**Part I: Noel-Levitz College Student Inventory (CSI)**

 **Part II: “Path to Success”**

 **Assignment**

**Pilot Program Spring 2012: EDUC 1300 Best Start Activities**

**Outcome II:**

100% of students in the Best Start Program will identify and address a barrier to his/her academic success.

**Part I:** **Administer Noel-Levitz CSI and the Mid-Year Student Assessment (MYSA)**

 QEP Best Start Activity: Administer the Noel-Levitz College Student Inventory (CSI)

 the first week of class. Noel-Levitz Mid-Year Student Assessment (MYSA):

 Administer near the end of the semester.



**Part II: Complete a “Path to Success” Assignment**

 QEP Best Start Activity: Students will complete a written assignment “Path to

 Success Paper” addressing a barrier to his/her success and strategies to overcome

 The barrier. Student will meet with an advisor or counselor to discuss the results of

 The CSI and the possible strategies and campus resources the student can use to

 address the barrier(s).

**Tips for Instructors**

1. This QEP activity can be introduced in several ways and should be covered within the first two weeks of class. Administer the Noel-Levitz College Student Inventory (CSI) preferably during the first week of class, but no later than the second. The Noel-Levitz Mid-Year Student Assessment (MYSA) should be administered during the last few weeks of class; on week 14 of a 16 week semester.

Many of the EDUC 1300 texts have a chapter on Motivation, Goal Setting, Over Coming Procrastination, etc. You may want to use class discussion, Pair and Share, vignettes of former students, and/or the chapters within your text that pertain to barriers student’s face. Instructors cans review the CSI Report with the students in small groups or as a class. (See included activities).

1. Students must also meet individually with an advisor or counselor to interpret the results of their **Noel-Levitz CSI Report** and to discuss strategies and campus resources they can use to address their barriers. If students have not completed the CSI, they can use their completed **“Path to Success”- Barriers and Strategies Form**. All students should bring this form to their meeting and have the advisor sign and date it).
2. Students will complete the **“Path to Success Paper”** and **“Path to Success”- Barriers and Strategies Form** and turn in together for their grade.

 **Instructors should keep a copy of each student’s “Path to Success Paper” to submit to the System QEP Coordinator**

At the same time the advisor meets with a student about their “barriers”, they can go over the students “**QEP Best Start Degree Planning Assignment”** and review their academic goals and degree plan.

**Interpreting the Noel-Levitz College Student Inventory (CSI)**

1. You will receive paper CSI reports for all the students in your class. Ideally, they should be administered during the first week of class. You will be notified as to who will be your campus coordinator for the Noel-Levitz. The coordinator will give you instructions on picking up and returning the reports.
2. The completed CSI reports should be available in approximately a week from Noel-Levitz. When you get them back, you will conduct the initial interpretation with the class, explaining what the different parts of the report mean.
3. Class Activities- You can develop your own class activities to encourage students to share their insights about their reports. This could be a discussion on typical barriers college students face and could include strategies and campus resources. During the first week of class, it is a good idea to give students a copy of the campus resources on your campus. These will vary from campus to campus. You might contact Student Services on your campus to see if they already have a handout available. If not, I have included a “Sample” of the campus resources sheet for LSC-Montgomery. Activities can be done as a class or in small groups. **Word of** **Caution:** Some of the students may be sensitive about sharing areas on the report where they have very low scores. If you are going to use small groups, be sure to tell students that they should only share information they feel comfortable sharing. The students do not need to see each other’s reports. Included in this packet are some examples of class activities.
4. Tell students to keep their reports as they will need them to complete their **“Path to Success Paper”** and they will also need to bring them when they visit their advisor or counselor. The advisor will go over the report individually and in more detail, suggesting strategies and campus resources that may help the student.

**Developing Individual Game Plans for Success**

*By Jane Bishop, Ph.D.,*

• Identify two of your strengths from your student report.

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

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• List contact information regarding obtaining assistance with areas in which you would like to

 grow.

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• List three strategies and how you plan to implement them, in order to make the first year at

 this college successful.

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**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?

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**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?

|  |  |
| --- | --- |
| **Surprises?** | **Confirmations?** |
| **Clarifications?** | **New Questions?** |

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**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:

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

and academic goals:

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

**Name Locale Phone**

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