



Noel-Levitz®

The College Student Inventory™ Resource Guide

The Retention Management System *Plus*™



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The College Student Inventory and Advising

Practical Suggestions for Using the College Student Inventory

By Courtney Stryker, Ed.D.

- Remember the CSI scores are not test results! The report summarizes self-reported survey results.
- Avoid labeling students with the dropout proneness score or overall risk index.
- Endeavor to make a personal connection with each student at each meeting.
- Try to establish rapport and a relationship with each student.
- Remember that one of your primary goals is to assist students with college transition and integration issues.
- Try to let the student guide the meeting.
- Read the scores in advance of the meeting.
- Relax (and try to keep the meeting relaxed).
- Design the meeting to meet the motivational level of the student.
- Tell students at the outset of the meeting exactly what you plan to do and what you plan to cover with them.
- Remember that the CSI simply provides talking points for your meeting.
- Keep the meeting interactive—let the student interact with the student report and change scores to reflect where he/she is currently.
- Give students your business card or equivalent at the end of the meeting—emphasize an open-door approach.
- Keep the meeting positive and conversational.
- Think of yourself as a resource person first and foremost.
- Tread lightly on personal issues unless the student initiates a more personal discussion.
- Follow-up on referrals and/or outstanding issues as quickly as possible.

Themes of the Effective Advisor

Selection Research Inc. (SRI)

The Gallup Organization

There are many qualities that characterize the most effective advisors, including CSI advisors. Selection Research, Inc. (SRI), a part of the Gallup Organization, has identified a number of talents or themes, i.e., patterns of thought, feeling, or behavior that are found in outstanding advisors. Five in particular are important to note here: a sense of mission, rapport, empathy, individualized perception, and a propensity to function as an advocate.

1. Mission

One of the most important characteristics is a sense of mission. Advisors with mission have a drive—a burning desire to make a contribution to other people. They believe that students can grow, achieve, and reach their full potential.

2. Rapport

Advisors with rapport naturally develop favorable relationships with each student. They like students and want them to reciprocate. Students perceive persons with high rapport as accepting, and they enjoy their company.

3. Empathy

To be effective, advisors must also have empathy—the ability to sense the feelings of the students and get caught up in what the students are experiencing. Students sense this awareness and feel comfortable and safe with a highly empathic person.

4. Individualized perception

Individualized perception is a special talent of the effective advisor. A person with this skill spontaneously thinks in terms of individual students. This person understands, recognizes, and responds to individual strengths and needs.

5. Advocate

An advocate describes a person who is pro-student. In the advocate's eyes, the campus is viewed first and foremost as an environment in which students develop. When there is good reason, the advocate challenges a policy that is not in the best interest of students. Further, the advocate highlights the achievements and needs of students, and speaks for students individually and collectively.

Advisor Checklist

This advisor checklist is for your use as you examine your areas of strength in the areas of availability, accountability, resourcefulness, and responsiveness in your work with students.

Availability

- _____ I have regularly scheduled office hours for advisees to meet with me throughout the term.
- _____ When I schedule office hours for advising, I stay in my office in case students drop by.
- _____ I publicize my office hours for advising.
- _____ I spend as much time with my advisees as they want.
- _____ I take the initiative to have my advisees meet with me.
- _____ I seek out my advisees in informal settings.

Accountability

- _____ I am knowledgeable about resources and services on campus that can fill the gap for adequate student support. I keep current information about these resources and services in my office.
- _____ I know my advisees' first names.
- _____ I explain to my advisees the ways I can serve them as an advisor.
- _____ I have an electronic or paper file of names, addresses, and e-mail addresses of my advisees.
- _____ I check my advisees' name just before our meeting so that I will remember it during the interview.
- _____ When I tell an advisee to seek advice or help from another source, I provide exact information about where the office is located, whom to ask for, etc.
- _____ I keep a record of my appointment dates with each advisee.
- _____ When I find new information that might be helpful to an advisee, I take the initiative to pass it along to the student.

Resourcefulness

- _____ If I know of a resource that could potentially be helpful to an advisee, I offer to help contact that source (personally, by letter, over the phone, by e-mail, etc.).
- _____ When one of my advisees has, in my judgment, set an unrealistic or impossible goal, I explore this with him or her.
- _____ I want to communicate to my advisees that I care about them as people.
- _____ When it comes to my attention, and whenever possible, I try to help my advisees cut red tape.

- _____ I help my advisees with problems involving study skills or low academic performance.
- _____ I do not make decisions for my advisees, but place most of my emphasis on helping them make decisions for themselves.
- _____ I do not betray confidential information.

Responsiveness

- _____ I am interested in my advisees' personal goals, as well as educational goals.
- _____ I attempt to establish a warm and open working relationship with my advisees.
- _____ I am able to be honest in communicating my perspective on my advisees' strengths, challenges, goals, capabilities, etc.
- _____ When an advisee disagrees with something I say, I try to be objective and not become defensive about it.
- _____ When advisees consider changing institutions, I am helpful in exploring alternatives.
- _____ I am helpful in trying to sort out some of the frustrations and uncertainties my advisees experience in coping with college.
- _____ I am able to communicate realistic perceptions of my advisees' strengths and potential problems in relation to their major and post-college plans.
- _____ With respect to abilities, I focus on my advisees' potential rather than their limitations.
- _____ I follow up on commitments that I make to my advisees.

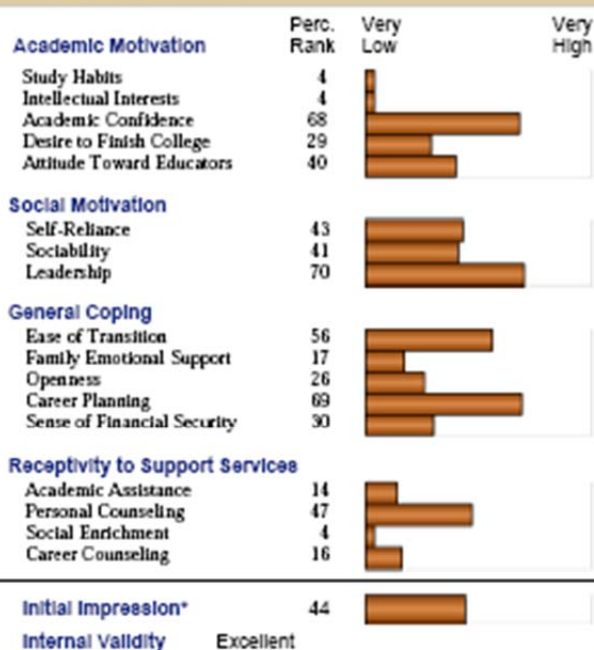
Interpretations of Sample Reports

Interpretation of a CSI Form A Report

College Student Inventory™ Coordinator Report		CSI Form A Sample Report		Michael Doe Male, Age 19, ID#1234567 Sample College Month DD, YYYY	
Instructions This is a report of Michael's College Student Inventory results. Please give him a thorough explanation of his Student Report. If you agree with the recommendations, gently encourage him to follow them. When possible, try to make the arrangements yourself as a way of reducing motivational barriers. Avoid attempting any psychological counseling if not professionally trained for such work. Above all, be sure to protect the confidentiality of this report. Please see the CSI Advisor's Guide™ for more details.					
Summary Observations*			Student Background Information		
Summary scores are expressed on a stanine scale: 1 = very low, 5 = average, 9 = very high Dropout Proneness 7 Predicted Academic Difficulty 7 Educational Stress 4 Receptivity to Institutional Help 2 For greater detail, see Motivational Assessment			High School Academics Senior Year GPA C Average Class Size 500+ Program College Prep Perceived Standards Below Average Noncredit Activities Athletics Yes Fine Arts Leadership Misc. Groups Yes Oral Expression Science Written Expression		
Motivational Assessment			Family Background		
	Perc. Rank	Very Low			
Academic Motivation					
Study Habits	4				
Intellectual Interests	4				
Academic Confidence	68				
Desire to Finish College	29				
Attitude Toward Educators	40				
Social Motivation					
Self-Reliance	43				
Sociability	41				
Leadership	70				
General Coping					
Ease of Transition	56				
Family Emotional Support	17				
Openness	26				
Career Planning	69				
Sense of Financial Security	30				
Receptivity to Support Services					
Academic Assistance	14				
Personal Counseling	47				
Social Enrichment	4				
Career Counseling	16				
Initial Impression*	44				
Internal Validity	Excellent				
Specific Recommendations for Michael			Admissions Test Scores		
The strength of the top 7 recommendations is indicated by its priority score (0 to 3.3 = low, 3.4 to 6.6 = medium, 6.7 to 10.0 = high): Discuss attitude toward school with counselor 6.6 Discuss the qualifications for occupations 6.4 Get help in selecting an academic program 6.3 Get help in obtaining a loan 6.3 Get help in obtaining a scholarship 6.3 Get help with study habits 5.7 Discuss emotional tensions with counselor 5.5			ACT Composite 23-26 SAT (CR + M) 721-840 College Experience Housing Parents' Home Degree Sought Bachelor's Plans to Study 6 hrs/week		
			Other Indications*		
			Desires to transfer		
			Notice		
			Students may request that their report be removed from your file at anytime.		
			*This information is not shown on the student's copy.		
Part of the Retention Management System Plus™ from Noel-Levitz					

Instructions

This is a report of Michael's College Student Inventory results. Please give him a thorough explanation of his Student Report. If you agree with the recommendations, gently encourage him to follow them. When possible, try to make the arrangements yourself as a way of reducing motivational barriers. Avoid attempting any psychological counseling if not professionally trained for such work. Above all, be sure to protect the confidentiality of this report. Please see the CSI Advisor's Guide™ for more details.

Motivational Assessment**Specific Recommendations for Michael**

The strength of each recommendation is indicated by its priority score (0 to 3.3 = low, 3.4 to 6.6 = medium, 6.7 to 10.0 = high):

Discuss attitude toward school with counselor	6.6
Discuss the qualifications for occupations	6.4
Get help in selecting an academic program	6.3
Get help in obtaining a loan	6.3
Get help in obtaining a scholarship	6.3
Get help with study habits	5.7
Discuss emotional tensions with counselor	5.5
Discuss family problems with counselor	5.3
Get help with writing skills	5.2
Discuss advantages/disadvantages of occupations	5.1

Student Background Information**High School Academics**

Senior Year GPA	C Average
Class Size	500+
Program	College Prep
Perceived Standards	Below Average

Noncredit Activities

Athletics	Yes
Fine Arts	
Leadership	
Misc. Groups	Yes
Oral Expression	
Science	
Written Expression	

Family Background

Primary Language	English
Racial/Ethnic Origin	White/Caucasian
Mother's Education	H.S. Diploma
Father's Education	H.S. Diploma
Marital Status	Single, No Plans
Miles From Family	0-9

Admissions Test Scores

ACT Composite	23-26
SAT (CR + M)	721-840

College Experience

Housing	Parents' Home
Degree Sought	Bachelor's
Plans to Study	6 hrs/week

Other Indications*

Desires to transfer

Notice

Students may request that their report be removed from your file at anytime.

*This information is not shown on the student's copy.

Preparing for the Student-Advisor Conference

It is important that the advisor become familiar with the student's CSI profile before the interview. *The advisor should use the Coordinator Report or the Advisor/Counselor Report to prepare for the interview, and then switch to the Student Report for the interview itself.* The following five questions are helpful in guiding the review of the profile:

1. What are the student's major strengths?
2. What are the barriers the student must overcome to be successful?
3. What areas should be discussed with the student?
4. What cautions would you exercise in interviewing the student?
5. What recommendations would you make to the student?

Student Background Information

This new incoming student is a single, 19-year-old male who intends to earn his bachelor's degree. In high school, this student earned a C average and was in a college prep program. He also was involved in athletics and miscellaneous groups. Currently, he is residing in his parents' home and is planning to study 6 hours a week. He has indicated a slightly negative first impression (44th percentile) and is considering transferring, even though he has been on campus a short time.

Note: The "other indications" category, where these dissatisfactions are listed, is not on the student report; therefore, remember to handle this ancillary information sensitively.

Summary of Academic Motivation (Seen only on the Coordinator's Report)

This student, Michael Doe, is above average in his dropout proneness and predicted academic difficulty scores, which are rated 7 on a 9-point scale. Equally challenging is his low receptivity to institutional help, which is rated a 2 on a 9-point scale. The receptivity to support services scales indicate that his area of highest receptivity is personal counseling, which is an excellent place to start to identify any non-academic factors that might be interfering with Michael's academic performance. This proactive intervention can make a crucial difference in his educational experience.

Motivation Assessment

Michael has relatively low scores in his academic motivation, especially study habits and intellectual interests (both in the 4th percentile) and desire to finish college (29th percentile). His academic confidence (68th percentile) and attitude toward educators (40th percentile) are somewhat higher than the other scores. In addition to his generally low academic motivation is his high school GPA of C and limited study plans (6 hours per week), which may suggest some overconfidence in his ability to be successful.

Leadership is Michael's area of highest social motivation (70th percentile), with self-reliance and sociability slightly below the 50th percentile.

Perhaps this is an avenue that the advisor could explore further with him, drawing upon his previous participation in athletics and miscellaneous groups.

Michael's general coping skills suggest that he had little difficulty making the transition to college (56th percentile), maybe because he is only 0-9 miles away from home and the school is likely familiar to him. He lives at home, but perceives limited support from his family (17th percentile) and a relatively low sense of financial security (30th percentile), both crucial areas of concern. This is not uncommon with first-generation college students. His receptivity to personal counseling (47th percentile) can be a springboard to help with any family issues he identifies.

Because Michael's openness to new ideas is relatively low (26th percentile), integrating to the campus community may be challenging. Also, he lives close to the campus (0-9 miles), wants to transfer, has a very low score on receptivity to social enrichment (4th percentile), and feels unsupported by his family (17th percentile). Taken together, these factors have the potential to derail Michael's higher education experience. Again, getting him connected to personal support may be key to resolving these issues.

Michael needs academic assistance, however, his receptivity to academic assistance (14th percentile) presents yet another challenge. His GPA (C) from high school, coupled with high predicted academic difficulty (7 on a 9-point scale), his low study habits (4th percentile), and his plans to study just 6 hours per week create a cluster of interrelated academic challenges for him. By the same token, two of Michael's highest scores are academic confidence (68th percentile) and career planning (69th percentile), both capable of opening the window of opportunity to steer him toward more realistic/focused thinking about the academic requirements for college success.

While Michael has many challenges, it is important to focus first on the relative strengths indicated in his profile to guide the interventions that can put him on the road to a successful college experience. His strongest area of receptivity to support services is personal counseling (47th percentile), which underscores his desire for help in his overall adjustment to college. The specific recommendations for action in the next section are good starting points for the range of support and services Michael needs.

Specific Recommendations

The recommendations listed on the lower left side of the report focus on action steps toward attitudes and emotional tensions, career exploration, financial management and academic support. Michael's recommendations are rated at moderate level: 5.5 – 6.6 on a 10-point scale. His top three recommendations are: discuss attitude toward school with a counselor (6.6), discuss qualifications for occupations (6.4), and get help selecting an academic program (6.3).

Conducting the Student-Advisor Conference

Please remember to work with the Student Report during the Student-Advisor Conference.

Establish Rapport

Take a few minutes to establish rapport and to inquire of the student's day and experience in college thus far. Then, remind the student of the College Student Inventory and its goal of helping students "to get started right" on the path to college. Explain that each student's self-reported responses generated a report, which you will discuss as a means of becoming acquainted and introducing him to campus services.

Discuss Background Information

Direct the student's attention to the right side of his student report and discuss basic background information. Ask about the sports he was involved in during high school, and ask about his program of study at high school. Inquire how it is that he decided upon this college—especially given its close proximity to his home. Inquire about his parents' role in making the decision.

Explore Strengths and Challenges

Compliment Michael on his primary strength in academic motivation -- above-average self-reported academic confidence (68th percentile). Use this as a backdrop to inquire about his study habits and how he gathered information for his college prep courses in high school.

Probe his plan for studying 6 hours per week and determine if it still feels sufficient for attaining the grades he hopes for in college.

Encourage Michael to reflect upon his decision to go to college, including his high score on career planning, whether or not his parents wanted him to go to college, and where and how long ago he made the decision to enroll. What does he want to do with a college education?

Affirm his strong relative receptivity to assistance in personal counseling and emphasize the support services available on campus to assist him on his path.

Since his highest score is leadership, explore whether he is open to involvement in any activities—such as sports or clubs—in college.

Note: Given the challenges represented in Michael's profile, getting him connected with the counseling support he needs (discuss attitude toward school and emotional tensions), as well as academic support (making the connection between college/major/occupation and study habits) are critical to his success.

Goal-Setting and Action Steps

Review the recommendations for action in the bottom of the left side of the report together. Clarify that they relate to feelings of uncertainty about school, career exploration, finances, and study habits. Help Michael to identify one or two recommendations that he can address in the next week

or two. Call, e-mail, or use an internal scheduler/communication flow to connect Michael with the appropriate office(s). Ask him to follow through on the appointments and report back to you in the next two weeks by e-mail, phone, or office visit. It's important to consider some level of commitment for the services he plans to utilize.

Throughout the conversation, remember to keep Michael engaged and cognizant that there are no "right answers" to the CSI. Rather, this report is a means of becoming acquainted in a meaningful way early in the term. By proactively connecting incoming students with relevant campus services, a mutually affirming situation becomes likely for both the student and the institution. Let the student know that you are his advocate and a proponent of student success.

*"The success of the student and the success
of the institution are inseparable."*

Interpretation of a CSI Form B Report (For 4-year college or university)

College Student Inventory™ Coordinator Report	CSI Form B Sample Report	Shane Doe Male, Age 19, ID#2345678 Sample College Month DD, YYYY																																																																																
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Instructions

This is a report of Shane's College Student Inventory results. Please give him a thorough explanation of his Student Report. If you agree with the recommendations, gently encourage him to follow them. When possible, try to make the arrangements yourself as a way of reducing motivational barriers. Avoid attempting any psychological counseling if not professionally trained for such work. Above all, be sure to protect the confidentiality of this report. Please see the CSI Advisor's Guide™ for more details.

Motivational Assessment

Academic Motivation

	Perc. Rank	Very Low	Very High
Study Habits	10		
Intellectual Interests	4		
Verbal and Writing Confidence	33		
Math and Science Confidence	90		
Desire to Finish College	31		
Attitude Toward Educators	72		

General Coping

Sociability	26		
Family Emotional Support	70		
Opinion Tolerance	92		
Career Closure	40		
Sense of Financial Security	18		

Receptivity to Support Services

Academic Assistance	76		
Personal Counseling	29		
Social Enrichment	24		
Career Counseling	61		
Financial Guidance	81		

Internal Validity

Excellent

Specific Recommendations for Shane

The strength of each recommendation is indicated by its priority score (0 to 3.3 = low, 3.4 to 6.6 = medium, 6.7 to 10.0 = high):

Get help with study habits	8.8
Get help with exam skills	8.3
Get help in finding a part-time job	8.2
Get help in obtaining a scholarship	8.2
Get help with writing skills	8.0
Get tutoring in selected areas	8.0
Get help in selecting an academic program	7.9
Get help in selecting an occupation	7.9
Get help with reading skills	7.9
Get help in finding a summer job	7.8

Student Background Information

High School Academics

Senior Year GPA B Average

Family Background

Racial/Ethnic Origin White/Caucasian

Mother's Education Some College

Father's Education Professional

College Experience

Decision to Enroll Many Months Before

Degree Sought Bachelor's

Plans to Work 11-20 Hours per Week

Notice

Students may request that their report be removed from your file at anytime.

Preparing for the Student-Advisor Conference

It is important that the advisor become familiar with the student's CSI profile before the interview. The advisor should use the Coordinator Report or the Advisor/Counselor Report to prepare for the interview, and then switch to the Student Report for the interview itself. The following five questions are helpful in guiding the review of the profile:

1. What are the student's major strengths?
2. What are the barriers the student must overcome to be successful?
3. What areas should be discussed with the student?
4. What cautions would you exercise in interviewing the student?
5. What recommendations would you make to the student?

Student Background Information

The student described in Profile B (Shane Doe) is a white, 19-year-old male in his first term of college. His grades in high school were slightly above average with a B. Shane is able to draw upon the experience of his parents who attended college to guide him through the college process.

Shane made the decision to attend this college many months in advance of his actual enrollment. His academic goal is to attain a bachelor's degree and work 11-20 hour per week.

Summary of Academic Motivation (Seen only on the Coordinator's Report)

Shane's score on dropout proneness score and predicted academic difficulty are both 6 on a 9-point scale, indicating some need for attention. He also has moderate scores on educational stress and receptivity to assistance (5 on a 9-point scale), all which point to early intervention which would be advisable for him.

Motivation Assessment

Shane has many areas of strength as well as some areas of concern. Most importantly, this student is highly receptive to assistance in three of five areas, indicating strong potential for successful intervention(s).

Among Shane's strengths in the academic motivation are: high self-reported math and science confidence (90th percentile) and a high attitude toward educators (72nd percentile). In the area of coping, Shane indicates relatively high family emotional support (70th percentile) and high opinion tolerance (92nd percentile), both important ingredients for making the academic and social transitions from high school to college.

These strengths are countered by some very low academic motivation scores in intellectual interests (4th percentile) and study habits (10th percentile), which warrant attention if the GPA of "B" from high school is to be maintained. Shane's high receptivity to academic assistance is a bonus when the advisor discusses these scores – he simply wants/needs to be connected with the right services.

The relatively low general coping score of 18th percentile for sense of financial security should be addressed to prevent Shane from increasing his work hours beyond the 11-20 hours per week he currently plans. Also, the economic environment should prompt the advisor to get Shane connected with the financial aid office or a financial counselor in the support services area, especially since he indicates a high receptivity to financial guidance (81st percentile).

Getting Shane connected to career information should be a priority as well, since he has a moderate career closure score (40th percentile) but a high receptivity to career counseling (61st percentile). Checking in with him to determine whether or not he has selected a major field of study would be advisable, as a starting point.

Finally, working toward increasing Shane's desire to finish college (31st percentile) should be an overall goal of the intervention. While he has some very strong factors working in his favor, the seed of doubt created by this moderately low score should not be overlooked. Consider using career counseling as an impetus for strengthening Shane's commitment to college.

Specific Recommendations

The top four recommendations listed at the bottom of the left side of the report indicate a high need for academic assistance and financial help, i.e., help with study habits (8.8) and exam skills (8.3) and help in finding a part-time job and obtaining scholarships (both at 8.2). These recommendations are consistent with the challenges observed in Shane's academic motivation and general coping skills.

The remaining recommendations continue to speak to Shane's academic needs: get help with writing, tutoring, and selecting an academic program. These were likely triggered by Shane's score on verbal confidence (33rd percentile) and low study habits (10th percentile), as well as high receptivity to academic assistance (76th percentile).

Conducting the Student-Advisor Conference

Upon meeting with the student, put away the Coordinator Report and Advisor/Counselor Report and work exclusively from the Student Report.

Establish Rapport

Take a few minutes to establish rapport and to inquire of Shane's day and experience in college thus far. Then, remind him of the College Student Inventory and its goal of helping students "to get started right" on the path to college. Explain that each student's self-reported responses generated a report, which you will discuss as a means of becoming acquainted and introducing him to campus services.

Discuss Background Information

Direct Shane's attention to the right side of the student report and summarize basic background information. Inquire how it is that he decided upon this college and what initially motivated him to enroll.

Begin to explore how he is planning to balance his work schedule (11-20 hours per week) with his course and study load.

Explore Strengths and Challenges

Then, moving to the left side of the report, focus on Shane's many strengths, including considerable family emotional support (70th percentile), strong opinion tolerance (92nd percentile), and high math and science confidence (90th percentile), as well as a super attitude toward educators (72nd percentile). Remind Shane of his good fortune of having a strong family support system and great attitudes toward educators (72nd percentile) and tolerance for the opinions of others (92nd percentile).

Stress that all individuals have strengths and a few areas that might create obstacles if not addressed. Ask about his study habits (10th percentile) and intellectual interests (4th percentile) and how these have the potential to impact his academic performance going forward. This is a good time to "connect the dots" for Shane as you point to the value of his strong receptivity to academic assistance (76th percentile), career counseling (61st percentile), and financial guidance (81st percentile) in expediting intervention for the areas of need indicated in his academic motivation and general coping skills. Also, the specific recommendations are in sync with Shane's specific need for help with academics and finances.

Goal-Setting and Action Steps

Upon conclusion of the meeting, engage in a goal-setting exercise with Shane. Encourage him to commit to two or three of the recommendations for action. Allow him to choose one or two, and you be prepared to recommend one that he might not deem as urgent as you know it to be. For example, it is likely that he would choose recommendations related to study habits and finances, while you could help him make the connection between the selection of a program of study and career exploration.

Be as specific with the interventions as possible, connecting Shane to a name associated with each service he needs. Also, create a feedback loop so that he provides feedback to you regarding the services he receives. This help to establish greater commitment to the intervention.

Throughout the conversation, remember to keep Shane engaged and cognizant that there are no "right answers" to the CSI, per se. Rather, this report is a means of getting to know him better, and in a meaningful way, early in the term. By proactively connecting him, and other incoming students, with relevant campus services, a mutually affirming situation becomes likely for both Shane and the institution.

*"The success of the student and the success
of the institution are inseparable."*

Interpretation of a CSI Form B Report (For 2-year college or university)

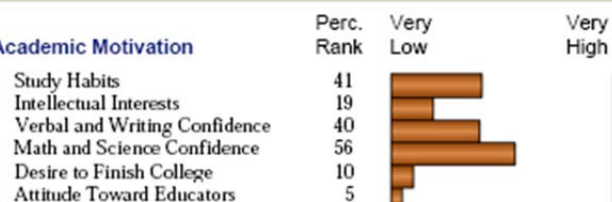
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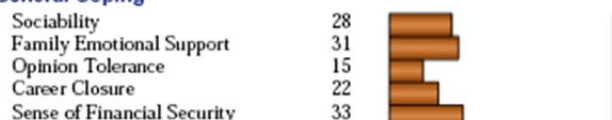
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Motivational Assessment

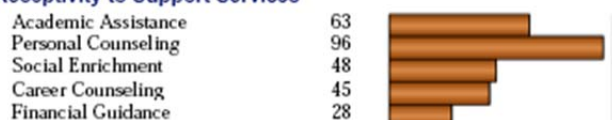
Academic Motivation



General Coping



Receptivity to Support Services



Internal Validity

Excellent

Specific Recommendations for Paul

The strength of each recommendation is indicated by its priority score (0 to 3.3 = low, 3.4 to 6.6 = medium, 6.7 to 10.0 = high):

Discuss unhappy feelings with counselor	8.8
Discuss an unwanted habit with counselor	8.4
Discuss emotional tensions with counselor	8.4
Discuss personal relationships and social life with counselor	8.4
Discuss job market for college graduates	8.2
Discuss attitude toward school with counselor	8.0
Discuss family problems with counselor	7.9
Get help with basic math skills	7.8
Get help with reading skills	7.4
Get help with writing skills	7.4

Student Background Information

High School Academics

Senior Year GPA B+ Average

Family Background

Racial/Ethnic Origin Other
 Mother's Education Some College
 Father's Education H.S. Diploma

College Experience

Decision to Enroll Few weeks before
 Degree Sought Bachelor's
 Plans to Work 40+ hrs/wk

Notice

Students may request that their report be removed from your file at anytime.

Preparing for the Student-Advisor Conference

It is important that the advisor become familiar with the student's CSI profile before the interview. The advisor should use the Coordinator Report or the Advisor/Counselor Report to prepare for the interview, and then switch to the Student Report for the interview itself. The following five questions are helpful in guiding the review of the profile:

1. What are the student's major strengths?
2. What are the barriers the student must overcome to be successful?
3. What areas should be discussed with the student?
4. What cautions would you exercise in interviewing the student?
5. What recommendations would you make to the student?

Student Background Information

The student described in Profile B (Paul Doe) is a white, 18-year-old male in his first term of college. His grades in high school were slightly above average with a B+. Paul is a first-generation college student; his mother attended college but did not graduate.

Paul made the decision to attend this college a few weeks in advance of his actual enrollment. His academic goal is to attain a bachelor's degree and work 40+ hours per week. He plans to transfer to another institution to complete his studies.

Summary of Academic Motivation (Seen only on the Coordinator's Report)

Paul's overall risk index was a 6 on a 9-point scale; his predicted academic difficulty was a 5 on a 9-point scale; his educational stress score was high with an 8 on a 9-point scale; and his receptivity was a moderate 5 on a 9-point scale, indicating some need for attention. Perhaps the greatest concern rests with the high score on educational stress, however, he has a high score (96th percentile) on receptivity to personal counseling.

Motivation Assessment

Paul's highest area of academic motivation is math and science confidence (56th percentile), followed by study habits (41st percentile) and verbal confidence (40th percentile). In addition, there are some areas of concern – attitude toward educators (5th percentile), desire to finish college (10th percentile), and intellectual interests (19th percentile). Even though Paul had a B+ average GPA from his senior year in high school, the average receptivity to institutional help (5 on a 9-point scale) creates a toss-up about the likelihood of him getting the assistance he will need to deal multiple areas.

The relatively low general coping scores present additional concerns for Paul, especially opinion tolerance (15th percentile) and career closure (22nd percentile). His sense of financial security (33rd percentile) is equally concerning for three reasons: first, his receptivity to financial guidance is low (28th percentile); second, he plans to work 40+ hours per week while

attending college; and third, he has relatively low family emotional support (31st percentile). Paul needs to connect with a financial counselor who can help him deal with the potential risks associated with his financial situation.

Getting Paul connected to career information should be a priority, as well, since he has a low career closure score (22 percentile) but a moderate receptivity to career counseling (45th percentile). Checking in with him to determine whether or not he has selected a major field of study, or thought about a potential career, is a great starting point. He needs to connect his studies to a career early on in the term.

Finally, working toward increasing Paul's desire to finish college (10th percentile) should be an overall goal of the intervention. While he has some factors working in his favor, the seed of doubt created by this low score should not be overlooked.

Specific Recommendations

The top four recommendations listed at the bottom of the left side of the report indicate a high need for personal counseling/ assistance: discuss unhappy feelings with counselor (8.8 on a 10-point scale), discuss emotional tensions with counselor (8.4), discuss unwanted habit with counselor (8.4), and discuss personal relationships and social life with counselor. These recommendations are in sync with the challenges indicated in educational stress from the summary scales (8 on a 9-point scale), attitude toward educators (5th percentile) and receptivity his overall general coping skills.) The remaining recommendations continue to speak to Paul's personal problems or needs: attitude toward school and family problems.

Conducting the Student-Advisor Conference

Upon meeting with the student, put away the Coordinator Report and Advisor/Counselor Report and work exclusively from the Student Report.

Establish Rapport

Take a few minutes to establish rapport and to inquire of Paul's day and experience in college thus far. Then, remind him of the College Student Inventory and its goal of helping students "to get started right" on the path to college. Explain that each student's self-reported responses generated a report, which you will discuss as a means of becoming acquainted and introducing him to campus services.

Discuss Background Information

Direct Paul's attention to the right side of the student report and summarize basic background information. Inquire how it is that he decided to go to college since his decision was made a few weeks before enrolling. Ask about what initially motivated him to enroll. Begin to explore how he is planning to balance his work schedule (40+ hours per week) with his course and study load.

Explore Strengths and Challenges

Then, moving to the left side of the report, focus on the ordering of Paul's highest self-reported academic motivation areas: math and science confidence (56th percentile), study habits (41st percentile), and verbal confidence (40th percentile).

Stress that all individuals have strengths and areas of challenge that might create obstacles if not addressed. Ask about his attitude toward educators (5th percentile), desire to finish college (10th percentile) and intellectual interests (19th percentile) and how these have the potential to impact his academic performance going forward. This is a good time to “connect the dots” for Paul as you point to the value of positive relationships with instructors and other support personnel, reminding him that this is a new beginning, no matter what his relationships were in high school. Try to determine the origin/nature of his negative attitude toward educators in order to provide opportunities for establishing more positive relationships now that he is in college. Since the specific recommendations are consistent with Paul's high receptivity to personal counseling (96th percentile) and his specific needs, this should open the door to this conversation.

Goal-Setting and Action Steps

Upon conclusion of the meeting, engage in a goal-setting exercise with Paul. Encourage him to commit to two or three of the recommendations for action. Because six of the seven recommendations focus on personal counseling, you can ask him to indicate those areas he is most anxious to get help with in the next few weeks. In the meantime, you might suggest that he could benefit from career information/major selection, as well. This could do much to boost his focus and self-esteem.

Be as specific with the interventions as possible, connecting Paul to the name associated with personal counseling and career services. Also, create a communication strategy with Paul so that he provides feedback to you regarding career services. (It is not appropriate to get feedback on his counseling sessions – only generalized questions about how all his outreach services are going and whether or not there are additional ways you can be supportive.) This help to establish greater commitment to his interventions.

Throughout the conversation, remember to keep Paul engaged and cognizant that there are no “right answers” to the CSI, per se. Rather, this report is a means of getting to know him better, and in a meaningful way, early in the term. By proactively connecting him, and other incoming students, with relevant campus services, a mutually affirming situation becomes likely for both Paul and the institution.

*“The success of the student and the success
of the institution are inseparable.”*

Interpretation of a CSI Form C Report

College Student Inventory™
Coordinator Report

CSI Form C Sample Report

Susan Doe
ID#3456789
Female, Age: 25 to 34
Sample University
Month DD, YYYY

Instructions

This is a report of Susan's College Student Inventory results. Please discuss the student's report with her. If you agree with the recommendations, encourage her to follow them. Avoid attempting any psychological counseling if you're not professionally trained for such work. Above all, be sure to protect the confidentiality of this report. Please see the CSI Advisor's Guide™ for more details.

Summary Observations*

Summary scores expressed on a stanine scale:
1 = very low, 5 = average, 9 = very high

Overall Risk Index	5
Acknowledged Academic Needs Index	6
Apprehension Index	5
Receptivity Index	7

Motivational Assessment

Academic Motivation	Perc. Rank	Very Low	Very High
Study Skills	47	<div style="width: 47%;"></div>	
Reading Habits	49	<div style="width: 49%;"></div>	
Use of Technology	9	<div style="width: 9%;"></div>	
Verbal Skills	58	<div style="width: 58%;"></div>	
Math Skills	4	<div style="width: 4%;"></div>	
Commitment	43	<div style="width: 43%;"></div>	
Attitude Toward Educators	48	<div style="width: 48%;"></div>	

General Coping

Personal Support	29	<div style="width: 29%;"></div>
Life and Career Planning	36	<div style="width: 36%;"></div>
Financial Security	78	<div style="width: 78%;"></div>

Receptivity

Receptivity to Academic Assistance	82	<div style="width: 82%;"></div>
Receptivity to Career Planning	75	<div style="width: 75%;"></div>
Receptivity to Financial Guidance	68	<div style="width: 68%;"></div>

Specific Recommendations for Susan

The strength of the top 7 recommendations is indicated by its priority score (0 to 3.3 = low, 3.4 to 6.6 = medium, 6.7 to 10.0 = high):

Get help with math skills	8.9
Get tutoring in selected areas	8.9
Get information about the qualifications for various careers	8.7
Get information about the salaries and opportunities for various careers	8.6
Get help with computer skills	8.5
Get help with writing skills	8.0
Get help with test-taking skills	7.5

Student Background Information

Academics

Self-Assessment: B student
Preference for Learning: On campus
Credit for Prior Learning: Previous college credits earned

Personal Background

Ethnic Origin: Hispanic or Latino (including Puerto Rican)
Marital Status: Single
Dependents: No
First-Generation College Student: Yes

Educational Plans

Decision to Enroll: Many months before classes began
Enrollment Status: Full-time
Current Employment Status: Full-time
Plans to Work while Enrolled: More than 40 hours per week
Degree Sought: Bachelor's degree
Current Plans: To complete a degree/program at this institution

Notice

Students may request that their report be removed from your file at anytime.

* This information is not shown on the student's copy.

Part of the Retention Management System Plus™ from Noel-Levitz

Instructions

This is a report of Susan's College Student Inventory results. Please discuss the student's report with her. If you agree with the recommendations, encourage her to follow them. Avoid attempting any psychological counseling if you're not professionally trained for such work. Above all, be sure to protect the confidentiality of this report. Please see the CSI Advisor's Guide™ for more details.

Motivational Assessment

Academic Motivation	Perc. Rank	Very Low	Very High
Study Skills	47		
Reading Habits	49		
Use of Technology	9		
Verbal Skills	58		
Math Skills	4		
Commitment	43		
Attitude Toward Educators	48		
General Coping			
Personal Support	29		
Life and Career Planning	36		
Financial Security	78		
Receptivity to Support Services			
Receptivity to Academic Assistance	82		
Receptivity to Career Planning	75		
Receptivity to Financial Guidance	68		

Specific Recommendations for Susan

The strength of each recommendation is indicated by its priority score (0 to 3.3 = low, 3.4 to 6.6 = medium, 6.7 to 10.0 = high):

Get help with math skills	8.9
Get tutoring in selected areas	8.9
Get information about the qualifications for various careers	8.7
Get information about the salaries and opportunities for various careers	8.6
Get help with computer skills	8.5
Get help with writing skills	8.0
Get help with test-taking skills	7.5
Get help with study skills	7.4
Get information about the advantages/disadvantages of various careers	7.3
Get help in selecting a career	7.3

Student Background Information

Academics

Self-Assessment: B student
Preference for Learning: On campus
Credit for Prior Learning: Previous college credits earned

Personal Background

Ethnic Origin: Hispanic or Latino (including Puerto Rican)
Marital Status: Single
Dependents: No
First-Generation College Student: Yes

Educational Plans

Decision to Enroll: Many months before classes began
Enrollment Status: Full-time
Current Employment Status: Full-time
Plans to Work while Enrolled: More than 40 hours per week
Degree Sought: Bachelor's degree
Current Plans: To complete a degree/program at this institution

Notice

Students may request that their report be removed from your file at anytime.

Preparing for the Student-Advisor Conference

It is important that the advisor become familiar with the student's CSI profile before the interview. The advisor should use the Coordinator Report or the Advisor/Counselor Report to prepare for the interview, and then switch to the Student Report for the interview itself. The following five questions are helpful in guiding the review of the profile:

1. What are the student's major strengths?
2. What are the barriers the student must overcome to be successful?
3. What areas should be discussed with the student?
4. What cautions would you exercise in interviewing the student?
5. What recommendations would you make to the student?

Student Background Information

The student described in Profile C (Susan Doe) is a 25 to 34 year-old single Latina female who is continuing her education. She assesses herself as a "B" student who prefers taking classes on campus where she is currently enrolled full-time pursuing a bachelor's degree. The report indicates that Susan plans to complete her degree at her current institution.

Susan indicates that she made the decision to re-enroll in college (she has earned previous college credits) many months prior to the beginning of classes. She is currently challenging herself to maintain full-time employment with plans to work more than 40 hours per week while enrolled. Because she is the first in her family to attend college, she will likely need personal support to help her achieve the appropriate balance between work and her studies.

Summary of Academic Motivation (Seen only on the Coordinator's Report)

Susan's overall risk index and apprehension are 5, her acknowledged academic needs index is 6, and her receptivity index is 7, all on a 9-point scale. The first three indices suggest moderate risk, while the last one indicates high receptivity to help, making potential early interventions more likely and more acceptable to her.

Motivation Assessment

Susan has many areas of strength as well as some areas of concern. Most importantly, she is highly receptive to assistance in all three areas: academic assistance, career planning, and financial guidance.

In terms of academic motivation, Susan's highest scores are verbal skills (58th percentile), reading habits (49th percentile), attitude toward educators (48th percentile) and study skills (47th percentile). In the general coping area, her highest score is financial security (78th percentile), which is not surprising since she is single with no dependents and plans to work more than 40 hours per week.

These strengths are countered, however, by some very low to moderate scores in both academic motivation and general coping. Susan's score for use of technology (9th percentile) and her self-reported math skills (4th percentile) are perhaps the most immediate academic concerns. On the other hand, receptivity to academic assistance is her area of highest receptivity (82nd percentile), so there is great willingness on her part to seek the help she needs.

Susan's scores in general coping do not represent the same level of concern as the academic area, however, the moderate to low needs for personal support (29th percentile) and life and career planning (36th percentile) should not be overlooked, especially since she is so receptive to career planning (75th percentile).

While Susan has a high score on financial security (78th percentile), her high score on receptivity to financial guidance (68th percentile) may suggest some need in that area. Perhaps she is open to considering alternatives to working 40 or more hours per week or there could be other financial issues she would be open to discussing.

It is important that Susan access the services she needs as soon as possible. Through her high receptivity to help, she indicates an awareness of her needs. Helping her connect with the programs/services she needs early on will greatly increase her propensity for success in college. The specific recommendations that follow represent an excellent roadmap for the issues identified in Susan's profile of strengths and challenges.

Specific Recommendations

The top four recommendations listed at the bottom of the left side of the report indicate appropriate responses to Susan's need for help with math skills (8.9), her need for tutoring (8.9) and career information (8.7 and 8.6). Again, these recommendations reflect her self-reported needs as expressed in a low math score (4th percentile) and high receptivity to academic assistance (82nd percentile).

The remaining recommendations relate to Susan's academic needs (getting help with computer, writing, test-taking, and study skills), followed by two additional recommendations for career exploration and include discussing advantages and disadvantages of occupations (7.3) and getting help in selecting a career (7.3).

The key ingredient for Susan's success is getting her connected with the programs and services she is most receptive to, especially those reflected in these specific recommendations.

Conducting the Student-Advisor Conference

Upon meeting with the student, put away the Coordinator Report and Advisor/Counselor Report and work exclusively from the Student Report.

Establish Rapport

Take a few minutes to establish rapport and to inquire of Susan's day and experience in college thus far. Then, remind her of the College Student

Inventory and its goal of helping students “to get started right” on the path to college. Explain that each student’s self-reported responses generated a report, which you will discuss as a means of becoming acquainted and introducing her to campus services.

Discuss Background Information

Direct Susan’s attention to the right side of the student report and summarize basic background information. Inquire how it is that she decided to attend this college and what initially motivated her to enroll. Begin to explore how she is planning to balance her full-time work schedule with her full-time course and study load.

Explore Strengths and Challenges

Then, moving to the left side of the report, focus on Susan’s many strengths, especially in academic motivation with her highest score being verbal skills (58th percentile). Gently caution that college demands may imply the need for achieving a balance between work and studies.

Weave into a discussion of how all individuals have strengths and a few areas that might create obstacles if not addressed. Inquire about Susan’s low scores in use of technology (9th percentile) and math skills (4th percentile). Try to find an avenue for connecting both to her world of work and/or career aspirations, even though she has a moderate score (36th percentile) in life and career planning. Her commitment to completing her degree (43rd percentile) is not extremely high, even though she appears to have many of the key strengths one needs to be successful, i.e., high receptivity to assistance. The caution here is competing priorities, especially the full-time work schedule and full-time enrollment. Her receptivity to financial guidance opens the door to helping her achieve greater balance in her work and studies via other financial strategies.

Getting Susan engaged in career exploration and focused on a career goal or major field of study could lead her toward the balance she needs for a more successful educational journey.

Goal-Setting and Action Steps

Upon conclusion of the meeting, engage in a goal-setting exercise with Susan. Encouraging her to commit to two or three of the recommendations for action should be an easy task, especially since she is so receptive to help. Remembering that she is a first-generation college student, be prepared to offer your best advice on one or more of the options she chooses.























It’s important to reach some reasonable agreement on the programs and services Susan will pursue. Be prepared to provide a name for each program or service you agree upon from the list of specific recommendations. Also, include a feedback/communication plan for assessing progress toward her goals. This could mean a follow-up student conference, a phone check-in, or e-mail outreach within the next two-to-three-week period.

Throughout the conversation, remember to keep Susan engaged and cognizant that there are no “right answers” to the CSI, per se. Rather, this report is a means of getting better acquainted in a meaningful way early in the term.

By proactively connecting incoming students with relevant campus services, a mutually affirming situation becomes likely for both the student and the institution.

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Interpretation of a Mid-Year Student Assessment Form B Report

Mid-Year Student Assessment		MYSA Sample Report		James Doe Male, ID# Sample College Month DD, YYYY
Advisor/Counselor Report				
Instructions This report details the changes in James's self-reported scores on the College Student Inventory (Pretest) to now. The percentile ranks for both the Pretest and the Mid-Year Student Assessment show how the scores compare to a larger sample of college students from across the country. Specifically, they indicate the percentage of students whose scores are equal to or less than those shown on this report. (In the absence of a Pretest, Motivational Assessment scores will not appear.)				
Motivational Assessment	Perc. Rank	Very Low	Very High	Student Information
Academic Motivation Study Habits <i>Pre:</i> 35   <i>Mid-year:</i> 51 Intellectual Interests <i>Pre:</i> 44   <i>Mid-year:</i> 44 Verbal and Writing Confidence <i>Pre:</i> 24   <i>Mid-year:</i> 20 Math and Science Confidence <i>Pre:</i> 69   <i>Mid-year:</i> 84 Desire to Finish College <i>Pre:</i> 68   <i>Mid-year:</i> 62 Attitude Toward Educators <i>Pre:</i> 60   <i>Mid-year:</i> 66				Academics <i>Senior Year GPA:</i> B+ Average <i>First Term (projected):</i> A Average Academic Knowledge * <i>High School:</i> Highest 20% <i>College:</i> Highest 20% Academic Ability * <i>Pre:</i> Considerably Above Average (In The Top 20%) <i>Mid-year:</i> Considerably Above Average (In The Top 20%) Study Time Needed <i>Mid-year:</i> More Than Expected Work Plans <i>Pre:</i> 1-10 hrs/wk <i>Mid-year:</i> 0 (I do not work) Degree Plans <i>Pre:</i> Bachelor's <i>Mid-year:</i> Bachelor's College Plans * <i>Mid-year:</i> Complete Degree Here
General Coping Sociability <i>Pre:</i> 69   <i>Mid-year:</i> 77 Family Emotional Support <i>Pre:</i> 63   <i>Mid-year:</i> 80 Opinion Tolerance <i>Pre:</i> 45   <i>Mid-year:</i> 75 Career Closure <i>Pre:</i> 36   <i>Mid-year:</i> 31 Sense of Financial Security <i>Pre:</i> 35   <i>Mid-year:</i> 35				Family Background * <i>Racial Origin:</i> White/Caucasian <i>Mother's Education:</i> H.S. Diploma <i>Father's Education:</i> H.S. Diploma
* Not Displayed on Student Report				
Part of the Retention Management System <i>Plus</i> ™ from Noel-Levitz				

Student's Needs and Interests Scales and Items	Pre (CSI-Form B) Receptivity Scales (Percentile)	Mid-year Received assistance or information already	Mid-year Want to receive assistance or information
Receptivity to Academic Assistance	70		
Exam skills		Yes	Yes
Study habits		Yes	Yes
Writing skills		Yes	Yes
Math skills		Yes	Yes
Tutoring		No	No
Reading skills		Yes	No
Receptivity to Career Counseling	78		
Qualification for occupations		Yes	Yes
Help with career/job plan		Yes	Yes
Salaries for occupations		No	Yes
Advantages/Disadvantages of occupations		Yes	Yes
Help selecting occupation of interest		Yes	Yes
Receptivity to Personal Counseling	61		
Attitude toward school		No	No
Discouragement/unhappy thoughts		No	No
Unwanted habit(s)		No	No
Personal relationships and social life		No	No
Family matters		No	No
Emotional tensions		No	No
Receptivity to Financial Guidance	96		
Part-time job		No	Yes
Student loans		Yes	Yes
Guidance - personal finances		Yes	Yes
Holiday or summer jobs		Yes	Yes
Receptivity to Social Enrichment	92		
New friends		No	Yes
Student government/campus activities		Yes	No
Clubs and social organizations		Yes	No

Institutional Impressions

The satisfaction scores are displayed from highest (7) to lowest (1).

Interaction with faculty in class	6
Assistance in selecting program/major	6
Safety and security on campus	6
Sense of belonging to college community	6
Interaction with other students	5
Interaction with faculty outside class	5
Interaction with advisor	5
Opportunities for community service/volunteering	4
Availability of financial resources	4

Preparing for the Student-Advisor Conference

It is important that the advisor become familiar with the student's MYSA – Form B profile before the interview. The advisor should use the Advisor/Counselor Report to prepare for the interview, and then switch to the Student Report for the interview itself. The following questions are helpful in guiding the review of the profile:

1. What were the student's major strengths on the pretest (CSI-B)?
2. What were the barriers the student needed to overcome to be successful during the first term?
3. What areas show the greatest positive change from CSI-B to MYSA?
4. What areas showed a decline from CSI-B to MYSA?
5. What areas showed no change?
6. What questions do the changes (positive, negative, none) suggest for your dialogue with the student?
7. What recommendations would you make to the student for the second term?

Student Background Information

The student described in MYSA - B (James Doe) is a white male in his second term of college. His projected first-term average grades (A) represents an improvement over his senior year GPA (B+ average). His self-reported academic knowledge (highest 20%) and academic ability (in top 20%) are consistent from entry to now. He indicates that he had to study more than he expected during the first term.

A first-generation college student, James plans to complete a bachelor's degree from this institution. He planned to work a minimal amount during the first term (1-10 hours per week), but ended up not working at all.

Motivation Assessment

James's three areas of highest academic motivation on the pretest were math and science confidence (69th percentile), desire to finish college (68th percentile), and attitude toward educators (60th percentile). In the middle and slightly lower was intellectual interests (44th percentile), while his lowest scores were verbal and writing confidence (24th percentile) and study habits (35th percentile).

James improved in two of his previously high areas -- math and science confidence (69th to 84th percentile) and attitude toward educators (60th to 66th percentile), while his score decreased slightly in desire to finish college (68th to 62nd percentile). Intellectual interests remained consistent and in the middle (44th percentile). His score improved significantly in one of his previously low academic motivation scores, study habits (35th to 51st percentile), however, his verbal and writing confidence dropped even further (24th to 20th percentile).

In general coping, James's highest pretest scores were sociability (69th percentile) and family emotional support (63rd percentile); in the middle

was opinion tolerance (45th percentile); his lowest scores were career closure (36th percentile) and sense of financial security (35th percentile). His two highest scores improved – sociability (69th to 77th percentile) and family emotional support (63rd to 80th percentile); opinion tolerance moved from the middle to one of his highest scores (45th to 75th percentile); sense of financial security remained the same (35th percentile), while career closure dropped (36th to 31st percentile).

Student Needs and Interests

On the pretest, James had reasonably high receptivity to institutional help: the areas of highest receptivity to help were financial guidance (96th percentile) and social enrichment (92nd percentile); next were receptivity to career counseling (78th percentile) and academic assistance (70th percentile); and receptivity to personal counseling was the lowest (61st percentile).

Beginning with the highest pretest score, receptivity to financial guidance, James indicated that he did not receive help finding a part-time job; however, he would like to receive that help in the second term. Recall that he had planned to work part-time (1-10 hours per week), but ended up not working at all.

Regarding receptivity to social enrichment, he indicated that he did not receive help meeting new friends, but would like to do so the second term. On the other hand, he was introduced to student government/campus activities and clubs and organizations, but he does not wish to receive additional assistance in the second term with these student activities.

In receptivity to career counseling, the only area where he did not receive information in the first term was salaries for occupation, which he now wants to receive. For receptivity to academic assistance, James received help in all areas except tutoring, for which he does not see a need in the second term -- neither does he wish to receive assistance with reading skills.

Finally, his lowest receptivity was personal counseling, he indicated that he did not receive information or help in the first term, and he does not wish to receive help in any of the six specific categories related to personal counseling.

Institutional Impressions

Overall, James's impressions of his first-term experience are positive. His highest self-reported levels of satisfaction (6 on a 7-point scale) were interaction with faculty in class, assistance in selecting a program/major, safety and security, and sense of belonging to the campus community. His lowest scores were (4 on a 7-point scale) opportunities for community service/volunteering and availability of financial resources, which is reflected in his low score for sense of financial security (35th percentile) for both the pretest and MYSA.

Conducting the Student-Advisor Conference

Upon meeting with James, put away the Advisor/Counselor Report and work exclusively from the Student Report.

Establish Rapport

Take a few minutes to establish rapport and to inquire of James's day and experience in college thus far. Then, remind him of the College Student Inventory and the MYSA and the goal of helping students "to get started right" and "keeping them on their desired path to college success." Explain that his self-reported responses generated a progress report, which you will discuss as a means of helping to direct him to appropriate programs and services for the second term.

Discuss Background Information

Direct James's attention to the right side of the student report and summarize basic background information. Ask him to comment on how he found the academic rigor of college to be, since he projected/received an A average for the first term. Inquire about his reasons for planning to work (1-10 hours per week) and then not working, especially since he indicates that he would like to receive information/help with a part-time job for the next term.

Explore Strengths and Challenges

Then, moving to the left side of the report, focus on James's strengths from the pretest, including math and science confidence, attitude toward educators, and desire to finish college. In addition, remind him of his good fortune of having a strong family support system and high sociability.

Congratulate James on the progress he has continued to make in math and science confidence, attitude toward educators, sociability, and especially study habits and opinion tolerance. Let him know that these are growth areas that will continue to serve him throughout his college experience – and life.

Stress that all individuals have strengths and a few areas that might create obstacles if not addressed. Probe his verbal and writing confidence and the potential impact of this crucial area on his academic performance going forward. It is likely that he has been able to compensate for this low confidence since he had a B+ average from high school and projected/received an A average for the first term.

Fortunately for James, he has high receptivity to institutional help, especially financial guidance and social enrichment. Ask him to share some of the information/assistance he received in each of the five areas: academic assistance, career counseling, personal counseling, financial guidance, and social enrichment, with special attention directed toward the additional information/assistance he wants to receive during the second term: salaries for occupations, help with a part-time job, and meeting new friends. Probe his financial situation: his sense of financial security was moderately low (35th percentile) on the pretest and MYSA; he indicated that he would work during the first term, but ended up not

working; and now is indicating that he would like to receive help with a part-time job next term.

Ask James to reflect on his low scores on verbal and writing confidence for both the pretest and current MYSA. Stress the importance of continuing his work in the academic assistance area, especially writing skills. Try to determine the source/origin of his low confidence and work toward helping him to overcome his perceived deficit in this area. Encourage him to think about tutoring in specific areas as a vehicle for helping to boost his confidence.

Goal-Setting and Action Steps

Upon conclusion of the meeting, engage in a goal-setting exercise with James. Encourage him to commit to following through on the areas he has identified as wanting to receive help/assistance, i.e., information about salaries for occupations, getting a part-time job, and meeting new friends. Get his feedback on which areas he deems most important to continue from the current/past term.

Also, create a feedback loop so that James provides feedback to you regarding the services he receives. This help to establish greater commitment to the intervention.

Throughout the conversation, remember to keep James engaged and cognizant that there are no “right answers” to either the pretest or the MYSA per se. Rather, both the CSI report and the current report are means of helping him stay on course toward the bachelor’s degree he aspires to at this institution. By continuing to proactively connect him, and other incoming students, with relevant campus programs and services, a mutually affirming situation becomes likely for both James and the institution.

*“The success of the student and the success
of the institution are inseparable.”*

Interpretation of a Mid-Year Student Assessment Form C Report

Mid-Year Student Assessment™–Form C

Advisor/Counselor Report

Amber Doe
Id: 22222
Female, Age 25-34
Sample: MYSA-C

Instructions

This report details the changes in Amber's self reported scores on the College Student Inventory™ (Pre-test) to now. The percentile ranks for both the Pre-test and Mid-Year Student Assessment show how the scores compare to a larger sample of college students from across the country. Specifically, they indicate the percentage of students whose scores are equal to or less than those shown on this report. (In the absence of a Pre-test, Motivational Assessment scores will not appear.)

Motivational Assessment	Percentile Rank	Very Low	Very High	Student Information
Academic Motivation				Academics <i>Pre:</i> B Student <i>Mid-year:</i> Average First-term Grades: B
Study Skills				Major <i>Mid-year:</i> Continue With Selected Major
<i>Pre:</i>	44			Study Time Required <i>Mid-year:</i> More Than Expected
<i>Mid-year:</i>	51			Work Plans <i>Pre:</i> 1-10 Hours Per Week <i>Mid-year:</i> 11-20 Hours Per Week
Reading Habits				Current Enrollment <i>Pre:</i> Full-time <i>Mid-year:</i> Part-time
<i>Pre:</i>	43			Enrollment Decisions <i>Pre:</i> A Few Weeks Before Classes Began <i>Mid-year:</i> Haven't Decided
<i>Mid-year:</i>	53			College Plans <i>Pre:</i> Complete Degree/Program Here <i>Mid-year:</i> Complete Degree/Program Here
Use of Technology				Degree Plans <i>Pre:</i> Bachelor's Degree <i>Mid-year:</i> Bachelor's Degree
<i>Pre:</i>	30			Previous Credits <i>Pre:</i> Learning from Prior Job/Work Experience
<i>Mid-year:</i>	35			Personal Background
Verbal Skills				Ethnic Origin: Hispanic or Latino (including Puerto Rican)
<i>Pre:</i>	23			Marital Status: Single
<i>Mid-year:</i>	34			Dependents: No
Math Skills				First-Generation College Student: Yes
<i>Pre:</i>	29			
<i>Mid-year:</i>	36			
Commitment				
<i>Pre:</i>	40			
<i>Mid-year:</i>	39			
Attitude Toward Educators				
<i>Pre:</i>	43			
<i>Mid-year:</i>	47			
General Coping				
Personal Support				
<i>Pre:</i>	64			
<i>Mid-year:</i>	68			
Life and Career Planning				
<i>Pre:</i>	40			
<i>Mid-year:</i>	44			
Financial Security				
<i>Pre:</i>	66			
<i>Mid-year:</i>	69			

Mid-Year Student Assessment™—Form C
Advisor/Counselor Report - Page 2

Amber Doe
 Id: 22222
 Female, Age 25-34
 Sample: MYSA-C

Student Needs and Interests Scales and Items	Pre (CSI-Form C): Receptivity Scales (Percentile)	Mid-Year: Received assistance or information already	Mid-Year: Wants to receive assistance or information
Receptivity to Academic Assistance 70			
Study habits		Yes	Yes
Tutoring		No	Yes
Math skills		Yes	Yes
Reading skills		Yes	No
Writing		Yes	Yes
Computer skills		Yes	Yes
Test-taking skills		No	Yes
Receptivity to Life and Career Planning 78			
Qualification for careers		Yes	Yes
Help selecting career suited to interests/abilities		Yes	Yes
Salaries and future outlook for careers		No	Yes
Advantages/Disadvantages of careers		No	Yes
Receptivity to Financial Guidance and Support 80			
Manage finances (loans, work, credit cards)		Yes	Yes
Pros and cons of student loans		No	Yes
Explore payment options for tuition & fees		Yes	Yes

Institutional Impressions

Each item is ranked by its satisfaction score (1 = low, 7 = high)

Guidance in selection of major or program	6.00
Overall experience as a student at this institution	6.00
Assistance in selecting courses for major or program	6.00
Level of interaction with other students	5.00
Relationship of studies with life and work goals	5.00
Frequency of interactions with my instructors	5.00
Interaction with advisor	5.00
Frequency of interaction with advisor	5.00
Course delivery that fits life circumstances	4.00
Availability of information about financial resources	4.00
Availability of courses in major/program	3.00

Preparing for the Student-Advisor Conference

It is important that the advisor become familiar with the student's MYSA – Form C profile before the interview using the Student Report. The following questions are helpful in guiding the review of the profile:

1. What were the student's major strengths on the pretest (CSI-C)?
2. What were the barriers the student needed to overcome to be successful during the first term?
3. What areas show the greatest positive change from CSI-C to MYSA - C?
4. What areas showed a decline from CSI-C to MYSA - C?
5. What areas showed no change?
6. What questions do the changes (positive, negative, none) suggest for your dialogue with the student?
7. What recommendations would you make to the student for the second term?

Student Background Information

The student described in MYSA - C (Amber Doe) is a Latina female whose age range is 25 to 34. Her projected first-term average grades (B) is the same as her self-assessment as a "B" student. A first-generation college student, she plans to complete a bachelor's degree from this institution.

Amber indicated that she had to study more than she expected during the first term. She planned to work a minimal amount (1-10 hours per week), but ended up working more (11-20 hours) during the first term.

Motivation Assessment

Amber's three areas of highest academic motivation on the pretest were study skills (44th percentile), reading habits (43rd percentile), and attitude toward educators (43rd percentile). In the middle was commitment (40th percentile), flanked by her lowest scores: verbal skills (23rd percentile), math skills (29th percentile), and use of technology (30th percentile).

Amber showed improvement in six of the seven scales from CSI – Form C to MYSA – Form C, with just a one-point drop in the seventh scale – commitment (40th to 39th percentile). The largest improvements were in verbal skills (23rd to 34th percentile) and reading habits (43rd to 53rd percentile) and the least were in commitment (40th to 39th percentile) and attitude toward educators (43rd to 47th percentile).

In general coping, Amber's highest pretest scores were financial security (66th percentile) and personal support (64th percentile) while the lowest was life and career planning (40th percentile). The improvements were amazingly close: personal support and life and career planning improved by 4 percentile points and financial security improved by 3 points.

Student Needs and Interests

On the pretest, Amber had reasonably high **receptivity to institutional help**: the areas of highest receptivity in order were financial guidance (80th percentile), life and career planning (78th percentile), and academic assistance (70th percentile).

Beginning with the highest pretest score, **receptivity to financial guidance**, Amber indicated that she did not receive help/information in the first term regarding the pros and cons of student loan, but she would like to receive that help in the second term. Recall that she had planned to work part-time (1-10 hours per week), but ended up working twice that amount (11-20 hours per week). In addition, she would like to continue to receive help with managing personal finances and payment options for tuition and fees.

Regarding **receptivity to life and career planning**, Amber indicated that she did not receive career help/information around salaries and future outlook, as well as advantages and disadvantages of careers. She indicated a desire to continue to receive help with qualifications and selection of a career suited to her needs and abilities.

Finally, Amber's lowest area, **receptivity to academic assistance**, indicated that she did not receive help/information during the first term with tutoring and test-taking skills; however, she indicated she desired to receive help during the second term. The only area where she received help and did not wish to continue was reading skills. For the remainder of the areas (study habits, math skills, writing, and computer skills) she indicated that she wanted to continue to receive help/information during the second term.

Institutional Impressions

Amber's impressions of her first-term experience range from a high of 6 on a 7-point scale on guidance in selection of a major, overall experience as a student, and assistance in selecting course for major/program, to a low of 3 on a 7-point scale for availability of courses in major/program. In the middle at 5 on a 7-point scale were level of interaction with other students, relationship of studies with life/work goals, frequency of interactions with instructors and interaction with advisor, followed by a rating of 4 on a 7-point scale for course delivery that fits life circumstances and availability of information about financial resources.

Conducting the Student-Advisor Conference

When meeting with Amber, have the Student Report to reference in your dialogue with her.

Establish Rapport

Take a few minutes to establish rapport and to inquire of Amber's day and experience in college thus far. Then, remind her of the College Student Inventory and the MYSA and the goal of helping students "to get started right" and "keeping them on their desired path to college success." Explain that her self-reported responses generated an end-of-first-term

progress report, which you will discuss as a means of helping to direct her to appropriate programs and services for the second term.

Discuss Background Information

Direct Amber's attention to the right side of the student report and summarize basic background information. Ask her to comment on how she found the academic rigor of college to be during the first term, especially since she had to study a lot more than she expected. Note that she projected/received a B average for the first term – the same as her self-assessment on the pretest (CSI-Form C).

Amber indicates that she plans to complete a bachelor's degree at this institution after having received credit for prior job/work experiences. Of some concern is her decision to drop from full-time to part-time enrollment during the first term, as well as being undecided about her re-enrollment for the second term. This warrants further probing.

Inquire about Amber's reasons for planning to work (1-10 hours per week) and then increasing her work hours (11-20 hours). She also indicated that she would like to receive information on the pros and cons of student loans. This possibly indicates some ambiguity around her finances since her highest general coping pretest score was financial security (66th percentile), a score which increased at the end of the term (69th percentile), making it the highest score in her profile. To add to this ambiguity, one of her lowest satisfaction scores (4 on a 7-point scale) was on availability of information about financial resources.

The aforementioned factors are not uncommon for first-generation college students, so it is likely that Amber needs some encouragement/direction in keeping her studies and work balanced. Her uncertainty around re-enrollment should be explored in a gentle, non-threatening way.

Explore Strengths and Challenges

Then, moving to the left side of the report, focus on Amber's greatest strengths from the pretest, including study skills, reading habits, and attitude toward educators, followed by commitment.

Congratulate Amber on the progress she has made on six of the seven academic motivation scales, with increases ranging from 11 points in verbal skills (23rd to 34th percentile) to four points in attitude toward educators (43rd percentile to 47th percentile). While she has made progress this term, it's important to stress that all individuals have strengths and a few areas that might create obstacles if not addressed over a period of time (use of technology, verbal skills, and math skills). Ask Amber to share her perspectives on her growth in these areas during the first term and in which areas she feels the need for even more help that she received during the first term.

Considering the risks reflected in the previous section (dropping from full-time to part-time enrollment, and her indecision about re-enrolling for the second term), an inquiry around the one-point decrease in commitment (40th to 39th percentile) should be included in this dialogue. Also, any potential ambiguity over financial security may warrant additional

attention, i.e., doubling the planned work hours indicated on the pretest (1-10 hours to 11-20 hours) and wanting information about the pros and cons of student loans and working. Let Amber know balancing classes and work hours is one of the greatest challenges first-year students encounter. Get her connected with someone from the financial aid office who can provide the information she seeks about student loans, but who can also talk with her about budgeting and managing personal finances.

Fortunately for Amber, she has reasonably high receptivity to institutional help in all three areas – financial guidance and support (80th percentile), life and career planning (78th percentile), and academic assistance (70th percentile). Ask her to share some of the information/assistance she received in each of the three areas, with special attention directed toward the additional information/assistance she wants to receive during the second term: tutoring, test-taking skills, salaries, future outlook and advantages/disadvantage of careers, as well as pros and cons of student loans.

Ask Amber to reflect on her scores on verbal skills, math skills, and use of technology were enhanced with the programs/services she received during the first term. Stress the importance of continuing to work in the academic assistance area, even though she improved in these key academic areas during the first term. Try to determine the source/origin of her lower scores and work toward helping her overcome any perceived deficit in this area. Encourage her to think about incorporating tutoring in these areas as a vehicle for helping to boost her perceived abilities.

Goal-Setting and Action Steps

Upon conclusion of the meeting, engage in a goal-setting exercise with Amber. Encourage her to commit to following through on the areas she has identified as wanting to receive help/assistance, especially tutoring, test-taking skills, career guidance, and information about student loans. Get her feedback on which areas she deems most important to continue from the current/past term, as well.

Also, create a feedback loop so that Amber provides feedback to you regarding the services she receives. This help to establish greater commitment to the interventions that can serve to keep her enrolled.

Throughout the conversation, remember to keep Amber engaged and cognizant that there are no “right answers” to either the pretest or the MYSA per se. Rather, both the CSI report and the current MYSA report are means of helping her stay on course toward the bachelor’s degree she aspires to at this institution. By continuing to proactively connect her, and other incoming students, with relevant campus programs and services, a mutually affirming situation becomes likely for both Amber and the institution.

“The success of the student and the success of the institution are inseparable.”

CSI Student Interview Questions

Developmental Advising Focus

Conversation Starters – CSI Form A

By Lana Low, Ph.D.

Instructions: You may choose one or more of the questions below to open the dialogue with the student regarding his or her score on each scale. Generally it is not necessary to ask all questions. Feel free to add your own questions.

Academic Motivation

Study Skills

1. How did you study when you were in high school?
2. Do you prefer to study with someone or alone?
3. Do you like to study in a quiet place or do you prefer to have music or TV in the background?
4. Describe how you would normally prepare for a test.

Intellectual Interests

1. Do you like to read?
2. What's the latest book you have read?
3. Do you enjoy surfing the Internet?
4. What kinds of information do you find most intriguing on the Internet?

Academic Confidence

1. What were your best or worst subjects in high school?
2. Was it easy to maintain your grades in high school?
3. What did you do in high school when you found areas that were more challenging than you had anticipated?
4. Are there any areas you anticipate will be challenging to you in college?

Desire to Finish College

1. When did you decide that you wanted to go to college?
2. When did you start making applications to colleges?
3. Did you ever consider doing something other than going to college?
4. What do you hope to do when you finish college?

Attitude Toward Educators

1. Who was your favorite teacher in high school? Why?

2. Did your teachers challenge you intellectually?
3. Did you get to know the administrators in your high school very well?
4. Would you say that, in general, the teachers and administrators were supportive of the students?

Social Motivation

Self-Reliance

1. You said earlier that you decided to come to college (early, late, other).
2. Did your parents influence your decision to attend college?
3. Did your parents play a role in your choosing this college?
4. What are the things they like about this college?

Sociability

1. What are the social activities you enjoyed most in high school?
2. Are any of your friends from high school enrolled here?
3. What did you enjoy most about orientation?
4. Are there clubs or organizations you want to become a part of this year?

Leadership

1. Would your friends describe you as a leader?
2. Did you participate in any leadership activities in high school?
3. What is your most memorable leadership experience?
4. Do you see yourself getting (more) involved in leadership activities here?

General Coping Scales

Ease of Transition

1. Did you visit many college campuses for academic events, social activities or sporting events during high school?
2. When you thought about attending college, what was the greatest adjustment you thought you'd have to make this year (academic, social, other)?
3. Did you work in high school? Will you work while you're here?
4. Will your class/work schedule present any problem for you?

Family Emotional Support

1. We just talked about your transition to college; what kind of transition has it been for your parents to have a college student?

Or do you have older brothers and sisters who have attended college?

2. What are the greatest challenges you think your parents will face with you in college – distance from home, different schedule, missing you, other?
3. Did they want you to go to a college close to home?
4. Do your parents want you to live on campus (if close enough to live at home)?

Openness

1. Do you have the same political and/or religious views as your parents?
2. Does this ever cause a problem for you?
3. Do you have definite thoughts about global warming (or other issues)?
4. Were there issues you encountered in your high school classes that challenged your own points of view?

Career Planning

1. Have you thought about your academic major at this point?
2. How did you choose this major?
3. What do you hope to be able to do with this major when you graduate?
4. Are there other areas you have thought about exploring?

Sense of Financial Security

1. Are you finding college to be more or less expensive than you thought?
2. Were there any expenses you had not anticipated in planning for your college education?
3. Have you and your parents been working with our financial aid office?
4. Are you working or do you plan to work while you're in college?

Receptivity Scales

Academic Assistance

1. Have you ever encountered assignments that you found difficult or even “impossible” to complete?
2. Where did you go for help with these assignments in high school?
3. Did your high school offer tutoring services to students who had difficulty with their coursework? Did you use those services?

4. Would you seek tutoring if you encountered difficulty in your classes here or would you seek help from a classmate first?

Personal Counseling

1. When you encountered problems with your friends and classmates in high school, where did you go for help in resolving the problems?
2. Did your high school offer personal counseling services? And what did these services consist of?
3. Did your friends and classmates use these services?
4. Are you aware of the services we have available here should you or your friends ever need the services?

Social Enrichment

1. Have you met a lot of people since you arrived?
2. Do you plan to stay in close contact with your friends from home?
3. Would you like to learn about ways to meet more students here?
4. Would you like someone to contact you about getting involved in more social activities here at the college?

Career Counseling

1. Did your high school counselor meet with you to talk about your career choices?
2. Have you ever taken any aptitude tests to find out what careers you're best suited for?
3. Are you aware of the career services we have here?
4. Would you like to have someone from that office contact you this semester?

Initial Impression Scale

1. What did your friends think about your college choice?
2. What are the things you like most about this college?
3. What are the things you wish were available to you here?
4. Has your impression of the college changed since you enrolled?

Final Questions

1. Does this profile describe you accurately?
2. Does it "look" like you?
3. Are the recommendations helpful?
4. Are there changes you would make in this profile?

Conversation Starters – CSI Form B

Developmental Advising Focus

By Lana Low, Ph.D.

Instructions: You may choose one or more of the questions below to open the dialogue with the student regarding his or her score on each scale of the College Student Inventory. Generally it is not necessary to ask all questions. Feel free to add your own questions.

Academic Motivation Scales

Study Habits

1. How did you study when you were in high school?
2. Do you prefer to study with someone or alone?
3. Describe how you would normally prepare for a test?
4. What do you think of getting tutoring in challenging classes?

Intellectual Interests

1. Do you like to read?
2. What's the latest book you have read?
3. Do you ever find yourself lost in the world of ideas?
4. What kinds of information do you find most intriguing on the Internet?

Verbal Confidence/Math and Science Confidence

1. What were your best or worst subjects in high school?
2. Was it easy to maintain your grades in high school?
3. Are there any areas you anticipate will be challenging to you in college?
4. Do you feel more confident in math and science areas, or in verbal or written areas of study?

Desire to Finish College

1. When did you decide that you wanted to go to college?
2. Do you find yourself balancing competing priorities?
3. Did you ever consider doing something other than going to college?
4. What do you hope to do when you finish college?

Attitude Toward Educators

1. Who was your favorite teacher in high school? Why?
2. Did your teachers challenge you intellectually?

3. Did you get to know the administrators in your high school very well?
4. Would you say that, in general, the teachers and administrators were supportive of the students?

General Coping Scales

Sociability

1. What are the social activities you enjoyed most in high school?
2. What is your preferred way to socialize, one on one, small group, large group?
3. What did you enjoy most about orientation?
4. Are there clubs or organizations you want to become a part of this year?

Family Emotional Support

1. How would you describe your transition from high school to college?
2. Are you the first in your family to go to college? Or, have you had parents, sisters, or brothers who have gone to college before you?
3. Did they want you to go to a college close to home?
4. What are the greatest challenges you think your parents will face with you in college – distance from home, different schedule, missing you, other?

Opinion Tolerance

1. Do you have the same political and/or religious views as your parents?
2. Does this ever cause a problem for you?
3. Do you have definite thoughts about global warming (or other issues)?
4. Were there issues you encountered in your high school classes that challenged your own points of view?

Career Closure

1. Have you thought about your academic major at this point?
2. How did you choose this major?
3. What do you hope to be able to do with this major when you graduate?
4. Are there professions that you would like to learn more about?

Sense of Financial Security

1. Are you finding college to be more or less expensive than you thought?
2. Were there any expenses you had not anticipated in planning for your college education?
3. Have you and your parents been working with our financial aid office?
4. Are you working or do you plan to work while you're in college?

Receptivity Scales

Academic Assistance

1. Have you ever encountered assignments that you found difficult or even “impossible” to complete?
2. Where did you go for help with these assignments in high school?
3. Did your high school offer tutoring services to students who had difficulty with their coursework? Did you use those services?
4. Would you seek tutoring if you encountered difficulty in your classes here or would you seek help from a classmate first?

Personal Counseling

1. When you encountered problems with your friends and classmates in high school, where did you go for help in resolving the problems?
2. Did your high school offer personal counseling services? And what did these services consist of?
3. Did your friends and classmates use these services?
4. Are you aware of the services we have available here should you or your friends ever need the services?

Social Enrichment

1. Have you met a lot of people since you arrived?
2. Do you plan to stay in close contact with your friends from home?
3. Would you like to learn about ways to meet more students here?
4. Would you like someone to contact you about getting involved in more social activities here at the college?

Career Counseling

1. Did your high school counselor meet with you to talk about your career choices?
2. Have you ever taken any aptitude tests to find out what careers you're best suited for?
3. Are you aware of the career services we have here?

4. Would you like to have someone from that office contact you this semester?

Financial Guidance

1. What are the greatest money concerns students have while they're in college?
2. Do you anticipate any financial challenges this year?
3. Where have you gone for help in the past when you had questions about your finances?
4. Would you like to talk with someone here about your college finances?

Final Questions

1. Does this profile describe you accurately?
2. Does it “look” like you?
3. Are the recommendations helpful?
4. Are there changes you would make in this profile?

Conversation Starters – CSI Form C

Developmental Advising Focus

By Lana Low, Ph.D.

Instructions: You may choose one or more of the questions below to open the dialogue with the student regarding his/her score on each scale. Generally it is not necessary to ask all questions. Feel free to add your own questions.

Academic Motivation

Study Skills

1. What are the greatest challenges you face in keeping up with your studies?
2. How do you normally prepare for tests?
3. Do you prefer to study alone or in a group?

Reading Habits

1. Do you like to read? Books, magazines? Web?
2. Does your job require a lot of reading? What kind?
3. Are you concerned about the amount of reading required for your coursework?

Use of Technology

1. How often do you use a computer?
2. Have you had to use the computer for any of your courses thus far? If so, how?
3. Have you thought about/explored ways to improve your level of comfort with computers?

Verbal Skills

1. Do you like to write?
2. Do you have concerns about the writing required in college?
3. What areas concern you most? Vocabulary? Organization? Spelling? Other?

Math Skills

1. Tell me about your past experiences with math. Were they positive? Negative?
2. Do you have concerns about courses that require math skills?
3. How have you handled your challenges with math in the past?

Commitment

1. What made you decide to go/return to college?

2. What are the greatest sacrifices you have had to make?
3. Does it still seem like the right decision for you? Why? Why not?

Attitude Toward Educators

1. Describe the best teacher you have ever had.
2. Do most educators treat students fairly?
3. Do you find that most educators are genuinely concerned about students?

General Coping Scales

Personal Support

1. Was your family happy with your decision to enroll in college?
2. What has been their greatest adjustment?
3. Are you able to balance study time and family time reasonably well?

Life and Career Planning

1. Have you thought about your program of study or career choice at this point?
2. What influenced your decision most?
3. Are there others (programs or careers) you're considering?

Financial Security

1. Is college more or less expensive than you thought?
2. What was your greatest surprise? Books? Tuition? Fees?
3. Have you increased or decreased the number of hours you're working?

Receptivity Scales

Receptivity to Academic Assistance

1. What has been your most challenging course thus far?
2. Could you have benefited from help with any of your assignments?
3. Were you able to identify sources of help? Would you consider help?

Receptivity to Career Planning

1. Have you ever taken any aptitude tests to find out what careers you're best suited for?
2. Are you aware of the career services we have here?
3. Would you like to have someone from that office contact you?

Receptivity to Financial Guidance

1. Have you encountered any unexpected expenses thus far?
2. Are there other sources of financial support you have considered?
3. Would it be helpful to talk to someone in our financial aid office:
 - About additional sources of financial aid?
 - About ways to manage your finances while you're going to college?

Final Questions

1. Does this profile describe you accurately?
2. What changes would you make?
3. Are the recommendations helpful?

CSI Student Interview Questions

Strength-Based Advising Focus

Conversation Starters – CSI Form A

By Lana Low, Ph.D.

Instructions: These questions are designed for advisors who want to use a strengths-based approach to guide the student interview. *Questions 1-3 focus on the strengths the student brings to the interview, based on his/her responses to the CSI items. Question 4 focuses on how to get students to capitalize on their strengths as they engage in their college experience.* Feel free to add your own questions.

Academic Motivation

Study Skills

1. How did you study when you were in high school?
2. How did you develop an approach to studying that worked for you?
3. Can you share some examples of how this approach has helped you keep up with your studies?
4. How will you adapt this approach to help you study effectively in college?

Intellectual Interests

1. What type of reading do you enjoy most?
2. Who influenced you most in developing an interest in reading?
3. Has the Internet increased your interest in seeking out new information? If so, how?
4. How will your interest in reading and “inquiring mind” benefit you in college?

Academic Confidence

1. What were your favorite subjects in high school?
2. How did you develop an interest in these subjects?
3. Which academic interests will you continue to pursue?
4. How important is it for you to engage in co-curricular activities that support your academic interests?

Desire to Finish College

1. When did you start thinking about going to college?
2. What made you decide that going to college was “right” for you?
3. What program(s) or area(s) of study are of greatest interest to you?

4. Have you thought about how you use your strengths in your life after college?

Attitude Toward Educators

1. How would you describe your favorite teacher(s) in high school?
2. How do you think good teachers influence students' attitudes toward school?
3. Did administrators at your school have special ways of showing their support for students?
4. Have these positive experiences made it easier for you to interact with faculty and administrators here?

Social Motivation

Self-Reliance

1. You said earlier that you decided to come to college (early, late, other).
2. What were you looking for in a college?
3. Who influenced your decision to attend this college?
4. What are the things you and your family like most about this college?

Sociability

1. What were your favorite social activities in high school?
2. How many of your friends are here?
3. What did you enjoy most about orientation?
4. What social activities or organizations are you looking forward to this year?

Leadership

1. What is your most memorable leadership experience from high school?
2. What have you learned about yourself from your leadership role(s)?
3. Are there leaders (family, locally, nationally) who have had a special influence on you?
4. Have you thought about how you can continue to use your leadership skills here?

General Coping Scales

Ease of Transition

1. What made you feel comfortable with college from the beginning?

2. What aspects of starting college have been more positive than you expected?
3. Are there new opportunities you have learned about since you enrolled (social, academic, work, other)?
4. Now that you're off to a good start, how will you keep your positive outlook?

Family Emotional Support

1. How would you describe your family's involvement in your education?
2. Do you have family members who attended this college (or another college)? If yes, what helpful advice did they offer?
3. How has your family's support made the transition to college easier?
4. In what ways do you anticipate that your family will be involved in your education now that you're in college?

Openness

1. When you were growing up, did you and your family ever find yourselves on opposite sides of important issues (like politics or religion)?
2. How did your family encourage you to develop your own opinions and thoughts about controversial issues (global warming, capital punishment, abortion, etc.)?
3. How did you handle issues in your classes that challenged your points of view?
4. Are you looking forward to college classes that will lead you to challenge your current views?

Career Planning

1. What academic major or area of interest are you considering?
2. What intrigues you most about this major/area?
3. What kind of career advice have you received thus far (from family, friends, teachers, etc.)?
4. How will you make your decision on major or career?

Sense of Financial Security

1. When you decided to go to college, how important was it to feel financially prepared?
2. Who provided the help you needed to decide how to pay for college?
3. What kind of jobs would you consider if you decide to work while you're in college?

4. Where will you go for help with your questions about personal finances while you're here?

Receptivity Scales

Academic Assistance

1. How did you approach assignments that appeared difficult or “impossible” to complete in high school?
2. How did you go about finding the help you needed at the time?
3. What type of help was most beneficial to you in tackling tough assignments?
4. If you encounter a seemingly “impossible” assignment here, have you determined how to get the help you need?

Personal Counseling

1. How were you able to deal successfully with friend and/or family problems in high school?
2. What types of personal counseling services were available to students in your high school?
3. To what extent did students use these services?
4. How familiar are you with the counseling services available here should you or your friends ever need the services?

Social Enrichment

1. What are some of the opportunities you have had to interact with other students here?
2. How do you stay connected with your friends from home?
3. What types of social activities would you enjoy being a part of while you're here?
4. Are you open to receiving information about opportunities to participate in various social activities in the college community?

Career Counseling

1. Did you have an opportunity to explore your career interests with a high school counselor?
2. Did your counselor(s) use aptitude tests to identify careers you're best suited for?
3. What additional information would you consider helpful as you explore your career options?
4. Would you like to be contacted by our career services office this term?

Initial Impression Scale

1. What were the positive things you heard about this college that made you to want to enroll?
2. Did the positive reactions of your friends help you to make the decision to enroll?
3. In what ways have your impressions become even more favorable since you enrolled?
4. If you were recommending this school to a friend, what would you tell them?

Final Questions

1. Does this profile describe you accurately?
2. Were you surprised by any of the strengths revealed in this report?
3. How can you use these strengths to your advantage?
4. Are there changes you would make in this profile?

Conversation Starters – CSI Form B

Strength-Based Advising Focus

By Lana Low, Ph.D.

Instructions: These questions are designed for advisors who want to use a strengths-based approach to guide the student interview. *Questions 1-3 focus on the strengths the student brings to the interview, based on his/her responses to the CSI items. Question 4 focuses on how to get students to capitalize on their strengths as they engage in their college experience.* Generally it is not necessary to ask all questions. Also, feel free to add your own questions.

Academic Motivation

Study Habits

1. How did you study when you were in high school?
2. How did you develop an approach to studying that worked for you?
3. Can you share some examples of how this approach has helped you keep up with your studies?
4. How will you adapt this approach to help you study effectively in college?

Intellectual Interests

1. What type of reading do you enjoy most?
2. What is your earliest memory of a captivating book?
3. Has the Internet increased your interest in seeking out new information? If so, how?
4. How will your interest in reading and “inquiring mind” benefit you in college?

Verbal Confidence

1. What is your favorite way of writing (poetry, essays, journalism) and do you use different styles for different purposes?
2. What type of feedback have you received from your teachers regarding your writing?
3. Who influenced you most in developing your writing skills?
4. How will you use these skills to your advantage in college?

Math/Science Confidence

1. What were your favorite math and science classes in high school?
2. How did you develop an interest in these subjects?
3. Which of these areas (science and/or math) will you continue to pursue?

4. How important is it for you to engage in co-curricular activities that support your interest in these areas?

Desire to Finish College

1. When did you start thinking about going to college?
2. What made you decide that going to college was “right” for you?
3. What program(s) or area(s) of study are of greatest interest to you?
4. What are your thoughts on what you would like to do after college? What are your plans?

Attitude Toward Educators

1. How would you describe your favorite teachers in high school?
2. How did your teachers influence students’ attitudes toward school?
3. How did administrators at your school show their support for students?
4. Have these positive experiences made it easier for you to interact with faculty and administrators here?

General Coping Scales

Sociability

1. What were your favorite social activities in high school?
2. How many of your friends from high school are here in college?
3. What did you enjoy most about orientation?
4. What social activities or organizations are you looking forward to this year?

Family Emotional Support

1. How would you describe your family’s involvement in your education?
2. Do you have family members who attended this college (or another college)? If yes, what helpful advice did they offer?
3. How has your family’s support made the transition to college easier?
4. In what ways do you anticipate that your family will be involved in your education now that you’re in college?

Opinion Tolerance

1. When you were growing up, did you and your family ever find yourselves on opposite sides of important issues (like politics or religion)?

2. How did your family encourage you to develop your own opinions and thoughts about controversial issues?
3. How did you handle issues in your classes that challenged your points of view?
4. Are you looking forward to college classes that will lead you to more closely scrutinize your current views?

Career Closure

1. What academic major or area of interest are you considering?
2. What intrigues you most about this major/area?
3. What kind of career advice have you received thus far (from family, friends, teachers, etc.)?
4. How will you make your decision on major or career?

Sense of Financial Security

1. When you decided to go to college, how important was it to feel financially prepared?
2. Who provided the help you needed to decide how to pay for college?
3. What kind of jobs would you consider if you decide to work while you're in college?
4. Where will you go for help with your questions about personal finances while you're here?

Receptivity Scales

Academic Assistance

1. How did you approach assignments that seemed “impossible” to complete in high school?
2. How did you go about finding the help you needed at the time?
3. What type of help was most beneficial to you in tackling tough assignments?
4. If you encounter a seemingly “impossible” assignment here, have you determined how to get the help you need?

Personal Counseling

1. How were you able to deal successfully with friend and/or family problems in high school?
2. What types of personal counseling services were available to students in your high school?
3. To what extent did students use these services?
4. How familiar are you with the counseling services available here should you or your friends ever need the services?

Social Enrichment

1. What are some of the opportunities you have had to interact with other students here?
2. How do you stay connected with your friends from home?
3. What types of social activities would you enjoy being a part of while you're here?
4. Are you open to receiving information about opportunities to participate in various social activities in the college community?

Career Counseling

1. Did you have an opportunity to explore your career interests with a high school counselor?
2. Did your counselor(s) use aptitude tests to identify careers you're best suited for?
3. What additional information would you consider helpful as you explore your career options?
4. Would you like to be contacted by our career services office this term?

Financial Guidance

1. What are your greatest money concerns while you're in college?
2. What kind of information on managing your money was presented to you in high school (special courses, speakers, videos, brochures, etc.)?
3. Where have you gone for help in the past when you had questions about your finances?
4. Would you be open to discussing your financial concerns with a financial aid counselor if the need arises while you're here?

Final Questions

1. Does this profile describe you accurately?
2. Were you surprised by any of the strengths revealed in this report?
3. How can you use these strengths to your advantage?
4. Are there changes you would make in this profile?

Conversation Starters – CSI Form C

Strengths-Based Advising Focus

By Lana Low, Ph.D.

These questions are designed for advisors who want to use a strengths-based approach to guide the student interview. The questions focus on the strengths the student brings to the interview and how to use these strengths to actively engage in the college experience. Feel free to add your own questions.

Academic Motivation

Study Skills

1. When it comes to keeping up with your studies, what are your greatest strengths?
2. How do you normally prepare for tests?
3. Do you prefer to study alone or in a study group?

Reading Habits

1. What is your favorite type of reading? Books? Magazines? Web?
2. Does your job require a lot of reading? What kind?
3. How will your leisure reading help you with reading requirements in your coursework?

Use of Technology

1. How often do you use a computer?
2. Have you had to use the computer for any of your courses thus far? If so, how?
3. Have you has your level of comfort with computers helped you?

Verbal Skills

1. What is the most positive feedback you have received about your writing?
2. What are your areas of greatest strength? Vocabulary? Organization? Spelling? Other?
3. How will you use these strengths to help you with the writing requirements in college?

Math Skills

1. Tell me about your most positive experiences with math.
2. Do you look forward to courses that allow you to use your math skills?
3. How will you use your positive experiences to help you with future math courses?

Commitment

1. How did you decide that going/returning to college was right for you?
2. How would you describe the sense of personal accomplishment you have experienced as a student?
3. What experiences help you confirm that you made the right decision about college?

Attitude Toward Educators

1. Describe the best teacher you have ever had.
2. Have you observed that most educators and students treat each other with respect?
3. How do educators let students know they are genuinely concerned about them?

General Coping Scales

Personal Support

1. How did your family let you know they supported your decision to enroll in college?
2. How has their feedback helped you since you enrolled?
3. How are you able to balance study time and family time successfully?

Life and Career Planning

1. What are your thoughts about your program of study or career choice at this point?
2. What/Who has influenced your thinking most?
3. What others programs or careers are compatible with your strengths?

Financial Security

1. Is college more/less expensive than you thought?
2. What was your greatest surprise? Books? Tuition? Fees?
3. Have you increased/decreased the number of hours you're working?

Receptivity Scales

Receptivity to Academic Assistance

1. How have you been able to meet the challenges of difficult courses successfully?
2. How did you go about finding the help you needed?

3. What resources have you identified to help you with future assignments?

Receptivity to Career Planning

1. How did you go about finding out what career(s) you were best suited for?
2. How do you plan to use the career services we have here?
3. Would you like to have someone from that office contact you?

Receptivity to Financial Guidance

1. How have you been able to deal with any unexpected expenses since you enrolled?
2. How did you go about identifying resources to help you?
3. How have you used our financial aid/services office?
 - For additional sources of financial aid
 - Suggestions on ways to manage your finances while you're going to college.

Final Questions

1. Does this profile describe you accurately?
2. What changes would you make?
3. Are the recommendations helpful?

Worksheets, Guides, and Assignments

College Student Inventory: Student Reflections Assignment

Student Reflections Assignment for CSI – Form A

By Wendy Lingo, Counselor
Kirkwood Community College (IA)

Instructions to Students

Step 1: Read your student report carefully and in its entirety.

Step 2: Reflect on each category and write a minimum of a paragraph reflection response to each one. *Your responses must be written and typed neatly and accurately.*

Step 3: Submit your completed assignment as directed by the instructor.

Using your rankings under “Academic Motivation” on page 1 of your report and the written interpretation on page 2, address the following (at least a paragraph for each category):

Study Skills

- What is your reaction to your rating on study habits?
- What do you think are the benefits of developing good study habits?
- What are some specific ways you might improve your study habits?
- How will you put those ideas for improvement into action?

Intellectual Interests

- What is your reaction to your rating on intellectual interests?
- Why are intellectual interests important to your college success?
- What are some specific ways you might improve your intellectual interests?
- How will you put those ideas for improvement into action?

Academic Confidence

- What is your reaction to your rating on academic confidence?
- Why do you think academic confidence is important to your college success?
- What are some specific ways you might improve your academic confidence? (Hint: Study habits and intellectual interests might be a place to start.)

- How will you put those ideas for improvement into action?

Desire to Finish College

- How committed are you to getting a college degree?
- What are the benefits of getting a degree?
- If you know you want a degree but lack a commitment to getting one, how do you align your desire for a degree with your level of commitment?

Attitude Toward Educators

- What is your reaction to your score on your attitude toward educators?
- Why is it important to have a good attitude toward your instructors and other members of the college culture?
- If your attitude toward educators is poor, why do you think that is?
- What can you do to improve your attitude toward educators?

Using your rankings under “Social Motivation” on page 1 of your report and the written interpretation on page 3, address the following (at least a paragraph for each category):

Self-Reliance

- Look closely at the definition of self-reliance on page 3 of your report.
- What is your reaction to your score on self-reliance?
- Why do you think self-reliance is important to your success in college?
- You are likely to develop more self-reliance over your academic career.
- What can you do now to begin to develop your self-reliance?

Sociability

- Look closely at the definition of sociability on page 3 of your report.
- What is your reaction to your score on sociability?
- Why do you think the CSI recommends that “social life be kept within reasonable bounds” in college?
- Do you think your score is within reasonable bounds? If not, what can you do to raise or lower your score?

Leadership

- Look closely at the definition of leadership on page 3 of your report.
- What is your reaction to your score on leadership?
- Why do you think leadership is important to your success in college?
- What can you do to become involved in leadership opportunities in college?

Using your rankings under “General Coping” on page 1 of your report and the written interpretation on page 4, address the following (at least a paragraph for each category):

Ease of Transition

- Look closely at the definition of ease of transition on page 4 on your report.
- What is your reaction to your score on ease of transition?
- You did the CSI survey a few weeks ago; has your transition to college gotten easier or harder since then?
- If you are having difficulty making the transition, what are some things you can do to help ease those difficulties?

Family Emotional Support

- Look closely at the definition of family emotional support on page 4 of your report.
- What is your reaction to your score on family emotional support?
- If family issues are impacting your ability to attend classes and/or concentrate on your coursework, what are some things you can do to help with this situation?

Openness

- Look closely at the definition of openness on page 4 of the report.
- What is your reaction to your score on openness?
- Why do you think being open to new ideas and situations is important to your academic success?

Career Planning

- Look closely at the definition of career counseling on page 4 of the report.
- What is your reaction to your score on career planning?
- Why do you think having a career choice you are comfortable with is important to your success at college?

- If you are unclear about your career plans, what are some steps you can take to help you clarify your career direction?

Sense of Financial Security

- Look closely at the definition of financial security on page 4 of the report.
- What is your reaction to your score on financial security?
- If you are having difficulty making ends meet, what are some steps you can take to improve the situation?

Receptivity to Support Services: Think about your receptivity scores and the plans you have made for self-improvement as you respond.

Academic Assistance

- Do you think you need academic assistance?
- If so, how receptive are you to getting academic assistance?
- Where can you go to get that assistance on campus?

Personal Counseling

- Do you think you need personal counseling?
- If so how receptive are you to getting personal counseling?
- Where can you go to get counseling on campus?

Social Enhancement

- Do you think you need to find opportunities for social contact?
- How receptive are you to getting involved in social activities on campus?
- Where can you go on campus for information about getting involved in campus activities?

Career Counseling

- Do you think you need career counseling?
- How receptive are you to getting career counseling?
- Where can you get career counseling on campus?

Read through your reflection and list at least three areas you want to improve in and a strategy for obtaining that improvement.

Student Reflections Assignment for CSI – Form B

By Wendy Lingo, Counselor
Kirkwood Community College (IA)

Instructions to Students

Step 1: Read your student report carefully and in its entirety.

Step 2: Reflect on each category and write a minimum of a paragraph reflection response to each one. *Your responses must be written and typed neatly and accurately.*

Step 3: Submit your completed assignment as directed by the instructor.

Using your rankings under “Academic Motivation” on page 1 of your report and the written interpretation on page 2, address the following (at least a paragraph for each category):

Study Habits

- What is your reaction to your rating on study habits?
- What do you think are the benefits of developing good study habits?
- What are some specific ways you might improve your study habits?
- How will you put those ideas for improvement into action?

Intellectual Interests

- What is your reaction to your rating on intellectual interests?
- Why are intellectual interests important to your college success?
- What are some specific ways you might improve your intellectual interests?
- How will you put those ideas for improvement into action?

Verbal and Math/Science Confidence

- What is your reaction to your rating on verbal and math/science confidence?
- Why do you think confidence in these areas is important to your college success?
- What are some specific ways you might improve your verbal and math/science confidence? (Hint: Study habits and intellectual interests might be a place to start.)
- How will you put those ideas for improvement into action?

Desire to Finish College

- How committed are you to getting a college degree?
- What are the benefits of getting a degree?
- If you know you want a degree but lack a commitment to getting one, how do you align your desire for a degree with your level of commitment?

Attitude Toward Educators

- What is your reaction to your score on your attitude toward educators?
- Why is it important to have a good attitude toward your instructors and other members of the college culture?
- If your attitude toward educators is poor, why do you think that is?
- What can you do to improve your attitude toward educators?

Using your rankings under “General Coping” on page 1 of your report and the written interpretation on page 4, address the following (at least a paragraph for each category):

Sociability

- Look closely at the definition of sociability on page 3 of your report.
- What is your reaction to your score on sociability?
- Why do you think the CSI recommends that “social life be kept within reasonable bounds” in college?
- Do you think your score is within reasonable bounds? If not, what can you do to raise or lower your score?

Family Emotional Support

- Look closely at the definition of family emotional support on page 4 of your report.
- What is your reaction to your score on family emotional support?
- If family issues are impacting your ability to attend classes and/or concentrate on your coursework, what are some things you can do to help with this situation?

Opinion Tolerance

- Look closely at the definition of opinion tolerance on page 4 of the report.
- What is your reaction to your score on opinion tolerance?

- Why do you think being open to new ideas and situations is important to your academic success?

Career Closure

- Look closely at the definition of career closure on page 4 of the report.
- What is your reaction to your score on career closure?
- Why do you think having a career choice you are comfortable with is important to your success at college?
- If you are unclear about your career plans, what are some steps you can take to help you clarify your career direction?

Sense of Financial Security

- Look closely at the definition of financial security on page 4 of the report.
- What is your reaction to your score on financial security?
- If you are having difficulty making ends meet, what are some steps you can take to improve the situation?

Receptivity to Support Services: think about your receptivity scores and the plans you have made for self-improvement as you respond.

Academic Assistance

- Do you think you need academic assistance?
- If so, how receptive are you to getting academic assistance?
- Where can you go to get that assistance on campus?

Personal Counseling

- Do you think you need personal counseling?
- If so, how receptive are you to getting personal counseling?
- Where can you go to get counseling on campus?

Social Enhancement

- Do you think you need to find opportunities for social contact?
- How receptive are you to getting involved in social activities on campus
- Where can you go on campus for information about getting involved in campus activities?

Financial Guidance

- Do you think your finances present a problem for you this term?
- How receptive are you to getting help with your finances?

- Where can you go on campus to get help with your finances?

Career Counseling

- Do you think you need career counseling?
- How receptive are you to getting career counseling?
- Where can you get career counseling on campus?

Read through your reflection and list at least three areas you want to improve in and a strategy for obtaining that improvement.

Discoveries Worksheet

The Discovery

By Lee Rademacher, Ph.D.
Instructor, Liberal Arts and Social
Sciences
Purdue University Calumet

The premise of a discovery is that a student's thoughts and ideas are valuable. Value, however, only occurs when a thinker explores an issue or idea completely.

The discovery defined

A discovery is an examination of a thing, concept, or idea that results in an in-depth description. It demands that a student go beyond a surface explanation, thus, asking him/her to develop a substantive narrative that is written as accurately and clearly as possible.

The discovery process is a form of argumentation

Each discovery is basically a reasoned argument containing a thesis or proposition and a justification that supports that thesis or proposition. As well, a good discovery should have some depth: it should be, at a minimum, three to four sentences in length.

The discovery process allows the student to explore the CSI Report in detail: to look for comparative relationships among categories or to synthesize portions in a way that provides meaning. In other words, the student is asked to find any similarities or dissimilarities between the units of analysis or to find a relationship of some kind between one thing and another.

Through the process of "discovery," the student learns to become a more independent thinker and becomes less reliant upon the authority-centered figure of the instructor for the "correct" answer to things.

You have a copy of the reports from the College Student Inventory you took during the first week of classes. Take the results home and examine them carefully. Consider what they mean to you as a student and as a person.

Your assignment is to find 10 discoveries about yourself from the reports of the College Student Inventory. Your portfolio should include three sections.

The first section should include:

A cover page with:

- Your name
- The date
- A title (College Student Inventory)

The second section should include:

Your 10 discoveries (typed). Remember, these discoveries should have detail. Keep in mind that you need to explain your ideas clearly. Make the assumption that your reader will ask, "Why?" to everything you say.

The third section should include:

A write-up of the "Specific Recommendations" section of the inventory report. The "Specific Recommendations" category is the report writer's analysis of which areas seem most important to you to address for academic success. Remember that *you*, through your answers, provided the information upon which these recommendations are based. Choose those to write about that you see as most important for you to address immediately.

This portfolio is due the day of your conference. No late portfolios accepted.

NOTE: A discovery should be more than a single statement. It should have detail and should be descriptive. For instance, if your results show that you have poor study habits, explain in your discovery why you believe you have poor study habits. Or for another example, if you disagree with a portion, explain why you disagree—in detail.

Conference Date _____

Day _____

Time _____

Developing Individual Game Plans for Success

By Jane Bishop, Ph.D.

- Identify two of your strengths from your student report.

- Identify two things you would like to improve upon based on your student report.

- List contact information regarding obtaining assistance with areas in which you would like to grow.

- List three strategies and how you plan to implement them, in order to make the first year at this college successful.

Guide for Individual and Group Interpretation

By Kevin J. Nutter, Ph.D., Coordinator, Center for Student Involvement and Leadership University of Arizona

Instructions: Review the CSI, reflect on your reaction to the scales, and discuss in your small group. Choose a recorder/reporter for large group discussions.

- Which scales were the *highest and why* (VH or H)? Pick at least three that you can discuss in your small group.
- What *patterns or themes* do you see in your highest areas?
- Have you seen any *changes in these areas since high school*? Were some of these areas H or VH in high school, and now are challenging in college?
- Which scales were the *lowest and why* (L or VL)?
- What *patterns or themes* do you see in your lowest areas?
- Have you seen any *changes in these areas since high school*? Were some of these areas L or VL in high school, and are easier for you now?
- Which *areas* are the most *important* for your *success* and *why*? List your top three and why. Compare/contrast your top three areas with the other members of your small group.
- *High school vs. college surprises*: Have there been any classes this term that were strength areas in high school and are more difficult in college?
- What *barriers* have you identified this term that get in the way of your academic success? What helpful resources have you identified addressing these barriers?

Integration Worksheet for the CSI

*By Kevin J. Nutter, Ph.D., Coordinator, Center for Student Involvement and Leadership
University of Arizona*

Based on your review of the profiles and our discussion(s), have there been any surprises, confirmations, clarifications, or new questions regarding yourself, your situation, or your goals?

[illegible]

College Student Inventory™ Summary Worksheet

*By Kevin J. Nutter, Ph.D., Coordinator, Center for Student Involvement and Leadership
University of Arizona*

Based on our review of my College Student Inventory and my collegiate experience to date, I recognize the following strengths:

_____	_____	_____
_____	_____	_____

I also recognize the following “red flags” as potential obstacles to reaching my personal and academic goals:

_____	_____	_____
_____	_____	_____

Three campus resources I can use to capitalize on my strengths and build skills are:

Name	Locale	Phone
_____	_____	_____
_____	_____	_____
_____	_____	_____

Action Planning

*By Kevin J. Nutter, Ph.D., Coordinator, Center for Student Involvement and Leadership
University of Arizona*

Your Next Step

Determine what you will need to do next. Then set a goal for yourself-to be accomplished after this session ends. Be sure to follow the steps outlined below to ensure success!

1. Set your goal by making sure that it is:
 - Definite – but flexible
 - Productive – something in your control with positive results
 - Specific – stated behaviorally with target dates
 - Appropriate – something you choose and wish to do
2. Break the goal into manageable parts
3. Determine rewards
4. Predict obstacles and consider ways to surmount them

Commit to Self and Others

Your chances of reaching your goal are increased when you commit to another the details and deadline of your next step. Complete this statement: *“I plan to move ahead and make the commitment to...”* (Describe your “next step”).

I will check back with _____ on my progress by ____/____/____.

Integration and Action Plan

*By Kevin J. Nutter, Ph.D., Coordinator, Center for Student Involvement and Leadership
University of Arizona*

Student Name: _____ Advisor: _____

1. Based upon your review of scores, profiles, and our discussion, list any surprises, confirmations, clarifications, or new questions you may have.

Please discuss items that surprised you: _____ _____ _____	Please discuss items that confirmed your beliefs: _____ _____ _____
Please list items you want clarified: _____ _____ _____	Please list any new questions you might have: _____ _____ _____

2. Based upon the review of the above information, list at least three of your strengths for college success:

3. Based upon the review of the above information, list at least three potential challenges to your success in college:

4. Using the College Student Inventory Resource Guide, please list at least three campus resources that you would like to be involved with:

5. Your chances of reaching your goals are increased when you are clear about your goal and make a commitment. Please complete the following statement. (Commitment statements should be concrete, specific, and achievable. For example, I plan to move ahead and make the commitment to... “visit the writing center every week” or “make up a time management schedule” or “visit my professor during office hours.”)

I plan to move ahead and make the commitment to...

Student's Signature _____ Date _____

Retention Contact Report

Date: ____/____/____

Student's Name: _____

1. On a scale of 1 to 5, with 5 being "extremely responsive," please rate this student's responsiveness to your contact: _____
2. Were there any problems for which you were unprepared? ____ Yes ____ No
3. Were any referrals made for this student?* ____ Yes ____ No
4. If yes, to whom? _____
For what purpose? _____
*Be sure to follow up on this referral and get feedback from the student.

5. The next scheduled meeting with this advisee is on: _____

Comments:

6. Do you think this student is "at-risk" at this time? ____ Yes ____ No

Please explain:

The College Student Inventory: A 12-Step Outline for Group Introduction to the Student Report

By Lana Low, Ph.D.

1. I would like to thank our freshman class for such a great response to the College Student Inventory. We set a record this year with ____ students completing the inventory. (Ask them to give themselves a hand. – Applause)
2. The College Student Inventory is one of the many ways that we determine how we can help you achieve your education goals at _____. It would take us an entire semester to have each of you meet with us and share the information you are able to share in __ minutes about your specific needs and interests on this inventory.
3. Today we are going to share your individual reports with you. But first, I want to go over a sample report that will help you understand your results.
4. There are five components or types of information on your student report:
 - i. You name, student ID, gender
 - ii. Your background information
 - iii. The motivation scales
 - iv. Recommendations for action
 - v. Written interpretation of your scores on the motivation scales.
5. In the upper right-hand corner of your report, you'll see your name, student ID, and gender. That's how I know which report to give you.
6. On the right-hand side of the front page, is your student background information which you shared at the beginning of the inventory. This includes:
 - i. High school academics
 - ii. Family background
 - iii. Information about your college experience, including the type of degree you're seeking and whether or not you intend to work at a job on or off campus.
7. On the left-hand side of the page, you'll see Motivational Assessment with four groups of scales:
 - i. Academic Motivation
 - ii. General Coping
 - iii. Receptivity to Support Services
 - iv. Internal Validity
8. Let's look at each group of scales
 - i. You have 5 or 6 individual scales within each group
 - ii. For each scale you have a percentile rank that represents your score.

- iii. Your score is charted on a bar graph which goes from Very Low to Very High
 - iv. Under Academic Motivation, you have six individual scales:
 - 1. Student Habits
 - 2. Intellectual Interests
 - 3. Verbal Confidence
 - 4. Math and Science Confidence
 - 5. Desire to Finish College
 - 6. Attitude toward Educators
 - v. Under General Coping you have five individual scales:
 - 1. Sociability
 - 2. Family Emotional Support
 - 3. Opinion Tolerance
 - 4. Career Closure
 - 5. Sense of Financial Security
 - vi. Under Receptivity to Support Services you have five individual scales
 - 1. Academic Assistance
 - 2. Personal Counseling
 - 3. Social Enrichment
 - 4. Career Counseling
 - 5. Financial Guidance
 - vii. The final group has only one scale and it is Internal Validity
 - 1. The scores on this scale relate to how careful you were in completing the survey. For example, if you were very careful, you will see a score of Excellent.
9. In the bottom left-hand corner, you will see Specific Recommendations.
- i. These Scores are calculated from your responses about your specific needs across scales.
 - ii. The scores range from a low of 0 to a high of 10.
 - iii. Only your top seven scores appear on your report.
10. Now, let's look at the pages that follow the first page. These are the written interpretations of your scores on the 17 motivation scales from the first page.
- i. At the top of the page, you will see Written Interpretation, with two short paragraphs that explain the purpose of the statements that follow.
 - ii. For each scale, you have:
 - 1. An explanation of what the scale means
 - 2. A statement of your percentile score
 - 3. What your score suggests about your needs

4. Where to go for help

11. I have some materials I want to share with you that will help us to get you connected with the resources you need to address your needs, interests, and questions.
 - i. Read your cover letter for your report (hold up sample)
 - ii. Review your report (hold up sample)
 - iii. Complete the integration and action plan (show copy on screen or describe to student)
 - iv. Review our recourse and referral guide (hold up sample and/or read from table of contents)
12. Thank you again for being here today. I know we can work together successfully to make this a great year for you and for [College/University.]

Managing Referrals

Student Contract for Next Steps

*By Terry Clay, Assistant Dean, Student Development and Bonnie Lasher, Retention Manager
Anne Arundel Community College (MD)*

Student: _____ **ID:** _____

Advisor: _____ **Date:** _____

Based on the results of your Noel-Levitz survey and our discussion today, you have agreed to:

☐ Get help with: ☐ study habits ☐ note-taking ☐ testing success ☐ test anxiety

Attend Student Success Month Workshops

☐ Get help with writing skills

Visit the Writing Center, Library 116B, open Mon – Thu 9 a.m. – 8:30 p.m., Fri 9 a.m. – 4:30 p.m.

☐ Get help with basic math skills

Visit the Math Tutoring Labs, Library 107, open Mon – Sat, and AMIL 206A, open Mon – Thu

☐ Get help with basic reading skills

Visit the Reading Tutoring Labs, Library 111B and AMIL 204

☐ Get tutoring for: _____

Visit Library 105 or call 410-777-2642 to request a free peer tutor.

Go to www.smarthinking.com for free online tutoring. UserID: ***** Password: *****

☐ Make an appointment with a counselor to discuss:

☐ unhappy feelings ☐ unwanted habit(s) ☐ attitude toward school

☐ emotional tensions ☐ family problems ☐ dating and social life

☐ Make an appointment with a career counselor to discuss:

☐ qualifications and advantages/disadvantages for occupations

☐ the job market for college graduates

☐ strategies for selecting an occupation

Attend Student Success Month Workshop: Career Decision-Making

Visit: <http://www.aacc.edu/careers/exploringoccupat.cfm>

☐ strategies for selecting an academic program

Attend Student Success Month Workshop: Choosing a Major

Visit: <http://www.aacc.edu/careers/choosingamajor.cfm>

☐ how to find a part-time or summer job

Visit: <http://www.aacc.edu/careers/jobsearchservice.cfm> or
<http://www.collegecentral.com/aacc/>

☐ Visit the Student Financial Services Office, SSVC 120 or <http://www.aacc.edu/aid/> for:

☐ help obtaining a loan ☐ help finding a scholarship

☐ Stop by the Student Life Office, SUN 202 or <http://www.aacc.edu/studentlife/> for:

☐ information about student activities ☐ help making new friends

☐ advice from experienced students

Student Signature: _____

Referral Form

Referral

Date: _____

To: (*Referral Office*) _____

Re: (*Student Referral*) _____

Concern:

Notes:

Follow-up

To: (*Advisor*) _____

From: (*Referral Office*) _____

Re: (*Referral for Student*) _____

Has been seen by this office on (*date*) ____/____/____

☐ With satisfactory results

☐ And will continue to be served by this office

☐ Without satisfactory results (please elaborate below)

☐ was scheduled for an appointment, but did not come

☐ has not scheduled an appointment with this office

☐ has been referred by this office to: _____

☐ other

Signature: _____

Office: _____ Date: ____/____/____

Sample Chart of Referral Sources

Consider adapting this chart for your advisors to facilitate the referral process on your campus.

Services for Students					
Where?	Dean of Students Office	Center for Counseling and Academic Support	Career Development Office	Health Center	Psychologists
Who?	Contact Person #1 Contact Person #2	Contact Person	Contact Person	Contact Person	Contact Person
What?	<ul style="list-style-type: none"> – Repeated absences – General counseling – Programming complaints – Withdrawals – Financial aid concerns – Interpersonal conflicts – Academic dishonesty – Residence hall concerns – Roommate problems 	<ul style="list-style-type: none"> – Testing – Tutoring – Time management – Study skills – Counseling – Scheduling problems – Peer counseling – Learning disabilities – Audible testing – Placement services 	<ul style="list-style-type: none"> – Career counseling – Career planning – Career library – Career testing – GRE/GMAT tests – LSAT exam – NTE exam – Placement service – Graduate school information 	<ul style="list-style-type: none"> – Health-related absences – Health needs – Health complaints – Nutritional counseling – Stress management – Accidents 	<ul style="list-style-type: none"> – Psychological problems – Psychological testing – Learning disabilities
When?	8:30 – 4:30 M – F Ext. 5555 Hall directors 24 hours	8:30 – 5:00 M – F Ext. 5555 Some evenings	Posted hours, phone, etc.	Posted hours, phone, etc.	Posted hours, phone, by appointment, etc.

Structure of the Integrated Summary Observations with Receptivity Report

Summary Observations

- Dropout Proneness or Overall Risk
- Predicted Academic Difficulty
- Educational Stress
- Receptivity to Institutional Help

Receptivity Scales

- Receptivity to Academic Assistance
- Receptivity to Personal Counseling
- Receptivity to Social Enrichment
- Receptivity to Career Planning
- Receptivity to Financial Guidance

Desire to Transfer

- Included for Four-year institutions only

How to Use the Summary and Observations with Receptivity Report

The summary observations are composite scales that provide a preliminary overview of potential risk for first-year students. The individual receptivity scales add greater clarity to the overview by pinpointing specific areas of high and low interest in receiving help. At four-year institutions, the desire to transfer provides an additional lens for viewing the overall picture.

Student scores on the summary scales and the individual receptivity scales are displayed and highlighted in an Excel table with the following filter: students with percentile scores of 80 and above on one or more of the summary scales **and** scores of 65 and above on one or more of the receptivity scales. For these students, scores of 80 and above on the desire to transfer are shown, but only for four-year institutions.

You may choose a different filter for your data by defining the value (scale) and range of scores in the dropdown menu. Some institutions may choose a lower threshold on one or more of the summary scales. Others may choose a higher threshold for the individual receptivity scores.

You can also sort the data in the Excel table by group name. For example, you can sort by advisor, learning community instructors, or any other way you choose, as long as the group name is identified at the time students complete the survey.

Patterns of Motivation

The visual representation of your students' needs and interest in receiving your help are presented in a single table. You get a birds' eye view of your class or group filtered with the default parameters and/or those customized for your data.

One of the primary benefits of this report is the ability to identify motivation patterns across multiple scales that reflect both need and receptivity to help. High receptivity is sometimes referred to as the “deal maker” for student interventions while low receptivity is the “deal breaker.” So, as you're reviewing this report, you will want to look for as many “deal makers” as possible. For example, a pattern of high scores on predicted academic difficulty is minimized somewhat when accompanied by a high score on receptivity to academic assistance. Specific academic needs of individual students may then be identified on their student reports.

Relevant Interventions

An added benefit of identifying patterns of motivation is the ability to pinpoint students who align with specific patterns. For example, you may choose to target all students who have high educational stress **and** high receptivity to academic assistance and personal counseling. On a surface level, these patterns serve to identify students who are at risk, based on their overall need. Surface level generally implies a first step to understanding patterns of motivation –not the last step. In this case, the next step would be a deeper level analysis of the pattern via a review of the individual student report where the pattern manifests itself within the context of multiple scales, each providing greater insight. This holistic analysis serves to inform the next step – interventions.

Patterns of motivation are blueprints for constructing relevant interventions. In many cases, the institution may not be aware of the need for specific interventions driven by more complex student needs. In some cases, infusing an additional dimension into an existing support program will suffice. In other cases, a customized intervention is desirable. In any case, the more relevant the intervention, the greater the likelihood of a successful outcome.

Structure of Summary and Planning Report*

Statistical Summary

- Major Scales
- Demographics
- Initial Impression

Recommendations

- By Type
- By Mean Priority Score

Student Outreach Lists

- High Dropout Proneness or High Overall Risk Index
- High Receptivity
- Academic Assistance (2)
- Personal Counseling (2)
- Career Counseling
- Social Enhancement
- Leadership Skills (CSI-A only)
- Financial Security (CSI-B only)
- Negative Impressions of Institution (CSI-A only)
- Low Internal Validity
- All Students Surveyed

*The structure varies somewhat between Form A and Form B

Understanding and Using the Summary and Planning Report

The explanatory information that follows is intended to inform your understanding and use of this valuable aggregate report.

List of Students with High Dropout Proneness or High Overall Risk

The first list contains the names of students with high dropout proneness or high overall risk. It also prints their percentiles on the dropout proneness or overall risk, predicted academic difficulty, and receptivity scales.

This is an excellent list to use as the major planning instrument in an intensive retention program. If your resources are limited, you may wish to use the list as a basis for selecting a smaller group of students for a program of special intervention. You would probably want to make such selections in a series of carefully planned steps. Thus, you might begin by identifying the top 50 percent on dropout proneness or overall risk. Then you could identify the top 50 percent of that group on tendency toward academic difficulty. Finally, from the remaining group you could identify the 60 percent to 70 percent who are most receptive to help. The students who meet all of the criteria could then be interviewed by your best-trained counselors in an effort to get them started on the right track. The remaining students could be contacted later as time permits.

A word of caution is in order here. Resist the temptation to label these students “dropout prone” or “highest risk.” The label could easily become a self-fulfilling prophecy, and it may not even be accurate. Predicting anything is a matter of statistical probability and any student can defy the odds.

Students should be viewed as individuals with strengths as well as weaknesses which may place them at risk. So don’t send lists of “dropout-prones” or “highest risk” to all faculty or all counselors for them to track down and “save.”

List of Students Receptive to Institutional Assistance

This list identifies the students who most strongly desire to receive help in general, regardless of their needs. It also indicates each student’s specific desire for help in the four primary areas of student service: academic assistance, personal counseling, social enrichment, and career counseling. The list is most useful for institutions with plentiful resources. It can be used to send letters to students inviting them to meetings or interviews. It can also be used to provide central tracking of the follow-up actions taken by students.

List of Students Needing Academic Assistance (by level of general need and specific desire)

This is one of the most important lists in the report. It uses the predicted academic difficulty scale to identify the students with the greatest need for academic assistance. Then it lists the student’s desire to receive help with study habits, exams, writing, math, reading, and tutoring. The list’s importance comes from the fact that academic performance is often crucial to persistence. By combining key elements of information about academic readiness, the list provides an unrivaled basis for effective intervention.

In an intensive retention program, a centrally located staff member can use the list to send invitations to students and to track their responses in the manner suggested earlier. In addition, one might wish to give special attention to students who desire help in several areas of service. Such students may benefit from a conference after the third or fourth week of school to determine how well they are progressing academically and whether they have encountered any problems that deserve special attention. The personal concern shown in these conferences will be very beneficial.

List of Students Needing Academic Assistance (by level of general and specific need)

This list is similar to the preceding one. But instead of focusing on student desires for help as the secondary factor, it provides greater detail on the students' needs in the academic area. Its secondary scores include general receptivity to academic assistance, study habits, intellectual interests, academic confidence, desire to finish college, and attitude toward educators.

The present list is most useful in inviting students to participate in specialized workshops or courses geared to a particular type of need. For example, it can enable you to offer a workshop on academic confidence to those academically weak students who are especially low in academic confidence.

List of Students Needing Personal Counseling (by level of general need and specific desire)

One of the most serious causes of academic failure is unresolved personal problems, which often undermine academic motivation. The present list enables your counseling staff to identify the students who are most likely to be afflicted by such problems, as indicated by high scores on educational stress and dropout proneness or overall risk. In addition, it indicates the specific types of problems that each student feels the greatest desire to discuss: emotions, school, family, dating, roommate(s), and habit control.

This report can be used to invite high-need students to a conference with a counselor as early in the academic year as possible. Since students are often reluctant to talk with a counselor, the items measuring desire for help can be very useful in providing an acceptable rationale for making the first contact. Thus, an invitation can indicate that a student has expressed a certain desire and that a counselor is available to provide that service if the student wishes to follow up on it. Because of its sensitive nature, this list should only be accessible to properly trained counselors.

Do not require students to attend counseling sessions. Make the service available, make the student aware of it, and let the student take the initiative.

List of Students Needing Personal Counseling (by level of general and specific need)

This list is similar to the preceding one, except that its secondary focus is on identifying each student's specific needs. It first gives indications of attitudes reflecting dropout proneness or overall risk, educational stress, and receptivity to personal counseling. Then it gives the student's scores on academic confidence, attitude toward educators, and family emotional support. With the Form A Report, the student's scores on self-reliance and ease of transition are also listed.

The present list can be used to identify students who both need and want help with personal problems. An especially effective approach is to select students through a series of systematic steps, as illustrated earlier. The selected group can be assigned to counselors whose training and experience best fit each student's needs. These students can then be contacted for immediate counseling. Similar to the approach described above, an invitation to meet with a counselor can be explained in terms of the student's expressed desire for counseling (as indicated by his receptivity score). As above, access to this list should be restricted to trained counselors.

List of Students Needing Career Counseling

Many counselors believe that a lack of clearly defined career goals is a major cause of attrition among college students. For this reason, the present list is especially valuable. It contains the names of students with low scores on career planning. In addition, it indicates each student's general receptivity to career counseling and their desire for specific forms of help, namely: information about the job market for college graduates, information about the training requirements for various occupations, information about the advantages and disadvantages of various occupations, vocational assessment, and help in selecting an academic program.

This list can be used to invite students to your career planning center at an early date. One can start with the students who have the lowest scores on career planning and the highest scores on receptivity. In a letter to them, one can indicate that they have expressed a strong desire for help in specified areas. Once engaged in thinking about their initial interest, their attention can be broadened to encompass other aspects of career planning.

List of Students Needing Social Enrichment

Students often experience difficulty making the transition to college life, and these problems contribute to their inclination to drop out. Although such problems can be dealt with by counselors, the present list offers a more direct approach. It gives the names of student who are most likely to have transition problems and their general receptivity to social enrichment. It also indicates their interest in four specific types of social activity: meeting new friends, learning about student government, finding a mentor, and learning about fraternities and sororities.

This list can be used in a variety of ways. A special fellowship time can be scheduled for students wanting to meet people. To keep the event practical, only students indicating an interest in that type of event can be sent personal invitations. But the invitation can suggest that any of their acquaintances are welcome to attend, and the event can be publicized through normal channels. A meeting can be arranged between entering students who wish to have mentors and peer counselors or faculty interested in playing such a role. Students wishing to learn about student government or social organizations can be put in contact with the leaders of such groups.

List of Students with High Leadership Status (CSI-A only)

This list is composed of students with high scores on the leadership scale. It also gives the students' scores on other indicators of social development: attitude

toward educators, ease of transition, openness, interest in student government, and leadership experience in high school.

This list can be consulted anytime one wishes to solicit the participation of students with leadership experience. Thus, prior to the election of freshman class officers, one may want to hold a meeting to encourage the better qualified students to run for these offices. Such a meeting should be open to all students, but one can extend personal invitations to the students on the present list. Similarly, one can use the list as one source of information in the selection of leaders to appointed positions (such as that of residence advisor).

List of Students with a Low Sense of Financial Security (CSI-B only)

This list is composed of students with low scores on the sense of financial security scale. Additional information is provided on a student's family emotional support and receptivity to financial guidance. Additionally, number of hours the student is planning to work is given. An approach would be to encourage a student to visit with a financial aid counselor and to identify campus staff or records for assistance or guidance.

List of Students with Strong Institutional Dissatisfactions (CSI-A only)

One of the best predictors of dropout proneness or overall risk is a student's satisfaction with his or her institution. To help you deal with this difficult factor, the present list gives the names of the students who have the strongest dissatisfactions. It also indicates the areas where each student is most dissatisfied. Since the list is an especially sensitive one, several issues related to its rationale and use need to be addressed.

First, some faculty and staff will object to the way the initial impression scale measures student dissatisfactions. Since the CSI is often given during a summer or early fall orientation program, one can argue that students have no basis on which to evaluate their institution. But we should keep in mind that the scale is not designed as a measure of the institution. Nor is its purpose to tap only well-informed attitudes. A student's initial reaction to his or her institution is primarily a reflection of the inner needs, frustrations, and strivings that he or she brings to it, as well as his or her interpretation of fragmented information acquired from secondary sources. This initial reaction, however misinformed, often shapes the ultimate adjustment that the student makes to his or her new environment. A student who begins with a negative attitude is inclined to form biased perceptions that reinforce it. Thus, a student who arrives at an institution with the belief that it has little to offer is not likely to be open to the opportunities that actually exist. By measuring this initial reaction, the initial impression scale provides staff members with an opportunity to resolve some of the student's frustrations, correct misconceptions, and get the student started on a better footing.

Second, some faculty and staff wonder what can be done with a student who is dissatisfied with a permanent feature of the institution. One of the questions on the initial impression scale, for instance, asks how satisfied the student is with the location of the institution. Obviously, the institution cannot be relocated to satisfy the student. But the information provided by such items can still be used quite productively. The goal is not so much to change the environment as to help the student make a healthy adaptation to it. Thus, one can ask a student how the

institution's location creates problems for them. It may then be a matter of helping them find transportation to and from school. Or it may be a matter of helping them deal with a feeling of isolation from friends or interference by family members. These are problems that a counselor can help the student with.

Despite the primary goal of the initial impression scale, we should not ignore the possibility that a legitimate complaint may occasionally reveal itself through a student's responses. When this occurs, the initial impression scale will help you take whatever corrective action is feasible.

Third, some faculty and staff feel uncomfortable dealing with student dissatisfactions. They may dislike interaction with someone who harbors negative feelings, which they may interpret as an unfavorable indication about themselves or their institution. Staff members who feel this way should not be pressured into using the present list. It should only be used by those who feel comfortable with it.

Some colleges have used the list in summary form, without student names, to better inform the public relations office of the college's image. Others have used it to develop better activities on campus, to improve the athletics program, or to bring more cultural events to campus.

List of Students with Invalid Reports

A few students do not complete the CSI properly. The most common cause of this problem is the student's lack of commitment to the CSI's purposes, which leads them to rush through it hastily or even to respond randomly. Another problem is inadequate mastery of English on the part of some foreign or minority students.

The present list gives the names of all students with unsatisfactory scores on the internal validity scale, which measures how well they followed several specific instructions when completing the inventory. It also gives each student's scores on dropout proneness or overall risk, predicted academic difficulty, study habits, and desire to finish college.

The primary purpose of this list is to give a member of your staff an opportunity to hold a conference with the students listed. Because a low validity score (except in the case of language problems) usually reveals an exceptional lack of responsibility, it is a good sign of dropout proneness or overall risk. Given the dubious validity of all the responses given by such students, one should be very cautious in interpreting their other scores.

A List of Students with Reports

The final list simply identifies the names and identifying numbers of students on your campus who completed the College Student Inventory, and for whom you have received CSI Advisor and Student Reports.

Summary and Planning Reports – Strategy and Distribution Worksheet

*By Shaun Holtgreive, Associate Director of Residence Life
Central Michigan University*

Explanatory Statement

This worksheet is used by educators to strategize who is in the best position to reach students with particular needs, the optimal time for intervening with the students, and the most effective method for communicating with the students.

Students with dropout proneness or overall risk:

	Who	When	How
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

Students needing academic assistance – with a focus on their desire for a specific academic service:

	Who	When	How
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

Students with low scores on internal validity:

	Who	When	How
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

Students who are highly receptive to institutional help:

	Who	When	How
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

Students needing academic assistance with a focus on their specific need:

	Who	When	How
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

Students who might benefit from personal counseling – with a focus on their desire to address specific areas:

	Who	When	How
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

Students who might benefit from personal counseling – with a focus on their specific needs:

	Who	When	How
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

Students who might benefit from career counseling – with a focus on their desire for specific counseling service:

	Who	When	How
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

Students who need social enhancement:

	Who	When	How
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

Students with negative impressions of the institution:

	Who	When	How
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

Students with high self-reported leadership skills:

	Who	When	How
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

Statement of Informed Consent

Explanatory Statement

You may want to use the Informed Consent form as an agreement between you and the student. Having the student's signature indicates that the student understands the purpose of the College Student Inventory and how the reports will be used, and who will have access to the student's CSI reports.

Sample Statement of Informed Consent

I hereby give my consent for _____ to obtain access to my profile of the College Student Inventory (CSI). This decision is based on my understanding that:

- The information obtained will be used in designing and/or implementing educational and/or support initiatives for me.
- The above-named person has been properly trained in the ethical and appropriate use of this information.
- The above-named person is to function solely in the capacity of advising and referring to resources.
- I am entitled to receive a copy of the CSI Advisor/Counselor Report or Coordinator Report if I so request.
- I have the right to request confidentiality of my report.

Signature _____ Date _____

Reference Material

Creating a Campus Network for Improving Student Experiences

*By Jean Jones, Ph.D., Vice President Emeritus, Enrollment Management and Marketing
Concordia University (NE)*

We have sought to develop a proactive posture in our retention initiatives by:

- Becoming involved early in their college experience
- Planning the points of connection
- Connecting with students and parents prior to attending fall classes

Our retention plan includes the following processes:

1. Defining the support network - planning points
2. Evaluation and assessment of data
3. Development of task forces
4. Identifying special populations for improvement

Our support network is multi-faceted, incorporating many members of the university in our “Improving Student Experience Network,” including:

- Faculty/Faculty Advisors
- Freshman Advisors
- Academic Support
- Counseling Staff
- Coaches
- Financial Aid
- Student Activities
- Career Services
- Admissions Director

Our assessment measures inform our interventions, allowing us to serve students more effectively. The College Student Inventory provides a means for personalizing feedback and connecting students with a network of support.

- GS faculty **administer** the CSI to incoming freshman during our Weekend of Welcome (WOW).
- Freshman advisors **utilize** CSI report as a “snapshot” of the incoming class for recruitment and retention.

- Advisors **identify** past academic and social experiences, parents educational background, and students perception of support systems available.

Advisor and student conferences foster social and academic integration.

After the results of the CSI are compiled, our two freshman advisors meet with students individually to discuss the results of their CSI.

- Within the first two weeks of the freshman experience, visits with advisors and subsequent interventions begin.
- We have 100% attendance for meetings with freshman advisors
- We realized a correlation between the high percentage of students that were first generation college students and a low sense of financial security.

The freshman advisors act as the triage for the network process to begin.

- Career services, financial advisors, counselors, student life, coaches, or academic support services may be included in interventions following freshman advisor meetings.
- Follow-up meetings in October begin spring registration – keeping connected helps advisors support students.

We measure the results of our interventions and develop task forces for specialized, data-driven interventions.

Suggestions for Growing Your CSI Program

*By Mary Jo Sekelsky, Ed.D., Vice Chancellor for Student Affairs
University of Michigan-Flint*

Explanatory Statement

To better understand the individual needs and then link services to those individual needs, the University of Michigan-Flint has committed to early intervention as soon as a student has been accepted and attends an orientation session. CSI results are used to link students with other ongoing services and programs:

- Tutorial services
- Career development
- Personal counseling
- Supplemental InstructionSM UMKC

Benefits of meeting with students prior to the start of classes include:

- Making adjustments to class schedules before the start of the semester
- Clarifying policies and procedures not fully understood at Orientation
- Reassuring and building student confidence
- Recommending services based on individual needs
- Communicating one-on-one with students

An Administrative Perspective Toward the College Student Inventory Serves to:

- Set the tone
- Assure resource availability, i.e. steady funding
- Facilitate linkages to support services
- Cultivate campus-wide collaborations
- Increase visibility across campus
- Develop understanding of the tool

Suggestions for Growing Your CSI Program Include the Following:

Create a culture of student-centeredness.

Decisions should be guided by this question: *What is best for our students?*

- How can we better assess and subsequently address the needs of students facing extenuating circumstances – be they financial, personal, or academic?
- Are we adequately responding to the needs and expectations of all students?
- What obstacles exist to doing what is best for our students?

Embrace a retention model that encompasses a campus-wide, participatory approach.

Try framing this discussion around the following equation:

$$\text{Recruitment} + \text{Academic Achievement} + \text{Campus Engagement} = \text{Retention Enrollment Growth}$$

- Are offices and services accessible to students during the day, evenings, and weekends? If not, which offices and services necessitate greater accessibility?
- Can collaborations between and among units/divisions across the campus be expanded to better serve our students? Is the creation of a “seamless web” of services attainable?

Convince your colleagues that everyone is a stakeholder.

- Share your data.
- Share your data.
- Share your data.
- Involving others in the process is the best way to grow support for any initiative.

Are there individuals outside Student Affairs that might be trained to serve as CSI advisors?

- Upward Bound/GEAR UP/STEM staff, faculty advisors, and Honors Program staff should all be considered.

Web Resources on www.noellevitz.com/RMSclient

Noel-Levitz offers a Web area where CSI colleagues can share strategies and access resources.
Visit: www.noellevitz.com/RMSclient.

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myNoel-Levitz


SafeMail

Client Communities

- Enrollment and Revenue Management System
- ForecastPlus
- Retention Management System Plus**
 - Guides, Order Forms, More
 - Retention Success Journal
 - Research
 - Contribute to the Retention Success Journal
 - On-campus RMS Plus Workshop
 - Satisfaction-Priorities Surveys
 - TrueCost Calculator
- My Account
- Update Password
- Log Off

Welcome

Retention Management System *Plus*
Community of Educators



Welcome to the Web site for the Community of Educators using the:

- College Student Inventory™
- Mid-Year Student Assessment™
- Student Retention Predictor™
- Second-Year Student Assessment™

This Web area contains quick links, updates, and resource materials to enhance your use of the Retention Management System *Plus*.

Download important guides, order forms, and more

Review the guides and resources for your early-intervention initiatives.

Resources

Technical support

- We are here to support your use of the new Retention Data Center:
RMS-tech@noellevitz.com
- If you ordered e-tokens or materials through Cengage, Prentice Hall, or