



Mid-Year Student Assessment™ Resource Guide

The Retention Management System Plus™

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What is the Mid-Year Student Assessment?

The Mid-Year Student Assessment is designed as a companion survey for the College Student Inventory. As such, it provides students with an opportunity to share their specific needs and interests within the context of an educational experience that is still emerging.

This assessment has been described as a reality check for students, i.e., forcing them to re-assess their motivations and skill sets in their new environment. In turn, it allows the institution to juxtapose the students' earlier perceptions against their new reality as new opportunities for intervention are identified. This is an opportunity for the institution to continue its proactive role in shaping this important experience for students in transition.

What are the features of the Mid-Year Student Assessment?

The MYSA is comprised of items distributed across four primary areas with one additional item indicating the student's authorization to share results:

1. Student information
2. Motivation assessment
3. Student needs and interests
4. Institutional impressions

What types of reports accompany the Mid-Year Student Assessment?

The Mid-Year Student Assessment has a full complement of reports to support your use of the results and inform your subsequent interventions, including the student report, the advisor/counselor report, and the summary and planning report.

The Student Report

This report mirrors the format of other versions of the CSI, especially the first page which highlights each student's pre-term and mid-year motivation scores, background information, and current impressions of his or her educational experience thus far. The second page features the results of the student's self-reported receptivity to assistance—needs and interests, doubling as a student-generated action plan.

Identifying Information (upper right-hand corner)

This section gives the student's name, educational level, gender, age, and identification number. The date of the report and the name of your institution are also provided.

Restricted Report (upper middle of page)

If the student has responded "no" to the last item (70) of the MYSA, then a statement appears at the top of the report: Restricted to Program Coordinator per Student's Request. If a Restricted Report is accessed by mistake, it should be returned promptly to the coordinator.

Instructions (near the top, stretching across the page)

This is a brief statement to the student regarding the nature of the scores on the report, with a focus on the observed changes from the pretest (CSI) to now. The basis for comparison with other

students is explained to the student, as well as what the percentiles mean. The student is advised that in the absence of a pretest (CSI), scores will not appear for the scales.

Motivational Assessment (left column)

These scores provide an opportunity for advisors to observe changes in each student's perceptions of their strengths and challenges over time—pretest to mid-year. Scores for each of the ten motivational scales from the CSI (pretest) and MYSA (mid-year) are displayed in two ways, as percentile ranks and with bar graphs. These scores are calculated for academic motivation and general coping.

1. Academic Motivation

Study Skills. This scale measures the way students approach their studies. It assesses strategies deemed necessary to achieve academic success. It can therefore be used to make referrals to services that assist students in improving their study skills.

Sample Item: “I have developed a solid system of self-discipline that helps me keep up with my studies.”

Reading Habits. This scale measures the students' level of interest in reading for enjoyment and information. This scale may be used to assist the student in selecting courses that are compatible with his/her attitudes toward reading. It focuses on attitudes, not reading ability.

Sample Item: “I only read serious books and articles if they're assigned for class.”

Use of Technology. This scale measures the extent to which students feel comfortable using computers and the Internet. This scale may be used to inform the advisor's direction to the individual student regarding additional computer skills that will be helpful, or even required, depending on the program of study.

Sample Item: “I use a computer to assist me with everyday life and learning.”

Verbal Skills. This scale measures the degree to which students feel capable of doing well in academic areas that heavily emphasize reading, writing, and public speaking. It is not an aptitude assessment, but rather an indication of the student's level of comfort in these areas. It may be helpful to compare the student's previous performance in related courses with his/her score on this scale.

Sample Item: “Speaking in front of others makes me uncomfortable.”

Math Skills. This scale measures the degree to which students feel capable of doing well in math and related academic areas. It is not an aptitude assessment, but rather an indication of the student's level of comfort in this general subject area. It may be helpful to compare the student's previous performance or aptitude scores with his/her score on this scale.

Sample Item: “Math has always been a challenge for me.”

Commitment. This scale measures the strength of students' determination to complete a degree or a program of study. Students who score high on this scale generally have a strong interest in completing their studies, no matter what. On the other hand, students who score low on this scale may not have developed an appreciation for the value of a college education at this point. This scale may be used to reinforce higher scores, but also to guide other students to programs, services, and experiences that can help them to develop a greater sense of value associated with their studies.

Sample Item: “I'm prepared to make the sacrifices needed to reach my educational goals.”

Interactions with Previous Teachers. This scale measures the students’ attitudes toward educators in general, as acquired through their precollege experiences. This scale is not intended to assess the impact of their current enrollment. An advisor may want to help a low-scoring student clarify how certain isolated incidents from the student’s past experiences may have influenced their attitude toward all educators. Sometimes a low score reflects a degree of self-sufficiency when the student is a high achiever. Other times a low score may indicate that the student has been treated poorly by one or more teachers as far back as elementary school.

Sample Item: “Most educators are very caring and dedicated.”

2. General Coping

Personal Support. This scale measures students’ satisfaction with the level of encouragement they receive from their families. The factors assessed in this scale are generally commensurate with the student’s ability to adapt to the demands of their courses or program of study. Students scoring low on this scale may benefit from talking with someone who can help them put their circumstances in perspective.

Sample Item: “My family encourages me to pursue my education.”

Life and Career Planning. This scale measures the amount of serious thought students have given to their career choice. This scale may be used as a roadmap to guide students through the various stages of a life and planning process.

Sample Item: “I have a career action plan that guides my studies.”

Financial Security. This scale measures the students’ satisfaction with the financial resources available to them while in college. The scale is not intended to measure the actual level of financial resources that the student has per se; rather, it assesses their feeling of being financially secure. Some students with modest means may feel more secure than do students with much greater means, depending on the individual expectations and lifestyle. With low-scoring students, an advisor can explore their financial needs and refer them to appropriate offices for assistance.

Sample Item: “My financial obligations are very distracting.”

Student Background Information (top of right column)

This report provides a comparison of the student’s pretest and mid-year academics, work plans, current enrollment and degree plans. Information about major, study time required, and enrollment next term is presented for mid-year only. This information provides a context for understanding changes in student motivation patterns and receptivity to specific programs and services.

Academics

Pre:

Mid-year: Average First-Term Grades

Study Time

Mid-year:

Work Plans

Pre:

Mid-year:

Degree Plans

Pre:

Mid-year:

Institutional Impressions (bottom of right column)

This section provides specific indications about the student's level of satisfaction with eleven aspects of the college experience that are referenced in the retention literature as areas of high expectation for students. These scores are intended to provide additional context for the pre and mid-year motivational assessment results, as well as the current needs and interest of each student. On the MYSA student report, the eleven aspects are listed by the rank of each item on a scale of 1 – 7, where 1 = low and 7 = high.

1. Guidance in selection of major or program
2. Assistance in selecting courses for major or program
3. Availability of information about financial resources
4. Level of interaction with other students
5. Relationship of studies with life and work goals
6. Frequency of interactions with my instructors
7. Course delivery that fits life circumstances
8. Frequency of interaction with my advisor
9. Availability of courses in major/program
10. Interaction with advisor
11. Overall experience as a student at this institution

Receptivity: Student Needs and Interests (page 2)

Student needs and interests in the MYSA are presented in the context of receptivity to institutional help (receptivity index) from the pretest, CSI. Student needs and interests are categorized by academic assistance, life and career planning, and financial guidance and support. Students are asked if they received help already and whether or not they wish to continue to receive help and information this term.

How can we attain the most value from the information provided in the student reports?

Attaining the most value from the student report will likely be approached differently, depending on how the pretest (CSI) information was utilized initially. If the pretest information was used to inform interventions, then the MYSA information may be used to determine progress toward the desired outcomes of the interventions. Here's how:

In the *first* column you will see a comparison of each student's pre and mid-year results for **motivational assessment** – the academic motivation and general coping scales.

In the top left of the *second* column, you have the added context of the pre and mid-year **student information** to enrich your interpretations of the student's motivation.

In the lower right column, the mid-year **institutional impressions**, i.e., level of student satisfaction with their experience thus far, adds much-needed insights into student engagement with faculty, advisors, and other students, as well as other aspects of their experience.

Mid-Year Student Assessment
Student Report

Instructions
James, this report details the changes in your scores on the College Student Inventory (Pretest) to now. The percentile ranks for both the Pretest and Mid-Year Student Assessment show how your scores compare to a larger sample of college students from across the country. Specifically, they indicate the percentage of students whose scores are equal to or less than those shown on this report. (In the absence of a Pretest, Motivational Assessment scores will not appear.)

James Doe
Male, ID#
Sample College
Month DD, YYYY

Motivational Assessment

	Perc. Rank	Very Low	Very High
Academic Motivation			
Study Habits			
Pre:	35	<div style="width: 35%;"></div>	
Mid-year:	51	<div style="width: 51%;"></div>	
Reading Interests			
Pre:	44	<div style="width: 44%;"></div>	
Mid-year:	44	<div style="width: 44%;"></div>	
Verbal and Writing Confidence			
Pre:	24	<div style="width: 24%;"></div>	
Mid-year:	20	<div style="width: 20%;"></div>	
Math and Science Confidence			
Pre:	69	<div style="width: 69%;"></div>	
Mid-year:	84	<div style="width: 84%;"></div>	
Commitment to College			
Pre:	68	<div style="width: 68%;"></div>	
Mid-year:	62	<div style="width: 62%;"></div>	
Interactions with Previous Teachers			
Pre:	60	<div style="width: 60%;"></div>	
Mid-year:	66	<div style="width: 66%;"></div>	
General Coping			
Social Engagement			
Pre:	69	<div style="width: 69%;"></div>	
Mid-year:	77	<div style="width: 77%;"></div>	
Family Support			
Pre:	63	<div style="width: 63%;"></div>	
Mid-year:	80	<div style="width: 80%;"></div>	
Capacity for Tolerance			
Pre:	45	<div style="width: 45%;"></div>	
Mid-year:	75	<div style="width: 75%;"></div>	
Career Plans			
Pre:	36	<div style="width: 36%;"></div>	
Mid-year:	31	<div style="width: 31%;"></div>	
Financial Security			
Pre:	35	<div style="width: 35%;"></div>	
Mid-year:	35	<div style="width: 35%;"></div>	

Student Information

Academics
Senior Year GPA: B+ Average
First Term (projected): A Average

Study Time Needed
Mid-year: More Than Expected

Work Plans
Pre: 1-10 hrs/wk
Mid-year: 0 (I Do Not Work)

Degree Plans
Pre: Bachelor's
Mid-year: Bachelor's

Institutional Impressions
The satisfaction scores are displayed from highest (7) lowest (1).

Interaction with faculty in class	6
Assistance in selecting program/major	6
Safety and security on campus	6
Sense of belonging to college community	6
Interaction with other students	5
Interaction with faculty outside class	5
Interaction with advisor	5
Opportunities for community service/volunteering	4
Availability of financial resources	4

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The Action Plan

On the second page you have the student's self-generated action plan, i.e., their **needs and interests** in receiving help.

This plan is generated in the context of the student's pretest receptivity to institutional help in five separate areas, and second in the context of his/her participation in services prior to completing the MYSA.

The student's call to action may represent your best option for responding to the student's desire for services.

In some ways, this plan represents the student's reality check about his/her needs and interests. If the receptivity scores on the pretest were considered in developing appropriate interventions, then the responses on the MYSA to student needs and interests may serve as indicators of whether or not the student took advantage of the assistance made available to them.

**Mid-Year Student Assessment
Student Report - Page 2**

MYSA Sample Report

James Doe
Male, ID#
Sample College
Month DD, YYYY

Student's Needs and Interests Scales and Items	Pre (CSI-Form B) Receptivity Scales (Percentile)	Mid-year Received assistance or information already	Mid-year Want to receive assistance or information
Receptivity to Academic Assistance	70		
Exam skills		Yes	Yes
Study habits		Yes	Yes
Writing skills		Yes	Yes
Math skills		Yes	Yes
Tutoring		No	No
Reading skills		Yes	No
Receptivity to Career Guidance	78		
Qualification for occupations		Yes	Yes
Help with career/job plan		Yes	Yes
Salaries for occupations		No	Yes
Advantages/Disadvantages of occupations		Yes	Yes
Help selecting occupation of interest		Yes	Yes
Receptivity to Personal Counseling	61		
Attitude toward school		No	No
Discouragement/unhappy thoughts		No	No
Unwanted habit(s)		No	No
Personal relationships and social life		No	No
Family matters		No	No
Emotional tensions		No	No
Receptivity to Financial Guidance	96		
Part-time job		No	Yes
Student loans		Yes	Yes
Guidance - personal finances		Yes	Yes
Holiday or summer jobs		Yes	Yes
Receptivity to Social Engagement	92		
New friends		No	Yes
Student government/campus activities		Yes	No
Clubs and social organizations		Yes	No

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How are the student report and advisor/counselor report different on the Mid-Year Student Assessment?

As with all Ruffalo Noel Levitz assessment tools, the reports are differentiated by the type of information reported. For example, the reason for having separate CSI reports for the coordinator, advisor/counselor, and students, is based on the sensitive nature of some of the information reported in the summary observations scales. In the MYSA, some of the student information gleaned from the demographic variables is more appropriate for the advisor/counselor report than for the student report.

The first page of the student report and the advisor/counselor report are different. Whereas the advisor/counselor report includes previous credits and personal background (ethnicity, marital status, dependents, and whether or not the student is a first-generation college student), all in the right-hand column, the student report does not. A copy of the advisor/counselor report is shown below. A note at the bottom indicates that the information with an asterisk is not shown on the student report.

The receptivity report, i.e., Student Needs and Interests, is identical for both reports. Institutional Impressions, reported on page one of the student report, are displayed on the bottom of page two of the advisor/counselor report in the following format.

Summary and Planning Report

The Summary and Planning Report is a resource tool to be used for institutional planning. The analysis includes all of the means of students who completed both the College Student Inventory and the Mid-Year Student Assessment, presented in three statistical summaries, including the total sample, males only, and females only. All pre- and mid-year means are computed from percentile scores. Since these scores are viewed in relation to national norms, the means provide a useful indication of how your students' overall motivational pattern compares with that of a national sample of comparable institutions, broadly defined.

Mid-Year Student Assessment™

Completion Date: MM/DD/YYYY to MM/DD/YYYY

Summary and Planning Report for Sample College

Primary Sample Statistics *

	Pre (CSI-Form B)		Mid-year (MYS)	
	N	%	N	%
Number of Females	6	40.0	6	40.0
Number of Males	9	60.0	9	60.0
Total number of students:	15	100.0	15	100.0

Academic Motivation	Female	Male	Total
Interactions with Previous Teachers			
Pre	84.2	69.0	75.1
Mid-year	85.5	59.6	69.9
Commitment to College			
Pre	68.7	68.6	68.6
Mid-year	63.8	59.3	61.1
Reading Interests			
Pre	57.7	60.7	59.5
Mid-year	61.8	62.7	62.3
Math and Science Confidence			
Pre	45.7	55.4	51.5
Mid-year	54.3	56.1	55.4
Study Habits			
Pre	65.8	68.2	67.3
Mid-year	70.0	66.9	68.1
Verbal and Writing Confidence			
Pre	51.7	64.8	59.5
Mid-year	58.5	64.1	61.9
General Coping			
Career Plans			
Pre	66.5	67.6	67.1
Mid-year	67.8	63.2	65.1
Family Support			
Pre	65.2	61.4	62.9
Mid-year	65.0	68.0	66.8
Capacity for Tolerance			
Pre	68.7	55.1	60.5
Mid-year	68.8	55.9	61.1
Financial Security			
Pre	85.5	63.1	72.1
Mid-year	78.0	63.6	69.3
Social Engagement			
Pre	55.0	68.7	63.2
Mid-year	60.3	68.7	65.3
Other			
Desire to Transfer			
Pre	76.2	59.7	66.3
Mid-year	N/A	N/A	N/A

*The statistics for all scales were computed from percentile scores. For all of the scales, the national norm is the 50th percentile. High scores indicate levels of the characteristic described in the scale name (e.g. a high score in Commitment to College means that the group was above the average in Commitment to College).

In addition to pre- and mid-year means for the 10 MYSA motivation scales, the Summary and Planning Report for MYSA includes the following:

Needs and Interests

An aggregate report of the needs and interests of all students who completed the MYSA is displayed. The report shows the number of students who received information or assistance in specific areas during the first term, as well as the number of students who would like to receive assistance this term.

Students' Needs and Interests

Scales and Items	Pre (CSI-Form B)	Mid-year (MYSA)			
	Receptivity Scales (percentile)	Received help already		Would like to receive help or information this term	
		YES	NO	YES	NO
Receptivity Academic Assistance	62				
Exam skills		9	6	11	4
Study habits		9	6	10	5
Writing skills		8	7	9	6
Math Skills		7	8	10	5
Tutoring		8	7	12	3
Reading skills		4	11	8	7
Receptivity Career Guidance	55				
Qualification for occupations		11	4	10	5
Help with career/job plan		7	8	10	5
Salaries for occupations		11	4	11	4
Advantages/Disadvantages of occupations		10	5	10	5
Help selecting occupation of interest		10	5	11	4
Receptivity Personal Counseling	55				
Attitude toward school		4	11	6	9
Discouragement/unhappy thoughts		2	13	4	11
Unwanted habit(s)		1	14	4	11
Personal relationships and social life		2	13	4	11
Family matters		2	13	6	9
Emotional tensions		1	14	4	11
Receptivity Financial Guidance	64				
Part-time job		5	10	7	8
Student loans		6	9	4	11
Guidance - personal finances		6	9	7	8
Holiday or summer jobs		5	10	9	6
Receptivity Social Engagement	70				
New friends		4	11	5	10
Student government/campus activities		4	11	6	9
Clubs and social organizations		7	8	9	6

Institutional Impressions

An aggregate report of the satisfaction ratings by all students completing the MYSA is displayed. The number and percent of students are reported by level of satisfaction (low =1 and high=7).

Institutional Impressions

Students' satisfaction thus far	Number and percent by student rating (1 = low, 7 = high)						
	1	2	3	4	5	6	7
Assistance in selecting program/major	N=0 (0.0%)	N=0 (0.0%)	N=1 (6.7%)	N=2 (13.3%)	N=2 (13.3%)	N=5 (33.3%)	N=5 (33.3%)
Safety and security on campus	N=0 (0.0%)	N=0 (0.0%)	N=0 (0.0%)	N=0 (0.0%)	N=2 (13.3%)	N=7 (46.7%)	N=6 (40.0%)
Availability of financial resources	N=0 (0.0%)	N=0 (0.0%)	N=1 (6.7%)	N=3 (20.0%)	N=2 (13.3%)	N=5 (33.3%)	N=4 (26.7%)
Level of interaction with other students	N=0 (0.0%)	N=0 (0.0%)	N=0 (0.0%)	N=4 (26.7%)	N=0 (0.0%)	N=7 (46.7%)	N=4 (26.7%)
Opportunities for community service/volunteer work	N=0 (0.0%)	N=0 (0.0%)	N=0 (0.0%)	N=5 (33.3%)	N=3 (20.0%)	N=5 (33.3%)	N=2 (13.3%)
Interaction with faculty in class	N=1 (6.7%)	N=0 (0.0%)	N=0 (0.0%)	N=3 (20.0%)	N=2 (13.3%)	N=4 (26.7%)	N=5 (33.3%)
Interaction with faculty outside class	N=2 (13.3%)	N=0 (0.0%)	N=1 (6.7%)	N=2 (13.3%)	N=3 (20.0%)	N=4 (26.7%)	N=3 (20.0%)
Interaction with advisor	N=1 (6.7%)	N=0 (0.0%)	N=1 (6.7%)	N=3 (20.0%)	N=3 (20.0%)	N=4 (26.7%)	N=3 (20.0%)
Sense of belonging to this college community	N=2 (13.3%)	N=0 (0.0%)	N=0 (0.0%)	N=2 (13.3%)	N=3 (20.0%)	N=3 (20.0%)	N=5 (33.3%)

Demographic Information

An aggregate report of all student information gleaned from the demographic variables for both the Pre (CSI) and Mid-Year (MYSA) are presented. The number and percent of students responding to each option for each item are reported for the CSI and the MYSA.

Demographic Information

	*Pre (CSI-Form B)		**Mid-year (MYSA)	
	N	%	N	%
Work				
0 (no plans/do not work)	5	33.33	8	53.33
1 to 10 hours per week	1	6.67	1	6.67
11 to 20 hours per week	2	13.33	0	0.00
21 to 30 hours per week	5	33.33	2	13.33
31 to 40 hours per week	2	13.33	3	20.00
More than 40 hours per week	0	0.00	1	6.67
GPA	N	%	N	%
A	0	0.00	0	0.00
B+	6	40.00	6	40.00
B	4	26.67	2	13.33
C+	5	33.33	6	40.00
C	0	0.00	0	0.00
D+	0	0.00	1	6.67
D or less	0	0.00	0	0.00
General Academic Knowledge	N	%	N	%
Highest 20%	2	13.33	2	13.33
Next to the highest 20%	5	33.33	4	26.67
Middle 20%	8	53.33	9	60.00
Next to the lowest 20%	0	0.00	0	0.00
Lowest 20%	0	0.00	0	0.00
Highest Degree Sought	N	%	N	%
None	0	0.00	0	0.00
a 1-year certificate	2	13.33	1	6.67
2-year college degree (associate)	5	33.33	6	40.00
4-year college degree (bachelor's)	5	33.33	6	40.00
Master's degree	3	20.00	2	13.33
Professional degree	0	0.00	0	0.00
Perceived Academic Ability	N	%	N	%
Considerably below average	0	0.00	0	0.00
Slightly below average	1	6.67	0	0.00
Average	10	66.67	7	46.67
Slightly above average	1	6.67	4	26.67
Considerably above average (in the top 20%)	3	20.00	4	26.67
Extremely high (in the top 5%)	0	0.00	0	0.00
Study Time Needed	N/A	N/A	N	%
Not as much as I expected.			1	6.67
About what I expected.			9	60.00
A lot more than I expected.			5	33.33
College Plans	N/A	N/A	N	%
I plan to complete my degree/certificate at this college or university.			8	53.33
I plan to transfer to another college or university to complete my degree.			7	46.67
College is not right for me at this time, and I do not plan to re-enroll next term.			0	0.00
I have not made a decision about my plans for next term.			0	0.00

* Refers to pre-college experiences/plans for CSI-Form B

** Refers to first-term experiences/plans for Mid-Year Assessment

Student List

Lists of students who responded to each of the four options for the variable, My College Plans, are provided. The four response options include:

1. I plan to complete my degree or program at this college or university.
2. I plan to transfer to another college or university to complete my degree or program.
3. College is not right for me at this time, and I do not plan to continue.
4. I am undecided about my plans at this time.

My College Plans

Explanation: The student lists below represent the four response options for the demographic item relating to student enrollment plans. Students are asked to indicate the "statement that most accurately describes my current college plans."

I plan to complete my degree/certificate at this college or university.

1. Student5 Sample5
2. Student7 Sample7
3. Student9 Sample9
4. Student10 Sample10
5. Student12 Sample12
6. Student13 Sample13
7. Student14 Sample14
8. Student15 Sample15

I plan to transfer to another college or university to complete my degree.

1. Student1 Sample1
2. Student2 Sample2
3. Student3 Sample3
4. Student4 Sample4
5. Student6 Sample6
6. Student8 Sample8
7. Student11 Sample11

College is not right for me at this time, and I do not plan to re-enroll next term.

No Responses

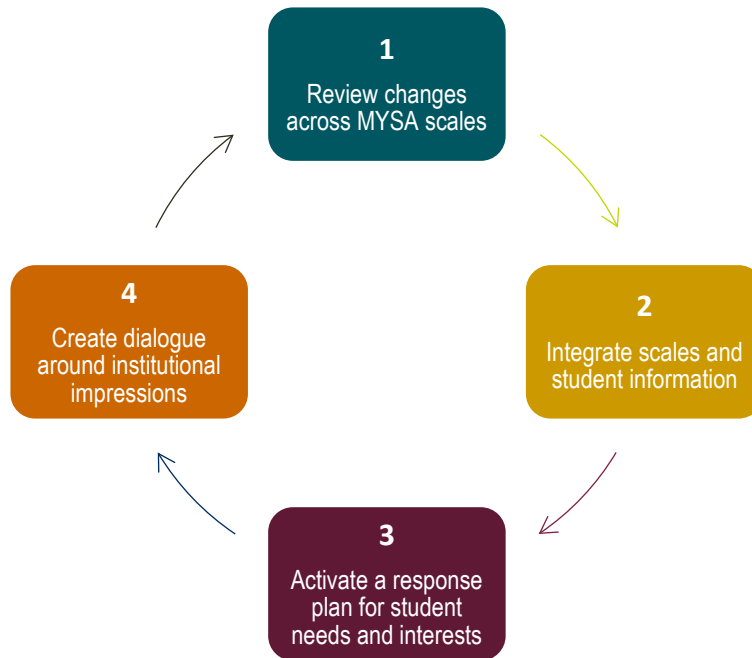
I have not made a decision about my plans for next term.

No Responses

How do we get started with the interpretation of the MYSA?

There is a wealth of valuable information included in the MYSA reports. One of the strategies we recommend for getting started is to examine individual or group reports systematically. The key to a deeper understanding of this assessment tool is integration of information across sections of the report, whether individual or group.

Here's a process that can guide you through four basic steps to understanding the value of the MYSA:



Sample Interpretation of a MYSA Student Report

For an interpretation of a MYSA Student Report, use the following links:

[Interpretation of a MYSA Form B Report](#)

[Interpretation of a MYSA Form C Report](#)

What is your role in advancing the MYSA student success strategy?

We are looking forward to hearing about your strategies for maximizing the benefits of the Mid-Year Student Assessment - Form C in your student success plan. It is only through your ongoing feedback that we can keep the dialogue moving forward on ways to better serve all students.

Thank you in advance for your commitment to students and your willingness to share your successes so that we might extend your reach to other campuses.