



Transition to College Inventory

Name

TCI Index: 13 Blank 0

Earn Degree: Drop Out

SAT Verbal 610

Most Likely Cause: Accept Good Job

SAT Math: 700

Marcia Scale: Foreclosed

HS GPA 3.7

Choosing This College (Very Important, Somewhat Important, Not Important)

- High School counselor or teacher
- Cultural diversity
- Opportunity to work part-time

High School Experiences (0 hrs, 1 - 5 hrs, 6 - 15 hrs, 16 - 20 hrs, > 20 hrs)

- Socializing with friends
- Talking with Teachers outside class
- Organized Sports
- Partying
- Working for pay Over 20 Hours
- Watching TV
- Playing computer/video games Over 20 Hours
- Using the internet Over 20 Hours
- Doing Hobbies

High School Experiences (Frequently, Occasionally Never)

- Failed to complete a homework assignment on time Occasionally
- Drank alcoholic beverages
- Was too bored to study

Abilities and Traits (Top 10%, Above Average, Average, Below Average, Lowest 10%)

- General academic ability
- Mathematical Ability
- Study Skills
- Time management skillsBelow Average
- Drive to achieveAverage
- Popularity with the opposite sex
- Physical health
- Self confidence

Attitudes About Being a College Student
(Strongly Agree, Moderately Agree, Slightly Agree, Slightly Disagree, Moderately Disagree, Strongly Disagree)

- It is important to me to be a good student Moderately Agree
- I expect to work hard at studying in college Slightly Agree
- I am committed to being an active participant in my college studies Slightly Agree
- I will allow sufficient time for studying in college
- I see myself continuing my education in some way throughout my entire life
- I feel really motivated to be successful in my college career
- I don't seem to have the drive to get my work done

Predictions About Academic Success

Nationally, about 50% of college students typically leave before receiving a degree. If this should happen to you, which of the following do you think would be the MOST LIKELY cause?

Predictions About Your Academic Success (Very Good Chance, Some Chance, No Chance)

- Graduate with honors
- Earn at least a "B" Average Some Chance
- Fail one or more courses
- Receive emotional support from my family if I experience problems in college No Chance
- Be placed on academic probation
- Drop out of college temporarily
- Drop out of college permanently
- Have serious disagreements with my family regarding my personal, social, Very Good Chance
 academic, career decisions

Predictions About Your Involvement in College (Never, Occasionally, Often, Very Often)

- Think about course material outside of class or discuss it with other students
- Use the student center as a place to eat and/or socialize with friends?
- Participate in campus clubs and organizations?

Predictions About Your Involvement in College (Very Good Chance, Some Chance, No Chance)

- Work full time while attending college Some Chance
- Do volunteer work
- Feel overwhelmed occasionally by all I have to do

Interpreting “Sara’s” TCI Advising Profile

Sara’s TCI Advising Profile has a TCI Index of 13 and is a good example of the importance of noncognitive factors in student success. Reviewing the banner heading reveals that Sara has a combined SAT score of 1310 and a high school GPA of 3.7 which makes her an above average member of the first year class of 2005. We know that Sara has the cognitive ability to be successful in college so why is she at risk? The TCI Index of 13 suggests that Sara is at high risk for academic difficulty and subsequent attrition because of 13 different attitudes, behaviors, and personality characteristics. In addition, the banner heading reveals that Sara might consider leaving college prior to receiving a degree in order to accept a good job. It also indicates that she is Foreclosed in her career decision, meaning that she has made a decision but does not know much about the occupation or its requirements. More specifically, a review of the 13 items that comprise the TCI Index shows that:

- Sara spent more than 20 hours each during the last year of high school “working for pay,” “playing computer/video games,” and “using the internet.” In addition she “failed to complete a homework assignment on time” at least occasionally. In short, she spent more than 60 hours per week engaged in non-academic activities, which may have contributed to a problem completing homework but clearly did not affect her high school GPA. However, if this pattern continues in college, it most likely will have a negative effect.
- Sara assessed her “time management skills” as below average and “drive to achieve” as average (most college students rate this at least above average) which causes some concern about her basic skills and level of ambition required to achieve success.
- Sara only moderately agreed that “it is important to me to be a good student,” slightly agreed that “I expect to work hard at studying in college,” and slightly agreed that “I am committed to being an active participant in my college studies”. Taken together, these suggest that there may be some problems with her commitment to effectively carry out her student role, and again raises issues about her ambition to succeed.
- Sara indicated that there was only *some* chance that she would “earn a ‘B’ average”, which is a surprising response since she had a 3.7 GPA in high school. It again raises motivational questions about how hard she intends to work in college.
- Sara indicated that there was no chance she would “receive emotional support from my family if I experience problems in college” and a very good chance that she would “have serious disagreements with my family regarding my personal, social, academic, or career decisions.” So, perceived family support is a major issue as Sara makes the transition from high school to college.
- Finally, Sara indicated that there is some chance that s/he will “work fulltime while attending college,” once again calling into question her commitment to college and the student role.

In summary, while it is important to have some discussion about each of the 13 items contributing to the high TCI Index, there appear to be four major concerns: (1) time spent in non-academic activities in high school; (2) problems with time management; (3) ambition/motivation to be successful and commitment to the student role and learning; and, (4) family support. Obviously this did not cause her major problems in high school, but they are things that need to be addressed in order to have a successful transition into college.