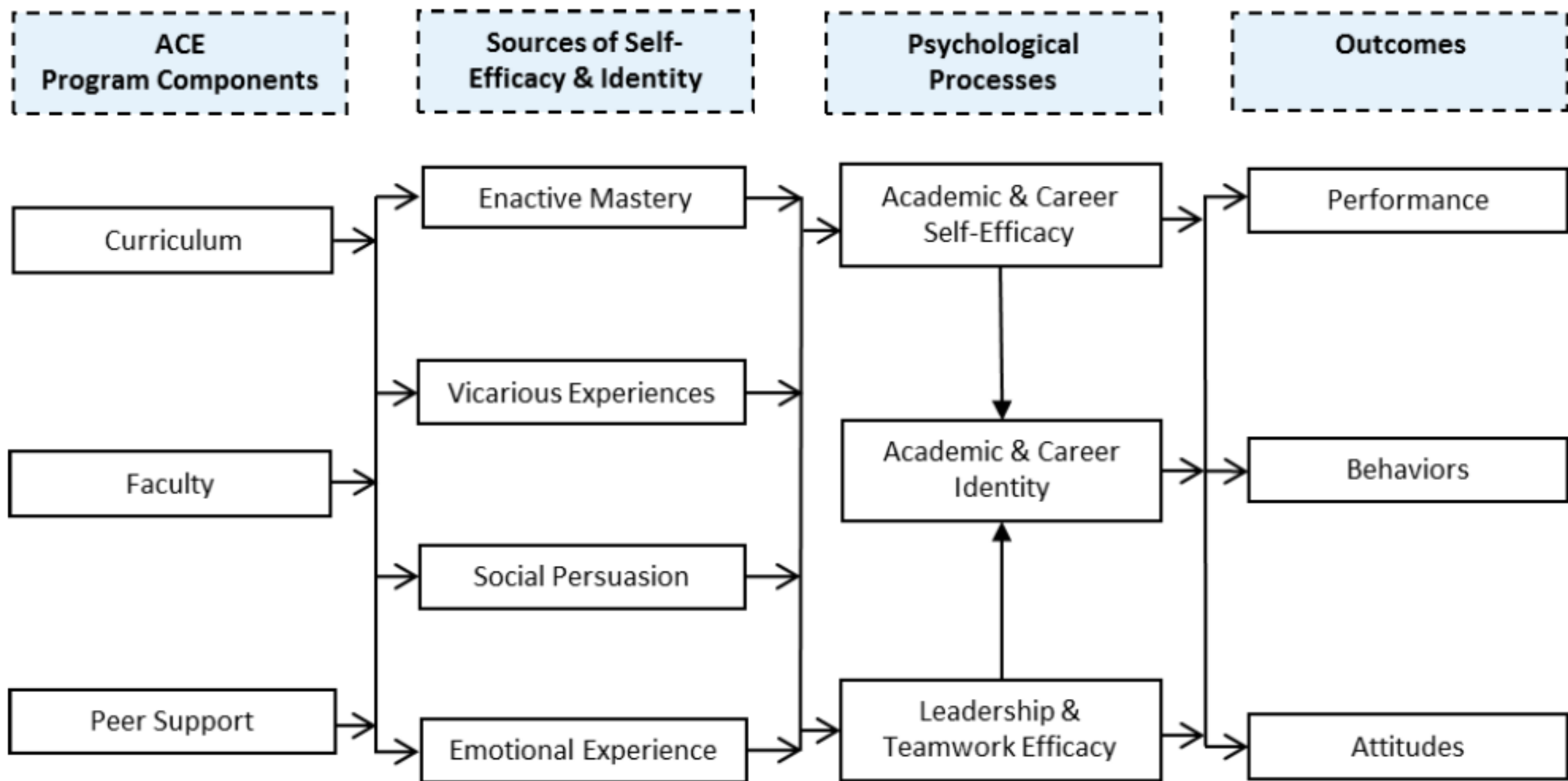


What We Can Learn from Measuring the Affective Domain?
Closing the Achievement Gap

Figure 2. ACE model theory of action



ACE theory of action



Linking changes in NCVs to achievement

- Assembled records for over 10,000 administrations of the CSSAS
- Four distinct administrations of the CSSAS
 - Pre-Foundation course (PRE)
 - Post-Foundation course (POST)
 - End of ACE bridge semester (EBS)
 - School CSSAS for non-ACE students (SCSSAS)
- Fuzzy match process to link CSSAS records to MIS data
- Over 48,000 enrollment records matched to CSSAS students
- Initial study focus on completion of English sequence outcomes

How are they measured?

What are affective factors?

Eight scales/dimensions

- Self-efficacy
- College identity
- Interacting with others
- Teamwork
- Mindfulness

I find it difficult to stay focused on
what's happening in the present.

Strongly agree (5)

Somewhat agree (4)

Neither agree nor disagree (3)

Somewhat disagree (2)

Strongly disagree (1)

I know how to take notes.

Strongly agree (5)

Somewhat agree (4)

Neither agree nor disagree (3)

Somewhat disagree (2)

Strongly disagree (1)

I rush through activities without
being really attentive to them.

Strongly agree (5)

Somewhat agree (4)

Neither agree nor disagree (3)

Somewhat disagree (2)

Strongly disagree (1)

I am good at doing research.

Strongly agree (5)

Somewhat agree (4)

Neither agree nor disagree (3)

Somewhat disagree (2)

Strongly disagree (1)

I don't pay attention to what I'm doing because I'm daydreaming, worrying, or otherwise distracted.

Strongly agree (5)

Somewhat agree (4)

Neither agree nor disagree (3)

Somewhat disagree (2)

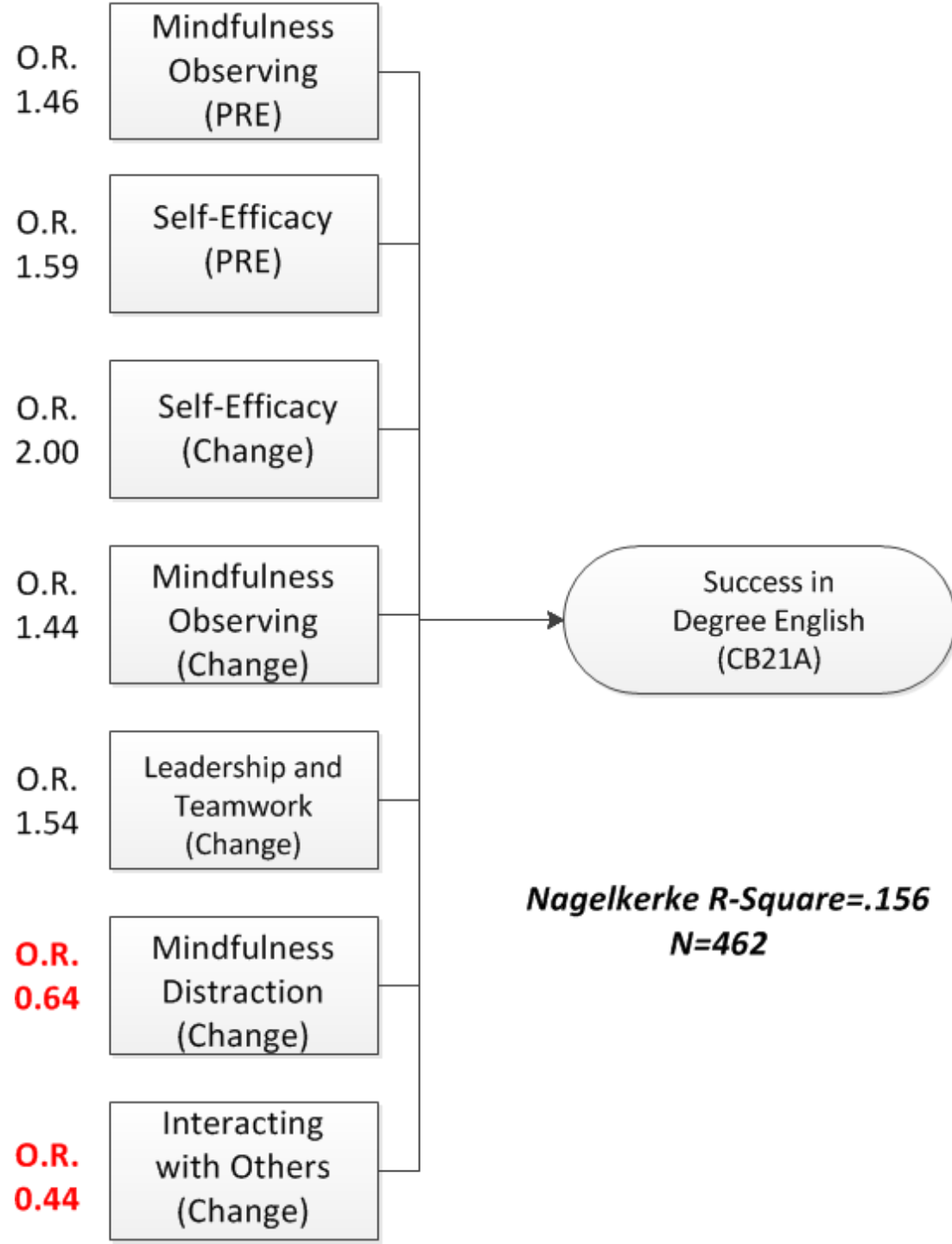
Strongly disagree (1)

Scoring

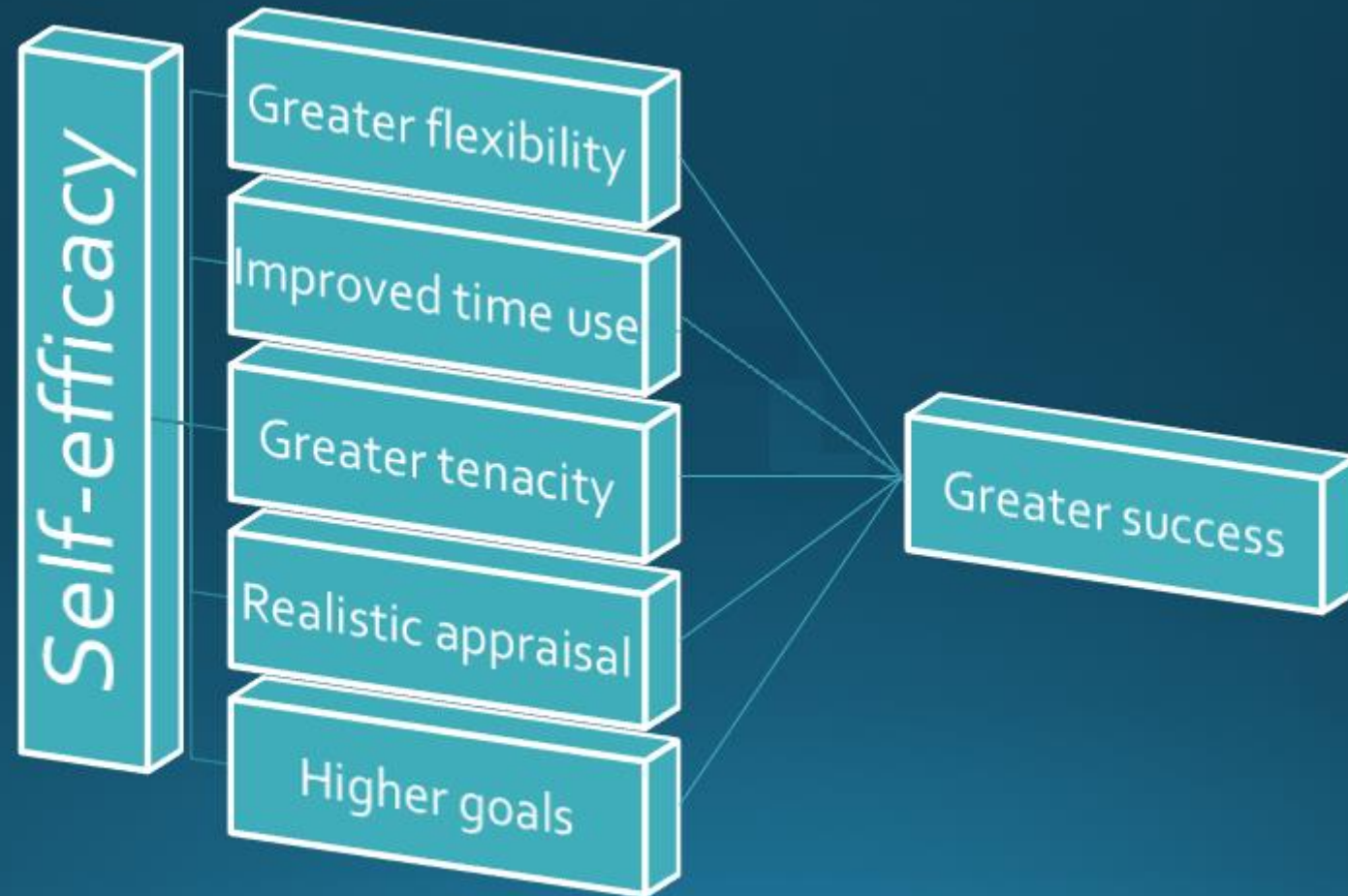
- Questions 1, 3 & 5 are drawn from Mindfulness-Focusing
- Questions 2 & 4 are drawn from Self-efficacy
- Total your points for each scale and divide by the number of questions to arrive at your score.
- What does a low score mean? What does a high score mean?
- Let's look at some research...

Relationship of affective domain to course success

Completion of degree-level English



How self-efficacy influences performance



Relationship of affective domain to course success

Completion of transfer-level English

OR
1.38

College Identity
(Pre)

OR
0.68

Mindfulness
Distracted (Pre)

OR
0.67

Leadership and
Teamwork (Pre)

OR
1.41

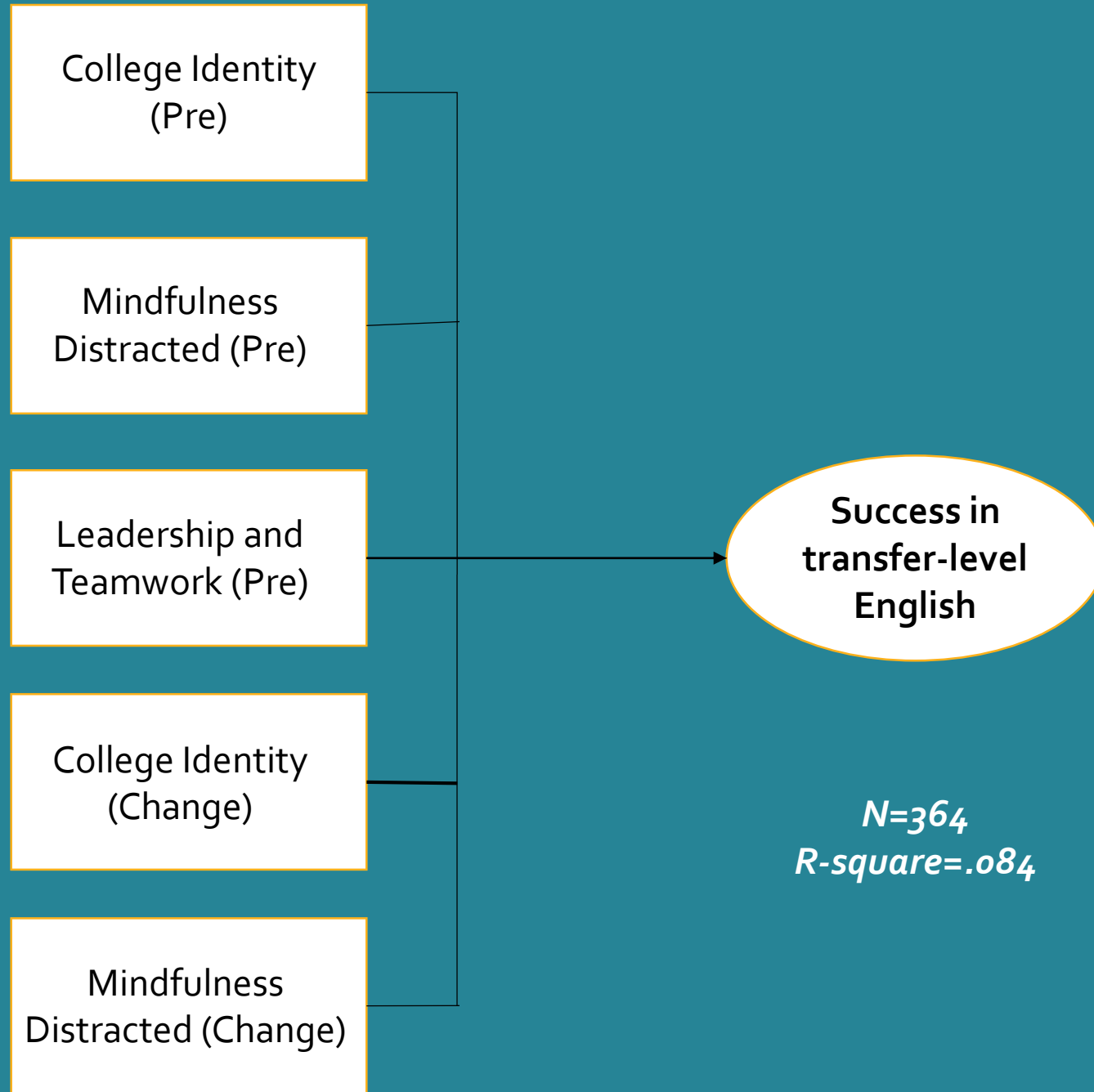
College Identity
(Change)

OR
0.68

Mindfulness
Distracted (Change)

Success in
transfer-level
English

N=364
R-square=.084



Future research

- Tie in risk statistics (matched from application data)
- Sub-populations/segmenting
 - Which groups benefit the most from
 - Impact analysis
- Replication and analysis of effects in other states
- Institutional effectiveness
- We need more data!

Discussion

- How does social capital affect students' identity as college students?
- How can we use this information to improve student success?
- How far in the future can we make valid predictions?
- How do students change over time in their affective traits?
- Can we use early affective assessments to complement cognitive assessments?
- Do students with different affective profiles respond distinctly to different types of support services?
- What role do individual student risk factors play?