



# Sedlacek Noncognitive Questionnaire (NCQ)

General Information on the Measure	
<b>Purpose of the measure</b>	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.
<b>Main constructs measured</b>	Intrapersonal competencies; Interpersonal competencies
<b>Applicable grade levels</b>	Unofficially high school and college age
<b>Publication year for the most recent version</b>	1996
<b>Year originally developed</b>	1984
<b>Related measures</b>	
Measure Administration	
<b>Respondent</b>	Student
<b>Method of administration</b>	Paper/Pencil
<b>Number of items</b>	29
<b>Item format</b>	Multiple choice, free response, and five-point Likert-type scale
<b>Administration time</b>	No information is available in the references reviewed.
<b>Available languages</b>	English
<b>Fee for use</b>	Free and publicly available
<b>Credentials required for administration</b>	None

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

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., &amp; 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.

## ABOUT

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