



Feb 16th, 4:00 PM - 5:00 PM

Conference Poster Tips & Tricks

Michele Gibney

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POSTER TIPS & TRICKS

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RPC | RESEARCH
POSTER
COMPETITION

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PACIFIC UNDERGRADUATE
PURCH
RESEARCH AND CREATIVITY CONFERENCE

scholarlycommons.pacific.edu/purcc/

YOUR RPC POSTER MUST INCLUDE

- Title
- Full names of ALL authors
- Include information as submitted in your registration form:
 - Introduction, Purpose, Methods, Results, and Significance
- Clearly communicate research so that it is understandable to someone from another discipline
- **A video of you presenting your poster**

RPC INFO EVENT

Graduate and Professional Student Research Showcase Inf...

📅 Friday, February 26, 2021 12:00pm to 1:00pm



<https://grad.pacific.edu/grad/events>

About this Event

Virtual Event

View stream information 🖥️

Add to calendar 📅

Learn more about the Graduate and Professional Student Research and Awards Showcase. The event will feature two competitions the [Research Poster Competition \(RPC\)](#) and [3 Minute Research \(3MR\)](#). The Research Poster Competition will allow students within multiple disciplines to present their research in a poster format, while being judged by a panel of faculty judges on both the quality of their poster and their explanation. For the Three Minute Research (3MR) competition, students will describe their research in three minutes or less, using only one static slide. All submissions will be in video format.

Join us to learn more about competition rules, how to enter, etc. Please see the individual competition pages for more details.

Winners will be announced virtually during the [Graduate and Professional Student Research and Awards Showcase](#) on Friday, April 9 at 4 PM.

YOUR PURCC POSTER MUST INCLUDE

- Title
- Full names, majors and grades of ALL authors
- Full names, emails and departments of faculty mentor(s)
- An abstract or artist statement

ALL POSTERS SHOULD FOLLOW THESE

- Important information should be readable from about 10 feet away
- Title is short and draws interest
- Word count of about 300 to 800 words
- Text is clear and to the point
- Use of bullets, numbering, and headlines make it easy to read
- Effective use of graphics, color and fonts
- Consistent and clean layout
- Includes acknowledgments, your name and institutional affiliation

POSTER SIZING IN PPT

MAXIMUM: 58" W X 42" H / REC. 48"W X 36" H

The screenshot displays the Microsoft PowerPoint interface with several elements highlighted by red boxes and numbered 1 through 4:

- 1**: The **DESIGN** tab on the ribbon.
- 2**: The **Slide Size** dropdown menu in the Design tab.
- 3**: The **Custom Slide Size...** option in the Slide Size dropdown menu.
- 4**: A red rectangle on the slide thumbnail in the left-hand pane, representing the slide area.

The **Slide Size** dialog box is open, showing the following settings:

- Slides sized for:** Widescreen
- Width:** 13.333 in
- Height:** 7.5 in
- Number slides from:** 1
- Orientation:** Slides (Landscape), Notes, Handouts & Outline (Portrait)

The dialog box includes **OK** and **Cancel** buttons at the bottom.

POSTER SIZING IN SHAREPOINT PPT

MAXIMUM: 58" W X 42" H / REC. 48"W X 36" H

The screenshot shows the Microsoft PowerPoint interface with the 'Design' tab selected. A red box labeled '1' highlights the 'Design' tab. A red box labeled '2' highlights the 'Slide Size' dropdown menu, which is open, showing options for 'Standard (4:3)', 'Widescreen (16:9)', and 'Custom Slide Size...'. A red box labeled '3' highlights the 'Slide Size' dialog box, which is open, showing 'Slide size for: Custom', 'Width: 48"', 'Height: 36"', and 'Slide orientation: Landscape' (selected). The background shows a presentation slide titled 'Science Project Title' with various sections like 'Materials', 'Hypothesis', 'Project Overview', 'Procedure', 'Variables / Research', and 'Data / Observations'.

1

2

3

Slide Size

Slide size for: Custom

Width: 48" Height: 36"

Slide orientation: Portrait Landscape

OK Cancel

Slide Size

- ☐ Standard (4:3)
- ☐ Widescreen (16:9)
- ☒ Custom Slide Size...

Enter your question here (statement of the problem)

Hypothesis

- Add your answer / solution here
- Write hypothesis before you begin the experiment
- This should be your best educated guess based on your research

Project Overview

- Add a brief overview or summary of your project. (Use the Bullets button on the Home tab to remove the bullets.)

Materials

Materials (detailed list)
Item
Item
Item
Item
Item
Item
Item

Procedure

Step 1	Step 2	Step 3
Describe this step in your experiment	Describe this step in your experiment	Describe this step in your experiment

Variables / Research

Data / Observations

<https://pacifiedu-my.sharepoint.com>

POSTER SIZING IN GOOGLE SLIDES

MAXIMUM: 58" W X 42" H / REC. 48"W X 36" H

The screenshot shows the Google Slides interface with three numbered steps to set poster size:

- 1** Click on the **File** menu.
- 2** Click on **Page setup** in the File menu.
- 3** In the **Page setup** dialog box, set the dimensions to **56** x **42** inches and click **Apply**.

The **Page setup** dialog box shows the following settings:

- Custom (dropdown)
- 56 x 42 (dimensions)
- Inches (unit)
- Cancel and Apply buttons

The background shows a slide with large black letters 'D' and 'O'. The right sidebar shows the **Themes** panel with 'Simple Light' and 'Simple Dark' themes.

TEMPLATES




PIGS IN SPACE: EFFECT OF ZERO GRAVITY AND AD LIBITUM FEEDING ON WEIGHT GAIN IN CAVIA PORCELLUS

Colin B. Purrington
6673 College Avenue, Swarthmore, PA 19081 USA

ABSTRACT:

One ignored benefit of space travel is a potential elimination of obesity, a chronic problem for a growing majority in many parts of the world. In theory, when an individual is in a condition of zero gravity, weight is eliminated. Indeed, in space one could conceivably follow ad libitum feeding and never again gain an gram, and the only side effect would be the need to upgrade one's stretchy pants ("exercise pants"). But because many diet schemes start as very good theories only to be found to be rather harmful, we tested our predictions with a long-term experiment in a colony of Guinea pigs (*Cavia porcellus*) maintained on the International Space Station. Individuals were housed separately and given unlimited amounts of high-calorie food pellets. Fresh fruits and vegetables were not available in space so were not offered. Every 30 days, each Guinea pig was weighed. After 6 years, we found that individuals, on average, weighed nothing. In addition to weighing nothing, no weight appeared to be gained over the duration of the protocol. If space continues to be gravity-free, and we believe that assumption is sound, we believe that ending the overweight — and those at risk for overweight — to space would be a lasting cure.

INTRODUCTION:

The current obesity epidemic started in the early 1960s with the invention and proliferation of elastane and related stretchy fibers, which released wearers from the rigid constraints of clothes and permitted monthly weight gain without the need to buy new outfits. Indeed, exercise today for hundreds of million people involve only the act of wearing stretchy pants in public, presumably because the constrictive pressure forces fat molecules to adopt a more compact tertiary structure (Xavier 1965).

Luckily, at the same time that fabrics became stretchy, the race to the moon between the United States and Russia yielded a useful fact: gravity in outer space is minimal to nonexistent. When gravity is zero, objects cease to have weight. Indeed, early astronauts and cosmonauts had to secure themselves to their ships with seat belts and sticky boots. The potential application to weight loss was noted immediately, but at the time travel to space was prohibitively expensive and thus the issue was not seriously pursued. Now, however, multiple companies are developing cheap extra-orbital travel options for normal consumers, and potential travelers are also creating new ways to play for products and services that they cannot actually afford. Together, these factors open the possibility that moving to space could cure overweight syndrome quickly and permanently for a large number of humans.

We studied this potential by following weight gain in Guinea pigs, known on Earth as fond of ad libitum feeding. Guinea pigs were long envisioned to be the "Guinea pig" of space research, too, so they seemed like the obvious choice. Studies on humans are of course desirable, but we feel this current study will be critical in acquiring the attention of granting agencies.

MATERIALS AND METHODS:

One hundred male and one hundred female Guinea pigs (*Cavia porcellus*) were transported to the International Space Laboratory in 2010. Each pig was housed separately and deprived of exercise wheels and fresh fruits and vegetables for 48 months. Each month, pigs were individually weighed by duct-taping them to an electronic balance sensitive to 0.0001 grams. Back on Earth, an identical cohort was similarly maintained and weighed. Data was analyzed by statistics.

RESULTS:

Mean weight of pigs in space was 0.0000 ± 0.0002 g. Some individuals weighed less than zero, some more, but these variations were due to reaction to the duct tape, we believe, which caused them to be alarmed push briefly against the force plate in the balance. Individuals on the Earth, the control cohort, gained about 240 g/month ($p = 0.0002$). Males and females gained a similar amount of weight on Earth (no main effect of sex), and size at any point during the study was related to starting size (which was used as a covariate in the ANCOVA). Both Earth and space pigs developed substantial dewlaps (double chins) and were lethargic at the conclusion of the study.

CONCLUSIONS:

Our view that weight and weight gain would be zero in space was confirmed. Although we have not replicated this experiment on larger animals or primates, we are confident that our result would be mirrored in other model organisms. We are currently in the process of obtaining necessary human trial permissions, and should have our planned experiment initiated within 80 years, pending expedited review by local and Federal IRBs.

ACKNOWLEDGEMENTS:

I am grateful for generous support from the National Research Foundation, Black Hole Diet Plans, and the High Fructose Sugar Association. Transport flights were funded by SRI/ACE-BES, the consortium of views derived from morally wealthy space-flight startups. I am also grateful for comments on early drafts by Marlene Athletic Club, Corpus Christi, USA. Finally, sincere thanks to the Cuy Foundation for generously donating animal care after the conclusion of the study.

LITERATURE CITED:

NASA. 1982. Project STS-XX: Guinea Pigs. Leaked internal memo.
Sekulic, S.R., D. D. Lukač, and N. M. Naumovic. 2005. The Fetus Cannot Exercise Like An Astronaut: Gravity Loading Is Necessary For The Physiological Development During Second Half Of Pregnancy. Medical Hypotheses. 64:221-229.
Xavier, M. 1965. Elastane Purchases Accelerate Weight Gain In Case-control Study. *Journal of Obesity*. 2:23-40.

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Chaotic Psychedelic Poster

Be thankful you name
Isn't on this poster

Introduction

Insert your text here. You can place your organizational logo on either side of the title of the poster. Insert your text here.

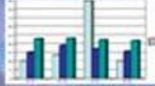
Remember to size your font to fit your information into the space. The larger your font, the easier it will be for others to read your poster. Insert your text here.

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Methods

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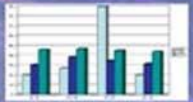
Doctors Technician Training Module

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Purpose

Insert your text here. You can place your organizational logo on either side of the title of the poster. Insert your text here.


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Tools



Expected Results

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Insert your text here. You can place your organizational logo on either side of the title of the poster.

Literature Cited

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Insert your text here. You can place your organizational logo on either side of the title of the poster.

Remember to size your font to fit your information into the space. The larger your font, the easier it will be for others to read your poster.

Disclosure


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Remember to size your font to fit your information into the space. The larger your font, the easier it will be for others to read your poster.

This poster represents the conference to the post can be placed here. Insert if it does not match!

TEMPLATES



Poster title goes here, containing strictly only the essential number of words...

Author's Name/s Goes Here, Author's Name/s Goes Here, Author's Name/s Goes Here
Address/es Goes Here, Address/es Goes Here, Address/es Goes Here

Introduction

First...

Check with conference organisers on their specifications of size and orientation, before you start your poster eg maximum poster size: landscape, portrait or square.

The page size of this poster template is A0 (84x119cm), landscape (horizontal) format. Do not change this page size. MIU can scale-to-fit a smaller or larger size, when printing. If you need a different shape start with either a portrait (vertical) or a square poster template.

Bear in mind you do not need to fill up the whole space allocated by some conference organisers (eg. 84x4ft in the USA). Do not make your poster bigger than necessary just to fill that given size.

Method

Tips for making a successful poster...

- Re-write your paper into poster format ie. Simplify everything, avoid data overskill.
- Headings of more than 6 words should be in upper and lower case, not all capitals.
- Never do whole sentences in capitals or underline to stress your point, use bold characters instead.
- When laying out your poster leave breathing space around your text. Don't overcrowd your poster.
- Try using photographs or coloured graphs. Avoid long numerical tables.
- Spell check and get someone else to proof-read.

Captions to be set in Times or Times New Roman or equivalent, 10 and 12 points. 1/2 aligned if reference is a figure on its left. Captions must appear on the top edge of the picture (graph or photo).

Results

Importing / inserting files...

Images such as photographs, graphs, diagrams, logos, etc. can be added to the poster.

To insert scanned images into your poster, go through the menus as follows: Insert / Picture / From File... then find the file on your computer, select it, and press OK. The best type of image files to insert are JPEG or TIFF. JPEG is the preferred format.

Be aware of the image size you are importing. The average colour photo (13 x 18cm at 180dpi) would be about 3Mb (1Mb for B/W greyscale). Call MIU if unsure. Do not use images from the web.

Notes about graphs...

For simple graphs use MS Excel, or do the graph directly in PowerPoint.

Graphs done in a scientific graphing programs (eg. Sigma Plot, Prism, SPSS, Statistica) should be saved as JPEG or TIFF if possible. For more information see MIU.

Captions to be set in Times or Times New Roman or equivalent, 10 and 12 points. 1/2 aligned if reference is a figure on its left. Captions must appear on the top edge of the picture (graph or photo).

Conclusion

For more information on:
Poster Design, Scanning and Digital Photography, and Image / file size.

Contact:
Medical Illustration Unit
Prince of Wales Hospital
Ph: 0362 2800
Email: miu@unsw.edu.au
Web: <http://miu.med.unsw.edu.au>

Acknowledgements

Just highlight this text and replace with your own text. Replace this with your text.

Printing and Laminating.

Once you have completed your poster, bring it down to MIU for printing. We will produce an A3 size draft print for you to check and proof read. The final poster will then be printed and laminated.

Note: Do not leave your poster until the last minute. Allow at least 5 working days before you need to use it. Simply highlight this text and replace.

Cost...

For poster-printing and laminating charges contact to MIU

REALLY LONG TITLE WITH A LOT OF WORKDS THAT GOES ON AND ON HERE, COUPLE MORE WORDS FOR GOOD MEASURE

List of Author names here and here and here and here

Introduction

-ketamine, a non-competitive NMDA receptor antagonist, has historically been used as a sedative in veterinary and human medicine.

-Recent reports suggest that it displays anti-depressant as well as anxiolytic effects at sub-anesthetic doses. Several non-competitive NMDA receptor antagonists that have been shown to disrupt fear memory processes, however surprisingly little work has been done on the effects of ketamine in this domain.

-The objective of this study was to investigate the effects of ketamine on reconsolidation and expression of fear memory in Sprague-Dawley rats.

Methods

Subjects: Male Sprague-Dawley rats (275-300g) were maintained on a 12h light/dark cycle and given ad libitum access to food and water.

Dosing: Ketamine, dissolved in saline was administered intraperitoneally at dose: 1.5 or 10 mg/kg. The control (vehicle) animals received an equivalent volume of saline alone.

Procedure: rats were placed in conditioning chambers (Coulbourn Instruments) where they received either 3x 6 footshocks (1.0 mA, 1s duration) at a random schedule (contextual training) or 2x 6 pairings of a 20 s tone with a 1.0 mA (1s) footshock. Footshocks occurred during the final second of the 20 s tone (cued training).

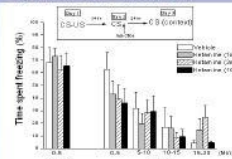
Experiment 1 (expression): 24 h after acquisition training, rats were randomly injected with one of the 3 doses of ketamine or saline 20 min before testing. Contextual fear expression was assessed over 20 min by placing the rats back into the conditioning chamber where they had previously been shocked and freezing behavior monitored. To assess fear expression in the cued condition, rats were transferred to a novel environment and presented with the cue (tone previously paired with footshock). A total of 15 tones (each 20 s in duration) were presented at 3 min intervals.

Experiment 2 (reconsolidation): 24 h after acquisition training rats were presented with the CS (either context or cue) as described previously without the US for 5 min (retrieval). Immediately thereafter, rats were injected with one of three doses of ketamine or saline and returned to their home cage. The following day (Day 3), rats were tested for contextual or cued fear expression as described in Experiment 1.

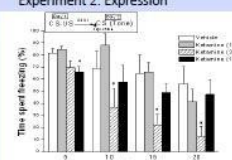
Experiment 3 (locomotor activity): rats were injected with one of two doses of ketamine (1.5 or 10 mg/kg) or saline 20 minutes before testing. Locomotor activity was assessed over 30 minutes in the testing arena for the OpenField test.

Results

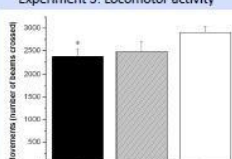
Experiment 1: Reconsolidation



Experiment 2: Expression



Experiment 3: Locomotor activity



Conclusions

- Ketamine did not disrupt reconsolidation, which is contrary to previous research on other non-competitive NMDA receptor antagonists using CBR.
- Higher doses (3 and 10 mg/kg) of ketamine were shown to disrupt the expression of fear memory in both contextual and cued conditions.
- High dose (10mg/kg) of ketamine was shown to lower locomotor activity, leading to believe that it's use would not be causing an increase in activity and therefore would not be interfering with the freezing behavior.
- The results of this study appear to indicate that ketamine is indeed implicated in the disruption fear memory processes, although there seems to be some differences with results previously reported on other non-competitive NMDA receptor antagonists using the same paradigm. Results such as these lead to the possibility of ketamine using a different mechanism.

Acknowledgements

I would like to thank everyone from Dr. Zul Merali's laboratory for all of the assistance and wonderful help they have given me throughout the year. I would like to especially thank Christian Geyer and Jonathan James for their most appreciated help in data collection and the invaluable guidance they have given me, as well as Pamela Kent, who has been an incredible source of support and knowledge throughout this experience.

Future research

-Future research into ketamine's effect on fear memory processes should focus on the possibility of its implication in a different mechanism in the amygdala, as well as its effects on fear memory acquisition.

-Implications of such studies could eventually lead to novel treatments for anxiety disorders, such as PTSD.

TEMPLATES

templates.office.com/en-us/posters

Science Project Title

Your name | Teacher's name | School

Problem / Question

Enter your question here (statement of the problem)

Hypothesis

- Add your answer / solution here
- Write hypothesis before you begin the experiment
- This should be your best educated guess based on your research

Project Overview

- Add a brief overview or summary of your project. (Use the Bullets button on the Home tab to remove the bullets.)

Variables / Research

Controlled variables

- These are kept the same throughout your experiments

Independent variable

- The **one** variable you purposely change and test

Dependent variable

- The measure of change observed because of independent variable
- Decide how you will measure the change

Materials

Materials (detailed list)	Quantity (be specific)
Item	Amount
Item	Amount
Item	Amount
Item	Amount
Item	Amount
Item	Amount
Item	Amount

Procedure

Step 1



Describe this step in your experiment

Step 2



Describe this step in your experiment

Step 3



Describe this step in your experiment

Step 4



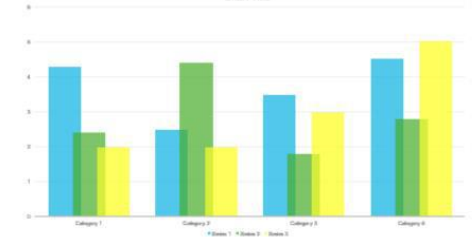
Describe this step in your experiment

Data / Observations

- Observation 1
- Observation 2
- Observation 3

Results

Chart Title



- Include results based on your experiments
- Result 2
- Result 3

Conclusion

- Brief summary of what you discovered based on results
- Indicate and explain whether or not the data supports your hypothesis

Works Cited

- Include print and electronic sources in alphabetical order

TEMPLATES

[free-power-point-
templates.com/presentation-poster-
templates](https://www.free-power-point-templates.com/presentation-poster-templates)

INSERT
LOGO
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Edit title of the research presented in this poster

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How to use this Poster Template

- You can use this presentation template to make a poster for your University and include snapshots of your research, data collection, analysis, etc.
- You can also put data-driven charts, images, slides and illustrations on each component.

This editable poster presentation template is free for educational use and you can make as many copies you want. Text and images are 100% editable so you can include your own data, change the titles or re-arrange the text components to make your own layouts.

Information can be organized within columns. It is recommended to organize the information from top to bottom across each column.



Text Formatting

Try to avoid using ONLY CAPITAL LETTERS, and make special focus in choosing a good combination of colors to produce a high contrast between the text and backgrounds.

The font can be changed and you can pick any desired font in PowerPoint, Google Slides or Open Office. It is recommended to follow a consistency in Font, text size, captions, etc.



This is a caption. You can replace the image and edit this text here.

Images

Given this presentation template is fully editable, you can insert images. It is recommended to insert images with a resolution of at least 150 dpi in order to keep a good quality level once printed.

Use Insert -> Image to insert a new image into any of the available columns. Then, drag the image to any desired position making sure that the borders are aligned with the text.

Logos

There is a dummy logo inserted in this presentation. You can easily replace the logo.

To add a new logo, remove the dummy logo and insert your own logo image or replace the current dummy logo image to choose the logo image (right click and Replace Image).

Convert PowerPoint to PDF

This poster presentation can be saved as a PDF. Go to

File > Print.

If you are in Mac, at the bottom left hand corner, there is a button PDF, click on this button and the scroll to:

"Save as PDF..."

Once exported to PDF, locate the new file and try to open it just to make sure the process worked as expected.

In any case, it is recommended to keep a digital version of the presentation poster file as a PowerPoint presentation or Google Drive in case you need to make modifications in the future.

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TEMPLATES

ed.buffalo.edu/faculty-staff/tools/templates/research-posters.html

ACADEMIC RESEARCH POSTER TEMPLATE

Subtitle for Academic Research Poster (48x36 inches)

Your names and the names of the people who contributed to this presentation



Introduction

Mauris orci mi, varius id diam id, egestas auctor enim. Praesent ut massa nibh. Duis purus neque, facilisis cursus ultrices vel, ullamcorper ac augue. Donec semper lorem vitae urna pulvinar, in congue massa tristique. Sed in risus nibh. In nisl quam, aliquet sed nibh sit amet, faucibus.

Methods

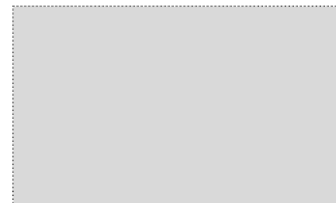
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Data Analysis

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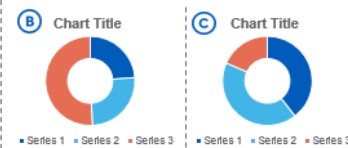
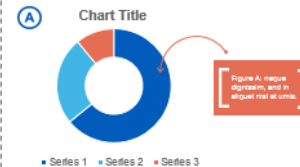
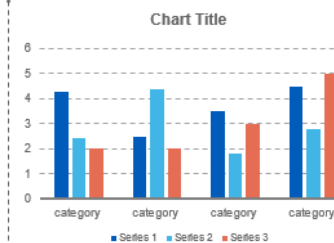


Chart Title			
8.01	7.99	5.77	6.44
4.50	3.11	9.55	1.12
6.15	8.00	6.18	5.65
8.21	2.16	3.11*	7.17
3.00	9.70	10.50	4.45

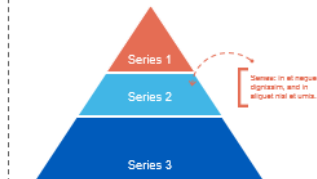
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Results

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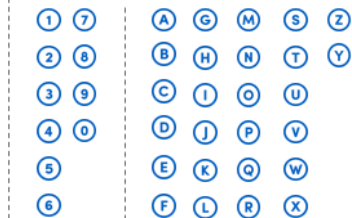
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Conclusion

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Graphic Elements



References

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INFOGRAPHICS

PIKTOCHART

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CANVA

<https://canva.com>

DATA VISUALIZATIONS

RAWGRAPHS

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EXCEL

<https://pacificedu-my.sharepoint.com>

PRO TIPS

Zoom to 100% periodically to check how things will look full size

Always remember to use Spell Check

Export your file in PPT and PDF for printing

Don't use Comic Sans!

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To be continued...

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CONFERENCE POSTER SESSIONS



Non-Cognitive Predictors of Student Success:
A Predictive Validity Comparison Between Domestic and International Students
Jacob Smith, Dr. Thea Schofield, Dr. Antonio Ibarra, Stephen Choi, Benn Mullins, Dr. Emily Williams
Michigan State University

Abstract
Given increasing interest in utilizing non-cognitive predictors in the college admissions process and rising enrollment of international students, research is warranted to compare the predictive validity of these measures across domestic and international students. Results indicate some predictive validity differences do exist, and an examination for this differential validity, as well as a moderator of these relationships, are tested.

Background
Non-cognitive predictors of student success (e.g. ACT, HSOPA) remain relatively unexplored. There is increasing interest in non-cognitive predictors of student success (e.g. situational judgment, adaptability), and these have been found to predict student performance (Oswald et al., 2004; Koenig et al., 2009). In 2006 to 2015 academic year, the number of international students in the U.S. increased yearly. In 2016, 5.2% of students international with Michigan enrolled (Institute of International Education, 2016). Research by Prasad and colleagues (2016) found more differences in non-cognitive measures across Chinese and Caucasian American students, along with differential validity for a Perseverance non-cognitive measure. The current research is an extension of Prasad et al., 2016, exploring differential validity in two large samples of students, testing an explanation for these differences in validity, and testing a possible moderator of these relationships between non-cognitive predictors and GPA.

Research Question & Hypotheses
Research Question 1: Will non-cognitive measures display differential validity between domestic and international students?
H1: Non-cognitive measures may be functioning as a proxy for English ability. H2: Differential validity will be accounted for by English proficiency.
H3: Non-cognitive predictors may be more important for individuals from a more culturally distant country, as adjustment may be more difficult necessitating greater non-cognitive abilities.
H4: Non-cognitive measures will exhibit greater validity for international students from more culturally distant countries.

Method
Sample 1: 1702 students at large, Midwestern university
- 54.1% (416) female
- 11.2% (159) international (3.2% Chinese)
Sample 2: 7683 students at large, Midwestern university
- 52.8% (4060) female
- 15.7% international (10.4% Chinese)

Method (cont.)
Measures:
Biographical Data - Standardized inventory of an individual's experiences, attitudes, and behavioral tendencies relevant to college student experience and performance.
- Consists of seven scales: Knowledge, Leadership, Social Responsibility, Adaptability, Perseverance, Continuous Learning, Academic Ethics.
Situational Judgment Test (SJT) - Presents typical situations college students would face and possible responses to situation, utilized to measure individuals ability to judge and react appropriately.
GPA - 1st semester cumulative GPA, on 0.0 to 4.0 scale.
TOEFL - Standardized test to measure "ability to use and understand English at a university level" (ETS.org).
Cultural Distance - Dichotomous variable representing international status of student (Sample 1 - Based on residence code, Sample 2 - Based on residence country).
Cultural Distance - Euclidean distance between individual's residence country and United States, based on nine GLOBE cultural dimensions (Hofstede et al., 2004).
Perceived Cultural Distance - 12-item scale measuring perceptions regarding cultural differences between U.S. and home country on variety of aspects (e.g. values and beliefs, family life) (Dennis & Gonsky, 2014).

Results
Correlations between non-cognitive predictor scores and 1st semester GPA (Table 1) indicate stronger relationships for international students on series of eight measures. Regression results (Table 2) indicate consistent differential validity for international students for SJT, Continuous Learning, Social Responsibility, and Perseverance. Including TOEFL scores in regression, available for a subset of 663 individuals from Sample 1, did not substantially alter standardized regression weights ($\Delta R^2 = .012$ to $.018$) (Results not shown). Multilevel regression was utilized to test if cultural distance via GLOBE moderated validity for non-cognitive predictors utilizing subset of 763 international students from Sample 1 from 10 countries. Results indicate cultural distance did not significantly moderate validity ($p > .05$) (Results not shown). Utilizing subset of 73 international students from Sample 2, did not find that perceived cultural distance moderated validity of non-cognitive predictors ($p > .05$) (Results not shown). Correlation between GLOBE cultural distance and perceived culture distance $r = -.313$ ($p < .001$).

Table 1. Intercorrelations between non-cognitive predictors and 1st semester GPA by Sample.

	Overall Sample 1	Overall Sample 2	Domestic Sample 1	Domestic Sample 2	International Sample 1	International Sample 2
GPA	0.14	0.18	0.08	0.16	0.12	0.24
SJT	0.16	0.18	0.13	0.15	0.18	0.28
Knowledge	0.16	0.18	0.13	0.16	0.16	0.23
Leadership	0.16	0.18	0.13	0.16	0.16	0.23
Social Responsibility	0.16	0.18	0.13	0.16	0.16	0.23
Adaptability	0.16	0.18	0.13	0.16	0.16	0.23
Perseverance	0.16	0.18	0.13	0.16	0.16	0.23
Learning	0.16	0.18	0.13	0.16	0.16	0.23
Academic Ethics	0.16	0.18	0.13	0.16	0.16	0.23

Table 2. Standardized Regression Results for Non-Cognitive Predictors Relationship with 1st Semester GPA.

	Sample 1	Sample 2
GPA	0.14	0.18
SJT	0.16	0.18
Knowledge	0.16	0.18
Leadership	0.16	0.18
Social Responsibility	0.16	0.18
Adaptability	0.16	0.18
Perseverance	0.16	0.18
Learning	0.16	0.18
Academic Ethics	0.16	0.18

Discussion
Results indicate consistent differential validity for some non-cognitive measures for international students, specifically for SJT, Continuous Learning, Social Responsibility, and Perseverance. Differential validity for international students does not seem to be the result of functioning as a proxy for English language ability. Cultural distance does not seem to moderate validity of non-cognitive measures.

Implications
Non-cognitive abilities may be useful in predicting international student performance, but differential validity may be an issue. Negative, non-significant relationship between cultural distance via GLOBE scores and perceived cultural distance warrants caution in generalizing country-level scores to individuals. More research is warranted to explore differential validity for international students.

Acknowledgements
I would like to thank Tanya Morgan for assistance in data collection, as well as Jason Huang and Rick DeHaven for advice regarding data analysis.

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QUESTIONS?

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