

Description of Features in the RMS Advisor Reports

- **Summary of Academic Motivation**

Four summary scales:

1. Dropout Proneness Scale – measures student’s overall inclination to drop out of college before finishing a degree.
2. Predicted Academic Difficulty Scale – predicts who is most likely to have low grades in college.
3. Educational Stress Scale – student’s general feelings of distress in the context of college.
4. Receptivity to Institutional Help Scale – indicates how responsive the student is likely to be to intervention.

- **Motivational Assessment**

Four Sections:

1. **Academic Motivation**

- a) Study Habits – measures student’s willingness (or effort) to make sacrifices needed to achieve academic success.
- b) Intellectual Interests – measures how much the student enjoys the actual learning process.
- c) Verbal Confidence – measures the degree to which the student feels capable of doing well in courses that heavily emphasize reading, writing, and public speaking.
- d) Math and Science Confidence – measures the degree to which the student feels capable of doing well in math and science courses.
- e) Desire to Finish College – measures the degree to which the student values a college education, the satisfactions of college life and the long-term benefits of graduation.
- f) Attitude Toward Educators – measures the student’s attitudes toward teachers and administrators in general, as acquired through his/her pre-college experiences.

- **Motivational Assessment**

- 2. General Coping**

- a) Sociability – measures student’s general inclination to join in social activities.
 - b) Family Emotional Support – measures student’s satisfaction with the quality of communication, understanding, and respect that they have experienced in their family.
 - c) Opinion Tolerance – measures the degree to which the student feels that he or she can accept people without regard to their political and social opinions. It indicates whether a student will be able to tolerate the diversity of social backgrounds to which the student is exposed at college.
 - d) Career Closure – measures the degree to which the student has defined a career goal and developed a firm commitment to it.
 - e) Sense of Financial Security – measures the extent to which the student feels secure about their financial situation, especially as it relates to their current and future college enrollment.

- 3. Receptivity to Support Services**

- a) Academic Assistance – measures the student’s desire to receive course-specific tutoring or individual help with study habits, reading skills, examination skills, writing skills, or mathematics skills.
 - b) Personal Counseling – measures the student’s felt need for help with personal problems
 - c) Social Enrichment – measures the student’s desire to meet other students and participate in group activities.
 - d) Career Counseling – measures the student’s desire for help in selecting a major or career.
 - e) Financial Guidance – measures the student’s desire to discuss ways of increasing their financial resources for college.

- 4. Supplementary Scale**

- a) Internal Validity – measures the student’s carefulness in completing the inventory.