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ABSTRACT

Measures used at the Division of Developmental Studies at the University of Georgia in constructing a student profile (specifically, of high-risk college freshmen) are discussed. The areas measured concern: goals; learning styles; career exploration; stress and academic anxiety; developmental tasks; and locus of control. The goals checklist assesses the freshmen's reasons for pursuing a college/university education and for selecting the University of Georgia. One or more instruments of learning style are also administered early in the first quarter of the college semester. These include: (1) a Myers-Briggs Type Indicator; (2) the James and Galbraith Learning Styles Inventory; and (3) the Kolb Learning Styles Inventory. Career exploration is undertaken with the Self-Directed Search or similar instrument. Several instruments are used to assist in identifying sources of stress, including the: (1) Developmental Inventory of Sources of Stress; (2) Spielberger Test Attitude Inventory; (3) Mathematics Anxiety Rating Scale; (4) Fennema-Sherman Mathematics Attitude Scales; and (5) sentence completion questionnaires. A developmental tasks inventory and the Rotter Internal-External Locus of Control Inventory are also given. Other academic variables, such as past performance, are included. Sample data on each of the profile sections are tabulated. (SLD)

Creating Profiles of High Risk Students

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Student Profile

I. Goals: Goals Checklist

This instrument was developed for use in the Division of Developmental Studies at the University of Georgia, and is in the public domain. A copy is attached. Participants are welcome to adapt the checklist for use at their own institutions. The purpose of the checklist is to assess students' reasons for pursuing a college/university education, and for attending our institution in particular. This information provides insights regarding student motivation, level of autonomy, and attitude toward learning. The instrument is administered during the first week of classes. Results are shared with the student at the end of the first quarter. At that time the student is asked to review and sometimes rethink his/her reasons for attending. (See Table 1 for means.)

A. Reasons for attending college scales

_____ Career

_____ Academic

_____ Personal

_____ Social

_____ Other directed or avoidance

B. Reasons for attending the University of Georgia scales

_____ Academic or career-related reasons

_____ Financial

_____ Housing and/or transportation; location

_____ Social/activities/athletics

_____ Campus size/type

_____ Influence of significant others

II. Learning Styles

One or more of these instruments are administered early in the first quarter. Students enjoy learning the results, and in general evaluate the information provided as "very helpful." Activities are then introduced to assist students in adapting preferred learning styles to the traditional lecture/textbook format of the university classroom.

A. Myers-Briggs Type Indicator (MBTI)

_____	Extroversion (E)	-	Introversion (I)	_____
_____	Sensing (S)	-	Intuition (N)	_____
_____	Thinking (T)	-	Feeling (F)	_____
_____	Judging (J)	-	Perceptive (P)	_____

Type: _____ _____ _____ _____

Research indicates that high risk students are more likely to be extroverted and sensing. We interpret MBTI results in terms of learning style, academic achievement, career choice, and interpersonal communication.

B. James and Galbraith Learning Styles Inventory

This instrument was designed to examine preferred perceptual modality. It is in the public domain; a copy is attached. UGA Developmental Studies frequencies are provided in the Appendices.

_____ Print

_____ Aural

_____ Visual

_____ Interactive

_____ Haptic

_____ Kinesthetic

_____ Olfactory

C. Kolb Learning Styles Inventory

_____ Concrete Experience

_____ Reflective Observation

_____ Abstract Conceptualization

_____ Active Experimentation

_____ Abstract-Concrete

_____ Active-Reflective

III. Career Exploration

We consider career exploration critical, since many high risk students enter the institution "undecided." Others have set unrealistic career goals, or have been strongly influenced by significant others, and will need to reassess their career choice. Progress in choosing a major can have a significant impact on motivation and student persistence. At the present time we are using the Self Directed Search (SDS). However, any number of instruments are effective.

Holland Code Preferences:

_____	Realistic	(R)
_____	Investigative	(I)
_____	Artistic	(A)
_____	Social	(S)
_____	Enterprising	(E)
_____	Conventional	(C)

IV. Stress/Anxiety

Although research findings are contradictory, we believe that stress in general, and academic anxiety in particular, can be a factor in determining achievement among high risk students. At the present time we use several instruments to assist students in identifying sources of stress. Relaxation techniques are presented in class. Students are also given the opportunity to paticipate in individual and group counseling sessions to reduce stress.

A. Developmental Inventory of Sources of Stress (DISS). This instrument was created for use with Developmental Studies students at the University of Georgia. It differs from other instruments in that it focuses only on sources of stress over which students have control. One of our goals in designing the instrument was to help students develop confidence in their ability to control the direction of their lives. This instrument is in the public domain. A copy is provided.

_____ Time Management Scale

_____ Physical Stressors Scale

_____ Chemical Stressors Scale

_____ Academic Scale

_____ Interaction Scale

(Lower scores indicate greater stress on 5 point scale).

B. Spielberger Test Attitude Inventory

_____ Raw Score

The highest possible score is 80; the lowest is 20. Higher scores indicate greater anxiety. We generally target students with scores of 50 or above for participation in test anxiety desensitization.

C. Mathematics Anxiety Rating Scale (MARS)

_____ Raw Score

The highest possible score is 490; the lowest is 98. Higher scores indicate greater anxiety.

D. Fennema-Sherman Mathematics Attitude Scales

_____ Mathematics Anxiety Scale

_____ Mathematics Confidence Scale

_____ Teacher Scale

_____ Father Scale

_____ Mother Scale

_____ Mathematics Usefulness Scale

_____ Mathematics as a Male Domain Scale

_____ Effectance Motivation Scale

_____ Attitude toward Success in Mathematics Scale

You may choose to administer one or more of the Fennema-Sherman Scales, which are in the public domain. A copy of the anxiety, confidence, and usefulness scales are provided.

E. Sentence completion questionnaires. Although less standardized, sentence completion items can also be useful in assessing academic anxiety. A series of sentence completions related to anxiety in mathematics tests is provided.

IV. Developmental Tasks

Academics is not the only concern of the high risk student. Educators must be aware of the other pressures which are critical to student development.

The Student Developmental Task and Lifestyle Inventory (SDTL) is one standardized measure available for assessing progress in developmental tasks.

_____ Educational Involvement Subtask (EI)
_____ Career Planning Subtask (CP)
_____ Lifestyle Planning Subtask (LP)
_____ Life Management Subtask (LM)
_____ Cultural Participation Subtask (CUP)
_____ Peer Relationships Subtask (PR)
_____ Tolerance Subtask (TOL)
_____ Emotional Autonomy Subtask (EA)
_____ Academic Autonomy Scale (AA)
_____ Salubrious Lifestyle Scale (SL)
_____ Intimacy Scale (IN)

VI. Locus of Control

Rotter Internal-External Locus of Control Inventory

_____ Raw score

14 + considered external, 10-13 moderately internal and external, 9 and below is internal.

VII. Additional Information

A. Sex _____

B. Race _____

C. High school grade point average (HSGPA) _____

D. HSGPA in English _____

E. HSGPA in mathematics _____

F. Highest mathematics course taken _____; year _____

G. SATV _____; SATQ _____

H. Placement test scores

1. Basic Skills Exam - English (BSEE) _____
2. Basic Skills Exam - Reading (BSER) _____
3. Basic Skills Exam - Mathematics (BSEM) _____
4. Algebra Supplement _____

I. Predicted Developmental Studies GPA _____

J. Handicap

_____ Mobility

_____ Visual

_____ Hearing

_____ Learning Disability

_____ Other

DIVISION OF DEVELOPMENTAL STUDIES

				Q1			Q2			Q3			Q4		
	N	MEAN	STD	N	MIN	MAX	N	MIN	MAX	N	MIN	MAX	N	MIN	MAX
I. Goals Checklist															
A. Reasons for attending college:															
Careers	104	3.46	0.50	23	1.13	3.13	21	3.25	3.38	30	3.50	3.63	30	3.75	4.75
Academic	103	2.86	0.50	25	1.79	2.36	24	2.43	2.79	28	2.86	3.21	26	3.29	4.14
Personal	104	2.89	0.51	21	1.82	2.35	30	2.41	2.68	26	2.94	3.23	27	3.29	4.35
Social	104	2.51	0.52	25	1.17	2.08	25	2.17	2.42	28	2.50	2.75	26	2.83	4.00
Other	104	2.21	0.54	25	1.13	1.75	24	1.88	2.00	27	2.13	2.50	28	2.63	3.88
B. Reasons for attending UGA:															
Academic	102	2.77	0.48	22	1.27	2.36	26	2.45	2.73	27	2.82	3.00	27	3.09	4.09
Financial	102	1.96	0.94	19	0.83	1.00	27	1.67	1.50	27	1.67	2.33	29	2.50	4.67
Housing	102	2.03	0.70	16	0.71	1.29	35	1.43	1.86	23	2.00	2.43	28	2.57	3.86
Social	103	2.17	0.79	25	0.13	1.50	19	1.63	1.88	33	2.00	2.63	26	2.75	4.00
Campus	102	2.98	0.81	22	1.00	2.00	15	2.50	2.50	22	3.00	3.00	43	3.50	4.50
Influence	102	2.10	0.91	16	0.38	1.25	33	1.38	1.75	26	1.88	2.63	27	2.75	4.75
II. Kolb Learning Style Inventory															
Concrete Experience	87	26.30	5.86	21	14	22	21	23	25	20	26	29	25	30	41
Abstract Conceptualization	87	30.24	6.33	20	19	24	18	25	29	23	30	33	26	34	47
Reflective Observation	87	31.32	5.84	19	16	27	15	28	29	29	30	34	24	35	44
Active Experimentation	87	32.16	6.79	16	5	26	23	27	31	26	32	37	22	38	44
III. Developmental Inventory of Stress															
Time Management	81	3.08	0.57	20	1.87	2.67	18	2.73	3.00	20	3.07	3.40	23	3.47	4.47
Physical Stressors	81	3.57	0.58	19	2.40	3.10	17	3.30	3.50	23	3.60	3.90	22	4.00	4.80
Chemical Stressors	81	3.99	0.46	18	2.60	3.60	22	3.70	4.00	18	4.10	4.20	23	4.30	5.00
Academic	81	3.36	0.50	18	2.33	2.93	19	3.00	3.33	24	3.40	3.67	20	3.73	4.60
Interaction	80	3.38	0.51	20	2.00	3.00	16	3.07	3.27	24	3.33	3.67	20	3.73	4.80
Total Stress Score	80	3.42	0.39	20	2.54	3.12	20	3.14	3.40	20	3.42	3.69	20	3.72	4.32
IV. Spielberger	87	42.16	13.03	19	23	31	19	32	38	27	40	48	22	50	75
V. Developmental Tasks															
EI	82	8.52	3.02	13	1	5	18	6	7	26	8	10	25	11	15
CP	82	7.99	4.17	15	1	4	26	5	7	20	8	9	21	10	25
LP	82	6.46	2.09	13	2	4	14	5	5	26	6	7	28	8	11
SL	81	5.15	1.86	17	0	3	7	4	4	36	5	6	21	7	8
LM	81	9.40	2.90	12	4	6	28	7	9	19	10	11	22	12	22
CUP	81	2.86	1.83	18	1	1	18	2	2	22	3	3	23	4	14
INT	81	10.73	6.87	20	0	7	21	8	1	17	12	14	24	15	45
TOL	81	5.40	1.91	13	1	3	26	4	5	17	6	6	25	7	9
PR	81	7.99	2.44	13	3	5	24	6	7	18	8	9	26	10	13
EA	80	3.94	2.03	8	0	1	26	2	3	13	4	4	33	5	8
AA	81	5.07	2.48	14	0	2	23	3	4	21	5	6	24	7	10
VI. MMRS	265	170.63	57.64	71	97	125	70	126	154	72	155	202	72	204	377
VII. Academic Variables															
SATV	100	386.40	51.96	23	270	340	26	350	380	17	390	400	34	410	570
SATM	100	427.70	60.98	19	310	370	26	380	420	28	430	460	27	470	570
HSGPA	101	2.58	0.39	24	1.93	2.3	26	2.33	2.53	26	2.55	2.69	25	2.72	3.92
PAV	100	1.87	0.22	25	1.25	1.76	25	1.77	1.87	24	1.88	1.95	26	1.96	2.67
OSPA	100	2.67	0.23	24	2.02	2.53	26	2.55	2.69	25	2.70	2.80	25	2.81	3.26
BSEENG	101	69.59	7.20	25	56	64	22	65	67	26	68	73	28	75	98
BSEM	101	83.03	9.89	25	56	75	25	77	82	24	84	89	27	91	99
BSER	101	75.49	10.35	20	19	67	29	69	75	21	77	79	31	82	90

Division of Developmental Studies
Student Profile
Frequencies of Selected Variables

Myers-Briggs Type Indicator (MBTI)

Extroversion (E)	64	Introversion (I)	29
Sensing (S)	58	Intuition (N)	35
Thinking (T)	37	Feeling (F)	55
Judging (J)	50	Perceotive (P)	42

James and Galbraith Learning Styles Inventory

	1st Choice	2nd Choice	3rd Choice
Print	11	7	4
Aural	2	12	8
Visual	39	11	3
Interactive	26	14	7
Haptic	2	3	0
Kinesthetic	3	6	9
Olfactory	0	0	1

Division of Developmental Studies
Profile Summary

I. Goals Checklist

A. Reasons for attending college
- Career ___
- Acad mic ___
- Personal ___
- Social ___
- Other ___

B. Reasons for attending UGA
- Academic ___
- Financial ___
- Housing ___
- Social ___
- Campus ___
- Influence ___

II. MBTI type ___

III. Perceptual modality preferences ___

IV. Holland code ___

V. Kolb Learning Style
- Concrete Experience ___
- Abstract Conceptualization ___
- Reflective Observation ___
- Active Experimentation ___

VI. Developmental Inventory of Stress
- Time ___
- Physical Stressors ___
- Chemical Stressors ___
- Academic ___
- Interaction ___
- Total Stress score ___

VII. Spielberger ___

VIII. MARS

IX. Developmental Tasks
- EI ___
- CP ___
- LP ___
- SL ___
- LM ___
- CUP ___
- INT ___
- TOL ___
- PR ___
- EA ___
- AA ___

X.
- SATV ___
- SATM ___
- HSGPA ___
- PAV ___
- DSPA ___
- BSEENG ___
- BSEM ___
- BSER ___
- 1st GPA ___

XI. Major _____