IUPUI

2021 Assessment Institute

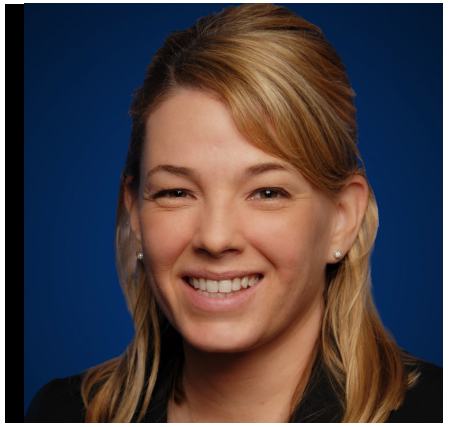
anthology
Advancing Knowledge

LOGAN UNIVERSITY
LEADERS Made

Supporting Students' Non-Cognitive Skills in Graduate Education

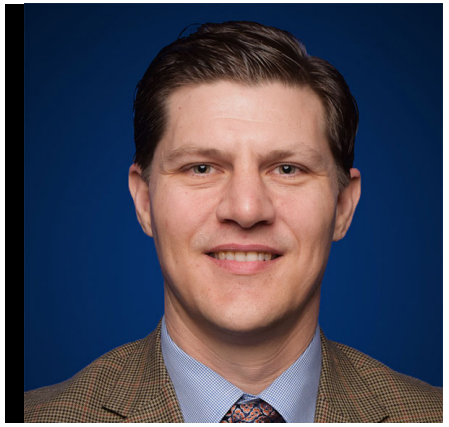
Emily Siegel

Principal Consultant, Anthology



Dr. Shelley Sawalich

Associate Provost & Dean of Students



Scot Mall

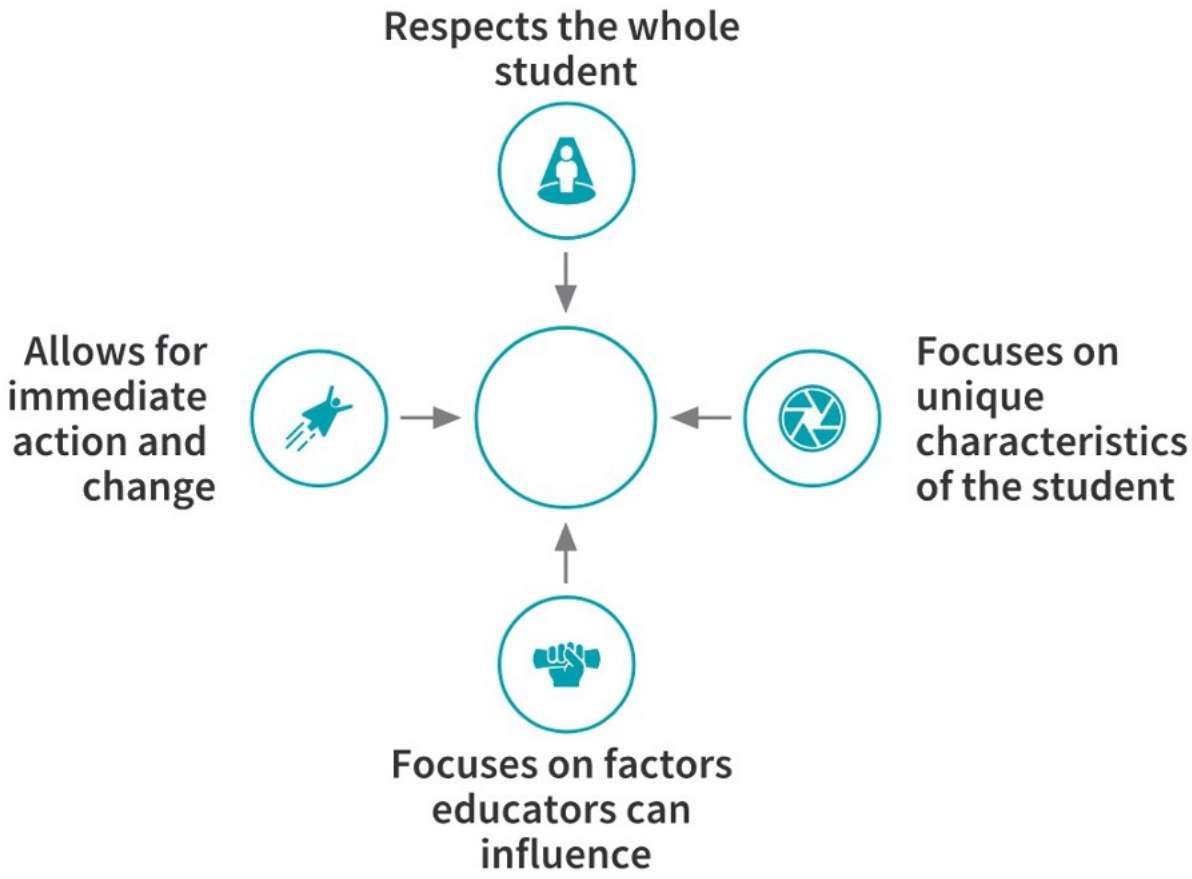
Executive Director of Student Success & Academic Engagement

Noncognitive Factors Defined

Let's Take the Pulse

- Log-in to answer:
  - Question 1: Is your campus using non-cognitive data?
  - Question 2: If so, how is your campus using non-cognitive data?
- Connect ID = 44559

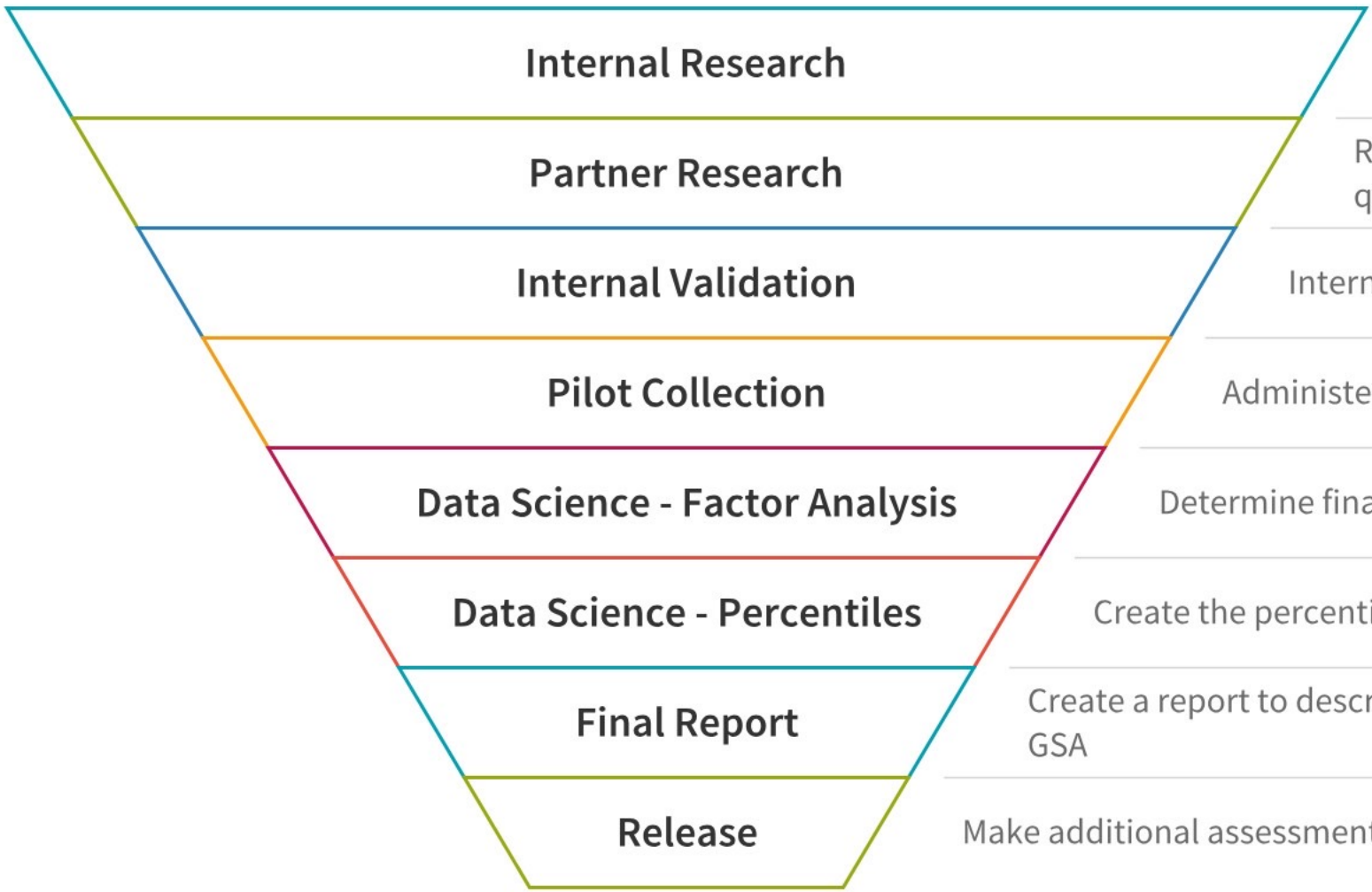
Why non-cogs?


Respects the whole student
Allows for immediate action and change
Focuses on unique characteristics of the student
Focuses on factors educators can influence

Logan University

- Health Sciences
- Founded in Chiropractic
- 1878 total enrollment
- 80% graduate
- 50% on-campus/50% online

GSA Creation



Research done by the GSA team on non-cogs and questions

Research done by our partners on non-cogs and questions

Internal resources review

Administer GSA to pilot school students

Determine final factors

Create the percentiles based on student responses

Create a report to describe method and data analysis done to create GSA

Make additional assessment available in SS packages

What do you want to know about your graduate students?

Relationships
excellence
faculty's
personal
university
Advocacy
academic
Identity
Complexity
caring
course
things
event
Efficacy
Technology
Affiliation
comfort
co
Learning
life
Support
Starter
need
feelings
due
community
school
adaptability
model
management
Emotional
perceptions
achievement
persistence
relevant
Challenge
organiation
Commitment
goals
get
done
curricular
relatedness
consistency
independent
time
professional
Behaviors
follow
grit
Maturity
help
health
strategic
experiences
graduate
Intelligence
teacher
flexibility
crisis
lake
Belonginess
content
ability
Seeking
Control
locus
lack
Academic
Social
home
work
role
Worth
career
Stress
faculty
motivation
involvement
interpersonal
optimism
supported
competence
program
Self
resiliency
understanding
entrepreneurial
goal
tasks
non
Ethic
Distance
direction
peers
metacognition

Phase 1:

Non-academic variable	How this variable helps to make a student successful	How could you use this information to help a student be successful?	How could you use this information to improve your graduate program?	Related research
1				
2				
3				

Initial Groupings

1. Co-Curricular Involvement
2. Goal Commitment/Self-Direction/Motivation
3. Health/Self-Worth
4. Life Complexity
5. Personality Traits/Feelings
6. Resourcefulness
7. Support

Initial Groupings

Co-curricular:

- Co-curricular/Professional Affiliation and Identity
- Community Belonginess
- Involvement

Goal Commitment/Self-Direction/Motivation

- Academic Commitment
- Motivation
- Self-Direction
- Self-Efficacy
- Follow-through
- Independent
- Goal Commitment

Initial Groupings

Health/Self-worth

- Health(wellness)
- Self-Worth/Self-Esteem
- Confidence

Life Complexity/Stress

- Life Complexity
- Stress
- Home and personal crisis event/incident
- Stress due to lack of time
- Stress due to academic challenges, lack of competence
- Personal Challenge
- School Stress
- Family Obligations
- Work Commitments

Initial Groupings

Personality Traits/Feelings

- Resiliency/Balance
- Adaptability
- Work Ethic
- Organization/Management
- Flexibility
- Optimism
- Persistence
- Consistency
- Locus of Control
- Uncertainty
- Confusion
- Self-Doubt

Resourcefulness

- Help Seeking Behaviors
- Resourcefulness
- Self-Advocacy

Initial Groupings

Support

- Feelings of support
- Support of graduate peers and community
- Faculty caring and relatedness
- Social support
- Non-academic relationships
- Professors' excellence as teachers/role models
- Faculty/teachers not caring/understanding

Phase 2:

- Brainstorm other possible names for non-cogs
- Create definition
- Each team create at least 3 questions per factor

Graduate Student Inventory
Social Emotional Development
Support System
Technology Proficiency
Wellness
Scope of Involvement
Resourcefulness
Life Complexity
Educational Commitment

GSI Factor Definitions

Educational Commitment - dedication to college and the value placed upon a college degree

Life Complexity - the level of external support, resources, and strategies that the individual has to draw from

Resourcefulness - ability to understand and pursue what is needed to be academically successful

Scope of Involvement - level of involvement across the institution, the community, and professional organizations

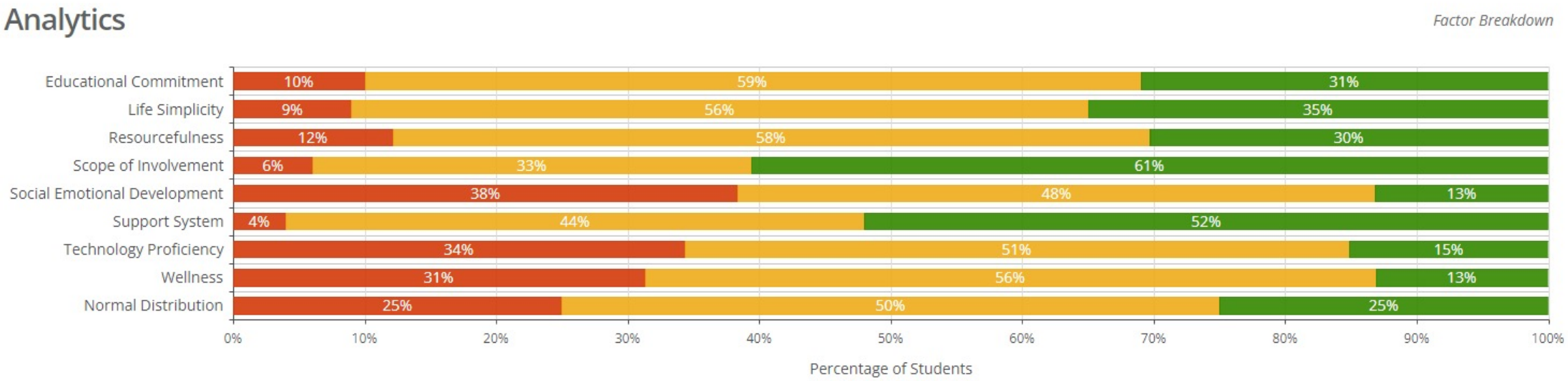
Social Emotional Development - ability to express their feelings and interact with others

Support System - support the individual perceives they have available to them while pursuing their education

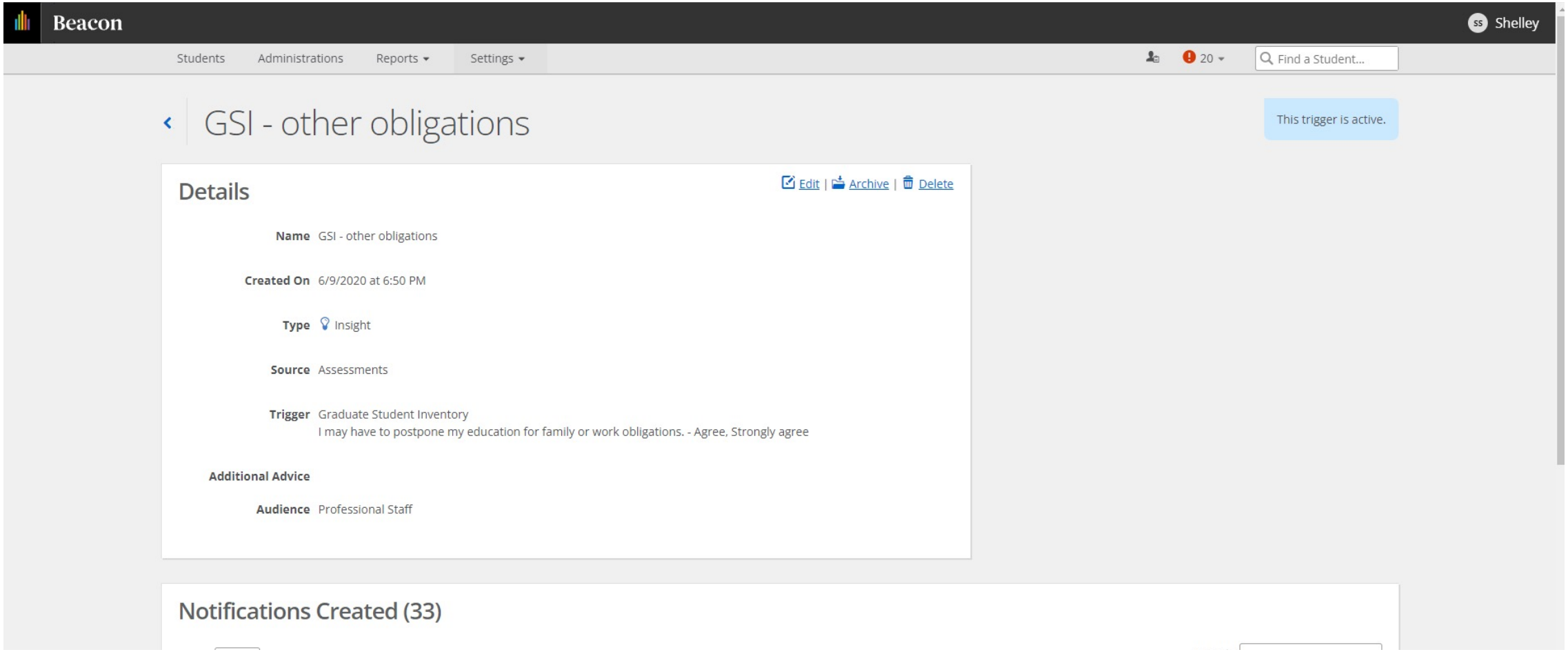
Technology Proficiency - level of comfort with educational technology

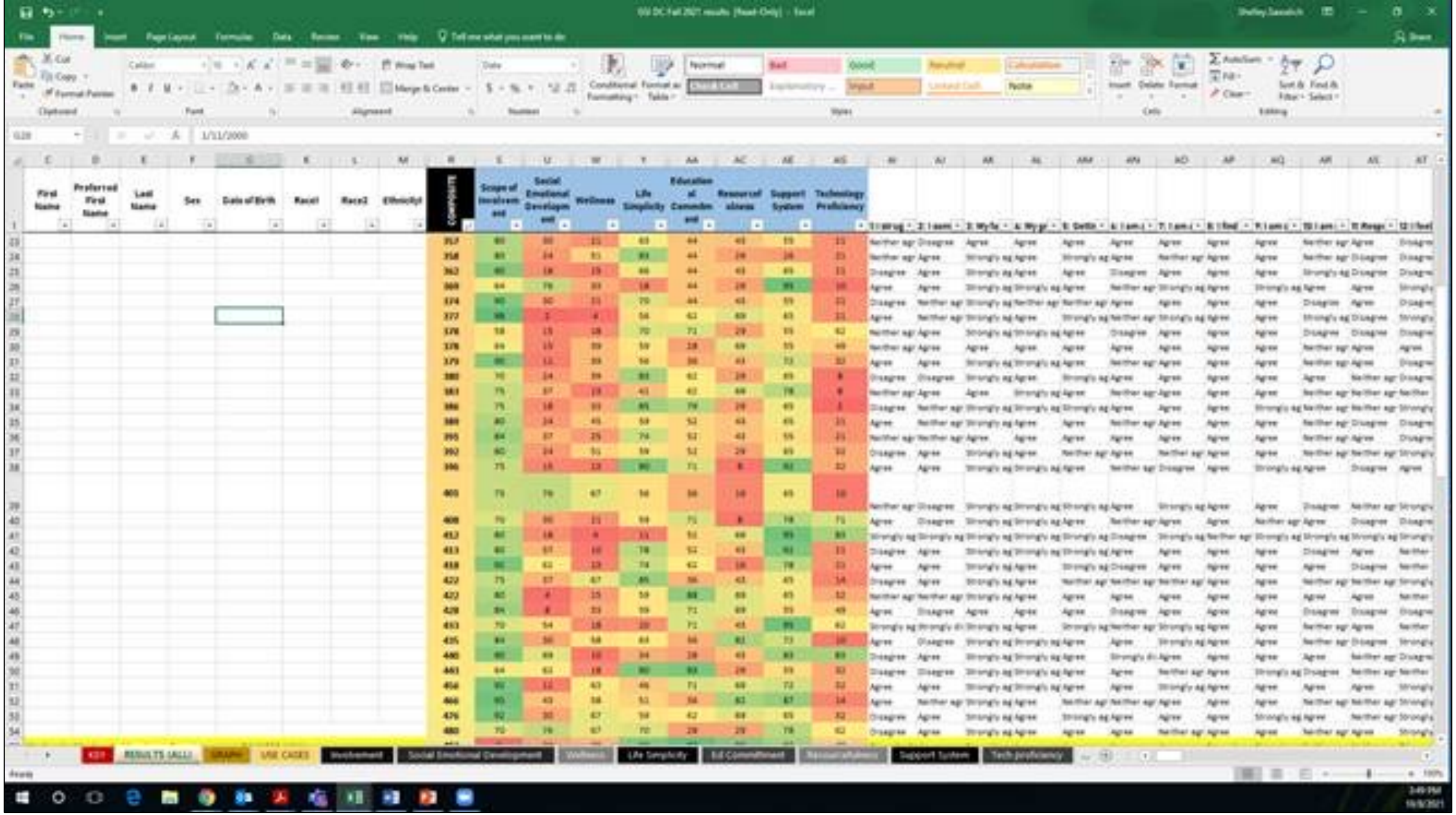
Wellness - health, self-worth, confidence

Logan University GSI Use



Triggers


Beacon
Shelley
Students
Administrations
Reports
Settings
20
Find a Student...
GSI - other obligations
This trigger is active.
Details
Edit | Archive | Delete
Name GSI - other obligations
Created On 6/9/2020 at 6:50 PM
Type Insight
Source Assessments
Trigger Graduate Student Inventory
I may have to postpone my education for family or work obligations. - Agree, Strongly agree
Additional Advice
Audience Professional Staff
Notifications Created (33)


First Name
Preferred First Name
Last Name
Sex
Date of Birth
Race1
Race2
Ethnicity1
COMPOSITE
Scope of Involvement
Social Emotional Development
Wellness
Life Simplicity
Educational Commitment
Resourcefulness
Support System
Technology Proficiency
KEY
RESULTS (ALL)
GRAPH
USE CASES
Involvement
Social Emotional Development
Wellness
Life Simplicity
Ed Commitment
Resourcefulness
Support System
Tech proficiency

Student Report

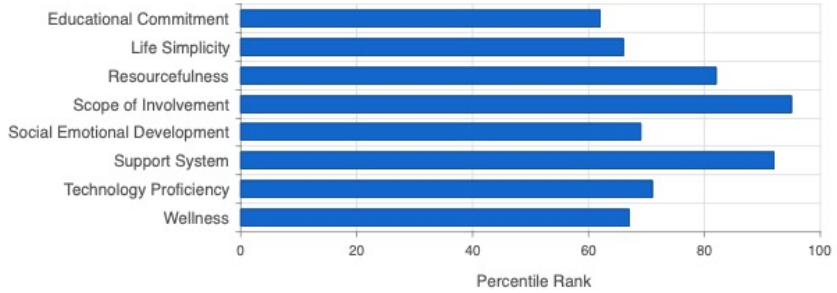
[redacted]

000068323

Success Network

[redacted]

Graduate Student Inventory (research phase) - New DC Student Graduate Student Inventory Fall 2021



Moderate Score

Percentile **62**

Educational Commitment
An individual's dedication to college and the value placed upon a graduate degree

Your responses indicate that you are moderately committed to the goal of attaining a graduate degree. You believe this degree is somewhat important for your future and that it might further your career goals.

What's Next?

Moderate Score

Percentile **66**

Life Simplicity
The level of external responsibilities the student holds

Your responses suggest that you generally handle the prioritization of your life well. Effective coping and organizational skills are critical to both academic and workplace success. You might consider taking advantage of resources on campus that can help you further develop these skills.

What's Next?

High Score

Percentile **82**

Resourcefulness
The student's ability to understand and pursue what is needed to be academically successful

Your responses suggest that you understand the resources available to you on campus to help you succeed. You are comfortable asking questions and seeking assistance.

What's Next?

High Score

Percentile **95**

Scope of Involvement
An individual's level of involvement across the institution, the community & professional organizations related to the degree they are pursing.

Your responses suggest that you value being connected to the campus. You are likely a person who embraces the college experience by becoming involved in clubs, groups, volunteer, or leadership activities. Consider how you might take advantage of these strengths by investigating leadership opportunities on campus.

What's Next?

Moderate Score

Percentile **69**

Social Emotional Development
A student's ability to express their feelings and interact with others

Your responses suggest that you are fairly comfortable around people and that you find socializing with others enjoyable. You are moderately comfortable when working with others in group settings. Consider ways you can continue developing your interpersonal skills as these skills are important for academic and workplace success.

What's Next?

High Score

Percentile **92**

Support System
The level of support the individual perceives they have available to them while pursuing their education

Your responses suggest that you have relationships with people who are supportive of your continuing education. Continue to foster these relationships!

What's Next?

Moderate Score

Percentile **71**

Technology Proficiency
A student's level of comfort with educational technology

Your responses suggest that you are moderately comfortable with technology. Continue to foster this ability to support you in your graduate education and seek assistance from resources on campus if needed.

What's Next?

Targeted Outreach & Communication Plans

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Targeted Outreach for Each Noncognitive Area

RESOURCEFULNESS

Tutoring

Academic Resource Center

Advising

EDUCATIONAL COMMITMENT

Career Development

Advising

SOCIAL EMOTIONAL DEVELOPMENT

Advising

Student Engagement/ Leadership/Activities

TECHNOLOGY PROFICIENCY

Tutoring

Academic Resource Center

Advising

SCOPE OF INVOLVEMENT

Advising

Student Engagement/ Leadership/Activities

Career Development

SUPPORT SYSTEM

Advising

Student Success

Basic Needs

Coaching & Mentoring Programs

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Targeted Questions

- **Educational commitment:** Why did you decide to attend ABC university? How did you choose your major?
- **Social emotional development:** Have you connected with anyone in your program so far? Do you prefer individual work or groups?
- **Scope of Involvement:** What aspects of campus life are you excited about participating in? What do you want to get involved in on-campus? Off-campus? Why?
- **Life Complexity + Support System:** What commitments do you have outside of ABC University? How do you tend to cope when school conflicts with commitments to your family/friends?
- **Wellness:** What is something you're excited about right now? How do you cope with stress?
- **Resourcefulness + Technology Proficiency:** How comfortable are you figuring out new things?

Curriculum Design

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Curriculum Considerations

Life Complexity

Educational Commitment

Resourcefulness

Strategies

Student Panels

Value of graduate degree

Alumni Panels

Academic resources

Help-seeking strategies

Questions + Discussion

For information on administering the Graduate Student Inventory at your institution, contact:

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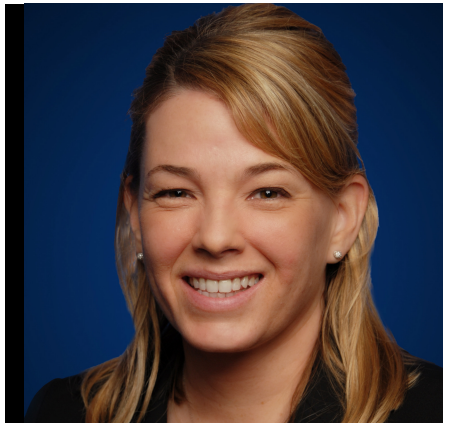

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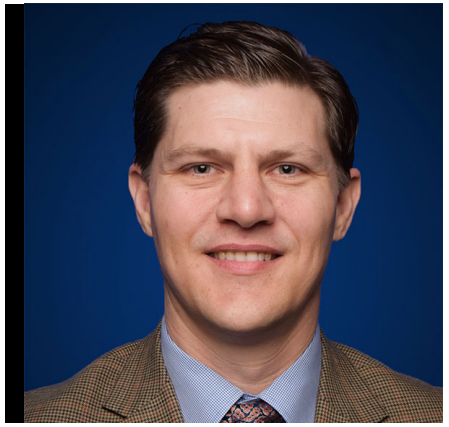

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> *Data that sit unused are no different than data that were never collected in the first place.*

Doug Fisher