

Gates Millennium Scholars & Washington State Achievers: The Role of Private Scholarship Programs in College Enrollment

William E. Sedlacek
University of Maryland
wsed@umd.edu
<http://williamsedlacek.info>

Edward P. St. John
University of Michigan
edstjohn@umich.edu

GMS Key Program Features

- Goals-develop leaders and community activists with nontraditional skills
- Administered by the United Negro College Fund with assistance from Hispanic Scholarship Fund, American Indian Graduate Center Scholars, and Organization of Chinese Americans
- Awards 1,000 new scholarships to entering first year students for 20,000 students
- Some awards to grad students & continuing undergrads in the 1st year
- Last dollar scholarship award- 1.5 Billion \$ +

Selection Criteria

- African American, American Indian/Alaska Native, Asian Pacific Islander American, or Hispanic American
- Federal Pell Grant eligible
- Citizen/legal permanent resident or national of U.S.
- 3.3 High School GPA
- Curriculum Rigor
- Noncognitive Variables

Noncognitive Variables

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

A GMS award provides:

- Support by covering needs unmet by other financial options
- Renewable awards for satisfactory progress
- Option to transfer
- Renewable through graduate school in math, science, engineering, library science, education, public health
- Award period—up to 5 years undergraduate & 4 years graduate
- Leadership development programs

Persistence of GMS Recipients

- GMS recipients persisted at higher rates than
 - a national sample of all students
 - the national sample of students of color
 - the national sample of high-achieving students of color
- Of Cohort I and II, 98.8% graduated or were still enrolled

Gates Millennium Scholars

- Scholarships awarded 10000+
- College graduates to date: 4000+
- Institutions of higher education: ≈ 1000
- Scholar College GPA mean = 3.25
- Raters within each racial group trained to evaluate noncognitive variables
- Alpha reliability = .92

Leadership and Community

- Scholar leadership varied by race
 - African Americans- more leadership positions
 - Asian Americans- less self-perception as leader
 - Latino/a Americans- leadership will cause results
 - American Indians/Natives- behavior important
- Scholars v. Non-Scholars were:
 - More involved in religious activities and events sponsored by their own cultural groups
 - More likely to perceive themselves as leaders

Research Outcomes of Scholars

- Self-Concept, Realistic Self-Appraisal, Handling System, and Community were positively correlated with GPA (.05)
- Community was positively predictive of academic engagement (.0001)
- Self-Concept was negatively predictive of difficulty keeping up with schoolwork (.01)
- Realistic Self-Appraisal positively predicted hours studied per week (.05)

GMS: Findings on Analysis of Academic Engagement

- Controlling for background and HS achievement, academic engagement positively associated with
 - GMS
 - Choosing college for strong reputation
 - Choosing college for low expenses
 - Enrollment in private colleges
 - Grant Amount

Integrating Student Engagement

- Enrollment management focuses on
 - Marketing
 - Admissions & Outreach
 - Financial Aid
- Integration Engagement
 - Examine how these functions influence engagement
 - Integrating a focus on engagement into enrollment management

GMS: Differences in Student Engagement for Recipients and Non Recipients

- **Effect Size Analysis of Differences**
 - Academic Engagement
 - All indicators higher for GMS recipients
 - Composite measure higher for GMS
 - Community Engagement
 - All indicators higher for GMS
 - Composite Measures higher for GMS

| Scale | Item | All Sample | GMS Recipients | Non-Recipients | Effect Size | Sig. |
|----------------------|---|------------|----------------|----------------|-------------|------|
| Academic Engagement | Composite Score | 19.290 | 20.074 | 18.904 | .212 | *** |
| | Work with other students on school work outside of class | 4.296 | 4.491 | 4.200 | .191 | *** |
| | Discuss ideas from your readings or classes with students outside of class | 4.341 | 4.535 | 4.245 | .197 | *** |
| | Discuss ideas from your readings or classes with faculty outside of class | 3.157 | 3.353 | 3.059 | .190 | *** |
| | Work harder than you thought to meet an instructor's expectations | 4.468 | 4.554 | 4.426 | .087 | ** |
| | Work on creative projects that you help design (research or artistic) | 3.027 | 3.139 | 2.972 | .096 | *** |
| Community Engagement | Composite Score | 16.908 | 17.832 | 16.457 | .211 | *** |
| | Participation in events sponsored by a fraternity or sorority | 2.220 | 2.260 | 2.200 | .039 | |
| | Participation in residence hall activities | 2.790 | 2.930 | 2.730 | .134 | *** |
| | Participation in events or activities sponsored by groups reflecting your own cultural heritage | 3.110 | 3.340 | 3.000 | .225 | *** |
| | Participation in tutoring sessions where you received help for specific courses | 2.720 | 2.880 | 2.650 | .154 | *** |
| | Participation in community service activities | 3.090 | 3.330 | 2.970 | .252 | *** |
| | Participation in religious or spiritual activities | 2.980 | 3.090 | 2.920 | .103 | *** |
| Debt Load | Total Loans For The Current Academic Year/1000 | 3.406 | 1.611 | 4.282 | -.382 | *** |
| Grant | Current Grant/1000 | 10.117 | 14.208 | 8.119 | .532 | *** |
| <i>N</i> | | 5,264 | 1,727 | 3,537 | | |

GMS: Findings on Analysis of Academic Engagement

- Controlling for background and HS achievement, academic engagement positively associated with
 - GMS
 - Choosing college for strong reputation
 - Choosing college for low expenses
 - Enrollment in private colleges
 - Grant Amount

Washington State Achievers

- Selected with noncognitive variables
- Up to \$9500 per year to attend in state
- Available to students attending one of 16 Achievers high schools in state with family incomes less than 35% of the median family income in the State.
- Begun in 2001 - 500 awards per year for 5,000

Achievers receive...

- A mentor in high school (selected students)
- A summer college-prep program
- A mentor for the first two years of college
- Scholarships for up to five years of undergraduate study

Washington State Achievers

- 69% Female
- 40% White
- 25% Asian/Asian American
- 15% Hispanic American
- 12% African American
- 1% Native American
- 5% Multi-racial and other (2%)

Washington State Achievers

- **Recipients** were assigned mentors and saw them about four times per year.
- **Students of color** were more likely to see their relationship with their WSA mentors as important than **White students**.
- **WSA recipients** were more likely to hold a campus leadership position (about 14%) than **nonrecipients**.
- **WSA nonrecipients** spent more time working per week than **recipients**. **Asian/Asian Americans** spent less time working than other three racial groups.

WSA: Differences in Student Engagement

- Academic Engagement higher for WSA
 - Composite
 - Work with students outside of class
 - Discuss ideas with faculty
- Community Engagement higher for WSA
 - Composite
 - Participate in resident hall activities
 - Participated in tutoring

WSA: Findings on Analysis of Academic Engagement

- Controlling for background, academic Engagement
 - Positively associated with WSA and choosing college for reputation
- Controlling for preparation, Community Engagement
 - Positively associated with WSA and Choosing a college for strong reputation
 - Negatively associated with enrollment in two-year college

Conclusions & Implications

- Student engagement is linked to reasons for choosing a college (reputation), financial aid, and types of colleges chosen
- Integrating a focus on engagement into enrollment management
 - Assess student engagement (building strengths)
 - Market engagement (links to reputation)
 - Noncognitive measures provide means of considering engagement in admissions
 - Consider student engagement aim in packaging of student aid

References

- Sedlacek, W. E. (2004). *Beyond the big test: Noncognitive assessment in higher education*. San Francisco: Jossey-Bass.
- Sedlacek, W. E. & Sheu, H. B. (2004). Academic success of Gates Millennium Scholars. *Readings on Equal Education*. 20, 181-197.
- Sedlacek, W. E. & Sheu, H. B. (2005). Early academic behaviors of Washington State Achievers. *Readings on Equal Education*. 21, 207-222.
- Sedlacek, W. E. (2005). The case for noncognitive measures. In W. Camara and E. Kimmel (Eds.). *Choosing students: Higher education admission tools for the 21st century*. (pp. 177-193) Mahwah, NJ: Lawrence Erlbaum.

Final word...

- For more information:

www.norc.org/gatesscholars/

- The Views Contained Herein are Not Necessarily Those of the Bill & Melinda Gates Foundation