### Your Skill Profile

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

| Your skills are similar to students who: | • Rarely use strategies to manage time and assignments  
| | • Often miss class or come 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

| Your skills are similar to students who: | • See little value in a college degree  
| | • Do 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

| Your skills are similar to students who: | • Manage stress in a positive, productive manner  
| | • Demonstrate confidence in their 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

| Your skills are similar to students who: | • Hold some connections to people and resources  
| | • Have 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. |
### Detailed Skill Profile

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<th>Skill Category</th>
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| **Academic Skills**             |                                                                             |                                                                                                                                                                                                                                                                                                                                                              | • Work on monitoring deadlines and completing assignments on time.  
• Come to class on time and prepared.  
• For more strategies, click here.                                                                                       | LOW          |
| Meeting Class Expectations      | Doing what's expected to meet the requirements of your course including assignments and in-class behavior. | Rarely show up to class, seldom complete assignments, and rarely finish work in a timely manner.                                                                                                                                                                                                                                                                                                      | • Use your strengths to take on leadership positions.  
• Continue to use organizational tools to stay on top of assignments.  
• For more strategies, click here.                                                                                         |               |
| Organization                    | Strategies for organizing work and time.                                    | Regularly use and update a planner, create and complete tasks on to-do lists, and stick to a schedule.                                                                                                                                                                                                                                                                                                         | • • •                                                                                                                                | HIGH         |
| Commitment to College Goals     | Perceived value and determination to succeed and complete college.         | Have trouble setting and meeting academic goals and finds little value in a college degree.                                                                                                                                                                                                                                                                                                           | • Work on defining educational and career goals.  
• Engage in goal-directed behavior.  
• For more strategies, click here.                                                                                           | LOW          |
| Institutional Commitment        | Attachment to and positive evaluations of the school.                      | Feel little attachment or loyalty to their school.                                                                                                                                                                                                                                                                                                               | • Try to uncover the reason you feel disconnected.  
• Assess your knowledge of campus activities and resources.  
• For more strategies, click here.                                                                                           | LOW          |
| Sensitivity to Stress           | Tendency to feel frustrated, discouraged, or upset when under pressure or burdened by demands. | Manage, adapt, and cope with course demands and daily life.                                                                                                                                                                                                                                                                                               | • Offer to help others who are struggling with stressful situations.  
• Employ stress-management strategies when facing high-stress situations.  
• For more strategies, click here.                                                                                         | HIGH         |
| Test Anxiety                    | General reactions to test-taking experiences, including negative thoughts and feelings (e.g. worry, dread). | Effectively manage test-related stress and rarely feel anxiety or negative thoughts before, during, or following a test.                                                                                                                                                                                                                                                                               | • Share methods of handling test anxiety with others.  
• Monitor for test anxiety and take action if it occurs.  
• For more strategies, click here.                                                                                           | HIGH         |
| Academic Self-Efficacy          | Belief in one's ability to perform and achieve in an academic setting.      | Doubt academic abilities, lack confidence in skills, and feel unprepared for the demands of school.                                                                                                                                                                                                                                                                                                        | • Reflect on skills and methods used in the past to overcome challenges.  
• Employ strategies to work effectively in order to build confidence.  
• For more strategies, click here.                                                                                           | LOW          |
| Institutional Support           | Attitudes about and tendency to seek help from established resources.      | Do not know when help is needed, rarely ask questions, are unaware of resources on campus, and never use support.                                                                                                                                                                                                                                                                                          | • Figure out what is causing an unwillingness to ask for help.  
• Get comfortable asking questions and using campus resources and support.  
• For more strategies, click here.                                                                                           | LOW          |
| Social Support                  |                                                                              |                                                                                                                                                                                                                                                                                                                                                              | • Offer advice to others who are having trouble balancing obligations.  
• Continue managing your responsibilities to avoid feeling overwhelmed.  
• For more strategies, click here.                                                                                          | HIGH         |
| Connectedness                   | A general sense of belonging and engagement.                              | 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 your ability to relate to peers on campus.  
• Increase your level of engagement in college life and campus events.  
• For more strategies, click here.                                                                                           | LOW          |