

USING NONCOGNITIVE ASSESSMENT TO PREDICT ACADEMIC SUCCESS FOR AT-RISK STUDENTS

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ABSTRACT

The purpose of this study was to determine if noncognitive variables, alone or in combination with standardized test score (ACT or SAT) and/or high school grade point average, can predict student success (first-semester grade point average, first to second year retention and five year graduation rate) for 154 academically at-risk college freshmen admitted into the Conditional Admissions Program (CAP) at the University of Central Missouri for the Fall 2007 semester. In this investigation, student success was defined as a first semester GPA of 2.0 or higher, retaining to the second year and graduating within a five year time frame.

Through the six- question short answer-style Insight Resume', noncognitive attributes were evaluated based on each student's life experiences and what they learned from those experiences. Correlations were calculated measuring the relationship between the Insight Resume' and the dependent variables. Findings revealed there were only slight correlations between Insight Resume' score and earning a first semester GPA of 2.0 or greater, retaining from the first to the second year, and graduating in five years. In addition, logistic regression was used to measure the predictive value of the combination of the Insight Resume' scores, HSGPA and composite ACT scores on predicting first semester GPA of 2.0 or higher, retention from year one to year two, or five year graduation rate. Results indicated that there was no indication any of the predictor variables significantly improved the ability to predict earning a first semester GPA of 2.0 or higher or whether a student would retain or graduate.