



Worksheets and Assignments Related to the College Student Inventory™

Excerpts from the Retention Management System Plus™ Resource Guide

Discoveries Worksheet

The Discovery

By Lee Rademacher, Ph.D.
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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 RMS 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., Vice President of Enrollment Management Silver Lake College (WI)

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?

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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-----	-----	-----
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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: _____

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: _____ _____ _____

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

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

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

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 _____