# A List of Non-Cognitive Assessment Instruments

Tina Kafka

January 2016

In discourse on student learning in school settings, "non-cognitive skills" refers to a group of skills and attributes that, although difficult to define and measure, are widely acknowledged to be essential for student success. Development of these skills promotes students' ability to think cogently about information, manage their time, get along with peers and instructors, persist through difficulties, and navigate the varied landscape of academic and nonacademic requirements that college students face from their entrance into college through to graduation (Conley, 2010). The interest in developing and measuring non-cognitive skills has spurred the growth of instruments used to assess students' competencies in these areas.

The table that follows shows a wide variety of currently available instruments that aim to assess non-cognitive characteristics that support college student success. The table lists each instrument, its author (when available) and publisher, as well as basic information about what factors are assessed and how it is administered. The table does not indicate if any of these instruments is more suitable or effective than another; however, information regarding the strengths and limitations of many of the instruments listed can be found in Carlson, Geisinger, and Jonson (2014).

### References

Carlson, J. F., Geisinger, K. F., & Jonson, J. L. (Eds.). (2014). *The nineteenth mental measurements yearbook.* Lincoln, NE: Buros Center for Testing.

Conley, D. T. (2010). Eligible and ready for college. *Principal Leadership, 11*(4), 18–22.

| Instrument | Author/Publisher | URL | Factors Assessed | Administration Details |
|---|---|---|---|---|
| Academic Advising Inventory | Sandor, J. A. and Winston, R. B. | http://www.academic-advising.com/aais-software.html | • academic decision-making<br>• academic majors and courses<br>• exploring institutional policies<br>• personal development and interpersonal relationships<br>• personalizing education<br>• registration and class scheduling<br>• selecting courses<br>• teaching personal skills | • 57 items<br>• 20 minutes<br>• online or hard copy format |
| Achievement Motivation Profile (AMP) | Friedland, J., Mandel, H., and Marcus, S. (1996); Multi-Health Systems, Inc. | http://www.mhs.com/product.aspx?gr=IO&prod=amp&id=overview | • motivation for achievement<br>• inner resources<br>• interpersonal strengths<br>• work habits | • 140 items<br>• 20-30 minutes<br>• online format |
| ACT Engage | ACT | http://www.act.org/engage/college_features.html | • academic discipline<br>• academic self confidence<br>• general determination<br>• goal striving<br>• commitment to college<br>• communication skills<br>• social connection<br>• study skills<br>• steadiness | • 108 items<br>• 30 minutes<br>• online format |
| EQ-i 2.0 | Multi-Health Systems, Inc. (2011) | https://tap.mhs.com/EQi20.aspx | • decision making<br>• interpersonal relationships<br>• self-expression<br>• self-perception<br>• stress management | • 133 items<br>• 20-30 minutes<br>• online format |
| The California Critical Thinking Disposition Inventory (CCTDI) | Facione, P., and Facione, N.; Insight Assessment | http://www.insightassessment.com/Products/Products-Summary/Critical-Thinking-Attributes-Tests/California-Critical-Thinking-Disposition-Inventory-CCTDI | • analyticity<br>• confidence in reasoning<br>• inquisitiveness<br>• maturity of judgment<br>• open-mindedness<br>• truth-seeking<br>• systematicity | • 75 items<br>• 30 minutes<br>• online or hard copy format |

| Instrument | Author/Publisher | URL | Factors Assessed | Administration Details |
|---|---|---|---|---|
| College Student Inventory, Form C | Ruffalo Noel Levitz | https://www.ruffalonl.com/college-student-retention/retention-management-system-plus/college-student-inventory | • academic motivation<br>• general coping<br>• receptivity to support services | • 74 items<br>• 20 minutes<br>• online format |
| College Success Factors Index 2.0 (CSFI) | Hallberg, E., and Hallberg, K.; Cengage Learning | http://www.cengage.com/csfi/ | • college involvement<br>• competition<br>• expectations<br>• family involvement<br>• precision<br>• persistence<br>• responsibility/control<br>• task planning<br>• time management<br>• wellness | • 100 items<br>• 70 minutes<br>• online format |
| Community College Survey of Student Engagement (CCSSE) | Center for Community College Student Engagement | http://www.ccsse.org/aboutsurvey/aboutsurvey.cfm | Provides information on student engagement and assesses institutional practices and student behaviors correlated with student learning and retention. | • 38 items<br>• 45 minutes<br>• hard copy format |
| Community College Institutional Survey (CCIS) | Center for Community College Student Engagement | http://www.ccsse.org/center/ccis/ | Identifies key promising practices, the target student populations of those practices, and the scale at which practices are implemented. | • 117 items<br>• online format |
| Grit Scale | Duckworth, Angela; Duckworth Lab, University of Pennsylvania (2007, 2013) | https://sites.sas.upenn.edu/duckworth/pages/research | • grit<br>• self-control | • 8 or 12 items<br>• hard copy format |
| Learning and Study Strategies Inventory (LASSI) | Weinstein, C. E., Palmer, D. R., and Acee, T. W.; H&H Publishing | www.hhpublishing.com/_assessments/LASSI | • self-regulation of strategic learning: time management and concentration<br>• skill: information processing, selecting main ideas, test strategies<br>• will: attitude, anxiety | • 60 items<br>• online format |
| Mindset | Dweck, Carol (2006); Random House | http://mindsetonline.com/testyourmindset/step1.php | Uses a growth-versus-fixed mindset paradigm to assess students' mindset and teach them to develop a growth-based mindset. | • 16 items<br>• online or hard copy format |

| Instrument | Author/Publisher | URL | Factors Assessed | Administration Details |
|---|---|---|---|---|
| Motivated Strategies for Learning Questionnaire (MSLQ) | Pintrich, P., Smith, D., Garcia, T., and McKeachie, W.; The University of Michigan | http://stelar.edc.org/instruments/motivated-strategies-learning-questionnaire-mslq | <ul><li>control of learning beliefs</li><li>critical thinking</li><li>effort regulation</li><li>elaboration</li><li>extrinsic goal orientation</li><li>help seeking</li><li>intrinsic goal orientation</li><li>metacognitive self-regulation</li><li>organization</li><li>peer learning</li><li>rehearsal</li><li>self-efficacy for learning and performancetask value</li><li>test anxiety</li><li>time and study environment management</li></ul> | <ul><li>44 items</li><li>20-30 minutes</li><li>hard copy format</li></ul> |
| Non-Cognitive Questionnaire (NCQ) | Sedlacek, W., and Tracey, T. J.; Jossey-Bass | http://williamsedlacek.info/publications.html | <ul><li>availability of a strong support person</li><li>demonstrated community involvement</li><li>knowledge acquired in a field positive self-concept</li><li>preference for long-term over short-term goals</li><li>realistic self-appraisal</li><li>successful handling of the system</li><li>successful leadership experience</li></ul> | <ul><li>23 items</li></ul> |
| Perceptions, Expectations, Emotions, and Knowledge about College (PEEK) | Weinstein, C., Palmer, D., and Hanson, G.; H&H Publishing Company | www.hhpublishing.com/_assessments/peek/ | Assesses students' expectations about college in terms of three general categories of the college experience: academic, social, and personal. | <ul><li>30 items</li><li>online format</li></ul> |
| Study Behavior Inventory (SBI) | Kerstiens, G., Bliss, L., and Marvin, R. (2003); Andragogy Associates | http://www.sc.edu/fye/resources/assessment/essays/Bliss-6.12.03.html | <ul><li>short- and long-term study behaviors</li><li>academic confidence</li><li>time management</li><li>study reading</li><li>general study habits</li><li>listening and note-taking</li><li>writing</li><li>test anxiety</li><li>test taking</li><li>faculty relations</li></ul> | <ul><li>46-items</li></ul> |

| Instrument | Author/Publisher | URL | Factors Assessed | Administration Details |
|---|---|---|---|---|
| Student Adaptation to College Questionnaire (SACQ) | Baker, R., and Siryk, B. (1987); Western Psychological Services | http://www.wpspublish.com/store/p/2949/student-adaptation-to-college-questionnaire-sacq | • academic adjustment<br>• attachment to institution<br>• personal-emotional adjustment<br>• social adjustment | • 67 items<br>• 15-20 minutes<br>• hard copy format |
| Student Readiness Inventory | Le, H., Casillas, A., Robbins, S., and Langley, R. (2005); ACT | https://www.act.org/sri/pdf/UserGuide.pdf | • academic discipline<br>• academic self-confidence<br>• commitment to college<br>• communication skills<br>• general determination<br>• goal striving<br>• social activity<br>• social connection<br>• steadiness<br>• study skills | • 108 items<br>• 30 minutes<br>• hard copy format |
| SuccessNavigator | ETS | https://www.ets.org/successnavigator/about/ | • academic skills<br>• commitment<br>• self-management<br>• social support | • 30 minutes<br>• online format |
| Survey of Students Assessment of Study Behaviors (SSASB) | Paterra, M. E.; The Cambridge Stratford Study Skills Institute (1991) | http://www.cambridgestratford.com/studyskills/prepost.html | • comprehension<br>• effective test taking<br>• efficient learning tools<br>• high performance writing<br>• positive attitudes<br>• useful work habits | • hard copy format |
| Transition to College Inventory (TCI) | Calliote, J., Pickering, J. W., Zerwas, S. C., and Macera, A. C. (2003); Old Dominion University | http://ww2.odu.edu/ao/ira/assessment/tci/TCI_brochure.pdf | • athletic orientation<br>• college involvement<br>• independent activity focus<br>• influences on college choice<br>• institutional commitment<br>• personal/academic concerns<br>• self-confidence<br>• socializing orientation<br>• student role commitment | • online and hard copy formats |