

ACADEMIC ADVISING
ACADEMIC SUCCESS ASSESSMENT

Before scheduling an appointment in our office to meet with an academic advisor, please take the time to assess a number of factors that may have affected your academic success at the University of Northern Iowa. Every student has a unique situation. Be honest with yourself when answering these questions and thoughtful in your responses to draw appropriate conclusions. Use the “comments” section to expand on any of these issues. Provide specific details or information, if you think it will be helpful.

PERSONAL ISSUES

Mark \checkmark if an item has been a problem for you and $\checkmark\checkmark$ if it has interfered with your academic success on a regular basis.

- | | | |
|---|--|--|
| <input type="checkbox"/> Health | <input type="checkbox"/> Addictions (alcohol/internet/other) | <input type="checkbox"/> Sleep |
| <input type="checkbox"/> Family situation | <input type="checkbox"/> Relationships | <input type="checkbox"/> Employment/Work |
| <input type="checkbox"/> Finances | <input type="checkbox"/> Self-confidence | <input type="checkbox"/> Personal goals |
| <input type="checkbox"/> Friends | <input type="checkbox"/> Reasons for being in school | <input type="checkbox"/> Social distractions |
| <input type="checkbox"/> Expectations of self | <input type="checkbox"/> Adjustment to UNI | <input type="checkbox"/> Time management |
| <input type="checkbox"/> Other _____ | | |

Comments:

ACADEMIC ISSUES

Mark \checkmark if an item has been a problem for you and $\checkmark\checkmark$ if it has interfered with your academic success on a regular basis.

- | | | |
|--|---|--|
| <input type="checkbox"/> Going to class | <input type="checkbox"/> Taking notes during lecture | <input type="checkbox"/> Reading assignments |
| <input type="checkbox"/> Writing assignments/papers | <input type="checkbox"/> Preparing for & taking tests | <input type="checkbox"/> Finding time to study |
| <input type="checkbox"/> Concentrating | <input type="checkbox"/> Background in subject(s) | <input type="checkbox"/> Interest in subject(s) |
| <input type="checkbox"/> Class Sizes | <input type="checkbox"/> No career goals or plans | <input type="checkbox"/> Uncertain major |
| <input type="checkbox"/> Change in academic/career goals | | <input type="checkbox"/> Coursework load |
| <input type="checkbox"/> Teaching skill of instructor | | <input type="checkbox"/> Instructor availability |
| <input type="checkbox"/> Other _____ | | |

Comments:

INSTITUTIONAL ISSUES

Mark √ if an item has been a problem for you and √√ if it has interfered with your academic success on a regular basis.

- | | | |
|----------------------------|------------------------------------|-----------------------------|
| ___ Quality of advising | ___ Opportunity for involvement | ___ Computer availability |
| ___ Availability of tutors | ___ Hours of operation/class times | ___ Facilities for studying |
| ___ Library resources | ___ Housing | ___ Campus environment |
| ___ Other _____ | | |

Comments:

Review your responses to the above issues to complete these statements:

Learning in college is difficult for me when ...

The factors that have affected my academic success the most are ...

I could achieve a higher level of educational success if ...

I wish someone had told me ...

Now it is your turn to ask some questions. What do you want to know about how to achieve academic success at UNI? What kind of assistance are you hoping to find from Academic Advising and your academic advisor?

1.

2.

After completing this assessment, we encourage you to visit with your assigned academic advisor or an academic advisor in *Academic Advising, 102 Gilchrist Hall, 273-3406*, to discuss your specific issues and plans for improvement. The advisor will provide you with resources and methods to help meet your educational goals. *Please bring this assessment sheet with you when meeting with an advisor.*

Assessment adapted from *Turning Point: Getting Off Probation and On With Your Education*, Joyce D. Weinsheimer, Belmont, CA: Wadsworth, 1993.