

Student Name: Jacob Minor
Student ID: 5698736
Institution: SN University
Test Date: 07/16/2013

The Student's Background <ul style="list-style-type: none"> Gender: Male Race: White (non-Hispanic) Age: 19 Is English best language? Yes 	COURSE ACCELERATION*   RECOMMENDATION	ACADEMIC SUCCESS INDEX*  HIGH	RETENTION SUCCESS INDEX*  MODERATE
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Skill Report

Academic Skills- Tools and strategies to succeed in the classroom		
A student with similar skills:	<ul style="list-style-type: none"> Rarely uses strategies to manage time and assignments Often misses class or comes unprepared 	 LOW
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:	<ul style="list-style-type: none"> Sees little value in a college degree Does not feel attached to the college 	 LOW
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:	<ul style="list-style-type: none"> Manages stress in a positive and productive manner Demonstrates confidence in personal skills and abilities 	 HIGH
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:	<ul style="list-style-type: none"> Holds some connections to people and resources Has occasional difficulty balancing the demands of college and personal life 	 MODERATE
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.	

*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.

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Detailed Skill Report

		Students with similar skills:	Next Steps:	Skill Level:
Academic Skills	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 hardly ever finish work in a timely manner	<ul style="list-style-type: none"> 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 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	<ul style="list-style-type: none"> 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	Commitment to College Goals Perceived value and determination to succeed and complete college.	Have trouble setting and meeting academic goals and find little value in a college degree	<ul style="list-style-type: none"> Help the student define educational and career goals. Encourage 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	<ul style="list-style-type: none"> 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
Self Management	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	<ul style="list-style-type: none"> 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 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	<ul style="list-style-type: none"> 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 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	<ul style="list-style-type: none"> 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
Social Support	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 services	<ul style="list-style-type: none"> 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 Financial pressures, family responsibilities, conflicting work schedules, and limited institutional knowledge.	Have a strong network of support and know whom to talk to when a problem occurs	<ul style="list-style-type: none"> 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 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	<ul style="list-style-type: none"> 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.

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Advisor Report

More about the Student

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

The Student's Educational Background

- High School GPA: 3.500

ACT Assessment Score

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|---------------|-----------------|
| • English: 35 | • Science: 32 |
| • Math: 34 | • Reading: 34 |
| | • Composite: 35 |

SAT Assessment Scores

- | | |
|---------------|---------------|
| • Math: 780 | • Total: 1550 |
| • Verbal: 770 | |

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

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