### The Student's Background

- **Gender:** Male  
- **Race:** White (non-Hispanic)  
- **Age:** 19  
- **Is English best language?** Yes

### Academic Skills - Tools and strategies to succeed in the classroom

A student with similar skills:  
- Rarely uses strategies to manage time and assignments  
- Often misses class or comes unprepared

**Tools/Tips**  
The Tutoring Center can provide strategies to help you set goals and organize your time. See your Advisor for more information, or click [here](#) for helpful tips and tools.

### Commitment - Active pursuit toward an academic goal

A student with similar skills:  
- Sees little value in a college degree  
- Does not feel attached to the college

**Tools/Tips**  
The Career Center can provide strategies to help you set goals and plan your academic career. See your Advisor for more information, or click [here](#) for helpful tips and tools.

### Self-Management - Reactions to academic and other stressors

A student with similar skills:  
- Manages stress in a positive and productive manner  
- Demonstrates confidence in personal skills and abilities

**Tools/Tips**  
The Counseling Center can help you manage stress that arises from college life. See your Advisor for more information, or click [here](#) for helpful tips and tools.

### Social Support - Connecting with people and resources for student success

A student with similar skills:  
- Holds some connections to people and resources  
- Has occasional difficulty balancing the demands of college and personal life

**Tools/Tips**  
The Office of Student Life can connect you with important student groups on campus. See your Advisor for more information, or click [here](#) for helpful tips and tools.

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*Course Acceleration: Please see Technical Users Guide to fully understand how to make an informed course placement.*

*Academic Success Index: Weighted composite of student's SuccessNavigator™ profile and other academic indicators of student preparedness, such as self or institution reported high school GPA, SAT/ACT, etc.*

*Retention Success Index: Projected likelihood that student will return for a second semester or year at the institution.*
<table>
<thead>
<tr>
<th>Skill</th>
<th>Students with similar skills</th>
<th>Next Steps</th>
<th>Skill Level</th>
</tr>
</thead>
</table>
| **Meeting Class Expectations** | Rarely show up to class, seldom complete assignments, and hardly ever finish work in a timely manner | • Suggest the student work on monitoring deadlines and completing assignments on time.  
• Encourage the student to come to class on time and prepared.  
• For more strategies, click [here](#) . | LOW        |
| **Organization**              | Regularly use and update a planner, create and complete tasks on to-do lists, and stick to a schedule | • Suggest the student uses his or her strengths to take on leadership positions.  
• Remind the student to use organizational tools to stay on top of assignments.  
• For more strategies, click [here](#) . | HIGH       |
| **Commitment to College Goals** | Have trouble setting and meeting academic goals and find little value in a college degree | • Help the student define educational and career goals.  
• Encourage goal-directed behavior.  
• For more strategies, click [here](#) . | LOW        |
| **Institutional Commitment**  | Feel little attachment or loyalty to their school | • Try to uncover the reason the student feels disconnected.  
• Assess the student’s knowledge of campus activities and resources.  
• For more strategies, click [here](#) . | LOW        |
| **Sensitivity to Stress**     | Manage, adapt, and cope with course demands and daily life | • Promote helping others who are struggling with stressful situations.  
• Recommend stress-management strategies when facing high-stress situations.  
• For more strategies, click [here](#) . | HIGH       |
| **Test Anxiety**              | Effectively manage test-related stress and rarely feel anxiety or negative thoughts before, during, or following a test | • Suggest the student share methods of handling test anxiety with others.  
• Instruct the student to monitor for test anxiety and take action if it occurs.  
• For more strategies, click [here](#) . | HIGH       |
| **Academic Self-Efficacy**    | Doubt academic abilities, lack confidence in skills, and feel unprepared for the demands of school | • Have the student reflect on skills and methods used in the past to overcome challenges.  
• Teach strategies to work effectively in order to build confidence.  
• For more strategies, click [here](#) . | LOW        |
| **Institutional Support**     | Do not know when help is needed, rarely ask questions, are unaware of resources on campus, and never use support services | • Figure out what is causing an unwillingness to ask for help.  
• Encourage the student to ask questions and use campus resources and support.  
• For more strategies, click [here](#) . | LOW        |
| **Barriers to Success**       | Have a strong network of support and know whom to talk to when a problem occurs | • Promote offering advice to students who are having trouble balancing academic and personal obligations.  
• Encourage the student to continue managing responsibilities to avoid feeling overwhelmed.  
• For more strategies, click [here](#) . | HIGH       |
| **Connectedness**             | Rarely feel a strong sense of belonging, do not feel close to others, and have trouble relating to people inside and outside the classroom | • Work on the student’s ability to relate to peers on campus.  
• Suggest the student increase his or her level of engagement in college life and campus events.  
• For more strategies, click [here](#) . | LOW        |

*Skill level: For actual score information, refer to the Student Extract File.*
**Student Name:** Jacob Minor  
**Student ID:** 5698736  
**Institution:** SN University  
**Test Date:** 07/16/2013

### More about the Student

- **Age:** 19  
- **Military Active Duty:** No  
- **Marital Status:** Single, never married  
- **Work Status:** No, I will not work while attending classes.  
- **Number of Children:** 0  
- **Parental Education:** Associate degree (mother); Bachelor's degree (father)

### The Student's Educational Background

- **High School GPA:** 3.500

### ACT Assessment Score

- **English:** 35  
- **Math:** 34  
- **Science:** 32  
- **Reading:** 34  
- **Composite:** 35

### SAT Assessment Scores

- **Math:** 780  
- **Verbal:** 770  
- **Total:** 1550

### The Student's Future Education Plans

- **Education Level Expected:** Graduate (e.g., M.A., M.B.A., Ph.D.) or professional degree (e.g., J.D., M.D.)  
- **Reason for Attending College:** To prepare myself for a career  
- **Plans for Transfer:** No  
- **Number of Colleges Applied:** 4  
- **Number of Credits Accumulated:** Between 1-15

### What Influences the Student's Life?

- **Personal Problems:** 1 (no impact)  
- **Financial Difficulties:** 1 (no impact)  
- **Legal Issues:** 1 (no impact)  
- **Family Obligations:** 1 (no impact)  
- **Health:** 1 (no impact)

### The Student's Plans for Utilizing College Services

- **Advising:** Yes  
- **Career:** No  
- **Tutoring:** Yes  
- **Counseling:** No  
- **Participate in Sports:** Yes  
- **Participate in Greek Organizations:** No  
- **Participate in non-Greek Organizations:** Yes