

PLAN FOR ASSESSING INDIVIDUAL PARTICIPANTS' NEEDS FOR SPECIFIC SERVICES AND MONITORING THEIR ACADEMIC PROGRESS:

(A) ASSESSING INDIVIDUAL PARTICIPANT'S NEEDS FOR SPECIFIC SERVICES:

A **Comprehensive Needs Assessment System** is vital in determining students' deficiencies as well as their strengths, and will enable project staff to assess the precise nature of the difficulties confronting the participants. The Project Management Information System, together with other means will enable Project staff to monitor students' academic progress. Measuring student abilities on standardized tests in the basic skills is one discipline of a strong assessment program, however, learning deficiencies are often the result of greater personality or learning problems. A battery of diagnostic tests will be administered to determine the psychological/attitudinal factors that underlie these students' learning deficiencies as well as basic skills and placement tests which identify specific problems. Each participant will be required to complete the assessment program, however, "conditionally admitted" students will be assessed early on so as to allow time for remediation prior to enrollment in certain cognate course-work in which they have deficiencies. Their initial enrollment will be critical to their academic success and will be in course-work that is centered around their strengths, since they will have to earn a 2.00 GPA on the initial 24 hours of course-work attempted to remain enrolled. The Comprehensive Needs Assessment Program will include the use of the following diagnostic instruments listed in **Table #1** below:

Table #1**COMPREHENSIVE NEEDS ASSESSMENT PROGRAM**

1. The MYERS-BRIGGS PERSONALITY INVENTORY , or equivalent - an instrument designed to develop an individual personality profile.
2. The SELF-DIRECTED SEARCH or equivalent - an instrument designed to ascertain the students' vocation, career, and personal interests.
3. The WRITTEN Reading, English, and Computation DIAGNOSTIC TESTS – instruments that test the level of general knowledge and skill in areas of reading, writing, English, and math. The tests will be given twice to show skill level progression prior to the Project and following the Project (Pre-Post Assessments). (College Board Placement Tests, or equivalent)
4. INTELLIGENCE AND DEVELOPMENT ASSESSMENTS - (Cognitive Abilities Assessments) instruments measuring the reasoning capabilities, precise level of intellectual and scholastic abilities.
5. A WRITING SAMPLE - an instrument which demonstrates abilities regarding writing composition, grammar, sentence structure, and subject content.
6. STUDY SKILLS ASSESSMENTS - (Pre-Post Tests) in areas of study behavior and attitude, including ten subjects of study skills.
7. QUESTIONNAIRE - The degree of participant exposure to and interest in cultural events.
8. The Project's INTERVIEWING PROCESS will include an individual interview with the counselor and small group interview involving project students and staff.
9. ORIENTATION INTERVIEW - Each participant will meet with the Project Director individually for an Orientation Interview. The Interview will consist of the discussion of a STUDENT ACTIVITIES CONTRACT to be signed by each participant.

The **Comprehensive Needs Assessment Program** will provide project staff a complete profile of the deficiencies confronting Project participants, as well as the sources of the deficiencies and will also point out the strengths of each student as well.

The following data has been gathered on Student Support Services participants for the academic years 2005-2006; 2006-2007 and 2007-2008.

2005-2006 ALL Campus Locations
Troy University 505 participants

**Student Support Services
Contact Summary Overall (All Contacts)**

Page 1

Activity/ Service Rendered	Count	Activity Time
Academic Advising	422	7097 minutes = 118:17 hrs
Career Counseling	29	545 minutes = 9:05 hrs
Career Planning	1	5 minutes = 0:05 hrs
Computer Aided Instruction	17	250 minutes = 4:10 hrs
Cultural Activities	93	19795 minutes = 329:55 hrs
Exit Interview	6	180 minutes = 3:00 hrs
Financial Aid Counseling	39	665 minutes = 11:05 hrs
Goal Setting	2	40 minutes = 0:40 hrs
Graduate School Counseling	21	345 minutes = 5:45 hrs
Information Workshops	120	7625 minutes = 127:05 hrs
Mathematics (Support)	2	90 minutes = 1:30 hrs
Orientation Classes/Workshops	30	960 minutes = 16:00 hrs
Other (specify)	232	8107 minutes = 101:47 hrs
Other (Specify) (Support)	1	5 minutes = 0:05 hrs
Peer Tutoring (group)	4	435 minutes = 7:15 hrs
Peer Tutoring (one to one)	255	21291 minutes = 354:51 hrs
Personal Counseling	74	1670 minutes = 27:50 hrs
Personal Mentoring	6	120 minutes = 2:00 hrs
Professional Mentoring	3	60 minutes = 1:00 hrs
Professional Tutoring (one to one)	217	14242 minutes = 237:22 hrs
Reading (Support)	1	30 minutes = 0:30 hrs
Review of Community Resources	2	35 minutes = 0:35 hrs
Social Contacts	114	2430 minutes = 40:30 hrs
Study Skills Classes/Workshops	67	3765 minutes = 62:45 hrs
Supplemental Instruction	22	567 minutes = 9:27 hrs
Video/Books	4	78 minutes = 1:18 hrs
Writing (Support)	1	30 minutes = 0:30 hrs

Total Count: 1785 records
Total Time: 88462 minutes = 1474:22 hrs
Average Time: 49 minutes = 0:50 hrs

2006-2007 ALL Campus Locations

Troy University

Student Support Services

Contact Summary Overall (All Contacts)

Page 1

Activity/ Service Rendered	Count	Activity Time
Academic Advising	924	18205 minutes = 303:25 hrs
Career Counseling	148	4910 minutes = 81:50 hrs
Career Planning	1	5 minutes = 0:05 hrs
Computer Aided Instruction	55	841 minutes = 14:01 hrs
Cultural Activities	256	50505 minutes = 841:45 hrs
English (Credit)	1	5 minutes = 0:05 hrs
Exit Interview	1	30 minutes = 0:30 hrs
Financial Aid Counseling	191	3722 minutes = 62:02 hrs
Goal Setting	45	1105 minutes = 18:25 hrs
Graduate School Counseling	132	2332 minutes = 38:52 hrs
Information Workshops	222	13790 minutes = 229:50 hrs
Mathematics (Support)	6	330 minutes = 5:30 hrs
Orientation Classes/Workshops	69	2405 minutes = 40:05 hrs
Other (specify)	440	14797 minutes = 246:37 hrs
Other (Specify) (Support)	3	16 minutes = 0:16 hrs
Peer Tutoring (group)	8	975 minutes = 16:15 hrs
Peer Tutoring (one to one)	435	34701 minutes = 578:21 hrs
Personal Counseling	257	5797 minutes = 96:37 hrs
Personal Mentoring	9	180 minutes = 3:00 hrs
Professional Mentoring	4	75 minutes = 1:15 hrs
Professional Tutoring (one to one)	863	63111 minutes = 1051:51 hrs
Reading (Support)	1	30 minutes = 0:30 hrs
Review of Community Resources	78	1346 minutes = 22:26 hrs
Social Contacts	287	6660 minutes = 111:00 hrs
Study Skills (Credit)	8	235 minutes = 3:55 hrs
Study Skills (Support)	18	505 minutes = 8:25 hrs
Study Skills Classes/Workshops	244	12035 minutes = 200:35 hrs
Supplemental Instruction	34	938 minutes = 15:38 hrs
Test Taking Skills	2	375 minutes = 6:15 hrs
Time Management	2	60 minutes = 1:00 hrs
Video/Books	6	98 minutes = 1:38 hrs
Writing (Support)	4	240 minutes = 4:00 hrs

Total Count:

4764 records

Total Time:

240359 minutes = 4005:59 hrs

Average Time:

50 minutes = 0:50 hrs

2007-2008

ALL Campus Locations

Troy University
Student Support Services
Contact Summary Overall (All Contacts)

Page 1

Activity/ Service Rendered	Count	Activity Time
Academic Advising	924	18205 minutes = 303:25 hrs
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Time Management	2	60 minutes = 1:00 hrs
Video/Books	6	98 minutes = 1:38 hrs
Writing (Support)	4	240 minutes = 4:00 hrs

Total Count: 4764 records
Total Time: 240359 minutes = 4005:59 hrs
Average Time: 50 minutes = 0:50 hrs

<p>A WRITING SAMPLE- an instrument which demonstrates abilities regarding writing composition, grammar, sentence structure, and subject content.</p> <p>The MYERS-BRIGGS PERSONALITY INVENTORY, or equivalent - an instrument designed to develop an individual personality profile.</p>
<p>The SDS was developed by <u>Dr. John Holland</u>, whose theory of careers is the basis for most of the career inventories used today. Holland's theory states that most people can be loosely categorized with respect to six types: <u>Realistic</u>, <u>Investigative</u>, <u>Artistic</u>, <u>Social</u>, <u>Enterprising</u>, and <u>Conventional</u>.</p> <p>Occupations and work environments can also be classified by the same categories. People who choose careers that match their own types are most likely to be both satisfied and successful. Your SDS report can help you to understand more about yourself and how your individual skills and interests are related to your career choice.</p> <p>Taking the Self-Directed Search will determine your 3-letter Holland code to help you find the careers that best match your interests and abilities. A list of occupations (and college majors) with codes identical and/or similar to your own will be displayed on your screen.</p> <p>You can then explore the careers you are most likely to find satisfying based upon your interests and skills. Your SDS report (developed by <u>Dr. Robert C. Reardon</u>) will also give you recommendations about how to proceed through your career development and decision-making process. No one assessment can tell you what career to pursue. Only you can make that decision. You should consider your SDS results in combination with other sources of career information, including detailed descriptions of occupations, additional assessments, or career counselors.</p>
<p>The WRITTEN Reading, English, and Computation DIAGNOSTIC TESTS - instruments that test the level of general knowledge and skill in areas of reading, writing, English, and math. The tests will be given twice to show skill level progression prior to the Project and following the Project (Pre-Post Assessments). (College Board Placement Tests, or equivalent)</p>

	<p>INTELLIGENCE AND DEVELOPMENT ASSESSMENTS - (Cognitive Abilities Assessments) instruments measuring the reasoning capabilities, precise level of intellectual and scholastic abilities.</p>
	<p>QUESTIONNAIRE- The degree of participant exposure to and interest in cultural events.</p> <p>The Learning and Study Strategies Inventory (LASSI) is an assessment tool designed to measure students' use of learning and study strategies and methods. It is a diagnostic and prescriptive measure. The focus is on both covert and overt thoughts and behaviors that relate to successful learning and can be altered through educational interventions. Thus, both student thought processes and behaviors are assessed. In addition, these thought processes and behaviors contribute significantly to success in post-secondary educational and training settings and can be learned or enhanced through educational interventions.</p>

WRAT (Reading, English, Math assessments)

1. To grade the WRAT, you will need the **WRAT3 booklet**.
2. In the WRAT booklet, look for the **tan** answer key.
 - Automatically give the test taker 15 points for **Name/Letter Writing**
 - Mark all of the incorrectly spelled words, using the answer key.
 - Count up the correctly spelled words and record that number under **Word Spelling**.
 - Add Name/Letter Writing plus Word Spelling for **Total Spelling**.
 - At top of form, record **raw score** which is the same as **Total Spelling** score.

Repeat the procedure above when grading
the **Arithmetic** and **Reading** parts of the WRAT.

Record all information on the IEP.

LASSI (Learning and Study Strategies Inventory)

Look at the **LASSI Student Report** (two to three pages) and for the areas in which student scored below the 50th percentile, **make a notation on the IEP** indicating which area(s) the student scored **below 50th percentile** and which area(s) the student scored the highest percentile (**above 50th percentile**). The Learning and Study Strategies Inventory (LASSI) is an assessment tool designed to measure students' use of learning and study strategies and methods. It is a diagnostic and prescriptive measure. The focus is on both covert and overt thoughts and behaviors that relate to successful learning and can be altered through educational interventions. Thus, both student thought processes and behaviors are assessed. In addition, these thought processes and behaviors contribute significantly to success in post-secondary educational and training settings and can be learned or enhanced through educational interventions.

Record all information on the IEP

Self Directed Search Interpretive Report (SDS)

Look at the **SDS Interpretive Report page 1**. There, you will see the Summary Code. The letters of the **Summary Code** represent the student's tendencies. On the **IEP**, record the Summary Code, making sure that you write what each notation represents. The SDS has been used by over 22 million people worldwide and has also been translated into 25 different languages. SDS results have been supported by over 500 research studies.

The SDS was developed by Dr. John Holland, whose theory of careers is the basis for most of the career inventories used today. Holland's theory states that most people can be loosely categorized with respect to six types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.

Occupations and work environments can also be classified by the same categories. People who choose careers that match their own types are most likely to be both satisfied and successful. Your SDS report can help you to understand more about yourself and how your individual skills and interests are related to your career choice.

Taking the Self-Directed Search will determine your 3-letter Holland code to help you find the careers that best match your interests and abilities. A list of occupations (and college majors) with codes identical and/or similar to your own will be displayed on your screen.

You can then explore the careers you are most likely to find satisfying based upon your interests and skills. Your SDS report (developed by Dr. Robert C. Reardon) will also give you recommendations about how to proceed through your career development and decision-making process. No one assessment can tell you what career to pursue. Only you can make that decision. You should consider your SDS results in combination with other sources of career information, including detailed descriptions of occupations, additional assessments, or career counselors.

For example, if a student's summary code is CES, then write on the IEP these the following:

CES -- Conventional, Enterprising, Social

Record all information on the IEP

QT (Intelligence and Development Assessment)

1. To grade the QT (Quick Test), you will need the **Answer Alternatives** sheet for the QT.
2. Notice that on the Answer Alternative sheet are column headings: FORM 1; FORM 2; FORM 3.
3. The Answer Alternatives sheet has places to record the Raw Score, Mental Age (MA), IQ and Percentiles for **FORM 1, 2 and 3**.
4. Look at **FORM 1** of the **Answer Alternatives** sheet. Along side the words you will see a sequence of numbers. Compare the sequence of numbers on the Answer Alternatives sheet to the sequence of numbers that the students record on their QT form.
5. If a student misses a number in the sequence, place a **minus sign (-)** next to the **wrong number**.
6. If a student gets a number right in the sequence, place a **plus sign (+)** next to the **correct number**.
7. Add up all of the **plus signs** and put them in the score _____ at the bottom of the column of FORM 1.
8. **Repeat the above procedures for FORM 2 and FORM 3.**
9. On the **Answer Alternative** sheet, record the **Raw Score** for each **FORM**, using the numbers recorded in the score _____ below each FORM.
10. Notice that on the **Answer Alternative** sheet, you will have to add the scores of certain columns together in order to achieve a **combined** raw score for those columns. Record those scores in the appropriate blanks on the PERFORMANCE: Raw Score: row.
11. After you have all of the raw scores recorded, flip over to the back of the **Answer Alternative** sheet and you will see **QT Norms TABLE 1** (Mental Age Norms) and **TABLE 2** (IQ and PERCENTILE Norms).
12. Use the raw scores recorded on the **Answer Alternative** sheet to help you figure out the Mental Age (TABLE 1) at which the student performed on each Single FORM and on combined FORMS.
13. Use the raw scores recorded on the **Answer Alternative** sheet to help you figure out the **IQ and Percentile** at which the student performed on each Single FORM and on combined FORMS.

Record all information on the IEP (END)