Battling the GPA Bias: Selecting Diverse Students for Your REU

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CITRUS COLLEGE
GLENDORA, CA
NSF’s mission is particularly well-implemented through the integration of research and education and broadening participation in NSF programs, projects, and activities.
Research experience prior to REU: 70%
Senior standing: 64%
Attended a research university: 60%
GPA 3.0+: 85%
CCSEP applicants must meet all eligibility requirements for the NIH Summer Internship Program. They must be:
- U.S. citizens or permanent residents;
- Enrolled at least half-time in a U.S. accredited Community College**; and
- At least sixteen years of age when they begin the program.

In addition, they must have a minimum GPA of 3.0. **Cumulative GPA of 3.30 or higher on a 4.0 scale**

**Minimum cumulative GPA of 3.0 (on a 4.0 scale)**

To Apply:
- Must be a citizen of the United States
- U.S. citizens: Must be enrolled at least half-time in a U.S. accredited Community College
- At least six years of age when they begin the program

Eligibility Requirements:
- U.S. Citizenship
- Enrolled at least half-time in a U.S. accredited Community College
- At least sixteen years of age when they begin the program

Eligibility
- Only students meeting the following conditions will be considered:
  - United States (U.S.) citizenship as of the application deadline (Evidence of U.S. citizenship must be submitted to ORISE at the time appointment is accepted; see Frequently Asked Questions for more)
  - At least 18 years of age by May 5, 2015

Q: How do I select students for my internship program?

Here are some tips... Feel free to disagree or to suggest other approaches!

It's arduous to sift through all of that information, especially when you have oodles of applications. First make a pot of coffee, and then...

1. Depending on the expectations of your REU, consider shortening your list of applicants by having a minimum (or maximum) academic level, such as being a junior in college. One REU that gets nearly a thousand applications (I know!) has to have a cut-off like this just to survive the process! You can keep an eye out for exceptions, such as that outstanding freshman who has a high GPA and took several college courses while in high school.

“Shorten your list of applicants by having a minimum threshold for GPA. Commonly a 3.0 GPA is used as a cut-off.”
Impacts to GPA?

Pre-college academic preparation

- Segregated K-12 schools (Orfield & Frankenberg, 2014)

- African American and Hispanic students frequently tracked in less rigorous courses and have the least qualified teachers (Contreras, 2005; Darling-Hammond, 2004)

- Vast majority of minority students attend underfunded schools (e.g., Donovan & Cross, 2002; Hacker, 1992; Kozol, 2005; Kunjufu, 1990, 1997).

- Low-income students more likely to be held back, suspended, and placed in lower tracks and/or special education (Finn, 1989)
Family Social Support

Defined as “a students’ perception of how much his or her family cares about, values, and encourages his or her efforts to succeed in college.”

Perceived level of social support students received from their families was important as a main effect predictor of the magnitude and stability of their GPA across successive semesters (Cheng, Ickes & Verhofstadt, 2011).

Family social support benefitted students’ academic performance and helped to buffer the stability of female students’ academic performance from the effects of economic adversity (Cheng, Ickes & Verhofstadt, 2011).
Economic Resources

• Students who live with their parents are 41% less likely to persist than their classmates who live on campus (Bozick, 2007)

• When compared with high-income students, low-income students are 74% more likely to state that they are working to pay for college and 72.8% more likely to forgo dormitory life to live with their parents (Bozick, 2007)

• Term-time employment has a statistically significant negative effect on student performance (Wenz & Yu, 2010)
Transfer Slump

• Transfer students often experience a decline in academic performance during their initial term at 4-year institutions (Porter, 1999; Diaz, 1992).

• GPA dip may be more pronounced for students who transfer:
  (a) before completing the sophomore year (House, 1989) or the associate degree (Keeley & House, 1993),
  (b) from urban community colleges (Richardson & Bender, 1987),
  (c) to more selective 4-year institutions (i.e., students transferring to the CSU system experienced an average first-semester GPA drop of .27 vs .57 at UC (California Community Colleges, 1984)).

• GPA typically returns to a higher level in subsequent semesters (Diaz, 1992).

• Transfer students’ academic performance in upper-division course work eventually equals or exceeds that of native students (Cohen & Brawer, 1987; Phillippi, 1990; "Transferring Doesn't Hurt GPAs," 1992).

• Early data showing that summer REU may serve as a “bridge” that helps mediate GPA dip (Smith, de la Cruz).
### CITRUS COLLEGE SUMMER RESEARCH EXPERIENCE 2016 - APPLICATION SCORING RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>5 Points</th>
<th>4 Points</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEM Major</strong></td>
<td>Applicant is a declared STEM major</td>
<td>Applicant has not declared a STEM major but has completed 5+ STEM degree transferrable courses</td>
<td>Applicant has not declared a STEM major but has completed 2-4 STEM degree transferrable courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Target Population(s)</strong></td>
<td>Applicant is underrepresented Hispanic</td>
<td>Applicant is underrepresented woman in engineering, math, physics, or computer science; Black, Native American/ Hawaiian/Pac. Islander</td>
<td>Applicant is woman in STEM other than engineering, math and physics; Foster Youth; Veteran, or DSPS</td>
<td></td>
<td>Applicant is a non-traditional student over the age of 25</td>
</tr>
<tr>
<td><strong>First-Generation Status</strong></td>
<td>Applicant’s parents did not complete college</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Low-Income Status</strong></td>
<td>Applicant is PELL Grant eligible and/or receives CalWorks or Cal Grant</td>
<td>Applicant is BOG Fee Waiver and/or FWS eligible</td>
<td>Applicant receives benefits under the GI Bill</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall GPA</strong></td>
<td>3.7-4.0</td>
<td>3.3-3.69</td>
<td>2.9-3.29</td>
<td>2.6-2.89</td>
<td>2.3-2.59</td>
</tr>
<tr>
<td><strong>Employment</strong></td>
<td>Applicant works 30+ hours per week during the academic year</td>
<td>Applicant works 20+ hours per week during the academic year</td>
<td>Applicant works 15+ hours per week during the academic year</td>
<td>Applicant works 10+ hours per week</td>
<td>Applicant works 5-10 hours per week</td>
</tr>
<tr>
<td><strong>Short Answers and Personal Statement</strong></td>
<td>Applicant clearly articulates a strong interest in STEM, STEM research, and clear career &amp; educational goals. The statement is thoughtful and detailed.</td>
<td>Applicant articulates an interest in STEM and clearly addresses her/his educational and career goals.</td>
<td>Applicant expresses interest in STEM and mentions goals.</td>
<td>Student addresses either interest in STEM or goals.</td>
<td>Student does not adequately address the prompt.</td>
</tr>
<tr>
<td><strong>Faculty #1 Recommendation</strong></td>
<td>110-120 points AND/OR Excellent Recommendation</td>
<td>100-109 AND/OR Strong Recommendation</td>
<td>90-99 AND/OR Moderate Recommendation</td>
<td>80-89 AND/OR Recommendation indicates reservations</td>
<td>70-79/ Recommended</td>
</tr>
<tr>
<td><strong>Faculty #2 Recommendation</strong></td>
<td>110-120 points AND/OR Excellent Recommendation</td>
<td>100-109 AND/OR Strong Recommendation</td>
<td>90-99 AND/OR Moderate Recommendation</td>
<td>80-89 AND/OR Recommendation indicates some reservations</td>
<td>70-79/ Recommended</td>
</tr>
</tbody>
</table>

- STEM Academy
- Health Issues
- DACA or AB 540
- DSPS

Questions/Comments/Concerns:

Scored by: __________________________ Application would benefit from additional review: YES / NO

STUDENT LAST NAME ___________________________  First Name ___________________________

Citrus College 2016
Evaluate applicants holistically

Consider disregarding GPA and utilizing alternate indicators of likelihood of success in the REU (persistence, work ethic, etc.)

Seek to understand the “story” that the transcripts tell

Interview the applicant

Consider partnering with a minority-serving community college
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