

I just received my students' ISSAQ results...

NOW WHAT?

A Quick Start Guide to Interpreting & Using ISSAQ Results (Advisor/Coach Edition)

The ISSAQ Student Survey is a **powerful** tool that has the potential to transform your work with students. Here are some simple steps to help you get started making use of the results:

1

CATEGORIZE STUDENTS BASED ON TYPE OF SUPPORT NEEDED

First, review students' scores on the ISSAQ Academic and Retention Success Indices. These indices not only indicate each student's likelihood of success, but also provide insight into the *type* of support each student would benefit most from.

Academic Success Index

Indicates a student's likely grades in college-level classes.

Retention Success Index

Indicates a student's probability of persisting over time.

Note: All ISSAQ scores are standardized against the ISSAQ national population and scaled to have a mean of 5 and a standard deviation of 1. Based on these scores, students are then grouped into one of three categories: "Support", "Engage", or "Guide".

What type of support do my students need?

We believe *all* students, not just those identified as "at-risk", deserve and can benefit from holistic support tailored to their strengths and opportunities. As such, our three score categories (below) are designed to reflect the *qualitatively* different interventions needed for students with different likelihoods of success.

Support

(Low likelihood of success)

Students will likely benefit from early, proactive, wrap-around support in several noncognitive areas.

- It is likely that traditional means of outreach (or waiting for students come to us) won't be effective.
- If there are available resources for one-one-one communications, they should be used to engage with these students first.
- Faculty/staff members across the institution may need to work collaboratively to ensure these students receive adequate support.

Engage

(Moderate likelihood of success)

Students will likely benefit from less intensive, targeted support in a few noncognitive areas.

- Support can often be provided via traditional support mechanisms and existing interventions.
- The focus should be on connecting these students with the right resources.
- Outreach may be less time sensitive (although early engagement is still likely to be beneficial).

Guide

(High likelihood of success)

Students will likely benefit from being connected to opportunities that utilize and grow their strengths.

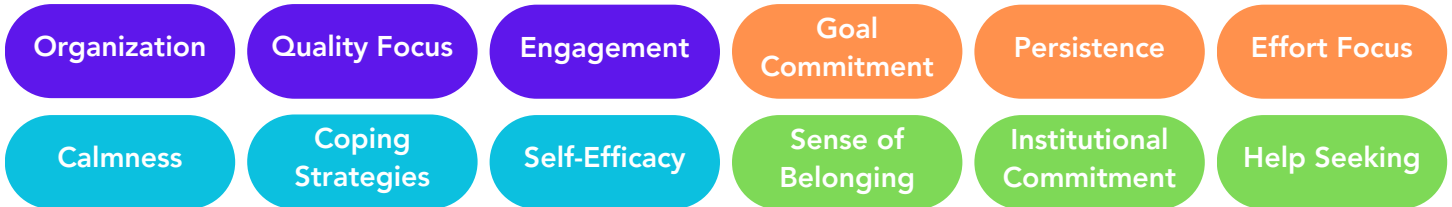
- Focus on making these students aware of opportunities to advance their learning/development (e.g., undergraduate research, peer mentoring, leadership positions).
- Note: Although these students are likely to be successful, we don't want to ignore them in case of:
 - Prediction errors (no assessment is 100% accurate)
 - Unexpected challenges during the year that lower their likelihood of success

IDENTIFY INDIVIDUAL STUDENT STRENGTHS & OPPORTUNITIES

2

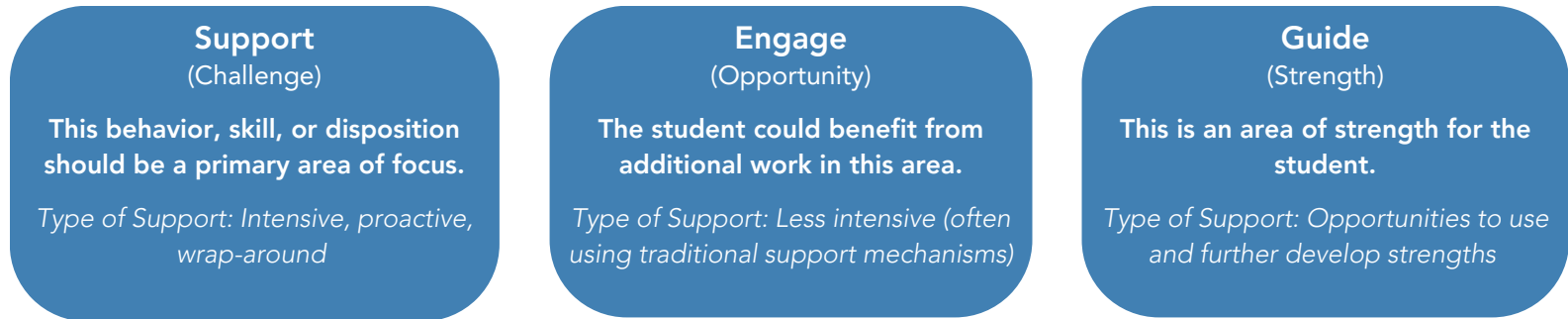
Next, review students' noncognitive skills profiles (i.e., their scores on each of the 12 ISSAQ noncognitive factors). This will provide insight into the specific needs of each student, making it possible to provide personalized support.

The ISSAQ noncognitive factors capture the key **behavioral**, **motivational**, **emotional**, and **social** aspects of student success. To learn more about each factor, visit your institution's ISSAQ Resource Hub and click the "ISSAQ Constructs" tab.



In what specific areas do my students need the most support?

The same intervention-focused score categories (i.e., "Support", "Engage", "Guide") that were used for the Success Indices are also used to report factor scores. Although the score interpretations are different (see below), the type of support needed at each level is the same. It is good practice to target no more than 1-2 skill areas at a time for improvement.



3

DEVELOP CUSTOMIZED INTERVENTIONS USING AVAILABLE RESOURCES

In order to effectively intervene to improve students' noncognitive skills, advisors must 1) understand the type of factor being targeted for improvement, 2) take stock of available resources, and 3) facilitate collaborative, action-oriented conversations with students about their strengths and opportunities.

When developing noncognitive interventions, it is important to note whether the factors you are trying to impact are *framing*, *disposition*, or *strategy* factors. This will determine what type of approach is most likely to be effective.



Strategy Factors: Those factors where the right tools or resources can be helpful for fostering success—in many cases, without the intensive support of an advisor or coach. In these instances, providing a student with feedback and connecting them with the appropriate resource may be all that’s needed.

Disposition Factors: Those factors that may require a combination of information and conversation to shift a student’s perspective. In these instances, providing information during the initial phases of coaching can help guide and explain a concept. Then, more direct interventions can be applied.

Framing Factors: Those factors that are NOT best served by direct intervention but can provide valuable information in understanding how to work with an individual or group. In these instances, applying an intervention directly to a student without any coaching or institutional support will likely be ineffective.

For more information about the types of ISSAQ factors, visit your institution’s ISSAQ Resource Hub and click the “ISSAQ Resources” tab.

What can I do to support my students?

As an advisor/coach, you are not expected to be an expert in every noncognitive skill area. Your role is to help connect students with appropriate resources and support. To help you with this task, we’ve compiled a multitude of resources on your institution’s ISSAQ Student Resources page, organized into three buckets:



Strategies/Tips

(A bulleted list of helpful tips that can be easily shared w/ students)



Institutional Resources

(A list of relevant, institution-specific campus resources)



Online Tools

(A collection of useful apps and other online resources)

TIPS FOR ADVISING/COACHING CONVERSATIONS

Additionally, here are some tips to help you facilitate effective conversations with students about their noncognitive skills, including what to do before, during, and after the conversation.

BEFORE THE MEETING

Review score report and try to build a story:

- Try to create a holistic picture of the student and their needs by looking at their score report and any other available data.
- Consider how various factors and student characteristics might interact (e.g., what challenges might a student with a strong academic background but poor Organization and Effort Focus face?)

DURING THE MEETING

- Treat the score report as a platform for conversation by asking questions, such as:
 - Which results resonate with you most and why?
 - Are there any results with which you do not agree? If so, why?
 - According to your scores, what areas will be strengths for you moving forward? How will these skills benefit you?
 - Pick 1 or 2 areas to which you’d like to devote some time. What are the specific strategies you will implement to address them?

DURING THE MEETING, CONT.

- How confident are you that you can successfully implement these strategies?
- Who is someone within this organization you can reach out to if you need some assistance?
- Work with the student to build an action plan
 - For the 1-2 noncognitive areas that were selected as a focus, ensure the student is able to answer the following questions:
 - What will be the next steps?
 - What resources/strategies will you engage with following this meeting and when will that happen?
 - What will the next several weeks/months look like?
 - How/when will you check in?

AFTER THE MEETING

- Check in to make sure behavioral/mindset change has taken root (*Remember, if we don’t change a student’s behaviors/skills/dispositions, we can’t change their likelihood for success.*)