Bitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Pleasant
57. Cooperative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Uncooperative
58. Acceptive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Belligerent
59. Inferior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Superior
60. Smarter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Dumber

VII. A new (**Black**) person joins your social group.

61. Warm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Cold
62. Sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Happy
63. Superior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Inferior
64. Threatened	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Neutral
65. Pleased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Displeased
66. Understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Indifferent
67. Suspicious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Trusting
68. Disappointed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Elated
69. Favorable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unfavorable
70. Uncomfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Comfortable

VIII. You see a (**Black**) youngster steal something in a dime store.

71. Surprising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not Surprising
72. Sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Happy
73. Disinterested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Interested
74. Close	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Distant
75. Understandable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Baffling



76. Responsible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not Responsible
77. Concerned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unconcerned
78. Sympathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Indifference
79. Expected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unexpected
80. Hopeful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hopeless

IX. Some (**Black**) students on campus stage a demonstration.

81. Bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Good
82. Understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Indifferent
83. Suspicious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Trusting
84. Safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unsafe
85. Disturbed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Undisturbed
86. Justified	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unjustified
87. Tense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Calm
88. Hate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Love
89. Wrong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Right
90. Humorous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Serious

X. You get on a bus (**with all Black people on board**), and you are the only person who has to stand.

91. Fearful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Secure
92. Tolerable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Intolerable
93. Hostile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Indifferent
94. Important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Trivial
95. Conspicuous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Inconspicuous
96. Calm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Anxious
97. Indignant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Understanding
98. Comfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Uncomfortable
99. Hate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Love
100. Not Resentful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Resentful

### Situational Attitude Scale: Prejudice Toward Arabs Version

*Note.* Form A is neutral with no mention of the stimulus word *Arab*. Form B is identical to Form A but contains the word *Arab* shown in bold type.

This questionnaire measures how people think and feel about a number of social and personal incidents and situations. It is not a test, so there are no right or wrong answers. The questionnaire is anonymous, so please *do not sign your name*.

Each item or situation is followed by 10 descriptive word scales. Your task is to select, for each descriptive scale, the rating that best describes *your* feelings toward the item.

Sample item: Going out on a date.

Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sad
-------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----

Indicate the direction and extent of your feelings (e.g., you might select the second bubble) by indicating your choice on your response sheet by darkening in the appropriate space for that word scale. *Do not mark on the booklet. Please respond to all word scales.*

Sometimes you may feel as though you had the same item earlier in the questionnaire. This will not be the case, so *do not look back and forth* through the items. Do not try to remember how you checked similar items earlier in the questionnaire. *Make each item a separate and independent judgment.* Respond as honestly as possible without puzzling over individual items. Respond with your first impressions whenever possible.

I. You are standing on a very crowded bus surrounded by many (**Arab**) people.

1. Fearful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Secure
2. Tolerable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Intolerable
3. Hostile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Indifferent
4. Important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Trivial
5. Conspicuous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Inconspicuous
6. Calm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Anxious
7. Indignant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Understanding
8. Comfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Uncomfortable
9. Hate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Love
10. Not Resentful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Resentful

II. You are going on vacation with your best friend and his or her (**Arab**) friend of the opposite sex.

11. Aggressive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Passive
12. Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sad
13. Tolerable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Intolerable
14. Complimented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Insulted
15. Angered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Overjoyed
16. Secure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fearful
17. Hopeful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hopeless
18. Excited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unexcited
19. Right	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Wrong
20. Disgusting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Pleasing

III. You are boarding a plane for a vacation in Florida, and two young (**Arab**) men are boarding immediately behind you.

21. Calm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fear
22. Bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Good
23. Safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unsafe
24. Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sad
25. Tense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Relaxed
26. Fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unfair
27. Love	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hate
28. Trivial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Important
29. Suspicious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Trusting
30. Angry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not Angry

IV. You are buying a used car from a (**Arab**) salesman.

31. Trust	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Mistrust
32. Tense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Relaxed
33. Fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unfair



58. Bizarre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Normal
59. Reasonable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unreasonable
60. Love	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hate

VII. You notice a **(Arab)** student cheating on an exam.

61. Expected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unexpected
62. Disgusting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not Disgusting
63. Fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unfair
64. Calm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fear
65. Negative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Positive
66. Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sad
67. Angry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not Angry
68. Normal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not Normal
69. Hope	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hopeless
70. Shocked	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not Shocked

VIII. You see a group of **(Arab)** students staging an on-campus demonstration about discrimination.

71. Bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Good
72. Understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Indifferent
73. Suspicious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Trusting
74. Safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unsafe
75. Disturbed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Undisturbed
76. Justified	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unjustified
77. Tense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Calm
78. Hate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Love
79. Wrong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Right
80. Humorous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Serious

IX. You hear of a (**Arab**) student getting financial aid.

81. Surprise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	No Surprise
82. Fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unfair
83. Reasonable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unreasonable
84. Good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bad
85. Sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Happy
86. Angry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Calm
87. Not Shocked	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Shocked
88. Unexpected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Expected
89. Positive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative
90. Serious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not Serious

X. A new (**Arab**) person joins your social group.

91. Warm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Cold
92. Sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Happy
93. Superior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Inferior
94. Threatened	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Neutral
95. Pleased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Displeased
96. Understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Indifferent
97. Suspicious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Trusting
98. Disappointed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Elated
99. Favorable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unfavorable
100. Uncomfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Comfortable

## APPENDIX F

### Cultural Climate Survey

#### **University of Maryland Diversity Survey: Letter Accompanying the Survey**

The following is the letter accompanying the survey from the president of the University of Maryland at College Park and from the president of the Student Government Association (SGA).

#### **From the Office of the President:**

Dear Student:

The University of Maryland at College Park continually explores ways to improve its diversity and campus climate. We like to know how well our students think we are doing to promote diversity, especially as it pertains to race and ethnicity. In order to do this, from time to time, we seek student assistance. You have been chosen, as part of a random sample of newer students (freshmen) and students who have been on campus for several years (juniors), to participate in our survey. Please take 10 minutes to complete the attached survey, "Cultural Attitudes and Climate at UMCP." It is important that you know your name will not be associated with your response; therefore, we ask that you do not include it on the survey.

Your responses are very important to us. To show our appreciation for taking the time to share your opinion, we are enclosing a ticket that will enter you in a drawing for CASH PRIZES (one \$100 prize, two \$50 prizes, five \$20 prizes) or free movie passes.

To help us improve the racial and ethnic climate at the University of Maryland and to be entered into the drawing, we ask that you complete this survey.

#### **Cultural Attitudes and Climate at UMCP**

This questionnaire examines attitudes and beliefs about issues important to racial and ethnic diversity at your institution. Your honest responses are very important in studying these issues on the campus. All responses are anonymous. Thank you for your participation.

*General Instructions:* Read each item carefully and circle or check your response.

## A. Racial and Ethnic Climate

1. Please indicate to what degree you agree with the following statements:

Strongly Disagree: 1

Disagree: 2

Neutral: 3

Agree: 4

Strongly Agree: 5

Not Applicable: NA

a. My experiences since coming to school here have led me to become more understanding of racial/ethnic differences.

1 2 3 4 5 NA

b. Getting to know people with racial/ethnic backgrounds different from my own has been easy on this campus.

1 2 3 4 5 NA

c. My social interactions on this campus are largely confined to students of my race/ethnicity.

1 2 3 4 5 NA

d. I feel there are expectations about my academic performance because of my race/ethnicity.

1 2 3 4 5 NA

e. I feel pressured to participate in ethnic activities at this school.

1 2 3 4 5 NA

f. I feel I need to minimize various characteristics of my racial/ethnic culture (e.g., language, dress) to be able to fit in here.

1 2 3 4 5 NA

g. My experiences since coming to this school have strengthened my own sense of ethnic identity.

1 2 3 4 5 NA

2. Think about the faculty whose courses you have taken here. How many of them would you describe as:

None: 1

Few: 2

Some: 3

Most: 4

All: 5

Not Applicable: NA

a. Approachable outside of the classroom?

1 2 3 4 5 NA



b. Fair to all students regardless of their racial or ethnic backgrounds?

1 2 3 4 5 NA

3. Think about your experiences in the classroom. Please indicate to what degree you agree with the following statements:

Strongly Disagree: 1

Disagree: 2

Neutral: 3

Agree: 4

Strongly Agree: 5

Not Applicable: NA

a. In my experience, students of different racial/ethnic backgrounds participate equally in classroom discussion and learning.

1 2 3 4 5 NA

b. I feel I am expected to represent my race or ethnic group in discussions in class.

1 2 3 4 5 NA

c. Faculty use examples relevant to people of my race/ethnic group in their lectures.

1 2 3 4 5 NA

d. In my classes I feel that my professors ignore my comments or questions.

1 2 3 4 5 NA

4. Please indicate how comfortable you feel in the following situations at this school:

Very Uncomfortable: 1

Uncomfortable: 2

Neutral: 3

Comfortable: 4

Very Comfortable: 5

Not Applicable: NA

a. Going to see a faculty member of my own race/ethnicity.

1 2 3 4 5 NA

b. Speaking with others about my racial/ethnic background.

1 2 3 4 5 NA

c. Being in situations where I am the only person of my racial/ethnic group.

1 2 3 4 5 NA

- d. Saying what I think about racial/ethnic issues.  
1 2 3 4 5 NA
- e. Being with people whose racial/ethnic backgrounds are different from my own.  
1 2 3 4 5 NA
- f. Participating in class.  
1 2 3 4 5 NA
- g. Going to see a faculty member of a different race/ethnicity than my own.  
1 2 3 4 5 NA
- h. Being with people whose racial/ethnic backgrounds are the same as my own.  
1 2 3 4 5 NA

**B. How Well Is This School Doing on Diversity?**

- 1. The effort made by your school to improve relations and understanding between people of different racial/ethnic background is:  
Too Little  
About Right  
Too Much  
Don't Know
- 2. Please indicate to what degree you agree with the following statements:  
Strongly Disagree: 1  
Disagree: 2  
Neutral: 3  
Agree: 4  
Strongly Agree: 5  
Not Applicable: NA
  - a. The campus has done a good job providing programs and activities that promote multicultural understanding.  
1 2 3 4 5 NA
  - b. At this school students are resentful of others whose race/ethnicity is different from their own.  
1 2 3 4 5 NA
  - c. There should be a requirement for graduation that students take at least one course on the role of ethnicity and race in society.  
1 2 3 4 5 NA

- d. This school does not promote respect for diversity.  
1 2 3 4 5 NA
- e. The student newspaper's coverage of racial/ethnic events and issues is balanced.  
1 2 3 4 5 NA
- f. Diversity is one of the reasons why I chose to come here.  
1 2 3 4 5 NA
3. Which racial/ethnic groups should the school make special efforts to recruit as students and as faculty? (Please mark all that apply.)  
Hispanic Americans  
Native Americans  
Asian Americans  
African Americans  
None; no special efforts should be taken to recruit any particular racial/ethnic group members.

### C. General Experience on Campus

1. Please indicate to what degree you agree with the following statements:  
Strongly Disagree: 1  
Disagree: 2  
Neutral: 3  
Agree: 4  
Strongly Agree: 5  
Not Applicable: NA
- a. The school provides an environment for the free and open expression of ideas, opinions, and beliefs.  
1 2 3 4 5 NA
- b. Overall my educational experience here has been a rewarding one.  
1 2 3 4 5 NA
- c. The atmosphere in my classes does not make me feel like I belong.  
1 2 3 4 5 NA
- d. I would recommend this school to siblings or friends as a good place to go to college.  
1 2 3 4 5 NA
- e. The overall quality of academic programs here is excellent.  
1 2 3 4 5 NA
- f. I feel as though I belong in the campus community.  
1 2 3 4 5 NA

## D. Your Experiences on Campus

1. Please use the following scale to indicate the extent to which you believe each of the following is present at your school:

Little or None: 1

Some: 2

Quite a Bit: 3

A Great Deal: 4

Not Applicable: NA

a. Racial conflict on campus

1 2 3 4 NA

b. Respect by faculty for students of different racial and ethnic groups

1 2 3 4 NA

c. Respect by students for other students of different racial and ethnic groups

1 2 3 4 NA

d. Racial/ethnic separation on campus

1 2 3 4 NA

e. School commitment to the success of students of different racial and ethnic groups

1 2 3 4 NA

f. Friendship between students of different racial and ethnic groups

1 2 3 4 NA

g. Interracial tensions in the residence halls

1 2 3 4 NA

h. Interracial tensions in the classroom

1 2 3 4 NA

2. How fairly do you believe you have been treated by the following:

Very Unfairly: 1

Unfairly: 2

Neutral: 3

Fairly: 4

Very Fairly: 5

No Interaction: NA

a. University police

1 2 3 4 5 NA

b. Residence hall personnel

1 2 3 4 5 NA

c. Faculty	1	2	3	4	5	NA
d. Teaching assistants	1	2	3	4	5	NA
e. Students	1	2	3	4	5	NA

3. In each of these settings, to what extent have you been exposed to information about the history, culture, and/or social issues of racial and ethnic groups other than Whites?

Not at All: 1

A Little: 2

Some: 3

Quite a Bit: 4

A Great Deal: 5

Not Applicable: NA

- a. In course readings lectures and discussions

1 2 3 4 5 NA

- b. In activities and programs in the residence halls

1 2 3 4 5 NA

- c. In other school programs or activities

1 2 3 4 5 NA

- d. In informal interactions and conversations with friends

1 2 3 4 5 NA

4. How many for-credit courses have you taken from faculty members of the following racial/ethnic groups on this campus?

Hispanic Americans

Native Americans

Asian Americans

African Americans

Not sure of race/ethnicity of faculty member

5. How many courses have you taken here that have focused primarily on the culture, history, or social concerns of:

- a. Racial and ethnic groups (other than Whites) in the United States?

Number of Courses:

- b. Non-Western racial and ethnic groups outside the United States?

Number of Courses:

6. How often do you have difficulty getting help or support from:

Never: 1

Seldom: 2

Sometimes: 3

Often: 4

Not Applicable: NA

a. Faculty

1 2 3 4 NA

b. Students

1 2 3 4 NA

c. Teaching assistants

1 2 3 4 NA

7. How often have you been exposed to a racist atmosphere created by the faculty?

Never: 1

Seldom: 2

Sometimes: 3

Often: 4

Not Applicable: NA

a. In the classroom

1 2 3 4 NA

b. Outside the classroom

1 2 3 4 NA

8. How often have you been exposed to a racist atmosphere created by other students?

Never: 1

Seldom: 2

Sometimes: 3

Often: 4

Not Applicable: NA

a. In the classroom

1 2 3 4 NA

b. Outside the classroom

1 2 3 4 NA

9. Please indicate whether your experience here has changed your behavior in any of the following ways: YES or NO

- a. I now recognize culturally biased behavior I had not previously identified.
- b. I now discuss topics related to cultural awareness with friends.
- c. I now stop myself from using language that may be offensive to others.
- d. I now handle negative language used by another in such a way as to try to educate the other person.
- e. I now initiate contact with people who are not of my culture or ethnic background.

### **E. Diversity Programs**

1. Have you attended or participated in any diversity programs on campus this year?
  - Yes
  - No
  - Don't Know
  
2. To what degree do you agree that attending programs on diversity contributes to the goal of building community?
  - Strongly Disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly Agree
  - Not Applicable

### **F. Your Intentions for the Future**

1. Do you plan to return to school here next semester?
  - Yes
  - No
  - Don't Know
  
2. If you do not return to school here, do you think you will transfer to another college or university?
  - Yes
  - No
  - Don't Know

Please indicate your current major:

3. Please indicate your cumulative GPA:

- 3.5–4.0
- 3.0–3.4
- 2.5–2.99
- 2.0–2.49
- Below 2.0

4. Please indicate your current place of residence:

- Residence hall
- Fraternity or sorority house
- Off-campus rental housing/apartment
- Home of parents or relatives
- Own home
- Other (please specify)

Please tell us what you think the school could do differently to improve campus climate in regard to diversity.

Thank you very much for completing this survey. Your efforts will help the school in its efforts to provide a quality education to students.

## References

- Ancis, J. R., Sedlacek, W. E., & Mohr, J. J. (2000). Student perceptions of the campus cultural climate by race. *Journal of Counseling and Development, 78*(2), 180–185.
- Helm, E. G., Sedlacek, W. E., & Prieto, D. O. (1998b). The relationship between attitudes toward diversity and overall satisfaction of university students by race. *Journal of College Counseling, 1*(2), 111–120.
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## APPENDIX G

### Big Picture Learning: Additional Resources Related to Noncognitive Competencies

The following is a list of institutions and organizations that are using non-cognitive competencies (NCCs) in their work. This list is not exhaustive but meant to provide some points of entry for further research about this work. See [www.bigpicturelearning.org](http://www.bigpicturelearning.org) for additional resources on noncognitive variables.

Organization	Description	Website
Big Picture Learning	Big Picture Learning schools are using NCCs as an embedded part of the curriculum at middle and high schools across the United States.	<a href="http://www.bigpicturelearning.org">www.bigpicturelearning.org</a>
College Success Foundation	College Success Foundation has been an early adopter of using NCCs as one way to score scholarship essays. It has also conducted training with staff on NCCs (then referred to as <i>metacognitive variables</i> ).	<a href="http://www.collegesuccessfoundation.org">www.collegesuccessfoundation.org</a>
DePaul University	DePaul University (Chicago) allows students to apply without SAT/ACT scores and with essays related to NCCs and similar to the Insight Résumé.	<a href="http://www.depaul.edu/admission-and-aid/Pages/test-optional-faqs.aspx">www.depaul.edu/admission-and-aid/Pages/test-optional-faqs.aspx</a>
Eastern Washington University	Eastern Washington University uses the Insight Résumé as part of its application process to the university.	<a href="http://www.ewu.edu/undergrad/freshman/insight-resume.xml">www.ewu.edu/undergrad/freshman/insight-resume.xml</a>

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*(Continued)*

<b>Organization</b>	<b>Description</b>	<b>Website</b>
Gates Millennium Scholars Program	The Gates Millennium Scholars Program was an early partner with William Sedlacek.	<a href="http://www.gmsp.org">www.gmsp.org</a>
Oregon State University	Oregon State University uses the Insight Résumé, featuring some NCCs, as part of its application process to the university. Oregon State University has found that the Insight Résumé is a good predictor for success for students with lower than a 3.25 GPA when applying for admissions.	<a href="http://handouts.aacrao.org/am09/finished/T0815a_M_Sandlin.pdf">handouts.aacrao.org/am09/finished/T0815a_M_Sandlin.pdf</a>
Washington State University	Washington State University uses the Insight Résumé as part of its application process to the university.	<a href="http://www.cheneyisd.org/cms/lib04/WA01000473/Centricity/Domain/143/_files/Admissions_Essay_Handout.pdf">www.cheneyisd.org/cms/lib04/WA01000473/Centricity/Domain/143/_files/Admissions_Essay_Handout.pdf</a>

## APPENDIX H

### Big Picture Learning: Noncognitive Competencies Student Interview

Your name: \_\_\_\_\_ Your partner's name: \_\_\_\_\_  
Date: \_\_\_\_\_

*Directions:* For each section, take turns interviewing each other. Take notes, and then circle all the statements that you think accurately describe your partner. Feel free to ask probing questions and discuss your thoughts behind why you circled each statement.

*Positive Self-Concept:* This noncognitive competency (NCC) examines an individual's level of confidence, strength of character, determination, and independence.

No.	Guiding Questions
1	How confident do you feel about where your life is heading?
2	How do you feel about yourself?
3	What set of skills are you most proud of?
4	How would you rate your performance in school?
5	How do you approach and handle new challenges and situations in life?
6	Are your interests tied to your goals?
7	Describe an experience, project, or situation that left you feeling accomplished.
8	Do you feel confident that you will graduate high school successfully, and are you confident about your plans after high school?

On the basis of what you heard in the interview, circle the following statements that you think accurately describe your partner.

<ul style="list-style-type: none"> <li>• The student bullies himself or herself.</li> <li>• The student makes self-sabotaging choices.</li> </ul>	<ul style="list-style-type: none"> <li>• The student reflects regularly on decision-making.</li> <li>• The student is seeking wellness help.</li> </ul>	<ul style="list-style-type: none"> <li>• The student speaks confidently about strengths and struggles.</li> <li>• The student makes healthy, future-oriented choices and demonstrates confidence, strength of character, determination, and independence.</li> </ul>
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*Realistic Self-Appraisal:* This NCC examines an individual's ability to recognize and accept any strengths and deficiencies, especially academic, and determination to work hard at self-development. In addition, it looks at how well an individual recognizes the need to broaden his or her individuality.

No.	Guiding Questions
1	Name a strength and explain why this is a strength.
2	Name a weakness and explain why this is a weakness.
3	Are you realistic about your abilities?
4	What positive feedback have you received most recently, and how did you internalize this feedback?
5	What constructive feedback have you received most recently, and how did you apply this feedback to improve your situation?
6	How have you grown and changed over time from personal experiences at school, in an internship, at home, or in other situations?
7	What parts of yourself, your learning, or your habits have you worked at overcoming in your life?
8	What have been your most important learning experiences?
9	What shortcomings or developmental issues are you currently working at improving in order to grow into a better person?

On the basis of what you heard in the interview, circle the following statements that you think accurately describe your partner.

<ul style="list-style-type: none"> <li>• The student seems to be in denial about strengths and/or struggles.</li> <li>• The student appears to have a “fixed state” mind-set about skills.</li> </ul>	<ul style="list-style-type: none"> <li>• The student understands the connection between practice and improvement.</li> <li>• The student seems aware of growth areas.</li> </ul>	<ul style="list-style-type: none"> <li>• The student actively works to improve skills and seems to have a mature understanding of the strengths and struggles needed to achieve his or her long-term vision.</li> <li>• The student works hard at self-development and recognizes the need to broaden his or her individuality.</li> </ul>
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*Understands and Knows How to Navigate the System and Racism:* This NCC examines how well the individual understands the “system” based on personal experience and how committed he or she is to improving the existing system. The individual takes an assertive and active approach to dealing with existing wrongs but is not hostile to society or a “cop-out.”

No.	Guiding Questions
1	What experiences, perpetrated either on your own person or on others, have you had dealing with discrimination (e.g., racial, gender, religious, sexual orientation, class structure, or other)? How did you approach the situation?
2	What biases and injustices do you see in the system?
3	What is your understanding of how the system benefits conventional individuals and undermines unconventional individuals?
4	What role do you play in improving the existing system and standing up for the rights of all individuals?

On the basis of what you heard in the interview, circle the following statements that you think accurately describe your partner.

<ul style="list-style-type: none"> <li>• The student seems to avoid asking for help or participating in advisory activities.</li> <li>• The student often makes choices that appear disrespectful.</li> <li>• The student regularly does not complete tasks or assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• The student responds positively to support.</li> <li>• The student asks for help improving.</li> <li>• The student seems to be growing as a self-advocate.</li> </ul>	<ul style="list-style-type: none"> <li>• The student seems highly professional and respectful.</li> <li>• The student reliably completes assignments and tasks.</li> <li>• The student exhibits a realistic view of the system on the basis of his or her personal experience of racism, is committed to improving the system, takes an assertive approach to dealing with existing wrongs but is not hostile to society and is not a cop-out, and is able to handle a racist system.</li> </ul>
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*Prefers Long-Range Goals to Short-Term or Immediate Needs:* This NCC examines how well an individual is able to respond to deferred gratification while planning ahead and setting goals.

No.	Guiding Questions
1	What are your academic, personal, and career goals? Why are these important to you?
2	What steps are you currently taking to achieve these goals?
3	Describe a situation in which you had to forgo an immediate pleasure to achieve a goal.

(Continues)

*(Continued)*

No.	Guiding Questions
4	How are your goals tied to your internship, interests, academics, and personal life?
5	How often do you reevaluate and reassess your goals?
6	Have you wavered in any of your goals? Why?

On the basis of what you heard in the interview, circle the following statements that you think accurately describe your partner.

<ul style="list-style-type: none"> <li>• The student seems focused on instant gratification.</li> <li>• The student does not have a strong vision or strong goals.</li> </ul>	<ul style="list-style-type: none"> <li>• The student has strong vision and/or goals.</li> <li>• The student seems to understand the need to plan and prioritize.</li> </ul>	<ul style="list-style-type: none"> <li>• The student's vision, goals, projects, and next actions seem aligned.</li> <li>• The student seems well organized.</li> <li>• The student is able to respond to deferred gratification.</li> </ul>
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*Availability of Strong Support Person:* This NCC examines how well an individual seeks and takes advantage of a strong support network or has someone to turn to in a crisis or for encouragement.

No.	Guiding Questions
1	Who are the adults that you turn to for guidance and support in life?
2	Describe your relationship and the types of guidance and support that these adults provide you with.
3	Describe your support network of peers.
4	What value do you see in having a strong support person or network?
5	What characteristics and personal qualities do you look for in a support person?

On the basis of what you heard in the interview, circle the following statements that you think accurately describe your partner.

<ul style="list-style-type: none"> <li>• The student does not have strong adult connections inside or outside of the school.</li> <li>• The student seems to avoid adult interactions.</li> </ul>	<ul style="list-style-type: none"> <li>• The student is starting to connect with adults inside or outside of the school.</li> <li>• The student seems to have a mentor relationship with an adult.</li> </ul>	<ul style="list-style-type: none"> <li>• The student has at least one strong adult mentor relationship, and the mentor helps the student work toward long-term goals.</li> <li>• The student seeks and takes advantage of a strong support network.</li> </ul>
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*Successful Leadership Experience:* This NCC examines how well an individual demonstrates strong leadership in any area of his or her background (e.g., church, sport, noneducational groups, family, community).

No.	Guiding Questions
1	What leadership roles in a traditional environment (e.g., school, work, church, sports, etc.) and nontraditional (e.g., family, neighborhood, etc.) environment have you had?
2	How did these experiences help you grow as a person? What set of skills did you take away from these experiences?
3	What personal qualities do you value in a leader?
4	Describe what it means to you to be a leader.

On the basis of what you heard in the interview, circle the following statements that you think accurately describe your partner.

<ul style="list-style-type: none"> <li>• The student avoids taking responsibility for community, classroom, or school projects.</li> </ul>	<ul style="list-style-type: none"> <li>• The student has attempted to take a leadership position within the advisory, the school, his or her internships, or the community.</li> </ul>	<ul style="list-style-type: none"> <li>• The student has exhibited strong leadership skills within the advisory, the school, his or her internships, or the community.</li> </ul>
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*Demonstrated Community Service:* This NCC examines an individual's participation in and commitment to his or her community.

No.	Guiding Questions
1	How are you involved in your community?
2	How have you most recently made a difference in your community?
3	What needs have you identified in your community? Why are these important to you?
4	How do you define <i>community</i> ?
5	Why is it important for you to be engaged in your community?

On the basis of what you heard in the interview, circle the following statements that you think accurately describe your partner.

<ul style="list-style-type: none"> <li>The student seems to not belong to groups, clubs, or activities inside or outside of the school.</li> </ul>	<ul style="list-style-type: none"> <li>The student has recently joined a group, club, or community activity.</li> </ul>	<ul style="list-style-type: none"> <li>The student is actively involved in one or more groups, clubs, or community activities.</li> </ul>
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*Knowledge Acquired in or About a Field (Nontraditional Learning):* This NCC examines an individual's ability to learn from experiences outside of the classroom, using less traditional methods that are outside of the education system.

No.	Guiding Questions
1	Describe an experience or experiences outside of the classroom where you acquired knowledge about a specific topic or field of study.
2	How did the experience come about?
3	Did the experience inspire you to go more in-depth in a specific topic or field of study? Explain.
4	How have you used the knowledge you acquired to teach others?

On the basis of what you heard in the interview, circle the following statements that you think accurately describe your partner.

<ul style="list-style-type: none"> <li>• The student does not have an internship or job.</li> </ul>	<ul style="list-style-type: none"> <li>• The student has recently acquired an internship, or the student has an internship but does not have an authentic internship project.</li> </ul>	<ul style="list-style-type: none"> <li>• The student has an authentic internship project with a strong mentor.</li> <li>• The student acquires knowledge in a sustained or culturally related way.</li> </ul>
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### Big Picture School-Wide Implementation Summary Three-Year Change Model

Implementation involves determining current and emerging actions, as well as future actions, through the lens of structural, cultural, and individual frameworks. *The theory of action is that NCC development will benefit all indicators of student performance.* It doesn't necessarily replace what we do, but it enhances everything we do by showing research-backed support for things most of us value by putting us in a larger national context.

Area	Year 1	Year 2	Year 3
Personal	Identify early adopters (students, staff, and family)  Start counting, establish baseline  Informal conversation, share work loosely (open space)  E-mail articles  Garner excitement	Professional development emerging from data  Staff and student data analysis  Develop a committee or thought group  Intentional check-ins with staff  Create opportunities for feedback and focus on making change safe	Continued data collection  Publish data at school and share across stakeholder groups  Committee or thought group meets regularly and leads professional development with whole staff

(Continues)

*(Continued)*

Area	Year 1	Year 2	Year 3
Cultural	<p>All of the above</p> <p>Pilot “Web of 8” interviews</p> <p>Admin provide coverage for staff to pilot some ideas</p> <p>Pilot Chain of 8 retreat</p> <p>Connect with outside agencies already doing this work (colleges, scholarship committees, foster youth organization, district leadership), start growing a network</p> <p>Connect to leadership letters or staff communication</p> <p>Connect with US!</p> <p>Connect with student leaders and families, show the research</p>	<p>Ninth-grade retreat focuses on NCCs</p> <p>Start of school year with a focus on NCCs; unless somebody is new, this shouldn't be new to anybody</p> <p>Incorporate NCCs into School Improvement Plan, staff observations and feedback, make safe</p> <p>Share student interviews gathered</p> <p>Share network with staff and students</p> <p>Professional Development focused on culture building and shared language</p> <p>Pair interviews with NCC rubric (student and teacher)</p> <p>Administrator models vulnerability and is interviewed by staff and students</p> <p>Share school district buy-in and invite outside guests from burgeoning network</p>	<p>All school retreat focuses on NCCs</p> <p>Professional development focuses on growth of NCCs and sharing of best practices</p> <p>Share data collection practices and increase these practices throughout school</p> <p>Continued professional development on culture of NCCs, including whole school meetings, orientations, parent meetings, and summer camps</p> <p>Host all school events and invite outside guests to join in the NCC conversations</p> <p>Connect with outside organizations who are pushing this work forward</p>

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Area	Year 1	Year 2	Year 3
Structural	<p>Cover for teacher to pilot some of the activities or lead activities with teacher in the room. Share data with teachers</p> <p>Support NCC retreat pilot</p> <p>Create posters highlighting and explaining the NCCs</p> <p>Create activities and/or copies for early adopters, make it easy for people to try</p>	<p>Make observation and feedback conversations relate to NCCs</p> <p>Create systems for measuring at exhibitions and use the teacher rubric</p> <p>Professional Development ideas: teacher rubric pair/share (plus capturing of activities)</p> <p>Create focused professional development time where this is the only thing on the table</p> <p>Review videos</p> <p>Mine research as a staff</p> <p>Discuss: Where are we getting stuck? Where are we excelling?</p>	<p>Share measurements at exhibitions with students</p> <p>Students self-assess on NCCs weekly and report on NCCs at exhibitions</p> <p>Rubric is used throughout all classes and advisories</p> <p>Interview teachers, parents, and students and widely share results across interested stakeholder groups</p>

**APPENDIX I**

**Big Picture Learning: Noncognitive Competencies  
Teacher/Educator Rubric**

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<b>Noncognitive Competency</b>	<b>Needs Support</b>	<b>Developing</b>	<b>Strong Evidence of Skills</b>	<b>Exemplary Evidence</b>
	<p><i>What supports are needed?</i>  <i>What obstacles were encountered?</i>  <i>How could this move forward?</i>  <i>Who could support growth?</i></p>	<p><i>How has this changed? What helped the development?</i>  <i>What would strong evidence look like?</i></p>	<p><i>What contributed to the evidence?</i>  <i>How can this growth be shared with other staff?</i>  <i>What would push this to become “exemplary evidence”?</i></p>	<p><i>How is this going to be shared with staff and community?</i>  <i>How can this be maintained?</i>  <i>What are further growth opportunities?</i></p>
<b>Positive Self-Concept</b>	<p>Teacher gives oral or written feedback implying innate ability or “natural skill” rather than effort-based feedback.</p> <p>Teacher seems unaware of the connection between brain research and academic growth.</p> <p>Teacher participates in or seems to allow students to belittle, insult, or humiliate themselves or others.</p>	<p>Teacher gives oral and written feedback alternating between fixed and growth mind-set with occasional focus on effort.</p> <p>Teacher occasionally integrates brain research into lesson plans or classroom structures.</p> <p>Teacher does not allow students to belittle, insult, or humiliate themselves or others.</p>	<p>Teacher uses a variety of feedback methods to consistently give praise for effort and growth mind-set language.</p> <p>Teacher integrates brain research into classroom structures, lesson plans, and classroom norms.</p> <p>Teacher facilitates structures to promote a culture of self-respect, healthy relationships, and ethic of excellence.</p>	<p>Teacher leads and/or helps plan professional development around growth mind-set and effective feedback.</p> <p>Teacher integrates brain research into classroom culture and shares research with families and staff.</p> <p>Teacher facilitates a culture of respect and excellence and regularly shares student growth with families.</p>

Noncognitive Competency	Needs Support	Developing	Strong Evidence of Skills	Exemplary Evidence
<p><b>Realistic Self-Appraisal</b></p>	<p>Teacher demonstrates little evidence of reflection in relation to strengths and growth areas and rarely takes responsibility for successes and mistakes.</p> <p>Teacher often engages in power struggles with students.</p> <p>Teacher rarely solicits feedback from students, staff, or families about the effectiveness of instruction.</p>	<p>Teacher occasionally reflects on his or her own strengths and weaknesses and takes responsibility for successes and mistakes.</p> <p>Teacher avoids power struggles with students and focuses on choices, natural consequences, and opportunities.</p> <p>Teacher occasionally models realistic self-appraisal by soliciting feedback from students, families, and staff.</p>	<p>Teacher regularly reflects on strengths and weaknesses and takes responsibility for successes and mistakes.</p> <p>Teacher effectively uses restorative practices to help students reflect on and make healthy choices.</p> <p>Teacher regularly solicits and uses feedback from students, families, and staff.</p>	<p>Teacher demonstrates strong reflective practice and takes responsibility for and shares successes and mistakes.</p> <p>Teacher effectively uses restorative practices and shares best practices with families and staff.</p> <p>Teacher assists colleagues in developing effective systems to use feedback from students, families, and staff.</p>

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Noncognitive Competency	Needs Support	Developing	Strong Evidence of Skills	Exemplary Evidence
<p><b>Understands and Knows How to Navigate the System and Racism</b></p>	<p>Teacher does not develop students' understanding of and minimize the influence of oppression, power, and privilege.</p> <p>Teacher feels "sorry" for students based on privilege and attempts to "save" students through inappropriate boundaries.</p> <p>Teacher does not discuss matters of privilege and race in the classroom or during professional development.</p> <p>Teacher does not help students develop self-advocacy skills.</p>	<p>Teacher understands and sometimes helps students to understand self in relation to oppression, power, and privilege.</p> <p>Teacher maintains healthy boundaries with students and families, avoids martyrdom, and uses culturally responsive practices.</p> <p>Teacher does not avoid difficult conversations about oppression and privilege but does not take an active role to promote related conversations.</p> <p>Teacher helps students develop self-advocacy skills in school.</p>	<p>Teacher understands and often helps students to understand self in relation to oppression, power, and privilege.</p> <p>Teacher is committed to improving systems of oppression, power, and privilege while maintaining healthy boundaries and work-life balance.</p> <p>Teacher actively participates in or leads inclusive discussions in the classroom and school about power, privilege, and oppression.</p> <p>Teacher actively helps students practice self-advocacy outside of school.</p>	<p>Teacher actively listens to and engages students and families around developing understanding of self in relation to oppression, power, and privilege.</p> <p>Teacher maintains healthy boundaries and work-life balance and helps coach others to improve communities through culturally responsive practices.</p> <p>Teacher effectively helps staff understand issues of oppression, power, and privilege in the school and community.</p> <p>Teacher helps staff assist students to develop self-advocacy skills and navigate systems inside and outside of school.</p>



Noncognitive Competency	Needs Support	Developing	Strong Evidence of Skills	Exemplary Evidence
<p><b>Prefers Long-Range Goals to Short-Term or Immediate Needs</b></p>	<p>Teacher does not have a strong vision or goals and does not connect students' work to post-high school opportunities.</p> <p>Teacher does not share examples of or help students to understand the relationship between personal perseverance and achieving long-term goals.</p> <p>Teacher tends to attempt to manipulate student behavior through external consequences and rewards.</p>	<p>Teacher demonstrates strong and shared vision and classroom goals and regularly connects students' work with post-high school opportunities.</p> <p>Teacher shares examples of and helps students to understand the relationship among perseverance, delayed gratification, and long-term goals.</p> <p>Teacher uses a mix of intrinsic and external motivators to promote student growth.</p>	<p>Teacher demonstrates strong and shared personal and classroom vision and/or goals and consistently connects students' work with post-high school opportunities.</p> <p>Teacher scaffolds differentiated activities to help students develop an understanding of the relationship among perseverance, delayed gratification, and long-term goals.</p> <p>Teacher primarily focuses on intrinsic motivators with students and helps students develop long-term goals.</p>	<p>Teacher helps staff and school to develop shared vision and/or goals and plans instruction in relation to students' post-high school interests.</p> <p>Teacher actively participates in or leads professional development to help students develop effective long-term goals and avoid instant gratification.</p> <p>Teacher develops and shares well-organized systems using intrinsic motivators to help students develop long-term goals.</p>

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<b>Noncognitive Competency</b>	<b>Needs Support</b>	<b>Developing</b>	<b>Strong Evidence of Skills</b>	<b>Exemplary Evidence</b>
<b>Availability of Strong Support Person</b>	<p>Teacher does not use networks or resources to help students develop support systems.</p> <p>Teacher rarely communicates with students' families or mentors.</p> <p>Teacher does not facilitate activities to promote students' connections to adult supports or mentors.</p>	<p>Teacher occasionally connects students with adult support systems or mentors outside of school.</p> <p>Teacher occasionally communicates with families or mentors primarily around issues of concern.</p> <p>Teacher occasionally facilitates activities to promote students' connection to adult supports or mentors.</p>	<p>Teacher regularly connects students with adult support systems or mentors outside of school.</p> <p>Teacher regularly communicates with families and mentors to support student growth.</p> <p>Teacher regularly facilitates activities to promote students' connection to adult supports or mentors.</p>	<p>Teacher consistently connects students with adult support systems or mentors outside of school.</p> <p>Teacher consistently communicates with families and mentors to support student growth inside and outside of school.</p> <p>Teacher helps staff to promote students' connection with adult supports and mentors.</p>
<b>Successful Leadership Experience</b>	<p>Teacher regularly complains about community, adviser, or school issues without taking action or proposing ideas.</p>	<p>Teacher rarely takes leadership positions within the school and community and inconsistently takes action to affect positive change.</p>	<p>Teacher consistently assumes leadership within the school and community and takes responsibility for his or her role in community issues.</p>	<p>Teacher leads within the school and the larger community and encourages others to develop their own leadership practice.</p>

<b>Noncognitive Competency</b>	<b>Needs Support</b>	<b>Developing</b>	<b>Strong Evidence of Skills</b>	<b>Exemplary Evidence</b>
	<p>Teacher does not acknowledge or value the leadership experiences that students experience in and outside of school.</p> <p>Teacher does not demonstrate an understanding of leadership styles or social reasoning.</p>	<p>Teacher validates student leadership experiences in and outside of school.</p> <p>Teacher demonstrates some understanding of effective leadership and social reasoning skills.</p>	<p>Teacher facilitates activities to help students develop leadership experiences in and outside of school.</p> <p>Teacher designs classroom experience to develop students' understanding of leadership styles and social reasoning.</p>	<p>Teacher helps develop school practices to foster student leadership development in and outside of school.</p> <p>Teacher develops staff practice around leadership instruction and development of social reasoning.</p>
<b>Demonstrated Community Service</b>	<p>Teacher focuses primarily on content decontextualized from student and staff communities.</p> <p>Teacher does not recognize or value the ways in which students may be actively engaged in communities outside of school.</p>	<p>Teacher connects instruction and content to different communities and perspectives.</p> <p>Teacher validates the ways in which students may be actively engaged in communities outside of school.</p>	<p>Teacher differentiates instruction and content to validate a multitude of perspectives and community experiences.</p> <p>Teacher incorporates and promotes students' membership in different communities through lesson plans.</p>	<p>Teacher helps staff develop differentiated instruction valuing diverse perspectives and community experiences.</p> <p>Teacher incorporates and promotes meaningful student participation in communities in and outside of school.</p>

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Noncognitive Competency	Needs Support	Developing	Strong Evidence of Skills	Exemplary Evidence
	<p>Teacher does little to promote classroom community, student voice, and student ownership.</p>	<p>Teacher occasionally facilitates team-building activities in the classroom, and there is little evidence of student ownership in classroom culture.</p>	<p>Teacher regularly facilitates community-building activities, and there is significant evidence of student voice ownership in the classroom culture.</p>	<p>Teacher helps staff develop effective community-building activities and shares ways to promote student voice and ownership.</p>
<p><b>Knowledge Acquired in or About a Field (Nontraditional Learning)</b></p>	<p>Teacher does not value or understand the skills students may develop outside of school.</p> <p>Teacher does not share personal, school, and classroom examples of knowledge acquired in the field.</p> <p>Teacher does not encourage students to participate in mentorships or internships.</p>	<p>Teacher values the skills and learning students may develop outside of school.</p> <p>Teacher consistently provides relevant examples of knowledge acquired in the field.</p> <p>Teacher helps students find internships that are both rigorous and related to students' interests.</p>	<p>Teacher helps students understand the value of learning outside of school.</p> <p>Teacher facilitates activities to engage students in learning outside of school.</p> <p>Teacher helps students develop meaningful projects and learning opportunities at internships.</p>	<p>Teacher helps staff, students, and families understand the value of learning outside of school.</p> <p>Teacher facilitates classroom and professional develop activities to engage students in learning outside of school.</p> <p>Teacher works with students, families, and mentors to develop meaningful and rigorous internship learning opportunities.</p>

**APPENDIX J**

**Big Picture Learning: Noncognitive Competencies  
Student Personal Rubric**

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Noncognitive Competency	Needs Support	Developing	Strong Evidence of Skills	Exemplary Evidence
	<p><i>What supports are needed?</i>  <i>What obstacles were encountered?</i>  <i>How could this move forward?</i>  <i>Who could support growth?</i></p>	<p><i>How has this changed?</i>  <i>What helped the development?</i>  <i>What would strong evidence look like?</i></p>	<p><i>What contributed to the evidence?</i>  <i>How can this growth be shared with other students?</i>  <i>What would push this into “exemplary evidence”?</i></p>	<p><i>How is this going to be shared with other students?</i>  <i>How can this be maintained?</i>  <i>What are further growth possibilities?</i></p>
<p><b>Positive Self-Concept</b></p>	<p>Student makes self-sabotaging choices.  Student makes self-derogatory or “self-bullying” comments.  Student appears to have a fixed mind-set about personal and academic skills.</p>	<p>Student inconsistently makes healthy choices to support growth.  Student reflects on mistakes and sees ways to improve.  Student understands but inconsistently demonstrates a growth mind-set.</p>	<p>Student regularly makes healthy choices to support growth.  Student reflects on and actively builds from mistakes.  Student understands and regularly demonstrates a growth mind-set.</p>	<p>Student consistently demonstrates healthy and growth-oriented choices.  Student demonstrates strong reflective practice.  Student demonstrates confidence, strength of character, and determination.</p>

Noncognitive Competency	Needs Support	Developing	Strong Evidence of Skills	Exemplary Evidence
<b>Realistic Self-Appraisal</b>	<p>Student seems to be in denial about or unaware of strengths.</p> <p>Student seems to be in denial about or unaware of growth areas.</p> <p>Student seems uninterested in self- or skill-development.</p>	<p>Student seems embarrassed or only somewhat aware of strengths.</p> <p>Student seems embarrassed or only somewhat aware of growth areas.</p> <p>Student seems inconsistently interested in self- or skill-development.</p>	<p>Student seems to embrace and identify strengths.</p> <p>Student seems to embrace and identify growth areas.</p> <p>Student seems consistently interested in self- or skill-development.</p>	<p>Student has a strong understanding of project- or goal-specific strengths.</p> <p>Student has a strong understanding of project- or goal-specific growth areas.</p> <p>Student consistently works toward self- or skill-development.</p>
<b>Understands and Knows How to Navigate the System and Racism</b>	<p>Student seems to avoid asking for help or participating in class or school activities.</p> <p>When faced with challenges, student makes disrespectful, “bridge-burning,” or reactionary choices.</p>	<p>Student inconsistently asks for help and occasionally participates in class or school activities.</p> <p>When faced with challenges, student occasionally responds with thoughtful, respectful, or productive self-advocacy.</p>	<p>Student regularly asks for help when needed and actively participates in class or school activities.</p> <p>When faced with challenges, student regularly responds with thoughtful, respectful, or productive self-advocacy.</p>	<p>Student consistently asks for help when needed and seeks ways to contribute to class or school activities.</p> <p>When faced with challenges, student consistently self-advocates to further personal goals.</p>

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Noncognitive Competency	Needs Support	Developing	Strong Evidence of Skills	Exemplary Evidence
<p><b>Prefers Long-Range Goals to Short-Term or Immediate Needs</b></p>	<p>Student seems to have little understanding of institutionalized oppression, power, and privilege and/or takes little responsibility for his or her own choices.</p>	<p>Student has an emerging understanding of institutionalized oppression, power, and privilege but focuses more on blaming these systems than his or her own choices.</p>	<p>Student seems to have a strong understanding of institutionalized oppression, power, and privilege and makes choices to self-advocate within these systems.</p>	<p>Student demonstrates strong understanding of institutionalized oppression, power, and privilege and actively seeks to influence and self-advocate within these systems.</p>
	<p>Student makes choices favoring instant gratification over long-term goals.</p> <p>Student does not have a strong vision or long-term goals connected to a vision.</p> <p>Student demonstrates ineffective or minimal project and work management skills.</p>	<p>Student sometimes chooses instant gratification at the expense of long-term goals.</p> <p>Student has a post-high school vision with emerging goals connected to the vision.</p> <p>Student demonstrates emerging skill at project and work management.</p>	<p>Student regularly makes choices implying a preference for long-term goals over instant gratification.</p> <p>Student has a post-high school vision with clear long-term goals connected to the vision.</p> <p>Student regularly uses effective project and work management skills.</p>	<p>Student consistently makes choices to work toward long-term goals at the sacrifice of instant gratification.</p> <p>Student has a strong post-high school vision supported by long-term goals.</p> <p>Student consistently demonstrates effective project and work management skills.</p>



Noncognitive Competency	Needs Support	Developing	Strong Evidence of Skills	Exemplary Evidence
<p><b>Availability of Strong Support Person</b></p>	<p>Student does not have strong adult connections inside or outside of school.</p> <p>Student seems to avoid adult interactions related to work or interests.</p> <p>Student does not have a strong understanding of how adult mentors could support his or her interests.</p>	<p>Student has an emerging relationship with adults inside or outside of school.</p> <p>Student occasionally engages with an adult or adults around his or her interests, work, or post-high school vision.</p> <p>Student has an emerging understanding of how adult mentors could support his or her interests and post-high school plans.</p>	<p>Student has a strong relationship with adults inside or outside of school.</p> <p>Student regularly engages with an adult or adults around his or her interests, work, or post-high school vision.</p> <p>Student demonstrates a strong understanding of the benefits adult mentors bring to his or her interests and post-high school plans.</p>	<p>Student has a strong relationship with adult experts and/or mentors.</p> <p>Student actively works with adults on his or her interests, work, and post-high school vision.</p> <p>Student actively seeks and can articulate how high-quality adult mentors benefit his or her interests and post-high school plans.</p>

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Noncognitive Competency	Needs Support	Developing	Strong Evidence of Skills	Exemplary Evidence
<b>Successful Leadership Experience</b>	<p>Student actively disrupts and/or avoids taking responsibility for community, class, or school issues.</p> <p>Student demonstrates a lack of understanding as to how his or her choices affect different communities.</p> <p>Student has little understanding of different leadership styles and the role of leadership in society.</p>	<p>Student attempts to positively influence community, class, or school issues.</p> <p>Student demonstrates an emerging understanding of how his or her choices affect different communities.</p> <p>Student demonstrates an emerging understanding of leadership styles and the role of leadership in society.</p>	<p>Student regularly attempts to positively influence community, class, or school issues.</p> <p>Student demonstrates a strong understanding of how his or her choices affect different communities.</p> <p>Student demonstrates a strong understanding of leadership styles and the role of leadership in society.</p>	<p>Student actively seeks leadership roles and positively influences communities in or outside of school.</p> <p>Student helps others to understand how his or her choices affect different communities.</p> <p>Student can articulate a personal leadership vision and analyze the effects of leadership in society.</p>
<b>Demonstrated Community Service</b>	<p>Student seems to avoid or appears unconnected to a community, group, or activity inside or outside of school.</p>	<p>Student has fringe relationships with a community, group, or activity inside or outside of school.</p>	<p>Student has a strong relationship within a community, group, or social activity inside or outside of school.</p>	<p>Student has a specific and long-term relationship within a community, group, or social activity.</p>

Noncognitive Competency	Needs Support	Developing	Strong Evidence of Skills	Exemplary Evidence
	<p>Student does not understand how identities connect to community, demographic, or interest-based group.</p> <p>Student engages more in solitary rather than group activities inside or outside of school.</p>	<p>Student has an emerging understanding of how community, demographic, or interest-based groups influence identity.</p> <p>Student sometimes engages in group activities inside or outside of school.</p>	<p>Student has a strong understanding of how community, demographic, or interest-based groups influence identity.</p> <p>Student appropriately and often engages in group activities inside or outside of school.</p>	<p>Student has a well-developed self-identity and understands its relationship with community, demographic, or interest-based groups.</p> <p>Student helps others to engage in group activities inside or outside of school.</p>
<p><b>Knowledge Acquired in or About a Field (Nontraditional Learning)</b></p>	<p>Student knows little about career pathways or skills that can be acquired outside of school.</p> <p>Student cannot demonstrate skills, evidence of learning, or interest in learning outside of school.</p> <p>Student has not taken initiative to learn independently outside of school.</p>	<p>Student demonstrates some understanding of career pathways and/or field-based skills.</p> <p>Student can demonstrate evidence of learning or pursuit of interests outside of school.</p> <p>Student has taken some initiative to learn independently outside of school.</p>	<p>Student has pursued opportunities to develop field- or career-based skills outside of school.</p> <p>Student can demonstrate significant evidence of learning or active pursuit of interests outside of school.</p> <p>Student can demonstrate evidence of independent project-based learning outside of school.</p>	<p>Student actively engages in a rigorous mentorship or internship outside of school connected to his or her post-high school interests.</p> <p>Student can demonstrate rigorous evidence of learning or pursuit of interests outside of school.</p> <p>Student consistently engages with rigorous project-based learning outside of school.</p>

## APPENDIX K

### Questions and Scoring System Used in University of Puget Sound Admissions

#### **Positive Self-Concept, Realistic Self-Appraisal, Understand and Knows How to Handle the System and Racism**

##### *Question*

Describe a time when you experienced or witnessed a type of discrimination or unfairness. What was the situation? How did you respond? Did you take any risks? Would you have done anything differently? Has it affected or shaped who you are today?

##### *Scoring*

3 = *Exceptional* (strong response): Has a well-articulated and strong self-reflection of strengths and weaknesses; understands how the system can have a role in his or her life; responded in very positive manner; is respectful; demonstrated concern; does not blame others; takes action to improve system; shows positive learning, growth, determination, perseverance, flexibility, confidence

2 = *Positive/neutral* (some evidence, unclear influence): Has some positive reflection; some positive evidence of experience with “isms” and persons different from self; some learning or growth; some note of strengths, weaknesses, concern, flexibility; shows less strong evidence of contributing or taking action

1 = *Null/negative* (limited, minor, insignificant, or no evidence): Shows minor or no reflection, learning, growth, action, self-reflection; is negative and blaming; is unsure of self

#### **Demonstrated Community Service, Positive Self-Concept, Prefers Long-Range Goals to Short-Term or Immediate Needs**

##### *Question*

Describe a group that you identify with or belong to. How long have you been a part of this community? How has it helped shape who you are

today? How have you contributed to this community over time? How has this identity helped prepare you to be a successful student at the University of Puget Sound?

### *Scoring*

3 = *Exceptional* (strong response): Shows strong evidence of identification with a community, significant contributions over time, diligence, strong evidence of self-reflection and evaluation of response; is able to articulate identity, growth, determination, perseverance, and confidence

2 = *Positive/neutral* (some evidence, unclear influence): Shows some positive evidence or described activity of identification with a community, contributions to the group, self-reflection, purpose, some diligence, some or unclear confidence, determination, and perseverance

1 = *Null/negative* (limited, minor, insignificant, or no evidence): Shows minor or no evidence of identification or self-reflection; is negative and unsure of self

## **Understands and Knows How to Handle the System and Racism, Positive Self-Concept, Realistic Self-Appraisal**

### *Question*

Describe a situation where you feel you were not treated fairly and why. How did you respond and why? Did you feel you were taking a risk? Has it affected or changed you, and would you have done anything differently?

### *Scoring*

3 = *Exceptional* (strong response): Has a well-articulated and strong self-reflection of strengths and weaknesses; understands how the system can have a role in his or her life; responds in very positive manner; is respectful; demonstrates concern; does not blame others; takes action to improve system; shows positive learning, growth, determination, perseverance, flexibility, and confidence

2 = *Positive/neutral* (some evidence, unclear influence): Has some positive reflection, some positive evidence of experience with “isms” and persons different from self, some learning or growth, and some note of strengths, weaknesses, concern, respect; shows unclear confidence, flexibility, or change; shows less strong evidence of contributing or taking action

1 = *Null/negative* (limited, minor, insignificant, or no evidence): Shows minor or no reflection, learning, growth, self-reflection; is negative, blaming, and unsure of self

## **Demonstrated Community Service, Positive Self-Concept**

### *Question*

Describe a group that you identify with or belong to. How long have you been a part of this community? How has it helped shape who you are today? How have you contributed to this community? How has this identity helped prepare you to be a successful student at the University of Puget Sound?

### *Scoring*

3 = *Exceptional* (strong response): Shows strong evidence of identification with a community, significant contributions over time, diligence, strong evidence of self-reflection and evaluation of response; is able to articulate identity, growth, determination, perseverance, and confidence

2 = *Positive/neutral* (some evidence, unclear influence): Shows some positive evidence of identification, contributions to the group, self-reflection, purpose, some diligence, some or unclear confidence, determination, and perseverance

1 = *Null/negative* (limited, minor, insignificant, or no evidence): Shows minor or no evidence of identification or self-reflection; is negative and unsure of self

## **Prefers Long-Range Goals to Short-Term or Immediate Needs, Realistic Self-Appraisal**

### *Question*

Describe a goal you have established for yourself and your efforts to accomplish this goal. Provide an example that demonstrates your work ethic to achieve this goal. How long have you been working toward this goal? Whether your efforts have been successful or not, have they affected or shaped who you are today?

### *Scoring*

3 = *Exceptional* (strong response): Shows well-articulated and strong evidence of work toward long-term goals; gave responses that are connected in stages over time; shows strong self-reflection of strengths and weaknesses; responded in a very positive manner; is diligent in completing tasks; shows positive learning, growth, determination, perseverance, flexibility, confidence, and strong work ethic

2 = *Positive/neutral* (some evidence, unclear influence): Shows some evidence of work and awareness of goals, some completion of tasks, some evidence of work ethic, positive reflection, some learning or growth, some note of strengths and weaknesses, unclear confidence

1 = *Null/negative* (limited, minor, insignificant, or no evidence): Shows minor or no evidence of goals; has a lack of commitment and work ethic; shows minor reflection, learning, growth; is negative and blaming; is unsure of self