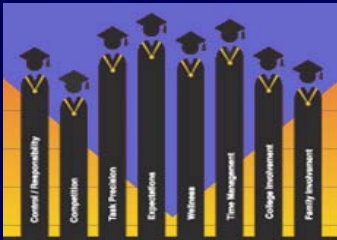


# College Success Factors Index

Gary J. Williams, Ed.D.



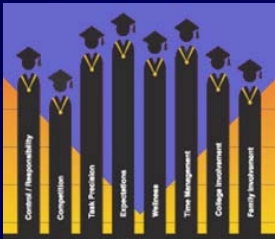
# Today's Meeting :

- Overview: The CSFI, SLOs & the pilot project.
- Review of the Results
- Identifying Intervention Strategies
- Using the data to plan the next steps.



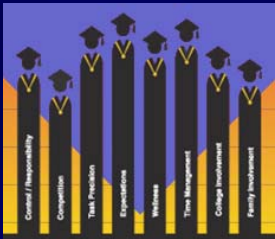
# How this all started . . .

- Discussions in Fall/Spring about current SLOs
- A more effective means of gaining data on student learning and program effectiveness.
- A focus on developing student capacities for success – linked to best practices.
- A need for a sustainable, ongoing SLO assessment process.



# College Success Factors Index

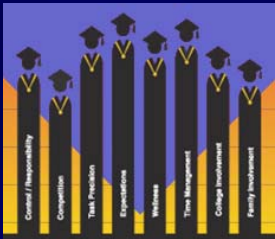
- Developed by Dr. Edmond C. Hallberg,  
Prof. Emeritus, CSULA
- Nationally-normed, Criterion-referenced, self-  
scoring instrument.
- 65,000 students in over 200 Colleges/  
Universities
- Links student needs to existing support services  
and interventions.



# Pilot project:

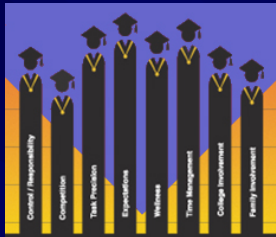
## CSFI as an SLO Assessment

- Develop 8 SLOs closely aligned with program goals/assessment measures.
- Assess all new and returning EOPS students.
- Train program personnel to incorporate CSFI
- Use the data to inform decisions about student follow-up, interventions and program activities.



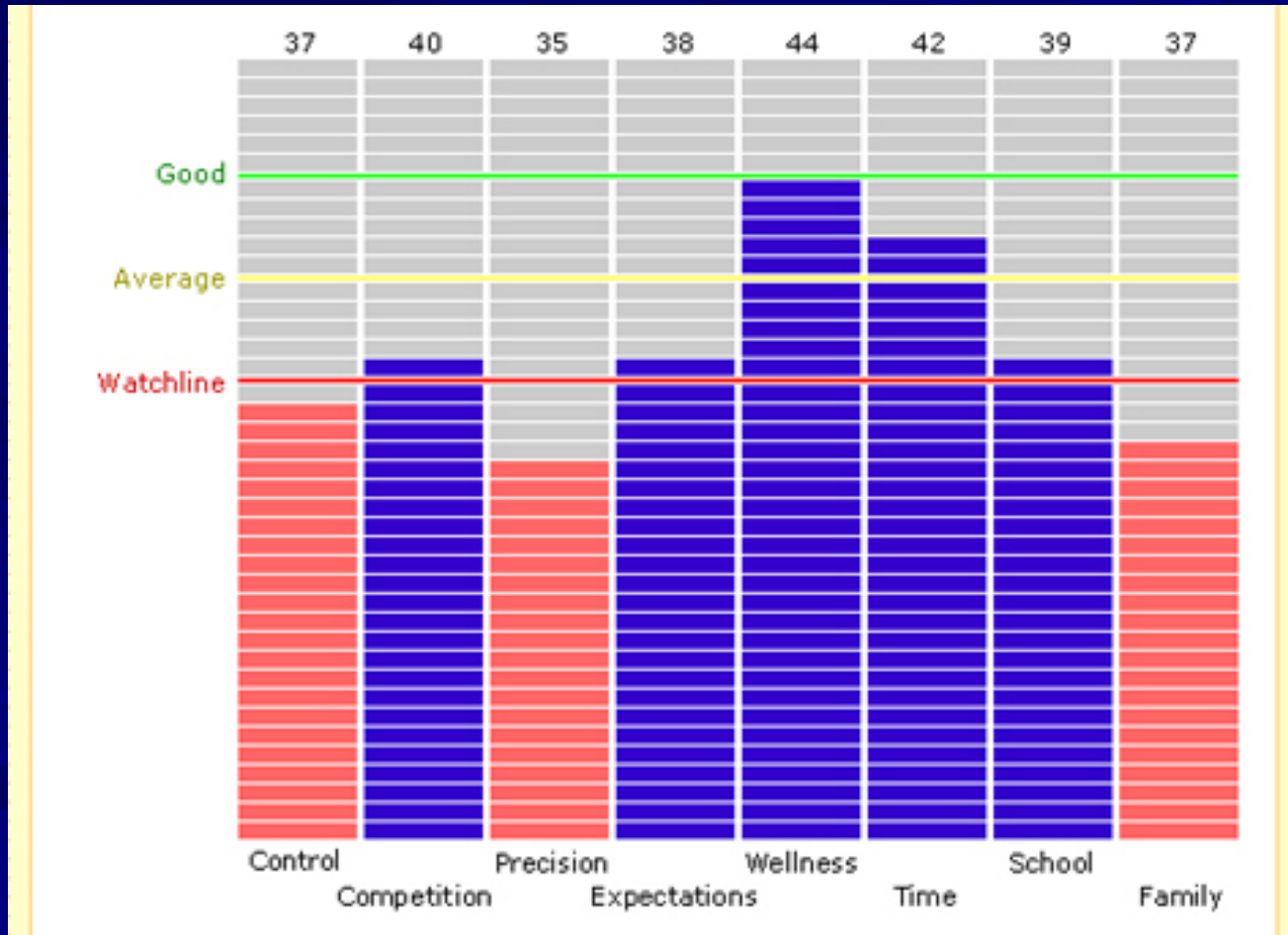
# What is the C.S.F.I.?

- 80-item Likert-type, self-assessment
- Measures 8 factors of “academic aptitude”
- A “snapshot” of strengths/challenges
- Determine readiness for success in college
- Assessment Session Consisted of:
  - Online CSFI: 20 minutes
  - Interpretation: 30 minutes
  - Self-Improvement Activity: 20 minutes
  - Copies of: CSFI Results, SIA Form, Strategies
- Students to bring documents to Counseling Appt.



Name: **Steffany**  
 School: **El Dorado High School**  
 Grade: **FR**  
 Date: **10/3/2005**

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.	I involve myself with a lot of school or college projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2.	People should stand up for what they believe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3.	I can handle examination stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4.	Competition is necessary for success	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	I know why my career choice will require a college degree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	I am a strong competitor when I need to be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

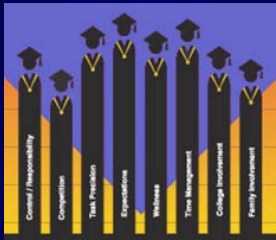






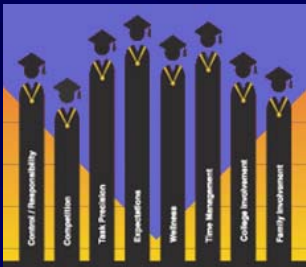
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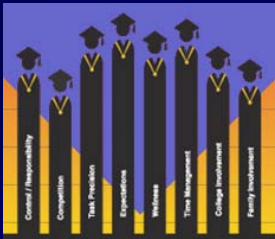
# The Goals of the CSFI:

- Understand one's strengths/areas to improve.
- Explore intervention strategies.
- Encourage sustained effort/persistence.
- Assimilate new skills and behaviors.



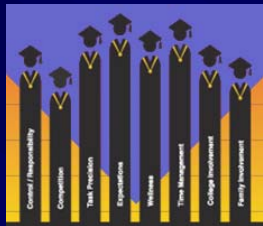
# Responsibility/Control

- Students take responsibility for their own academic success (homework, tests, etc.)
- Control over own actions & outcomes
  - Internal “Locus of control” over External
- Students who feel in control perform at a higher level.



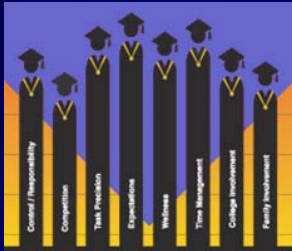
# Competition/Collaboration

- Motivation to perform at the highest level possible
- Higher commitment to pursuing own educational goals
- Ability to work cooperatively with peers
- Focus on achievement & accomplishment



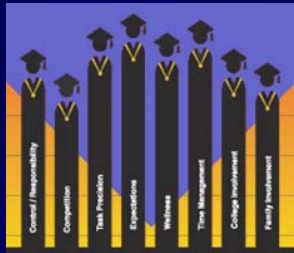
# Task Precision

- Ability to break down expectations & assignments into specific tasks.
- Ability to be precise expected in tests, papers & assignments.
- Ability to meet deadlines/commitments
- Ability to communicate with precision.



# Expectations

- Goals and expectations related to assignments, areas of study & future careers
- Seek & discover new experiences & challenges vs. passive “taking it all in”
- Higher goals = greater commitment
- Low expectations = Lack of flexibility



# Wellness

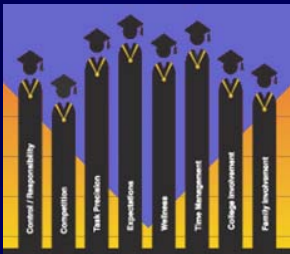
- Managing stress, proper nutrition & sleep impact successful outcomes
- Depression, anxiety, stress & burnout impede college success
- Good habits are essential.



# Time Management

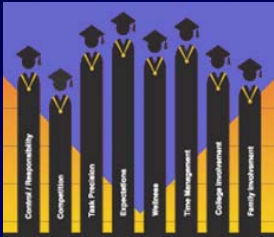
- Essential in college, the workplace & in life
- Planning ahead allows for flexibility
- Reduces stress
- Getting things done on time leads to higher GPAs and graduation rates





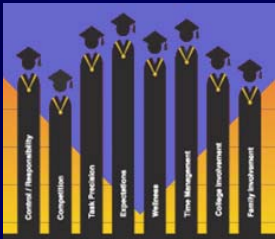
# College Involvement

- Commitments/connections made outside of class
- Friendships, clubs, on-campus jobs, faculty interaction, etc.
- Human connections = greater persistence
- Linked to higher GPAs, graduation, achievement and overall satisfaction



# Family Involvement

- What defines “family” for you?
- Family/significant people understand and support your educational goals
- Advice, encouragement, motivation
- Positive involvement linked to greater educational attainment

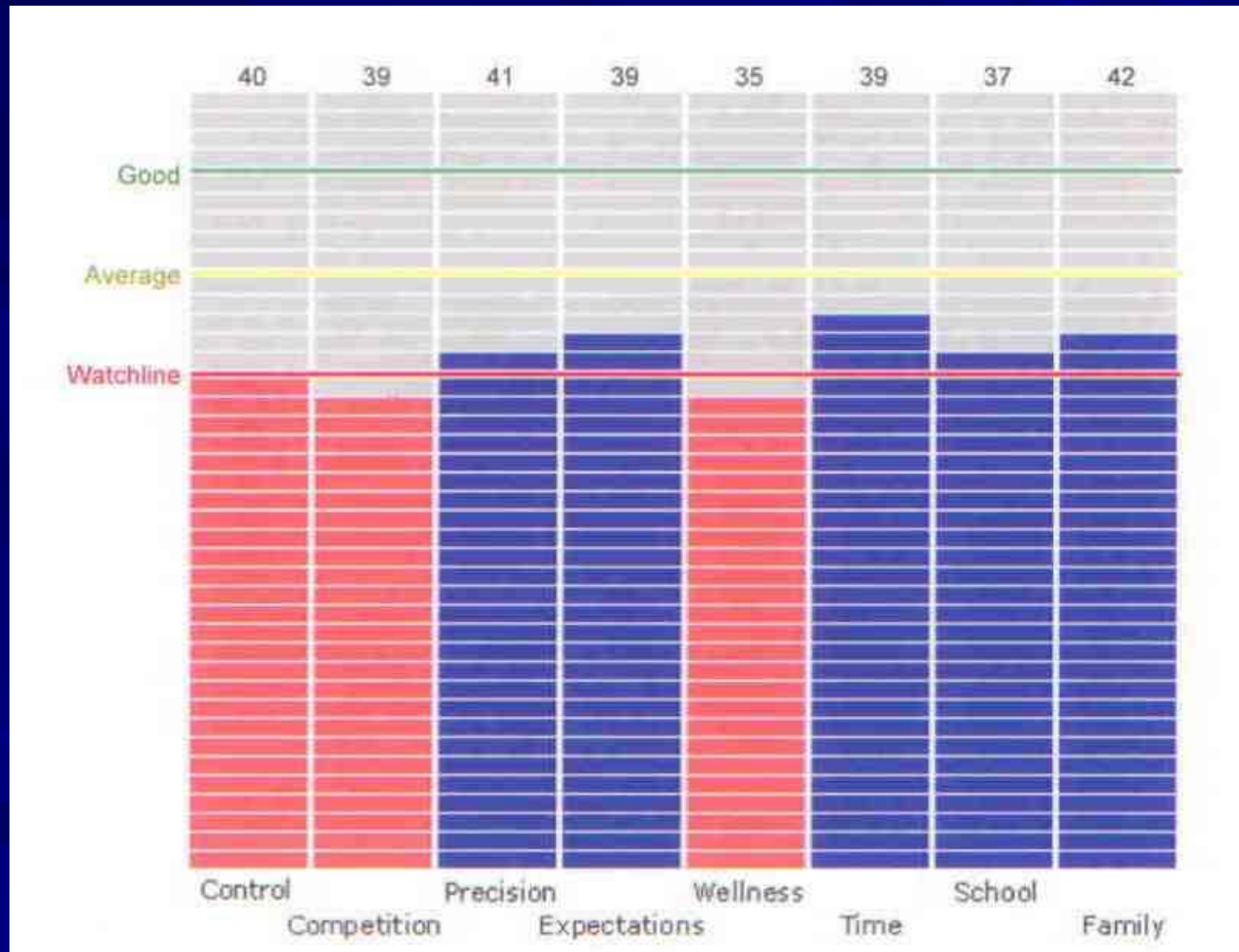


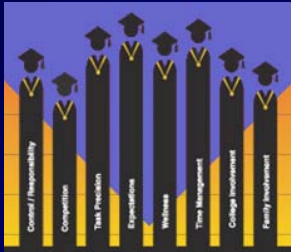
# Results:

- Assessment Timeframe: August/Sept. 2007
- Number of Students Assessed: 320
- Number of Assessment Sessions: 22
- Findings:
  - Highest: Time Mgt, Expectations, Family Involvement
  - Lowest: Competition, Wellness, Control/Responsibility
  - 17 Students Determined to be at highest risk.



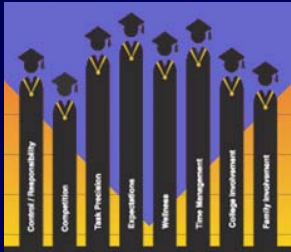
# Results





# Intervention Options

- Counselor involvement is critical.
- Consistent Progress monitoring plan
- Educational Plan that addresses needs
- Mentoring experiences with peers who are strong in areas of concern.
- Summer Bridge Program & FYE Programs.
- Post-intervention assessment.



# Intervention Steps

- Explain the 8 Factors
  - Point out areas of strength
  - Illustrate factors with examples
- When exploring areas of challenge:
  - Ask probing/reflective questions
  - Frame the conversation in positive terms
  - Explore interpretation strategies together



# Intervention steps

- When identifying strategies
  - Place students in a position of responsibility.
  - Refer students to specific programs, resources, services on campus (identify specific people).
  - Create a written agreement, committing students to following-through.
- Establish plans for personal follow-up
  - Formal as well as informal.
  - Recognize progress made.



# Program/Institutional Interventions

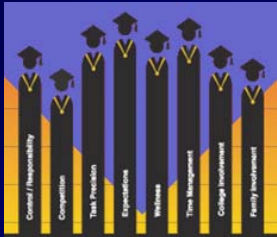
- Plan programs with student needs in mind
  - “Institutional Interventions” handout
- Develop pilot programs in collaboration with other Student Service Departments:
  - Health Services (Wellness)
  - Student Life (College Involvement)
  - Counseling
  - DSPS





# Plan of Action:

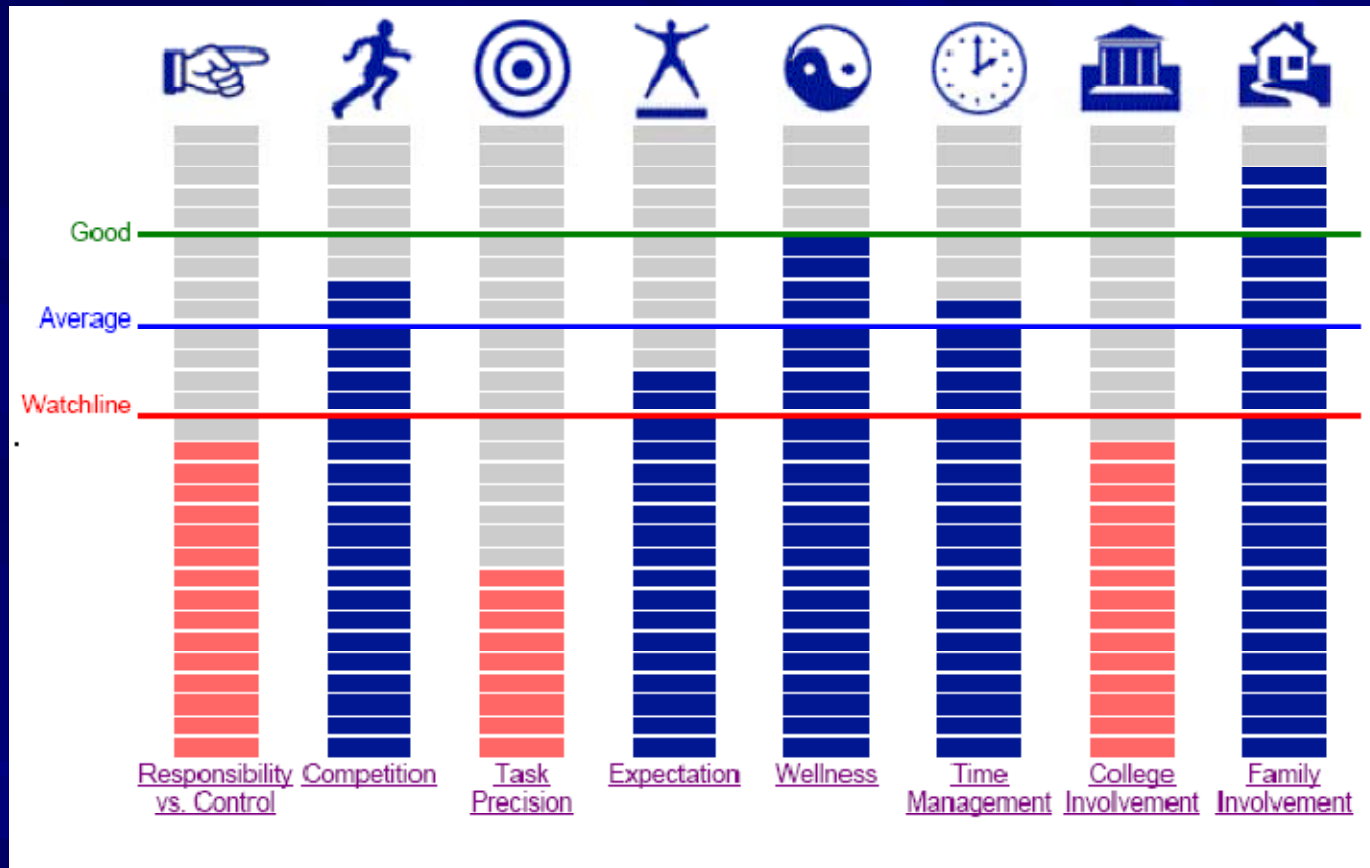
- Use the lists of suggested steps to identify specific success strategies to follow
- Write these in a Self-improvement contract
- Take advantage of campus resources & opportunities for self-improvement
- Re-administer the CSFI at an appropriate future date



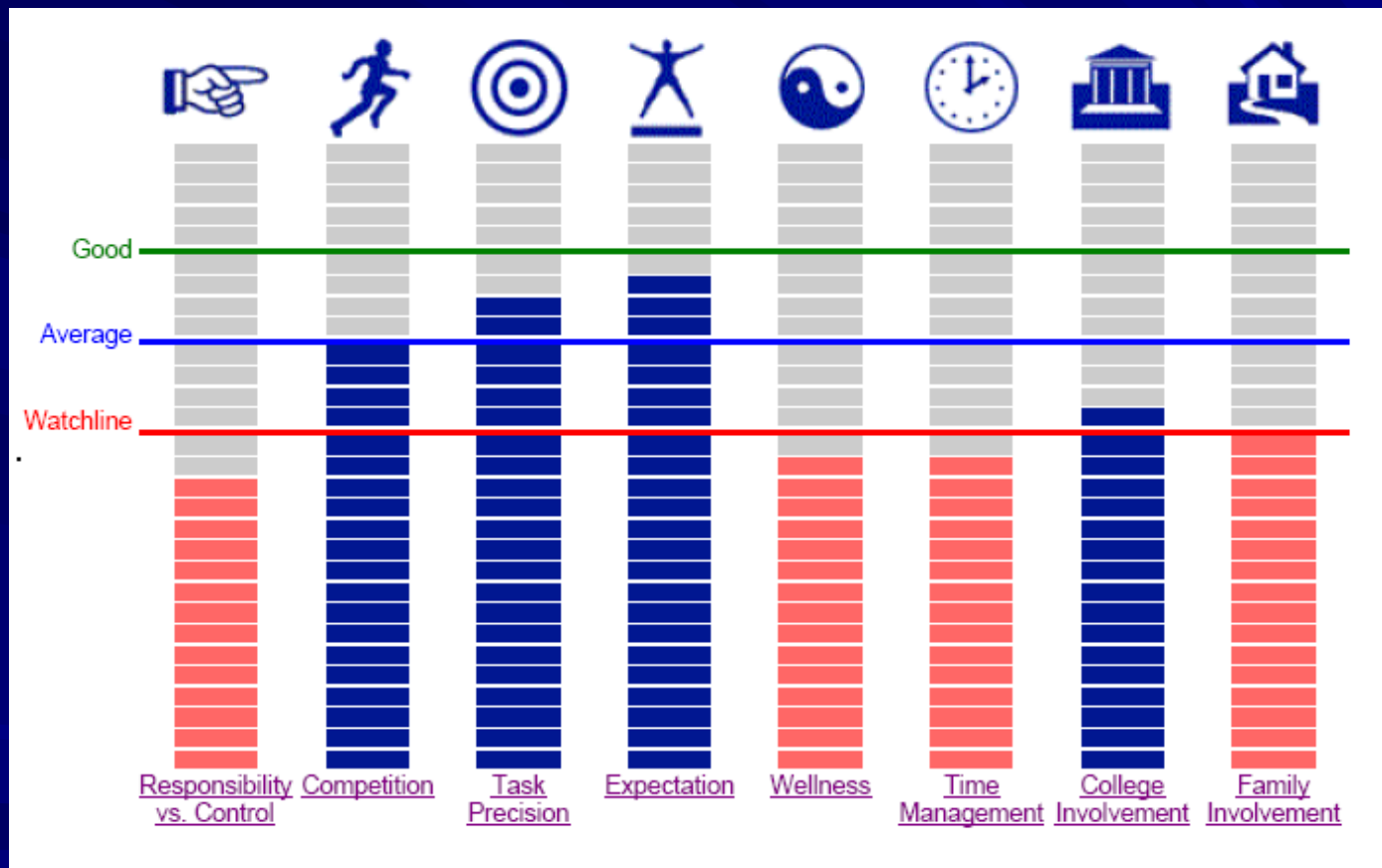
# Intervention Practice:

- Break into small groups (3-4 persons each)
- You will be given a case study to work on.
- Create a case profile – what are pertinent issues?
- Identify questions to ask the student
- List specific strategies and specific resources on campus.

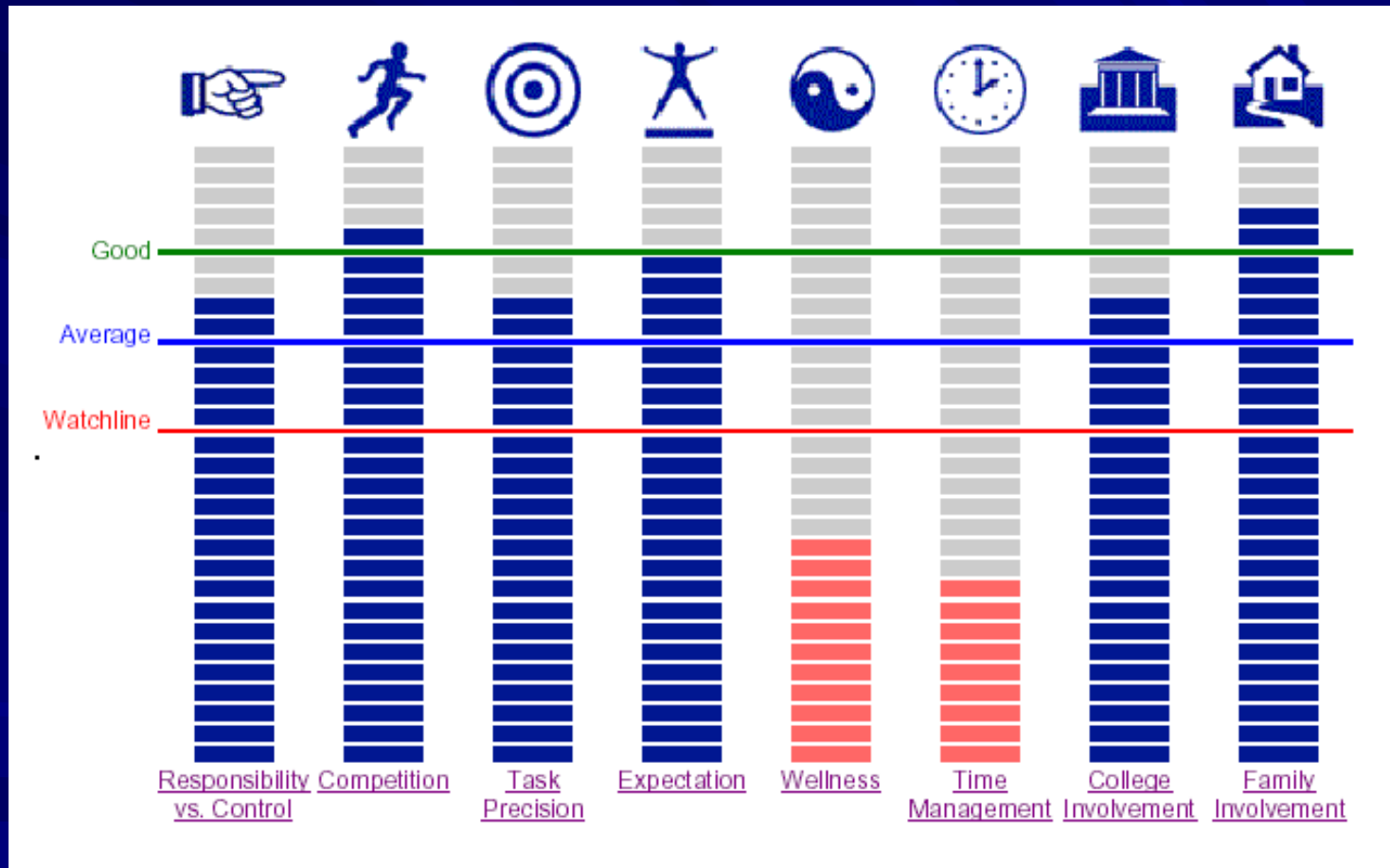
# Devin:



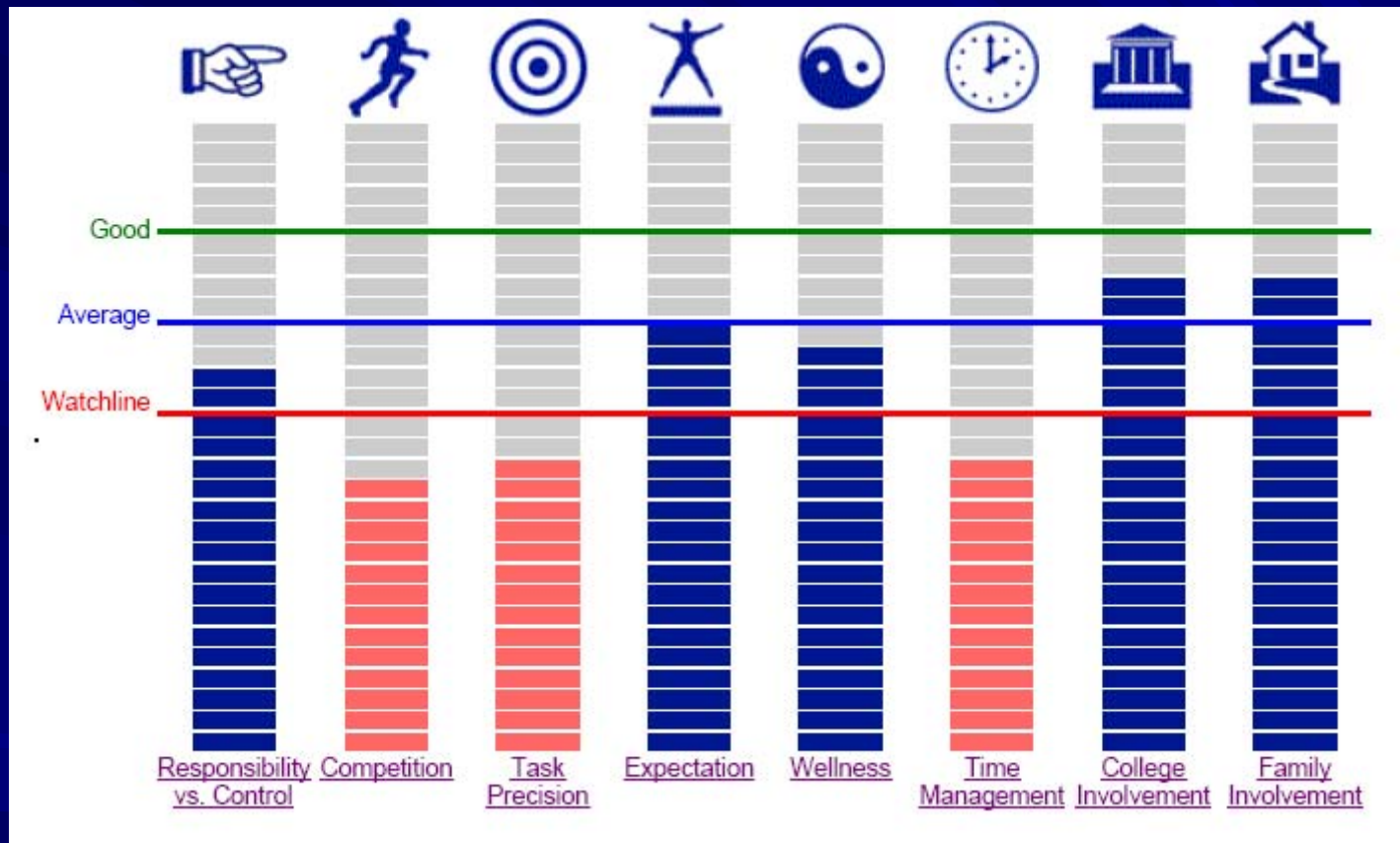
# Jessica:



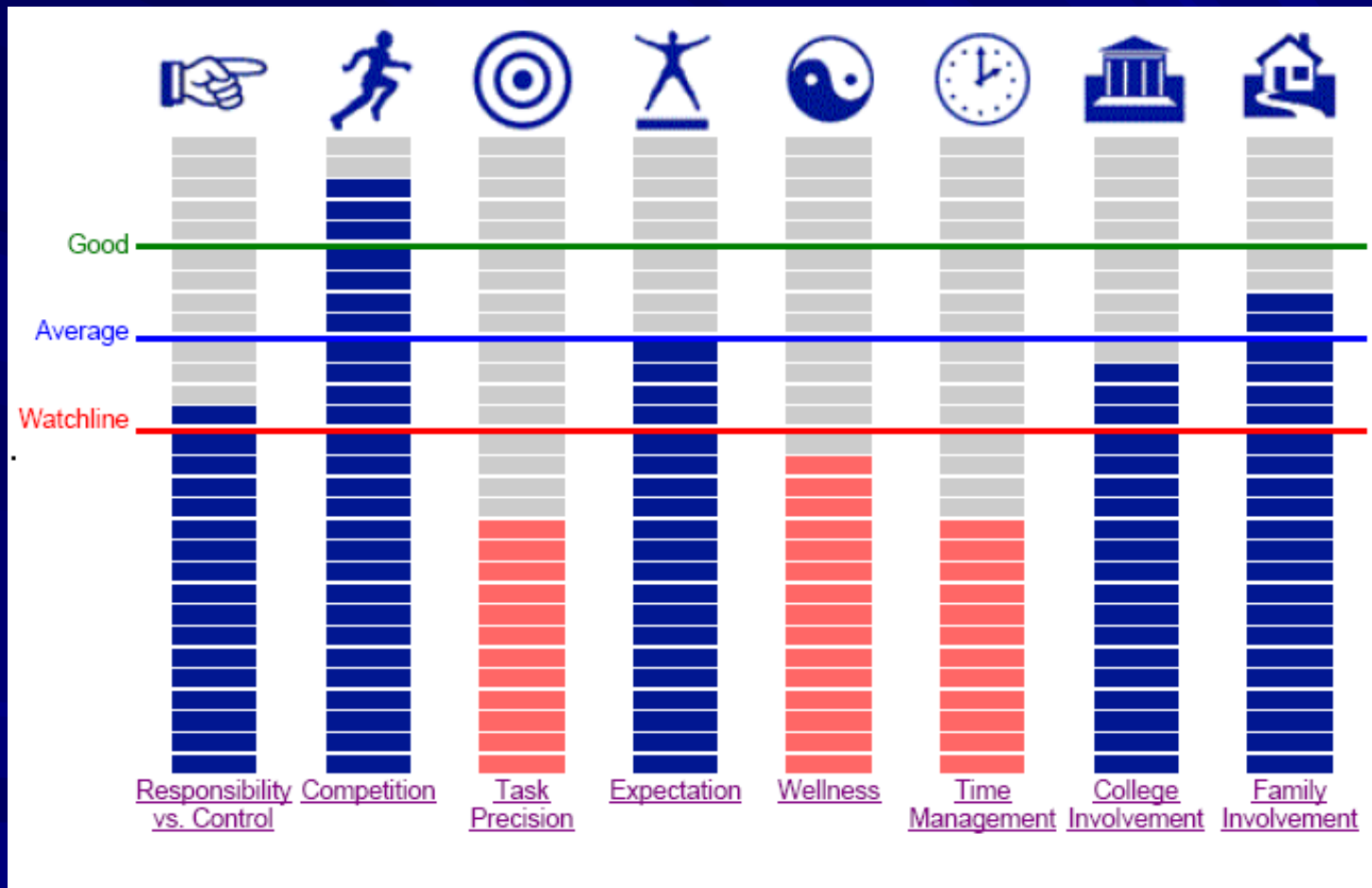
# Caesar:



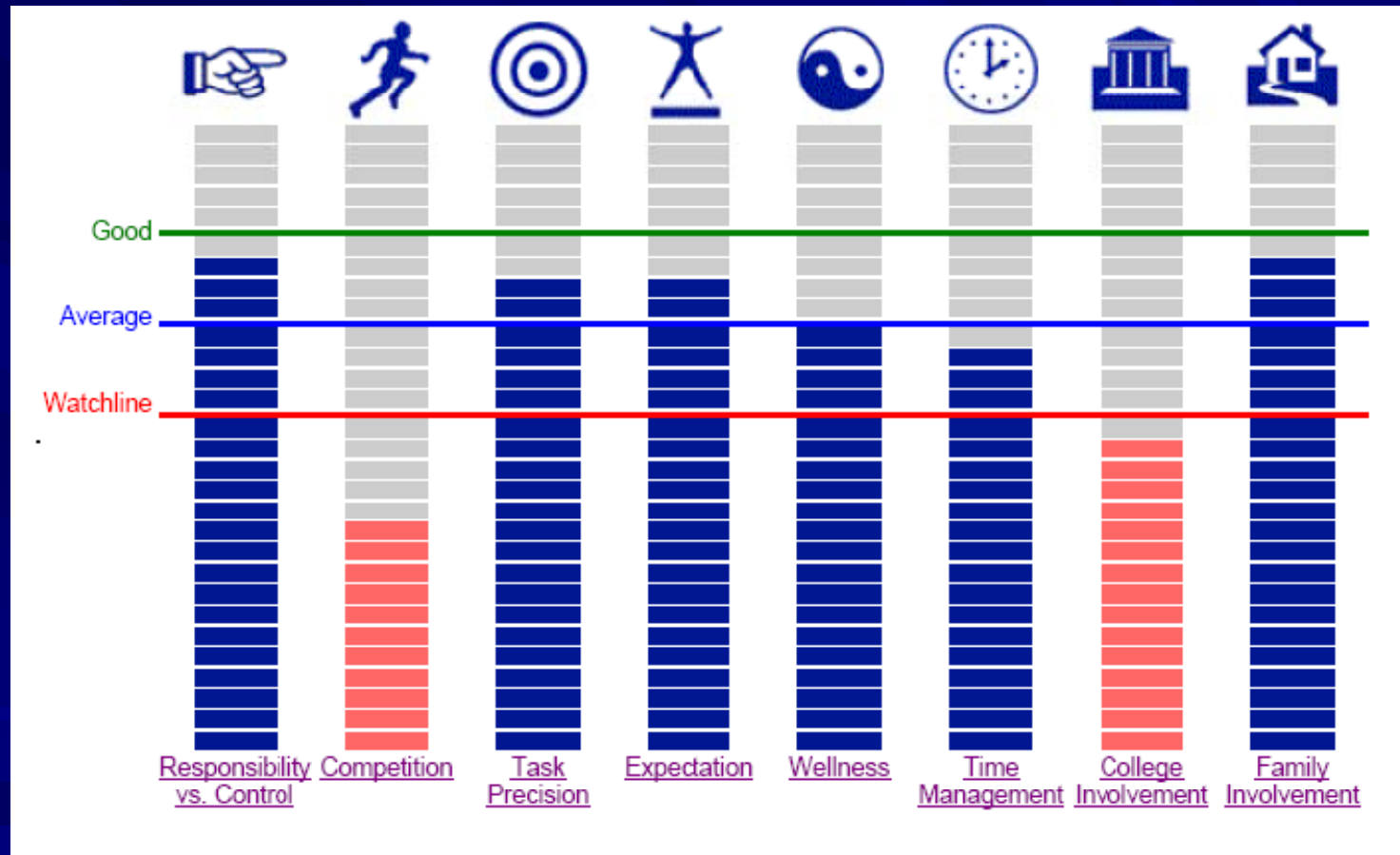
# Laurie:



# Mark:

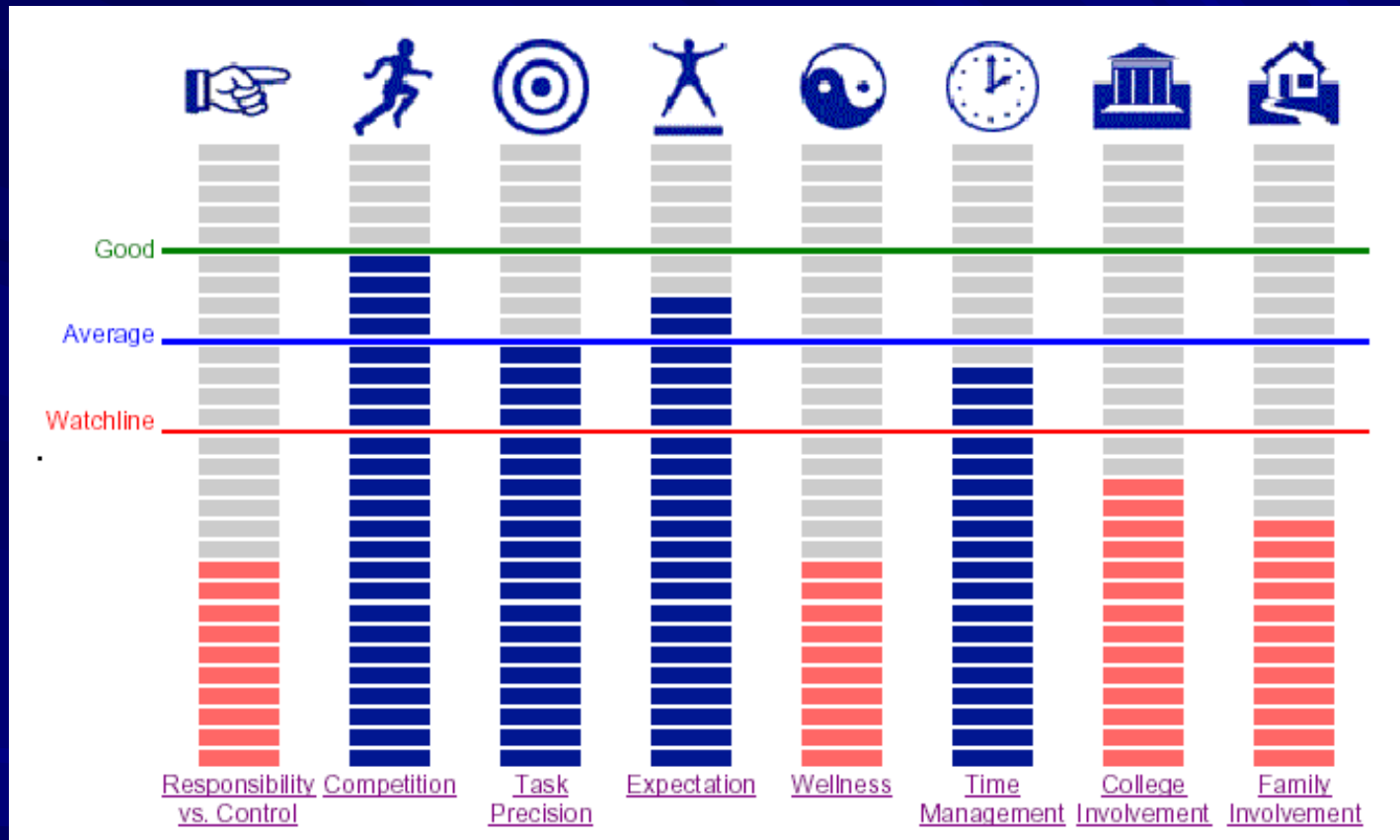


# Fayling:

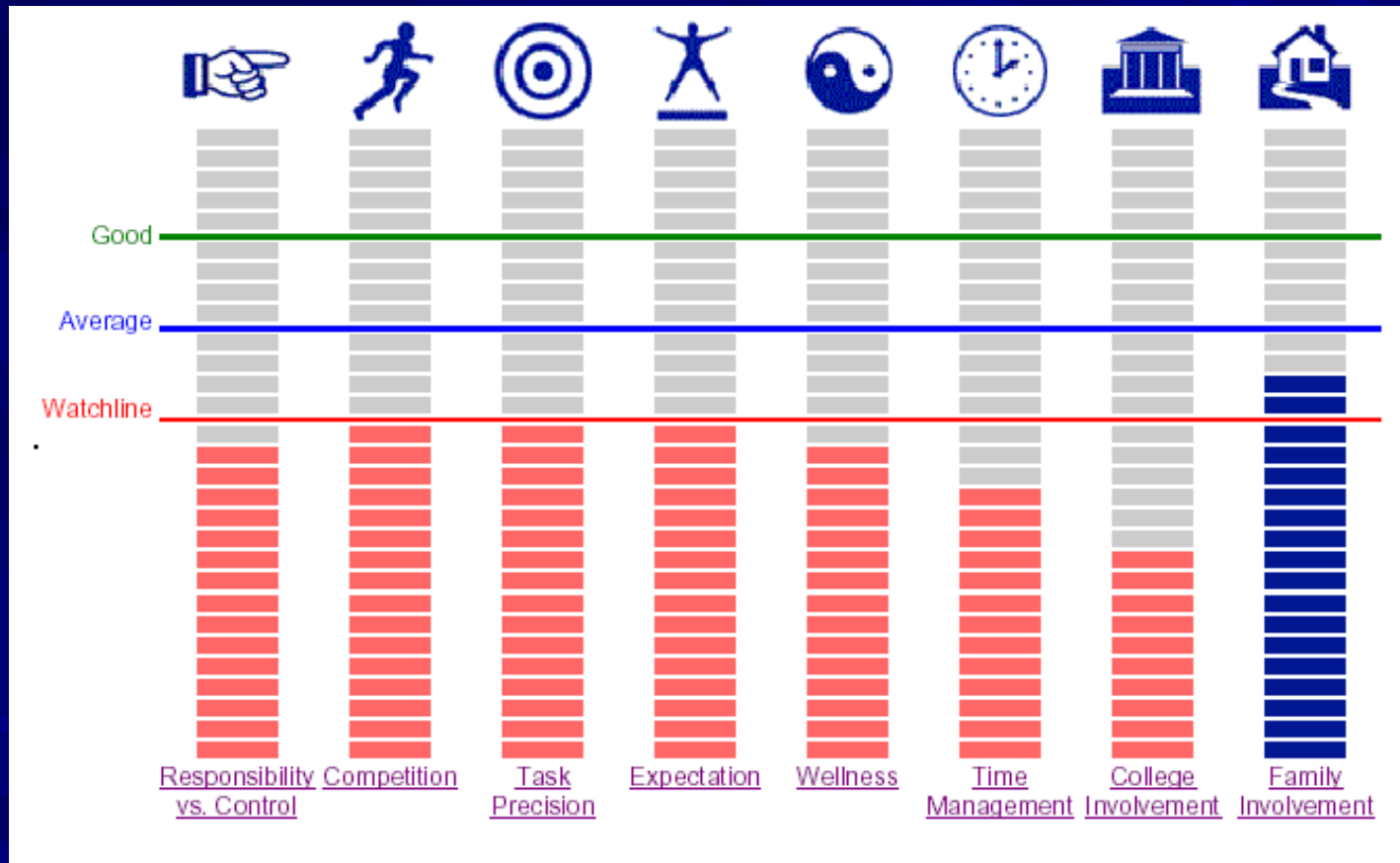


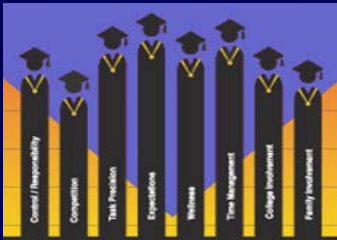


# David:



# Donna:





# The CSFI Cycle:

