

DePaul's DIAMOND Project

Developing Insights for Admission through the Mining of Non-traditional Data

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Agenda

- Engaging the University
- Building the DIAMOND Process
- What We are Learning
- Next Steps

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Engaging the University

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DIAMOND Timeline

Before Fall 2006	Discussion of academic quality and non-cognitive research
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From The Mission Statement:

...DePaul continues its commitment to the education of first generation college students, especially those from the diverse cultural and ethnic groups in the metropolitan area.

<http://mission.depaul.edu/mission/index.asp>

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DePaul's Recent History

- Freshman enrollment growth
- The rising tide lifts all boats
- The new realities
- What other institutions are doing

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Sedlacek's non-cognitive model addresses what is missing from standardized test scores

- Positive self-concept
- Realistic self-appraisal
- Successfully handling the system
- Preference for long-term goals
- Availability of strong support person
- Leadership experience
- Community involvement
- Knowledge acquired in field

Based on over 30 years of peer reviewed literature* and practice:

- Adjustment
- Motivation
- Student perceptions

*"Beyond the Big Test" by William Sedlacek

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Support of Sedlacek's Model

- Research supports relationship of non-cognitive variables to future grades, persistence
- OSU practice suggests relationship of non-cognitive variables to persistence, diversity and appeals

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The OSU Model

- Insight Resume of 6 questions
- Team of volunteer readers score essays
- Admission based on three parts: standardized scores, academic profile, Insight Resume

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Adapting Sedlacek and OSU Models

- Advantages
 - Based on extensive research
 - Operating successfully at a large institution
 - Admission-friendly essays

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Adapting Sedlacek and OSU Models

- Concerns
 - Additional workload and practical implications
 - Impact on total application volume
 - Process needed to be fair for all applicants

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Building the DIAMOND

- Establishing the committee and leadership
- Developing and scoring the essays
- Building the web-based scoring tool
- Recruiting & training the readers
- Diagnostics
- What we are learning

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Establishing the Committee and Leadership

- Cross-functional team representing Research, Admission, Center for Access, Systems
- Committee charge: To oversee development of all aspects of the process, to diagnose problems, provide solutions, rally support
- Admission Leadership Charge: University Champion, Trainer, Face of DIAMOND project

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Developing and Scoring the Essays

- Four short-essay questions (average 100 words) to measure eight dimensions.
- Non-cognitive assessment adds to the range of attributes that are considered in the admissions process.
- Essays to be scored on content, not spelling or grammar.
- Replaced two existing short essays in the current application with four short answer essays.

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Developing and Scoring the Essays

- 2 Independent readers score each set of essays.
- Each reader gives one score for each of the eight dimensions, and one overall score is calculated.
- Individual dimensions measured on 3-point scale from 1 to 3, for total score of 8 - 24.
- If the total scores for Reader 1 and Reader 2 differ by more than 4, application goes to third reader.

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DIAMOND Questions

- Describe a goal you have set for yourself and how you plan to accomplish it. How would you compare your educational interests and goals with other students in your high school?
- Describe a personal challenge you have faced, or a situation in which you or others were treated unfairly. How did you react to the situation and what conclusions did you draw from the experience? Were you able to turn to others for support?
- Discuss how involved you have been with your community through volunteer, neighborhood, church or other activities. Describe why community is or is not important to you. Give examples of playing a leadership role in your school or community.
- Think about the interests you have pursued outside of your high school classes (e.g. independently or through a student organization, part-time work, sports, playing in a band, volunteering, etc.) Describe any knowledge or skills you have gained as a result.

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DIAMOND Scoring Rubric Sample


Leadership Experience

- 3= Substantial behavioral evidence of taking initiative, assuming responsibility and consistent collaborative group participation over time; significant evidence of helping to resolve disputes
- 2= Some evidence of taking initiative, assuming responsibility and consistent collaborative group participation over time; some evidence of helping to resolve disputes, but unclear influence on others
- 1= Very limited or no evidence of taking initiative, assuming responsibility. No collaboration with or influence on others

Community Service

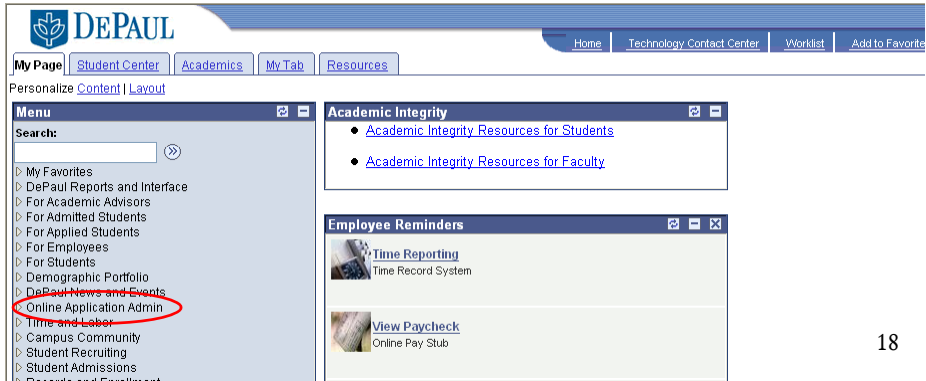
- 3= Strong evidence of community involvement and strong belief in the importance of community, significant contributions over time (>=one year)
- 2= Some evidence of community involvement (< 1 year), some contributions
- 1= Little or no evidence, no concept of importance of community service

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Web-based Scoring Tool

- Reader logs into Campus Connection to access the reading tool – allows for flexibility in reading location (no public places).



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Describe a goal you have set for yourself and how you plan to accomplish it. How would you compare your educational interests and goals with other students in your high school?

Goals are very important to me; they help me stay focused and on a straight path. Acquiring a degree in psychology and in secondary education is one very important goal I plan on achieving. Commitment and hard work is how I have learned to approach any goal. With an ambitious attitude, I will study and work hard. Dedication is also vital in any attempt to reach a goal. I am a very dedicated student who stays motivated until the end and this makes me stand out in my class. I am consistently on the academic High Honor Roll. In addition, I have held many leadership positions. These qualities have taught me how to accomplish goals.

Describe a personal challenge you have faced, or a situation in which you or others were treated unfairly. How did you react to the situation and what conclusions did you draw from the experience? Were you able to turn to others for support?

Trying my best in everything I do is very important to me. Being a dancer has presented me with many challenges. Beginning on my dance team, I had to constantly practice, working myself up to match the other girls' skills. I learned that with a lot of patience, hard work, determination, and practice I could achieve what I wanted. Through dance, I have received many personal rewards such as learning to cooperate with different types and ages of people. This has helped me develop to be a role model, which is important because it means I am respected. Diverse people of different ages have also taught me to communicate well. Dancing has taught me that it is essential to manage my time, set priorities, and stay focused which is crucial with a busy schedule.

Discuss how involved you have been with your community through volunteer, neighborhood, church or other activities. Describe why community is or is not important to you. Give examples of playing a leadership role in your school or community.

One of the great aspects of Providence Catholic High School is that it is a service-orientated community. Serving God and others provides an opportunity for me to become more Christ-like and demonstrate my many abilities including leadership. I have especially learned this through performing my service hours. I feel that it is a privilege to serve others, and I take pride in this. As a hard-working, dedicated student at Providence, I am also involved in several other activities. I have danced since adolescence, and I am also a member of the Augustinian Youth Ministry, a service organization. I have also been involved in the tutoring and peer-mentoring programs at my high school.

Think about the interests you have pursued outside of your high school classes (e.g. independently or through a student organization, part-time work, sports, playing in a band, volunteering, etc.) Describe any knowledge or skills you have gained as a result.

Leadership and service are inseparable. Working part-time as a lifeguard, I serve patrons and lead a group of guards. This teaches me to lead through example. In addition, I have learned that to be influential and have a positive impact on other people, I must constantly be a good role model because I am always being observed. Lifeguarding as well as babysitting has taught me to be mature and reliable. I have learned leadership is demonstrating guidance with responsibility. Communication is also a key factor in both babysitting and lifeguarding. Saving and protecting lives as well and watching a young child must be done with communication to ensure safety.

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	1 - Low	2 - Med	3 - High
Positive Self-Concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Realistic Self-Appraisal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Successfully Negotiating the System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Long-Term Goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge in a field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of Strong Support Person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Web-based Administrative Tool

- Students
 - Ability to track individual students through the reading process.
 - Ability to reprioritize a student's pace in the reading process.
 - Identify readers who have reviewed a particular student's essay.
 - Overall tally calculates how many students have been loaded into the tool, how many are in the process of being scored and how many have been loaded into PeopleSoft.

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Web-based Administrative Tool

- Readers
 - Ability to track individual readers, including total essays read, average score, pace, skipped count, number of log-ins, etc.
 - Ability to view list of every essay ID an individual reader has reviewed.

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Recruiting and Training the Readers

- Recruitment
- Training
- Reading commitment
- Debriefing

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Diagnostics

- On readership process and scoring
- On applicant characteristics

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What we are learning

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...about Adoption

- Philosophically appealing – practically challenging
- Value of cross-functional committee
- Use evangelists to spread the word

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...about Implementation

- Avoid a paper process
- System requires continual enhancements
- Consider analysis in technical implementation
- Value of cross-functional committee

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...about Readership

- Best intentions are not enough – need to continually motivate readers
- Can't eliminate bias, must manage it
- Training is ongoing, even for experienced readers
- First year as test was valuable in identifying challenges in the process

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Next Steps

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Analysis

- Relationship of DIAMOND score to traditional admission indicators
- DIAMOND score profile and components
 - Preliminary Cluster analysis shows 4 types of applicants
- Relationship of DIAMOND score to outcomes

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Admissions and Beyond

- Definition of how scores will be used in admission decisions
- Advising and student support implications

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Thank you!
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