

	Categories	Indicators	Exemplar Advisor Questions
Internal Assets	Commitment to Learning (Items 1 – 7)	<p>Commitment to Learning Achievement motivation Young person is motivated to do well in school.</p> <p>School engagement Young person is actively engaged in learning.</p> <p>Homework Young person reports doing at least one hour of homework every school day.</p> <p>Bonding to school Young person cares about her or his school.</p> <p>Reading for pleasure Young person reads for pleasure three or more hours per week.</p>	<p>a. Tell me about a time when you felt motivated to do well in school. What was your motivation?</p> <p>b. Tell me about a time when you felt that you are actively engaged in learning. How did you feel? What was it that made you feel engaged?</p> <p>c. Tell me about a time when you enjoyed doing class projects or assignments. How did you feel? Why do you think you enjoyed it?</p> <p>d. Tell me about a time when you volunteered at your school? Why did you choose to do that?</p> <p>e. Tell me about a time when you experienced academic success in college. Why do you consider that a success? What did you do to make it successful? Who helped you?</p> <p>f. Describe what your ideal college life looks like. Why?</p> <p>g. What impact will your college degree have on your life? How do you envision your life being different because of the degree?</p>
	Positive Values (Items 8 – 11)	<p>Caring Young person places high value on helping other people.</p> <p>Equality and social justice Young person places high value on promoting equality and reducing hunger and poverty.</p> <p>Integrity Young person acts on convictions and stands up for her or his beliefs.</p> <p>Honesty Young person "tells the truth even when it is not easy."</p> <p>Responsibility Young person accepts and takes personal responsibility.</p> <p>Restraint Young person believes it is important not to be sexually active or to use alcohol or other drugs.</p>	<p>a. Tell me about a time that you helped out a person in your life.</p> <p>b. Tell me about a time that you stood up for your beliefs and convictions, even when it may not have been easy to do so.</p> <p>c. When was the last time that you handled a difficult situation well? What strategies did you utilize in handling it?</p> <p>d. What obstacles have you overcome in order to be successful as a college student here?</p> <p>e. How are you going to make the world a better place during your time on this planet?</p> <p>f. How are you going to make the campus a better place than you found it? What are your most important values? How do you live out these values?</p> <p>g. Who in your life was the most influential in helping you develop these values?</p>
	Social Competencies (Items 12 – 15)	<p>Planning and decision making Young person knows how to plan ahead and make choices.</p> <p>Interpersonal competence Young person has empathy, sensitivity, and friendship skills.</p> <p>Cultural competence Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</p> <p>Resistance skills Young person can resist negative peer pressure and dangerous situations.</p> <p>Peaceful conflict resolution Young person seeks to resolve conflict nonviolently.</p>	<p>a. Tell me about a time that you made a difficult decision that turned out well.</p> <p>b. Tell me about a time that you did a great job of planning ahead.</p> <p>c. Tell me about a time that you worked together with a person from a different cultural, racial, and/or ethnic background.</p> <p>d. What one thing that you have accomplished in your life has boosted your self-confidence the most.</p> <p>e. Tell me about a time that you went out of your way to build a relationship with a new person.</p> <p>f. What is the nicest thing that you have ever done for someone else?</p> <p>g. What is the nicest thing that one of your friends has ever done for you?</p>

	<p>Positive Identity (Items 16 – 22)</p>	<p>Personal power Young person feels he or she has control over "things that happen to me." Self-esteem Young person reports having a high self-esteem. Sense of purpose Young person reports that "my life has a purpose." Positive view of personal future Young person is optimistic about her or his personal future.</p>	<p>a. Tell me about a time when you faced a challenge but felt you had control over the outcome. In what ways did you exercise this control? b. What is the best part of being a college student? c. Describe your life five years after graduation. Ten years. Where will you live? What will your work/career be like? What is the role of family? How do you spend your leisure time? d. Describe your biggest success to date. e. Describe your biggest success in college. Why is this a success? What role did you play in making this a success? f. Tell me about a tough situation you have faced while in college and how you got out of it. What specific tools (e.g., behaviors, beliefs, support systems) did you use to get out of this situation? g. Tell me about a current goal. What is one thing you have done in the past week/month to move toward reaching that goal. h. Tell me about a current goal. What is your plan to achieve that goal? If this plan doesn't work, tell me about another way you could achieve this goal.</p>
External Assets	<p>Support/Connectedness (Items 23 – 27)</p>	<p>Family support Family life provides high levels of love and support. Positive family communication Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s). Other adult relationships Young person receives support from three or more nonparent adults. Caring neighborhood Young person experiences caring neighbors. Caring school climate School provides a caring, encouraging environment. Parent involvement in schooling Parent(s) are actively involved in helping young person succeed in school.</p>	<p>a. Can you share a specific instance when your family showed support of your educational pursuits? b. Other than financial, how do your parents take an active interest in your educational success? c. How would you describe your relationship with your parents? d. Describe your parent(s) way of giving you advice. How do you typically respond to their advice? e. If you were going to go to someone else for advice (other than a parent), who would that be? f. Can you think of a person at XYZ University to whom you could go to and talk about life decisions? Career decisions? Personal decisions? Can you discuss any other individuals here at the university with whom you have a similar relationship? g. Tell me about a positive relationship you have or have had with a professor here at XYZ University. h. Explain how the values of XYZ University are consistent with your own. i. Could you elaborate on your relationship with those closest to you at this university? How have you drawn support from each other? j. What kind of community activities? How do they make you feel strong?</p>

<p>Empowerment (Items 28 – 36)</p>	<p>Community values youth Young person perceives that adults in the community value youth. Youth as resources Young people are given useful roles in the community. Service to others Young person serves in the community one hour or more per week. Safety Young person feels safe at home, at school, and in the neighborhood.</p>	<p>a. Tell me about a time that you felt that the university was a caring, encouraging place. b. Who are the two most positive, influential role models in your life? Why do you admire them? c. Tell me about a time when you saw one of your best friends model responsible behavior. d. What is the best activity that you have participated in on campus? Why? e. Tell me about a time when a fellow student helped you or someone else out in a time of need? f. Who is your best friend? What do you admire most about this person? g. Tell me about a time that you have had a positive impact on another person's life. h. Tell me about a time that someone else has had a positive impact or made a difference in your life. i. If you were to join a brand new club or participate in a new activity on campus what would it be? Why? j. If you were going to create a new special interest club on campus what would it be? Why? How would you go about starting such a club? k. What is one thing that you could do to help the university become a more caring, encouraging place? l. When you graduate from here, what do you hope will be your legacy? What do you hope to take with you?</p>
<p>Boundaries & Expectations (Items 37 – 40)</p>	<p>Family boundaries Family has clear rules and consequences, and monitors the young person's whereabouts. School boundaries School provides clear rules and consequences. Neighborhood boundaries Neighbors take responsibility for monitoring young people's behavior. Adult role models Parent(s) and other adults model positive, responsible behavior. Positive peer influence Young person's best friends model responsible behavior. High expectations Both parent(s) and teachers encourage the young person to do well.</p>	<p>a. Tell me about a time when you think you made the right decision. How did you do that? Who did you talk with to make that decision? b. Tell me about a time when you were encouraged to do something in which you were successful. Who encouraged you? How? c. Describe someone you consider your role model. Why do you consider them as your role model? d. Tell me about a time when the rules set by your family or school helped you make the right decision. e. Tell me about a time when your friends had a positive impact on your decision making.</p>

<p>Constructive Use of Time (Items 41 – 44)</p>	<p>Creative activities Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</p> <p>Youth programs Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.</p> <p>Religious community Young person spends one hour or more per week in activities in a religious institution.</p> <p>Time at home Young person is out with friends "with nothing special to do" two or fewer nights per week.</p>	<ol style="list-style-type: none"> a. Tell me about a time when your going the extra mile really paid off for you. b. When was the last time that you were really excited about an event? What was exciting about it? c. Tell me about a time when you did an excellent job prioritizing tasks. How did you do it? How did you go about determining what was most important. d. Tell me about a time when you really came through for someone (individual or group). What did you do and how did you do it? How did this make you feel? e. What types of people do you work best with? Give me a specific example involving positive collaboration. f. Who brings out the best in you? g. Who is the hardest working person that you know? Explain in detail what separates them from the pack. h. Tell me about a project or activity that made you lose track of time. Something that you worked on for hours upon hours without even thinking about it. i. Tell me about a time that you worked on a successful project that required a great deal of planning. How did you make it happen? Who were the key players? j. What is the best time of day for you to get things done? k. Tell me about a tough deadline that you were able to meet. How did you do it? Who were the key players?
--	--	--