



CASE STUDY

CLEI Usage
at Concordia College

CLEI Usage at Concordia College

— Amy Sannes

Director of the Academic Enhancement Center & Assistant to the Dean of Student Development
Concordia College · Moorhead, MN

Reflecting on past Concordia data, it is clear that probation students who meet with an academic counselor on a regular basis perform better academically than those who meet with an academic counselor one time or choose to go it alone. Our challenge has been to make that first meeting feel worthwhile to the student in order for them to realize the benefit of regular meetings with an academic counselor.

The CLEI has been an excellent tool to help the students assess and visually see their strengths and weaknesses and utilize this information to formulate an academic success plan in collaboration with their academic counselor. The academic counselors at Concordia use the results to help the students draw on their strengths to overcome their weaknesses. Through utilization of the CLEI with our probation students, we have felt we have had more in relevant conversations and have been able to dig deeper into students' concerns earlier in our sessions. Our academic success plans appear to be better thought out and supported by the CLEI assessment, which makes sense to the students.

One example involves a young woman who, in a previous semester, visited the counselor and made it clear that "she knew what her issues were." She just needed to "study more" and then mentioned examples of how she was going to accomplish that. The student never met again and she ended up on probation for the spring term. She took the CLEI in her first meeting of the spring semester. The result was a more productive meeting as she could see that according to her CLEI assessment her Time and Organization Management was actually one of her strengths and not really her "issue." The counselor then proceeded to explore her lower Academic Stress Management score and revealed that she was really stressed about her major and with the realization that she was not going to be able to pursue a medical career. As part of her academic success plan, she was to meet with the Career Center, talk with her family about changing majors, talk with the Exercise Science department, and report back to me. A long story short, this student met weekly during the spring as she went through the process of changing majors and adjusting her academic focus. What a difference in this young woman. Her GPA two semesters ago was a 0.500 and this semester she earned a 2.485.

The CLEI assessment gave the student "permission" to talk about what was really troubling her. I believe it allowed the counselor to reach this level of discussion at an earlier point in the sessions. And the CLEI helped the counselor focus the direction of intervention with this young woman.

Initially, as counselors, we wanted to have the probation students take the CLEI prior to meeting with their academic counselor as they were waiting for their session. We felt since this was the first meeting the students may be over-inflating their responses to put themselves in a positive light to show the academic counselor they really are doing okay. Finding this out, timing was switched to giving the CLEI during the first meeting after the counselor established rapport with the student and explained that the CLEI had no bearing on their academic status. I think our results were better once we moved to this method.

Mean CLEI Scores · Concordia College · Spring 2008

| | Probation Students <i>n=30</i> (GPA 1.9 and below) | High Achieving Students <i>n=30</i> (GPA 3.0 and above) |
|---|--|---|
| Academic Self-Efficacy (ASE) | 76.45 | 92.56 |
| Organization and Attention to Study (OAS) | 55.70 | 70.21 |
| Stress and Time Press (STP) | 51.94 | 62.64 |
| Involvement with College Life (ICA) | 60.93 | 75.27 |
| Emotional Satisfaction (ES) | 71.67 | 86.87 |
| Class Communication (CC) | 57.49 | 75.61 |

Additional Comments

From Concordia College Academic Counselors using the CLEI

"My students really seem to like it. They seem to talk more when we have the CLEI in front of us."

"I feel like our interventions are more on target and the student's take more ownership in their academic success plans."

"The CLEI is easy to implement and the online scoring is great."