



Sedlacek Noncognitive Questionnaire (NCQ)

General Information on the Measure	
Purpose of the measure	The Sedlacek Noncognitive Questionnaire (NCQ) assesses eight aspects of experiential and contextual intelligence. It was designed to provide information that could be used by advisors to work with students developmentally.
Main constructs measured	Intrapersonal competencies; Interpersonal competencies
Applicable grade levels	Unofficially high school and college age
Publication year for the most recent version	1996
Year originally developed	1984
Related measures	
Measure Administration	
Respondent	Student
Method of administration	Paper/Pencil
Number of items	29
Item format	Multiple choice, free response, and five-point Likert-type scale
Administration time	No information is available in the references reviewed.
Available languages	English
Fee for use	Free and publicly available
Credentials required for administration	None

Scoring	
Overall score reporting	No overall scores are reported.
Subscore reporting	<p>There are eight subscores:</p> <ul style="list-style-type: none"> • Positive self-concept • Realistic self-appraisal • Understands and knows how to handle racism • Long-range goals • Strong support person • Leadership • Community • Nontraditional knowledge acquired
Scoring procedures	The measure is self-scored using scoring information available from the developer.
Interpretive information	No information is available in the references reviewed.
Evidence of Technical Quality	
Populations for which technical quality evidence has been collected	Evidence was collected from freshman at the University of Maryland, College Park (N=2730) (Tracey & Sedlacek, 1984).
Reliability evidence	Test-retest reliability (two-week interval) ranged from 0.74 to 0.94. Inter-rater reliability coefficients were calculated for the three free response items. Coefficients ranged from 0.73 to 1.00 (Tracey & Sedlacek, 1984).
Validity evidence	<p>Evidence based on content No information is available in the references reviewed.</p> <p>Evidence based on response processes No information is available in the references reviewed.</p> <p>Evidence based on internal structure Factor analyses were conducted to confirm dimensionality of the NCQ (Tracey & Sedlacek, 1984). Analyses were conducted separately by race/ethnicity and found evidence of configural invariance across these groups.</p> <p>Evidence based on relations with other variables NCQ scores are predictive of academic performance and student retention (Ting & Sedlacek, 2000).</p>
Locating the Measure	
Obtaining a copy of the	williamsedlacek.info

measure	
References	
	<p>Sedlacek, W. E. "An empirical method of determining nontraditional group status," <i>Measurement and Evaluation in Counseling and Development</i>, 28, 1996, pp. 200–210.</p> <p>Sedlacek, W. E. "Using noncognitive variables in assessing readiness for higher education," <i>Readings on Equal Education</i>, 25, 2011, pp. 187–205.</p> <p>Ting, S. M. R., & Sedlacek, W. E. "Validity of the Noncognitive Questionnaire-Revised 2 in predicting the academic success of university freshmen," Counseling Center, University of Maryland, 2000.</p>
Notes	

Measure summary updated January 24, 2019.

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