**Holly Martin’s 1st year student Self-Assessment questionnaire Handout 6**

**1. In what ways have you grown intellectually over the last four months?**

This question helps students take note of their growing skills and interests. In advising sessions students and advisors identify and celebrate intellectual growth and build on that growth.

**2. What are your academic strengths?**

This question challenges students to think about their interests and strengths. Advisors find answers to this question helpful in discussing possible majors and programs. While concentrating on the positive, answers to this question also can lead to specific suggestions for improvement.

**3. Which classes have you found most interesting and why?**

It is important that we pay attention to why students find some courses more engrossing than others. These insights into students’ learning habits provide insight into their developing interests.

**4. Which classes have been most challenging, and how did you handle those challenges?**

This important question helps students and advisors explore how students rise to academic challenges. This is another opportunity to celebrate past achievements and brainstorm student-specific suggestions for further study skills development.

**5. Are you comfortable sharing your thoughts and ideas with peers in class?**

Advisors can assist less secure students in understanding that they will become more comfortable sharing their insights in class as they become more confident in their knowledge of their major subject area. Tips concerning how to be ready to join in discussions are a natural part of the conversation here as well.

**6. Have you taken advantage of opportunities to learn outside of the classroom? Please give examples.**

Students generally interpret this question to mean their use of professors' office hours and/or attending review sessions or tutoring. While that is encouraged, answers to this question also provide an opportunity to point out that attending campus art events, joining volunteer and club activities, and participating in other forms of on-campus engagement are at the heart of learning outside of the classroom. At this point in an advising session, the advisor should know the student well enough to suggest specific events or activities to the student.

**7. Is there a topic on which you might like to do research?  How did you become interested in it?**

Except in the physical and social sciences where students can join on-going research projects, few first-year students are ready to identify research topics. This question challenges students to think about areas they might find most interesting as they move forward in their education. In other words, to think of their education as more than fulfilling externally prescribed requirements.

**8. Are you becoming the person you want to be?**

This question is primarily asked to help students think about their educations in the context of the whole person, but it also provides students the opportunity to indicate pressing personal difficulties that may be affecting their academic work.

**Cite as:** Martin, H. (2011, December). Increasing first-year student engagement through mid-year self-reflections. *Academic Advising Today, 34*(4). Retrieved from <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Increasing-First-Year-Student-Engagement-through-Mid-Year-Self-Reflections.aspx>. Reprinted in *Academic Advising Approaches* (2013).