

Intervention Resource Guide for Advisors & Staff

Scale/Assessment Indicator	Questions indicate	Consider directing the student to this on-campus resource...
Interactions with Previous Educators	Level to which interactions have been positive in the past; Attitude of previous teachers; Perception of previous teachers	Provide suggestions for how the student might be able to connect with faculty/advisor (office hours, taking to lunch, etc)
Career Plans	Career interests; confusion with choosing a career	Berry Career Institute
Commitment to College	Desire to be in college at this time; Dedication to finishing college; Questioning whether college is worth the time, money, and effort	Depending on specific concerns, talk to them about benefits of college, or refer to Berry Career Institute, Counseling, Financial Aid
Family Support	Family's understanding of the student; Family stating things that are hurtful	Notify Early Warning of this concern. Depending on specific concerns, refer to Counseling, Chaplain's office, RA, or Financial Aid
Reading Interests	Receiving personal satisfaction from reading; Whether reading has broadened horizons	Academic Support Coordinator and Center for Teaching and Learning
Math and Science Confidence	Understanding biology; enjoy solving complex math problems; Grasp of scientific ideas	Quantitative Reasoning Studio
Capacity for Tolerance	Ability to get along with alternative viewpoints; Political ideology; Ability to feel comfortable with people who disagree on social issues	Events sponsored by Intercultural Life, Civic Engagement, and Chaplain's Office; Engaging in active listening in classroom and co-curricular discussions; Sustained Dialogue

Receptivity to Academic Assistance (interests)	Would like to receive help with...test taking, study habits, writing skills, math skills, tutoring, reading skills	Emphasize the importance of developing a relationship with advisors, using resources. Normalize the usage of resources in Center for Teaching and Learning, Coordinator for Academic Support and Advising, Berry Career Institute, faculty, advisors, and study groups.
Receptivity to Career Guidance (interests)	Would like to talk to someone about career qualifications; selecting a major, salaries, career suited to interests and abilities	Encourage students to engage with Berry Career Institute (Type Focus), engage with faculty and advisor. Ask about their Career Roadmap and start making plans for this.
Receptivity to Financial Guidance	Would like to talk to someone about student employment, loans, scholarships, summer employment	Financial Aid; Berry Career Institute
Receptivity to Personal Counseling (interests)	The questions here indicate "I want to talk to someone about something..."	Direct them to set up an appointment with the counseling center, take advantage of Friday meditation with the chaplain, meet with the chaplain.
Receptivity to Social Engagement	Would like to attend events to meet new people, learn about student leadership, meet experienced students	Encourage them to plan to attend Involvement on the first Friday, attend floor or hall programs, invite people from their class, floor, or PA group to continue to join you for lunch;
Financial Security	Financial resources to finish college, financial problems are distracting	Financial Aid and Student Employment
Social Engagement	Enjoy getting together with a group of friends; degree of extroversion	Encourage them to plan to attend Involvement on the first Friday, attend floor or hall programs, invite people from their class, floor, or PA group

		to continue to join you for lunch; encourage them to talk to their RA
Study Habits	Note taking skills; willingness to study hard for classes they don't like; ability to concentrate in courses	Coordinator of Academic Support & Advising Content tutors Workshop series this fall on study habits/time management. Spring adjunct course on the topic.
Verbal and Writing Confidence	Ability to pick up vocabulary; understanding deeper meaning; paper organization	Writing Studio
Transfer	Planning to transfer; no desire to transfer	Fill out a Student of Concern report ; deduce why they are considering transferring and connect them with options at Cornell

Potential Additional Concerns

	struggling with math, statistics, etc	Quantitative Reasoning Studio
	putting together a presentation, making a movie, etc.	Academic Technology Studio
	signs of depression	Refer to Counseling Center; fill out a Student of Concern report
	connecting with an advisor	Invite them to lunch to have a more informal conversation
	not feeling well	Health Services; fill out a Student of Concern report
	homesickness	Health Services, Counseling Center, Chaplain's Office, RA; fill out a Student of Concern report

	wanting to join a student organization	Student Life office
	roommate issues	RA or Assistant Director of Residence Life
	being a first generation college student	Rise Up program, discuss concerns with them
	not finding people like them on-campus	Encourage them to join clubs/organizations, encourage them to talk to RA; attend intercultural life or spiritual life events. Refer to Early Warning if struggling.
	not finding places for basic services	RA or PA; have a conversation about concerns/needs
	needing extra time for tests	Coordinator of Academic Support & Advising

