



Examiner Instructions for Administration of the Online College Student Inventory to Individual Students

Given the importance of setting the appropriate tone and logistics for administering, these Online Examiner Instructions provide guidelines for administering the College Student Inventory.

Online Administration for Individual Students Completing the Questionnaire Independently

Planning and preparing for students to complete the questionnaire individually

1. Within the timeframe that the campus RMS Plus coordinator has specified when setting up her online batch, students may complete the Inventory independently.
2. However, the online administration requires extra diligence by the RMS Plus coordinator to ensure strong completion rates and validity of responses. The tone and content of your introduction to this inventory will affect the quality and quantity of students' responses. Toward this end, review the script provided for group administration above.

Below are guidelines as you prepare students for independent access to the online instrument

Provide an introduction to the purpose and goals of the Inventory either in person or through email correspondence to all students who are to complete the questionnaire.

Remind students that it is important to read all instructions carefully.

Emphasize the value of this inventory for students to “get started right” in their college experience, and remind them that they can receive their Student Report from the RMS Plus coordinator or their advisor.

Be clear on the expectation to complete the instrument and inform students of the timeline within which they can do so.

Examiner Instructions for Administration of the Online Retention Management Surveys to a Group of Students

Given the importance of setting the appropriate tone and logistics for administering, these Online Examiner Instructions provide guidelines for administering the surveys.

Online Administration in a Computer Lab, Class, or Group Setting

Planning for group administration

- Select a room where all students will be able to see and hear you clearly.
- Select a room where the Internet is accessible to each student.

While the required instructions are provided in the inventory itself, it is important to articulate the instructions as well.

Preparing the group of students

Since students are asked to reveal important information about them upon completing the surveys, it is helpful to create a sense of trust by building rapport. This rapport can be accomplished by preparing a few comments:

- Introduce yourself.
- Explain your role in administering.
- Talk about the reasons your institution is administering the survey.
- Express your sincere desire that students fulfill their college goals, your confidence that all of them can do so, and your desire to help them in every way you can.
- Refer to the inventory as a “questionnaire” rather than as a “psychological” or “personality” test.
- Briefly describe how it will enable your institution to give them the best possible instruction and support.
- Reassure them of the confidentiality of their responses, but do not dwell on this matter since excessive reassurance may be counterproductive.
- Encourage them to be open and honest so that the results will be a more accurate representation of their thoughts. (During follow-up interviews some students have explicitly indicated that this verbal instruction is very helpful.)
- Indicate that the surveys has been carefully designed so that all categories of entering students can benefit from it; however, explain that it is impossible to write questions that fit everyone exactly.
- Mention that students who have been out of school for a long period of time may encounter a few questions that will not correspond very well with their situation.
- Emphasize the need for flexibility. They should try to understand the intent of such questions and then answer in whatever way they think best describes their circumstances.
- Tell them that you will be happy to help them if they have questions in the process of completing the survey.

- At the end of your introduction, state clearly that any student who objects to completing the inventory should see you. Reassure them that deciding not to take the questionnaire is perfectly acceptable. But also reemphasize the value of the questionnaire.
- If any student then comes forward, he or she should be allowed to leave as unobtrusively as possible. Professional practice requires that students not be pressured into completing a motivational questionnaire. The goal is to encourage as many students as possible to complete the survey without coercing them.

Below Are Sample Introductory Comments for the College Student Inventory

I think we're all here now, so let me introduce myself and tell you a little bit about today's activity.

My name is [Your Name] and I am your official guide through the questionnaire you're going to complete in a few minutes.

I will provide the directions you need to get started, and then interrupt you briefly toward the end with a few reminders. I'm also available to answer any questions you have at any time.

But before you get started, let me tell you a few things about the questionnaire, the College Student Inventory (or CSI for short).

As the name implies, the questions you will respond to today are all about you, the student, and the goals and aspirations you have for your college experience.

When you were admitted, we made a commitment to help you achieve your academic goals by providing the instruction and support you need to be successful.

We also recognize that you don't want to spend all your time studying and going to class; you want to embrace the total college experience. I won't attempt to define "total," because I'm sure it means something slightly different for each of you.

In fact, that's why we ask you to complete the College Student Inventory. This is your opportunity to tell us what you, as an individual student, want, need, and expect from us.

So, I encourage you to be totally open and honest when you answer the questions. It's very important that the results accurately represent your thoughts.

The questions have been carefully designed to address many different situations students encounter, but, needless to say, not every question will fit your circumstances or experiences exactly.

Here's what I suggest. When you encounter such questions, try to understand the intent and simply answer them in whatever way you think best describes your own circumstances or experiences.

If that doesn't work, let me know and the two of us will figure it out together.

Finally, let me say that we take the results of this questionnaire seriously. We think of it as you providing us with an opportunity to understand your strengths and your challenges so that we can help you achieve your goals.

I'll also mention that if anyone objects to completing the questionnaire, you can come up and see me.

If there are no questions at this time, let's get started.

Sample Introductory Comments for the Mid-Year Student Assessment

I think we're all here now, so let me introduce myself and tell you a little bit about today's activity.

My name is [Your Name], and I am your official guide through the questionnaire you're going to complete in a few minutes.

I will provide the directions you need to get started, and then interrupt you briefly toward the end with a few reminders. I'm also available to answer any questions you have at any time.

But before you get started, let me tell you a few things about the Mid-Year Student Assessment. The questions will likely seem very familiar to you—and they should.

Most of the questions are the same as those you answered on an earlier questionnaire when you began the term (or when you began last term). Now that you (are completing or have just completed) your first term of college, we want to hear from you so that we can continue to respond to your specific needs and interests.

When you were admitted, we made a commitment to help you achieve your academic goals by providing the instruction and support you needed to be successful. And now, at mid-year, this is your opportunity to tell us how we're doing and how we can help you as you move forward with your goals. So, I encourage you to be totally open and honest when you answer the questions. It's very important that the results accurately represent your thoughts. Even though the questions have been carefully designed to address many different situations students encounter, needless to say, not every question will fit your circumstances or experiences exactly.

Here's what I suggest. Try to understand the intent of the questions and simply answer them in whatever way you think best describes your current circumstances or experiences. If that doesn't work, let me know and the two of us will figure it out together.

Finally, let me say that we will take the results of this questionnaire very seriously. We think of it as you providing us with an opportunity to understand your interests and needs so that we can help you achieve your goals.

If there are no questions at this time, let's get started.

Sample Introductory Comments for the Second-Year Student Assessment

I think we're all here now, so let me introduce myself and tell you a little bit about today's activity.

My name is [Your Name], and I am your official guide through the questionnaire you're going to complete in a few minutes.

I will provide the directions you need to get started, and then interrupt you briefly toward the end with a few reminders. I'm also available to answer any questions you have at any time.

Before you get started, let me tell you a few things about the Second-Year Student Assessment. Some of the questions will likely seem very familiar to those of you who completed the College Student Inventory and the Mid-Year Student Assessment last year.

Now that you're in your second year of college, we want to hear from you so that we can continue to respond to your specific needs and interests.

When you were admitted, we made a commitment to help you achieve your academic goals by providing the instruction and support you needed to be successful. And now, as you enter your second year of study, this is your opportunity to tell us how we're doing and how we can help you as you move forward with your goals. So, I encourage you to be totally open and honest when you answer the questions. It's very important that the results accurately represent your thoughts. Even though the questions have been carefully designed to address many different situations students encounter in the second year of college, needless to say, not every question will fit your circumstances or experiences exactly.

Here's what I suggest. Try to understand the intent of the questions and simply answer them in whatever way you think best describes your current circumstances or experiences. If that doesn't work, let me know and the two of us will figure it out together.

Finally, let me say that we will take the results of this questionnaire very seriously. We think of it as you providing us with an opportunity to understand your interests and needs so that we can help you achieve your goals.

If there are no questions at this time, let's get started.