



College Survival and Success Scale™



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Administrator's Guide

Introduction

Preparing for college success is not an easy task. Students in high school are poorly prepared for academic or social success in college. Conley (2005) suggests that preparing for college is more complicated than it appears and that most parents of high school students, most high school students, and most teachers believe, or at least hope, that the college preparation curriculum is designed so that students will be successful in higher education. He cautions that "parents would likely be shocked to learn that the relationship between the high school instructional program and college success is imprecise at best" (p. 3). The college graduation rates have hovered around 50 percent for decades (Pascarella and Terenzini, 2005). Similarly, the standard for completing a college degree has increased from four years to six years (Kuh, Kinzie, Schuh, Whitt, and Associates, 2005). In fact, nearly one out of five four-year institutions of higher education has less than one-third of its first-time, full-time, degree-seeking first-year students graduate within six years (Carey, 2004).

Part of the problem is that more people from a wider, more diverse pool of undergraduates are being admitted to colleges and universities. However, many of these students do not have the academic or social skills needed to be successful when they are admitted to college (Keller, 2001). Kazis, Vargas, and Hoffman (2004) suggested that in the years to come, four-fifths of high school graduates will need some form of postsecondary education to acquire the knowledge, skills, and abilities they will need to address the complex social, economic, and political issues they will face in their lives and their careers. Kuh, Kinzie, Schuh, Whitt, and Associates

(2005) suggest that several factors are believed to help students be more satisfied and perform better in college. These factors include

- Helping students to succeed academically
- Helping students to cope with nonacademic responsibilities
- Helping students to learn the value of education
- Helping students to thrive socially and interpersonally
- Helping students to develop their careers

Therefore, to be successful in college, students must do more than be successful in the classroom. That is why both traditional age and nontraditional students in colleges and universities are reporting record levels of stress (Von Steen, 2000). Von Steen suggests that college students go through a journey from freshman year to graduation that includes certain developmental issues and tasks that they must contend with, including the following:

Freshman year: First-year students are attempting to differentiate themselves from their parents and achieve greater self-definition. In their attempts to do so, they must develop friendships on campus, manage their time differently, manage their resources differently, learn to study differently, and begin to think about their career development.

Sophomore year: Second-year students are struggling to establish identity, deal with greater autonomy, and develop purpose. The focus is often on career planning and choosing a major and finding competence in that major.



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Junior year: Third-year students become more committed to their personal and academic lives. They show an increased sense of the value of education, a greater focus on classes in their major, enhanced knowledge about study skills, and increased commitment to intimate relationships.

Senior year: Fourth-year students tend to focus on the future, whether that entails a job search or applications to graduate programs. They are forced to examine their relationships in light of graduation and think about where they would like to live.

As you can see, college students must deal with a variety of developmental tasks as they work toward graduation from college.

College Student Concerns

Transitioning to college from high school can be a very difficult process for some people. Chickering and Schlossberg (2002) suggest that entering college means letting go of the way you were and developing a new identity. They suggest that the transition to college changes your life in many ways, including your roles as student, family member, friend, child, parent, worker; your daily routines of studying, playing, and working; your relationships with friends, teachers, parents, and spouse; and your assumptions and the ways you think about yourself (p. 7).

According to Bishop, Gallagher, and Cohen (2000), students experience a wide variety of problems in college that can be addressed by counselors to enhance student adaptation and retention (adapted from the Taxonomy on pp. 109–110):

Interpersonal and Social Adjustment

- Dating concerns
- Social issues
- Interpersonal problems
- Relationship difficulties

Academic Concerns

- School performance
- Poor study skills
- Test taking
- Grades

Career Concerns

- Career uncertainty
- Career path unclear
- Lack of knowledge about interests/abilities
- Choosing a major

Personal Adjustment

- Resource management
- Financial management
- Self-esteem issues
- Time management

Commitment

- Being own their own
- Understanding value of education

Student Retention

The issue of student retention has persisted and perplexed administrators in colleges and universities for many years. An ACT (2004) survey suggested that the reasons that students do not persist in college was due to a lack of motivation to succeed, inadequate financial resources, inadequate preparation, and poor study skills. In addition, the study says that the primary reason for attrition in college is that students are simply not prepared for college and college life. This report found that only about a quarter of the students who graduated from high school are prepared for college-level work in math, science, English, and reading.

There has been a great number of research studies intended to identify the specific reasons why students are not successful when they get to college. Some of the most recent research suggests that students are not successful because of such issues as lack of family support, lack of or too many extracurricular activities, inadequate college faculty-student interactions, and lack of involvement in activities on college campuses. Astin (1993) found that the persistence or retention rate of college students is greatly affected by the level and quality of interpersonal interactions with peers, administrators, faculty, and staff.

One expert, Tinto (1975; 1993), suggested that student retention is a complex interplay between the student and the institutional environment. He contends that a student's decision to remain or depart from a college or university is the result of many different factors related to the individual's characteristics, his or her experiences, and external forces that compete with the college experience. In fact, he cites five factors as being critical to whether a student departs or remains in college, including a lack of commitment, time and resource adjustment issues, the lack of a social network, academic difficulty, and the lack of clear academic and career goals. These five factors make up the five scales on the *College Survival and Success Scale (CSSS)*.

Need for the *CSSS*

The *CSSS* is designed to meet the need for a brief assessment instrument to identify the concerns college students are experiencing or the concerns that prospective college students can anticipate. Some of the assumptions underlying the development of the *CSSS* include the following:

- People need to have knowledge about the skills they possess not only to survive in college, but to succeed.
- All people can succeed in college if they are made aware of their deficiencies. By being aware of their weaknesses regarding educational commitment, self-management and resource management, interpersonal and social skills, academic success skills, and career planning skills, people can overcome deficiencies.
- The transition to college can be very difficult for some people. By capitalizing on their strengths, people can cope with this difficult transition.
- College and university administrators will experience less attrition if they individualize their student services to better meet the specific needs and deficiencies of each student.

As the number of unprepared college students continues to rise and the retention rates of those students continue to fall, colleges are facing greater challenges in identifying student strengths and weaknesses. Therefore, students and prospective students need as much information about their strengths and weaknesses as possible. In addition, college administrators need to find ways to help students be more successful and stay in college. The purpose of the *CSSS* is to quickly identify students' weaknesses related to being successful in a college or university environment.

Audience for the *CSSS*

The *CSSS* is intended for use in high schools, community colleges, learning services centers, student support services, college counseling centers, retention services programs, pre-major advising centers, college orientation programs, Talent Search programs, Upward Bound programs, peer-mentoring programs, employment programs, rehabilitation counseling programs, first-year experience programs, academic advising centers, college career and placement offices, military-to-college transition programs, prisons, and any agency that works with clients or students interested in attending a college or university.

The *CSSS* can be administered to individuals or to groups. It is written for individuals at any age at or above the junior high school level. The *CSSS* has an eighth-grade reading level. Since none of the items is gender-specific, the *CSSS* is appropriate for a variety of audiences and populations.

Description

The *CSSS* has been designed for easy use. It is simple to take and can be easily scored and interpreted. The *CSSS* inventory contains

60 statements about surviving and succeeding in college, scoring directions, profile guide, interpretation guide, and success planning guide. Each of the items has been grouped into scales that are representative of a program that teaches college survival and success skills. The scales on the *CSSS* include

- Commitment to Education
- Self- and Resource-Management Skills
- Interpersonal and Social Skills
- Academic Success Skills
- Career Planning Skills

Administration

The *CSSS* is self-administered, and the inventory is consumable. Administrators need no special training. A pencil or pen is the only other item necessary for administering, scoring, and interpreting the inventory. Begin by distributing one *CSSS* to each person interested in taking it. The first page of the inventory contains spaces for normative data, including name, date, gender, and age. Each respondent should fill in the necessary information on this page. Specific instructions for answering items on the *CSSS* are included on the front page and in Step 1. Read the directions on the first page and in Step 1 while all respondents follow along. Test administrators should ensure that each respondent clearly understands all of the instructions and the response format. Respondents should be instructed to mark all of their responses directly on the inventory. The *CSSS* requires approximately 20 minutes to complete.

Completing the Scale

The *CSSS* uses a series of steps to guide the respondent through the administration of the inventory. Responses are marked in Step 1 of the inventory. Respondents are asked to read each statement and then circle the numerical response that represents what they are currently doing in college or what they believe they would or would not do when they attend college. Step 2 provides instructions for scoring the assessment. Respondents simply add the total of the numbers they circled for each of the five color-coded sections. Step 3 helps respondents to profile and to better understand their scores. Step 4 allows respondents to review suggestions for success and identify those suggestions that they are doing currently and those that they need to begin doing. Activities are suggested to help respondents become more successful in college. Step 5 allows respondents to develop an action plan for being more successful in college.

Calculating and Profiling Scores

The *CSSS* was designed to be scored by hand. All scoring is completed on the consumable inventory. No other materials are needed to score or interpret the instrument, thus providing immediate results for the test taker.

1. Respondents are asked to total the numbers they circled for each of the five sections in Step 1. These scores will range from 12 to 48 for each of the sections. Respondents then put that number in the Total box for each section on the *CSSS*.
2. In Step 3, respondents mark an X along each of the five number lines to represent their scores for the five scales.

Understanding Your Scores

The *CSSS* yields content-referenced scores in the form of raw scores. A raw score, in this case, is the total score of responses to each of the statements. The performance of individual respondents or groups of respondents can be evaluated only in terms of the mean scores on each of the scales.

For the *CSSS*, scores between 12 and 23 are *LOW* and indicate that the respondent needs to be more proactive and do more to both survive and succeed in college. Scores between 24 and 36 are *AVERAGE* and indicate that the respondent is probably doing enough to survive, but needs to be more proactive and do more to succeed in college. Scores between 37 and 48 are *HIGH* and indicate that the respondent is probably being proactive and doing the things that are necessary to both survive and succeed in college.

Respondents generally have one or more areas in which they score in the low or low-average categories. That means that the respondent needs to learn more about that particular aspect of surviving and succeeding in college. These are the areas in which the respondent should begin gaining additional skills. The place to start this exploration is the next step of the *CSSS*. Respondents should turn to Step 4 and read the information provided and consider doing the activities in those sections on which they scored the lowest. They are asked to place a check mark in the boxes of actions they are already doing to be successful.

Understanding the College Survival and Success Profile

Because the primary objective of this instrument is to help students learn more about their college survival and success strengths and weaknesses, the *CSSS* is organized so that it contains five scales that were deemed critical in surviving and succeeding in college. The following section provides a brief description of the five scales on the *CSSS*. These scales were chosen as representative of college success by independent judges.

The *CSSS* Basic Scales

Section 1: Commitment to Education—Low scores on this scale indicate that you are not yet a lifelong learner. You may not be aware of how education provides you with the skills for success. You may not be aware of how education enhances your career and life possibilities. You may also not understand how education improves your employability and earning potential.

Section 2: Self- and Resource-Management Skills—Low scores on this scale indicate that you are not yet ready to manage your time or money. You may not know about the financial aid that is

available to you. You may not have a plan for budgeting and managing your money. You may also have difficulty in managing your time among school, work, and social obligations.

Section 3: Interpersonal and Social Skills—People scoring low on this scale tend not to have the most effective human relations skills. You may have trouble getting to know other students or do not value diversity in college. You may not have good communication skills, may need assistance in dealing effectively with professors, and may have difficulty in handling conflict with others.

Section 4: Academic Success Skills—People scoring low on this scale tend not to be the most effective students. You may need assistance in building knowledge through reading and studying. You may need help in taking notes, doing research, and preparing for tests. You may also need to learn to write more effectively.

Section 5: Career Planning Skills—People scoring low on this scale tend not to be as career-committed and career-mature as they could be. You may not have thought that much about your own career or career development. You may not have defined a clear career path or started to investigate potential careers. You may also not know much about occupations that match your interests, skills, and personality.

Illustrative Case

The *CSSS* profile on the next page shows the assessment results for an 18-year-old man who is a freshman at a community college. While participating in the First-Year Experience program, he took the *CSSS*. As can be seen from his profile, the respondent scored in the low range on every scale on the *CSSS*. This student probably will drop out if the appropriate interventions are not used. The student scored lowest in Career Planning Skills and Academic Success Skills. These are the two areas in which he needs the most instruction and assistance in developing effective skills.

He will need to develop career maturity through such activities as visiting the college's career planning office to talk with a counselor, taking career assessments to identify personal characteristics that will match majors on campus, developing a long-range career plan, and revising the plan as needed. In addition, he will need immediate assistance in developing better academic success skills. To do so, he may need to develop a study schedule for his classes, form study groups with other freshmen, and visit the college's writing center and learning center. Because all of his scores were in the low range, he will eventually need assistance in all of the five areas, but the interventions should begin with the areas in which he scored the lowest.

Research and Development

This section outlines the stages involved in the development of the *CSSS*. The stages include guidelines for development, item construction and selection, item standardization, and the development of reliability and validity norms.

Reliability

Reliability is often defined as the consistency with which a test measures what it purports to measure. Evidence of the reliability of a test may be presented in terms of reliability coefficients and test-retest correlations. Tables 1 and 2 present both types of information. As can be seen in Table 1, split-half correlation coefficients for the *CSSS* ranged from .89 to .92; thus, the *CSSS* has excellent internal consistency. Many of these individuals were retested again after about one month had passed. As can be seen in Table 2, test-retest reliability for the *CSSS* ranged from .88 to .94. Thus, from these results, it was determined that the inventory measures what it sets out to do.

Validity

Validity is often defined as the extent to which a test measures what it purports to measure. Evidence of validity for the *CSSS* is presented in terms of interscale correlations and examination of the means and standard deviations. The database consisted of more than 150 students who were either in college or about to start college in the next semester.

Concurrent validity of the *CSSS* can be found in Table 3. This table shows the interscale correlations for an adult sample of more than 75 individuals. The highest correlations (.34) are found between Commitment to Education and Career Planning Skills and Self- and Resource-Management Skills and Interpersonal and Social Skills. These low intercorrelations on the scales provide evidence of the individuality of the *CSSS* scale clusters.

Table 4 shows the construct validity for the *CSSS*. Sex differences in college survival and success skills strengths provide some support for the construct validity of the *CSSS*.

Females taking the *CSSS* scored lowest on the Interpersonal and Social Skills Scale (M=34.85), suggesting that women in college need to be more assertive and communicate their needs better to be successful in college. Females scored highest on the Self- and Resource-Management Skills scale (M=39.86) and the Career Planning scale (M=39.00). Thus, females need assistance with interpersonal and social skills, but they have good career planning and self- and resource-management skills in college.

On the other hand, males scored lowest on the Academic Success Skills scale (M=28.14), suggesting that men in college need the most instruction in academic success and study skills to be successful in college. After Academic Success Skills, males scored lower on the Self- and Resource-Management Skills scale (M=30.52) and the Career Planning Skills scale (M=32.03). Males scored highest on the Commitment to Education Scale (M=33.59). Thus, males are committed to getting a college education, but poor career planning and a lack of self-management skills and resource-management skills become barriers. Overall, women taking the *CSSS* tended to score much higher than men on all scales, especially on the Self- and Resource-Management Skills scale. When all scores on the *CSSS* are combined, respondents in general scored the lowest on the Academic Success Scale (M=30.86). This correlates with the research cited earlier about students entering college who are not academically prepared to complete college curriculums.

Table 1: Internal Consistency (split half)*

<i>CSSS</i> Scale	Correlation Coefficient
Scale 1	.90
Scale 2	.91
Scale 3	.92
Scale 4	.89
Scale 5	.90

*N=16

Table 2: Stability (test-retest correlation)**

<i>CSSS</i> Scale	Test-Retest
Scale 1	.94
Scale 2	.93
Scale 3	.88
Scale 4	.91
Scale 5	.92

*N=50 adults

**1 month after original testing

Table 3: *CSSS* Interscale Correlations*

<i>CSSS</i> Scale	01	02	03	04	05
01	1				
02	.27	1			
03	.29	.34	1		
04	.19	.31	.25	1	
05	.34	.21	.17	.22	1

*N=75

Table 4: CSSS Means and Standard Deviations

CSSS Scales	Total (N=156)		Male (N=69)		Female (N=87)	
	Mean	SD	Mean	SD	Mean	SD
Commitment to Education	34.98	5.12	33.59	5.28	37.86	3.51
Self- and Resource-Management Skills	33.56	5.56	30.52	3.66	39.86	2.92
Interpersonal and Social Skills	33.58	4.48	32.96	4.13	34.85	5.05
Academic Success Skills	30.86	7.21	28.14	7.01	36.50	3.35
Career Planning Skills	34.30	6.81	32.03	6.94	39.00	3.31

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About the Author

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He provides career assessment and career counseling services for students and administers and interprets a variety of career assessments. Dr. Liptak also helps students to develop portfolios and search for employment and internship opportunities that match their interests and values. He focuses on helping students develop their careers by becoming engaged in a variety of learning, leisure, and work experiences.

In addition to the *CSSS*, Dr. Liptak has created the following assessments for JIST Publishing: *Career Exploration Inventory*, *Transition-to-Work Inventory*, *Job Search Knowledge Scale*, *Job Survival and Success Scale*, *Barriers to Employment Success Inventory*, and *Job Search Attitude Inventory*.

Dr. Liptak consults on the development of assessments for schools and agencies around the country and has developed specialized assessment instruments for use with clients. He is a regular speaker at national and international conventions on the topic of assessment and assessment development and is also a JIST-certified trainer.