The *TCI* Advising Profile is released to the student’s advisor if the student grants permission to do so as part of the *TCI*. The *TCI* Advising Profile is divided into two parts: (1) the banner heading, which offers a variety of information about the student, and (2) a listing of all of the items included in the *TCI* Index.

**Banner Heading**

The banner heading includes identifying information (name, student ID number, college); cognitive data from the student database (high school GPA and SAT scores); and the *TCI* Index as well as several key responses from the *TCI*.

*TCI INDEX*: The *TCI* Index is a tabulation of responses to 47 items that are disproportionately chosen by students in academic difficulty (GPA < 2.00). For each of those responses chosen by the student, the *TCI* Index is incremented by one.

**Indexes of 0 - 5** are considered to be at low risk for academic difficulty

**Indexes of 6 - 8** are considered to be above average risk

**Indexes of 9 and above** are considered to be high risk and should definitely receive some intervention assistance in the fall if they are to avoid academic difficulty in their first semester of college. A curriculum based intervention such as a U101 type course or Learning Community should be strongly recommended and individual follow-up or referral should occur in the fall for additional assistance.

*EARN DEGREE / MOST LIKELY CAUSE*: Item #76 asks students if they were to leave college before earning a degree, what would be the most likely cause. Successful students typically choose the response, “I am absolutely certain that I will obtain a degree.” If they have done that, “Obtain Degree” will be printed next to Earn Degree. If not, “Drop Out” will appear next to Earn Degree AND a reason for leaving college early will appear next to Most Likely Cause. (This item was developed by Bill Sedlacek and is used with permission.)
MARCIA SCALE: A measure of career identity status. Have students made a career choice? If not, are they concerned about it and seeking assistance? If yes, have they based that decision on little thought or a thorough exploration of themselves in relation to the job market?

Identity Diffused: No choice and not worried about it (about 8% of ODU freshmen)

Moratorium: No choice but concerned and would like assistance (about 17% of ODU freshmen)

Foreclosed: Choice, but little or no exploration of it or of alternatives (about 40% of ODU freshmen)

Identity Achieved: Choice with exploration of chosen area and of alternatives (about 35% of ODU freshmen)

BLANK: This indicates the number of items in the TCI Index that students left blank.

Listing Of TCI Index Items

The Banner Heading is followed by a listing of each of the items of the TCI that contribute to the TCI Index. If blank, the student did not answer that item in the same manner as students prone to academic difficulty. If a response appears, it is the same response as the one given by students with a higher probability of academic difficulty. The number of responses printed will equal the TCI Index in the banner heading.

In addition to referring students with TCI Indexes of 9 or above to a curricular intervention, the advisor should schedule meetings early, and with as much frequency as possible, in the fall semester to review this TCI Advising Profile with them. As a first step, advisors should review the items contributing to the TCI Index with the student to validate them. The advisor and student should then develop strategies, preferably over several sessions, to overcome the particular difficulties suggested by each item or combination of similar items. Our experience has been that a single meeting to point up potential difficulties to students with indexes of 9 and above will not create a sufficient impact to alter these often long held attitudes and behaviors. If advisors are unable to work with the student over time during the fall, a referral to the Counseling Center is recommended where more in depth assistance can be provided.