



# College Life Management Assessment

**FORESIGHT**

**DRIVE**

**CAPACITY**

**CONCENTRATE**

**DESIGN**

**PREDICT**

**RESPOND**

# Assessment Services

In recent decades, the focus of higher education has shifted from college access to college success. College officials have found that earning a college degree takes more than impressive high school transcripts and standardized entrance test scores. It also requires the development of foresight, drive and the capacity to concentrate, design, predict and respond to life outside of the classroom. However, students are rarely assessed on these important pre-entry factors until they are at-risk for leaving the institution without a degree, and by that time, it may be too late. Only one-third of all first-year students typically graduate in four years.

Assessment is a systematic approach to gathering information about a student's characteristics, wants, needs, capabilities, goals, plans, and experiences that help or inhibit college and career success. When too much weight is given to a single assessment that provides only a limited view of a student, the chances of making ill-informed decisions increases. On the other hand, when the results of multiple assessments are combined, a fuller, more accurate picture of a student is provided, and the effectiveness of decision-making is improved with minimal adverse impact. The practice of using a variety of assessments is referred to as the *whole-person* or integrative approach. The assessment services we provide are designed to help you understand, *in advance*, how well-prepared your student is for the total college experience.

## What to Expect

Students and counselors meet one-on-one, over a four- to six-hour timeframe (with a break each 50 minutes) in a setting that enables students to work comfortably at their own pace without disruptions or distractions. Assessments are administered and interpreted by counselors with master's degrees or higher from an accredited institution. Counselors adhere to the professional and ethical standards of the Council for the Advancement of Standards in Higher Education (CAS).

During the session, students are given a brief explanation of the assessment process and the relevance of each assessment. Directions on how to complete each assessment are explained and students are given the opportunity to ask questions at any time. Each assessment is reviewed immediately after it is administered to ensure full completion. At a later date, the results are analyzed and discussed in a joint session with the student and parent.



# Assessment Descriptions

The following instruments are used to examine the cognitive (thinking), affective (feeling) and conative (doing) mechanisms that facilitate adolescent growth, change and development in a college setting. These tools gather subjective information on a student's self-reported opinion of their self-knowledge, self-discipline and college knowledge, and provide insights into what may facilitate or hinder college persistence and completion.

***Intake Interview/Questionnaire:*** The purpose of this questionnaire is to collect basic information on the student's demographic background, education, employment and medical histories. It also explores the students' preferences for continuing their education, perceived adequacy of high school preparation and sources of information about postsecondary education. This information helps the counselor understand as fully as possible, the unique attributes of the student that interact with his or her preferences. The intake interview/questionnaire is typically completed in 30 minutes.

***Foreseeable Future Exercise:*** The purpose of this exercise is to help students become aware of their ability to define and document the characteristics of their desired identity and the lifestyle the student prefers living in the future along seven dimensions. Results from this assessment lay the foundation for student-counselor interaction. This exercise is typically completed in 45 minutes.

***Driving Forces Matrix:*** The purpose of this assessment is to help students become aware of the underlying forces that enable them to actively pursue their desired future lifestyles. Results from this assessment identify the student's motivation for pursuing continuing education, and are used to make recommendations for sustaining that motivation until the student's aspirations are realized. This assessment is typically completed in 30 minutes.

***Life Management Practices Inventory:*** The purpose of this inventory is to help students become aware of the extent to which they practice out-of-classroom behaviors commonly associated with personal and professional success. The results of this assessment are used to make recommendations for setting immediate goals. This inventory is typically completed in 15 minutes.

***Life Skills Capacity Checklist:*** The purpose of this checklist is to help students become aware of their readiness to perform the daily living tasks and other skills associated with being independent and self-sufficient. The results of this assessment are used to make recommendations for setting immediate, intermediate and long-term goals. This checklist is typically completed in 20 minutes.

***(Assessment Descriptions continue, next page)***

***Life By Design Exercise:*** The purpose of this exercise is to help students become aware of their ability to design a strategic plan for accomplishing their goals that includes a series of tasks for managing their time, space, human and material resources. Results from this exercise are used to identify and explore their life-balance status and make recommendations for setting immediate goals. This assessment is typically completed in 50 minutes.

***College Selection Preferences Survey:*** The purpose of this survey is to help students identify the most appealing characteristics of the college s(he) prefers to attend; and to examine a student's connection to the institution's history, classification, governance structure, academic programs, coursework, faculty and student profiles, support services, student life opportunities, location and climate, and campus facilities. Results from this survey are used to make recommendations for selecting an institution. This survey is typically completed in 20 minutes.

***Learning Routine Profile:*** The purpose of this profile is to help students become aware of their ability to manage their learning, specifically how the student seeks, records, studies, recalls and transmits information. The results of this profile are used to make recommendations for setting immediate goals. This profile is typically completed in 30 minutes.

***Major Field of Concentration Profile:*** The purpose of this profile is to help students become aware of the career fields and occupations that are most closely related to their preferred interests, activities and working conditions; and to align those career fields with the student's intellectual and temperamental preferences for academic course content. The results of this profile are used to make recommendations for selecting an academic program of study, if uncertain; or to support a decision that has already been made. This assessment is typically completed in 90 minutes.

***College Beliefs Questionnaire:*** The purpose of this questionnaire is to help students become aware of their beliefs about the college experience, and to predict which beliefs, if any, might influence his or her decision to matriculate (or not), or to leave college prior to earning a degree. The results of this assessment are used to explore beliefs the student perceives as supportive, and to make recommendations for eliminating inhibiting beliefs. This questionnaire is typically completed in 15 minutes.

***Matriculation Response Test:*** The purpose of this test is to measure what the student has learned about the organizational structure of higher education, its institutional policies and procedures, academic life cycle, and support resources that would enable the student to respond wisely to unanticipated situations encountered in college. This test has specific right or wrong answers and is graded. Grades are used to make recommendations for setting immediate goals. This test is typically completed in 30 minutes.



## Development of the Assessments

These assessments were developed after a thorough review of the pertinent literature on college student development and evaluation, a review of similar instruments, and the administration of pilot assessments. Questions about the student's own self-knowledge, self-discipline and college-knowledge were carefully selected and written with clarity and sufficient detail that the student could reasonably be qualified to provide candid and accurate responses without the assistance of outside sources.

The assessments are valid for use as tools to generate discussion and make recommendations based on well-established and agreed-upon criteria by professional school and college officials. All counselors participated in a training that was independently reviewed and approved by the National Board for Counselor Certification (2015) to ensure that each student's responses, which vary in content and quality, would receive the same judgment regardless of the assigned counselor. These assessments have not been statistically normed as they are not used to indicate how well one student does compared to others.

## Confidentiality

Assessment results are shared with the student and parents/legal guardians of students who have not reached the age of majority (18). Counselors will not discuss, release or provide identifiable documentation of assessment results with others except as required or permitted by law. Any information the student or parent/legal guardian willingly shares with others will not be considered protected or confidential. Assessment reports may periodically be aggregated for the purpose of improving programs and services. When this occurs, individually identifiable data is not made public.



## Benefits, Risks and Limitations of Participation

Pre-entry assessment is typically a positive experience and most students and parents find it a useful tool for understanding the demands and level of maturity expected by the higher education community. Students use assessment results to understand themselves better, and make choices and plans for the future. Counselors use the information to provide guidance and make referrals. Parents use results to identify opportunities for enrichment and supplemental instruction. However, there are some minimal risks and limitations which must be taken into consideration prior to participation. For example:

- Assessment results may be influenced by a student's level of motivation, anxiety and fatigue. To increase motivation and reduce feelings of anxiety, it is helpful to make the student aware of the assessment process, the purpose of each instrument, how much time each assessment takes to complete, and how the results are used---in advance of the session. To reduce fatigue, make sure the student is well-rested and well-nourished before the session.
- Past experiences and the opinions of parents, siblings, peers and others have an impact on students' perceptions of who they are now and who they can become. For that reason, there is the risk that students might try to distort or otherwise portray themselves in a different light, or provide what they believe are socially desirable answers. Monitoring responses on multiple assessments helps address this concern.
- Students differ in their relative knowledge, skills, abilities and personalities. While an assessment instrument provides important information about a student; no single assessment tool is 100% accurate for all students. For example, there may be cases when an assessment shows suitability in an occupational area when in fact the student determines it is unsuitable. Despite these errors, assessment enables one to make data-driven decisions which are typically more effective than the use of random decision-making.
- Upon review of the assessment results, there is the risk that students (or parents) may have exaggerated doubts that influence decisions about college participation (or not), college selection, and the selection of a major field of concentration. Or, students (or parents) may become over-confident and set unrealistic goals. Both of these situations have the potential to create conflict in the student-parent relationship.

Even as these limitations and risks are considered, please keep in mind that the benefits of assessing pre-entry factors outweigh the risks.



## Assessment Fees

College student development assessment is rarely conducted in advance as it requires a substantial commitment of time and financial resources. In 2017-18, college costs at public four-year residential colleges averaged \$25,000 per year. The fee for our assessment services is only \$595 per student, just 2% of the cost of college for one year.

This fee includes the administration, scoring, analysis, and interpretation of each instrument; and preparation of an individual report of the results with recommendations for making decisions about college applications, essays, recommendation letters, scholarships, interviews and academic majors. Ask about group rates. To schedule an appointment contact Dr. Rozalia Williams at (954) 558-2818.

## About Us

The College Student Development Center, Inc. (CSDCI) is a private, for-profit company headquartered in Hollywood, Florida. The purpose of the company is to improve postsecondary education attainment rates in the U.S. The company foresees a society where every college-bound student has the opportunity to learn the skills required for success in higher education *prior* to arriving on campus. Its mission is to prepare teenagers for the challenges they will experience transitioning to adults in the college environment. The company fulfills its mission by providing guidance counseling, professional development, and community outreach programs and services.

Rozalia Williams, Ed.D., is the Founder and President of the College Student Development Center, Inc. She earned a doctorate from the Harvard University Graduate School of Education in Administration, Planning and Social Policy with a concentration in Higher Education Administration. Dr. Williams has over 25 years of experience counseling high school and college students while serving in numerous administrative and instructional positions at educational institutions in Florida.





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